AN UNDERGRADUATE THESIS

THE EFFECT OF U SING DAILY ACTIVITIES MATERIAL TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MAN 1 MAJENE

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ABSTARK

SARTIA DEWIANTI: Pengaruh Penggunaan Materi Aktivitas Sehari-hari Terhadap Meningkatkan Penguasaan Kosakata Siswa Pada MAN 1 Majene. **Skripsi. Majene: Fakultas Keguruan dan Ilmu pendidikan, universitas Sulawesi Barat.**

Tujuan Penelitian ini untuk mengetahui pengaruh penggunaan materi daily activities terhadap penguasaan kosakata bahasa Inggris siswa dan mengetahui persepsi siswa terhadap setelah menggunakan materi daily activities untuk peningkatan kosakata bahasa Inggris siswa. Penelitian ini dilaksanakan pada kelas XI disekolah MAN 1 Majene yang berjumlah 100 siswa dengan sampel penelitian berjumlah 40 siswa. Penelitian ini menggambarkan metode kualitatif dari Sugiyono (2019). Peneliti menggunakan metode kualitatif dengan menggunakan metode quasi-eksperimen design, yaitu kelas eksperimen dan kelas kontrol dengan masing-masing 40 siswa dari populasi. Teknik penggunaan sampel penelitian ini adalah cluster sampel. Kelas eksperimen diajarkan kosakata melalui materi aktivitas sehari-hari, sementara kelompok kontrol diajarkan dengan metode konvensional. Penelitian ini menggunakan instrumen diantaranya yaitu test (pre-test dan post-test) dan questionnaire. Penelitian ini menggunakan mengolah data dari SPSS. Peneliti menemukan bahwa HO diterima jika Sig>0.05 and H_0 ditolak jika Sig<0.05. Berdasarkan dengan hasil analisis data, penelitian ini menyimpulkan bahwa adanya peningkatan penggunaan materi daily activities dapat dilihat dari nilai rata-rata (post- test) pada kelas eksperimen (75,5%) lebih tinggi daripada nilai rata-rata pre-test (48,5%). Hal ini menunjukkan bahwa adanya peningkatan 0,202 lebih besar dari signifikan (0.05). Adapun dengan hipotesis yang telah diuji melalui uji sampel berpasangan T-test dengan hasil (75,50%). Terbukti bahwa Hipotesis H1 dapat diterima dan HO ditolak. Peningkatan ini mengidentifikasikan bahwa siswa yang belajar kosakata melalui materi aktivitas sehari-hari memiliki peningkatan skor yang signifikan di bandingkan kelas kontrol. Persepsi siswa yang ditemukan mendapatkan hasil 84% berkategori Good. Temuan penelitian ini ditemukan bahwa penggunaan daily activities material dapat meningkatkan kemampuan kosakata siswa

Katakunci: Penguasaan Kosakata, Aktivitas Sehari-hari, Metode Kuantitatif, MAN 1 Majene

CHAPTER I

INTRODUCTION

A. Background

Teachers have the task to choose the right learning model and media in accordance with the material presented in order to achieve educational goals because until now there are still many difficulties experienced by students in learning and understanding English material (Priyanto, 2012). Learning a new language cannot begin without knowing the word of the previous language. Because language is a means of communication, So vocabulary knowledge is the main thing in learning English. Therefore, vocabulary knowledge is central to communicative competence and second language acquisition (Schmitt, 2020). According to Nation (2013), vocabulary mastery is the basis of effective language skills, because without adequate vocabulary, students will have diffuculty constructing meaningful sentences and understanding the text they read or hear.

Vocabulary is the main need to learn a language which is considered one of the success factors in learning a new language (Syafrizal, 2018). Vocabulary is aspects that must be known in English learning because without vocabulary learner cannot speak and write to each other. Learner will find it difficult when vocabulary knowledge is insufficient and therefore vocabulary is very important in English and in learning a language. Such vocabulary is also often a way for students to improve their skills in English.

