

**DAILY JOURNAL VOCABULARY USED IN LEARNING ENGLISH AT SMPN 3
SAMBALIUNG**

**Putri Ayu Rahmaya¹, Nur Cahyani², Zul Fitrah³, Ita Novita Sari⁴,
Helda Anastasya Dwi Ariyani⁵**

^{1,2,3,4,5}STIT Muhammadiyah Tanjung Redeb

E-mail : putrirahmaya25@gmail.com¹, nurcahyani.kalil@gmail.com²,
zulfitrahsaputra22@gmail.com³, Itanovitasari2020@gmail.com⁴, heldanastasyada@gmail.com⁵

Abstrak

Kosakata merupakan aspek penting dalam mempelajari bahasa asing. Jika Anda tidak memahami kosakata dengan baik, kemampuan Anda berbicara, membaca, dan menulis bahasa Inggris akan terbatas. Teknik penerapan daily journaling dapat dilakukan diterapkan dalam pembelajaran bahasa Inggris untuk meningkatkan daya ingat kosakata. Kegiatan yang sistematis dan berulang dapat meningkatkan daya ingat siswa. Peneliti menggunakan metode kualitatif. Pengumpulan data dilakukan dengan observasi, angket dan wawancara. Peneliti menemukan bahwa siswa kelas VIII SMPN 3 Sambaliung mengalami kesulitan dalam mempelajari kosakata Bahasa Inggris. Teknik penerapan catatan harian dapat menjadi teknik yang dapat diterapkan dalam pembelajaran Bahasa Inggris Karena memadukan kegiatan membaca dan menulis yang dilakukan secara rutin Untuk meningkatkan kemampuan siswa dalam mengingat kosa kata. Hasil penerapan kosakata jurnalisme sehari-hari pada siswa SMP menunjukkan hasil yang positif berdasarkan rata-rata hasil post-test dan respon wawancara siswa. Siswa menganggap teknik ini efektif. Hal ini didukung dengan peningkatan kosakata siswa selama masa pembelajaran setelah menggunakan teknik Kosakata Harian.

Kata Kunci: Jurnal Harian, Kosakata, Pembelajaran

Abstract

Vocabulary is aspect important in learn Language foreign . If you do not understand vocabulary with well , your ability to speak , read , and write Language English will limited . Techniques for implementing daily journaling can be done applied in learning Language English For increase memorize vocabulary . Systematic and repetitive activities _ can increase Power remember student . Researcher use method qualitative . Data collection was carried out with observation , questionnaires and interviews. Researcher find that student class VIII at SMPN 3 Sambaliung experience difficulty in learn vocabulary Language English.Engineering implementing a daily diary can become techniques that can applied in learning Language English Because combine activity reading and writing are done in a way routine For increase ability student in remember vocabulary . Implementation results vocabulary journalism everyday in junior high school students show results positive based on the average of post-test results and responses interview student . Student consider technique This effective . This matter supported with increase student vocabulary _ during the learning period after use Daily Vocabulary technique .

Keywords: Daily Journal, Vocabulary, Learning

1. INTRODUCTION

In the 2022 English Language Skill Index published by EF Education First, Indonesia is placed 15th out of 24 Asian countries and 81st out of 111 countries globally. English is a language that is widely spoken, so studying it is quite important. The command of vocabulary is one of the most fundamental abilities to achieve. Sentences make up the word, allowing it to

convey information. Everyone has a different learning style, so selecting a vocabulary acquisition method is necessary. The need for learning is a basic human need to acquire new knowledge, skills, and understanding. Learning is a continuous process throughout life and essential for a person's development, professional, and academic. Learning also involves interaction with others. Humans have a need to learn from the experiences and perspectives of others, collaborate in learning groups, and build beneficial social relationships.

In sura Ar-Rum 22 : “and one of his signs is the creation of the heavens and earth, and the diversity of your languages and colors. Surely in this are signs for those of ‘sound’ knowledge”.

Mastering a broad vocabulary is essential for optimizing communication skills and language understanding. By mastering a diverse vocabulary, someone can organize sentences more accurately and speak or write more smoothly and effectively.

In Sura Al-Baqarah 31; “it is explained that learning the language begins with the vocabulary of the names of things.”

