THESIS

DEVELOPING VOCABULARY BOOK TO INCREASE WRITING DAILY ACTIVITY FOR EIGHTH GRADE STUDENTS OF AL-AZIZIYAH DORMITORY IN ACADEMIC YEAR 2021-2022

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BLOKAGUNG BANYUWANGI

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THESIS

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APPROVAL

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been approved by thesis advisor for further approval by the board of examiner.

Banyuwangi, 12th April 2022

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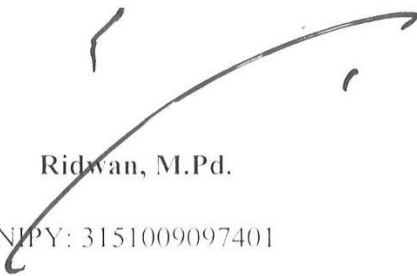**ANDRIANI, M.A.**   **ANDRIANI, M.A.**
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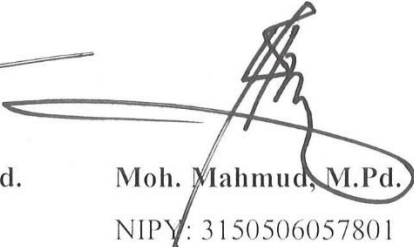Examiner 1

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DECLARATION OF AUTHORSHIP

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v

MOTTO

مَنْ عَرَفَ لُغَةَ قَوْمٍ, فهو سلام

(Whoever knows the people languages, he will be safe)

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish her thesis after a long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

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I do expect this thesis gives advantages to the world of education. For improvement of this thesis, I welcome warmly for any constructive and suggestions. Hopefully, my god besses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for the to get successful in the future life. Amin.

Banyuwangi, 12th April 2022

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ABSTRACT

Hasanah, A.R. 2022. Developing Vocabulary Book to Increase Writing Daily Activity for Eighth Grade Students of Al-Aziziyah Dormitory in Academic Year 2021-2022

Key Word: Writing skill, Vocabulary, Daily Activity

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.

Based on the analyzed data, it shows that there is an increase in the value of the experts, starting from the value of Media Validation consisting of Practical values: 85% and Appropriate Appearance: 92%, both of which have an average of 85% to Media Validation Results Second Stage has an average of 95, 5% with practical value: 95% and Display: 96%, Finally from the first to the second stage has an average increase of 10.5%. And also the value of material validation consists of material values: 68% learning: 70% with an average: 69% so that the results of the Second Phase material validation have an average of 92.66% with learning scores: 93.33% and materials: 92% , finally from the first stage to the second stage has an average increase of 23.66%. from the results of the researchers concluded that the development of the book was feasible to use according to the proportions of Suharsimisi Arikuntoro (2006:208)

TABLE OF CONTENT

LIST OF TABLES

LIST OF GRAPHS

LIST OF PICTURES

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Research Background

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)

Allah SWT said in Al Qur'an at Al Alaq 4-5 verse:

اَلَّذِيْ عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَالَمْ يَعْلَمْ (٥)

The meaning is: "*Who was taught (the writing) by the pen. He has taught man that which he knows not*" (Q.S Al-Alaq:4-5)

Also, Allah said in the Qur'an at Al-Qalam 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُوْنَ (١)

The meaning is "*Nun, for the sake of pens and what they write*" (Q.S Al-Qalam:1)

Zulfanita (2019:1) said by writing, student can transfer their information, thought, and an idea. "Writing is a language skill that is used to communicate indirectly" (Fitriani, Sutama and Astika, 2018:3) According to their statement above, writing is considered a skill that cannot be orally directly. Besides, everyone should be apprehending how to create good writing so do students, it is supported by the concept of Lestyaningsih (2017:1) writing skills are advisable to be mastered by all people. It is also supported by Prasetya and Komarudin (2017:25) students should learn English major especially in writing. The one of motifs why they have to write is because writing is one of the productive skills which can do for every student, it is also mentioned by Hayati (2017:5) writing is one of productive skill which can do all people. However, to produce correct writing, we have to understand all aspects of writing, such as vocabulary, grammar, sentences and, etc.

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.

Vocabulary can be interpreted as a collection of words that are understood by someone (Herlina, 2015). According to Xiqin (2008), vocabulary is defined as "the entire stock of words". belonging to a branch of knowledge or known by an individual". In a broader understanding vocabulary is not only limited to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationships between words, phrases, categories of words, and phrases. This, word, word, is simply a collection of words that we memorize and know their meanings but also a learning process in assembling these words. This indicates that vocabulary is not merely a collection of words that we memorize and know their meanings but also a learning process in

assembling these words. Without mastering an adequate vocabulary, students not only have difficulty communicating and even cannot communicate at all. In addition, without an understanding of vocabulary, and grammar, students will face problems in accessing information and operating their electronic devices. Observing the importance of English, learning English in the classroom must use the right strategy, attract and involve students, so that English language so that English language competence can be mastered optimally.

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"**

B. Research Problem

Depend on the background of the study above, the researcher formulates research problems as follow:

1. How is the development of vocabulary book media in learning writing daily activity for eight grade student of al-aziziyah dormitory?

2. How is the feasibility of the vocabulary book media in learning writing daily activity for eight grade student of al-Aziziyah dormitory?

C. Research Objective

The objectives the research are:

1. To develop English vocabulary book in learning writing daily activity for eight grade student of al-Aziziyah dormitory

2. To know the feasibility of English vocabulary book in learning writing daily activity for eight grade student of al-Aziziyah dormitory

D. Research Specifications of Development Product

Desired Product Specifications

1. Vocabulary book media in the form of printed media in the form of book made of HVS paper, has a size (14,8x21) cm and 36 pages

2. This vocabulary book media contains language vocabulary material English which consists of noun, verb and also the phonetic.

E. Research Significance

The theoretically as a reference to other researcher who want to research vocabulary book more intensively in writing skill and the result of this research is expected to be able to widen teachers' skill in using vocabulary book in order to increase student's writing ability. Another hand, significant of the research is student. The result of the study gives benefit to students to increase their ability in learning vocabullary book and also teacher. this result of the study gives an input to the teacher in teaching daily activities. Besides, it becomes an alternative technique to enrich each technique. This research study can give literature and information for the next researchers who conducts the researcher which related to writing daily activities.

F. Research Scope and Limitation

In this research, researcher wants to explain about developing vocabulary book to increase writing skill at eight grade students of al-Aziziyah dormitory in academic year 2021/2022. But there were many limitations of this research cause by many problems in the research process such as: In this study, researchers focused more on using vocabulary books as the most appropriate media. Therefore, authors use vocabulary books as a media to improve students' writing skills in writing daily activities.

G. Definition of Key Terms

1. Writing

Writing is one of communication skills as means of communication that we must consciously learn because no one learns to write automatically. People cannot write even a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond the single letter we must be shown how to form words, how to put shown together into sentences, and how to punctuate those sentences, (Dzurrif'ah, 2014:192),

2. Vocabulary

Vocabulary is important in order to be able to use a second language (second language). Vocabulary helps in learning the use of language structures and functions in communication. Nunan (1991:237). Also, according to Cristal, David (2001) "vocabulary is words in general, words known and used by one person, a list of words in alphabetical order with their meanings".

3. Daily activity

   Daily Activity is a phrase that means "daily activities". Because, in this case that is discussed is notation that is done starting from sleeping to sleeping again. According to Sudarsini (2017: 37), revealed that daily activity is a skill that must be taught considering that the activity is a most basic human skills fundamental.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

1. Understanding of Foreign Learning

   Learning is an educator's effort to help students carry out teaching and learning activities. According to Iskandar wassid and Sunendar (2009:5), Learning is a process of behavior in students due to interactions between individuals and their environment through experiences or exercises that concern cognitive, affective, and psychomotor aspects. Warsita (2008:85) Learning is an attempt to teach students. In other words, learning is an effort to create conditions for learning activities to occur. Brown (2008:8) suggests other definitions of learning in languages in the field of research are as follows:

   a) Learning is mastering or gaining

   b) Learning is remembering information or skills

   c) Memory involves storage systems, cognitive memory

   d) Learning involves active-conscious attention and acting according to events outside and within the organization

   e) Learning is relatively permanent but subject to forgetting and learning is a change in behavior.

   Other opinions also express efforts to help students learn by involving elements of learning to achieve learning goals through the process of interaction between teachers and students. Broadly speaking, it

can be concluded that the definition of learning is an attempt to make students learn and acquire knowledge or skills that are then remembered and given an exercise in what they learn. In learning a foreign language, one must strive to master at least new cultural elements, new ways of thinking, new ways of acting. At the junior high school level, foreign language learning has increased compared to learning at the previous education level, initially foreign languages obtained at the junior high school level only learn English.

