

**REMEMBERING ENGLISH WORD BY USING DAILY NOTES TO  
IMPROVE STUDENTS MASTERY VOCABULARY AT THE TENTH  
GRADE MAN 1 LABUSEL**

**A THESIS**

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## **PERNYATAAN KEASLIAN**

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Remembering English Word By Using Daily Notes To Improve Students Mastery Vocabulary At The Tenth Grade MAN LABUSEL” adalah karya saya sendiri. Pengutipan yang terdapat dalam skripsi ini dilakukan dengan cara-cara yang sesuai dengan etika keilmuan. Atas pernyataan ini, saya bersedia menerima sanksi sesuai dengan peraturan perundang-undangan yang berlaku apabila suatu hari nanti ada pihak lain yang keberatan terhadap keaslian skripsi saya ini atau ditemukan bukti yang sangat kuat adanya unsur plagiasi atau penciplakan atau pengutipan yang melanggar etika keilmuan.

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## **ABSTRACT**

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Tittle Of Thesis : **Remembering English Word By using Daily Notes To Improve Student Mastery Vocabulary At The Tenth Grade MAN 1 LABUSEL.**

This study aims to determine the effect of the using remembering vocabulary by Daily notes toward students' vocabulary observed and conducted at MAN 1 LABUSEL. This research was conducted using quasi experimental research design. The populations in this research are students of Tenth grade MAN 1 LABUHAN BATU SELATAN. In this research, the researcher using daily notes in experimental class while in controlled class without using daily notes. In this study, the researcher used pretest, treatment and posttest. Researcher uses SPSS v. 26 to calculate the data. In the posttest of experimental class and controlled class the researcher finds that the sig. (2 tailed) on the t-test  $0.00 < 0.05$ , so there is significant different between controlled class and experimental class.  $H_a$  accepted and  $H_o$  rejected. It can be conclude that there is an effect towards students' vocabulary by using daily notes

***(Key Word: Vocabulary, Rembering English word, Daily Notes)***

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of study

Language is the key to knowledge. According to Farida (2018:1) the language is a very important communication tool in everyday life. Using it, individuals can communicate with each other, convey their thoughts, persuade others, and make promises. If two or more people communicate by voice, you can use a code to call the communication system. In most cases, code is what we also call language.

Farida (2014: 325) defined language is the expression of a concept combined into words by sound. Words are combined into a sentence, and these combinations respond to thought-provoking ideas. In other contexts, language in the transmission of concepts, ideas, or emotions is known as a system of interaction with other individuals using sounds, symbols, and phrases.

Nowaday's era of globalization, English is strang to our ears. English has been considered as one of the most important subjects in schools, especially in junior and senior high schools. Even so, there are still many students who are not ready to face it, especially in junior high school. They find it difficult to understand vocabulary. Learning vocabulary is recognized as an important building block in language acquisition, and is also reported to be closely related to improving language skills. Vocabulary is one of the most important sub-skills that can be developed in English and is often discussed by many people.

According to Nobert Schmitt (2000:4) Vocabulary is part of learning English at school and is always learned throughout life. Language Consists of limited grammar rules, but there is no shortage of words to learn. Of course, all sub-skills like vocabulary, grammar and pronunciation are very important. But communicating without vocabulary rather than without grammar makes things difficult. Vocabulary plays an important role in language teaching and learning

Because it is impossible to understand another person or express one's thoughts without knowing many words.

According to Richard, "Vocabulary is an important part of language proficiency and forms a large part of how well a learner can speak, listen, read and write. Acquire a variety of new vocabulary and vocabulary. Without strategies, learners often fail to reach their potential and are reluctant to take advantage of language learning opportunities in their environment, such as listening to the radio, listening to native speakers, or using the language. There is a possibility. Languages in different contexts, reading and watching TV. Therefore, it can be said that a student cannot learn a language without mastering vocabulary.

Based on Ningrum's research, she divided students' problems into four areas of vocabulary study. The first is the problem of word pronunciation. When the researcher asked the students to read the English text, most of them had the wrong word pronunciation. The second is the problem of spelling words. When the researchers asked them to spell words, they had difficulty spelling words because the teacher who taught them did not teach them how to spell words correctly, but read the words through repetition which I just learned. The third is the question of determining the meaning of a word. Students have little knowledge of vocabulary, so it is difficult to understand the meaning of the words, especially words that are similar but have different purposes. Fourth, there is the problem of using the correct word. The meanings of different types of words confuse students in determining the meaning of words in context.

In fact, the researchers' educational experience presented some of the problems students faced when learning vocabulary. Students have difficulty mastering vocabulary. I can't pronounce the vocabulary properly. Teachers still use traditional methods in their vocabulary lessons. Students' vocabulary is still low. Two factors affect commands with poor vocabulary: internal and external. Internal factors include lack of student motivation, lack of practice, learning styles, lack of interest, etc. And external factors are environment, educational approach, strategy, media, tools, etc.

It seemed from the problem above it is suggested that teachers have more ways of teaching English that can make learning English more interesting and make students easier especially to learn vocabulary. In teaching vocabulary, a teacher can use some methods and strategies, approaches or technique. The aim of applying these varieties of methods, strategies, approaches or technique is to make the lesson easy to be learned and understood and then should be fun and can be active students in learning. Allah says in holy Qur'an as the following insurah An-Nahl : 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْ لَهُم بِالَّتِي  
 هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ  
 بِالْمُهْتَدِينَ ﴿١٢٥﴾

The meaning: Invite (humans) to the way of your Lord with wisdom and good lessons and argue with them in a good way. Indeed, it is your Lord who knows better about those who have strayed from His ways and He who knows better about those who are guided (Al-Quran mulia:125-wordpress.com)

Based on this verse, Allah ask us for communication well. It need much vocabulary so that we can communicate with other people. it can be attributed that English vocabulary is important, because vocabulary use is a basic language skill. It shows up in every language, and then it is the key for students to understand what they are learning to hear and read, and to successfully communicate with others.

Many strategies can be used for language teaching. One type of strategy is remembering English word by using daily notes.

As we know, daily notes are our notes from our daily life. The point is that we record the vocabulary that we use everyday in a notebook or book. Then, read and recall the vocabulary and translate it into English. So that way we can more easily remember vocabulary in English.

Based on the explanation above, the researcher put the title in this research is “Remembering English word by using daily notes to improve students mastery vocabulary at the tenth grade MAN 1 LABUSEL”.

### **1.2 Identification of the Study**

Based on the background of the problem above, the researcher identifies the problem, there are three factors that can have an effect on student's vocabulary ability

1. The student's lack of vocabulary.
2. The student's don't have motivation to learning about English.
3. The students have difficulty in remembering English word (vocabulary)

### **1.3 Limitation of the Study**

Based on the problems that have been explained above, the researcher focuses this study on the effectiveness of remembering English word by using daily notes to improve vocabulary Mastery at the tenth grade in MAN 1 LABUSEL

### **1.4 The Formulation of the Study**

Based on the problem above can be formulated as follows :

1. Is remembering English word by using daily notes effectively to increase student's vocabulary?
2. Is remembering English word by using daily notes effectively to increase student's motivation in learning English?
3. Is remembering English word by using daily notes effectively to help student's in remembering English word (Vocabulary)?

#### **1.2. The Objective of the Study**

The objective of the study will find out :

1. To know is remembering English word by using daily notes effectively to increase student's vocabulary



2. To know is remembering English word by using daily notes effectively to increase student's motivation in learn English?
3. To know is remembering English word by using daily notes effectively to help student's in remembering English word (Vocabulary)

### **1.5 Significance of the Study**

The significance of this research is that the researcher hopes that the results of the research will be useful for teachers, students and future researchers. That are:

1. For teachers, this research informs about other sources that can be used in teaching and learning English. Hopefully it can also help English teachers in developing students' vocabulary by using daily notes and remembering English words.
2. For students, it is expected to follow the instructions from this study(research), namely recording daily vocabulary in English and remembering it (memorized)
3. For researchers, hopefully researchers can be operationalized in conducting further research and research to get better results.
4. For other researchers, hopefully they can provide input for other researchers in teaching English.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1.THEORITICAL FRAMEWORK**

In Conducting a research, Theories are need to explain some concepts or terms applied concerning to the research. The collection of literature that related to the study will be conducted in this study in order to strengthen this study. Its useful to avoid misunderstanding between writer and readers.

#### **2.2.CONCEPT OF VOCABULARY**

##### **2.2.1. Definition of vocabulary**

When we learn language, the basic element that we have to know is vocabulary. Vocabulary can be defined as “words we must know how to communicate effectively, words in speaking and words in listening(Al-Qahtani,2015: 21-34).It means that a vocabulary is a words that we use for communication that out from our communication tools.

According to Faraj (2015: 10-19) vocabulary as the total number of words in a language. Vocabulary is a list of words with their meaning. Its means that all of the words out from our communication tool has meaning and it name is vocabulary.