There are several opinions regarding how to improve vocabulary, one opinion comes from the Nation (2017), one method that can be applied is learning vocabulary through daily activities material this approach not only makes learning more fun, but also helps associate new word with their real experiences, thereby facilitating the process of understanding and applying vocabulary in everyday communication. English Short stories mostly explain words and ideas in a context that provides meaning and appropriate use (Saydakhmetova, 2020). At the same time, these new words help vocabulary-

challenged students recognize similar word roots. Short stories are one of the most useful methods that can be used to develop students' talents in learning and memorizing new vocabulary. Recently, there are methods. The new teaching is called language-based short story Teaching (SSLBT). According to Khatib and Seyyedrezaei (2017), using this method in ELT has many benefits. They state that one of the advantages of this method is "building up a broad vocabulary."

The researcher has conducted observation activities and previous interviews with teachers of English Class MAN 1 MAJENE, the teacher has explained about the various problems faced by students with limited English only following the syllabus designed by the school and studying English only once a week because we have to focus on general subjects. At the time of observation, the researcher found several problems, the first is the lack of vocabulary, the second is the lack of interest in learning English, the third is that students cannot understand learning, in addition, the researcher also found problems based on observation, namely with low motivation and enthusiasm for learning. Snow, et. al (2020) view highlights that a lack of vocabulary hinders reading comprehension, which has a direct impact on academic achievement in all areas of study. If a lack of vocabulary of learning skills is left unchecked, students will experience difficulties in understanding texts, resulting in lower academic achievement and overall learning ability.

The researcher found that students need to be more motivated and provide fun learning media to achieve learning goals. Lack of vocabulary creates barriers that discourage students from learning English (Putri, 2019). Therefore, it is a big challenge for teachers to find effective and efficient strategies in teaching vocabulary. As a result, teachers can help students memorize words better to improve their vocabulary achievement. They mentioned that they are always not motivated to learn new vocabulary (Suharti, et. al, 2020). Therefore, to overcome this problem, researcher are

interested in applying learning by telling their daily activities in the hope of solving the above problems.

Students learned about how to tell habits. Teaching vocabulary using Daily Activities material can also make it easier for students to memorize because this is often done daily. Based on observations, the researcher is interested in conducting research with short stories or tell their daily activities to improve vocabulary acquisition, namely in MAN 1 MAJENE entitled: " The Effect of Using Daily Activities Material to Improve Students Vocabulary Mastery at Man 1 Majene.

B. Identifying the Problem.

Based on observation made by researcher at MAN 1 MAJENE, the researcher defines some of the problems are as follows:

1. Lack of English vocabulary of students at MAN 1 MAJENE

2. The learning methods used in school has not been effective in improving students' English vocabulary

C. Limitations and Formulation of the Problem

Based on the background described above, it can be formulated as follows problems:

1. Can the use of the daily activities' material improve students' vocabulary in learning English?

2. What are students' perceptions of using the Daily Activities material?

D. Research Objectives

From the description of the problem that has been described, then this study aims as follows:

1. To find out how to improve students' before and after the daily activities' material is used in teaching English.

2. To find out the students' perceptions about leraning Daily Activities material in improving their vocabulary mastery.

E. The benefits of research

The significance of this study as follows:

1. Hopefully, this study can be useful for students' in learning English to improve vocabulary.

2. The Researcher hope this study can help students' in finding a place to use containers.

3. The Researcher hope this study can help teachers in improving new vocabulary.

4. With this study, the researcher hopes to improve the quality of education, especially in English language learning.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Hidayah (2019) in her research entitled*" A Daily Activity book as a strategy of learning English for Esp learners to improve Writing Skill"* the aims to have an interest in learning in English which is considered difficult and boring by them. With this research, the researcher believe that this technique can help in improving writing skills to explore their ideas and feelings in everyday stories. This study used quantitative experimental research. From the discussion of the findings resulted in a standard deviation score for the experimental group of 5,140 and 6,703 is the standard deviation for the control group. With this, it can be said that the use of daily activity book strategies can improve students ' writing skills.

Yaqin (2023) in his research entitled "*The effect of the total physical response method on the results of the Dally activity material formative assessment in elementary school*". The purpose of this study was to identify how much influence the total physical response method had on the final results of the formative assessment. This s tudy uses quantitative research methods. Samples and research objects were taken from fourth grade students at school. Kuala Lumpur in Indonesia. The results showed that there was an average score of 62.35 pretest and 86.35 posttest of 34 fourth grade learners. In addition, the test results showed the value (sig-2 tailed) in both variables as much as 0.000 and less than 0.005. So from this it can be seen that the total physical response method has an influence on the results of the formative assessment of fourth grade students.

