

THESIS

THE EFFECT OF DAILY VOCABULARY MEMORIZATION

ON STUDENTS' DESCRIPTIVE WRITING ABILITY IN THE

SEVENTH GRADE OF ISLAMIC BOARDING JUNIOR HIGH

SCHOOL

By

Mohammad Azman Fawwazi

NIM. 220107110058



DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM NEGERI MAULANA MALIK

IBRAHIM MALANG

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2026

APPROVAL SHEET

APPROVAL SHEET

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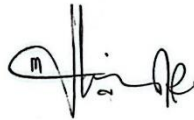
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LEGITIMATION SHEET

LEGITIMATION SHEET

THE EFFECT OF DAILY VOCABULARY MEMORIZATION ON STUDENTS' DESCRIPTIVE WRITING ABILITY IN THE SEVENTH GRADE OF ISLAMIC BOARDING JUNIOR HIGH SCHOOL

THESIS

By:

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Has been defended in front of the board of examiners at the date of 25 May 2026
and declared PASS

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in the English Education Department, Faculty of Tarbiyah and Teacher training.

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To the Dean of Faculty of Tarbiyah and Teacher Training

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Assalamu'alaikum Wr. Wb.

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DECLARATION OF AUTHORSHIP

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Declare that:

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Malang, May 11 2026

The Researcher



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MOTTO

*“Bahwa sesungguhnya hakekat hidup itu berkembang menurut kodrat iramanya
masing-masing menuju ke kesempurnaan.”*

(Mukadimah PSHT)

*"Bila kaum muda yang telah belajar di sekolah dan menganggap dirinya terlalu
tinggi dan pintar untuk melebur dengan masyarakat yang bekerja dengan cangkul
dan hanya memiliki cita-cita yang sederhana, maka lebih baik pendidikan itu
tidak diberikan sama sekali."*

(Tan Malaka, Madilog)

DEDICATION

I wholeheartedly dedicate this work to my parents, Mr. Ahmad Zubairi and Mrs. Sulaiha. Your support and prayers have been the most vital parts of my academic journey. Thank you for never giving up on me. I humbly apologize for any shortcomings and for the times I fell short of your expectations. This success is a tribute to your sacrifices.

I also extend my gratitude to my friends. Thank you for your support and for being there through the highs and lows. Without you, I wouldn't be standing at this point today. May Allah bless you all.

ACKNOWLEDGMENT

I All praise be to Allah SWT, The Most Compassionate, The Most Merciful, whose bountiful mercy, care and guidance have allowed me to complete my thesis. All peace and salutation is due to the respected Prophet Muhammad SAW, who led humanity to the light and guidance of the truth.

This thesis titled The effect of daily vocabulary memorization on students' descriptive writing ability in the seventh grade of Junior High School is arranged as a compulsory requirement for obtaining the Bachelor Degree in English Education (S.Pd) of Faculty Tarbiyah and Teacher Training State Islamic University of Maulana Malik Ibrahim Malang. In this case, I do realize that I could not accomplish this research without the help of a number of people. My gratitude is extended to:

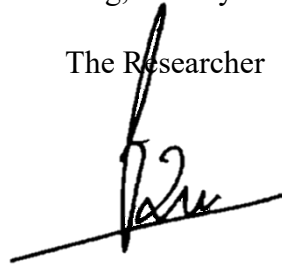
1. Prof. Dr. Hj. Ilfi Nurdiana, M.Si, CAHRM., CRMP, the Rector of Maulana Malik Ibrahim State Islamic University Malang.
2. Dr. H. Muhammad Walid, MA, the Dean of the Faculty of Education and Teacher Training.
3. Maslihatul Bisriyah, M. TESOL, the Head of the English Education Department.
4. Dian Arsitades Wiranegara, M.Pd, my advisor, for his guidance, patience, encouragement, and valuable suggestions during the process of completing this thesis.
5. Nur Fitria Anggrisia, M.Pd, my examiner, for the constructive feedback, insights, and academic support provided to improve the quality of this research.

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10. All individuals whose names are not mentioned here one by one, yet whose prayers, encouragement, and support have been immensely meaningful in the completion of this work.
11. Finally, I would like to thank myself for the perseverance and resilience that I applied during the whole hard process. Although it was full of difficulties, I still held to my will till the end and I really thank and appreciate myself for that.

I realize the shortcomings that the thesis has at this point and there are many possibilities to make it better in the future. I greatly appreciate any suggestion, input or any form of positive critique that would make the thesis better. It is my hope that this thesis can be of some use to people reading it and a great lesson for me to remember.

Malang, 11 May 2026

The Researcher

A handwritten signature in black ink, appearing to read 'Azman', written over a horizontal line.

Mohammad Azman Fawwazi

PEDOMAN TRANSLITERASI ARAB – LATIN

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI No. 158 Tahun 1987 dan No. 0543b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

ا = A	ز = Z	ق = Q
ب = B	س = S	ك = K
ت = T	ش = Sy	ل = L
ث = Ts	ص = Sh	م = M
ج = J	ض = D	ن = N
ح = H	ط = Th	و = W
خ = Kh	ظ = Zh	ه = H
د = D	ع = ‘	ء = A
ذ = Dz	غ = Gh	ي = Y
ر = R	ف = F	

B. Vokal Panjang

Vokal (a) panjang = â
 Vokal (i) panjang = î
 Vokal (u) panjang = û

C. Vokal Diftong

أو = aw
 أي = ay
 أو = û
 إي = î

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ABSTRACT

Mohammad Azman Fawwazi, 2026, The Effect of Daily Vocabulary Memorization on Students' Descriptive Writing Ability in the Seventh Grade of Junior High School. Thesis, English Education Department, Faculty of Teacher Training and Education, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dian Arsitades Wiranegara, M.Pd.

Keywords: daily vocabulary memorization, descriptive writing ability, vocabulary mastery, writing skill, EFL students.

This study investigated the effect of daily vocabulary memorization on students' descriptive writing ability in the seventh grade of junior high school at PP Al-Mashduqiah. The research was conducted due to students' difficulties in descriptive writing, particularly in vocabulary usage, grammar, sentence development, and organization of ideas. This study employed a quantitative approach using a quasi-experimental one-group pre-test and post-test design involving 28 seventh-grade students. The data were collected through writing tests administered before and after the treatment. The treatment consisted of daily vocabulary memorization activities conducted for 29 meetings, where students memorized three new English words every day and practiced using them in simple sentences. The students' writing performances were assessed based on content, organization, vocabulary, grammar, and mechanics. The data were analyzed using descriptive statistics, Shapiro-Wilk normality test, and paired-sample t-test through SPSS. The findings revealed that the students' descriptive writing ability improved significantly after the treatment, as indicated by the increase of the mean score from 56.43 in the pre-test to 75.46 in the post-test. The normality test showed that the data were normally distributed, and the paired-sample t-test indicated that the significance value was lower than 0.05, meaning that the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, it can be concluded that daily vocabulary memorization had a significant positive effect on students' descriptive writing ability and can be used as an effective strategy to improve vocabulary mastery and support students in producing more organized and meaningful descriptive texts.

ABSTRAK

Mohammad Azman Fawwazi, 2026, Pengaruh Hafalan Kosakata Harian terhadap Kemampuan Menulis Teks Deskriptif Siswa Kelas Tujuh Sekolah Menengah Pertama. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Dian Arsitades Wiranegara, M.Pd.

Kata Kunci: hafalan kosakata harian, kemampuan menulis deskriptif, penguasaan kosakata, keterampilan menulis, siswa EFL.

Penelitian ini bertujuan untuk mengetahui pengaruh hafalan kosakata harian terhadap kemampuan menulis teks deskriptif siswa kelas tujuh di PP Al-Mashduqiah. Penelitian ini dilatarbelakangi oleh kesulitan siswa dalam menulis teks deskriptif, khususnya dalam penggunaan kosakata, tata bahasa, pengembangan kalimat, dan pengorganisasian ide. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-experimental one-group pre-test dan post-test yang melibatkan 28 siswa kelas tujuh. Data dikumpulkan melalui tes menulis yang diberikan sebelum dan sesudah perlakuan. Perlakuan berupa kegiatan hafalan kosakata harian yang dilaksanakan selama 29 pertemuan, di mana siswa menghafalkan tiga kosakata bahasa Inggris baru setiap hari dan mempraktikkannya dalam kalimat sederhana. Kemampuan menulis siswa dinilai berdasarkan aspek isi, organisasi, kosakata, tata bahasa, dan mekanik. Data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, dan uji paired-sample t-test melalui SPSS. Hasil penelitian menunjukkan bahwa kemampuan menulis teks deskriptif siswa mengalami peningkatan yang signifikan setelah diberikan perlakuan, yang ditunjukkan dengan peningkatan nilai rata-rata dari 56,43 pada pre-test menjadi 75,46 pada post-test. Uji normalitas menunjukkan bahwa data berdistribusi normal, sedangkan hasil paired-sample t-test menunjukkan bahwa nilai signifikansi lebih kecil dari 0,05, yang berarti hipotesis nol ditolak dan hipotesis alternatif diterima. Oleh karena itu, dapat disimpulkan bahwa hafalan kosakata harian memberikan pengaruh positif yang signifikan terhadap kemampuan menulis teks deskriptif siswa dan dapat digunakan sebagai strategi yang efektif untuk meningkatkan penguasaan kosakata serta membantu siswa menghasilkan teks deskriptif yang lebih terorganisasi dan bermakna.

الملخص

محمد أزمان فوزي، 2026، أثر حفظ المفردات اليومية في قدرة الطلاب على كتابة النص الوصفي لد طلاب الصف السابع في المدرسة المتوسطة. بحث جامعي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: ديان أرسيناديس ويرانيغارا، الماجستير

الكلمات المفتاحية: حفظ المفردات اليومية، مهارة الكتابة الوصفية، إتقان المفردات، مهارة الكتابة، طلاب اللغة الإنجليزية كلغة أجنبية.

