

**AN UNDERGRADUATE THESIS**

**THE USE OF LGL (LIST-GROUP-LABEL) STRATEGY  
IN IMPROVING ENGLISH VOCABULARY  
AT THE TENTH GRADERS OF SMKN 1 METRO**

**By :**

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English Education Department**



**STATE ISLAMIC INSTITUTE  
OF METRO  
1439 H / 2018 M**

**THE USE OF LGL (LIST-GROUP-LABEL) STRATEGY  
IN IMPROVING ENGLISH VOCABULARY**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S,Pd.)  
in English Education Department

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## **ABSTRACT**

### **THE USE OF LGL (LIST-GROUP-LABEL) STRATEGY IN IMPROVING ENGLISH VOCABULARY AT THE TENTH GRADERS OF SMKN 1 METRO**

**By:**

**NURBAITI**

This research is aimed to know whether LGL (List-Group-Label) Strategy can improve English vocabulary mastery or not and to discuss how LGL (List-Group-Label) Strategy improve English vocabulary mastery at the tenth grade of SMK Negeri 1 Metro. This research is based on the last observation result that the learning process and students' vocabulary score have been active through LGL (List-Group-Label) Strategy.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in vocabulary mastery. The CAR design used in this research is KemmisMc Taggart's design. It consists of four phases: planning, acting, observing, and reflecting. This research was conducted in 2 cycles and every cycle consists of 2 meetings. The subject of this research is the students of class X of SMK Negeri 1 Metro. In collecting the data, this research used test, observation, and documentation.

Based on the result and the discussion of this research, it can be said that the implementation of LGL (List-Group-Label) Strategy to improve English vocabulary mastery is success because the criteria of success was achieved. This research will be called success if there is 80 % or more of students who passed the minimum standard criteria 70 and there is increase in learning activity. The result show that there were 76, 33 % of students who passed the minimum standard criteria in the post-test 2. Before the action was conducted, there were just 4 of students who passed the minimum standard criteria in the pre-test. Besides that, the significant improve can be seen from the students' learning activity. They seem more active during teaching learning process. Based on the result mentioned before, the researcher suggests that the English teacher should implement LGL (List-Group-Label) Strategy to improve the students' English vocabulary mastery.

## **ABSTRAK**

### **PENGUNAAN STRATEGI *LGL (LIST-GROUP-LABEL)* DALAM MENINGKATKAN KOSAKATA BAHASA INGGRIS PADA SISWA KELAS X SMKN 1 METRO**

**OLEH:**

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Penelitian ini bertujuan untuk menunjukkan bahwasanya strategi LGL (List-Group-Label) dapat meningkatkan penguasaan vocabulary siswa atau tidak dan juga bertujuan untuk mendiskusikan bagaimana strategi LGL (List-Group-Label) dalam meningkatkan penguasaan vocabulary siswa kelas 10 SMK Negeri 1 Metro. Penelitian ini berdasarkan pada hasil penelitian terahir yang menyatakan bahwa proses pembelajaran berjalan secara aktif dan nilai vocabulary siswa meningkat melalui strategi LGL (List-Group-Label).

Penelitian ini masuk dalam kategori penelitian tindakan kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam vocabulary. Desain penelitian tindakan kelas yang digunakan dalam penelitian ini adalah desain dari Kemmis MC Taggart. Desain penelitian ini terdiri dari 4 fase yaitu planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari 2 pertemuan. Subjek penelitian ini adalah siswa kelas 10 SMK Negeri 1 Metro. Metode yang digunakan dalam mengumpulkan data adalah tes, observasi, dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan strategi LGL (List-Group-Label) dapat dikatakan berhasil dalam meningkatkan penguasaan vocabulary karena criteria keberhasilan telah tercapai. Penelitian ini dapat dikatakan berhasil jika 80 % atau lebih siswa dapat meraih KKM 70 dan siswa mengalami peningkatan dalam aktifitas belajar. Hasil penelitian menunjukkan bahwa 76, 33 % siswa dapat mencapai KKM dalam post-test 2. Sebelum penelitian dilakukan, hanya ada 4 siswa yang dapat mencapai KKM pada pre-test. Selain itu, peningkatan yang signifikan dapat dilihat dari aktifitas belajar siswa. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian tersebut, peneliti menyarankan bahwa guru bahasa inggris seyogyanya dapat menerapkan strategi LGL (List-Group-Label) untuk meningkatkan penguasaan vocabulary siswa.



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*AssalamualaikumWr.Wb.*

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An undergraduate thesis entitles: THE USE OF LGL (LIST-GROUP-LABEL) STRATEGY IN IMPROVING ENGLISH VOCABULARY AT THE TENTH GRADERS OF SMKN 1 METRO.

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Finally, the researcher apologizes for all mistakes in this undergraduate thesis in which it was made in writing. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and the readers generally.

Metro, December 2017  
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## **DEDICATION PAGE**

*All praise be Allah SWT, I highly dedicate this undergraduate thesis to:  
My beloved father Mr. Sumardiyanto and my beloved mother Mrs. Yuni Yanti for  
giving their endless love, and who always protecting me, as my inspiration of my  
life, who always pray for my success, and my spirit in my life, thank you so much  
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*My beloved Alamamaters IAIN Metro, the place where I got much knowledge and  
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## MOTTO

وَأَحْسِنُوا إِنَّ اللَّهَ يُحِبُّ الْمُحْسِنِينَ ﴿١٩٥﴾

*“And do good; indeed, Allah loves the doers of good”*

*(Qs. Al-Baqarah:195)*

*“If you want to live a happy life, tie it to a goal, not to people or objects”*

*(Albert Einstein)*

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is a tool that has some important rules in human life. Without language the people can not communicate and understand each other. Language is not only for communicate ideas to other people but also for thinking and negotiating with others. Language is also the expression of human think or feel through which knowledge, belief, and behavior can be experienced, explained, and shared. Everyone need language in their daily activity. They use language wherever they are.

English is very important in the world, because English is the international language. When we are talking about English, the four language skills (listening, speaking, reading, and writing) are being involved. The four languages skills can be categorized in two skills; they are productive skill (speaking and writing) and receptive skills (reading and listening).

One of the important things to master English language is vocabulary. Vocabulary is the first aspect in learning language before able to use the language. Before learning a language the learners have to learn vocabulary. Moreover, vocabulary is basic communication. Mastery of vocabulary will affect the student's ability in four skills of language such as listening, speaking, reading, and writing. Vocabulary is also one of the biggest components of a language, the learners need to master a number of words to

express their ideas well, because the more they learn the vocabulary, the easier they send their ideas to others in spoken or written forms.

There were many problems faced by the students to communicate in English, such as lack of vocabulary, low motivation, habit and interest in learning. The students found the difficulties in mastering vocabulary. So, they need something to solve those problem.

Firstly, the students who have a good habit, they would be easier to improve their vocabulary mastery and there was no obstacle to get motivation. Secondly, the students who have bad habit, it seems difficult because there were many problems that they have been faced when processing of vocabulary mastery.

There were so many strategies that could be applied in learning processing to improve student's vocabulary mastery. As using picture, games, flashcards, word wall media, semantic mapping strategy, etc. for beginning, intermediate to advance level learners.

Meanwhile, in this research, the writer has applied List-Group-Label (LGL) strategy. List-Group-Label (LGL) is one of strategies to improve student's vocabulary. This strategy to encourages students to improve their vocabulary and categorization skills and organize concepts. Categorizing listed word, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts. By using List-Group-Label (LGL) strategy, can help students make connections to prior knowledge and to help teachers activate student's schema in regards to a particular

concept, to improve existing vocabulary, to organize verbal concepts, and to remember new vocabulary.

Besides, this strategy makes words come alive for students through their conversations and reflections on the “meaning connections” between words. It actively engages students in learning new vocabulary and content by activating their critical thinking skills. Therefore, it can make students more active and confident to propose their opinion. They also motivated because there is a challenge to solve the problems which are given.

The writer conducted pre survey on November 15, 2016 at the tenth graders of SMK Negeri 1 Metro in the academic year of 2016/2017. The table below was the result of the pre survey of student’s vocabulary mastery.

**Table 1**  
**The Data of Pre Survey Score Vocabulary at The Tenth Graders of SMK Negeri 1 Metro**

No	Score	Explanation	Frequency	Percentage
1.	$\geq 70$	Complete	1	3,33%
2.	$\geq 70$	Uncomplete	29	96,67%
<b>Total</b>			30	100%

Source: English teacher in the tenth graders of SMK Negeri 1 Metro

The data on pre survey showed that one student who get complete score (3,33%) and 29 students (96,67%) who uncomplete score, and the minimum mastery criterion (KKM) was 70 for English.

Based on the result above, it could be concluded that the vocabulary mastery of the students are still low. The students are lack of vocabulary in English. There are many students who feel difficult to understand the meaning of words. So, they cannot get the information. Most of students are lazy try to study hard, because they have low motivation. Besides, the students have known more unfamiliar than familiar word. Because they do not want try to know new vocabulary.

From the problems, the writer would like to know whether the use of List-Group-Label (LGL) strategy could improve student's vocabulary mastery. Therefore, the writer interests to conduct the research entitled "The Use of List-Group-Label (LGL) Strategy in Improving English Vocabulary at the Tenth Graders of SMK Negeri 1 Metro."

## **B. Problem Identification**

In the case of the background of the study, the writer identifies the problem as follow:

1. The students are lack of vocabulary in English
2. The students have a tendency to get bored easily
3. The students are difficult to mention words with the right pronunciation
4. The students are easy to forget about the vocabulary which have been learnt before

### **C. Problem Limitation**

From the identification above, the limitation of the study is focused on the students are easy to forget about the vocabulary which have been learnt before.

### **D. Problem Formulation**

Concerning the background of the study and problem identifications above, the writer formulates the problem in this research is “Can the use of LGL (List-Group-Label) Strategy improve the student’s English vocabulary mastery and their learning activities at the tenth graders of SMK Negeri 1 Metro?”

### **E. Objective and Benefit of the Study**

#### **1. Objective of the Study**

The objective of the study is to improve the student’s English vocabulary mastery and their learning activities at the tenth graders of SMK Negeri 1 Metro.

#### **2. Benefit of the Study**

##### **a. For students**

As a motivation to learn English especially in English vocabulary mastery and encouragement to create learning group for increasing students achievement.

b. For teacher

As information for teacher about procedure of LGL strategy can be realized in English language to increase students learning achievement.

c. For headmaster

As a consideration in guiding English teacher, taking a decision and coaching in English learning process.



## CHAPTER II

### REVIEW OF RELATED THEORIES

#### A. The Concept of Vocabulary Mastery

##### 3. The Concept of Vocabulary

###### a. Definition of Vocabulary

According to Sadaf Zarrin and Zoya Khan, Vocabulary is one of the basic elements which are crucially important for learning a second or foreign language.<sup>1</sup>

Moreover, Ur argues that vocabulary is the words we teach in the foreign language.<sup>2</sup> It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication.

Meanwhile, according to Neuman and Dwyer in William P. Bintz, vocabulary can be defined as the word must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).<sup>3</sup>

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<sup>1</sup> Sadaf Zarrin, Zoya Khan, *A Study of Vocabulary Learning Strategies Among Undergraduate Learners of A.M.U, Aligarh Muslim University, Aligarh, India, US-China Foreign Language*, ISSN 1539-8080 January 2014, Vol. 12, No. 1, 75-82, p.76.

<sup>2</sup> Ur, Penny, *"A Course in Language Teaching: Practice and Theory"*, (Cambridge: Cambridge University Press, 1996), p.60.

<sup>3</sup> Bintz, William P., *Teaching Vocabulary Across the Curriculum*, (Middle School Journal, March 2011), p.44.

Whereas, James Coady and Thomas Huckin argues vocabulary is central to language and of critical importance to the typical language learner.<sup>4</sup> It is one of the components of language which contributes an important role in developing student's language skills.

From the explanation above the writer concludes that vocabulary is words related to the worlds to give name for everything in the world. It has importance role in every skill of language. With mastering vocabulary, the reader can easier to communicate with others.

#### **b. Kinds of Vocabulary**

According to Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. They are:

##### 1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce.<sup>5</sup> It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

##### 2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in

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<sup>4</sup> James Coady and Thomas Huckin, "*Second Language Vocabulary Acquisition: A Rationale for Pedagogy*", (New York:Cambridge University Press,1997),p.5.

<sup>5</sup> Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, (Saudi Arabia: King Khaled Academy, 2015), No.3/Vol.III,p.25.

speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

From the explanation of two kinds above, the writer concludes that there are several kinds that are used in teaching vocabulary such as: receptive vocabulary, and productive vocabulary. Receptive vocabulary is to recognize when the learners see or meet in reading, but do not use in speaking and writing. Whereas productive vocabulary, the learners can produce the words to express their thought to others in speaking and writing.

### **c. Aspects of Vocabulary**

There are six aspects that needed to be taught by the teacher to be taken into account when teaching vocabulary. They are:<sup>6</sup>

#### 1) Form: Pronunciation and Spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

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<sup>6</sup> Ur, Penny, *"A Course in Language Teaching: Practice and Theory"*, (Cambridge: Cambridge University Press, 1996),p.60-62.

## 2) Grammar

The grammar of new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers reach base form. When teaching a new verb, for example, we might give also its past form, and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form or draw learner's attention to the fact that it has no plural at all.

## 3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound "right" or "wrong" in a given context. So, this is become an important information that the teacher should give a special attention on.

## 4) Aspects of Meaning: Denotation, Connotation, Appropriateness

Denotation can define as the meaning of a word, which primarily refers to the real world. For example, the word "rabbit", rabbit donates a kind of animal; more specifically, a small animal with long ears and large front teeth which moves by jumping on its long back legs; and herbivorous mammal.

Connotation is the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. This means that words can suggest different things depending on the context they occur in. For example, “dog”, for British people have positive connotations of friendships and loyalty; whereas in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority.

Appropriateness is very important for learners to know that a certain word is very common, or relatively rare, or taboo. For example, the word “weep”, is virtually synonymous with the word “cry”, but it tends to be used in writing rather than in speech, and it is much less common than the word “cry”.

#### 5) Aspect of Meaning: Meaning Relationships

How the meaning of one item relates to the meaning of others can be also be useful in teaching. There are various such relationship:

- (a) Synonyms: Items that mean the same, or nearly the same; for example: bright, clever, smart are the synonyms of intelligence.
- (b) Antonyms: Items that mean the opposite; rich is the opposite of poor.

- (c) Hyponyms: Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.
- (d) Co-hyponyms or Co-ordinates: Other items that are the “same kind of thing”, red, blue, green, and brown are co-ordinates.
- (e) Superordinates: General concepts that cover specific items; animal is superordinates dog, lion, horse.
- (f) Translation: Words or expressionism the learners “mother tongue that is (more or less) equivalent in meaning to item being taught.

#### 6) Word Formation

One word or multi-word, vocabulary item can often be broken down into small component “bits”. Exactly how these bits are put together is another piece of useful formation-perhaps mainly for more advanced learners. Vocabulary items are built by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (*bookcase, follow-up, swimming pool*).

