

**DEVELOPING STUDENTS' VOCABULARY BY USING NOTEBOOK AT
SMPN 12 PALOPO**



A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty
of the State Institute for Islamic Studies Palopo for S.Pd
Degree in English Education*

By,

**LISMA
REG. NUMBER 13.16.3.0138**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
2018**

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ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
2018

THESIS APPROVAL

This thesis entitled **Developing Students' Vocabulary by Using Notebook at SMPN 12 Palopo**, which is written by **Lisma**, Reg. Num. 13.16.3.0138, English S1 Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on Friday, **December 22nd 2017**, coincided with **Rabiul Tsani 3th 1438 H**. It is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, May 28th 2018 M.
Ramadhan 12nd 1437 H.

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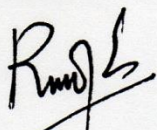
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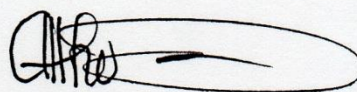
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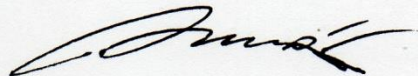
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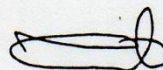
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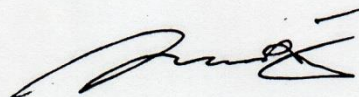
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ABSTRACT

Lisma, 2017. *Developing Students' Vocabulary by Using notebook at SMPN 12 Palopo.* Thesis, English Study Program of Tarbiyah And Teacher Training Faculty of State Institute For Islamic Studies (IAIN) Palopo. Under supervisor : DR. Hilal Mahmud, M.M as the first consultant and Amir Faqihuddin,S.Ag.,M.Pd.I as the second consultant.

Key words : developing students' vocabulary, notebook.

The thesis focuses on development of students' vocabulary at SMPN 12 Palopo by using notebook. The aims of this thesis are to find out whether the use of notebook is effective in developing students' vocabulary at SMPN 12 Palopo and to find out students' responses about notebook after use it.

This research used the experimental method with pre-test and post-test design. The pre-test was given to know the basic ability of the students' vocabulary and the post-test was given to know the students' vocabulary development after given the treatment (researcher used notebook). The population of this research was the eight year students of SMPN 12 Palopo and the sample of this research utilized random sampling which taken from class VIII¹ consist of 23 students.

The result of this research shows that the mean score in the pre-test is 2,114 and in the post-test is 5,79, so it is different. In which the score of ttest (12,14448345) is bigger than the score of table (2,07387). And by the questionnaire result, concludes that the students interested, evident from the result of students answers on question number three, there were 65,2% students who said very like notebook; media that used by researcher in teaching vocabulary. Alongside that there were 73% students feel their ability develop after following the program and there were 65% students feel have motivation to studying vocabulary by using notebook. Even though, it means that using notebook is not effective to develop students' vocabulary ability. Its because there are only 8 students out of 23 students who got score +77 as the standard score of KKM in the schools.

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is collection of words that we demand it in listening, talking, reading and composition. Without vocabulary we do not recognize what we hear, we pronounce, we read and we will write. The vocabulary is very significant because we can interact with the other people with language. And language be composed words.

English vocabulary sometimes difficult for scholars, especially for students because it is a foreign linguistic communication. There were many people ever said that "English is difficult because the written form, pronunciation and the meaning are different". There are not many encouraged facilities such books, dictionary, and etc., the learners are lazy to learn and memorize vocabulary, the learners are uninterested to learn, the learners do not like English vocabulary and so forth.

On the strength of interview result which the researcher do at the eighth year students of SMPN 12 Palopo and one of their teacher on April 25-26th, 2016, the researcher find out the problem is Vocabulary. In the class there are 23 students and nobody like English very much, there are 18 students said that they are so-so, do not like English and do not hate the English, and there are 5 students avow that they do not like English. The problem is the English out of favor by students, the reasons are multiple diverse: there were many students said that English is difficult in written, pronunciation and it is not catchy. It's because, the

students do not have many vocabulary and the location of their school is purilieus. So, there is nothing English course to improve their vocabulary, there are only four-five dictionary in their library and they are out at elbows. The other reasons is there are lazy students to learn. Because, they are not aware if learn is so important.¹

Building on the problems above, the researcher want to develop English vocabulary at the eighth year students of SMPN 12 Palopo by using notebook. The notebook is a book of plain paper or paper with lines, for writing on.² The notebook can help students to easily improve their vocabulary, seeing that there are only four-five dictionary in their library.

On the strength of the description above, the researcher interested in conducting the research entitled *Developing Students' Vocabulary by Using Notebook at SMPN 12 Palopo*.

B. Problem Statement

Based on the background above, the researcher formulates the research questions, namely:

1. Is the use of the notebook, effective in developing students' vocabulary at SMPN 12 Palopo?
2. What are students' responses about the use of notebook in learning vocabulary at SMPN 12 Palopo?

¹The interview and observation result of one of teacher (Sitti Daoliah Khalid,S.Pdi) and Her students at the one of seventh and eight year students of Junior high school number 12 Palopo on April 25-26th.

²Cambridge university press <http://dictionary.cambridge.org/dictionary/english/notebook>. accessed on October 24th.

C. Objective of the Research

Based on the research question above, the objective of this research are:

1. To find out whether the use of notebook is effective to develop students' vocabulary at SMPN 12 Palopo.
2. To find out students' responses about the using of notebook in learning vocabulary at SMPN 12 palopo.

D. Significance of the Research

The significance of the research is expected :

1. To be useful information for English teacher to be more creative in teaching their students, especially in teaching vocabulary.
2. To be useful information for the learners in learning English through notebook, especially to the students of SMPN 12 Palopo of the eighth year students.
3. To stimulate the other researcher who wants to conduct the same research.

E. Definition of Terms

1. Developing means growing or increasing something to be larger or more advance.
2. Vocabulary is collection of words that we need it in listening, speaking, reading and writing.
3. Students' vocabulary is the vocabulary that is owned by students.
4. Notebook is a book that contains vocabularies that can help students in learning English vocabulary.

F. Scope of the Research

Scope of the research was restricted to the effectiveness of notebook in developing students' vocabulary at the eighth year students of SMPN 12 Palopo. The vocabularies are emphasized on nouns, adjectives and verbs and the students' responses about the using of notebook at SMPN 12 Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis the researcher found some related researches with this research, the researcher as follows:

1. Dewi Novita entitled “Improving Students’ Ability in Vocabulary Mastery through Personal Vocabulary Notes”. The researcher had a notion that teaching vocabulary is not easy as well, because students sometimes feel bored to memorize the word. Therefore, the teacher might be able to motivate the students in improving their vocabularies by teaching small information of it. To make students motivated in learning English vocabulary as a foreign language, teacher needs to select appropriate teaching technique.

Based on the information that the researcher got from English teacher in SMP Bumi Khatulistiwa, vocabulary mastery is taught in speaking with focuses on spelling, and pronunciation. For spelling, the students write the words that teacher says while pronunciation, students read the words that they write on the book. For vocabulary meaning, teacher has special direction that is the teacher gives list of words from text that he thinks they are difficult for the students to interpret the meaning. From those words, students find the meaning in L1 translation meaning. However, in finding the meaning of new words, students work alone without helping from teacher.

The researcher used Personal Vocabulary Notes as a technique of teaching vocabulary meaning and form in his teaching act. Personal Vocabulary Notes is a

technique that is used to enlarge students' vocabulary independently. From the result and discussion, it could be concluded that the use of Personal Vocabulary Notes (PVN) as a technique to teach students' ability in vocabulary mastery to the seventh grade students of class "A" of SMPS Bumi Khatulistiwa in academic year 2012/2013 could improve the students' vocabulary achievement when it is used frequently in the classroom.³

2. Muliana in her thesis "Developing English Vocabulary at The Eleventh Year Students of MAN Palopo Through Card Guessing Game". The researcher assumes that "if the students have vocabulary in their mind, they can understand the meaning of the text and they can converse with others. Merely in the reality, many students cannot understand the text and sometimes miscommunication, because they do not have much vocabulary. Sometimes the English learners of students are lazy to memorize the vocabularies, even though they know the rule in studying foreign words. Beside that the way to memorize words is not effective for the students."⁴ In this case, Muliana as a researcher in this inquiry, she desired to employ the appropriate technique to make teaching vocabulary much be better.

Based on the researcher's assumption, the researcher used the card guessing game as a method who she used in her research to develop English

³Dewi Novita, (online : <http://download.portalgaruda.org/article.php?article=130335&vaTUDEI=2338&title=IMPROVING%20SNTS%C3%A2%E2%82%AC%E2%84%A2%20ABILITY%20IN%20VOCABULARY%20MASTERY%20THROUGH%20PERSONAL%20VOCABULARY%20NOTES>) accessed on December 15th 2017.

⁴Muliana, *Developing English Vocabulary at The Eleventh Year Students of MAN Palopo Through Card Guessing Game*, Thesis S1, (Palopo: STAIN Palopo, 2013), p. 2. Unpublished.

vocabulary at the eleventh year students of MAN Palopo.⁵ She said that the Card guessing game is an alternative way to be used for studying and memorizing vocabulary. A game which is to guess some kinds of information such as a word and location of an object. She also said that the Card guessing game is kind of game which describe the meaning of vocabulary words and guess vocabulary words from clue given.

The researcher utilizes pre-experimental method with one group pre-test, post-test design in her research. The population of her research was the eleventh year students of MAN Palopo in 2013/2014 academic year. The total number of population was 120 students from six classes.⁶ Purposeful sampling is the technique of her research with 18 students as sample in IPA₂ class. The research chose them because she know that they have low ability in vocabulary.

After the researcher doing the treatment during sixth meetings, the students' vocabulary improve through card guessing game at the eleventh year students of MAN Palopo. The researcher glean from that this development is proved by calculating the difference of both tests (pre-test and post test) by using t-test analysis, where the result of t-test value is 7. The value is greater than t-table value (2,110) for $\alpha = 0,05$ level of significance and the degree of freedom (17) and null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.⁷ Based on the explanation, it can be said that the students' vocabulary at the eleventh year students of MAN Palopo improved through card guessing game. So,

⁵*Ibid*, p.2.

