

**USING VOCABULARY NOTE TAKING STRATEGY TO
TEACH VOCABULARY ACQUISITION AT SEVENTH GRADE
OF JUNIOR HIGH SCHOOL 2 MUMBULSARI JEMBER**

THESIS



UNIVERSITAS ISLAM NEGERI
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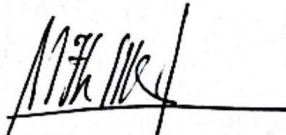
THESIS

Submitted to Islamic University of Kiai Haji Achmad Siddiq Jember
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By

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THESIS

Has been examined and approved as the requirements to
obtain abachelor degree of Sarjana Pendidikan (S.Pd.)
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Islamic Studies and Language Education Departement
English Education Department

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

"So indeed with difficulty there is easy. Indeed, with difficulty there is easy"

(Q.S. Al - Insyirah: 5-6)¹



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¹ Qur'an, Al Insheryirah Ayat 5-6, Al-Quran and Translation (Jakarta, Ministry of Religion, 2002), 1073)

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Jember, June 10th 2025

Sinta Wulandari

DEDICATION

All praise to Allah SWT and the support and prayers of my loved ones, finally this thesis can be completed well. Therefore, with pride and happiness I dedicate my first thesis to the people who love me. I express my gratitude and thanks to:

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ABSTRACT

Sinta Wulandari, 2025. *Using Vocabulary Note Taking Strategy to Teach Vocabulary Acquisition at Seventh Grade Of Junior High School 2 Mumbulsari Jember.*

Vocabulary is central to language acquisition and of great significance to language learners, especially for junior high school students in EFL contexts. However, many students at Junior High School 2 Mumbulsari Jember struggles with vocabulary retention and application in their language learning process. Previous studies have shown that traditional vocabulary teaching methods often fail to develop student autonomy and personalization in vocabulary acquisition. Vocabulary Note Taking Strategy offers a potential solution by encouraging students to become autonomous learners through personalized vocabulary development, as demonstrated in several previous research in EFL contexts.

This research aims to: (1) explore the implementation of Vocabulary Note-Taking Strategy in Junior High School, and (2) identify the challenges faced by students when implementing this strategy at the seventh grade of Junior High School 2 Mumbulsari Jember. The study addresses two research questions: "How is Vocabulary Note-Taking Strategy implemented in Junior High School?" and "What challenges do students face when implementing Vocabulary Note-Taking Strategy?"

This research used descriptive qualitative method. The participants in the research were 26 students of 7 A for questionnaire, 1 English teacher and 3 students for interviews. The data were collected by using questionnaire and interview. The data analysis used in this research was interactive analysis according to Miles, Huberman, and Saldana. While, for the validity of data, the researcher used source triangulation and technical triangulation.

The research results were that the teacher explained about the goal and benefit of using Vocabulary Note-Taking Strategy and gave the students an example of the format. Then, modelling how to fill in notes. The teacher giving active guidance to the students. Students collaborate to share their notes each other. Finally, the teacher gave them an evaluation. Over-reliance on verbatim transcription means they must focus on what the teacher writes on the blackboard. They will lose some information if they don't pay attention to the teacher. Incomplete or unorganized notes mean students with good notes, it can make it easier for them to study. So they should identify the main poin of what teacher said in the class. Lack of involvement means that it can reduce the understanding of students in the class, as they focus too much on the notes. Finding the appropriate balance it means finding the appropriate balance is Knowing which information is essential and which is merely supporting detail is key to this problem. Adapting to varied learning styles it means adapting to varied learning styles or only for some students. Each individual needs to discover and adapt note-taking strategies that best align with their personal learning style.

Keywords: Vocabulary Note Taking Strategies, Teach Vocabulary, Vocabulary Acquisition.

TABLE OF CONTENT

CHAPTER I INTRODUCTION.....	1
A. Background of Research	1
B. Research Question	6
C. Research Objective	7
D. Research Significant.....	7
E. Definition of Key Term	8
F. Sistematic Discussion	10
G. Scope of the Study	11
CHAPTER II THEORITICAL FRAMEWORK.....	12
A. Previous Study	12
B. Theoretical Framework	14
CHAPTER III RESEARCH METHOD	28
A. RESEARCH METHOD.....	28
B. Research Design	29
C. Research Location	29
D. Data Collection Technique	30
E. Data Analysis	33
F. Validity of Data	35
CHAPTER IV FINDINGS AND DISCUSSION	37
A. Research Findings	37

B. Discussion	51
CHAPTER V CONCLUSION AND SUGGESTIONS	63
A. Conclusion	63
B. Suggestion.....	64
REFERENCE	65
Appendix	



CHAPTER I

INTRODUCTION

A. Research Context

Vocabulary is one of the most important aspects of learning a foreign language. In English teaching learning process, language skills such as listening, speaking, reading, and writing need a series of the words that are called vocabulary. According to Richards and Renandya, vocabulary is at the core of language proficiency and provides much of the basis for how well learners speak, read, and write. Vocabulary cannot be separated from the language because vocabulary is a part of language.² Therefore, we need a common language for communication all over the world, and that language is English because it has been used by almost all countries in the world either as a native (primary), second, or foreign language.³

Character education has become a major concern in Indonesia in recent years.⁴ The Indonesian educational system (or at least the system through which current adolescent and adult language learners have progressed) tends to cultivate students with preconceived notions regarding instructional methods.⁵ Frequently, this results in passive learners who anticipate absorbing knowledge from the instructor, who serves as the focal point of the classroom, an authoritative figure, and someone who is not to be challenged. Language

² Richard. Jack C. 2002. *Methodology in Language Teaching*. Cambridge. Cambridge University Press.

³ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2002) p.17.

⁴ Salim, Nur Agus, et al. "Fostering Moderate Character of Santri: Effective Hidden Curriculum Strategy in Islamic Boarding Schools." *Nazhruna: Jurnal Pendidikan Islam* 7.2 (2024): 357-372

⁵ Muizatun, F. Malabar, & L. Mustapa. (2022). Analyzing students' passive voice difficulties. *Indonesian EFL Journal*, 8(2), p. 155-164

acquisition is most efficacious in an environment where engaged students feel empowered to actively participate, engage, and pose inquiries; an environment where students understand that making errors is the most effective pathway to learning, and where an error does not lead to embarrassment.

Vocabulary note-taking strategies are highly relevant to the teacher's role as a provider of authentic input, because they help students bridge the gap between the language learned in the classroom and the language used in the real world. This empowers students to become more active vocabulary learners, understand meaning in its actual context, and ultimately prepares them for more authentic and effective language interactions. Teachers can explicitly teach various vocabulary note-taking strategies and encourage students to use them when interacting with authentic materials.

The role of the teacher becomes a provider of authentic and challenging situations in which the students interact and can choose strategies for extracting meaning when confronting a new word or phrase during that interaction.⁶ So, in teaching and improve students' need of vocabulary, teachers have to motivate the students with some method or technique and make the students learn more.

Choosing and implementing the right vocabulary teaching methods are essential for successful language learning. Effective methods facilitate deep understanding, long-term retention, active use, increased motivation, and the development of independent learning strategies. Teachers need to understand the various methods available and choose the ones that best suit their students'

⁶ Burke Bridgman, Vocabulary Acquisition in the Communicative Classroom. A Journal.(2005). p. 122

needs, the learning context, and the vocabulary learning objectives. Investing in appropriate vocabulary teaching methods will have a significant positive impact on students' overall language proficiency. Good teaching methods not only provide vocabulary but also equip students with strategies to learn vocabulary independently outside of the classroom. This includes teaching how to use dictionaries effectively, analyze root words and affixes, and utilize vocabulary cards or learning applications⁷. An appropriate technique for teaching English to students is very important because it determines the result of teaching vocabulary, which is improving students' vocabulary understanding.

Learning vocabulary is challenging due to memory issues, adjusting to vocabulary usage, overwhelming vocabulary, and insufficient practice. Jia concludes that note taking can help improve interpreting quality, because it also helps remember vocabulary, English phrases, and symbols⁸.

Note-taking strategy, particularly the Cornell Note-Taking Method, was conceived and developed by Professor Walter Pauk of Cornell University in the 1950s⁹. Therefore, Walter Pauk is the main figure who originated one of the most well-known and widely recommended note-taking strategies, which is the Cornell Method. The Cornell Note-Taking Method divides a page of notes into three sections: main notes, key points/questions, and a summary. This method actively engages students in processing information during and after learning.

⁷ Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House.

⁸ Jia, Xiaoming. 2023. *Interpreting in the Digital Age: New Tools and Techniques*. New York: Routledge, 125.

⁹ Pauk, W., & Owens, R. J. Q. (2010). *How to study in college* (10th ed.). Wadsworth Cengage Learning.

The Personal Vocabulary Notes technique gives an unlimited way to students in learning new vocabulary.¹⁰ Where the teacher first provides them with descriptive text. From the descriptive text, the students note every single new word they do not know the words' meaning in their notebook. After they finish reading and taking notes, the teachers ask them to collect the notes and discuss it together. In discussion, the students interact and ask their friends to find the word's meaning. When taking notes, if students do not know the word's meaning in English, they can write the word's meaning in their own language to help them understand and master it easily.

When someone takes notes, they are not merely passively copying information. This process forces the brain to actively listen attentively (active listening) to identify key points¹¹. Subsequently, this information must be processed and paraphrased into one's own words¹². This action involves a high level of comprehension because one must interpret the meaning and reconstruct it concisely.

Then the researcher do the observation during the course, the students conveyed that note-taking was used as a strategy in CI. Note-taking is said to be very helpful for students to remember the vocabulary that will be recorded and what will be conveyed after the native speaker has spoken. In this observation, the researcher found it interesting that this note-taking strategy enables the students to remember the vocabulary and improves their listening

¹⁰ Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge University Press.

¹¹ Howe, M. J. A. (1970). Note-taking as an aid to learning. Educational Research, 13(1), p. 39-41.

¹² Piolat, A., Olive, T., & Kellogg, R. T. (2005). Cognitive effort during note taking. Applied Cognitive Psychology, 19(3), p. 291-312

skills. In addition, their speaking skills also improved, from speaking with notes to speaking without notes.

This research attempts to investigate the teaching methodologies employed at Junior High School 2 Mumbulsari Jember, as disparities in strategies among teachers have been observed. The strategies implemented by this teacher are Vocabulary Note Taking in enhancing students' vocabulary mastery. This research aims to dig deeper into identifying the most effective teaching strategies for enhancing the acquisition of English vocabulary at Junior High School 2 Mumbulsari Jember. The selection of Junior High School 2 Mumbulsari Jember as the research site is informed by prior observations and the researcher's experiences during her teaching practicum at the institution.

Adequate vocabulary mastery forms a crucial foundation in English language learning at the junior high school level. Without a strong understanding of vocabulary, students will struggle to comprehend lesson materials, actively participate in teaching and learning activities, and develop their overall English language skills, both receptive (reading and listening) and productive (writing and speaking). Research on the effectiveness of vocabulary note-taking strategies emerges as a response to this challenge. Structured and effective vocabulary note-taking strategies can empower students to actively build understanding and retention of new vocabulary. Instead of merely memorizing word lists, students are encouraged to note words in context, identify meanings through contextual clues, record synonyms, antonyms, and examples of usage in sentences. This active process not only enhances short-

term comprehension but also strengthens long-term memory. Furthermore, this research becomes important and urgent considering the increasingly complex curriculum demands and the need for students to possess proficient English language skills as preparation for further education and in this era of globalization. By identifying and testing the effectiveness of appropriate vocabulary note-taking strategies, this research has the potential to make a significant contribution to improving the quality of vocabulary teaching and learning in junior high schools, which will ultimately have a positive impact on students' overall English language proficiency. Specifically, Students endorsed positive behavioral engagement that demonstrated active participation, contribution, and persistence.¹³

B. Research Question

Based on the research background, the research question are :

1. How is Vocabulary Note-Taking Strategy implemented in seventh grade of Junior High School?
2. What challenges do students faced when implementing Vocabulary Note-Taking Strategy?

C. Research Objective

In this research there is a formulation of the problem that are :

¹³ Humairoh, Mega Farizia Nur, and Nur Iqva Hakiki. "JUNIOR HIGH SCHOOL STUDENTS'ENGAGEMENT IN GAMIFIED LEARNING EXPERIENCES THROUGH QUIZZZ." *CLLIENT (Culture, Literature, Linguistics, and English Teaching)* 4.1 (2022): 17-40.

1. To explore the implementation of Vocabulary Note-Taking Strategy in Junior High School.
2. To identify and explore the challenges faced by students in implementing Vocabulary Note-Taking Strategy.

D. Significant of the Research

1. Theoretical

- a. The findings of this research will produce valuable insights into the pedagogical strategies employed by teachers in instructing young learners in the nuances of English vocabulary.
- b. The discoveries unearthed in this research offer a fertile groundwork for future investigations delving into similar subject matter, thus rendering this study a pivotal resource and indispensable reference for subsequent scholarly endeavors.

2. Practical

- a. For the Teacher

It enables teachers to get information and to select a suitable technique in teaching vocabulary. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject.

- b. For the Researcher

In this study, the researcher hope that strategies in teaching English vocabulary can be used well tables student (prospective teachers) after a degree.

E. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception in interpreting some terms that will be used in this research. They are also intended to avoid any ambiguity or misinterpretation. The terms are as follows:

1. Note Taking Strategy

Vocabulary Note Taking is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. According to Walters, vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize, and manage their vocabulary learning.¹⁴. The procedure of this strategy is the teacher explained about the goal and benefit of using Vocabulary Note-Taking Strategy and gave the students an example of the format. Then, modelling how to fill in notes. The teacher giving active guidance to the students. Students collaboration to share their notes each other. Finally, the teacher gave them an evaluation. Then this application was introduced by Kurzweil in Kanzai University Osaka, Japan. The basic activity is very

¹⁴ Jo Dee Walters, The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition. Language Teaching Research (Neval: Bozkurt, 2009), p. 403

straight forward. In and out of class encourages students to write words in their native language when they do not know how to say the English word.¹⁵

2. Teaching Vocabulary

Brown stated that, teaching is showing or helping someone to learn how to do something, giving guiding, instruction in the study of something, providing with knowledge, causing to know or understand.¹⁶ Vocabulary is the main component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In other words, Richards try to say that vocabulary is the basic one to construct sentence whether it for speaking, listening, reading and writing skill.¹⁷ In this study, teaching vocabulary refers to Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning.¹⁸

3. Vocabulary Acquisition

Hornby states that vocabulary is central to language and is of great significance to language learners.¹⁹ Vocabulary is part of the language because a language is formed by words, so it is significant to the language learner. According to Richard, vocabulary is one of the most important aspects

¹⁵ Joshua Kurzweil, Personal Vocabulary Notes, (The Internet TESL Journal, Vol. VIII, No.6, 2002), p. 1.

