Increasing the Student's Vocabulary Mastery by Using List Group Label Strategy

Yosef Yanuarius Zega[1], Kristof Martin Efori Telaumbanua[2], Hidayati Daeli[3], Yaredi Waruwu[4]

[1,2,3,4]*(English Department/Universitas Nias/Indonesia)*

* Corresponding Author. E-mail: [1]yosefyanuariuszega123@gmail.com
[2]kristof.telaumbanua@gmail.com [3]daelihidayati@gmail.com [4]yarediwaruwu21@gmail.com

Abstrak

Kosakata adalah salah satu komponen penting dalam pembelajaran bahasa Inggris yang harus dikuasai siswa sebelum menguasai empat keterampilan dalam bahasa Inggris. Namun, siswa memiliki beberapa masalah dalam penguasaan kosakata yang menyebabkan siswa tidak mampu memahami teks deskripsi sehingga siswa tidak mampu mencapi KKM. Tujuan penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa menggunakan strategi List Group Label. Peneliti menggunakan Penelitian Tindakan Kelas sebagai metode penelitian yang diterapkan dalam dua siklus. Hasil penelitian menunjukkan bahwa pada siklus I sebagian besar siswa tidak mampu mencapai KKM. Pada Siklus I, ada 4 siswa (15%) berada pada tingkat "Sangat Baik", 11 siswa (42%) berada pada tingkat "Baik", 9 siswa (35%) berada pada tingkat "Cukup", dan 2 siswa (8%) berada pada tingkat "Kurang". Rata – rata nilai siswa pada Siklus I adalah 69.61. Sedangkan pada Siklus II menunjukkan bahwa semua siswa telah mencapai KKM, ada 11 siswa (42%) berada pada tingkat "Sangat Baik" dan 15 siswa (58%) berada pada tingkat "Baik". Rata – rata nilai siswa pada Siklus II adalah 85.57. Berdasarkan hasil penelitian, ini membuktikan bahwa strategi List Group Label meningkatkan penguasaan kosakata siswa.

Kata Kunci: *Penguasaan Kosakata, Strategi List Group Label*

Abstract

Vocabulary is an important component in learning English that should be mastered by students before mastering the four skills in English. However, the students had several problems in vocabulary mastery that caused the students were not able to comprehend the written descriptive text so that the students were not able to achieve the MCC. Therefore, the purpose of research was to increase the students' vocabulary mastery by using List Group Label Strategy. The researcher used the Classroom Action Research method as research design that was held on in two cycles. The results of the research showed that in Cycle I most of students were not able to achieve the MCC, there were 4 students (15%) in "Very Good" level, 11 students (42%) in "Good" level, 9 students (35%) in "Enough" level, 2 students (8%) in "Less" level. The average of students score in Cycle I was 69.61. While the result in Cycle II showed that all of students have passed the MCC, there were 11 students (42%) in "Very Good" level, and 15 students (58%) in "Good" level. The average of students score in Cycle II was 85.57. Based on the results of the research, it proved that List Group Label Strategy increases the students' vocabulary mastery.

Keywords: *Vocabulary Mastery, List Group Label Strategy*

Introduction

Vocabulary is an important component in language learning. In learning English, there are four basic skills that must be mastered by students, they are listening, speaking, reading and writing and

also the students must be able to master the language components in English. Harmer (2007) in Afidah & Machfudi (2022) states that in English language learning, students are not only have knowledge about the four language skills but students must know the components in English such as English grammar, pronunciation, and vocabulary. In other words, vocabulary is one of the components that must be mastered by students before mastering the four skills in English, one of them is reading skill.

Reading is one the skills that must be mastered by students to comprehend the contents of the text. One of the components in reading skill that should be mastered by students is vocabulary. The students must have sufficient vocabulary to be able to comprehend the contents of the text. Susanti (2018) in Mardiani et al. (2021) states that vocabulary is one of the main components in reading skill without understand the meaning of the words or limited of vocabulary knowledge will make the students difficult to comprehend the contents of the reading text. In other words, without sufficient knowledge of vocabulary the students will difficult to comprehend the contents of the text.

It is supported by Sedita (2005) in Apriliani et al. (2021) states that vocabulary is important in reading activity and determine how well students to comprehend the contents of reading text. In reading text the students need to know many words to comprehend the contents of the text and words can recognize by reading activity. Through reading activity, the students will get many of vocabulary from what they read. Both of them are closely related which are necessary to support one each other. Therefore, in learning English the students must be able to master vocabulary because vocabulary is basis of knowledge to master the four skills in English. Vocabulary mastery is the students' ability to understand and use the words in the language according to usage of context.

