

Using Awl To Improve The Academic Vocabulary Mastery At The Second Semester Students Of Universitas Bhinneka PGRI

Ika Rakhmawati¹, Yulia Nugrahini²

^{1,2}Universitas Bhinneka PGRI

Corresponding Author Ika Rakhmawati, E-Mail: ikarakhmawati696@yahoo.co.id

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ABSTRACT

One of the most crucial components of language proficiency is academic vocabulary development, thus it is crucial to concentrate on this when learning English. However, depending on their requirements and educational level, children may also build their vocabulary on their own as they go through life. One of the language abilities that should be taught and acquired is academic vocabulary. Without mastering a particular amount of vocabulary, it is indisputable that learning a language will be difficult. Without a large vocabulary, a language learner cannot effectively convey or articulate their thoughts both orally and in writing (Folse, 2011; Dehham, 2021). Vocabulary development is essential to any language learning process, especially when it comes to introducing and reinforcing new lexical elements. According to the aforementioned argument, words and vocabulary are constantly connected. The process of learning a language involves being familiar with the vocabulary, understanding its meaning, and using it in sentences. Based on the students' score on preliminary study, it is shown that the students' academic vocabulary mastery needed improvement caused their scores were low. There were 59% of 22 students who passed the writing ability test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' academic vocabulary mastery before the implementation of the strategy is quite weak. To improve the students' academic vocabulary mastery, the researcher did this classroom action research. From first cycle, it is known that amount of the students who passed the writing test increased. The result of the study on this cycle was 16 students passed the writing test. 73% of the students were successful. The result of second cycle was 20 students passed the Academic Vocabulary test. 91% of the students were successful.

Keywords: AWL, Academic Vocabulary, Improving.

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INTRODUCTION

Students at the university have a ton of educational requirements for participating in, carrying out, and finishing their educational observations and assignments. One of the most difficult learning tasks and activities to complete is vocabulary, particularly academic vocabulary (Naeini, 2015; Al-Khasawneh, 2019). Vocabulary knowledge is essential for understanding English as a second language and as a foreign language in order to succeed in studying the language (Al Qahtani, 2015). A broad vocabulary is essential for tertiary students to understand what others are saying and to express themselves both orally and in writing. The development of academic vocabulary is essential to learning a language.

Academic vocabulary is also a necessary skill for learning to analyze, communicate, write, and focus. Humans are unable to adequately express and explain their emotions both orally and in writing if they lack a sufficient academic vocabulary (Al Qahtani, 2015). If pupils comprehend academic or educational terminology, they can write, communicate, study, and focus on academic assignments. Nothing can be communicated without language, and very little can be communicated without grammar (Al-Khasawneh, 2019). It implies that having a large vocabulary is just as important as having proper syntax.

One of the most crucial components of language proficiency is academic vocabulary development, thus it is crucial to concentrate on this when learning English. However, depending on their requirements and educational level, children may also build their vocabulary on their own as they go through life. One of the language abilities that should be taught and acquired is academic vocabulary. Without mastering a particular amount of vocabulary, it is indisputable that learning a language will be difficult. Without a large vocabulary, a language learner cannot effectively convey or articulate their thoughts both orally and in writing (Folse, 2011; Dehham, 2021). Vocabulary development is essential to any language learning process, especially when it comes to introducing and reinforcing new lexical elements. According to the aforementioned argument, words and vocabulary are constantly connected. The process of learning a language involves being familiar with the vocabulary, understanding its meaning, and using it in sentences.

Based on the statement above the writer decides to make a research with the title "Using Awl To Improve The Academic Vocabulary Mastery At The Second Semester Students Of Universitas Bhinneka PGRI".