¹⁶ Brown, H. Douglas. 2000. Principles of Language Learning and Teaching. New York:Longman. 7

¹⁷ Richard. Jack C. 2002. Methodology in Language Teaching. Cambridge. Cambridge University Press. P. 255

¹⁸ JoDee Walters, Neval Bozkurt. The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition. Language Teaching Research 13,4 (2009). p.403..

¹⁹ As. Hornby, Oxford Advanced Learner's Dictionary of Current English. (Oxford; Oxford University Press, 1983), p.959

of a foreign language.²⁰ Vocabulary can be the basic aspect in learning a language, especially a foreign language.

F. Sistematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of research, focus of the research, objective of the research, significance of research, and definition of key terms.

Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, object of the research, source of data, technique of data collection, technique of data analysis, and validity of data.

Chapter IV contains a findings and discussion which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V contains a conclusion which consists of conclusion and recommendation. Furthermore, this thesis ends with a bibliography, attachments

²⁰ Jack C. Richard and Theodore S. Rodgers, *Approach Methods in Language Teaching* (Second Edition), (Cambridge: University Press, 2001), p. 37

containing research matrices, research journals, documentation, authenticity statements, research permits, certificates of completion of research and curriculum vitae of the researcher.

G. Scope of the study.

The scopes of the research were as follows:

1. The subject of the Research

The subject of the research was the students in the first semester at the seventh grade of Junior High School Mumbulsari 2 Jember.

2. The object of the Research

The object of the research was Personal Vocabulary Notes and students' vocabulary mastery

3. Place of the Research

This research was conducted at Junior High School Mumbulsari 2 Jember..

4. Time of the Research

This research was conducted in the first semester at the seventh class of Junior High School Mumbulsari 2 Jember.

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CHAPTER II

THEORITICAL FRAMEWORK

A. Previous Research

In this section, the researcher list the result of previous study, both published and unpublished researcher (thesis, journal, article, and so on). Some of studies that has been achieved related to analyze is as observe :

There are several studies that have been carried out and related to this research are as follows:

1. First study was conducted by Irmawan (2018) in his thesis “Improving students' Reading Comprehension Through Note-Taking Technique at The Second Year Of SMAN 3 Bulukumba” concluded there are significant difference among before and after treatment given to the student regarding to students' reading comprehension. This research was quantitative and used pre-experimental research method to gain the data. The result of this research showed a mean pretest score of 62,1 and posttest result of 80,17. It meant note-taking technique could improve students' reading comprehension at second year students of SMAN 3 Bulukumba.²¹
2. The second study was conducted by Rahmawati (2015) in her article “The effectiveness of guided Note-Taking in Teaching Reading News Item to The Tenth Grade of MA Ma'arif Puter” concluded guided note taking has been an effective technique for teaching reading to improve literacy. Using the

²¹ Irmawan (2018) in his thesis “*Improving students' Reading Comprehension Through Note-Taking Technique at The Second Year Of SMAN 3 Bulukumba*”

guided Notes helps students to be good readers and comprehend the text.

The findings of the research showed that the mean score of the pre-test was 66.01 and the mean score of the post-test was 84.29. It meant that guided note taking is an effective technique to improve students' reading comprehension at MA Ma'arif Puter Lamongan.²²

3. The third study was conducted by Cojean, S. & Grand, M (2024) in their article "Note-taking by university students on paper or a computer: Strategies during initial note-taking and revision" concluded comparisons of note-taking methods such as paper or computer have mostly shown that paper leads to better learning. Students who take notes on paper do not find their method more efficient, but they report that they do more reformatting and less multitasking. However, students who take notes on the computer are more likely to paraphrase their notes and thus reformulate later.²³

Table 2.1 Similarities and Differences of Previous Research

No	Name/Title of Research	Similarities	Differences
1	2	3	4
1	Irmawan (2018) in his thesis " <i>Improving students' Reading Comprehension Through Note-Taking Technique at The Second Year Of SMAN 3 Bulukumba</i> "	The similarity of this study is enriching students vocabulary through reading	The difference of this study is focusing on reading comprehension, meanwhile on my research on vocabulary mastery
2	Rahmawati (2015) in her article " <i>The effectiveness of guide Note-Taking in Teaching Reading News</i> "	The similarity of this study is having same the effectiveness of application note taking	The difference of this study is the method and the place of the study

²²Rahmawati (2015) in her article "*The effectiveness of guide Note-Taking in Teaching Reading News Item to The Tenth Grade of MA Ma'arif Puter*"

²³ Cojean, S & Grand, M (2024) in their article "*Note-taking by university students on paper or a computer*"

	<i>Item to The Tenth Grade of</i> MA Ma'arif Puter		
3	Cojean, S & Grand, M (2024) in their article "Note-taking by university students on paper or a computer	The similarity of this study is having same strategy	The difference of this study is university students' perceptions of the efficacy of their own preferred note-taking method,

The studies above prove that note-taking strategy is able to improve students' reading ability. However, note-taking referred to in those studies as a strategy in reading text while learning. Meanwhile, my research is about students' note-taking strategies in teaching vocabulary. In previous studies, note-taking is used as a technique to improve students' reading comprehension. Meanwhile, in my research focusing on note-taking strategies used by students in vocabulary. In addition, note-taking strategies are varied and many, as explained in this chapter. Therefore, those differences convince me that my research needs to be conducted.

B. Theoretical Description

1. Teaching English Vocabulary

a. The Definition of Teaching

Teaching language is influenced by ideas on the nature of language (language theories) and the learning conditions that help learners acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods. A method, that is based on the assumption that we learn another language as a child learns his native language (L1), will differ from one based on

the assumption that learning a foreign language is not the same as learning a mother tongue.²⁴

Teaching can be described as interaction with students to make them know and apply their knowledge, concept and processes. This includes design, content selection, delivery, evaluation, and reflection.²⁵ Particularly, this research discusses the teaching process in enhancing students' vocabulary.

Brown stated that teaching is showing or helping someone to learn how to do something, giving guidance, instruction in the study of something, providing knowledge, causing to know or understand.²⁶ In addition, the objective of instruction is not solely to transmit information, but also to transform students from passive recipients of others' knowledge to active creators of their own and collective understanding. Naturally, educators are unable to convert disengaged members of the student body. Teaching fundamentally revolves around establishing pedagogical, social, and ethical environments wherein students willingly assume both individual and shared accountability for their own educational journey.

Based on statement above, it can be concluded that teaching is the way of guiding someone through training and mentoring so that they get some experience. Vocabulary, which encompasses the set of words

²⁴ Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2000, p.20)

²⁵ Joyce, B., Weil, M., & Calhoun, E. (2016). *Models of Teaching*. Pearson..

²⁶ Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Longman. 7

essential for effective communication, plays a crucial role in language. Pieter emphasizes the significance of vocabulary as a foundational component of any language, asserting that without words, a language would cease to exist.²⁷

Teaching cannot be defined as apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, methods, and classroom techniques.²⁸ An extended definition or theory of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with our integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on given learners under the various constraints of the particular context of learning.

b. Vocabulary

1) The Definition of Vocabulary

According to Cameron, vocabulary is one of the language aspects which should be learning. Learning we have to know vocabulary first. A person said to "know" a word if they can recognize its meaning when they see it.²⁹ it means that in learning vocabulary we must know the meaning of it and also understand and

²⁷ Nation, P. (2013). *Learning Vocabulary in Another Language*. Cambridge University Press.

²⁸ H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Pearson Education, 2005), p.8

²⁹ Lyne Cameron, *Teaching Language To Young Learners*, (Chicago: United of America press,2001), p.27

can use it in the sentence context. Wallace states, "Vocabulary is the stock of words used by people, particular class or person".³⁰ Based on the statement above it is clear that the students should master adequate vocabulary. Vocabulary is one of the linguistic components to master when students learn English as a foreign language. In so far, students have ability in understanding and using the words and as well as the meanings. This means that when learning English well, the students do not only know the words, but also their meaning.³¹

Expanding one's vocabulary opens up a world of possibilities in terms of expressing oneself and understanding others. Consider a scenario where a student with a limited vocabulary struggles to convey their thoughts during a classroom debate. In contrast, a student with a diverse vocabulary can eloquently articulate their ideas, capturing the attention of their peers and showcasing their intellectual depth. This example highlights how vocabulary directly impacts one's ability to communicate effectively and engage meaningfully in various social contexts.

Hornby states that vocabulary is central to language and is of great significance to language learners.³² It means vocabulary is part of the language because a language is formed by words, so that

³⁰ Catherine Wallace, Reading, (Oxford: Oxford University Press, 1987), p.30

³¹ Machfudi, Moch Imam, and Anissa'ul Afidah. "Students' difficulties in vocabulary mastery." *Critical Review of English-Arabic World Journal* 1.1 (2022): 01-12

³² As. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford; Oxford University Press, 1983), p.959

significant to the language learner. According to Richard, vocabulary is one of the most important aspects of a foreign language.³³ It can be vocabulary is the basic aspect in learning language especially foreign language.

2) Some Strategies Of Teaching English Vocabulary

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies.³⁴ There are a lot of strategies that we can use to help our vocabulary enrichment.

a) Using mnemonic

Techniques for remembering things are called mnemonics. The bestknown mnemonic technique is called the keyword technique. This involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word.

b) Word cards

Apart from the keyword technique, there is probably no vocabulary learning technique more rewarding than the use of word cards. In fact, it is arguably more effective than the

³³ Jack C. Richard and Theodore S. Rodgers, *Approach Methods in Language Teaching* (Second Edition), (Cambridge: University Press, 2001), p. 37

³⁴ I.S.P Nation, *Learning vocabulary in another language*, (Cambridge: Cambridge university press. 2001), p. 165

keyword technique, since there are some learners who find “imaging” difficult, but all learners can be trained to prepare and use sets of word cards.

c) Guessing from context

In fact, no matter how many words learners acquire, they will always become across unfamiliar words in their reading and listening. This is why they will always need to be able to make intelligent guesses as to the meaning of unknown words. Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What’s more, it seems to be one that can be taught and implemented relatively easily.

d) Using dictionaries

Dictionaries can be used as a last resort when guessing from context’s strategies fail. But they can also be used productively, both for generating text and resources for vocabulary acquisition. Their usefulness depends on learners being able to access the information they contain both speedily and accurately.¹⁶

e) Personal Vocabulary Notes (PVN)

The point has been made that the learning of a new word is not instantaneous, but that it requires repeated visits and conscious study. Much of this revisiting and studying of words

will have to take place out of class time. Another way to have students work on their vocabulary development is to have them create their own dictionaries.³⁵ Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning.³⁶ In specific, to make students keep their notes and make a vocabulary notebook, using Personal Vocabulary Notes (PVN) technique can be a problem solving. By using Personal Vocabulary Notes (PVN) technique, it will make student to be an autonomous learner to create their own vocabulary and also to remember the vocabulary that they keep in their Personal Vocabulary Notes (PVN).

Tomlison suggest that good language teaching materials is the following characteristics:³⁷

- a) Materials should achieve impact
- b) Students should feel helped because of the material.
- c) The student's confidence should be helped by the material
- d) What should be perceived by students as relevant and useful
- e) Materials should require and facilitate students self investment

³⁵ Jerry G. Gebhard, Teaching English as a Foreign or Second Language, a Selfdevelopment and Methodology Guide. (United States of America: The University of Michigan Press. 1996). p. 211.

³⁶ JoDee Walters, Neval Bozkurt. The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition. Language Teaching Research 13,4 (2009). p.403.

³⁷ Ibid, 21

- f) The point what being taught the students should be ready.
- g) Materials should expose the students to language in authentic use
- h) The student's attention should be drawn to linguistic features of the input
- i) Give the opportunities to the students to use the materials targets to achieve communicative purpose.
- j) Materials must take into account the positive effects of generally delayed instruction.
- k) Materials must take into account that students have asynchronous learning styles.
- l) Materials must take into account that students are not attuned to affective attitudes.
- m) Materials must allow silent time at the beginning of teaching.
- n) Materials should maximize learning potential through intellectual, aesthetic, and emotional involvement that stimulates right and left brain activity.
- o) Controlled practice should not rely to much on the materials.

c. Vocabulary Note Taking Strategy

1) Definition of Vocabulary Note Taking

Vocabulary Note Taking is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners.

According to Walters, vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning.³⁸ Then this application was introduced by Kurzweil in Kansai University Osaka, Japan. The basic activity is very straight forward. In and out of class encourages students to write words in their native language when they do not know how to say the English word.³⁹ It can be concluded, Vocabulary Note taking can encourage students to find the vocabulary and gives students a much deeper sense of vocabulary.

2) The Procedure of Vocabulary Note Taking

The procedure of Vocabulary Note Taking is following this step:

- a) Give students a daily journal or Vocabulary Note Taking notepaper to record vocabulary items. And write the following instructions at the top of the notes: If you don't know an English word, write in Bahasa, show your partner, communicate, and then check the English later.
- b) Tell students that the class will be "English only"
- c) Engage students in some kind of fluency activity and encourage them to write words in L1 that they do not know how to say in English.

³⁸ Jo Dee Walters, The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition. Language Teaching Research (Neval: Bozkurt, 2009), p. 403.

³⁹ Joshua Kurzweil, Personal Vocabulary Notes, (The Internet TESL Journal, Vol. VIII, No.6, 2002), p. 1.

