



**ENGLISH HABIT “VOCABULARY NOTEBOOKS” PROGRAM  
AND STUDENTS’ PERCEPTION  
(A Case Study of the Eighth Grade Students of SMP Negeri 22 Semarang  
in Academic Year 2018/2019)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by  
**Ismi Suciati Maghfiroh**  
**2201413167**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG  
2019**

## APPROVAL

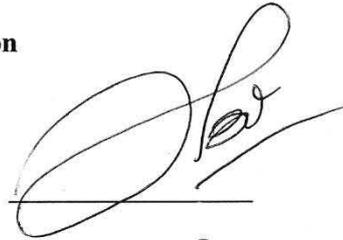
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### Board of Examination

**1. Chairman**

Dr. Hendi Pratama, S.Pd., M.A.

NIP. 198505282010121006



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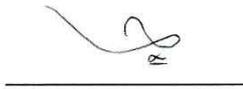
NIP. 196909072002121001



**3. First Examiner**

Sri Wahyuni, S.Pd., M.Pd.

NIP. 197104082006042001



**4. Second Examiner/Second Advisor**

Alief Noor Farida, S.Pd., M.Pd.

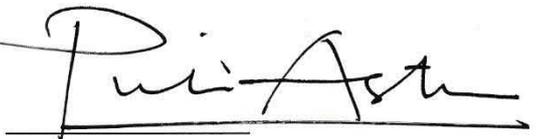
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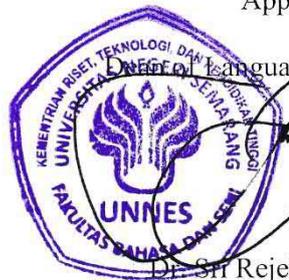
**5. Third Examiner/First Advisor**

Puji Astuti, S.Pd., M.Pd., Ph.D.

NIP. 197806252008122001



Approved by



Director of Languages and Arts Faculty

Dr. Sri Rejeki Urip, M.Hum.

NIP. 196202211989012001

## DECLARATION OF ORIGINALITY

Dengan ini saya,

Nama : Ismi Suciati Maghfiroh

Nim : 2201413167

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

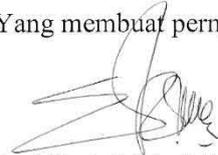
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini merupakan hasil karya saya sendiri setelah melalui penelitian, pembimbingan, diskusi, dan ujian. Semua kutipan baik langsung maupun yang tidak langsung, baik yang diperoleh dari sumber kepustakaan maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji maupun pembimbing membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Dengan demikian, harap pernyataan ini digunakan sebagaimana mestinya.

Semarang, September 2019

Yang membuat pernyataan,



Ismi Suciati Maghfiroh

## MOTTO AND DEDICATION

*“Do it now! Sometimes later becomes never”*

(Unknown)

*“People who never make mistakes are those who never try new things”*

(Albert Einstein)

*“Achieving something without working hard is hella boring”*

(Bobby)

I dedicated this final project to:

- My beloved father and mother.
- My dearest grandmothers.
- My lovely brothers.
- My extended family.
- My friends.

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First and foremost, I would like to praise my greatest gratitude to Allah SWT the Almighty for the blessing who has led me to finish my final project. Peace and blessing on His prophet, Muhammad SAW who guides people to the God's path, the only one truth.

I would like to express my greatest gratitude and appreciation to Puji Astuti, S.Pd., M.Pd., Ph.D. as the first advisor and Alief Noor Farida, S.Pd., M.Pd. as the second advisor who have given me valuable guidance, advice and encouragement so I could complete this final project. Moreover, my deepest gratitude is dedicated to Drs. Suwakir, M.Pd. as the headmaster of SMP Negeri 22 Semarang who has given me an opportunity and permission to conduct the study in his school, and Haruni, S.Pd. as the English teacher who always helped me during the study was being conducted, and also for the students who were open welcomed and cooperated to help me in doing the research during the data gathering.

