The Influence of Vocabulary Journal towards Students' Vocabulary Mastery

Dwi Purwati

University of Lampung
Email: dwipurwati@gmail.com

Abstract. *As English is the lingua franca, mastering it is very important. However, the students of SMP N 5 Bandar Lampung were found to have difficulties in developing their English vocabulary due to the teaching strategy used by the teacher. This research was conducted to find out the influence of using vocabulary journal strategy in student's vocabulary mastery using quasi-experimental design. The research population was the ninth grader of SMP N 5 Bandar Lampung in the academic year of 2021/2022. The research samples were two classes consisting 9G as the experimental class and 9H as the control class. The experiments were held in three 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. It was found that Sig. = 0.000 and α = 0.05, so H_0 was rejected and H_a was accepted because of Sig. <0.05. Based on the result, it can be concluded that there was a significant influence of using vocabulary journal strategy towards student's vocabulary mastery of the ninth grader of SMP N 5 Bandar Lampung in the academic year of 2021/2022.*

Keywords: *experimental design, vocabulary journal, vocabulary mastery*

A. INTRODUCTION

It can be said that English, as a language, has dominated the world. It is more than a language used to communicate with its native speaker, but it also used as a mean for people to communicate with other people from whole another country (Illyosovna, 2020). Smokotin, Alexseyenko, & Petrova (2014) even agreed that English is the *lingua franca* or a universal means to communicate with people around the world. However, as Brown (2014) said, language is more than a mere system of communication. It is a specific selection and organization of sound to

signal a meaning (McMahon, 2020). Henceforth, if people want to use English to communicate with other people, they have to learn the way it is structured and organized. In other word, they have to learn the aspects of language.

One of the most important aspects of a language is vocabulary. Harmer (2015) stated that one of the important aspects to be learned in language learning is vocabulary. Vocabulary directly affects one's lexical competence (Yang, Kuo, Eslami, & Moody, 2021). Those statements imply the importance of teaching vocabulary as a foreign language. Conversely, without sufficient vocabulary mastery, students cannot express their idea both orally and in written word. However, it is not easy to teach vocabulary. It is the responsibility of the teacher to establish the meaning and form of many vocabularies in the students' memory. 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.

Learning is a process of acquiring knowledge and skill (Gilbert & Siddique, 2020). However, problem is an inseparable part of learning. According to Anggraeni (2020) a problem is something that needs to be answered. As such, it was found that there were many problems regarding language learning happened in SMP N 5 Bandar Lampung. Based on the preliminary research, the English teacher said that many students, especially the ninth grader did not have the sufficient enthusiasm to learn English. Consequently, the other problem that was found was that the students' vocabulary was unbearably insufficient. Although, there were some students that were having sufficient vocabulary mastery, they were far and few between. Majority of the students' vocabulary mastery was still lacking or still below average.

On the other hand, the teacher used the expository strategy in learning activity. According to Jarolimek & Foster (1981) the term expository comes from the

concept of exposition, which means to provide an explanation. In the context of learning, exposition learning is a strategy used by the teacher to say or explain facts, ideas, and other important information to students (Nasution, 2020),. However, in the case of SMP N 5 Bandar Lampung, the students were not interested in learning vocabulary due to the fact that the teacher explained the material and after that asked the students to do a task. To know the students' vocabulary mastery, the researcher assessed data of the students' vocabulary score obtained from the teacher. The students' score can be seen in the table below:

Table 1. The Vocabulary Score at the Second Semester of the Ninth Grader of SMP N 5 Bandar Lampung in the Academic Year of 2021/2022

No	Score	Class								Total	Percentage
		9A	**9B**	**9C**	**9D**	**9E**	**9F**	**9G**	**9H**		
1	<70	23	20	23	22	22	20	21	22	173	63,83 %
2	≥70	12	14	12	13	10	11	13	13	98	36,16 %
	Total	**35**	**34**	**35**	**35**	**32**	**31**	**34**	**35**	**271**	**100%**

It can be concluded that the students' vocabulary mastery is still low and learning process was still not yet optimal. Thus, the students felt difficult in learning vocabulary, because the teacher' strategy was less interesting for the students especially in teaching vocabulary.

