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RESEARCH PAPER

Effectiveness of List-Group-Label (LGL) Strategy on MDCAT Students' Vocabulary Development

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ABSTRACT

This study aimed to assess the impact of the List-Group-Label (LGL) method on students' vocabulary achievement. Using a qualitative approach, semi-structured interviews were conducted with teachers employing the LGL strategy for vocabulary instruction. Data were gathered via purposive sampling and analysed thematically. Findings indicated a significant improvement in students' vocabulary skills after adopting the LGL approach. Teachers reported that activities such as group work, vocabulary organization, brainstorming, digital tools, flashcards, and writing new words on the board were key in enhancing vocabulary. These strategies not only support vocabulary acquisition but also prepare students for general and international exams. The study's results offer valuable insights for educators, ELT practitioners, curriculum designers, and MDCAT teachers, suggesting that the LGL strategy is beneficial for developing all four language skills reading, writing, speaking, and listening and can be applied beyond MDCAT students to support broader language learning goals.

KEYWORDS	ELT, List Group Label, MDCAT, Strategy, Vocabulary

Introduction

The learning English language is crucial because it is a global language spoken by most communities across the world. Many people speak English as a second language worldwide. Learning English is worthwhile despite its challenges since it is widely utilized in all spheres of life, including communication, commerce, economics, politics, education, science, and technology. Everybody is required to study English, both formally and informally, and to use it to communicate with people from other countries because it is an international language. Finocchiaro (1974) defined language as a system of arbitrary speech symbols that allows all humans to communication with each other. Learning knowledge of vocabulary is equally crucial to learning a language because it helps us communicate or express our ideas, emotions, and desires. Moreover, a person with strong language or vocabulary abilities may convey concepts effectively and clearly. Syamsinar (2010) cites Lado as saying that learning vocabulary, idioms, and expressiveness in context are important components of second language learning.

In addition to that, vocabulary development is a primary component of the teaching and learning process for learners or students. It is well acknowledged that mastering

vocabulary is essential to the four key English language abilities of speaking, writing, listening, and reading.

If children don't comprehend terminology, they will have a lot of challenges. The teaching of vocabulary in the classroom can be accomplished through a variety of methods and approaches. But, in order to boost students' interest in studying the English language especially vocabulary—teachers have the freedom to select them. In this instance, the researcher gives focuses on List Group Label (LGL), a vocabulary comprehension technique that fosters the growth of vocabulary as well as the development of categorization skills, background knowledge, and critical thinking. Moreover, List Group Label (LGL) is a thinking technique in which learners quickly stated a given topic before making a list based on similarities (Wood, 2001).

List Group Label (LGL) is a vocabulary teaching method that can encourage learners to arrange their vocabulary and concepts for material understanding, making it appropriate for teaching vocabulary to students at all language skill levels. By applying their comprehension of the topic, it can drive the students recognize the connections and similarities between words and concepts. Additionally, it also assists students who are attempting to manage their thought process. The List Group Label (LGL) technique offers so many advantageous elements for students that's why the writer decided to select this strategy for the teaching and learning process. It can add up language practice, which might increasement in remembering information more effectively. There are many ways that a teacher can teach vocabulary. As a result, because it can assist the teacher in accomplishing his goal, the students can learn assistance in efficient methods. Furthermore, vocabulary training makes use of the human cognitive system to enhance learners recall abilities. Since English is used in more contexts than just spoken communication such as reading and writing. Development is considered one of the most crucial components of learning a language. It is argued that it is important since learners are unable to interact with each other and understand related insights from them. Therefore, the primary use of this study was to estimate how the list group label technique affected the vocabulary mastery of MDCAT students.

Literature Review

The study " The List Group Label Approach's Impact on Students' Vocabulary Mastery". The writer determined that it was excellent to use the list-group-label technique with MTs Darul Akhiroh Marancar's class VIII students. According to the data, MTs Darul Akhiroh Marancar's class VIII pupils' average vocabulary mastery score prior to employing the list group label technique was 56.59, falling into the "poor" category. The list-group-label technique yielded an average score of 75 with the category "Good," the greatest score being 87 and the lowest being 57. Using the list-group-label technique can effectively increase vocabulary, according to this study. (Panjaitan et al. in 2020).

In the field of education, teachers need to provide their students with vocabulary materials in elementary, middle, and high schools. Vocabulary is a necessary component of English instruction, and as its elements are essential to language acquisition, vocabulary study is unavoidable. Wilkins as saying that extraordinarily little can be taught without grammar and that nothing can be taught without vocabulary. Students need to become fluent in language because without it, they will struggle to express themselves or understand concepts. (Salawazo 2020).

