

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

A Thesis

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

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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:

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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

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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)¹

¹ 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 29th, 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.
3. Syofnidah Ifrianti, M.Pd., as my Advisor who has educated, supported, directed and given the researcher advices, suggestions and recommendation for this thesis from beginning until the end
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

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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.² 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.³ 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.⁴ 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.⁵ Vocabulary journals are typically used to record vocabulary, student-friendly definitions and visual representations for each term.⁶ Teachers can include features such as a word index or examples of usage in different situation.

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

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

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

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

⁶Joanna 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.⁷ 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.⁸ Without vocabulary, nothing can be understood from reading or listening. Moreover, without vocabulary nothing can be conveyed through writing or speaking.⁹ 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.¹⁰ 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,

⁷Syafrizal 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.

⁸Husna 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.

⁹Dodi 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.

¹⁰Jeremy 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.¹¹ 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 %
	Total	34	35	36	36	35	34	210	100%

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

¹¹ 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.¹² As stated by Joanna, vocabulary journal are typically used to record vocabulary, student-friendly definitions and visual representations for each term.¹³ 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

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

¹³Joanna 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.¹⁴

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.¹⁵

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.¹⁶

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.

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

¹⁵Husna 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.

¹⁶Zaeni 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.¹⁷

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¹⁷ Sa'adatuddaroen, 25.

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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.¹⁹

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¹⁸ Husna Nurdini and Leni Marlina, p.283.

¹⁹ 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 II

REVIEW OF LITERATURE

A. Theories

In this section, the research discusses several relevant theories related to research. They are divided into three parts; the concept of vocabulary, the concept of learning strategy, and the concept of vocabulary journal. A discussion of each section would be presented below.

1. The Concept of Vocabulary

In this section, this research divides the vocabulary into six parts. The six parts are the definition of vocabulary, vocabulary mastery, aspect of vocabulary, types of vocabulary, learning of vocabulary, and principle of teaching vocabulary.

a. Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners, because vocabulary is the main key to understand foreign language. Vocabulary is very important because without vocabulary, someone can not understand the meaning of foreign language. First step when someone learned a foreign language, he or she must know the vocabulary.

Injeeli asserted a vocabulary is defined as “all the words known and used by a particular person”. However, the words known and used by a particular person do not include all the words a person is exposed to or comes in contact with.²⁰ In the opinion of Penny, vocabulary can be defined , roughly, as the words in the language.²¹ This means that vocabulary is the number of words contained in the language that we have as by other people that will be used in communication with other, so if someone has more vocabularies they will easily communicate with other people.

Next, Harmer explained that the first to realize about vocabulary items is that they frequently have more than one meaning.²² It means that vocabulary is needed for expressing meaning used in the receptive language skill (listening and reading) and the productive Language skills (speaking and writing). Vocabulary contains of words which make up the language. It is clear that vocabulary is very important in foreign language acquisition. Vocabulary is the most important material in foreign language teaching for learners. Therefore the teaching of English vocabulary has a very essential role in enabling students to master English as their foreign language. English vocabulary mastery, in fact, has become a big problem or most students. If one does not have sufficient number of vocabulary, they will not able to communicate with their surroundings.

²⁰Prudent Injeeli, *Mind Your Words: Master the Art of Learning and Teaching Vocabulary* (Singapore : Trafford Publishing, 2013), p.4.

²¹Penny Ur, *A Course in English Language Teaching* (United Kingdom : Cambridge University Press, 2012), p.60.

²²Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2015), p. 156

Based on several definitions above that have been given, it can be concluded vocabulary is all of words in language that using people to express to opinion, feeling statement consist of some letters and has meaning. A vocabulary usually develops with age and serves as a fundamental tool for communication. To have mastering vocabulary is of much importance because you will be judged based on the words you use. The more words you knows, the more you will be able to understand what you hear and read and the better you will be able to say what you want to when speaking or writing.

b. Vocabulary Mastery

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.²³ 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.²⁴ 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.

From some definitions above, researcher concludes that vocabulary mastery is the students' ability to use or understand the words. The vocabulary mastery in this research means to know the types of vocabulary mastery, and understand with aspects such of vocabulary mastery as word meaning, word use, word combination. In this research, the researcher focused on noun, verb and adjective.

c. Aspect of Vocabulary

According to Harmer²⁵ in the newest edition there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows.

1) Word Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. In

²³Brian North, *English Profile Studies : The CEFR in Practice* (United Kingdom : Cambridge university press, 2014), p.79.

²⁴Alqahtani in Mawardin M.Said, *English Vocabulary* (Bandung : CV. Media Sains Indonesia, 2021), p.9.

²⁵Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2015), p.25.

addition, the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

The least problematic issue of vocabulary, it would seem, is meaning. The first thing to realize about vocabulary items is that they frequently have more than one meaning. Harmer states several words can be part of word meaning. Sometimes words have meaning concerning other words. Word has opposites (antonym) and they also have other words with similar meaning (synonym). As far as meaning goes then students need to know about the sense relation.

2) Word Use

Harmer said, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch is meaning to describe the way people talk to each other (“*Don’t move or you’re dead,*” she hissed). That is metaphorical use. Word does not just have different meanings, however. They can also be stretched and twisted to fit the different contexts and different uses. It means that, words that somebody says. It sometimes contains the expression and interpretation of the speakers. It explains what the speaker feeling about something that can be imagined. For example, My mother water her flowers in the garden. “Water” in this sentence doesn't mean something to drink, but it means that pours or splash water. So, we can interpret something depending on the context of the sentence itself.

3) Word Combination

According to Harmer, Words can be combined in a sentence; they also can in two or more item groups. The kinds of the word that go together in one language are often completely different from the kinds of a word which live together in another. It means that the words can be combined with two or more words in a sentence.

Lexical phrases or language chunks are like pre-fabricated building units. Words can be ‘fitted together’ to make phrasal verbs, collocations and compound words, such as traffic lights , walking stick and workshop (where two words join together to form one vocabulary item).

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, word combination, and word use. In this research this research will focus on the word meaning, word combination and word use were suitable with the syllabus of the English subject for the tenth grade.²⁶

²⁶*Ibid*, p.18-21

d. Types of Vocabulary

There are types of vocabulary that are explained by the experts. Further, according to Durga Prasad, the words divide into eight classes, those are:²⁷

1) Nouns

- a) Nouns is a naming word. For instance - Johnson, Smith, Phillips, London, America, India, The Bible, The Ganges, The Sun.
- b) Noun is a name of a person, place or thing. For example - Rohit Sharma, Sachin Tendulkar, Bill Gates, Mukesh Ambani, Ratan Tata, Mumbai, New York, Tokyo, Sydney, Berlin, Paris, Shanghai, apple, bat, cat, dog, elephant etc.: reference to an object. Such as: bits, pieces, record, player.

2) Pronouns

Pronoun is a replacing word of noun. There is a sound reason for its use in place of noun. If we write an essay or a paragraph and if we repeat the name again and again, it will be inappropriate in writing and in speaking the same name repeatedly. It will be bitter to our mind or heart or our tongue. That is why our great grammarians in the past felt the necessity of a few words that can replace noun and such words that replace noun are termed or known as pronoun. The following are examples of pronouns :

I, we, you, they, he, she, it.

3) Verbs

- a) Verb is a doing word.
- b) It is a word that says something about a person or a thing.
- c) It is a word showing some act or work or job that is done or performed by Someone or by something.
- d) It is a word that is used but does not show an action. It is used because it is an important part of a sentence as a subject in a sentence.

For example of *verb* like cut, feel, repair, know, etc.

4) Adjective

Adjective is the word which qualifies noun or pronoun which can be people (people), places (places), animals (animals), objects or abstract concepts (objects). For instance: old, second, new, dark, hot, young, bad, etc.

5) Adverb

Adverb is an a word which modifies a verb or an adverb or an adjective or so on. Such as : up, cheerfully.

6) Preposition

²⁷Durga Prasad, *E-English Grammar Vol-1* (Govindpur : Partridge Publishing, 2016), p.46.

Preposition is a preposition is a word which shows relation in between a noun to another noun or a pronoun to another pronoun or noun and so on. Preposition is a very tough subject. It requires proper attention to learn it thoroughly.

For Instance of *preposition* like for, like.