هدفت هذه الدراسة إلى معرفة أثر حفظ المفردات اليومية في قدرة الطلاب على كتابة النص الوصفي لدى طلاب الصف السابع في معهد المشدوقية الإسلامي. جاءت هذه الدراسة بسبب الصعوبات التي يواجهها الطلاب في كتابة النصوص الوصفية، خاصة في استخدام المفردات، والقواعد اللغوية، وتطوير الجمل، وتنظيم الأفكار. استخدمت الدراسة المنهج الكمي بتصميم شبه تجريبي من نوع الاختبار القبلي والاختبار البعدي لمجموعة واحدة، وشارك فيها 28 طالبًا من الصف السابع. جُمعت البيانات من خلال اختبارات الكتابة التي أُجريت قبل تطبيق المعالجة وبعدها. وتمثلت المعالجة في أنشطة حفظ المفردات اليومية التي نُفذت خلال 29 لقاءً، حيث حفظ الطلاب ثلاث مفردات إنجليزية جديدة كل يوم، ثم تدربوا على استخدامها في جمل بسيطة وتم تقييم أداء الطلاب في الكتابة بناءً على عناصر المحتوى، والتنظيم، والمفردات، والقواعد، والجوانب الكتابية. وحُللت البيانات باستخدام الإحصاء الوصفي، واختبار شابيرو-ويلك للمعيارية، واختبار وأظهرت نتائج الدراسة أن قدرة الطلاب على كتابة النصوص SPSS باستخدام برنامج (Paired Sample T-Test) الوصفية قد تحسنت بشكل ملحوظ بعد تطبيق المعالجة، حيث ارتفع متوسط الدرجات من 56.43 في الاختبار القبلي إلى 75.46 في الاختبار البعدي. كما أظهرت نتائج اختبار المعيارية أن البيانات موزعة توزيعًا طبيعيًا أن قيمة الدلالة الإحصائية أقل من 0.05، مما يعني رفض (Paired Sample T-Test) بينما بين اختبار الفرضية الصفرية وقبول الفرضية البديلة. وبناءً على ذلك، يمكن الاستنتاج أن حفظ المفردات اليومية له أثر إيجابي دال إحصائيًا في تحسين قدرة الطلاب على كتابة النص الوصفي، ويمكن استخدامه كاستراتيجية فعالة في تنمية إتقان المفردات ومساعدة الطلاب على إنتاج نصوص وصفية أكثر تنظيمًا ومعن

CHAPTER I

INTRODUCTION

This chapter covers background to the study, research questions, research objectives, research significance, research limitations, and definitions of terms.

1.1 Background of the Study

As a world language, English has a crucial role in global communication, education, science, and technology (Mavlonova et al., 2025). At the age of 21st century education, being skill full in English is considered one of the basic skills for students to get access to global knowledge as well as be competent at both learning and working (Bondarchuk et al., 2025). In Indonesia, English is taught as a foreign language (EFL) from junior high school in order to develop students' competence of listening, speaking, reading, and writing (Sari, 2024). However, most of students' competence after many years teaching has still been in bad condition, especially productive skill writing (Hidayat, 2024).

Writing is also emphasized in Islam as an important medium for acquiring and transferring knowledge. Allah SWT says in Surah Al-‘Alaq verses 4–5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

which means, “Who taught by the pen. Taught man that which he knew not.” (QS. Al-‘Alaq: 4–5). These verses indicate the importance of language, writing, and knowledge in human life. Through writing, people are able to express ideas, communicate information, and develop knowledge. Therefore, writing skill becomes one of the essential abilities that students need to master, especially in learning English as a foreign language.

It is widely recognized that writing is among the most difficult language skills as writing involves the synthesis of linguistic knowledge, thinking and imagination. Students are required to produce ideas and formulate them coherently and correctly using suitable grammatical constructions and vocabulary choices. In EFL settings, writing difficulties take the form of irrelevant contents, poor development of ideas and frequent errors in grammar. The aforementioned implies that not only is grammar and organization necessary for the skill of writing, but students also need enough resources, vocabulary, to express coherent contents and coherent topics (Hidayat, 2024).

It is a common view that vocabulary is one of the important factors in writing achievement since the role of vocabulary is to be the basis for forming a sentence or writing about something. When students do not master the appropriate vocabulary to convey the intended meanings, it will cause students cannot choose word appropriately, develop the sentences and construct the whole paragraph into coherence form. According to a finding, students that have many vocabularies have better writing achievement, specifically about clarity, cohesion and lexical variety (Faadhilah et al., 2026). Apart from it, students' learning motivation and students' knowledge about vocabulary in EFL context are connected with good writing performance. Vocabulary mastery has a strong relation with writing achievement (Aswad, 2022).

On the level of Junior High School, one of the text genres taught to seventh-grade students is descriptive text. The function of descriptive text is to describe a person, animal, place, or object so that readers are able to imagine it clearly. To be able to write a descriptive text, students need to master a large amount of

vocabulary, especially nouns and adjectives, and be able to use them appropriately in sentences. However, many students still face difficulties in writing descriptive texts because they do not have sufficient vocabulary mastery and limited opportunities to practice writing (Sari, 2024).

Problems in this field were also discovered among seventh-grade students at PP Al-Mashduqiah. Based on preliminary observation and unstructured interviews, many students still showed poor performance in descriptive writing. Their writing was often characterized by simple sentence patterns, limited word choices, repetitive vocabulary, and underdeveloped ideas, resulting in short and incoherent paragraphs. These conditions indicate that students need an appropriate strategy to strengthen their vocabulary mastery in order to improve their descriptive writing ability (Rahayu, 2022).

One instructional strategy that may address this problem is daily vocabulary memorization. In this strategy, students learn several new words every day and practice using them in context. Continuous practice is expected to improve vocabulary retention and encourage students to apply newly learned words in their writing. Previous studies reveal that systematic and regular vocabulary practice positively affects students' writing ability (Pratama, 2025). Furthermore, experimental studies reported that vocabulary learning techniques significantly improve students' descriptive writing skills compared to traditional classroom instruction (Lailiyah, 2021).

In PP Al-Mashduqiah, daily vocabulary memorization is not a new activity but has become part of the students' regular morning program. Although the program has been implemented consistently, there has been no empirical

quantitative research investigating its contribution to students' descriptive writing ability. Therefore, the program still requires clear empirical evidence regarding its effectiveness, especially in descriptive writing.

Although several studies have discussed the relationship between vocabulary mastery and writing skills (Rahayu, 2022) as well as the problems caused by limited vocabulary (Lailiyah, 2021), research focusing on daily vocabulary memorization as a continuous habitual activity remains limited. Most previous studies concentrated on vocabulary mastery in general or short-term vocabulary learning strategies rather than routine daily memorization activities. Moreover, empirical studies involving seventh-grade students in Islamic boarding school settings with structured daily programs are still rarely conducted.

Therefore, this study was conducted to fill the research gap by investigating the effect of daily vocabulary memorization on seventh-grade students' descriptive writing ability. By focusing on a routine vocabulary learning program and descriptive writing genre, this study is expected to provide empirical evidence and pedagogical recommendations for English teachers in developing vocabulary-learning activities that support students' writing skills.

Based on the explanations above, the researcher conducted a quantitative study entitled "The Effect of Daily Vocabulary Memorization on Students' Descriptive Writing Ability of Seventh Grade Students of Junior High School." This study aims to determine whether there is a significant effect of daily vocabulary memorization on students' descriptive writing ability.

1.2 Research Questions

The following are research questions in this study based on the background:

1. Does the implementation of daily vocabulary memorization show any influence toward seventh graders' descriptive writing ability in Junior High School?
2. How significant is the impact of the daily vocabulary memorization toward seventh graders' descriptive writing ability in Junior High School?

1.3 Objectives of the Study

Based on the research questions, the purposes of the research were to:

1. To discover whether or not the learning of daily vocabulary had any effects on the students' ability in descriptive writing in seventh grade of junior high school.
2. To identify the level of improvement of the students' descriptive writing ability after they were taught by learning of daily vocabulary in seventh grade of junior high school.

1.4 Significance of the Study

The expected contribution of this research, both theoretically and practically, are:

1. Theoretical Significance

The result of this study is assumed to add new literature toward vocabulary learning strategies, particularly, daily memorization of vocabulary and its effect on students' writing performance. The study might add to the discussion of vocabulary knowledge as predictor of descriptive writing performance in EFL environment, especially in junior high school level.

2. Practical Significance

In the practical side, this research is expected to be beneficial for some parties such as:

1. To Students: The study is expected to be useful for students to enrich their vocabulary knowledge and descriptive writing skill through the systematic daily routine memorization of vocabulary, especially within a classroom environment.
2. To English teachers: The result of the study is expected to be useful for English teachers as empirical evidence in the value of daily vocabulary memorization on improving students' descriptive writing performance.
3. To Schools: This research is expected to be useful for schools to evaluate the quality of English teaching and learning, and to enhance already existed vocabulary teaching programs in supporting writing.
4. To future researchers: The findings may serve as guidance for researchers in conducting their further studies about vocabulary memorization, vocabulary learning strategies, and students' writing development.

1.5 Limitation of the Study

In this study, it examines the application of daily vocabulary memorization to descriptive writing skill on student is focused only. The subject of this study is seventh grader of PP Al-Mashduqiah in junior high school level. The study is focus on the writing skills, i.e. Writing the descriptive text, while another English skills such as listening, speaking and reading cannot be explored by this study. It also focused on describing the increasing of students' descriptive writing skill after the implementation of daily vocabulary memorization as main activity of vocabulary learning in the routine program of school.

1.6 Definition of Key Terms

Before proceeding, it is essential to define the terms of this paper:

1. Daily Vocabulary Memorization

Daily vocabulary memorization refers to a learning strategy in which students regularly memorize and review a certain number of new English words every day. In this study, the memorized vocabulary is reinforced through simple sentence-making and short writing activities to support students' descriptive writing performance.

2. Vocabulary Mastery

Vocabulary mastery refers to students' ability to understand, retain, and use English words appropriately, particularly in written communication. It includes knowledge of word meaning, word usage, and the ability to apply vocabulary accurately in sentences.

3. Descriptive Writing Ability

Descriptive writing ability refers to students' competence in writing descriptive texts that describe people, places, animals, or objects in a clear and organized way. It involves the use of relevant vocabulary, correct grammar, appropriate text organization, and clarity of ideas.

4. Seventh Grade Students

Seventh-grade students refer to learners in the first year of junior high school who become the participants of this study at PP Al-Mashduqiah.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature and theoretical framework of the study. It covers vocabulary acquisition theory, memory and vocabulary retention, and daily vocabulary memorization as a learning strategy. In addition, this chapter also explains writing skills development and the relationship between daily vocabulary memorization and students' writing ability. Finally, this chapter presents previous studies that are relevant to the current research.

2.1 Vocabulary Acquisition Theory

Vocabulary acquisition is a fundamental component of EFL learning because it supports learners' ability to understand and produce language, particularly in writing. Vocabulary learning does not merely involve memorizing word meanings, but also includes the ability to recognize, store, recall, and use words appropriately in different communicative contexts (Liu & Reynolds, 2022). Therefore, theories of vocabulary acquisition are essential for explaining how learners develop vocabulary knowledge through systematic learning activities, including daily vocabulary memorization (Namaziandost et al., 2021).

Current perspectives emphasize that vocabulary acquisition consists of both vocabulary breadth and vocabulary depth. Vocabulary breadth refers to the number of words learners know, while vocabulary depth involves deeper knowledge such as word meaning, word form, usage, collocation, grammatical behavior, and contextual appropriateness (Hao & Liu, 2021). This distinction is important because learners may know many words at a surface level but still struggle to use them accurately in productive skills like writing. In addition, vocabulary can be acquired

through incidental learning and deliberate learning, with deliberate learning being more suitable for beginner learners who still have limited vocabulary resources (Nazif & Fitria, 2022).

