DEVELOPING VOCABULARY BOOK TO INCREASE WRITING DAILY ACTIVITY FOR EIGHTH GRADE STUDENTS OF AL-AZIZIYAH DORMITORY

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Abstract: By writing, everyone can express what they think or feel by using a language either indirectly or directly. Besides, writing is one of the most important skill in the English language that students must master at school, while the eighth grade students of SMP Plus Darussalam Blokagung Banyuwangi still had problems in writing, especially in writing Daily Activity, most of them were difficult to explore their ideas and to design their sentences. Besides they were also less vocabulary in writing daily activity. So this aim of research is to explain developing vocabulary book to increase writing daily activity for eighth grade students of al-aziziyah dormitory in academic year 2021-2022

This research method used Research and Development, and this study following model Borg and Gall, and there are ten steps are (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. And this research involved twenty-eight students at eight grade students of SMP Plus Darussalam Blokagung Banyuwangi as population. In addition, the researcher used data collection techniques used to collect data such as the interview, questionnaire. And the researcher analyzes the data by using score rubric and microsoft excel as technique. There were several aspects of writing that student's increased in writing Daily actilvity. Furthermore, Students were also more enthusiastic and enjoy being taught by vocabulary book.

Keywords: Writing skill; Vocabulary; Daily Activity

INTRODUCTION

In our life, language is the most significant communication tool in communication. Communication can be done by speaking, writing, and so on. With language, we can express our feelings, ideas, and thoughts to someone directly, with a piece of paper, or with body movements. Language is very important for everyone in this world, with their language being able to establish relationships with other people who come from different language backgrounds (Suwanto, 2017). In line with the development of science and technology, humans are required to have good language skills, someone who has good language skills will more easily absorb and convey information both orally and in writing (Rediasih, 2017). Language as a medium of information is very important to master. One of the languages that we must master is English.

English is an international language, which is often used in the world as a means of communication. In that position, English is the language of science and technology; Therefore, without the ability to speak English, a person will have difficulty interacting in an increasingly open, fast, and uncontrollable world (Yamin, 2017:85). In addition, the English language has

significance in some aspects, such as: getting education access in overseas countries, having an international business, and joining politics (Asiti, 2012:1). Furthermore, according to Sari (2015: 1), an English major becomes a compulsory major in English teaching-learning at school. Besides, as mentioned in curriculum 2013, English teaching-learning is implemented at the survival level till university.

The purpose of learning English in schools is to develop language skills both orally and in writing. English language skills it means listening, speaking, reading, and writing skills. The four language skills are a unity that cannot be separated from each other, but can only be distinguished.

The first significance of writing is writing the top level of a language, it is the last macro skill that has to be mastered by people who want to be able to communicate perfectly. The second significance of writing is a productive skill, it involves producing language rather than receiving it. In writing, people will produce written language. The third significance of writing is writing the most complex macro skill in language mastery (Prana D. Iswara: 2016)

According to the complexity of the writing skills above, teachers should have suitable media. Furthermore, to achieve the best result in teaching writing, the teacher should understand what the most appropriate media is. It is strengthened by Azuhra (2018:2) that the way to solve the problem in the classroom is by using the media. In short, the media can solve a problem dealing with writing. "To make an enjoyable learning, teachers have to choose the appropriate and interesting media for teaching-learning process such as vocabulary book, games, pictures, card songs, video, stories, etc." (Racmah, 2011:3) In this line of that statement, there are various media which make students are better in learning English specially in writing skill. In this research, the researcher focuses more on using vocabulary book as the most appropriate media. Because seeing the object (santri al-Aziziyah dormitory) media that is suitable for them is vocabulary books. When they are given the media of an English application, they will have difficulty applying it because it is still adjusting to existing regulations, and they will not be able to use it at any time. If using vocab books, they can use and use them anywhere and anytime. Therefore, the author uses a vocabulary book as a medium to improve students' writing skills in writing daily activities. For the approach to teaching writing daily activity, vocabulary book can be considered as one of the media in teaching writing. Because the more mastery of vocabulary will be easier in understanding English sentences (Darnis Arief, 2008:5).

