

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of five subsections. The first subsection discusses the first variable, the second subsection discusses the second variable, the third subsection discusses the third variable, and the fourth subsection presents relevant research as a comparison and reinforcement of the focus and results of this study. Finally, the fifth subsection contains a conceptual framework that describes the relationship between variables and the researcher's line of thinking in conducting the research.

2.1 Vocabulary Teaching

Vocabulary teaching plays a crucial role in the process of second language learning, as vocabulary forms the foundation of all language skills—listening, speaking, reading, and writing. According to Thornbury (2002), effective vocabulary instruction should go beyond simple word memorization; it needs to be meaningful, contextual, and engaging. Without enough vocabulary, learners will struggle to express ideas, comprehend texts, or participate in conversations, even if they have mastered grammar. Therefore, teaching vocabulary should be treated as a central component of English language instruction, supported by strategies and media that enable students to understand not only the word forms but also their meanings, functions, and usage in various contexts. In this section, the discussion will cover the essence of vocabulary teaching, the importance of vocabulary mastery, the principles that guide vocabulary instruction, and the role of media in facilitating effective vocabulary learning.

2.1.1 The Essence of Teaching Vocabulary

As a starting point, it is essential to understand the essence of vocabulary teaching itself. This understanding serves as the foundation for designing strategies and approaches that align with students' needs. Vocabulary plays an important role in learning English, especially for students who are learning it as a foreign language. Without adequate vocabulary, students will have difficulty understanding reading texts, expressing ideas orally and in writing, and responding effectively to communication situations. This is even more important for vocational high school students who are required to have functional and practical English skills in line with the needs of the workplace. Therefore, vocabulary teaching cannot be separated from other language skills and must be structured as part of a comprehensive learning process.

In line with this, Thornbury (2002) explains that vocabulary teaching should not only introduce lists of words and their translations but also cover three important aspects: form, meaning, and use. The form aspect relates to the written and spoken form of words (spelling and pronunciation), meaning refers to understanding the meaning of words and their relationship with other words, while use covers the use of words in appropriate contexts, including collocations and style. In other words, effective vocabulary learning must provide opportunities for students to recognize the form of words, understand their meanings deeply, and use them in real communication situations. Teaching that focuses only on memorization without contextualization tends to make it difficult for students to actively apply the vocabulary.

Furthermore, the importance of an explicit and contextual approach to vocabulary teaching is also supported by findings from (Morsi & Sivakami, 2025).

In their study, students who were taught using word-knowledge strategies, such as understanding meaning based on context and analyzing word structure, showed significant improvement in vocabulary mastery. These results confirm that vocabulary learning that is consciously designed, targeted, and allows for active student engagement is more effective than passive approaches. Therefore, it can be concluded that the essence of vocabulary teaching lies in guiding students to recognize, understand, and use vocabulary appropriately through an explicit, communicative, and relevant approach tailored to their learning needs.

2.1.2 The Importance of Vocabulary Mastery

After exploring the fundamental nature of vocabulary teaching, the next discussion focuses on the importance of vocabulary mastery in the process of learning English. This aspect determines how well students can comprehend and use the language effectively. In language learning, vocabulary mastery is the key that enables students to understand and produce language effectively. Vocabulary serves as the foundation that supports all language skills, from listening, reading, and writing, to speaking. Without enough vocabulary, students will have difficulty interpreting the meaning of texts and expressing their thoughts and feelings. Therefore, adequate vocabulary mastery is an important indicator of language learning success, especially in the context of learning English as a foreign language in Indonesia.

Furthermore, Thornbury (2002) emphasizes that without vocabulary, there would be no language to use. In practice, a lack of vocabulary mastery is more often a barrier to communication than a lack of grammatical knowledge. He explains that learners will experience language breakdown or communication failure when they do not have enough vocabulary to convey a message, even if the sentence structure

is correct. This demonstrates that vocabulary is not merely an accessory in language learning but a fundamental component.