In Longman's dictionary, English vocabulary is currently defined as "all terms that a person knows or uses" in the target language. Regarding Schmitt, Hedge and Nation vocabulary is a carrier of language meaning that language learners and speakers need to know & share in the four language skills (listening, speaking, writing & reading).

Vocabulary is very important role in language learning and is an important language element that language learners must master. To Students who already have a large vocabulary will certainly be able to speak, write, read and listen more fluently. Some definitions of vocabulary is defined by many experts. As Hornby points out, vocabulary has many meanings. Vocabulary is defined as a list of all the words that people use, and the words that have their meanings, which are

contained in a particular language and used to talk about a particular subject ( A.S Hornby (2015: 1744).

Ashwini, dkk (2015,341) define that vocabulary is central to students' speaking, listening, reading, and language skills that have a significant impact on write. Based on the explanations of experts, this means that vocabulary learning has a significant effect on English skill. Lack of vocabulary knowledge affects the four language skills, because students cannot acquire all English skills, including vocabulary, without knowing the meaning of the word. If students lack vocabulary, they will not succeed in writing, reading, listening and speaking. It mean the most important in English skill is vocabulary. Because, without vocabulary we cannot tell what we want to say.

### **2.2.2. Kinds of vocabulary**

According to A.S Hornby (2015: 1744) vocabulary have two types: active vocabulary and passive vocabulary. Harmer divides vocabulary into active and passive vocabulary. Active vocabulary means that students are expected to be able to teach and learn vocabulary and use it. This statement is similar to the previous type of vocabulary. In other words receptive vocabulary is the same as passive vocabulary. That is, you know to listen and read. Meanwhile, productive vocabulary is same like active vocabulary which focuses on speaking and writing. Hay craft, cited by Hatch and Brown (1995), presents two types of vocabulary: receptive vocabulary and productive vocabulary.

#### **a. Receptive Vocabulary**

Receptive Vocabulary are words that learners recognize and understand when used in context, but they cannot produce it. Vocabulary Is vocabulary that learners recognize when they see or encounter text while reading, but do not use it when speaking or writing

### b. Productive Vocabulary

Productive Vocabulary is a word that students can constructively use to understand, pronounce correctly, speak, and write. This includes what is needed for a receptive vocabulary and the ability to speak and write at the right time. Therefore, productive vocabulary can be considered as an active process, because learners can produce words to express their thoughts to others (Al-Qahtani,2015: 21-34).

Then, according to Zain Uris post-French fries vocabulary can be divided into two types: function words and content words. Function words are words that are not clearly defined but are listed in the dictionary. Correlate with prepositions, conjunctions and question particles. Instead, content words are words that have definitions in the dictionary, such as adverbs, adjectives, and nouns.

#### **2.2.3. Vocabulary Mastery**

Vocabulary mastery to understand a language, it is very important for the learner to acquire vocabulary. Vocabulary mastery needed to express our thoughts and to be able to understand the words of others to improve your vocabulary, you need personal motivation and an interest in languages. From the above definition, it can be concluded that vocabulary mastery is an individual's superior ability to use language words, obtained for the interests, needs and motivations of individuals. Mastery Vocabulary as an important role in the four language skills. It is important to remember that vocabulary mastery is one of the necessary components of language (Lusiana 2010: 15-18).

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency. In assessing students' vocabulary mastery, Schmitt and McCharty in Setiawan stated that receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary

knowledge. Measuring students' receptive vocabulary is believed to be more important since language will be firstly accepted receptively (Budi Setiawan, 2010: 8-16).

The importance of vocabulary mastery is to express our ideas and to be able to understand other people's saying. Watkins wrote on his book that "the fact that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Which means the importance of vocabulary can be seen from how the language can be conveyed. (Peter Waktins,2007: 34)

### **2.3.CONCEPT OF REMEMBERING ENGLISH WORD(MEMORIZE)**

#### **2.3.1. Vocabulary memorization strategy**

Vocabulary can be learned through incidental learning or intentional (direct) learning. However, incidental learning is more likely to occur when students have a high level of intelligence and are fond of reading books.

The direct vocabulary approach always leads to greater and faster acquisition, with better retention opportunities and achieving a productive level of mastery. Vocabulary strategies have been defined as actions that students take to help them understand and remember vocabulary.

According to Catalan (2003) Vocabulary learning strategy is knowledge of the mechanisms used to learn vocabulary and what to do is

1. Finding the meaning of unknown words
2. Store it in long term memory
3. Remember it at will
4. Use it in spoken or written mode.

Among the direct strategies, which are also called memory or mnemonic strategies. According to Rivers (1983): vocabulary cannot be taught, but presented, explained, included in all kinds of activities in all kinds of associations, but ultimately learned by individuals in individual ways too. This leaves the teacher's role as a facilitator of the learning process which in the end must be carried out by the students themselves (Perez, dkk,2017:103-116)

### **2.3.2. Remember the meaning of a word**

#### 2.3.1.1. Short term and long term memory

Cognitive psychologists divide memory into short-term memory and long-term memory. Depends on the retention period and the ability to retain the original post-input information. Long-term memory stores information other than the immediate future. Short-term memory is used to store or retain information during processing. The purpose of vocabulary learning is to transfer vocabulary information from short-term memory to more permanent long-term memory (Schmitt, 2000).

According to Gairns and Redman (1986), long-term memory is inexhaustible and seems capable of storing large amounts of information. It is generally accepted that more effort should be made to enter information into long-term memory, and the types of repetition that are important for short-term memory may not be sufficient for long-term memory.

While studying Vocabulary, students often have difficulty memorizing words for long periods of time. They are usually unable to put words into long-term memory. In this study, short-term memory is considered as the initial memory of the meaning of a word at the end of the lesson, and the number of words that can be memorized at the end of the lesson or the next lesson is long-term.

#### 1. The most important factors affecting word memorization

There are many reasons why students remember some words better than others. The nature of the word itself, the circumstances in which it was learned, how it was taught to students, and so on.

#### 2. Strategies to improve vocabulary retention

Vocabulary learning strategies are part of language learning strategies, and language learning strategies are part of general learning strategies (Nation: 2001).

Several vocabulary learning strategies such as metacognition, cognition, memory, and activation strategies are listed by Gubdan Johnson (1996).

Metacognitive strategies consist of selective attention and self-starting strategies. Cognitive strategies require guessing strategies, skillful use of dictionaries, and note-taking strategies. Memory strategies are divided into practice and coding categories. Word lists and iterations are examples of practice strategies. Coding strategies include association, image, visual, auditory, semantic and contextual coding, word structure, and other strategies. Activity strategies include strategies that involve learning actually using new words in different contexts.

There are some tips how can you help yourself to memorize word. According to book “English vocabulary in use”, Research suggest that some students find it easier to learn words if they

- a. Learn them in groups and
- b. Make use of picture

You can group words in any way you like topic, grammatical feature, word root, and so on. However, you can also help yourself to learn more words and expression by reading and listening to as much English as possible (Charthy,dkk,2017:8)

### **2.3.3. Daily notes**

Daily notes is the entire flow of notes in a piece of writing. Usually it is equipped with the date or calendar when we write it down. Usually, the date is put at the top of the left of note, complete with all the days to which we have added the daily notes. A daily notes is effectively a document with a specific date as the tittle of document. Each daily notes can add content in that note (Josh Ginter, 202:1-8).

So in this way, we can use daily notes to write down or remembering (record) the vocabulary that we use in every day. If we write the vocabulary that we use in

everyday, the we will know more English word and master the vocabulary. In write daily notes we can use some ways, such as write notes using sticky notes.

#### **2.3.4. Sticky Notes**

Here, sticky notes are educational and learning strategies that can be used to learn vocabulary easily. This strategy belongs to mnemonics. A memory tool that allows you to make your own associations with difficult to remember information. (Birmingham, 2015:3)

According to Nizwardi and Ambiyar (2016:26) learning media are all software and hardware, with information about learning materials in students' books to stimulate their learning motivation to make the learning process more effective.

Sticky notes is one of learning media that can be implemented in memorizing vocabulary. Sticky notes is a thing is good in managing. It a small paper that has adhesive tape on the back that make it be able to be post on somewhere. We can put some words on it and post it wherever we want. It colorful and interesting which is can get students attention on it.

From the above definition, researchers may find that sticky notes as a learning medium can affect students' English vocabulary, as a medium provides learning materials and can have a significant impact on learning motivation.

#### **2.4. CONCEPTUAL FRAMEWORK**

Vocabulary is part of learning English at school and will always be studied Throughout a person's lifetime. Vocabulary has a vital role in teaching and learning languages, because without knowing many words, students cannot understand others or express their ideas. Therefore, vocabulary is very important, without vocabulary an idea cannot be conveyed.