Vocabulary is seen as an important component of language. The linguist David Wilkins (Thornbury, 2008:13) strictly argues that "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". So that with good vocabulary skills will be easier to know letters and speak English. In learning four language skills (listening, speaking, reading, and writing), vocabulary is one of the basic components that must be mastered (Dewi Kurniawati, 2014:58). Without sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form. To support the interaction of speakers in communicating, vocabulary becomes important because it can be used as the basics for arranging a word into a good sequence of sentence. (Sofika Chandra Nilawati, 2008:9)

Vocabulary has a very important role in language acquisition, especially English. Without sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form. To support the interaction of speakers in communicating, vocabulary becomes important because it can be used as the basics for arranging a word into a good sequence of sentence. (Sofika Chandra Nilawati, 2008:9). Writing is an important aspect of conveying messages and feelings in the form of writing. In fact, when given writing assignments there are still many students who have difficulty writing and the solution of the problem is the medium of vocabulary books. Vocabulary books are a medium of learning

English that is quite effective, easy to make, and does not cost much. Vocabulary book media is one of the types of visual media that tend to be easier to procure because it can be made or selected from materials that are relatively easy to obtain and often found in everyday life, while the price is also not expensive or even sometimes without cost at all. Vocabulary has a very essential role in mastering a foreign language, especially English.

Darussalam is the largest Islamic boarding school in Banyuwangi district, precisely in Blokagung Tegalsari Karangdoro Banyuwangi regency, East Java province. Darussalam Islamic Boarding School has several educational units from Kindergarden to university. In addition, Darussalam Islamic boarding schools also consist both of *asrama reguler* and *asrama unggulan*. *Asrama reguler* are mixed dormitories ranging from junior high school to university. Which is led by the leader of the female boarding school. While *asrama unggulan* are dormitories occupied by school unit students who have taken the entrance selection test and include selected students.

SMP Plus Darussalam is one of the schools in the Darussalam Islamic boarding school. SMP Plus Darussalam has two programs or departments, namely: the *tahfidz* program and the science program. *Tahfidz* program is one of the school programs where the student must qualify for the class to memorize 3 juz every year. While the science program is they are budgeted to understand about science lessons as well as experts in English and they are the ones who are focused on taking English courses. In addition, SMP Plus Darussalam also has superior classes and regular classes. Excellent students live in special dormitories, namely *al-Aziziyah* dormitory, while the regular classes are housed in ordinary dormitories. The researcher has the intention to conduct research in al-Aziziyah dormitory, precisely on the eighth E grade. The student of eight E grade are twenty-eight students. Researcher has some reasons to take al-Aziziyah dormitory as the object of the researcher: 1) Al-Aziziyah dorm is an excellent dormitory that basically on English language 2) The student of al-Aziziyah dormitory have to speak English every day, but they don't know how to write the vocabulary that they speak every day, this is make easier for researchers to examine how well they understand about the written of it.

Moreover, according to the researcher's observation when conducted the observation, The researcher finds that the student still has problems in writing daily activity. In that class there are twenty-eight students. And fifteen students of this class have some problems in the writing skill. The problem are: 1) Because most of them feel writing is hard, they have to deal with vocabulary, it is also known by their writing from their task, it shows that they are still low in vocabulary 2) Students feel lack of idea. They said that they feel confused to create new sentences in writing daily activity. The cause is they do not find any idea on their mind. Furthermore, the effect of the problem above, makes it difficult to organize sentences 3) When the students write down in their thought, they not confident and feel hopeless. Most of them worried when they are going to write a sentence in a paragraph. In short, students need much motivation and practice in writing daily activity 4) Students feel hard to create daily activity, because they are seldom to practice it in writing.

Those problems conditions above, were proven by observation. Because when the researcher did research in object, it turns out that there are still no accurate and structured facilities. Because of the problems above, the most appropriate vocabulary book media must be applied by the teacher. Vocabulary makes it easy to write a series of sentences to express ideas. It is also supported by Cross (1991: 14-15). And also strengthened by ESA Team from Black Hills State University (2006:4) stated that "Vocabulary or word" meaning is one of the keys to comprehension" or can be translated as vocabulary is one of the keys in understanding. In writing, vocabulary makes it easy for learners or students to expand their ideas based on the main idea. And vocabulary book is one of the media which expected to solve those students'

problems in writing daily activity. To communicate clearly, writers should focus on three main components of written communication, namely: 1) unity and coherence. Writing results in having a sharp central idea and uniting in various related parts 2) supporting the main idea with real details and examples 3) writing mechanisms related to grammar, spelling, and punctuation, Dalman (2015: 48). There are reasons to believe that the vocabulary book will help based on these concepts, the vocabulary book is believed to be effective for transferring knowledge during teaching and learning in the classroom.

