

**STUDENTS' PERCEPTIONS ON USING VOCABULARY  
JOURNAL FOR MASTERING VOCABULARY: A  
DESCRIPTIVE STUDY AT SMAN 12 PADANG**

**Thesis**

*Submitted as Partial Fulfillment of Requirements to Obtain Bachelor of Education*

*(B. Ed.) in English Language Education*



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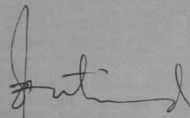
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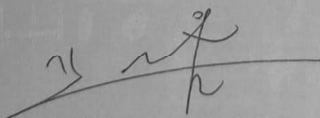
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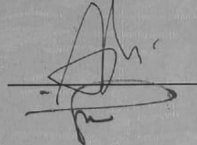
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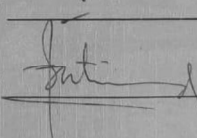
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## ABSTRACT

This study aimed to examine students' perceptions on using vocabulary journal for mastering vocabulary. There were five aspects investigated, namely the attractiveness, effectiveness, relevance, perceived motivation, and vocabulary aspects. The participants were 65 students of grade XII at Science Program SMAN 12 Padang to whom a questionnaire was given. The data of this research were analyzed using descriptive quantitative method. The results from questionnaire revealed that students had relatively positive perceptions on the use of vocabulary journal for mastering vocabulary. This is shown by the average mean of the questionnaire responses, it was 3.03 out of 4.00. Thus, the findings show that the majority of the students viewed that learning new vocabulary using vocabulary journal was fun and could help them retain the new vocabulary they have learned. Students thought that vocabulary journal is so appropriate to be used in English class and motivated them in learning new words. Most of the students also felt that vocabulary journal helps them in comprehending the use of a certain words and spell the words correctly. It can be inferred that the use of vocabulary journal for vocabulary learning is attractive, effective, relevance, perceived motivation, and promote all the vocabulary aspects.

**Keywords:** perception, vocabulary mastery, vocabulary journal

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### **ABSTRAK**

Penelitian ini bertujuan untuk menguji persepsi siswa terhadap penggunaan jurnal kosakata untuk penguasaan kosakata dilihat dari lima aspek, yaitu aspek daya tarik, efektivitas, relevansi, motivasi yang dirasakan, dan kosakata. Partisipan dalam penelitian ini adalah dua kelas dari kelas 12 IPA di SMAN 12 Padang yang berjumlah 65 siswa. Data penelitian ini dianalisis menggunakan metode deskriptif kuantitatif. Hasil dari angket menunjukkan bahwa siswa memiliki persepsi yang relatif positif terhadap penggunaan jurnal kosakata untuk penguasaan kosakata. Hal ini dapat dilihat dari rata-rata hasil angket sebesar 3,03 dari 4. Berdasarkan hasil tersebut, terlihat bahwa sebagian besar siswa merasa bahwa mempelajari kosakata baru dengan jurnal kosakata itu menyenangkan dan dapat membantu mereka mengingat kosakata baru yang telah mereka pelajari. Siswa berpendapat bahwa jurnal kosakata sangat tepat untuk digunakan di kelas bahasa Inggris dan memotivasi mereka dalam mempelajari kosakata baru. Sebagian besar siswa juga merasa bahwa jurnal kosakata membantu mereka dalam memahami penggunaan kata-kata tertentu dan membantu mereka dalam mengeja kata-kata dengan benar. Dapat disimpulkan bahwa penggunaan jurnal kosakata untuk pembelajaran kosakata menarik, efektif, relevan, memberikan motivasi, dan mendukung semua aspek kosakata.