7) Conjunction

Conjunction is a word which is mainly used for joining words, phrases, clauses or sentences. For example : and, or.

8) Interjection

An Interjection is a word which is used in expressing sudden feeling of heart or mind when something happens unusual. Such as : Ah!, Bravo!, Hurrah!, etc.

From types of vocabulary above, the researcher will focus on verb, adjective and noun, because they are important part of speech that is often used and needed in making a sentence in English.

e. Learning of Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as listening, speaking, reading and writing. According to Wilkins, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.²⁸ In other words, students must possess sufficient vocabulary knowledge to convey their messages, and how accurately they convey their messages depends on their vocabulary mastery as well.²⁹ Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Brown learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.³⁰

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Thornbury stated that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language.³¹ Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop technique for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

²⁸Li li, *New Technology and Language Learning*, (London : Palgrave, 2017), p.109.

²⁹Nourollah Zarrinabadi and Miroslaw Pawlak, *New Perspectives on Willingness to Communicate in a Second Language* (Iran : Springer, 2021), p.235.

³⁰H. Douglas Brown, *Principle of Language Learning and Teaching* (San Fransisco: Longman, 2014), p.8.

³¹Merak Rahimi and Attafah Allahyari, *Effects of Multimedia Learning Combined With Strategy-Based Instruction on Vocabulary Learning and Strategy Use*, Vol 1-14 (2019) : 2.

f. Principle Of Teaching Vocabulary

As for general principles of teaching vocabulary, an account for what vocabulary forms need to teach and the principles of how they are taught is crucial. Teachers can approach instruction in a variety of ways. Below this provided a summary of the principles of effective vocabulary instruction. Often a single instructional activity in teaching vocabulary addresses several of the principles.

- 1) Help students to integrate new words with their network of background knowledge or schemata.
- 2) Assist students in developing elaborated (expanded) word knowledge.
- 3) Actively involve students in learning new words.
- 4) Help students acquire technique for independent development.
- 5) Provide repetition of the words in multiple contexts to build ready accessibility of their meanings.
- 6) Have students engage meaningful use of the words.³²

Teaching principles was the ones that are appropriate and being used in classroom practices. For vocabulary teaching principle allows learners to acquire vocabulary of foreign language better, and at the same time helps foreign language teacher to devise a better teaching technique and strategies for their learners. It is suggested that foreign language learners and teachers to apply these principles in teaching vocabulary, as it is applicable for other language vocabulary acquisition process as well.

2. The Concept of Learning Strategy

a. Strategy

According to Intaraprasert³³, strategy is refers to “any set of techniques or learning behaviors, which language learners use to understand the meaning of a new word, to restore the knowledge of newly learned words, and to expand one's knowledge, of vocabulary. Cameron³⁴ stated that vocabulary learning strategies as “the actions that learners take to help themselves understand and remember vocabulary items”.

Strategy is a method or a plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Brown³⁵ stated, “Strategy as specific methods of approaching a problem or task, mode of operation for achieving a particular end, planned design for controlling and manipulating certain information.” Language teachers are expected to know how to incorporate these implicit and explicit Vocabulary

³²Betty D. Roe et al, *Teaching Reading In Today's Elementary School* (USA : Cengage Learning, 2019), 192-193.

³³ Intaraprasert, C, *ESE Students and Vocabulary Learning Strategies: A Preliminary Investigation Unpublished doctoral dissertation*, (Suranaree University of Technology, Nakhon Ratchasima, Thailand, 2004), p.53.

³⁴ Cameron, L, *Teaching Language to Children*, (Cambridge: Cambridge University, 2001), p.92.

³⁵ Brown in Nofita Tamba *et.al*, Improving Students' Vocabulary Mastery Through The Application of Word Wall Strategy To The Tenth Grade Students Of Sma Gkpi Pamen Medan, *KAIROS ELT Journal*, Vol.6 (2022): 51.

Learning Strategies (VLS) into their lessons. Implicit learning is typically defined as acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation, and explicit learning is characterized by more conscious operation where the individual makes and tests hypotheses in a search for structure. Explicit teacher instruction on intentional vocabulary learning strategies is also an area explored where by the teacher consciously teaches cognitive, meta-cognitive and socio strategies during regular lessons. Cognitive strategies are more limited of specific learning task and learning material itself, meta cognitive strategies involve planning learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluation learning after an activity is completed and socio strategies have to be done with social mediating activity and interacting with others.

There are a number of strategies in teaching English specially to improve the students' vocabulary mastery. They are (1) Mind mapping - this strategy teaches students the meaning of key concepts by helping them understand the essential attributes, qualities, or characteristics of a word's meaning, (2) Missing Words – an adaptation of the cloze procedure – engages students in reading a selection with certain words deleted, and then predicting in writing the missing words. It helps students learn to draw upon prior knowledge, use meta-cognitive skills, think inferentially, and understand relationships, (3) Vocabulary notebook or journal - After reading or discussing, students keep track of their vocabulary development in a notebook or journal by recording how a word is used in different contexts, sketching what it means, and providing meaningful examples which links to their lives. Notebook and journals can be shared with peers, (4) Word wall strategy is organized alphabetically, with words printed on card stock, and taped or pinned to the wall/board³⁶. Teachers are encouraged to be creative in designing word wall so that it engages the students and enhances their learning. Building a word wall can be easily integrated into daily activities. Key words and/or terminologies relate to the lesson or unit of study can be added gradually as they are introduced. Word wall should be organized in a way that is useful to students with additions reflecting the skills or concepts being taught.

b. Characteristic of Teaching Vocabulary Strategies

A number of ways of conceptualizing strategies in language teaching have been made. Various attempts have also been made to explore more systematically the relationship between theory and practice within a method. A knowledge of methods is part

³⁶Nofita Tamba, Fiber Yun Almanda Ginting, Anna Stasya Prima Sari, Improving Students' Vocabulary Mastery Through The Application of Word Wall Strategy To The Tenth Grade Students Of Sma Gkpi Pamen Medan, *KAIROS ELT Journal*, Vol.6 (2022): 51.

of the knowledge base of teaching. Method serve as foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their action.

Every teacher and students are able to use several strategies or method to master the foreign language, especially vocabulary. Even though every strategies has different principle and techniques but every strategy must be the seven characteristics such as:³⁷

- a. Teaching language strategies refer to the effective procedures and technique s to master the language.
- b. Some of teaching language strategies are able to be observed but some of them are not.
- c. Teaching language strategies oriented toward the problem in the learning.
- d. Teaching language strategies has big contribution to the successful of the learner.
- e. Teaching language strategies are able to be repeated.
- f. Teaching language strategies are able to be change and improved
- g. Teaching language strategies are able to be combined among them.

3. The Concept of Vocabulary Journal

a. Definition of Vocabulary Journal

To teach vocabulary, it is not easy as turning around our hands. It needs strategy to transmit vocabulary to be taught to students' memory. Here, the researcher highlighted one of strategy which can be used in many conditions. It is vocabulary journal.

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.³⁸ Vocabulary journals are typically used to record vocabulary, student-friendly definitions and visual representations for each term.³⁹ Teachers can include features such as a word index or examples of usage in different situation. Vocabulary journals are extremely flexible and can be used effectively across grade levels and subject areas since students encounter both high-frequency vocabulary and content-specific vocabulary throughout the school day.

While teaching-learning proceed, students can review, refer to, and revise their vocabulary memory to build more knowledge. Word learning is built in levels, and depth

³⁷Hendry Guntur Tarigan, *Metodology Pengajaran Bahasa 2* , Bandung: Angkasa Bandung, 1991, p.24

³⁸Dugan in Indah Istianatu Qodariyah, *The Influence of Enthusiasm Toward Reading Comprehension* (Pringsewu : EBIZ Publisher, 2021), p.57.

³⁹Joanna 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.

of word knowledge is built as students got words from various texts and contexts. There in lays the power of vocabulary journals where students can revisit words, adding information about those words as they learn new nuances of and contexts for those words. Based on O'Callaghan, vocabulary journal is considered beneficial in exploring the meaning of words that students encounter while reading.⁴⁰

Vocabulary journal is a vocabulary learning strategy. This strategy 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. The student will write their vocabulary in daily, so it can be called vocabulary journal.