#### **d. The Importance of Learning Vocabulary**

According to Moferah Alqahtani, vocabulary knowledge is often viewed as a critical tool for second language learners because limited vocabulary in a second language impedes successful

communication.<sup>7</sup> Underscoring the importance of vocabulary acquisition, emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Furthermore, Walkins in Liu Zhi-Liang states that “without grammar little can be conveyed, without vocabulary nothing can be conveyed”.<sup>8</sup> It mean that without vocabulary, skills of language learning including listening, speaking, reading, and writing cannot be successfully achieved. So we cannot deny that vocabulary learning plays a very important role in second language learning and a large vocabulary will help learners improve their proficiency. In a word, the basic role of vocabulary in SLA has been established. It is also recognized that mastery of vocabulary is an essential component of SLA. Therefore, in order to become proficient in an L2, a learner must master a large vocabulary.

From the explanation above, the writer argues that it is known that vocabulary is one of the important factors; someone cannot speak, understand, read or write a foreign language without having a lot of words. Vocabulary is the biggest component of any language

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<sup>7</sup> Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, Vol.III.No.3/2015,p.22.

<sup>8</sup> Liu Zhi-Liang, *A Study on English Vocabulary Learning Strategies for Non-English Majors in Independent College*, (*Cross-Cultural Communication*, 2010), No.4/ Vol.6,p.153.

course. Everyone who learns a language must have enough vocabulary knowledge, without having enough vocabulary knowledge; the learning process is not easy to do. No matter how well the learners learn grammar without words to express meaning, communication in a foreign language may not occur in any meaningful ways.

#### e. **The Techniques of Teaching Vocabulary**

Techniques are what we give to the learners for helping them arrange and construct meaning as they have learned. Technique is a way that is intended to achieve a particular purpose.

Brewster, Ellis , and Girard in Mofareh Alqahtani state that there are nine techniques of teaching vocabulary.<sup>9</sup> The techniques are using objects, drawing, using illustrations and pictures, contrast, enumeration, mime, expressions and gestures, guessing from context, eliciting, and translation. Furthermore, the explanation of the techniques as follows:

##### 1) Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary to be better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Objects can be used to show

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<sup>9</sup> Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, (Saudi Arabia: King Khaled Academy, 2015), No.3/Vol.III,p.26-29.



meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

## 2) Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

## 3) Using Illustrations and Pictures

Pictures connect student's prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast

number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

#### 4) Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word “good” contrasted with the word “bad”. But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word “white” is contrasted with the word “black”, there is an “in between” word “grey”. Furthermore, verb “contrast” means to show a difference, like photos that reveal how much weight someone lost by contrasting the “before” and “after” shots.

#### 5) Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say “clothes” and explain this by enumerating or listing various items. Teacher may list a number of clothes, e.g. address, a skirt, trousers, etc, and then the meaning of the word “clothes” will become clear. The same is true of “vegetable” or “furniture”.

#### 6) Mime, Expressions, and Gestures

Mime or gestures is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: “sad”, “happy”; mime and taking a hat off your head to teach hat and so on.

#### 7) Guessing from context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists. There are two types of contexts. The first type is the context within the text, which includes morphological, semantic, and syntactic information in a specific text. While the second one is the general context or non-textual context, which is the background knowledge the reader has about the subjects being read.

#### 8) Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

#### 9) Translation

Even though translation does not create a need or motivation of learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking student's comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

From the explanation of techniques above, the writer argues that the techniques can help the reader to understand about the vocabulary after that the reader can answer the exercise from the text easily. It is important to the reader because can improve their comprehension especially in vocabulary mastery. Therefore, the author's intended will receive well. This techniques also help the teacher in teaching and learning, the teacher applies this techniques in daily learning especially in learning vocabulary.

### **4. The Concept of Vocabulary Mastery**

#### **a. Definition of Vocabulary Mastery**

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster, mastery refers to: the authority of a master:

dominion, the upper hand in a contest or competition; superiority, ascendancy and possession or display of great skill or technique, skill or knowledge that makes one master of a subject comment. Meanwhile, Hornby defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

Rivers stated that vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests' needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.<sup>10</sup>

#### **b. The Assessment of Vocabulary Mastery**

Assessment is an on going process that encompasses a much wider domain. Whenever a student responds to a question, offers a

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<sup>10</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and how to be taught" in *The Importance of Vocabulary in Language Learning and How To Be Taught* (Saudi Arabia: King Khaled Academy), Vol. III, No. 3/2015, p. 26

comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.

According to John, vocabulary assessment seems straight forward in the sense that word lists are readily available to provide a basis a basis for selecting a set of words to be tested.<sup>11</sup>

In the other hand, assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedure that occur at identifiable times in a curriculum when learners muster all their faculties to offer speak performance, knowing that their responses are being measures and evaluates.<sup>12</sup> Assessment of vocabulary is not only to know the achievement of students in mastering vocabulary, but also useful to improve the memory of words that found.

In this research the writer use written test that is a simple worksheet with one column for listing the words brainstormed and another large coloumn for grouping and labeling the words. There are two tests for students in this research. Those are pre-test that given to measure the pre exiting ability of the students in mastering vocabulary before the writer start teach them by using LGL strategy, post tests to know the student's achievement in mastering vocabulary

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<sup>11</sup> John Read, *Language Assessment*, (Cambridge: Published by Syndicate of the University Perss, 2000) p.2

<sup>12</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*,(San Francisco, California, 2003), p. 4

after the writer teach vocabulary to the students by using LGL strategy.

Assessing the student's vocabulary mastery the writer use the theory according to brown in John as follows<sup>13</sup> :

- 1) Excellent to good: 20-18 precise vocabulary usage; use of parallel structures; concise; register good.
- 2) Good to adequate: 17-15 attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
- 3) Adequate to fair: 14-12 some vocabulary misused; lack awareness of register; may be too wordy.
- 4) Unacceptable-not college-level work: 11-6 poor expression of ideas, problems in vocabulary, lacks variety of structure.
- 5) Inappropriate use of vocabulary: 5-1 no concept of register or sentence variety.

## **B. The Concept of LGL (List-Group-Label)**

### **1. Definition of LGL (List-Group-Label)**

According to Katherine D. Wiesendanger, List-Group-Label is a classification strategy that helps students learn how words relate to previously learned concepts.<sup>14</sup> In essence, List-Group-Label strategy

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<sup>13</sup> John Charles, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000) p. 218

<sup>14</sup> Katherine D. Wiesendanger, *Strategy for Literacy Education*, (Colombus: Alfred University), p.60.

attempts to improve on the way in which students learn and remember new concepts.

In the other hand, according to Tabata in Patricia state that List-Group-Label is strategy develops student's academic vocabulary by categorizing words into groups that relate to similar concepts.<sup>15</sup> Through this process, students are required to activate their prior knowledge and engage in thinking about words in different ways. They connect their prior knowledge with new knowledge about words, thereby developing conceptual understandings useful for comprehending text.

Furthermore, Musa Nushi and Homa Jenabzadeh state that List-Group-Label is a strategy that can challenge student's cognitive abilities while providing a meaningful class experience.<sup>16</sup> In this strategy, students will consider a central concept and categorize and label vocabulary based on that; this strategy will foster group activity, can relate old knowledge to new vocabulary, and can relate different types of words in a more tangible and memorable way.

Whereas, according to WETA and Ziwers in Boles Angela state that List-Group-Label is a vocabulary strategy that has students actively organizing what they already know about content area vocabulary and

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<sup>15</sup> Patricia A. Antonacci and Chaterine M. O'Callaghan,"*Developing Content Area Literacy: Strategies for Middle and Secondary Classrooms*", (USA:SAGE Publications,2011),p.45.

<sup>16</sup> Musa Nushi and Homa Jenabzadeh, *Teaching and Learning Academic Vocabulary*, (California: Sahid Bahesti University, 2016), No.2/Vol.40,p.58.



concepts.<sup>17</sup> With this strategy students list all the words they can think of that relate to a topic.

From explanation above the writer concludes that List-Group-Label is a Strategy for improving student's vocabulary and categorization skills, organize their verbal concepts and aid them in remembering and reinforcing new words.

## **2. The Function of LGL (List-Group-Label)**

The LGL strategy was originally designed for and is often used to introduce vocabulary. This strategy used by teachers to fill in the students' missing information and focus them on prior knowledge that is relevant to the topic. There are some functions of LGL strategy, they are:<sup>18</sup>

- a) It helps students organize their understanding of specific vocabulary and concepts.
- b) It builds on students' prior knowledge about a topic.
- c) It actively engages students in learning new vocabulary and content by activating their critical thinking skills.
- d) It teaches categorizing and labeling skills.

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<sup>17</sup> Boles, Angela. K, *A Survey of Vocabulary Strategies and Practices as Prescott Middle School*, (University of Wisconsin-Stout, 2012), p.23.

<sup>18</sup> <http://www.readingrockets.org/strategies/list-group-label>.access on October 04, 2017.

### 3. Procedure for LGL (List-Group-Label)

The List-Group-Label strategy helps students identify prior knowledge, improve existing vocabulary, and remember new vocabulary. There are several steps that used in LGL (List-Group-Label) strategy, they are:<sup>19</sup>

- 1) Select one or two topic based on a theme students are studying.
- 2) List : have students brainstorm all the words they think relate to the topic.
- 3) Group : every students will work to cluster the class list of words into subcategories. As group of words emerge, challenge students to explain their reasoning for placing words together or discarding them.
- 4) Label : invite students to suggest title or label for the groups of words they have formed. These label should relate to their reasoning for the grouping.

From the explanation of procedure above, the writer argues that List-Group-Label strategy offers a simple three steps process for students to organize a vocabulary list from a reading selection. This strategy stresses relationship between words and the critical thinking skills required to recognize these relationships. List-Group-Label challenges students to list key words (especially unclear or technical terms) from a reading selection, group these words into logical categories based on shared features, and label the categories with clear descriptive titles.

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<sup>19</sup> Katherine D. Wiesendanger, *Strategy for Literacy Education*, (Colombus: Alfred University), p.60-61.

#### 4. The Advantages and Disadvantages of Using LGL

The List-Group-Label strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts. The purpose of List-Group-Label strategy is to assist students in learning new vocabulary by emphasizing word relationships. In addition to helping students understand and remember vocabulary words and phrases, it also supports the activation of background knowledge. There are many advantages and disadvantages of using List-Group-Label:<sup>20</sup>

##### a) Advantages

- (1) Activates background prior knowledge to reading a selection
- (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 selected words for each group
- (5) Allows for both small and large group discussion
- (6) Encourages collaboration
- (7) Provides opportunity for students to consider relationship between words
- (8) Good activity for substitute teacher

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<sup>20</sup> V. Janardhana Rao, *"Problems of Continuing Education: Acquisition of English Vocabulary"*, (New Delhi: Discovery Publishing House, 2006),p.51-52.

(9) Easy to implement

(10) Applicable for a variety of subject

b) Disadvantages

(1) This strategy is not effective when students are not able to interact.

(2) This strategy is difficult for students having low ability in English to create idea when labeling the words.

(3) This strategy organize information with categorize group of words, this activity will be appealing to students with strong skills. Students with weaker skills may find this activity frustrating.

### **C. Action Hypotesis**

Based on the frame of theories and assumption above, the writer formulates the hypothesis is as follow “By using LGL (List-Group-Label) Strategy the student’s English vocabulary mastery and their learning activities can be improved at the tenth graders of SMK Negeri 1 Metro in Academic Year 2016/2017”

## CHAPTER III

### RESEARCH METHODOLOGY

#### I. The Operational Definition of Variable

##### 1. Variable of research

This research consists of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it.<sup>21</sup> The two variables can be explained as follow:

##### a. Independent Variable

Independent variable is a variable which functions to influence the other variable. The independent variable in this research is the List-Group-Label (LGL) Strategy. List-Group-Label (LGL) Strategy introduces an effective way to make the students easier to learn English vocabulary. This strategy is used in individually or a small group. They will ask to generate a list of words, group them according to their similarities, and then label the group. This research will be investigated in the tenth grader of SMK Negeri 1 Metro.

The writer hoped to investigate the improving of students' English vocabulary by using List-Group-Label (LGL) strategy.

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<sup>21</sup>Alison Mackey and Susan M. Gass, *Second Language Research Methodology and Design*, (Mahwah, New Jersey: Lawrence Erlbaum Associates Publisher, 2005) ,p.103

b. Dependent variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' English vocabulary. The improving of student English vocabulary can be seen after using List-Group-Label (LGL) Strategy. The subject of research consists of four criterias: listening, speaking, reading, and writing.

**B. The Research Setting**

This research have been conducted at the tenth graders of SMK Negeri 1 Metro in the academic 2016/2017, which consist of 30 students. SMK N 1 located in Jl. Kemiri Iringmulyo, East Metro, Metro City, Lampung.

The research would be held at the tenth grade because most of students are still low in their English vocabulary mastery.

**C. The Subject of The Study**

The subject of this research was the tenth graders students of SMK Negeri 1 Metro. In this research the writer chooses X AK3 class. The number of X AK3 student as follows:

**Table 2**

<b>No</b>	<b>Students</b>		<b>Total</b>
	<b>Male</b>	<b>Female</b>	
	<b>6</b>	<b>24</b>	<b>30</b>

The writer chooses this class because of several reasons and one of them in this class has the lowest score in English subject among the other class especially in English vocabulary mastery.

#### **D. Research Procedure**

##### **1. Classroom Action Reseach**

The research was aimed to improve students' English vocabulary by using List-Group-Label (LGL) Strategy so the writer used classroom action research. According to Donald Ary, Action Research is about taking action based on research and researching the action taken.<sup>22</sup> Furthermore Kumar state that action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.<sup>23</sup>

Next, Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. It means that action research is given by teacher with directive from teacher that is done by

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<sup>22</sup> Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512

<sup>23</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006) .p.261

students.<sup>24</sup> Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own practices.<sup>25</sup> From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

Concerning about the type of action research, the writer will use collaborative action research so that it needs the collaborator or another participants which is English teacher to assist the writer in this research. Therefore the writer would be assisted by Mr. Dahrul Ahmad Ahyarudin, S.Pd. He is an English teacher of SMK Negeri 1 Metro.

Classroom action research (CAR) has various models but in this research the writer used Kemmis and McTaggart (1988) research design. According to Kemmis and McTaggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.<sup>26</sup> Those phases can be seen by following figure:

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<sup>24</sup> Anne Burns , *Doing Action Research in English Language Teaching*, (Roudledge: New York and London, 2001) p.1

<sup>25</sup>John Creswell, *Educational Research:Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.577

<sup>26</sup>Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p.32



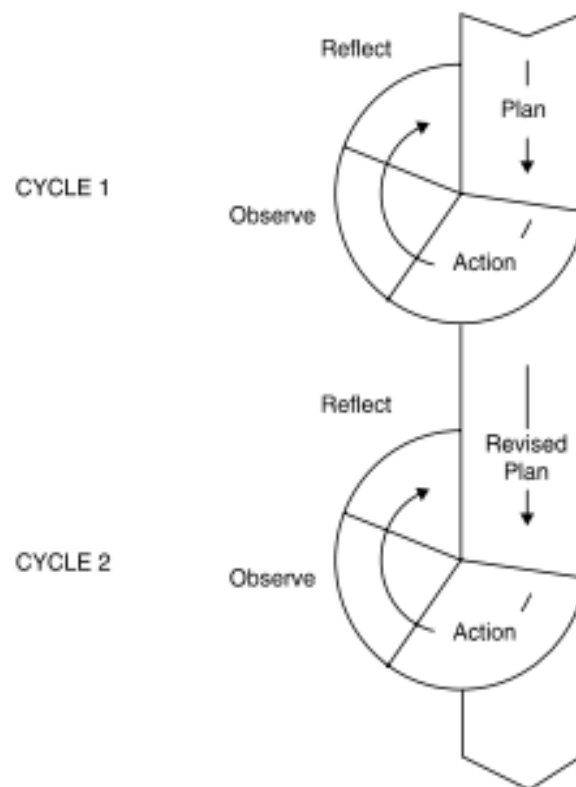


Figure 1. The ‘action research spiral’ (based on Kemmis and McTaggart).