MATERIALS AND METHODS

The design of this study is classroom action research. It is designed to improve the students' reading comprehension through the story Impression. The study is carried out in the form of cycles using the procedure developed by Kemmis and Mc Taggart (in Nunan, 1989), which included : planning, implementing, observing and reflecting. The action procedure could be described in Figure 3.1. After identifying the problem and their characteristic, the process of carrying out the procedure followed those steps. In the planning stage, preparations are made concerning the procedures of carrying out the practice (lesson plan), media and the schedule of the practice, the criteria of success and the observation instruments. In the implementation stage, all the procedure of carrying out the practice is implemented. The observation stage is the data is collected for analysis. In the last stage, namely, the reflection stage, an activity of making sense of the data judging whether or not the study was successful was carried out.

The design of this research is a classroom action research with cycle model since this research is planned to improve the students' reading comprehension at the second semester of Universitas Bhinneka PGRI using Story Impression. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007).

Action Research can be defined as a combination of the terms "action" and "research." Action research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching, and learning. The ultimate result is improvement in what happens in the classroom and school (Kemmis & McTaggart, 1982). The function of an action research is basically as a tool for improving the quality and efficiency of the application of educational activity.

Applying the principle of an action research design, this study involves the spiral of planning, acting, observing and reflecting. The actions will be continued to the next cycle if the result is not achieved the standard score based on the criteria of success. However, if in the first cycle the target can be fulfilled, it will not be necessary to continue the action. The researcher takes the model of an action research proposed by Kemmis and Targert in which each cycle consists of four steps. Those four main steps are preceded by preliminary study. Waters – Adams (2004) states, " For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change". The spirals of action can be seen below;

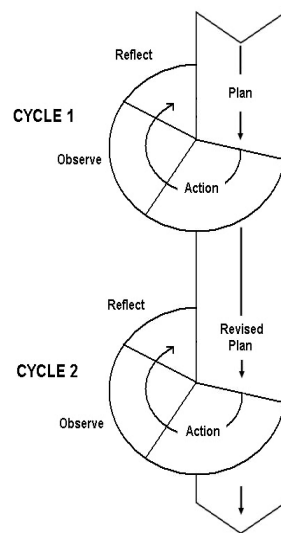


Figure 3.1 Action Research Procedure (adapted from MacIsaac, 1995 (in O'Brien, 1998))

The spirals of the action starts after the problems have been found and defined in preliminary study. The second step is making a plan of the action based on the findings in preliminary study. The next step is implementing the action based on the planning and preparation which has been made before. The observation is done during the action. To apply this step, the researcher needs collaborator to help him. Based on the observation, the researcher makes reflection to improve the action in the next cycle based on the reflection he has made. Hopefully, the students will get a significance improvement than the previous cycle. In this session, the researcher describes preliminary study, planning, implementing, observing, reflecting and data analysis. Planning consist of preparation of the strategy, preparation of the lesson design, research instruments and criteria of success.

Preliminary study is done to prove and find the real problems in reading comprehension. It has been done before the researcher starts the action research.

In this step, the researcher will conduct the test to measure the students' Academic Vocabulary about idiom . The researcher will check to what extent the students were familiar with the topics that would be presented in action research and will observe the previous students' score of Academic Vocabulary mastery. Planning means preparation all of the steps that should be done by the researcher in implementing the action of research in order to get the best result. The researcher determines the points that she is going to observe, and then she designs research instruments to record the process during the action done. In this steps researcher prepares strategy, lesson design, Instrument and criteria of success. The researcher will provide the story Impression to solve the practical problems that occurred in the English class especially in reading comprehension. First, the researcher as instructor explains the definition of main idea and how to find it. She explains about AWL and prepares tools of AWL. She guides the students how to practice this method. The next, students practice this method. She writes score of the students. After that, she gives question to the player who gets star. Finally, she gives a feed back to the students and closes the teaching learning process.

