

**THE INFLUENCE OF VOCABULARY JOURNAL TOWARDS  
STUDENTS' VOCABULARY MASTERY**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-degree**

**By:**

**IKKE WIDIYANTI**

**NPM 1811040048**

**Study Program : English Education**

**Advisor : Syofnidah Ifrianti, M.Pd.**

**Co-Advisor : Satria Adi Pradana, M.Pd.**



**FACULTY TARBIYAH AND TEACHER TRAINING**

**RADEN INTAN STATE ISLAMIC UNIVERSITY**

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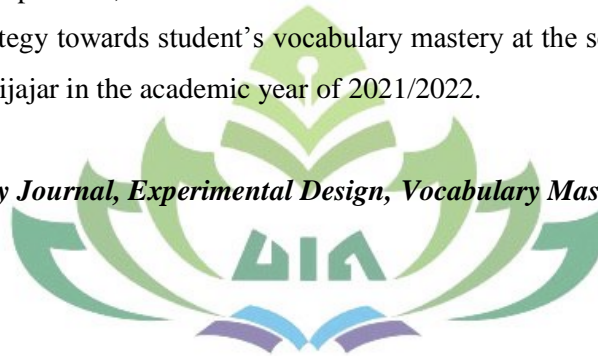
## ABSTRACT

This research was conducted to find the significant influence of using vocabulary journal strategy in student's vocabulary mastery. The difficulties faced by students of SMAN 1 Tumijajar were (1) difficult to develop their vocabulary and (2) the students' vocabulary was still low. Thus, the students felt difficult in learning vocabulary, because the teacher's strategy was less effective for the students especially in teaching vocabulary.

The research methodology of this research was quasi-experimental design. In this research, the population was the tenth grade of SMA N 1 Tumijajar in the academic year of 2021/2022. The samples of the research were two classes consisting X IPA 1 as a experimental class and X IPA 2 as a control class. The treatments were held in 3 meetings for each classes. After getting the data of student's vocabulary scores from pre-test and post-test, the data were analyzed using SPSS to compute the independent sample T-test.

From the data analysis computed by SPSS (Statistical Package for Social Science) version 21, it was obtained that  $Sig. = 0.000$  and  $\alpha = 0.05$ . So  $H_0$  was rejected and  $H_a$  was accepted because of  $Sig. < 0.05$ . Based on the computation, it could be concluded that there was a significant influence of using vocabulary journal strategy towards student's vocabulary mastery at the second semester of the tenth grade of SMAN 1 Tumijajar in the academic year of 2021/2022.

**Keywords:** *Vocabulary Journal, Experimental Design, Vocabulary Mastery*



## DECLARATION

The researcher's identity, the undersigned below:

Name : Ikke Widiyanti

NPM : 1811040048

Study Program : English Education

Thesis Title : The Influence of Vocabulary Journal towards Students' Vocabulary  
Mastery

There by declared that the thesis entitled "The Influence of Vocabulary Journal towards Students' Vocabulary Mastery" is truly the researcher's own original work. The responsibility is fully for the publication of the thesis. The sources and structure of the writings in the research have complied with the profisions and ethical standards.

Bandar Lampung, June 2022

Declared by



**Ikke Widiyanti**  
NPM. 1811040048





**KEMENTERIAN AGAMA RI  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN**

**Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289**

**APPROVAL**

**Title : The Influence of Vocabulary Journal  
Towards Students' Vocabulary Mastery**

**Student's Name : Ikke Widiyanti**

**Student's Number : 1811040048**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, the State Islamic  
University of Raden Intan Lampung**

**Advisor,**

**Co-Advisor,**

**Syofnidah Ifrianti, M.Pd.  
NIP. 196910031997022002**

**Satria Adi Pradana, M.Pd.  
NIP. 198602182015031005**

**The Chairperson of  
English Educational Program**

**Dr. Moh. Muhassin, M.Hum  
NIP. 197708182008011012**





**KEMENTERIAN AGAMA RI  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

**ADMISSION**

The following thesis entitled: **The Influence of Vocabulary Journal Towards Students' Vocabulary Mastery**, by: **Ikke Widiyanti, NPM: 1811040048**, Department: **English Education** was tested and defended in the examination session held on: **Monday, July 18<sup>th</sup> 2022**.