⁶*Ibid* p. 35-36.

⁷*Ibid* p. 62.

the teachers especially English teacher can try to use card guessing game in the teaching English vocabulary process.

3. Sulfia Syamsul entitled “Improving students’ vocabulary through scrabble words game at the eight year of SMP Negeri 8 Palopo” the researcher had a notion that there are some problems faced by students of the eight year students of SMPN 8 Palopo.⁸ The researcher said that the students are lack of English vocabularies, their self motivation were weak, the teacher used saturated learning media, provision of additional teaching materials less support students’ contextuels materials need to increase their motivation of learning and she also said that the teacher’s attitude also is not providing enough attention seriously affected the spirit of the students in learning process to reach vocabulary achievement.

Based on had a notion from the researcher, the reasearcher used scrabble words game to know was scrabble word game effective in improving vocabulary at the eight year students of the SMPN 8 Palopo and what was the students’ perception toward the scrabble words game technique at the eight year students of SMPN 8 Palopo.

The researcher applied pre-experimental method with one group pre-test-posttest design in her research. The population was taken from all of the eight class students of SMPN 8 Palopo in 2014/2015 academic year.⁹ The students were divided into nine classes and the total number of population were 270 students. And the researcher took 25 students as sample of her research.

⁸Sulfia Syamsul, *Improving Students’ Vocabulary through Scrabble Words Game at The Eight Year of SMP Negeri 8 Palopo*, thesis S1, (Palopo: IAIN Palopo, 2015), p. 1. Unpublished.

⁹*Ibid* p.39-40.

The results of her research are;

- a. The mean score of the eight year students of SMPN 8 Palopo in pre-test was still low, therefore after giving treatment, the students' vocabulary by scrabble words game technique greatly improve.
- b. The writer concludes that scrabble words game is effective in improving students' vocabulary at the eighth year of SMPN 8 Palopo.
- c. Having implemented the treatments by scrabble words game, it was found that the mean score of post-test (24.8) was higher than the mean score of pre-test (15.2). the data have been analyzed by using (t_1) standard of significant 5% with degree of freedom (df) = 24, got $t_1 = 2.064$ and standard of signification 0.05, the result of t_0 (t_{count}) is higher than t_t (t_{table}), $11.415 > 2.064$. it means that there was a significant difference between students' vocabulay before and after giving treatment by scrabble words game.¹⁰

Based on the explanation, it can be said that the students' vocabulary at the eighth year students of SMPN 8 Palopo improved through scrabble words game. So, the teachers especially English teacher can also try to use scrabble words game in the teaching English vocabulary process.

Based on the informations, the researchers conclude that the using of interesting technique in teaching vocabulary as card guessing game and scrabble words game can stimulate and improve students' vocabularies. It motivates the writer to use another technique, which is notebook technique. This technique could make students easier to develop their vocabularies.

¹⁰*Ibid* p.86.

B. The Concept of Vocabulary

1. Definition of Vocabulary

In the Oxford dictionary, the first definition of vocabulary is all the words that a person knows or uses.¹¹ It is also in accord to Cambridge advanced learners dictionary in wikipedia, that vocabulary is all the words known and used by a particular person.¹² The second definition is all the words in a language, and the last is list of words with their meanings, especially in a book for learning a foreign language.¹³ We can conclude that vocabulary is all the words with their meaning in a language that a person knows or uses in his life.

Knowing vocabulary or a word is not simple and easy which we think. Because, there are some aspects of word knowledge that are used to measure word knowledge.

2. The Types of Vocabulary

There are 4 types of vocabulary. They are listening, speaking, reading and writing.¹⁴ Before children begin to build reading and writing vocabularies certainly they have to start with acquire listening and speaking vocabularies many years. Each type be firm has a different purpose and vocabulary development in one type facilitates growth in another.

a. Listening vocabulary

¹¹Victoria Bull, *oxford learner's pocket dictionary*, (New York :Oxford University Press, 2008), p.495.

¹²Wikipedia (Online : <https://en.wikipedia.org/wiki/Vocabulary>). accessed on May 12nd 2016.

¹³Victorian Bull *op.cit.* p.495.

¹⁴Judy K. Montgomery's book (online : www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf) accessed on May 12nd 2016.

Listening is one of type and stage of vocabulary. A person's [listening](#) vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.¹⁵ Someone never would be able to understand a reading material and never be able to writing something if she or he never listening and reading something. It because as a general rule, the human work out development stage in their life.

b. Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in [speech](#).¹⁶ In speaking especially speaking foreign language such English, sometimes a person use inappropriate words. It is because commonly a person speak something spontaneously and may be compensated it by facial expression, intonation and gesture.

c. Reading vocabulary

A literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.¹⁷ We may increase our vocabulary through reading. The while many people do not like reading text as books, journal, and so forth. It is because, the people are not aware importance of reading. By reading text we get knowing and understanding vocabulary that we do not use in speech or speak.

¹⁵*loc.cit.*

¹⁶*loc.cit.*

¹⁷*loc.cit.*

d. Writing vocabulary

Differ from speaking which easier to explain orally, writing is something difficult to do for many people. a person who want to writing something must selective choosing words to express his or her feeling, sentiment, argument, ideas, statement or experience in his or her written. Because, in writing cannot using facial expression and intonation to help get ideas across.

When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon (mental dictionary). Children would not guess a word they didn't know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.¹⁸ However, of all types of vocabulary, writing is the last type and most difficult type than the other.

3. Learning Vocabulary

There are many words you do not need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use yourself.¹⁹ So, in life we do not have to be know and understand all of words. It is enough if we can understand the words we read, hear and use them.

¹⁸*Loc.cit.*

¹⁹Michael McCarthy & Felicity O'dell, 2000. *English Vocabulary in Use: upper-intermediate & advanced* (Indonesia, 2000), p.2.

There are a lot of way to learning vocabulary easily. And some ways as follow:

- a. It is not enough just to know the meaning of a word. You also need to know:
 - 1) What words it is usually associated with
 - 2) Whether it has any particular grammatical characteristics
 - 3) How it is pronounced
- b. Try to learn new words not in isolation but in phrases.
- c. Write down adjectives together with nouns they are often associated with and vice versa, e.g. royal family; rich vocabulary.
- d. Write down verbs with the structure and nouns associated with them, e.g. to add to our knowledge of the subject; to express an opinion.
- e. Write down nouns in phrases, e.g. in contact with; a train set; shades of opinion.
- f. Write down words with their prepositions, e.g. at a high level; thanks to your help.
- g. Note any grammatical characteristics of the words you are studying. For example, note when a verb is irregular and when a noun is uncountable or is only used in the plural.
- h. Make a note of any special pronunciation problems with the words you are learning.²⁰

In learning vocabulary we need to spend a lot of times. Because, just to know the meaning of a word is not enough. We also need to understand it in order

²⁰*Ibid* p.2.

that we can use words and meanings that appropriate in sentence when we listen, speak, read and write something.

4. Teaching Vocabulary

About one decades ago T.C. Baruah in his book said that most of the time in teaching English is devoted to the teaching of vocabulary. According to Baruah, even so, our college students do not have an adequate vocabulay to express simple ideas or to understand a simple passage in English. To deal with this problem effectively, He said that the teacher must have a clear grasp of some of the aspects of vocabulay. they are : (1) relative importance of structure and vocabulay, (2) kinds of vocabulary that an individual uses, (3) the nature of word meaning, (4) the implications of learning a new word and (5) various techniques of teaching vocabulary.²¹

1. Relative importance of structure and vocabulary

Vocabulary is the more important than structure in communication. It is because in our everyday experiences if the context is clear to both the parties to a communication, it is possible to communicate with many more with vocabulary only.

2. Kinds of vocabulary

The structural words are part of the structure and should therefore be treated as an aspect of grammar. F.G.French in the Baruah's book has made a very useful classification of the words of a language in relation to its users. He divides the words into three broad groups:

²¹ T.C. Baruah, *The english teacher's handbook* (New Delhi,2004), p.226.

- a. The small number of words that a person knows intimately and can use effectively,
- b. The relatively large number of words that he understands but does not normally use, and
- c. The vast number of remaining words in the language that he does not know.

French compares the first group to our ‘friends’, the second to our ‘acquaintances’ and the third to the vast number of ‘strangers’ whom we do not know. According to Baruah, The user of the language knows the first group of words as intimately as he knows his close friends, and these words constitute his *Active Vocabulary*. Generally speaking, this group also comprises the most useful words in the language.

Still according to Baruah, the second group includes the words that a person understands but does not normally use in his speech and writing. This group is far larger than the first group and constitutes his *Passive Vocabulary*. It is obvious that the larger a person’s passive vocabulary the better equipped he is for reading comprehension.

The third group comprises the vast number of words that he does not know. It should however be noted that like friends, acquaintances and strangers, words too keep changing their places. A new word (i.e. ‘strangers’) may enter a person’s active vocabulary while a known word (i.e., a ‘friend’) may be forgotten owing to long disuse, in the same manner as we acquire new friends and forget some of the old ones if we do not meet them for long.

3. The nature of word meaning

There are a number of aspects relating to the meaning of a word. In fact, a whole branch of language study, semantics, is devoted to the study of word meaning. To comprehend the meaning of a word fully, it is necessary not only to know what the word 'stands for' but also to know its relationships with other words in the language. It is therefore futile to expect the pupils to learn a word fully the first time they meet it.

4. The implications of learning a new word

One of aspect of learning a word is understanding the meaning. A person has to mastering spelling a word, pronunciation, and usage a word as well, if he want or has make a word to become part of his active vocabulary. The other aspect is somewhat complex. It is because, usage here means habit, convention or custom in language use. For example, in English, one can catch a bus, catch a cold, catch a fish, but he cannot catch a song. On the other hand, In many Indian language, one cannot catch a cold, though one can catch a song.