" The Impact of Applying the Student LGL Approach on Vocabulary Acquisition" was the subject of research by Rahmi (2021). The interpretation table indicates that 73.31

percent of pupils received an average score. The students' vocabulary accomplishment scores in the second grade at SMPN 8 Bukittinggi, during the 2019–2020 academic year, were used to calculate the score. Consequently, the researcher might draw the conclusion that the label group list is a tactic used to pique students' interest and facilitate vocabulary mastery. Rahmi (2021).

Moreover, learning a language, particularly the English language, involves developing one's vocabulary. Understanding a language comes from expanding one's vocabulary. According to the author, vocabulary is crucial to all language instruction. If vocabulary is not mastered, learning a language will be difficult for that person. Thus, the more a person knows about learning vocabulary, the more proficiently they can use language. Nathaya in Sitorus (2021)

The impact of list group label strategy on eighth-grade students' mastery of vocabulary." Its goalmouth was to assess how the list group label method affected the vocabulary competence of eighth-grade students. The list group label technique for vocabulary teaching has a considerable impact on students' vocabulary knowledge, according to the results. (Masyrriqi 2018).

Material and Methods

This study used a qualitative approach to its investigation. The researcher can record data from multiple participants and sites using this investigative strategy, which enables the researcher to ask detailed questions about the data. Dornyei (2007) states that qualitative research is a current trend in the social sciences, particularly in the area of education. The method of gathering data through semi-structured interviews, analysing and transcribing the information using content or theme analysis, are referred to as the qualitative research paradigm. Interviews were one of the methods used in this study to obtain data. The goal of the current study is to determine how the LGL method affects MDCAT trainees' vocabulary acquisition.

Theoretical Framework

Theoretical framework (TF) supports research action and states its direction towards (Carswell, 2018). The current study takes jean piget's (1973) Constructivist Learning Theory. This theory emphasizes that learners actively construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. In the context of the List-Group-Label (LGL) strategy, students engage in organizing vocabulary, which aligns with the constructivist idea of knowledge building through categorization and collaboration.
It can help you understand how the interactive and engaging nature of the LGL strategy fosters deeper vocabulary learning as compared to passive learning through translation.

Results and Discussion

Thematic analysis of semi-structured interviews

Total 18 themes were generated from the interviews conducted from teachers. Below is the chart where themes are connected with the theory of constructivist.

Table 1
Themes

	Theme	Description	Connection to constructivist theory
1.	Organize Vocabulary	Structuring vocabulary systematically for easy access and recall.	Supports cognitive organization, allowing students to structure and construct vocabulary knowledge meaningfully
2.	Brainstorming	Generating ideas and associations around vocabulary topics.	Encourages exploration and connection-making, a core constructivist process, promoting deeper understanding.
3.	Demonstrating on the Board	Visual demonstration of vocabulary with examples on the board.	Provides a structured visual framework that aids in organizing and constructing meaning through visual learning.
4.	Group Activities	Collaborating with peers to learn and practice vocabulary	Collaborating with peers to learn and practice vocabulary.
5.	Flashcards	Using flashcards for repetitive practice and reinforcement.	Supports self-paced, autonomous learning that strengthens knowledge through practice and schema reinforcement
6.	Digital Apps	Utilizing digital apps to practice vocabulary interactively	Promotes self-directed learning with engaging digital tools, aligning with constructivist principles of active learning
7.	Compare and discuss	Analyzing and discussing vocabulary to deepen understanding.	Enhances critical thinking and differentiation skills, allowing students to construct and refine vocabulary knowledge
8.	Turn into a Game	Making vocabulary practice into a game format	Encourages active, engaging learning through play, which Piaget saw as vital for cognitive development
9.	Short Quizzes	Regular short quizzes to reinforce learning	Allows self-assessment and reflection, reinforcing vocabulary through repeated practice and schema building
10.	Grasp the connection between words	Identifying relationships and connections among vocabulary terms	Builds mental models of vocabulary relationships, aiding in the construction of interconnected knowledge structures
11.	Regular vocabulary tests	Periodic assessments of vocabulary knowledge	Encourages reflection, reinforcing understanding and solidifying vocabulary knowledge through repeated assessment
12.	Incorporate technology	Integrating technological tools to enhance vocabulary learning	Facilitates self-directed, tech-supported learning that supports autonomy and individualized learning
13.	Online mind mapping	Creating mind maps to visualize connections between vocabulary words	Visualizes relationships and categorization, aiding in building organized knowledge schemas
14.	Visualization	Using imagery to represent vocabulary concepts and meanings	Helps create mental images, aiding memory and understanding, aligning with Piaget's idea of constructing concrete representations
15.	Recall and apply in vocabulary answers	Practicing vocabulary recall through application in real contexts	Encourages contextual application, reinforcing knowledge through active use and real-life integration
16.	Oral and written exercises	Engaging in both spoken and written practice of vocabulary	Reinforces understanding by encouragi different modes of expression, helpi solidify vocabulary knowledge