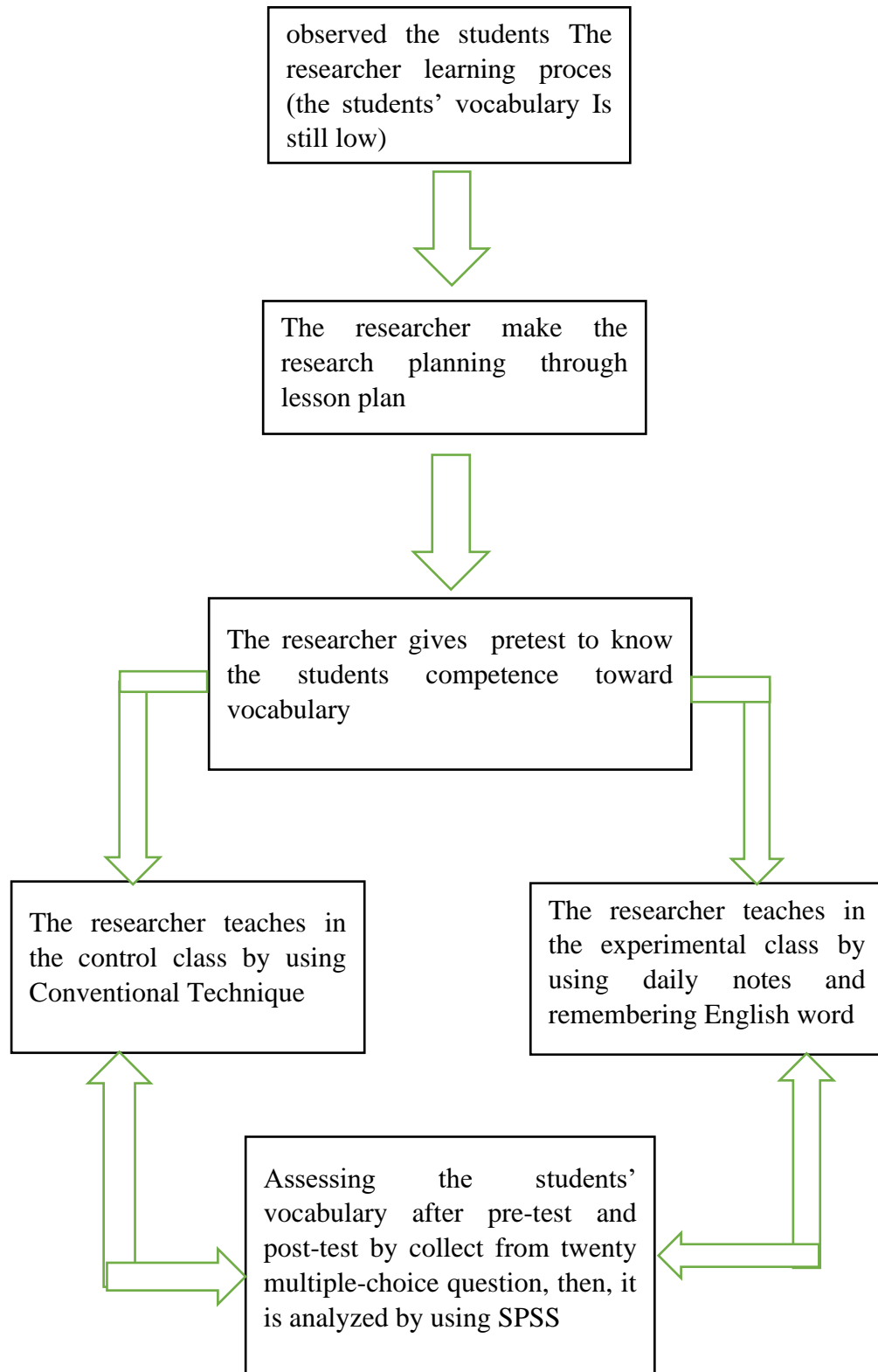
However, there are some problems in teaching and learning vocabulary Students are still having difficulty in pronouncing words. Students are still having difficulty in deciding the word meaning.



Students are still having difficulty in using word appropriately. Lack of students motivation in learning English. The teacher lacks teaching how to spelling the Correct word for students. Teacher still used traditional methods in vocabulary learning to students. Therefore, based on the problems mentioned above, it is suggested that the teacher has more ways of teaching.

English that can make learning English more interesting and can make students easier to learn vocabulary. There are many strategies that can be used for teaching language. One type of the isstrategy is Daily Notes. Daily notes is the entire flow of notes in a piece of writing. Usually it is equipped with the date or calendar when we write it down. Usually, the date is put at the top of the left of note, complete with all the days to which we have added the daily notes. So in this way, we can use daily notes to write down or remembering (record) the vocabulary that we use in every day. If we write the vocabulary that we use in everyday, the we will know more English word and master the vocabulary. In write daily notes we can use some ways, such as write notes using sticky notes.

## 2.5. The Conceptual Framework



## 2.6. Related of study

Other researchers have undertaken various studies linked to this research on the use of daily notes to assist students in learning English in the classroom. The first is Endang Kusri's research titled "Teaching Vocabulary for Junior High School Students Using Snake and Ladder Game." The goal of this study is to see how effective Snake and Ladder board games are at teaching vocabulary. This study was carried out at one of Purwokerto's private junior high schools. An experimental study was adopted as the research design. According to the findings, utilizing the Snake and Ladder Board Game to teach vocabulary is more effective than employing translation. The most difficult challenge that pupils have when acquiring language is remembering it. Find out the vocabulary on their own; this will aid pupils in memorizing the vocabulary for a longer period of time. They can easily retrieve terminology when they need it since they have long-term memory for it.

Students will quickly learn their vocabulary by using the Snake and Ladder game. When they have to answer the question on the board, they will discover the vocabulary. The board with the word, phrase, or simple inquiry as the key word will assist students in learning the language. Aside from that, the memorable experiences they have while playing Snake and Ladder will aid students in quickly memorizing the new language or motivate them to have long-term memory for the vocabulary. Students will be motivated to acquire English vocabulary by playing the Snake and Ladder game. It also promotes and enhances collaboration. It is considered that teaching vocabulary through the Snake and Ladder game is helpful in this scenario.

The second, written by M.Syaeful Rizky Dwi ukmini and Djoko Sutopo, is titled "The Use of Picture Games to Improve Students Motivation in Learning Vocabulary." The purpose of this study is to learn about the usage of image games in the classroom of State Elementary School 01 Rancawuluh by an English teacher in order to learn vocabulary.

This study looked into the difficulties students have when learning vocabulary, as well as the images games that were used, students' motivation, and their vocabulary achievement. Because of their lack of vocabulary proficiency, the pupils had difficulties receiving lesson content presented by the teacher. Students' motivation was still low in the first cycle, at 54 percent.

Yona Erviani wrote the third paper, "The Effectiveness of Using Games Towards Students' Vocabulary Mastery." The goal of this study is to see how successful games are at helping kids learn new words. She discovered a number of issues with acquiring vocabulary, including the teacher's approach of teaching vocabulary and the pupils' lack of vocabulary knowledge. In the teaching and learning process, the researcher employed pre-test and post-test. To achieve the best results, the researcher employed the t-test procedure with a significance level of 5%. To observe and the t-table are the results of this study:  $2.99 > 1.99 = t_{table} > t_{observe}$ . It indicates that the t-test is superior to t-table. It can be deduced that employing games to teach vocabulary is effective.

The fourth study is by Farah Ainy and is titled "The Effectiveness of Word Wall Strategy on Students' Vocabulary Mastery." The purpose of this research is to determine the impact of a word wall method on students' vocabulary. This study was categorised as quasi-experimental research because of its design. Because she compared the word wall strategy group to the traditional group, the author employed quasi experimental research. Students who receive treatment using the word wall technique do better than students who do not receive treatment using the word wall strategy. The word wall approach has a moderate influence on pupils' vocabulary mastery, according to the findings.

Based on the previous study, the author will perform the research in the classroom by employing games to improve students' vocabulary knowledge. Unlike other researchers who employed various strategies to

study vocabulary, the author will use daily notes to help students improve their vocabulary understanding.

## **2.7. Research Hypothesis**

According Creswell (2012:187) Hypothesis testing is a process for making a conclusion about a result by comparing any observed value of a sample with population value to discover if there is no difference between the values. The goal of this study on utilizing daily notes is to compare the results of using daily notes to the results of using the traditional technique. In their research, researchers use two hypotheses: alternative hypotheses and null hypotheses. The following show the hypothesis is stated

Ha: Students' vocabulary can be improved by taking daily notes and remembering English words.

Ho: Using daily notes and remembering English words has no influence on kids' vocabulary.

## CHAPTER III

### RESEARCH METHODOLOGY

The research methodology of the present study was developed in this section. This research use Quantitative research, the methodology consists of the location of research, population and sample, operational definition of variables, the instrument of collecting data, research design, Technique of collecting data, technique of analyzing data and statistical of hypothesis.

#### 3.1 Location of the Research

This researcher was conducted at MAN 1 LABUSEL, which is located at Jl. Huta Godang, Kec. Sungai Kanan, Kab. Labuhan Batu Selatan. This research was conducted in the total of two weeks in academic year 2021/2022.