## 2. Action Plan

Based on Kemmis and MacTagart’s research design, the steps of the research cover four phases in each cycle. They are the following:

### a. Cycle 1

#### 1) Planning

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student’s problem in reading comprehension that occurred in the classroom and concluding the finding in preliminary study. Then

the writer and the collaborator (teacher) prepare some plans to conduct the classroom. They are the following:

- a) The writer prepares the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
  - b) The writer prepares learning resource for students.
  - c) The writer determines the method to be applied in acting phase. In this case, the writer uses List-Group-Label (LGL) strategy to improve students' English vocabulary.
  - d) The writer prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
  - e) The writer and the collaborator design the criteria of success.
- 2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the writer would be applied the planning of strategy and scenario learning as follows:

- a) Giving explanation about the material.
- b) The teacher gives explanation of the rules of List-Group-Label (LGL) strategy.

- c) Then asks the students to play List-Group-Label while the teacher gives score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.
  - d) Giving guidance and task to the students for next meeting.
- 3) Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structured observation form and makes note the overall activities. Furthermore, the writer collected the data from the post test and the result of student's activity. The writer observed the overall activities to find out the effectiveness of teaching and learning process which has been occurred and the result would be concluded and discussed in reflecting phase.

4) Reflecting

In the fourth phase, the writer and the collaborator discussed about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the writer and the collaborator analyzed the teacher performance during teaching and learning process and students' performance to find out whether the implementation of List-Group-Label (LGL) strategy run successful or

unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborator will conducted the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-planning

In the first phase, before conducting the action in the next phase, the writer repaired the problem found in cycle one. It would be explained as follow:

- a) The writer analyzed the reflection result to obtain the solving problem.
- b) The writer revised and prepared the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.
- c) The writer rearranged observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real.

In this phase, the writer applied the planning of strategy and scenario learning as follows:

- a) Giving explanation about the material.
- b) The teacher gave explanation of the rules of List-Group-Label (LGL) strategy.
- c) Then asks the students to play List-Group-Label while the teacher gives score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.
- d) Giving guidance and task to the students for next meeting.

### 3) Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structured observation form and makes note the overall activities. Furthermore, the writer also collected the data from the post test and the result of student's activity.

### 4) Reflecting

In the fourth phase, the writer and the collaborator discussed about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the writer and the collaborator also analyzed the teacher performance during teaching and learning process and

students' performance to find out whether the implementation of List-Group-Label (LGL) strategy run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborator conducted the next cycle and used the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

#### **E. Data Collection Technique**

For this research, there are three techniques which have been used by the writer to collect the data such as observation, documentation, and test. They can be explained as follows:

##### **1. Observation**

Observation is data collection technique which is carried out by observing each occurrence is taking place and making notes using observation instrument about the matter which would be observed or researched. In this case the writer used observation to obtain the data about students' activity or participation and teacher performance in the classroom which is observed by observer.

##### **2. Documentation**

Documentation is data collection method that is used for getting information from the written source or document, for instance books, magazines, notes, and other. The writer used documentation to obtain the data about the school profile such as history of the school, the number of

teacher and staff officer and students at SMK Negeri 1 Metro. Besides, the documentation is used to visualize the classroom activity in the form of photograph.

### **3. Test**

The test that would be used in this research is written test of English vocabulary. The test consists of two kinds of test, they are Pre-test and Post-test. The two tests are as follow:

#### **a. Pre test**

After observing the subject's activities, the writer gave pre test to know the level of the students' vocabulary mastery before giving treatments. The pre-test is done to find out how the students mastering English vocabulary in the class.

#### **b. Post test**

Second, post-test is examined to the students after they are taught vocabulary through List-Group-Label strategy as the treatment. To find out the improvement before and after giving treatment, it can be seen by comparing the result between pre-test and post-test.

### **F. Research Instrument**

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately

understanding.<sup>27</sup> In this research, the research instrument have been designed by the writer. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Farthermore, the three kinds of instrument can be explained as a follow:

1. Observation Guidance
  - a. The students learning activity
  - b. Teacher performance in the classroom
2. Documentation guidance
  - a. The history of the school
  - b. The condition of teachers and official employee
  - c. The condition of students
  - d. Learning facilities
  - e. Organization structure
  - f. Location sketch at SMK Negeri 1 Metro
3. The Test Guidance
  - a. Instrument Blueprint

The test is written test which has some indicators as follows: the indicator of List-Group-Label (LGL) strategy is the students are able to gain new vocabularies and they can use it in daily activity. The last, the indicator of the student's English vocabulary mastery is the students can answer the vocabulary questions and having more

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<sup>27</sup> David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p.5.



vocabularies, so they can use it for writing, speaking, and also translating.

b. Instrument Calibration

Instrument calibration is used to know the validity. In that case validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity refers to the content of the manifest variable is right to measure the talent concept that the writer tries measure.<sup>28</sup>

The writer will use content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the writer uses content validity based on the syllabus and materials at the tenth graders of SMK Negeri 1 Metro in academic year 2016 / 2017.

## G. Data Analysis Technique

1. Formula

Data analysis taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:

$$\bar{X} = \frac{\sum xN}{N}$$

Note

$$\bar{X} = \text{Average score}$$

$$\sum x = \text{Total Score of the Students}$$

---

<sup>28</sup> Muijs Daniel, *Doing Quantitative Research in Education*. (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.66.

N = Total of Students.<sup>29</sup>

Furthermore, to know the result the writer compared the averaged score between pre-test and post-test for each cycle. And then to know the percentage of increasing score in students learning activities, the writer used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note :

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.

## H. Indicator of Success

This research have succeeded or finished if 80% of students got score minimum 70 and there was significant increasing in the students learning activity which occur until the last cycle.

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<sup>29</sup> Donald Ary, et.al, *Introduction to Research.*, p.108

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Result of The Research

##### 1. The Brief History of SMK Negeri 1 Metro

SMK Negeri 1 Metro was located in Jl. Kemiri 15A Iringmulyo, East Metro, Metro City, Lampung. It was built on 17.020 m<sup>2</sup>. This school established on August 1<sup>st</sup>, 1965. At the first time the name of SMK N 1 Metro is SMEA.

Since SMK Negeri 1 Metro was established, this school has been led by the following principals:

- |                             |             |
|-----------------------------|-------------|
| a. Mashuri DM, BA           | (1965-1966) |
| b. TMD Nasution             | (1966-1968) |
| c. Drs. Soegiyanto          | (1968-1975) |
| d. Dudun Abdullah           | (1975-1983) |
| e. Drs. Basri DJ            | (1983-1990) |
| f. Drs. Djoko Sampurno      | (1990-1995) |
| g. Drs. Mashuri DM, BA      | (1995-1996) |
| h. Drs. Rosyidi Zahara      | (1999-2002) |
| i. Drs. Hj. Asnayus         | (2002-2005) |
| j. Hj. Djumijati, S.Pd      | (2005-2013) |
| k. Dra Hj. Dwi Widyaningsih | (2013- now) |

##### 2. Vision and Mission of SMK Negeri 1 Metro

###### a. Vision of SMK Negeri 1 Metro

“Be a superior school, noble character, and environment insight”.

###### b. Mission of SMK Negeri 1 Metro

- 1) Organizing the management and administration of the school as a professional, accountable, and democratic by applying appropriate technology based on the principles of school-based management.

- 2) Organizing the learning process and counseling services in a professional, quality, and responsible manner, in accordance with the predefined curriculum by utilizing the latest technology.
- 3) Organizing and developing school curriculum by integrating noble character values, environmental protection, technology development, needs and potential of the region by involving all stakeholders.
- 4) Integrating the values of intellect values and noble character in the curriculum and daily life.
- 5) Integrating knowledge and environmental conversation techniques in the curriculum and daily life to create a school environment free of air pollution, noise pollution, and odor pollution so give the comfortable in the educational process.
- 6) Organizing extracurricular activities, personal development, as well as other non-academic activities and facilitate with the fulfill facilities and competent trainers.
- 7) Involving the business, industry, institutions, and society partner in the process of education and training suitable with principles of the dual system of education.
- 8) Implement of the educational process by prioritizing the discipline, orderly, and responsibility of all participants in the educational process based on academic guidelines.
- 9) Preserving, protecting, and managing the environment optimally.
- 10) Prioritize the use of recycling by means of 3R (Reuse, Reduce, Recycle).

### **3. List of Teachers in SMK Negeri 1 Metro**

Total of teachers and staff in SMK Negeri 1 Metro are 107 that can be identified as follows:

**Table 3**  
**List of Teachers**  
**at SMK Negeri 1 Metro**

<b>NO.</b>	<b>NAME</b>	<b>LAST EDUCATION</b>	<b>POSITION</b>
1.	DRA.DWI WIDYANINGSIH	S1	Head Master
2.	ADNAN PUSPA W, S.PD	S1	Mathematics Teacher
3.	ZULI ASTUTI, S.PD.T	S1	Productive Catering Service Teacher
4.	JARWOTO, S.PD	S1	Economics and Business Teacher
5.	DONY RAHAYU F,S.PSI	S1	Counseling Teacher
6.	DRS. SISWANTORO	S1	Counseling Teacher
7.	SUSI PANCAWATI, S.PD	S1	Productive Hotel Teacher
8.	PUJI YUDOWALUYO,S.PD	S1	Productive Hotel Teacher
9.	RAHMAWATY MELINDA BN, S.ST.PAR	S1	Productive Hotel Teacher
10.	NOVDILIA SARI, S.PD	S1	Productive Hotel Teacher
11.	D. PRAMADI,S.TR.PAR	S1	Productive Hotel Teacher
12.	SHOFIA MAISURI, S.PD	S1	Productive Catering Service Teacher
13.	AFIDATUL MUHAJJALINA, S.PD	S1	Productive Catering Service Teacher
14.	FEBTRI HANDAYANI, S.PD.T	S1	Productive Catering Service Teacher
15.	RUBY SASTAVIONA, S.PD	S1	Productive Catering Service Teacher
16.	DRS. I KETUT SURATMAN	S1	Productive Marketing Teacher
17.	SUGIMAN, S.PD	S1	Productive Marketing Teacher
18.	MAY FARIDA, S.PD	S1	Productive Marketing Teacher
19.	DWI SUHARDIYONO, S.PD	S1	Productive Marketing Teacher
20.	SUNARTO, S.PD.	S1	Productive Marketing Teacher
21.	MAMIK SURATMI, S.PD	S1	Productive Marketing Teacher
22.	SUHARNI, S.E	S1	Productive Marketing Teacher
23.	HENDRI, S.PD	S1	Productive Marketing Teacher
24.	AHMAD SATIBI, S.PD	S1	Productive Marketing

			Teacher
25.	SITI MUAMANAH, S.PD	S1	Productive Accounting Teacher
26.	DRA. ARI RETNANI	S1	Productive Accounting Teacher
27.	DRA. SRI SURYATININGSIH	S1	Productive Accounting Teacher
28.	NURASIH FITHRIANI, S.PD	S1	Productive Accounting Teacher
29.	ANNA SYAMUTHIA,S.E	S1	Productive Accounting Teacher
30.	SAMPE PAKPAHAN, S.PD	S1	Productive Accounting Teacher
31.	PUPUT DERIASARI, S.PD	S1	Productive Accounting Teacher
32.	LUSIA RINI NATALIA, S.PD	S1	Productive Accounting Teacher
33.	DRS. SRIYATMAN	S1	Productive Office Teacher
34.	DRA. TITIN SUYANTI	S1	Productive Office Teacher
35.	SULIS ERNAWATI, S.PD	S1	Productive Office Teacher
36.	ENDANG SUPRIATI, SE	S1	Productive Office Teacher
37.	RIRIN WIDAYATI NUR HIDAYAT, S.PD	S1	Productive Office Teacher
38.	D. AYU NOVITASARI, SE	S1	Productive Office Teacher
39.	DRS. SUKIRNO ZARDY	S1	Islamic Religion Teacher
40.	SRI SUGIARTI, S.AG	S1	Islamic Religion Teacher
41.	SAFA'AT MALIK, S.AG	S1	Islamic Religion Teacher
42.	LUQI SAFIANI, S.PD.I	S1	Islamic Religion Teacher
43.	BAGUS MUHAMMAD RIDO, S.PD	S1	Islamic Religion Teacher
44.	ALMATEUS NANANG RUDIATMOKO, S.PD	S1	Catholic Religious Teacher
45.	DAVID YONIC WIHELMINA, S.TH	S1	Christian Religious Teacher
46.	TINA SUSANTI, S.AG, M.PD	S2	Hindu Religious Teacher
47.	SUKARSIH RAHAYU, S.AG	S1	Buddhist Teacher
48.	FITRIANINGSIH, S.PD, M.PD	S2	Education and Citizenship Teacher
49.	TUTIK SUWANTINI, S.PD	S1	Education and Citizenship Teacher
50.	E. BUDININGRUM K, S.PD	S1	Education and Citizenship Teacher
51.	DRS. KHOSIM, MM	S2	Indonesian Language Teacher
52.	YATI OKTIYANA, S.PD	S1	Indonesian Language Teacher

53.	MEILINA, S.PD	S1	Indonesian Language Teacher
54.	GUSTINI, S.PD	S1	Indonesian Language Teacher
55.	AZRIYANIES, S,PD	S1	Indonesian Language Teacher
56.	DRA. TINA AGUSTINA	S1	Indonesian Language Teacher
57.	DRA. HERNINGSIH	S1	Indonesian Language Teacher
58.	SUPRAPTI, S.PD	S1	Indonesian Language Teacher
59.	DRA. SRI REJEKI H.	S1	Mathematics Teacher
60.	AGUS RIAN TO, S.PD	S1	Mathematics Teacher
61.	RETNO NURJAYANTI, S.PD	S1	Mathematics Teacher
62.	AMINUDIN ZAKKI, S.PD	S1	Mathematics Teacher
63.	VIVIN REFI ASTUTI, S.PD	S1	Mathematics Teacher
64.	DRS. ALHAM	S1	Historical Teacher
65.	HENRA FITRIYANTI JRI, SE	S1	Historical Teacher
66.	USWATUN KHASANAH,S.SI	S1	Science Teacher
67.	NUR YUSRITA, S.PD	S1	Historical Teacher
68.	NUR AMINAH, S.PD	S1	English Teacher
69.	N. IKA DAMASANTI, S.S	S1	English Teacher
70.	UMI MA'RIFAH, S.PD	S1	English Teacher
71.	SUCI LESTARI, S.S	S1	English Teacher
72.	VALENTINA SIWI NUGROHO WIDHI, S.PD	S1	English Teacher
73.	DAHRUL AHMAD AHYARUDIN, S.PD	S1	English Teacher
74.	KETUT ANDI ARTIKE, S.PD	S1	Art Teacher
75.	SUSANTO	S1	Art Teacher
76.	BEKTI ARDARANI, S.PD	S1	Digital Simulation
77.	DWITA MERIANI, S.PD	S1	Entrepreneurship Teacher
78.	GUSNETTY JAYASINGA, S.E, M.PD	S2	Entrepreneurship Teacher
79.	APRIALITA, S.PD	S1	Entrepreneurship Teacher
80.	DRS. MARWOTO	S1	Sport Teacher
81.	NURUL FITHRIYA, S.PD	S1	Sport Teacher
82.	MEIDY WARDHANA PUTRA, S.PD	S1	Sport Teacher
83.	HANAN WIJAYA, S.PD	S1	Sport Teacher
84.	DENI PERMANA, S.PD	S1	Sport Teacher
85.	DWI WAHYULI, S.PD	S1	Economics and Business Teacher
86.	BEKTI SATRIADI, S.PD	S1	Counseling Teacher
87.	WIWIN ARIYANTI, S.PD	S1	Counseling Teacher
88.	EKA LORAENA,S.PSI	S1	Counseling Teacher

