

**ENHANCING VOCABULARY RETENTION THROUGH GBA AND PJBL
IN CREATING AN ILLUSTRATED ENGLISH DICTIONARY
AT THE NINTH F-GRADE OF MTSN 6 KEDIRI**

THESIS

Presented to

State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of the Requirement

for the Degree of *Sarjana* in English Language Education



BY

SAYYIDAH MUTOHAROH

NIM. 22202044

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI**

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2026

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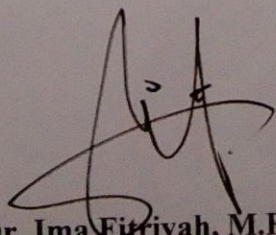
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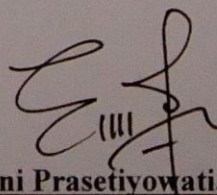
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MOTTO

It's okay to hope, but you mustn't be disappointed. Losing one hope doesn't mean losing the world. If it doesn't happen today, perhaps it's simply not meant for you, and it will be replaced by something even better than you could have imagined.

(Someone Said)

مَنْ اهْتَدَىٰ فَإِنَّمَا يَهْتَدِي لِنَفْسِهِ ۖ وَمَنْ ضَلَّٰ فَإِنَّمَا يَضِلُّ عَلَيْهَا ۚ وَلَا تَزِرُ وَازِرَةٌ وِزْرَ أُخْرَىٰ ۚ وَمَا كُنَّا مُعَذِّبِينَ حَتَّىٰ نَبْعَثَ رَسُولًا

"Whoever is guided is only guided for (the benefit of) his soul. And whoever errs only errs against it. And no bearer of burdens will bear the burden of another. And We would never punish until We had sent a messenger."

(Q.S Al-Isra' 15)

DEDICATION

Praise be to God, the Lord of the Worlds. As an expression of gratitude for all the blessings and strength bestowed upon me, on this final page of this journey, the author dedicates this humble work to:

1. Allah SWT, the All-Directing, who has been a source of comfort and strength for the author amidst the busyness of life. Thank you for the love, compassion, and knowledge you have bestowed, enabling this final project to be successfully completed.
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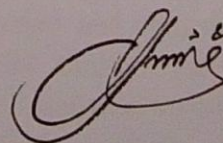
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ABSTRACT

Mutoharoh, Sayyidah. 2026. *“Enhancing Vocabulary Retention through GBA and PjBl in Creating an Illustrated English Dictionary at the Ninth F-Grade of MTsN 6 Kediri”*. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Syekh Wasil Kediri. Advisor: (I) Dr. Ima Fitriyah,, M.Pd.I. (II) Eni Prasetyowati, M.Pd.

Keywords: *Vocabulary retention, Genre Based Approach (GBA), Project Based Learning (PjBL), Illustrated English Dictionary, Classroom Action Research*

Vocabulary retention is an important aspect of English language learning because it enables students to remember and use vocabulary effectively in communication. However, students in the Ninth F-Grade of MTsN 6 Kediri experienced difficulties in retaining vocabulary, particularly vocabulary related to procedure texts. Most students had low vocabulary mastery, limited participation during classroom activities, and difficulty recalling previously learned words. Therefore, this study aimed to enhance students' vocabulary retention through the integration of Genre-Based Approach (GBA) and Project-Based Learning (PjBL) in creating an Illustrated English Dictionary, as well as to identify the challenges faced by students during the implementation and the solutions to address them.

This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of planning, acting, observing, and reflecting stages. The participants were 34 students of the Ninth F-Grade of MTsN 6 Kediri. The research was conducted in one cycle consisting of three meetings. Data were collected through vocabulary tests, observation, interviews, project assessments, and documentation. Quantitative data were analyzed using mean scores and mastery percentages, while qualitative data were analyzed through data reduction, data display, and conclusion drawing.

The findings showed that the implementation of GBA integrated with PjBL effectively enhanced students' vocabulary retention. The mean score increased from 66.09 in the test 1 to 89.32 in the test 2, while the percentage of students achieving the minimum mastery criterion (≥ 75) improved significantly from 20.59% to 85.29%. These results exceeded the predetermined success criterion of 75% mastery. Observation and interview findings also indicated that students became more active, motivated, and confident during the learning process. The creation of an Illustrated English Dictionary helped students connect vocabulary with visual representations, making words easier to understand and remember. It can be concluded that the integration of GBA and PjBL through the creation of an Illustrated English Dictionary effectively enhanced students' vocabulary retention and engagement in learning English. These findings imply that vocabulary instruction should be contextualized, visual, and collaborative, and teachers should adopt project-based activities integrated with genre-based scaffolding.

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