The writer has found some related studies which is relevant to this topic. The first is a journal that conducted by Nurdini and Marlina (2018), from English Department Faculty Of Languages And Arts State University Of Padang. The title of this journal is “Vocabulary Journal As a Learning Tool For Students In Learning Vocabulary Through Reading At Junior High School”. The author of the journal observed that pupils were still less adept at reading and comprehending the meaning of sentences, which was a result of their limited vocabulary. This observation was the reason for creating the journal.

The second studies is conducted by Ting and Li (2019). The title of this research is “Using Vocabulary Journals To Improve Vocabulary Learning Among Primary School Pupils In Malaysia “. The researcher using qualitative and quantitative as the data sources. The researcher conduct this research comes from their observation of their students who easily forget the vocabulary they have learned before. And the researcher wants to know whether journal vocabulary can solve this problem.

In comparison to the research mentioned above, the researcher discovers certain differences and similarities. The differences are in the study's significance, location, time, and methodology. The objectives of this research is to determine whether student's vocabulary skills have improved while using daily journal vocabulary. The researcher employed a qualitative method, whereas the study mentioned above used mix method. The similarities can be found in the use of vocabulary as a tool.

Based on the problem above, the researcher conducted the research entitled “Daily Journal Vocabulary Used In Learning English At SMPN 3 Sambaliung

2. RESEARCH METHODS

According to Samsu (2021:16), through holistic understanding and occult information that is explored in depth the truth can be obtained, and does not depend on observed data or information. Sugiyono (2016:9) explains qualitative descriptive techniques as a research approach based on postpositivism which is used to investigate the condition of natural objects (not experiments) where the researcher acts as the main instrument. Triangulation (combination) is a technique used in data collection; inductive/qualitative data analysis is used in data analysis; and qualitative research findings prioritize meaning over generalization.

This research is classified as qualitative descriptive research. Qualitative research aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., by describing them with words and language in a special natural context and using various methods.

natural methods (Moelong, 2014: 6). This research uses a qualitative approach because the amount of data collected is very limited and does not allow for a distribution of research objects.

Study held at SMA 3 Sambaliung in month July-August 2023, involving 29 students class VIII as subject study . With use approach qualitative , research This aim For describe change pattern acceptance of daily vocabulary among students . Duration study during One month give room For comprehensive data collection .

Initial step study covers election subjects that cover variation level ability language and observation beginning For understand situation class . Implementation the daily vocabulary method involves preparation material covered _ context variety and schedule daily available _ customized with dynamics class .

Data collection was carried out through interview initial and observation , which is later be equipped with observation periodicals and interviews deep For get more understanding _ deep . Data analysis using approach thematic , possible researcher For identify patterns , trends , and findings key from the collected data .

Drafting report end become stage important For describe in a way holistic results research , incl description methodology , results findings , and interpretation thematic . Presentation results to party related , like schools , teachers, and students , can give more understanding _ wide about impact daily vocabulary method .

Evaluation whole leads to reflection to success method , highlighting advantages and disadvantages , as well provide suggestions for development more carry on . The hope is research This will give meaningful contribution _ to understanding We about effectiveness daily vocabulary method in increase acceptance and understanding student to vocabulary .

3. RESEARCH FINDINGS AND DISCUSSION

Research Findings

In conducting this research, researcher collected some data to analyzed. The study will take place in SMPN 3 Sambaliung, which is located in Pendidikan street, gurimbang vilage. This research was conducted for a month from July to August 2023. The participants of this research are students of SMPN 3 Sambaliung at the eighth grade with a total of 29 students. Researcher used observation, questionnaire, interview, pre-test and post-test as technique of data collection.

A. Data of observation

Observation used to determine the condition of the object being studied. the researchers found that the majority of students in the eighth grade still had terrible enthusiasm and vocabulary competence, it can be seen when researchers attempted to encourage students to create their own introductions, several of them directly proposed using Indonesian instead of English. This problem was also visible at the second meeting, during researchers asked basic questions around today, tomorrow, and yesterday. The students were confused by the researchers' questions, but when the researcher explained it, they began to understand what the researcher mean and began to answer the question through guidance. The students were confused by the researchers' questions, but when the researcher explained it, they began to understand what the researcher mean and began to answer the question through guidance. Students are introduced to the daily journal vocabulary practice at this second meeting. The text used in the material used at the first meeting for class VIII students was a narrative text. Students are encouraged to write down difficult words in the book that later will be translated into Indonesian on a sheet of paper to be used as their journal. From this activity, researchers saw that students had quite difficulty finding translations for several words because they were quite unfamiliar with the verb2 that used in the narrative text. Based on the results of the researcher's observations, some students had little interest in using reading media, therefore at

the end of each learning session the researcher carried out ice breaking activities to increase the enthusiasm and concentration of the students. At the end of the meeting, the researcher found that the students' vocabulary abilities were previously not much but now slowly increasing.