89.	ARSEWENDA RACHMA YUNITA, S.PD	S1	Counseling Teacher
90.	HENDROZA, S.KOM	S1	Computer Teacher
91.	NETI SEPTINA. S.KOM	S1	Digital Simulation
92.	ENDANG SRI W, S.PD	S1	Computer Teacher
93.	ERMAWATI PURNOMO,S.PD	S1	Science Teacher
94.	SRI WIRAWATI,S.PD	S1	Science Teacher
95.	APRILIA PUSPITA, S.PD	S1	Lampungnese Language Teacher

Source: Documentation of SMK Negeri 1 Metro

#### 4. Total of The Students at SMK Negeri 1 Metro

**Table 4**  
**Total of Students at SMK Negeri 1 Metro**

No	Studies Program	Class	Total Class	Total Students
1.	Accounting	X	3	106
2.	Accounting	XI	2	97
3.	Accounting	XII	3	87
4.	Office Administration	X	3	89
5.	Office Administration	XI	3	98
6.	Office Administration	XII	2	62
7.	Marketing	X	3	106
8.	Marketing	XI	3	100
9.	Marketing	XII	3	86
10.	Hotel Accomodation	X	3	107
11.	Hotel Accomodation	XI	2	68
12.	Hotel Accomodation	XII	2	53
13.	Jasa Boga	X	2	66
14.	Jasa Boga	XI	2	59
15.	Jasa Boga	XII	2	57
<b>TOTAL</b>			<b>38</b>	<b>1.241</b>

Source: Documentation of SMK Negeri 1 Metro



## 5. Location Sketch of SMK Negeri 1 Metro

Figure 1  
Location Sketch of SMK Negeri 1 Metro

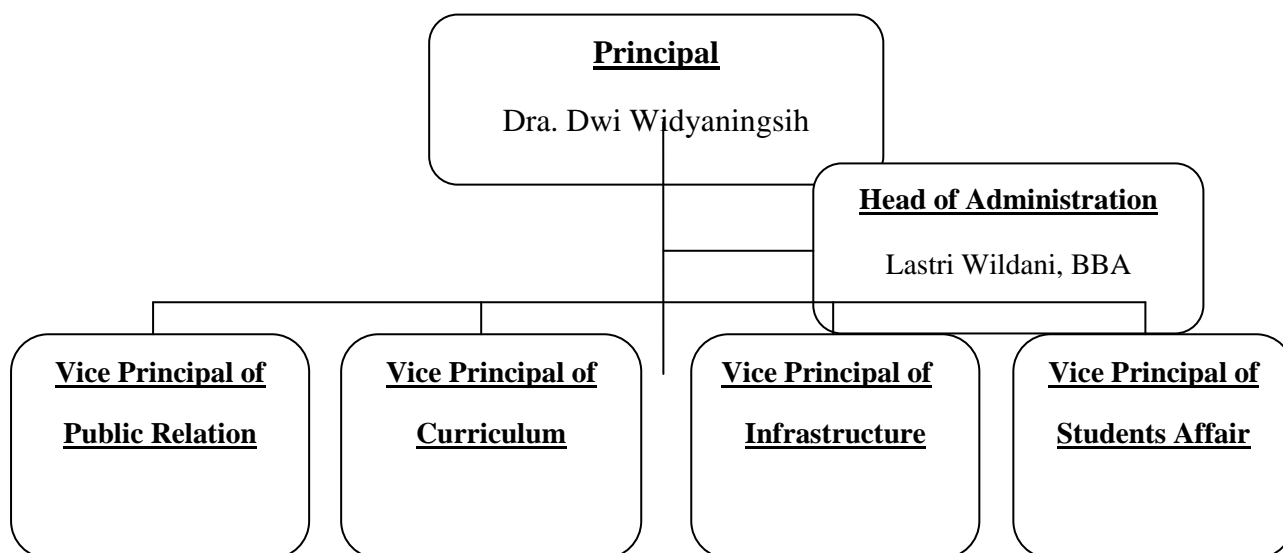


KEPALA SMK NEGERI 1 METRO

Dra. DWI WIDYANINGSIH  
Pembina Tk.1/IV B  
NIP . 196506161992032005

## 6. The School Organization of SMK Negeri 1 Metro

**Figure 3**  
**Structure Organization of SMK Negeri 1 Metro**



### B. Description of Result Finding

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It was aimed to know how far the students' vocabulary mastery before they were given the treatment. The students' result of vocabulary mastery was gained through test which consisted of pre test and post-test in the beginning research and in the end of each cycle while the students' activities were gained from observation during the learning process.

In this research before the process of cycle I, the research conducted the pre-test on Saturday, October 21<sup>st</sup> 2017. The researcher gave a pre-test for the students to see how far the students' vocabulary mastery before the treatment was given. In pre-test activity, the researcher gave essay test. Then, the result of pre-test can be seen on the table below:

**Table 5**

**The Students' Score of Pre-test**

No.	Name	Score	Category
1.	AP	45	Incomplete

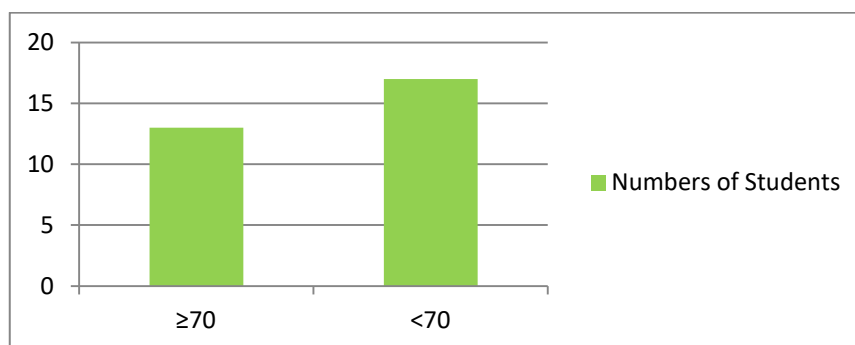
2.	ASP	40	Incomplete
3.	ADTP	25	Incomplete
4.	AH	55	Incomplete
5.	DPA	60	Incomplete
6.	DTO	50	Incomplete
7.	DIDV	60	Incomplete
8.	DIN	45	Incomplete
9.	ES	65	Incomplete
10.	FRYT	70	Complete
11.	GU	40	Incomplete
12.	HR	25	Incomplete
13.	LL	70	Completed
14.	LRS	55	Incomplete
15.	MFAT	50	Incomplete
16.	MTP	45	Incomplete
17.	MAK	65	Incomplete
18.	NE	70	Complete
19.	PSP	50	Incomplete
20.	PI	50	Incomplete
21.	PAA	55	Incomplete
22.	RSW	60	Incomplete
23.	RA	45	Incomplete
24.	SSW	70	Complete
25.	SE	50	Incomplete
26.	TNA	55	Incomplete
27.	WP	45	Incomplete
28.	YTJ	60	Incomplete
29.	YL	65	Incomplete
30.	YR	60	Incomplete
Lowest Score		25	
Highest Score		70	
Average		53,33	

**Table 6**  
**The Frequency of the Students' Score in Pre-Test**

No	Students' Score	Percentage	Frequency	Explanation
1	$\geq 70$	13,3%	4	Complete
2	$< 70$	86,7%	26	Incomplete
<b>Total</b>		<b>100%</b>	<b>30</b>	

**Chart 1**

**Graph of the Frequency of the Students' Score in Pre-Test**



Based on the result of the students' pre-test, just 4 students passed the minimum standard criteria that were 70. In pre-test, the researcher found the students' problem such as they still difficult to memorize vocabulary and confused about the meaning of words. The problem could be seen by the students' score in pre-test. There were 26 students who got score less than 70. It showed that the result of students' vocabulary mastery was still low. That is the reason, why the researcher using List-Group-Label strategy to increase English vocabulary mastery at SMK Negeri 1 Metro.

## C. Description of The Research

### 1. Cycle I

#### a. Planning

In this step, the researcher and Mr. Dahrul Ahmad Ahyarudin, S.Pd. as the collaborator prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text about animal. The researcher used *Bahasa Inggris books Curriculum 2013 for SMA/MA/SMK/MAK class X*, from author Utami Widiati et.all, and publisher from curriculum and book center, Balitbang, Kemendikbud for teaching learning process in the class. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

#### b. Acting

Acting was the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 7**  
**The Schedule of Action in Cycle I**

Meeting	Day/Date	Time
1 <sup>st</sup>	Thursday, October 26 <sup>th</sup> 2017	12.30 - 13.50 p.m
2 <sup>nd</sup>	Saturday, October 28 <sup>th</sup> 2017	08.20 – 09.40 a.m

### 1) The First Meeting

The first meeting was done on Thursday, October 26<sup>th</sup> 2017 at 12.30 – 13.50 p.m. At the beginning of teaching learning process, the researcher greeted students by saying “good morning” and all of students answered by saying “good morning miss” friendly. The meeting started by praying, greeting, and checking attendance list. Before giving the material, the researcher gave some question, for example “what do you know about vocabulary?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is vocabulary in English first before she explained about the material.

At the beginning of teaching learning process, the researcher gives explanation about the material that is descriptive text (describing animal). Secondly, the researcher introduces the strategy that will be used in learning process and explain the procedures of LGL strategy. Then, the researcher writes the text about describing animal (My Dog) in white board. After that, the researcher invites the students in front of the class to brainstorming words related to topic, then grouping the words into subcategories, and then labeling the groups with appropriate titles.

As long as the teaching learning process, the students expressed their feeling. They expressed various expressions such as happy when they can answer the question.

In this stage, the students were actively following the teaching learning process. Because there are interaction between the teacher and the student. The teaching learning in this stage was good enough.

## 2) The Second Meeting

The second meeting was done on Saturday, October 28<sup>th</sup> 2017 at 08.20 - 09.40 p.m . The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. After that, the researcher reviews the last material. The activity continued by giving some explanation more about descriptive text.

In this stage, the researcher continued the material in the last meeting. The researcher asked to the students, “what the label or title of small, fluffy, cute, and friendly?” students answered “characteristic”. Ok good! Very good. Ok class gives applause for your class. “Well class, are you ready to test?” all of the students answered “yes, we’re ready”.

Then, at the end of this meeting the researcher gave post-test cycle I with the similar task on pre-test before. The kinds of the test were essay test. The students did it seriously. It seemed that the students’ score will be increased. In the post-test 1 only 12 students who got good score, but the result of the students’ test was better than

the students' test before giving treatment. The score of post-test cycle

I can be seen on the table below:

**Table 8**  
**The Students' Score of Post-test Cycle I**

No.	Name	Score	Category
1.	AP	55	Incomplete
2.	ASP	55	Incomplete
3.	ADTP	50	Incomplete
4.	AH	70	Complete
5.	DPA	60	Incomplete
6.	DTO	80	Complete
7.	DIDV	75	Complete
8.	DIN	60	Incomplete
9.	ES	75	Complete
10.	FRYT	80	Complete
11.	GU	60	Incomplete
12.	HR	50	Incomplete
13.	LL	80	Complete
14.	LRS	75	Complete
15.	MFAT	60	Incomplete
16.	MTP	65	Incomplete
17.	MAK	75	Complete
18.	NE	75	Complete
19.	PSP	55	Incomplete
20.	PI	50	Incomplete
21.	PAA	65	Incomplete
22.	RSW	70	Complete
23.	RA	60	Incomplete
24.	SSW	85	Complete
25.	SE	65	Incomplete
26.	TNA	55	Incomplete



27.	WP	50	Incomplete
28.	YTJ	75	Complete
29.	YL	65	Incomplete
30.	YR	70	Complete
Lowest Score		50	Incomplete
Highest Score		85	
Average		65,50	

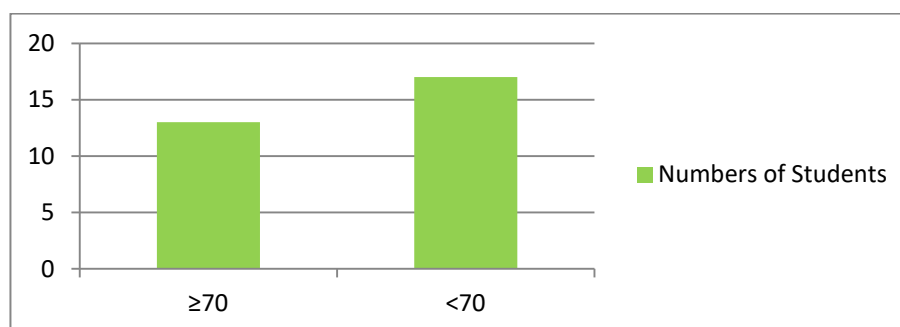
**Table 9**

**The Frequency of the Students' Score in Post Test Cycle I**

No	Students' Score	Percentage	Frequency	Explanation
1	$\geq 70$	43,3%	13	Complete
2	$< 70$	56,7%	17	Incomplete
<b>Total</b>		<b>100%</b>	<b>30</b>	

**Chart 2**

**Graph of the Frequency of the Students' Score in Post Test Cycle I**



Based on the data above, it can be seen that just 13 students passed in the post-test. It was more be higher than the students' score in pre-test. The minimum standard criteria were 70. By looking the result of pre-test and post-test, it showed that the students' score improved from the average in pre-test before was 53, 33 and the average score at post-test in

cycle I was 65, 50. It was not fulfill the minimum standard criteria at least 80% students must got  $\geq 70$ . Therefore, the researcher had to do Cycle II.

### c. Observing

The observation was conducted when the learning process happened by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of tenth graders of SMK Negeri 1Metro.

