

**Elementary School Teachers' Perspectives on the Use of the List Group
Label Strategy in Vocabulary Instruction**

Skripsi

Presented to

Undergraduate Program

English Education Program

Nurul Jadid University

in partial fulfillment of the requirements for the degree of

Bachelor in English Language Education



By

Richa Dian Yuliyanti

NIM 2042300038

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UNDERGRADUATE PROGRAM
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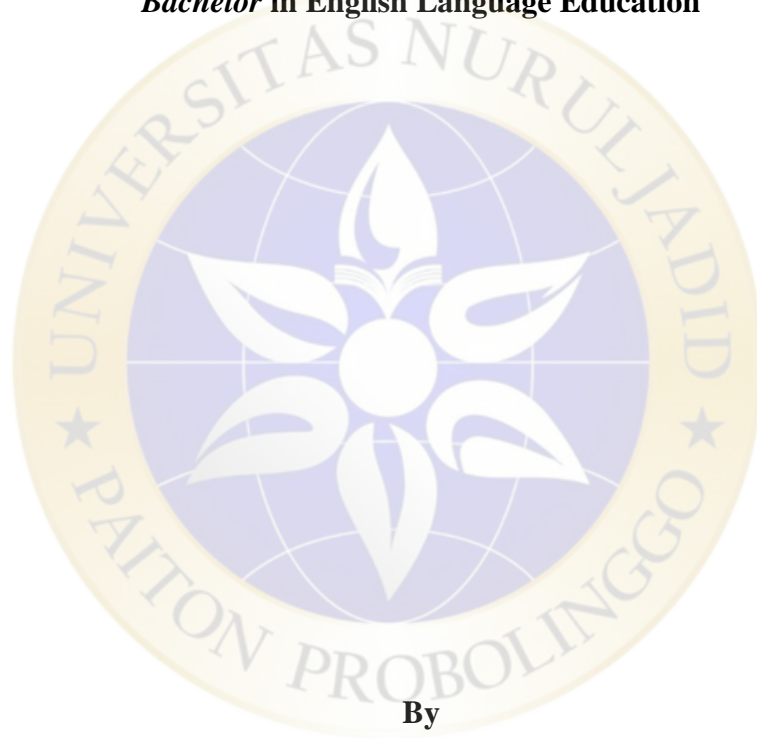
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2025**

APPROVAL



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Telah dipertahankan di depan Sidang Tim Penguji Tugas Akhir Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo pada hari Sabtu tanggal Sembilan bulan Agustus tahun Dua Ribu Dua Puluh Lima dan dinyatakan lulus serta telah direvisi sesuai dengan saran Tim Penguji.

Mengesahkan,
Dekan.



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3. Penguji II : Sofyan Adi Pranata, M.Li

1. (.....)

2. (.....)

3. (.....)

MOTTO AND DEDICATION

“Never complain, never explain. And what it means is, don’t complain about life.

Don’t explain what you’re doing, just do it. And let your actions speak for themselves.”

THIS THESIS IS DEDICATED TO:

1. My beloved parents, Bpk. Chairil Baszar, S.Pd., Gr. and Sri Hartatik
2. My advisor and my thesis examiners
3. My beloved grandparents
4. My Brother, Ricky Arifatullah
5. My beloved cat, Picky
6. And for all NCT members.

ABSTRACT

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Keyword: Elementary School, Perspective, Labeling Strategy, Vocabulary Instruction, List Group Label (LGL)

This study aims to explore elementary school teachers’ perspectives on the use of the labeling strategy based on the List Group Label (LGL) technique in English vocabulary instruction, and to identify the challenges teachers face during its implementation. This research adopts a descriptive qualitative approach with data collection techniques including classroom observation and semi-structured interviews. The subject of the study was a fifth-grade teacher at SDN 3 Patemon, a rural public elementary school in Situbondo, East Java.

The results showed that the teacher perceived the labeling strategy as a meaningful and structured method that aligns with the characteristics and needs of elementary students. Four key perspectives emerged: First, the labeling strategy is thematic and systematic. Second, it is appropriate to the cognitive level and learning styles of young learners. Third, it aids memory and word comprehension through visual categorization, and Fourth, it is practical and flexible to implement. However, the teacher also faced three main challenges: First, limited access to visual media and resources, Second, insufficient preparation time to create quality learning materials, and Third, varied student interest and engagement during labeling activities. These findings highlight that the success of the labeling strategy in vocabulary instruction depends greatly on the teacher’s ability to adapt the technique to classroom conditions and student diversity. This study contributes both theoretically and practically to the development of effective and contextual vocabulary instruction strategies in Indonesian elementary school settings.

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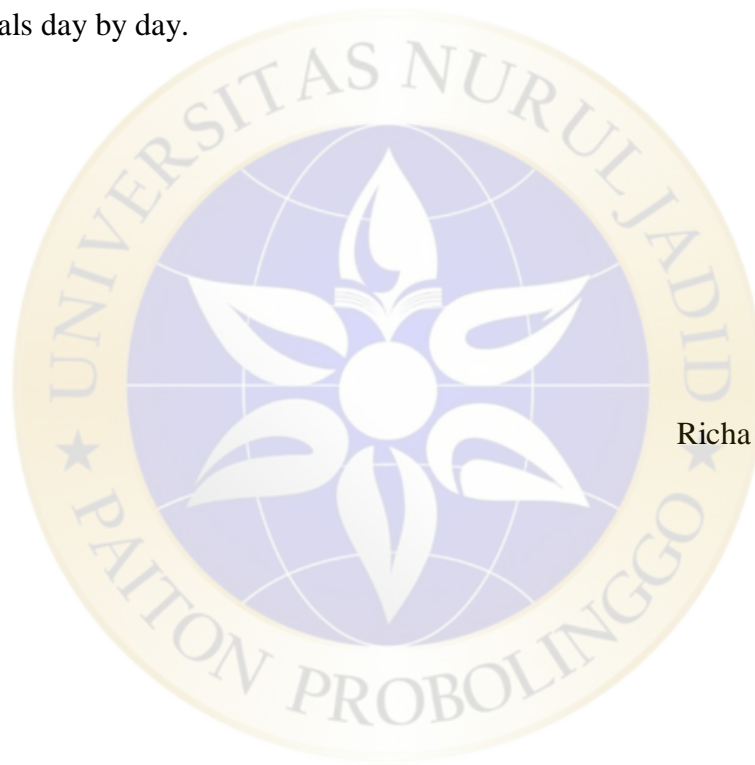
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The researcher

Richa Dian Yuliyanti

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