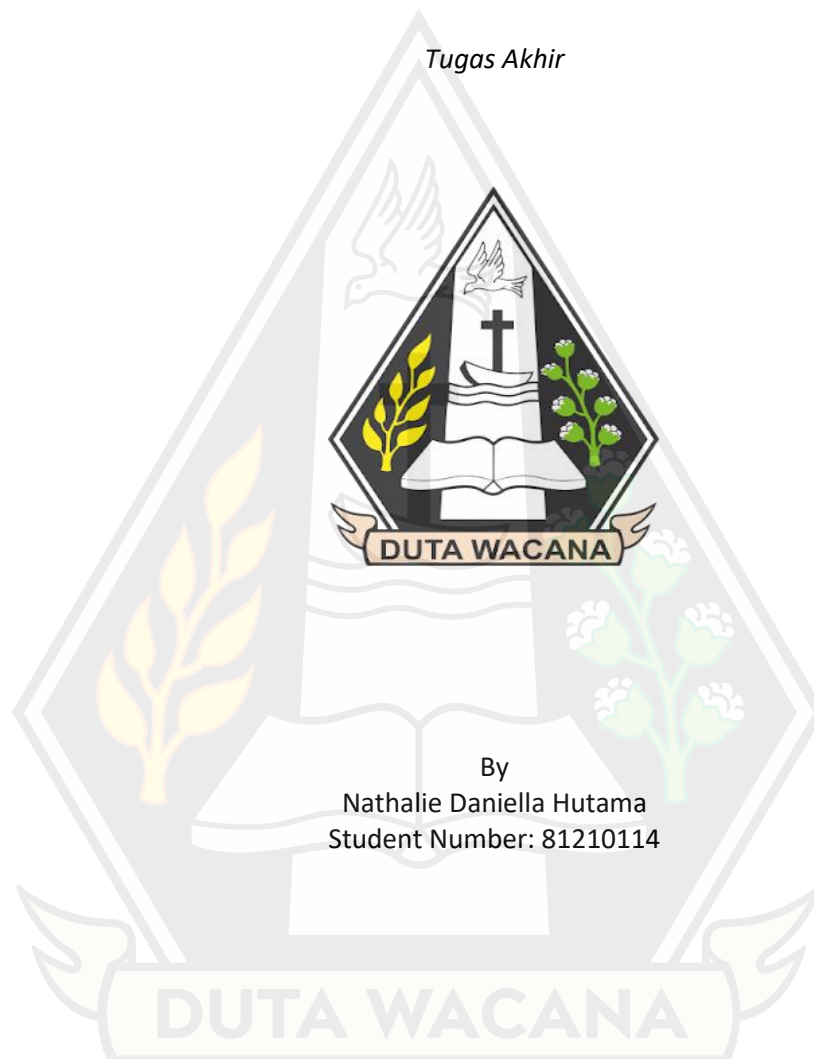


EXPLORING VOCABULARY LEARNING ACTIVITIES ON READING PROFICIENCY
AMONG HIGH SCHOOL STUDENTS IN YOGYAKARTA

Tugas Akhir



By
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ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA
2025

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Tugas Akhir

Presented as partial fulfilment of the requirements for the degree of Sarjana
Pendidikan (S.Pd)

In English Language Education Department

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has been approved for the Tugas Akhir Defence.



Yogyakarta, 23 June 2025

Advisor,

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**EXPLORING VOCABULARY LEARNING ACTIVITIES ON
READING PROFICIENCY AMONG HIGH SCHOOL STUDENTS
IN YOGYAKARTA**

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STATEMENT OF ORIGINALITY

I honestly declare that this *Tugas Akhir* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

