

THESIS
THE USE OF VOCABULARY NOTEBOOK TO IMPROVE
STUDENTS' VOCABULARY MASTERY IN SDK ROSA
MYSTICA KUPANG



MARIA APRESIILYA ATIRTA PUTRI ZONA

REG. NO 12121021

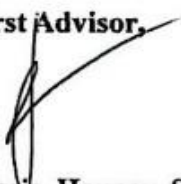
ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG

2025

THESIS
THE USE OF VOCABULARY NOTEBOOK TO IMPROVE STUDENTS'
VOCABULARY MASTERY IN SDK ROSA MYSTICA KUPANG

APPROVED BY

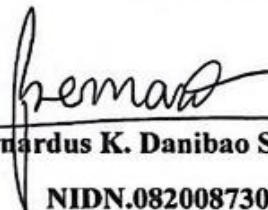
First Advisor,



**Dr. Priscilla M. Assis. Hornay, S.Pd,
MA, M.Ed**

NIDN. 0808048601

Second Advisor,

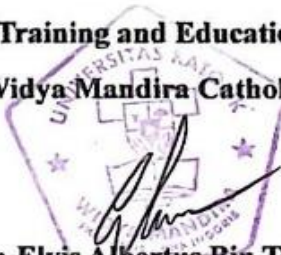


Dr. Bernardus K. Danibao S.H.,M.Ed

NIDN.0820087301

ACKNOWLEDGED BY :

Head of English Education Study Program
Teacher Training and Educational Science Faculty
Widya Mandira Catholic University



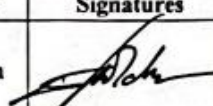
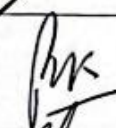
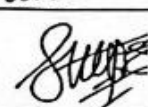
Dr. Elvis Albertus Bin Toni, S.Pd., MA

NIDN. 0823028101

EXAMINATION BOARD

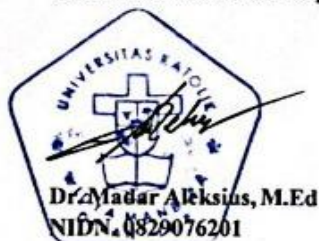
This Thesis was defended on the 28th of July, 2025

Board Examiners

No	Names	Positions	Signatures
1	Dr. Madar Aleksius, M.Ed NIDN. 0829076201	Chairman	
2	Dr. Bernardus K. Danibao S.H., M.Ed NIDN. 0820087301	Secretary	
3	Dr. Elvis Albertus Bin Toni, S.Pd., MA NIDN. 0823028101	Examiner I	
4	Aplonia Nelci Ke Lomi, S.Pd., M.Pd NIDN. 1501049601	Examiner II	
5	Dr. Priscilla M.A. Hornay, S.Pd., MA, M.Ed NIDN. 0808048601	Examiner III	

Acknowledged by,

Dean FKIP UNWIRA Kupang



Head of English Education Study Program of
FKIP UNWIRA Kupang



PERNYATAAN ORISINALITAS

Yang bertandatangan di bawah ini:

Nama Mahasiswa : Maria Apresillya Atirta Putri Zona

No Registrasi : 12121021

Fakultas/Program Studi : Fakultas Keguruan Dan Ilmu Pendidikan/ Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa skripsi yang berjudul :

THE USE OF VOCABULARY NOTEBOOK TO IMPROVE STUDENTS' VOCABULARY MASTERY IN SDK ROSA MISTYCA KUPANG

Adalah benar-benar karya saya sendiri dan apabila dikemudian hari ditemukan unsur-unsur plagiarisme, maka saya bersedia diproses sesuai dengan peraturan perundang-undangan yang berlaku.



Kupang, 21 Agustus 2025

Marja Apresillya Atirta Putri Zona

MOTTO

“If God brings you to it; He will bring you through it”

DEDICATION

I dedicate this writing to:

1. My mother Martha Meri Murni and my grandmother Emirensiana who always supports and prays for me every time during the lecture process.
2. My aunt Yeni Maria Merti who always works hard to support me in my study to this stage
3. My sisters Eca Dariti, Noncytha Borlin, Sendy and Cerly who always support me trough out this journey.
4. My brothers Julian and Leandro who always support me too trough out this journey.
5. My beloved family who have contributed during my study.

ACKNOWLEDGMENT

Nothing is possible without the guidance of the Lord Jesus and Our Lady, Mary. Who enlighten the writer in the whole process of completing the writer study. Therefore, the writer would like to express deepest gratitude for His abundant love and blessings.

The writer realizes that in various difficulties, the writer received so many contributions and helps from many people during the process of writing this thesis. As a respect, the writer would like to thank to:

1. Dr. Philipus Tule, SVD the rector of Widya Mandira Catholic University Kupang, who supervises the University including English Education Study program where the writer studies and gets the Sarjana Degree in English Language Education.
2. Dr. Madar Aleksius, M.Ed as the Dean of the Teacher Training and Educational Science Faculty of Widya Mandira Catholic University, who wisely manages the faculty and handles all the administrative affairs for this thesis.
3. Dr. Elvis Albertus Bin Toni, S.Pd, MA as the Head of the English Education Study Program, who wisely manages the program and handles all the administrative affairs for conducting this researcher and writing the thesis.
4. Dr. Priscilla M.Assis, Hornay, S.Pd, M.A, M.Ed as the advisor I and Dr. Bernardus K. Danibao S.H.,M.Ed as the advisor II who had provided their time

to guide, help, and motivate the writer from the beginning of proposal composing until the thesis writing.

