

**THE EFFECT OF LIST GROUP LABEL (LGL) STRATEGY ON THE
STUDENTS' VOCABULARY ACHIEVEMENT OF THE EIGHTH
GRADE STUDENTS AT SMP NEGERI 15 BANJARMASIN**

SARJANA'S THESIS

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

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***SARJANA'S* THESIS**

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Department**

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2026

LETTER OF APPROVAL

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This is to certify that the Sarjana's thesis proposal of Nadilla Aziza reg. number 2110117320018 entitled "Exploring the Students' Difficulties in Learning English at SMKN 1 Banjarmasin" has been approved by the advisors for oral examination.

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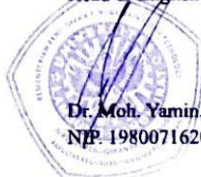


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ABSTRACT

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Keywords: list group label, vocabulary, vocabulary achievement.

Vocabulary is a core component of language proficiency and a rich vocabulary is essential for effective communication and comprehension. However, many students at SMP Negeri 15 Banjarmasin have a low levels of English vocabulary. This problem would have an impact on their English language skills and prevent them from achieving classroom learning objectives. In addition, learning strategies such as list group label strategy has been widely acknowledged as a successful approach for improving students' learning achievement. Therefore, this study aims to investigate whether there is any difference in vocabulary achievement between students who are taught vocabulary by using list group label strategy and those who are taught using semantic mapping strategy of the eighth-grade at SMP Negeri 15 Banjarmasin.

This study applied a quantitative approach with a quasi-experimental research design. The sample of this research were 58 of eighth-grade students at SMP Negeri 15 Banjarmasin who were divided into experimental and control groups through cluster random sampling technique. The primary data collection instrument was a vocabulary achievement test, which comprised a pre-test and a post-test. The data were analysed using an independent t-test through SPSS 31.

The results of this research showed that there is a significant difference in vocabulary achievement between the experimental group and the control group. It is proven by a significance value of 0.020, which is below the significance level of 0.05, indicating that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that list group label strategy has a positive effect on the students' vocabulary achievement. Therefore, it is suggested for the teacher to apply and explore list group label strategy in teaching and learning process in the classroom setting.

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This study has undoubtedly fallen short of perfection. Constructive criticism and suggestions for raising its quality will therefore be much valued. Lastly, it is anticipated that this study will contribute favourably to the advancement of English language instruction.

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The Researcher

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