The following research is Saputro, et. al (2021) in his research entitled Online English-speaking training "*Daily activities with zoom meeting*". The research aims to increase the spirit of learning to speak English during a pandemic, using zoom media that is specialized in daily activities. This study was aimed at elementary school children from various schools. And this study

succeeded in making students able to convey daily activities in English well and correctly.

Based on the above research can be concluded that in the learning program by using the material daily activities can carry out well. Students can learn correctly, easily memorizing vocabulary daily activities even in writing English. As for students using daily activities, they are able to expand the space and opportunities to learn at home. Participants can learn things they often do or their habits and can be said in the application of this vocabulary improvement learning model has not been found relevant research on the effect of use Daily activities material to improve vocabulary in students and applied in Class XI students.

So, there are differences among the three studies above and with this study. Each of studies has differences, such as in the first research focusing on writing while this study focused on vocabulary, then in the second research focusing on the pre-experiments while this study it will focus on the of quasi-experiments and in the third focusing on the type of zoom application online while this research is offline.

B. Theoretical Framework

1. Vocabulary

a. Definition of vocabulary

Learning language cannot be separated from Learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings communication (Lamante, 2020). According to the Big Indonesia Dictionary or usually called (KBBI), Vocabulary is a word. Learning vocabulary as a teacher should teach good vocabulary and grammar when studied. According to (Restrepo, 2015) vocabulary learning is a process that involves a foundation in the learning of a second language. So, a simple understanding, learning new vocabulary can involve the following factors:

a) Read or understand a lot, including notebooks.

b) Basic understand look up a word in a dictionary or get a teacher's explanation.

According to Renandya (2002) states that "vocabulary is a core component of having many benefits and resulting in many things better than self-learning, acquiring, reading, and writing". That is, the first thing we must learn in English is the mastery of vocabulary, because with vocabulary, you can learn Easter language skills and it will be useful for the learning process. So, research can conclude that vocabulary is a list of words that have meaning to make good sentences for our speech in everyday life. Some words or sayings may seem simple to apply to something so that it is easy to apply, but there are also words that may be difficult to apply because their meaning can change depending on the words that accompany them.

b. Types of vocabulary

According to Harmer followed in (Nappu, 2017) with categorized that vocabulary can be learned with two different types:

1) Active Vocabulary

Is the one that deals with the lexicon that has been studied by the student and that can be used as a means of verbal or written communication.

2) Passive Vocabulary

This applies to the set of words that students identify and pronounce when they are mentioned, but they may face challenges in understanding these words in their own expressions.

c. Word Classes of Vocabulary

According to (Fuad 1998), which was later updated again in research (Annisa, 2022), the term used to group words based on their function category is called part of speech. (Annisa, 2022) classifies words, namely nouns, adjectives, verbs, adverbs:

1. Noun

Nouns are words that show people, thing, place, tree, animal, etc. There are types of nouns, as below:

a) Abstract and Concrete Noun

Nouns that are abstract cannot be seen with human eye. For example, happiness, freedom, etc. Concrete nouns are the name of people, place, or things that can be seen by eyes or concert. For example, chair, car.

b) Common Noun

Common nouns are noun that show the type or class of words, place etc. For example, book tools and stone.

c) Proper Noun

Proper nouns are the names of people or places. It usually uses capital letters. For example: Amir, Yogyakarta, Bandung.

d) Collective Noun

Name of a group that they are to be a unit. For example, a team, s club, a jury.

e) Material Noun

Material nouns are the name of things that are not made by people. For example: Gold, water, fish.

2. **Adjective**

The adjective is a word that is used to explain nouns or pronouns. For example: good, happy, beautiful, bad. As for example sentences: I think he is most charming and caring person I have ever known, she is a smart student who always excels in her studies.