- d) As homework have the students look up their Vocabulary Note Taking and find the English translations. They then should write sentences using their Vocabulary Note Taking. (To make a manageable workload teacher can ask students to choose just two or three Vocabulary Note Taking to make into sentences.)
- e) The teacher collects the Vocabulary Note Taking, checks it, and hands it back to the following class.
- f) Students keep a section in their notebook for Vocabulary Note Taking and do follow-up activities with it such as peer teaching and review activities.⁴⁰

3) The Advantages and Disadvantages of Vocabulary Note Taking

According to Kurzweil, there are many advantages and disadvantages of Using Personal Vocabulary Note (PVN) technique in the classroom such as⁴¹:

- a) Personal Vocabulary Note (PVN) technique establishes bilingual class which
- b) makes students more fluent in speaking and listening.
- c) Students are more motivated to remember their Personal vocabulary Note
- d) (PVN) technique than set their vocabulary items in their English notebooks.

⁴⁰ *Ibid.*, p. 26

⁴¹ Kurzweil, Joshua. (2002). Personal Vocabulary Notes. The internet TESL Journal. Vol VIII. p. 19

- e) Students are more motivated to find new words.
- f) Personal Vocabulary Note (PVN) technique addresses individual students' needs by encouraging students to find the vocabulary they need to communicate and talk about their experience.
- g) The teacher is able to address a great deal of complexity and richness without
- h) having to invent a context as a context is already created by the students.
- i) Especially in large multiple class Personal Vocabulary Note (PVN) technique provides the teacher with a time-efficient way of giving attention and feedback on language to individual students.
- j) Personal Vocabulary Note (PVN) technique gives students a deeper sense of what it is to learn vocabulary and know a word as they get contextualized feedback on words they are using.
- k) Personal Vocabulary Note (PVN) technique provides a motivating context for teaching dictionary skills because students are researching their own words.
- l) Once students have a set of Personal vocabulary Note (PVN), the teacher can use their vocabulary to teach many other points such as circumlocution skill, pronunciation (word press), and grammar.

- m) This technique encourages students researching language, trying it out, and learning from their mistakes.

Based on the description above, the advantages of the personal vocabulary notes technique are that it makes it easier for students to learn because students are required to be more active in learning, for example, when learning to use personal vocabulary notes, students are required to write their own vocabulary that they find in the learning process. students to record the words they find and make students feel happy in learning because when learning students play an important role in the learning process in class, especially in mastering vocabulary.

The Disadvantages of the personal vocabulary note technique are as follows:

- a) Sometimes there are students who forget to bring the notes
- b) Many students are too lazy to write the new vocabulary without direction from the teacher and so do memorize it.
- c) The students may lost their note.

d. The Challenges of Note Taking Strategy

Using note-taking strategies can be quite effective for learning and remembering information. Here are some common issues related with note-taking strategies, namely:

- 1) Over-reliance on verbatim transcription

Mueller et al mentioned that the issue is the inclination to write down precisely what is said or read, rather than synthesizing and summarizing the material in one's own words.⁴² This might lead to a passive approach to learning, preventing deeper comprehension.

2) Incomplete or unorganized notes

Another difficulty is the danger of failing to capture all relevant information or organizing it coherently. This can make it difficult to properly examine and analyze the content later on.⁴³

3) Lack of involvement

Peeverly mentioned that students may disconnect from the lecture or reading content while concentrating too much on taking notes, resulting in gaps in comprehension and recall.⁴⁴

4) Finding the appropriate balance

It might be difficult to strike a balance between capturing enough information to fully understand the topic and avoiding excessive detail.⁴⁵ In the process of capturing information, it can be challenging for the students to choose between understanding the entirety text or jotting down key points from the material provided.

5) Adapting to varied learning styles

⁴² Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159–1168

⁴³ Kiewra, K. A. (1985). Providing the instructor's notes: An effective addition to student notetaking. *Educational Psychologist*, 20(1), 33–39.

⁴⁴ Peeverly, S. T., & Wolf, A. D. (2019). Note-taking. In Dunlosky, J., & Rawson, K. A. (Eds.), *Cambridge handbook of cognition and education* (pp. 320–355). Cambridge University Press.

⁴⁵ Titsworth, B. S., & Kiewra, K. A. (2004). Spontaneous note taking and learning from lecture. *Contemporary Educational Psychology*, 29(3), 328–346.

Every learner has a unique learning style, similar to what they do in writing or selecting methods. Students can run experiments to identify which strategy works most effectively for them. As Weinstein and Mayer point out, note-taking strategies that work well for one person may not be as effective for another, so students should experiment with varied methods.⁴⁶



⁴⁶ Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 315–327).

CHAPTER III

RESEARCH METHOD

In this chapter, the Researcher explain some of the point found in the research method, which is: Research Desain, Research Setting, Research Subject, Technique of Collecting the Data, Data and Source of the Research, Technique of Analyzing Data, and The Trustworthiness of the Data.

A. Research Approach and Design

In this study, the researcher used descriptive qualitative because this study was carried out in one case to learn how teachers used Vocabulary Note-Taking Strategies to teach Vocabulary. According to Bogdan and Taylor qualitative research includes research procedures that produce descriptive data. Descriptive data is that which is written in exact words⁴⁷. According to Moleong qualitative research aims to understand phenomena experienced by the research subject, which is used to research things relating to study the subject's behavior, attitudes, motivations, perceptions, and actions⁴⁸. According to Nawawi the data for case studies can be obtained from all concerned, in other words the data in the study is collected from various sources⁴⁹.

In conclusion, this study became a qualitative descriptive because it used data in word form and teacher's strategy in teaching Vocabulary. This is because the researcher want to explain how the the Implementation of Vocabulary Note-Taking

⁴⁷ Robert Bogdan dan Steven J. Taylor. Introduction to Qualitative Research Methods: A Phenomenological Approach to the Social Sciences. 1975.

⁴⁸ Prof. Dr. Lexy J. Moleong, M.A. Metodologi Penelitian Kualitatif. PT Remaja Rosdakarya. Bandung. 2007. P. 6

⁴⁹ Dr. Hadari Nawawi, M.Pd. Metode Penelitian Bidang Sosial. Gadjah Mada University Press. Yogyakarta. 2003.

Strategies and what challenges faced in implementing Vocabulary Note-Taking Strategies.

B. Research Setting

The researcher did the research at Junior High School 2 Mumbulsari Jember located in Jln. Mayjen Witarmin no 15, Mumbulsari Jember, East Java, 68174. The researcher did the research from 22 February to 13 March 2025.

The subject of the research is the seventh grade of Junior High School 2 Mumbulsari Jember. Here are 2 classes at Junior High School 2 Mumbulsari Jember. Its classes : 7A and 7B. In this research, they only take one class, 7 A on the advice given by the teacher. The researcher used 26 students for questionnaire and 3 students of them will take more detailed information by the way of interviews. To determine the subject, the researcher uses purposive sampling. The purpose sampling is to find the class that has good in interest and uses the information from the English teacher to determine the class. The object of research in this study is an English teacher how to teach Vocabulary by using Note-Taking Strategy. The research analyzed to three students who took part student interest seventh grade students of Junior High School 2 Mumbulsari Jember, because these three students easy to communicate.

C. Data and Source of the Research

1. Data

The research data is how to implementation Vocabulary Note-Taking Strategy and what challenges faced in implementing Vocabulary Note-Taking Strategy in Junior High School 2 Mumbulsari Jember.

2. Source of Data

This research data source was obtained from :

- a. The researcher used the questionnaire to survey the students' interest in learning English vocabulary using Vocabulary Note-Taking Strategy by the English teacher at Junior High School 2 Mumbulsari Jember .
- b. The researcher conducted an in-depth interview with the English teacher teaching 7 A to ask questions as the key informant who would provide information about the concept of teaching Vocabulary using Note-Taking Strategy. Key informant should be ready to share the concept and knowledge to the researcher, frequently being asked by researcher to get a whole description of research problem about studying the English vocabulary using Vocabulary Note-Taking Strategy and doing interview with 3 of 7th grade students as the support informant were be able to give additional information as the complete analysis in qualitative. collect the data were smarthphone, laptop, stationaries, and notes. The researcher used interview and made question list that will be appendix.

D. Research Instruments and Data Collection Technique

1. Research Instruments

The key instrument is the researcher herself. To help the researcher take the data, the researcher used some equipment including questionnaire and interview guide. As many as 23 questionnaire statements adopted from Carrell, Dunkel & Mollaun, Taghaboni, and Ruby & Ruby, which were given to students were sent via WhatsApp in order to make it easier for the students to fill the needed data (Appendix 1). The researcher also met the English teacher to do depth interview.

After that, the students were interviewed about their response of learning English vocabulary using Vocabulary Note-Taking Strategy. The researcher used semi-structured interview, because developed with the previous statements of questionnaire. The addition tool used by the researcher to collect the data were smartphone, laptop, stationaries, and notes. The researcher conducted interviews and created questionnaires that will be included in the appendix.

2. Data Collection Technique

According to Djaman Satori and Aan Khomariah, he said "Collecting the data in scientific research is a systemic procedure for obtaining needed data."⁵⁰ Collecting the data that the researcher does for information and coherence data that match the purpose of the study, so the researcher conducted the study using the method of gathering data as follows.

1. Questionnaire

The questionnaire is a data collection technique employed by giving a written set of questions or statements to the respondents to get answers⁵¹.

Sugiyono in Sutrisno Hadi opinion that something you want to hold on to

research using the following interview and questionnaire methods⁵² :

- a. That the subject is the most knowledgeable person.
- b. That what the subject says to a researcher is a truthful and trustworthy statement.

⁵⁰ Satori, Djaman dan Komariah, Aan. (2011). Metode Penelitian Kualitatif. Bandung: Alfabeta.

⁵¹ Sugiyono. (2005). Metode Penelitian Bisnis. Bandung: Alfabeta.p.162

⁵² Hadi, Sutrisno. (1989). Metodologi Research Jilid 1. Yogyakarta: Andi Offset.p.192

c. The subject's interpretation of the questions that researchers have asked him is as intended by the Researcher.

According to Dewa Ketut Sukardi, questionnaire are a technique for collecting data done by research methods that need not bring or require the immediate arrival of respondents (data sources)⁵³.

The researcher used the questionnaire instrument (students' background of Note-Taking Concept) with 23 statements “yes” or “no” to give students questions related to how the student's response in learning English vocabulary used Vocabulary Note-Taking Strategies. The questionnaire was adopted from Carrell, Dunkel & Mollaun, Taghaboni, and Ruby& Ruby.

2. Interview

Ask for permission from the teacher to conduct an interview. Before teaching the teachers interviewed by Researcher to find out why Vocabulary Note-Taking are used in teaching vocabulary skills. After the learning process, Researcher were interviewed to reveal the effect of using vocabulary note taking for students in their vocabulary skills.

The researcher did in depth interview with the English teacher takes for 20- 30 minutes to ask questions as the key informant who would give information about concept of teaching Vocabulary using Note-Taking Strategy. Key informant should be ready to share the concept and knowledge to the researcher, frequently being asked by researcher to get a whole description of research problem about studying the English vocabulary using Vocabulary Note-Taking Strategy and doing

⁵³ Sukardi, Dewa Ketut. (2008). *Proses Bimbingan dan Konseling di Sekolah*. Jakarta: Rineka Cipta

interview with 3 of 7th grade students who selected based on important information from the English teacher. Collect the data were smartphone, laptop, stationaries, and notes. The researcher used interview and made question list that will be appendix.

Interview is one of technique to conclude research data. Interview is a process of interaction between the researcher and the source of information directly through conversation or question and answer. The interview technique can be conducting with systematically or unsystematically. Systematically means that interviews are conducted first by compiling an interview instrument. Meanwhile, unsystematic interviews are conducted without preparing the interview instrument. In this research, the researcher used semi-structured interview, because developed with the previous statements of questionnaire.

E. Data Analysis

In analyzing the data (Interview and Questionnaire), the Researcher uses the theories of Miles, Huberman and Saldana. According to theorize Miles, Huberman and Saldana, stages in data analysis are three steps in data collecting, data condensation, data presentation, and verification / verification and can be described as follows⁵⁴:

1. Collecting the data

The researcher uses this method to collect research data from interviews and questionnaire. All data types have a key aspect in common. Data analysis

⁵⁴ Saldana., Miles & Huberman. 2014. Qualitative Data Analysis.

depends on the skill of the researcher. So it requires skill in number data, detailed wording data.

2. Data Condensation

According to Miles and Huberman data condensation refers to the process of selecting, focusing, simplifying, and transforming data found on both field notes and transcripts in the study are described as follows⁵⁵:

a. Selecting

According to Miles and Ruberman the researcher have to be selective in determining which dimensions are more important, which ones may be more meaningful, and as a consequence, what information can be collected and analyzed.

b. Focusing

Miles and Huberman claim that focusing data is a preanalyst form. At this stage researcher focus data relating to the research problem. This is a continuation of the data selection stage. Researchers only restrict data based on a theoretical problem.

c. Abstracting

It is creating core recitation, process, and statements that need to be kept in. At this stage, the data gathered is evaluated especially with data quality and data converage.

d. Data Simplifying and Transforming.

In the study, the data that follows is simplified and transfused in various ways: through selection, summary or brief description, and classify data.

⁵⁵ Saldana., Miles & Huberman. 2014. Qualitative Data Analysis. America.p. 10

3. Data Presentation

The following step after data condensation is the presentation of data stated by Miles and Huberman as the general body of information that gives the possibility of a deduction and action taken. In this step, a closer look at the presentation of data makes it easier for researcher to understand what is happening in the study and what to do. The Researcher presented the data by simplifying it using the original text in the narrative.

4. Conclusion/ Verification

The final step in analyzing the data that the Researcher is making is a deduction. The researcher deduced all the points of the data that has already been collected, thus becoming clear. The researcher described conclusions related to Using Vocabulary Note-Taking Strategies to Teach Vocabulary.