Therefore, the researcher chooses vocabulary book as a medium that provides benefits for students who learn to write in daily activities. The reason is, by applying the provision of a vocabulary book, it can provoke students to make it easier to write daily activities. Because students can take vocabs from the vocabulary book. Powered by Nugrahrani (2017:457) say that good learning media can increase students' motivation to learn, and play an active role in learning. Oyedele (2013:294) states that the provision and effective use of media is what distinguishes a superior school or college from an inferior one, and an effective teacher from an in effective one. Sunarti (2016:59) concludes the use of learning media can also affect student achievement. Therefore, researchers use vocabulary books as a learning topic. In accordance with the above school problems. The researcher intends to conduct a study entitled **"Developing Vocabulary Book to Increase Writing Daily Activity at The Eighth Grade Student's of Al-Aziziyah Dormitory in Academic Year 2021-2022"**

METHOD

This research use research and development (R&D) study in education is to develop and validate the educational products and the steps consisting of study findings, developing the products based on the findings, field testing and revising the product. The steps in the R&D are: (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

Research subject. The subject for this study were divided into two groups. The first group was the subject in the research and information collecting and the second group was the subject in the preliminary field testing: The Participants in the Research and Information Collecting, The Participants in the Preliminary Field Testing.

Research Instrument. In this part, the researcher describes about instrument and data gathering technique used in this research. The data is acquired from some instruments as follows: Observation Checklist, The Interview Transcript, by applying the test,

Data collecting procedure: observation, interview, questionnaire.

RESULT AND DISCUSSION

The researcher conducted and collected the data by interview to the teacher who has teach in eighth E and give questionnaire to the students. The result obtained in this research and development are based on Borg and Gall method (1983:775), there are seven stages to get the results step by step as follow:

 1. Research and Information Collecting
     Research had been conducted since September 2021. Researcher conducted interview to teacher. Another way that researcher took besides interview was giving some questionnaire to students. They admitted that the supporting media for learning English is very important to increase their ability. Because when the researcher gives a questionnaire to the eighth grade E students, it was proven they expected a media to supporting learning.

Table 4.1 Need Analysis Student

RESPONDENT	1	2	3	4	5	6	7	8	9	10	SCORE
1.	5	4	4	4	5	4	1	4	4	5	40
2.	4	5	5	4	3	5	3	3	4	4	40
3.	4	4	5	5	4	5	5	4	4	5	45
4.	4	5	4	5	4	5	3	5	3	4	42
5.	4	4	5	4	4	5	3	4	4	4	41
6.	4	4	3	4	3	3	4	4	4	3	36
7.	4	4	5	4	3	4	5	4	3	3	39
8.	4	5	5	4	4	5	3	4	4	4	42
9.	4	5	4	5	4	5	3	5	3	4	42
10.	4	4	5	4	4	5	3	4	4	4	41
11.	4	4	5	4	4	5	3	4	4	4	41
12.	3	3	2	3	2	2	3	3	3	2	36
13.	3	3	4	4	3	4	4	3	3	4	45
14.	4	5	4	5	4	5	3	5	3	4	42
15.	4	4	5	4	3	4	5	4	3	3	39
SCORE	59	63	65	63	54	66	51	60	53	57	611

This data collection technique uses a Likert scale. According to Sugiyono (2017:2) Likert scale is intended to measure the attitude of the respondent. It can also be used to see the opinion or perceptions of a person or group of people, so as to get the right answer for the social phenomenon under study. That is, if strongly agree with the questionnaire get 5 score, agree to get a value of 4, undecided to get a value of 3. Disagree to get a value of 2, and strongly disagree to get a value of 1. The following is the form of a Likert scale table.

Table 4.2 Liket scale

Scale	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Score	5	4	3	2	1

From this value, it can be concluded the highest score indicates the need for media to support their learning. Because they still learned English only with their own book. Although sometimes, teacher already changed the way of teaching to be more enjoy and fun. After knowing problems that occur in the class, researcher conducted interviews with English teacher. The researcher concluded that the main problem that is difficult for students in English is the lack of learning media. In accordance with the results of interviews with English teacher.

> *R: is there a learning media in class?*
> *T: not yet*
> *R: what media are needed to support student learning in writing skills*
> *T: actually, there is an aspect in teaching vocabulary to support student enthusiasm, namely a vocab book media*

The first step that must be done is to find out what media is suitable so that it can be used so that students understand and memorize vocabulary, namely media vocabulary book.