#### 1) The Observation of Students' Activities in Teaching and Learning Process

Based on the observation sheet of students' activity, there were some students who did not pay attention and did not give respond in the teaching and learning process. Besides, some of them were not participate in learning process. Some of them made a note from the teacher explanation. However, most of students were done the task. The data of the students' activity can be seen in the following table:

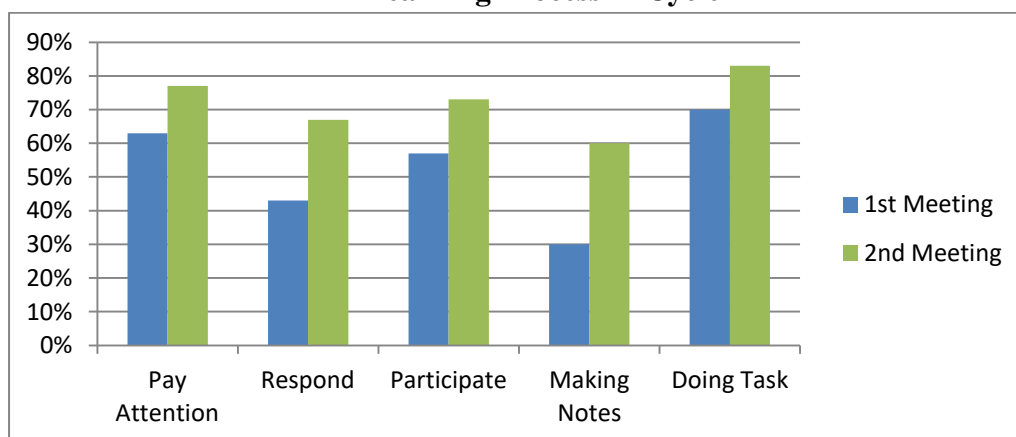
**Table 10**  
**The Result of the Students Activity in the Teaching and Learning Process in Cycle I**

No	Students' Activity	Cycle 1		Average	Increasing
		1 <sup>st</sup> Meeting	2 <sup>nd</sup> meeting		1 <sup>st</sup> - 2 <sup>nd</sup> meeting
1	Giving attention to the teacher's explanation	19	23	70%	14%
		63%	77%		

2	Giving respond	13	20	55%	24%
		43%	67%		
3	Participating in learning process	17	22	65%	5%
		57%	73%		
4	Making notes from the material	9	18	45%	30%
		30%	60%		
5	Doing the task	21	25	77%	13%
		70%	83%		
Average		53%	72%	62%	19%

Furthermore, to see the comparison of the students' activities in cycle I :

**Chart 3**  
**The Result of the Students Activity in the Teaching and Learning Process in Cycle I**



Based on the table and the chart above, it revealed that 70% of the students paid attention, 55% of the students were gave respond, 65% of students participated in learning process, 45% of students made notes and 77% of students did the task. The average of the

students activity was 62%, it can be conclude that the students' activity were always increase by using list-group-label strategy.

## 2) **The observation of teacher's activities in teaching and learning process**

During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table 4 bellow:

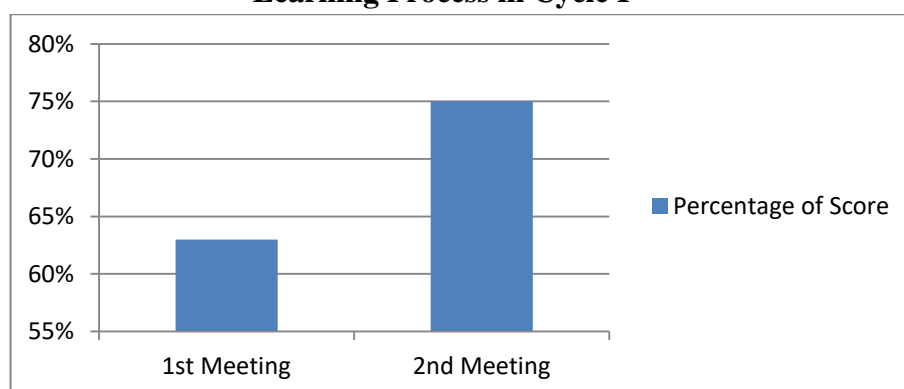
**Table 11**  
**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle I**

No	Aspect	Score	
		1 <sup>st</sup>	2 <sup>nd</sup>
1	<b>The teachers' preparation</b>	3	3
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	2	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		

4	<b>The teachers' performance</b>	2	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>	2	2
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	<b>The ability of managing class</b>	2	3
	- All the students are treated fairly		
	- Used the time wisely		
Total		15	18
Percentage		63%	75%

Furthermore, to see the comparison of the teacher' activities in cycle I :

**Chart 4**  
**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle I**



Based on the table above, it could be seen that that the teacher's activities during learning process achieved 58% in the first meeting, 63% in the second meeting, and 75% in the third meeting in Cycle I.

#### **d. Reflecting**

Generally, there was increasing in the students' vocabulary mastery by using List-Group-Label strategy in this cycle. It indicated the score and the students' activities were increased and good enough. Although it was good enough there were some problems in learning process that must be corrected in the next cycle.

Based on the field note, teachers' study management and observation sheet, there were some notes as the problem on learning vocabulary mastery, as follows :

- 1) Some students had the difficulties in remember vocabulary.
- 2) Some students still confuse in following the lesson.
- 3) The researcher should give more attention to students who are less responsive.

## **2. Cycle II**

Because the action was not success, in order that in the stage need to be held the cycle II again to repair the weakness in the cycle I. The steps of the cycle II as follow:

#### **a. Planning**

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the

researcher would to prepare the lesson plan, and material about descriptive text that would be used in teaching learning process. The material was descriptive text about describing people. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

#### **b. Acting**

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

**Table 12**

#### **The Schedule of Action in Cycle II**

<b>Meeting</b>	<b>Day/Date</b>	<b>Time</b>
1 <sup>st</sup>	Thursday, November 2 <sup>st</sup> 2017	12.30 - 13.50 p.m
2 <sup>nd</sup>	Saturday, November 4 <sup>th</sup> 2017	08.20 – 09.40 a.m

##### 1) The First Meeting

The first meeting was done on Thursday, November 2<sup>nd</sup> 2017 at 12.30 – 13.50 p.m. The time allocation was 2x40 minutes. The meeting started by praying, greeting, and checking attendance list. Then the researcher asked the students their activities orally. For the beginning of the meeting, the researcher showed the picture that relation to the topic for their vocabulary mastery and give the material.

For the beginning, the researcher started the learning process by invite all the students to guess the material was. Secondly, the

researcher explained the material about descriptive text (describing people) while gave chance to students to ask. After that, the researcher explained the rule of LGL strategy. Then, the students were asked to do the simulation of LGL strategy with brainstorming words related to topic, grouping the words into subcategories, and labeling the groups with appropriate titles. After the students finished apply the strategy, the researcher asked the students to find difficult.

In this stage, the students looked getting more spirit and anthusism in following learnig process. It looked from their activeness in the class. The good condition of the environtment of the class were very helpful teaching learning process in the class.

Next, the researcher discussed the problem facing of the students in vocabulary mastery use LGL strategy. The researcher gave the explanation to the all of the students problem faced vocabulary mastery use LGL strategy based on their disccussion in the last meeting.

## 2) The Second Meeting

The second meeting was done on Saturday, November 4<sup>th</sup> 2017 at 08.20 – 09.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.



After that, the researcher gave pos-test cycle II with the similar task on post-test cycle I before. The score of post-test cycle II can be seen on the table below:

**Table 13**  
**The Students' Score at Post-test Cycle II**

No.	Name	Score	Category
1.	AP	70	Complete
2.	ASP	75	Complete
3.	ADTP	60	Incomplete
4.	AH	80	Complete
5.	DPA	75	Complete
6.	DTO	75	Complete
7.	DIDV	80	Complete
8.	DIN	60	Incomplete
9.	ES	85	Complete
10.	FRYT	90	Complete
11.	GU	75	Complete
12.	HR	65	Incomplete
13.	LL	95	Complete
14.	LRS	75	Complete
15.	MFAT	70	Complete
16.	MTP	75	Complete
17.	MAK	90	Complete
18.	NE	80	Complete
19.	PSP	65	Incomplete
20.	PI	70	Complete
21.	PAA	75	Complete
22.	RSW	80	Complete
23.	RA	75	Complete

24.	SSW	85	Complete
25.	SE	75	Complete
26.	TNA	70	Complete
27.	WP	65	Incomplete
28.	YTJ	90	Complete
29.	YL	80	Complete
30.	YR	85	Complete
Lowest Score		60	
Highest Score		95	
Average		76,33	

**Table 14**

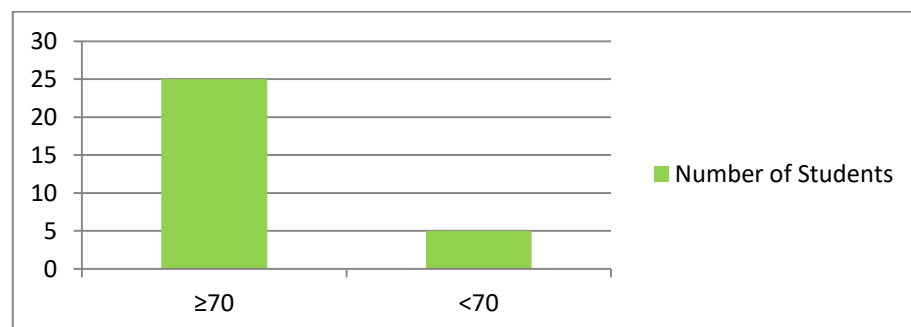
**The Frequency of the Students' Score in Post Test Cycle II**

No	Students' Score	Percentage	Frequency	Explanation
1	$\geq 70$	83,3%	25	Complete
2	$< 70$	16,7%	5	Incomplete
<b>Total</b>		<b>100%</b>	<b>30</b>	

**Chart 5**

**Graph of the Frequency of the Students' Score in Post Test**

**Cycle II**



Referring to the data above, it showed the result of post-test cycle II fulfill the minimum standard criteria in which there were of 25 students got score  $\geq 70$  and only 5 students who was success yet. The average score of post-test cycle II was 76, 33. It means that they were successful.

### **c. Observing**

The observation was conducted when the learning process happened (Cycle II) by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of tenth graders of SMK Negeri 1 Metro.

#### **1) The Observation of Students' Activities in Teaching and Learning Process**

Based on the observation sheet, the students more enthusiasm to pay attention and give respond in teaching and learning process. Then, most of them were participate in learning process. Now, most of students made a note and all of students did the task. The data of the students' activity can be seen in the following table:

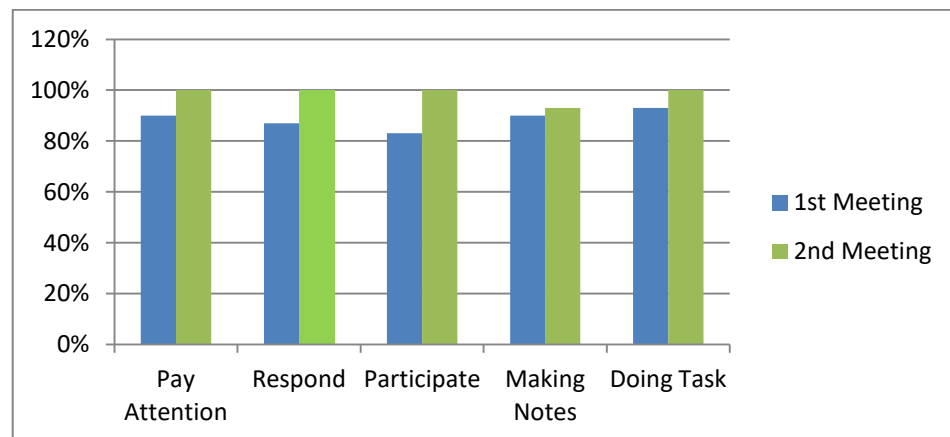
**Table 15****The Result of The students Activity in the teaching and learning process in Cycle II**

No	Students' Activity	Cycle II		Average	Increasing
		1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting		1 <sup>st</sup> - 2 <sup>nd</sup> meeting
1	Giving attention to the teacher's explanation	27	30	95%	10%
		90%	100%		
2	Giving respond	26	30	94%	13%
		87%	100%		
3	Participating in learning process	25	30	92%	17%
		83%	100%		
4	Making notes from the material	27	28	92%	3%
		90%	93%		
5	Doing the task	28	30	97%	7%
		93%	100%		
Average		89%	99%	96%	10%

Furthermore, to see the comparison of the students' activities in cycle II :

**Chart 6**

**The Result of the students Activity in the teaching and learning process in Cycle II**



Based on the table and the chart above, it revealed that 96% of the students are active in the teaching and learning process. From the table, it can be conclude that the students' activity were always increase from the first meeting until the second meeting in the Cycle II by using list-group-label strategy.

## 2) The Observation of Teacher's Activities in Teaching and Learning Process

During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table below:

Table 16

**The Result of the Teacher Activity in the Teaching and  
Learning Process in Cycle II**

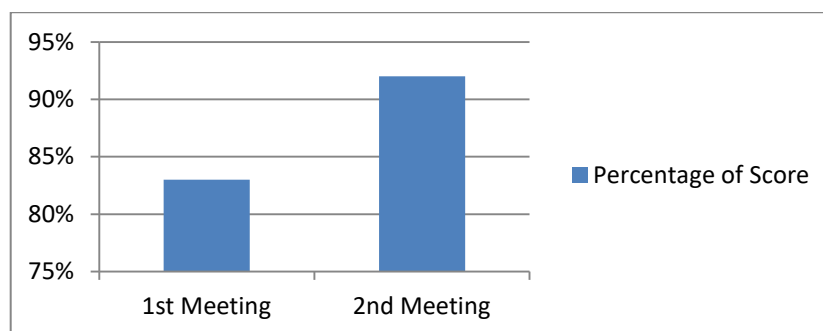
No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>	4	4
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	3	4
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	3	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>	3	3
	- Making conclusion made by the students		

	and teacher together.		
	- Conducting evaluation		
6	<b>The ability of managing class</b>		
	- All the students are treated fairly	3	4
	- Used the time wisely		
Total		20	22
Percentage		83%	92%

Furthermore, to see the comparison of the teacher' activities in cycle II :

**Chart 7**

**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II**



Based on the table above, it could be seen that that the teacher's activities during learning process achieved 79% in the first meeting, 83% in the second meeting, and 92% in the third meeting in Cycle II.

**d. Reflecting**

Most of the students enjoyed when they were studying use List-Group-Label strategy and also it made the students had good interested in

learning vocabulary From the result of learning process in cycle 2 the researcher analyzed the generally use List-Group-Label strategy the students vocabulary mastery will increase which is in the beginning before the treatment did, the students felt confused.

Based on the observation of learning process in cycle 2, it can be inferred that the result of cycle 2 was success. The researcher felt satisfied about the result of the research. The researcher concludes that this research is successful and would be not continued in the next cycle.

#### **D. Interpretation**

##### **1. The Result of Pre-Test**

To see the students' vocabulary mastery before implementing the treatment, the researcher conducted the pre-test. It carried out on, Saturday, October 21<sup>st</sup>, 2017.

Based on the result of the students' pre-test, just 4 students passed the minimum standard criteria that were 70. In pre-test, the researcher found the students' problem such as they still difficult to memorize vocabulary. The problem could be seen by the students' score in pre-test. There were 26 students who got score less than 70. It showed that the result of students' vocabulary mastery was still low. So, it needs increasement by using an effective strategy of teaching.