Support for this view is also evident in a study conducted by Alqahtani (2015), which states that vocabulary is an important aspect in all stages of language learning and is crucial to the success of communication. In his article, he explains that the more vocabulary students master, the more likely they are to understand information and actively participate in the learning process. Based on this explanation, it can be concluded that good vocabulary mastery not only improves students' academic abilities in English but also helps them to be more confident in communicating and understanding various sources of information in foreign languages.

2.1.3 Principles of Vocabulary Teaching

The importance of vocabulary mastery must be supported by appropriate teaching approaches. Therefore, the following section outlines the basic principles of vocabulary instruction that can assist teachers in designing more effective learning activities. In language learning, especially English as a foreign language, vocabulary mastery is essential for students to communicate effectively. Therefore, vocabulary teaching cannot be done haphazardly. An appropriate strategy is needed to ensure that the words learned are truly understood, remembered, and used by students. (Thornbury, 2002) outlines ten important principles in vocabulary teaching that teachers can apply to help students in this process. These principles address the cognitive, affective, and practical aspects of vocabulary learning and aim to ensure that students not only recognize words but are also able to use them in real contexts.

First, there is contextualization, which involves presenting vocabulary in a clear and meaningful context. This means that words are not simply taught as a list of meanings but must be presented in sentences or specific situations. This allows students to understand how the word is used in everyday life. For example, instead of merely explaining the meaning of the word “fix” as “to repair,” a teacher could provide an example in a sentence like “The mechanic will fix the car tomorrow.” This kind of presentation helps students understand the meaning of words in their entirety.

Second, repetition emphasizes the importance of repetition so that vocabulary sticks in long-term memory. Students need to see and use the word repeatedly in various contexts and activities. It is not enough to hear it once; the word needs to be repeated through reading, writing, speaking, and even games. With varied repetition, words will become more familiar and easier to remember.

Third is retrieval, which allows students to recall the vocabulary they have learned. Activities that encourage retrieval include quizzes, light discussions, or questions that challenge students to use the words spontaneously. This recall process strengthens the connection between memory and actual use, thereby improving vocabulary mastery.

Fourth, spaced rehearsal, or repetition with specific time intervals. This principle suggests that words should not be repeated too closely together but spaced out, such as repeating them a week later or at the beginning of the next session. This helps train the brain to recall information that is nearly forgotten, thereby strengthening students' long-term memory of the word.

Fifth, mnemonics, which involve using creative methods to help students remember vocabulary. For example, using acronyms, rhymes, funny images, or associating words with something familiar. For instance, to remember the word “awkward,” students can associate it with an awkward moment in their own lives. This method leverages the power of association in the brain's memory.

Sixth, recording emphasizes the importance of students noting down new vocabulary. Not all students automatically remember new words, so systematic recording in a vocabulary notebook is highly recommended. By noting down the meaning, example sentences, and synonyms, students can have a personal learning resource that can be revisited at any time.

Seventh, affective depth, which relates to the depth of students' emotional engagement with a word. Vocabulary with special meanings or that resonates with students' personal experiences is typically easier to remember. Therefore, teachers can link new words to topics students enjoy, such as hobbies, music, or interesting stories.

Eighth, semantic networks involve teaching words in groups of related meanings or networks of interconnected words. For example, the word “hospital” can be linked to “nurse,” “doctor,” “medicine,” and “patient.” These semantic networks help students understand the relationships between words and naturally expand their vocabulary.

Ninth, language awareness involves encouraging students to be aware of word forms and patterns. For example, paying attention to word endings like “er,” which typically refer to the performer of an action (such as “teacher,” “driver,” or

“baker”). With this awareness, students not only recognize words individually but also understand their structure and can form new words.

The tenth is personalization, which allows students to use vocabulary in their context. This can be done through exercises in writing sentences about themselves, sharing experiences, or creating short stories with the words they have learned. By relating words to their real lives, students will feel closer to the words, making them easier to remember.

