

ABSTRACT

Maulida Ahadiyah. 2017. *The Effectiveness of Using Vocabulary Notebook in Teaching and Learning English of the Seventh Grade at MTsN 9 Hulu Sungai Selatan Academic Year 2016/2017.* Thesis. English Education Department, Faculty of Tarbiyah and Teachers Training. Advisor: (1) Dr. Hj. Nida Mufidah, M.Pd (2) Hj. Nurlaila Kadariyah, S.Ag, M.Pd

Keywords: Effectiveness, Vocabulary Notebook and Teaching Learning English.

Vocabulary is the first stage in any language learning. Without vocabulary, people cannot communicate effectively. Some students have difficulties to memorize new vocabulary. Therefore, the researcher is interested to know the the students' effectiveness of using vocabulary notebook in teaching and learning English of the seventh grade at MTsN 9 Hulu Sungai Selatan Academic year 2016/2017.

The problem statement of this research are: (1) how is the effectiveness of using vocabulary notebook in teaching and learning English in experiment class?, (2) how is the effectiveness without using vocabulary notebook in teaching and learning English in control class?, and (3) is there significant difference the effectiveness in teaching and learning English between using vocabulary notebook in experiment class and without using vocabulary notebook in control class?.

The subject of the research is students class VII B and VII D of MTsN 9 Hulu Sungai Selatan academic year 2016/2017 with the total number is 82 students. The object of the research is the effectiveness of using vocabulary notebook in teaching and learning English in experiment class and the effectiveness without using vocabulary notebook in teaching and learning English in control class.

To collect data the data, the researcher uses the techniques of observation, test and documentary. Data processing in this research is divided into five phases: editing, coding, scoring, tabulating and data interpretation. Then, all the data are analyzed quantitatively.

The result of this research states that the students' mastery in vocabulary for experiment class which taught by using vocabulary notebook is very effective category and which taught without using vocabulary notebook is effective category, it can be seen from calculating mean for experiment class is 83,09 and control class is 75,19. This research is indicated that alternative hypothesis (H_a) is accepted, because the students' t test (t_o) = 7,31 is higher than t table (t_t) 5% = 1,99 and 1% = 2,64. So, there is a significant difference between the effectiveness of using vocabulary notebook in experiment class and the effectiveness without using vocabulary notebook in control class. The finding of the result in teaching and learning English by using vocabulary notebook is more effective than without using vocabulary notebook.