

The Implementation of the Discussion Method in Improving Vocabulary Mastery of Eighth Grade Students at Islamic Junior High School Mazra'atul Ulum Paciran Lamongan

Izzatun Nisa'¹, Fiqih Aisyatul Farokhah,²

English Department, Tadris Bahasa Inggris, Institute Agama Islam Tarbiyatut Tholabah

Article Info

Keywords:

Keyword1; Vocabulary mastery
Keyword 2; Discussion method

Article History:

Received : 25/4/2025
Revised : 20/12/2025
Accepted : 02/01/2026
Available Online:
31/01/2026

Abstract

This study was designed to determine the improvement of vocabulary of eighth-grade students of MTs Mazraatul Ulum Paciran through the implementation of the discussion method with the implementation of two cycles. This study employed a Classroom Action Research approach, comprising planning, action, observation, and reflection. The research subjects were 8th-grade students of MTs Mazraatul Ulum Paciran. Data on students' vocabulary mastery were collected through tests each cycle. The results showed an increase in students' vocabulary after implementing the discussion method in two cycles. In Cycle I, there was an average increase of 78% in vocabulary mastery among students. However, after reflection and improvement in Cycle II, there was a more significant increase in the average score of 80%. Therefore, it can be concluded that the implementation of the discussion method is effective in improving the vocabulary of grade 8 students of MTs Mazraatul Ulum Paciran after two cycles of action.

Introduction

Education is a fundamental process aimed at producing competent and intelligent graduates who are capable of continuing their education to a higher level and contributing meaningfully to society. This goal can only be achieved if the learning process is able to develop all aspects of students' potential and engage them actively in classroom activities. To support this, teachers must improve the quality of their teaching by designing effective learning plans that consider learning objectives, students' characteristics, the material being taught, and the available learning resources. However, in reality, many learning processes in classrooms still lack quality. These processes are often inefficient, unattractive, and tend to be monotonous, resulting in suboptimal student learning outcomes (Fidiyanti, 2020).

In the context of Indonesia's national curriculum, English is a compulsory subject due to its status as an international language (Fidiyanti, 2020). To master English, students

must acquire four essential language skills: listening, speaking, reading, and writing. Underpinning these skills is the mastery of vocabulary, which serves as a critical component in effective language use. Without sufficient vocabulary, students may struggle to understand spoken and written texts, express their thoughts clearly, and participate confidently in communication tasks.

Vocabulary is a crucial element of language proficiency. It plays an integral role in all four language skills—listening, speaking, reading, and writing. Many learners are aware of their limited vocabulary, which hinders their ability to express ideas effectively. Therefore, vocabulary acquisition is vital, especially for young learners, as it facilitates the comprehension and production of language and builds the foundation for language development (Dwijayanti & Nuraini, 2025). Students need to understand the meaning of words, spell them accurately, pronounce them correctly, and use them appropriately in context.

Mastery of vocabulary not only supports comprehension and communication but also enables students to express opinions, state goals, and engage in academic discussions. As such, vocabulary is considered the basic building block of language learning. Without adequate vocabulary, students will be unable to convey their ideas clearly, which directly impacts their overall language performance (Pembelajaran et al., 2023).

The ultimate goal of English language learning is to help students achieve proficiency in various linguistic components such as phonology, grammar, and vocabulary, and apply them effectively in the four language skills. To enhance students' overall English proficiency, they must be equipped with three core linguistic competencies: pronunciation/orthography, grammar and structure, and vocabulary. These aspects serve as the foundation for developing listening, speaking, reading, and writing skills (Fidiyanti, 2020).

To support vocabulary mastery, it is essential to adopt appropriate teaching strategies. One effective approach is the use of discussion methods in the classroom. The discussion method encourages students to recall and apply vocabulary in meaningful contexts without heavily relying on dictionaries. This approach promotes collaborative learning, critical thinking, and student engagement.

The discussion method involves assigning tasks to students that require them to work in groups to solve problems or discuss particular topics. The objectives of this method include fostering democratic thinking, encouraging respect for diverse perspectives,

enhancing deep reflection, and cultivating responsibility for one's opinions (Nur Afiefah, 2014). Through discussion, students are encouraged to use vocabulary actively, thereby reinforcing their understanding and retention of new words.

Research has shown that the discussion method is effective not only in English language learning but also in other subjects. It increases student engagement and reduces classroom passivity, which is often caused by monotonous teaching methods (Asrita, 2022). By engaging in discussions, students are given the opportunity to practice using vocabulary in context, which can significantly enhance their language skills.

In conclusion, vocabulary mastery is a key component in achieving language proficiency. The discussion method serves as an effective pedagogical tool to support vocabulary acquisition, enabling students to achieve better outcomes in the four essential English skills. Therefore, integrating discussion-based activities in English language learning is a promising strategy to enhance students' vocabulary and overall language competence.

Method

The research used in this study uses the type of research used in this context is Classroom Action Research. In this research, the researcher is directly involved in all stages of the research, from planning to action implementation and evaluation.