From all these principles, it can be concluded that good vocabulary teaching must involve students actively and meaningfully. Teachers are not enough to conveying the meaning of words, but also need to create a learning environment that encourages students to repeat, use, record, and personalize the vocabulary. Thornbury's principles provide practical guidance for teachers in designing vocabulary teaching that is fun, useful, and sustainable for the development of students' language skills. Below is a table about the principles of teaching vocabulary.

Table 2. 1 Principles of Teaching Vocabulary

No	Principle	Description
1	Contextualization	Words are taught in the context of sentences or situations to make them more meaningful and easier to understand.
2	Repetition	Periodic repetition of vocabulary through various activities strengthens memory.
3	Retrieval	Encourage students to recall words through quizzes, discussions, or questions.
4	Spaced Rehearsal	Repetition is done at certain intervals so that it enters long-term memory.
5	Mnemonics	Use associations, pictures, or creative techniques to help students remember words.
6	Recording	Encourage students to record new vocabulary in a book or personal vocabulary list.
7	Affective Depth	Vocabulary is easier to remember if it is associated with students' experiences or emotions.
8	Semantic Networks	Connect words with other words that are still in the same meaning group.
9	Language Awareness	Help students realize the structure and pattern of word formation.

No	Principle	Description
10	Personalization	Give students the opportunity to use words in sentences or personal stories.

Based on Thornbury (2002), Teaching Vocabulary

2.1.4 Media in Vocabulary Teaching

In addition to applying sound teaching principles, the use of suitable media also plays a crucial role in supporting successful vocabulary learning. This subchapter will discuss various media that can be utilized in the teaching process, especially those that help make vocabulary learning more engaging and meaningful. In English learning, especially in terms of vocabulary mastery, learning media is one of the most important components. The existence of media not only functions as a tool to convey material but also as a means that can bridge abstract material and students' concrete understanding. Through media, the learning process becomes more interesting and interactive, so it can increase student motivation and involvement in class.

The media used in teaching vocabulary is very diverse, ranging from visual, audio, and audiovisual to print and digital media. Each type of media has its own advantages in conveying meaning and strengthening students' memory. In this context, the use of media that is in accordance with the characteristics and needs of students is the key to successful vocabulary learning. One opinion states that learning media is any form of tool or material that can be used to convey messages in learning activities, with the aim of stimulating students' thoughts, feelings, attention, and interest in the material being taught (Arsyad, 2011). This shows that the media is not only complementary but is an integral part of the learning strategy.

Some forms of media that are effective in teaching vocabulary are visual media, such as flashcards. This medium was able to present words and images

simultaneously, which greatly helps students connect word forms with their meanings quickly. In addition, flashcards also allow teachers to repeat in a fun and non-monotonous way. The use of this media has been studied by Puspitasari et al. (2022), who found that students recognized, remembered, and used vocabulary faster after being taught with the help of flashcards. This shows that visual media can strengthen students' absorption of the vocabulary being taught. In addition to visual media, digital media is also increasingly popular, especially because of the ease of access and interactive features offered. One example is the Quizlet application, which provides various game-based vocabulary exercises and quizzes. In a study, students stated that learning vocabulary through this application felt more interesting and made it easier for them to remember new words (Aprilani & Suryaman, 2021). Direct interaction through digital media makes the learning process more flexible and adaptive to technological developments that are familiar to the current generation.

In addition to digital and visual media, simple forms of printed media also have great potential in supporting vocabulary learning, especially in the context of vocational high schools. One of the media that is often used is a vocabulary book or vocabulary notebook. Through this book, students are given space to record new vocabulary that they encounter during the learning process, complete with meanings, example sentences, and other additional meanings. This recording process not only helps students recognize and repeat words but also builds regularity in learning and encourages them to be more responsible for the development of their language skills.

The practice of taking notes independently like this has been shown to support the process of vocabulary mastery more meaningfully. In a study, students who used printed media to record and visualize vocabulary showed positive developments in understanding and remembering the words they learned. Although the form of the media is simple, the activity of taking notes has a long-term impact on student engagement and learning discipline (Handayani, 2018). This media is also relevant for use by vocational high school students because it is easily accessible, flexible, and can be adjusted to each student's learning style. Thus, vocabulary books are one form of learning media that is simple but functional and remains relevant for use in today's English learning.