## 2. The Result of Post Test Cycle I

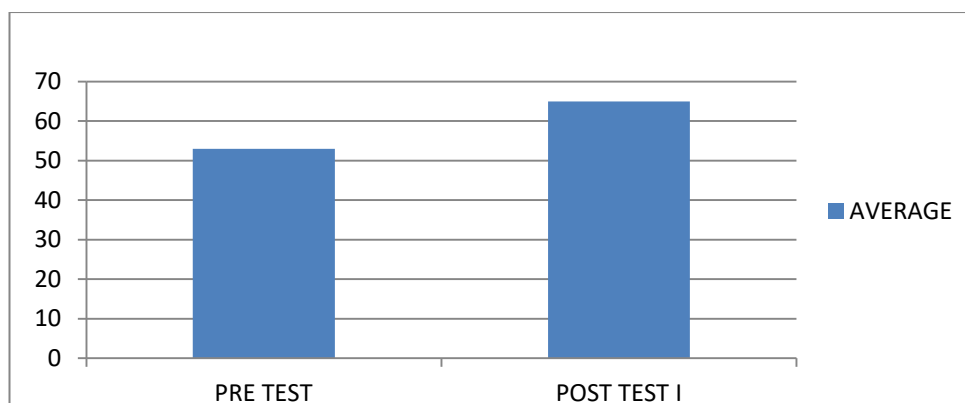
Based on the result of post-test cycle I, it can be seen that just 13 students passed in the post-test. It was more be higher than the students' score in pre-test. The minimum standard criteria were 70. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 53, 33 and the average score at post-test in cycle I was 65, 50. It was not fulfill the minimum standard criteria at least 80% students must got  $\geq 70$ . It can be seen that most of the student failed in achieving material. So, it needs increasing by using an effective strategy.

**Table 17**

### **The Result of Students' Score at Pre-test and Post-test Cycle I**

<b>No</b>	<b>Name</b>	<b>Score of Pre-test</b>	<b>Score of Post-test Cycle I</b>	<b>Explanation</b>
1.	AP	45	55	Increase
2.	ASP	40	55	Increase
3.	ADTP	25	50	Increase
4.	AH	55	70	Increase
5.	DPA	60	60	Constant
6.	DTO	50	80	Increase
7.	DIDV	60	75	Increase
8.	DIN	45	60	Increase
9.	ES	65	75	Increase

10.	FRYT	70	80	Increase
11.	GU	40	60	Increase
12.	HR	25	50	Increase
13.	LL	70	80	Increase
14.	LRS	55	75	Increase
15.	MFAT	50	60	Increase
16.	MTP	45	65	Increase
17.	MAK	65	75	Increase
18.	NE	70	75	Increase
19.	PSP	50	55	Increase
20.	PI	50	50	Constant
21.	PAA	55	65	Increase
22.	RSW	60	70	Increase
23.	RA	45	60	Increase
24.	SSW	70	85	Increase
25.	SE	50	65	Increase
26.	TNA	55	55	Constant
27.	WP	45	50	Increase
28.	YTJ	60	75	Increase
29.	YL	65	65	Constant
30.	YR	60	70	Increase
Total Score		1.600	1.965	Increase
Average		53,33	65,50	Increase

**Chart 8****Graph of the Average of the Students' Score on Pre-test and Post-test I**

*Source: the result of pre-test and post-test I*

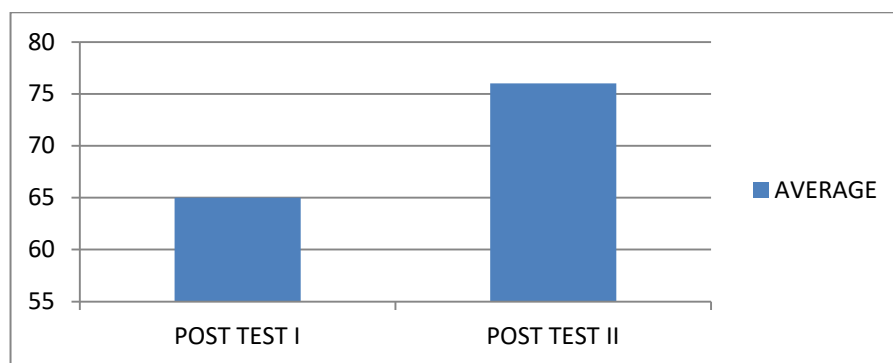
### 3. The Result of Post Test Cycle II

The result of post-test cycle II, it showed the result of post-test cycle II fulfill the minimum standard criteria in which there were of 25 students got score  $\geq 70$  and only 5 students who was success yet. The average score of post-test cycle II was 74, 67. It means that they were successful.

**Table 18****The Result of Students' Score at Post-test 1 and Post-test 2**

No	Name	Score of Post-test Cycle I	Score of Post-test Cycle II	Explanation
1.	AP	55	70	Increase
2.	ASP	55	75	Increase
3.	ADTP	50	60	Increase
4.	AH	70	80	Increase
5.	DPA	60	75	Increase

6.	DTO	80	75	Decrease
7.	DIDV	75	80	Increase
8.	DIN	60	60	Constant
9.	ES	75	85	Increase
10.	FRYT	80	90	Increase
11.	GU	60	75	Increase
12.	HR	50	65	Increase
13.	LL	80	95	Increase
14.	LRS	75	75	Constant
15.	MFAT	60	70	Increase
16.	MTP	65	75	Increase
17.	MAK	75	90	Increase
18.	NE	75	80	Increase
19.	PSP	55	65	Increase
20.	PI	50	70	Increase
21.	PAA	65	75	Increase
22.	RSW	70	80	Increase
23.	RA	60	75	Increase
24.	SSW	85	85	Constant
25.	SE	65	75	Increase
26.	TNA	55	70	Increase
27.	WP	50	65	Increase
28.	YTJ	75	90	Increase
29.	YL	65	80	Increase
30.	YR	70	85	Increase
Total Score		1.965	2.290	Increase
Average		65,50	76,33	Increased

**Chart 9****Graph of the Average of the Students' Score on Post-test 1  
and Post-test 2**

*Source: the result of post-test 1 and post-test 2*

**4. The Comparison of Pre Test, Post Test I, and Post Test II**

Based on the observation and reflection in this cycle the researcher and collaborator surely assumed that by using List-Group-Label strategy gave many useful for the students to increased their vocabulary mastery. It was supported by the result of students' score at pre-test, post-test 1 and post-test 2. The comparison of students' score was shown on the table as follows:

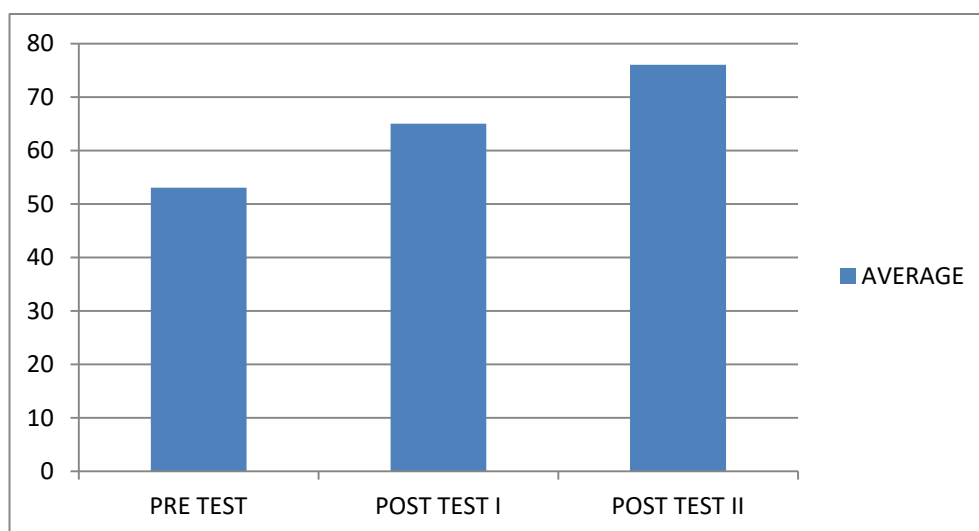
**Table 19****Comparison of Students' Score at Pre-test, Post-test 1 and Post-test 2**

No	Name	Score of Pre-test	Score of Post-test Cycle I	Score of Post-test Cycle II	Explanation
1.	AP	45	55	70	Increase
2.	ASP	40	55	75	Increase
3.	ADTP	25	50	60	Increase
4.	AH	55	70	80	Increase
5.	DPA	60	60	75	Increase
6.	DTO	50	80	75	Decrease
7.	DIDV	60	75	80	Increase
8.	DIN	45	60	60	Increase
9.	ES	65	75	85	Increase
10.	FRYT	70	80	90	Increase
11.	GU	40	60	75	Increase
12.	HR	25	50	65	Increase
13.	LL	70	80	95	Increase
14.	LRS	55	75	75	Increase
15.	MFAT	50	60	70	Increase
16.	MTP	45	65	75	Increase
17.	MAK	65	75	90	Increase
18.	NE	70	75	80	Increase
19.	PSP	50	55	65	Increase

20.	PI	50	50	70	Increase
21.	PAA	55	65	75	Increase
22.	RSW	60	70	80	Increase
23.	RA	45	60	75	Increase
24.	SSW	70	85	85	Increase
25.	SE	50	65	75	Increase
26.	TNA	55	55	70	Increase
27.	WP	45	50	65	Increase
28.	YTJ	60	75	90	Increase
29.	YL	65	65	80	Increase
30.	YR	60	70	85	Increase
Total Score		1.600	1.965	2.290	Increase
Average		53,33	65,50	76, 33	Increase

Moreover, the comparison of students' score can be seen on the graph below:

**Chart 10**  
**Graph of Comparison of Average Score at Pre-test,**  
**Post-test 1 and Post-test 2**



*Source: the result of pre-test, post-test 1, and post-test 2*

### **E. Discussion**

In teaching vocabulary in the Vocational High School especially in students of SMK Negeri 1 Metro Lampung, based on pre-survey there were some problems, such as students had easy to forget about vocabulary which have been learnt before because they are not interested and low ability in memorizing vocabulary. The researcher choose LGL as strategy to improve the students' vocabulary mastery.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of LGL strategy could improve the students' vocabulary mastery. There was a progress average score from pre-test was 53,33, post-test I was 65,50, and become 76,33 in post-test II. We could be seen that there was an



improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' vocabulary mastery, the researcher used LGL as strategy to make the students interest and easier in memorize vocabulary. The students' score improved because the researcher in learning refers the description about animal and person. Moreover, the students should identify the words related to topic, grouping the words into subcategories, and labeling the groups with appropriate titles in front of the class.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on research finding and interpretation, the researcher would like point out the conclusions, as follows:

Based on the explanation of cycle I and cycle II, it could be inferred that the use of List-Group-Label (LGL) strategy could improve the students' vocabulary mastery. There was a progress average score from pre-test was 53,33, post-test I was 65,50, and become 76,33, in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' vocabulary mastery, the researcher used LGL as strategy to make the students interest and easier in memorize vocabulary. The students' score improved because the researcher in learning refers the description about animal and person. Moreover, the students should identify the words related to topic, grouping the words into subcategories, and labeling the groups with appropriate titles in front of the class.

## **B. Suggestion**

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

### **1. For The Students**

The students must be more active in learning process in order to they can understand the material and increase their result especially in vocabulary mastery.

### **2. For The English Teacher**

The English teacher can apply List-Group-Label (LGL) Strategy as a strategy that effective to increase and to motivate the students in learning vocabulary.

### **3. For The Headmaster**

The headmaster should take a positive side of this strategy when the strategy is applied in the class because of List-Group-Label (LGL) Strategy can make the students more attractive in the class.

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# APPENDIX

## SILABUS PEMBELAJARAN

**Sekolah** : SMK NEGERI 1 METRO

**Kelas** : X

**Mata Pelajaran** : Bahasa Inggris-Wajib

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar  2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi	<p><b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>Siswa menirukan contoh secara terbimbing.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p>	9 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan</p>	<p>mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> <li>Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</li> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.</li> <li>Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> <li>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</li> </ul> <p>Siswa dapat menggunakan 'learning journal'</p>	<p>belajar berupa catatan atau rekaman monolog teks deskriptif.</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

**RENCANA PELAKSANAAN PEMBELAJARAN ( RPP)****CYCLE I**

<b>Satuan Pendidikan</b>	<b>: SMK N 1 Metro</b>
<b>Kelas/Semester</b>	<b>: X/1</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris-Wajib</b>
<b>Topik</b>	<b>: <i>Descriptive Text</i></b>
<b>Waktu</b>	<b>: 2x 45 Menit</b>

**A. Kompetensi Inti**

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sendiri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar dan Indikator**

### **Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal antara guru dengan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

### **Indikator :**

Siswa memahami fungsi sosial, struktur teks, dan unsur kebahasaan untuk mengidentifikasi dan menyusun teks deskriptif.

- 4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.9 Menyunting teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

**Indikator**

1. Siswa mampu menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal
2. Siswa mampu membaca dan menjawab pertanyaan sesuai dengan teks deskriptif sederhana.
3. Siswa mampu mengidentifikasi dan menyunting teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
4. Siswa terampil dalam menyusun dan membuat teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benardan sesuai dengan konteks.

**C. Tujuan Pembelajaran**

Setelah pembelajaran ini, peserta didik diharapkan mampu:

1. menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
2. menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
3. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
4. merespon makna dan menyusun teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

## D. Materi

**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal**

### *Fungsi sosial*

Membanggakan, menjual, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb.

### *Struktur text*

Struktur teks deskriptif (generic structure) meliputi:

- Identifikasi (Identification) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- Descriptif (Description) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat atau orang yang di deskripsikan

Ciri-ciri descriptive text

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti (is, am, are)
- Hanya fokus pada satu objek

### **(gagasan utama dan informasi rinci)**

- a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya, dan
- c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

### *Unsur kebahasaan*

- (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa *a* dan *the*, plural (*-s*), *this*, *that*, *those*, *my*, *his*, dst.
- (2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*, *extremely*, dst..
- (3) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.