In syllabus of 2013 Curriculum at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli Utara, the syllabus expects the students are able to comprehend the descriptive text related to people, very short and simple, related to social functions, text structure, and language features of written descriptive text. Before mastering reading skill, the students were expected to be able to master vocabulary as a language features of descriptive text. In addition, related to the students' learning achievement, in English subject at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli Utara, the school has determined the MCC that must be achieved by students is 70. The students must be able to pass the MCC is 70 as an indicator of students' success in learning English.

Based on the researcher's observation at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli Utara, the researcher found that most of students were not able to achieve the MCC was 70. The problem was affected by students were unable to comprehend the written descriptive text. The inability of students to comprehend descriptive text was caused by students do not have sufficient vocabulary about descriptive text. Meanwhile vocabulary is one of the components of descriptive text that should be mastered by students without sufficient vocabulary the students will have difficulty to comprehend descriptive text. The researcher found several factors that caused the students were unable to master vocabulary, namely: first, the students were less creative in learning vocabulary because the lack of English vocabulary learning media. Second, the students were less interested in learning English vocabulary. Third, the students were difficult to memorize the unfamiliar words. And the last, the students were unable to identify and distinguish the part of speech.

To solve the students' problems above, the researcher used the List Group Label Strategy to increase the students' vocabulary mastery. Farina (2015) states that List Group Label Strategy is a strategy to help students to understand vocabulary

by list the words, group the words, and label the group based on related words. In addition, Brassel (2011) states that use List Group Label Strategy in teaching learning process can assist the students to increase their vocabulary, and assist the students to remind the new vocabulary, and allow students to organize and classify the words. In other words, List Group Label Strategy is a strategy that can be used in teaching learning process to encourage and motivate students to increase their English vocabulary by list the words, group the words, and label the group.

Based on the previous explanation, the researcher conducted Classroom Action Research (CAR). According to Jalaludin (2021) "Classroom action research is a research conducted by teacher/ lectures/students/researcher in the class they are teach based on the results of self-reflection with the purposes to improve the quality of learning through cycles". In other words, classroom action research is a research that aims to solve the problems or improve the quality of learning.

Based on the explanation above, the researcher conducted the research entitled "Increasing the Students' Vocabulary Mastery by Using List Group Label Strategy at the Eighth Grade of UPTD SMP Negeri 1 Gunungsitoli Utara in 2022/2023".

Method

The research was aimed to increase the students' vocabulary mastery by using List Group Label Strategy. In this research, the researcher implemented the procedures of Classroom Action Research (CAR). In applied the Classroom Action Research (CAR), the researcher used the theory of Kemmis and Mc Taggart in Mu'alimin (2014) states that there are four steps in Classroom Action Research namely: planning, action, observation, and reflection that will be conducted in every cycle.

Mill in Mu'alimin (2014) states that classroom action research is a systematic inquiry conducted by teachers and principal to find out their learning practice with the aims to improve the quality of teaching learning activities. In addition, Jalaludin (2021) says, "Classroom action research is a research conducted by teacher/ lectures/students/researcher in the class they are teach based on the results of self-reflection with objectives to improve the quality of learning through cycles".

Based on the expert's opinions above, the researcher concluded that Classroom Action Research (CAR) is a research conducted by researcher in the class where the researcher implement the procedures of research directly by using the certain strategy with a purpose to solve the problems or improve the quality of learning.

Kemmis and Mc Taggart in Mu'alimin (2014) states that there are four steps in Classroom Action Research (CAR), they are:

a. Planning is used to plan the action done in research. In the research, the researcher prepared all the needs during conducting the research such as syllabus, lesson plan, materials, observation sheet, attendance list, list group label sheet, evaluation sheet, and field notes

b. Action is the realization of theory and teaching strategy. In action step, the researcher applied the List Group Label Strategy.

c. Observation is an activity of collecting data and information that can be used as the input in doing reflection toward what has been done in the action.

d. Reflection is an activity of analyzing, interpretation, and explaining all of the information from the observation what has been done in the action.

In the research, there were four procedures implemented by the researcher namely: planning, action, observation, and reflection that conducted in every cycle where one cycle consisted of two meetings. The researcher conducted the research at UPTD SMP Negeri 1 Gunungsitoli Utara.

