VOCABULARY NOTEBOOK IN WRITING PROCESS AT THE EIGHTH GRADE OF MTSN 6 NGANJUK

THESIS

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By

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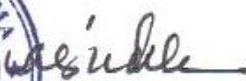NIP.198602102011012012

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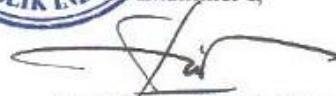
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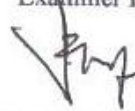Prof. Dr. H. Ali Mas'ud, M.Ag M.Pd.I
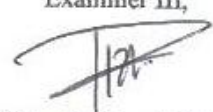NIP. 196301231993031002

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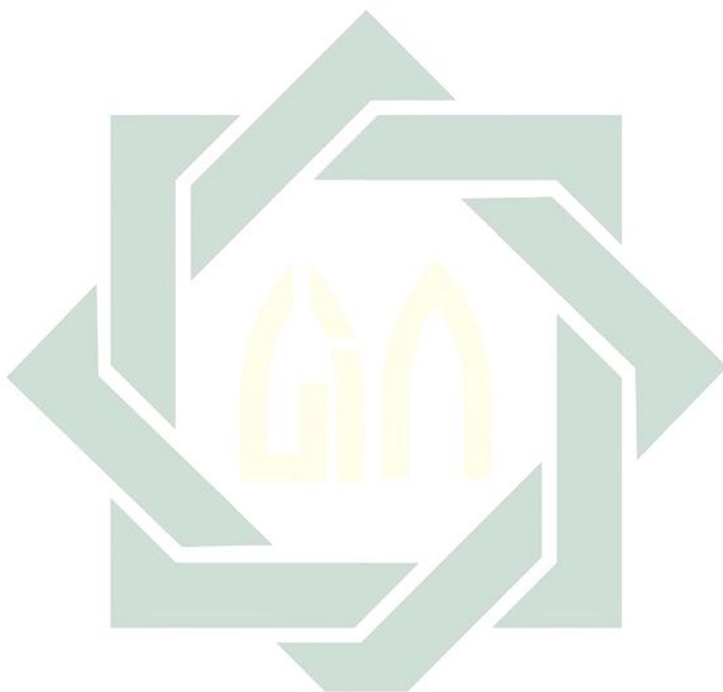Surabaya,

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ABSTRACT

Ningtyas, E. (2019). Vocabulary Notebook in Writing Process at the Eighth Grade of MTsN 6 Nganjuk. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Univeersitas Islam Negri Surabaya. Pembimbing: Hila Izzati Madjid, M.A

Keyword: Vocabulary Notebook, Writing Process

Vocabulary Notebook is a personal dictionary created by students in their notebooks. Inside the Vocabulary Notebook template there are several components in it. The components are the target word, word meanings, and word categories, sentences including the target word, synonyms, antonyms and images of the target word. Vocabulary knowledge is also one of the most important aspects in the process of writing text. The process of writing has roughly four steps. There are planning, drafting, editing and final version. This makes researcher conducts further research on the process of students making vocabulary notebook and the process of writing students using Vocabulary Notebook focusing on planning and drafting. This research focuses on two questions: 1) how do students make the components in the Vocabulary Notebook? 2) how do students use vocabulary notebook in their writing process? To answer the research question, researchers used qualitative methods by analyzing documents, distributing questionnaires to students, observing and interviewing students. The subjects of this study were eighth grade students, focusing on 8-4 class at MTsN 6 Nganjuk. The first data was taken by distributing questionnaires to students, analyzing student documents and supported by observers' observation notes. Meanwhile the second data was obtained from the results of interviews with students and supported by observers' observation notes. The enthusiasm of the research question has been found. 1) The results of the first question show that there are several ways in which students look for the components in the Vocabulary Notebook. One of them is to use a dictionary, ask friends, search on google, search inside the student worksheet, and note some students who enter the vocabulary they already know into their Vocabulary Notebook. 2) The results of the second research question show that all students use notebook vocabularies to help their writing process. In the planning phase of writing students collect vocabulary and example sentences that they will use into

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their Vocabulary Notebook and then proceed to the process of drafting or writing students using vocabulary and example sentences that they have collected before in their writing.

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ABSTRACT

Ningtyas, E. (2019). Vocabulary Notebook in Writing Process at the Eighth Grade of MTsN 6 Nganjuk. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Univeersitas Islam Negri Surabaya. Pembimbing: Hila Izzati Madjid, M.A

Kata Kunci: Vocabulary Notebook, Writing Process

Vocabulary notebook adalah kamus pribadi yang dibuat sendiri oleh siswa di notebook mereka. Didalam templat vocabulary notebook ada beberapa komponen didalamnya. Komponennya adalah kosakatanya, makna kata, kategori kata, kalimat dari kosakata, sinonim, antonim dan gambar dari kosakata. Pengetahuan kosakata juga merupakan salah satu aspek terpenting dalam proses menulis teks. Ada empat tahap dalam proses menulis. Ada planning, drafting, editing dan finalizing. Hal ini membuat peneliti melakukan penelitian lebih lanjut tentang proses siswa membuat vocabulary notebook dan proses menulis siswa menggunakan vocabulary notebook focus pada planning and drafting. Peneliti memfokuskan dua pertanyaan : 1) Bagaimana siswa membuat komponen-komponen yang ada didalam vocabulary notebook? 2) Bagaimana siswa menggunakan vocabulary notebook dalam proses menulis mereka? Untuk menjawab pertanyaan penelitian tersebut, peneliti menggunakan metode kualitatif dengan menggunakan menganalisis dokumen, mendistribusikan kuisioner untuk siswa, observasi dan mewawancarai siswa. Subyek penelitian ini adalah siswa kelas delapan, fokus pada kelas 8-4 di MTsN 6 Nganjuk. Data pertama diambil dengan mendistribusikan kuisioner kepada siswa, analisis dokumen siswa dan didukung dengan catatan observasi peneliti. Sementara itu data kedua diperoleh dari hasil wawancara dengan siswa dan didukung dengan catatan observasi peneliti. Kegita pertanyaan peneliti telah ditemukan. 1) Hasil pertanyaan pertama menunjukkan bahwa ada beberapa cara bagaimana siswa mencari komponen-komponen yang ada dalam vocabulary notebook. Salah satunya adalah memakai kamus, bertanya kepada teman, mencari di google, mencari didalam lembar kerja siswa, da nada beberapa siswa yang memasukkan kosakata yang sudah mereka ketahui sebelumnya kedalam vocabulary notebook mereka. 2) Hasil dari pertanyaan penelitian kedua menunjukkan bahwa seluruh siswa menggunakan vocabulary notebook untuk membantu proses

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menulis mereka. Dalam tahap planning menulis siswa mengumpulkan kosakata dan contoh kalimat yang akan mereka pakai ke dalam vocabulary notebook mereka lalu menuju proses drafting atau menulis siswa menggunakan kosakata dan contoh kalimat yang telah mereka kumpulkan sebelumnya ke dalam tulisannya.
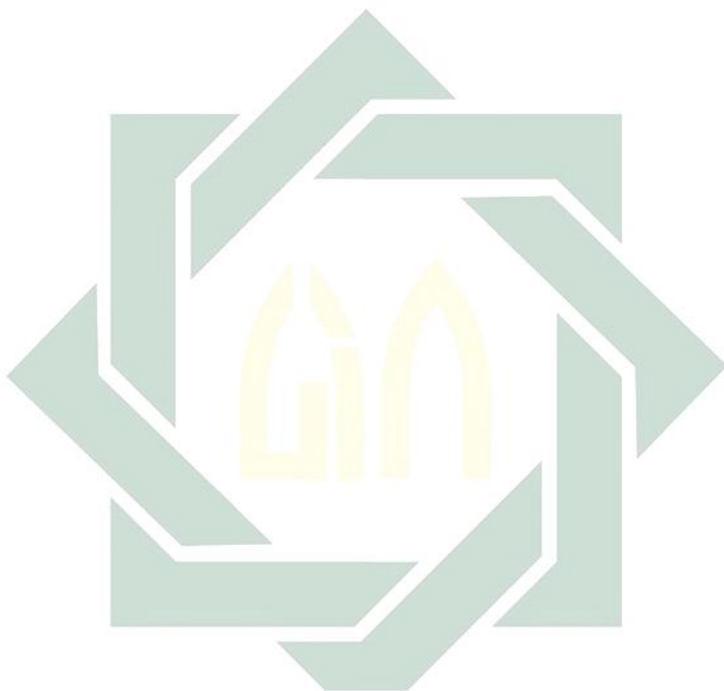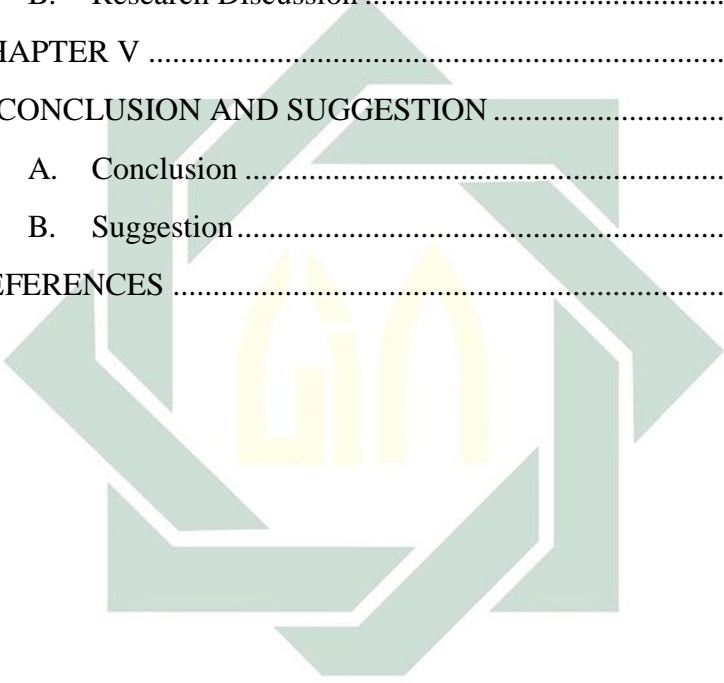
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CHAPTER I
INTRODUCTION

This chapter presents the background of the study, research questions, problem, objectives of the study, the significance of the study, the scope and limitation of the research and definition key terms.