In learning a foreign language, a learner must master aspect of language skills, namely listening skills, speaking skills, reading skills and writing skills. The four aspects of language will be related and inseparable from each other, because they are a close and mutually supportive one. In addition, it is also taught other supporting competencies such as vocabulary, grammar pronunciation, and so on. In this case, foreign language learning aims so that students are able to communicate well orally and in writing in foreign languages that are learned.

From the explanation, it can be concluded that the process of learning foreign languages is an effort made by someone at the SLTP level to master the rules of language that can later be used to communicate in oral or written form. In the process, foreign learning can be done formally such as in school or informally such as in foreign language courses. Foreign language learning aims so that learners are able to convey information in a foreign language, so that they expect that knowledge will be useful for the life of the learner.

2. Understanding Writing Skills

Writing skills are one type of language skills that must be mastered by students. Many experts have come up with the meaning of writing. In the opinion of Abbas, S (2006:125), The accuracy of the disclosure of ideas should be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling. According to Rofi'uddin, A and Zuhdi, D (1999: 159), Writing skills are a skill to pour thoughts, ideas, opinions about something, responses to a statement of desire, or disclosure of feelings by using discussed writing.

According to Tarigan, G (2008:3), Writing skills are one of the productive and expressive language skills used to communicate indirectly and not face-to-face with others. (Haryadi and Zamzani, 1996:77), The skill of writing essays or composing is pouring thoughts into the language of writing through sentences that are assembled whole and clearly so that they can be communicated to the reader successfully.

In the opinion of Nurgiyantoro, B (2001: 273), Writing is the activity of expressing ideas through the medium of language. Writing is a productive and expressive activity so the author must have the ability to use vocabulary, writing, and language structure.

Semi, A (1993:47), It defines writing skills as the act of moving thoughts and feelings into written language using symbols. In line with this opinion, according to Harris (Rofi'uddin, A and Zuhdi, D, 1999: 276) Writing skills are defined as the ability to use language to express ideas, thoughts or feelings to others by using written language. Writing is the

activity of expressing ideas, ideas, thoughts or feelings into the symbols of language. According to Suparno and Yunus, M (2008:13), writing is the activity of conveying messages (communication) using written language as a medium or tool. In written communication there are at least four elements involved, namely (1) the author as a messenger, (2) the content of the writing or message, (3) the channel or media in the form of writing and (4) the reader as the recipient of the message.

According to Gie, L (2002:3), writing skills are skills in making letters, numbers, names, a sign of any kind with a stationery on a particular page. While making up is the whole series of activities of a person in expressing ideas and conveying them through written language to the reader community to be understood.

Based on some of the above opinions, it can be argued that writing skills are the skill of pouring ideas, ideas, feelings in the form of written language so that others who read can understand the content of the writing well.

3. Purpose of Writing

There so many Aims of writing, According to Ahzuhra (2018:8) as mentions in her thesis, there are several purposes in writing such as:

a. Persuasive purpose

This aim is to convince the reader with the writer's idea by adding the evidence from the writer. In this result, the reader will be persuaded.

b. Analytical purpose

This Aim is to give information to the reader about a topic related to the investigation of causality, evaluation of effectiveness, and access to solve a problem. Furthermore, the example of writing can be found in an analysis paper and critical analyses.

c. Informative purpose

This aim is to present an answer which related that topic of the reader question, as can as possible. Moreover, as a reader can get new knowledge by comprehending that writing

4. Basic Writing Techniques

Writing techniques are needed to produce writing that is not only good but also understandable, so that the message contained in the writing can reach the reader. There are several writing techniques that can be done to achieve these goals, here is the explanation:

a. Specify a theme

When writing first must be thought of is the theme of what we will raise in writing. Themes are important because they are the cornerstone of our entire writing. In addition, with the theme can help to develop creative writing ideas and make the writing more contained. The theme that is determined is something that we must master. It's easier to write what we understand than it is to write something beyond our knowledge. Even if you want to write a unique theme and attract readers then be sure to do research and observation in depth. Gather all important information about the theme so that readers feel new knowledge after reading our writing.

b. Establish the main thought/main idea

> The main thought of each paragraph in our writing has a function as a guide so that our writing is not off or irrelevant to the theme. In addition, the main mind can help to develop sentences in writing and avoid sudden impasse of ideas.

c. Pay attention to writing elements

> Important writing elements include the use of standard words, adjusted spelling, correct punctuation and the meaning of a sentence. The existence of errors in the laying of punctuation can cause the meaning of the sentence to be ambiguous or even a shift in meaning. For spelling that must be considered is the placement of prefixes and suffixes, conjunctions, pronouns and uppercase or lowercase letters in a sentence. In addition, pay attention to the style of writing that we use. It was previously influenced by what goals and objectives and for whom this writing was made. Do not let the writing we mean to give information instead we interfere with the existence of imaginary things that cannot be accounted for accuracy.

d. Editing

> This process we do after completing all our writing until the last paragraph. Editing is done to avoid word or spelling errors that go unnoticed by our attention. It's a good idea to edit the writing by reading it aloud not silently, usually reading aloud is more able to show sentences that are odd or wrong. And more importantly do not do the

process of editing along with writing, because it can slow down and break down the concentration in writing.

5. Understanding Vocabulary

In a language teaching, especially foreign languages cannot be separated from vocabulary. Robihim (2008:2) reveals that vocabulary is words that people understand, both their meaning and their use. The more vocabulary a language learner has, the easier it will be to convey and receive information. In addition, vocabulary is part of a language that underlies the understanding of that language. Soedjito (2009: 19) reveals that vocabulary is all the words contained in a language, the richness of words owned by a speaker or writer, words used in a field of science and a list of words arranged like a dictionary accompanied by brief and practical explanations. In a person's speaking life, vocabulary has an important role, both as a thought process and as a communication tool. Vocabulary is a basic tool owned by someone, who will learn the language because vocabulary serves as a form of sentences, expressing thoughts and feelings orally and in writing.

6. Types of Vocabulary

Kridalaksana in Tarigan (2008:89) classifies the following types of vocabulary:

a. Basic *vocabulary (basic vocabulary)*

Words that are not easily changed or very likely to be collected from other languages. Examples are the names of body parts, pronouns, number words, verbs, vocabulary of objects and state words.

b. Active and Passive Vocabulary

Vocabulary is often used in speaking or writing. Passive vocabulary is a vocabulary that is rarely even used, but is usually used in poetic terms. For example in essay, literary work, newspapers, magazine, etc.

c. General and Special Vocabulary

Vocabulary that has expanded its scope and can over shadow various things, while special vocabulary is a certain word, narrow and limited in its use. For example, in general words: seeing while in special words: Seeing, watching, glancing, gazing, glaring, observing, and paying attention.

7. Vocabulary Achievement Indicator

Learning a language cannot be separated from what is called vocabulary learning, where vocabulary learning is one of the important elements in language learning itself. Mustofa, S (2011: 67) revealed that vocabulary learning is not just teaching vocabulary and then asking students to memorize it, but more than those students are considered able to master vocabulary if they have reached several indicators, namely:

1) Students are able to translate vocabulary well.

2) Students are able to pronounce words correctly when using them in conversation.

3) Students are able to write the word correctly.

4) Students are able to use the word in perfect sentences both orally and in writing.

5) Students are able to read the word if they see it in a writing, both in perfect sentences and when standing alone.

B. Previous study

Previous research is very important as a basis for the preparation of this research. Its usefulness is to find out the results that have been carried out by previous researchers. However, it is certain that in this study there are several studies that has not been studied and the author will examine it more deeply. it is strengthened by some researchers' thesis such as: The first of previous study of the thesis research that has been carried out by Sinta Kusuma, with the title Development of English Vocabulary Card Media on English Current Class V SD/MIWonasari Jogjakarta". The method used in this study is the R and D method. This study has similarities with researchers, namely developing vocabulary media. The difference between this research and the research that will be conducted by the researcher is lies in the location of the study, the field of study, and the material in media development.

The second of previous study the thesis research that has been carried out by Dzaky Mubarak Fasya, with the title "Improving The Grade VIII Students' Writing Skill of Narrative Text Through Dictogloss At Smpn 1 Mungkid, Magelang" In The Academic Year of 2014/2015.

The third of previous study of the thesis research that has been carried out by Rizti Sholichah Development of English Vocabulary Card Media In Learning English Vocabulary For MI/SD Students.