This table summarizes how each theme aligns with Piaget's constructivist principles, illustrating how each activity within LGL fosters active, meaningful vocabulary learning.

Discussion

The author conducts the semi structured interviews from different teachers and ask them about various techniques and strategies which are used in LGL strategy in vocabulary mastery and using thematic analysis to find out major themes. Megaldi and Berler (2020) claim that although if the topical paths of a semi-structured interview are revealed ahead of time, the approach allows a researcher to go further into a finding. This discussion gives an answer to research question "What specific activities and techniques do teachers implement when using the list- group- label strategy to teach English vocabulary to MDCAT students". The current study identified nine major themes in the data. Participants have varying opinions about the themes. The List-Group-Label (LGL) technique consists of the following steps: listing words, grouping them according to similarities, and labelling the groups. To make a procedure clear, teachers frequently provide a basic example that is connected to the class topic. The class goes through the LGL process when the teacher asks them to come up with words that are associated with the subject. (Dian Tri Rahmi 2019). All students, but especially those taking the MDCAT, will find this method very beneficial for expanding their vocabulary. Another theme was to organize vocabulary in the LGL technique applies to vocabulary in the same way as organizing your study materials facilitates efficient finding of what you need quickly and maximizes the effectiveness of your study sessions. You may basically create an organized "vocabulary toolkit" by identifying the terms you need to learn, categorizing them based on commonalities, and clearly labelling those groupings with titles. This helps you recall the words and comprehend their meanings more easily. It's like knowing exactly where your notes or textbooks are when you need them. The participants also describe the instructors want their students to be actively involved from the start. Students are first asked to come up with words that are associated with the subject they are studying. Following the creation of a word list, the class collaborates to complete the Listing, Grouping, and Labelling (LGL) procedure. By including everyone in the process of organizing the vocabulary and coming up with ideas, this method makes learning more dynamic and cooperative. Moreover, Flashcards and digital apps are also helpful in LGL strategy You can introduce new vocabulary words with flashcards. Instructors or students compile a list of vocabulary items into flashcards by including definitions for each word.

With the help of digital tools like Quizlet or Anki, students can construct virtual flashcards and compile a well-organized vocabulary list. These apps frequently include pre-made lists that can be adjusted to suit the specific vocabulary demands of the class. Students can group words according to their meanings or relationships using capabilities found in several apps. You can accomplish this by making custom categories or by using drag-and-drop functionality. Students can name or label each group after grouping using digital tools, which helps them to further solidify their comprehension of the vocabulary's structure. Apps offer a customized learning experience by tracking progress. Other themes are turn into game, short quizzes, grasp the connection between words, regular vocabulary tests, incorporate different technologies like abode spark, digital quizzes, etc. So, these are the different activities and technologies were used in the LGL strategy to teach English vocabulary to MDCAT students and became very helpful for students as compared to regular traditional translation method.

Conclusion

After conducting semi-structured interviews, the author finds that there is a substantial difference in the academic vocabulary mastery achieved by the students using LGL strategy and activities do teachers used when following the List-Group-Label (LGL)

strategy for teaching English vocabulary. There are different Students can benefit from the List-Group-Label (LGL) technique even though it requires time and effort from both the teacher and the students to adopt. By enumerating, categorizing, and labelling the unknown words and obtaining input from both the teacher and the students, it can help them expand their academic vocabulary. Additionally, this tactic can be included into reading assignments using resources that are suitable for science program students to help them develop into autonomous learners. Additionally, a variety of methods and exercises, such as group work, organizing vocabulary, brainstorming, using digital applications and flashcards, and writing a few words on the board to demonstrate it, are employed to help students' vocabulary growth.

Recommendations

LGL strategy can be used on different students not only on MDCAT students , related to their study it helps in four skills of language; reading writing, speaking and listening.

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