One of the simplest yet most relevant forms of learning media for vocabulary instruction is the *vocabulary book*. This media takes the form of a personal notebook used by students to record new vocabulary in an independent and structured manner. In a vocabulary book, students typically write down the meaning of the word, its grammatical form (noun, verb, adjective), example sentences, as well as related synonyms or antonyms. The use of a vocabulary book supports students in the processes of repetition and retrieval, which are essential for strengthening vocabulary memory. Additionally, it provides space for students to develop their language awareness, as they are not only memorizing but actively processing the words they learn. Kömür and Özdemir (2015) found that the use of vocabulary notebooks can significantly improve students' productive vocabulary, especially in academic contexts. Similarly, Ayana et al., (2024) stated that this media also enhances learning motivation, as it is personal, flexible, and student-driven. In this study, the vocabulary book is selected as the learning medium being

examined, as it is considered a potential solution to address students' low vocabulary mastery and to foster their active involvement in the learning process. Therefore, the vocabulary book is seen as a practical and effective learning medium that supports students' vocabulary development, particularly at the vocational high school level.

Ultimately, the effectiveness of media in vocabulary learning is not only determined by the type of media but also by how the media is used appropriately and according to the needs of students. This view is in line with Thornbury's (2002) opinion, which emphasizes that vocabulary is the core of language skills. Without adequate vocabulary mastery, students will have difficulty conveying and understanding messages even though they have mastered the language structure. Therefore, learning media must be chosen carefully so that they can support the process of vocabulary mastery in a sustainable and contextual manner.

2.2 Vocabulary Development

Good vocabulary skills are the main foundation for students in developing comprehensive English language skills. In learning at the vocational high school level, students are expected to not only be able to understand the meaning of words but also be able to use vocabulary appropriately in various communication situations, both verbally and in writing. Therefore, vocabulary development is one of the important variables that cannot be ignored in the English learning process.

The vocabulary development process does not occur instantly, but rather through a gradual and repetitive process. Nation (2001), as the main figure in vocabulary mastery theory, explains that vocabulary development includes two main aspects: expanding the number of words known (breadth) and deepening the

understanding and use of the words in context (depth). This view emphasizes that memorizing the meaning of words alone is not enough; students need to understand how the words are used appropriately and flexibly in various situations.

To support the achievement of these abilities, various learning approaches and strategies can be applied. One of them is using learning media that allows students to record, repeat, and apply vocabulary actively. That way, vocabulary development is not only about how many words are mastered but also how students internalize the meaning and application of the vocabulary in real life.

2.2.1 Definition of Vocabulary Development

Vocabulary development is an important process in English learning that supports students' ability to understand and convey messages effectively. Adequate vocabulary will make it easier for students to read, write, speak, and listen. In the context of learning in vocational schools, the need to master vocabulary is not only academic but also functional, because it is directly related to the demands of the world of work and everyday communication.

As part of language competence, vocabulary development includes increasing the number of words known to students as well as deepening their understanding of the meaning and use of these words. Nation (2001) explains that this process involves recognizing word forms, appropriate meanings, and the ability to use words in various relevant contexts. This means that vocabulary development is not only about quantity, but also the quality of word use, so a systematic and repetitive learning strategy is needed so that students not only know words but also master them in practice.

The results of the study also support the importance of vocabulary development as part of a continuous learning process. Amiruddin and Satriani (2022) found that

the use of visual media that connects images with words has been shown to significantly improve students' vocabulary skills. Likewise, Selatan et al. (2024) showed that infographic-based learning can accelerate students' vocabulary comprehension and retention because it presents dense, visual, and contextual information. Both studies confirm that vocabulary development is more effective when students are actively involved through media and approaches that suit their learning styles.

2.2.2 Aspects of Vocabulary Development

Vocabulary is not only understood as a collection of memorized words but also includes various components that form a complete language ability. In the process of vocabulary development, students need to recognize that each word has complex characteristics ranging from form and meaning to its use in different contexts. By understanding these aspects, vocabulary learning becomes more focused and does not stop at mastering the surface meaning of a word.