A. Research Background

Writing is often regarded as one of the most complicated skills for students of English as a second or foreign language. Writing is one of the problems of students to understand EFL (English as a Foreign Language) for developing language skills. They do not know how to use words to make sentences in one paragraph.[1] They need to learn English to improve their vocabulary, and learn more about grammar in English. While EFL students clearly need an understanding of grammar and appropriate vocabulary when learning to write in English, writing is clearly not just these things. If the structure of the language becomes part of the writing course, we need basic reasons to choose which pattern to teach and how it can be used effectively.

According to Zohreh and Ali, writing is complicated also because the student needs to do everything at once such as

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[1] Nation, I.S.P. *Teaching ESL/EFL reading and writing.*(New York:Routledge,2009),12-15

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producing words, sentences, paragraphs and the other composition to make a good writing.[2] Writing requires thinking that is difficult to produce words or vocabulary, sentences, paragraphs at the same time. That is the reason why writing skills are difficult. In writing, there are many components that students must master to write well. Difficulty in writing is when students must manage subject, verb, object, word form, active and passive voice, then vocabulary that requires the most difficult thinking. Difficulty in writing is one of the most significant problems affecting not only native speakers of English, but also many students who learn English as a foreign language throughout the world. The fact is that students have no interest in composing writing texts, have low grades in their programs, lack vocabulary when composing sentences, and create incoherent paragraphs. On the other hand, students use several methods to help them know and understand their writing such as to produce their ideas, choose and organize these ideas, write and revise them and also format them for publication.[3]

In fact, in the writing process, students still find many difficulties in writing. They often score poorly in their training. Sometimes, they feel confused about getting ideas and

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[2] Tahvildar, Zohreh & Zade, Ali Emamjome. *Evalation of Writing Skills and the Levels of Difficulty.* (Jurnal of Academic and Applied Studies, 2012),34-36

[3] Garth Sundem, *Improving Student Writing Skills.*(USA: Shell Education, 2006),56-59

understanding content because of the limited vocabulary they have. Then, the teacher tries to help solve their problems with several activities. According to Brown, there is a genre of writing activities that can help students writing English. It is academic writing (papers, articles, theses, etc.), posts related to work (messages, emails, schedules, advertisements, memos, reports, etc.) and personal writing (vocabulary notebook/ vocabulary journal, questionnaires, etc.).[4] One of the activities that can help student to write is vocabulary notebook.

Vocabulary notebook is a personal dictionary that made by students' self in their notebook. According to Scmitt and Scmitt, vocabulary notebooks are regarded as a good way for leaners to manage and organize vocabulary learning process.[5] A vocabulary notebook or often termed as vocabulary journal is a learning instrument that learners record components that expand the learning of new and beneficial vocabulary items. Using a vocabulary notebook in the classroom is a relatively new concept and even in the basic form of recording an item, the vocabulary notebook is helpful to the learner. McCarthy claims that writing a word down is useful in fixing it in the memory. A regular vocabulary notebook format consists

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[4] H. Douglas brown, *Language Assessment*, (New York: Longman, 2004),219
[5] Schmitt, N., & Schmitt, D. 1995. Vocabulary *notebooks: Theoretical underpinnings and practical suggestions.* (ELTJ,1995) 49(2), 133–143.

of the form of the L2 items together with L1 equivalents and sample sentences; L2 descriptions are considered optional.[6]

There are several media that can be used in teaching English, but among other teaching media, vocabulary notebook is commonly used. Vocabulary notebook is a way to make students improve and save their vocabulary independently. The students keep their own vocabulary notebook that they have, they should record the unknown word they come across, their meaning and various aspect, such as part of speech, form, synonyms, antonyms and collocation.

This research analyzes and describes how the students create their vocabulary notebook and the use of vocabulary notebook in the students writing process. The writing process of this research focused on planning and drafting. This technique actually has been used by the teacher and students of this school but not for measure their vocabulary content as vocabulary aspect. They use this technique to daily learning and the writing process. This research focuses on eighth grade in 8-4 class of MTsN 6 Nganjuk. It because, in writing performance such vocabulary notebook is introduced by the English material, starts from junior high school level. In this class, the problem of the students is lack of vocabulary.

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[6] McCrostie, J. *Examining learner vocabulary notebooks.* (ELT Notebook,2007), 61(3), 246–255.

There have been previous studies in vocabulary notebook such as conducted by Fika Nurul in her journal *"The Use Of Vocabulary Journal in Enriching Students' Vocabulary Mastery and The Students' Attitudes Toward Its Use"*, thesis from Zaeni Abdillah in his thesis *"The Effectiveness of Vocabulary Journals Technique on Seventh Grade Students' Vocabulary Mastery at MTs. Al-Jami'ah Tegalega-Cidolog"* and journal from McCrostie *"Examining learner vocabulary notebook"*. Their research focused on the vocabulary mastery and the method that used by this researches are experimental design. The findings show that vocabulary journal or vocabulary notebook is effective for mastering vocabulary. In the other hand, next research is from Plácido Bazo, Romén Rodríguez, and Dácil Fumero with the title "*Vocabulary Notebook: a digital solution to general and specific vocabulary learning problems in a CLIL context",* this study introduce innovative software platforms that can be very useful in the context of CLIL. The tool named vocabulary notebook and have been developed to solve all the problem that traditional vocabulary (paper) notebook have.The other research is come from Husna Mardini dan Leni Marlina in their journal *"vocabulary journal as a learning tool for students in learning vocabulary through reading at junior high school"*. Their research also stated that vocabulary journal can help the students in reading activity.

However, this research has different investigation with the previous study. This research focuses on the process of the students create their own vocabulary notebook and the process of writing using vocabulary notebook. The process of writing of students in this research focuses on planning and drafting process, it is because based on the pre-research the students' only use their vocabulary notebook in planning and drafting process.

B. Research Question

1. How do the students create their vocabulary notebook at eighth grade of MTsN Nganjuk 6?
2. How do the students use their vocabulary notebook in their writing process at eighth grade of MTsN 6 Nganjuk?

C. Objectives of the Study

1. To describe how the students create their vocabulary notebook at eighth grade of MTsN Nganjuk 6.
2. To explain how the students use vocabulary notebook in their writing process at eighth grade of MTsN Nganjuk 6.

D. Significance of the Study

From the objective above, this study is to explore the use of vocabulary notebook in writing at MTsN 6 Nganjuk. The results of this study are expected to:

a. For the teacher

The finding of this research can be source for teacher explore how students create their vocabulary notebook and how the students use it in their writing process.

b. For the next researchers

This research is expected to be bases among Indonesian researcher to explore the use of vocabulary notebook in writing process. For the other researcher hopes that they can use the vocabulary notebook with other skills such as speaking, reading listening or measuring the increase in vocabulary knowledge obtained from Vocabulary Notebook.

E. Scope and Limitation

There are seven classes and two English teachers in MTsN 6 Nganjuk. This research chose one English teacher who has been use Vocabulary Notebook in the students' writing process. The teacher teaches in 8-1 and 8-4 class. This research will focus only one class. The teacher recommends 8-4 class as a subject of the research.

The focus of this research is to find out how students create their vocabulary notebook. The last is to find out how the students use their vocabulary notebook in their writing process focused on planning and drafting.

F. Definition of Key Terms

In this research the writer used several terms related to the topic of study.

1. Vocabulary notebook

   A vocabulary notebook is a learning instrument that learners record components that expand the learning of new and beneficial vocabulary items which have five components (the target words, the meaning of the target word, the example of a sentence which including the target word, the synonym ort the antonym of the word, and a picture).[7] In this research, vocabulary notebook is written record of English vocabulary comprising target word, the meaning of the word, its synonym and antonym and picture created by the students at the eighth grade of MTsN 6 Nganjuk.

2. Writing Process

   According to Harmer the process of writing process is the process *of planning, drafting, editing and final version.*[8] In this research, writing process is a process of writing of students at eighth grade of MTsN 6 Nganjuk focused on planning and drafting process.

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[7] Nurul, Fika. *The use of vocabulary journal in enriching students' vocabulary mastery and the students' attitudes toward its use.* (2013)

[8] Harmer, Jeremy. *Learning and Learning Difficulties* (London: David Fulton Publishers Ltd,2004), 23-25

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to the vocabulary notebook and writing skill. This chapter is divided into two parts; those are some theories to approach the research questions discussed in this study and the review of some related previous studies.

A. Review of Related Literature

1. Vocabulary Learning Strategy

Vocabulary learning strategies have become part of language learning strategies that are intended to encourage self-direction for students.[9] The concept of self-direction is similar to student autonomy which aims to help students become independent learners and have their own responsibilities in the learning process. Gu and Johnson in Ghazal distinguish vocabulary learning strategies into 4 groups. There are metacognitive, cognitive, memory and activation strategies.[10]

First, the metacognitive strategy is divided into two types of processes; selective attention and self-initiation. Selective attention involves the process of

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[9] Ghazal, Lotfi. *Learning Vocabulary in EFL Contexts Through Vocabulary Learning Strategie.* (Novitas Royal: Research on Youth and Language,2007), 1(2), 84-91.