**Board of Examiners:**

**The Moderator : Dr. Moh. Muhassin, M.Hum** (.....)

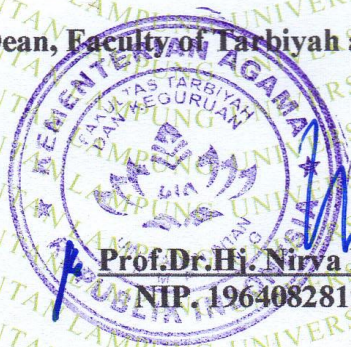
**The Secretary : M. Nawawi, M.Pd.** (.....)

**The Primary Examiner : Rohmatillah, M.Pd.** (.....)

**The First Co- Examiner : Syofnidah Ifrianti, M.Pd.** (.....)

**The Second Co- Examiner : Satria Adi Pradana, M.Pd.** (.....)

**Dean, Faculty of Tarbiyah and Teacher Training**



**Prof. Dr. Hj. Nirya Diana, M.Pd.**  
NIP. 196408281988032002



## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

*“O you who believe! Fear Allah, and (always) say a word directed to the Right:” (QS. Al-Ahzab:70)<sup>1</sup>*



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<sup>1</sup> Agus Hidayatulloh, Lc., M.A., et. al., Aljamil Al-Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris (Jawa Barat: Cipta Bagus Segara, 2012), 531.

## DEDICATION

This graduating paper is dedicated to:

1. My parents, Mr. Gayem Sujana and Ms. Darmi Yanti for showing faith in me and giving me.  
Thank you for all the motivation and support.
2. My beloved little brother Aska Taka Rino Sagi for his selfless love, support and valuable prayers.  
Thank you for your kindness and togetherness.
3. And special thanks to my almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

Ikke Widiyanti was born on May 29<sup>th</sup>, 2000 in Kartasari, Tulang Bawang Barat. She famously called by her friends, Ikke. Ikke is the first daughter of Mr. Gayem Sujana and Ms. Darmi Yanti. She has one brother named Aska Takarinosagi.

In academic background, Annisa accomplished her formal education at SDN 02 Kartasari in 2006 and she graduated in 2012. In the same year, she continued her study in SMPN 01 Tulang Bawang Barat and finished in 2015. Then she was accepted at SMK Muhammadiyah Tumijajar and graduated in 2018. Then, in 2018, she continued her study at UIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.





## ACKNOWLEDGMENT

Bismillahirrahmanirrohim,

*Assalamualaikum Warahmatullohi Wabarakatuh*

In the name of Allah, the most gracious and the most merciful who has given His blessings and guidance so that can complete this undergraduated thesis. Peace and salutation may always be upon the holy world leader, prophet Muhammad S.A.W., the man of any good deeds who never think hard for the shake of better and better way of Islamic life. In the third place, thank you address to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of Islamic State University Raden Intan Lampung.
2. Dr. Moh. Muhassin, M. Hum as the Head of English Education Study Program of Islamic State University Raden Intan Lampung.
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4. Satria Adi Pradana, M.Pd., as my Co-Advisor who has educated, supported, directed and given the researcher advices, suggestions and recommendation for this thesis from beginning until the end.
5. All of the lecturers in English Education Study Program of Islamic State University Raden Intan Lampung
6. All of staff who have helped the researcher in processing of graduating administration
7. All of my friends who I could not write one by one.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar Lampung, June 2022

The Writer



Ikke Widiyanti

1811040048

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## CHAPTER 1

### INTRODUCTION

#### A. Title Confirmation

The title provided an overview in order to facilitate the process of making this thesis. So it is necessary to explain the terms related to the title of this thesis. With the confirmation of this title, it was hoped that there would be no misunderstanding with the meaning of the title of several existing terms. The title is “The Influence of Vocabulary Journal toward Students’ Vocabulary Mastery”. As for the explanation of the descriptions of several terms in this thesis as follows:

According to Merriam, influence is the act or power of producing an effect without apparent exertion of force or direct exercise of command.<sup>2</sup> So what is meant by influence in this study is to know if there is an significant influence in students’ vocabulary mastery using vocabulary journal.