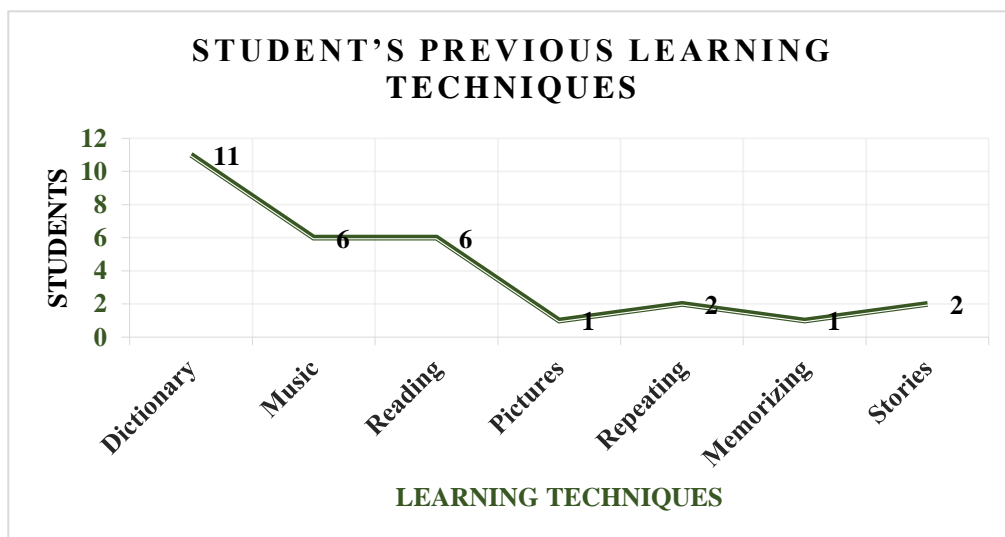
the third meeting was held. Researchers do the ice breaking, reviewed the daily journal vocabulary created by the students, tried to review the material that was previously discussed at the previous meeting, and threw out a few verbs for students to translate. Some of the students have already been able to directly answer to the researchers' questions.

B. Questionnaire and interviews results

1. Before Implementing daily journal vocabulary technique

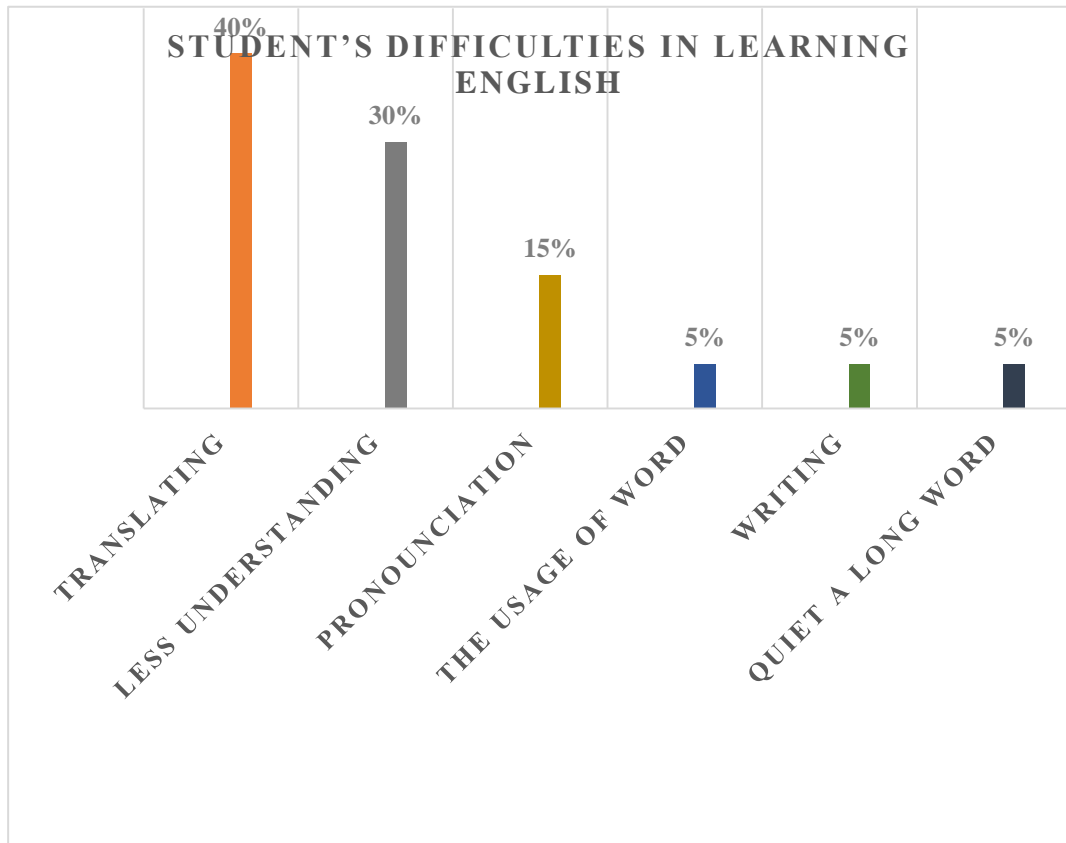
The purpose of this question is to know the condition, motivation, and ability of students in learning English including in the learning of vocabulary so that it can add to the information, cause and effect processes experienced by students. The questionnaire and interview before implementing the DJV technique contains basic matters regarding English lessons, obstacles and previous learning techniques.