So, knowing the meaning only is not enough. A person has also to know and understand what is acceptable and what is not acceptable in communicate with other people, especially with the people that has different culture, country, habit, convention or custom.

5. Various techniques of teaching vocabulary

If you want to teach vocabulary to your learners, according to Baruah, the first step you must do is to determine the nature and the relative difficulty of the word.²² Advisable, the teachers teach vocabulary with learners' mother tongue language. It is mean, the teacher has to give the meaning of vocabulary in the learners' mother tongue, and do not forget to teach the spelling, the forms and the pronunciation.

So, in teaching vocabulary especially English vocabulary the teacher must to have some of the aspects of vocabulary as a their clear grasp and what is more the teacher also have to prepare the lesson plan with variation technique in teaching in order to be able to create better teaching.

5. The Principle of Teaching and Learning Vocabulary

To know a word in a target language as well as the native speaker knows it may mean the ability to : recognize it in its spoken or written form; recall it at will; relate it to an appropriate object or concept; use it in the appropriate grammatical form; in speech, pronounce it in a recognizable way; in writting, spell it correctly; use it with the words it correctly goes with, i.e. in the correct collocation; use it at the appropriate level of formality; be aware of its connotations and associations.

The teacher has the job to managing the teaching learning process that the learner can do some or all of of these things with the target vocabulary that is to be learn. The principles on which such learning is to be based:

a. Aims

²²*Ibid* p.229.

First, the teacher has to be clear about his or her *aims*: how many of the things listed does the teacher expect the learner to be able to do? With which words? Unless the teacher is clear on this point, it will be difficult to assess how 'successful or otherwise the vocabulary learning has been.

b. Quantity

Secondly, having decided on what is involved in vocabulary, learning, the teacher may have to decide on the *quantity of vocabulary* to be learnt. how many new words in a lesson can the learner learn? If we mean by 'learn' that the words become part of the student's active vocabulary, then one estimate puts the number as low as around five to seven new words. Clearly the actual number will depend on a number of factors varying from class to class and learner to learner. If there are too many new words, the learner may become confused, discouraged and frustrated. "For example, the 'frustration level' above which someone reading a passage in the target language will tend to give up, unless he has recourse to a 'dictionary, has been estimated at 10 percent or more unknown words. However, it must be said that any figure given without reference to a specific class or individual case will not be very reliable.

c. Need

Control of the amount of vocabulary inevitably means choice as to the specific items to be taught. We have already discussed some of the criteria that can be used, such as frequency, availability and learnability. In

most cases the choice will be made for the teacher by the course book or syllabus he is using. In any case one would hope that the choice of vocabulary will relate to the aims of the course and the objectives of individual lessons. It is also possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught on to the students. In other words, the student is put in a situation where he has to communicate and gets the words he needs, as he needs them, using the teacher as an informant. This reflects the informal language in the country where it is spoken. If we are fortunate enough to have a native speaker of the language nearby, we ask him or her 'how do you say ...' or 'what is the name for this?' the vocabulary is then presented in response to our own needs and interests, and we are perhaps more likely to remember it. It might, therefore be a good thing to try to bring about this situation in our language classrooms. The student should feel that he needs the target word, just as he would in a situation outside the classroom.

d. Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing it once. There has to be a certain amount of repetition until there is evidence that the student has learned the target word. The simplest way of checking that this learning has been done is by seeing whether the student can recognize the target word and identify its meaning. If the word has to be part of the learner's productive vocabulary, he must be given the opportunity to use it as often as is necessary for him to recall it at will,

with the correct stress and pronunciation. It is not enough, however, that this should happen only in one lesson: since the learner is exposed to a large number of words, the words he is meant to remember should crop up at regular intervals in later lessons.

e. Meaningful Presentation

As well as the form of the word the learner must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning, 'meaning' involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous, which is not always an easy task.

f. Situation Presentation

There are the choices of words can vary according to the situation in which we are speaking (e.g. whether on board ship or on dry land) and according to how well we know the person to whom we are speaking (from informal to very formal). It seems sensible that a student should learn words in the situation in which they are appropriate.

g. Presentation in Context

Words very seldom occur in isolation. We have seen how important it is for the learner to know the usual collocations that the word occurs in. So from the very beginning the word must appear in its natural environment as it were, among the words it normally collocates with.

h. Learning Vocabulary in the Mother Tongue and in the Target Language

At this point perhaps we should pause and see how the principles which we have established so far relate to the learning of vocabulary in the L1 (or mother tongue) and L2 (target language). Nearly everyone in his lifetime acquires a fairly large vocabulary in his mother tongue; very large, compared to what most foreign language learners would aspire to. How is this large vocabulary achieved? First, there is felt need: in the L1 'knowing the words' is a matter of survival, or at least of social competence - this basic kind of need does not exist in most foreign language-learning programmes, and so a paler, less realistic version of it usually has to be engineered in some way.

Secondly, the L1 learner mostly controls his own rate of learning in a protective environment, adults are tolerant of children's ignorance of language : the child is more likely to feel anger and frustration in this respect. So he learns what he needs as he needs it. Thirdly, the L1 is exposed to an enormous quantity of his own language and has tremendous scope for repetition of what he learns. Fourthly, the language is nearly always encountered in an appropriate situation and in the appropriate context. So he will probably not have too many problems with appropriateness or with collocation.

Fifthly, since words are learnt as they arise out of a felt need in a particular situation, they usually have a clear denotation. Young children do have problems with denotation, however: thus, at an early stage, a child

may equate the word dog with any four-legged animal – only later will he narrow it down, and discover other names for other types of animal.

Of course there is no necessary reason why the vocabulary of the L2 should be learnt in the same way as the L1 vocabulary: after all, the circumstances are very different, and, since the time available for learning the L2 is almost invariably very much shorter, then short cuts will have to be taken. It is interesting to note, however, that many of the principles which we have derived from our discussion of the linguistic background in chapter 1 apply equally well to the mother tongue.

i. Inferencing (Guessing) Procedures in Vocabulary Learning

There is one aspect of both L1 and L2 learning which demands comment. With mature L1 speakers and competent speakers of a foreign language, the observer is struck by the difference between the number of words which the speaker could have been taught, and the number of words which he knows. Estimates of the vocabulary of educated native speakers vary very widely: many estimates of recognition (i.e. passive) vocabulary come out at between 100,000 and 200,000 words, including words derived from the same root (like glad and gladly). Even very conservative estimates put the number at 40,000 words. How many of those had he/she been specifically taught the meaning of? A small percentage, one would guess. Very many language-teaching programmes aspire to only about 2000 words. Are the remaining words learnt from a dictionary? Almost

certainly not. If the meanings have not been supplied by outside sources, as it were, then where have they been found?

The answer is, of course, that we guess the meanings of words by hearing them used in a certain situation, or sometimes by reading them in a certain context and guessing their meaning from the context. Usually it is clear in a situation what particular thing someone is referring to ; in a written context a bit more detective work may be called for.²³

C. The Types of Words

1. Content Words

Content words are also known as lexical words. They are called content words because they carry their own meanings. In other words, they have their own independent meaning, and can occur in isolation. In addition, they have an open class system because they can accept new words with the expansion of the vocabulary of the language.²⁴ They are nouns, verbs, adverbs and adjectives.

²³Michael Wallace, *Teaching Vocabulary* (London, 1984), p.27-35

²⁴Sukirman, *English Morphology* (Makassar, 2013), p.107.

a. Nouns

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on.²⁵ Some example of noun are;

Nouns		
Nouns (People)	Nouns (thing)	Nouns (parts of body)
Student	Table	Face
Teacher	Pen	Nose
Doctor	Book	Hand
nurse	pencil	foot

b. Verbs

English verbs are a class of English words used to; 1) describe an action such as *make*, *study*, and *write*, 2) show existence such as *be*, 3) indicates possession such have and has, or 4) designate a state of being such as love, have, know, and understand.²⁶ So, we may glean from that verbs is what is done by someone. Some example of verbs;

Reguler verbs		
Infinitive	Past tense	Past participle
Ask	Asked	Asked
Check	Checked	Checked
Delete	Deleted	Deleted
Enjoy	Enjoyed	Enjoyed
help	helped	helped

²⁵*Ibid* p.107.

²⁶*Ibid* p.110.

Irregular verbs		
Infinitive	Past tense	Past participle
Build	built	built
buy	bought	bought
cut	cut	cut
drink	drank	drunk
fell	felt	felt

c. Adverbs

An adverb is a word class that describes a verb, an adjective or other adverb such as in the phrases speak fluently, very easy, and quite slowly. An adverb deals with supplying crucial information such as place, manner, time, condition, degree, result, purpose, and reason.²⁷ Some examples of adverbs:

Adverb	Examples
Adverbs of frequency	Always, usually, often, generally, seldom, sometimes, occasionally, never, once, etc.
Adverbs of time	Today, tomorrow, yesterday, now, soon, everyday, every night, every week, this morning, at night, at midnight, at present, last year, next time, etc.
Adverbs of place	At school, at campus, in the library, in the market, there, here, anywhere, in bed, away, inside, etc.
Adverbs of manner	Really, seriously, slowly, carefully, terribly, kindly, pleasantly, etc.
Adverbs of numbers	Firstly, secondly, thirdly, lastly, finally, twice, etc.
Adverbs of degree quantity	Little, enough, fully, very, so, rather, much, etc.
Adverbs of affirmation or negation	Certainly, no, yes, surely, etc.
Adverbs of reason	Hence, therefore, consequently, thus, etc.

²⁷*Ibid* p. 114.

d. Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun.²⁸ Some examples of adjectives:

Adjective		
Young	Beutiful	Familiar
Wise	Calm	Green
Shy	cute	sweet
Rich	Correct	Nice
Kind	handsome	patient

2. Function Words

Function word is also known as closed-class. It is called closed-class because it cannot be added by any component of language such as affixes. The word the *for* instance, is used for referring to somebody or something that has already been mentioned or can be understood. The meaning of *the* will be understood completely when it occurs when it occurs with other word such as *car*. Therefore, if *the* and *car* occur together, it means that *the* is used for referring to a *car* that has already been mentioned.²⁹ Function words are prepositions, pronouns, determiners, conjunctions, and auxiliary verbs.