[10] ibid

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showing important words in the text for understanding. In other words, this process is related to recognizing key words from a text. Then, self-initiation is the process of creating clear meaning using many ways. To clarify, people who use this strategy will try to get good meaning in many methods.

Second, cognitive strategy is a strategy that involves guessing, using the dictionary well and recording information. Third, the memory strategy is divided into two types of activities; practice (making a list of words and doing repetitions) and coding (associating images, visuals, audio, etc.). Finally, an activation strategy is a way of learning by using new words in different contexts.

Schmitt in Ghazal proposes that students use many strategies to facilitate their vocabulary learning.[11] He distinguishes vocabulary learning strategies into 4 strategy groups. The strategy is social, memory, cognitive and metacognitive. The first strategy, social strategy involves social activities such as asking for help from others to know their meaning. For example, ask the teacher or other friends. The second is a memory strategy that relies on connecting or associating word knowledge. This means

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[11] Schmitt, N., & Schmitt, D. *Vocabulary notebooks: theoretical underpinnings and practical suggestions.* (English Language Teaching Notebook, 1995), 133-143.

that students will depend on their memories in connecting new words to those that have been previously learned. Third, cognitive strategies are similar to memory strategies because their activities are to create word lists, flash cards, and vocabulary notebooks to learn vocabulary. Then, a metacognitive strategy is a strategy that allows students to take control and assess their own learning strategies.

The taxonomy discussed above is considered valuable to the teacher. Thus, the teacher can choose one strategy or combine several strategies that suit the needs of students. If not, the teacher needs to consider the preferences of students in deciding which strategy they want to use. In line with the objectives of the vocabulary learning strategy, teachers also need to tell students that they must practice to gain confidence and proficiency in learning. For this purpose, make the belief that learning strategies are only for the interests of students so they must be more active in learning.

However, the role of vocabulary learning strategies is to facilitate students to become independent learners in vocabulary learning because vocabulary cannot be taught directly by the teacher but is obtained by the students themselves. One of the suggested strategies is

cognitive strategies that can be implemented using vocabulary notebook.

2. Vocabulary Notebook

a. Definition of Vocabulary Notebook

In the Schmitt's taxonomy, 58 vocabulary learning strategies classified and storing vocabulary notebooks are presented as a cognitive strategies.[12] A best vocabulary notebook can be considered a personal dictionary; students record the words they meet, along with the meaning and aspects of other words that are considered important, such as parts of speech, other forms, collocations, synonyms, antonyms, and possibly context sentences. Schmitt and Schmitt's suggestions for vocabulary notebooks include parts of speech, collocations, definitions, first language translations (L1), keyword illustrations, semantic mapping, and example sentences, among others.[13] Schmitt and Schmitt also state that storing vocabulary notebook allows the learners to develop their autonomy because they record their own vocabulary

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[12] Schmitt, N., & Schmitt, D. *Vocabulary notebooks: theoretical underpinnings and practical suggestions.* (English Language Teaching Notebook, 1995), 133-143.

[13] Schmitt, N., & Schmitt, D. *Vocabulary notebooks: theoretical underpinnings and practical suggestions.* (English Language Teaching Notebook, 1995), 133-143.

using individual learning strategies that are appropriate.[14] Fowle also observed that keeping vocabulary textbooks increases student autonomy when students decide which words to record according to what is new, useful or interesting to them.[15]

In another study of vocabulary notebooks, McCrostie states that most students choose to learn lower frequency words (above 3000 word level) even when they have not mastered more basic word level (below the 2000 word level), choose to learn words like "larynx" and "prognosticator."[16] In addition, Walters & Bozkurt supports that vocabulary notebooks are personal dictionaries where "learners record the words they meet, along with their meanings and other aspects of words that are considered important, such as parts of speech, other forms, collocates, synonyms, antonyms, and maybe context sentences."[17]

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[14] Ibid.

[15] Fowle, C. *Vocabulary notebooks: implementation and outcomes*. (English Language Teaching Notebook, 2002) 380-388.

[16] McCrostie, J. *Examining learner vocabulary notebooks.* (ELT Notebook,2007) 246-255.

[17] Walters, J. & Bozkurt, N. *The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition*.(Language Teaching Research, 2009), 403-423.

Uzun also states that storing vocabulary notebooks requires students to activate complex mental processes during the act of recording words.[18] It is very important to the students who live in nonnative speaker environment. The students learn by labeling things around them, for example they label the name of the furniture in the classroom or their houses, or try to remember the name of the fruit and vegetable when they go to the market. It is the very effective way to make the students learn vocabulary, not just by studying English at school, but they can study English anytime and do activities to practice also they will like this kind of activities.

b. **The Template of Vocabulary Notebook**

There are many template models in using vocabulary notebook. The figure 2.1 is one of the templates that will be used in the discussion. The teacher will introduce the template and it will also be used by students when they want to make their own vocabulary notebook.

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[18] Uzun, L. P*romoting vocabulary learning through vocabulary notebooks: Teaching and learning strategies and gender.*(Notebook of Academic Language and Learning, 2013), A1-A13.

Figure 2.1 the template of Vocabulary Notebook

Figure 2.1 shows the template of the vocabulary notebook that consists of target word, the meaning of the target word, the example of the sentence including the target word, synonym of the target word, the antonym of the target word and the picture or the illustration of the target word.

c. **How to Create the Vocabualry Notebook**

There are five components that students need to create the vocabulary notebook. These components will be

written in a template to complete information about difficult words. The components are:[19]

1. **The target words**

   In the part of vocabulary notebook, the target word is the word chosen by the student themselves, it can be a difficult word, known, or unknown. Then, students complete the word by writing information related to the word including the part of the speech, the origin and the sign of stress.

2. **The meaning of the target word**

   After students find the target word of the vocabulary notebook, students can find the meaning of the target word by checking dictionary or using context instructions. Therefore, the teacher needs to guide students how to find the meaning of the word by dictionary or paying attention to the context. There are several types of context instructions that help students. For example, students can see explanations or examples related to unknown

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[19]Mardini, Husna & Marlina, Husna. *vocabulary journal as a learning tool for students in learning vocabulary through reading at junior high school.*

words. For example: *Speaking of **foreign** languages, do you speak French? Context clues: french. Definition of foreign: sesuatu yang berhubungan dengan negara lain.*

3. **The example of a sentence including the target word.**

The other part of vocabulary notebook is the example sentence including the target word. Writing sentences using target words must be done to improve their understanding of the word. It is recommended for students to write sentences related to their own experiences. The sentence can be in their native language or in English. If not, students can ask for help from the teacher to rewrite sentences in English. For example: *Australia adalah negara asing. (Australia is a foreign country.)*

4. **The synonym of the target word into the vocabulary notebook**

The next part of vocabulary notebook is synonym. Synonym is a word or phrase that means exactly or nearly the same as another lexeme (word or phrase) in the same language. Adjective forms are synonymous. Synonyms are relationships that

exist between words with closely related meanings.[20] Students can find the synonym of vocabulary notebook from reading a text or searching in the internet or the other source. Synonyms can be any part of speech, as long as both words belong to the same part of speech. Examples: verb (*buy* and *purchase),* adjective (*big* and *large),* adverb (*quickly* and *speedily)* and preposition (*on* and *upon).*

5. **The antonym of the word into the vocabulary notebook**

And then in the other hand there is an antonym of the target word in the vocabulary notebook. Antonyms are a word or phrase that means the opposite or almost the opposite of another word or phrase.[21] Every word in a pair is the opposite of another. A word may have more than one antonym. There are three categories of antonyms that are identified by the nature of the relationship between the opposite meanings. Where both

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[20] Maja Stanojević, Maja. *cognitive synonymy: a general overview* (College of Applied Vocational Studies:2009), 193-200

[21] Maja Stanojević, Maja. *cognitive synonymy: a general overview* (College of Applied Vocational Studies:2009), 193-200

words have definitions that lie in the continuous spectrum of meanings, they are gradable antonyms. If the meaning does not lie on the continuous spectrum and the words do not have other lexical relationships, they are complementary antonyms. Where both of these meanings contradict only in the context of their relationship, both are relational antonyms.

For example: heavy **X** light, fat **X** skinny, dark **X** light, young **X** old, empty **X** full, etc.

6. **A picture**

The last part of vocabulary notebook is drawing the picture of the vocabulary notebook. Students can draw a picture which describes the target word. It will help students easy to remember. It is suggested to draw by illustrating their experience about the word. Students can draw by them self or put a picture.

These components are used to help students understand the target words they write in their notebook. Students write target words, the meaning of the target word, sentences including the target word, synonyms or antonyms and images to describe and

make connections between information and their understanding of difficult words themselves.

d. The Advantages of Vocabulary Notebook

Some advantages have been explained for the use of vocabulary notebooks. They are described as follows:

1. It has been reported that the use of vocabulary notebooks can improve vocabulary studies.[22] It can improve students' ability to use dictionaries and guess from context. By using dictionaries, learners can be encouraged to use guessing meanings from textual contexts to improve accidental vocabulary learning.

2. Fowle state that the advantage of vocabulary notebook is increasing student autonomy.[23] Increasing student autonomy in vocabulary learning is a must for the big impact that can occur in the learning process

3. In addition, vocabulary notebooks also allow learners to revisit each word and make the

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[22] Schmitt, N., & Schmitt, D. Vocabulary *notebooks: Theoretical underpinnings and practical suggestions.* (ELTJ, 1995), 133–143.
[23] Fowle, C. *Vocabulary notebooks: implementation and outcomes*. (English Language Teaching Notebook, 2002), 380-388.

vocabulary they encounter actively. Many students learn new words relatively quickly but they also forget them quickly too. Taking this into account, vocabulary notebooks can facilitate participants to review material at any time.