My special gratitude and appreciation also devoted to my beloved mother, father, grandmothers, brothers and my family for their endless support with prayers and love. Finally, thanks to all persons who helped me in finishing this final project whose name cannot be mentioned one by one for helps and supports.

This final project has not perfect yet. However, I hope this final project will be useful for all the readers.

Ismi Suciati Maghfiroh

## ABSTRACT

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**Keywords:** *students’ perception, English habit program, vocabulary notebooks*

The topic of this study is English Habit “Vocabulary Notebooks” program activity and students’ perception towards the program. The primary purpose of this case study was to identify the students’ perception towards English Habit “Vocabulary Notebooks” program. I used qualitative case study. The participants of the study were the English teacher and the VIII-C classroom students in SMP Negeri 22 Semarang in academic year 2018/2019. The instruments for collecting data were classroom observations, questionnaires, and interviews. The result of the study revealed that in English Habit program, the teacher taught isolated list of words. Then, based on students’ perception, 85% of students answered that they liked to learn English vocabulary in this program and 15% did not. The reason 15% of the students did not like the program because they did not have sufficient vocabulary items, so they got some problems when they were joining the program. It seemed like they did not pay much attention to this program. Then, the advantages of the program according to the students were students’ enhanced vocabulary, listening, writing, and reading skills, students knowing the synonyms, antonyms, and the meaning of the words. However, the problems of the program were listening to the teacher diverted students’ attention from taking notes and the audio equipment in VIII-C classroom not working well.

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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, objectives of the study, significances of the study, and scope of the study.

### **1.1 Background of the Study**

Language is important for human beings to communicate with each other. Hornby (2001) said, “Language is human and non-instinctive method of communicating ideas, feelings, and desires by means of a system of sound and symbols”. The existence of language cannot be separated from human life and no activity can be separated from the language. Nowadays, English is more important for almost everyone in the world. Being an international language, English is spoken by most of the people all over the world.

As an international language, English has an important role as a means of communication in transferring and gaining knowledge, information, science, technology, art and culture, and maintaining international relationships. According to Wu (2010), English as an international language is very important in this globalization era. “English is used throughout the world and it is accessible because global information is mostly delivered using English through media, such as television and internet” (Harwati, 2012). By learning English, learners know and they can understand new expressions that are acceptable for other speakers of that language, so learners can have the ability to use and understand English to communicate with others.

English is very needed for people in Indonesian and we should master English as an international language because as a developing country, Indonesia has to cooperate with other countries to carry out the development in all fields. Knowing that English is very important, our government always makes efforts to improve the quality of the English teaching in Indonesia by stressing and taking it as a compulsory subject to be taught to the Junior High School and Senior High School.

Indonesia has developed the newest curriculum namely the Kurikulum 2013. According to Kementerian Pendidikan dan Kebudayaan (2014), the development of Kurikulum 2013 is the next step of developing of curriculum based on the competency that is started since 2004 and KTSP 2006 that arrange the competency of attitude, knowledge, and skill integrally.

Meanwhile, based on Permendikbud No. 24 Tahun 2016, the aim of the English Subject at Junior High School is to develop the learners' potency to have a communicative competence in the interpersonal discourse, transactional discourse, and functional discourse using the kind of texts in oral and written English language. Systematically, using that elements of language, learners are guided to use kind of factual, conceptual and procedural knowledge, and instilling values of the noble character of the nation in the context of life within the home, school, and community.

In English teaching learning process, there are certain skills that students need to learn; they are listening, speaking, reading and writing, and three things involved in knowing a language that must be mastered by the students:

vocabulary, pronunciation, and grammar. As a matter of fact, vocabulary is the basic thing in learning language. Lacking vocabulary will make the students get difficulty to master the language. Vocabulary knowledge helps students with language comprehension. Widdowson (1989) and McKeown (2002) argue that “vocabulary knowledge is the heart of a language comprehension and use”. Additionally, Barra (1995) suggests that to comprehend a text successfully students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language.