The criteria are set up in order to judge whether the implementation of the action is effective or not (Mc Niff, at.al. 1996:93). Thus, the criteria are used to see whether the implementation of AWL in teaching the Academic vocabulary mastery successful or failed in order to decide whether another cycle of the action is needed or not. There are criteria used in this research to measure the success of the action:

- On the first cycle 80% student must be has score more than 80, if they are not get more than 80 so we have to go on cycle 2.
- All of 80% students reached the reading test score above 80 (minimum mastery learning score) in 0-100 scale
- The students are actively involved during the teaching and learning process.

The criteria are identified and analyzed based on the result from the preliminary study. The implementing stage is planning. It can be done by the teacher, the researcher, or the collaborator. In this

research, the teacher acts as the observer, and the researcher as practitioner conducting the action in the class. The action should be in line with the planning that has been made before.

Cycle I will be conducted in two meetings. They are in the first meeting, the researcher as instructor explains reading about main idea. She explains about AWL and prepares tools of AWL. She guides the students how to practice this method. The students practice this method. She writes score of the students. She gives a feed back to the students and closes the teaching learning process. In the second meeting, the researcher focuses to get score by evaluation. In the beginning of meeting, the researcher reviews about AWL. The students continue to practice this method. The researcher writes score of the players. Then, she gives evaluation about Academic Vocabulary. The researcher gives a feed back to the students and closes the teaching learning process.

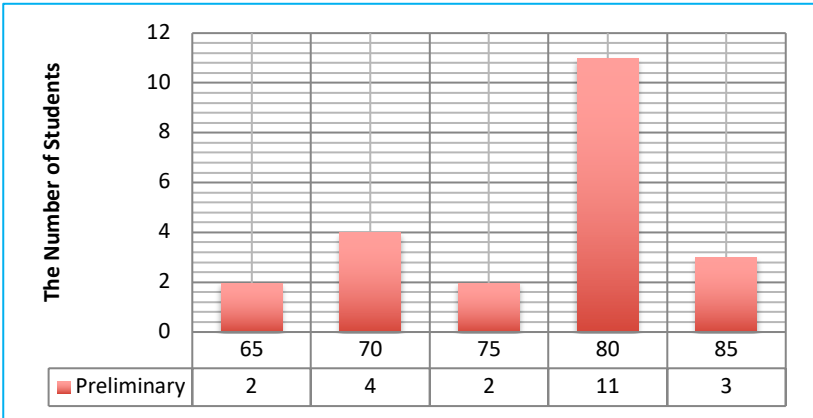
Observing is very important to do. The researcher uses instruments of the research. They are: (1) Observation guide in learning process. It is used to know whether the action is in line with the planning that has been made before. (2) test. It is used to measure the students' achievement in reading item. The test consist of multiple choice and fill in the blank. (3) Field notes. It is used to know the class situation and the students' participation during the teaching and learning process.

After analyzing the action, the researcher will do the reflection activity. In this step, the researcher compares the test score with criteria of success. If a class has passed the test less than 80 %, she makes reflection from the previous cycle to decide and plan the next cycle. She tries to prepare the second cycle to reach the criteria of success. The researcher will stop the action if the class passes the criteria of success. Following this activity, the researcher asks the students to fill the form of questionnaire to get information from the students after implementing AWL..

RESULT AND DISCUSSION

The preliminary study was done before the researcher began the action research that was during the teaching and learning process to get the real condition about the students' problem in writing ability. In this preliminary study, the researcher observed the teaching and learning process and interview and giving questionnaire to collect the data. Based on the interview to the researcher, the students got some problems in learning writing ability. Most of the students said that learning writing ability was difficult. They were difficult to understanding the main idea and find it . The English became the most difficult subject. In addition, the researcher giving questionnaire to the students to get some information, the researcher concluded that the students felt bored in teaching and learning process. They had not motivation in learning writing ability. Most of them had negative response in learning writing ability. As the result, they had low motivation and the class became bored.