#### 3.2 Population and Sample

##### 3.2.1 Population

According to Suharsimi Arikunto (2002:108-109) Population is a set of collection all elements process one or more elements of interest. The populations of this research are all of the students at the tenth grade of MAN 1 LABUSEL in academic year 2021. The total numbers of the students are 75 which were categorized into three classes. Each class was consisted 25 students.

**Table 3.1**  
**Distribution of Population**

No	Class	Sample
1	X-IPS	25
2	X-IPA	25
3	X-AGAMA	25
	<b>Total of student</b>	75

### 3.2.2 Sample

According to Pooja Bhardwaj (2019: 157) Sampling is the one most important factors in the research. Its mean sampling it one of the factor is very important for research. While, according to Sudjana (1997:6). Sample is a part of the total population. So, according to him sample its taken by population. If there is no population so its mean there is no sample.

In selecting of the sample, the researcher used total sampling by talking all of the population as the samples. The Tenth grade of MAN 1 LABUSEL consisted of three classes, and both of them became a sample of this research, because the number of the population is less than one hundred. The total number is 75 students. I will Use 50 student to be sample in this research. 25 students from X-IPS, 25 students from X-IPA. The sample of this research is X-IPS as experimental class and X-IPA as controlled class.

### 3.3 Operational Definition of variables

Variable is a research item or something that serves as a research focal point. A variable is a property or attribute of an individual or an organization that researchers can measure or observe and that differs between individuals or organization analyzed (Jhon W. Creswell 2008:123). According to jhonThis study has two variables, they are:

#### 3.3.1 Independent variable

The independent variable is the variable that influences the dependent variable, in other words, the independent variable is the variable that causes the dependent variable. An attribute or quality that is dependent on or influenced by the independent variable is referred to as an independent variable. The independent variable in this study is daily notes.

### **3.3.2 Dependent variable**

The dependent variable is the one that is affected by the independent variable. An attribute or quality that influences or affects an outcome or dependent variable is referred to as a dependent variable. The students vocabulary is the dependent variable in this research.

### **3.4 Design Research**

The researcher employed a quantitative method in this study, and the design is a quasi-experimental study. Quantitative research was employed by the researcher since it is a method for examining the relationship between two variables. Instrument can be used to measure these variables, and a statistical generator can be used to analyze the amount of data (Johni W.Cresswell,2013:42)

Furthermore, the researcher wanted to see if employing the daily notes and remembering English word to improve students' vocabulary was beneficial, therefore the writer examined two factors. As a result, the researcher employed a quantitative method in conjunction with a quasi-experimental design. The method of this study will be quasi-experimental design.

According to Thyer (2012:9) a quasi-experimental design is a study in which the researcher compares the results of one group receiving a therapy that is the subject of the study to one or more control groups. The goal was to see how effective the daily notes and remembering English word was at improving pupils' vocabulary knowledge.

Two classes are used in this research design: experimental class and controlled class. The researcher divided the subjects into two groups based on the quasi-experimental design: controlled and experimental. In the experimental class, the researcher taught vocabulary using the daily notes, where as in the control class, vocabulary was taught without using the daily notes. This study looked at the impact of the using daily notes and



remembering English word on students' vocabulary at the tenth grade MAN 1 LABUSEL 2021/2022 academic year.

### **3.5 The Instrument of Collecting Data**

The data was collected using a vocabulary test as the instrument. The test consists of 20 multiple choice questions with the following options: a, b, c, and d. In this study, there was a pre-test and a post-test. Both the controlled and experimental groups were given pre- and post-tests. The goal of the pretest is to determine how well the students' vocabulary is before the therapies are carried out. Meanwhile, after the therapy, a post-test will be conducted. The correct answer will receive a score of five (5) points, while the incorrect answer will receive a score of zero (0) points. Before the tests were given out, validity and reliability item analyses were performed to confirm the instrument's quality.

#### **3.5.1 Validity**

The test's validity and reliability are critical when conducting research. Its goal is to determine the measurement accuracy as well as the text's consistency. First, the instrument should be tried out by the other students before the test is given. It's preferable to know if the test is reliable and valid for the sample. If the test measures what it claims to measure, it is legitimate. The test's accuracy in measuring the subject content and learning outcomes covered during treatment was the subject of the investigation. Content validity was the type of validity used in this investigation. The degree to which the sample represented the material that the test was supposed to measure is known as content validity. Thus, by applied content validity, the writer will know whether the test items were valid or not to behavioral objectives. In this study, the researcher measures validity of the instrument tests by using SPSS version 26 for window.

#### **3.5.2 The Test's Dependability**

The amount to which the research instrument is measured is characterized as reliability. In other words, the amount to which a study

instrument's levels remain consistent over time when employed in the same circumstance. The consistency and stability of data or findings are frequently used to describe reliability. As a result, test reliability is one of the characteristics of a good test. The uniformity of measurement is referred to as reliability. It indicates that when a test is given to multiple persons to measure the same thing, the results are the same. The researcher wanted to know if the test was reliable For window, I used SPSS version 26.

### **3.6 Technique of collecting data**

The measuring approach was utilized in this study to acquire data. This study's data was gathered through a vocabulary exam. The vocabulary exam consisted of three parts: a pretest, a treatment, and a post-test.

#### **3.6.1 Pre-test**

Both the experimental class and the controlled class are given pre-tests. Before beginning treatment, children are given a pre-test to assess their vocabulary mastery. The pupils were given a multiple choice test to complete by the researcher.

#### **3.6.2 Treatment**

After giving both classes a pre-test, the students in the experimental group were given treatment in which they learned vocabulary by taking daily notes and remembering English words, whereas the students in the control group learned vocabulary by using traditional methods or materials from their textbook.

#### **3.6.3 Post-Testing**

The post-test was given to both classes after the treatment was completed. The purpose of the post-test was to see if there was any development before and after the teaching and learning activity, both with and without the use of Daily notes. The instrument employed in this study

is a vocabulary exam with multiple choice options. The pre-test and post-test of the vocabulary test consists of 20 questions.

#### **3.6.4 Interview**

According to Moleong (2005),p. 186 An interview is a dialogue with a specific aim in mind. The interviewer, who asks the questions, converses with the interviewees, who answer to the questions.

The interview, according to Bungin (2003:155), is a two-way conversation with the objective of gathering information on individuals, events, activities, organizations, motivation, sentiments, and so on. Interviews are a particularly successful data collection strategy because they are used in so many studies.

The method's goal is to acquire information or data for research purposes. Data linked to the opinion or statement of the data source will be addressed in this interview. The researcher will conduct interviews in accordance with this understanding Students that are learning a daily notes method to improve vocabulary mastery.

The purpose of this interview is to dig up information, process data and find out an overview of, and are daily notes to improve vocabulary is effective at the tenth grade in MAN 1 LABUSEL. Than, I will interview teacher also for know how do students develop in mastering vocabulary using daily notes.

In this study, structured and in-depth interviews were used as the interview strategy. A structured interview is one in which the interviewer pre-determines the questions that will be asked (Moleong, 2005). the interview was done in the manner of a discussion between the interviewer and the interviewee.

### **3.7 Data Analyzing Technique**

The data was then analyzed when all of the students' scores were acquired. It is used to determine the differences between the pre-test and post-test results before and after therapy. The researcher employed a t-test to determine the impact of Daily Notes on students' vocabulary mastery when assessing the data. The researcher does preliminary data analysis, such as normality and homogeneity, before employing the t-test to analyze the data. SPSS version 26 is used to perform the normality and homogeneity tests.

#### **3.7.1 Test Of Normality**

The Normality Test is a method of determining whether or not something is normal. The normality test is employed in this study to determine if the data from the experimental and controlled classes studied are from a population of normal distribution or not. This test is used to determine whether data is ordinal, interval, or ratio. The normality test is used to determine whether the data from the sample has a normal distribution. The normalcy test was carried out in this study using SPSS version 26. The purpose of a normality test is to assess whether or not the data is normal. If the test score was more than 0.05, the data was judged normal.

#### **3.7.2 Homogeneity Test**

The homogeneity test is a statistical approach for determining whether two or more groups are homogeneous. The sample data is drawn from populations with similar variance. In this study, the homogeneity test was employed to determine the similarity of the two populations, experimental and controlled. The homogeneity test is used to determine whether or not a sample is homogeneous. Homogeneity tests were also performed in this study using SPSS version 26. The homogeneity test determines whether or not the data is homogeneous. If the test score was more than 0.05, the data were homogeneous.

### 3.7.3 T-TEST

The researcher used a T-test to analyze the data after performing normality and homogeneity tests. In this study, the researcher employed the t-test to see if there were any significant differences between two variables. The t-test on the other hand, is designed to determine whether or not taking daily notes helps pupil increase their vocabulary mastery. To run a T-test on data in order to determine the difference in means of scores between the experimental and control groups, the researcher utilized SPSS version 26.