Thus, the vocabulary journal is a vocabulary learning strategy that can make students explore new vocabulary. This vocabulary journal can make students understand vocabulary not only in its translation, but its definition, contextual meaning, synonym, part of speech and example of sentence.

b. The Implementing of Teaching Vocabulary Journal

In this research, there are several procedures of using vocabulary journal based on the experts. According to Antonacci and O'Callaghan⁴¹, to apply vocabulary journal in teaching vocabulary, there are six steps as follows:

- 1) Introduce vocabulary journals to students. Talk about the purpose of the journal and how to identify words from their readings to explore a word's meaning and use.
- 2) Demonstrate how to select words from a reading. Conduct a read-aloud to show the students which words might be selected for their vocabulary journal.
- 3) Use a think-aloud to model how to construct meanings from words. Engage in a think-aloud on how to interact with text to construct and build word meaning. Demonstrate to students how to :
 - a) Consult other resources such as glossaries and dictionaries to show meanings of words or search illustrations, diagrams, and subtitles;
 - b) Use the context of the sentence or sentences around the word to explore the meaning of the word;
 - c) Show word relationships such as synonyms, antonyms.
- 4) Record ideas that have been used to explore the meaning of the word in the vocabulary journal. Display different techniques that were used to represent word

⁴⁰Husna 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): 275.

⁴¹ Patricia A. Antonacci, Catherine M. O'Callaghan, *Promoting Literacy Development*, (California: SAGE Publication, Inc., 2012), p.111.

meanings and relationships. For example, discuss the use of word to depict meaning.

- 5) Encourage students' systematic use and sharing of vocabulary journals. Develop students' interest in words by encouraging their use of vocabulary journals and providing a range of contexts where students use their journals. They may be used most effectively in literature circles, guided reading, independent reading, shared reading, read-aloud, and reading across the curriculum. Teachers encourage the students' use of journals during discussions where they may share their words, ideas, and questions.
- 6) Encourage students to use their vocabulary journals as a resource. Provide authentic ways to help students use their vocabulary journals as a tool for learning. Since journals are a storehouse for new and interesting words and their meanings, spellings of words, concepts, and ideas, students should be encouraged to use their vocabulary journal during writing.

Based on the explanation above, it can take a conclusion that there are some steps that can be adapted by the teacher when they are going to teach and increase vocabulary by using vocabulary journal. Those steps can help the teachers teach easily.

c. Advantage and Disadvantage of Vocabulary Journal

The advantages and disadvantages of teaching vocabulary by using vocabulary journal as follows :

- 1) Advantages of the vocabulary journal are as follows :
 - a) The use of vocabulary journal is able to increase vocabulary.
 - b) Vocabulary journal can improve students' ability in using dictionary and guessing word meaning from contexts and then the student could enthusiasm to use dictionary in understanding meanings from textual context.
 - c) Vocabulary journal are able to improve students' autonomy. Increasing students' autonomy in vocabulary learning is a necessity in to empower positive big impact in learning process.
 - d) Vocabulary journal also make the student to remind again what word student learn. Vocabulary journal can facilitate the learners review the material any time.
 - e) Vocabulary journal gives beneficial for the teacher. The vocabulary journal help the teacher knows their students' progress.

In conclusion, the implementation of vocabulary journal gives some beneficial impacts both of the students and the teacher. It help student to their vocabulary mastery. And also the teacher knows the development of their students' vocabulary.

- 2) Disadvantages of using vocabulary journal:
 - a) Students get some difficulties to make word into sentences.

- b) The teacher was busy managing the class.
- c) Vocabulary journal takes more than one meeting.⁴²

B. Hypothesis

The hypothesis of the research as follows:

Ha : There is 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.

Ho : There is no 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.

⁴² Indah Istianatu Qodariyah, *The Influence of Enthusiasm Toward Reading Comprehension* (Pringsewu : EBIZ Publisher, 2021), p.65-67.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was held at SMA Negeri 1 Tumijajar, Tulang Bawang Barat regency. This research was conducted at the second semester of the tenth grade in the academic year of 2021/2022.

B. Research Design

The research approach used in this study is a quantitative approach. It is called a quantitative approach because the research data is in the form of numbers and the analysis uses statistics. In this study, this research used experimental design. In an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.⁴³ Experimental method is a quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable under controlled conditions.⁴⁴ Experimental studies aim to investigate whether any treatment effect on students behaviors or their internal processes is.⁴⁵ It means that experimental design is a research used to look for influences that show the truth of certain variables with other variables or check the validity of hypothesis under controlled conditions.

In experimental design, this research used quasi-experimental design. Quasi-experimental research is a research method that is used if there is a situation in which needs to use whole groups rather than assigning participants to groups.⁴⁶ Even, the design of this research, it can be divided into two main of categories; they are pretest and posttest only. Creswell said that, “we can apply pre-test and post-test group design approach to quasi-experimental design”. In addition, this research apply pre-test and post-test design to a quasi-experimental design especially pre-test and post-test control group design to could for seeing the students ability in vocabulary mastery for students at the SMA Negeri 1 Tumijajar. Experimental studies aim to investigate whether any treatment effect on students behaviors or their internal processes is.⁴⁷

The treatment used after pre-test. In this case, this research was used two classes as sample. They were the control class and the experimental class. Furthermore, this research assigns intact groups the experimental and control, administered a pre-test to both groups, conducted treatment

⁴³John W. Cresswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research 4th Ed.* (Boston :Pearson Education, 2015), p.295.

⁴⁴Sugiyono, *Metode Penelitian Pendidikan* (Pendidikan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta, 2019), p. 127.

⁴⁵Jang Ho Lee, *Experimental Methodology in English Teaching and Learning: Method Features, Validity Issues, and Embedded Experimental Design* (Korea: Chung-Ang University, 2012), p.27.

⁴⁶John W. Cresswell, p.297.

⁴⁷ Jang Ho Lee, *Experimental Methodology in English Teaching and Learning: Method Features, Validity Issues, and Embedded Experimental Design* (Korea: Chung-Ang University, 2012), p.27

activities with the experimental group only, and the administers a post-test to assess the differences between two groups. The research design can be seen in table 3.1.

Table 3.1
Research Design of Pre-test and Post-test Control Group Design

G1	T1	O	T2
G2	T1	X	T2

Where:

G1 : Control Group

G2 : Experimental Group

T1 : Pretest

T2 : Posttest

O : Treatments by the textbook

X : Treatments by vocabulary journal⁴⁸

C. Population, Sample, and Data Collecting Technique

1. Population

The population is a generalization area consisting of objects/subjects that have certain quantities and characteristics that have been determined by the researcher to be studied and then conclusions are drawn.⁴⁹ According to Arikunto, the population is the entire research subject.⁵⁰ In other word Cresswell said , the population is group of individuals who have the same characteristics.⁵¹ Based on the definition above, the population is all subjects that will be the research in this research. The population in this research was all the second-semester of X IPA SMAN 1 Tumijajar for the 2021/2022 academic year with a total of 210 students that divided into six class consist of X IPA 1 – X IPA 6.⁵²

⁴⁸John W. Cresswell, p.310.

⁴⁹Yulingga Nanda Hanief and Wasis Himawanto, *Statistik Pendidikan* (Yogyakarta: CV Budi Utama, 2017), p.39.

⁵⁰Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta, 2021), p.173.

⁵¹John W. Cresswell, p.140.

⁵²Document of SMAN 1 Tumijajar in a Academic Year 2021/2022

Table 3.2
The Population of the Students at Tenth Grade of SMAN 1 Tumijajar in the Academic Year of 2021/2022

No	Class	Gender		Total
		Male	Female	
1	X IPA 1	15	19	34
2	X IPA 2	16	19	35
3	X IPA 3	14	22	36
4	X IPA 4	12	24	36
5	X IPA 5	16	19	35
6	X IPA 6	12	22	34
Total		85	125	210

Source : Documentation at the tenth grade students of SMAN 1 Tumijajar year 2021/2022.

2. Sample

Sample is part of population in the research. On the other hand Arikunto said, sample is part of the number and characteristics possessed by the population.⁵³ Cresswell said that, a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵⁴ In an ideal situation, you can select a sample of individuals who are representative of the entire population. The sample of research was the individual group that represented all individuals as a part of target groups. The sample of the research was two classes. One class as the experimental class in which the student taught by Vocabulary journal, and another class is as the class control in which the students taught by using ordinary strategy used by the teacher. This research took two classes of the six classes, one class as the experimental class, and another class as control class.