One of the figures who provides a comprehensive framework for aspects of vocabulary development is Nation (2001). He divides vocabulary aspects into two main dimensions, namely breadth and depth. Breadth refers to the number of words that students recognize or know, while depth refers to the extent to which students understand and able to use the word in various forms and situations. A deep understanding of a word includes recognizing word forms (spelling and pronunciation), literal and figurative meanings, collocations, grammatical use, and semantic associations with other words.

Support for the importance of these two dimensions also appears in several research results. For example, vocabulary learning through visual media such as images and infographics helps students not only recognize words but also

understand the context of their overall meaning and application. Research by Amiruddin and Satriani (2022) shows that image-matching exercises with words can increase the connection between visual forms and word meanings. Likewise, Selatan et al. (2024) found that infographics encourage students to understand the structure of information and the meaning of vocabulary in more depth. Thus, aspects of vocabulary development can be learned simultaneously if the learning process is designed with the right and contextual strategies.

2.2.3 Factors Affecting Vocabulary Development

Students' success in developing vocabulary is not only determined by the number of words learned but also by various factors that influence the process of acquiring and using the words. In English learning, these factors can come from within the student as well as from the available learning strategies and environment. Therefore, it is important for teachers to understand what influences vocabulary mastery so that the learning process can be designed optimally.

One of the factors that has a great influence is how often students are exposed to certain vocabulary in meaningful contexts. Nation (2001) explains that repeated exposure to words in various situations will help strengthen students' memory and increase the likelihood of active use in real contexts. In addition to the frequency of exposure, active student involvement, such as taking notes, reviewing, and using vocabulary in productive activities such as writing and speaking, is also a key factor in the development process. When students only receive vocabulary passively, the likelihood of long-term retention is lower.

Findings from several studies also show that the selection of media and learning approaches influences the success of vocabulary development. For example, the use of attractive visual media such as images and infographics has been shown to

increase student involvement in the learning process. Amiruddin and Satriani (2022) stated that matching images with words helps students connect visual forms with word meanings more quickly. In addition, Selatan et al. (2024) explained that infographics encourage students to understand the meaning of vocabulary in its entirety and in a clear context. Thus, active and media-based learning strategies can be an effective approach to supporting students' vocabulary development.

2.2.4 Indicators of Vocabulary Development

In the English learning process, it is important for teachers to know how far students' vocabulary has developed. For this reason, clear indicators are needed so that this development can be measured systematically and objectively. Vocabulary development indicators not only reflect the number of words known to students but also how these words are used functionally in the context of real communication. Therefore, understanding these indicators is very helpful in designing more focused learning.

One approach that is widely used in identifying vocabulary mastery indicators comes from the framework explained by Nation (2001). In this framework, indicators include an increase in the quantity of vocabulary recognized by students (breadth), as well as the depth of understanding of the meaning, form, and use of the word (depth). In addition, another indicator that is no less important is vocabulary retention ability, namely, the extent to which students can remember and recognize words that have been learned within a certain period of time. The higher the retention rate, the more likely the vocabulary is to be actively used by students.

Recent research supports the importance of using indicators that include aspects of quantity, quality, and application. For example, Amiruddin and Satriani (2022)

showed that students who were active in visual-based learning showed higher abilities in remembering and using the vocabulary they learned. Likewise, in a study by Selatan et al. (2024), students who used infographics were not only able to recognize words but also showed the ability to use them in sentences that were appropriate to the context. This proves that vocabulary development indicators cannot only be measured by the number of words mastered but also by the extent to which students can understand and apply these words in real life.

2.3 Student Responses

Following the discussion on the significance of vocabulary mastery and the role of vocabulary books in supporting students' lexical development, it becomes necessary to explore how learners respond to such instructional practices. Student responses represent an essential dimension in evaluating the effectiveness of learning strategies, as they reflect the degree of cognitive engagement, emotional involvement, and behavioral participation in the classroom. Accordingly, this section aims to elaborate on the conceptual definition of student responses, their various types, influencing factors, and the key indicators used to assess them in an educational context.