**Kata kunci:** persepsi, penguasaan kosakata, jurnal kosakata

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Padang, Oktober 2023

The researcher

## TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>ABSTRACT</b> .....                         | <b>v</b>   |
| <b>ABSTRAK</b> .....                          | <b>vi</b>  |
| <b>ACKNOWLEDGMENTS</b> .....                  | <b>vii</b> |
| <b>CHAPTER I: INTRODUCTION</b> .....          | <b>1</b>   |
| A. Background of the Problem .....            | 1          |
| B. Identification of the Problem .....        | 6          |
| C. Limitation of the Problem .....            | 6          |
| D. Formulation of the Problem .....           | 7          |
| E. Research Question.....                     | 7          |
| F. Purpose of the Research.....               | 7          |
| G. Significance of the Research.....          | 8          |
| H. Definition of Key Terms .....              | 9          |
| a. Perception.....                            | 9          |
| b. Vocabulary Mastery .....                   | 9          |
| c. Vocabulary Journal.....                    | 9          |
| <b>CHAPTER II: REVIEW OF LITERATURE</b> ..... | <b>10</b>  |
| A. Review of Related Theories .....           | 10         |
| 1. Concept of Perception .....                | 10         |
| 2. Vocabulary Mastery .....                   | 13         |
| 3. Vocabulary Journal.....                    | 15         |
| B. Relevant Research.....                     | 22         |
| C. Conceptual Framework .....                 | 24         |
| <b>CHAPTER III: RESEARCH METHOD</b> .....     | <b>26</b>  |
| A. Research Design.....                       | 26         |
| B. Population and Sample.....                 | 27         |
| 1. Population.....                            | 27         |
| 2. Sample .....                               | 27         |
| C. Research Instruments .....                 | 28         |
| 1. Questionnaire.....                         | 28         |



|  |           |
|--|-----------|
| D. Validity and Reliability .....                | 30        |
| E. Techniques of Data Collection.....            | 32        |
| F. Techniques of Data Analysis .....             | 32        |
| <b>CHAPTER IV: FINDING AND DISCUSSION .....</b>  | <b>35</b> |
| A. Data Description.....                         | 35        |
| B. Data Analysis and Findings .....              | 36        |
| C. Discussion .....                              | 53        |
| <b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b> | <b>59</b> |
| A. Conclusion .....                              | 59        |
| B. Suggestion.....                               | 59        |
| <b>REFERENCES .....</b>                          | <b>61</b> |
| <b>APPENDICES .....</b>                          | <b>65</b> |

## LIST OF TABLE

|  |    |
|--|----|
| Table 1. Research Population.....  | 27 |
| Table 2. Indicators.....   | 29 |
| Table 3. Scoring Table .....   | 30 |
| Table 4. Reliability.....  | 31 |
| Table 5. Interpretation Table.....   | 33 |
| Table 6. Descriptive of Data .....   | 35 |
| Table 7. The Attractiveness of Vocabulary Journal for Mastering Vocabulary ... | 37 |
| Table 8. The Effectiveness of Vocabulary Journal for Mastering Vocabulary..... | 39 |
| Table 9. The Relevance of Vocabulary Journal for Mastering Vocabulary .....    | 43 |
| Table 10. Motivation of Vocabulary Journal for Mastering Vocabulary.....       | 46 |
| Table 11. Vocabulary Aspects of Vocabulary Journal for Mastering Vocabulary    | 50 |

## LIST OF FIGURES

|   |    |
|---|----|
| Figure 1. The Template of the Journal ..... | 19 |
| Figure 2. Conceptual Framework.....         | 26 |

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

In learning English, one of the essential language components that must be mastered by the students is vocabulary. Vocabulary is a major basic component for understanding a language and forms a large part of how students speak, write, listen, and read in English. Students will struggle to communicate their opinions, thoughts, and ideas in English if they have poor vocabulary knowledge. Thus, in order to comprehend English successfully, students need to have a large inventory of vocabulary.

Vocabulary is defined as the collection of words that someone knows or familiar with (Linse, 2005). According to Pikulski and Templeton (2004), vocabulary is defined as the collection of words used, comprehended, or at the command of a certain individual or community. It implies that every word people use in any situation is part of vocabulary. Moreover, Lehr (2004) stated that the term vocabulary refers to the understanding of words and their meanings in both spoken and written language, as well as in productive and receptive forms utilized in speaking, reading, listening, and writing.

Furthermore, Schmitt (2000) stated that vocabulary is the foundation of a language and must be mastered first. Students cannot communicate effectively or comprehend spoken and written stuff until they first master it. Schmitt added that no matter how well a foreign language's sound is learned, communication in a

foreign language cannot take place in a meaningful manner without words to represent a broader range of meanings. Additionally, students' mastery of vocabulary is essential for learning the language used in speaking, listening, writing, and reading, along with grammar. If the students have a wide range of vocabulary, they will be able to talk and write fluently and accurately, as well as understand what they read or hear.