Vocabulary mastery is one of the important aspects in foreign language learning. According to North, vocabulary mastery is solid in all situations and the choice of words resembles the native speaker’s skill.<sup>3</sup> It means that vocabulary mastery is very necessary to be explored and mastered by student which must be in accordance with existing rules. In addition Alqahtani said that vocabulary mastery is needed to express our ideas and to be able to understand the language, vocabulary is to crucial to be mastered.<sup>4</sup> In other words vocabulary mastery is the ability to understand lexis and vocabulary is very important to master because mastering a lot of vocabulary will make it easier for students to read, write, listen and speak English.

Vocabulary journal is a vocabulary learning strategy. According to Dugan, A vocabulary journal is an ongoing personal collection of key vocabulary terms that can be pre-taught by the teacher or self-selected by the student. In addition to recording the word and definition, vocabulary journals also ask the student to enter additional information such as an illustration, example of word in a sentence, and synonyms/antonyms to deepen their understanding of the word as well an ensure that student will use the word in their speaking and writing.<sup>5</sup> Vocabulary journals are typically used to record vocabulary, student-friendly definitions and visual representations for each term.<sup>6</sup> Teachers can include features such as a word index or examples of usage in different situation.

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<sup>2</sup>Merriam Webster, *Oxford Advanced Learners Dictionary* (United Kingdom : Oxford University Press, 2013), p.222.

<sup>3</sup>Brian North, *English Profile Studies : The CEFR in Practice* (United Kingdom : Cambridge university press, 2014), p.79.

<sup>4</sup>Alqahtani in Mawardin M.Said, *English Vocabulary* (Bandung : CV. Media Sains Indonesia, 2021), p.9.

<sup>5</sup>Dugan in Indah Istianatu Qodariyah, *The Influence of Enthusiasm Toward Reading Comprehension* (Pringsewu : EBIZ Publisher, 2021), p.57.

<sup>6</sup>Joanna Chong Wan Ting and Ki Lee Lee, “Using Vocabulary Journals to Improve Vocabulary Learning Among Primary School Pupils in Malaysia”, *Journal Of English Education*, Vol.4, No.2(2019):110.

The purpose of this research, from some of the words above which are the subject of this thesis with the title “The Influence of Vocabulary Journal towards Students’ Vocabulary Mastery” to find out whether there is significant influence of using vocabulary journal towards students’ vocabulary mastery.

## B. Background of the Problem

English is one of the subject that should be learned by students both in formal and informal school in Indonesia. In learning English, there are four skills which should be learned by the English learners. They are listening, speaking, reading and writing.<sup>7</sup> These language skills are integrated one to another in teaching and learning process. As a matter of fact, there is one component which has great influence on the skills that is called vocabulary.<sup>8</sup> Without vocabulary, nothing can be understood from reading or listening. Moreover, without vocabulary nothing can be conveyed through writing or speaking.<sup>9</sup> From that statement we know vocabulary is the most important thing in English, we cannot do anything without vocabulary. Besides vocabulary is the basic competence need to be taught in Elementary or junior or senior high school. Knowing a lot of words are important because the more words we know, the better chance to understand.