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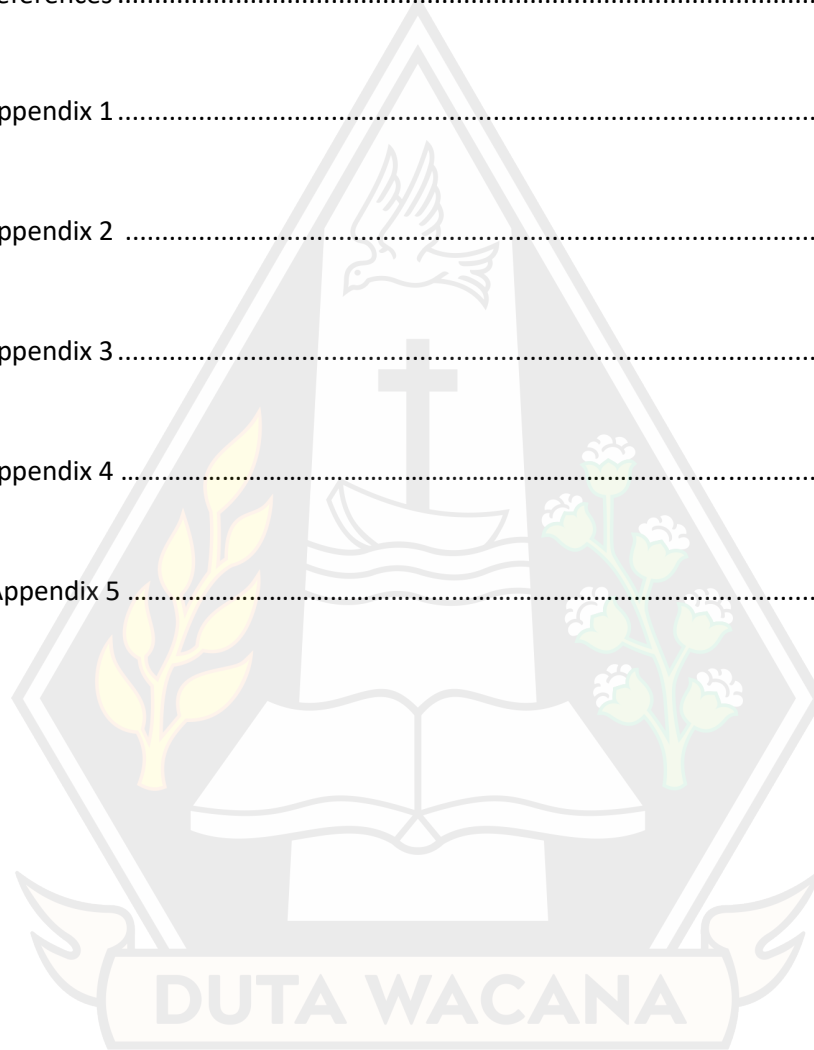
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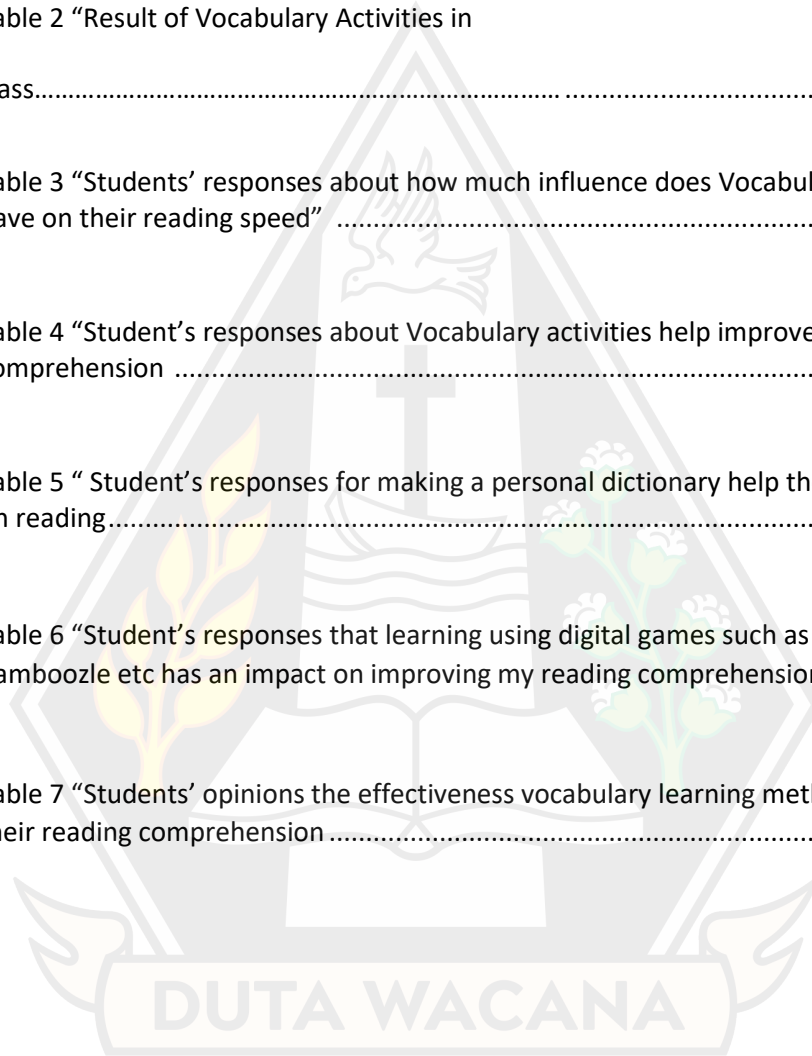
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Abstract