- (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca
- (7) Tulisan tangan yang jelas

#### E. Model/Metode Pembelajaran

- Pendekatan : *Scientific Approach*  
 Model Pembelajaran : *Problem based learning dan Discovery Learning*  
 Strategi : *List-Group-Label*

#### F. Alat/ Media/ Sumber Pembelajaran

- Media : Teks  
 Alat : Kamus, Laptop, *sound system*, papan tulis dan spidol, *In focus LCD Projector*, suara guru  
 Sumber Pembelajaran : Buku Bahasa Inggris Kurikulum 2013 untuk SMA/MA/SMK/MAK Kelas X, Kementerian Pendidikan dan Kebudayaan RI 2015

#### G. Langkah-Langkah Kegiatan Pembelajaran (*Pertemuan Describing Animal*)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru menyapa Peserta didik dan mengajak peserta didik untuk menyiapkan diri dan berdoa sebelum belajar.</li> <li>• Mengecek kehadiran peserta didik.</li> <li>• Memberi motivasi siswa.</li> <li>• Melakukan apersepsi: memberikan gambaran terkait materi yang akan dipelajari yaitu teks deskriptif lisan dan tulis sederhana, tentang orang, dengan mengajukan pertanyaan – pertanyaan yang sesuai.</li> <li>• Memberi gambar dan memberi kesempatan kepada siswa untuk menebak gambar dan</li> </ul>	15 menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>mendeskrripsikan menggunakan bahasa sendiri. <i>What can you tell about me? What do I look like?</i></p> <ul style="list-style-type: none"> <li>• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. <i>(Based on my questions previously, Now, please guess! What can you tell about these people? What do they look like? Discuss with your friends!</i></li> <li>• Menyampaikan pentingnya materi yang akan disampaikan, yaitu materi tentang teks deskriptif lisan dan tulis sederhana, tentang orang bagaimana fungsi sosial, struktur teks, unsur kebahasaan dan tata bahasa, intonasi, tekanan kata dsb</li> </ul>	
<p style="text-align: center;"><b>Inti</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendiskusikan tentang karakter fisik, bentuk muka dan kepribadian hewan</li> <li>• Siswa menyimak contoh teks dalam bentuk deskripsi sederhana dan menjawab pertanyaan</li> <li>• Guru memberikan informasi mengenai teks deskriptif dan struktur kalimat yang digunakan dalam teks deskriptif (simple present tense)</li> <li>• Siswa membuat daftar kata sifat (adjective) dengan permainan puzzle.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>• Siswa mempertanyakan macam-macam kata kerja yang sulit.</li> </ul>	<p style="text-align: center;">65 menit</p>

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<ul style="list-style-type: none"> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan kalimat teks deskriptif yang telah dipelajari dengan teks dari sumber lainnya.</li> <li>• Siswa membandingkan antara kalimat sederhana <i>Present Tense</i> yang digunakan dalam bahasa Inggris dengan kalimat sederhana yang digunakan untuk mendiskripsikan sesuatu dalam bahasa ibu atau bahasa Indonesia.</li> </ul>	



KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa diberikan gambar dan dapat mendeskripsikan gambar.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>Peserta didik dan guru menyimpulkan materi pelajaran yang telah dipelajari (<i>review</i>).</li> <li>Siswa diberi tugas untuk melampirkan gambar hewan dengan mendeskripsikan gambar yang dilampirkan.</li> <li>Guru menyampaikan rencana yang akan dipelajari di pertemuan selanjutnya</li> <li>Mengajak siswa untuk berdoa sebelum mengakhiri pembelajaran</li> <li>Menutup pembelajaran</li> </ul>	10 menit

**Kriteria Penilaian:**


Skor Maksimum: 100


$$\text{Nilai} = \frac{\text{Jumlah Skor yang Diperoleh}}{\text{Skor Maksimum}} \times 100$$

Metro, Oktober 2017

Mengetahui,  
Guru Mapel Bahasa Inggris

Mahasiswi Praktikan

  
**Dahrud Ahmad Ahvarudin, S.Pd**  
 NIP. 19851216 201101 1 003

  
**NUR BAITI**  
 NPM.1310717


**RENCANA PELAKSANAAN PEMBELAJARAN ( RPP)****CYCLE II**

<b>Satuan Pendidikan</b>	<b>: SMK N 1 Metro</b>
<b>Kelas/Semester</b>	<b>: X/1</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris-Wajib</b>
<b>Topik</b>	<b>: <i>Descriptive Text</i></b>
<b>Waktu</b>	<b>: 2x 45 Menit</b>

**H. Kompetensi Inti**

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sendiri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **I. Kompetensi Dasar dan Indikator**

### **Kompetensi Dasar**

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal antara guru dengan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

### **Indikator :**

Siswa memahami fungsi sosial, struktur teks, dan unsur kebahasaan untuk mengidentifikasi dan menyusun teks deskriptif.

- 4.11 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.12 Menyunting teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.13 Menyusun teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **Indikator**

1. Siswa mampu menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal
2. Siswa mampu membaca dan menjawab pertanyaan sesuai dengan teks deskriptif sederhana.
3. Siswa mampu mengidentifikasi dan menyunting teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
4. Siswa terampil dalam menyusun dan membuat teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan,

dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benardan sesuai dengan konteks.

## **J. Tujuan Pembelajaran**

Setelah pembelajaran ini, peserta didik diharapkan mampu:

1. menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
2. menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
3. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
4. merespon makna dan menyusun teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

## **K. Materi**

**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal**

### ***Fungsi sosial***

Membanggakan, menjual, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb.

### ***Struktur text***

Struktur teks deskriptif (generic structure) meliputi:

- Identifikasi (Identification) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- Descriptif (Description) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat atau orang yang di deskripsikan

#### Ciri-ciri descriptive text

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti (is, am, are)
- Hanya fokus pada satu objek

#### **(gagasan utama dan informasi rinci)**

- d. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- e. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya, dan
- f. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

#### ***Unsur kebahasaan***

- (8) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa *a* dan *the*, plural (*-s*), *this*, *that*, *those*, *my*, *his*, dst.

- (9) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, extremely, dst..*
- (10) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.
- (11) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal
- (12) Ucapan, tekanan kata, intonasi
- (13) Ejaan dan tanda baca
- (14) Tulisan tangan yang jelas

#### **L. Model/Metode Pembelajaran**

- Pendekatan : *Scientific Approach*
- Model Pembelajaran : *Problem based learning dan Discovery Learning*
- Strategi : *List-Group-Label*

#### **M. Alat/ Media/ Sumber Pembelajaran**

- Media : Teks
- Alat : Kamus, Laptop, *sound system*, papan tulis dan spidol, *In focus LCD Projector*, suara guru
- Sumber Pembelajaran : Buku Bahasa Inggris Kurikulum 2013 untuk SMA/MA/SMK/MAK Kelas X, Kementrian Pendidikan dan Kebudayaan RI 2015

## N. Langkah-Langkah Kegiatan Pembelajaran

### *(Pertemuan Describing People)*

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<p><b>Pendahuluan</b></p>	<ul style="list-style-type: none"> <li>• Guru menyapa Peserta didik dan mengajak peserta didik untuk menyiapkan diri dan berdoa sebelum belajar.</li> <li>• Mengecek kehadiran peserta didik.</li> <li>• Memberi motivasi siswa.</li> <li>• Melakukan apersepsi: memberikan gambaran terkait materi yang akan dipelajari yaitu teks deskriptif lisan dan tulis sederhana, tentang orang, dengan mengajukan pertanyaan – pertanyaan yang sesuai.</li> <li>• Memberi gambar dan memberi kesempatan kepada siswa untuk menebak gambar dan mendeskripsikan menggunakan bahasa sendiri.</li> </ul> <p><i>What can you tell about me? What do I look like?</i></p> <ul style="list-style-type: none"> <li>• Menjelaskan tujuan pembelajaran atau</li> </ul>	<p>15 menit</p>



KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>kompetensi dasar yang akan dicapai.</p> <p><i>(Based on my questions previously, Now, please guess! What can you tell about these people? What do they look like? Discuss with your friends!</i></p> <ul style="list-style-type: none"> <li>• Menyampaikan pentingnya materi yang akan disampaikan, yaitu materi tentang teks deskriptif lisan dan tulis sederhana, tentang orang bagaimana fungsi sosial, struktur teks, unsur kebahasaan dan tata bahasa, intonasi, tekanan kata dsb</li> </ul>	
<b>Inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendiskusikan tentang karakter fisik, bentuk muka dan kepribadian seseorang</li> <li>• Siswa menyimak contoh teks dalam bentuk deskripsi sederhana dan menjawab pertanyaan</li> <li>• Guru memberikan informasi mengenai teks deskriptif dan struktur kalimat yang</li> </ul>	65 menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>digunakan dalam teks deskriptif (simple present tense)</p> <ul style="list-style-type: none"> <li>• Siswa membuat daftar kata sifat (adjective) dengan permainan puzzle.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>• Siswa mempertanyakan macam-macam kata kerja yang sulit.</li> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif.</li> </ul>	

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan kalimat teks deskriptif yang telah dipelajari dengan teks dari sumber lainnya.</li> <li>• Siswa membandingkan antara kalimat sederhana <i>Present Tense</i> yang digunakan dalam bahasa Inggris dengan kalimat sederhana yang digunakan untuk mendiskripsikan sesuatu dalam bahasa ibu atau bahasa Indonesia.</li> </ul>	

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa diberikan gambar dan dapat mendeskripsikan gambar.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>Peserta didik dan guru menyimpulkan materi pelajaran yang telah dipelajari (<i>review</i>).</li> <li>Siswa diberi tugas untuk melampirkan foto pribadi/keluarga dan membuat surat/email untuk teman dengan mendeskripsikan foto yang dilampirkan.</li> <li>Guru menyampaikan rencana yang akan dipelajari di pertemuan selanjutnya</li> <li>Mengajak siswa untuk berdoa sebelum mengakhiri pembelajaran</li> <li>Menutup pembelajaran</li> </ul>	10 menit

**Kriteria Penilaian:**


Skor Maksimum: 100

$$\text{Nilai} = \frac{\text{Jumlah Skor yang Diperoleh}}{\text{Skor Maksimum}} \times 100$$

Metro, November 2017

Mengetahui  
Guru Mata Pelajaran Bahasa Inggris

Mahasiswi Praktikan

  
Dahrul Ahmad Ahyarudin, S.Pd  
 NIP. 19831216 201101 1 003

  
NUR BAITI  
 NPM.1310717


**PRE-TEST****MY CAT**

I have a pet cat. It's name is Pussy. It is a pretty animal. It has a lovely round face and green eyes. It has four legs, two ears, two eyes, and a tail. It's body is covered with soft fur. It's white and grey in colour. It eats fish, meat, rice, curry, and drinks milk. It's favorite food is fried chicken. It plays with me when I come back from school. It likes to play with ball in the garden. It sleeps in a small basket near my bed. I love my pet very much.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

<b>LIST</b>	<b>GROUP</b>	<b>LABEL</b>

**ANSWER KEY**

<b>LIST</b>	<b>GROUP</b>	<b>LABEL</b>
Round Round face Green Green eyes Four Leg Two Ear Eye Tail Soft fur White Grey Fish Meat Rice Curry Fried chicken	Face Leg Ear Eye Tail Fur	Parts of Body
	Green White Grey	COLOUR
	Fish Meat Rice Curry Fried chicken	FOOD
	Round face Green eyes Soft fur	PHYSICAL APPEARANCE
	Four Two	NUMBER

**POST-TEST I****MY BEST FRIEND**

I have my best friend. She is very honest, friendly, and funny person. She is my classmate in primary school. Her name is Isna Hanifah. I call her Isna. She was born in Jakarta on Mei 21<sup>st</sup> 2001. Now she lives at Delima Street No 6 in West Jakarta. Her father worked as a police officer and her mother worked as a teacher in a primary school.

Isna has an oval face. She has black hair and brown eyes. She has a pointed nose. The colour skin is white. Her favorite food is fried rice. And her hobby is swimming and drawing. She likes cat very much. She also likes to collect dolls, especially Hello Kitty doll.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL

**ANSWER KEY**

<b>LIST</b>	<b>GROUP</b>	<b>LABEL</b>
Honest Friendly Funny	Honest Friendly Funny	CHARACTERISTIC
21 2001 6	21 2001 6	NUMBER
Father Police officer Mother Teacher	Police Officer Teacher	JOB
Face Oval face	Father Mather	FAMILY
Black Black hair Hair Brown eyes Pointed nose	Face Hair Nose Skin Eye	Parts of Body
Brown Eye Nose Skin White Swimming	Black White Brown	COLOUR
White Swimming Drawing Collect dolls	Swimming Drawing Collect dolls	HOBBY
Swimming Drawing Collect dolls	Oval face Black hair Brown eyes Pointed nose	PHYSICAL APPEARANCE



**POST-TEST II****MY FAMILY**

My family has four members, those are: I, my sister, and my parents. My mother is Mrs. Anisa. She is thin-face and she is blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, beautiful, and friendly. She is a housewife.

My father, Mr. Lukman is older than my mother. In spite of his age he is still black-haired, with several grey hairs. He has bright blue eyes. He is very kind and hard-working. Besides that he is a businessman.

Finally, my sister Nadia. She is red-haired and brown eyed. She has wavy hair. She is very sensible, cheerful, diligent, and cooperative. Right now, she is studying English and also knows Arabic and Mandarin. I want to be smart as she is. I love my family very much.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL

**ANSWER KEY**

<b>LIST</b>	<b>GROUP</b>	<b>LABEL</b>
Sister Parent Mother Smart	Sister Parent Mother Father	FAMILY
Anisa Face Thin-face	Anisa Lukman Nadia	Name of Person
Hair Blond hair Green eyes	Green      Blue Grey        Red Black       Brown	COLOUR
Green Eye Slim	Housewife Businessman	JOB
Good-looking Beautiful Friendly Housewife Father Lukman Black Black hair Grey Grey hair	Beautiful Smart Friendly Sensible Diligent Good-looking Kind Cheerful Cooperative Hard-working	CHARACTERISTIC
Blue Blue eyes Kind	Face Hair Eye	Parts of Body
Hard-working Businessman Nadia	English Arabic Mandarin	LANGUAGE
Red Red hair Brown Brown eyes Wavy hair Sensible Cheerful Diligent Cooperative English Arabic Mandarin	Thin-face Blond hair Green eyes Slim Black hair Grey hair Blue eyes Red hair Brown eyes Wavy hair	PHYSICAL APPEARANCE

Nama : Lina Liana

X AK 3

PRE-TEST

70

### MY CAT

I have a pet cat. It's name is Pussy. It is a pretty animal. It has a lovely round face and green eyes. It has four legs, two ears, two eyes, and a tail. It's body is covered with soft fur. It's white and grey in colour. It eats fish, meat, rice, curry, and drinks milk. It's favorite food is fried chicken. It plays with me when I come back from school. It likes to play with ball in the garden. It sleeps in a small basket near my bed. I love my pet very much.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Cat, pussy, pretty, animal, face, green, leg, ear, eye, tail, white, grey, fish, meat, rice, curry, milk, fried chicken, basket, ball, Milk, four, two, round face, green eyes, soft fur. (6)	fish, meat, rice, curry, fried chicken. (8)	food. (8)
	leg, ear, eye, tail. (8)	body.
	Basket, ball	playing.
	green, white, grey. (8)	colour. (8)
	Milk	drink.
	four, two. (8)	number. (8)
	round face, green. (8) eyes, soft fur.	character

Singh Egron  
X AL 3

PRE-TEST

50

MY CAT

I have a pet cat. It's name is Pussy. It is a pretty animal. It has a lovely round face and green eyes. It has four legs, two ears, two eyes, and a tail. It's body is covered with soft fur. It's white and grey in colour. It eats fish, meat, rice, curry, and drinks milk. It's favorite food is fried chicken. It plays with me when I come back from school. It likes to play with ball in the garden. It sleeps in a small basket near my bed. I love my pet very much.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Cat, animal, pretty, ⑩ green, grey, white, fish, meat, rice, curry chicken, pussy, ball small basket, food, garden, four, two, face, leg, ear, eye, tail fur, colour, school, play lovely, pretty, animal	Green, white, grey ⑧ Fish, milk, meat, rice curry, fried chicken, cat, pussy ball, small basket face, leg, ear, eye, tail ⑧ fur four, two ⑧	colour ⑧ Food & drink Animal Playing Body Number ⑧

Yuliza Bahara Donna

X AK 3

## PRE-TEST

60

## MY CAT

I have a pet cat. Its name is Pussy. It is a pretty animal. It has a lovely round face and green eyes. It has four legs, two ears, two eyes, and a tail. Its body is covered with soft fur. It's white and grey in colour. It eats fish, meat, rice, curry, and drinks milk. It's favorite food is fried chicken. It plays with me when I come back from school. It likes to play with ball in the garden. It sleeps in a small basket near my bed. I love my pet very much.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Pet, cat, pussy, pretty	Fish, meat, rice, curry ✗	EAT
Animal, lovely, round face,	Fried chicken, milk	
green eyes, soft fur, leg, ear,	Green, white, grey ⑧	COLOUR ⑧
tail, green, white, grey, fish,	Four, two ⑧	NUMBER ⑧
meat, rice, curry, fried chicken,	Round face, green eyes,	
drink, milk, favourite, food	Soft fur ⑧	FTSIC
Play, basket, small bed,	Face, leg, ear, eye, tail, fur ⑧	BODY
garden, ball, near		
✗		
⑫	Pussy, cat, pet, fur	ANIMAL

Nama : Lena Liana

X Ak 3

## POST-TEST 1

80

## MY BEST FRIEND

I have my best friend. She is very honest, friendly, and funny person. She is my classmate in primary school. Her name is Isna Hanifah. I call her Isna. She was born in Jakarta on Mei 21<sup>st</sup> 2001. Now she lives at Delima Street No 6 in West Jakarta. Her father worked as a police officer and her mother worked as a teacher in a primary school.