### 3.8 Statistical Hypothesis

The following are the research's the statistical hypotheses:

1. Ho: Using Daily notes to improve students' vocabulary has no effect (the mean post-test score of the experimental class is smaller than the mean post-test score of the controlled class, or  $p > \alpha$ ; sig. 2 tailed was higher than alpha; there were no differences in the scores of the classes).
2. Ha: Using Daily notes to improve students' vocabulary has an effect (the mean score of the post-test experimental class is higher than the mean score of the post-test controlled class, or  $p < \alpha$ ; sig. 2 tailed was smaller than alpha; there were differences between the scores of the classes).

## CHAPTER IV

### RESEARCH FINDING AND DATA ANALYSIS

This section detailed the current study's research findings and data analysis. Data description and data analysis are included in this chapter. In addition, the results of their research will be revealed in this chapter.

#### 4.1 Research Finding

##### 4.1.1 Data Descriptions

This research was carried out using an experimental approach. In this study, there were two groups: experimental class and controlled class. The pre-test was administered prior to treatment, and the post-test was administered following treatment. Daily notes were used to tread pupils in the experimental class, while without daily notes were used in the control class. The data was collected from the pre-test and post-test of both of class

##### 4.1.2 The Data of Experimental Class

**Table 4.1**

**The Students' Score of Experimental Class**

NO	Initial of student	Pre-test	Post-test
1	NH	60	80
2	AR	55	75
3	UAP	65	60
4	AKH	55	70
5	IB	60	90
6	HI	75	85
7	SA	55	75
8	HS	55	70
9	JZ	60	80
10	LS	65	70

11	AI	60	90
12	FMT	75	60
13	WRH	55	65
14	RK	45	70
15	RI	50	85
16	SZS	60	70
17	AAH	70	75
18	MA	55	70
19	DSP	65	75
20	SS	40	85
21	NAT	60	70
22	SHS	65	70
23	MH	45	80
24	RAH	70	75
25	PAS	55	70
26	AH	50	85
27	WN	75	75
$\Sigma$		1600	2025
Mean		59.26	75
Median		60	75
Modus		55	70
Varian		84.05	65.38
Standart devitation		9.17	8.09
Max		75	90
Min		40	60

According to the table above, the results of the students' pre-test in experimental class revealed that the lowest pre-test score was 40, and the maximum pre-test score was 75. Furthermore, the students' post-test results in experimental class using Daily notes revealed that the lowest post-test score was 60 and the best score was 90.

#### 4.1.3 The Data of Controlled Class

**Table 4.2**

##### **The Students' Score of Controlled Class**

<b>NO</b>	<b>Initial the student</b>	<b>Pre-test</b>	<b>Post-test</b>
1	RS	35	80
2	RIS	45	50
3	SN	40	60
4	DAH	55	70
5	CHH	40	60
6	IFN	70	70
7	AP	45	50
8	FT	65	70
9	AR	55	60
10	RD	70	50
11	SN	55	65
12	RH	55	60
13	DP	65	65
14	FT	55	50
15	AD	60	65
16	MW	60	60
17	SM	45	65
18	GS	60	60
19	IY	40	55
20	TY	45	60



21	MS	55	55
22	IN	50	65
23	ST	60	65
24	IR	50	60
25	PR	55	50
26	ABS	60	65
27	MAS	35	50
$\Sigma$		1425	1635
Mean		52.78	60.56
Median		55	60
Modus		55	60
Varian		98.72	58.33
Standart deviation		9.94	7.64
Max		70	80
Min		35	50

According to the table above, the results of the students' pre-test in controlled class revealed that the lowest pre-test score was 35, and the maximum pre-test score was 70. Furthermore, the students' post-post-test results in experimental class using the Daily Notes revealed that the lowest post-test score was 50 and the best score was 80.

We can observe that there is an average difference pretest and posttest in the experimental and controlled classes based on the results of table 4.1 and 4.2 above. The following table shows the average value of students in both classes:

**Table 4.3****Summary of the Mean Score of Pretest and Posttest**

	Controlled Class		Experimental class	
	Pretest	Posttest	Pretest	Posttest
<b>Total of Value</b>	1425	1635	1600	2025
<b>Mean</b>	52.78	60.56	59.26	75

According to the summary table of the average value above, the average value of the pretest was 59.25 and the posttest was 75 in the experimental class. The average value of the pretest in the controlled class was 52.78, and the posttest was 60.56.

#### **4.2 Data Analysis**

The researcher analyzed the data from the experimental and controlled classes' pre- and post-tests in this section. The researcher performed a normality and homogeneity test before evaluating the data. The tests were performed to determine whether or not the data from both classes was normally distributed and whether or not the samples were homogeneous. After that, the researcher analyzed the data using the t-test, and all of the information was presented in statistical form. Furthermore, IBM SPSS 26 version was used to analyze and calculate the data.

##### **4.2.1 Normality Test**

One of the approaches used in the normality test is to determine whether or not the data is regularly distributed. In this study, the researcher calculated the data using Kolmogorov-Smirnov in IBM SPSS 26 version for Windows. The following table shows the results of the normality test calculated from the values of the pretest and posttest learning outcomes in the experimental and controlled classes.

**Table 4.4****Test of Normality Experimental class and Controlled class**

<b>Test of Normality</b>						
	Kolmogorov-smirnov <sup>a</sup>			Shapiro-Wilk		
	<b>Statistic</b>	<b>Df</b>	<b>Sig.</b>	<b>statistic</b>	<b>df</b>	<b>Sig.</b>
Pre-test controlled class	.181	27	.123	.951	27	.226
Post-test controlled class	.175	27	.064	.913	27	.026
Pre-test experimental class	.136	27	.200	.957	27	.318
Pre-test experimental class	.176	27	.071	.933	27	.084
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The normalcy significance of pre-test scores in the controlled class is 0.123, whereas the normality significance of pre-test scores in the experimental class is 0.200, as seen in the table above. Because the significance is greater than alpha value = 0.05, the data of both groups are regularly distributed.

According to the table, the normality significance of post-test scores in the controlled class is 0.064, whereas the normality significance of post-test scores in the experimental class is 0.071. Because the significance of both classes is greater than the alpha value, the results indicate that the data are likewise normally distributed.

### 4.2.2 Homogeneity Test

Following the normality test, the researcher performed homogeneity testing, which was calculated using IBM SPSS 26 version in order to test the homogeneity of both classes, experimental and controlled. The researcher used Levene Statistic to collect the data. The following are the results of the homogeneity tests:

**Table 4.5.**

#### Homogeneity Test of Pretest

Test homogeneity of variences					
		Levene statistic	df1	df2	.sig
<b>Pre-test</b>	Based on mean	.511	1	52	.478
	Based on median	.200	1	52	.657
	Based on Median and with adjusted df	.200	1	51,427	.657
	Based on trimmed Mean	.516	1	52	.476

The significance of both experimental class and controlled class pre-test scores is 0.478, as seen in the table above. Because the significant value is larger than the alpha value =0.05 ( $0.478 > 0.05$ ), this implies that the data in both classes are homogeneous.

**Table 4.6****Homogeneity Tests of Posttest**

<b>Test of homogeneity of variances</b>					
		Levene Statistic	df1	df2	.sig
Post test	Based of mean	.171	1	52	.733
	Based on Median	.171	1	52	.681
	Based on Median and with adjusted df	.171	1	51.999	.681
	Based on trimmed mean	.151	1	52	.700

The significance value, as shown in the table above, is The mean of post-test scores in the experimental and controls groups is 0.733. Because the significance is greater than the alpha value, the outcome of the post-test scores can be assumed to be homogeneous.

**4.2.3 T-Test**

The researcher calculated hypothesis test after measuring the outcomes of the normality and homogeneity tests. Hypothesis testing was used to check if there were any variations in student test outcomes between the experimental and control groups. The Independent Sample t-test was used to assess hypotheses based on the data post-test. This test was conducted using IBM SPSS software version 26 for Windows, using the following criteria:  $H_a$  accepted if  $t_{count} > t_{table}$ , and  $H_o$  rejected if  $t_{count} > t_{table}$ . The table is based on a t distribution table with a significance level of  $5\% = 0.05$ . In addition, if Sig. (2-tailed) is less than 0.05, the hypothesis is significant (5 % ). The following table shows the results of the hypothesis test calculation:

**Table 4.7****Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
posttest	Controlled class	27	60.56	7.64	1.46986
	Experimental class	27	75	8.09	1.55617

The controlled class's average value is 60.56, whereas the experimental class's average value is 75, according to the output table above. As a result, descriptive statistics show that the average score of students in the controlled and experimental classes differs. In addition, we must assess the following independent sample t test output to determine whether this difference is significant or not.

**Table 4.8****Independent Samples Test**

		Levene's Test for Equality of Variances								
		F	sig	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Vocabulary	Equal variances assumed	.117	.733	-6.748	52	.000	-14.44444	2.14059	-18.73986	-10.14903
	Equal Variances not assumed			-6.748	51.832	.000	-14.44444	2.14059	-18.74019	-10.14869

The significant result of 0.733, as seen in the output table above, indicates that the variance of the data between the experimental and controlled classes is the same or homogeneous. So that the values in the table guide the data above, equal variances are assumed.