Nathalie, D.H (2025). *Exploring the impact of effective vocabulary learning activities on reading proficiency: A study for high school students in Yogyakarta* (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

This study investigates the perceptions and beliefs of high school students regarding classroom activities in English language instruction, with a particular focus on vocabulary learning. A mixed-methods approach, incorporating both qualitative and quantitative data, was employed. Data collection instruments included open-ended interviews, open-format questionnaires, and classroom surveys. The findings indicate that vocabulary-focused activities significantly contribute to the improvement of students' reading comprehension. The research was conducted in Yogyakarta and involved participants from seven high schools across the region. The primary objective was to explore both student and teacher perspectives on vocabulary instruction and assess its effectiveness in enhancing reading comprehension skills. Quantitative results from student questionnaires revealed that the majority of students found vocabulary activities—especially those involving reading short texts—highly beneficial. Qualitative data from teacher interviews suggested that most students responded positively to the range of vocabulary learning activities implemented in the classroom. However, a minority of students expressed a lack of interest, indicating that certain activities were not engaging or suitable for their learning preferences. Overall, across the participating schools, students reported that vocabulary instruction plays a significant role in their English language development and in understanding written texts.

Keywords: beliefs, mixed-method, vocabulary, reading, activities



DUTA WACANA

Intisari

Nathalie, D.H (2025). *Exploring the Impact of Effective Vocabulary Learning Activities on Reading Proficiency: A study for High School students in Yogyakarta* (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penelitian ini berfokus pada pandangan dan keyakinan siswa SMA terhadap kegiatan di kelas Bahasa Inggris. Penelitian ini menggunakan pendekatan metode campuran, kualitatif dan kuantitatif. Instrumen yang digunakan adalah wawancara terbuka, kuesioner terbuka, dan survei kelas. Kemudian hasil penelitian menunjukkan bahwa siswa sangat terbantu dan mendapatkan dampak besar dengan melakukan aktivitas kosakata untuk meningkatkan pemahaman bacaan mereka. Penelitian ini hanya dilakukan di Yogyakarta dan tersebar di tujuh SMA di sana. Tujuan dari penelitian ini adalah untuk mengetahui pendapat dan perspektif dari siswa dan guru tentang pembelajaran aktivitas kosakata dan seberapa efektifnya dalam membantu meningkatkan pemahaman bacaan mereka. Dari hasil dua instrumen yang digunakan, kuesioner yang diisi oleh siswa menyatakan bahwa rata-rata mereka sangat terbantu dengan aktivitas pembelajaran kosakata yang diberikan oleh guru mereka di kelas dengan berbagai jenis, yang paling banyak adalah membaca teks pendek. Di sisi lain, hasil wawancara langsung dengan satu guru menyimpulkan bahwa semua jenis kegiatan yang dilakukan diterima dengan sangat baik oleh siswa dan mereka menikmati semuanya. Namun, sebagian lainnya menyatakan kurang menyukai kegiatan pembelajaran seperti itu karena kurang menarik atau kurang cocok bagi mereka. Dari ketujuh sekolah yang menjadi responden, banyak siswa yang menekankan bahwa kegiatan pembelajaran kosakata memiliki pengaruh yang besar terhadap keberlangsungan pembelajaran bahasa Inggris dan pemahaman sebuah kata dalam bacaan.

