

**IMPROVING STUDENTS' VOCABULARY BY WRITING DAILY  
ACTIVITIES : A STUDY AT VIII GRADE STUDENTS  
OF MTS.AS'ADIYAH ALELEBBAE**



**A THESIS**

*Submitted to the Faculty of Cultural Science of Hasanuddin University in  
Partial Fulfillment of Requirement to Obtain Sarjana Degree in English  
Department*

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**IMPROVING STUDENTS' VOCABULARY BY WRITING  
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OF MTS.AS'ADIYAH ALELEBBAE**

**BY  
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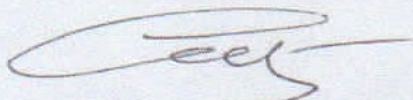
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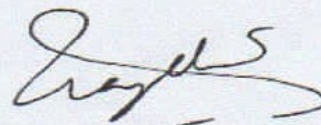
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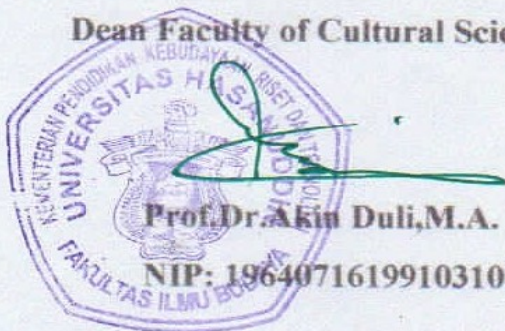
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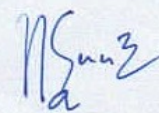
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Today, 22<sup>nd</sup> April 2022, the Board of Thesis Examination has kindly approved a thesis by RISNA ( Student Number : F041181027) entitled :

IMPROVING STUDENTS' VOCABULARY BY WRITING DAILY ACTIVITIES :  
A STUDY AT VIII GRADE STUDENTS  
OF MTS.AS'ADIYAH ALELEBBAE

Submitted in fulfilling one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 22<sup>nd</sup> April 2022

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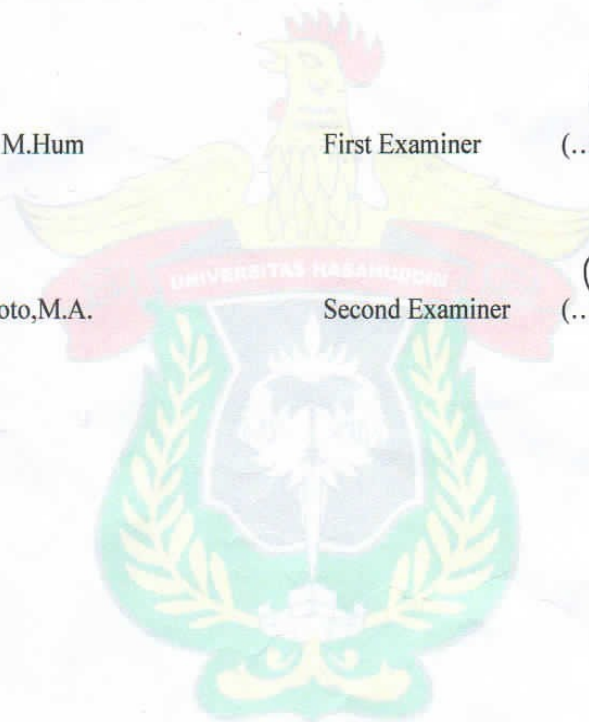
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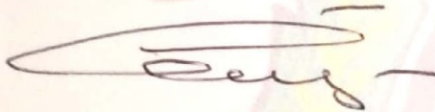
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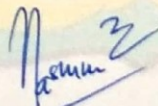


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Menyatakan bahwa skripsi ini adalah hasil karya sendiri dan semua sumber yang dikutip atau dirujuk telah saya nyatakan dengan benar. Bila di kemudian hari ternyata pernyataan saya terbukti tidak benar, maka saya bersedia menerima sanksi yang telah di tetapkan oleh Universitas Hasanuddin

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Risna

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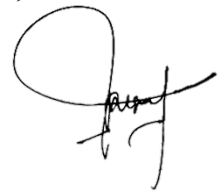
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Makassar, 03 Maret 2022

A handwritten signature in black ink, consisting of a large, stylized initial 'J' followed by a series of connected loops and a final vertical stroke.