Based from questionnaire and interview, students agree that English is an important subject, therefore there are still many children who experience difficulties in learning and understanding English. The students' difficulties in learning English were also quite apparent when the researchers made observations, the students still had not mastered some basic vocabulary that they should have learned before.



From the results of questionnaire answers and interviews, it is known that previously students used books and dictionaries as student learning media. 94% of students said that they had previously understood English classes, while a few others said they knew enough about English lesson.

Based on the answers given by the students in the interview, there were some obstacles that caused them difficulties in learning English vocabulary, there is :



a) Translating

The most common difficulty mentioned by students in their responses is translation or language transfer. It's because they're learning new information with tensions they haven't experienced before. One of the factors that caused their difficulties in the translation process was their inability to properly understand the dictionaries' regular and irregular functions as well as the function of transforming words from verb 1 to verb 2.

b) Less Understanding

Structures of sentences in English that are quite different from the sentence structure in Indonesian also become a major obstacle for students.

c) Pronunciation

Word pronunciation also acts as an obstacle for students. English pronunciation is quite complex, proper and continuous practice is needed to hone students' pronunciation.

d) The usage of word

Some words in English have many meanings in accordance with the context of the word when used. A word can have a general meaning and a meaning in the context of a sentence. This is why some students find it difficult to understand it.

e) Writing

Some of the students also wrote this as one of their obstacles in learning English words. English words besides having a word structure with quite strange letters, also have a different pronunciation with the form of its writing.

f) Quite a long word.

During the research, researchers found that there were still many students who had difficulty pronouncing and remembering long vocabulary, for example the words

unfortunately, henceforth, etc. This is because students are not used to finding these words nor do they understand how to pronounce English vocabulary which is quite different from how to pronounce Indonesian.