2.3.1 Definition of Student Responses

In the learning process, student involvement is not only seen from their physical presence, but also from how they respond to the material, teacher, and methods used. This response reflects the extent to which students accept, understand, and respond to the ongoing learning process. Especially in English learning, paying attention to student responses is important because it can provide an overview of

the effectiveness of the media and strategies used by teachers, such as the use of vocabulary books in teaching vocabulary.

Student responses can appear in various forms, ranging from feelings of pleasure towards learning activities, understanding the material, to direct involvement in learning activities. According to Sardiman (2011), student responses are divided into three types, namely affective, cognitive, and psychomotor. These three aspects show that responses are not only about attitudes or thoughts but also include real actions of students in responding to learning activities. By observing various forms of these responses, teachers can evaluate the extent to which learning strategies are in accordance with student characteristics.

Research also shows that student responses are greatly influenced by enjoyable learning experiences and in accordance with their needs. For example, in a study by Selatan et al (2024), students who learned vocabulary with infographic media showed higher interest and enthusiasm than conventional learning. This indicates that student responses do not occur by chance but are influenced by the learning approach applied. Therefore, understanding student responses is an important part of creating an interactive, meaningful, and adaptive learning process for student development.

2.3.2 Types of Student Response

In the learning process, student engagement can not only be seen from their presence in class, but also through the way they respond to learning activities. their presence in class, but also through the way they respond to learning activities. This response is an important part of the student's interaction with the material, the teacher, and the learning media used. teacher, and the learning media used. When students respond actively through their attitudes, thoughts, and actions, this

indicates that they are not only the recipients of information but also participants involved in the process of knowledge formation process. Therefore, understanding the variations in students' responses is an important effort to measure the success of the approach used in learning.

In educational studies, there are three main forms of student responses that reflect comprehensive involvement, namely affective, cognitive, and psychomotor (Sardiman, 2011). Affective responses are related to the emotional side of students, such as interest, attention, motivation, and attitudes toward learning materials or methods. When students show interest in the lesson, feel happy using media such as vocabulary books, or feel comfortable learning English, then they show a positive affective response. This kind of emotional attitude is a strong foundation for increasing enthusiasm for learning and consistency in participating in learning.

Meanwhile, cognitive responses are related to how students process and understand information. This form of response can be seen in students' ability to answer questions, connect new material with previous knowledge, and use vocabulary learned in sentences or conversations. On the other hand, psychomotor responses are seen in students' real actions, such as writing down vocabulary in a vocabulary book, pronouncing words, and actively doing exercises. These three types of responses complement each other and provide a comprehensive picture of student involvement, both emotionally, intellectually, and physically, in learning activities.

Below is a table of types of student responses according to Sardiman 2011

Table 2. 2 Types of Student Response

Response Type	Emphasized Aspects	Response Characteristics
Affective	Emotions, attitudes, interests	- Shows enjoyment of the lesson
Cognitive	Understanding, attention, and reasoning	- Interested in participating in activities
Psychomotor	Physical actions, real involvement	- Gives full attention

Based on Theory Sardiman (2011) Interaksi dan Motivasi Belajar mengajar

2.3.3 Factors Affecting Student Response

Student response to learning does not just happen; it is influenced by various interacting factors. In every learning process, students bring different backgrounds, experiences, and psychological conditions, all of which contribute to how they receive and respond to the material presented. Understanding these factors is important so that teachers can anticipate obstacles and adjust their teaching approaches to be more effective and inclusive.

One of the main factors influencing student response is internal. These internal factors include interest, motivation to learn, mental readiness, and students' perceptions of the subject being studied. When students feel that the material being taught is relevant and interesting, they tend to show more positive affective, cognitive, and psychomotor responses. In addition, previous learning experiences and confidence in using English also determine the extent to which students are able to engage in the learning process actively.