F. The Trustworthiness of the Data

In this study, the researcher uses qualitative data, so the validity of the resulting data is emphasized more on the qualitative data. The researcher employed a triangulation technique to check the validity of data. According to Moleong, triangulation is a data validity technique that employs something outside the data to check or reference it⁵⁶. The type of triangulation used in this study is triangulation method. Since the data gathered in this study is qualitative data, the validity of the data done is overemphasized on the validity of the qualitative data. The researcher used triangulation as a technique to verify the validity of data. In this study, the

⁵⁶ Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Roesdakarya Offset, 2010), p.330

researcher used technical and source triangulation. The triangulation is done by comparing data obtained from interview and questionnaire.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The researcher studied using Vocabulary Note-Taking Strategy to teach vocabulary for Junior High School 2 Mumbulsari Jember. The research activities were carried out in two stages. Firstly, before conducting in-depth interviews, the researcher distributed the questionnaire to students by answering 23 statements "yes" or "no" (students' background of Note-Taking Concept). Secondly, The researcher conducted in-depth interviews with an english teacher as the key informant who would give information about concept of teaching Vocabulary using Note-Taking Strategy. Key informant should be ready to share the concept and knowledge to the researcher, frequently being asked by the researcher to get a whole description of the research problem, and 3 students as the support informant were able to give additional information as the complete analysis in qualitative. The research finding presented to answer the research problem those are; Explore the implementation of vocabulary note taking strategy, and Identify the challenges faced in implementing vocabulary note taking strategies.

From the questionnaire that distributed to students, the researcher can get the data what kind of the students' problem in vocabulary and the challenges faced by the students. From in depth interview with the 3 students. The researcher got the data about what the students faced in using Vocabulary Note

Taking Strategy and in depth interview with english teacher got how to implementation of Vocabulary Note Taking Strategy.

1. The Exploration of implementation Vocabulary Note-Taking Strategy

The ability to efficiently record and manage knowledge has become increasingly crucial. For students struggling with a mountain of learning materials, good note-taking is the key to understanding, remembering, and applying the information. More than simply copying down words, the right note-taking strategy empowers students to think actively, identify key points, and connect concepts. By mastering this technique, students not only retain notes, but also build a deeper foundation of understanding and significantly improve their learning ability and productivity. Let's examine the practical steps to implementing the following note-taking strategy:

- a. The procedure of Vocabulary Note Taking is following this step:
- b. Give students a daily journal or Vocabulary Note Taking notepaper to record vocabulary items. And write the following instructions at the top of the notes: If you don't know an English word, write in Bahasa, show your partner, communicate, and then check the English later.
- c. Tell students that the class will be "English only"
- d. Engage students in some kind of fluency activity and encourage them to write words in L1 that they do not know how to say in English.
- e. As homework have the students look up their Vocabulary Note Taking and find the English translations. They then should write sentences using their Vocabulary Note Taking. (To make a manageable workload teacher

can ask students to choose just two or three Vocabulary Note Taking to make into sentences.)

- f. The teacher collects the Vocabulary Note Taking, checks it, and hands it back to the following class.
- g. Students keep a section in their notebook for Vocabulary Note Taking and do follow-up activities with it such as peer teaching and review activities.⁵⁷

To find out how students are interested in learning English vocabulary using vocabulary note taking strategy, a questionnaire is used as a data collection tool. Based on the results of data collection using a questionnaire (students' background of Note-Taking Concept), the results obtained were 21 students answering “yes” out of 26 students, in response to students' interest in learning English using Vocabulary Note-Taking Strategy, 5 students statements “No” about students interest.

It means that most students in 7 A class are interested in learning vocabulary. The questionnaire result It means that most students realize that vocabulary is crucial when they are studying the English language because it is fundamental for learners to master to communicate fluently. (Appendix 1)

The teaching process influencing the students' interests. If the process of doing something is fun, enjoyable, and not get much pressure, the learner will be enthusiastic about the learning process. The same goes

⁵⁷ *Ibid.* P. 26

for learning English vocabulary. The students enjoy the learning process. They get the best treatment from the teacher in delivering the materials. They still pay attention to the learning process. It can be seen from the sample of interviews here.

According to Mr Irfan as the English teacher Junior High School 2 Mumbulsari Jember said that :

*"In my experience, note-taking is important for several reasons. First, it helps students focus while the material is being presented, whether it is a teacher's explanation or a discussion. The process of taking notes forces them to actively listen and identify important points. Then, good notes serve as a personal summary of the course material. Rather than having to reread the entire book or material, students can quickly review their notes while studying for a test or working on an assignment. It is very efficient."*⁵⁸

"Dalam pengalaman saya, note-take penting karena beberapa alasan. Pertama, ini membantu siswa fokus sementara bahan disajikan, apakah itu penjelasan guru atau diskusi. Proses pembongkaran catatan memaksa mereka untuk secara aktif mendengarkan dan mengidentifikasi poin-poin penting. Kemudian, catatan bagus berfungsi sebagai ringkasan pribadi dari bahan kursus. Daripada harus membaca ulang seluruh buku atau materi, siswa dapat dengan cepat meninjau catatan mereka saat belajar untuk tes atau mengerjakan tugas. Ini sangat efisien"

The students' interview also supports the teacher's statement above that vocabulary note taking can engage their interest in studying vocabulary. The teacher tries to give the best way to make their students keep learning a language without boredom. Here the interview of the student.

Based on an interview with Oktavia Diah Safitri said that :

⁵⁸ Interview with Mr Irfan as the English Teacher

"Before, I usually just listened while the teacher explained. Sometimes I felt sleepy too, hehe. Then when I wanted to study again, I often forgot the main points of the material. Now, because I have to actively take notes, I can focus more in class. The notes are also like a short cheat sheet for me to study. My test scores have also gotten better I think."⁵⁹

"Sebelumnya, saya biasanya hanya mendengarkan saat guru menjelaskan. Terkadang aku merasa mengantuk juga, hehe. Kemudian ketika saya ingin belajar lagi, saya sering lupa poin utama material. Sekarang, karena saya harus secara aktif membuat catatan, saya dapat lebih fokus pada kelas. Catatan ini juga seperti lembar contoh pendek bagi saya untuk belajar. Skor tes saya juga semakin baik saya berpikir."

From the interview sample above, we can say that students are interested in learning English vocabulary because their teacher provides the media to learn vocabulary. Their interest increases when they find the appropriate media to learn it (getting language). It helps the students in mastering vocabulary skills. Students' response in learning English vocabulary using note taking strategies in the seventh grade of Junior High School 2 Mumbulsari Jember is high enough. It can be seen from the teaching and learning English process they enjoyed; they felt it easier to gain vocabulary, they had new sources to collect the latest languages, and then they used those vocabularies in interacting with their friends by virtual (messages) or face-to-face.

The use of Note-Taking Strategy is beneficial for students. Note taking strategies provide the various materials that help them get many insights. And they can practice answering the question through this notes.

⁵⁹ Interviewed with Oktavia Diah Safitri as a student

Note taking strategies helps not only the student but also the teacher itself. The use of Note-Taking Strategies is very beneficial. The teacher does not need more effort to prepare the exercise because Note-Taking Strategies provides interesting material and activities. The following sample interview can represent the teacher's material regarding using Note-Taking Strategies in learning vocabulary.

Based on an interview with Mr. Irfan said that:

*"Firstly, I usually choose relatively simple and structured materials, such as introducing new vocabulary in one theme. The goal is so that students do not feel overwhelmed by the material and focus on understanding and applying the note-taking strategy itself. I also tend to choose materials that are relevant to students' daily lives or interest them so that they are more motivated to take notes. For example, when learning about description, we can use examples of describing their idols or their favorite places."*⁶⁰

"Pertama, saya biasanya memilih bahan yang relatif sederhana dan terstruktur, seperti memperkenalkan kosakata baru dalam satu tema. Tujuannya adalah agar siswa tidak merasa kewalahan oleh material dan fokus pada pemahaman dan menerapkan strategi pemakaian itu sendiri. Saya juga cenderung memilih bahan-bahan yang relevan dengan kehidupan sehari-hari siswa atau menarik mereka sehingga mereka lebih termotivasi untuk mencatat. Misalnya, ketika belajar tentang deskripsi, kita dapat menggunakan contoh-contoh menggambarkan idola mereka atau tempat favorit mereka."

The researcher also provides a good result in learning vocabulary using Note-Taking Strategy from the student's interview. The teacher compared the learning vocabulary using Note-Taking Strategy and without it. Several things in the learning process become better using Note-Taking Strategies and such as increased enthusiasm, better feedback between

⁶⁰ Interview with Mr Irfan as the English Teacher

students and teacher, discarding boredom, and attracting students' attention with interesting and exciting media.

Based on interviews with the student Qurrata A'yun said that:

*"At first I was a bit lazy, Ma'am, because it was like more work. I had to think of example sentences and all. But then Mr. Irfan said, if we actively take notes, it will be easier when we study again. It turned out to be true. So, after a while I got used to it and actually found it fun."*⁶¹

"Pada awalnya saya agak malas, Bu, karena itu seperti lebih banyak pekerjaan. Saya harus memikirkan contoh kalimat dan semua. Tetapi kemudian Mr. Irfan berkata, jika kita secara aktif membuat catatan, akan lebih mudah ketika kita belajar lagi. Ternyata benar. Jadi, setelah beberapa saat saya terbiasa dan benar-benar menemukan itu menyenangkan."

Relate to the interview above, the students' responses using Note-Taking Strategy in learning vocabulary are good. How to operate the media is easy. The students are not bored in using Note-Taking Strategies. They get a lot of new vocabulary that they can write on their notes. Using note taking strategies made them feel confident to speak even though they are still learning English vocabulary, but it engaged students' motivation in learning English.

Regarding the process of teaching Vocabulary by using Vocabulary Note-Taking Strategy, Mr. Irfan said that :

"In the first meeting, I explain the purpose and benefits of this strategy to the students. I emphasize how structured notes can help them understand and remember new vocabulary better. I then provide a concrete example of the vocabulary note format that I expect. This format includes columns for the word, a simple definition, examples of usage in sentences, and personal notes or visualizations if necessary. Next, I demonstrate how to fill out the

⁶¹ Interview with Qurrata A'yun as a student

*vocabulary note using several examples of words from the course material. This includes showing how to find the right definition, constructing relevant example sentences, and providing ideas for personal notes that can help students associate themselves with the word."*⁶²

"Pada pertemuan pertama, saya menjelaskan tujuan dan manfaat dari strategi ini kepada para siswa. Saya menekankan bagaimana catatan terstruktur dapat membantu mereka memahami dan mengingat kosakata baru dengan lebih baik. Saya kemudian memberikan contoh nyata dari format catatan kosa kata yang saya harapkan. Format ini mencakup kolom untuk kata, definisi sederhana, contoh penggunaan dalam kalimat, dan catatan pribadi atau visualisasi jika perlu. Selanjutnya, saya menunjukkan cara mengisi catatan kosa kata menggunakan beberapa contoh kata-kata dari materi kursus. Ini termasuk menunjukkan bagaimana menemukan definisi yang tepat, membangun contoh-kalimat contoh yang relevan, dan memberikan ide untuk catatan pribadi yang dapat membantu siswa mengaitkan diri dengan kata tersebut"

Based on the interview above, it can be concluded that the process of teaching Vocabulary using Vocabulary Note-Taking Strategy were : the teacher explained about the goal and benefit of using Vocabulary Note-Taking Strategy and gave the students an example of the format. Then, modelling how to fill in notes. The teacher giving active guidance to the students. Students collaboration to share their notes each other. Finally, the teacher gave them an evaluation. The statement above to the process of teaching Vocabulary using Vocabulary Note Taking Strategy strengthened by Nur Rania Agustina Mirza a student of seventh grade who stated that:

"First, Mr. Irfan explained to the students about the goal and benefit of using Vocabulary Note-Taking Strategy. Then, after that the teacher gave me an example and how to write it. Next, the teacher Walking around the classroom to observe students as they implement this strategy while discussing our understanding of the new

⁶² Interview with Mr Irfan as the English Teacher

*vocabulary. Finally, the teacher gave us an evaluation about this Strategy"*⁶³

"Pertama, Pak Irfan menjelaskan kepada siswa tentang tujuan dan manfaat menggunakan strategi pengambilan catatan kosa kata. Kemudian, setelah itu guru memberi saya sebuah contoh dan bagaimana cara menulisnya. Selanjutnya, guru berjalan di sekitar kelas untuk mengamati siswa karena mereka menerapkan strategi ini sambil mendiskusikan pemahaman kita tentang kosa kata baru. Akhirnya, guru memberi kami evaluasi tentang strategi ini"

Based on the interview above, it can be concluded that the process of teaching Vocabulary using Vocabulary Note-Taking Strategy were: Mr. Irfan explained to the students about Vocabulary Note-Taking Strategy. Then, after the teacher explain about the Vocabulary Note-Taking Strategy, Mr. Irfan gave the students an examples how to write the notes. Next, the teacher walking around the classroom to observe students. At the end of the study, the teacher gave the evaluation on the students about using Vocabulary Note-Taking Strategy.

2. Identify the challenges do students faced when implementing vocabulary note taking strategies.

This section presents the qualitative data findings, supporting evidence, and validates the survey's findings. This part describes the factors that cause the students' interest in studying an English major. The qualitative data were obtained from a questionnaire distributed to twenty six students and interviewed 3 students. The result will be presented as follow.

a. Over reliance on transcription

⁶³ Interview with Nur Rania as a student

The tendency to rewrite material exactly as it is spoken or read, rather than synthesizing and summarizing it using one's own words.⁶⁴ They argue that this habit can lead to a passive approach to learning, where someone merely copies without truly processing and understanding the information in depth. Consequently, deeper comprehension is hindered. Prevents deep understanding as students tend to focus on writing down every word rather than processing and internalizing information. This impedes critical thinking and synthesis of the material. Most students in class seventh A felt the same thing. Here is the sample of the interview regarding a Over reliance on transcription.

Based on a interview to students of ninth grade with Oktavia Diah Safitri :

*"One thing I often experience is the urge to write down everything the teacher says or what is in the book, word for word. It feels like if there is one piece of information missing, my notes will be incomplete."*⁶⁵

"Satu hal yang sering saya alami adalah dorongan untuk menuliskan semua yang dikatakan guru atau apa yang ada di buku itu, kata demi kata. Rasanya seperti jika ada satu informasi yang hilang, catatan saya akan tidak lengkap."

The student answer said that they must focus on what teacher write on the blackboard. They will lost some information of they didn't pay attention on the teacher.

b. Incomplete or unorganized notes

⁶⁴ *Ibid.*, p. 1159–1168

⁶⁵ Interview with Oktavia Diah Safitri as a student

Danger of failing to capture all relevant information or organizing it coherently. This can make it difficult to properly examine and analyze the content later on⁶⁶. Disorganized and incomplete notes are as good as having no useful notes at all. Makes it difficult for students to review the material effectively. Missing or unstructured information makes the process of recalling and connecting concepts difficult, ultimately reducing long-term understanding. We will struggle to understand the material again because information is missing or the flow is difficult to follow.