The fourth of previous study the thesis research that has been carried out by Widya Adhariyanti English Word Game Learning Media Development.

The fifth of previous study the thesis research is Developing english vocabulary by learning game. *(Research and Development at College of Informatics and Computer Management (STMIK) Mojolangu Malang* in academic year of *2017/2018)* By Widya Adhariyanty Rahayu and Suastika Yulia Riska. The similarities from this research study, either this research study or the first previous study used R&D (research and development) as the design of a research study. And both of them both use English vocabulary. The difference from this previous study used learning game as problem of the research but the researcher used vocabulary book

CHAPTER III

RESEARCH METHOD

A. Research and Development Model

According to Borg and Gall (1983), 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.

B. Research and Development Procedure

The researcher decided to use some of the steps in order to make suitable designed materials for the students. The ten steps were described as follows:

1. Research and Information Collecting

Borg and Gall (1983) state that the step of the research and information collecting includes review of related literature, classroom observation and preparation of the report of state of the art. The researcher conducted library study to find out the theories related to the research, such as reading book about instructional design models, R&D method, interactive games, and prohibition sentence patterns. It

was to give more information about underlying the theories.

Then the researcher conducted classroom observations to know the students' needs and characteristics. In order to gather more data, the researcher had an interview with the English teacher of al-Aziziyah dormitory who was teaching *at eighth grade*. After that, the researcher distributed the questionnaires to the eighth-grade students.

2. Planning

Moreover, the researcher made a plan based on the research and information collecting to develop the designed materials. According to Borg and Gall (1983), the most important aspect of planning a research-based education product is the statement of the specific objectives to be achieved by the product. Therefore, the researcher identified the goals, selecting topics, and listing general purposes. Afterwards, the researcher specified the learning objectives.

3. Developing Preliminary Form of Product

According to Borg and Gall (1983), developing preliminary form of product includes preparation of instruction of the instructional materials, handbook, and evaluation devices (p.779). The researcher developed the designed materials based on the data gathered from the interview with teacher who teaches vocabulary activities, observation in eight E grade, and questionnaires. The researcher cover, sequence of the content (there are 450 vocabularies) selected the instructional strategies which were used.

4. Preliminary Field Testing

Borg and Gall (1983) state that the purpose of preliminary field testing is to obtain an initial qualitative evaluation of the new educational product (p.782). In this step, the research distributed some questionnaires to the English teacher of Eighth E Grade at al-Aziziyah dormitory Banyuwangi who was teaching students of class VIII E to obtain material information needed in the al-Aziziyah dormitory. The preliminary field test was done to get feedback and suggestion about the designed materials. The results of the questionnaires were important to improve the designed materials.

5. Main Product Revision.

This step is the result of the revision of the material and media after the validator provides input and suggestions for the material and media to be designed. The revision aims to correct material weaknesses. In addition, the evaluation was used to ensure that the designed materials is good and can be accepted by students. The main product revision is the last step which was done by the writer.

6. Main Field Testing

This stage is related to more product testing, which includes: 1) Testing the effectiveness of product designs, 2) Testing the effectiveness of designs using broad model experimental techniques, 3) Field test results are effective designs, both in terms of substance and methodology. Data related

to product usage is collected to see the effectiveness and efficiency of the product.

7. Operational Product Revision

Worked based on the results of field trials. The results of field trials involving a larger group of subjects. Intended to determine the success of the product in the objectives and gather information.

8. Operational Field Testing

This stage is related to testing the effectiveness and adabtability of product designs that involve using the product. This test is carried out using interviews, observations, questionnaries, wich than the result are analyzed.

9. Final Product Revision

Make revisions to the final product, based on suggestions in field trials.

10. Dissemination and Implementation

Report and disseminate products through meetings and scientific meetings, communicate with publishers for product dissemination for commercial purposes, and unify distribution and quality control.

C. 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.

1. The Participants in the Research and Information Collecting

The first participants in the research and information collecting were an English teachers of *al-Aziziyah dormitory Banyuwangi*. The

English teachers were selected due to their experiences in teaching English to the eighth-grade students. The second participants were the 15 students of eighth E grade students at *al-Aziziyah dormitory Banyuwangi.* From the second participants, the researcher obtained relevant information, such as the approach in teaching English, the materials and classroom activities, the learning media, and also the students' difficulties in the prohibition sentence patterns for the analysis of the questionnaires and the observation. Further, this information would be used to analyze the learners'characteristics.

2. The Participants in the Preliminary Field Testing

The participants in the preliminary field testing were the evaluators of the designed materials. The first one was the English teacher at *al-Aziziyah dormitory Banyuwangi* who was teaching the eighth-grade students. The other one is two English teacher who teach at the Aloha course in Tegaldlimo Banyuwangi. They were selected by the researcher due to their experiences in English language teaching and designing English materials. It was expected that the researcher gained evaluation, feedback, and suggestion for improving the designed materials.

D. 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

1. Observation Checklist

Observation is the first instrument used in this research. McDonough (1997) state that there are two major types of roles researchers apply during observation. An observation is made to analyzed all conditions appears in classroom. By using the observation checklist, the researcher can find out the students' behavior that indicates students are understood to write Dily activity text in teaching and learning activities. In this research, the researcher became a non-participant. The researcher observed without participating or taking any active part in the situation (McDonough and McDonough, 1997, p. 434). During the observation, the researcher sits on the back row while taking notes of the teaching learning activities and the students' activities toward writing using the prepared observation forms. The class observations were done twice on 11th of September 2021 and 15th of September 2021. The observations were conducted when the researcher was doing KKN as a practice teacher at *al-Aziziyah dormitory* exactly in Darussalam Islamic boarding school Karangdoro, Tegalsari, Banyuwangi.

2. The Interview Transcript

The interview transcript is made by the researcher to collect data that sources from teacher

3. By Applying the Test

The researcher can find out students' achievement after taught daily activity writing. Besides, the test is used based on the step, as bellow:

a. The material is limited in Daily activity text.

b. Using the term to create the test

E. Data Collecting Procedure

This research uses qualitative as an approach. with the result, the data is taken by using based on the Technique of qualitative approach such as:

1. Observation

In the reconnaissance stage, classroom observation is conducted by the researcher. The researcher observes all students' activity during the teaching-learning process, and then all the conditions in the classroom are written and then transferred to the observation guideline.

2. Interview

The researcher also conducts an interview with the teacher to collect information about their difficulties in the learning process. Furthermore, the researcher and the teacher discuss what the appropriate action which can be applied.

3. Questionnaire

Questionnaire is a data collection technique which is done by give a set of questions or a written statement to the respondent to be answered. The questionnaire is a data collection technique that efficient if the researcher knows with certainty the variable being measured and knows what that can be expected from the respondent. In addition, the questionnaire is also suitable used when the number of respondents is large enough and spread over different areas large. Questionnaires can be in the form of closed or

open questions which given directly by the respondent. This assessment uses a Likert scale with an assessment of 1-5. Likert scale is a research scale used to measure attitudes and opinions. With this Likert scale, respondents are asked to complete a questionnaire that requires them to indicate their their level of agreement with a series of questions. This questionnaire will later be used to determine the feasibility of the product that will be developed by the researcher. Questionnaires will be addressed to material experts, media expert, and students in vocabulary book development. In this study, questionnaires were given to material experts, media experts and students in responding to the feasibility of learning media, so that they could determine the feasibility of learning media.

F. Try Out

Trial is the stage of trying out educational products development that aims to find the effectiveness of the product seen in terms of learning outcomes and the difficulties felt by the teacher (users) feel good the teacher in the management of learning as well as student difficulties in learning. This trial will be carried out later in al-Aziziyah dormitory, exactly in VIII E grade.

G. Data Analysis Technique

The data analysis technique in this development is to describe all opinions, suggestions and feedback. This data analysis was carried out for obtain the feasibility of the learning media, namely the vocabulary book. The

results obtained are used for consideration in improving the vocabulary book. This development using data analysis techniques, namely by analyzing descriptive. Descriptive analysis is used to analyze the data of the assessment results feasibility is by calculating the average. As the data collected can be grouped into two, namely quantitative data in the form of numbers and qualitative data in the form of words. Qualitative data will be analyzed logically and meaningfully, while quantitative data will analyzed by calculating the average. The results of this descriptive analysis are used to determine the feasibility level of the development product in the form of vocabulary book

1. Validation Questionnaire

After the questionnaire is validated by the validator then the questionnaire was analyzed and percentage. The results of data analysis are used as the basis for revise the developed product. Data in the form of responses to the test the products collected through the questionnaire were analyzed statistically. With the results of data analysis, it will know how much the feasibility of developing this media for future learning come. The results of data analysis are used as the basis for revising learning media products developed. In this data analysis the measures used are Likert scale assessments on questionnaire, namely

Table 3.1 Assessment Score Against Answer Options.