This research took the sample from the population by using cluster random sampling technique because the population is in groups and considered homogenous that used the same materials, syllabus, and curriculum. Ary stated that, Cluster random sampling is make a list all the members of a target population and select the sample from among them.⁵⁵ The researcher decided class X IPA 1 for the experimental class and class X IPA 2 for the control class.

⁵³Sugiyono, p.146.

⁵⁴John W. Cresswell, p.141.

⁵⁵Donald Ary, *Introduction to Research in Education* (Canada : Wadsworth, 2014), p.167.

3. Data Collecting Technique

Collecting data is the most important thing in conducting the research. A study known several methods of data collection, namely in the form of tests and non-tests. The test includes pretest and posttest while non-test includes documentation.

a) Test

The test is a data collection technique through giving test questions to students or respondents through the material being studied in order to measure students' abilities, as well as seeing the success of students or respondents in understanding the material that has been studied.⁵⁶ The test were pre-test and post-test. To know about the students' vocabulary mastery through vocabulary journal, the researcher used vocabulary test where the students answer the multiple choices questions given. The test as follow:

1) Pretest

Pretest was given before the treatment was administered in the control class and experimental class. It was done to know the students' vocabulary mastery. The test was done by asking the students to work on vocabulary questions consisting of multiple choices with four options (a, b, c, d, and e). It consists of 50 items. After that they answered the question independently.

2) Posttest

It was done to know students vocabulary mastery after giving the treatment was administered in the control class and experimental class. The test was done by asking the students to work on vocabulary questions consisting of multiple choices with four options (a, b, c, d, and e). It consists of 50 items. The system and degree of difficulty of post-test was same as the pre-test because both of them used to measure the students' vocabulary mastery in order to know the development of the students' vocabulary mastery after using vocabulary journal strategy that applied.

b) Documentation

Data collection techniques using documentation are data collection activities by searching for documents according to the research problem. The technique of collecting data with documents is done by collecting documents in the form of writing, meeting results, souvenirs, pictures, photos, activity journals or other objects related to the aspects studied.⁵⁷ In this study, documentation is used to obtain school data in the form of data on the number of students and other data needed in research.

⁵⁶Nizamuddin, dkk, *Metodologi Penelitian Kajian Teoritis Dan Praktis Bagi Mahasiswa* (Riau: Dotplus, 2021), p.154.

⁵⁷*Ibid*, p.184.

D. Operational Definition of Variables

The operational definition of variable is use to punctuate the characteristic of variables that use in this research, so the data and information can collected. The operational definition of variables in this research is as follows.

1. Independent Variable (X)

Independent variable of this research is vocabulary journal. 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 was used the word in their speaking and writing..

2. Dependent Variable (Y)

Dependent variable of this research is Mastery of vocabulary. Researcher concludes that vocabulary mastery is the students' ability to use or understand the words. The vocabulary mastery in this research means to know the types of vocabulary mastery, and understand with aspects such of vocabulary mastery as word meaning, word combination, and word use. In this research, the researcher focused on verb, adjective and noun of narrative text.

E. Research Instrument

According to Margono, the research instrument is defined as a tool of data collecting that has to be planned well and designed in various form to get empirical data as it is in reality.⁵⁸ Research Instrument is anything used to collect data. In this research, the instrument is vocabulary test. The researcher gave test in form of multiple choice tests that consisted of try-out, pre-test and post-test. Try out test to know how the quality of the test which used as the instrument of the research. The total number of the try-out test were 120 items with five alternative options (a, b, c, d, and e) with three aspects of vocabulary such as word meaning, word combination, and word use consist of noun, verb, and adjective. The try out administered about 60 minutes. The specification of try out test as follows:

⁵⁸S. Margono, *Methodology Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2014), p.155.

Table 3.3
Blueprint for Try Out of Vocabulary Test Before Validity

Aspect of Vocabulary	Subjects	Try Out		
		Even	Odd	
Word of Meaning	Verb	1, 19, 37, 55, 73, 9, 109	2, 20, 38, 56, 74, 92	40
	Adjective	7, 25, 43, 61, 79, 97, 113	8, 26, 44, 62, 80, 98, 112	
	Noun	13, 31, 49, 67, 85, 103	14, 32, 50, 68, 86, 104, 118	
Word of Combination	Verb	3, 21, 39, 57, 75, 93	4, 22, 40, 58, 76, 94, 110	40
	Adjective	9, 27, 45, 63, 81, 99, 115	10, 28, 46, 64, 82, 100, 114	
	Noun	15, 33, 51, 69, 87, 105, 117	16, 34, 52, 70, 88, 106	
Word of Use	Verb	5, 23, 41, 59, 77, 95, 111	6, 24, 42, 60, 78, 96	40
	Adjective	11, 29, 47, 65, 83, 101	12, 30, 48, 66, 84, 102, 116	
	Noun	17, 35, 53, 71, 89, 107, 119	18, 36, 54, 72, 90, 108, 120	
Total		60	60	120

Based on the table 3.3 above the try out of vocabulary test items before validity with three aspects: word meaning, word combination, and word use. In aspect word meaning are 40 items consisting of 20 even numbers and 20 odd numbers. Besides, in the aspect word combination there are 40 items consisting of 20 even numbers and 20 odd numbers. In aspect word use are 40 items consisting of 20 even numbers and 20 odd numbers. The total of try out item before validity are 120 item with 60 odd numbers and 60 even numbers.

After validity of the try out of vocabulary test. The vocabulary test for pretest and posttest taken from the data. The following is a blueprint for the pretest and posttest for the vocabulary test after validity.

Table 3.4
Blueprint for Vocabulary Test for Pretest and Posttest

Aspect of Vocabulary	Subjects	Item Number					
		Pretest		Total	Posttest		Total
		Odd	Even		Odd	Even	
Word of Meaning	Verb	17, 19	2,6,18	16	1,3,27	2,26,40	18
	Adjective	7,23,39	8,24,40		17,31,43	18,32,44	
	Noun	13, 29,45	14,28		11,21,37	10,36,50	
Word of Combination	Verb	3, 21,35	4,20,34	18	15,29,41	16,28	16
	Adjective	9,25,41	10,26,42		7,33,45	8,46,20	
	Noun	15,31,47	16,30,46		13,23	12,22,48	
Word of Use	Verb	1,5,37	22,36,38	16	5,47	4,6,30	16
	Adjective	11,27,43	12,44		9,19,35,	34,42	
	Noun	33,49	32,48,50		25,39,49	14,24,38	
Total		25	25	50	25	25	50

Based on the table 3.4 above, the pretest items after validity with three aspects: word meaning, word combination, and word use. In aspect word meaning are 17 items consisting of 8 even numbers and 9 odd numbers. Besides, in the aspect word combination there are 17 items consisting of 9 even numbers and 8 odd numbers. In aspect word use are 16 items consisting of 8 even numbers and 8 odd numbers.

The total of the posttest after validity are 50 items with 25 even numbers and 25 odd numbers. The posttest items, in aspect word meaning are 17 items consisting of 9 odd numbers and 8 even numbers. Besides that, in aspect word combination are 16 items consisting of 8 odd numbers and 8 even numbers. In aspect word use are 17 items consisting of 8 odd numbers and 9 even numbers. The total of the posttest item after validity are 50 items with 25 odd numbers and 25 even numbers.

F. Validity and Reliability of the Instrument

1. Validity of The Test

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretation.⁵⁹ It means that validity is a measurement which shows the levels of validity or the real of the instrument. Validity is the accuracy of the tool against the concept you want to assess so that it really assesses what should be assessed.⁶⁰ A good test is test that has validity. The test can be said valid if the instrument item can be use to measure what should be measured.⁶¹ In other words, a test is valid if the test can really test what needs to be test correctly. This research analyzed the test from content, construct, and item validity to measure whether the test is valid or not.

a. Content validity

Content validity is the extent to which the question on the instrument and the scores from the questions are representative of all the possible questions that could be asked about the content or skills.⁶² Content validity can be found by relating the material of the test with the curriculum for SMA. It means that this research gave the test to the sample based on the current curriculum in the school.