4. Another advantage is the vocabulary notebook also provides many learning strategies. Because learners are individuals and have different learning styles, the best teaching plan might be to introduce students to various learning strategies. Finally, vocabulary notebooks are also useful for teachers. Vocabulary notebooks make teachers get information about the progress of students.

3. Writing Skill

a. Definition of Writing Skill

Writing is a complex activity. The writers must make decisions about goals, contexts, and content at the same time trying to adjust to the conventions of grammar, structure, punctuation, and style in writing texts.

In teaching writing, teachers must provide their students with various original writing

opportunities in all genres of writing. The teacher must give students time to write and the purpose of writing on each occasion. Students need to write to express themselves in a meaningful way. Students who have positive writing experience will want to write.

Many experts define writing with variety. According to Nunan, writing is a physical and mental activity.[24] At the most basic level is the physical activity of doing words or e-mail messages typed into the computer. On the other hand, writing is a mental work of creating ideas. Think about how to express it and organize it into statements and paragraphs that will be clear to the reader. He defines writing as a process and product. The writer imagines, organizes, drafts, edits, reads, and reread. This writing process is often cyclical and sometimes irregular. In the end, what the audience sees, whether it is the instructor or the wider audience is a product. It can be in the form of essays, letters, and stories of research reports.

According to Kay in Westwood, writing is a very complex process that involves many brain

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[24] Nunan, David. *Practical English Language Teaching*. Singapore: McGraw-Hill Education, 2003),34-36

mechanisms and special abilities.[25] The act of writing requires the writer to formulate ideas, organize, and sequence points in a logical sequence, choose vocabulary, check the correctness of grammar, spell words correctly, emphasize, and write legibly.

According to Keir, writing is a process that involves steps to collect ideas and / or information, arrange ideas, then make concepts that will later be edited and revised.[26] Another definition of writing is proposed by Harmer which stated that writing (as one of the four listening, speaking, reading, and writing skills) has always been part of the syllabus in teaching English.[27] According to Nation, writing is an activity that can be easily done by work in other skills in listening, speaking, and reading. This preparation can allow words that have been used receptively to be used[28]

From the definition above, it can be concluded that writing is a process of generating ideas,

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[25] Westwood, Peter. *Learning and Learning Difficulties.* London. (David Fulton Publishers Ltd,2004),100-110

[26] Keir, June. *Informative Texts.* (Australia: Ready-Ed Publications,2009),9

[27] Harmer, Jeremy. *How to Teach Writing.* (London: Longman, 2004),4

[28] Nation, I.S.P. *Teaching ESL/EFL reading and writing.* (NewYork: Routledge,2009),34-36

a person's ability to communicate information to someone or someone else. Writing is not only an activity of arranging words into forms and sentences, but also thinking about how to express and organize them into statements and paragraphs.

b. Process of Writing

The process of writing has roughly four steps. In the first step is planning, in the second steps is drafting. In the third step is editing process. In the final step, polish your rough draft by editing it and making revisions.[29]

Writing is an action that is never one step. Writing as a productive skill requires a process. This process requires the writer to write in stages. The writing process is the stages through which a writer produces something (written text) before becoming the final draft. There are four writing processes.[30]

1. Planning

The first stage that will be discussed is planning. According to Harmer,

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[29] Allce Oshlma and Ann Hogue, *Introduction to Academic Writing*,(USA: Person Education Inc, 2007),15

[30] Jeremy Harmer, *How To Teach Writing* (England Person Education Limited, 2007),4

there must be three considerations in this stage. The first one is thinking the purpose of writing.[31] It will influence other features, like text type, language use, and information or content of the text. The second one is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments in the best way.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help your reader.[32]

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[31] Jeremy Harmer, *How To Teach Writing* (England Person Education Limited, 2007),4

[32] Martin H. Manser, *The Facts on File Guide To Good Writing*,(USA: Acid Free Paper, 2006), 36

2. Drafting

After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form.

The drafting stage is where you are really beginning writing. The most important thing here is to get words onto paper.[33] After you have finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as guides as you write, remember to:

a. Begin with a topic sentence that stated the main ideas, include several sentences that support the main idea.

b. Stick the topic does not include information that does not directly support the main idea.

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[33] Cristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies For Students Of English*, (USA: Cambridge University Press, 1993),14.

c. Arrange the sentences so that the other ideas make sense

d. Use signal words to help the reader understand how the ideas in your paragraph connected.

3. **Editing (Reflecting and Revising)**

After students take several steps in compiling and completing the paragraph in their writing, they must reflect and revise their writing. For the first, they must examine what they have written. Then, read it secretly to yourself or you can ask your friends to read and get their opinions. Getting readers' opinions is a good way to find out whether student writing helps them to improve themselves. Finally, students can revise the structure and content of their text before they correct it.

4. **Final version**

After the writer edits their drafts, make changes they deem necessary, they produce their final version. Sometimes the first three stages of this process will take almost no time and we will plan, (re) draft, and (re) edit very quickly in our heads as we write.

However, however we approach the process, we will still try and plan what must be written, examine what we have written, and revise it before sending. This may look very different from both the initial plan and the first draft, because things have changed in the editing process. But the writer is now ready to send writing to the intended audience.

4. **Vocabulary Notebook in Writing Process**

Vocabulary notebooks are personal dictionaries where "learners record the words they meet, along with their meanings and other aspects of words that are considered important, such as parts of speech, other forms, collocates, synonyms, antonyms, and maybe context sentences."[34] The use of vocabulary notebooks also can improve vocabulary studies and the breadth and depth of a student's vocabulary.[35]

The breadth and depth of a student's vocabulary will have a direct influence on the description, accuracy,

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[34] Fowle, C. *Vocabulary notebooks: implementation and outcomes*. (English Language Teaching Notebook, 2002), 380-388.

[35] Schmitt, N., & Schmitt, D. Vocabulary *notebooks: Theoretical underpinnings and practical suggestions*. (ELTJ, 1995), 133–143.

and quality of the writing. As Ediger notes, "variations in choosing words to convey accurate meanings are needed in speaking and writing, outgoes of the language arts."[36] Corona, Spangenberger, and Venet agree: "At any level, written communication is more effective when the depth of vocabulary and command of language is proven."[37]

Writing is an action that is never one step. Writing as a productive skill requires a process. This process requires the writer to write in stages. The writing process is the stages through which a writer produces something (written text) before becoming the final draft. There are four writing processes.[38] There are planning, drafting, editing and finalizing. The use of vocabulary notebook is appropriate in two processes of the processes of writing.

The first stage that will be discussed is planning. According to Harmer, there must be three considerations in this stage. The first one is thinking the purpose of writing.[39] It will influence other features, like text type,

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[36] Ediger, Marlow. *Reading and Vocabulary Development.* (Journal of Instructional Psychology, 1999),40-49

[37] Corona, Cathy; Spangenberger, Sandra, & Venet, Iris. *Improving Student Writing through a Language Rich Environment*. (M.A. Action Research Project, St. Xavier University and IRI/Skylight, 1998),89-90

[38] Jeremy Harmer, *How To Teach Writing* (England Person Education Limited, 2007),4

[39] Jeremy Harmer, *How To Teach Writing* (England Person Education Limited, 2007),4

language use, and information or content of the text. The second one is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments in the best way. In planning process, the students find the vocabulary to their vocabulary notebook will be put in their writing process and the students found the example of the sentence first to their vocabulary notebook that the students will be used in their writing.

After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form.The drafting stage is where you are really beginning writing. The most important thing here is to get words onto paper.[40]

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[40] Cristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies For Students Of English*, (USA: Cambridge University Press, 1993),14.

B. Previous Study

Some researchers have investigated reading and as their dictionary subject from research. Some previous studies have similarities with this research. The first is research by Fika Nurul in her journal about *"the use of vocabulary journal in enriching students' vocabulary mastery and the students' attitudes toward its use"*.[41] This study aims to find the effects of vocabulary journals on mastery of student vocabulary as well as their attitudes towards its application in the classroom. This study uses a quasi-experimental design. Fifty eighth grade students in junior high school in Bandung were taken and divided into two groups namely the control group and the experimental group. Data obtained from pre-test, post-test, and interview. Pre-test and post-test data were analyzed using t-test while interview data were analyzed descriptively. The post-test results show the sig value. (2-tailed) .000, which means that after treatment, the two classes differ in terms of statistical vocabulary scores. The experimental class tends to have a better score than the control class. In addition, interview data showed a positive response to the use of vocabulary journals in learning vocabulary. In short, it is evident that several effective

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[41] Nurul, Fika. *The use of vocabulary journal in enriching students' vocabulary mastery and the students' attitudes toward its use.* (2013)

vocabulary journals to develop students' ability to master vocabulary.

The second is come from Husna Mardini dan Leni Marlina in their journal *"vocabulary journal as a learning tool for students in learning vocabulary through reading at junior high school".[42]* In their Journal, they state that vocabulary is a core component of all aspects of language competence. A person's vocabulary greatly influences the ability to learn languages especially for reading. Indonesian students who learn English as a foreign language, especially middle school students, have difficulty reading English texts. This is because of lack of mastery and unfamiliar vocabulary and words of knowledge so that reading comprehension is not achieved. When students find difficult words in reading, they tend to ask the teacher or open the dictionary directly. Thus, the level of students' understanding of the word only understands interpretations not understanding the meaning of words. Therefore, the writers propose a vocabulary learning strategy that students can use when reading, namely, the Vocabulary Journal. This vocabulary journal is used by students during reading, when they find words that are considered difficult or unknown. These words are recorded into journals so students

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[42] Mardini, Husna & Marlina, Husna. *vocabulary journal as a learning tool for students in learning vocabulary through reading at junior high school.*

can remember and explore words, by writing some components related to the word. Its components are meaning (word meaning), part of speech (word category), sentence, synonym or antonym, and image. By writing and understanding these components, students can understand the words and texts they read well. So messages or ideas from the text can be achieved. Furthermore, by using this journal, students are expected to be more independent in achieving learning goals.