Vocabulary acquisition theories also highlight repetition and retrieval practice as key mechanisms that strengthen vocabulary retention and support long-term learning (Nazif & Fitria, 2022). Developing productive vocabulary requires consistent practice, active recall, and contextual use rather than passive recognition (Stæhr, 2023). Moreover, regular learning routines can help learners build stronger vocabulary habits and reduce cognitive load over time. Based on this framework, daily vocabulary memorization is expected to enhance students' productive vocabulary and contribute to better descriptive writing performance, where accurate and varied word choice plays a crucial role.

2.2 Memory and Vocabulary Retention

Memory plays an essential role in vocabulary learning because new words must be stored, reinforced, and recalled repeatedly before they become stable and usable in communication (Eskandari et al., 2024). In EFL contexts, learners often experience rapid forgetting when vocabulary is introduced only once without consistent review. Vocabulary retention refers to learners' ability to maintain and retrieve word knowledge over time, especially when using vocabulary in productive skills such as writing. Studies also show that for the word knowledge to be retained in long-term memory, repeated exposures and an active study with planned practice are needed, while not leading to forgetting (Nation & Coady, 1987).

One of the mechanisms that assist vocabulary retention is retrieval practice, which has been described as the act of retrieving vocabulary items from memory

instead of passively rereading vocabulary lists. Retrieval-based exercises are reported to boost the memory trace for each word by repeatedly eliciting access to the word forms and meaning of that vocabulary item, which results in the strongest long-term recall performance (Dvila et al., 2025b; Li, 2022). Another important principle is the spacing effect, which shows that vocabulary learning is more effective when it is distributed across multiple sessions instead of being concentrated in one time period. Spaced repetition promotes better consolidation and prevents quick forgetting, making it highly beneficial for vocabulary learning (Nakata & Elgart, 2023; Sadeghi & Khodabakhshi, 2022).

Vocabulary retention is also influenced by depth of processing and the development of productive vocabulary. Words learned through meaningful use and contextual practice tend to be remembered longer than words learned through rote repetition alone (Eskandari et al., 2024). Productive vocabulary requires learners to retrieve and apply words actively through output-based activities, such as sentence construction and short writing tasks (Sumoto, 2023). In addition, motivation and consistent study habits contribute to sustained vocabulary learning over time . Therefore, daily vocabulary memorization is theoretically supported as a routine-based strategy that strengthens memory, improves vocabulary retention, and potentially enhances students' descriptive writing performance.

2.3 Daily Vocabulary Memorization

Daily vocabulary memorization refers to a structured vocabulary-learning activity in which students memorize and review a fixed number of new English words on a daily basis (Anifa, 2021; Staniyah, 2024). This practice is particularly relevant in learning environments that apply disciplined routines, such as Islamic

boarding schools, where students follow scheduled language programs every morning (Staniyah, 2024). Through consistent exposure, students gradually expand their vocabulary in an organized way, which is beneficial for junior high school learners who still require clear guidance and regular practice. Deliberate vocabulary learning is considered effective for learners with limited lexical knowledge because it can accelerate vocabulary growth and support productive language use.

In terms of theory, the concept of studying new vocabulary on a daily basis is directly relevant to psychological theories on repetition, retrieval practice, and spaced learning (Kang, 2022). Since the study takes place on a daily basis, the process is distributed over time, which leads to stronger memorization and a slower forgetting curve (Yan & Nakata, 2023). Recalling and reviewing frequently helps build more durable, accessible vocabulary, which would be beneficial to students when they begin using vocabulary productive skill such as writing. Retrieval practice and spaced repetition have been proved to create a better long term memory for vocabulary than non- systematic or infrequent studying (Dvila et al., 2025a).

Classroom applications of rote memorization of words could include pre-teaching new words, showing them the correct pronunciation, explaining the meaning of the word, presenting sentences or activities using the new word, taking vocabulary notes, building sentences using the new words, and holding quick recall checks or quizzes. As discussed previously, it has been found that rote memorization is most successful with words practiced in real contexts, rather than as individual lists of vocabulary words. Daily rote memorization should not only emphasize recognition of words, but encourage use of the words in sentences to support production.

There are some advantages of daily memorization in junior high school, namely vocabulary accumulation is slowly and continuously; it creates regularity in studying the word; it strengthens lexical resources in writing. When it comes to descriptive writing, students are supposed to have an adequate amount of nouns and adjectives to express the people, things or places more concrete and graphic. Researches conducted in EFL contexts indicate that there can be writing gains due to the vocabulary routine because routines support lexical variation and good word choice. However, rote memorization can not do any good if it is devoid of contextual use in writing; hence, students will have a restricted capacity for word choice and use. It follows that learning vocabulary requires a combination of rote and use in order to be more effective with transfer to productive skills (Anifa, 2021). In this research, daily vocabulary memorization is operationally defined as the routine where students will be required to memorize three new words each day then practice them in a simple sentence making process in each meeting of treatment. It will be called an independent variable X where students' descriptive writing ability is called dependent variable Y.

2.4 Vocabulary for Junior High School Students

Vocabulary learning is an essential component of English language acquisition for junior high school students, especially for beginner EFL learners who are still developing their basic language competence. At the junior high school level, students generally learn high-frequency and concrete vocabulary that can support everyday communication and basic writing activities (Nation, 2022). Vocabulary instruction at this stage should focus on helping learners recognize, understand, and use simple English words appropriately in meaningful contexts.

Junior high school students commonly learn basic categories of vocabulary such as nouns, adjectives, and verbs. Nouns are important because they help learners identify people, places, animals, and objects, while adjectives are useful for describing characteristics, colors, shapes, and conditions. Verbs also play a significant role because they express actions and activities in sentences (Cameron, 2001). These categories are highly relevant to descriptive writing because students need sufficient vocabulary resources to explain and describe objects clearly and specifically.

For beginner EFL learners, concrete vocabulary is more effective than abstract vocabulary because concrete words are easier to visualize, understand, and remember (Thornbury, 2002). Words such as “beautiful,” “tall,” “cat,” “school,” and “friendly” are easier for junior high school students to apply in descriptive texts compared to abstract concepts. Concrete vocabulary also supports students in generating ideas during writing activities because learners can directly connect vocabulary with their daily experiences and surrounding environment.

In descriptive writing, vocabulary knowledge strongly influences students’ ability to produce detailed and meaningful descriptions. Learners who possess sufficient descriptive vocabulary can create clearer sentences, avoid repetition, and develop more organized paragraphs (Schmitt, 2020). On the other hand, students with limited vocabulary often struggle to express ideas, resulting in short, repetitive, and less informative writing. Therefore, vocabulary learning at the junior high school level should emphasize not only vocabulary memorization but also contextual usage through writing practice and sentence construction.

In addition, beginner learners require repeated exposure and systematic practice to strengthen vocabulary retention and productive use. Vocabulary learning through daily repetition, oral practice, and simple sentence-making activities can help learners store vocabulary in long-term memory and retrieve it more easily during communication and writing tasks (Nation, 2022). Consequently, structured vocabulary learning programs are considered appropriate for junior high school students because they support gradual vocabulary development and improve students' confidence in writing descriptive texts.

2.5 Writing Skills Development

Writing is a core productive skill in English language learning, as students are asked to produce ideas and realize them in writing accurately (Hassen, 2024). Writing is considered difficult for EFL students since they are asked to combine the knowledge of linguistics (grammar and vocabulary), cognitive operations, and the structure of a text. Writing skills development takes place in stages, especially through continuous practice, appropriate feedback, and exposure to example texts (Arni & Aziz, 2024). Therefore, it is essential to teach writing at junior high school to improve students' text generation competence.

In current understanding, writing is a process, not just a product. The process approach involves ideas generating, drafting, revising and editing which helps students develop their text in stages (Lee, 2021). Studies report that EFL learners have better results when they are guided to think about ideas, organization of information and revision of the draft, not just grammar correction of the product (Hassen, 2024). Therefore, this approach is beneficial to the seventh graders, in

which they should have teacher guidance for writing skills development (Ambarwati, 2026).

The writers' existing language resources such as vocabulary seem to have the most impact on writing development. The writers with a lack of vocabulary struggle to express their ideas clearly and consequently produce short and fragmented compositions (Teng & Zhang, 2021b). It has been stated that vocabulary knowledge has a high correlation and is considered a valid predictor of EFL writing ability, especially in the initial learning phases (Arni & Aziz, 2024). Writing ability is made up of several central elements; content, organization, vocabulary, grammar and mechanics which can all be enhanced through the teaching of genres and good feedback (Hassen, 2024). Writing development is expected to be a gradual process that the writers build up by being given opportunities and guidance and developing their vocabulary and the daily rote memorization of words is hoped to help them compose more ample and appropriate texts.

2.5.1 Descriptive Writing

The definition of descriptive writing refers to the ability to provide detailed images of persons, places, objects, or events which could form clear mental images for the readers (Muman, 2025). In English teaching, this type of writing usually presented at the junior high school since this kind of writing helps the learners practice basic writing skill through simple patterns and word uses. Within the EFL context, descriptive writing is an important genre to assist EFL learners in describing something by using words which are concrete, using adjective and

specific words (Damayanti, 2025). Thus, it is appropriate to be an object of the research for seventh grader whose basic writing skill is developing.

Based on genre-oriented teaching approach, the goal and organization of descriptive writing are clearly presented. The social function of this writing is to share an informational and engaging description of whatever is being discussed. Structurally, a descriptive writing usually consists of two main parts, they are introduction and elaboration, the introduction introduces the object, while the elaboration focuses on describing it in detail. Studies showed that giving clear instruction about the structure of text could help the EFL learners write better and clearer writing (Sari, 2025). Therefore, both of contents and structures should be focused in descriptive writing instruction.

Meanwhile, some linguistic features should be used in writing the descriptive writing such as precise noun, adjective of description, simple present tense, link verb and appropriate modifiers. But in reality, the seventh grade learners still have difficulties because of lacking vocabulary, which makes them unable to describe something more detail; poor knowledge of word vocabulary seems to be one of the causes of the problem in descriptive writing (Muman, 2025). Repetition of words, lack of coherence, lack of unity are often encountered due to the lack of resources such as vocabulary and grammar (Ayuningtias, 2023). In addition, descriptive writing is an initial genre in a sequence that is developed in terms of strengthening the learner's ability to communicate and in order to make them be better for higher demands (Damayanti, 2025). In this research, the descriptive writing means the students' skill of writing the descriptive text by using structure, linguistics elements and word usages in descriptive text; therefore, it becomes the

dependent variable (Y) which can be improved by the variable daily vocabulary memorizing (X).

2.5.2 The Role of Vocabulary in Writing

Vocabulary is paramount to writing as it offers vocabulary knowledge which enables students to convey their meanings exactly and properly (Klimova & Prazak, 2022). In EFL writing, the level of vocabulary knowledge can determine students' capacity to develop ideas, choose appropriate words and write meaningful sentences. Many studies find significant relationship between vocabulary and overall writing competence especially among novice and intermediate learners (Wang & Qin, 2025). Vocabulary has then been established as a basic component of writing competence.