5. Dr. Elvis Albertus Bin Toni, S.Pd., MA and Aplonia Nelci Ke Lomi, S.Pd, M.Pd as the examiner I and examiner II to provide their time to examine this thesis and provide valuable suggestions for this writing to be better.
6. All the lecturers at the English Education Study Program for their everlasting support and guidance during the writer study as a students in Widya Mandira Catholic University Kupang.
7. For the students V B from SDK Rosa Mystica who have participated in making this research a success.
8. The writer beloved family her mother Martha Meri Murni, her grandmother Emirensiana and her aunt Yeni Maria Merti, for their praying, love, support, and financial support during the writer study in the English Language Education Study Program at Widya Mandira Catholic University.
9. To all the writer friends and companions in arms, especially Melan Ndate, Bella Putri, Marsiana Ria, Queen Tari and Angga Siokain. Your presence has been a source of support, encouragement, and happiness during the long process of writing this thesis. Thank you for all the laughter, late-night discussions, strengthening each other in difficult times, and your presence that makes this journey feel lighter.
10. To my partner Hesron Zefanya Mandala who has always been by my side,

providing endless support, encouragement, and affection as the writer went through the process of writing this thesis. Thank you for your understanding, patience, and extraordinary care. You are one of the writer's greatest sources of strength, always encouraging the writer to keep going despite the challenges. Thank you for being an amazing friend, listener, and motivator.

11. All friends from Rofwen of English Education Study Program for having spending togetherness for three and a half years in Widya Mandira Catholic University Kupang.

12. I would like to sincerely thank myself for the strength, patience, and perseverance I have shown throughout the process of completing this thesis. Despite the challenges and countless moments of doubt, I chose not to give up. Thank you for staying resilient, for showing up every day, and for believing in the journey until the very end.

13. All persons that have direct and indirect contribution to the writer's success study, especially her success in writing this thesis.

The writer believes and realizes that their help and advice cannot be counted.

May the Almighty God bless them all.

Kupang, June 2025

Maria A.A.P Zona

ABSTRACT

Maria Apresillya Atirta Putri Zona, 2025

The Use of Vocabulary Notebook for Students' Vocabulary Mastery in SDK

Rosa Mistika Kupang

The purpose of this study is to examine the effectiveness of using a vocabulary notebook as a learning tool to improve students' vocabulary mastery. This research employed a Classroom Action Research (CAR) method based on Kurt Lewin's model and was conducted in one cycle. The participants were fifth-grade students of SDK Rosa Mistika Kupang, specifically class VB, consisting of 28 students. The instruments used included a pre-test, post-test, observation sheets, and lesson plans. The results of the study showed that the vocabulary notebook strategy was effective in enhancing students' vocabulary skills. This is evidenced by the increase in the students' average scores from the pre-test (65.46) to the post-test (82.64). Before using the vocabulary notebook, students had difficulties identifying and using new words, forming complete and accurate sentences, and remembering word meanings. After the implementation, students were more engaged, showed better understanding, and applied vocabulary more confidently in context. Most students demonstrated improved performance in matching vocabulary, filling in blanks, and rearranging sentences. The researcher suggests that teachers incorporate vocabulary notebooks as a supportive tool in vocabulary instruction, especially at the elementary level. Teachers are encouraged to provide clear guidance and consistent feedback to help students use the notebook effectively. For future researchers, it is recommended to explore the long-term impacts of vocabulary notebook use and apply it to other language skills or different grade levels.

Keywords: Vocabulary Notebook, Vocabulary Mastery, Elementary Students, Classroom Action Research

TABLE OF CONTENTS

THESIS	i
APPROVAL SHEET	ii
EXAMINATION BOARD.....	iii
PERNYATAAN ORISINALITAS	iv
DEDICATION	vi
ACKNOWLEDGMENT.....	vii
ABSTRACT	x
TABLE OF CONTENTS.....	xi
CHAPTER 1.....	1
INTRODUCTION	1
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	5
1.3 Objectives of Research	6
1.4 Significance of the Study	6
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
2.1 Vocabulary.....	8
2.1.1 The Definition of Vocabulary	8
2.1.2 Kinds of Vocabulary.....	9
2.2 Vocabulary Notebook	11
2.2.1 Definition of Vocabulary Notebook.....	11
2.2.2 How to Design Vocabulary Notebook Vocabulary	13
2.2.3 The Procedures of using Vocabulary Notebook in Vocabulary Teaching. .	14
2.2.4 Advantages of Vocabulary Notebook.....	16
2.2.5 Disadvantages of Vocabulary Notebook	17
2.2.6 Previous Studies.....	17

2.3 Conceptual Framework.....	21
CHAPTER III	23
RESEARCH METHODOLOGY	23
3.1 Research Design.....	23
3.2 Participant of the study	24
3.3. Research Location	25
3.4. Research Instrument	25
1.6.2. Pre-test and post-test analysis	28
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	30
4.1. Data Analysis	30
4.1.1. Pretest	30
4.1.2. Acting: Monday, 24th February 2025	35
4.1.3. Observation and Reflection	37
4.3. Discussion	42
CHAPTER V CONCLUSION AND SUGGESTIONS.....	46
5.1. Conclusion	46
5.2. Suggestions	47
REFERENCES	49