Kata kunci: keyakinan, metode campuran, kosakata, membaca, aktivitas



CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is an important thing in English learning because acquiring vocabulary is a significant aspect of acquiring a language. You will be able to express your wants, ideas, emotions, and feelings to others more effectively the more words you know. It needs vocabulary to understand as well. Kristanto (2015) suggests one of the most important things students can do to enhance their reading and listening abilities is to learn new terms. Students can typically engage in a variety of activities in vocabulary classes, which enable teachers to naturally support students' vocabulary learning by regularly utilising a variety of abilities, including simultaneous writing, speaking, listening, and reading. Vocabulary is said to be a fundamental aspect of language proficiency and forms a large part of the foundation for students' ability to read, write, talk, and listen. Without a large vocabulary and methods for learning Slattery (2004).

This research focuses on high school students' reading proficiency in Yogyakarta because based on the results of personal observations, many of them when learning English still have problems understanding vocabulary when reading long and short English texts. The reason for conducting this study is to find out the views and opinions of high school students from their experiences learning English and activities related to vocabulary often done in class with their teachers.

High school students have different learning styles, therefore sometimes teachers have to be able to adapt and understand each student's character. Vocabulary Activities is intended to serve as a reference book for novice English vocabulary instruction Rohmatillah (2015). The term of novice students or beginner learners refers

to students whose vocabulary mastery is not quite good at learning English, so it is dominant throughout the ages of sixteenth and eighteenth. The activities are created based on the idea that students at this level naturally transfer the abilities they get from learning their first language to learning a second. According to Nation (2015) vocabulary became an important thing in ELT and vocabulary is also an effective skill to enhance student reading skills. Insufficient vocabulary prevents people from communicating and expressing their emotions in speech and writing. Nowadays, students are still confused about using the word affirmed in the context and still disconcerted after they ascertain words or formulated the expression of those words. On the other hand, when teaching in class, teachers must be able to create something creative so that learning looks fun and students seem to enjoy and be enthusiastic about learning, for example making games about vocabulary according to the themes that have been discussed by Atasheneh and Naeimi (2015). This research will be aimed at high school students in Yogyakarta because based on the results of personal observations, many of them when learning English still have problems understanding vocabulary when reading long and short English texts. This study aims to explore high school students' perspectives and experiences in learning English, with a particular focus on vocabulary-related activities commonly conducted in the classroom with their teachers.

Apart from that, there is also the role of the teacher in guiding students to learn and helping them when they experience difficulties, teaching them until they can. However, teachers can only help a little, the rest of the students have to continue on their own Aguiar and Brady (1991). Differently, active learning is the process through which language is acquired. Most youngsters look at things as one way to absorb knowledge. A study by (Daskalovska n.d.) The exercises heavily rely on governmental visual aids. They help with word and phrase recall, build and clarify meaning, and create an instantaneous memory association. Overall these studies would show that reading can