After the problems and needs are obtained with concrete evidence. So, it's need to gather various information that can be used as material for planning certain product that are expected to solve the problem. Information collection is carried out after analyze problems in the class. There is no learning media yet which is used in the eighth E grade of al-Aziziyah dormitory be the main factor.

Interview result researcher with the English teacher to get a media

> *R: is there a learning media in class?*
> *T: not yet*
> *R: what media are needed to support student learning in writing skills*
> *T: actually, there is an aspect in teaching vocabulary to support student enthusiasm, namely a vocab book media*

And also the lack of understanding of students on vocabulary. According to the researcher, this English vocabulary book is considered effective. Information data regarding the development of this vocabulary book media obtained from the needs of teachers and students are collected and processed to produce product this vocabulary book learning media. After the tools and materials are exist, then start typing with Microsoft word.

2. Planning

In the planning step, the researcher conducted a literature study, namely examining theories related to the development of vocabulary book, look for references to relevant research result such as journals, theses, and books. Furthermore, the researchers conducted a need analysis by interview and give questionnaires to obtain the achievement of the material that will be included in the teaching materials that will be developed in the vocabulary book teaching materials.

3. Developing Preliminary Form of Product

In this step, the researcher compiles the content of the material that will be displayed in the learning media that will be made. Researchers make media designs from Corel application for making book cover and Microsoft Word application for content creation. Then the material in the includes the meaning of nouns, verbs and their phonetics. The following is the media design designed by the researcher:

a. Describing product

Result of the research product is developing vocabulary book with a total 300 verbs,150 nouns and be completed by phonetics that are intentionally distinguiushed in color to make it look neat. it's be developed according to the needs of the teacher.

The size of this book are 14,8 x 21 cm, it is has 36 pages, has a blue cover and children's animation in order to the students are interested and excited to learn it. This vocabulary book is printed with white HVS paper for it's contens, art paper for it's cover and it's using calibri font size 11

b. Cover of book
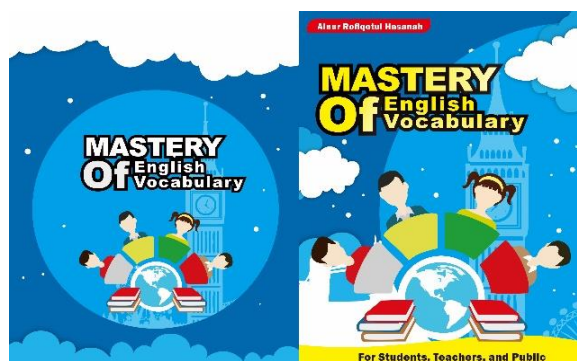
c. Content of Vocabulary Book

PHONETIC SYMBOLS

Table 4.8 Content of Vocabulary Book

i:	t**ea** [ti:]	ɜ:	b**i**rd [bɜ:d]
i	happ**y** ['hæpi]	aɪə	f**ire** ['faɪə(r)]
ɪ	s**i**t [sɪt]	eɪ	p**ay** [peɪ]
e	t**e**n [ten]	əʊ	s**o** [səʊ]
æ	h**a**t [hæt]	aɪ	cr**y** [kraɪ]
ɑ:	d**o**g [dɒg]	aʊ	n**ow** [naʊ]
ɔ:	b**a**ll [bɔ:l]	ɔɪ	b**oy** [bɔɪ]
ʊ	b**oo**k [bʊk]	ɪə	d**ea**r [dɪə]
u:	f**oo**l [fu:l]	eə	ch**air** [tʃeə(r)]
ʌ	c**u**p [kʌp]	ʊə	s**ure** [ʃʊə]
ə	**a**way [ə'wei]		

Notes:

1. Lax = short (*pendek*): ə, e, ɪ/i, ʌ, ʊ/u, ɒ
2. Tense = long (*panjang*): æ, ɑ:, ɔ:, u:, i:, ɜ:
3. Glide / Diphtong (*suara lemas*): eɪ, aɪ, əʊ, aʊ, ɔɪ, ɪə, eə, ʊə

4. Preliminary Field Testing

The initial trial activity or small group test in this study was carried out with some students as a subject. This trial initial or small group was taken by the fifteen lowest students from the results of the test scores in the class.