3. **Verb**

Verbs are words that show the name of action by people. For example: come study, and buy, etc. The kinds of words are as below:

a) Ordinary Verb

Ordinary verbs have features if they are used in negative and interrogative sentences use an auxiliary verb, do, does, did.

b) Auxiliary Verb

An auxiliary verb is a verb that is used with other verbs to show an action or situation.

c) Linking Verb

Linking verbs are used to relate between subject and its complements. For example, be, am, are.

d) Transitive Verb

Transitive Verb are needed objective to complete the meaning of the sentence.

e) Intransitive Verb

Intransitive Verb are verbs that are not needed objects.

4. **Adverb**

An adverb is a word that explains how the Jon is done, where is the place, and when the events happened. The kinds of adverb are as follows:

a) Adverb of Manner

b) Adverb of Place and Direction

c) Adverb of Time

d) Adverb of Degree

e) Adverb of Frequency

f) Interrogative Adverb

d. Type Test of Vocabulary

The multiple-choice format is by far the most popular method of assessing a reader's vocabulary and grammar understanding. According to Brown (2007), multiple-choice responses are not only a matter of choosing one of four or five possible answers. Additional styles include same/different, circle the answer, true/false, choose the letter, and matching, some of which are particularly helpful at the lower reading levels.

Mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context but might serve as a vocabulary or grammar check. So, this research will use multiple-choice to test vocabulary.

e. Vocabulary Mastery

According to John (2000), in (Watiningsih, 2017) vocabulary is "knowledge of knowing the meanings of words," and the goal of a vocabulary test is to see if students can match each term to a synonym, a dictionary-tape definition, or an analogous word in their own language. Vocabulary is a familiar collection of words that we often hear in language a person. Supported by (Cameron, 2001), in (Elis, 2021) the aspects of vocabulary mastery include pronunciation, spelling, and meaning. Thus, the vocabulary serves as a word and a

communication tool. The same case will happen when we try to listen to what people say and it will be difficult if we haven't ever heard about a word that he or she says.

In addition, (Elis, 2021) says without a lot of vocabulary, it's impossible to use English correctly and clearly. It is proven that vocabulary is very important when we learn a foreign language, especially the English language which has a variety of vocabulary.

From some theories above, the researcher can conclude that Vocabulary mastery can be defined as a number of vocabularies (words) in a language that contains information about meaning, form, and use in the context of communication. This is a basic that must be mastered by students before mastering English.

f. Learning Vocabulary

Learning is essentially a process of interaction with all situations that exist around the individual. Learning can be seen as a process that is directed towards goals and a process of acting through various experiences. Learning is also a process of seeing, observing, and understanding something (Sudjana in Rusman, 2013). Learning activities are carried out by two actors, namely the teacher and students.

According to Rahman (2021), the teaching and learning process or teaching process is an activity of implementing the curriculum of an educational institution that has been determined. The aim of education is basically to lead students towards changes in behavior both intellectually, morally and socially so that they can be independent as individuals and social beings. In achieving these goals, students interact with the learning environment arranged by the teacher through the learning process.

2. Daily activities Method

a. Definition of daily activities

According to Risna, (2022) 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 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 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 researcher concluded that just like high school children in general, students at Madrasah Aliyah Majene also often write a Their daily activities both in a personal secret book and in the daily note's 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 was 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 is 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 that 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 MAN 1 MAJENE.

As for the daily activities that the research aims for, they are students' daily activities from when they wake up in the morning until they come home from school. Students writed down and talk about their activities before going to school until they come home from school. There are several examples of vocabulary in Daily Activities, namely:

NOUN

Car	Mobil
Bag	Tas
Clothes	Pakaian
Book	Buku
Home	Rumah

ADJECTIVE

Smart	Pintar

Late	Telat
Hot	Panas
Bored	Bosan
Buzy	Sibuk

VERB

Breakfast	Sarapan
Sleep	Tidur
Ride	Mengendarai
Sweep	Menyapu
Break	Istirahat

ADVERB

School	Sekolah
Class	Kelas
Canteen	Kantin
Tomorrow	Besok
Hour	Jam

Figure 2.1 Vocabularies Daily Activities

There are several examples of daily activities sentences below, namely:

a) I wake up at 05.00 am.

b) I take a bath at 05.05 am.