To get contents validity of the vocabulary test, the test adapted with the students' book. The researcher consulted to the English teacher of SMAN 1 Tumijajar, Mr. Ahmad Rojikun, S.Pd.M.M., tried to arrange the material based on the objectives of teaching in school based curriculum and syllabus for the tenth grade of SMAN 1 Tumijajar (Appendix 13).

⁵⁹Donald Ary, p.224.

⁶⁰Rina Febriana, *Evaluasi Pembelajaran* (Jawa Timur: PT Bumi Aksara, 2019), p.120.

⁶¹Sugiyono. p.175.

⁶²John W. Creswell, p.618.

b. Construct validity

Construct validity is a determination of the significant, meaning, purpose, and use of scores from an instrument.⁶³ Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. To make sure the researcher consulted to the English teacher of SMAN 1 Tumijajar, Mr. Ahmad Rojikun, S.Pd.M.M, for determining whether the test has obtained construct validity or not. (Appendix 5)

c. Item Validity

The researcher gave some questions to know valid or not the questions that gave the students. The researcher gave some questions of vocabulary test to know valid or not the questions that were given to the students in another class except in the experimental or control class. The researcher gave the try-out test in class X IPA 3 with consist of 36 students. The item validity used to measure the validity of the test items. In this case, the researcher used IBM SPSS 21 to calculate the data obtained from the try-out to find the item validity of each item (Appendix 9).

Item validity can be calculated by the correlation coefficient using the product moment proposed by the person, as follows:

$$r_{xy} = \frac{n(\sum XY - (\sum X)(\sum Y))}{\sqrt{(n(\sum X^2) - (\sum X)^2)(n(\sum Y^2) - (\sum Y)^2)}}$$

Information:

R_{xy} : correlation coefficient item score(X) with total score(Y)

n : sample size (respondents)

X : item score

Y : total score

X^2 : square of item score

Y^2 : square of item score

XY : the multiplication of the score of item X with the score of item Y⁶⁴

The coefficient of item validity can be seen in the following table:

Tabel 3.5

Explanation of the link index “r” Product Moment

The magnitude of “r” product Moment	Explanation
$r_{xy} \geq 0,30$	Valid
$r_{xy} < 0,30$	Not Valid

⁶³*Ibid.* p. 618.

⁶⁴Suharsimi Arikunto, p.90.

2. Reliability of The Test

Sugiyono stated that the reliable instrument which is if use to measure the same object for some times will result same data.⁶⁵ Reliability refers to consistency of the test. To test it use KR-20 formula (Kuder Richardson):

$$r_{11} = \left(\frac{k}{k-1}\right) \left(1 - \frac{\sum Si^2}{St^2}\right)$$

Information:

r_{11} : reliability sought

k : many test items

$\sum Si^2$: total score of item variance

St^2 : total variance score

This research used IBM SPSS 21. SPSS can help analysis of item quickly, easy and accurately. SPSS is necessary in the research to assess the instrument are got or not.

The criteria of reliability as follows:

- a. 0.800 – 1.000 = Very High
- b. 0.600 – 0.800 = High
- c. 0.400 – 0.600 = Medium
- d. 0.200 – 0.400 = Low
- e. 0.000 – 0.200 = Very Low⁶⁶

From the criteria of reliability, it can be drawn a conclusion that result obtained in the Cronbach Alfa of reliability on vocabulary test was 0,986. It means that the reliability of the test in this research are very high and reliable (Appendix 10).

G. Fulfillment of The Assumption

a. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not.⁶⁷ The normality test was carried out on the result scores (pre-test and post-test). The normality test was used to determine whether the sample studied was normally distributed or not. The normality test used was the Liliefors test.

$$L_{\text{count}} = \text{Max}|f(z) - S(z)|, L_{\text{table}} = L(\alpha.n)$$

By hypothesis:

Ho : $X \sim N(\mu, \alpha^2)$ (data follow normal distribution)

H1 : $X \neq N(\mu, \alpha^2)$ (data follows normal distribution)

Conclusion: if $L_{\text{count}} \leq L_{\text{table}}$ maka Ho accepted

Liliefors test steps:

⁶⁵Sugiyono, p.173

⁶⁶Adam Malik, *Pengantar Statistika Pendidikan* (Yogyakarta: Deepublish Publisher, 2018), p.114.

⁶⁷Budiyono, *Statistika Untuk Penelitian* (Surakarta: UNS Press, 2016), p.170.

- 1) Measuring data gives the frequency of each data
- 2) Determine the cumulative frequency.
- 3) Determine the value of Z where $Z_i = \frac{X_i - \bar{x}}{s}$, with :

$$\bar{x} = \frac{\sum xi}{n}, s = \sqrt{\frac{\sum(xi - \bar{x})^2}{n-1}}$$

- 4) Determine the value of (x), using the z table.
- 5) Determine $s(z) = \frac{fkum}{n}$
- 6) Determine the value of $L = |f(z) - S(z)|$
- 7) Determine the value of $L_{count} = \text{Max}|f(z) - S(z)|$
- 8) Determine the value of $L_{table} = L(\alpha.n)$
- 9) Conclusion:

If the price $L_{count} <$ the price L_{table} , then the data is normally distributed

If the L_{count} value $>$ L_{table} value, then the data is not normally distributed.⁶⁸

b. Homogeneity Test

Homogeneity test was carried out to obtain the assumption that the research sample had the same conditions or was homogeneous. The analysis requirement is that the regression error for all groupings based on the dependent variable has the same variance. The hypothesis being tested is:

$$H_0 : \alpha_1^2 = \alpha_2^2 = \alpha_3^2$$

H_a : one of the “=” signs does not apply (there is \neq)

The homogeneity test used is the homogeneity test of two variants or the Fisher test. The formula used is:

$$F_{count} = \frac{\text{biggest variation}}{\text{smallest variation}}$$

The basis for decision making in Fisher’s test, is:

- 1) If the value of F_{count} is greater than the value of F_{table} , then H_0 is rejected, meaning that the sample group has an inhomogeneous variance.
- 2) If the value of F_{count} is greater than F_{table} , then H_0 is accepted, meaning that the sample group has a non-homogeneous variance.⁶⁹

⁶⁸Achi Renaldi, Novalia and Muhamad Syazali, *Statistika Inferensial Untuk Ilmu Sosial Dan Pendidikan* (Bogor: IPB, 2020), p.33-34.

⁶⁹Enny Keristiana Sinaga, Zulkifli Matondang, and Harun Sitompul, *Statistics: Theory and Application of Education* (Medan: Yayasan Kita Writing, 2019), p.129-130.

H. Hypothetical Test

Hypothesis testing is used to see the difference in student test results from the experimental class and the control class, which can be done by using the t-test if the data is normally distributed and homogeneous. Then the results of the t-count calculation are compared with the t-table at a significant level of 0.05 with the following criteria:

Reject H_0 , if $t\text{-count} > t\text{-table}$ and H_a is accepted

Accept H_0 , if $t\text{-count} < t\text{-table}$ and H_a is rejected

Hypothesis testing using t-test using the formula Polled variance :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n-1)S_1^2 + (n^2-1)S_2^2}{n_1+n_2-2} \times \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Information :

x^1 : experimental sample mean

x^2 : mean of control sample

n^1 : the number of members of the experimental sample

n^2 : number of control sample members

s_1^2 : experimental sample variance

s_2^2 : control sample variance

While criteria acceptance or rejection of the test are:

H_0 is accepted if $\text{sign} > \alpha = 0,05$

H_a is accepted if $\text{sign} < \alpha = 0,05$

While the criteria acceptance or rejection of the hypothesis were:

H_0 is accepted if $\text{Sig.} > 0.05$

H_a is accepted if $\text{Sig.} < 0.05$

The significant test of the t-test was carried out with the t-table at a significant level of 5%. If t-count is greater than t-table, then the null hypothesis is rejected and if t-count is less than t-table, then hypothesis no is accepted or fails for the null hypothesis.⁷⁰

In this research, this research analyzed the data by using independent sample T-test. This research used SPSS (Statistical Package for The Social Sciences) where the hypotheses of the research are as follows:

H_0 : There is 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.

H_a : There is no 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.