Isna has an oval face. She has black hair and brown eyes. She has a pointed nose. The colour skin is white. Her favorite food is fried rice. And her hobby is swimming and drawing. She likes cat very much. She also likes to collect dolls, especially Hello Kitty doll.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Friendly, honest, funny, school, name, mother, face, black, hair, brown, eye, nose, white, favorite, hobby, swimming, drawing, collect dolls, 21, 6, 2001, police, teacher, father, mother oval face, black hair, pointed nose, brown eyes. 10	Honest, Friendly, funny (5)	characteristic (5)
	Hair, face, eye, nose (5)	Body
	Black, white, brown (5)	colour (5)
	Swimming, drawing, collect dolls (5)	Hobby (5)
	21, 6, 2001 (5)	Number (5)
	Police, teacher (5)	Job (5)
	Father, mother (5)	<del>Family</del> Family (5)
	Oval face, black hair, pointed nose, brown eyes (5)	Physic

Sringgih Egriza

X Ak 3

## POST-TEST I

65

## MY BEST FRIEND

I have my best friend. She is very honest, friendly, and funny person. She is my classmate in primary school. Her name is Isna Hanifah. I call her Isna. She was born in Jakarta on Mei 21<sup>st</sup> 2001. Now she lives at Delima Street No 6 in West Jakarta. Her father worked as a police officer and her mother worked as a teacher in a primary school.

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*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Honest, friendly, funny,	White, brown, black (5)	Colour (5)
Primary, school, born,	swimming, collect dolls (5)	hobby (5)
6, police officer, teacher	drawing	
black, brown, white,	teacher, police officer (5)	job (5)
swimming, drawing,	hair, face, eyes, nose (5)	Body
collect doll, cat, kitty,	skin	
Father, mother, 21,	Funny, friendly, honest (5)	Characteristic (5)
2001, 6	Father, mother (5)	Family (5)
(10)		



Tuliza Rahma Donna

X AK 3

## POST-TEST 1

70

## MY BEST FRIEND

I have my best friend. She is very honest, friendly, and funny person. She is my classmate in primary school. Her name is Isna Hanifah. I call her Isna. She was born in Jakarta on Mei 21<sup>st</sup> 2001. Now she lives at Delima Street No 6 in West Jakarta. Her father worked as a police officer and her mother worked as a teacher in a primary school.

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*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Friends, honest, friendly, funny	Police Officer, teacher (5)	JOB (5)
Person, classmate, primary, school, Jakarta, oval face, black hair, brown eyes, pointed nose, white skin, police officer, mother, swimming, drawing, collect dolls, fried rice, Hello Kitty, hobby (10)	Father, Mother (5)	FAMILY (5)
	Black, white, brown (5)	COLOUR (5)
	Swimming, drawing, collect dolls (5)	HOBBY (5)
	Face, hair, nose, skin, eye (5)	PARTS OF BODY (5)
	Honest, friendly, funny (5)	PHYSIC
	oval face, black hair, brown eyes, pointed nose (5)	CHARACTERISTIC



Nama = Lena Liana

x Ak 3

95

## POST-TEST II

### MY FAMILY

My family has four members, those are: I, my sister, and my parents. My mother is Mrs. Anisa. She is thin-face and she is blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, beautiful, and friendly. She is a housewife.

My father, Mr. Lukman is older than my mother. In spite of his age he is still black-haired, with several grey hairs. He has bright blue eyes. He is very kind and hard-working. Besides that he is a businessman.

Finally, my sister Nadia. She is red-haired and brown eyed. She has wavy hair. She is very sensible, cheerful, diligent, and cooperative. Right now, she is studying English and also knows Arabic and Mandarin. I want to be smart as she is. I love my family very much.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Sister, Parent, mother, face, hair, beautiful, green eye, friendly, housewife, father, black, grey, blue, business, man, red, brown, sensible, cheerful, diligent, cooperative, smart, good-looking, hard-working, english, Arabic, mandarin, Anisa, Lukman, Anisa, nadia, thin face, blond hair, green eyes, black hair, grey hair, blue eyes, red hair, brown eyes, wavy hair, slim, skill, love, very, stay, smart.	Father, mother, sister, (5) Parent Green, grey, black, blue, red, brown. (5)	Family (5) colour (5)
	Beautiful, smart, friendly, sensible, diligent, good-looking, kind, cheerful, (5) cooperatif, hard-working.	characteristic (5)
	Housewife, businessman (5)	Job (5)
	Face, hair, eye (5)	Parts of body (5)
	English, Arabic, mandarin (5)	Language (5)
	Lukman, Anisa, nadia (5)	Name of people (5)
	Thin face, blond hair, green eyes, black hair, grey hair, blue eye, red hair, brown eyes, wavy hair, slim. (5)	Physical.

Singgih Egita  
X AK 3

75

POST-TEST II

MY FAMILY

My family has four members, those are: I, my sister, and my parents. My mother is Mrs. Anisa. She is thin-face and she is blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, beautiful, and friendly. She is a housewife.

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*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Sister, parent, Mother, face, blond, hair, beautiful	Sister, parent, mother, father	Family (5)
green, friendly, housewife, father, Lukman, Anisa, Nadia, Grey, black, blue	Green, grey, black, blue, red, brown	Colour (5)
red, brown, smart, friendly, diligent, sensible, kind, cheerful, cooperative, good-looking, hard-working, businessman, face, hair, eye (10)	beautiful, smart, friendly, diligent, sensible, kind, cheerful, cooperative, good-looking, hard-working	Physic (5)
	English, Arabic, Mandarin	Language (5)
	Housewife, businessman	Job (5)
	Face, hair, eye (5)	Parts of body (5)
	Nadia, Anisa, Lukman (5)	Name of people (5)

Tuliza Rahma Donna

X AK 3

85

POST-TEST II

MY FAMILY

My family has four members, those are: I, my sister, and my parents. My mother is Mrs. Anisa. She is thin-face and she is blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, beautiful, and friendly. She is a housewife.

My father, Mr. Lukman is older than my mother. In spite of his age he is still black-haired, with several grey hairs. He has bright blue eyes. He is very kind and hard-working. Besides that he is a businessman.

Finally, my sister Nadia. She is red-haired and brown eyed. She has wavy hair. She is very sensible, cheerful, diligent, and cooperative. Right now, she is studying English and also knows Arabic and Mandarin. I want to be smart as she is. I love my family very much.

*In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished!*

LIST	GROUP	LABEL
Beautiful, smart, friendly face, hair, sensible, diligent. Good looking, kind, cheerful. Cooperative, hard working. Eye, housewife, businessman. Sister, green, grey, black Anisa, Lukman, blue, red, brown, Nadia, sister, parent. mother, father, thin, blonde, slim, wavy, English, Arabic, Mandarin.	Beautiful, smart, friendly, sensible, diligent, good Looking: kind, cheerful, cooperative, hard working Face, hair, eye Housewife, businessman Green, grey, black, blue, red brown Sister, parent, mother, father ANISA, LUKMAN, NADIA English, mandarin, Arabic	CHARACTERISTIC PARTS OF BODY JOB COLOUR FAMILY NAME OF PERSON STATE
10	Thin face, blonde hair, green eyes slim, black hair, blue eyes. grey hair, red hair, brown eyes, wavy hair.	PHYSICAL

## WHEN GIVING PRE TEST





**CYCLE I**

*When giving treatment and example*



*When giving Post Test I*

**CYCLE II**

*When giving treatment and example*



*When giving Post Test II*

**List of Staff  
at SMK Negeri 1 Metro**

<b>NO.</b>	<b>NAME</b>	<b>LAST EDUCATION</b>	<b>POSITION</b>
1.	Lastrid Widani, BBA	D3	Head of TU
2.	Pursiati	SMA	TU Staff
3.	Roaina	D3	TU Staff
4.	Agus Supriyadi	SMA	TU Staff
5.	Asnawati	SMA	TU Staff
6.	Titis Sulistiorini, Amd.Kom	D3	TU Staff
7.	Ricky Darmika, S.Kom	S1	TU Staff
8.	Diah Prasasti, SE	S1	TU Staff
9.	M. Syafrudin Sholeh	SMA	School Keeper
10.	Rahmad Heriyadi	SMA	Janitor
11.	Nuryanto	SMA	School Keeper
12.	Sunardi	SMA	Security

*Source: Documentation of SMK Negeri 1 Metro*

### Building Condition of SMK Negeri 1 Metro

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	8
3.	Classroom	38
4.	Library Room	1
5.	Laboratory Room	7
6.	Practice Room	5
7.	House Keeper	2
8.	Security Room	1
9.	Auditorium Room/ GSG	1
10.	Economic Enterprise	1
11.	Mini Bank	1
12.	Business Center	1
13.	Hotel	1
14.	Warehouse	2
15.	School Healthy Unit Room	1
16.	Mosque	1
17.	Canteen	3
18.	Kitchen	1
19.	Teachers' Toilet	6
20.	Students' Toilet	25
21.	Living Room	1

*Source: Documentation of SMK Negeri 1 Metro*





**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

*Sekretariat : Jl. Ki. Hajar Dewantara 15 A Metro. Telp (0725) 41507*

Nomor : St.06/JST/PP.00.9/2369/2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

Metro, 19 Oktober 2016

*Kepada Yth.,*  
Kepala Sekolah SMK N 1 Metro  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Nur Baiti  
NPM : 13107917  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : The Use of LGL (List-Group-Label) Strategy in Improving English Vocabulary

Untuk melakukan *PRA SURVEY* di SMK N 1 Metro.

Demikianlah permohonan ini disampaikan atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan





**PEMERINTAH KOTA METRO**  
**DINAS PENDIDIKAN KEBUDAYAAN PEMUDA DAN OLAH RAGA**  
**SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO**  
 Alamat : Jln. Kemiri Iringmulyo Kec. Metro Timur Kota Metro Prov. Lampung  
 Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN : 10807612 NSS : 401126104001  
 e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id



Nomor : 070/517/40.1/D.3/2016

Lampiran : -

Hal : **Izin Pra Survey**

Yth.: Ketua Jurusan

STAIN Jerai Siwo Metro

di

Tempat

Sehubungan dengan surat saudara Nomor Sti.06/JST/PP.00.9/2369/2016 tanggal 19 Oktober 2016 perihal Izin Pra Survey.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin pra survey kepada:

Nama	: NUR BAITI
NPM	: 13107917
Jurusan	: Tarbiyah
Prodi	: PBI

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat pra survey menjadi tanggung jawab mahasiswi yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

Metro, 14 November 2016

Kepala Sekolah,



Drs. DWI WIDYANIGSIH  
 NIP. 196206161992032005



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggilulyo Metro Timur Kota Metro Lampung 34111  
 Telp: (0725) 41507 Faksimil: (0725) 47236 Website: www.fardiyah.metro.uiw.ac.id e-mail: tarbiyah-iaim@metro.uiw.ac.id

Nomor : B-1819/In 28/D.1/TL 00/10/2017  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth  
 KEPALA SMK NEGERI 1 METRO  
 di  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1818/In 28/D.1/TL 01/10/2017, tanggal 09 Oktober 2017 atas nama saudara:

Nama : **NURBAITI**  
 NPM : 13107917  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF LGL (LIST-GROUP-LABEL) STRATEGY IN IMPROVING ENGLISH VOCABULARY".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Oktober 2017  
 Wakil Dekan I.  
  
 Dra. Isti Fatonah MA  
 NIP. 19670531 199303 2 003





**PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO**

Jalan Kemiri No. 1 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos : 34112  
 Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN :10807612 NSS :401126104001  
 e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id



Nomor : 070/461/V.01/421.5/2017 20 Oktober 2017  
 Lampiran : -  
 Hal : **Izin Research** Yth.: Wakil Dekan I  
 Institut Agama Islam Negeri Metro  
 di  
 Tempat

Sehubungan dengan surat saudara Nomor : B-1819/In.28/D.1/TL.00/10/2017 tanggal 09 Oktober 2017 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin research kepada:

Nama : **NUR BAITI**  
 NPM : 13107917  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat research menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

PEMERINTAH PROVINSI LAMPUNG  
 Metro, 19 Oktober 2017  
 Kepala Sekolah  
**SMKN 1 METRO**

**Dra. DWI WIDYANINGSIH**  
 NIP 19650616 199203 2 005



**PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO**

Jalan Kemiri No. 4 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos : 34112  
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN :10807612 NSS :401126104001  
e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id



**SURAT KETERANGAN**

Nomor : 070/510/V.01/421.5/2017

Berdasarkan surat Wakil Dekan I Institut Agama Islam Negeri Metro Nomor : B-1819/In.28/D.1/TL.00/10/2017 tanggal 09 Oktober 2017 Perihal Ijin Research. Kepala Sekolah Menengah Kejuruan (SMK) Negeri 1 Metro menerangkan bahwa :

Nama	: NUR BAITI
NPM	: 13107917
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Telah melaksanakan research di Sekolah Menengah Kejuruan (SMK) Negeri 1 Metro pada tanggal 21 Oktober s.d. 04 November 2017.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Metro, 09 November 2017  
Kepala Sekolah,

**Dra. DWI WIDYANINGSIH**  
NIP 19650616 199203 2 005





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id e-mail: iainmetro@metrouniv.ac.id

Nomor : B-1982/In.28.1/J/TL.00/10/2017  
 Lamp : -  
 Hal : **Bimbingan Skripsi**

16 Oktober 2017

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi  
 di-

Tempat

*Assalamualaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Nur Baiti  
 NPM : 13107917  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
  - a. Dosen Pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 

a. Pendahuluan	± 1/6 bagian
b. Isi	± 2/3 bagian
c. Penutup	± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terimakasih.

*Wassalamualaikum Wr. Wr.*









KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nur Baiti  
 NPM : 13107917

Jurusan : TBI  
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan
		I	II		
1.	Selasa, 19 Des 2017	✓		Revise Cover Revise Abstract Revise Dedication Page Revise Table of content Revise ch I Revise ch II Revise ch III Revise ch IV Revise CV	
	20/12	✓		acc for munagasy	

Mengetahui:  
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum  
 NIP. 19620424 199903 2 001

## CURRICULUM VITAE



Nurbaiti who stands as the researcher in this present research was born in Gantiwarno, East Lampung on November 15<sup>th</sup> 1994. She comes from harmonious family. She is the third daughter from Mr. Sumardiyanto and Mrs. Yuni Yanti. She took her kindergarten at TK Dharmawanita Gantiwarno, took elementary school at SD Negeri 1 Gantiwarno, and took her junior high school at SMP Negeri 1 Pekalongan. Then, having graduated from junior high school, she continued her study in SMK Negeri 1 Metro. After graduated from senior high school, she worked at PT. Sang Hyang Seri (Persero) Pekalongan, East Lampung. Finally, one year later, she continued his study in IAIN Metro with English Education Study Program. She really hopes that she is able to continue her study to master of degree and to be a successful person that can present a happiness for her parents.