Vocabulary benefits writing quality through both breadth and depth. Having a wide scope of vocabulary offers learners more alternatives in conveying their ideas, avoids redundancy and makes writing more complex (Fernndez & Schmitt, 2021). Depth of vocabulary, on the other hand, focuses on how words are utilized in appropriate contexts and thus includes word collocation, appropriate word form and correct meaning. Depth has been found influential on the precision and unity in writing, as learners can compose appropriate and natural sentences with greater depth of vocabulary knowledge (Teng & Zhang, 2021a). In descriptive writing, vocabulary knowledge plays an important role, as students need precise vocabulary such as sensory words, nouns, and adjectives to describe the object, and lack of vocabulary often results in vague descriptions and repetition.

Furthermore, vocabulary knowledge aids the cohesiveness and fluency in writing. With strong vocabulary, learners can integrate their ideas better and utilize

connective words to achieve cohesion; lack of vocabulary knowledge will cause writing to become incoherent and fragmented (Klimova & Prazak, 2022). Various linguistic features such as lexical variety and lexical sophistication are identified as potential predictors of writing quality including clearness and coherence (Fernandez & Schmitt, 2021). Vocabulary is of great help in decreasing the mental burden of students and helps them put their thoughts on other advanced writing tasks such as planning and revising to enhance their fluency and writing extensiveness (Wang & Qin, 2025). In this sense, vocabulary offers robust theoretical support to the relation between the amount of daily vocabulary memorization (X) and students' descriptive writing skill (Y) in this study.

2.6 The Effect of Daily Vocabulary Memorization to Writing Skills

Vocabulary is an essential aspect of acquiring writing skills, especially in EFL situation where learners commonly face difficulties to access and apply it (Puspitasari, 2024). Vocabulary is an accurate predictor of writing ability as it provides the learner with sufficient words to convey his or her thought clearly, choose the right words, and compose coherence texts (Kusuma & Santosa, 2023). In descriptive writing, for instance, if a learner has weak vocabulary, it usually produces rather vague, repetitive or very simple descriptive text since he or she does not have sufficient vocabulary, particularly nouns, adjectives, and descriptive phrases to describe a person, place or things well.

Daily vocabulary memorization has a contribution on writing development as it builds learners' productive vocabulary due to repeated input and rehearsal (Eskandari et al., 2024). By learning three words a day in the daily routine of the morning boarding school, learners gain frequent practice to retrieve vocabulary,

which enables them to recall words easily and use it while writing (Mulyani, 2025). Furthermore, regular practice also lessens learners' cognitive load while writing since learners are able to pay more attention to sentence construction, idea elaboration and texts cohesion rather than finding the word needed (Puspitasari, 2024).

The influence of daily vocabulary memorization toward descriptive writing is also illustrated through vocabulary transfer via contextual usage and frequent production. The repetition of words in a routine way helps learners to own their meaning, structures, and usages so that the vocabulary use will be more accurate and functional during writing tasks (Eskandari et al., 2024). Based on the empirical evidences, learners who apply systematic and structured vocabulary learning are able to produce more accurate, varied and detailed descriptive writing than those who learn vocabulary in a single-time or sporadic manner (Kusuma & Santosa, 2023). Therefore, daily vocabulary memorization is empirically and theoretically proven to improve learners' descriptive writing skills.

2.7 Previous Studies

There are various studies that discuss the relationship between vocabulary learning and writing skills of EFL learners. Faadhilah et al (2026) concluded that with greater proficiency of vocabulary, the writings produced were more coherent and logical. From the results, it can be seen that vocabulary learning is significantly beneficial in helping students to effectively communicate ideas in writings. Similar findings have been made by Aswad (2022), which states that writing skills of students were influenced by vocabulary learning and motivation. Students who

have wide ranges of vocabulary are able to expand ideas, construct sentences and develop meaningful writing.

In specific regard to descriptive writing, Silvia (2023) found that vocabulary intervention improves students' unity in their paragraph and the overall quality of descriptive writing. The study found that students who received vocabulary intervention had more developed idea arrangement and lexical richness in their descriptive writing. Conversely, Hadiani (2019) found that students often have difficulty in writing descriptive texts due to poor knowledge of vocabulary. It is concluded that repetitive sentences, lacks of in-depth description and difficulty in expressing the idea in an extensive way become some of the drawbacks when it comes to students' descriptive writing. Based on the review, vocabulary has played a role in constructing more interesting and descriptive writing.

Several studies were conducted on methods of learning vocabulary and memorizing vocabulary. Pratama (2025) concluded that the systematic and frequent practicing of vocabulary can effectively increase writing skills of students. Similarly, Lailiyah (2021) found that there is difference of descriptive writing skills between learning methods of vocabulary study. Thus, methods specific for vocabulary study more effective than general vocabulary learning to improve students descriptive writing skills. Beside it, Rahayu (2022) revealed that vocabulary learning deficit make students difficult to create descriptive text and develop the ideas smoothly.

Although some studies had explored the effect of vocabulary learning toward writing skills, there is still an argument of several issues. First, most studies used various strategies of vocabulary learning, not on habitual learning. Second,

there are not many studies focusing on vocabulary in the context of descriptive writing and for seventh graders, particularly. Third, not many studies focused on the vocabulary learning on Islamic boarding school, let alone in terms of evaluating the effect of daily memorization in formal setting. Therefore, this study was conducted to overcome the existing gaps in vocabulary learning by analyzing the effect of daily vocabulary memorization toward seventh graders descriptive writing skills in junior high school using quantitative pre-test and post-test design in Islamic boarding school.

CHAPTER III

METHODOLOGY

This chapter presents the research methodology used in this study. It explains the research design, research setting, sample and population, research variables, research instruments, data collection procedures, and data analysis techniques. In addition, this chapter also describes the validity and reliability of the instruments to ensure the accuracy and trustworthiness of the data. Through this methodology, the study aims to examine the effect of daily vocabulary memorization on students' descriptive writing ability in the seventh grade of PP Al-Mashduqiah.

3.1 Research Design

This study employs a quantitative research design to examine the effect of daily vocabulary memorization on students' descriptive writing ability. Quantitative methods are appropriate for investigating relationships between variables and testing hypotheses through statistical analysis. In educational research, this approach enables systematic data collection and objective evaluation to identify significant effects or differences among variables. Consequently, it suits the aim of this study to determine the impact of the independent variable (daily vocabulary memorization) on the dependent variable (descriptive writing proficiency) (Tağa & Kalenderoğlu, 2022).

Specifically, the design applied is quasi-experimental, commonly used in educational contexts where random assignment of participants is not feasible. With such a design, the researcher can intervene on the independent variable on pre-existing groups (like classes), then observe its effects on the dependent variable on

the basis of the students' pre-test and post-test performances (Putra et al., 2023). In the field of language teaching, the quasi-experimental design is common for the purpose of exploring the efficacy of treatments on developing language proficiency skills (Taa & Kalenderolu, 2022).

For this study, the quasi-experimental design consists of implementing the pre-test (on the initial writing ability regarding description), performing the daily vocabulary memorization treatment, and administering the post-test (on writing ability). The researcher compares pre-test and post-test outcomes and investigates the causal effect of the intervention on writing skills. This method can be trusted to find out whether the treatment causes a certain result when full experimental designs can be difficult to be implemented (Mohammadi et al., 2024; Taa & Kalenderolu, 2022).

3.2 Research Setting

This study was conducted at Islamic Boarding Junior High School Al-Mashduqiah, Probolinggo, East Java. The school was selected as the research setting because it provides an English as a Foreign Language (EFL) learning environment in which students are encouraged to develop their language skills through both classroom instruction and boarding school language programs. The structured daily schedule implemented in the Islamic boarding school environment enables students to participate in regular language-learning activities, including vocabulary practice and memorization (Putri & Pranata, 2025).

The participants of this study were all seventh-grade students of Islamic Boarding Junior High School Al-Mashduqiah. The total number of participants was 28 students. Seventh-grade students were chosen because they are in the early stage

of formal English learning and often experience difficulties in mastering vocabulary and developing writing skills, particularly descriptive writing (Mariza, 2024). Since vocabulary knowledge plays an important role in writing development, this group was considered appropriate for investigating the effect of daily vocabulary memorization on descriptive writing ability (Mariza, 2024).

The research was conducted from April 4 to May 3, 2026. The pre-test was administered on April 4, 2026, followed by 29 days of daily vocabulary memorization treatment. During the treatment period, students memorized vocabulary items, practiced pronunciation, and used the vocabulary in simple sentences and writing activities. After the treatment was completed, the post-test was administered to measure students' improvement in descriptive writing ability. The Islamic boarding school environment provides a unique learning context characterized by discipline, routine language practice, and continuous supervision. These characteristics support students' consistency in learning and create favorable conditions for language acquisition and vocabulary development (Putri & Pranata, 2025). Previous studies have suggested that learning environments can influence students' engagement with language learning strategies and their language achievement (Mariza, 2024). Therefore, Islamic Boarding Junior High School Al-Mashduqiah provides an appropriate and authentic setting for examining the effect of daily vocabulary memorization on students' descriptive writing ability.

3.3 Sample and Population

This study involved seventh-grade students of Islamic Boarding Junior High School Al-Mashduqiah as the research participants. In quantitative research, the population refers to the entire group of individuals who possess characteristics

relevant to the objectives of a study, while the sample refers to a subset of the population selected for data collection and analysis (Creswell & Creswell, 2018). Defining the population and sample clearly is important because it helps ensure that the research findings accurately represent the participants involved in the study (Tağa & Kalenderoğlu, 2022).

3.3.1 Population

The population of this study consisted of all seventh-grade students of Islamic Boarding Junior High School Al-Mashduqiah in the 2025/2026 academic year. The total population was 28 students. The researcher selected seventh-grade students because they were at the beginning stage of formal English language learning and were still developing their vocabulary mastery and descriptive writing ability. At this level, students often experience difficulties in expressing ideas, organizing sentences, and using appropriate vocabulary in descriptive texts (Mariza, 2024).

In addition, all students were taught using the same curriculum, learning materials, and educational environment. As students of an Islamic boarding school, they also participated in the same language programs organized by the pesantren, including daily vocabulary memorization activities. These similarities helped minimize external factors that could influence the research findings and enabled the researcher to focus on examining the effect of daily vocabulary memorization on students' descriptive writing ability (Putri & Pranata, 2025).

3.3.2 Sample

The sample of this study consisted of all 28 seventh-grade students of Islamic Boarding Junior High School Al-Mashduqiah. Since the total population

was relatively small and manageable, all members of the population were involved in the study. Therefore, the sample was identical to the population.

The researcher involved all students to obtain comprehensive data regarding the effect of daily vocabulary memorization on descriptive writing ability. By including all members of the population, the study minimized sampling bias and ensured that every eligible participant received the same treatment and assessment procedures. Furthermore, involving the entire population allowed the researcher to obtain a more complete and accurate description of students' descriptive writing performance before and after the implementation of the treatment (Creswell & Creswell, 2018).

Thus, the study involved 28 seventh-grade students as both the population and the sample, making the findings representative of all seventh-grade students at Islamic Boarding Junior High School Al-Mashduqiah during the academic year of the study.