In third research is Zaeni Abdillah in his thesis "*The Effectiveness of Vocabulary Journals Technique on Seventh Grade Students' Vocabulary Mastery at MTs. Al-Jami'ah Tegalega-Cidolog".*[43] This study aims to find out empirical evidence about the effectiveness of vocabulary journals on vocabulary mastery of seventh graders in MTs. Al-Jami'ah Tegalega-Cidolog. The method used in carrying out this research is quasi-experiment (quasi-experiment) with purposive sampling method. This study was attended by 56 students as participants who also counted as the population of this study. The participants were divided into two classes consisting of 28 students for the experimental class (taken from class A) and 28 students for the control class (taken from class B). At the beginning of the study, the researcher gave a pre-test. Then, the

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[43] Abdillah, Zaeni. *The Effectiveness of Vocabulary Journals Technique on Seventh Grade Students' Vocabulary Mastery at MTs. Al-Jami'ah Tegalega-Cidolog.* (2007)

experimental class was taught with vocabulary journals for four days of teaching, and on the other hand teaching in the control class used a technique commonly used by English teachers at the school without the vocabulary journals technique. After all the treatments have been carried out, the researcher gives a post-test (full test) consisting of 25 multiple choice questions as well as the number of questions in the pre-test both of which have been tested with the ANATES application to measure the level of validity and reliability. The research findings showed the value of t_{count} was 4.58 and the value of $t\text{-}_{table}$ was 2.39 in the degree significance 1% after all statistical calculation gained from collected data. It means that t_{count} is bigger than $t\text{-}_{table}$ (4.58 > 2.39) so that according to statistical formula, Ha (Alternative Hypothesis) was accepted and Ho (Null Hypothesis) was rejected. And also, the average scores resulted from vocabulary tests showed more significant increase after the technique was being implemented in the experimental class (pretest: 65.89 and post-test: 78.57) than the control class (pre-test: 65.36 and post-test: 66.07). Hence, it can be concluded that vocabulary journals technique has significant effectiveness on seventh grade students' vocabulary mastery at MTs. Al-Jami'ah Tegalega-Cidolog.

The next research is from Plácido Bazo, Romén Rodríguez, and Dácil Fumero with the title "*Vocabulary*

Notebook: a digital solution to general and specific vocabulary learning problems in a CLIL context".[44] In this paper, the researchers will introduce innovative software platforms that can be very useful in the context of Integrated Content and Language Learning (CLIL). This tool is called Vocabulary Notebook, and has been developed to solve all the problems that traditional vocabulary (paper) notebooks have. This tool remains focused on personalizing the learning process as a key element, but also provides technological benefits, solving paper-related problems and providing additional multimedia features. In addition, researchers will explain the current state of CLIL implementation (using Spain as an example) and then researchers will discuss the benefits provided by this digital tool in the context of CLIL. At present, teachers are worried because they devote too much time to teaching CLIL vocabulary and not on applying these words to social tasks, which is a way of consolidating key knowledge and competencies at the same time. With Vocabulary Notebook, researchers will show how this problem can be overcome in a very successful way. Vocabulary Notebook is currently used for educational purposes in more than 127 countries by more than 17,000 individuals, as well as several educational institutions throughout the world.

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[44] Bazo. Plácido, Rodríguez. Romén, & Fumero. Dácil. *Vocabulary Notebook: a digital solution to general and specific vocabulary learning problems in a CLIL context.*

The fifth research in McCrostie's Journal *"Examining learner vocabulary notebook".*[45] In this journal stated that most vocabulary teaching literature advises students to keep vocabulary notebooks to help promote vocabulary acquisition and student autonomy. However, there are several vocabulary studies that are stored by students who study English as a foreign language. The English Language Department at Japanese universities to determine: the source of students choosing words, the type and frequency of words chosen, and the reasons behind the choice of words. The study found that students have very many words from textbooks, certain parts of speech, have high frequency words, and have difficulty reading all the words they don't know are just as important. These findings give teachers and researchers new information about vocabulary notebooks and show how standard notebook strategies for vocational learning needs.

Of all the previous studies described earlier, there are several differences that distinguish the current research from all previous studies. The five researchers tried to describe the effectiveness of using vocabulary notebook in increasing the level of student vocabulary, their research also explain that the vocabulary notebook is an effective way to increasing students'

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[45] McCrostie, J. *Examining learner vocabulary notebooks.* (ELT Notebook,2007)*,* 246-255.

level of vocabulary and the comparison of the use of vocabulary notebook (paper) with the use of the CLIL digital application, this research focused on technological benefits and introduce innovative software platforms that can very useful in the context of CLIL. Thus, this research will focus on how students create their vocabulary notebook and how students use vocabularies notebook in the writing process focused on planning and drafting.
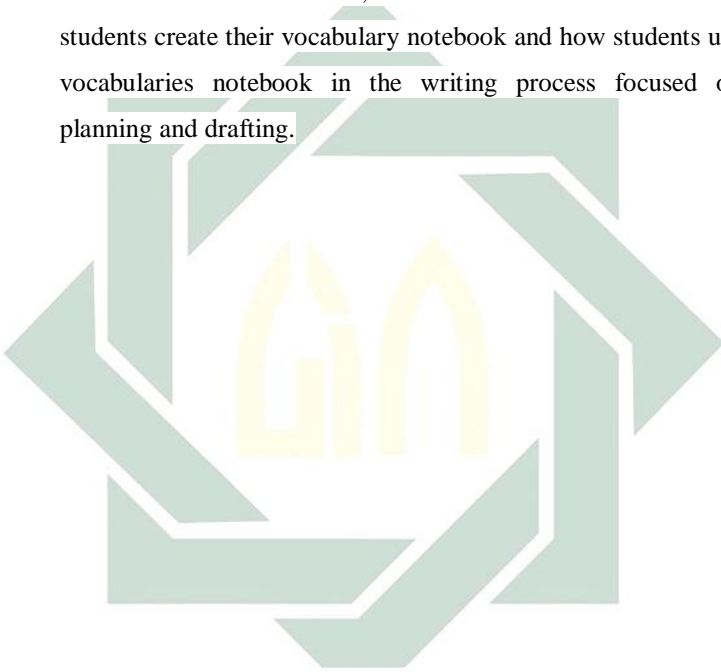
CHAPTER III
RESEARCH METHOD

The method used by the researcher is very important in every research as a guideline to attain the objective of the study. This chapter elaborates information dealing with the procedure of the research that the researcher applies while conducting this study. It covers approach and research design, the subject of study, research location, the data and source of the data, method of data collection, research instrument and data analysis.

A. Approach and Research Design

From the research questions in the previous chapter, this research is intended to show the results of how students make their own notebook vocabulary and how students use notebook vocabulary in their writing process. This research used descriptive qualitative studies, because in this research uses words, sentences or images to represent data to be analyzed to make general conclusions.

The research design used in this research is included in the descriptive methodology. This descriptive research is designed to obtain information about a particular problem and then describe it. Descriptive research is to represent various activities that have the same goal to describe the situation or

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phenomenon.[46] According to Sudarwan said that descriptive is very important to use a qualitative approach.[47]

Here, the researcher acted as the observer who observed the students at the writing class by using vocabulary notebook. In this research, researchers collected, identified, processed, and interpreted data. As a non-participant observer, observers only observe the use of writing strategies in class. The researcher did not interact directly with the research subject. The data presentation is followed by the results of the interpretation. In other words, inductive analysis was used in this research. In the end, the researcher focused on making an assessment of whether the research is successful or not.

B. The Subject of Study

There are seven classes and two English teachers in MTsN 6 Nganjuk. This research focused on one English teacher because he has used a vocabulary notebook in the students' writing process. The teacher teaches two classes. The classes are 8-1 and 8-4 class. This research focused on one class. The teacher recommended 8-4 as the subject of this research.

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[46] Emmanuel J. Mason and William J. Bramble, *Understanding and Conducting Research,* (New York: Mcgraw-Hill Book Company, 1998), 31.

[47] Sudarwan Danim, *Menjadi Peneliti Kualitatif.* (Bandung: Pustaka Setia,2002), 61.

C. **Research Setting**

The research is conducted at MTSN 6 Nganjuk. This school is located at Jl. A. Yani No. 01, Ngronggot, Nganjuk. The subject of this research is students who study English in the eighth grade especially in academic year 2018/2019. The data were taken in 8-4 class with 22 students.

D. **The Data and the Source of Data**

In this research, the data are collected through questionnaire and interviews as the data collection techniques. The research use questionnaires to find the process of the students create their vocabulary notebook. This research also used an interview for finding the process of the students use vocabulary notebook in their writing process. The first stage will be done after the students create their vocabulary and given a questionnaire to students by the researcher. The last is interview, interview will be asked after the students did their writing process. The researcher will ask some question according to the interview guidelines as the instrument. For support the data of this research, the researcher also made observation field notes. The source of the data was from students of eighth grade of MTsN 6 Nganjuk.

E.   The Data Collection Technique

In this research, data collection technique is conducted using questionnaire and interviews. The questionnaire was distributed to the students to find how the students create their vocabulary notebook with the interview guidelines. The last interview asks about how the vocabulary notebook is used by the students in their writing process. It also uses the interview guidelines.