Harmer supported that one of the important aspects to be learned in language learning is vocabulary.<sup>10</sup> Those statements imply the importance of teaching vocabulary as a foreign language. Vocabulary is one of the most important aspect of a foreign language must be had by people of learners. Its mean that vocabulary is a language center and it is important for language learning, without vocabulary enough students can not be expressed their idea both verbally and in writing. It is not easy to mastering vocabulary. The English teacher has responsibility in establishing the meaning of vocabularies in the students’ mind. It is not easy to be done. That is why the teacher has to find the best solution to make all the students easily in memorizing the vocabulary that students should be mastered.

Based on the preliminary research, the English teacher , Ahmad Rojikun, S.Pd.M.M., he said that most of the students especially in the tenth grade did not enthusiasm and their motivation to learn is still low. Other problems were found, such as the students’ vocabulary is still low. There are some students that are sufficient, but for the large scale or the majority of students’ vocabulary mastery it is still lacking or still below average, many students who do not reach the KKM. On the other hand, The teacher used the expository strategy in learning activity. According to Jarolimek and Foster, the term expository comes from the concept of exposition,

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<sup>7</sup>Syafrizal and Haerudin, The Implementation Of Vocabulary Building Strategy In Teaching English Vocabulary To Young Learners, *Journal of English Language Teaching*, Vol.5, No.1 (2018):40.

<sup>8</sup>Husna Nurdini and Leni Marlina, Vocabulary Journal as A Learning Tool for Students in Learning Vocabulary Through Reading at Junior High School, *Journal of English Language Teaching*, Vol.6, No.1 (2017): 283.

<sup>9</sup>Dodi Setiawan, EFL Students’ Vocabulary Development: Using Leveled Texts in Online Reading Instruction, *Journal of English and Arabic Language Teaching*, Vol.8 No.2 (2017): 124.

<sup>10</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2015), p.17.

which means to provide an explanation. In the context of exposition learning is a strategy used by the teacher to say or explain facts, ideas, and other important information to students.<sup>11</sup> The students were not interested in vocabulary materials because the teacher explained the material and after that asked the students to do task. To know the students' ability in vocabulary mastery, data of the students' vocabulary score obtained from the teacher. The students' score can be seen in the table below:

**Table 1.1**  
**The Vocabulary Score at the Second Semester of the Tenth Grade of SMAN 1 Tumijajar**  
**in the Academic Year of 2021/2022**

No	Score	Class						Total	Percentage
		IPA 1	IPA 2	IPA 3	IPA 4	IPA 5	IPA 6		
1	<70	21	22	24	22	22	22	133	63,67 %
2	≥70	13	13	12	14	13	12	77	36,67 %
	<b>Total</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>36</b>	<b>35</b>	<b>34</b>	<b>210</b>	<b>100%</b>

*Source: Document of the English Teacher in SMAN 1 Tumijajar.*

Based on the table above, the total number of the tenth grade students in SMA N 1 Tumijajar was 210 students. The criteria of minimum (KKM) at the school was 70. It can be concluded that 63.67% or 133 out of 210 students got <70 score. The students who got scores above of the criteria of minimum (KKM) only 77 students. It can be concluded that the students' vocabulary mastery is still low and learning process is still not yet optimal. Thus, the students felt difficult in learning vocabulary, because the teacher' strategy is less interested for the students especially in teaching vocabulary.

To support the data explained before, the interview were also given to some students (see Appendix 3). From the results of the interview, it was informed that most students still find it difficult to learn English vocabulary. The students said that studying English is difficult subject, therefore the students are also passive, and the students not interested to studying English. They also felt bored in learning English especially in learning vocabulary not only because they have minimum vocabulary mastery but also the teacher strategy was less effective for the students especially in teaching vocabulary. The teacher only spoke formally in front of the class, give some explanations from the textbook. And after that gave the task to the students.

In the other side, there are many factors that make the students' vocabulary is low. There come from the internal and external factor. The internal means factors from the inside of the students themselves such as motivation, interest, intelligence, and the external is the factors from

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<sup>11</sup> Wahyudin Nur Nasution, Expository Learning Strategy: Definition, Goal, Profit and Procedure, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, Vol. 25, No.5(2020): 7.



outside of the students that affect their learning process such as background, learning material, and teachers' performance including their teaching strategy.