3.4 Variable of the Research

There are two independent and dependent variables in this study. The independent variable (X) is daily vocabulary learning that is defined as a structured procedure of learning and reviewing a specific number of new words each day (Taa & Kalenderolu, 2022). The dependent variable (Y) is descriptive writing proficiency and refers to the students' performance in writing a descriptive composition. It is important to define the variables in a quantitative research study since it helps the researcher to develop a measuring tool, an intervention program, and to analyze and measure results systematically (Mohammadi et al., 2024).

Daily vocabulary learning which is the independent variable, is operationally defined as daily classroom exercises of obtaining daily word lists, recall tests, and directed writing tasks of incorporating target vocabulary in an effort to help students acquire words productive use through review and situation-appropriate use. The results of previous studies suggest that explicit teaching and structured vocabulary practices enhance learners' use of words productively particularly in writing tasks (Taa & Kalenderolu, 2022).

The students' descriptive writing proficiency (the dependent variable) is operationalized as their compositions evaluated based on various criteria such as the content of the essay, structure, the use of words, grammar and mechanic skills. A descriptive essay requires the writer to produce a cohesive and descriptive composition, which requires selection of an appropriate language. The results indicate that learners with better vocabulary knowledge and consistent practice have high performance in descriptive writing tasks and produce accurate, elaborate and fluent composition (Mohammadi et al., 2024).

The causal relationship between the independent and dependent variable has also been established. With structured daily practice of vocabulary learning (independent variable) and assessment of descriptive writing before and after the treatment (dependent variable), this study can provide evidence of how consistent vocabulary learning influences descriptive writing and justified the use of pretest and posttest as an assessment tool to measure the effect of the intervention and as an empirical evidence on the relationship between vocabulary learning and writing proficiency of EFL students (Mariza, 2024).

3.5 Research Instrument

The present research used some instruments to measure the effect of daily vocabulary memorization to students' descriptive writing ability. The data were collected using some instruments: the pre test, intervention activity, the post test and the rubric. In this way, the writing results were measured and rated objectively and homogenously (Putri & Pranata, 2025).

3.5.1 Pre-Test (T1)

The pre-test was done prior to the implementation of the treatment of daily vocabulary memorization to measure the students' initial descriptive writing ability. It was conducted on April 4th, 2026 during the class time. The students were asked to compose an individual descriptive writing in the title of "My Best Friend" for 60 minutes without using dictionary or another helping tools.

The objective of this pre test was to know students' writing ability before they get the treatment. This was intended to know students' writing ability when it comes to make ideas, organize the paragraphs and choose suitable vocabulary and grammar in describing something.

There were five writing aspect used to rate the student writing ability: vocabulary, grammar, organization, content and mechanic. This writing ability in the pre test compared with the writing ability after the students received the treatment, this is post test.

3.5.2 Treatment

The treatment given to the students was the vocabulary learning process of writing a list of words and trying to remember them for 29 meetings that lasted from April 4, 2026 up to May 4, 2026. This program was conducted every morning after

the Subuh prayer at boarding school English language learning program monitored by Language Department Council (LDC), about 15 minutes of learning.

Through this treatment the students had to memorize three new English vocabularies every day. The vocabularies were the mixture of the categories including nouns, adjectives and verbs that relate to daily activity. The researcher was assisted by the officers of LDC to get the materials vocabulary to be taught.

The learning process or activities of the treatment involved some steps such as firstly the teacher explained some new vocabularies and wrote down the words on the white board. Secondly, the teacher pronounced each of the words then the students repeated them together through oral repetition. Thirdly, they had to try to memorize the words for some minutes individually. Afterwards, students had to practice using the words by writing a simple sentence by hand on their note book, then read it out loudly. At the end of each meeting the teacher revised the previous vocabulary from the previous meetings so that the students were always remember to some extent.

Some language learning media and methods were used in the treatment such as list of words, white board, oral repetition, memorization drill, translation activity and the practice of writing sentence on note book and it was focused on students to have the ability to get better understanding of the vocabulary. The teacher also helped students to use the vocabularies well in writing descriptive language.

Despite of some students who were sleepy in the class, because the activity is held early in the morning, the teacher try hard to keep students discipline in this learning activity and told students who could not focus to stand up and still get

involved in the activity. The students got to know the English vocabularies day by day and showed active respond to the whole activities.

3.5.3 Post- Test (T2)

The post test administered after daily vocabulary memorization treatment to evaluate the improvement on students' descriptive writing after the intervention was conducted on May 4th, 2026. The writing test in this post test was a single writing test on the title "My favorite teacher" to be written by individual student for 60 minutes without the help of dictionary or other sources of information in the classroom.

The post test was aimed at testing students' improvement on writing descriptive essay in the daily vocabulary memorization treatment. This kind of test measured how the students are capable of describing people by expanding the topic of describing people through a structured paragraphs developed by vocabulary, sentence patterns, organization and the development of paragraphs.

The evaluation of writing in the post test was identical to the pre test. There were five points in which the students' writing performance were assessed. They are vocabulary, sentence patterns, organization, content, and mechanics. After that, the score of post test was compared with the score of pre test.

3.5.4 Scoring Rubric

Students' descriptive writing performance was evaluated using an analytical scoring rubric adapted from Jacobs et al. (1981). The rubric was selected because it provides detailed criteria for assessing students' writing ability and has been widely used in English as a Foreign Language (EFL) writing assessment. The rubric consisted of five components: content, organization, vocabulary, language use

(grammar), and mechanics. Each component was assigned a specific score range, resulting in a maximum score of 100 points. The components of the scoring rubric are presented in Table 3.1

Table 3.1 Scoring Rubric

Aspect	Description	Score Range
Content	Relevance, completeness, and development of ideas	13–30
Organization	Logical sequencing, coherence, and organization of ideas	7–20
Vocabulary	Range, appropriateness, and effectiveness of word choice	7–20
Language Use (Grammar)	Accuracy and complexity of grammatical structures	5–25
Mechanics	Correct use of spelling, punctuation, capitalization, and paragraphing	1–5
Total	Maximum possible score	100

To ensure scoring reliability, students' writing products were assessed independently by two raters, namely the researcher and an English teacher. Both raters used the same scoring rubric to evaluate the pre-test and post-test writing tasks. After the scoring process was completed, the scores from both raters were compared to determine the consistency of the assessment. The final score for each student was obtained by averaging the scores assigned by the two raters.

3.6 Validity and Reliability

In order to assure that the instruments measure what is supposed to be measuring, we need to determine their validity and reliability. The test and the rubric must measure the students' descriptive writing ability; validity assures this, whereas reliability suggests consistency if test and rubric are applied to comparable students and comparable situations (Mohammadi et al., 2024).

3.6.1 Validity

In addition, content validity and construct validity were used to evaluate the research instruments. Content validity refers to the extent to which the pre-test, post-test, and scoring rubric represent the objectives of the study and the characteristics of descriptive writing. The instruments were reviewed and validated through expert judgment by the thesis supervisor to ensure their relevance to the research objectives and students' writing ability.

Construct validity was established by ensuring that the writing tasks and scoring rubric measured the intended construct, namely students' descriptive writing ability. The scoring rubric adapted from Jacobs et al. (1981) assessed five aspects of writing: content, organization, vocabulary, language use (grammar), and mechanics. These components were considered appropriate indicators for evaluating students' descriptive writing performance.

Based on the expert's suggestions and evaluation, several revisions were made to improve the clarity and suitability of the research instruments before they were administered to the participants. Therefore, the instruments were considered valid and appropriate for collecting the data required in this study.

3.6.2 Reliability

Reliability refers to the consistency of scores produced by a research instrument. In writing assessment, reliability is important to ensure that the scores obtained by students are consistent and not influenced by the subjective judgment of a single rater (Brown, 2007; Creswell, 2018). A reliable instrument produces similar results when applied under comparable conditions.

In this study, reliability was established through inter-rater reliability. Students' descriptive writing performances were assessed independently by two raters, namely the researcher and an English teacher, using the same analytical scoring rubric adapted from Jacobs et al. (1981). The rubric evaluated five aspects of writing: content, organization, vocabulary, language use (grammar), and mechanics.

After both raters completed the scoring process, the level of agreement between the raters was examined using Pearson Product-Moment Correlation. A high correlation coefficient indicates that both raters assigned similar scores and interpreted the scoring criteria consistently. Therefore, inter-rater reliability helps minimize subjectivity and increase the consistency of writing assessment (Brown, 2007).

The final score of each student was obtained by averaging the scores assigned by the two raters. The use of a standardized scoring rubric and two independent raters ensured that the assessment results were reliable and suitable for further statistical analysis.

The result of the inter-rater reliability test is presented in Table 3.2 below.

Table 3.2 The result of the inter-rater reliability test

Correlations		Rater1	Rater2
Rater1	Pearson Correlation	1	.942**
	Sig. (2-tailed)		.000
	N	28	28
Rater2	Pearson Correlation	.942**	1
	Sig. (2-tailed)	.000	
	N	28	28

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 3.2, the result of the inter-rater reliability test showed a Pearson correlation coefficient of 0.942 between Rater 1 and Rater 2 with a significance level of 0.000. This coefficient falls within the very high reliability category (0.80–1.00), indicating a strong agreement between the two raters. Therefore, it can be concluded that the scoring instrument was reliable and that both raters assessed the students' descriptive writing performances consistently. Consequently, the scores obtained from the writing assessment were considered reliable and appropriate for further statistical analysis.

3.6.3 Interpretation of Writing Scores

Table 3.3 Interpretation of Writing Scores Adapted from Jacobs et al. (1981)

Aspect	Score	Criteria
Content	27–30	Excellent to Very Good: knowledgeable, substantive, thorough development of ideas, relevant to the assigned topic.
	22–26	Good to Average: some knowledge of the subject, adequate range, limited development of ideas, mostly relevant to the topic.

	17–21	Fair to Poor: limited knowledge of the subject, little substance, inadequate development of ideas.
	13–16	Very Poor: does not show knowledge of the subject, non-substantive, insufficient information for evaluation.
Organization	18–20	Excellent to Very Good: fluent expression, ideas clearly stated and supported, well organized, logical sequencing, cohesive.
	14–17	Good to Average: somewhat organized, main ideas stand out, limited support, logical but incomplete sequencing.
	10–13	Fair to Poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	7–9	Very Poor: lacks organization, difficult to understand, insufficient for evaluation.
Vocabulary	18–20	Excellent to Very Good: sophisticated range, effective word choice and usage, mastery of word forms.
	14–17	Good to Average: adequate range, occasional errors of word choice, usage, or word forms, but meaning remains clear.
	10–13	Fair to Poor: limited range, frequent errors of word choice and usage, meaning sometimes obscured.
	7–9	Very Poor: inadequate vocabulary, frequent errors, meaning often obscured.
Language Use (Grammar)	22–25	Excellent to Very Good: effective complex constructions, few grammatical errors involving agreement, tense, number, word order, articles, pronouns, and prepositions.
	18–21	Good to Average: effective but simple constructions, some grammatical errors, meaning generally clear.