Apart from factors within the students themselves, the learning environment and the teacher's approach also play a very important role. Teachers who are able to create a comfortable, communicative learning atmosphere and provide space for participation will find it easier to elicit positive responses from students. The selection of learning media, such as vocabulary books, methods of presenting

material, and forms of interaction in the classroom, can influence how students respond to the learning process. Sardiman (2011) explains that good learning interaction between students and teachers is one of the keys to healthy and meaningful learning responses. Therefore, the combination of student conditions and learning strategies must always be considered to ensure that the learning process runs optimally.

2.3.4 Student Response Indicators

Assessing student engagement in the learning process requires observable indicators. These indicators serve as important tools for teachers to measure the extent to which students respond to the material, approach, and learning media used. In English language learning, especially when the media used is a vocabulary book, observing student responses through structured indicators can help teachers adjust their learning strategies to be more targeted and in line with the characteristics of their students.

Student responses are divided into three main types: affective, cognitive, and psychomotor. Each has different indicators. In the affective domain, student engagement is demonstrated through interest, attention, positive attitudes toward the lesson, and motivation to learn. Meanwhile, cognitive responses are reflected in the ability to understand the material, answer questions, relate vocabulary to context, and use new words in sentences. Psychomotor aspects can be identified through activities such as writing down vocabulary, compiling word lists, pronouncing words correctly, and completing tasks or exercises independently. Sardiman (2011) states that these indicators are signs of active and meaningful learning processes.

Recent studies also reinforce the importance of observing student response indicators. Selatan et al. (2024) found that students exposed to learning with infographic media showed improvements in affective indicators, such as interest in learning and interest in English. Additionally, a study by Amiruddin and Satriani (2022) showed that visual approaches can enhance students' cognitive and psychomotor engagement through the reinforcement of matching, writing, and word practice activities. These findings indicate that student response indicators are not only theoretically relevant but can also be observed and developed through appropriate media and methods.

2.4 Relevant Studies

In order to establish a strong theoretical and empirical basis for this study, it is essential to review previous research related to the use of vocabulary books, vocabulary development, and student responses in language learning. The examination of relevant studies not only provides a broader understanding of the topic but also identifies research gaps that the present study seeks to address. This section, therefore, outlines selected scholarly works that offer insights and support for the current research, serving as a comparative reference and reinforcing its significance within the existing body of knowledge

Table 2. 3 Relevant Studies

No	Writer Research Title	Previous Study Research Title	Previous Study (Author & Year)	Research Gap	Similarity
1	<i>The Use of Vocabulary Book in Vocabulary Development: A Case Study of 10th Grades at SMK Islam 2 Wlingi</i>	<i>EFL Students' Vocabulary Mastery Through Vocabulary Notebook During Online Learning</i>	Utama & Qomariyah (2022)	Conducted online at the general EFL level, it has not examined vocational high school students in the context of vocational and face-to-face learning.	Researching the use of vocabulary notebooks to improve vocabulary mastery

No	Writer Research Title	Previous Study Research Title	Previous Study (Author & Year)	Research Gap	Similarity
2	<i>The Use of Vocabulary Book in Vocabulary Development: A Case Study of 10th Grades at SMK Islam 2 Wlingi</i>	<i>The Effectiveness of Vocabulary Notebook Strategy to Improve Vocabulary Mastery</i>	Nggolaon & Mombilia (2021)	The research subjects were junior high school students, with no focus on the vocational high school context, and in-depth student responses.	Both use vocabulary books for vocabulary development.
3	<i>The Use of Vocabulary Book in Vocabulary Development: A Case Study of 10th Grades at SMK Islam 2 Wlingi</i>	The Use of Vocabulary Notebooks for EFL Non-Majors ESP Vocabulary Acquisition	Tran & Do (2023)	The research subjects were non-major ESP students; it did not examine the responses of vocational high school students and usage in the vocational context.	Focusing on the perception and effectiveness of vocabulary notebooks in vocabulary learning

Previous studies have examined the effectiveness of using vocabulary notebooks in English language learning, particularly in improving students' vocabulary mastery. Utama and Qomariyah (2022) investigated the use of this medium in the context of online learning for EFL students and found that independent vocabulary recording can help students strengthen their memory and mastery of word meanings. However, this study was conducted outside the context of face-to-face learning and did not address vocational education environments such as vocational high schools.