In English, there are many parts of speech. But in this research the researcher will only research the three parts of speech parts. They are nouns, adjectives and verbs.

²⁸*Ibid* p.113-114.

²⁹*Ibid* p.115-116.

D. Media

1. Definition of media

Association of Education and Communication Technology (AECT) in America, defines media is all the form for utilized to process of information channeling. Whereas National Education Association (NEA) defines that media is an art of things which can be manipulated, seen, listened, and can be read with instrument which is use appropriately in teaching learning process.³⁰ So it can be influence of instructional program. Media may help the teachers in teaching and may help the learners in laerning their material easily.

2. The Function of Media

Hamalik in the Azhar Arsyad's book (Media Pembelajaran) proposes that the usage of learning media in teaching learning process can arousing pretension and new interest, arousing motivation and stimulation of learning activity, and in fact, given influences of psychology.³¹ While Levie and Lentz in the Azhar Arsyad's book (in the same book) proposes four functions of learning media, especially visual media, that are attention function, affective function, cognitive function, and compensatories function.³²

a. Attention Function

The visual media is the core, which is interesting and directing the attention of students to concentrate on the content of subjects related to the meaning of the displayed visual or text accompanying the subject matter.

³⁰Arief S. Sadiman, et. Al., Media Pendidikan (Jakarta, 1984) p.6-7.

³¹ Dr. Azhar Arsyad, M.A., Media Pembelajaran (Jakarta, 1996) p. 15

³² *Ibid.*, p.16

b. Affective Function

The visual media can be seen from the enjoyment level of students when learning (or read) the text display. image or visual symbol can upload emotions and attitudes, such as information concerning social or racial issues.

c. Cognitive Function

The visual media can be seen from the research findings that reveal that a visual symbol or image facilitate the achievement of the aim to understand and remember the information or message contained in the image.

d. Compensatories Function

Learning media can be seen from the results that the visual medium provides a context for understanding the text help students who are weak in reading for organizing information in text and recall. in other words, learning media serves to accommodate students who are weak and slow to accept and understand the contents of the lessons presented by text or presented verbally.

3. Kinds of Media

a. Human-Based Media

Human-based media is oldest media that is used to sends and communicates the message or information. One of example is a Socrates tutorial style. Human-based media filed two effective techniques, the design of which focused on the issue and ask according to Socrates. Design-centered learning builds upon the

issue problem to be solved by students. Draft measures of this kind of learning are as follows:

- 1) Formulate relevant problems
- 2) Identify the knowledge and skills related to solving problems.
- 3) Teach why the knowledge is important and how that knowledge can be applied to solving problems.
- 4) Guided students exploration.
- 5) Develop a problem in a context that varies with the stages of the complexity level.
- 6) Value the students' knowledge with a new problem to be solved.

As for measures Socrates learning techniques are as follows:

- 1) Identify Heuristik questions that ask students to share, analyze, evaluate, and synthesize their home-work or task.
- 2) Lesson might begin with a discussion in large groups as exploratory discussion. Students can then be grouped into small groups to explore issues and ideas that arise in large group discussions.
- 3) Determine whether the student should learn or work together in groups, individually, one by one, or independently.

b. Edition-Based Media

Edition-based learning materials most commonly known are textbooks, handbooks, journals, magazines and loose pages. text-based edition requires six elements that need to be considered when designing, namely consistency, format, organization, magnetism, font size, and the use of empty spaces.

Instructional designers must strive to create a material with a text-based medium is interactive. The following instructions may help to set text-based interactive media.

- 1) Present the amount of information that should be ingested, processed and controlled
- 2) Consider the observations and analysis of student needs and prepare training in accordance with those requirements.
- 3) Consider the results of the analysis of student responses.
- 4) Prepare an opportunity for students to learn according to their ability and their speed.
- 5) Use different types of exercises and evaluations such as role plays, case studies, race, or simulation.

c. Visual-Based Media

Visual-based media holds a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. visual can also cultivate students' interest and can provide the relationship between the content of the subject matter with the real world. in order to be effective, visual should be placed in a meaningful context and the students have to interact with it to ensure the visual information processing.

d. Audio-Visual-Based Media

Visual medium that combines the use of sound require additional work to produce it. one of the important work that is needed in the audio-visual media is

writing the script and the storyboard that require a lot of preparation, design, and research.

A script that became the narrative material filtered from the content which is then synthesized into what you want to show and say. This narrative is a guide for the production team to think about how to describe the video or visualization of the subject matter.

At the beginning of media studies should demonstrate something that would draw the attention of all students. this is followed by a tangle of logical whole program to build a sustainable sense of concatenated and then leads to the conclusion or summary. continuity program can be developed through the use of stories or a problem that needs solving.

e. Computer-Based Media

Nowadays, computers have different functions in the field of education and training. the computer acts as a manager in the learning process known as *Computer-Managed Instruction* (CMI). there is also the role of the computer as an extra helper in learning; utilization includes the presentation of the information content of the subject matter, exercise, or both. This mode is known as *Computer-Assisted Instruction* (CAI). CAI supports learning and training but he is not the main transmitter of the subject matter. The computer can provide information and other learning stages conveyed not by computer media.

The use of computers as a medium of learning in general follow the instructional process as follows:

- 1) Planning, arrange and organizing, and scheduling of teaching;
- 2) Evaluate students (test);
- 3) Collecting data on student;
- 4) Perform statistical analysis on the learning data;
- 5) Make learning progress notes (group or individual)

f. Utilization of Library as Learning Resource

Libraries have become an integral part of the school. almost every school from elementary school to college are the school library. even mobile library units (mobile library) of the department of education and culture available in major cities in order to serve the needs of students.

Use of the library as a source of learning effectively requires the following skills:

- 1) Skills to gather information;
- 2) Skills take digest and organize information;
- 3) Skills to analyze, interpret and evaluate information;
- 4) Skills in using information.³³

³³ *Ibid.*, p.82-104

4. Notebook

a. Definition of Notebook

According to the Wikipedia the free encyclopedia definition's, a notebook is a small book or binder of paper pages, often ruled, used for purposes such as recording notes or memoranda, writing, drawing or scrapbooking.³⁴

Commonly, notebook is used as medium to write dream diary, sketchbook, daily event, time tracker, plan a party, dream journal, memory book, mutual love book, handwriting practice, unsent letters, quotes journal, spiritual journal, affirmations, and etc. In this research the notebook is used as medium which can help the students learn vocabulary easily in learning teaching process.

b. Kinds of Notebook

1) Notebook (a book with blank pages for recording notes or memoranda)

- book, volume is physical objects consisting of a number of pages bound together; "he used a large book as a doorstep".
- commonplace book is a notebook in which you enter memorabilia.
- jotter is a small notebook for rough notes.
- playbook is a notebook containing descriptions and diagrams of the plays that a team has practiced (especially an American football team).



2) Notebook (a small compact portable computer)

³⁴Wikipedia, the free encyclopedia (online : <https://en.wikipedia.org/wiki/Notebook>) accessed on october 24th 2017.

- Planner is a notebook for recording appointments and things to be done, etc.
- Portable computer is a personal computer that can easily be carried by hand.³⁵

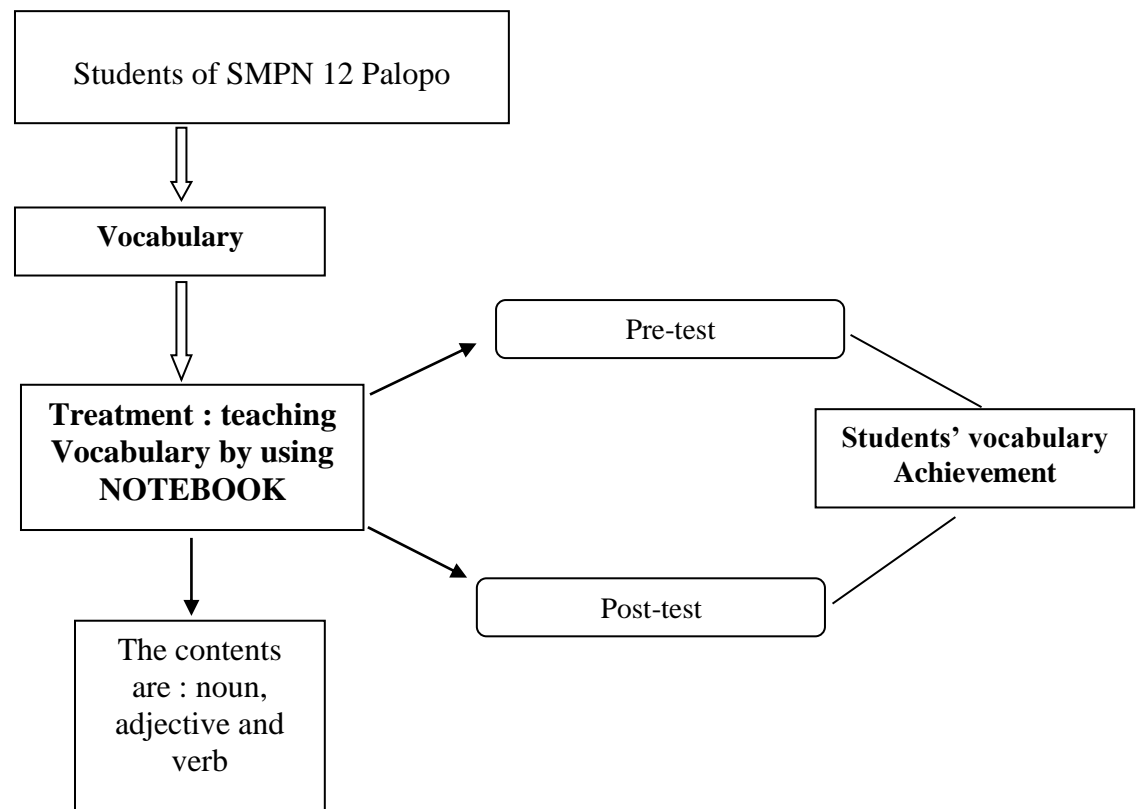


E. Conceptual Framework

Vocabulary is an important part of language but it is also one of problem in mastering English especially at the eight year students of SMPN 12 Palopo. There are many media, ways and methods to teach vocabulary, one of media and method in teaching vocabulary is through Notebook. Notebook is a media all at once a method to help the students learning english vocabulary easily. Based on the statement, the writer focuses on developing vocabulary by using notebook.