Choosing a good strategy is important when a teacher teaches vocabulary in class. Vocabulary learning strategy can emphasize focus on the specifics of the word to comprehend the context that uses the word. The strategy used by the teacher at SMAN 1 Tumijajar is expository strategy. This strategy is very monotonous and tends to be less effective in improving students' vocabulary mastery because the teacher only explained the material and then gave the task to the students. Therefore, the researcher offered a more effective strategy to increase knowledge of vocabulary mastery which used by the researcher in this study, namely the vocabulary journal strategy.

According to Dugan, A vocabulary journal is an ongoing personal collection of key vocabulary terms that can be pre-taught by the teacher or self-selected by the student. In addition to recording the word and definition, vocabulary journals also ask the student to enter additional information such as an illustration, example of word in a sentence, and synonyms/antonyms to deepen their understanding of the word as well as ensure that student will use the word in their speaking and writing.<sup>12</sup> As stated by Joanna, vocabulary journal are typically used to record vocabulary, student-friendly definitions and visual representations for each term.<sup>13</sup> Teachers can include features such as a word index or examples of usage in different situation.

Based on the explanation above, vocabulary journal is a vocabulary learning strategy that emphasizes discovery learning of students to the specific word, where students will list vocabulary words that they do not know and believe those are important to know, then they search the meaning and details of the vocabulary in the dictionary, thesaurus, and so on. They get new vocabulary from the materials from their teacher in the class or from the text given by their teacher. Then they can search for detailed information from the dictionary and various sources such as meaning, synonym, antonym, part of speech, and make an example sentence of word that they taken from the text. The teacher can act as a controller where he/she will monitor the extent to which students collect and understand the vocabulary they meet. This could be a learning media that makes students enthusiastic to know and understand much vocabulary.

The previous study similar to this research is the research conducted by Sa'adatuddaroen entitled "Developing Students' Vocabulary Knowledge through Vocabulary journal (a Classroom Action Research at the Eighth Grade Students of MTs Pembangunan UIN Jakarta in Academic Year 2018/2019)". The methodology used by Sa'adatuddaroen is classroom action research. She conducted research to know the development of students' vocabulary knowledge through Vocabulary journal at the eighth grade students of MTs Pembangunan UIN Jakarta in

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<sup>12</sup>Dugan in Indah Istianatu Qodariyah, *The Influence of Enthusiasm Toward Reading Comprehension* (Pringsewu : EBIZ Publisher, 2021), p.57.

<sup>13</sup>Joanna Chong Wan Ting and Ki Lee Lee, "Using Vocabulary Journals to Improve Vocabulary Learning Among Primary School Pupils in Malaysia", *Journal Of English Education*, Vol.4,No.2(2019): 110.

academic year 2018/2019. The test results show that there is an increase in student scores in achievement vocabulary. So, the success criteria have been met.<sup>14</sup>

The second study by Husna Nurdini and Leni Marlina entitled “Vocabulary Journal as A Learning Tool for Students in Learning Vocabulary Through Reading at Junior High School”. This paper has discussed the use of vocabulary journal in junior high school based on library research. The purpose of this journal is to lead the students to become autonomous/independent learners in learning vocabulary since the vocabulary cannot be taught but gained. Using this journal, students can improve their vocabulary knowledge by doing some process of recording words.<sup>15</sup>

Another similar research was the research about “The Effectiveness of Vocabulary Journals Technique on Seventh Grade Students’ Vocabulary Mastery At Mts Al-Jami’ah Tegalega-Cidolog” has been done by Zaeni Abdillah. The research was aimed to know the empirical evidence about the effectiveness of vocabulary journals technique after being implemented on seventh grade students’ vocabulary mastery. This research employed quasi-experimental design. Fifty six students of seventh grade of a Junior High School in Bandung were taken and divided into two groups namely control group and experimental group. The data were gained from pre-test, post-test, and interview. The result of the research is there is some extents vocabulary journal is effective to develop students ability in mastering vocabularies.<sup>16</sup>