Category	Score
SB (Very Good)	5

B (Good)	4
CB (Pretty Good)	3
KB (Not Good)	2
SKB (Very Poor)	1

To determine the percentage score of the assessment by using the calculation formula obtained by the following formula:

$Ps = s/n \times 100\%$

Description:

Ps = Percentage

S = Number of respondents' answers in 1 item

N = The number of ideal values in the item

Furthermore, the percentage of eligibility obtained is then interpreted into the eligibility category based on the following table:

Table 3.2 Eligibility Criteria of Percentage Analysis for Expert

Validation, Teacher and Student Responses.

Average score (%)	Category
0-49.99	Very bad/Invalid/Not interesting
50-59.99	Not good/ Not valid/ Less attractive
60.00-79.99	Good/Sufficiently Valid/ Interesting
80.00-100	Very good/Valid/Very interesting

CHAPTER IV

A. Identification Media that Used as Learning Resource

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

RESPON DENT	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.

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

R: why should vocab books be the main media for student learning?

T: because the vocab book is practical to use and easy to learn for al-Aziziyah dormitory students

Table 4.3 Student Result Questionnaire to Get a Media

NO	Question	Score
1.	According to me, learning English requires media to support the ability and enthusiasm in learning	4,5,4,5,4,4,4,5
2.	Vocabulary books are media that can be used to support abilities and enthusiasm in learning	4,5,5,4,5,3,5,5
3.	I am interested in learning English	4,4,5,5,4,4,4,4

	vocabulary with vocabulary book	

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.

Table 4.4 Student Result Questionnaire to Find Vocabulary Material

NO	QUESTION	SCORE
1.	Vocabulary nouns and verbs about our surroundings need to be included in the Vocabulary Book	4,5,5,5,5,3,4,5
2.	I like to study Vocabulary Book if there is a way to read it (phonetic)	4,3,4,5,4,4,4,4

The result of the interview researcher with the English teacher

to get a media

R: What vocabulary do students need?

T: We need nouns and verbs for their daily supplies, because what they often need are objects around them and they do a job that they rarely know in english

Based on the results of the need analysis, the researcher proceeds to the formulation learning objective step. So, that the learning objectives are achieved This validation was carried out by two experts, namely Hendro Subiyarto, M.Pd. and Yeni Wulandari, S.S., M.A. Hendro Subiyarto, M.Pd. is English teacher in Aloha course exactly in Tegaldlimo Banyuwangi. Who has printed several English books in the course.

a. Media expert validation results

The results of media expert validation were carried out by Hendro Subiyantoro, M.Pd

Table 4.5 Media Expert Validation Results

No	Criteria	Aspect	Media Expert	Σ Aspect (S)	PSA
1.	Practicality	1	4		
		2	4	17	85%

		3	5		
		4	4		
2.	Display	1	5		
		2	5		
		3	5	23	92%
		4	4		
		5	4		

validation result of learning media based on the table above were carried out by two media experts by assessing two aspects, namely practicality and appearance. The practicallity assessment is based on the quality of the book which is easy to use, easy to understand, and on this aspect of practicality gets a score 85% while the assessment of the display is about the appearance of the media vocabulary book such as: color, design, and print. This aspect of the display gets a score 92% The score is obtained from the average of each aspect with the following calculation:

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

$$P = \frac{85\% + 92\%}{2} = 88{,}5\%$$

For more details can be seen in the graph below:

Graph 4.1 Media Expert Validation Results
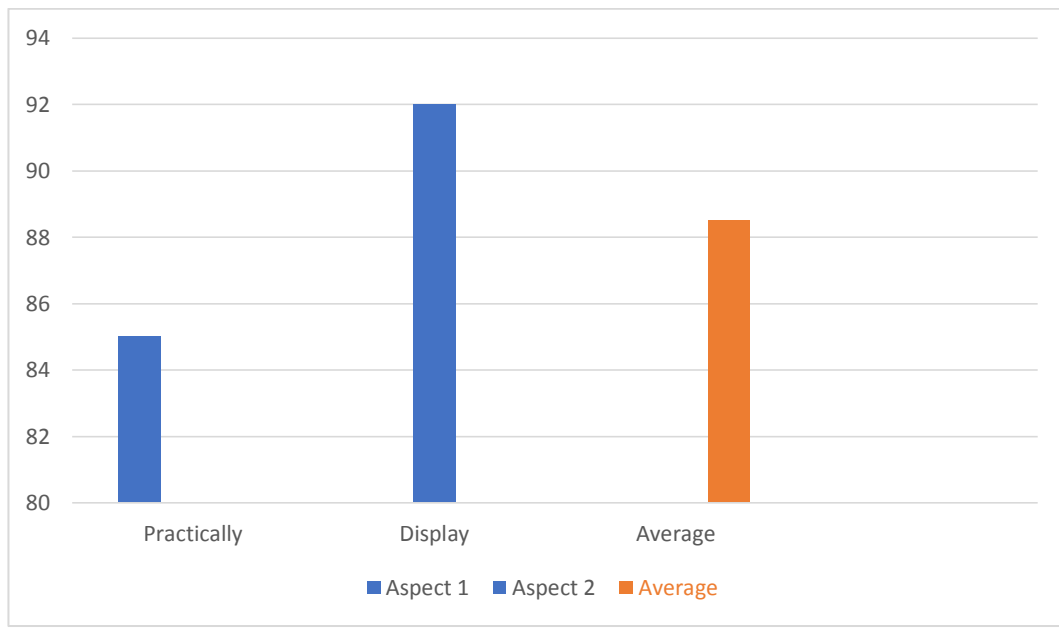
b. Material expert validation results

The results of material expert validation by Yeni Wulandari, S.S.,

M.A were obtained data such as the following table:

Table 4.6 Material Expert Validation Results

No	Criteria	Aspect	Material Expert	Σ Aspect (S)	PSA
1.	Material	1	4		
		2	2		
		3	2	17	68%
		4	4		
		5	5		
2.	Learning	1	5		
		2	4		

		3	3	21	70%
		4	3		
		5	3		
		6	3		

According to Suharmisi Arikuntoro (2006:208) the product is suitable for use according to thr following table:

Table 4.7 Percentage of Achievement

Percentage of Achievement	Interpretation
76-100%	Very worthy
56-75%	Worthy
40-55%	Enough
0-39%	Not feasible

Based on the table of validation results obtained the following data: aspects of the material regarding the suitability of the material presented with the learning media created, obtaining a score 68% for the learning aspect in terms of learning motivation to students get a score 70% the average of each aspect with the following calculation:

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

$$P = \frac{68\% + 70\%}{2} = 69\%$$

Graph 4.2 Material Expert Validation Results
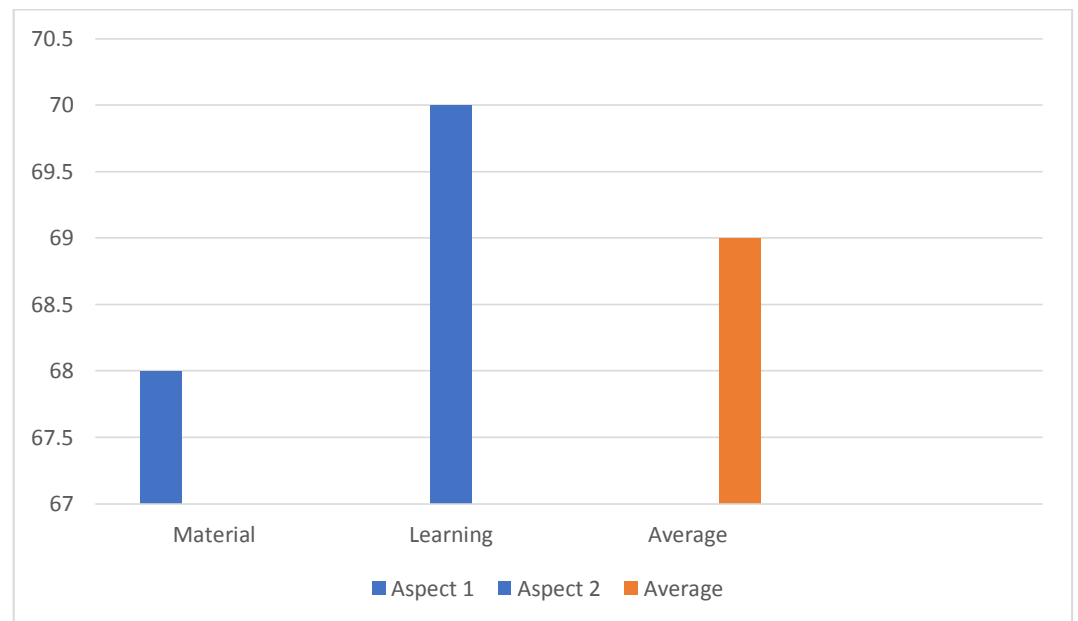
3. Developing Preliminary Form of Product

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.