This research was conducted at MTS Mazra'atul Ulum Paciran, which is located in Paciran District, Lamongan Regency. This research was conducted in class VIII D in the even semester of the 2024/2025 academic year.

This class action research is scheduled for approximately two months, starting from April 2025 to May 2025. The duration of time was used from the time the researcher carried out the PAM (Teaching Assistance Program) until the completion of the research report or journal.

The research subjects in this study were students of class VIII D at MTS Mazra'atul Ulum Paciran, which is located in Paciran District, Lamongan Regency. The total number of students in class VIII D is 28 students, consisting of 14 female students and 14 male students.

Findings and Discussion

In the observation activities of the provision of the discussion method to improve the vocabulary mastery of class VIII students at MTS Mazraatul uluum Paciran in the 2024/2025 learning year, the researcher went directly to the classroom as a teacher to apply the method

while conducting a study. In this research activity, there are two stages, namely cycle I and cycle II.

Cycle I

Cycle I was planned for three meetings using the group discussion method, using teaching materials. The first meeting was planned on Sunday, April 16, 2025, the second meeting on Wednesday, April 20, 2025, and the third meeting on Sunday, April 23, 2025.

in the first meeting, a teacher explained the material in the package book, the material is asking and giving opinions, and gave some vocabulary as discussion material that would be carried out in the next meeting. In the second meeting, the teacher carried out discussion activities by dividing all students into 4 groups, with the number of each group consisting of 7 children. Then each group was asked to discuss the topic that had been chosen and present the results of their discussion. The third or last meeting is to give a test to determine students' vocabulary mastery. The form of the test given is 5 description questions and 5 essay questions that answering which correctly will get a score of 100. From the test results, the results can be seen in the table and calculated as follows:

Table:

No	Student's name	value
1	AESAR IBRAHIMOVIC AULAYAIN	75
2	AHMAD BAGAS ARKHAMUR RIDLO	70
3	AHMAD DZAKY ALMER JAMAIL	75
4	AHMAD KURNIAWAN	69
5	AHMAD RIZKY AD DZAKYY MUBAROK	70
6	AHMAD RUBA'I NUR FAQIH	75
7	AHMAD RULY ABDILLAH	75
8	AHMAD SYAHRUL MUBAROK	70
9	ALFINA MAYA SAFITRI	80
10	FALENCIA RAHEL AMANDITA	80
11	FARUQ AHSANUL WILDAN	78
12	FATHIMATUZ ZAHRO	80
13	MUHAMMAD KHOLID FILZA ABDULLAH	75
14	MUHAMMAD SALMAN ALFARISI	80
15	NAOVAL ZEAL HAQ	77
16	NATASYA ALMA AINI	80
17	NEISYA MAULANA ACHMAD	90
18	RHENYTA RINDIANI	78
19	SHIDNY AYU AZ-ZAHRA	80

20	SYIFANA NUR MADINA	79
21	SYIHABUL MILLAH AL HAKIM	78
22	TANIYA DWI LESTARI	80
23	THALITA TSANIA AZ ZAHRA	85
24	TIARA AIDA NUR ROHMAH	80
25	TISSANINA WIDYA RAMADHANI	80
26	TSABITA NURUN NAJWA	88
27	YUSUF ISLAMI IBNU ROHIM	82
28	ZAHROTUL FIRDAUSI ULAYYA	80

Calculation:

$$\text{classical absorbency} = \frac{\text{the sum of all student gains}}{\text{the maximum number of test scores}} \times 100\% = \frac{2.189}{2.800} \times 100\% = 78,17\%$$

$$\text{average score} = \frac{\text{the sum of all student gains}}{\text{total number of student}} = \frac{2.189}{28} = 78,17\%$$

It can be concluded that the results of these observations of student vocabulary mastery are an average of 78%. The results of the average student score show that students are very enthusiastic about learning using the discussion method. From the enthusiasm of students in learning, the discussion method can help students to master vocabulary, where mastery of vocabulary is very important in learning English.

Cycle II

Cycle II was carried out with two meetings. The first meeting was held on Sunday, 27 April 2025, the second meeting on Sunday, 4 May 2025, and the third meeting on Wednesday, 14 May 2025.