There are some different between previous research and present research. The first previous research concerned to know the development of students’ vocabulary knowledge through Vocabulary journal, about classroom action research which adopted the research design of kemmis and Mc Taggart consist of 2 cycles. The object is the eighth grade students in the junior high school. The second previous research concerned to find to lead the students to become autonomous/independent learners in learning vocabulary since the vocabulary cannot be taught but gained. The object is junior high school. The third previous research was aimed to know the empirical evidence about the effectiveness of vocabulary journal media after being implemented on seventh grade students’ vocabulary mastery. This research employed quasi-experimental design. The object is students of seventh grade of a junior high school. The present research concerned to find out is there significant influence in the vocabulary mastery of the students using vocabulary journal. The object is students of the tenth grade in senior high school. While in this research concerned to find out is there significant influence in the vocabulary mastery of the students using vocabulary journal for the tenth grade in senior high school with quasi-experimental as a methodology research.

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<sup>14</sup>Sa’adatuddaroen, Developing Students’ Vocabulary Knowledge through Vocabulary journal (Thesis UIN Syarif Hidayatullah Jakarta, 2019), p.71.

<sup>15</sup>Husna Nurdini and Leni Marlina, Vocabulary Journal As A Learning Tool For Students In Learning Vocabulary Through Reading At Junior High School, *Journal of English Language Teaching*, Vol.6, No.1 (2017): 283.

<sup>16</sup>Zaeni Abdillah, “The Effectiveness Of Vocabulary Journals Technique On Seventh Grade Students’ Vocabulary Mastery At MTS Al-Jami’ah Tegalega-Cidolog”, (Thesis : UIN Syarif Hidayatullah Jakarta, 2017), p.60.

From the explanation above, the researcher wanted to know the significant influence students' vocabulary mastery through vocabulary journal in teaching learning process. Based on the background of the problem above, the researcher conducted this research "The Influence of Vocabulary Journal towards Students Vocabulary Mastery"

### **C. Identification and Limitation of the Problem**

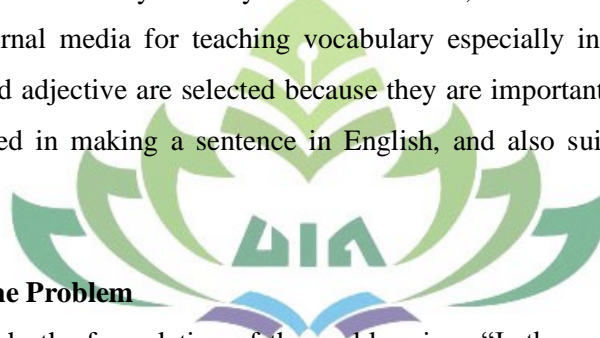
#### **a. Identification of the Problem**

According to the background above of the problem, there are some problems:

1. The students' motivation to learn is still low.
2. The students' difficulties to develop their vocabulary.
3. The students' vocabulary is still low.
4. The strategy used by the teacher is less effective.

#### **b. Limitation of the Problem**

To avoid from misunderstanding and misinterpretation towards the problem in this research, this research limits this study to focus on the influence of using vocabulary journal towards student vocabulary mastery. In this research, the researcher focused on the use of vocabulary journal media for teaching vocabulary especially in verb, noun, and adjective. Verb, noun, and adjective are selected because they are important part of speech that is often used and needed in making a sentence in English, and also suitable with the material and syllabus.



### **D. Formulation of the Problem**

In this research, the formulation of the problem is : "Is there any significant influence of using vocabulary journal towards students' vocabulary mastery at the second semester of tenth grade students of SMAN 1 Tumijajar in the academic year 2021/2022?"

### **E. Objective of the Research**

The objective of this research to find out whether there is any significant influence of using vocabulary journal towards students' vocabulary mastery at the second semester of tenth grade students of SMAN 1 Tumijajar in the academic year of 2021/2022.