"Yes, my notes often become messy and incomplete. Sometimes, when the teacher explains quickly, I get overwhelmed and there is important information that is missed and not recorded. If the notes are incomplete, when I want to study again I get confused. There are parts that are missing, so I don't understand the context as a whole. So I have to look for additional information from other sources, which sometimes takes time."⁶⁷

"Ya, catatan saya sering menjadi berantakan dan tidak lengkap. Kadang-kadang, ketika guru menjelaskan dengan cepat, saya kewalahan dan ada informasi penting yang terlewatkan dan tidak dicatat. Jika catatan tidak lengkap, ketika saya ingin belajar lagi, saya bingung. Ada bagian yang hilang, jadi saya tidak mengerti konteksnya secara keseluruhan. Jadi saya harus mencari informasi tambahan dari sumber lain, yang terkadang membutuhkan waktu"

From interview above, it can be seen that student with good notes, it can make them easier to study. So they should identification main poin what teacher said in the class.

c. Lack of involvement

⁶⁶ *Ibid.*, p. 33-39

⁶⁷ Interview with student initial Qurrata A'yun as a student

Students may disconnect from the lecture or reading content while concentrating too much on taking notes, resulting in gaps in comprehension and recall⁶⁸. Concentrating too much on the physical act of note-taking can divert mental attention from the effort to understand and remember the material itself. Passive learning reduces motivation, attention, and information retention. Without active engagement, students are less likely to connect with the material personally and develop a deep understanding. It's like focusing on taking notes so much that you forget to see and understand the ocean the content of the material.

*"Oh, very often. Sometimes, I worry too much that there is important information that is not recorded, so my mind only focuses on how to write it down as quickly as possible. Often, after finishing writing a lot, I don't even remember the gist of what was explained. I just write automatically without really listening and digesting the meaning."*⁶⁹

"Oh, sangat sering. Kadang-kadang, aku terlalu khawatir bahwa ada informasi penting yang tidak direkam, jadi pikiranku hanya berfokus pada bagaimana cara menuliskannya secepat mungkin. Seringkali, setelah menyelesaikan tulisan banyak, aku bahkan tidak ingat inti apa yang dijelaskan. Aku hanya menulis secara otomatis tanpa benar-benar mendengarkan dan mencerna makna".

From interview above, it can be seen that lack of involvement can reduce the understanding of student in the class, they focus on the notes to much.

d. Finding the appropriate balance

⁶⁸ *Ibid.*, p. 320-355

⁶⁹ Interview with Nur Rania Agustina as a student

It might be difficult to strike a balance between capturing enough information to fully understand the topic and avoiding excessive detail.⁷⁰ Failure to balance various aspects of learning (e.g., theory and practice, depth and breadth of material) can lead to superficial or irrelevant understanding. Poor balance hinders the development of holistic competencies. We need to strike a balance between taking enough notes for good understanding without getting caught up in noting down every detail, which can actually hinder comprehension and make the notes too long and ineffective.

*" This is indeed difficult. Sometimes I am confused, how much do I actually need to write. If it is too little, I am afraid that there will be important parts that I will miss and I will not understand the material completely."*⁷¹

"Ini memang sulit. Terkadang saya bingung, berapa yang sebenarnya harus saya tulis. Jika terlalu sedikit, saya khawatir akan ada bagian-bagian penting yang akan saya lewatkan dan saya tidak akan mengerti materi sepenuhnya. "

From interview above, it can be seen that finding the appropriate balance is Knowing which information is essential and which is merely supporting detail is key to this problem.

e. Adapting to varied learning styles

There isn't one "best way" to take notes that suits everyone. Each individual needs to discover and adapt note-taking strategies that best align with their personal learning style to make the learning process

⁷⁰ *Ibid.*, p. 328-346

⁷¹ Interview with Okativa Diah Safitri

more effective. Teaching methods that do not accommodate students' diverse learning styles can cause some students to feel disconnected, frustrated, and less motivated. This hinders the equal opportunity to learn and reduces overall learning effectiveness. As Weinstein and Mayer point out, note-taking strategies that work well for one person may not be as effective for another, so students should experiment with varied methods.⁷²

"I think by trying different methods, we can find the way that best suits the way our brain works. We find out, oh, it turns out I understand better if the notes are in bullet points, or oh, I prefer more illustrations. That way, the learning process becomes more effective and enjoyable."⁷³

"Saya pikir dengan mencoba metode yang berbeda, kita dapat menemukan cara yang paling sesuai dengan cara otak kita bekerja. Kami mengetahuinya, oh, ternyata saya mengerti lebih baik jika catatan itu berada dalam titik-titik peluru, atau oh, saya lebih suka ilustrasi. Itu, proses pembelajaran menjadi lebih efektif dan menyenangkan."

From interview above, it can be seen that adapting to varied learning styles or only for some students. Each individual needs to discover and adapt note-taking strategies that best align with their personal learning style.

Overall, these challenges contribute to shallow learning, low information retention, a lack of critical thinking, and decreased student motivation. Addressing these challenges is crucial for creating an

⁷² *Ibid.*, p. 315-327

⁷³ Interview with Qurрата A'yun as a student

effective and inclusive learning environment that maximizes the learning potential of every student.

B. Discussion

This study was conducted to explore the implementation of Vocabulary Note-Taking Strategy and what challenges faced by students in implementing Vocabulary Note-Taking Strategy. The research was done at State Junior High School 2 Mumbulsari Jember, which began on February 22th, 2025, until March 13, 2025.

Based on the results of data collection using a questionnaire (students' background of Note-Taking Concept), the results obtained were 21 students answering "yes" out of 26 students, in response to students' interest in learning English using Vocabulary Note-Taking Strategy, 5 students statements "No" about students interest.

It means that most students in 7 A class are interested in learning vocabulary. The questionnaire result It means that most students realize that vocabulary is crucial when they are studying the English language because it is fundamental for learners to master to communicate fluently.

The teaching process influencing the students' interests. If the process of doing something is fun, enjoyable, and not get much pressure, the learner will be enthusiastic about the learning process. The same goes for learning English vocabulary. The students enjoy the learning process. They get the best treatment from the teacher in delivering the materials. They still pay attention to the learning process.

1. The Implementation of Vocabulary Note Taking Strategy

The majority of students indicated that the Vocabulary Note-Taking Strategy was a common and accepted practice in English language learning in the classroom. This indicates that teachers have most likely introduced or encouraged the use of this strategy. This widespread acceptance could be because students perceive the direct benefits of Vocabulary Note-Taking in helping them understand and remember new words. Interviews with teachers indicated that there was flexibility in how students implemented this strategy. They were not fixated on one method, but rather developed individual approaches to recording vocabulary. Students' recognition that they frequently refer back to their vocabulary notes suggests that they serve as an active and ongoing learning resource outside of formal class time. This suggests that this strategy not only helps when vocabulary is first learned, but also supports long-term retention and reinforcement.

Research by Irmawan⁷⁴ and Rahmawati⁷⁵ : Both studies clearly show that note-taking techniques, both in general and with guidance (guided note-taking), have a positive and significant impact on improving students' reading ability. Irmawan's study showed an increase in the average reading comprehension score from 62.1 to 80.17 after the application of the note-taking technique. Meanwhile, Rahmawati's study also showed a significant

⁷⁴ "Irmawan (2018) in his thesis "Improving students' Reading Comprehension Through Note-Taking Technique at The Second Year Of SMAN 3 Bulukumba

⁷⁵ Rahmawati (2015) in her article "The effectiveness of guide Note-Taking in Teaching Reading News Item to The Tenth Grade of MA Ma"arif Puter

increase from 66.01 to 84.29 after the use of guided note-taking. The findings of Irmawan and Rahmawati provide a strong foundation for the hypothesis that note-taking strategies in general can improve students' language skills. This research that focuses on Vocabulary Note-Taking specifically aims to see if the same principle applies to vocabulary mastery.

Rahmawati's conclusion that guided note-taking helps students become good readers and understand texts emphasizes the active role of students in processing information while taking notes. This process helps them internalize the material better. In the context of vocabulary note-taking, students are also actively involved in processing information about new words (definitions, examples, etc.) while they are taking notes.

Cojean & Grand study⁷⁶: This study highlights the differences between taking notes on paper and on a computer. While taking notes on paper tends to result in deeper processing (through reformatting and less multitasking), taking notes on a computer allows for later paraphrasing and reformulation.

Irmawan and Rahmawati's research provides strong support for the idea that note-taking is generally effective in improving language skills, especially reading comprehension. Your research on vocabulary note-taking extends this focus to vocabulary mastery. In this study, it was found that the majority of students enjoyed it when teachers implemented the Vocabulary Note Taking strategy in class. This can be seen from the results of the

⁷⁶ Cojean, S & Grand, M (2024) in their article "Note-taking by university students on paper or a computer

questionnaire and in-depth interviews conducted by the researchers with teachers and students. Therefore, this will strengthen the view that note-taking is a useful learning strategy for various aspects of language. Meanwhile, Cojean & Grand's research reminds us to consider aspects of the method or media of note-taking used by students in vocabulary note-taking and how it can affect the learning process and outcomes.

In this research Teachers encourage students to use examples of sentences or contexts that are relevant to daily life or local Jember culture in their vocabulary notes. This will make learning more meaningful and memorable for students.

The high percentage of students who answered “yes” to the use of vocabulary note-taking strategy in the questionnaire provides an initial indication of the acceptability and potential effectiveness of this strategy in the eyes of students. They may find it useful in helping them learn and remember vocabulary. Interviews with students who use the strategy will provide deeper insight into why they find it effective. Reasons such as aiding comprehension, making it easier to remember, being a learning resource when doing assignments or studying, and helping to process information actively will strengthen the effectiveness indications from the questionnaire. Students can provide concrete examples of how the vocabulary note-taking strategy helped them in real learning situations, such as when understanding reading texts, doing exercises, or communicating.

The results of the questionnaire, 88.5% of students used vocabulary note-taking strategy. Then, Students who used this strategy reported that writing down definitions and example sentences helped them understand the meaning of words in context and remember them more easily when studying for exams. They also often referred to their notes when working on reading assignments. Also, the teacher observed that students who actively took vocabulary notes tended to show better comprehension during class discussions and were able to use new vocabulary more appropriately in their sentences. The teacher also noted that students who had organized vocabulary notes were better prepared for daily vocabulary tests.

In this example, all three data sources mutually confirmed the effectiveness of vocabulary note-taking strategy in improving students' vocabulary comprehension and mastery.

2. Challenges faced by students in Implementing Vocabulary Note-Taking Strategies

a. Over-reliance on verbatim transcription⁷⁷

The questionnaire that has been given, Maybe not directly measurable, but open-ended questions about "how do you record vocabulary?" can reveal whether students tend to copy definitions or example sentences without rephrasing them. Questions such as "Do you

⁷⁷ Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159–1168

always write down the definitions given by the teacher exactly the same?” or “Do you use your own words when writing down example sentences?” can reveal a tendency toward verbatim transcription. Students who consistently answer “yes” may be demonstrating this challenge. Teachers may observe in student notes that many definitions or example sentences are identical to the material presented, with no indication of understanding or phrasing by the student. Teachers may also comment on students who appear to be busy writing without appearing to understand what is being explained.

b. Incomplete or unorganized notes⁷⁸

The challenge of incomplete or disorganized notes is a significant barrier to the effectiveness of vocabulary note-taking strategies. When students fail to capture relevant information in its entirety or are unable to organize their notes coherently, the primary function of notes as a reliable learning resource is compromised. Research data will likely indicate this challenge through student responses in questionnaires that indicate difficulty reusing their notes when studying or working on assignments. In interviews, students may express frustration at not being able to find the specific information they need or that their notes are too cluttered to study efficiently. Furthermore, teachers will likely observe marked variation in the quality

⁷⁸ Kiewra, K. A. (1985). Providing the instructor's notes: An effective addition to student notetaking. *Educational Psychologist*, 20(1), 33–39.

of student notes, with some simply jotting down words without adequate definitions, examples, or context. Disorganized notes, while they may contain relevant information, can be counterproductive as students spend more time trying to understand and connect the various parts of their notes than actually learning the vocabulary.

This challenge highlights the need for more explicit guidance from teachers regarding the essential elements of note-taking and effective note-organizing strategies, such as the use of consistent formats, the separation of categories of information (definitions, examples, synonyms), or the use of visual techniques such as mind mapping when appropriate for students' learning styles. Without adequate structure and completeness, the potential of vocabulary note-taking strategies as powerful learning tools will not be optimally realized.

c. Lack of involvement⁷⁹

The challenge of lack of involvement highlights a potential paradox in note-taking strategies. Rather than facilitating comprehension and retention, an excessive focus on the mechanical process of note-taking may actually divert students from active cognitive engagement with vocabulary learning materials. Research data may indicate this through students' responses to questionnaires that indicate difficulty maintaining

⁷⁹ Peverly, S. T., & Wolf, A. D. (2019). Note-taking. In Dunlosky, J., & Rawson, K. A. (Eds.), *Cambridge handbook of cognition and education* (pp. 320–355). Cambridge University Press.

focus on teacher explanations or reading materials while they are busy taking notes. Interviews with students may reveal their experiences of feeling more burdened by the need to write everything down than by truly understanding the meaning and use of new vocabulary. They may feel like passive “copyists” rather than active learners. From a teacher’s perspective, this challenge may be seen in students who physically write but fail to respond to questions, demonstrate shallow understanding, or appear confused during class discussions. This phenomenon occurs when students’ attention is split between attempts to capture information and attempts to process and internalize it. As a result, while notes may be filled, deep understanding and the ability to recall and use the vocabulary in different contexts are hindered. Addressing these challenges requires emphasizing how students take notes, encouraging them to be selective, summarize information in their own words, and actively connect new vocabulary to existing knowledge, rather than simply passively transcribing.

d. Finding the appropriate balance⁸⁰

Finding the right balance in vocabulary note-taking strategies is a crucial challenge that affects their effectiveness. Students often struggle with the fundamental question: how much detail should they take notes to ensure comprehensive understanding without falling into

⁸⁰ Titsworth, B. S., & Kiewra, K. A. (2004). Spontaneous note taking and learning from lecture. *Contemporary Educational Psychology*, 29(3), 328–346

the trap of recording redundant and non-essential information? Research data will likely highlight this dilemma through student questionnaire responses that reveal confusion about determining what key information is worth noting. In interviews, students may share experiences where their notes were either too long and tedious to review, or too brief and thus lost important context. Teachers may also observe two extremes in student note-taking: some take notes on almost every word spoken or read, resulting in unfocused and unmanageable notes, while others take notes on too few points and their notes are less informative. The inability to strike a balance between comprehensiveness and conciseness can hinder learning. Notes that are too detailed can distract from understanding key concepts, while notes that are too concise may fail to capture important nuances and examples necessary for deep vocabulary mastery. Clear guidance from teachers on how to identify key information, use effective abbreviations or symbols, and prioritize note-taking based on relevance to learning objectives is therefore essential in overcoming this challenge. Students need to develop the skills to sort out important information from supporting details for vocabulary note-taking to truly be an efficient and effective tool.

e. Adapting to varied learning styles⁸¹

⁸¹ Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 315–327

The challenge of adapting to diverse learning styles in implementing vocabulary note-taking strategies recognizes that no single approach will be effective for all students. Each individual has unique preferences for receiving, processing, and retaining information, which in turn influences how they interact with and utilize vocabulary notes. Research data will likely indicate this challenge through student responses to questionnaires indicating whether they feel certain note-taking methods are more or less appropriate for the way they learn. Interviews with students may reveal how some students rely more on visual representations in their notes (e.g., pictures, diagrams), while others may prefer structured verbal notes or even kinesthetic connections (e.g., associating words with movements).