After getting qualitative data above, the researcher got the quantitative data through preliminary test. It was done on May 3th, 2024. In doing preliminary test, some students got difficulties to do test. In a great measure of the students were not pass the test. It was shown in the students' score on preliminary test, which presents in the graphic 5.1 below:



Graphic 4.1 The Result of Students' Score in Preliminary Test

Percentage of Passed (x1) = 59 %

Percentage of Failed (x2) = 41%

The Implementation of the Action in Cycle I was carried out by the researcher with the help from his collaborator who acted as an observer in teaching and learning activities. The cycle was accomplished in two meeting.

Before doing the action, the researcher designed the lesson plan. It was used by the researcher to guide the students to implement the strategy. The plan on the first meeting was planning a lesson design, the teaching media, the materials students' worksheet, the observation sheet, and the questionnaire. The researcher also made some instruments to record the process during the action done and get data in cycle I. The researcher chose the theme and arranged the time. The theme was about "main idea", which this theme is commonly given and easy to learn.

This section presented the description of activities during the researcher in each meeting. There were two meetings conducted in cycle I including first meeting for teaching and learning process and second meeting to give a test. According to the plan in cycle I, the researcher as the researcher implemented the teaching learning process in writing ability.

The first meeting was done on July 21, 2025. There were some activities in the first meeting. The first meeting of cycle I in teaching learning process was divided into two phases, namely, main activity and post activity.

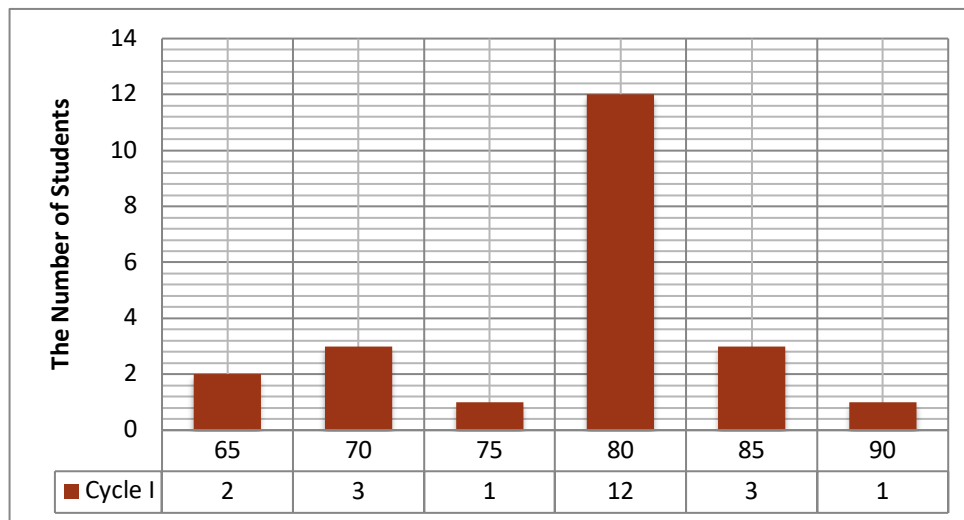
In the main activity, the researcher explained about research. Then the researcher explained the students about AWL. It contained the rules and implementation of the method. After explaining the material researcher gave some instruction about implementation about AWL. Then the researcher asked the students whether they were ready or not to practice this method. After students were ready, the researcher started the method. The researcher gave some question and then students answered the question. After finishing the practice the method, the researcher and students discussed the students' work together. Then the researcher decided the winner and the loser.

In the post activity, the researcher checked the students' understanding about material of the topic. The researcher asked the difficulties about the material. After that, the researcher concluded the material that had explained. Finally, the researcher closed the teaching and learning process in first meeting.

The second meeting of cycle I was done on July 22, 2025. In this meeting was focused in giving a test to the students. In the beginning of meeting, the researcher opened the lesson by greeting and checking the students' attendance list. No one was absent that day. And then the researcher reviewed the last material.

