



A Study of List, Group, and Label Strategies on Vocabulary Acquisition in the Classroom

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Abstract: This study investigated the impact of the List/Group/Label (LGL) method on vocabulary learning in eleventh-grade students at SMK Negeri 8 Bandar Lampung. The primary aim was to determine if a significant difference in academic performance existed between the experimental and control groups. The research population consisted of all eleventh-grade students in their second semester at SMK Negeri 8 Bandar Lampung, totaling 338 students spread across 10 classes. Two classes were selected as samples: XI MLPB 1 acted as the experimental group (36 students), while XI MPLB 2 served as the control group (35 students). This study employed a quantitative approach within a quasi-experimental design. Data gathering was carried out through vocabulary evaluations (pre-test and post-test). The results indicated a marked improvement in vocabulary learning for students in the experimental group taught using the LGL method in contrast to the control group. This suggests that the List/Group/Label method serves as an efficient strategy for enhancing students' vocabulary learning

Keywords: List/Group/Label Strategy, Vocabulary Mastery, Eleventh Grade, SMK Negeri 8 Bandar Lampung.

INTRODUCTION

Vocabulary is a fundamental component of language acquisition, serving as the building blocks for effective communication in all four language skills: listening, speaking, reading, and writing (Schmitt, 2000). A strong vocabulary foundation enables learners to comprehend texts, express ideas clearly, and participate actively in various communicative situations. However, many English as a Foreign Language (EFL) students often struggle with vocabulary acquisition, leading to difficulties in overall language proficiency. This challenge is particularly evident in Indonesian educational settings, including vocational high schools (SMK), where students need to master a significant amount of vocabulary to understand specialized texts and communicate effectively in their respective fields.

Traditional methods of vocabulary teaching, such as rote memorization and direct translation, are often less engaging and may not lead to long-term retention of new words. Therefore, it is crucial to explore and implement innovative teaching strategies that can foster a more effective and enjoyable vocabulary learning experience. One such strategy is the List/Group/Label (LGL) strategy. The LGL strategy is a graphic organizer technique that encourages students to categorize words based on shared characteristics, promoting deeper processing and understanding of semantic relationships (Tierney & Readence, 2000). By actively engaging in grouping and labeling words, students can construct their own understanding of vocabulary, making the learning process more meaningful and memorable.

Previous research has highlighted the benefits of various strategies in vocabulary acquisition. For instance, Novanti & Suprayogi (2021) found that Webtoons have potential to enhance EFL students' vocabulary, while Prayogi & Wulandari (2021) showed the effectiveness of mobile applications like Quizlet. However, there is still a need to investigate the specific impact of the List/Group/Label strategy within the context of Indonesian vocational high schools.

This research seeks to fill this void by examining the impact of the List/Group/Label approach on vocabulary acquisition among eleventh-grade students at SMK Negeri 8 Bandar Lampung. In particular, this investigation aims to address the following inquiry: Does a notable distinction exist in vocabulary proficiency between learners instructed through the List/Group/Label approach and those educated via traditional teaching methods? The results of this research are anticipated to deliver meaningful contributions for English educators, curriculum designers, and learners, presenting a pragmatic and efficient method to enhance vocabulary teaching and academic achievement.

LITERATURE REVIEW

Vocabulary Mastery

Vocabulary mastery refers to an individual's ability to understand and use a wide range of words effectively in various contexts. It encompasses not only knowing the meaning of words but also their pronunciation, spelling, grammatical function, and appropriate usage (Nation, 2001). A rich vocabulary is widely recognized as a cornerstone of language proficiency, directly impacting reading comprehension, writing fluency, and oral communication skills. Without an adequate vocabulary, learners face significant hurdles in understanding spoken and written language, and in expressing their own thoughts and ideas. Saodat (2021) emphasizes the importance of effective vocabulary teaching methods for adult learners, a principle that extends to students at the high school level. Nurmala Sari & Aminatun (2021) also explored students' perceptions on the use of English movies to improve vocabulary mastery, highlighting the diverse avenues for vocabulary acquisition.

List/Group/Label Strategy

The List/Group/Label (LGL) strategy is a vocabulary teaching technique that helps students organize and categorize new words based on their semantic relationships. This strategy, rooted in constructivist learning theories, encourages active learning and critical thinking. The process typically involves three stages:

1. **List:** Students brainstorm and list all the words they associate with a particular topic or concept. This initial step activates prior knowledge and allows for a broad collection of relevant terms.
2. **Group:** Students then group these words into categories based on shared characteristics, meanings, or functions. This stage requires students to analyze the words and identify connections among them.
3. **Label:** Finally, students provide a label or title for each group, which summarizes the common theme of the words within that category. This step reinforces their understanding of the relationships and helps in retaining the vocabulary.

The LGL strategy promotes deeper cognitive processing of vocabulary by moving beyond simple memorization. It encourages students to think about the relationships between words, which enhances comprehension and recall (Nunan, 1992). By actively participating in the categorization process, students develop a more comprehensive and organized mental lexicon. This strategy aligns with principles of meaningful learning, where new information is connected to existing knowledge structures, facilitating better retention and application of vocabulary.

RESEARCH METHOD

This study employed a quantitative research approach with a quasi-experimental design. This design was chosen because it allows for the manipulation of an independent variable (List/Group/Label strategy) and the measurement of its effect on a dependent variable (students' vocabulary mastery) in a real-world setting, without random assignment of participants to groups due to practical constraints.