³⁵The Free Dictionary (Online : <http://www.thefreedictionary.com/notebook>) accessed on Desember 18th 2017.

Conceptual framework in this research is shown in the diagram as follows:



F. Hypothesis

The hypothesis of this research as follow:

H_0 : there is no significant development of students' vocabulary by using notebook at SMPN 12 Palopo.

H_1 : there is significant development of students' vocabulary by using notebook at SMPN 12 Palopo.

If $t_0 \geq t_t$ = Reject null hypothesis

If $t_0 \leq t_t$ = Receive null hypothesis

CHAPTER III

RESEARCH METHOD

A. Method and Design of Research

1. Method

This research applied the experimental method that aims to find out whether the use of the notebook, develop students' vocabulary at SMPN 12 Palopo.

2. Design

This research involved one group pre-test and post-test design. The design of the research formula as follows:

$$O_1 \text{ X } O_2$$

Note:

O_1 = Pre test (before be given treatment)

O_2 = Post test (after be given treatment)

X = treatment

Treatment influence of learning achievement = $(O_1 \text{ X } O_2)^{36}$

B. Variable of the Research

There were two variables in this research, they were;

1. Independent variable; Independent variable was use notebook.
2. Dependent variable; dependent variable was the students' vocabulary.

C. Population and Sample

³⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Cet.XIII: Alfabeta, 2011), p.75.

1. Population

The population of this research was the eight year students of SMPN 12 Palopo in 2017/2018 academic year. It consist of 71 students.

2. Sample

The sample of the research used random sampling. The researcher took sample, 30% of the total population. So, the samples of the research consist of 23 students from the total population.

D. Instrument of the Research

The instruments be used by the researcher in the research:

1. Written vocabulary test

Writing vocabulary test was given in the pre-test and post-test. It intended to know the students' ability of vocabulary before and after doing the treatment.

2. Matching words

Matching words was a test which aimed to measure the students' vocabulary knowledge level through the appropriateness of matching words. It be given before and after doing the treatment.

3. Questionnaire

Questionnaires was given after doing the treatment. It was intended to know the students' responses about using notebook in the vocabulary learning process.

E. Procedure of Collecting Data

There were three steps that researcher did in collecting data. They were giving pre-test, treatment and post-test.

1. Giving Pre-test

The researcher gave a pre-test to the students. It was apply to know the students' prior knowledge of vocabularies. First of all the researcher gave instruction for students to wrote vocabulary that they already know. After that the researcher gave the second instruction for students to match the part A with the part B. The part A were vocabularies in English and the part B were appropriate meanings of the vocabularies in the part A.

2. Treatment

The researcher conducted some steps, the steps were follows:

- a. The researcher gave an empty notebook for each student.
- b. The researcher asked students to mention nouns, adjective and verb that they have known.
- c. The researcher wrote the words on the whiteboard.
- d. The researcher asked students to write down the words on the notebook.
- e. The researcher explained to students about descriptive text along with its example.
- f. The researcher wrote descriptive text on the whiteboard and then asked students to wrote and read it.

- g. The researcher instructed students to translate the text used the vocabulary that they have written on their notebook.
- h. The researcher instructed students to make descriptive text used the vocabulary that they have written on their notebook in a pair manner.
- i. The students read the descriptive text that they have write in the front of class by turns.
- j. The teacher instucted students to memorize the vocabulary on their notebook and add the new vocabulary in their notebook.

3. Post-test

After giving treatment, the researcher gave the post - test to know the development of students' vocabulary after doing the treatment. Post-test are writing vocabulary test, matching words and questionnaire. Writing vocabulary test and matching words are the same as in pre test. While questionnaire is a list of questions which must be answered based on what the students feel after treatment.

4. Questionnaire

After the researcher gave post-test, the researcher gave questionnaire. The questionnaire consist of ten questions. The questionnaire be given to know the students' perceptions about using notebook in the vocabulary learning process.

F. Technique of The Data Analysis

There were some steps to analyzed the data by the researcher. They were as follows:

1. Scoring the students' correct answer by using the following formula:

$$\text{Score} = \frac{\text{Value of students' correct answer}}{\text{Total Item}} \times 10$$

2. Calculating the mean score of the students:

$$M = \frac{\sum X}{N}$$

Notes:

M = Mean score

$\sum X$ = total of raw score

N = total number of respondents

3. Classification the students score based on the following classification:

Table 3.1

Classification of students score

No.	Categorization	Score
1	Excellent	9.6 – 10
2	Very good	8.6 – 9.5
3	Good	7.6 – 8.5
4	Fairly good	6.6 – 7.5
5	Fairly	5.6 – 6.5
6	Poor	3.6 – 5.5
7	Really Poor	0 – 3.5. ³⁷

³⁷Oemar Hamalik, *Tekhnik Pengukuran dan Evaluasi Pendidikan*, (Bandung, Mandar Maju, 1989), p.122.

4. Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Notes:

P = Percentage

F = Frequency of Subject

N = Total number of respondents (sample).³⁸

5. Calculating the standard deviation by using the following formula:

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

Notes:

SD = Standard Deviation

$(\sum X_1)$ = The sum of X_1 score

$(\sum X_1)^2$ = The square of X_1 score

n = Total sample³⁹

³⁸Ridwan, *Dasar-Dasar Statistika*, (Jakarta: Rinek Cipta, 2003), p. 41.

³⁹Ridwan, *Belajar Mudah Penelitian: Untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: ALFABETA, 2004), p. 122.

6. Counting on the t-test to know the remainder between the effect of pre test and post test by applying the following pattern:

$$t = \frac{Md}{\sqrt{\frac{(\sum X)^2 d}{n(n-1)}}}$$

Notes:

t = test of significance

Md = mean deviation between pre test and post test

ΣD = the mean of difference score

$\Sigma X^2 d$ = different deviation and mean deviation

n = total number of sample

1 = constant number.⁴⁰

To test the hypothesis, the value of t-test is compared to the value of t-table at the level of significance $\alpha = 0.05$ and degree of freedom $n-2 = 26$. The criteria of these were as follows:

$t_o > t_t$ = Reject null hypothesis

$t_o < t_t$ = Accept null hypothesis

Notes:

t_o = Test of significance (t-test)

t_t = Level of significance on one tailed test (t-table).⁴¹

⁴⁰Arikunto, *Prosedur Penelitian*, (Jakarta: PT. Rineka Cipta, 1992), p. 327.

⁴¹*Ibid.* P.328.

7. The data analysis of questionnaire

To get out the student's perception in learning English vocabulary by using handbook, the researcher used the questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

Questionnaire

Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Top percentage the questionnaire, the researcher used the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : Percentage

F : The cumulative frequency of subject

N : Total number of samples.⁴²

⁴²Ridwan, *Dasar-Dasar Statistika*, (Bandung; Alfabeta, 2003), P.41.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous study it had been explained that the data analysis in the research, the researcher used quantitative analysis by analyzing the data in numeral form. These data described students' vocabulary development by using Notebook at SMPN 12 Palopo.

The researcher made raw score of students' sample. The data analyzed and performed in the following table.

1. The students' score
 - a. The students' score in pre-test

Table 4.1

The score of students in pre-test

No	Respondents	Correct Answer	Score
1	R1	5	0,67
2	R2	9	1,2
3	R3	57	7,6
4	R4	4	0,53
5	R5	39	5,2
6	R6	10	1,3
7	R7	19	2,53

8	R8	15	2
9	R9	4	0,53
10	R10	17	2,26
11	R11	7	0,93
12	R12	3	0,4
13	R13	7	0,93
14	R14	27	3,6
15	R15	61	8,13
16	R16	24	3,2
17	R17	6	0,8
18	R18	5	0,67
19	R19	2	0,26
20	R20	4	0,53
21	R21	3	0,4
22	R22	29	3,86
23	R23	8	1,1
Total		365	48,63
Average		15,86957	2,114348

From the table 4.1 it can be seen the students' score in pre-test. The highest score was 8,13 and the lowest score was 0,26. There was 1 student who

got the highest score with 61 correct answer, 1 student who got 7,6 with 57 correct answer, 1 student who got 5,2 with 39 correct answer, 1 student who got 3,86 with 29 correct answer, 1 student who got 3,6 with 27 correct answer, 1 student who got 3,2 with 24 correct answer, 1 student who got 2,53 with 19 correct answer, 1 student who got 2,26 with 17 correct answer, 1 student who got 2 with 15 correct answer, 1 student who got 1,3 with 10 correct answer, 1 student who got 1,2 with 9 correct answer, 1 student who got 1,1 with 8 correct answer and 2 student who got 0,93 with 7 correct answer, 1 student who got 0,8 with 6 correct answer, 2 students who got 0,67 with 5 correct answer, 3 students who got 0,53 with 4 correct answer, and 2 students who got 0,4 with 3 correct answer.