Independent samples tests in equal variances are based on the assumption that a significant value (2-tailed) is 0.000 0.05, as shown in the output table. Because p value (0.000) is less than  $\alpha = 0.05$ , this result proves that  $H_0$  is rejected and  $H_a$  is approved (5 percent). As a result, it can be stated that there is a substantial difference between the experimental and controlled classes as the basis for decision making in the independent sample t test.

### **4.3 The Result Of interview**

#### **4.3.1 Teacher Interview**

According to Mrs. Nur Purnama as English teacher in MAN labusel, Using daily notes and remembering again English word is effective to improve vocabulary students. Because, they can speak English with new vocabulary that before using this strategy student don't know, and now be know how speak english in their daily.

#### **4.3.2 The Result Of Student Interview**

According To Dea Salvini Parapat As The most smart student in that class, using daily notes is help them for more interest to memorize vocabulary. They can write vocabulary that they know how to speak English and memorize word that can use in daily life. She also say thank you to the researcher because already help student to mastery vocabulary

#### 4.4 DISCUSSION

This study was carried out at the MAN 1 LABUSEL and involved two classes: the experimental and the controlled. The experimental class was treated with Daily Notes, whereas the control group was treated with the traditional manner. Before each class is given a different treatment, each class is given a pretest to determine the pupils' initial abilities. The experimental class's pretest average value was 52.78, while the controlled class's was 59.25.

After determining the initial skills of both courses, the participants are taught in different ways but on the same material: in the experimental class, students are taught using daily notes, whereas in the controlled class, students are taught using conventional methods. The experimental class's average posttest mean score was 75, while the controlled class's average score was 60.56.

Based on the posttest averages of both classes, it can be seen that the experimental class's posttest mean score is higher than the controlled class's average posttest mean score. Using the t test, it can be concluded that there is an influence on the treatment in the experimental class, so  $H_a$  is accepted and  $H_o$  is rejected at the level = 0.05, which means there is a significant influence on the treatment in the experimental class. The researcher came to the conclusion that taking daily notes is a learning approach that can assist students in achieving good vocabulary learning outcomes.



## **CHAPTER V**

### **CLOSING**

#### **5.1. CONCLUSION**

Based on the findings of the study, the researcher concluded that using daily notes to improve students' vocabulary mastery is an effective method of teaching vocabulary to students. It can be observed in the average score of the pre-test and post-test results. The experimental class's pretest score was 59.26, while the controlled class's score was 52.78. The average score for the experimental class improved to 75 after they were provided daily notes as treatments, whereas the controlled class's average score improved to 60.56 after they were taught using the conventional method. After being taught with Daily notes, the learners' vocabulary has significantly improved. It can also be shown by performing a t-test calculation. The t-test resulted in a sig. (2-tailed) value of 0.00 that was less than 0.05.

#### **5.2. SUGGESTION**

Based on the conclusions of this research, the researcher would give some suggestions, they are as follows:

1. Headmaster

It can be utilized by the headmaster to improve the effectiveness and efficiency of educational management activities at the school, such as developing new policies for learning English or other topics.

2. Teacher

Daily notes can be used as a strategy in English by English teachers, especially when teaching vocabulary. The teacher engages the students in an engaging and dynamic lesson to encourage them to learn vocabulary and avoid boredom during the learning process.

3. Students

Students should work on expanding their vocabulary. Using this strategy, they will be more engaged, have more fun, and enjoy the learning process in the classroom.

#### 4. Other researcher

Other studies interested in the same areas may try to apply the Daily notes to a variety of genres and levels of learners to explore the impacts of daily notes on students' vocabulary. Various academics could investigate other types of games as a new teaching strategy for improving students' vocabulary, according to the researchers.

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## APPENDIX I

Teacher's Activity	Researcher's Activity
<p>A. First meeting</p> <ol style="list-style-type: none"> <li>1. Teacher say salam to student and introduce researcher to student.</li> <li>2. Teacher explain what purpose the researcher in the School</li> <li>3. Teacher ask student for always be nice to researcher</li> <li>4. After that teacher leaving class and researcher start the activity of research.</li> </ol> <p>B. Second Meeting</p> <ol style="list-style-type: none"> <li>1. Teacher just welcome to researcher and do not enter the class</li> <li>2. Teacher let researchers do research activities</li> </ol> <p>C. Third Meeting</p> <ol style="list-style-type: none"> <li>1. Teacher Welcome to researcher</li> <li>2. Teacher also use strategy daily notes in another class</li> <li>3. Teacher teach about how to mastery vocabulary with daily notes</li> <li>4. Teacher help researcher for explain the materi</li> <li>5. Teacher supervise the researcher and help researcher for check student assignments</li> </ol>	<p>A. First meeting</p> <ol style="list-style-type: none"> <li>1. The researcher introduce again her self</li> <li>2. The researcher start explain the purpose in the school, and start explain lesson plan.</li> <li>3. The researcher explain materi</li> <li>4. The researcher teach as to lesson plan</li> </ol> <p>B. Second Meeting</p> <ol style="list-style-type: none"> <li>1. The researcher go to school</li> <li>2. The researcher say salam to all of the teacher in the school</li> <li>3. The researcher go to class</li> <li>4. The researcher start activities as to lesson plan</li> </ol> <p>C. Third meeting</p> <ol style="list-style-type: none"> <li>1. The researcher say salam to teacher in teacher room.</li> <li>2. The researcher go to class with teacher</li> <li>3. The researcher explain materi</li> <li>4. The researcher give assignment to student</li> <li>5. The researcher check the assignments with teacher</li> <li>6. After finish, the researcher and teacher leave class. Also, say salam before leave the class.</li> </ol>

**LESSON PLAN EXPERIMENTAL CLASS AND CONTROLLED CLASS****LESSON PLAN****Experimental Class****School: MAN LABUSEL****Subject: English****Class: X****Time Allocation: 2 X 40****Learning Topic: Descriptive Text****Meeting: 1, 2, 3****A. CORE COMPETENCE**

K1: Respect and follow the teachings of the faith to which they belong.

K2: Honesty, discipline, accountability, care (tolerance, mutual cooperation), courteousness, and self-confidence in engaging well with the social and natural surroundings within the realm of association and existence.

K3: Knowledge (factual, conceptual, and procedural) based on his interest in science, technology, art, and culture as they relate to visible occurrences and events.

K4: Applying what is learnt in school and other sources in the same perspective / theory to the physical domain (using, unwinding, arranging, altering, and making) and the abstract realm (writing, reading, counting, drawing, and composing).

**B. BASIC COMPETENCE**

1. Differentiating the social purpose, text structure, and linguistic aspects of various oral and written descriptive texts by giving and asking for information about the site tourism and famous historical buildings, short and simple according to the context of usage.

### **C. ACHIEVEMENT INDICATORS**

1. Determining the text descriptive's social role in relation to tourism attractions.
2. Examining the structure of tourist attraction descriptive text.
3. Locating linguistic features in descriptive text about a visit of a location.
4. Include brief descriptive information about tourism destinations in your resume.

### **D. Learning Objectives**

1. After observing the text on the video through Quipper School, students are able to determine the social function of descriptive texts related to tourist attractions.
2. After observing the text on the video through Quipper School, students are able to analyze the structure of descriptive texts related to tourist attractions.
3. After observing the text on the video through Quipper School, students are able to find linguistic elements in the form of descriptive texts related to tourist attractions.
4. After conducting questions and answers and group discussions in WA related to descriptive text, students can resume simple descriptive texts related to tourist attractions in Indonesia.
5. After conducting questions and answers and group discussions in WA related to descriptive text, students can make descriptive texts related to tourist attractions in the area Each residence uses its own language.
6. After making descriptive text, students present the descriptive text orally through videos.

### **E. Learning Materials**

1. The definition of Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*
2. Sosial Function : *Describing or presenting information about a particular place and a historical building*



3. Generic Structure :

-Opening Paragraph (Identification): *Opening statement to introduce the subject*

-A series of Paragraph (Description): *Supporting paragraph that describes the subject*

-Closing Paragraph: *Concluding paragraph that indicates the end of the text*

4. Language Feature:

a. Vocabulary: words related to ecotourism destinations and historical building such

as destination (*n*), establish (*v*), impressive (*adj*), etc.

b. Grammar: Noun phrases such as *beautiful bird, unique monkey*

Example of dialogue describing people

A New Student

A: Have you seen the new girl in school?

B: No, I haven't.

A: She's really pretty.

B: Describe her to me.

A: She's not too tall.

B: Well, how tall is she?

A: She's about five feet even.

B: What does she look like, though?

A: She has pretty light brown eyes.

B: I may know which girl you're talking about.

A: So you have seen her around?

B: Yes, I have

## My Mother

My mother is Dastri. She is 45 years old. She has brown complexion and black hair. Her height is as same as mine, 155 centimeters. I live with her in Medan. My mother is a tailor. She sews special clothes for women called “kebaya”. I learn many things about sewing from her. She is a great teacher for me. Every morning, she wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient mother. We love her very much.