⁷⁰Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta, 2021), p.291

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The research was conducted to know whether there was any influence of vocabulary journal towards students' vocabulary mastery in narrative text after they were given treatment by vocabulary journal. The research was conducted in the second semester of the tenth grade students of SMA N 1 Tumijajar. The population of the students was 210 students. There were two classes as the sample of the research. They were X IPA 1 and X IPA 2. Therefore, the instrument of this research was pretest and posttest of vocabulary test. In the pre-test, the researcher gave the test for the students before the treatment. And in the post-test, the researcher gave the test for the students after the treatment.

The pretest of vocabulary test is given on Monday 25 April 2022 at 07.30 in the experimental class consist of 34 students, while in the control class which consist of 35 students, the pretest of the vocabulary test is given on Tuesday 26 April 2022 at 07.30. Then the researchers gave treatment to the experimental class and also to the control class, each of which consisted of three meetings. The first treatment was given on Tuesday 10 May 2022 at 08.55 a.m. in the control class and on Wednesday 11 May 2022 at 01.00 p.m. in the experimental class. The second treatment was given on Tuesday 17 May 2022 at 08.55 a.m. in the control class and on Wednesday 18 May 2022 at 01.00 p.m. in the experimental class. And the third treatment was given on Tuesday 24 May 2022 at 08.55 a.m. in the control class and on Wednesday 25 May 2022 at 01.00 p.m. in the experimental class. After that, the researcher gave a posttest of vocabulary test to the control class and also to the experimental class. The posttest for control classes was given on Friday 27 May 2022 at 07.30 a.m. while in the experimental class at 08.55 a.m.

1. Result of Pretest

In the first meeting of the research, the researcher conducted pre-test in order to measure the students' vocabulary mastery in the narrative text before the researcher gave the treatment. The score of students vocabulary test was tested in pre test can be seen in figure 1 and 2.

a. Result of in Experimental Class

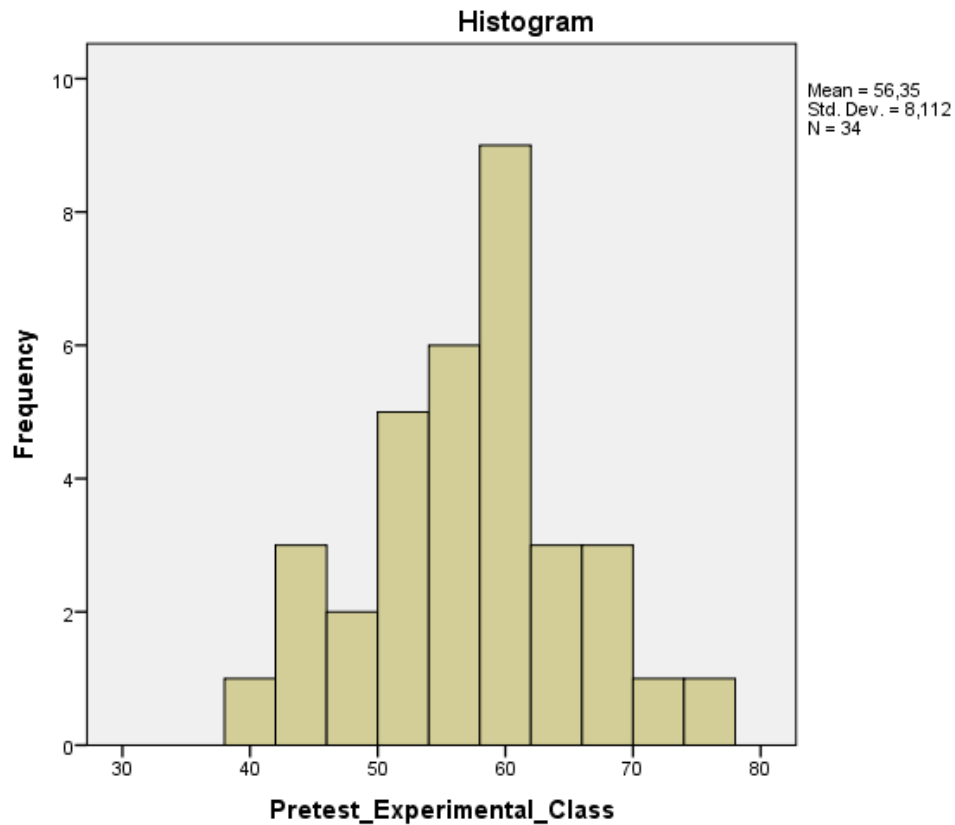
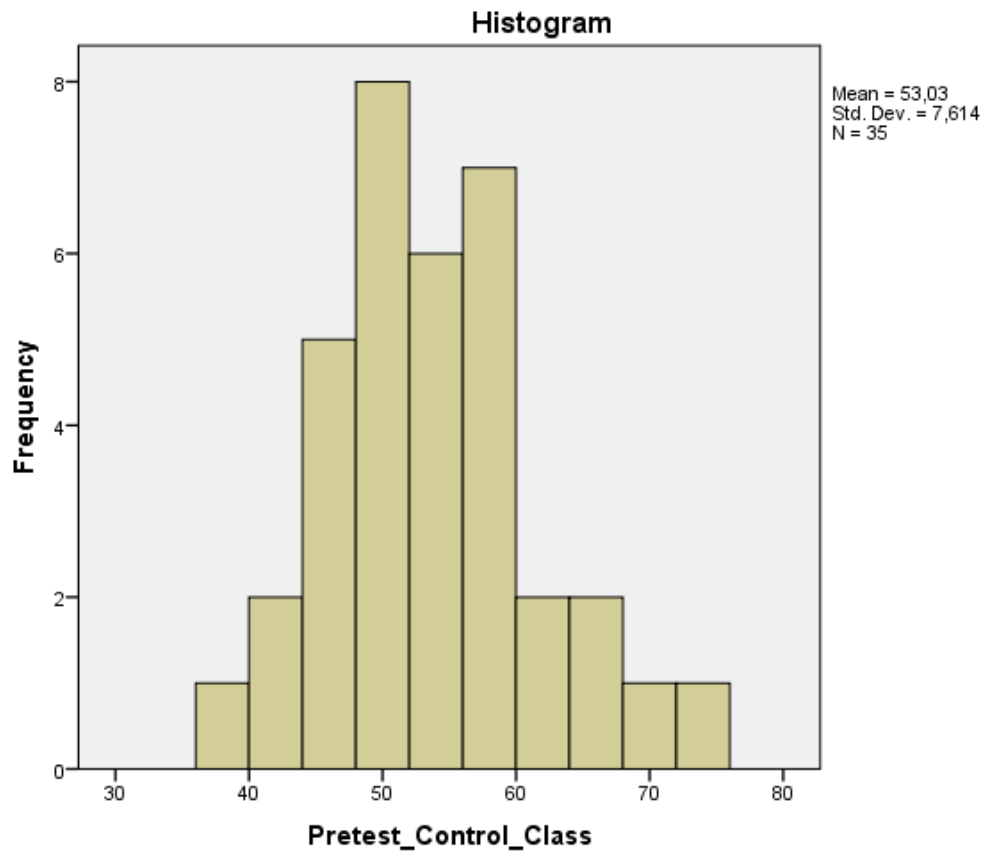


Figure 4.1 Pre-test Experimental Class

Based on figure 4.1, it can be seen that from 34 students 6 students got the score >40 , 9 students got the score ≥ 50 , 4 students got the score >55 , 10 students got ≥ 60 , 3 students got the score >65 , and 2 students got ≥ 70 . The mean of pre-test in experimental class was 56,35, standard of deviation was 8,112, N was 34, median was 57, variance was 65,811, minimum score was 40, and maximum score was 74. The statistical results of the experimental class pretest X IPA 1 can be seen in Table 4.1:

Table 4.1**Statistic of the Result Pre-test X IPA 1 Experimental Class**

Statistics		
Pretest_Experimental_Class		
N	Valid	34
	Missing	0
Mean		56,35
Std. Error of Mean		1,391
Median		57,00
Mode		60
Std. Deviation		8,112
Variance		65,811
Range		34
Minimum		40
Maximum		74
Sum		1916

b. Result of Pretest In Control Class**Figure 4.2 Pre-test Control Class**

Based on figure 4.2, it can be seen that from 35 students 1 students got the score **38**, 3 students got the score ≥ 40 , 6 students got the score >45 , 12 students got ≥ 50 , 7 students got the score >55 , 4 students got ≥ 60 , 1 student got score 68, and 1 student got score 72. The mean of pre-test in control class was 53,03, standard of deviation was 7,614, N was 35, median was 54, variance was 57,970, minimum score was 38, and maximum score was 72. The statistical results of the control class pretest X IPA 2 can be seen in Table 4.2:

Table 4.2
Statistic of the Result Pre-test X IPA 2 Control Class

Statistics		
Pretest_Control_Class		
N	Valid	35
	Missing	0
Mean		53,03
Std. Error of Mean		1,287
Median		54,00
Mode		50
Std. Deviation		7,614
Variance		57,970
Range		34
Minimum		38
Maximum		72
Sum		1856

2. Result of Posttest

After the treatment, the writer gave post test in the experimental class and control class in order to know the students' vocabulary mastery in narrative text. The writer conducted the posttest to see whether the students score increased or not. The score of the students' vocabulary test in post test can be seen in figure 3 and 4.

a. **Result of Posttest In Experimental Class**

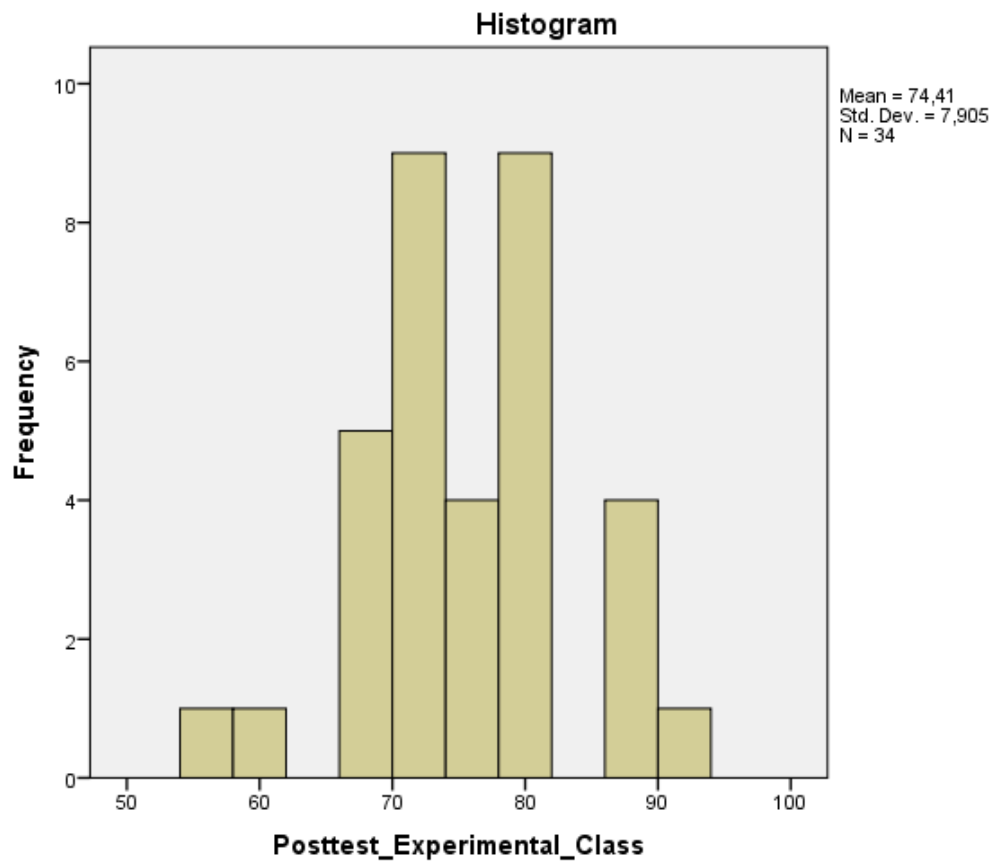


Figure 4.3 Post-test Experimental Class

Based on figure 4.3, it can be seen that from 34 students 1 students got the score 56, 1 students got the score 60, 5 students got the score > 65, 10 students got ≥ 70 , 9 students got the score >75, 3 students ≥ 80 , **4 students got >85**, and 1 students got 92. The mean of posttest in experimental class was 74,41, standard of deviation was 7,905, N was 34, median was 75, variance was 62,492, minimum score was 56, and maximum score was 92. The statistical results of the experimental class posttest X IPA 1 can be seen in Table 4.3:

Table 4.3
Statistic of the Result Post-test X IPA 1 Experimental Class

Statistics		
Posttest_Experimental_Class		
N	Valid	34
	Missing	0
Mean		74,41
Std. Error of Mean		1,356
Median		75,00
Mode		70
Std. Deviation		7,905
Variance		62,492
Range		36
Minimum		56
Maximum		92
Sum		2530

b. Result of Posttest In Control Class

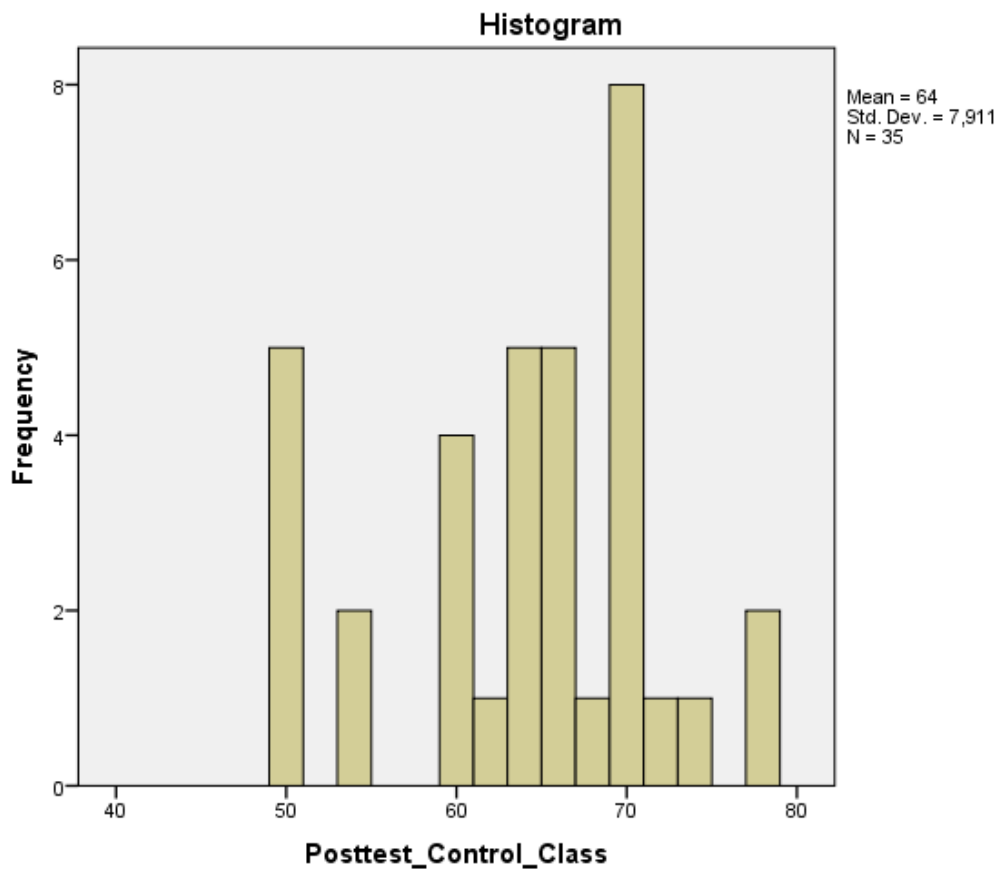


Figure 4.4 Post-test Control Class

Based on figure 4.4, it can be seen that from 35 students 7 students got the score ≥ 50 , 10 students got the score ≥ 60 , 6 student got the score **68**, 10 students got ≥ 70 , and 2 students got the score >75 . The mean of post-test in control class was 64,00, standard of deviation was 7,911, N was 35, median was 66, variance was 62,588, minimum score was 50, and maximum score was 78. The statistical results of the control class posttest X IPA 2 can be seen in Table 4.4:

Table 4.4
Statistic of the Result Post-test X IPA 2 Control Class

Statistics		
Posttest_Control_Class		
N	Valid	35
	Missing	0
Mean		64,00
Std. Error of Mean		1,337
Median		66,00
Mode		70
Std. Deviation		7,911
Variance		62,588
Range		28
Minimum		50
Maximum		78
Sum		2240

B. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using an independent sample t-test in SPSS (Statistical Package for Social Science). Two assumptions were done before the researcher analyzed the data by using a t-test.