5. Main Product Revision

The product revision stage is an activity after the initial group test or small group test is carried out. Borg and Gall (1983:782) suggest that the product revision stage includes product revision activities based on input and suggestion from the results of small group field test. Basically, the initial product test or small group test can contain several improvements, including:

a. Improvements based on the level of product effectiveness that have been applied to small groups
b. Improvements based on criticism, input, and suggestions by educators as users in the level of product success
c. Improvements based on product feasibility scores assessed by educators as users

The three basic small group test improvements mentioned above will be used as a reference for product revision by the developer. After the revision, it will be produced in field test or large group test.

Validation can show the level of media validity learning. Every expert provide suggestions for adding or improving media this vocabulary book. In addition to the media created, expert or validator also provides suggestions for improvement regarding the material presented both content and grammar.

a. Media Expert Validation Results Second Stage
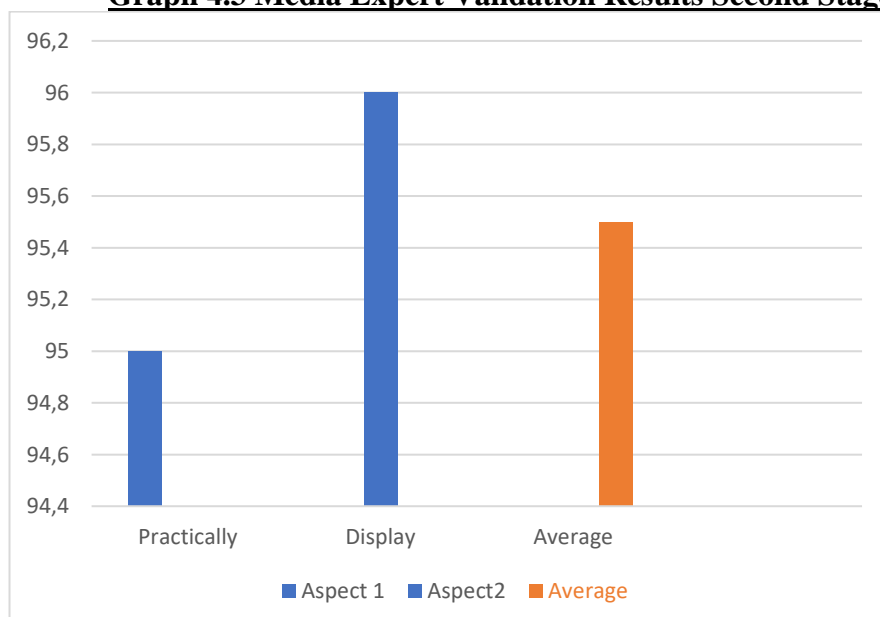Media validation was also carried out two times by media experts
Based on the table above, the results of the validation by media experts were obtained in stage 2 is on the practicality aspect getting a score of 95%, on the aspect of display get a score 96% result of the media validation in the second stage get an average 95,5% the score is obtained from the average score of each aspect by calculation:

$$Percentage = \frac{sum\ of\ all\ aspects\ percentage}{number\ of\ aspects}$$

$$P = \frac{95 + 96}{2} = 95,5\%$$

Based on this average, the media is in the "very good" category and the product is ready to use, more details can be seen in the following graph:

Graph 4.3 Media Expert Validation Results Second Stage

b. Validation result of material second stage

Material validation was also carried out two times by material experts with the following data:

Table 4.14 Material Expert Validation Results

No	Criteria	Aspect	Material Expert	Σ Aspect (S)	PSA
1.	Material	1	4		
		2	5		
		3	5	23	92%
		4	5		
		5	4		
2.	Learning	1	5		
		2	5		
		3	4	28	93,33%
		4	5		
		5	4		
		6	5		

Based on the table above, the results of validation by material experts were obtained in the second stage is on the material aspect getting a score 92%. The learning aspect got a score 93,33%.

$$Percentage = \frac{sum\ of\ all\ aspects\ percentage}{number\ of\ aspects}$$

$$P = \frac{92\% + 93,33\%}{2} = 92,66\%$$

These assessment if averaged get a score 92,66%. Based on this average, the media is "very eligible category". While the eligibility criteria which state product developed suitable for use are presented in the following table:

Table 4.15 Feasibility Percentage Scale According to Suharsimi Arikunto (1006:208) Percentage of Achievement

Achievement percentage	Interpretation
76-100%	Very Eligible
56-75%	Eligible
40-55%	Enough
0-39%	Not Eligible

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The Writer

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