

## The Impact of Improving Students' Vocabulary Mastery through Telling Daily Activities among Grade X Students of Vocational School

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**Abstract:** *This study investigates the effectiveness of the "Telling Daily Activity" technique in improving English vocabulary mastery among Grade X students of SMK Pariwisata Arruhul Jadiid Tanak Beak in the academic year 2025/2026. Employing a quantitative approach with a pre-experimental design (One Group Pretest-Posttest), the research involved 14 students. Data were collected using vocabulary tests, interviews, and classroom observations. Findings indicate that the average pre-test score was 46.78, while the post-test average increased significantly to 70.35. A paired sample t-test revealed a t-count of 4.704 with a significance level of 0.000 ( $<0.05$ ), confirming a significant difference between pre-test and post-test scores. These results demonstrate that telling daily activities is effective in enriching students' vocabulary, enhancing confidence, motivation, and active classroom participation. The study affirms the importance of contextual learning strategies in language acquisition at vocational schools.*

**Keywords:** *Daily activities, English learning, Telling daily activity, Vocabulary mastery, Vocational education*

**Abstrak:** Penelitian ini mengkaji efektivitas teknik "Telling Daily Activity" dalam meningkatkan penguasaan kosakata bahasa Inggris siswa kelas X SMK Pariwisata Arruhul Jadiid Tanak Beak pada tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental (One Group Pretest-Posttest). Sampel penelitian terdiri dari 14 siswa. Data dikumpulkan melalui tes kosakata, wawancara, dan observasi kelas. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 46,78, sedangkan rata-rata post-test meningkat signifikan menjadi 70,35. Uji t sampel berpasangan menunjukkan nilai t-hitung 4,704 dengan tingkat signifikansi 0,000 ( $<0,05$ ), yang menegaskan adanya perbedaan signifikan antara skor pre-test dan post-test. Temuan ini menunjukkan bahwa teknik telling daily activities efektif dalam memperkaya kosakata siswa, meningkatkan kepercayaan diri, motivasi, serta partisipasi aktif di kelas. Penelitian ini menegaskan pentingnya strategi pembelajaran kontekstual dalam pemerolehan bahasa di sekolah kejuruan.

**Kata kunci:** Aktivitas harian, Telling daily activity, Penguasaan kosakata, Pembelajaran bahasa Inggris, Pendidikan kejuruan

## 1. INTRODUCTION

Vocabulary is a fundamental component in language learning, forming the basis of communication across listening, speaking, reading, and writing skills. Hatch and Brown define vocabulary as a set of words used in a language or by individual speakers [1],[2]. For students in vocational schools, particularly those in tourism-related fields, strong vocabulary knowledge is essential to meet academic and professional demands. However, many learners struggle with limited vocabulary, hindering their ability to comprehend and express ideas effectively.

In the context of SMK Pariwisata Arruhul Jadiid, many Grade X students encounter challenges in understanding textbook content, particularly with unfamiliar verbs, leading to misinterpretation and reduced confidence. Research by Vygotsky emphasizes that language learning is enhanced through social interaction and contextual activities [2],[3],[4]. Thus, methods that integrate students' real-life experiences with vocabulary learning can significantly impact mastery and retention.

One promising approach is the "Telling Daily Activity" technique, where students narrate their everyday routines in English. According to Krashen, meaningful and contextual input fosters natural language acquisition [1],[5],[6]. By linking new vocabulary to familiar contexts, students are more likely to remember and use words accurately in communication.

Despite its potential, the classroom application of telling daily activities often faces challenges, such as lack of vocabulary guidance and varying student abilities. Brown notes that engaging students in meaningful conversations enhances both vocabulary and speaking skills [7],[8],[9]. Therefore, this study investigates the effectiveness of the technique in improving vocabulary mastery, focusing on its application and challenges.

This research aims to examine the impact of telling daily activities on vocabulary development among Grade X students, assess its effectiveness in classroom contexts, and provide insights for improving English teaching strategies in vocational schools.

## 2. RESEARCH METHOD

### 2.1 Research Design

This study employed a quantitative pre-experimental design with a one-group pretest-posttest format. Students were given a pretest, exposed to the telling daily activity technique across six sessions, and then evaluated with a posttest.

### 2.2 Participants

The research sample comprised 14 Grade X students of SMK Pariwisata Arruhul Jadiid, including 5 males and 9 females. This intact class was selected as the experimental group.