Based explained, researcher knew that the students' vocabulary was low because only 1 student who got the highest score in pre-test was 8,13 with 61 correct answer. And only 1 student who got score +77 as standard score KKM in the school.

b. The students' score in post-test

Table 4.2

The score of students in post-test

No	Respondents	Correct Answer	Score
1	R1	20	2,6
2	R2	25	3,3
3	R3	75	10
4	R4	30	4
5	R5	70	9,3
6	R6	43	5,7
7	R7	64	8,5
8	R8	40	5,3
9	R9	28	3,7
10	R10	65	8,6
11	R11	54	7,2
12	R12	32	4,26
13	R13	28	3,7
14	R14	73	9,7
15	R15	73	9,7

16	R16	62	8,26
17	R17	29	3,86
18	R18	28	3,7
19	R19	28	3,7
20	R20	19	2,5
21	R21	26	3,46
22	R22	63	8,4
23	R23	28	3,73
Total		1003	133,17
Average		43,6087	5,79

From the table 4.2 it can be seen the students' score in post-test. The highest score was 10 and the lowest score was 2,5. There was 1 student who got the highest score with 75 correct answer, 2 students who got 9,7 with 73 correct answer, 1 student who got 9,3 with 70 correct answer, 1 student who got 8,6 with 65 correct answer, 1 student who got 8,5 with 54 correct answer, 1 student who got 8,4 with 63 correct answer, 1 student who got 8,26 with 62 correct answer, 1 student who got 7,2 with 54 correct answer, 1 student who got 5,7 with 43 correct answer, 1 student who got 5,3 with 40 correct answer, 1 students who got 4,26 with 32 correct answer, 1 student who got 4 with 30 correct answer, 1 student who got 3,86 with 29 correct answer, 5 students who got 3,7 with 28 correct answer,

and 1 student who got 3,46 with 26 correct answer, 1 student who got 3,3 with 25 correct answer and 1 student who got 2,6 with 20 correct answer.

Based on the explanation, researcher knew that the students' vocabulary was develop after doing the treatment by using notebook. In pre-test the highest score was 8,13 with 61 correct answer and in post-test the highest score was 10 with 75 correct answer. Although in this research the score of students has increased but it cannot be said that this research is effective. Because there are only 8 students who got score +77 as the standard score of KKM in the schools.

2. Classification and percentage of the students' score

Table 4.3

Classification and percentage of the students' score

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Excellent	9.6 – 10	-	-	3	13,04
2	Very good	8.6 – 9.5	-	-	2	8,7
3	Good	7.6 – 8.5	2	8,7	3	13,04
4	Fairly good	6.6 – 7.5	-	-	1	4,36
5	Fairly	5.6 – 6.5	-	-	1	4,36
6	Poor	3.6 – 5.5	3	13,04	9	39,1
7	Really poor	0 – 3,5	18	78,26	4	17,4
total			23	100%	23	100%

The table show in the pre-test, there were two students got good score (8,7%), there were three students got poor score (13,04%), and there were eighteen students got really poor score (78,26%), there was not student got excellent and very good. It means that the students not have many vocabulary yet. While in the post-test was different, where we can see from the table that from 23 students there were three students got excellent score (13,04%), there were two students got very good score (8,7%), there were three students got good score (13,04%), only one student got fairly good score (4,36%), only one student got fairly score (4,36%), there were nine students got poor score (39,1%) and there were four students got really poor score (17,4%). It means that the score of student after doing the treatment process was less significance because in reality, there are only 8 students whose score has increased from the pre-test to post-test. While there is 1 student who got the score of fairly good, 1 student who got the score of fairly, 9 students who got the score of poor, and 4 students who got the score of really poor.

3. The studets' mean score in pre-test and post-test

Table 4.4

Gain (d) between pre-test and post-test

No	Respondents	Variabel X₁	Variabel X₂	D (Gain)
		Pre-tes	Post-tes	X₂ – X₁
1	R1	0,67	2,6	1,93
2	R2	1,2	3,3	2,1

3	R3	7,6	10	2,4
4	R4	0,53	4	3,47
5	R5	5,2	9,3	4,1
6	R6	1,3	5,7	4,4
7	R7	2,53	8,5	5,97
8	R8	2	5,3	3,3
9	R9	0,53	3,7	3,17
10	R10	2,26	8,6	6,34
11	R11	0,93	7,2	6,27
12	R12	0,4	4,26	3,86
13	R13	0,93	3,7	2,77
14	R14	3,6	9,7	6,1
15	R15	8,13	9,7	1,57
16	R16	3,2	8,26	5,06
17	R17	0,8	3,86	3,06
18	R18	0,67	3,7	3,03
19	R19	0,26	3,7	3,44
20	R20	0,53	2,5	1,97
21	R21	0,4	3,46	3,06

22	R22	3,86	8,4	4,54
23	R23	1,1	3,73	2,63
N = 23		$\Sigma X_1 = 48,63$	$\Sigma X_2 = 133,17$	$\Sigma d = 84,54$

The students' mean score

1. Pre-test

$$M = \frac{\Sigma X_1}{N} = \frac{48,63}{23} = 2,114$$

2. Post-test

$$M = \frac{\Sigma X_2}{N} = \frac{133,17}{23} = 5,79$$

Table 4.5

The students' mean score

Component	Pre-test	Post-test
mean	2,114	5,79

The table indicated that the mean score of students in the post-test was different with their mean score in the pre-test or we can say the post-test > pre-test with mean score $5,79 > 2,114$

4. The difference mean between pre-test and post-test

$$Md = \frac{\Sigma D}{N}$$

$$= \frac{84,54}{23}$$

$$= 3,676$$

OR

Md = mean deviation between pre-test and post-test

$$= 5,79 - 2,114$$

$$= 3,676$$

5. Standard deviation of pre-test (X_1) and post-test (X_2)

a. Standard deviation of pre-test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{23(48,63)^2 - (48,63)^2}{23(23-1)}}$$

$$= \sqrt{\frac{n(2364,88) - (2364,88)}{23(22)}}$$

$$= \sqrt{\frac{54392,2 - (2364,88)}{23(22)}}$$

$$= \sqrt{\frac{52,03}{506}}$$

$$= \sqrt{102,82} = 10,140058703$$

b. Standard deviation of post-test

$$\begin{aligned}
 SD &= \sqrt{\frac{n(\sum X_2)^2 - (\sum X_2)^2}{n(n-1)}} \\
 SD &= \sqrt{\frac{23(133,17)^2 - (133,17)^2}{23(23-1)}} \\
 &= \sqrt{\frac{23(17734,2489) - (17734,2489)}{23(22)}} \\
 &= \sqrt{\frac{407887,7247 - (17734,2489)}{23(22)}} \\
 &= \sqrt{\frac{390153,4758}{506}} \\
 &= \sqrt{\frac{390153,4758}{506}} \\
 &= \sqrt{771,0543} \\
 &= 27,76786452
 \end{aligned}$$

Table 4.6

Standard Deviation

Component	Pre-test	Post-test
Standard deviation	10,140058703	27,76786452

The table 4.6 show that standard deviation of post-test was higher than pre-test, where standard deviation of pre-test was 10,140058703 and post-test was 27,76786452 or $10,140058703 < 27,76786452$

6. Looking for each subject (X_d) and squared deviation (Σ^2d)

Table 4.7
each subject (X_d) and squared deviation (Σ^2d)

No	Respondents	D (Gain)	X_d ($d-M_d$)	Σ^2d
		$X_2 - X_1$		
1	R1	1,93	-1,746	3,04
2	R2	2,1	-1,576	2,48
3	R3	2,4	-1,276	1,63
4	R4	3,47	-0,206	0,04
5	R5	4,1	0,424	0,18
6	R6	4,4	0,724	0,52
7	R7	5,97	2,294	5,26
8	R8	3,3	-0,376	0,14
9	R9	3,17	-0,506	0,25
10	R10	6,34	2,664	7,09
11	R11	6,27	2,594	6,72
12	R12	3,86	0,184	0,03

13	R13	2,77	-0,906	0,82
14	R14	6,1	2,424	5,87
15	R15	1,57	-2,106	4,43
16	R16	5,06	1,384	1,91
17	R17	3,06	-0,616	0,37
18	R18	3,03	-0,646	0,41
19	R19	3,44	-0,236	0,05
20	R20	1,97	-1,706	2,91
21	R21	3,06	-0,616	0,38
22	R22	4,54	0,864	0,74
23	R23	2,63	-1,046	1,09
N = 23		$\Sigma d = 84,54$		$\Sigma^2 d = 46,36$

7. The result of test significance

After finding the mean score of pre-test and post-test, the next finding is test of as significance following:

$$t = \frac{Md}{\sqrt{\frac{(\sum X)^2 d}{n(n-1)}}$$

$$\begin{aligned}
&= \frac{3,676}{\sqrt{\frac{46,36}{506}}} \\
&= \frac{3,676}{\sqrt{0,0916205534}} \\
&= \frac{3,676}{0,3026888723} \\
&= 12,14448345
\end{aligned}$$

Table 4.8**t-Test and t-Table Value**

Component	
t-Table	t-Test
2,07387	12,14448345

From the data analysis, we can see that the mean score of students in post-test ($X_2 = 5,79$) was greater than the mean score of students' vocabulary ability in pre-test ($X_1 = 2,114$). T-value compared with t-table for certain real $\alpha = 0,05$ (level of significance or standard significance) by the degree of freedom ($df = N - 1$). the value is 2,07387. It mean that t-test was greater than t-table or $12,14448345 > 2,07387$; it means that the students' vocabulary by using notebook was develop.

All about result used null hypothesis and the alternative hypothesis based on the research question by considering :

1. H_0 : there is no significant development of students' vocabulary by using notebook at SMPN 12 Palopo.

2. H_1 : there is significant development of students' vocabulary by using notebook at SMPN 12 Palopo.

The based of taking decision : by compare the value of t-test with t-table, the researcher concluded that the null hypothesis is rejected while alternative hypothesis is received. It means that the use of notebook in teaching vocabulary at SMPN 12 Palopo is develop. But researchers cannot deny that this researcher is less significant. Based on what researchers have explained earlier that there are only 8 students out of 23 students whose score has increased from the pre-test to post-test. Because there are only 8 students got score +77 as the standard score of KKM in the schools.

8. The result of questionnaire

Table 4.9

The students' interest in learning English

No.	statement	Items of choice	frequency	percentage
1	You like study English at school	Strongly agree	21	91,3%
		Agree	2	8,7%
		Disagree	-	-
		Strongly disagree	-	-
		Total	23	100%

Based on the table 4.9, indicates that the highest score there were 21 students (91,3%) that chose strongly agree and the lowest score there were 2 students (8,7%) that chose agree.