The Writer



## ABSTRACT

**Risna. 2022.** *Improving Students' Vocabulary by Writing Daily Activities: Learning for Class VIII Students of MTS As'adiyah Alelebbae* (supervised by Abidin Pammu, and Ria Rosdiana Jubhari). The objective of this research is to describe the effect and extent of the writing daily activities can improve the students' vocabulary mastery at the VIII grade students of MTS. As'adiyah Alelebbae in Wajo Regency, South Sulawesi.

This study used a pre-experimental method, namely using one class that was given a pre-test and a post-test. The population of this research is VIII grade students of MTS As'adiyah Alelebbae and the number of samples is 20 students with total sampling technique.

The results of the data show that the student's score in the posttest is greater than the score at the pre-test. At the time of the pre-test, 20 of 20 in the test, the vocabulary was classified as "very poor" and still recorded daily using Indonesian while at the post-test, 19 of 20 students in the vocabulary interpreting test were classified as "very good" and kept a diary in English. Based on these results, it can be seen that the keys of the writing daily activities can improve students vocabulary mastery of the VIII grade students of MTS. As'adiyah Alelebbae.

Keywords : Writing daily activities, describe, students' vocabulary mastery.

## ABSTRAK

**Risna.2022.** *Meningkatkan Kosakata Siswa dengan Menulis Kegiatan Sehari-hari : Pembelajaran Pada Siswa Kelas VIII MTS As'adiyah Alelebbae* (dibimbing oleh Abidin Pammu dan Ria Rosdiana Jubhari). Tujuan dari penelitian ini adalah untuk mendeskripsikan pengaruh dan sejauh mana metode menuliskan catatan harian dalam meningkatkan penguasaan kosakata bahasa Inggris pada siswa kelas VIII MTS.As'adiyah Alelebbae di Kabupaten Wajo,Sulawesi Selatan..

Penelitian ini menggunakan metode pre-experimental yaitu menggunakan satu kelas yang diberikan tes awal dan tes akhir .Populasinya adalah siswa kelas VIII MTS As'adiyah Alelebbae dan jumlah sampel adalah 20 siswa dengan teknik total sampling.

Hasil data menunjukkan bahwa skor siswa dalam tes akhir lebih besar daripada skor pada saat tes awal.Pada saat tes awal, 20 dari 20 dalam tes mengartikan kosakata mendapatkan klasifikasi “sangat rendah” dan masih menuliskan catatan harian dengan menggunakan bahasa Indonesia sedangkan pada saat tes akhir, 19 dari 20 siswa dalam tes mengartikan kosakata mendapatkan klasifikasi “sangat bagus” dan mampu menuliskan catatan harian dengan menggunakan bahasa Inggris. Berdasarkan hasil tersebut,dapat disimpulkan bahwa penggunaan metode menuliskan catatan harian dapat meningkatkan penguasaan kosakata bahasa Inggris siswa kelas VIII MTS.As'adiyah Alelebbae.

Kata kunci : Menulis catatan harian, mendeskripsikan, penguasaan kosakata siswa.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In the modern era like today, learning English must be instilled in students so that they do not become backward people who are left behind by the progress of the times that are always moving every second. Technology and communication that are increasingly developing certainly require foreign language skills to understand them well. Therefore, as Indonesians who are still lagging behind in foreign language skills, the steps that must be taken today are to pay more attention and provide awareness to the wider community, especially teachers, about the importance of learning English.

Each educational institution in Indonesia has its own basis so that there are institutions that really emphasize learning English such as international-based schools and there are also institutions that do not really emphasize learning English, such as the majority of public and private schools and religious-based schools, namely madrasah schools. International-based schools are of course qualified in teaching their students English because the environment and circumstances have been prepared for it, so that students learn English more easily. In contrast, madrasah schoolers learn English only follow the syllabus designed by the school and learn English only once a week because they have to focus on general subjects and other religious subjects. Madrasah schools tend to pay more attention to the Arabic language skills of their students so they forget that English lessons are also very important for students in the future.

When students want to learn English, it means that students must understand basic skills, namely writing, reading, speaking and pronunciation in English. While the first step to be able to learn to write, speak and learn English pronunciation, the first thing that must be learned is vocabulary. Want to write and learn grammar, students need some vocabulary to compose a written idea and learn grammar arrangement. When students want to learn to speak and pronounce English, students

need vocabulary to be pronounced or conveyed. Therefore, it can be concluded that vocabulary is the initial stage to make it easier for us to understand and apply English in the world of education and communication.