### 2.3 Instruments

Three instruments were employed: (1) a vocabulary test (multiple-choice) for pretest and posttest; (2) structured classroom observations to record students' engagement and vocabulary use; and (3) semi-structured interviews to capture perceptions regarding the technique.

### 2.4 Data Collection

Data were collected in three phases: (1) administration of a pretest to assess baseline vocabulary; (2) six instructional sessions using the telling daily activity technique; (3) administration of a posttest and interviews to evaluate progress and student attitudes.

### 2.5 Data Analysis

Descriptive statistics were used to compare pretest and posttest means. Validity and reliability were tested using SPSS. Inferential statistics, specifically a paired sample t-test, determined whether differences in scores were statistically significant.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

**Table 1. Students' Vocabulary Scores**

Student	Pretest	Posttest
AM	35	65
AZ	85	90
AH	80	90
BAW	75	80
DA	40	75
FW	45	80
LES	35	85
MS	25	90
M	15	55
NR	45	70
RZH	25	35
SI	45	50
SA	25	35
WK	80	85
<b>Mean</b>	<b>46.78</b>	<b>70.35</b>

The results show that all students experienced improvement in their vocabulary mastery. Notably, students with lower pretest scores (e.g., M, SA, MS) showed the most significant gains. The average increase from 46.78 to 70.35 highlights the effectiveness of the intervention.

The paired sample *t*-test revealed a *t*-value of 4.704 with a significance level of 0.000, indicating a statistically significant improvement ( $p < 0.05$ ). Reliability analysis using Cronbach's Alpha exceeded 0.80, confirming instrument consistency.

#### 3.2 Discussion

The findings align with Nation's argument that vocabulary retention improves when learners use new words in meaningful contexts [10],[11],[12]. Students reported increased motivation and confidence, consistent with Krashen's Input Hypothesis emphasizing contextualized learning [3],[13],[14]. Additionally, the technique promoted active participation, supporting Brown's perspective on communicative learning [15],[16],[17]. However, challenges such as fear of mistakes and varied ability levels remain, echoing Ellis's concerns on second language learning barriers [18],[19],[20].

The result of the paired sample *t*-test, with a *t*-value of 4.704 and a significance level of

0.000, indicates that there is a statistically significant difference between the students' vocabulary mastery before and after the implementation of the "Telling Daily Activities" strategy. Since the significance value ( $p < 0.05$ ) falls below the accepted threshold, it can be concluded that the intervention had a positive impact on improving the students' vocabulary mastery. This implies that engaging students in telling their daily routines helped them recall, use, and retain English vocabulary more effectively compared to conventional teaching methods [21],[22],[23].

The improvement in students' vocabulary mastery suggests that contextual learning through telling daily activities encourages learners to connect words with their real-life experiences. This finding aligns with communicative and task-based language teaching theories, which emphasize the importance of meaningful language use in authentic contexts [24],[25],[26]. When students describe their daily activities, they naturally apply vocabulary that is personally relevant, leading to better comprehension and long-term retention. Thus, the activity not only enhances vocabulary but also supports fluency and confidence in oral communication [28],[29].

Moreover, the high Cronbach's Alpha coefficient (above 0.80) demonstrates that the research instrument—such as questionnaires or test items—was highly reliable and internally consistent. This means that the items used to measure students' vocabulary mastery were dependable and accurately reflected the intended construct. High reliability strengthens the credibility of the study's findings, ensuring that the observed improvement in vocabulary mastery truly results from the teaching intervention rather than from measurement error or inconsistency [28],[30].

Overall, the statistical evidence confirms that the use of telling daily activities as a teaching strategy is both effective and pedagogically sound for vocational high school students. It not only improves their vocabulary mastery but also fosters active participation, self-expression, and communicative competence. Therefore, this strategy can be recommended as an alternative or supplementary technique for English teachers in vocational schools to enhance vocabulary learning in an engaging and meaningful way.

#### 4. CONCLUSION

This study concludes that the telling daily activity technique effectively improves vocabulary mastery among Grade X students of SMK Pariwisata Arruhul Jadiid. The significant increase in test scores demonstrates that contextualized and experiential approaches foster better retention and application of new vocabulary. Moreover, the technique enhances students' motivation, confidence, and classroom engagement. These findings support the integration of contextual, communicative approaches in vocational English education.

#### 5. CLOSING STATMENT

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