However, according to Susanto (2021) there are still many students who have difficulty in mastering vocabulary. Most of the time, the students struggled to retain the words they had learned from one lesson to the next. Some students were able to recognize the phrase in its written or spoken form, but they were unable to translate its meaning without the teacher's assistance. One of the factors that causes this problem is the fact that the word or phrase they hear differs from how it is spelled. Another factor is that students rarely read English-language text or material, which results in their relatively limited vocabulary. In addition, strategy used by the teacher also becomes the factor that causes this problem. Uninteresting learning strategy cause students to do not enjoy the learning process, making it difficult for them to learn new vocabulary in English. As a result, the teaching and learning processes become ineffective.

Thus, an effective option to solve the problems above is to learn vocabulary in the classroom through interactive strategy. If the teachers employ interactive strategy in teaching vocabulary, it will make studying more enjoyable for students and information can be readily transformed. According to Read (2004), the conventional ways of introducing new words in class or asking

students to memorize lists of words appear outdated and some common ways for learning new words are by using role memorization, employing visualizations, semantic mapping, and linking old and new knowledge.

In line with this, one of the suitable strategies is by using vocabulary journal. Schmitt (2002) stated that vocabulary is most effectively maintained through repeated exposures to words, and vocabulary journals fulfill this purpose because students have to return to the words which they previously wrote in order to add a few additional details. In addition, according to Schmitt and Schmitt (1995), the usage of a vocabulary journal is one learning strategy that can persist beyond the classroom and serve as an ongoing source if teachers encourage students to continue keeping them on their own. Moreover, Schutz (2005) in Nin and Dhamotharan (2019) added that the usage of a vocabulary journal is a practical and effective strategy because it is effective and gives students who demand autonomy and independence the freedom to customize their journal by adding any information that they think necessary.

Vocabulary journal is a strategy used to encourage students to improve their word understanding as well as internalize meaning for future use. Students will use this strategy to explain new phrases and words by listing them on a chart in their vocabulary journal. A vocabulary journal, as defined by Paris and Dugan (2011) in Purwati (2022), is a continuous, individual collection of important vocabulary words that can be pre-taught by the teacher or self-selected by the student. According to Kee and Ting (2019), a vocabulary journal is usually used to record vocabulary, definitions that are understandable to students, and visual

examples of each word. Based on the definition above, vocabulary journal is an effective learning strategy where the students can write what they assume to be the meaning of new word or phrase by reading the phrase and identifying hints within it or surrounding sentences. They take note of the sort of context clue they used to infer the meaning of the word or sentence in their journal.

There were several previous research about vocabulary journal. First, Turnuk (2018) conducted case study research that aims to investigate the impact of using vocabulary journals on pupil achievement and learner autonomy in vocabulary learning. The results of this study demonstrated that as long as they are kept carefully, keeping a vocabulary journal is an effective method for learning target words. Second, Sa'adatuddaroen (2019) conducted a study that aims to enhance students' vocabulary understanding using the daily journal vocabulary approach. This study used Class Action Research (CAR) as the methodology. The findings of this study demonstrated that daily journal vocabulary can help students increase their vocabulary. Students' vocabulary proficiency as well as their motivation and enthusiasm for learning English vocabulary both significantly improved.

Furthermore, the third study was conducted by Kee, Li and Ting, J (2019). They conducted a study with action research design that aims to look into the effects of using a vocabulary journal on students' vocabulary learning as well as the effects of vocabulary journals on students' involvement in vocabulary learning. This study found that vocabulary journal may assist students in learning vocabulary more efficiently and increasing their participation in vocabulary

learning. Fourth, Widiyanti (2022) conducted experimental research that aims to know the significant influence of using vocabulary journal strategy in students' vocabulary mastery. The results of this study revealed that there is significant influence of the use of vocabulary journal on students' vocabulary mastery.