In this problem, the writer has made previous observations to observe and find out how the teaching and learning process at the VIII grade students of MTs. As'Adiyah Alelebbae. Based on observations, teachers at Madrasah Tsanawiyah As'Adiyah Alelebbae teach English using the method of memorizing vocabulary every week. This method makes students bored in learning English because memorizing is only an initial need and after memorizing new vocabulary at the next meeting, the vocabulary that has been memorized in the previous meeting tends to be ignored due to the focus on memorizing new vocabulary. By using this method, students have difficulty in increasing their English vocabulary so that an effective learning method is needed to increase students' interest in learning.

There are several methods that can be used, namely by reading a book or novel in English and then making notes for new vocabulary found in the book and looking for the meaning in a dictionary. The more students read, the more new vocabulary they will get. Another method is to use online games as a learning medium. When students want to play online games based on English, of course they will find out the meaning of the vocabulary in the games to make it easier for them to play so this method is also quite effective to be applied in the learning class vocabulary. Another method that can also be applied to improve students' English vocabulary by using the daily activities writing method. Each student will write their daily activities in English so that the students will be familiarized with new vocabulary according to their daily activities with things they do in their daily life. That way, students will not open the dictionary anymore for repeated vocabulary because they are familiar with the vocabulary that has been used before. The more often students write down their daily activities, the more their vocabulary will increase. Besides being effective, writer also hope that this method will not make students bored in learning English vocabulary because middle school students tend to like writing their daily diaries in a binder so that writing a diary in English will help them to improve their vocabulary.

## **1.2 Identification of the Problems**

Based on the above background, there are several factors that affect the ineffective process of learning English at VIII grade students of Madrasah Tsanawiyah Alelebbae are as follows:

- a. Mts is an Islamic-based school. Therefore, teachers are more concerned with improving the Arabic language skills of their students, so they ignore how important it is to learn English for students in the future
- b. Class material presented always follows the learning syllabus, so it is too monotonous, teachers are less creative in delivering learning and students lack interest and motivation in learning English
- c. Teachers use a method of memorizing vocabulary and tend to make students only focus on finding and memorizing new vocabulary, so students will easily forget the vocabulary that has been memorized in previous meetings
- d. Learning method makes students bored and lazy in the learning process. Therefore, effective methods are needed to increase students' interest in learning English languages

## **1.3 Limitation of the Problems**

Judging from the existing knowledge problem, there are several factors that affect the ineffectiveness of learning English at VIII grade students of Madrasah Tsanawiyah Alelebbae are as follows:

- a. Students' knowledge of English vocabulary
- b. Writing daily activities
- c. Improving students' vocabulary by writing daily activities.

## **1.4 Research Questions**

Based on the limitations of the problem above, the research question of the problem in this study is :

1. How does the effect of writing daily activities improve students' vocabulary ?
2. To what extent do writing daily activities improve students' vocabulary?



### **1.5 Objective of the Study**

Based on the existing research questions, the objectives of this research is :

1. To describe the effect of writing daily activities in improving students vocabulary.
2. To find out to what extent writing daily activities can improve students' vocabulary.

### **1.6 Significance of the Study**

#### 1. Theoretical Significance

Theoretically, this research can support the importance of learning english, especially vocabulary, as well as being a reference for research in the future in the same field.

#### 2. Practical Significance

In practical terms, this study is expected to provide a contribution or guide to teachers and prospective teachers on effective methods of teaching vocabulary. Learning vocabulary using the method of writing daily activities is still rarely used so that it can be applied in the classroom to improve the vocabulary of students more easily.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Previous Study**

In this chapter, a theoretical review of expert opinion is presented to support the implementation of the research strategy. There are several studies that are relevant to the topic being studied, namely Sutrisno (2012) in his thesis "The Correlation Between the Students' Knowledge of Vocabulary and Their Ability in Writing Daily Activities of the Eight Grade Students of Smp Negeri 2 Jamblang District Cirebon Regency " This thesis discusses how students' knowledge of vocabulary and its relationship with students' ability to write daily activities. The research sample is students at the eighth year of SMP N 2 Jamblang Cirebon. According to the author in general, after making an observation, all grade VIII students of SMPN 2 Jamblang have not can write the correct sentence. There are even some students who write words with wrong spelling. To improve students' writing skills, it is suggested that they write down all their daily activities both in the form of phrases and in the form of sentences so that the more they write, the more vocabulary they get. The problem they face must be about new words that they didn't know before. This is natural because English is not their mother tongue but the longer they get used to it. The results obtained by the author in this study are that by having good vocabulary, then students will find it easier to write daily activities because they no longer need to think too long in compiling a word to become a good sentence. Likewise, the more often students write down daily activities, the more their vocabulary knowledge will increase because they always get new vocabulary until students finally get used to the words that are often used.