In the first meeting, the teacher explained the follow-up material from cycle I in the package book. In the second meeting, the teacher carried out discussion activities in the same way as in the previous cycle. In the third meeting, the teacher carried out practice questions by giving test questions to students to find out the improvement of students' vocabulary mastery. The test questions are in the form of a written test with descriptive questions, totaling 10 questions. From these questions, students who answer correctly get a score of 100. From the test results, the test results can be seen in the table and calculated as follows:

Table:

NO	Student's name	value
1	AESAR IBRAHIMOVIC AULAYAIN	79

2	AHMAD BAGAS ARKHAMUR RIDLO	75
3	AHMAD DZAKY ALMER JAMAIL	75
4	AHMAD KURNIAWAN	70
5	AHMAD RIZKY AD DZAKYY MUBAROK	70
6	AHMAD RUBA'I NUR FAQIH	80
7	AHMAD RULY ABDILLAH	75
8	AHMAD SYAHRUL MUBAROK	70
9	ALFINA MAYA SAFITRI	85
10	FALENCIA RAHEL AMANDITA	85
11	FARUQ AHSANUL WILDAN	78
12	FATHIMATUZ ZAHRO	80
13	MUHAMMAD KHOLID FILZA ABDULLAH	80
14	MUHAMMAD SALMAN ALFARISI	80
15	NAOVAL ZEAL HAQ	77
16	NATASYA ALMA AINI	80
17	NEISYA MAULANA ACHMAD	100
18	RHENYTA RINDIANI	80
19	SHIDNY AYU AZ-ZAHRA	85
20	SYIFANA NUR MADINA	79
21	SYIHABUL MILLAH AL HAKIM	82
22	TANIYA DWI LESTARI	80
23	THALITA TSANIA AZ ZAHRA	90
24	TIARA AIDA NUR ROHMAH	80
25	TISSANINA WIDYA RAMADHANI	80
26	TSABITA NURUN NAJWA	90
27	YUSUF ISLAMI IBNU ROHIM	88
28	ZAHROTUL FIRDAUSI ULAYYA	80

Calculation:

$$\text{classical absorbency} = \frac{\text{the sum of all student gains}}{\text{the maximum number of test scores}} \times 100\% = \frac{2.253}{2.800} \times 100\% = 80,46\%$$

$$\text{average score} = \frac{\text{the sum of all student gains}}{\text{total number of student}} = \frac{2.253}{28} = 80,46\%$$

From the average value data calculated in the above way that the average number of student scores is 80%. The test results showed an increase from cycle I to cycle II. This proves that the discussion method can help students in mastering vocabulary.

The use of the discussion method at MTS Mazra'atul Ulum Paciran is done well so that students can master vocabulary easily, are more enthusiastic about learning English, and are more active in class. This is characterized by very high student enthusiasm during the learning process and test results that show significant improvement changes from cycle I to

cycle II. In cycle I, the average student score was 78%, and in cycle II, the average score was 80%. Based on the research results obtained, it proves that the application of the inquiry method in classroom action research is able to influence the improvement of student learning outcomes.

Conclusions

The implementation of English learning using the discussion method in class VIII D MTs Mazra'atul Ulum Paciran has proven to be able to improve students' vocabulary mastery. The learning process in cycle I obtained a learning completeness of 78%, and in cycle II, 80%, there was an increase between cycles I and II. After conducting the research, there are several suggestions for improvement in future research. the authors put forward the following suggestions:

1. English teachers who want to try the group discussion method should use teaching materials by adding variations, and do not make the achievement of teaching materials and time the main benchmark, but make students' understanding the main goal of successful group discussions.
2. Other researchers can further research with more in-depth discussions, for example, in other fields of study or at other levels of education.

REFERENCES

- Asrita, D. (2022). *Upaya Meningkatkan Aktivitas Belajar Siswa dalam Pembelajaran Bahasa Inggris Melalui Metode Diskusi Kelompok Menggunakan Bahan Ajar di Kelas X IPA 1 SMA Negeri 1 Candung*. 05(01), 78–84.
- Delvi Amelia Susanti Ledo, & Ni Wayan Swarniti. (2020). Improving The Students' Vocabulary Mastery By Using Tree Diagram On The Eighth Grade Students' Of Smp Dwijendra In The Academic Year 2019/2020. *Widyasrama*, 30(2), 51–57.
- Dengan, P., & Diskusi, M. (2014). *Nurul Afiefah STAIN Jurai Siwo Metro Email : afiefah2278@yahoo.com Abstract In the democratic education today , the method of discussion gets considerable attention because it is more importance in stimulate the students to think and express opinions and . 11*, 53–65.
- Dwijayanti, F., & Nuraini, K. (2025). *Integrating Total Physical Respond with Help Flashcards to Teach English Vocabulary to Young Learner*. 4(1), 31–39.
- Fidiyanti, L. (2020). *Penggunaan Media Pembelajaran Flashcard untuk Meningkatkan Penguasaan Vocabulary dengan Materi Narrative Text*. 4(1), 42–51.
- Nurchurifiani, E., Nissa, R. N., & Febriyanti, F. (2021). Improving Students' Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah. *Journal Corner of Education, Linguistics, and Literature*, 1(2), 139–

147

Pembelajaran, P., Inggris, B., Diskusi, M., Meningkatkan, U., Belajar, H., & Di, S. (2023). *SiKemas Journal*. 1(2022), 91–99.

Pramesti, N. M., Manurung, K., & Aminah, A. (2023). The Implementation of Problem-Based Learning (PBL) Model to Improve Students' Vocabulary Mastery. *MANAZHIM*, 5(2), 1131-1146.