Teachers may also observe diversity in the way students organize and use their notes, reflecting individual preferences. Forcing a uniform vocabulary note-taking method may be counterproductive for students whose learning styles do not align with that approach, ultimately reducing the overall effectiveness of the strategy. Therefore, it is important for teachers to recognize the diversity of learning styles in their classrooms and encourage students to experiment with different note-taking techniques—such as using mind maps, tables, linear notes, or a combination of text and visuals—to find the methods that best align with their cognitive strengths and learning preferences. Providing flexibility and choice in how students record vocabulary will empower

them to optimize this strategy as a personalized and effective learning tool.

When students focus too much on verbatim transcription (point a), they may not truly process and understand the information being presented. They become passive note-takers, not active thinkers. As a result, even though they have complete notes, they may lack a deep understanding of concepts. Difficulty Remembering and Analyzing: Incomplete or disorganized notes (point b) can be a hindrance when students try to review the material later. Scattered and unstructured information is difficult to relearn, relate to other knowledge, and critically analyze. The process of remembering information becomes more difficult. Disconnection with the Material: When students concentrate too much on taking notes, they can lose focus on the essence of the material being studied (point c). This leads to gaps in understanding because they may miss important explanations, examples, or context provided by the instructor or researcher.

Confusion in Prioritizing Information: Difficulty finding the balance between recording important details and avoiding information overload (point d) can hinder learning efficiency. Students may feel overwhelmed by too many notes or miss key points that are essential to full understanding. Mismatch with Learning Style: Note-taking methods that are not suited to an individual's learning style (point e) can reduce

the overall effectiveness of learning. Students may feel frustrated or unmotivated if they are using techniques that are not natural or that do not support the way they process information well. This can hinder their ability to actively engage with the material and achieve optimal learning outcomes.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents some conclusions and suggestions dealing with Students' Interest in Learning English Vocabulary Using Note-Taking Strategies at the seventh Grade Of State Junior High School 2 Mumbulsari Jember based on the result of the research and the discussion describe in the previous chapter.

A. Conclusion

Based on the research data analyzed presented in chapet IV, these are the conclusion obtained :

1. How to implementation Vocabulary Note-Taking Strategy were : the teacher explained about the goal and benefit of using Vocabulary Note-Taking Strategy and gave the students an example of the format. Then, modelling how to fill in notes. The teacher giving active guidance to the students. Students collaboration to share their notes each other.
2. What challenges do students faced when implementing Vocabulary Note-Taking Strategy were : Over-reliance on verbatim transcription it means they must focus on what teacher write on the blackboard. They will lost some information of they didn't pay atention on the teacher. Incomplete or unorganized notes it means student with good notes, it can make them easier to study. So they should identification main poin what teacher said in the class. Lack of involvement it means lack of involvement can reduce the understanding of student in the class, they focus on the notes to much. Finding the appropriate balance it means finding the appropriate balance is Knowing which information is essential and which is merely supporting

detail is key to this problem. Adapting to varied learning styles it means adapting to varied learning styles or only for some students. Each individual needs to discover and adapt note-taking strategies that best align with their personal learning style.

B. Suggestion

In order for the learning objectives, especially English subjects, to be achieved, the researcher would like to provide several suggestions, namely:

1. For students, the researcher would like to add that interest in learning English vocabulary is very important, to increase vocabulary knowledge, practice and read more. Students need to improve and use English more often when talking to friends or can create stories on social media to get more vocabulary and succeed in mastering English lessons.
2. For teachers, the researcher suggests that the methods used by teachers are efficient enough, and the researcher would like to convey that it is important to continue to maintain English vocabulary learning to be more interesting so that students can learn easily and enjoy learning English. Teachers must always provide motivation and encouragement to students so that they are always enthusiastic about learning English vocabulary.
3. For schools, researchers suggest that they always provide support to their students by providing facilities and services so that English teachers can easily make learning more efficient. Schools also need to hold English competitions so that students are more interested in learning English and increasing their vocabulary