	11–17	Fair to Poor: major problems in sentence construction, frequent grammatical errors, meaning sometimes obscured.
	5–10	Very Poor: dominated by grammatical errors, communication frequently difficult.
Mechanics	5	Excellent to Very Good: demonstrates mastery of spelling, punctuation, capitalization, and paragraphing.
	4	Good to Average: occasional errors in spelling, punctuation, capitalization, and paragraphing.
	3	Fair to Poor: frequent errors that occasionally interfere with understanding.
	2	Very Poor: excessive errors that make the text difficult to understand.
	1	Inadequate: little mastery of writing conventions, very difficult to read.

The interpretation criteria above were used by both raters to assess students' descriptive writing performance in the pre-test and post-test. The detailed descriptors helped the raters assign scores objectively and consistently for each writing component, namely content, organization, vocabulary, language use, and mechanics. The final writing score was obtained by summing the scores from all components and averaging the scores assigned by the two raters.

3.7 Data Collection Procedures

The data for this study were collected systematically to ensure the accuracy and credibility of the research findings. The data collection procedure consisted of three main stages: pre-test, treatment, and post-test.

First, a pre-test (T1) was administered to the seventh-grade students of Islamic Boarding Junior High School Al-Mashduqiah on April 4, 2026. The purpose of the pre-test was to identify the students' initial ability in writing descriptive texts before the implementation of the treatment. In this test, students were instructed to write a descriptive text entitled "*My Best Friend*" within 60 minutes without using a dictionary or other supporting materials. The students' writing performances were assessed using an analytical scoring rubric adapted from Jacobs et al. (1981), which evaluated five aspects of writing: content, organization, vocabulary, language use (grammar), and mechanics.

After the pre-test, the researcher implemented the daily vocabulary memorization program as the treatment. The treatment was conducted for 29 consecutive days from April 5 to May 3, 2026. During the treatment period, students memorized selected vocabulary items, practiced pronunciation, reviewed previously learned words, and applied the vocabulary in simple sentences and descriptive writing activities. The activities were conducted under the supervision of the researcher and the English teacher to ensure that the treatment was implemented consistently.

After completing the treatment period, a post-test (T2) was administered to measure the students' descriptive writing ability after receiving the treatment. The students were instructed to write a descriptive text entitled "*My Favorite Teacher*" within 60 minutes under the same conditions as the pre-test. To maintain consistency, the post-test was assessed using the same analytical scoring rubric as the pre-test.

The students' writing products from both the pre-test and post-test were assessed independently by two raters, namely the researcher (Rater 1) and an English teacher (Rater 2). The final score of each student was obtained by averaging the scores assigned by the two raters. After all scores had been collected, the data were analyzed using SPSS. The analysis included descriptive statistics, inter-rater reliability testing, normality testing using the Shapiro-Wilk test, and hypothesis testing using the Paired Sample t-Test to determine the effect of daily vocabulary memorization on students' descriptive writing ability.

3.8 Technique Analysis Data

3.8.1 Descriptive Statistics

Descriptive statistics were used to summarize the students' descriptive writing scores obtained from the pre-test and post-test. The final scores analyzed in this study were obtained by averaging the scores assigned by the two raters. The descriptive statistics included the mean score, standard deviation, minimum score, and maximum score. These statistics provided an overview of the students' writing performance before and after the implementation of daily vocabulary memorization. Furthermore, descriptive statistics helped identify general patterns of improvement in students' descriptive writing ability, including vocabulary use, organization, grammar, content development, and mechanics (Mohammadi et al., 2024).

3.8.2 Normality Test

Before conducting inferential analysis, a normality test was performed to determine whether the data were normally distributed. Since the sample consisted of 28 students, the Shapiro-Wilk test was employed because it is recommended for

sample sizes smaller than 50 and provides reliable results in educational research (Tağa & Kalenderoğlu, 2022).

The criteria for determining normality were as follows:

- If the significance value (Sig.) was greater than 0.05, the data were considered normally distributed.
- If the significance value (Sig.) was less than 0.05, the data were considered not normally distributed.

Data that met the normality assumption allowed the researcher to use parametric statistical tests, particularly the Paired Sample t-Test, to examine the effect of daily vocabulary memorization on students' descriptive writing ability (Mariza, 2024).

3.9 Hypothesis Testing

The hypothesis of this study was tested using the Paired Sample t-Test through SPSS. This statistical test was selected because the study employed a one-group pre-test and post-test design and aimed to compare students' writing scores before and after the implementation of the treatment.

The hypotheses were formulated as follows:

- Null Hypothesis (H_0): Daily vocabulary memorization does not have a significant effect on students' descriptive writing ability.
- Alternative Hypothesis (H_1): Daily vocabulary memorization has a significant effect on students' descriptive writing ability.

The decision criteria were as follows:

- If the significance value (Sig.) was less than 0.05, H_0 was rejected and H_1 was accepted.

- If the significance value (Sig.) was greater than 0.05, H_0 was accepted and H_1 was rejected.

The Paired Sample t-Test was used to determine whether the difference between the pre-test and post-test mean scores was statistically significant at the 5% significance level ($\alpha = 0.05$). This analysis provided statistical evidence regarding the effect of daily vocabulary memorization on the descriptive writing ability of the seventh-grade students at Islamic Boarding Junior High School Al-Mashduqiah.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the findings and discussion of the research on the effect of daily vocabulary memorization on students' descriptive writing ability in the seventh grade of junior high school. The data gathered during the study was processed using various statistical methods: pre-test and post-test analysis, normality test and hypothesis test using paired-sample t-test. Besides that, this chapter also presents the interpretation of research finding in terms of research data obtained.

4.1 Findings

4.1.1 General Description of the Research Site

The study was conducted at Islamic Boarding Junior High School Al-Mashduqiah, located in Patokan Village, Kraksaan District, Probolinggo Regency, East Java. The school operates under the Satuan Pendidikan Muadalah (SPM) system, which is equivalent to the junior high school level (SMP/MTs). As an Islamic boarding school, Al-Mashduqiah implements its own curriculum designed to achieve the educational objectives of the pesantren while providing students with both religious and general education.

One of the distinctive characteristics of the school is its emphasis on foreign language learning, particularly English and Arabic. To support students' language development, the school organizes a daily vocabulary memorization program supervised by the Language Department Council (LDC). This program encourages students to learn and practice new vocabulary regularly as part of their language learning activities.

The participants of this study were 28 students from Class VII B. The research was conducted from April 4, 2026, to May 4, 2026. The pre-test and post-test were administered in the classroom during English lessons under the supervision of the English teacher, Mr. Irfan Wahyudi. Meanwhile, the daily vocabulary memorization treatment was conducted outside the classroom as part of the pesantren's morning language program. The treatment was implemented for 29 consecutive days before the post-test was administered.

4.1.2 The Implementation of Daily Vocabulary Memorization

This study can be divided into three stages, including pre-test, treatment, and post-test. The study had been conducted in 31 sessions ranging from April 4, 2026 to May 4, 2026. There were two sessions allocated for pre-test and post-test and the other 29 sessions were for the treatment; daily memorization of vocabularies. The sessions were carried out in the morning after the Subuh prayer and lasted for 15 minutes each day as part of the language programs organized by the Language Department Council (LDC) at PP Al-Mashduqiah.

The pre-test was administered on April 4, 2026. In this stage, the students were instructed to write an individual descriptive text entitled "*My Best Friend*" within 60 minutes without using a dictionary or other supporting materials. The purpose of the pre-test was to identify the students' initial descriptive writing ability before receiving the treatment. The students' writing was assessed using an analytical scoring rubric adapted from Jacobs et al. (1981), which evaluated five aspects of writing: content, organization, vocabulary, language use (grammar), and mechanics.

Following the pre-test, the researcher delivered the 29-session treatment through guided daily vocabulary memorization. LDC facilitators, oriented in advance by the researcher on the relevant terms, led the activities. Each session introduced three new words from varied categories, such as nouns, adjectives, and verbs related to daily routines. The sequence involved a one-minute instructor-led introduction, one minute of group pronunciation practice, three minutes of individual memorization, one minute of oral repetition, five minutes for crafting and noting sentences with pronunciation, and four minutes reviewing prior vocabulary.

Throughout the treatment period, several instructional tools were used, including vocabulary lists, whiteboards, oral drills, translation activities, and personal vocabulary notebooks. Although some students occasionally experienced fatigue during the morning sessions, the facilitators maintained students' participation and engagement throughout the program to ensure that the treatment was implemented consistently.

The post-test was administered on May 4, 2026, after the completion of the 29-day treatment period. In the post-test, students were instructed to write an individual descriptive text entitled "*My Favorite Teacher*" within 60 minutes under the same conditions as the pre-test. The students' writing was assessed using the same analytical scoring rubric applied in the pre-test to maintain consistency in scoring. Furthermore, the writing products were evaluated independently by two raters, namely the researcher and an English teacher. The final score of each student was obtained by averaging the scores assigned by both raters. The comparison

between the pre-test and post-test scores was then used to determine the effect of daily vocabulary memorization on students' descriptive writing ability.

4.1.3 The Result of Pre-Test

The pre-test was administered on April 4, 2026, before the implementation of the treatment. The participants consisted of 28 seventh-grade students of Islamic Boarding Junior High School Al-Mashduqiah. Students were instructed to write a descriptive text entitled "*My Best Friend*" individually within 60 minutes without using a dictionary or other supporting materials.

The students' writing products were assessed using an analytical scoring rubric adapted from Jacobs et al. (1981), which evaluates five aspects of writing: content, organization, vocabulary, language use (grammar), and mechanics. To ensure scoring reliability, each writing product was independently assessed by two raters, namely the researcher (Rater 1) and an English teacher (Rater 2). The final score of each student was obtained by averaging the scores assigned by both raters.

The results of the pre-test indicated that the students' descriptive writing ability was still relatively low before the implementation of daily vocabulary memorization. Many students experienced difficulties in developing ideas, organizing information logically, selecting appropriate vocabulary, applying grammatical structures accurately, and using correct writing mechanics. These findings suggest that students needed improvement in their descriptive writing ability.

Table 4. 1 Raters of Writing Assessment

Rater	Position
Rater 1	Researcher
Rater 2	English Teacher

Table 4.2 presents the students' pre-test scores assessed by both raters before receiving the treatment.