Moreover, there were some gaps from these four previous studies. Most of them only focused on the effect of vocabulary journal towards students' vocabulary mastery. They did not discuss how the students perceive the use of vocabulary journal for mastering vocabulary. Additionally, the previous studies used experimental method, while this study conducted descriptive quantitative research with a questionnaire as the instrument of the research. Furthermore, the researcher had an observation in SMAN 12 Padang, and based on this observation the researcher found that one of English teacher uses vocabulary journal strategy in teaching English. Additionally, based on the observation, the teacher stated that she has been implementing this strategy in teaching for about six years and she claimed that the student's vocabulary understanding increases when she implements this strategy in the classroom. Thus, the researcher was interested in verifying this by finding out students' opinions while studying by using vocabulary journal.

As a result of the previous research mentioned above, as well as the findings of observation, the researcher was interested to know students' perceptions on the use of vocabulary journal for mastering vocabulary. The students' perceptions were seen from five aspects, namely the attractiveness, effectiveness, relevance, perceived motivation, and vocabulary aspects. The



researcher investigated whether the result is positive or negative. The teaching and learning process will be effective if students react positively to the learning strategy. However, if the students react negatively, the teacher should alter to a better learning strategy.

### **B. Identification of the Problem**

Based on the background information provided above, the specified issue is related to the impact of a vocabulary journal on students' vocabulary knowledge. Vocabulary journal is primarily being investigated to determine the benefits of utilizing it on students' participation in vocabulary acquisition. It can be seen that vocabulary journal is used as the learning strategy to mastery vocabulary. However, it is important to know how students feel about using a vocabulary journal in order to assess the effectiveness of its application in mastering vocabulary. Therefore, students' perceptions on using vocabulary journal for mastering vocabulary was needed to be done.

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

According to the identification of the problem above, there were numerous problems that need to be studied in regard to students' vocabulary mastery. Hence, this study was limited to know the students' perceptions on using vocabulary journal for mastering vocabulary at SMAN 12 Padang.

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

Based on the limitation of the problem above, the formulated problem of this study was: “how the students perceive the use of vocabulary journal for mastering vocabulary at SMAN 12 Padang?”

#### **E. Research Question**

The research questions in this study were:

1. How were students’ perceptions on the attractiveness of using vocabulary journal for mastering vocabulary?
2. How were students’ perceptions on the effectiveness of using vocabulary journal for mastering vocabulary?
3. How were students’ perceptions on the relevance of using vocabulary journal for mastering vocabulary?
4. How were students’ perceptions on perceived motivation of using vocabulary journal for mastering vocabulary?
5. How were students’ perceptions on the vocabulary aspects of using vocabulary journal for mastering vocabulary?

#### **F. Purpose of the Research**

Based on the research questions stated above, the purposes of this study were to:

1. Analyze students’ perceptions on the attractiveness of vocabulary journal for mastering vocabulary
2. Analyze students’ perceptions on the effectiveness of vocabulary journal for mastering vocabulary

3. Analyze students' perceptions on the relevance of vocabulary journal for mastering vocabulary
4. Analyze students' perceptions on perceived motivation of vocabulary journal for mastering vocabulary
5. Analyze students' perceptions on the vocabulary aspects of vocabulary journal for mastering vocabulary

#### **G. Significance of the Research**

The research result was expected to give some contribution for English teachers and other researchers. There were:

1. Theoretically

This study aims to assist senior high schools by giving information about the application of a vocabulary journal during English learning in order to enhance students' knowledge of vocabulary.

2. Practically

- a. English Teacher

This study is hopefully going to help English teachers with information about the application of vocabulary journals in teaching vocabulary in the classroom and whether it is beneficial or not according to students' views.

- b. Future Researcher

The results of this study are intended to be used as references by other researchers who are interested in investigating vocabulary journal for additional and various variables.

## **H. Definition of Key Terms**

### **a. Perception**

The core of a person's thoughts or opinions regarding something. In this research, the researcher focused on the perception toward the use of vocabulary journal.

### **b. Vocabulary Mastery**

A large number of words in a language that someone has, which contain information on their definition, structure, and communication context.

### **c. Vocabulary Journal**

A continuous personal collection of essential vocabulary words that can be chosen by the learner or pre-taught by the teacher.