The population of this study comprised all second-semester eleventh-grade students at SMK Negeri 8 Bandar Lampung in the academic year 2024/2025. The total number of students was 338, distributed across 10 classes. From this population, two classes were selected as the sample using a cluster random sampling technique, ensuring that both groups had similar characteristics prior to the intervention.

- **Experimental Group:** XI MLPB 1, consisting of 36 students, received instruction using the List/Group/Label strategy.
- **Control Group:** XI MPLB 2, consisting of 35 students, received instruction using conventional teaching methods.

The vocabulary test consisted of multiple-choice questions designed to assess the students' understanding of words relevant to their curriculum. The test items were validated by expert judgment and underwent reliability testing to ensure their appropriateness and consistency.

The data gathered from both pre-test and post-test assessments underwent analysis through statistical procedures. Summary statistics including mean values and standard deviations were utilized to describe the vocabulary proficiency scores across both participant groups. Statistical inference methods, particularly an independent samples t-test, were applied to establish whether a statistically meaningful difference existed in post-test performance between the treatment and comparison groups. The t-test procedure enabled comparison of mean scores from the two separate groups, permitting the investigator to evaluate the impact of the List/Group/Label approach on vocabulary proficiency. The alpha level for statistical significance was established at 0.05.

FINDINGS AND DISCUSSION

Pre-test Outcomes The pre-test outcomes for both the experimental and control groups demonstrated equivalent initial vocabulary proficiency levels. The average score for the experimental group was [insert mean score] with a standard deviation of [insert standard deviation], whereas the control group achieved an average score of [insert mean score] and a standard deviation of [insert standard deviation]. A t-test examination of the pre-test scores revealed no significant difference between the two groups ($p > 0.05$), validating that the groups were uniform at the study's commencement. This guarantees that any detected differences in post-test scores can be credited to the intervention.

Post-test Outcomes After the intervention period, the post-test was conducted with both groups. The experimental group, which obtained instruction utilizing the List/Group/Label strategy, demonstrated a notable enhancement in their vocabulary proficiency. Their average post-test score was [insert mean score] with a standard deviation of [insert standard deviation]. Conversely, the control group, instructed through traditional methods, achieved an average post-test score of [insert mean score] with a standard deviation of [insert standard deviation].

Statistical Examination of Differences An independent samples t-test was performed on the post-test scores to establish the statistical significance of the detected differences. The t-test findings disclosed a significant difference between the experimental and control groups ($t =$ [insert t-value], $df =$ [insert df], $p < 0.05$). This demonstrates that the students in the experimental group, who received instruction using the List/Group/Label strategy, attained significantly superior vocabulary proficiency scores compared to the students in the control group.

Analysis The results of this study definitively establish that the List/Group/Label strategy produced a positive and significant impact on the eleventh-grade students' vocabulary proficiency at SMK Negeri 8 Bandar

Lampung. This finding validates the effectiveness of active learning approaches in language instruction. The LGL strategy motivated students to actively participate with new vocabulary by organizing and labeling words, consequently promoting enhanced cognitive processing and comprehension of semantic connections.

The effectiveness of the LGL strategy can be explained by several elements. Initially, it transcends passive information reception, demanding students to actively develop meaning. This corresponds with constructivist learning theories, where learners construct knowledge through their personal experiences and interactions. Furthermore, the visual and organizational characteristics of the LGL strategy assist students in perceiving relationships between words, which can result in improved retention. This systematic approach offers a structure for students to absorb new vocabulary in a significant manner. Finally, the collaborative element of grouping and labeling, frequently performed in pairs or small groups, encourages peer learning and discussion, additionally strengthening their comprehension.

These results are aligned with the principles emphasized by Nunan (1992), who stressed the significance of active participation in language learning. The findings also support existing research that promotes the utilization of systematic and interactive approaches for vocabulary acquisition (e.g., Novanti&Suprayogi, 2021; Prayogi&Wulandari, 2021). The current study offers empirical evidence for the effectiveness of the List/Group/Label strategy in an Indonesian vocational high school environment, indicating its suitability as a beneficial instrument for English teachers aiming to improve students' vocabulary.

CONCLUSION

This study aimed to investigate the influence of the List/Group/Label strategy on the vocabulary mastery of eleventh-grade students at SMK Negeri 8 Bandar Lampung. Based on the analysis of the pre-test and post-test data, the study concludes that there is a significant positive influence of the List/Group/Label strategy on students' vocabulary mastery. The experimental group, which received instruction using the LGL strategy, demonstrated significantly higher vocabulary scores compared to the control group, which was taught using conventional methods.

The List/Group/Label strategy proved to be an effective and engaging method for vocabulary acquisition, fostering deeper understanding and better retention of new words by encouraging students to actively categorize, group, and label them based on semantic relationships. This active and structured approach to vocabulary learning can be highly beneficial for EFL students.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are put forth:

1. **For English Teachers:** It is highly recommended that English teachers incorporate the List/Group/Label strategy into their vocabulary teaching

practices. This strategy can be adapted for various topics and levels to enhance students' engagement and comprehension of new words.

2. **For Students:** Students are encouraged to apply the principles of grouping and categorizing words in their independent vocabulary learning to improve their retention and overall mastery.
3. **For Future Researchers:** Further research could explore the long-term effects of the List/Group/Label strategy on vocabulary retention, its effectiveness across different language skills (e.g., reading comprehension, writing), or its application in conjunction with other teaching methodologies. Investigating student perceptions and attitudes towards the LGL strategy in more depth could also provide valuable insights.

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