F.   Research Instrument

The researcher used two kind of research instrument to collect the data from this research. The first instrument is questionnaire is made by the researcher by adapting five component of vocabulary notebook as the question. The researcher designs questionnaire sheet in open-ended form (see appendix 1). There are 7 questions that ask about the process of students create their vocabulary notebook. The questions including the questionnaire are the duration of the students creates the vocabulary, how the students find the target word, the meaning of the target word, the example of sentence of the target word, the synonym, the antonym and how the students draw the picture of the target word. The last instrument is interview guideline was formulated based on Harmer study (see appendix 2). It is used to find the students writing process. There are 2 questions that ask about the students writing

process using vocabulary notebook focused on planning and drafting process of students using vocabulary notebook.

G. Data Analysis Technique

This research obtained the data from interview. This research did several steps to analyze the data qualitative. All the data presented in the form of description. The result of interview answered the first and the second research question. After the researcher got the data from interview, it was analyzed to find how the students create their vocabulary notebook and how the students use vocabulary notebook in their writing process. Next, the finding result produced in descriptive form based on the data that has been interpreted.

In light of qualitative method, the research was analyzed the data descriptively. The researcher categorized the students' answer of questionnaire of the process of creating vocabulary notebook. Then, the researcher also transcribes the record of the interview. Finally, the researcher described the writing process of students using vocabulary notebook. In essence, the data obtains from questionnaire and interviews were analyzed through theses following detailed technique:

1. Transcribing

The use voice recording make easy the writer to analyze the data related the writing process of the

students using vocabulary notebook focus on planning and drafting.

2. Identifying

Based on the transcription, the writer identifies how the students create their vocabulary notebook and how the writing process of the students uses vocabulary notebook focusing on planning and drafting.

3. Data reduction

Reduction data refers to choosing the primary data that only needed by the researcher. Reduction data means to choose and focus on the main topic of the research. To reduce data in this study, the researcher codes data as follows:

a. Categorizing the process of creating students' vocabulary notebook

b. Categorizing the process of the students' writing process using vocabulary notebook focusing on planning and drafting.

4. Displaying data

After the data reduction by doing several categorizations, the data are displayed to make them more compact and accessible for readers. Data display is defined as organization that allows conclusions to be drawn by presenting the data as narrative text and chart

which requires researcher's ability in processing the information.

5. Drawing conclusion and interpretation

The conclusion of the data finding was drawn based on the regularities and similarity pattern of data displayed to answer the research question of this research.
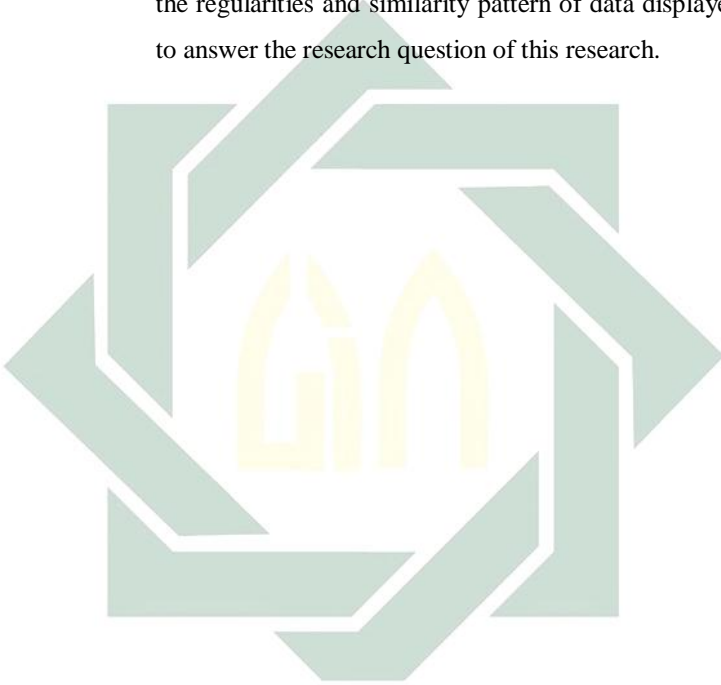
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the research finding to answer the research problem. There include about how the students create the vocabulary notebook and how the students use vocabulary notebook in their writing process.

A. Research Finding

The research has conducted the research from January 23rd – February 6th, 2019 through the techniques of collecting data which have been explained in the research method. The data collected were aimed to answer the research question of how the students create their vocabulary and how the students use their vocabulary notebook in their writing process at eighth grade of MTsN 6 Nganjuk. The findings of this research are categorized in accordance to the research question.

1. How the Students Create Their Vocabulary Notebook

To gain the data of the question "How do the students create their vocabulary notebook at eighth grade of MTsN 6 Nganjuk," this research used open-ended questionnaire and it allows the students answer the questionnaire based on their experience to create their vocabulary notebook. The questionnaires were

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distributed to 22 students as the participant (research subject).The questionnaire connected question for the students related to six component that students create in their vocabulary notebook (the target word, the meaning of the target word, the example of a sentence which include the target word, the synonym, the antonym and the picture) and for the additional information this research take the duration of the students create their vocabulary notebook. The process of creating the vocabulary notebook is explained in detailed based on the component.

a. The Target Word

The target word is the word chosen by the students to their vocabulary notebook. Data from the questionnaire show that there were many ways from the students to find the target word of their vocabulary notebook such as from the dictionary, google, their friend, etc. Table 4.1 presents that there are many finding from the students of the way the students find the target word.

Table 4.1 The Target Word

The way to find the target word	The number of the student
Students Already Knew Before	8
Looking at The Offline Dictionary	6
Looking at The Students worksheet	2
Looking at The English Book	2
Looking at The Mobile Dictionary	1
Asking Their Friend	2
Searching In Google	1

The table 4.1 presents that the majority of students have already known the target word before. The students also answer that they ask their friend for the target word and searching in the google. There also the students answer that they used dictionary to find the target word. They usually used the offline dictionary and mobile dictionary. The students also use their book; it's from their students' worksheet and their English book.

b.   The Meaning of the Target Word

Based on the questionnaire that given to the students shows that there many answer of the way of the students find the meaning of the target word of their vocabulary notebook such as the dictionary, students' English book, their friend. Table 4.2 presents that there are many finding from the students of the way the students find the meaning of the target word.

Table 4.2 The Meaning of the Target Word

The way to find the meaning of the target word	The number of the student
Students Already Knew Before	11
Looking at The Offline Dictionary	7
Looking at The English Book	1
Asking Their Friend	2
Searching In Google	1

It can be concluded from table 4.2, there are eleven students have already known before the meaning of the target word. There are also some students' answers in the questionnaire, the first

there are seven students answer that the use the offline dictionary and the rest of the students answer that they find the meaning of the target word by looking for their English book and asking their friend. They also find the meaning or translate of the target word with searching on goole.

c. The Example of the Sentence which Including the Target Word

Based on the questionnaire that given to the students refers that there are many answers of the way as shown on the students create the sentence which including the target word of their vocabulary notebook such from students worksheet, student English book, ask their friend. Table 4.3 will present that there are many way from the students to create the sentence which including the target word.

Table 4.3 The Example of a Sentence which including the Target Word

The way to find the sentence which including the target word	The number of the student
Making by Themselves	14

Asking Friend	4
Looking at the Students worksheet	2
Looking at from the English Book	2

The table 4.3 explained there are fourteen who students make the example the sentence including the target word by the students. Four students also answer in the questionnaire that they make the sentence by asking their friend to help them. The rest of the students answer in the questionnaire from their books; it is from their students' that they find the vocabulary from worksheet and their English book.

d. The Synonym of the Target Word

Synonym is word that has the same or almost the same meaning in the other word certain context. Based on the questionnaire that given to the students, it is explained that there are many answers of the way for the students find the synonym of their vocabulary notebook such from google, dictionary, ask their friend, etc. Table 4.4 presents that there are many way to the students to find the synonym of the target word.

Table 4.4 The Synonym of Target Word

The way to find the synonym	The number of the student
Students Already Knew Before	1
Looking at The Dictionary	8
Looking at Google	3
Asking their Friend	5
Looking at from the Mobile Dictionary	2
Cannot find	3

From the table 4.4 the majority of the students, there are eight students that find the synonym of the target word from the offline dictionary. There also five students that finds the synonym of the target word by asking their friend. There are three students answer that they find the synonym of the target word from looking at Google and mobile dictionary. The rest of the students cannot find the synonym of the target word.

e. The Antonym of the Target Word

Antonym is a word or phrase that has the opposite meaning. Based on the questionnaire that

given to the students, it displayed that there are many answer of the way fot the students find the antonym of their vocabulary notebook such as from google, dictionary, ask their friend, etc. Table 4.6 presents that there are many finding from the students about the way the students find the antonym of the target word.

Table 4.5 The Antonym of Target Word

The way to find the Antonym	The number of the student
Students Already Knew Before	3
Looking at The Offline Dictionary	8
Looking at from Google	2
Asking their Friend	6
Looking at students worksheet	1
Can Not Find	2

From the table 4.5 explained there eight students that find the antonym of the target word from the offline dictionary. There are also three students that have already known the synonym of the target word before and asking their friend to

help them find the synonym of the target word. There is also a student that finds the synonym from Google and students worksheet. The rest of the students cannot find the synonym of the target word.

f. A picture

Drawing the picture of the target word can help the students easy to remember the target word that they found. Based on the questionnaire that given to the students, the researcher found that there are some ways for the students to draw the illustration of the target word such the students just imagine the picture, copy image from google or ask their friend to help them draw the picture of the target word. Table 4.5 presents that there are many finding from the students of the way the students draw the picture of the target word.