In another study, Ayuningtyas (2011) in her thesis "Improving Student's Vocabulary Mastery Through Extensive Reading Activities At Grade XI Ipa 2 Of SMAN Pleret Bantul In The Academic Year Of 2011/2012" Research conducted by Dian Ayuningtyas in her thesis discusses efforts improve students' vocabulary through extensive reading activities carried out through 2 cycles to see the changes that occur in each cycle. In the end, the researcher wrote that from the first cycle

that had been carried out it was still not successful due to several factors such as there were still many students who tended to pay less attention to the reading given because the students' reading interest was still low and students were still passive and lacking enthusiasm in delivering reviews of the books they read. In the second experimental cycle, the researcher gave a new breakthrough by giving a reward to students who successfully completed the reading mission and submitted a review of the book given. By giving these rewards, students become more enthusiastic in carrying out the assignment given and competing to appear to convey the results of their reading. Therefore, the researcher concluded that extensive reading activities can improve students' vocabulary but must still be accompanied by other methods that can attract students' attention, such as giving gifts and appreciation.

Other research that is quite relevant to the topic to be discussed is education journal Madrasah Ibtidaiyah (2020) "Teachers' Efforts to Improve the Speaking Ability of Class V Students with Interactive Approach of Daily Activities Material (Case Study in SDN Mergosono 3 Malang City) in this study using the same media, namely daily activities as a means of learning English, but the difference is that this journal places more emphasis on improving English speaking skills, while what is discussed here is an effort to improve English vocabulary. Researchers in these journals made a conclusion that the interactive approach to the material of daily activities was effective and attracted students' interest in learning in English. Seeing this, the researcher hopes that the method of writing daily activities can also dance to students' interest in learning English and can improve the vocabulary of students at Madrasah Tsanawiyah Alelbbae.

In addition to using several sources from theses or journals, researchers also use books as sources in conducting research, namely the book "Teaching Writing Skills" by Longman (1997). This book is used by researchers as a reference and learning related to good writing procedures so that they can share knowledge with students during the research because in addition to focusing on increasing student vocabulary, researchers will also pay attention to how to write students' daily activities later.

## **2.2 Theoretical Review**

Important points containing other relevant related theories are divided into 2 parts, namely: Vocabulary and Daily activities. The discussion regarding each section is as follows:

### **2.2.1 Vocabulary**

#### **a) Understanding of vocabulary**

A language cannot be separated from the presence of vocabulary. Vocabulary refers to the richness of words in a particular language and is an important factor that must be known when someone wants to learn language skills, namely reading, writing, listening, speaking and grammar. Fries says that vocabulary is the most basic part that must be learned when someone wants to learn a foreign language, while to be able to learn vocabulary, students are required to master word for word to allow the student's vocabulary to increase. Thus it can be said that with the increasing number of students' mastery of vocabulary, it will certainly make it easier for these students to speak fluently, especially English. (Keraf, 1991 : 24) suggests that the vocabulary or vocabulary of a language is the entire component of a language. Keraf's opinion provides an explanation that in fact a collection of vocabulary refers to forming a language. In addition, (Soedjito, 1992 :12) expands the meaning of vocabulary as follows (1) vocabulary is all words used in a language, (2) vocabulary is a source of words owned by a speaker or writer, (3) vocabulary is used in a field of science, (4) vocabulary is a list of words that are arranged and accompanied by a brief and practical explanation. Learning vocabulary is important because it can enrich one's knowledge of words. To get a better understanding, of course students must also learn a number of vocabulary that can support their understanding such as reading English texts. (Thornbury, 2002 : 13) defines vocabulary as knowledge. Knowledge of a word not only implies a definition, but also implies how the word is suitable for use. Knowledge of vocabulary is not something that can be fully mastered, it is something that must be expanded and deepened throughout life or in other words, continually learned. (Richards, 2002:255) suggests that vocabulary is the core component of language proficiency and provides much of the basis for how well students speak, listen, read