> *R: how many vocabularies do student need in one academic year?*
>
> *T: the vocabulary students need for one academic year are 300 vocabularies in the form of verb, and 150 vocabularies in the form of nouns*

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
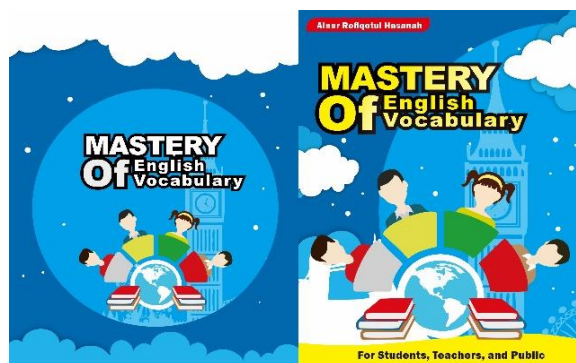
c. Content of Vocabulary Book

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

ALPHABET "A"				
NO	MEANING	VERB 1	VERB 2	VERB 3
1.	Ada	Exist [ɪgˈzɪst]	Existed [ɪgˈzɪstd]	Existed [ɪgˈzɪstd]
2.	Adalah	Be (Is, Am,Are)	Was,Were [wɒz,wɜːr]	Been [biːn]
3.	Mengabaikan	Ignore [ɪgˈnɔːr]	Ignored [ɪgˈnɔːrd]	ignored [ɪgˈnɔːrd]
4.	Mengadakan	Hold [həʊld]	Held [held]	Held [held]
5.	Mengajar	Teach [tiːtʃ]	Taught [tɔːt]	Taught [tɔːt]
6.	Mengakhiri	End [end]	Ended [end.dɪd]	ended [end.dɪd]
7.	Mengakui	Admit [ədˈmɪt]	Admitted [ədˈmɪtd]	Admitted [ədˈmɪtd]
8.	Mengalami	Undergo [ʌn.dəˈgəʊ]	Underwent [ʌn.dəˈwent]	Undergone [ʌn.dəˈgɒn]
9.	Mengamati	Observe [əbˈzɜːv]	Observed [əbˈzɜːvt]	Observed [əbˈzɜːvt]
10.	Mengambil	Take [teɪk]	Took [tʊk]	Taken [teɪ.kən]
11.	Mengangguk	Nod [nɒd]	Nodded [nɒdt]	Nodded [nɒdt]

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.

Table 4.9 Student Score

NO	NAMA	SCORE
1	REZA ZAMZAMI	88
2	AFRIDA FULKI BASTARI	60
3	AMILIA WAFDA ZAFIRO	78
4	AURORA SHOFIATUZ ZAHRA	58
5	CHELSEA MENTARI KHOIRUNNISA	47
6	CINTA LARENDRA NATASYA	68
7	DEA	76
8	DESI AYU LESTARI	45
9	FADILA ZAHRA RAMADHANI	61
10	FAIRUZ ZABADIA ZAHRA	82
11	FATHIYAH KHAIRUNNISA A	69
12	FAZA ILYA MUZDALIFA	80
13	FIRYAALUL 'UFAYROH	76
14	GALUH LARASATI	55
15	HIKMATUL ILLAHIYAH	80
16	KESYA AMALIA FIRDAUSI	60

17	NADIYAH TSARI AZ ZUHRO	80
18	NAFIS FAZILATUN NISA	64
19	NANDA ERIN CAHYADIANI	84
20	NAYLA AULIA WINATA	86
21	NIKMATUL LAILIA	54
22	NISHA AULYA RAMADHANI	55
23	PUTERI VALENTINA ROSA	78
24	RASIKAH RIF'ATUL LEVINA	87
25	SAYYIDA RIF'ATUN NAJWA	52
26	ZAHRA ANGGUN FEBIOLA	76
27	ZAHRA MUFIDA DEWI	62
28	ZAHWA OCKA JULITA	58

The small group test step is through the learning process using vocabulary book media as a tool or intermediary for learning in class. Developers in the learning process explain clearly the required materials. The small group has been tested, so the results of the pre-test and post-test can be obtained which will later be used as evaluation guidelines by the developer in the success of their products.

Table 4.10 The Component Students Pre-Test Score in Class

Stud ent	Pre Test				Score
	Content	Organization	Vocabulary	Grammar	
1	25	15	25	14	79
2	25	15	10	15	65
3	20	15	20	24	79
4	25	15	15	15	70
5	25	10	10	10	55
6	20	15	10	10	55
7	27	18	18	15	78
8	25	18	18	17	78
9	27	18	18	15	78
10	25	15	15	14	69
11	25	14	15	10	64
12	20	10	10	10	50
13	25	10	10	10	55
14	25	10	15	10	60
15	20	15	10	15	60
					Σ 66.33333

Table 4.11 The Component Students Post-Test Score in Class

Stud ent	Post Test				Score
	Content	**Organization**	**Vocabulary**	**Grammar**	**Score**
1	27	19	19	18	83
2	25	15	15	15	70
3	27	19	19	19	84
4	25	17	17	18	77
5	20	15	15	10	60
6	20	15	15	11	61
7	28	19	19	19	85
8	27	19	19	18	83
9	27	18	18	19	82
10	25	17	17	16	74
11	25	15	15	14	69
12	25	15	15	15	70
13	25	15	17	13	70
14	27	19	19	18	83
15	27	19	19	18	84
					$\sum 75.66666667$

While the test carried out by educators as users, quantitative data can be obtained in the form of scores on indicator items that are

used as product feasibility values, besides that qualitative data can also be obtained in the form of criticism and further suggestions by educators for product improvement to be produced.

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. Suggestion improvements data can be seen in the table below:

Table 4.12 Suggestion Product from Media and Material Expert

Suggestion	Repairing
1. Ordering words by English alphabet 2. Cover color design need to change	1. It has been changed by english alphabet 2. The cover color design has been changed more attractive one

The list of revisions above is carried out after collecting revsions from experts. The revision of the material expert is more concerned with the quality of the content of the material, the suitability of the product with the material and the writing. There are some materials in the product that are wrong in preparation, so that it is revised according to the advice of the validator, namely that vocabulary must be sorted according to the English alphabet. In media expert, this product to change the cover design to make it more attractive. All revisions media and materials experts have done so this product is suitable for use.

Picture 4.1 Revision Product

Before get revision	After get revision

Before get revision

NO	MEANING	VERB 1	VERB 2	VERB 3
1.	Ada	Exist [ɪɡˈzɪst]	Existed [ɪɡˈzɪstd]	Existed [ɪɡˈzɪstd]
2.	Adalah	Be (Is, Am,Are)	Was,Were [wɒz,wɜːr]	Been [biːn]
3.	Mengabaikan	Ignore [ɪɡˈnɔːr]	Ignored [ɪɡˈnɔːrd]	ignored [ɪɡˈnɔːrd]
4.	Mengadakan	Hold [həʊld]	Held [held]	Held [held]
5.	Mengajar	Teach [tiːtʃ]	Taught [tɔːt]	Taught [tɔːt]

After get revision

NO	VERB 1	VERB 2	VERB 3	MEANING
		"A"		
1.	Abduct [æbˈdʌkt]	Abducted [æbˈdʌkt.ɪd]	Abducted [æbˈdʌkt.ɪd]	Menculik
2.	Abide [əˈbaɪd]	Abode [əˈbəʊd]	Abode [əˈbəʊd]	Berdiam
3.	Abuse [əˈbjuːz]	Abused [əˈbjuːzt]	Abused [əˈbjuːzt]	Menyalah-gunakan
4.	Accept [əkˈsept]	Accepted [əkˈsep.tɪd]	Accepted [əkˈsep.tɪd]	Menerima
5.	Accompany [əˈkʌm.pə.ni]	Accompanied [əˈkʌm.pə.nid]	Accompanied [əˈkʌm.pə.nid]	Menemani