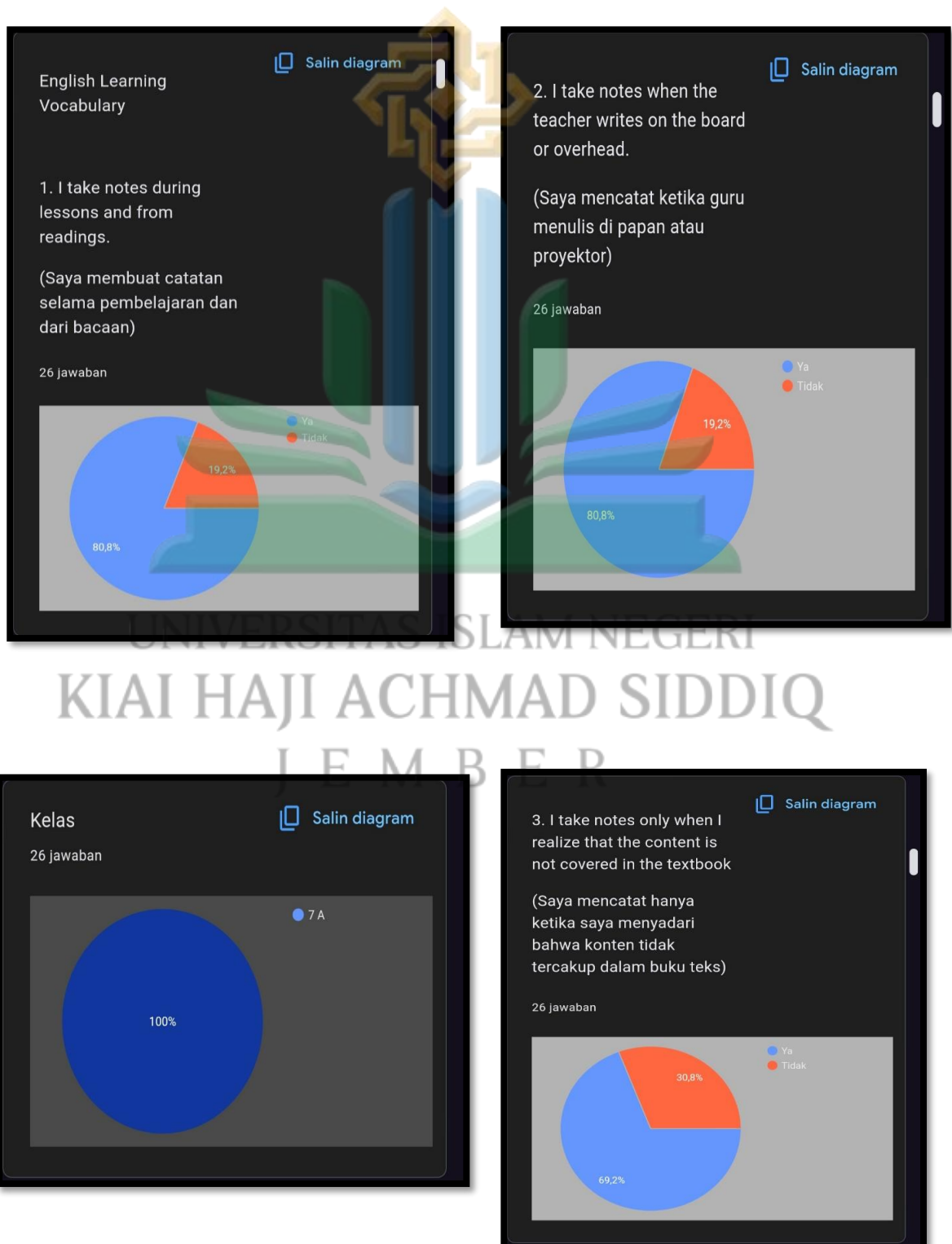
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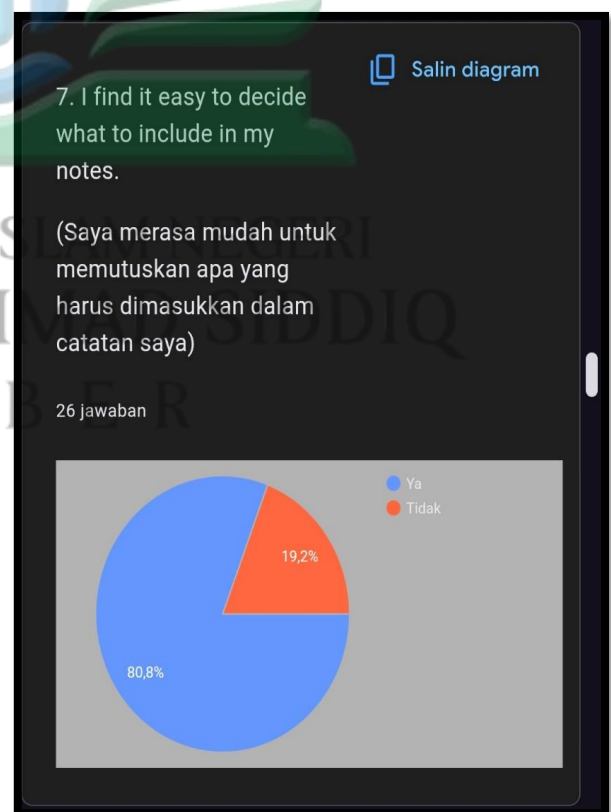
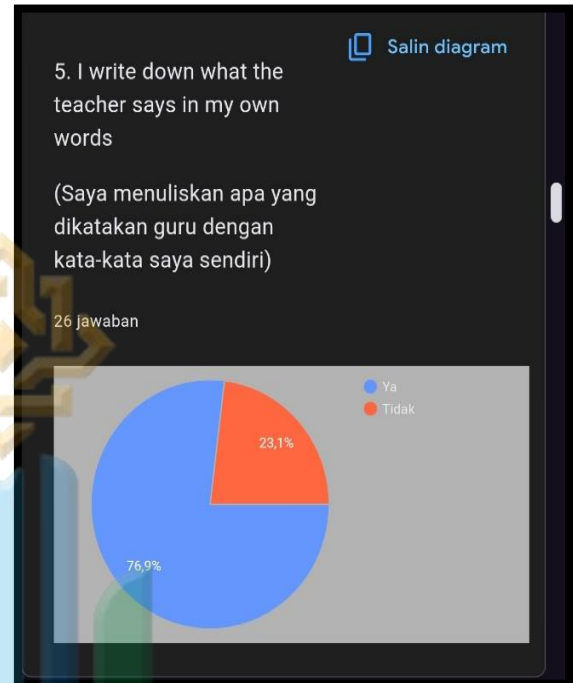
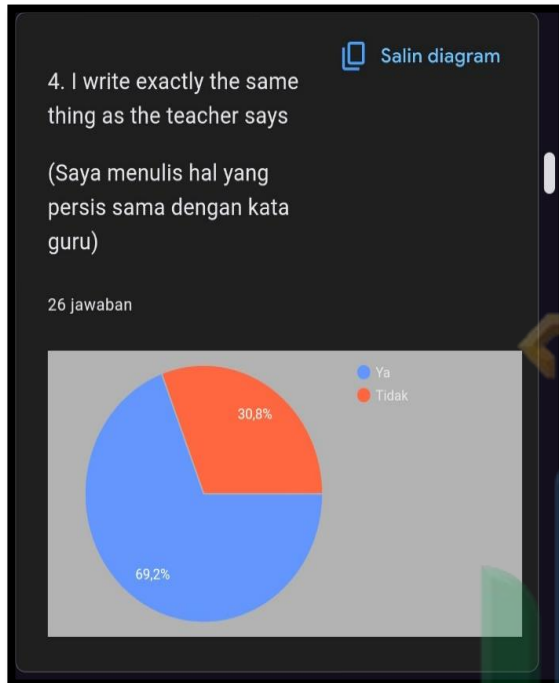
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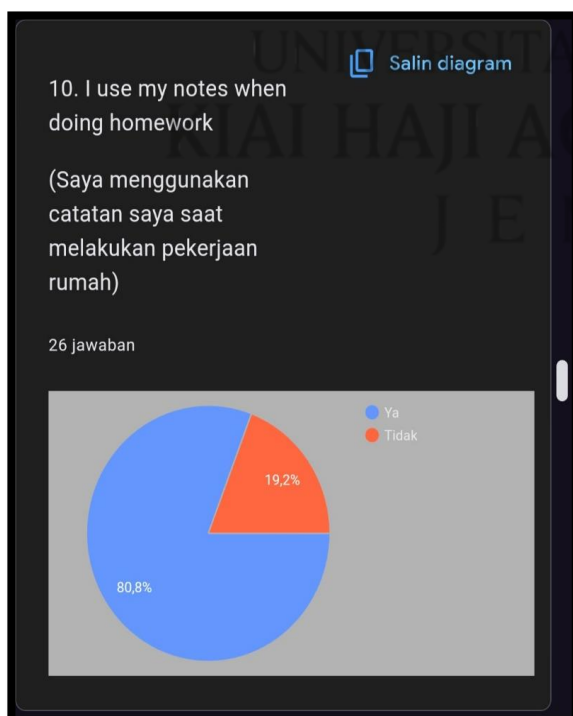
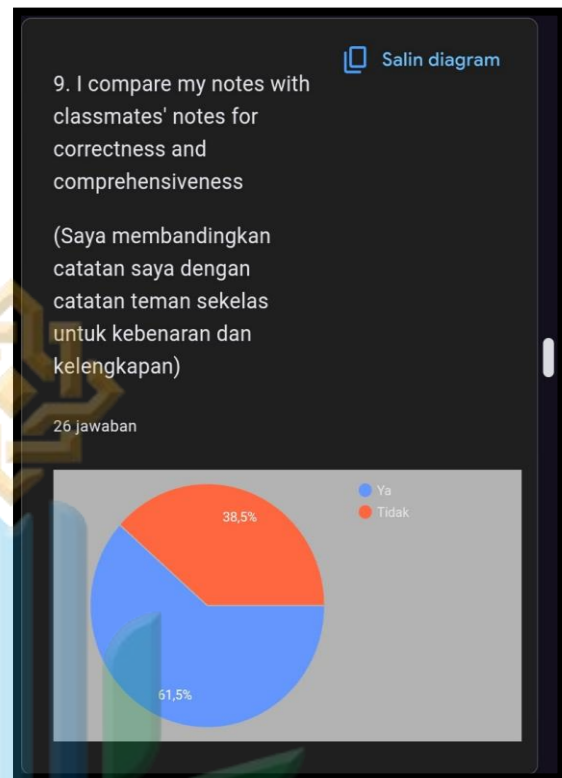
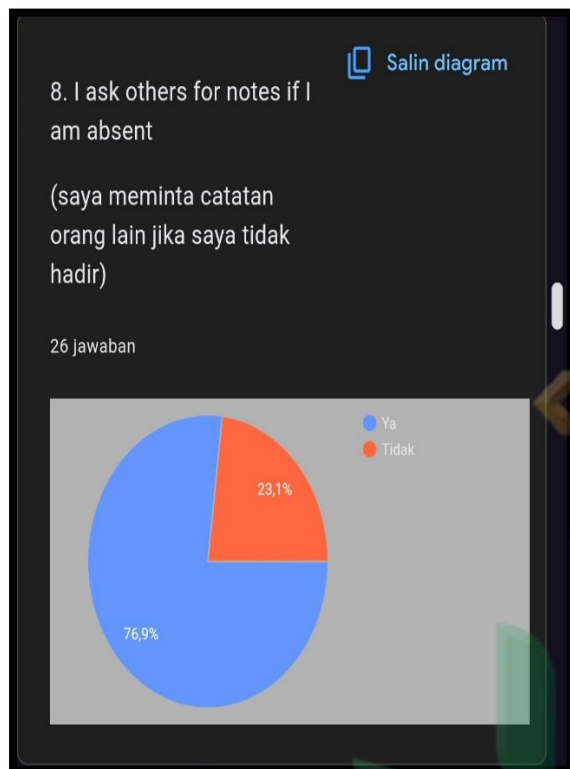
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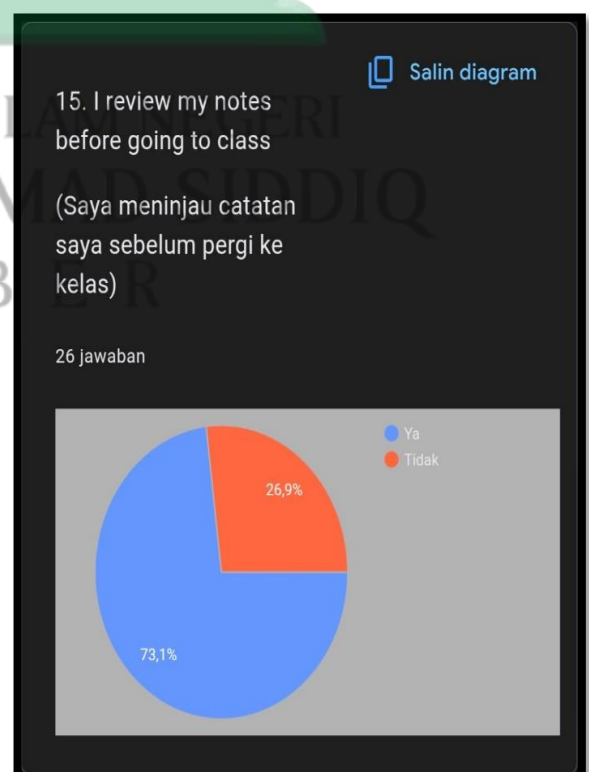
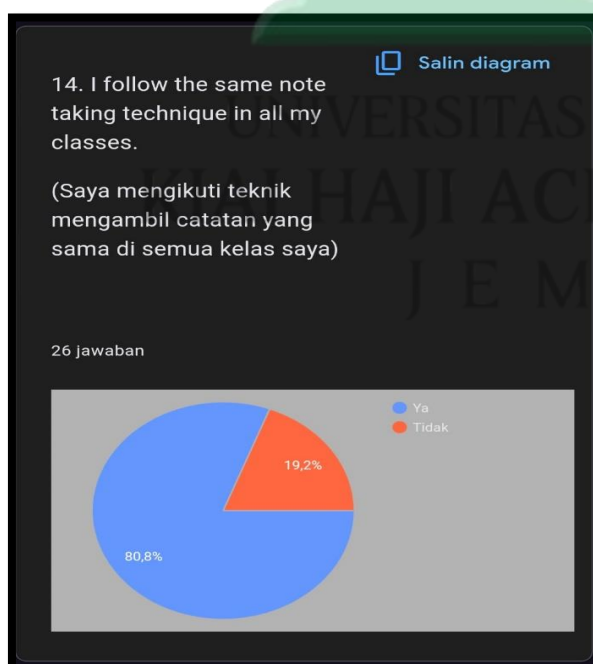
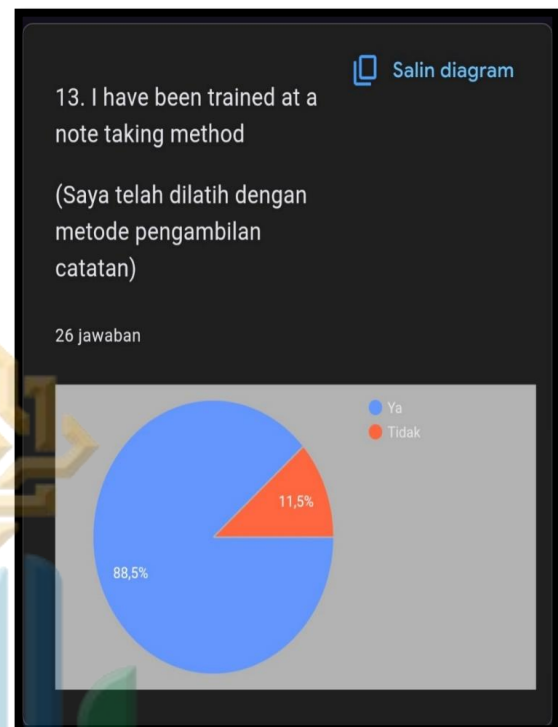
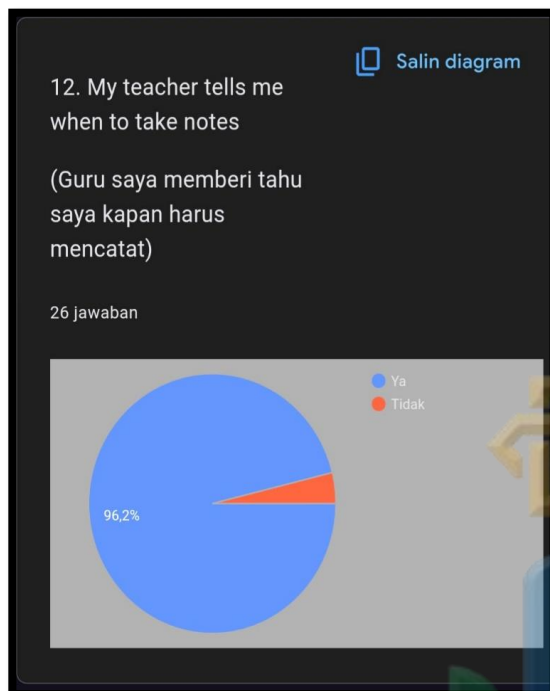
Appendix I

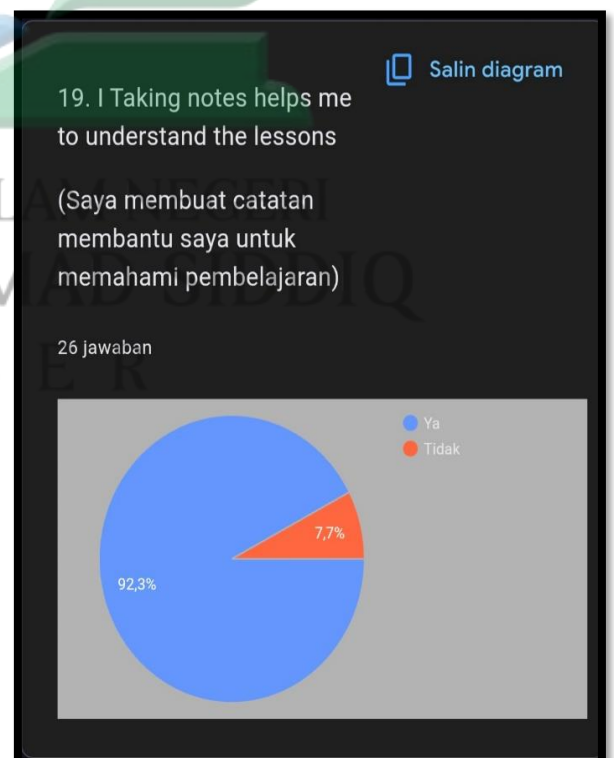
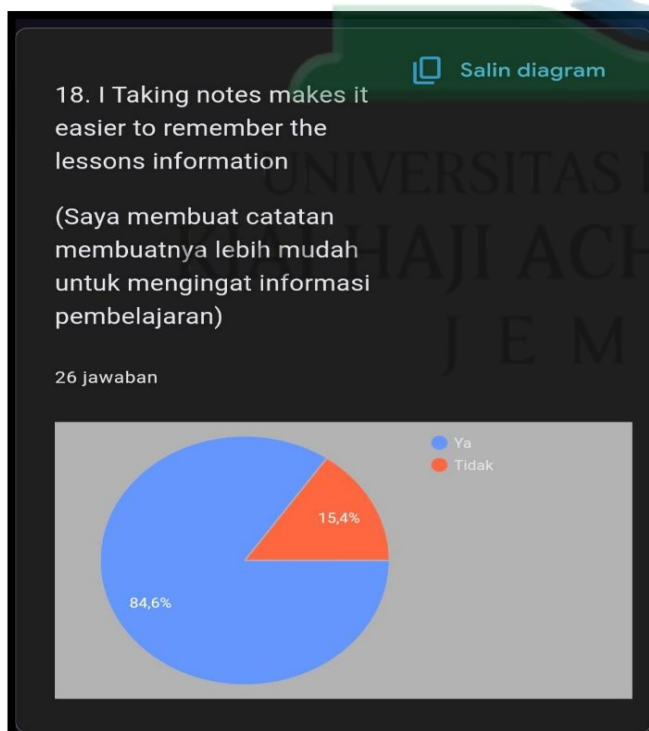
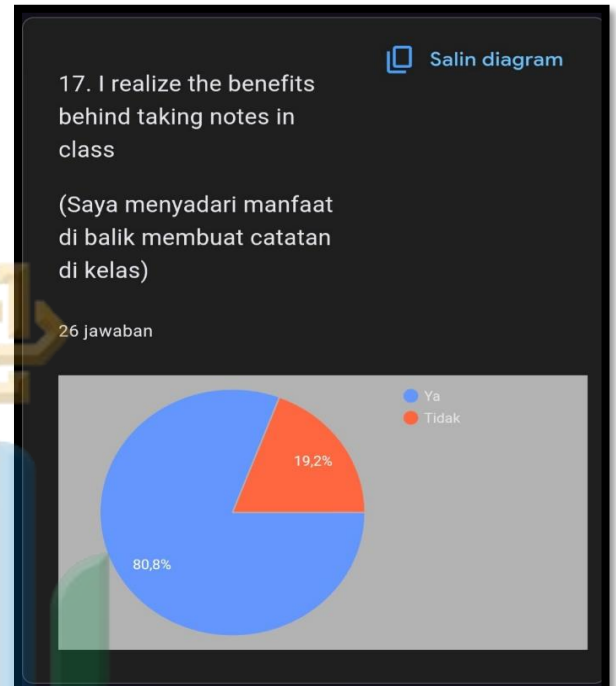
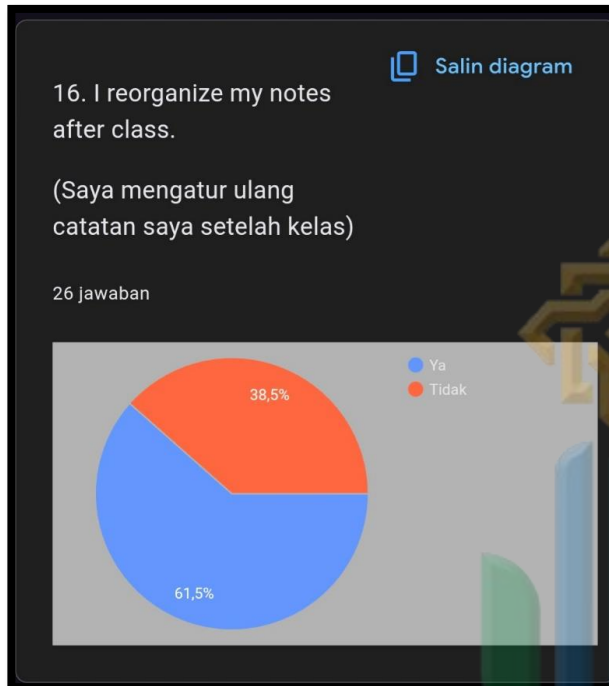
The questionnaire was adopted from Carrell, Dunkel & Mollaun (2002), Taghaboni (2012), and Ruby & Ruby (2013).