Finally, the researcher gave assessment (Test Cycle I), the students submitted their work to the researcher. After that, the researcher checked students' understanding about material and asked about difficulties of material. Then the researcher concluded material in this meeting. And then the researcher closed the class. Observing was done at the same time with the acting. In this stage, the observer observed the researcher and the students' performance during the teaching and learning process. In the cycle I, the researcher carried out the action based on the lesson design that had been made. The observer observed all the researcher and the students' activities in AWL based on the observation sheet. According to the observation, it was concluded that the researcher has done and implemented the teaching learning process well (100%) based on prepared planning. Based on the observation done by the observer in cycle I, it was found that the students any problems in practicing of AWL.

From the result , whole of questions shown that are very strong. It can be concluded that the students are interested and excited to follow this activity. Consequently, their writing ability can be improved and developed. According to the result of Test Cycle I was done in cycle I, it was found that he students who could reach the passing grade were 16 students (73%) and 6 students (27%) were failed. The criteria of success which had been determined was 80% of the students and the standard value was 80. So, the action in cycle 1 was not successful.



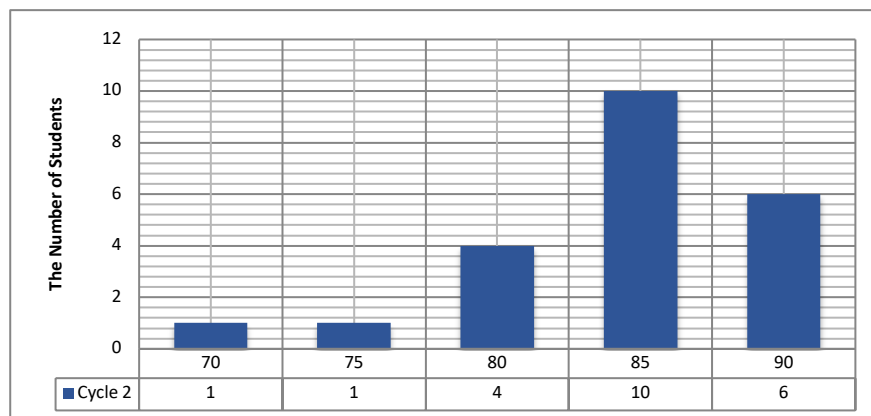
The Students' Academic Vocabulary Test Score in Cycle I

Percentage of Passed (x1) = 73%, Percentage of Failed (x2) = 27%

According to the result of Test Cycle I, it was found that students who could reach the passing grade were 16 students (73%) and 6 students (27%) were failed. So the action in cycle I was not successful.

The results of the writing test from the cycle 1 was not successful or under criteria of success, then it will be continued to cycle 2.

From the results of the first cycle which is still below the criteria of success, it will be continued in the second cycle, namely starting from re-planning related to writing, continued by providing an explanation of the AWL again by using video by YouTube, then a test is given. from the test in the second cycle, 91% of students got scores according to the minimum standard, meaning that it can be interpreted that the second cycle has been successful.



The Students' Academic Vocabulary Test Score in Cycle II

Percentage of Passed (x1) = 91%, Percentage of Failed (x2) = 19%

The reflection was done after analyzing the results of the observation and the writing test in cycle II. The reflection evaluated the researcher and the students' activities based on observation sheet.