The school is located in Gunungsitoli utara district, Olora village. The subject of the research was Class VIII-A consisted of 26 students. The researcher chose the class VIII-A as the subject of the research because the students in this class had low score in learning English. The students were unable to achieve the Minimum Competence Criterion was 70. The researcher got information based on the observation that has been done by the researcher. In this research, the researcher used two variables, they were: dependent variable and independent variable. The dependent variable in this research was the students' vocabulary mastery. The independent variable in this research was the List Group Label Strategy.

The instruments of the research are the tools that can be used by the researcher to collect the data. There were two kinds of the data collected by the researcher, namely qualitative data and quantitative data. The instrument of the research used by the researcher to collect the qualitative data were observation sheet and field notes. While the instrument of the research used by the researcher to collect the quantitative data was evaluation sheet.

The techniques used by researcher to collect data were observation, and test. In observation, the researcher needed a teacher collaborator to observe the activities of the researcher and students, weaknesses and strengths during the implementation of List Group Label Strategy in teaching learning process. In giving test, the researcher used the evaluation sheet as a tool to collect the quantitative data. The researcher used the matching test to evaluate the students' vocabulary mastery. In this test, the researcher asked the students to match the words with definition of the words.

In this research, the researcher analyzed the data based on the kinds of data. The researcher analyzed the qualitative data based on the result of observation sheet and field notes. The data analyzed through reduction of data, explanation of data, and conclusion.

The researcher analyzed the result of observation sheet by using formula adapted from Sugiyono (2012) in Silvia et al. (2022) namely:

$$P = \frac{F}{N} \times 100\%$$

In which:
P = Percentage of the researcher's and students' activities
F = Frequency of the researcher's and students' activities that have been done
N = Total number of activities

Furthermore, the researcher analyzed quantitative data based on the result of students' evaluation sheet. The evaluation sheet is analyzed and evaluated by scoring the right answer. The students who answer correctly get a score 1 and the students who answer incorrect get score 0.

To determine the result of students' score, the researcher used formula adapted from Arikunto (2005) in Yulianti (2021), namely:

$$Score = \frac{Students' correct \ anwer}{Total \ number \ of \ items} \times 100$$

Then, the researcher classified the students' score according to the level of students' achievement in the form of a scale adapted from Mustakim & Ismail (2018), namely:

Table 1 the Classification of Students' Score

No	Classification	Score
1.	Very good	85 – 100
2.	Good	70 – 84
3.	Enough	55 – 69
4.	Less	40 – 54
5.	Fair	≤39

Results and Discussion
a. Results

In conducting the research, the researcher conducted in two cycles. One cycle consisted of two meetings. The explanation of the results for each cycle, as follows:

1. Cycle I

In the first meeting of Cycle I, in the planning the researcher prepared everything needed in the research. The researcher prepared the syllabus, lesson plan, students' attendance list, learning material, observation sheet of the researcher's activities and the students' activities, the students' list group label sheet, and field notes. After planning, the researcher conducted the action in the classroom. The researcher did the teaching learning process included pre-teaching learning activities, whilst teaching learning activities and post teaching learning activities. In whilst teaching learning activities the researcher applied the procedures of List Group Label strategy. The material taught to the students in the form of reading text. The learning material is descriptive text especially describing people with titled "My Family". The learning focused on learning vocabulary in the reading text.

In the second meeting of Cycle I, the researcher gave test for the students in the form of matching tests. After the researcher gave the test, the researcher checked the result of the students' evaluation sheet. The result of the students' evaluation sheet can be seen in the table below:

Table 2 the Students' Ability in Vocabulary Mastery by Using List Group Label Strategy in Cycle I

Level	Score	Frequency	Percentage
Very Good	85-100	4	15%
Good	70-84	11	42%
Enough	55-69	9	35%
Less	40-54	2	8%
Fail	≤39	-	-
Total		26	100%

The data in the table above showed that the students' vocabulary mastery by using List Group Label Strategy in Cycle I was not successful. There were 4 students (15%) who got the score classified in "very good" level. There were 11 students (42%) who got the score classified in "good" level. There were 9 students (35%) who got the score classified in "enough" level. There were 2 students (8%) who got the score classified in "less" level. The highest score that the students got was 90 and the lowest score that the students got was 50. The average of the students score was 69.61.

Based on the explanation above, the researcher concluded that the students' vocabulary mastery by using List Group Label Strategy in Cycle I was unable to increase the students' vocabulary mastery. There were 15 students (58%) have passed the MCC, and there were 11 students (42%) did not pass the MCC that has been decided at the school was 70. While the researcher's target the students (75%) are able to achieve the MCC. Therefore, the researcher decided to continue the research to the next Cycle.