After the product is revised according to thr advise of the expert, then it was done the second stage of the validation process. Because the learning has experienced improvements, as well as the validation results have shown that the learning media is feasible used, it is sufficient to carry out two stages of validation. Here are the data the

results of the second stage of validation. Here are the data results of the data second stage of validation

a. Media Expert Validation Results Second Stage

Media validation was also carried out two times by media experts with the following data:

Table 4.13 Media Expert Validation Results

No	Criteria	Aspect	Media Expert	Σ Aspect (S)	PSA
1.	Practicality	1	5		
		2	5	19	95%
		3	5		
		4	4		
2.	Display	1	5		
		2	5		
		3	5	24	96%
		4	5		
		5	4		

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

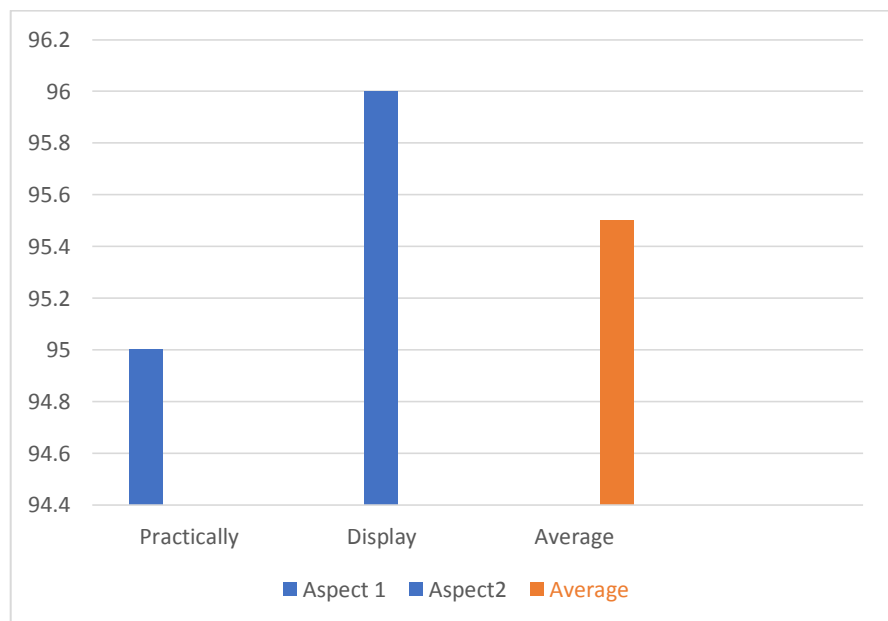| No	Criteria	Aspect	Material Expert	Σ Aspect (S)	PSA
1.	Material	1	4		
		2	5		
		3	5	23	92%
		4	5		
		5	4		
2.	Learning	1	5		
		2	5		
		3	4	28	93,33%
		4	5		
		5	4		
		6	5		

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

and ready to use the products, more details can be seen in the following graph:

Graph 4.4 Material Expert Validation Results Second Stage
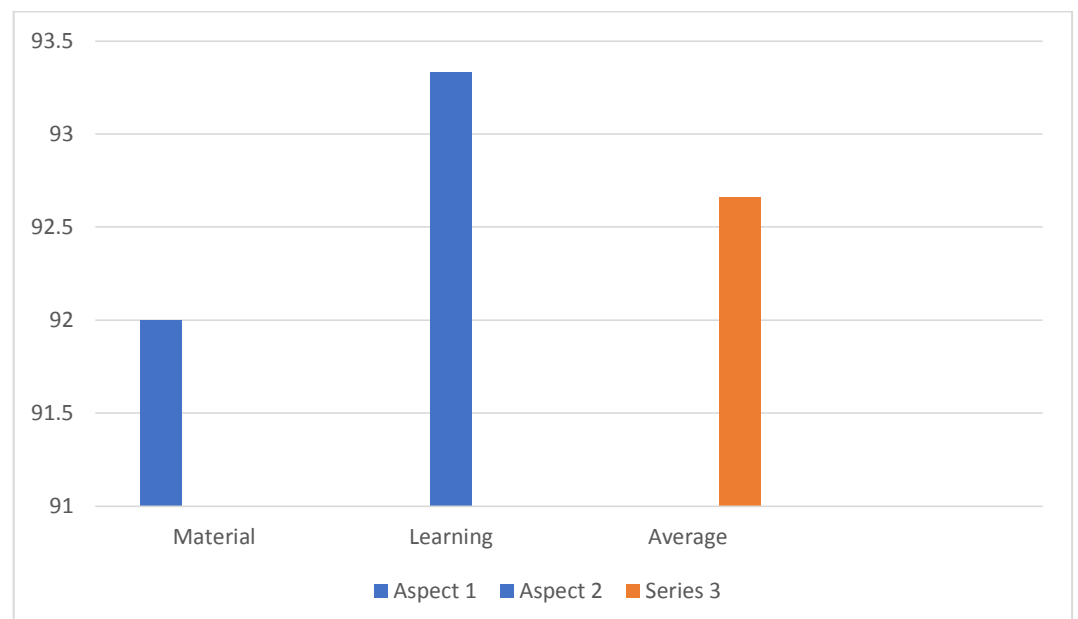
The first stage of validatiomn to the second stage has increased in the media aspect, to find out the difference between stage 1 and stage 2 is to look at the graph bellow:

Graph 4.5 Result Media Validation First and Second Stage
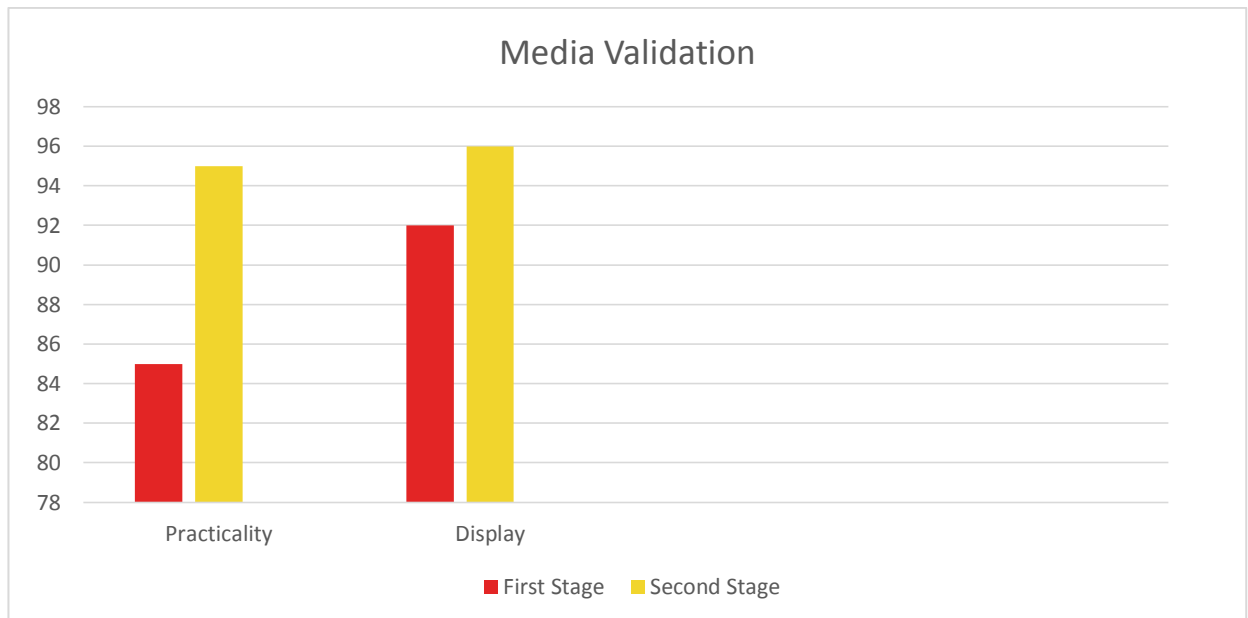
Based on the graphic image, the results obtained are increasing in percentage. The increase in the value of each aspect as follow: the practicality aspect has increased 10%. While the display aspect has increased 4%. The average of these two aspects is 7% of the previous score.