### F. Learning Method

1. Approach: Scientific approach
2. Model: Discovery Learning, Project Based-Learning
3. Technique: Question and answer and discussion

### G. Learning Media

1. Video
2. Laptop
3. Speaker
4. Schools Book
5. Whatsaap

### H. Learning Steps

#### First meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> <li>• The teacher greets the pupils and invites them to clean up the area before praying together.</li> <li>• Teachers keep track of their students' attendance.</li> <li>• The learning is</li> </ul>	

	communicated by the teacher.	
Main Activity	<p>Observing and experiment</p> <ul style="list-style-type: none"> <li>• The teacher teaches the concept of the simple present tense and presents examples to the students.</li> <li>• The teacher invites the students to come forward and demonstrate the simple present tense in a short example.</li> <li>• The teacher gives a basic explanation of adjectives, including examples.</li> <li>• Students are divided into groups by the teacher.</li> <li>• To apply daily notes, the teacher delivers a list paper.</li> <li>• The teacher demonstrates how to improve vocabulary mastery by using daily notes.</li> <li>• Each group is given a name by the teacher.</li> <li>• The teacher shows the dice / media that will be used to determine which words will appear in the daily</li> </ul>	

	<p>notes.</p> <ul style="list-style-type: none"> <li>• After learning the letters to look for, the other members of the group use the letters to search the dictionary for adjectives that describe persons.</li> <li>• The teacher gives students 5 minutes to search the dictionary for adjectives that describe people.</li> <li>• The group that discovers the adjective quickly writes it down, along with examples, on the teacher's provided paper.</li> <li>• After the game, the teacher instructs each group to write down the adjective on the board, along with the instances.</li> <li>• For each word written by the students, the teacher assigns a score.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Teacher make a conclusion from materi that has already discuss.</li> <li>• The teacher close the class by praying and salam</li> </ul>	

**Second meeting**

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> <li>• Teacher say salam to a student</li> <li>• Teacher ask student pray before learning</li> <li>• The teacher check attendance student</li> </ul>	
Main activity	<p>Observing and experiment</p> <ul style="list-style-type: none"> <li>• Teacher and student discuss about materi has discuss before</li> <li>• The teacher explain materi about the definition of descriptive text</li> <li>• The teacher give example about descriptive text</li> <li>• The teacher make a learning group</li> <li>• The teacher explain again how to applying daily notes</li> <li>• The teacher give media for using daily notes and ask student to write word that don't know by student</li> <li>• After student write the word or vocabulary,</li> </ul>	

	<p>teacher ask student to find out adjective and noun</p> <ul style="list-style-type: none"> <li>• Teacher give five minute to student for find out the adjective and noun</li> <li>• After student already find out,teacher check it and give score to student</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Explain the materi and make conclusion about descriptive text</li> <li>• Make sure student already understand</li> <li>• Closing the learning with hamdalah and salam</li> </ul>	

### Third meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> <li>• Teacher say salam to student before to class</li> <li>• Teacher check attendance student</li> <li>• Teacher ask student to pray before learning</li> </ul>	
Main activity	<ul style="list-style-type: none"> <li>• The teacher and students talk about the previous meeting's assignments.</li> <li>• Several students are called to the front of the class to</li> </ul>	

	<p>read their assignments.</p> <ul style="list-style-type: none"> <li>• The teacher goes over several adjectives that can be used to describe people.</li> <li>• The teacher shows photos of adjectives that can be used to describe people.</li> <li>• Students are given conversation papers by the teacher.</li> <li>• Teachers and students role play in order for pupils to understand the context of the goals and social functions of dialogue describing people.</li> <li>• The teacher instructs students to form pairs with their peers.</li> <li>• With their classmates, students engage a discussion on describing people.</li> <li>• Students are given assignments to describe people by the teacher.</li> <li>• Students turn in their homework.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• The teacher make sure student have done the</li> </ul>	

	assignment <ul style="list-style-type: none"> <li>• Teacher Make conclusion about the materi</li> <li>• Teacher say hamdalah and close the class.</li> </ul>	
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### I. ASSESMENT

Types of test question : Written test

Form of assessment : Individual

Test form : Multiple choice

Correct answer: 5
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Wrong answer: 0
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Multiple choice test scoring:

$\frac{\text{Correct answer/wrong answer}}{\text{total number of questions}} \times 100$
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Huta godang, mei 2022

Knowing,

English Teacher

Researcher

Nur Purnama Hasibuan, S.Pd. .Researcher

Putri Intan Baiduri Siregar



## **LESSON PLAN**

### **Controlled Class**

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**Subject: English**

**Class: X**

**Time Allocation: 2 X 40**

**Learning Topic: Descriptive Text**

**Meeting: 1, 2, 3**

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2. Model: Discovery Learning, Project Based-Learning
3. Technique: Question and answer and discussion

### G. Learning Media

1. Video
2. Laptop
3. Speaker
4. Schools Book
5. Whatsaap

### H. Learning Steps

#### First meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> <li>• Teacher say salam to student</li> <li>• Teacher introduce her self to student</li> <li>• Student also introduce them self to teacher</li> <li>• Teacher ask student to pray before study</li> </ul>	

	<ul style="list-style-type: none"> <li>• Teacher check attendance student</li> </ul>	
Main activity	<ul style="list-style-type: none"> <li>• Teacher give the materi</li> <li>• Teacher explain about descriptive text</li> <li>• Teacher give the example from descriptive text</li> <li>• Teacher ask student to read example descriptive test</li> <li>• Teacher explain how to pronunciation in read th text</li> <li>• Teacher ask student to find out noun and adjective vocabulary</li> <li>• Teacher give 10 minute to student for fnd out the adjective and noun.</li> <li>• After student have find out, teacher check it and give score.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Teacher make the conclusion about materi and explain again quickly</li> <li>• Teacher ask student pray after do learning.</li> <li>• Teacher say alhamdulillah and slam before leave the class</li> </ul>	

**Second meeting**

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> <li>• Teacher say salam before start learning</li> <li>• Teacher ask student to pray before start learning</li> <li>• Teacher check attendance student</li> </ul>	
Main activity	<ul style="list-style-type: none"> <li>• Teacher and student discuss again about learning in previous meeting</li> <li>• Teacher make conversation that related to descriptive text.</li> <li>• Teacher make a group learning</li> <li>• Teacher ask every group must practice the conversation</li> <li>• Teacher explain what the relation conversation with descriptive text.</li> <li>• The teacher ask student do a homework about example descriptive text</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Teacher say alhamdulillah after done learning</li> <li>• Teacher ask student to pray after learning.</li> </ul>	

**Third meeting**

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> <li>• Teacher say hello and salam to student</li> <li>• Teacher check attendance student</li> <li>• Teacher and student disccuss again about learning already discuss in last meeting</li> </ul>	
Main activity	<ul style="list-style-type: none"> <li>• The teacher discuss about assignment already given in previous meeting</li> <li>• The teacher ask student for read the assignment in front of class</li> <li>• The teacher check all of assignment of student</li> <li>• The tacher give the score for students assignment</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Teacher make sure that student already do assignment</li> <li>• Teacher explain again about materi</li> <li>• Teacher ask student to pray after learn</li> <li>• Teacher say salam aand hamdalah before close class.</li> </ul>	

## I. ASSESMENT

Types of test question : Written test

Form of assessment : Individual

Test form : Multiple choice

Correct answer: 5
-------------------

Wrong answer: 0
-----------------

Multiple choice test scoring:

Correct answer/wrong answer x
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100
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Huta godang, Mei 2022

Knowing,

English Teacher

Researcher

Nur Purnama Hasibuan, S.Pd.

Putri Intan Baiduri Siregar



**APPENDIX I**  
**POST-TEST AND PRETEST SHEET**  
**PRETEST AND POSTEST**

**Name:**

**Class:**

1. A school is the place where students ... with their teachers.
  - a. Teach
  - b. Work
  - c. Play
  - d. Study
  
2. Bunga is celebrating her birthday.  
Now Bunga feels .....

  - a. happy
  - b. easy
  - c. Angry
  - d. hungry

  
3. Intan: Amir, your new shoes are good and really fit in your ..... . You look charming and cool.  
Amir: Thank you Nita

  - a. body
  - b. feet
  - c. Finger
  - d. Hand

**Read the text carefully then answer the questions on the correct option**

**(A, B, C, D)!**

The text below is for question number 4 – 12

Our family's youngest member is Jack. He's fourteen years old, which makes him four years younger than me. His hair is short and straight, and he has brilliant eyes and a warm grin. He can be a bit naughty at home, but he generally follows instructions.

Peter is a huge sports fan, and he frequently plays football and tennis at school. He is our family's top badminton player.

4. How old is Peter? He is ... years old.
  - a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
5. The writer is ... years old.
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
6. Which of the following statement is not true about Peter?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is Interested in sports.
  - d. He plays football and tennis
7. He has short straight hair, brilliant eyes, and a nice grin," says the narrator.  
(First paragraph)
  - a. Loyal
  - b. Angry
  - c. Bad

d. Handsome

are synonyms for the underlined word.?