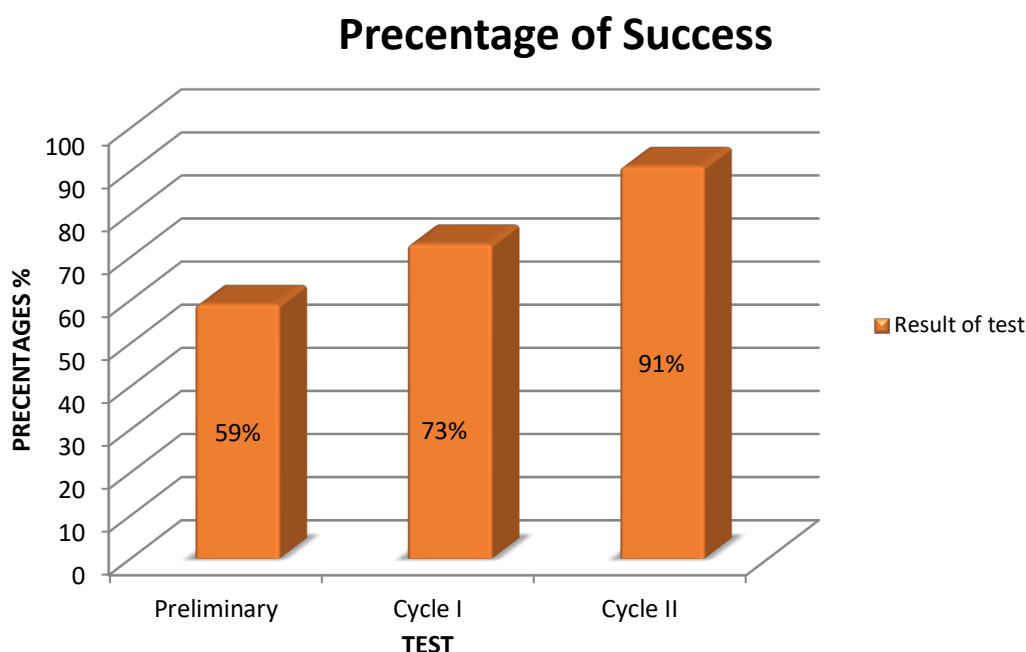
Based on the Academic Vocabulary test, the researcher compare the result of test on cycle II to the criteria of success. There was 91% of the students who passed the Academic Vocabulary test. It means that the test was successful. It can be concluded that the students' writing ability has improved and the result of test could reach the criteria of success. So, the cycle stopped.

Discussion

Based on the result of the observation on the researcher and the students' performance during the teaching learning process, questionnaire and the result of the students' test in preliminary study, cycle 1 and cycle II it can be explained on the implementation AWL in the teaching and learning process of Academic Vocabulary mastery, the researcher found that the students had enthusiasm and active to follow the activity. Beside that, the students look fun and enjoy. In this research, AWL using video was effective in implementing Academic Vocabulary. So, AWL using video will be effective. The researcher also found that during the explanation the material, the researcher should be clearly and carefully to explain the material

Related to the AWL in teaching and learning process of Academic Vocabulary, it could be seen that teaching Academic Vocabulary by using AWL helped the students to memorize the words easily. By observing the students' Academic Vocabulary from preliminary study, improving writing from the first and second cycle there was significance development of the success. Table 4.1 below shows the students' score on writing test from the preliminary study, cycle 1 and cycle II

The Percentage of Success Test of Preliminary, Cycle 1 and Cycle 2 .



From the diagram above, it is clear that there is improvement of the students' Academic Vocabulary from preliminary study to cycle II. It means that the test was successful.

CONCLUSION

The Classroom Action Research (CAR) was done to improve the second semester students' writing ability through AWL of Universitas Bhinneka PGRI. Based on the results of the research, the researcher finds that after the implementation of the strategy, the students' academic vocabulary mastery can be developed. So, it means that implementation of AWL can improve the second semester students' Academic Vocabulary mastery of Universitas Bhinneka PGRI in the academic years 2024-2025. It can be know from the students' result in preliminary study, cycle I and cycle II had increased. Based on the students' score on preliminary study, it is shown that the students' Academic Vocabulary mastery needed improvement caused their scores were low. There were 59% of 22 students who passed the academic vocabulary mastery test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' academic vocabulary mastery before the implementation of the strategy is quite weak. To improve the students' academic vocabulary mastery, the researcher did this classroom action research. From first cycle, it is known that amount of the students who passed the writing test increased. The result of the study on this cycle was 16 students passed the writing test. 73%

of the students were successful. The result of second cycle was 20 students passed the Academic Vocabulary test. 91% of the students were successful.

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