Table 4.6 The Picture of Target Word

The way to draw the picture	The number of the student
Imagine The Picture	13
Copy Image from	5

Google	
Ask Their Friend to Draw	3
Copy Image from Students' book	1

From the table 4.6 presents that the majority of the students, there are three teen students answer in the questionnaire that they draw the picture of the target word by imagining the picture of the target word. There also five students that copying the image from google and the rest of the students ask their friend to help them draw the picture of the target word and copy image from students' book.

g. The duration of the Students Create Their Vocabulary Notebook

Based on the questionnaire that distributed to the students, it shows that there many answer of the duration of the students create their vocabulary notebook. Table 4.6 will present that there are many finding from the duration of the students create their vocabulary notebook.

Table 4.7 The Duration of the Create Their

Vocabulary Notebook

The Duration	The Number of The Students
-/+ 5 minutes	2 students
-/+ 10 minutes	7 students
-/+ 15 minutes	6 students
-/+ 30 minutes	2 student
-/+ 60 minutes	3 students
A day	2 students

In can be concluded from the table 4.7 the duration of the students create the vocabulary notebook varies greatly. The majority of the duration students create the vocabulary notebook 10-60 minutes. There are two students answer in the questionnaire, they said that the duration of them create a vocabulary notebook is five minutes and a day.

2. **How the Students Use Vocabulary Notebook in Their Writing Process**

To gain the data of the question "How do the students use their vocabulary notebook in their writing process at eighth grade of MTsN 6 Nganjuk", in the second meeting after the teacher gave the students

instruction to create their vocabulary notebook for their descriptive writing. This research consisted of 22 students that was the participant (research subject). There were 4 questions that asked to the students. The first question is about how the students use their vocabulary notebook in the planning process of writing. The second question is how the students use their vocabulary notebook in their drafting process of writing. The third question is about whether students use the entire vocabulary in their vocabulary notebook. The last question is whether the vocabulary notebook helps students in the writing process.

Before starting to write or type, they try and decide what they will say. It called planning process. In planning process, based on the interview, it is found that all of students answer that the students' writing process is using vocabulary notebook. The students had some similar answer. The first answer that got from the interview was there were eighth students that find the vocabulary to their vocabulary notebook will be put in their writing process; student with initials WNK (see appendix 3 for the initial of the students) said that "I look for the vocabulary first and write it on my vocabulary notebook." This is confirmed by students MHT, RS, NF, MRP, AS, CA and MRP. The

second answer of the students that there were two students that found the example of the sentence first to their vocabulary notebook that the students will be used in their writing; student KS said in her interview that she looked for the example of the sentence first then write it on in vocabulary notebook; and the similar answer also confirmed by Mei. The last answers of a student were the students found both of vocabulary and the example of the sentence to their vocabulary notebook and it will be used on their writing. In the interview with RNA, she said that she looked for the vocabulary make it into sentence and wrote it on her vocabulary notebook. The similar answers of the interview also were confirmed by student MR and MIDT.

After had a planning process with their vocabulary notebook, the students continued with their drafting process. In this step, students must build their creativity to develop their writing. The students also can use their vocabulary and sentence that they read before they write it on their vocabulary notebook in their drafting process. Based on the interview, it found that the students had a similar way to use their vocabulary notebook in the process of writing. There are ten students said that they used the vocabularies

that they collected in their vocabulary notebook and make it into several sentences that match the theme that the teacher has instructed to write. Students WNK said in her interview that she make a sentence from the vocabulary that the theme of vocabulary determined by her teacher and make it into descriptive text. The same answer from the interview also confirmed by MH, TMS, RS, NF, MRP, AS, CA and MuRP. The last, there were five students stated that they used the vocabularies that they collected in their vocabulary notebook before into several sentences and then make a descriptive text from that way. KS said in her interview that she write the sentence that she had in her vocabulary notebook into descriptive text. It is also have same response from MAP, MR, RNA and MIDT.

There were many vocabularies that students collected in their vocabulary notebook. But not all of the vocabulary that the students collected before used in their writing. Based on the interview that the researcher did, the researcher found that there were 4 students that used all of the vocabulary that they collected before because they planned all the vocabulary will the will be put in their vocabulary notebook. For example students KS said in her interview that she used all of the vocabulary that she

collected before because the adjective vocabulary was match to her descriptive text. MH, WNK, RNA, and RS also have the same response in their interview. The last, the rest of the students said that they did not using all of the vocabularies that they collected before in their vocabulary notebook because it was not match with the theme of the writing. Student MuR said in his interview that there were two vocabularies that he did not use. The same responses in the interview were also confirmed by some students like MRP, TMS, NA, NF, MRP, MAP, AS and MIDT.

Based on the interview, there were many comments of the use of vocabulary notebook in the students' writing process. There are 12 students said that using vocabulary notebook make the students easier because the students felt it can increase their knowledge in vocabulary, it also felt more efficient because the vocabulary and a sentences are already exits so it is faster to make a text. So, the rest of the students fell that using vocabulary notebook in their writing process was easier and efficient.

B. Research Discussion

To have the same interpretation between readers and researchers on the findings above, this section discusses these

findings by reflecting on several related theories and previous studies for each of the following problems:

1. **How the Students Create Their Vocabulary Notebook**

   Based on the research finding, the researcher concludes that the students had many ways to make a vocabulary notebook. Laflamme stated that recent research has identified vocabulary knowledge as the single most important factor in reading comprehension.[48] There is also, there is no shortage of studies that document the strong relationship between reading and writing. "Reading and writing are two processes that are analogous and complementary in that respect, both of which involve generating ideas, arranging ideas into a logical order, arranging them several times to achieve cohesion, and revising ideas as appropriate". In the vocabulary notebook can get their knowledge from reading students worksheet, their English book, dictionary or the other source. So, students can get the output of the reading process with the vocabulary that students get later entered into vocabulary notebook.

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[48] Laflamme, John G. *The Effect of Multiple Exposure Vocabulary Method and the Target Reading/Writing Strategy on Test Scores.* (Journal of Adolescent & Adult Literacy, 1997)

The target word is the word chosen by the student itself, can be a difficult word, known, or unknown. Then, students complete the word by writing information related to the word including the part of the speech, the origin and the sign of stress.[49] This research finds that the majority of students have already known the target word before. There also the students said that they used dictionary to find the target word. They usually used the offline dictionary and mobile dictionary. The students also use their book; it's from their students' worksheet and their English book. It means that the majority of the students take the vocabularies that have already known before in their vocabulary notebook. The rest of them take the unknown vocabulary or the difficult vocabulary in their vocabulary notebook. They found the vocabulary from mobile dictionary, offline dictionary, their daily notebook and asking their friend. The finding does not reflect the use of context as suggested Fowle. This may be because the teacher does not guide the students how to find the meaning of the word by attention to the context.

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[49] Fowle, C. Vocabulary notebooks: implementation and outcomes. (English Language Teaching Notebook, 2002) 380-388

In the meaning or translate of the target word, students can find the meaning of the target word by checking dictionary or using context instructions. Therefore, the teacher needs to guide students how to find the meaning of the word by dictionary or paying attention to the context. There are several types of context instructions that help students. For example, students can see explanations or examples related to unknown words.[50] In this research finds that the majority of the students, there are seven students have already known before the meaning of the target word. There are some students' answers in the questionnaire, the first there are six students answer that the use the offline dictionary and the rest of the students answer that they find the meaning of the target word by looking for their English book and asking their friend. This finding means that majority of the students just checking the meaning of the word from the dictionary not using a context instruction of the word.

Writing sentences using target words must be done to improve their understanding of the word. It is recommended for students to write sentences related to

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[50] Fowle, C. Vocabulary notebooks: implementation and outcomes. (English Language Teaching Notebook, 2002) 380-388

their own experiences. The sentence can be in their native language or in English. If not, students can ask for help from the teacher to rewrite sentences in English.[51] In this research finding explain that that the majority of the students, there are nine students make the example the sentence including the target word by themselves. There are two students also answer in the questionnaire that they make the sentence by asking their friend to help them. The rest of the students answer in the questionnaire from their books; it is from their students' worksheet and their English book. This research means that some students make the sentence in English by themselves and related by their experience. The teacher also helps the students to correct the sentence that the students make.

Synonym is a word or phrase that means exactly or nearly the same as another <u>lexeme</u> (word or phrase) in the same language. Adjective forms are synonymous. Synonyms are relationships that exist between words with closely related meanings.[52] Synonyms can be any <u>part of speech</u>, as long as both words belong to the same part of speech. In the other

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[51] Fowle, C. Vocabulary notebooks: implementation and outcomes. (English Language Teaching Notebook, 2002) 380-388

[52] Palmer, F. R. *Semantics*. London, (Cambridge University Press:1981),59

hand, Antonyms are a word or phrase that means the opposite or almost the opposite of another word or phrase.[53] Every word in a pair is the opposite of another. A word may have more than one antonym. There are three categories of antonyms that are identified by the nature of the relationship between the opposite meanings. In this research finding, the researcher finds that there are six students that find the synonym of the target word from the offline dictionary. There also three students that finds the synonym of the target word by asking their friend. There are two students answer in the questionnaire that they find the synonym of the target word from looking at Google and mobile dictionary. The rest of the students cannot find the synonym of the target word. For the antonym, the research finds that that the majority of the students, there five students that find the antonym of the target word from the offline dictionary. There are three students that have already known the synonym of the target word before and asking their friend to help them find the synonym of the target word. There also a student that finds the synonym from Google and students worksheet. The

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[53]Palmer, F. R. *Semantics*. London, (Cambridge University Press:1981),59

rest of the students cannot find the synonym of the target word. The research finding means that some students felt confused and troubled looking for and finding synonyms and antonyms of the target vocabulary. They cannot find synonyms or antonyms in dictionaries or other sources. Finally there are 3 out of 22 students who don't answer and fill in synonyms and antonyms of the target vocabulary. Palmer said that "synonymy is used to mean sameness of meaning". That means that in a language there is a device of words that have an equal or corresponding meaning.[54] Palmer also stated that antonyms are a word or phrase that means the opposite or almost the opposite of another word or phrase so every word in a pair is the opposite of another.[55] So, the researcher concludes that some students are still confused on dealing synonym and antonym of the target word in English. Because they responded that they cannot find the antonym.