And also the validation of the first stage to the second stage has increased in material aspect, to find out the difference between stage 1 and stage 2 is to look at the graph bellow:

Graph 4.6 Result Material Validation First and Second Stage

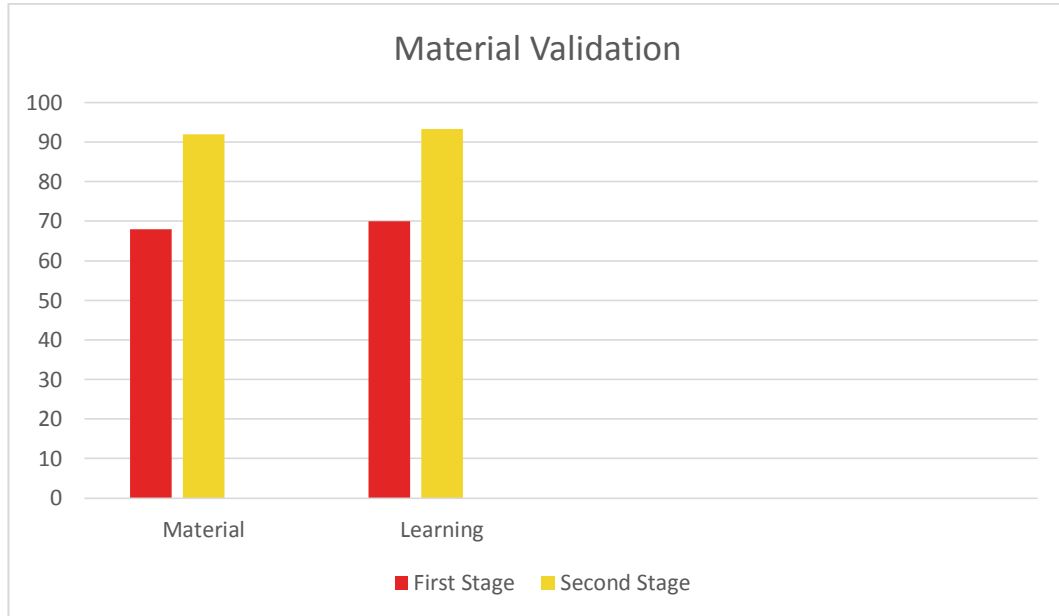Based on the graphic image, the results obtained are increasing in percentage. The increase in the value of each aspect as follow: the material aspect has increased 24%. While learning aspect has increased 23,33%. The average of these two aspects is 23,66% of the previous score.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the development of learning media using vocabulary books for student VIII E grade al-Aziziyah dormitory. The results and discussion of the research, can be concluded as follow:

1. Research and development of vocabulary book media was carried out according to the Borg and Gall method which consisted of ten steps which were then simplified into seven steps such as: (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, (5) main product revision

   Research and information collecting was done by interviewing data collection techniques and questionnaires. Based on the results of the interview, it was found that writing skills were the most difficult thing to apply to the eighth grade E students of SMP PLUS DARUSSALAM. Supported by the results of a questionnaire on the needs of students and teachers who stated the need for effective learning media interesting in giving vocabulary. At the planning stage, the researcher conducted a needs analysis by interviewing the English teacher and giving questionnaires to the students to get the achievement of the material to be included in the teaching materials that will be developed in the technical material of the vocabulary book. Based on the results of the need

analysis, the researcher proceeds to the step of formulating learning objectives. So that the learning objectives are achieved. Then at the stage of developing the preliminary form of the product, the researcher made a media design from the Corel Draw application for making book covers and Microsoft Word applications for content creation. Then the material includes the meaning of nouns, verbs, and phonetics. Furthermore, at the preliminary field-testing stage, the initial trial activity or small group test in this study was carried out with fifteen students as subjects so that pre-test and post-test results could be obtained which would later be used as evaluation guidelines by developers in making their products successful. And the last stage is the main product revision, the product revision stage includes product revision activities based on input and suggestions from the results of media experts and material expert

2. The level of eligibility for media gets a score of 88,5% and material of 69% so the average validity of 78,75%. it is had to reach the very feasible criteria, which means Media English vocabulary This card is very "Worth" to use

B. SUGGESTION

Students who want to do similar research are expected to be able or master technology, especially computers, and expand the material. Because in this study, the computer is important to design the

cover, type vocabulary, make a table, etc. The vocabulary book can be used by the teacher as a source of media in learning English vocabulary and this is can be used at school or home. The product resulting from this research will be better and more feasible as a learning resource if it is tested on students in the learning process. So that data is obtained in the form of value to determine the level of student learning abilities

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APPENDIX

1. **Student Result Qoestionnaire**

**INSTRUMEN KUESIONARE TENTANG BUKU *VOCABULARY*
SEBAGAI SARANA UNTUK MEMPERMUDAH KEMAMPUAN
MENULIS BAHASA INGGRIS UNTUK KELAS VIII SMP PLUS
DARUSSALAM**

Student's Questionare (Finding Required Vocabulary)

Nama:

Kelas/Sekolah:

Petunjuk:

- Dibawah ini terdapat pernyataan tentang pelajaran bahsa Inggris menggunakan media buku *vocabulary*
- Bacalah setiap pernyataan dengan teliti
- Silahkan beri tanda (V) pada pilihan pernyataan yang sesuai dengan pendapatmu
- Silahkan dijawab dengan jujur
- Keterangan: SS   : Sangat Setuju
  - S   : Setuju
  - KS   : Kurang Setuju
  - TS   : Tidak Setuju
  - STS   : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	KS	TS	STS
1.	Menurut saya bahasa Inggris adalah pelajaran yang menyenangkan.					
2.	Saya ingin belajar menulis bahasa Inggris melalui buku vocabulary supaya saya bisa menulis bahasa Inggris dengan benar					
3.	Saya tertarik belajar kosa kata bahasa inggris dengan V*ocabulary Book*					
4.	Setelah menggunakan *Vocabulary Book* saya mudah menghafalkan kosa kata bahasa inggris					
5.	Setelah menggunakan *Vocabulary Book* saya tertarik dengan hal-hal yang berhubungan dengan bahasa inggris					
6.	Setelah menggunakan *Vocabulary Book* saya belajar bahasa inggris tidak membosankan					
7.	Walaupun menggunakan *Vocabulary Book* saya tetap tidak suka belajar bahsa					

	inggris					
8.	Saya senang mempelajari *Vocabulary Book* karena ada cara membacanya (phonetic) juga					
9.	Saya senang jika guru meminta saya membuat contoh dari isi *vocabulary*					
10.	Dengan adanya *Vocabulary Book* saya tidak kesulitan menulis bahasa inggris					

2. The Result of Interview with the Teacher

Researcher interview with teachers teaching english

Thursday, march 24, 2022

A: how much vocabulary are given to students every day??

B: there are 3

A: what is the source of giving vocab to students?

B: sources from available books (roughly), and from objects around that we don't know the meaning of

A: what vocabulary do students usually need?

B: we need nouns and verbs for their daily supplies, because what they often need are objects around them and they do a job that they rarely know in english.

A: is there a learning media in class?

B: not yet

A: what media are needed to support student learning in writing skills

B: actually there is an aspect in teaching vocabulary to support students' enthusiasm, namely a vocab book media. Because so far in class teaching is only equipped with blackboards and board markers, so many problems arise such as: students do not write what has been given, lack of enthusiasm, underestimate and so on.

A: why should vocab books be the media for student learning?

B: because the vocabulary book is practical to use and easy to learn for al-aziziyah dormitory students

A: how many vocabs do students need in one school year?

B: the vocabulary students need for one academic year are 300 vocabulary words in the form of verbs, 150 vocabulary words in the form of nouns.

A: how is the technique of giving the vocabulary?

B: the students gather in the prayer room, and are guided by the teacher who has written down indonesian vocabulary alongside the english meaning, then the teacher reads the vocabulary and is followed by the students.

A: who participates in the activity?