## F. Significance of the Research

From the findings of this study, it is hoped that there will be benefits to teachers, students, and other researchers. There are:

### 1. Theoretically

This research is expected to be able to contribute to senior high schools by providing information regarding the use of vocabulary journal to increase students' vocabulary mastery and knowledge.

### 2. Practically

#### a. English Students of SMAN 1 Tumijajar

This study provides the necessary information related to use vocabulary journal that will help students in learning English especially in memorizing the English vocabulary. This research allows students to gain new experiences in improving vocabulary mastery through vocabulary journal.

#### b. English Teacher

This research is also expected to provide information to English teachers to select learning materials and use effective media to increase students' vocabulary mastery through vocabulary journal. In addition, it will inform them about new media and experiences to increase the quality of vocabulary teaching to the students.

#### c. Future Researchers

For further researchers, this study can be a reference in conducting research related to the same media and with different text or different aspect to increase the quality of vocabulary teaching through vocabulary journal. This research can also be an inspiration and reference for other researchers in carrying out similar research to increase the quality of students' vocabulary mastery.

## G. Relevant Research

The previous study similar to this research is the research conducted by Sa'adatuddaroen entitled "Developing Students' Vocabulary Knowledge through Vocabulary journal (a Classroom Action Research at the Eighth Grade Students of MTs Pembangunan UIN Jakarta in Academic Year 2018/2019)". The methodology used by Sa'adatuddaroen is classroom action research. She conducted research to know the development of students' vocabulary knowledge through Vocabulary journal at the eighth grade students of MTs Pembangunan UIN Jakarta in academic year 2018/2019. The test results show that there is an increase in student scores in achievement vocabulary. So, the success criteria have been met.<sup>17</sup>

The second study by Husna Nurdini and Leni Marlina entitled "Vocabulary Journal as A Learning Tool for Students in Learning Vocabulary Through Reading at Junior High School".

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<sup>17</sup> Sa'adatuddaroen, 25.

This paper has discussed the use of vocabulary journal in junior high school based on library research. The purpose of this journal is to lead the students to become autonomous/independent learners in learning vocabulary since the vocabulary cannot be taught but gained. Using this journal, students can improve their vocabulary knowledge by doing some process of recording words.<sup>18</sup>

Another similar research was the research about “The Effectiveness of Vocabulary Journals Technique on Seventh Grade Students’ Vocabulary Mastery At Mts Al-Jami’ah Tegalega-Cidolog” has been done by Zaeni Abdillah. The research was aimed to know the empirical evidence about the effectiveness of vocabulary journals technique after being implemented on seventh grade students’ vocabulary mastery. This research employed quasi-experimental design. Fifty six students of seventh grade of a Junior High School in Bandung were taken and divided into two groups namely control group and experimental group. The data were gained from pre-test, post-test, and interview. The result of the research is there is some extents vocabulary journal is effective to develop students ability in mastering vocabularies.<sup>19</sup>

There are some different between previous research and present research. The first previous research concerned to know the development of students’ vocabulary knowledge through Vocabulary journal, about classroom action research which adopted the research design of kemmis and Mc Taggart consist of 2 cycles. The object is the eighth grade students in the junior high school. The second previous research concerned to find to lead the students to become autonomous/independent learners in learning vocabulary since the vocabulary cannot be taught but gained. The object is junior high school. The third previous research was aimed to know the empirical evidence about the effectiveness of vocabulary journals media after being implemented on seventh grade students’ vocabulary mastery. This research employed quasi-experimental design. The object is students of eighth grade of a junior high school. This research concerned to find out is there significant influence in the vocabulary mastery of the students using vocabulary journal. The object is students of the tenth grade in senior high school.

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<sup>18</sup> Husna Nurdini and Leni Marlina, p.283.

<sup>19</sup> Zaeni Abdillah, p.60.