There were various researches that had been done regarding this issue. Sa'adatuddaroen (2019) found that there was an increase in student scores in achievement vocabulary by changing the teacher's teaching strategy to that of vocabulary journal. Nurdini & Marlina (2017) found a positive result in the use of vocabulary journal in junior high school. Their research was based on library research. The purpose of such vocabulary journal was to lead the students to become independent learners in learning vocabulary since they argued that vocabulary cannot be taught but gained. Abdillah (2017) found that to some extents, vocabulary journal was effective to develop students ability in mastering

vocabularies. Therefore, it can be concluded that vocabulary journal strategy might have better result in regard of the student's vocabulary mastery compared to explanatory strategy that was used by the teachers.

According to Paris & Dugan (2011), 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, by using vocabulary journals the students are asked to enter additional informations 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. In accordance with previous statement, Joanna (2019) stated that vocabulary journal is typically used to record vocabulary, student-friendly definitions and visual representations for each term. Teachers can include features such as a word index or examples of usage in different situation.

It can be concluded that vocabulary journal is a vocabulary learning strategy that emphasizes discovery learning. Where students will list vocabularies that they do not know but they believe are important to know. They then will search the meaning and detail of the vocabularies in the dictionary, thesaurus, or something similar. As the result, they get new vocabularies from the materials from their teacher in the class or from the text given by their teacher. Finally, they can search for detailed information of said vocabularies, such as the meaning, the synonym, the antonym, and the part of speech from various sources. The students also can make an example sentence from such vocabularies that they have taken from the text. The teachers will act as a controller where they will monitor the process in which the students collect and examine the vocabulary they meet.

B. RESEARCH METHOD

This research used quasi-experimental design. According to Cresswell (2015) quasi-experimental research is a research method that is used if there is a situation in which it needs to use whole groups rather than assigning participants to groups. In addition, this research used pre-test and post-test design to the quasi-experimental design to see the ninth grader students at the SMP N 5 Bandar Lampung's base mastery to be compared with post experimented mastery. The population in this research was all of the ninth grader of SMP N 5 Bandar Lampung for the academic year of 2021/2022. Of all of the ninth grader, class 9G and 9H were chosen as the sample by using cluster random sampling technique, with the former acted as the experimental class in which vocabulary journal teaching strategy was applied, and the later acted as the class control in which the students taught by using ordinary strategy used by the teacher. Normality test, homogeneity test, and hypothetical test computed in SPSS were used to analyze the data and to determine whether or not there was an influence toward the students' vocabulary mastery.

C. FINDINGS AND DISCUSSION

Findings
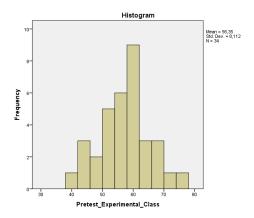
Result of Pre-test

Figure 1. Pre-test Experimental Class

Based on figure 1, it can be seen that from 34 students 6 students got the score of >40, 9 students got the score of ≥50, 4 students got the score of >55, 10 students got ≥ 60, 3 students got the score of >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.
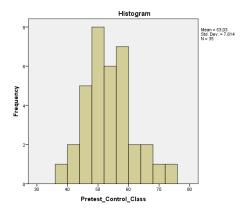
Result of Pre-test In Control Class

Figure 2. Pre-test Control Class

Based on figure 2, it can be seen that from 35 students 1 students got the score of 38, 3 students got the score of ≥ 40, 6 students got the score of >45, 12 students got ≥ 50, 7 students got the score of >55, 4 students got ≥ 60, 1 student got score of 68, and 1 student got score of 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.
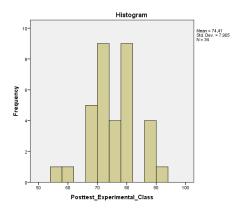
Result of Post-test