Table 4.10**The interesting level of students in learning**

No.	statement	Items of choice	frequency	percentage
2	You more interested studying vocabulary than other	Strongly agree	6	26,1%
		Agree	9	39,1%
		Disagree	7	30,4%
		Strongly disagree	1	4,4%
		Total	23	100%

Based on the table 4.10, indicates that the highest score there were 9 students (39,1%) that chose agree and the lowest score there was 1 student (4,4%) that chose strongly disagree.

Table 4.11**The students' interest to use notebook**

No.	statement	Items of choice	frequency	percentage
3	You like with the media that used by researcher in teaching vocabulary	Strongly agree	15	65,2%
		Agree	7	30,4%
		Disagree	1	4,4%
		Strongly disagree	-	-
		Total	23	100%

Based on the table 4.11, indicates that the highest score there were 15 students (65,2%) that chose strongly agree and the lowest score there was 1 student (4,4%) that chose disagree.

Table 4.12**The students interest of the previous media**

No.	statement	Items of choice	frequency	percentage
4	You like with the approach that used by your teacher in teaching vocabulary	Strongly agree	8	34,8%
		Agree	11	47,8%
		Disagree	2	8,7%
		Strongly disagree	2	8,7%
		Total	23	100%

Based on the table 4.12, indicates that the highest score there were 11 students (47,8%) that chose agree and the lowest score there were 2 students (8,7%) that chose strongly disagree.

Table 4.13**The students' feeling of the notebook**

No.	statement	Items of choice	frequency	percentage
5	You feel bore with the notebook media that used by researcher in teaching vocabulary	Strongly agree	3	13%
		Agree	1	4,4%
		Disagree	-	-
		Strongly disagree	19	82,6%
		Total	23	100%

Based on the table 4.13, indicates that the highest score there were 19 students (82,6%) that chose strongly disagree and the lowest score there was 1 students (4,4%) that chose agree.

Table 4.14

The students' feeling of the previous media

No.	statement	Items of choice	frequency	percentage
6	You feel bore with the media that used by your teacher in teaching vocabulary	Strongly agree	6	26,1%
		Agree	3	13%
		Disagree	1	4,4%
		Strongly disagree	13	56,5%
		Total	23	100%

Based on the table 4.14, indicates that the highest score there were 13 students (56,5%) that chose strongly disagree and the lowest score there was 1 students (4,4%) that chose disagree.

Table 4.15

The students' perception in learning vocabulary

No.	statement	Items of choice	frequency	percentage
7	Studying vocabulary by using notebook only spend time	Strongly agree	-	
		Agree	1	4,4%
		Disagree	3	13%
		Strongly disagree	19	82,6%
		Total	23	100%

Based on the table 4.15, indicates that the highest score there were 19 students (82,6%) that chose strongly disagree and the lowest score there was 1 students (4,4%) that chose agree.

Table 4.16

The students' barrier in improving vocabulary

No	statement	Items of choice	frequency	percentage
8	One of barrier in improving your vocabulary is there is not suitable media that you used	Strongly agree	11	47,83%
		Agree	7	30,43%
		Disagree	2	8,7%
		Strongly disagree	3	13,04%
		Total	23	100%

Based on the table 4.16, indicates that the highest score there were 11 students (47,83%) that chose strongly agree and the lowest score there were 2 students (8,7%) that chose disagree.

Table 4.17

The students' ability in improving vocabulary

No.	statement	Items of choice	frequency	percentage
9	Your vocabulary ability improve/develop after followed this program	Strongly agree	17	73,9%
		Agree	5	21,7%
		Disagree	1	4,4%
		Strongly disagree	-	-
		Total	23	100%

Based on the table 4.17, indicates that the highest score there were 17 students (73,9%) that chose strongly agree and the lowest score there was 1 students (4,4%) that chose disagree.

Table 4.18**The students' motivation in learning vocabulary**

No.	statement	Items of choice	frequency	percentage
10	You have motivation to studying vocabulary by using notebook	Strongly agree	15	65%
		Agree	8	35%
		Disagree	-	
		Strongly disagree	-	
		Total	23	100%

Based on the table 4.18, indicates that the highest score there were 15 students (65%) that chose strongly agree and the lowest score there were 8 students (35%) that chose agree.

B. Discussion

Based on the principle of teaching and learning vocabulary by Michael Wallace that the teacher has the job to managing the teaching learning process that the learner can do some or all of of these things with the target vocabulary that is to be learn. Where, the principles on which such learning is to be based:

First, the teacher has to be clear about his or her *aims*, unless the teacher is clear on this point, it will be difficult to assess how successful or otherwise the vocabulary learning has been. And, in this research the researcher has clear aims. They are to find out whether the use of notebook is effective develop students' vocabulary and to find out students' responses about the using of notebook in learning vocabulary at SMPN 12 Palopo. The point is the researcher would like to

find the way how to develop students' vocabulary. The vocabulary are emphasized on nouns, adjectives and verbs.

Secondly, the teacher have to decide on the *quantity of vocabulary* to be taught. In this research, the researcher decide to teach 10-20 words in each meeting by using notebook media because of the actual number will depend on a number of factors varying from class to class and learner to learner. If there are too many new words, the learner may become confused, discouraged and frustrated. Besides, there are many factors or obstacles faced by students in learning vocabulary such as the location of their school is purilieus. So, there is nothing English course to improve their vocabulary, there are only four-five dictionary in their library and they are out at elbows. The other reason is there are lazy students to learn. Because, they are not aware if learn is so important.

Thirdly, the teacher have to give the target word because, Control of the amount of vocabulary inevitably means choice as to the specific items to be taught. The student should feel that he needs the target word. In this research, the researcher give the target word by using notebook media; they are noun, adjective and verb. The other principles by Michael Wallace are the teacher have to repeat the words (because the learner is exposed to a large number of words, the words he is meant to remember should crop up at regular intervals in later lessons), meaningful presentation, situation presentation, presentation in context, learning vocabulary in the mother tongue and in the target language, and inferencing (guessing) procedures in vocabulary learning.

Based on the result of data analysis, it found that using notebook is develop students' vocabulary at SMPN 12 Palopo. It can be seen the students' value on the table before and after giving treatment. The means score of students before giving treatment is 2,114 and the score of students after giving treatment is 5,79.

In the table 4.3, where in the pre-test all students taken as sample in this research got unexpect score that are poor score and really poor score and there is not student who got excellent score and very good score. While in the post-test was changed, where 3 students (13,04%) got expect score (excellent score), 2 students (8,7%) got very good score, 3 students (13,04%) got good score and there were 1 student (4,36%) got fairly score, 1 student (4,36%) got fairly score, 9 students (39,1%) got poor score and 4 students (17,4%) got really poor score.

It means that after doing the treatment for five meetings, the students' vocabulary by using notebook was develop in SMPN 12 Palopo. This development is proved by calculating the difference of both test (pre-test and post-test) by using t-test analysis, where the result of t-test value is 12,14448345 the value is greater that t-table value (2,07387) for $\alpha = 0,05$ level of significance and the degree of freedom. $T\text{-test} > T\text{-table}$; $12,14448345 > 2,07387$. So, null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted.

Based on the analysis of questionnaire, the researcher observed the students have a good responses to this research by using notebook. (see table 4.9 – 4.18). the researcher found the development of students' vocabulary by using notebook. The development of the students are:

1. Students have motivation in learning English especially learning vocabulary.
2. There were students develop in learning English especially vocabulary after following this research.

These indicate that developing vocabulary by using notebook give information to the English teacher to develop their students' ability especially in developing vocabulary by using notebook. Although the score of students in this research has increased and student responses to this study is good enough cannot be denied that this research is not effective on the basis of the number of students who received the expected score, that is only 8 students from 23 students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that was conducted in eighth grade of SMPN 12 Palopo, academic year 2017/2018. It can be concluded that using notebook is not effective to develop students' vocabulary and it means that the using of notebook is less significant in developing students' vocabulary.

The result of this research shows that the mean score in the pre-test is 2,114 and in the post-test is 5,79, so it is different. In which the score of ttest (12,14448345) is bigger than the score of ttable (2,07387). And by the questionnaire result, it could be concluded that the students feel interested, evident from the result of students answers on question number three, there were 65,2% students who said very like notebook; media that used by researcher in teaching vocabulary. Along side that there were 73% students feel their ability develop after followed the program and there were 65% students feel have motivation to studying vocabulary by using notebook. Even though, it means that using notebook is not effective to develop students' vocabulary ability. Its because there are only 8 students out of 23 students who got score +77 as the standard score of KKM in the schools.

B. Suggestion

Based on the conclusion, the researcher suggests for the people who want to teach English especially teach vocabulary:

1. The English teacher should choose an appropriate media in teaching process related with the material or what skill, ability does she/he want to develop especially the vocabularies are emphasized on nouns, adjectives, and verbs
2. The teacher must give motivation to the students in developing their vocabulary, especially on nouns, adjectives and verbs.
3. The teacher and her students should be active and creative in classroom during teaching learning process especially in teaching learning vocabulary which consist of nouns, adjectives and verbs so that the teaching learning process can get a good result.

Based on the facts, research by using notebook as media in this research is not effective in developing students' vocabulary and have many deficiencies, therefore the researcher suggests for the prospective researcher to conduct further research by using notebook media with more creative and active. So the research by using notebook can be a solution to the problems faced by students in schools especially in terms of learning vocabulary.

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A P P E N D I X E S

PRE-TEST / POST TEST

Name :

Class :

A. Instructions

1. Write your identity!
2. Use your time (30 minutes) to finish it.
3. Trust your own ability!
4. Do it well!

B. Test

1. Write Vocabulary Test

Please write down on the table in your paper ; Noun, Adjective,
and Verb that you have known!

No.	Noun	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

No.	Adjective	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

No.	Verb	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

2. Matching Word

Match the following words with the proper meaning!