1. Fulfilment of The Assumption

Analysis of variance and at least square regression is widely used by the researcher in many disciplines, including statistic parametric test to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Result of Normality Test

The aim of the normality test was to see whether the data in the experimental class and control class had a normal distribution or not. The researcher used SPSS 21 for statistical computing in this research (Statistical Program for Social Science).

The following were the acceptance or rejection criteria for the normality test:

Ho: The data are normally distributed

Ha : The data are not normally distributed

While the criteria of acceptance or rejection of hypothesis are as follows:

Ho is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 4.5
Normality of the Experimental and Control Class

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	experimental class	,136	34	,112	,978	34	,710
	control class	,141	35	,076	,962	35	,269

a. Lilliefors Significance Correction

Based on the Table 4.5, it can be seen that Sig (p_{value}) for experimental class was 0.710 and Sig. (p_{value}) for control class was 0.269 and $\alpha = 0.05$. It means that $\text{Sig.} (p_{\text{value}}) > \alpha$ and H_0 is accepted. It means that the result of pre-test and post-test was higher than significant 0.05. The conclusion is the data of pre-test and post-test in the experimental and control class have a normal distribution.

b. Result of Homogeneity Test

After the researcher got the conclusion of the normality test, the researcher did the homogeneity test in order to know whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation SPSS 21 (*Statistical Program for Social Science*) for homogeneity test. The test of homogeneity employed Levene's Test while the criteria of acceptances or rejection of homogeneity test were as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is rejected if $\text{sig} < \alpha = 0.05$

The hypothesis for the homogeneity test is formulated as follows :

H_0 : the variance of the data are homogenous

H_a : the variance of the data are not homogenous

Table 4.6
Homogeneity of the Experimental and Control Class

Test of Homogeneity of Variances			
score			
Levene Statistic	df1	df2	Sig.
3,432	1	67	,068

. In this research, the Levene Statistic was used to assess the equality of variances in different sample. Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that Sig. (Pvalue) = 0.068 > $\alpha = 0.05$. It demonstrated that H_0 was accepted because Sig. (Pvalue) > $\alpha = 0.05$. It means that the variance of the data was homogenous.

c. Result of Hypothetical Test

After the data was considered as normal and homogenous, the final step was testing the hypothetical of the research. It was used to prove whether or not the objectives of the research accomplished. The hypothetical was tested by using SPSS (Statistical Program for Social Science) version 21.

The Hypothesis is follow:

H_0 : There is 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.

H_a : There is no 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.

While the criteria for acceptance or rejection of the hypothesis:

H_0 is accepted if Sig. > $\alpha = 0.05$

H_a is accepted if Sig. < $\alpha = 0.05$

Table 4.7
The Result of Independent Sample Test

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
score	Equal variances assumed	3,432	,068	4,287	67	,000	7,087	1,653	3,787	10,388
	Equal variances not assumed			4,260	55,935	,000	7,087	1,664	3,755	10,420

Based on the result obtained in the independent sample t-test that the value of significant generated Sig. (Pvalue) = 0.000 < α = 0.05. So, Ho is rejected and Ha is accepted. Based on the computation, it could be concluded that there was a significance influence of using vocabulary journal toward students' vocabulary mastery at the second semester of tenth grade of SMA N 1 Tumijajar in the academic year of 2021/2022.

C. Discussion

Harmer supported that one of the important aspects to be learned in language learning is vocabulary.⁷¹ 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. It's mean that vocabulary is a language center and it is important for language learning, without vocabulary enough students can't be expressed their idea both verbally and in writing.

Based on the document of English teacher, 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 effective for the students especially in teaching vocabulary.

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 a 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 student. Therefore, the author offers a more effective strategy to increase knowledge of vocabulary mastery which will also be used by the author in this study, namely the vocabulary journal.

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 use, 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.⁷² Vocabulary journal is very suitable and effective to increase students' vocabulary.

Here are some of the advantages of the vocabulary journal : the use of vocabulary journal is able to increase vocabulary, vocabulary journal can improve students' ability in using dictionary and guessing word meaning from contexts and then the student could enthusiasm to use dictionary in understanding meanings from textual context, vocabulary journal are able to improve students' autonomy. Increasing students' autonomy in vocabulary learning is a necessity in to empower positive big impact in learning process, vocabulary journal also make the student to remind again what word student learn. Vocabulary journal can facilitate the

⁷¹Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2015), p.17.

⁷²Dugan in Indah Istianatu Qodariyah, *The Influence of Enthusiasm Toward Reading Comprehension* (Pringsewu : EBIZ Publisher, 2021), p.57.

learners review the material any time, and vocabulary journal gives beneficial for the teacher. The vocabulary journal help the teacher knows their students' progress.⁷³

So in this research, the researcher want to know the significant influence students' vocabulary mastery through vocabulary journal in teaching learning process. Based on the background of the problem above, this research conducted this research "The Influence Students' Vocabulary Mastery through Vocabulary Journal for The Second Semester of The Tenth Grade Students At SMAN 1 Tumijajar in The Academic Year 2021/2022"

The research approach used in this study is a quantitative approach. It is called a quantitative approach because the research data is in the form of numbers and the analysis uses statistics. In this study, this research was used experimental design. In experimental design, this research was used quasi-experimental design. In addition, this research applied pre-test and post-test design to a quasi-experimental design especially pre-test and post-test control group design to could for seeing the students ability in vocabulary mastery for students at the SMA Negeri 1 Tumijajar. In this case, this research was used two classes as sample. They are the control class and the experimental class. X IPA 1 as a experimental class and X IPA 2 as a control class. The test that has been used is a vocabulary test in the form of multiple choices with three aspects of vocabulary that are: word meaning, word combination and word use of narrative text.

At the beginning of the research, the pre-test was conducted before students were taught by the researcher in order to know the students' vocabulary mastery before the treatment. After the treatment using the vocabulary journal was implemented in three meetings, it showed students' vocabulary mastery was better than before. Based on the finding of the research, it was found that the students were taught by vocabulary journal increased students' vocabulary mastery. It could be seen from the result that the students post test in the experimental class was higher than the students in the control class. It was confirmed by the post-test average results of the two classes ained. The control class made post-test average score 64, while in the experimental class made 74.41. In short, the experimental class got the higher score than the control class, $74.41 > 64.00$.

Then this can also be seen from the gain score of the experimental class and control class that the gain score of the experimental class is higher than the control class. The average gain score for the experimental class is 18.05 while the average gain score for the control class is 10.97. This showed that there is an influence on the experimental class that uses vocabulary journal.

In addition, both the experimental class and control class data are normally distributed as evidenced by the results of the normality test after being calculated by the SPSS program with the normality test formula. The results showed a normal significance value as in the experimental class obtained a sig value. 0.710, the control class got a sig value. 0.269. The

⁷³ Indah Istianatu Qodariyah, p.65-67.

significance value of the data is greater than the significance value (0.05). As stated in the data normality formula, these conditions indicate that all data used in this study are normal.

Similarly, according to the SPSS calculation with the homogeneity test, the experimental class and control class data are classified as homogeneous data groups. This can be seen from the results of the homogeneity test which shows a significance value of 0.068 for the pretest and posttest values for the experimental and control classes. The significance value is also higher than the 0.05 significance value. Therefore, the group of data proved to be classified as homogeneous data.

Based on data analysis and hypothesis testing, the results of testing the null hypothesis (H_0) are rejected and the alternative hypothesis (H_a) is accepted. This means that the treatment has the effect of using a vocabulary journal on students' vocabulary mastery, so the alternative hypothesis is accepted. The results of data analysis show how vocabulary journal in teaching vocabulary mastery can be applied. This strategy encourages students to be more active and motivated in learning vocabulary, especially in reading narrative texts. And also can be used in teaching various languages.

In conclusion, the researcher was concluded that vocabulary journal was more helpful to students enjoyed, understand about information at the text, and increased their vocabulary. So, finally there is significance influence of vocabulary journal toward students' vocabulary mastery at the second semester of tenth grade of SMA N 1 Tumijajar in the academic year of 2021/2022.

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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