In the picture of the vocabulary notebook, students can draw a picture which describes the target word. It will help students easy to remember. It is

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[54] Palmer, F. R. *Semantics*. London, (Cambridge University Press:1981),78

[55] Ibid.

suggested to draw by illustrating their experience about the word. Students can draw by them self or put a picture. In this research finding explain that that the majority of the students, there eight students answer in the questionnaire that they draw the picture of the target word by imagining the picture of the target word. There also four students that copying the image from google and the rest of the students ask their friend to help them draw the picture of the target word. It is mean that for the drawing the illustration of the target word, the students try to draw by looking for examples of images on google, asking friends to draw pictures or just imagining making pictures of the target word.

For the additional information the researcher find the duration of the students create their vocabulary. In this research finding explain that the duration of the students create the vocabulary notebook varies greatly. The majority of the duration students create the vocabulary notebook 10-60 minutes. There are two students answer in the questionnaire, they said that the duration of them create a vocabulary notebook is five minutes and a day. It means that there is no specific duration for how long students make Vocabulary Notebook, because the

duration that students mention in research finding varies greatly.

There is a previous study that related to this study. This finding in line with the findings of Husna Mardini and Leni Marlina in their journal, *"vocabulary journal as a learning tool for students in learning vocabulary through reading at junior high school"*, the result of the journal show that reading a text is effective to find the component of vocabulary notebook such as the target word, the meaning of the target word, the example of the sentence including target word, synonym, antonym and picture. In addition this finding of this research shows that the students not only reading a text but also there are many ways to find the components of vocabulary notebook. The target word of the vocabulary notebook was got by the students from looking at offline dictionary, mobile dictionary, google, the students' worksheet, their English book, asking their friend to help them. The meaning of the target word was got by the students from looking at offline dictionary, mobile dictionary, google, and their English book. The example of the sentence including the target word was made by the students by asking their friend, making by themselves, looking at the students' worksheet and

looking at from the students' English book. The synonym of the target word was found the students by offline dictionary, mobile dictionary, google and asking their friend. The anonym of the target was found by the students from offline dictionary, mobile dictionary, google, asking their friend and students' worksheet. The last part component of the vocabulary is picture. The picture was drew the students by imagine the picture, copy image from google, ask their friend to draw and copy image from students' book. It can conclude and indicate from the previous research and this finding of this research that creating vocabulary notebook not only using reading text but also from many ways like looking at offline and mobile dictionary, google and asking their friend.

2. **How the Students Use Their Vocabulary Notebook in Their Writing Process**

Based on the research finding, the researcher concludes that vocabulary notebook is a useful activity in writing process. The students fell they can make their writing process more efficient and easier. They can use and pute the vocabulary or sentence that they get before in their vocabulary notebook before to the students' writing process.

According to Harmer, the process of writing has four main elements. There are planning, drafting, editing (reflecting and revising) and finalizing. Here the researcher just focuses on planning and drafting of the students' writing process;[56]

In planning process, experienced writers plan what they will write. Before starting to write or type, they try and decide what they will say. For some writer this might involve making detailed notes or they can plan what vocabulary or sentence that the writer will be used in their writing.[57] In this research finding explain that there are some responses from the students about using vocabulary notebook in planning process. The first answer that the researcher got was there were eleven students that find the vocabulary to their vocabulary notebook will be put in their writing process; they said that it will make their writing process easier because the vocabulary were available in their vocabulary notebook. The second answer of the students that there were three students that found the example of the sentence to their vocabulary notebook that the students will be used in their

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[56] Harmer, Jeremy. *How to Teach Writing.* (London: Longman,2004)

[57] ibid

writing; the students said that it was more effective because there were a sample of the sentence so the students only need to change the sentence written earlier in their vocabulary notebook into writing that has been determined by the teacher. The last answers of a student were the students found both of vocabulary and the example of the sentence to their vocabulary notebook and it will be used in their writing. They said that it easier and fast to make a plan in their writing because the vocabulary and the sentence that they will be used were already. It is mean that all of the students use the vocabulary notebook in their writing process such as collected vocabulary and the example of the sentences that will be used in their writing.

In the drafting process, students must build their creativity to develop their writing. They can use any notes or references to develop their ideas and organizations. For other ways they can start writing with a list of ideas they might have made before. It is used to make paragraphs randomly but is still focused on their writing organization. In this research finding, the researcher found that actually the students had a similar way to use their vocabulary notebook in the process of writing. There are 11 students said that they used the vocabularies that they collected in their

vocabulary notebook and make it into several sentences that match the theme that the teacher has given to write. The last, there were 4 students stated that they used the vocabularies that they collected before in their vocabulary notebook into several sentences and then make a descriptive text from that way. This research means that the students use their vocabulary notebook in the drafting process such as make a sentence with the vocabularies that the students collect before or use the sentence that they make before in their vocabulary notebook with the new context of text.

There are previous studies related to this study. This finding is in line with the findings of Fika Nurul in her journal *"the use of vocabulary journal in enriching students' vocabulary mastery and the students' attitudes toward its use"* show that vocabulary journal is an effective way to develop students' ability in vocabulary mastery in the classroom. The other research is from Husna Mardini and Leni Marlina in their journal, *"vocabulary journal as a learning tool for students in learning vocabulary through reading at junior high school"* this journal show that the middle school students have difficulty in reading English text. The author of those research

propose vocabulary journal that the students can use when reading. This research show that using vocabulary journal during reading process is an effective way because save the vocabulary that they cannot understand in their vocabulary notebook and also make the students understand well the word and the text they read well. In addition, this finding in this research shows that vocabulary notebook also help the students during the writing process especially in the planning and drafting process of writing text. It can indicate from such finding that vocabulary notebook not only help students in increasing notebook and helping students in receptive skill (reading skill) but also help students in productive skill (writing skill).

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion, the researcher concluded the research on this section. The conclusion represent in the following:

For the first research question, based on the research finding, the researcher concludes that students create their vocabulary by many ways; the students found the target word from looking at the offline dictionary and mobile dictionary, the students' English book and worksheet, searching at google and asking their friend. The next is the meaning of the target word was found by the students from looking at the offline dictionary, the English book, asking their friend and searching in google. The third is students create the example of the sentence including the target word, many students make the sentence by copying from their students' worksheet and their English book, and the students also ask their friend to help make a sentence. They also try to make their own sentences. Then, ssynonym of the target word was found by the students from looking at the dictionary, mobile dictionary, google and asking their friend and the antonym of the target word was found by the students by looking at the offline dictionary, google, students' worksheet and asking their friend. The last,

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the students draw the illustration of the target word; the students try to draw by looking for examples of images on google, asking friends to draw pictures or just imagining making pictures of the target word.

The last question, the use of notebook vocabulary in the student writing process focused on planning and drafting. In planning process, the students find the vocabulary to their vocabulary notebook will be put in their writing process and the students found the example of the sentence first to their vocabulary notebook that the students will be used in their writing. After had a planning process with their vocabulary notebook, the students continued with their drafting process; the students it found that actually the students had a similar way to use their vocabulary notebook in the process of writing, the students used the vocabularies that they collected in their vocabulary notebook and make it into several sentences that match the theme that the teacher has given to write and the students stated that they used the vocabularies that they collected before in their vocabulary notebook into several sentences and then make a descriptive text from that way.

B. Suggestion

a. For The Teacher

There are many students that still did not know the term of writing process, so the teacher in the future should explain the term of the writing process. Reflection and feedback for students' writing is needed to make students understand what the students should do to improve their writing.

b. For the further researcher

For further researchers, they can develop this research focused with other skills like speaking, reading listening or measuring the increase in vocabulary knowledge obtained from Vocabulary Notebook.
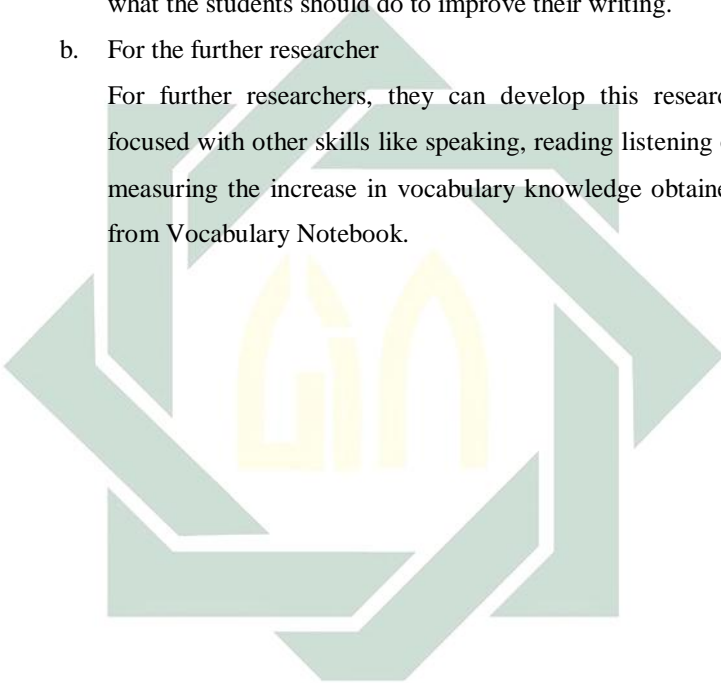
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