help with incidental vocabulary learning a lot because there are a lot of words that are best learnt by context. An important pedagogical implication would be that language learning programmes include an extensive reading component that would allow students to enhance their vocabulary, see how the language functions in authentic contexts, read at their own pace and select texts that interest them. This would push students' motivation and interest in learning the language, also reading would be the main source of vocabulary growth in contexts where they are learning a foreign language. Additionally, other studies have shown that foreign language learners can acquire vocabulary through reading. You (2011) found a few factors that induced students' troubles in acquiring vocabulary. The written type is totally different from the spoken form in English, the quantity of words that students have to learn is extremely large, the constraints of sources of data regarding words, The quality of word knowledge. Cognizing a word affects far more than acknowledging it has lexicon definition, gets by deficiency of apprehension of grammatical of the words, the amiss pronunciation is commonly induced along the deficiency of sound similarity between the English language and also the students communication skills.

This study aims to find out how affect vocabulary activities for reading proficiency to high school students. However, An important pedagogical implication would be that vocabulary learning activities incorporate a reading skills component that would allow learners to enrich their vocabulary, see how the language functions in authentic contexts, read at their own pace, and choose texts that interest Khatimah et al (2022). It was because reading can be the main source of vocabulary growth in foreign language contexts, and this and other studies have demonstrated that foreign language learners can acquire vocabulary through reading. In summary, a combination of contextual learning, interactive activities, technology integration, and collaborative approaches can contribute to the effective enhancement of vocabulary and subsequently our reading proficiency. There was also a variety of these strategies that

can fulfil different learning styles and preferences, promoting a comprehensive and lasting impact on vocabulary development Sheridan and Markslag (2017). The study from Folse (2008) suggests a positive correlation between explicit vocabulary instruction, improved vocabulary comprehension, and increased reading proficiency for high school students. The findings underscore the importance of targeted vocabulary interventions as a means to enhance overall reading skills.

B. Research Questions

Based on this research, the questions would be:

1. What vocabulary learning activities are mostly done in the class by high school students to enhance their reading skills?
2. How do vocabulary affect the reading proficiency of high school students in Yogyakarta?

C. Research Objective

To determine all things in collecting data, these are the goals for the researcher in this research questions:

- a. To explore students' learning activities in class which are meant to improve reading proficiency.
- b. To find out how much vocabulary learning activities help improve high school students' reading skills.

D. Research Benefits

a. Students

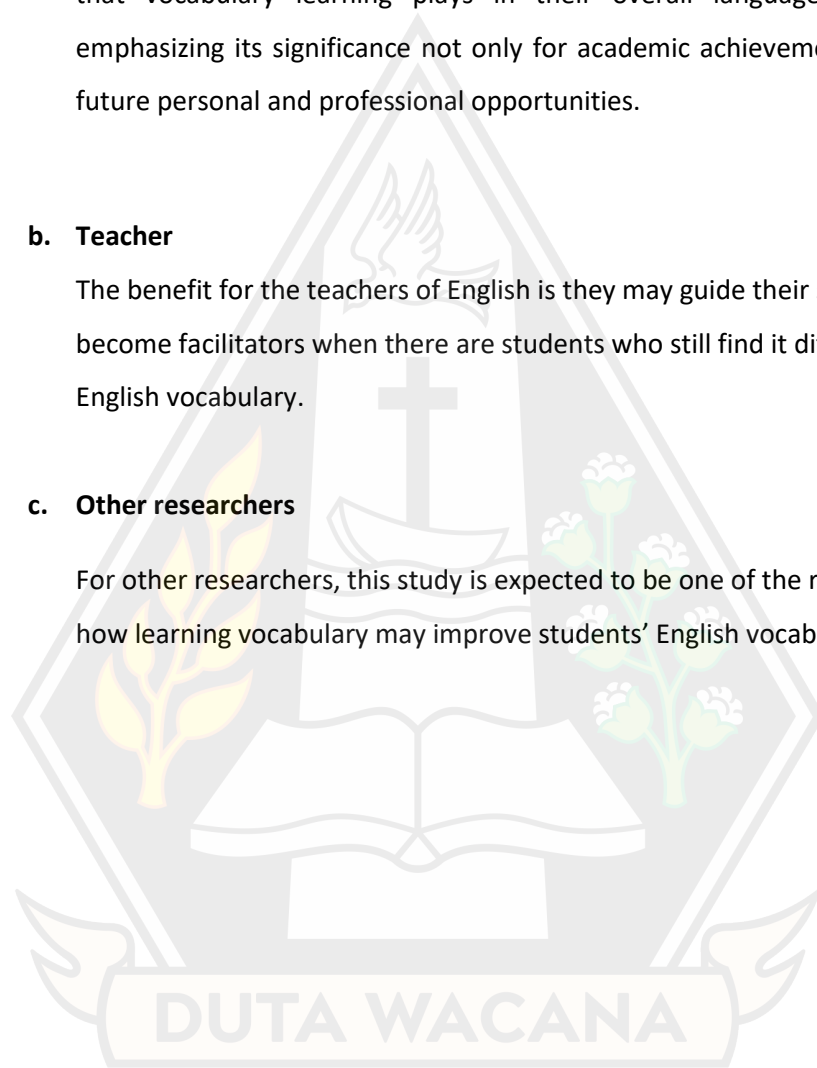
This research is intended to enhance students' awareness of the critical role that vocabulary learning plays in their overall language development, emphasizing its significance not only for academic achievement but also for future personal and professional opportunities.