2. Cycle II

In the first meeting of Cycle II, the researcher prepared everything needed in the research. The researcher prepared the syllabus, lesson plan, the students' attendance list, learning material, observation sheet of the researcher's activities and students' activities, list group label sheet, and field notes.

The material taught to the students in the form of reading text. The learning material is descriptive text especially describing people with titled "My Father". The learning focused on learning vocabulary in the reading text.

In conducting the action, the researcher did some activities. In the pre-teaching-learning activities the researcher entered the classroom together with the English teacher-collaborator. Next, in

whilst teaching-learning activities the researcher applied List Group Label Strategy. In the post teaching learning activities, the researcher concluded the material.

In the second meeting of Cycle I, the researcher gave test for the students in the form of matching tests. The researcher evaluated the students' evaluation sheet by using assessing vocabulary. The result of the students' evaluation sheet can be seen in the table below:

Table 3 the Students' Ability in Vocabulary Mastery by Using List Group Label Strategy in Cycle II

Level	Score	Frequency	Percentage
Very good	85-100	11	42%
Good	70-84	15	58%
Enough	55-69	-	-
Less	40-54	-	-
Fail	≤39	-	-
Total		26	100%

The data in the table above showed that the students' vocabulary mastery by using List Group Label Strategy in Cycle II was successful. There were 11 students (42%) who got the score classified in "very good" level. There were 15 students (58%) who got the score classified in "good" level. The highest score that the students got was 100 and the lowest score that the students got was 70. The average of the students score was 85.57.

Based on the data above, the students' score in the second meeting of Cycle II showed that all of students have passed the MCC. The researcher's target 75% of students were able to achieve the MCC. In Cycle II there were 26 students (100%) have passed the MCC. The researcher concluded that the students' vocabulary mastery by using List Group Label Strategy in Cycle II was successful. Therefore, the researcher decided to stop the research and did not continue to the next cycle.

b. Discussion

The common response in this research List Group Label Strategy can increase the students' vocabulary mastery by implementing the procedures of List Group Label Strategy. There were several factors that caused the students were unable to master vocabulary namely: the students were less creative in learning vocabulary because the lack of English vocabulary learning media, the students were less interested in learning English Vocabulary, the students were difficult to memorize the unfamiliar words, and the student were unable to identify and distinguish the part of speech especially noun and adjective. To solve this problems the researcher applied the procedures of List Group Label Strategy.

The researcher used the list group label sheet as the learning media to make students creative in leaning vocabulary. To increase the students' interest in learning vocabulary, the researcher motivated the students the importance of learning English vocabulary, the researcher guided the students to list group and label the words, the students divided into groups to help them to list, group, and label the words. To make students able to memorize the unfamiliar words, the researcher guided the students to read the words they have listed, grouped, and labeled. To make students able to identify and distinguish noun and adjective, the researcher asked the students to labeling the words based on the kinds of words especially noun and adjective.

After conducting the research by implementing the procedures of List Group Label Strategy in two cycles, the researcher analyzed the result of the observation sheet and the students' evaluation sheet. The researcher did the research in two cycles. In Cycle I, especially the second meeting, the researcher gave test to the students to know the students' ability in vocabulary mastery. The result of students' evaluation sheet in Cycle I showed that there were 4 students

(15%) who got the score classified in "Very Good" level. There were 11 students (42%) who got the score classified in "Good" level. There were 9 students (35%) who got the score classified in "Enough" level. There were 2 students (8%) who got the score classified in "Less" level. The highest score that the students got was 90 and the lowest score that the students got was 50. The average of the students' score was 69.61.

Based on the results of the students' score in Cycle I, it showed that the students' vocabulary mastery by using List Group Label Strategy in Cycle I was not successful, there were 11 students (42%) did not pass the MCC. The researcher found several weaknesses that caused the students did not pass the MCC in Cycle I, such as: some of students were difficult to understand the meaning of the words, some of students were wrong in listing the words related to the topic, some of students could not classify the words, and some of students could not labeling the words it was caused the students could not distinguish noun and adjective.

Therefore, there were several improvements conducted by the researcher to the next cycle by applying the List Group Label Strategy, such as: the researcher helped the students to identify the meaning of the words, the researcher guided the students to list, group, and label the words, the researcher explained and gave examples about noun and adjective, the researcher motivated the students to learn seriously, the researcher asked the students to follow the researcher instructions, and the researcher invited the students to be more active in the teaching learning process.

In cycle II, the researcher taught the students based on the improvements made by the researcher to improve the weaknesses in the previous meeting. In the first meeting of Cycle II, the observation sheet of the researcher's activities and students' activities showed that the researcher had been done all teaching learning activities. Most of students had been done the activities and followed the researcher instructions, the students could list, group, and label the words, the students could distinguish and identify noun and adjective, and the students were enthusiastic in learning.