Figure 3. Post-test Experimental Class

Based on figure 3, it can be seen that from 34 students 1 students got the score of 56, 1 students got the score of 60, 5 students got the score of > 65, 10 students got ≥ 70, 9 students got the score of >75, 3 students got ≥ 80, 4 students got >85, and 1 students got 92. The mean of post-test 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.
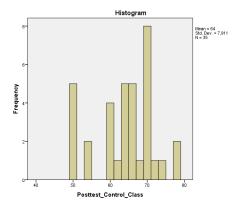
Result of Post-test In Control Class

Figure 4. Post-test in Control Class

Based on figure 4, it can be seen that from 35 students 7 students got the score of ≥50**,** 10 students got the score of ≥ 60, 6 student got the score of 68, 10 students

got ≥ 70, and 2 students got the score of >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.

Result of Data Analysis

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.

Tests of Normality
Table 2. Normality of the Experimental and Control Class

	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 2, 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 α = 0.05. It means that Sig (p_{value})> α and H_o 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.

Result of Homogeneity Test

After the researcher got the conclusion of the normality test, the researcher did the homogeneity test in order to find out whether the data obtained from the sample was homogeneous or not. In this research, the researcher used statistical computation SPSS for homogeneity test. The test of homogeneity employed Levene's Test

Table 3. 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 > α = 0.05. It demonstrated that Ho was accepted because Sig. (Pvalue) > α = 0.05. It means that the variance of the data was homogenous.

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.

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 State junior high school 5 Bandar Lampung 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 State junior high school 5 Bandar Lampung in the academic year 2021/2022.

While the criteria for acceptance or rejection of the hypothesis:

H_0 is accepted if Sig. > α = 0.05

H_a is accepted if Sig. < α = 0.05

Table 4. 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 Differen ce	Std. Error Differe nce	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 SMP N 5 Bandar Lampung in the academic year of 2021/2022.

Discussion

At the beginning of the research, a pre-test was conducted before the vocabulary journal treatment were experimented on the students by the researcher. After the vocabulary journal treatment was implemented in three meetings, it showed that the students' vocabulary mastery was better compared to that in pre-test. It also could be seen that the post-test's vocabulary mastery of the students who got the treatment in the experimental class was higher than the students in the control class. The control class's post-test average score was 64, while in the experimental class it was 74.41. In short, the experimental class got the higher score than the control class, 74.41 > 64.00. The average gain score also in accordance with the average score. The average gain score for the experimental class was 18.05 while the average gain score for the control class was 10.97. This

showed that there was an influence of vocabulary journal teaching strategy on the experimental class' vocabulary mastery.

In addition, both the experimental class and control class data were normally distributed. The evident of which can be found in the results of the normality test 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 of 0.269. The significance value of the data was greater than the significance value (0.05). As stated in the data normality formula, these conditions indicate that all data used in this study were normal.

Similarly, according to the SPSS calculation with the homogeneity test, the experimental class and control class data were 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 pre-test and post-test values for the experimental and control classes. The significance value was 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 result of testing was that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It meant that the treatment had the effect on the students' vocabulary mastery. Consequently, the alternative hypothesis was accepted. The results of data analysis showed 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. However, one may argue that this vocabulary journal teaching strategy could be used not only in English language learning, but also other languages as well.

D. CONCLUSION AND SUGGESTION

Conclusion

After conducting research and data analysis, it can be concluded that there was a significant influence of the use of vocabulary journal on students' vocabulary mastery in the second semester in the ninth grader of SMP N 5 Bandar Lampung in the academic year 2021/2022. Such conclusion was found due to the fact of the results of the data collected, where the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It was also supported by the higher score of the students who got the vocabulary journal treatment compared to those who did not. 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 meant that the alternative hypothesis was accepted and the null hypothesis was rejected. This can be proven from hypothesis testing where the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

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