B: the activity was attended by all levels and all majors

3. Validator Media Result

NAMA PRODUK : Mastery Of English Vocabulary

VALIDATOR : Hendro Subiyantoro

HARI & TANGGAL : Rabu 30 Maret 2022

WAKTU : 13:00

1. Melalui instrument ini bapak/ibu diminta memberikan penilaian tentang media *Mastery Of English Vocabulary*.

2. Penilaian yang bapak ibu berikan pada setiap butir pertanyaan yang terdapat dalam instrument ini akan digunakan sebagai validasi dan masukan untuk menyempurnakan *Mastery Of English Vocabulary*

3. Silahkan Bapak/Ibu memberikan penilaian dengan memberikan tanda (√) pada salah satu kolom nilai SB, B, C, K, SK dengan keterangan:

      SB : Sangat Baik

      B : Baik

      C : Cukup

      K : Kurang

      SK : Sangat Kurang

4. Berikan pula masukan atau saran pada kolom yang telah disediakan.

No	Aspek Penilaian	Kriteria Penilaian	SB	B	C	K	SK
1	Kepraktisan SB = Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK = Jika 4 kriteria tidak terpenuhi	1. Mudah digunakan tanpa media lain		✓			
		2. Petunjuk penggunaan mudah dipahami		✓			
		3. Dapat digunakan siswa tanpadidampingi guru/orang tua	✓				
		4. Keunggulan media pembelajaran		✓			
2.	Tampilan SB= Jika memenuhi semua criteria B= Jika 1 kriteria tidak terpenuhi C= jika 2 kriteria tidak terpenuhi K= Jika 3 kriteria tidak terpenuhi SK= Jika 4 kriteria tidak terpenuhi	5. Desain menarik	✓				
		6. Tulisan jelas dan mudah dibaca	✓				
		7. Cetakan gambar jelas	✓				
		8. Ketepatan pemilihan gambar		✓			
		9. Pemilihan bahan		✓			

Saran dan Masukan

Dalam menguasai mastery of english vocabulary lebih mengarah pada pemaikaian kosa kata yang benar. Salah satu memilih kosa kata yang benar dengan menguasai 'dan mampu menterje mahkan suatu bacaan text dengan benar

Banyuwangi, 30 Maret 2020

Validator,

Hendro Subiyantoro
NIP. 197610212014071002

4. Validator Material Result

INSTRUMEN PENILAIAN AHLI MATERI

NAMA PRODUK   : MASTERY OF ENGLISH VOCABULARY BOOK

VALIDATOR   : YENI WULANDARI, S.S.,M.A.

HARI & TANGGAL   : Selasa 29 Maret 2022

WAKTU   : 11:00

PETUNJUK PENGISIAN

1. Melalui instrument ini bapak/ibu diminta memberikan penilaian tentang media *Mastery Of English Vocabulary Book.*

2. Penilaian yang bapak ibu berikan pada setiap butir pertanyaan yang terdapat dalam instrument ini akan digunakan sebagai validasi dan masukan untuk menyempurnakan *Mastery Of English Vocabulary Book.*

3. Silahkan Bapak/Ibu memberikan penilaian dengan memberikan tanda (√) pada salah satu kolom nilai SK, K, C, B, SB. Dengan Keterangan:

    SB : Sangat Baik

    B   : Baik

    C   : Cukup

    K : Kurang

    SK : Sangat Kurang

4. Berikan pula masukan atau saran pada kolom yang telah disediakan.

No	Aspek Penilaian	Kriteria Penilaian	SB	B	C	K	SK
1.	Materi	1. Kelengkapan materi/tema		✓			
		2. Relevan dengan isi materi/tema				✓	
		3. Kesesuaian isi dengan target				✓	
		4. Ketepatan tata bahasa		✓			
		5. Kebenaran penulisan kosa kata	✓				
2.	Pembelajaran	6. Menumbuhkan rasa ingin tahu.	✓				
		7. Mempermudah belajar kosa kata		✓			
		8. Memotivasi siswa untuk belajar dan mengerti tentang bahasa inggris.			✓		
		9. Berpusat pada siswa/pembaca			✓		
		10. Keterlibatan siswa			✓		
		11. Keterjalinan komunikasi interaktif antara siswa			✓		

Saran dan masukan

Buku ini tidak berbeda dg kamus. Lalu bagaimana cara pengguna buku membedakan antara kamus dan buku ini?

Saran: pengurutan kata sesuaikan dg abjad/kata bhs Inggris di dalamnya. krn, saya lihat buku ini disusun berdasar abjad kata Indonesia yg berawalan dll dan akhirnya nampak acak²an.

Banyuwangi, 29 Maret 2022

Validator,

YENI WULANDARI, S.S., M.A.

5. Pre-Test Score

Stud ent	Pre Test				Score
	Content	Organization	Vocabulary	Grammar	
1	25	15	25	14	79
2	25	15	10	15	65
3	20	15	20	24	79
4	25	15	15	15	70
5	25	10	10	10	55
6	20	15	10	10	55
7	27	18	18	15	78
8	25	18	18	17	78
9	27	18	18	15	78
10	25	15	15	14	69
11	25	14	15	10	64
12	20	10	10	10	50
13	25	10	10	10	55
14	25	10	15	10	60
15	20	15	10	15	60
					$\sum$ 66.33333

6. Post Test Score

Student	Post Test Content	Organization	Vocabulary	Grammar	Score
1	27	19	19	18	83
2	25	15	15	15	70
3	27	19	19	19	84
4	25	17	17	18	77
5	20	15	15	10	60
6	20	15	15	11	61
7	28	19	19	19	85
8	27	19	19	18	83
9	27	18	18	19	82
10	25	17	17	16	74
11	25	15	15	14	69
12	25	15	15	15	70
13	25	15	17	13	70
14	27	19	19	18	83
15	27	19	19	18	84
					$\sum$75.66666667

7. Observation Result

The researcher observation in VIII E class of al-Aziziyah dormitory. The activity begin after maghrib praying in mosque. This activity spend fifteen minutes because after that the student have to join *sorogan kitab* activity.

I see the teacher lead the activity to give vocabularies. before the teacher give vocabulary to the students they sing some songs together and mention their password each class. After that, the teacher write three vocabularies are noun and verb on white board. And then the teacher read it be repeated by students and the students write the vocabularies in their book.

Nomor : 31.5/273.6/TBIG/FTK/IAIDA/C.3/I/2022
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Ketua Asrama Al Aziziyah

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	:	**AINUR ROFIQOTUL HASANAH**
TTL	:	**Banyuwangi, 11 Agustus 2000**
NIM	:	**18112210022**
Fakultas	:	Tarbiyah dan Keguruan (FTK)
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Alamat	:	Sraten Krajan-Sraten-Cluring-Banyuwangi-Jawa Timur
HP	:	085336034058
Dosen Pembimbing	:	**Dr. Zulfi Zumala Dwi Andriani, M.A.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

Developing Vocabulary Book to in Increase Writing Daily Activity at Eight Grade Student's of al-Aziziyah Dormitory in Periode 2021-2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 06 Januari 2022
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.,
NIPY. 3150801058001

SURAT KETERANGAN

Nomor : 31.3/032/AZIZIYAH/EXTENT/VIII/2022

Yang bertanda tangan dibawah ini Kepala Asrama Al Aziziyah Blokagung Tegalsari

Banyuwangi menerangkan dengan sebenarnya bahwa :

Nama	: **AINUR ROFIQOTUL HASANAH**
Tempat, tanggal lahir	: Banyuwangi, 11 Agustus 2000
Status	: MAHASISWA
NIM	: 18112210022
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program	: Tadris Bahasa Inggris
Lembaga	: INSTITUT AGAMA ISLAM DARUSSALAM

Yang bersangkutan benar benar telah melaksanakan kegiatan penelitian, di Asrama Al
Aziziyah Blokagung Tegalsari Banyuwangi.

Tanggal Penelitian	: 11 September 2021 dan 15 September 2021
Judul Penelitian	: **Developing Vocabulary Book to Increase Writing Daily Activity for Eighth Grade Students of Al-Aziziyah Dormitory in Academic Year 2021-2022**

Penelitian tersebut berlangsung baik dan tidak mengganggu kegiatan di asrama Al
Aziziyah.

Demikian surat keterangan penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Blokagung, 1 April 2022

Kepala Asrama

MUTI ATUS SHOFIAH

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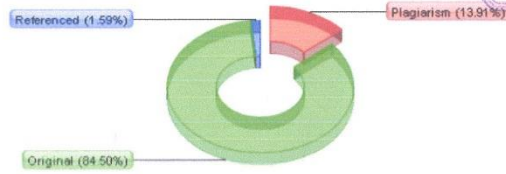Analyzed document: AINUR THESIS.pdf Licensed to: Aster Putra

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THE RESEARCHER'S AUTOBIOGRAPHY

Ainur Rofiqotul Hasanah is the first child of the ceople Gusnudin and Halimah. She was born in Banyuwangi on 11th August 2000. Everyone calls her Ainur as her nickname. She started her education at MI A-Fatah Sraten and graduated in 2012. After graduating, she continued to SMP Plus Darussalam and graduated in 2015. In addition, Ainur graduated from MA Al-Amiriyyah in 2018, while majoring in science, then chose to continue studying at the Darussalam Institute of Islamic Religion, Blokagung Banyuwangi (IAIDA). And she majored in English Education, Faculty of Teacher Training, to be precise, majoring in English