Furthermore, Tran and Do (2023) examined the use of vocabulary notebooks among non-language majors in English for Specific Purposes (ESP) learning. The study's results showed that vocabulary recording strategies could enhance students' understanding and retention of technical terms. However, this research did not address how the medium is applied at the secondary level, let alone in vocational contexts with distinct practical needs.

Another study by Nggolaon & Mombilia (2021) was conducted on eighth-grade junior high school students using a quasi-experimental approach. The results showed a significant improvement in vocabulary mastery after students used vocabulary notebooks as learning aids. However, the focus of this study was still limited to students' cognitive achievements and did not cover broader aspects of student responses. Thus, the three studies share similarities in the use of the same learning media, but none have specifically investigated the use of vocabulary books at the vocational high school level or explored students' affective, cognitive, and psychomotor responses. Therefore, this study is expected to fill this gap and provide new contributions to the study of vocabulary learning with print media.

2.5 Conceptual Framework

The conceptual model in this study was developed based on a literature review referring to Thornbury (2002) principles of vocabulary teaching and Sardiman (2011) theory of student responses, along with the consideration of the vocabulary book as a learning medium. Thornbury's principles offer a strong foundation for understanding effective vocabulary instruction through approaches such as contextualization, repetition, retrieval, recording, affective depth, and other strategies. Meanwhile, Sardiman's theory outlines the three essential domains of student learning responses (cognitive, affective, and psychomotor), which are crucial for assessing student engagement and learning outcomes. In this context, the vocabulary book serves as a supportive medium that bridges theoretical vocabulary teaching strategies with students' practical learning experiences. By combining these theoretical approaches with the integration of the vocabulary book, the conceptual model presents a structured framework for exploring how this medium

is implemented in the classroom and how it impacts students' vocabulary development and learning responses. This model serves as both a theoretical foundation and a practical lens for conducting the research. Here is an image of the conceptual framework:

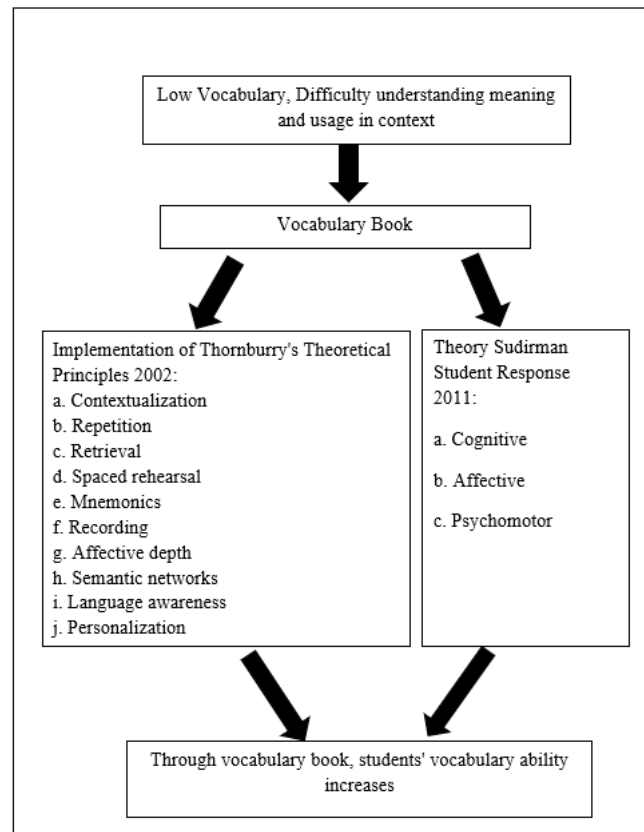


Figure 2. 1 Conceptual Framework