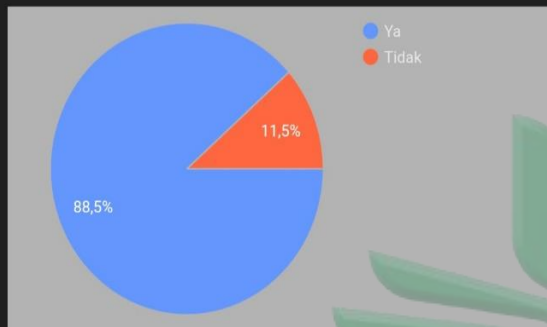


Salin diagram

20. I Taking notes helps me get better grades

(Saya membuat catatan membantu saya mendapatkan nilai yang lebih baik)

26 jawaban

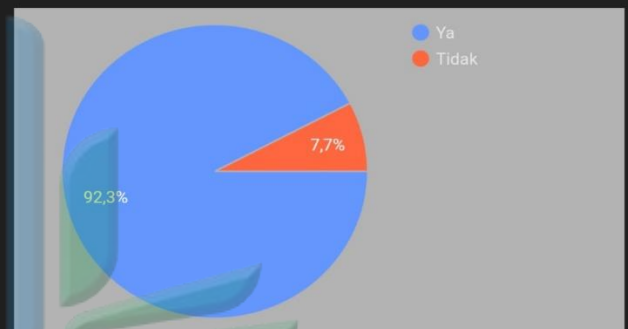


Salin diagram

21. I Taking notes helps me to answer test questions

(Saya membuat catatan membantu saya menjawab pertanyaan tes)

26 jawaban

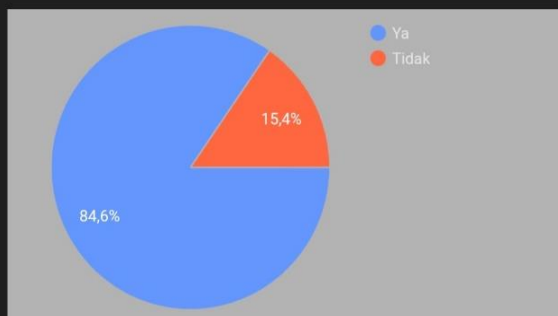


Salin diagram

22. I Taking notes helps me to prepare for tests/quizzes

(Saya membuat catatan membantu saya untuk mempersiapkan tes / kuis)

26 jawaban

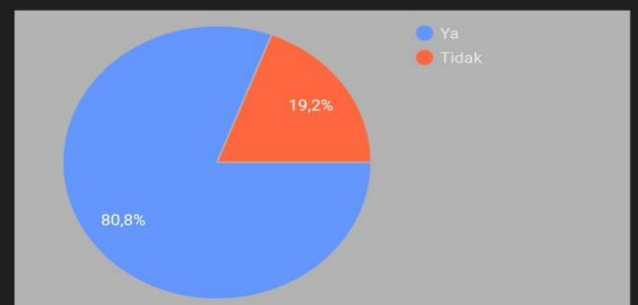


Salin diagram

23. I Taking notes facilitates sharing information with classmates

(Saya mengambil catatan memfasilitasi berbagi informasi dengan teman sekelas)

26 jawaban



1. Nama Responden : Oktavia Diah Safitri

No.	Pertanyaan	Jawaban
1.	Anda menyebutkan mengambil catatan saat guru menulis di papan atau overhead. Bisakah Anda ceritakan lebih detail bagaimana biasanya Anda mencatat dalam situasi tersebut?	"Saat guru menulis di papan, biasanya saya berusaha untuk mencatat poin-poin penting dan kata kunci yang beliau tulis. Saya juga memperhatikan bagaimana guru menyusun informasi di papan, apakah menggunakan poin-poin, diagram, atau bagan.
2.	Anda terkadang kesulitan menentukan apa yang perlu dimasukkan dalam catatan. Bisakah Anda berikan contoh situasi di mana Anda merasa kesulitan tersebut?	"Saya rasa salah satu tantangan terbesar saya dalam membuat catatan adalah menentukan apa yang benar-benar penting untuk dicatat dari sebuah penjelasan atau diskusi. Terkadang, guru menjelaskan banyak hal menarik, dan semuanya terasa relevan. Namun, jika saya mencoba mencatat semuanya, catatan saya bisa menjadi terlalu panjang dan sulit dibaca kembali"
3.	Anda bertanya kepada teman jika Anda absen. Apa yang biasanya Anda cari dalam catatan teman Anda?	"Jika saya bertanya kepada teman tentang kehadiran saya, biasanya saya akan mencari beberapa hal penting dalam catatan teman saya"
4.	Menurut Anda, mengapa mencatat bisa membantu memori?	"saat kita menulis atau mengetik catatan, kita jadi lebih fokus dan memperhatikan informasi yang disampaikan. Proses aktif ini membuat otak kita lebih terlibat daripada hanya mendengarkan pasif".
5.	Anda meninjau catatan sebelum masuk kelas. Apa tujuan Anda meninjau catatan sebelum kelas	"Catatan adalah rangkuman materi yang telah dipelajari sebelumnya. Dengan membacanya kembali, kita "membangunkan" kembali informasi tersebut dari ingatan jangka panjang ke ingatan jangka pendek, sehingga lebih mudah diakses dan diproses saat pelajaran baru disampaikan"

2. Nama Responden : Qurrata A'yun

No.	Pertanyaan	Jawaban
1.	Anda menyebutkan mengambil catatan saat guru menulis di papan atau overhead. Bisakah Anda ceritakan	"Biasanya, saat guru menulis di papan, saya berusaha untuk mencatat poin-poin penting dan kata kunci yang beliau tulis. Saya tidak selalu menyalin semuanya persis

	lebih detail bagaimana biasanya Anda mencatat dalam situasi tersebut?	kata per kata, karena terkadang guru menjelaskan sambil menulis. Jadi, saya lebih fokus menangkap konsep utamanya dulu"
2.	Anda terkadang kesulitan menentukan apa yang perlu dimasukkan dalam catatan. Bisakah Anda berikan contoh situasi di mana Anda merasa kesulitan tersebut?	"Saya terkadang merasa kesulitan menentukan apa yang paling penting untuk dicatat saat guru sedang menjelaskan materi pelajaran yang kompleks"
3.	Anda bertanya kepada teman jika Anda absen. Apa yang biasanya Anda cari dalam catatan teman Anda?	"Melihat bagaimana teman mengorganisir catatannya bisa memberikan ide baru bagi saya untuk membuat catatan yang lebih efektif"
4.	Menurut Anda, mengapa mencatat bisa membantu memori?	"Jadi, saat kita melihat catatan nanti, itu akan lebih bermakna dan mudah diingat karena sudah melalui proses pemahaman pribadi"
5.	Anda meninjau catatan sebelum masuk kelas. Apa tujuan Anda meninjau catatan sebelum kelas?	"Dengan pemahaman yang lebih baik, saya akan lebih percaya diri untuk bertanya, menjawab pertanyaan, dan berkontribusi dalam diskusi"

3. Nama Responden: Nur Rania Agustina Mirza

No.	Pertanyaan	Jawaban
1.	Anda menyebutkan mengambil catatan saat guru menulis di papan atau overhead. Bisakah Anda ceritakan lebih detail bagaimana biasanya Anda mencatat dalam situasi tersebut?	"Saya mencoba untuk menulis dengan rapi agar catatan saya mudah dibaca kembali nanti. Kalau guru menulis rumus atau diagram, saya usahakan untuk menggambarinya juga di buku catatan saya"
2.	Anda terkadang kesulitan menentukan apa yang perlu dimasukkan dalam catatan. Bisakah Anda berikan contoh situasi di mana Anda merasa kesulitan tersebut?	"Saya juga kadang bingung bagaimana cara merangkum informasi yang kompleks menjadi catatan yang lebih ringkas dan mudah dipahami. Saya seringkali hanya menyalin apa yang ada di papan tulis atau yang guru ucapkan tanpa benar-benar memahaminya dulu"
3.	Anda bertanya kepada teman jika Anda absen. Apa yang biasanya Anda cari dalam catatan teman Anda?	"Tentu saja, tujuan utama saya melihat catatan teman adalah untuk belajar dan saling melengkapi pemahaman materi pelajaran"
4.	Menurut Anda, mengapa mencatat bisa membantu memori?	"Dengan meninjau catatan secara berkala, kita melakukan pengulangan yang terstruktur. Pengulangan ini sangat penting untuk memindahkan informasi dari memori jangka

		pendek ke memori jangka panjang. Jadi, catatan bukan hanya rekaman informasi, tapi juga alat yang aktif membantu kita belajar dan mengingat lebih efektif"
5.	Anda meninjau catatan sebelum masuk kelas. Apa tujuan Anda meninjau catatan sebelum kelas?	"Menurut saya, meninjau catatan juga membantu saya membangun hubungan antara materi lama dan materi baru. Ini membuat proses belajar menjadi lebih koheren dan tidak terpisah-pisah"

Interview Teacher :

No.	Pertanyaan	Jawaban
1.	"Apa tantangan utama yang Anda lihat dihadapi siswa dalam menentukan informasi penting untuk dicatat?"	Siswa terkadang kesulitan melihat gambaran besar dari materi yang sedang disampaikan. Mereka mungkin mencatat setiap fakta atau informasi yang mereka dengar tanpa memahami bagaimana informasi tersebut berhubungan dengan konsep utama. Akibatnya, mereka bisa melewatkan poin-poin krusial yang merangkum keseluruhan ide"
2.	"Apakah Anda mendorong siswa untuk membandingkan catatan mereka dengan teman sekelas?"	saya selalu menekankan bahwa tujuan dari membandingkan catatan bukanlah untuk menyalin secara mentah, tetapi untuk belajar satu sama lain dan memastikan pemahaman yang lebih akurat dan lengkap terhadap materi pelajaran. Saya sering menyarankan mereka untuk fokus pada perbedaan dan mendiskusikan mengapa perbedaan tersebut muncul, yang mengarah pada diskusi materi yang lebih mendalam."
4.	"Apakah Anda memberikan arahan atau saran khusus kepada siswa tentang cara menggunakan catatan untuk belajar?"	saya sering mengingatkan mereka untuk menggunakan catatan saat mengerjakan tugas rumah atau latihan soal. Catatan adalah sumber daya yang berharga untuk memahami konsep dan menyelesaikan masalah. Saya mendorong mereka untuk merujuk catatan mereka sebelum mencari jawaban di tempat lain.
5.	Apakah Anda pernah memberikan pelatihan atau pengajaran tentang metode mencatat yang efektif kepada siswa Anda?	Saya sangat percaya bahwa Vocabulary Note-Taking Strategy memiliki potensi besar untuk meningkatkan pemahaman dan penguasaan kosakata siswa secara efektif. Namun, efektivitasnya sangat bergantung pada bagaimana guru memperkenalkan, memodelkan, mengintegrasikan, dan

		memberikan umpan balik terkait penggunaan metode ini
6.	Apakah Anda memberikan arahan atau saran khusus kepada siswa tentang cara menggunakan catatan untuk belajar?	Saya sering menekankan bahwa catatan adalah milik pribadi dan setiap siswa mungkin memiliki cara yang berbeda dalam membuatnya. Namun, prinsip-prinsip dasar tentang bagaimana menggunakan catatan secara efektif untuk belajar tetap relevan bagi semua. Saya berusaha untuk memberikan panduan yang jelas dan mendorong siswa untuk bereksperimen dengan berbagai teknik untuk menemukan cara yang paling sesuai dengan gaya belajar mereka.
7	Jelaskan mengapa strategy vocabulary note taking penting bagi siswa?	membangun pemahaman yang lebih mendalam. Ketika siswa secara aktif mencatat kata-kata baru, mereka tidak hanya sekadar menyalin definisi. Proses ini mendorong mereka untuk berpikir lebih dalam tentang makna kata tersebut, mencari contoh penggunaannya dalam konteks yang berbeda, bahkan mungkin mengasosiasikannya dengan pengalaman pribadi atau kata-kata lain yang sudah mereka ketahui. Ini jauh lebih efektif daripada sekadar menghafal daftar kata.
8	Bagaimana proses penerapan strategy vocabulary note taking yang anda terapkan?	penerapan strategi vocabulary note-taking dimulai dengan mengenalkan konsep dan manfaatnya kepada siswa. Kemudian, saya memodelkan cara mencatat kosakata yang efektif, termasuk mencantumkan kata, definisi sederhana, contoh kalimat, dan terkadang visual atau terjemahan. Selama pembelajaran, saya mendorong siswa untuk aktif mencatat kata-kata baru yang relevan. Setelah itu, saya menyediakan waktu untuk berbagi dan mendiskusikan catatan kosakata mereka, serta memberikan umpan balik untuk perbaikan. Terakhir, saya mengintegrasikan penggunaan catatan kosakata dalam berbagai kegiatan belajar mengajar dan mendorong siswa untuk meninjaunya secara berkala agar kosakata tersebut melekat. Intinya, proses ini melibatkan pengenalan, pemodelan, partisipasi aktif siswa, diskusi, umpan balik, dan integrasi berkelanjutan

Interview with the English Teacher



Interview with a Students





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J E M B E R

Learning Process





AUTHENTICITY STATEMENT OF WRITING

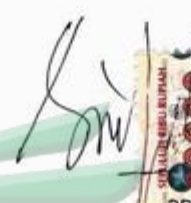

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Her by declares that the Analysis of the thesis entitled: "Using Vocabulary Note Taking Strategy To Teach Vocabulary Acquisition At Seventh Grade Of Junior High School 2 Mumbulsari Jember" is the result of my Analysis, except in part of refered by theory, sources, and data. I take referencess from experts.

Jember, Juni 05, 2025

Stated by

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