In the second meeting of Cycle II, the researcher gave test to the students. The result of the students' evaluation sheet showed that there were 11 students (42%) who got the score classified in "Very Good" level. There were 15 students (58%) who got the score classified in "Good" level. The highest score that the students got was 100 and the lowest score that the students got was 70. The average of the students score was 85.57. In cycle II, all of students have passed the MCC, the syllabus' expectation have been achieved, and the indicators of the researcher have been achieved. Based on the result of Cycle II, there were several strengths that had been found by the researcher, such as: the students were able to listing the words and identify the meaning of the words, the students were able to identify and distinguish the part of speech especially noun and adjective, the students got a lot of new vocabulary from the words they have listed, grouped, and labeled, and the students were able to classify the words based on the relationship of the words.

It is supported by Brunner (2011) states that List Group Label Strategy assist students in learning new vocabulary by emphasizing word relationship and help students to understand and remember vocabulary. In addition, Brassel (2011) states that List Group Label Strategy is used to encourage students to improve their vocabulary and categorization skills. These theories are line with the research conducted by the researcher, the students can get a lot of new vocabulary from the words they have listed, grouped, and labeled.

Furthermore, according to Mora & Machado (2015) "List Group Label

Strategy is a strategy that helps students to classify and categorize their prior vocabulary knowledge". It means that the List Group Label Strategy is a strategy that assist students to stimulate their background knowledge through listing, grouping and labeling the words to increase their vocabulary.

Based on the explanation above, the researcher concluded that List Group Label Strategy increased the students' vocabulary mastery, and this strategy can be used in teaching vocabulary.

Conclusion

Based on the results of the research, the researcher concluded that List Group Label Strategy increases the students' vocabulary mastery at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli Utara. It is proven by the results of the research, in cycle I, the result of the research showed that there were 4 students (15%) who got the score classified in "Very Good" level. There were 11 students (42%) who got the score classified in "Good" level. There were 9 students (35%) who got the score classified in "Enough" level. There were 2 students (8%) who got the score classified in "Less" level. The highest score was 90 and the lowest score was 50. The average of the students score was 69.61. The students' vocabulary mastery by using List Group Label Strategy in Cycle I was not successful. There were 15 students (57%) have passed the MCC, and there were 11 students (43%) did not pass the MCC that has been decided at school was 70. The researcher's target 75% of students are able to achieve the MCC. Because in cycle I most of the students did not pass the MCC, so the researcher decided to continue the research in cycle II.

In cycle II, the result showed that there were 11 students (42%) who got the score classified in "Very Good" level. There were 15 students (58%) who got the score classified in "Good" level. The highest score was 100 and the lowest score was 70. The average of the students score

was 85.57. The researcher's target 75% of students are able to achieve the MCC. In cycle II, there were 26 students (100%) have passed the MCC. The students' vocabulary mastery by using List Group Label Strategy in cycle II was successful. Therefore, the researcher decided to stop the research and did not continue to the next cycle.

Based on the average of students' ability in vocabulary mastery in Cycle I and Cycle II, it showed that there was an increase of students' vocabulary mastery. Therefore, the research was successful in increasing the students' vocabulary mastery by using List Group Label Strategy at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli Utara in 2022/2023.

Based on the results of the research, the researcher gives recommendations as follows:

a. The researcher recommends the English teacher in UPTD SMP Negeri 1 Gunungsitoli Utara to apply the List Group Label Strategy to increase the students' vocabulary mastery.

b. The researcher recommends the students to use the strategy to increase their vocabulary mastery.

c. For the reader, it provides the procedures to apply List Group Label Strategy in teaching learning process to increase the students' vocabulary mastery.

d. For next researcher, the researcher recommends to conduct the research by using List Group Label Strategy in teaching vocabulary in the other skills.

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Biography

Yosef Yanuarius Zega was originally born in Onozikho, on August 02nd, 1999. He lives in Umbubalodano village, Sitolu Ori District, Nias Utara Regency. He education Started from elementary school in SDN. 076677 Hambawa in 2006 and graduated in 2012. Then, entering the Junior High School in SMP Negeri 4 Utara and graduated in 2015. After graduated from junior High school, he continued his study at SMK Negeri 1 Gunungsitoli and took majoring in Tourism and graduated in 2018. He decided to continue his study in Universitas Nias in 2019. Now he is students' undergraduate from English department in Faculty Teacher Training and education