and write. He said that without extensive vocabulary and strategies for acquiring new vocabulary, often achieved by learners less than their potential. They often have difficulty understanding a text. Thus, they cannot understand the meaning of the foreign words found in the text. This condition causes confusion in understanding the overall meaning. Furthermore, (Harmer, 1991:158) concludes that knowing a word means knowing about its meaning, word usage, word formation, and word grammar. This means that learning vocabulary is not only about learning new words but also about how to put words or vocabulary into correct usage. First, the meaning of a word is determined by the context in which it is formed and also by its relationship to other words.

The explanation and some opinions of the experts above indicated that vocabulary is words that have a meaning that is owned by humans to be used in language and communication. To be able to learn English further, the first step that must be done is to understand the material well. Vocabulary is a component of language, and there is no language without words. Words are a means to express ideas or an idea that is in someone's mind. The words spoken will be a tool used to exchange ideas so that someone can understand each other. The more words a person uses, it proves that the more ideas are conveyed. This can be evidence that someone has been able to communicate his ideas well and effectively. Related to this, vocabulary is the most important element that students must have in achieving good language skills so that vocabulary becomes an important linguistic component in learning English.

#### **b) Mastery of vocabulary**

Vocabulary mastery is the ability to understand and use existing vocabulary and then make it a tool in a language, both as an spoken language such as communicating, and in written form. (Darmiyati Zuchdi, 1990:34) argues that vocabulary mastery is a person's ability to understand and use words properly and correctly through listening, speaking, reading and writing activities. (Hastuti, 1992:24) argues that vocabulary mastery must be owned by every student so that they are able to understand the words or terms used by someone in language activities, whether it is speaking, reading, listening, or writing. Basically vocabulary

mastery has an important role in life, especially in the field of communication. With good vocabulary mastery, a person will be able to speak well too.

There are several other opinions regarding vocabulary mastery, namely that vocabulary mastery is an important step in language learning. The richer the vocabulary one has, the greater one's language skills (Tarigan, 2011:2) In addition, (Jamaris, 2005:9) also expressed their opinion that Vocabulary mastery is divided into two groups, namely: receptive and productive vocabulary mastery. The first is receptive mastery which relates to passive understanding of vocabulary or in other words, mastery of vocabulary in the form of writing. The second is productive mastery is the ability to convey ideas, thoughts and feelings through active forms such as speaking, reading and listening.

Vocabulary mastery has a big role in everyday life because every thought and opinion that will be conveyed from one person to another can only be understood if it is expressed in vocabulary.

In addition to some of the opinions of the experts above (Djiwandono, 2011:126) also has the view that vocabulary is a set of words in various forms which include loose or non-affixed words and words that are a combination of the same or different words, respectively each with its own meaning. Vocabulary is the richness of words owned by a speaker, writer, or a language. Vocabulary is a language component that contains all information about the meaning and how to use words in language. Based on this opinion, it can be concluded that vocabulary is a collection of words that a person uses in language activities. Mastery of vocabulary is needed by someone to understand and use the collection of words they have as a medium to express thoughts and feelings in various spheres of life such as in language activities.

Those above mentioned opinions indicate that vocabulary mastery is a way or a medium to use a number of words contained in a language. Mastery of vocabulary is an important element in a process of mastery of a foreign language. Mastery of vocabulary will also affect a person's language skills, one of which is reading English text skills. In learning foreign languages, vocabulary plays a very important role as stated by (Hardjono, 1988:77) which states that all the basic

aspects of foreign languages that must be mastered by students in the teaching-learning process, the vocabulary aspect is considered the most important, because without sufficient vocabulary mastery it will not it can also be someone who uses or understands a foreign language.

### **c) The Importance of Vocabulary**

Vocabulary is a fundamental thing that must be learned when someone wants to learn English. Whether you want to learn English speaking techniques, writing techniques or when you want to master English grammar, everything must start with learning vocabulary. Vocabulary involvement has a greater influence in conveying a the meaning of language rather than grammar itself is because those words have a big influence on communicating so that they can convey a meaning. (Lightbown, 2013:60) argue that a person can communicate even though using words that are not in accordance with the order of grammar placement true, but communication will be cut off when someone does not use the right words. Where (Richards, 2002:255) state that vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen and write. This explains that vocabulary plays a big role in supporting one's ability in various skills. Regarding learning language skills, (Nation, 2001:11-12) suggests that vocabulary is not what makes text difficult but is a very important feature that contributes to making it easier for someone to learn a language.

