

ABSTRACT

Sulastri, Stevania Ningsih (2023): The Use of List Group Label Strategy to improve Student Vocabulary Mastery (A Classroom Action Research to the Eight Grade Students of SMP Negeri 04 Sungai Kakap for in Academic Year of 2022/2023). Main supervisor: Dedi Irwan, Ph.D, Assistant Supervisor: Ageung Darajat M.Pd. Thesis of English Education Study Program, Language and Arts Education Faculty of Teacher Training, IKIP PGRI Pontianak.

This research aimed to was determine out how does List-Group-Label strategy can improve students' vocabulary mastery by using the List-Goup-Label strategy and students' prior knowledge to the eight-grade student at SMPN 04 Sungai Kakap in the academic year of 2022/2023. This research was conducted using Classroom Action Research (CAR), which consists of four steps: planning, implementation, observation and reflection. The data collection tools are observation checklists, and field notes. Observation techniques and vocabulary tests for measurement techniques. The data analysis in this study uses qualitative and quantitative to analyze the data. The researcher used two types of research, individual and average scores, to measure students' vocabulary mastery through List-Group-Label strategies.

The result of the research showed that the application of the List-group-Label strategy was effective in teaching vocabulary mastery to the eight-grade students' at SMPN 04 Sungai Kakap. This research was conducted in two cycles. From the results of using the test. In cycle 1, students' vocabulary score only got an average value of 62.50 with lowest score 50 and highest score 70. Then, the researcher continued to cycle 2 using classroom action research steps and the researcher focused more on attracting students' attention to focus on learning and asking students to remember vocabulary in recount text. After the treatment, the score of students' vocabulary mastery improved. Therefore, the score collected in cycle 2 average value to 80.00 with lowes score 75 and highest score 100. This score indicating that the application of List-Group-Label Strategy increased in students' score in improving their vocabulary mastery of recount text in the classroom learning process. From the findings, it can be concluded that List-Group-Label strategy is recommended in teaching vocabulary mastery. Thus, List-Group-Label strategy is suggested to use by the teacher to increase students' vocabulary mastery because List-Group-Label strategy gives significant impact in teaching vocabulary.

Keywords: *Classroom Action Research, Vocabulary Mastery, Strategy List-Group-Label*