## **H. Systematic of The Research**

### **Chapter I Introduction**

This chapter contains the title confirmation, background of the problems, identification and limitation of the problem, formulation of the problem, objectives of the research, significance of the research, relevant research, and also systematic of the research. This introduction is useful for providing initial information to readers about this research and for building a research framework so that readers can understand this research.

### **Chapter II Frame of Theory**

This chapter contains the frame of theory used in this research. This is intended to provide an overview to the reader regarding the theories that the research uses as a reference or foundation.

### **Chapter III Research Method**

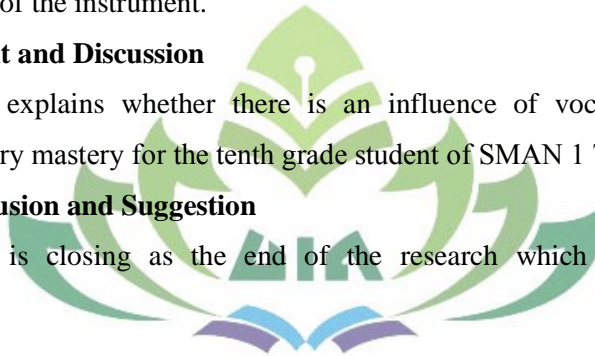
This chapter contains in detail the research method that is used in this research, such as place and time of the research, research design, population and sample, data collecting technique, data analysis, operational definition of variables, research instrument, validity, and also the reliability of the instrument.

### **Chapter IV Result and Discussion**

This chapter explains whether there is an influence of vocabulary journal media on students' vocabulary mastery for the tenth grade student of SMAN 1 Tumijajar

### **Chapter V Conclusion and Suggestion**

This chapter is closing as the end of the research which contains conclusions and recommendations.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting research and data analysis, it can be concluded as follows: there is a significant influence of the use of vocabulary journal on students' vocabulary mastery in the second semester in the tenth grade of SMA N 1 Tumijajar in the second semester in the academic year 2021/2022. Because of the results of the data collected in the previous chapter where the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. That is, the researchers' assumption is correct to say, continuous vocabulary journal can have a significant influence on students' vocabulary mastery.

This is supported by the score of students who got a higher score after the researcher gave treatment with vocabulary journal in teaching vocabulary. Significant influence can be seen from sig. (2-tailed) of the same assumptions in the sample independence t-test table where sig (2-tailed) is 0.000. Less than 0.05 means that the alternative hypothesis is accepted and the null hypothesis is rejected. This can be proven from hypothesis testing where the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

#### B. Suggestion

Based on the result of this research, the researcher proposed suggestion as:

##### 1. For the Teacher

- a. English teachers are advised to consider strategy in teaching, for example they can apply vocabulary journal as a strategy of teaching vocabulary mastery because it can help students increase vocabulary more easily. The vocabulary journal help the teacher knows their students' progress.
- b. In order to avoid students misunderstanding the technical guidelines, the English teacher should provide detailed explanations to students regarding the steps for using vocabulary journals.

##### 2. For The Student

- a. In order to improve their vocabulary mastery, students should learn and practice more English material with the vocabulary journal. Because it can help students to increase their vocabulary. The vocabulary journal can improve students' ability in using dictionary and guessing word meaning from context. It is also make the student to remind again what word student learn. Vocabulary journal can facilitate the learners review the material any time. Thus, they can improve their English skills to be better.
- b. The students are suggested to improve their motivation to learn English in order to improve their vocabulary mastery. They should never give up on learning English with the vocabulary journal because it can increase autonomy in vocabulary learning.



### 3. For The Further Researcher

- a. The upcoming researcher should explore how vocabulary journal can be applied to other types of text, not just narrative text.
- b. The researcher applied the vocabulary journal to increase students' vocabulary mastery in learning vocabulary. Further, other researchers should conduct this strategy on different aspects or components of English.
- c. Other researchers can apply this strategy on different English skills such as in reading or writing.



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