### **d) Evaluation of vocabulary learning**

Evaluation is the process of assessing something that has been done which aims to determine the extent to which a person understands what has been done before. In the learning process, the assessment must be carried out to measure the limits of learners' knowledge of the material that has been taught by the teacher. Likewise with vocabulary learning, it is necessary to hold an assessment test to measure the level of understanding of students and the test results can be evidence or information in connection with refusal. measure the achievement of goals that are pursued through learning activities. Thus the teacher will be able to know the progress of understanding the extent to which learners master the vocabulary that has been previously given. Vocabulary skills are important for language

development and practice, while the ability to understand vocabulary is needed in reading and listening to language texts. The ability to use vocabulary is needed in writing and speaking activities. Therefore, vocabulary proficiency tests should be directly linked to the overall receptive or productive ability of language.

In conducting an evaluation of vocabulary learning, what must be done is to provide a vocabulary test that can require thinking activities to produce words both orally and in written form. (Lado, 1964:38) states that multiple choice is the best form of test for measuring vocabulary so that in conducting a vocabulary comprehension test it is better to use multiple choice questions. (Cooke, 2010:12-17) also states that multiple choice has many advantages so that it can be used as an appropriate vocabulary evaluation method. If arranged as well as possible, multiple choice questions will provide clear differences that can prove that students really understand the meaning of the intended vocabulary. In addition to providing clear boundaries, this multiple-choice test method can also avoid the subjectivity of individual assessments and the effectiveness of limited research time. Although there are several other ways of conducting evaluations or tests such as making essays, filling and paraphrases, some expert opinions suggest that tests using multiple choice questions are the best way to evaluate because they have clear limits of right and wrong answers and can be easily to identify the location of the students' mistakes.

From this description, it can be concluded that to determine the level of vocabulary skills of students and the level of success of language learning, a vocabulary test is necessary. In making the test, things that must be considered are vocabulary selection and choice of test form. Multiple choice tests are chosen to avoid the subjectivity of the assessment because everyone will have a different view of something. In addition, the use of time will be more effective if you use multiple choice tests.

### **2.2.2 Daily activities**

Daily activities are things that are done in everyday life, starting when we wake up from sleeping in the morning until finally falling asleep again at night. Of

course, everyone has different activities every day such as school children leaving for school in the morning. days, playing with friends in the afternoons, doing schoolwork at night and family holidays on weekends. Older people may go to work in the morning and spend time with colleagues after work. Likewise with parents who of course also have daily activities It can be concluded that everyone has a different cycle of daily activities, even if fellow students will have different schedules and daily agendas every day so that when they want to write down their daily activities, someone tid I will write something monotonous every day because every time there will be different moments that are obtained or felt.

Writing down daily activities for children is something fun and is still popular today, some children usually write down their activities and feelings in a binder or they even call it a secret book because it contains the outpouring of their hearts. That way, writing down daily activities can be used as a medium for improve students' English vocabulary vocabulary because the more they write down their feelings and activities, the more familiar they will be with the vocabulary used so that indirectly they will do their fun by making a daily diary while studying vocabulary. Because they have different activities every day, chances are After making simple observations, the researchers concluded that just like high school children in general, students at Madrasah Tsanawiyah Alelebbae also often write a Their daily activities both in a personal secret book and in the daily notes application on their smartphone. There are even some students who say they like to write down their activities on their personal social media accounts.

Learning english vocabulary by using daily diary writing is a learning method that is considered quite effective because the amount of experience that each student goes through will certainly also affect the amount of vocabulary obtained. In connection with this research, there are relevant research journals that use daily activities as a media in learning english. However, the difference is that in this study the writer are more focused on improving the speaking ability of students. The results of this study state that daily activities are effective enough to be used as a medium in increasing students' speaking skills. For someone who can speak english, each sentence that is spoken is a collection of the many words t hat

are connected to each other so that it can convey a meaning that can be understood by the interlocutor. That's way, the writer also hopes that by using writing daily activities as a medium of learning, it can improve the vocabulary of students at Madrasah Tsanawiyah Alelbbae properly.