Table 4. 2 Students' Pre-Test Scores

No	Students	Rater 1	Rater 2	Final Scores
1	S1	50	49	49.5
2	S2	63	65	64
3	S3	54	55	54.5
4	S4	62	65	63.5
5	S5	63	66	64.5
6	S6	70	69	69.5
7	S7	50	48	49
8	S8	52	49	50.5
9	S9	56	58	57
10	S10	68	70	69
11	S11	64	65	64.5
12	S12	41	40	40.5
13	S13	49	50	49.5
14	S14	43	45	44
15	S15	62	65	63.5
16	S16	57	56	56.5

17	S17	51	52	51.5
18	S18	59	60	59.5
19	S19	50	48	49
20	S20	70	69	69.5
21	S21	40	42	41
22	S22	41	43	42
23	S23	56	58	57
24	S24	63	61	62
25	S25	49	55	52
26	S26	52	56	54
27	S27	65	67	66
28	S28	68	66	67

Description	Score
Total Score	1576
Average Score	56.29
Highest Score	69.5
Lowest Score	40.5

From Table 1 we could see that students ' ability in writing descriptive composition before the treatment was not good enough yet. As for that reason, the writer used memorizing vocabulary everyday as the treatment to promote students ' ability in writing descriptive compositio

4.1.4 The Result of Post-Test

After 29 days of daily vocabulary memorization instruction, the post-test was administered to assess the students' descriptive writing ability. The students were instructed to write a descriptive text entitled "*My Favorite Teacher*" individually within 60 minutes without using a dictionary or other supporting materials.

The students' writing products were assessed using an analytical scoring rubric adapted from Jacobs et al. (1981), which evaluates five aspects of writing: content, organization, vocabulary, language use (grammar), and mechanics. To ensure scoring reliability, each writing product was independently assessed by two raters, namely the researcher (Rater 1) and an English teacher (Rater 2). The final score of each student was obtained by averaging the scores assigned by both raters.

The results of the post-test showed an improvement in the students' descriptive writing ability after receiving the treatment. The total post-test score was 2080, with a mean score of 74.29. The highest score was 83.5, while the lowest score was 67.5. Compared to the pre-test results, the students demonstrated better performance in developing ideas, organizing information, selecting appropriate vocabulary, applying grammatical structures, and using writing mechanics.

These findings indicate that daily vocabulary memorization contributed positively to the students' descriptive writing ability.

Table 4.3 presents the students' post-test scores.

No	Students	Rater 1	Rater 2	Final Scores
1	S1	74	76	75
2	S2	71	72	71.5

3	S3	79	81	80
4	S4	78	79	78.5
5	S5	68	70	69
6	S6	76	78	77
7	S7	70	68	69
8	S8	71	73	72
9	S9	75	78	76.5
10	S10	74	75	74.5
11	S11	80	83	81.5
12	S12	71	70	70.5
13	S13	69	71	70
14	S14	71	73	72
15	S15	74	76	75
16	S16	78	80	79
17	S17	70	69	69.5
18	S18	78	81	79.5
19	S19	66	69	67.5
20	S20	82	85	83.5
21	S21	71	72	71.5
22	S22	80	79	79.5
23	S23	74	73	73.5
24	S24	73	75	74
25	S25	69	71	70

26	S26	72	76	74
27	S27	73	75	74
28	S28	75	79	77

Description	Score
Total Score	2080
Average Score	74.29
Highest Score	83.5
Lowest Score	67.5

From table 2 above, we may draw the conclusion that the students' descriptive writing ability was improved after receiving treatment than before treatment. Improvement of students score shows that daily vocabulary memorization has the positive impact on students' descriptive writing ability.

4.1.5 Descriptive Statistics Analysis

Descriptive statistical analysis of pre- and post-test scores (Means, SDs, SEs) was calculated using SPSS. SPSS output was produced revealing the pre-test mean to be 56.43 (SD = 9.48) compared to the post-test mean of 75.46 (SD = 6.20)- a rise in proficiency for descriptive writing.

Moreover, the reduced post-test standard deviation reflected greater score homogeneity, implying uniformly improved writing outcomes across most participants relative to the pre-test.

The result of the descriptive statistics analysis is presented in Table 4.4 below.

Table 4.4 Descriptive Statistics of Pre-Test and Post-Test Scores

Test	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	28	56.43	9.48	1.79
Post-Test	28	75.46	6.20	1.17

The table above shows that the post-test mean score was higher than the pre-test mean score. The increase of the mean score from 56.43 to 75.46 indicates that the students experienced improvement in their descriptive writing ability after the implementation of daily vocabulary memorization treatment.

The following is the SPSS output of the descriptive statistics analysis.

Table 4.5 SPSS Output of Descriptive Statistics

Paired Samples Statistics	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	56.43	28	9.48	1.79
Post-Test	75.46	28	6.20	1.17

Based on the descriptive statistics result above, it can be concluded that daily vocabulary memorization gave a positive effect on the students' descriptive writing ability. The students achieved better scores after receiving the treatment, as indicated by the increase in the post-test mean score.

4.1.7 Result of Normality Test

Table 4.6 SPSS Output Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.141	28	.160	.944	28	.136
Posttest	.111	28	.200*	.966	28	.468

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test was conducted to determine whether the pre-test and post-test data were normally distributed. In this study, the normality test was analyzed using the Shapiro-Wilk test through SPSS because the sample size consisted of fewer than 50 students.

The criteria of the normality test are as follows:

- If the significance value (Sig.) is greater than 0.05, the data are considered normally distributed.
- If the significance value (Sig.) is less than 0.05, the data are considered not normally distributed.

The result of the normality test is presented in Table 4.7 below.

Table 4.7 Tests of Normality

Variable	Shapiro-Wilk Statistic	df	Sig.	Description
Pre-Test	0.944	28	0.136	Normal
Post-Test	0.966	28	0.468	Normal

Based on Table 4.7, the significance value of the pre-test was 0.136 and the significance value of the post-test was 0.468. Both significance values were higher

than 0.05. Therefore, it can be concluded that the pre-test and post-test data were normally distributed.

Since the data were normally distributed, the researcher continued the analysis using the paired-sample t-test to test the research hypothesis.

4.1.8 Result of T-Test and Hypothesis Testing

After conducting the normality test, the researcher continued the data analysis using the Paired Sample t-Test. The purpose of this test was to determine whether there was a significant effect of daily vocabulary memorization on students' descriptive writing ability at Islamic Boarding Junior High School Al-Mashduqiah.

The hypotheses of this research were formulated as follows:

- Null Hypothesis (H_0): There is no significant effect of daily vocabulary memorization on students' descriptive writing ability.
- Alternative Hypothesis (H_1): There is a significant effect of daily vocabulary memorization on students' descriptive writing ability.

The criteria for testing the hypothesis are as follows:

- If the significance value (Sig.) is greater than 0.05, H_0 is accepted and H_1 is rejected.
- If the significance value (Sig.) is less than 0.05, H_0 is rejected and H_1 is accepted.

The paired-sample t-test was analyzed using SPSS. The result of the hypothesis testing is presented in Table 4.8 below.

Table 4.8 Paired Samples Test

Variable	Mean Difference	t	df	Sig. (2-tailed)
Pre-Test – Post-Test	-18.02	-11.756	27	< 0.001

Based on Table 4.8, the significance value (Sig. 2-tailed) was less than 0.001, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This result indicates that there was a statistically significant difference between the students' pre-test and post-test scores.

The result also showed a mean difference of -18.02, indicating that the students' post-test scores were considerably higher than their pre-test scores after receiving the treatment. Furthermore, the obtained t-value was -11.756 with 27 degrees of freedom ($df = 27$), confirming the significance of the improvement.

This finding was also supported by the increase in the students' mean scores from 56.29 in the pre-test to 74.29 in the post-test. The improvement suggests that daily vocabulary memorization helped students develop richer vocabulary knowledge and enabled them to write descriptive texts more effectively. SPSS output of the paired-sample t-test is shown below.

Table 4.9 SPSS Output of Paired Samples Test

		Paired Samples Test							
		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-18.01786	8.10976	1.53260	-21.16249	-14.87322	-11.756	27	.000

Therefore, based on the hypothesis testing above, it can be concluded that daily vocabulary memorization had a positive and significant effect on students' descriptive writing ability at Islamic Boarding Junior High School Al-Mashduqiah. The findings indicate that the treatment effectively improved the students' performance in writing descriptive texts.

4.2 Discussion

This study aimed to investigate the effect of daily vocabulary memorization on students' descriptive writing ability at Islamic Boarding Junior High School Al-Mashduqiah. The findings revealed a significant improvement in students' writing performance after the implementation of the treatment. The students' mean score increased from 56.29 in the pre-test to 74.29 in the post-test, indicating a mean gain of 18.00 points. Furthermore, the result of the Paired Sample t-Test showed a significance value of less than 0.001 ($p < 0.05$), indicating that the improvement was statistically significant.

The findings support theories of vocabulary acquisition which emphasize the important role of vocabulary knowledge in developing productive language skills, particularly writing. During the 29 days of treatment, students were exposed to daily vocabulary memorization activities, oral repetition, written practice, and sentence construction exercises. These activities helped students retain new vocabulary items and apply them appropriately in descriptive writing tasks.

The improvement in students' writing ability was reflected in several aspects of writing, including content development, vocabulary use, organization, grammar, and mechanics. Students were able to express their ideas more clearly and provide more detailed descriptions in their writing. This finding is in line with Nation

(2022), who argues that vocabulary knowledge is a fundamental component of language proficiency and plays a crucial role in writing development. Similarly, Thornbury (2002) states that repeated exposure and retrieval practice strengthen vocabulary retention and facilitate language production.

The findings of this study are also consistent with previous studies. Al-Jburi and Khaghaninejad (2024) found that structured vocabulary memorization helps learners acquire vocabulary more effectively. Dewi and Rezki (2024) reported that regular practice contributes to vocabulary retention, while Wang (2020) highlighted the effectiveness of repetition and recitation in strengthening memory. Furthermore, Rahmi et al. (2026) and Silvia (2023) emphasized that vocabulary mastery contributes significantly to writing quality and coherence.

In addition, the findings support previous research conducted in Islamic boarding school settings, which highlighted the positive impact of routine language activities on students' language development. The daily vocabulary memorization program implemented at Islamic Boarding Junior High School Al-Mashduqiah provided students with regular opportunities to expand and practice their vocabulary, which ultimately contributed to the improvement of their descriptive writing ability. Therefore, it can be concluded that daily vocabulary memorization is an effective strategy for improving students' descriptive writing ability.

CHAPTER V

CONCLUSION

In this chapter, a summary of the findings and results of the study will be reported, followed by suggestions for students, teachers, and future researchers on how to apply the daily vocabulary memorization in improving students' descriptive writing skill.

5.1 Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that daily vocabulary memorization had a significant effect on the descriptive writing ability of the seventh-grade students at Islamic Boarding Junior High School Al-Mashduqiah.

The findings showed that the students' mean score increased from 56.43 in the pre-test to 75.46 in the post-test after receiving 29 days of daily vocabulary memorization treatment. Furthermore, the result of the Paired Sample t-Test revealed a significance value (Sig. 2-tailed) of 0.000, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

The improvement in students' writing performance indicates that daily vocabulary memorization contributed positively to students' vocabulary mastery and helped them develop descriptive texts more effectively. Through continuous exposure, memorization, review, and sentence construction activities, students were able to use a wider range of vocabulary and express their ideas more clearly in descriptive writing. Therefore, daily vocabulary memorization can be considered

an effective strategy for improving descriptive writing ability among seventh-grade students in an Islamic boarding school context.