b. Teacher

The benefit for the teachers of English is they may guide their students and become facilitators when there are students who still find it difficult to learn English vocabulary.

c. Other researchers

For other researchers, this study is expected to be one of the references of how learning vocabulary may improve students' English vocabulary.



CHAPTER V CONCLUSION

A. Summary

Overall, the results of the research that have been compiled, can be concluded that vocabulary learning activities for high school students are very helpful and effective in improving their reading comprehension. It is also conveyed that each student has different opinions and experiences. In addition, teachers should be their supporter and motivator for students so they are not affiliated with understanding vocabulary. On other hand, Every research that has been conducted has a process that is passed and does not always run smoothly, but at other times there are conveniences that open access to facilitate research activities at school plus having relationships with people in several targeted schools so that there is no difficulty and it is easy to communicate with them, namely the student affairs representative and the English teacher there.

B. Implications and Contributions

The implications of the results for my study are that the activities increased the retention of vocabulary understanding and improved reading comprehension. Even though the students in this study were learning vocabulary in a different language, students did learn and master the vocabulary words because they were in high school level. A practical implication for understanding students with gazed memory is that any constructive way to study helps. I have recently found that it is often difficult for students to study for any subject; they don't have an intrinsic ability to study. Studying must be taught and many of my students, both with and without special needs, have never been instructed on how to do it. In making them make small dictionary and digital games, they were able to explore different ways of learning and memorizing vocabulary words.

C. Limitations

A limitation of this study was absences of students and other external factors, such as they were still in their hometown and familial issues that caused them to miss class. Specific one students were dismissed from school early because of her sister is get into accident and the other one is still in his hometown because didn't get the ticket along with students who were chronically absent may not have had as much time to study and practice their vocabulary words since it was probable that they missed classes on Wednesday that were dedicated to studying new vocabulary but still from previous material. Initially, the writer intended to conduct research through open interviews with three English teacher in three schools, but in the end only one teacher was willing to make time because the other teachers were busy and could not be left.

Writer also feels that the research conducted is not always easy and fast, there is a process that must be gone through. However, there are events that make everything easy, it doesn't take long because the target is very communicative and there is a close relationship between researcher and partners.

D. Future Studies

For future researchers, if they desire to take a mixed method (quantitative - qualitative) they should understand the basic material, the selection of research instruments and be ready to accept any risk because if there is a slight error, the data collected can be distracted and the results are invalid. The proportion of research obtained can be fast or slow, depending on the access obtained and the approval of the research partner.

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