WORDS	MEANING
1.Library	A.mengajar
2.Study	B.supir
3.kind	C.sapu
4.honest	D.jujur
5.driver	E.Belajar
6.Teach	F.membutuhkan
7.broom	G.mengingat
8.key	H.sabar
9.patient	I.bijaksana
10.need	J.baik
11.remember	K.kunci
12.Nurse	L.perawat
13.wise	M.sehat
14.suggest	N.menyarankan
15.healthy	O.perpustakaan

ANGKET PENELITIAN

Petunjuk:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.
2. Pada setiap pertanyaan disediakan 4 pilihan.
3. Pilihlah salah satu jawaban yang sesuai dengan keadaan yang anda alami.
4. Berilah tanda (X) pada pilihan anda sesuai dengan kolom yang tersedia.

Pilihan :

- A. Sangat setuju
 - B. Setuju
 - C. Kurang setuju
 - D. Tidak setuju
5. Terima kasih atas kejujuran anda dalam mengerjakan angket ini.
 6. Setelah angket ini diisi, kumpulkan kembali kepada peneliti.

No.	Pernyataan	A	B	C	D
1.	Anda senang belajar bahasa inggris di sekolah.				
2.	Anda lebih tertarik belajar kosakata/ vocabulary dibanding yang lain.				
3.	Anda menyukai media yang digunakan peneliti (notebook) dalam mengajar kosakata/ vocabulary.				
4.	Anda menyukai media yang digunakan guru anda dalam mengajar kosakata/ vocabulary.				
5.	Anda merasa bosan belajar kosakata bahasa inggris dengan media yang digunakan oleh peneliti (notebook).				
6.	Anda merasa bosan belajar kosakata bahasa inggris dengan media yang digunakan oleh guru anda.				

7.	Belajar kosakata/ vocabulary melalui notebook hanya membuang waktu saja.				
8.	Salah satu penghambat dalam meningkatkan kosakata/vocabulary anda adalah tidak adanya media yang tepat yang anda gunakan.				
9.	Pengetahuan kosakata/vocabulary anda meningkat/ berkembang setelah mengikuti program ini.				
10.	Anda merasa senang dan termotivasi untuk belajar kosakata/vocabulary menggunakan notebook.				

****Good Luck****

*****Trust your self*****

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMPN 12 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / 1

Standar Kompetensi: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar :5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar: Teks fungsional pendek (berupa undangan, pesan singkat), tata bahasa (request),kosa kata (kata terkait tema dan jenis teks) dan ungkapan baku (Don't be late!, Don't miss it!).

Jenis teks : Monolog descriptive

Tema : Reading text and develop vocabulary by using handbook

Aspek/Skill : Vocabulary (kosa kata) dan Reading (membaca)

Alokasi Waktu : 6 x 40

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Membaca dengan nyaring descriptive text
- Memahami descriptive text dengan mengetahui lebih banyak kosakata melalui penggunaan media notebook.

✓ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (respect)

Tekun (diligence)

Percaya diri (confidence)

2. Materi Pembelajaran

a. Communicative practice :

DESCRIPTIVE TEXT

Descriptive text is the text to describe something, animal, or human spesifically.

Teks descriptive adalah Teks yang dipergunakan untuk menggambarkan benda,hewan, manusia secara khusus. Teks ini terdiri atas identifikasi benda yang dideskripsikan dari ciri-ciri khas secara berurutan.

Text monolog berbentuk descriptive text.

KOMODO DRAGONS

Komodo dragons is native animals of Indonesia. They are very big. People sometimes call them giant lizards. It is very dangerous. They eat deer, wild pigs and other komodo dragons.

Komodo dragons are reptiles. It has cold blood and it lays eggs. A komodo dragon can't run. But it can climb a tree. It can live without eating for weeks or even months.

b. Grammar practice

Penjelasan tentang noun, adjective dan verb dalam descriptive text

c. Developing skills

Vocabulary (noun, adjective dan verb)

3. Metode Pembelajaran / Teknik :

- ✓ Cooperative Learning
- ✓ Individual Learning

4. Langkah - langkah kegiatan

Pertemuan I

➤ **Kegiatan awal**

- Mengucapkan salam
- Menanyakan kabar siswa
- Mengabsent siswa
- memberikan motivasi kepada siswa
- menyampaikan tujuan pembelajaran

➤ **Kegiatan inti**

- Guru memperkenalkan dan membagikan media notebook kepada siswa dan menjelaskan prosedur penggunaannya.
- Guru mengajak siswa untuk memulai menyebutkan kata benda, kata sifat dan kata kerja yang telah diketahui oleh siswa.
- Guru menuliskan kata benda, kata sifat dan kata kerja yang disebutkan oleh semua siswa di papan tulis lalu mengintruksikan kepada siswa untuk menyalinnya ke dalam notebook kosong yang telah dibagikan oleh guru.
- Guru menjelaskan materi tentang descriptive text beserta contohnya.
- Guru menulis descriptive text di papan tulis dan menginstruksikan siswa untuk menulis dan membacanya berulang-ulang.
- Guru memerintahkan siswa untuk menerjemahkan teks deskriptif menggunakan kosakata yang telah mereka tulis di notebook mereka masing-masing.

➤ **Kegiatan akhir**

- Guru meminta siswa untuk menanyakan hal-hal yang kurang dimengerti dari materi yang telah diajarkan.
- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- Menyimpulkan materi
- Guru mengintruksikan siswa agar menghafal kosakata yang mereka tulis di notebook mereka masing-masing dan menambah kosa kata

yang berkaitan dengan kata benda, kata sifat dan kata kerja di notebook tersebut.

Pertemuan II

➤ Kegiatan awal

- Mengucapkan salam
- Menanyakan kabar siswa
- Mengabsent siswa
- memberikan motivasi kepada siswa
- menyampaikan tujuan pembelajaran

➤ Kegiatan inti

- Guru mengajak siswa untuk menyebutkan kata benda, kata sifat dan kata kerja yang telah diketahui oleh siswa.
- Guru menuliskan kata benda, kata sifat dan kata kerja yang disebutkan oleh semua siswa di papan tulis lalu mengintruksikan kepada siswa untuk menyalinnya ke dalam notebook.
- Guru memerintahkan siswa membuat teks descriptive menggunakan kosa kata yang telah mereka tulis di notebook mereka masing-masing secara berpasang-pasangan.

➤ Kegiatan akhir

- Guru meminta siswa untuk menanyakan hal-hal yang kurang dimengerti dari materi yang telah diajarkan
- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu

- Menyimpulkan materi
- Guru mengintruksikan siswa agar menghafal kosakata yang mereka tulis di handbook mereka masing-masing dan menambah kosa kata yang berkaitan dengan kata benda, kata sifat dan kata kerja di notebook tersebut.

Pertemuan III

➤ Kegiatan awal

- Mengucapkan salam
- Menanyakan kabar siswa
- Mengabsent siswa
- memberikan motivasi kepada siswa
- menyampaikan tujuan pembelajaran

➤ Kegiatan inti

- Guru mengajak siswa untuk menyebutkan kata benda, kata sifat dan kata kerja yang telah diketahui oleh siswa.
- Guru menuliskan kata benda, kata sifat dan kata kerja yang disebutkan oleh semua siswa di papan tulis lalu mengintruksikan kepada siswa untuk menyalinnya ke dalam notebook.
- Siswa membaca teks descriptive yang telah mereka buat dengan pasangan mereka di depan kelas secara bergantian.

➤ **Kegiatan akhir**

- Guru meminta siswa untuk menanyakan hal-hal yang kurang dimengerti dari materi yang telah diajarkan.
- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- Menyimpulkan materi.
- Guru mengintruksikan siswa agar menghafal kosakata yang mereka tulis di notebook mereka masing-masing dan menambah kosa kata yang berkaitan dengan kata benda, kata sifat dan kata kerja di notebook tersebut.

5. Sumber Belajar dan Alat

- Sumber belajar : buku teks yang relevan
- Alat dan bahan : pulpen, buku tulis, notebook

6. Penilaian

- Jenis : tes tulis
- Bentuk : matching word,
- Instrument :
 - ✓ write vocabulary test
 - ✓ matching word/checklist
 - ✓ questionnaire (angket)

Pedoman Penilaian :

Rubrik Penilaian:

$$\text{Score} = \frac{\text{Value of students' correct answer}}{\text{Total item}} \times 10$$

$$M = \frac{\sum X}{N}$$

Where:

M = Mean score

$\sum X$ = Total of raw score

N = Total number of respondents

No.	Classification	Score
1	Excellent	9.6 – 10
2	Very good	8.6 – 9.5
3	Good	7.6 – 8.5
4	Fairly good	6.6 – 7.5
5	Fair	5.6 – 6.5
6	Poor	3.6 – 5.5
7	Very Poor	0 – 3.5

Palopo, 12 Mei 2017

Mengetahui,
Peneliti

Lisma
NIM. 13.16.3.0056

CURRICULUM VITAE

Lisma, was born on 6th of January, 1996 in Maliwowo (Desa Watangpanua, kec. Angkona, Kab. Luwu Timur, South Sulawesi). Her father is Darman Rahimahullaah and her mother is Dina. She is the last child from two sisters and six brothers. Her sisters's are Hilma and Hikma. Her brothers's are Adi, Mahmud, Ahmad Lamo, Ahmad Amiruddin, Ahmad Afandi and Ahmad Dahlan.

She started her study at MIS Al-Falah DDI Angkona (Elementary School) in 2001 and graduated in 2007 and continued it at MTs Ittihad Al-Ummah (Junior High School) in 2007 and graduated in 2010 and then continued her study at SMAN 1 Angkona (Senior High School) in 2010 and she graduated in 2013. After that, in 2013 she continued her study at the State College for Islamic Studies (STAIN) Palopo and taking English department. And finally, She finished her study at The State Institute for Islamic Studies (IAIN) Palopo in 2017.

In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, she wrote a thesis entitled “**Developing Students' Vocabulary by Using Notebook at SMPN 12 Palopo**”. As one of the conditions for completing studies at the undergraduate level (S1) and obtaining a bachelor's degree in education (S.Pd).