5.2 Suggestions

Based on the findings and conclusions of this study, the researcher has some suggestions for students, teachers and future researchers about the application of daily vocabulary memorization in improving students' descriptive writing ability.

5.2.1 Suggestions for Students

Students are encouraged to practice daily vocabulary memorization regularly. By learning new vocabulary, reviewing previously learned words, and applying them in sentences and writing activities, students can expand their vocabulary knowledge and improve their ability to express ideas in descriptive texts. Consistent vocabulary practice may also help students write more accurately and effectively.

5.2.2 Suggestions for Teachers

English teachers are encouraged to implement daily vocabulary memorization as a supplementary strategy in teaching writing, particularly descriptive writing. Teachers may combine vocabulary memorization with pronunciation practice, sentence construction, and writing exercises to help students retain vocabulary and apply it in meaningful contexts. Regular and structured vocabulary activities can support students' writing development and increase their engagement in language learning.

5.2.3 Suggestions for Future Researchers

Future researchers are encouraged to conduct similar studies with larger samples, different educational levels, or different research designs to obtain broader

findings. Further studies may also investigate the effect of daily vocabulary memorization on other English language skills, such as speaking, reading, or listening. In addition, future researchers may explore the effectiveness of combining daily vocabulary memorization with other vocabulary-learning strategies to enhance students' language proficiency.

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APPENDICES

APPENDIX I - Research Instrument

1) Validations Sheet

Picture 1 Validations Sheet

VALIDATIONS SHEET
**"THE EFFECT OF DAILY VOCABULARY MEMORIZATION ON
STUDENTS' DESCRIPTIVE WRITING ABILITY IN THE SEVENTH
GRADE OF JUNIOR HIGH SCHOOL"**

Validator : Dian Arsitades Wiranegara, M.Pd
NIP : 19801230201802011226
Expertise : English Language Teaching Development
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 30 Maret 2026 .

A. Introduction

This validation was made to obtain an assessment from the validator on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:

1: Very poor
2: Poor
3: Average
4: Good ✓
5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		5	4	3	2	1
1.	Suitability of Instrument with the objectives of the study	✓				
2.	Suitability of the research instrument with the topic of daily vocabulary memorization			✓		
3.	Suitability of the research instrument with descriptive writing assessment	✓				
4.	Clarity of the instructions provided in the pre-test and post-test instruments			✓		
5.	Clarity of the descriptive writing tasks given to the students	✓				
6.	The research instrument can measure students' vocabulary usage in descriptive writing	✓				
7.	The research instrument can measure students' ability in organizing descriptive text			✓		
8.	The vocabulary materials used in the treatment are appropriate for seventh grade students	✓				
9.	The language used in the research instrument is clear and easy to understand			✓		
10.	The scoring rubric is appropriate for assessing students' descriptive writing ability	✓				

D. Suggestion

Can be checked and maybe revised
after the exam

E. Conclusion

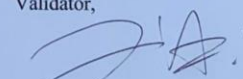
Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- The instrument can be used without revision.
- The instrument can be used with alight revision.
- The instrument can be used with many revisions.
- The instrument can be used.

Malang, 30 Maret 2026

Validator,



Dian Arsitades Wiranegara, M.Pd

NIP. 19801230201802011226

2) Pre-Test Instrument

Student A – Pre-Test

Picture 2 Student A – Pre-Test

PRE-TEST: WRITING DESCRIPTIVE TEXT

Name: M. Ali Zainal Abidin
Class: 1B
Address: Situbond

Instructions

Write a descriptive text about "My Best Friend" (100–150 words). Use simple present tense!

My Best Friend

my best friend : AliF in the boarding school Al-mardugan
AliF my hobby Football

40

Rating 1: 42
Rating 2: 40

Student B – Pre-Test

Picture 3 Student B – Pre-Test

POST-TEST: WRITING DESCRIPTIVE TEXT

Name: Daffaudin dani k
Class: 10
Address: prabe.ingga

Instructions

Write a descriptive text about "My Favorite Teacher" (100–150 words). Use simple present tense!

My Favorite Teacher

I have favorite teacher he the name is MR shohin because ~~teach~~ ^{he} teach a good and ~~as~~ ^{is} easy for understanding and he last ~~teach~~ ^{is} in my class ~~teach~~ ^{he} me to like he because MR shohin always cheerful and strict in everyday. He always help me when i ~~work~~ ^{work} a lesson and i study with he. I feel more easy ~~teach~~ ^{teach} explanation ~~he always give exercise~~ and he always give me exercise in everyday for we ~~study~~ ^{study} in the badminton and he ~~has~~ ^{has} the smart and always creative he always support and motivate me when we the hard ~~work~~ ^{work} a lesson and explain when we not understand and ~~teach~~ ^{teach} we for spitting and he the ~~teach~~ ^{teach} guide ~~teach~~ ^{teach} the always support motivate and give the knowledge and the ~~teach~~ ^{teach} for me from ~~teach~~ ^{descriptive} ~~teach~~ ^{teach} about " my favorite ~~teach~~ ^{teach} teacher "

Rater 1 : 79
Rater 2 : 75

70

3) Treatment Instruments (29 Meetings)

Daily Vocabulary Memorization Sheet

- Research Stage : Treatment (29 meetings)
- Instrument : Daily Vocabulary Memorization Sheet
- Form : Vocabulary list + meaning + sentence practice
- Indicators / Features Tested: Memory of words, words meaning, sentence generation
- Time Allocation : 15 minutes per meeting
- Output : Completed daily vocabulary memorization sheets

Table A.1 Daily Vocabulary Memorization Schedule

Meeting	Vocabulary 1	Meaning	Vocabulary 2	Meaning
1	Teacher	Guru	School	Sekolah
2	Class	Kelas	Student	Siswa
3	Lesson	Pelajaran	Subject	Mata pelajaran
4	Book	Buku	Homework	Pekerjaan rumah
5	Explanation	Penjelasan	Example	Contoh
6	Kind	Baik hati	Friendly	Ramah
7	Patient	Sabar	Smart	Pintar
8	Helpful	Suka membantu	Funny	Lucu
9	Strict	Tegas	Polite	Sopan
10	Creative	Kreatif	Inspiring	Menginspirasi

11	Teach	Mengajar	Explain	Menjelaskan
12	Help	Membantu	Guide	Membimbing
13	Support	Mendukung	Motivate	Memotivasi
14	Encourage	Mendorong	Give	Memberi
15	Ask	Bertanya	Answer	Menjawab
16	Caring	Peduli	Honest	Jujur
17	Responsible	Bertanggung jawab	Discipline	Disiplin
18	Hardworking	Pekerja keras	Respectful	Menghormati
19	Calm	Tenang	Cheerful	Ceria
20	Confident	Percaya diri	Wise	Bijaksana
21	Learn	Belajar	Study	Belajar
22	Practice	Berlatih	Discuss	Berdiskusi
23	Listen	Mendengarkan	Speak	Berbicara
24	Write	Menulis	Read	Membaca
25	Understand	Memahami	Improve	Meningkatkan
26	Friend	Teman	Beautiful	Cantik/Indah
27	Family	Keluarga	Clean	Bersih
28	House	Rumah	Big	Besar
29	Happy	Bahagia	Good	Baik

4) Post-Test Instrument

Student A – Post-Test

Picture 4 Student A – Post-Test

POST-TEST: WRITING DESCRIPTIVE TEXT

Name: M. Ali Zainal Abidin
Class: 4.0
Address: Situbondo

Instructions

Write a descriptive text about "My Favorite Teacher" (100–150 words). Use simple present tense!

My Favorite Teacher

my favorite teacher is mr sholihin mr in the boarding school he is explain lesson language arab to student with strict are student lazy he is teach with caring to student and teach with responsible and mr sholihin hardworking teach we for fast understand mr sholihin speak to we with friendly mr sholihin hardworking for practice speak with language arab with perfect study with mr sholihin with calm and confident

Rate 1: 71
Rate 2: 72

75

Student B – Post-Test

Picture 5 Student B – Post-Test

PRE-TEST: WRITING DESCRIPTIVE TEXT

Name: Daffaudin diki k.....
Class: 13.....
Address: Probolinggo.....

Instructions

Write a descriptive text about "My Best Friend" (100–150 words). Use simple present tense!

My Best Friend

I have Best friend in my have. I like he because he always play with me in everyday. I have 4 two best friend they ~~has~~ ~~themselves~~ and he very high he has body high one hundred sixty and he ~~has~~ very jama and he like lesson is mathematics and english lesson ~~and~~ they have ~~characteristic~~ different characteristic and the ~~name~~ he is proba and proba has ~~characteristic~~ ~~of~~ ~~the~~ kind characteristic and he ~~is~~ very Absorbed and little Gumpy. if proba he have Gumpy characteristic and little absorbed but he very strong and he always protect me from other people they have some colour skin is ~~the~~ white ~~in~~ ~~the~~ food they is a chicken nugget and noodle ~~and~~ ~~the~~ ~~cream~~ ~~from~~ they is a dustar and army ~~that~~ is that ~~is~~ descriptive ~~from~~ me about

- "My best friends"

Rater 1 : 70
Rater 2 : 68

70

APPENDIX II - Documentation

Pre-Test

Picture 6 Documentation of Pre-Test



Treatment

Picture 7 Documentation of Treatment



Post-test

Picture 8 Documentation of Post-Test



Picture 9 Documentation of Post-Test



APPENDIX III — Permission Letter

Picture 10 Permission Letter

 KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id email: fitk@uin-malang.ac.id

Nomor : 992/Un.03.1/TL.01.04/04/2026 17 April 2026
Lampiran : -
Hal : Izin Penelitian

Kepada Yth.
Kepala SPM Pondok Pesantren Al-Mashduqiah, Probolinggo
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Mohammad Azman Fawwazi
NIM : 220107110058
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025/2026
Judul Skripsi : The Effect of Daily Vocabulary Memorization on Students' Descriptive Writing Ability in the Seventh Grade of Junior High School

Lama Penelitian : April 2026 sampai dengan Juni 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

APPENDIX IV — Curriculum Vitae

Nama Lengkap : Mohammad Azman Fawwazi

Tempat, Tanggal Lahir : Probolinggo, 16 Juni 2003

Jenis Kelamin : Laki-laki

Agama : Islam

Fakultas, Jurusan : FITK, Tadris Bahasa Inggris

Perguruan Tinggi: : UIN Maulana Malik Ibrahim
Malang

Alamat Rumah : Sentong Krejengan

Probolinggo RT04/RW01

No. HP/Telepon : 087850212964

Alamat E-mail : fawwaziazman@gmail.com

Nama Wali: : Ahmad Zubairi



Riwayat Pendidikan :

1. TK Kusuma 2008 – 2009
2. SDN Sentong 2009 – 2015
3. SMP Plus Al-Mashduqiah 2015 – 2018
4. MA Plus Al – Mashduqiah 2018 – 2021
5. UIN Maulana Malik Ibrahim Malang 2022 - Sekarang