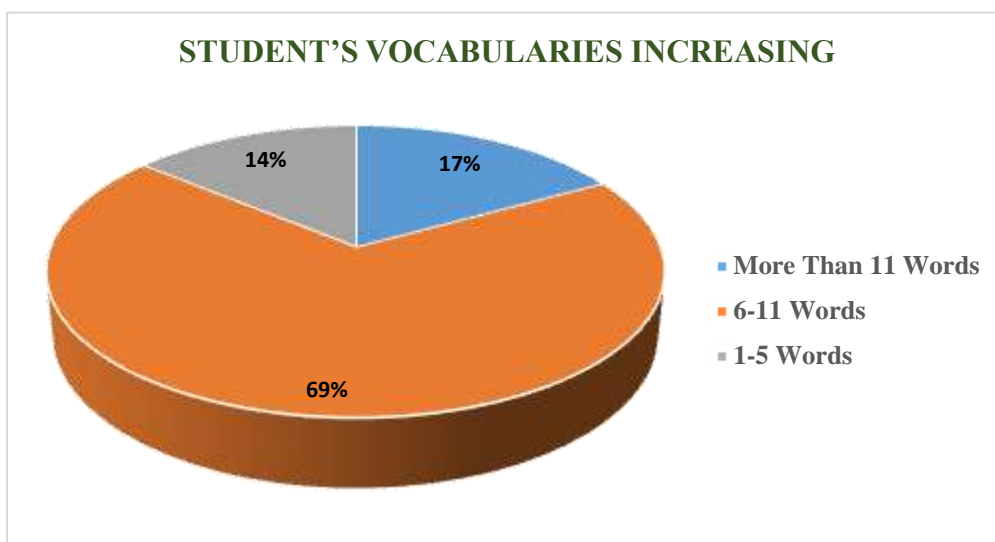
Based on the results of interviews with the English teacher, two of the factors causing students' difficulties in English lessons is their lack of motivation and initiative.

2. After implementing daily journal vocabulary techniques

The questions asked in questionnaires and interviews with students aim to find out to what extent the daily journal vocabulary technique influences students. This is felt to be very necessary because that way researchers can find out what students really feel in terms of improvement, difficulty, effectiveness, and other things when using the daily journal vocabulary technique.

Based on data obtained by researchers from interviews and questionnaires, the majority of students have never heard or practised the daily journals before.

Researchers tried to find out how much influence daily journal vocabulary had on students' understanding of vocabulary while practicing vocabulary learning using the daily journal vocabulary technique per reading session by asking this question. The scale proposed by researchers is divided into 3 levels, that is 0-5 words per session, 6-10 words per session and more than 11 words per session



Things that cause some students to have difficulty include difficulty understanding and translating words. This difficulty is influenced by the difficulty of students in translating because the types of words or sentences in their material this time (narrative text) use many forms of changing words (verb 2) as well as regular and irregular verb forms.

The advantages explained by students after learning vocabulary using the daily journal vocabulary technique include that they can easily re-learn the vocabulary they have written in their daily vocabulary journal, some also say that learning vocabulary using this technique is exciting. and also easy to understand. This is because the daily vocabulary journal simplifies the student's task of re-searching the meaning of a word. This is related to students not being proficient in using manual dictionaries as learning media in lessons.

The majority of students answered that the daily journal vocabulary technique was quite effective for learning vocabulary, followed by very effective answers, then neutral answers and not at all effective with the same number of answers, namely 2 people each.

Researchers gave students 3 answer options, namely yes, no and enough. The answer yes was the highest number of answers chosen by students, then the answer enough was in second place and the final answer was no with the fewest number of answers.

DISCUSSION

Based to students' answers in previous interviews and questionnaires regarding the condition of previous students' understanding, the majority still did not understand English lessons, including vocabulary. The increase in understanding is felt to be quite significant if you look at the graphic results above. This is also in accordance with the results of their answers regarding the effectiveness of the daily journal vocabulary technique which they feel is quite effective in increasing their understanding in learning English vocabulary. This is also reflected in the number of words they get from one reading session when implementing the daily journal vocabulary technique, the majority is 6 to 10 words they can understand in each session. This is in accordance with what the English subject teacher said when interviewed by the researcher, she confirmed that there was an increase in students' understanding when teaching vocabulary to students using the daily journal vocabulary technique

There are several factors which then enable the students' English understanding to increase. Student's interests and talents are very influential in this matter. The urgency of learning English, which the majority of students are aware of, is also a driving force for increasing students' understanding of English vocabulary. Once this has been achieved, use appropriate techniques as a tool to support the student learning process. This technique can improve students' understanding of English vocabulary quite well, we can examine this from the presentation of the results of questionnaires and interviews with students and English teachers. The improvement of the students performance in general, including their writing fluency, is facilitated by journal writing.

This method's application is easy and efficient enough to let student create or write down the words they want to learn. Students are able to do this by writing down any knowledge they have on paper. The regularity of daily vocabulary use impacts the efficacy of this practice. Students can apply this approach as much as they like until it becomes a habit because there is no time limit on its use.