8. Peter is the youngest in our family.” (Paragraph 1) The antonym of the underline word is....
- Tallest
  - Bigger
  - Oldest
  - Happiest
9. "At home, he can be a little wicked..." (First paragraph) Which of the words in the preceding statement is an adjective?
- Sometimes
  - Rather
  - Naughty
  - Home
10. "He's fourteen years old, yet he's older than I am." The word highlighted refers to....
- Jack,
  - The Author,
  - The Author's Brother, and
  - The Author's Family
11. "Jack is a huge sports fan, and he plays football and tennis at school." The italicized phrase might be changed with
- Dislikes sport,
  - Really enjoys sport,
  - Despises sport, and
  - Does not find sport very amusing.
12. “He is the best badminton player in our family.” (Paragraph 2) The synonym of the underlined word is....
- Good
  - Worse

- c. Usual
- d. Bad

13. My younger sister and brother are starving, so I make them lunch.

- a. get ready
- b. put on
- c. toss
- d. kick

**Choose the correct answer by crossing a, b, c, or d!**

14. “Cristiano Ronaldo is a famous foot baller. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.” How many adjectives are there in the sentences?

- a. 1
- b. 2
- c. 3
- d. 4

15. “Maudy Ayunda is my favorite artist. She is very beautiful and smart.” How many adjectives are there in the sentence?

- a. 1
- b. 2
- c. 3
- d. 4

16. Aisyah .... a diligent student at her class.

- a. Are
- b. Is
- c. Am
- d. Were

17. Zayn is a ... student, so he gets first rank in the school.
- Boring
  - Smart
  - Big
  - Cold
18. They.... Not angry.
- Am
  - Are
  - Is
  - Was
19. Didi likes to make people laugh. He is ....
- Serious
  - .Funny
  - Loyal
  - Stingy
20. Daniel has a height above the average of his classmate. He is a ...boy
- Tall
  - Short
  - Slim
  - Stock

#### The question of interview

- For teacher interview  
What do you think about using daily notes to improve student vocabulary, is effectively?
- For student interview  
Is this strategy using daily notes is help them for memorize vocabulary?

## APPENDIX II

### REAL NAME OF STUDENT

#### Experimental Class

No	Real name	Initial of name
1	Nita Hamaliyah	NH
2	Alma Risadi	AR
3	Ulil Amri Parapat	UAP
4	Alul khimar Harahap	AKH
5	Ismail Batubara	IB
6	Hismar	HI
7	Siti Aminah	SA
8	Hasan Ariadi	HS
9	Jesika Zahra	JZ
10	Lisa Maya Sari	LMS
11	Ali Indra	AI
12	Fitria Malinda Tanjung	FMT
13	Wanda Riani Hasibuan	WRH
14	Rahmi khoiriah	RK
15	Riski	RI
16	Saida Zahra Siregar	SZS
17	Ardi Ariansyah Hasibuan	AAH
18	Mutiara Anugerah	MA
19	Dea Salvina Parapat	DSP
20	Saiwa Sagala	SS
21	Nur Ainun Tambak	NAT
22	Sabila Hariani Siregar	SHS
23	Minta Harahap	MH
24	Ratna Anjani Harahap	RAH
25	Putri Aulia Siregar	PAS

26	Andika Hamonangan	AH
27	Wahyu Natama	WN

### Controlled class

No	Real name	Initial of name
1	Rojita Siregar	RS
2	Raja Inal Siregar	RIS
3	Samsiah Nasution	SN
4	Dede Agustina Hasibuan	DAH
5	Cici Handayani Harahap	CHH
6	Imam Fityan Nagara	IFN
7	Adit Pratama	AP
8	Fendi Tanjung	FT
9	Abi Ritonga	AR
10	Rika Dayanti	RD
11	Siti Nurjannah	SN
12	Rispa Hidayat	RH
13	Drajat Parlindungan	DP
14	Franky Tambak	FT
15	Alda Dalimunthe	AD
16	Mesra wati	MW
17	Suri Meliani	SM
18	Garda Siregar	GS
19	Irma Yani	IY
20	Tita Yulianti	TY
21	Marwin Siregar	MS
22	Ila Nasution	IN
23	Sawal Tanjung	ST
24	Inggit Roudhoh	IR

25	Paris Ritonga	PR
26	Arya Bima Syahputra	ABS
27	Muhammad Agung Siregar	MAS



**APPENDIX III**  
**VALIDITY TEST**

No	1	2	3	4	5	6	7	8	9	1	1	1	13	1	1	1	1	1	1	20	total	score
Initial										0	1	2		4	5	6	7	8	9			
JN	O	X	O	X	O	X	O	O	X	O	X	O	X	O	X	O	X	X	X	O	10	50
TA	O	O	O	O	O	O	X	O	O	O	O	O	O	X	X	O	O	O	O	X	16	80
NQT	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20	100
FGT	O	X	O	O	X	X	O	O	X	X	O	O	O	O	X	X	X	X	O	X	10	50
FO	O	O	O	X	X	X	O	O	X	X	O	O	O	X	X	O	O	O	O	X	12	60
AMS	O	O	O	O	O	X	X	X	O	X	X	O	O	O	O	O	X	X	X	X	11	55
ARS	O	O	O	O	O	X	O	X	O	O	O	O	O	X	O	O	O	O	O	O	17	85
DP	O	X	O	O	X	X	O	X	O	O	X	O	O	O	O	O	O	O	O	O	15	75
DT	O	O	O	O	X	X	O	X	X	O	X	X	O	X	O	O	O	X	O	O	12	60
MIH	O	X	O	O	O	O	X	X	X	X	O	X	X	O	X	X	O	X	O	O	10	50
YS	O	O	O	O	O	O	X	X	O	X	O	O	O	O	O	O	O	O	O	O	17	85
KNR	O	O	O	X	X	X	O	X	O	X	X	O	X	X	O	X	X	O	X	O	9	45
GR	X	O	X	O	O	O	X	O	O	X	O	X	X	X	O	X	O	X	O	X	10	50
DT	O	X	O	X	O	X	O	O	O	X	X	X	O	O	X	X	X	X	X	X	8	40
PS	X	O	X	X	O	X	X	X	O	O	X	X	O	X	O	O	O	X	O	X	9	45
AS	O	X	X	O	X	O	X	X	O	X	O	O	O	O	X	O	X	O	O	O	12	60
JD	X	O	O	X	O	X	O	O	X	O	X	X	O	O	X	O	X	O	X	O	11	55
RP	X	O	O	X	X	O	X	O	O	X	O	X	O	X	X	X	O	O	O	O	11	55
DS	O	O	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	X	O	18	90
AKT	O	O	O	O	O	X	O	O	O	O	O	O	O	X	O	O	O	O	O	O	18	90
SBS	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	19	95
EAS	O	O	O	O	X	O	O	O	X	X	O	O	O	O	O	O	O	O	O	O	17	85
SS	O	O	O	O	X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	18	90
FS	O	O	O	X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	18	90
TRS	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20	100
RS	O	O	O	O	X	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	18	90

**APPENDIX IV**  
**RELIABILIT TEST**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
,782	20

**APPENDIX V**  
**RESEARCH PERMIT**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-59009/ITK.IV.5/ITK.V.3/PP.00.9/04/2022

20 April 2022

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala MAN 1 LABUSEL**

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Putri Intan Baiduri Siregar
NIM	: 0304181048
Tempat/Tanggal Lahir	: Hutagodang, 27 Juli 2000
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Huta Godang Kelurahan Huta godang Kecamatan sungai kanan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Huta Godang, Kec. Sungai Kanan, Kab. Labuhan Batu Selatan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***Remembering English word by using daily notes to improve student Mastery vocabulary at the Tenth grade MAN 1 LABUSEL***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 20 April 2022  
a.n. DEKAN  
Ketua Program Studi Pendidikan  
Bahasa Inggris



**Yani Lubis, M.Hum**

**APPENDIX VI**  
**LETTER OF REPLY FROM SCHOOL**



**APPENDIX VII**  
**DOCUMENTATION**

**Interview with headmaster MAN 1 LABUUSEL, Mr. Narto Suseno S.Pd,  
M.Si**



**The researcher explain the lesson****Interview with student**

**Check student assignments**



**Photo of students working posttest**





**Classroom**





mosque



School name



**APPENDIX IX**  
**CURRICULUM VITAE**

**A. Identify**

Name : Putri Intan Baiduri Siregar  
NIM : 0304181048  
Major : English Education  
Place and Date of Birth : Huta Godang, 27 July 2000  
E-mail : putriintanbaiduri786@gmail.com  
Phone Number : 085261731851  
Address : Huta Godang, Kab. Labuhan Batu Selatan

**B. Education**

SDN 112247 Huta Godang	Graduated in 2012
MTS.s Islamiyah Huta Godang	Graduated in 2015
MAN 1 LABUSEL	Graduated in 2018
State Islamic University Of North Sumatera	