c) I pray dawn at 05.15 am.

d) I go to school at 06.00 am.

e) I come in the class at 06.15 am.

f) I study an Indonesia language in the first lesson.

g) I take a break at 10.00 am.

h) I study a science lesson in the Second lesson.

i) I come home from school at 14.30 pm.

j) I pray asr at 15.15

k) I take an afternoon shower for magrib prayers at 18.00

In this research, the researcher provides an overview of how this research was carried out based on the problems found, which can be presented in the following excerpt.
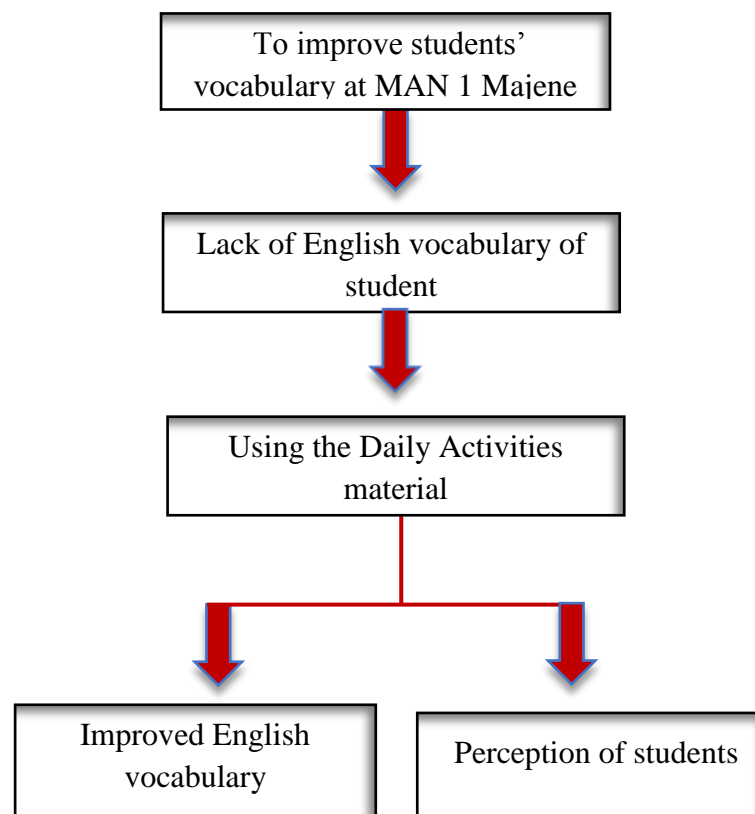

Figure 2.2 Conceptual Framework

Based on the researcher goal of seeing the effectiveness and responses of students in learning English. Learn English using the daily activities method where they will write, memorize, and narrate their daily activities from waking up in the morning until evening from school using collaborative learning methods. Therefore, learning English was used daily activities method and the

teacher will teach. English learning uses collaborative learning methods because collaborative learning is learning using discussion methods.

From this conceptual framework, the researcher was given students a pre-test and teach vocabulary words such as general expressions, time and date, direction of travel, etc.

C. Hypothesis

Hypothesis is a statement that can be said as a temporary answer to in a study. A hypothesis can also be expressed as a temporary explanation of the relationship of complex phenomena. Therefore, the hypothesis becomes very important in a study. According to a Muri Yusuf (2005) a hypothesis is a temporary conclusion that is not final; temporary answer, temporary guess; which is the researcher's construct of the research problem, which states the relationship between two or more variables.

Types of research hypotheses according to Ismawati (2024) hypotheses are divided into two types, namely the working hypothesis and the null hypothesis.

1) Alternative Hypothesis

The working hypothesis is often also called the alternative hypothesis (Ha). Yet there are times when the hypothesis is denoted by H1. H1: student learning outcomes improved after using Daily activities in English learning.

2) Null hypothesis

While the null hypothesis (null hypotheses) is usually symbolized by Ho. Another name for this hypothesis is the statistical hypothesis. It is so named because it is often used in quantitative research that requires statistical calculations. In contrast to the hypothesis, Ho explained that there is no relationship or influence between one variable and another.

Ho: students' learning outcomes do not improve after using Daily activities in English learning.

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