Some students' incompatibility with this learning technique can be caused by several things, one of which is differences in learning types. Among the students there are definitely those who have visual, auditory or kinesthetic learning types, but this can be minimized because the daily journal vocabulary technique is a flexible teaching technique, it is said that because this technique is not tied to certain learning media. Students or teachers are free to use any learning media adapted to the student's learning type. Students can also freely modify the features in their daily journal vocabulary, such as adding synonyms, antonyms, pronunciation, and so on according to the students' wishes. As the English subject teacher said in the interview, student initiative and motivation to learn are very important in using this technique. Intense and regular use of the daily vocabulary journal technique can make students' memories of vocabulary last a long time. The daily journal vocabulary technique should be taken into consideration by teachers so that it can be applied to students, accompanied by several modifications as improvements if necessary

4. CONCLUSION

Research entitled " Implementation of Daily Vocabulary in "English language learning at SMPN 3 Sambaliung ," which was carried out in range time July 17th until August 19 , 2023, providing a number careful and substantial conclusions _ based on analysis of collected data .

First conclusion show that Daily Vocabulary technique consistent proven to be very effective , and p This similar with testimonial from the language teacher England has _ apply technique This previously . Effectiveness level the can be measured through observation participative , results interview depth , and response student through questionnaire .

This data in a way consistent reflect significant change _ in ability student in apply vocabulary , indicating that technique Journal Daily capable give impact positive in a way real .

Next conclusion base self to improve amount successful vocabulary mastered by students as consequence from application technique Journal Daily . Collected data give rich and detailed picture that technique This No only succeed in increase ability communicate daily student in Language English , but also online substantial enrich and expand vocabulary they in a way comprehensive . Enhancement amount vocabulary become proof concrete that technique This impact positive in increase understanding and mastery student to vocabulary .

With so , technique This No only increase efficiency of the learning process , but also helpful students for more focus and get it understand material more Good. Overall , This imply that use technique appropriate learning with style Study student can give more impact positive and sustainable .

REFERENCE

- Al-qur'an terjemah Andari. (2023). FACTORS INFLUENCE THE ACQUISITION OF VOCABULARY BY YOUNG LEARNERS. *Jurnal Pendidikan Anak Usia Dini*, 2(2). <https://doi.org/10.53977/kumarottama.v2i2.833>
- Bunjamin. (2021). BELAJAR DAN PEMBELAJARAN. UPT UHAMKA Press.
- Daar. (2020, April). PROBLEMS OF ENGLISH LANGUAGE LEARNING IN CONTEXT (1st ed.). PKBM SAMBI POLENG.
- EF EPI 2023 – EF English Proficiency Index. (n.d.). <https://www.ef.com/wwen/epi/>
- Elita, Sutapa, & Susilawati. (2018). THE USE OF VOCABULARY JOURNAL IN TEACHING VOCABULARY. An Article.
- Fahmi. (2016). STUDENTS' WRITING COMPETENCE IN WRITING DAILY JOURNAL. Thesis. <https://repository.ar-raniry.ac.id/1673/1/Rizal%20Fahmi.pdf>
- Hajis. (2014). Improving Students vocabulary by Using Visual Media at SMP Negeri 10 Makassar. Education.
- Moleong, L. 2014. Metodologi Penelitian Kualitatif. Edisi Revisi. Bandung: PT Remaja Rosdakarya
- Nurdini, & Marlina. (2017). VOCABULARY JOURNAL AS A LEARNING TOOL FOR STUDENTS IN LEARNING VOCABULARY THROUGH READING AT JUNIOR HIGH SCHOOL. *English Language Teaching*. <https://doi.org/10.24036/jelt.v6i1.9720>
- Nurhayati, R. (2021). Penguasaan Kosakata Memiliki Pengaruh Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Madrasah Aliyah Swasta. *Journal of Learning and Instructional Studies*, 1(2), 81–90. <https://doi.org/10.46637/jlis.v1i2.13>
- Puspitarini, & Hanif. (2019, October). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2).

- Sa'adatuddaroen. (2019). developing student's knowledge through daily journal vocabulary. Thesis.
- Samsu. (2021). metode penelitian & aplikasi penelitian kualitatif, kuantitatif, mixed methods, sertaresearch and development (2nd ed.). Pusaka Jambi.
- Slameto. (2015). Belajar dan Faktor-Faktor yang Mempengaruhinya (Revisi, Vol. 6). Rineka Cipta
- Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: PT Alfabet.