According to National Center for Education Statistics [NCES] (2009), Vocabulary is critical to a student’s ability to develop and improve their knowledge as well as gain access to meanings of words they read. There are over eight million struggling readers in grades 4-12. “When students encounter too many unknown words for which they cannot access the contextual and conceptual meanings, comprehension of the text is unlikely to occur” (Becker, 1977; Chall, Jacobs, & Baldwin, 1990). “Students who do not have sufficient vocabularies or word-learning strategies, continue to struggle throughout their educational careers, which lead to a cycle of frustration and continued failure” (Hart & Risley, 2003; Snow, Barnes, Chandler, Goodman, & Hemphill, 2000; White et al., 1990). Furthermore, (Beck & McKeown, 2002; Stahl & Nagy, 2006) states that “the vocabulary level of an individual is viewed as a means of unlocking or closing access to information and often illustrates whether a person is considered educated”.

Although English has been taught in every school level, students still have some difficulties in learning and the usage of the language orally and written. This incapability is caused by some weaknesses such as lack of vocabulary, difficult to express ideas in English, the cultural difference, and mostly they are reluctant to read English text (Richards, 2001). Another problem is only a few learners get the opportunity to practice English in the classroom and outside the classroom.

Moreover, nowadays, teachers tend to use traditional methods for teaching vocabulary. However, Nagy (1998) explains three problems with traditional methods of vocabulary instruction. First, the definitional approach to vocabulary building leads to a superficial level of word knowledge. Nagy and Herman (1987) explain that dictionary definitions often fail to account for the gaps in children's vocabulary knowledge and cannot include all the necessary information about a word or concept needed to comprehend a text.

The second problem with traditional vocabulary lessons is using context to define a word. Using the context method, students are required to determine the meaning of the word based upon sentences surrounding the word. Unfortunately, surrounding sentences do not always contribute enough information to the students to allow them to derive a meaning for the word (Baldwin & Shatz, 1986).

Thirdly, traditional vocabulary teaching often provides only partial knowledge of a word. Superficially teaching vocabulary words may provide the students with an initial awareness of the word, but may not provide the student with the ability to comprehend and apply the vocabulary words in different contexts.

Recently, in a study conducted by Bailey, Butler, LaFrumenta and Ong (2004), they found that in upper elementary science classrooms “students were rarely required to be actively involved in the acquisition of academic vocabulary”. The vocabulary instruction in these classrooms typically involved what Vacca and Vacca (2005) label as “assigning and telling” with limited emphasis on conceptual understandings, word morphologies, and metacognition. In conjunction with limited classroom instructional time devoted to vocabulary, Walsh (2003) found that most of the basal programs widely used in classrooms did not provide the necessary attention to vocabulary needed to increase comprehension.

Realizing these problems, the school must carefully manage to solve the problem of English teaching because learning English is different from learning other disciplines of knowledge. In learning English, the students have to practice their English as often as possible and to make English as a daily habit. Practice means getting knowledge, skills, and experience (Harmer 2001).

Skinner (1957) states that “the more often something is repeated, the stronger the habits and the greater the learning”. Unfortunately, in fact, most students have little opportunity to practice English outside the classroom because people around them are accustomed to using their mother language (Javanese or Indonesia). Harmer (2001) states that in learning a language, it should be provided with a lot of opportunities to communicate using the target language. The opportunities can be provided by school. Additionally, Illich (1972) claims that learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered

participation in a meaningful setting. He suggests that “the more input we are exposed to, the more we learn”. By practicing as often as possible, their English will improve naturally.

Fortunately, the Ministry of Education and Culture developed the School Literacy Movement (SLM) or Gerakan Literasi Sekolah (GLS) which involved all stakeholders in the education field, from the central, provincial, district/city level, to the education unit. In addition, the involvement of external elements, and the public element, ie parents of learners, alumni, community, business and industry also become an important component in SLM.

The School Literacy Movement program was developed based on nine priority agendas (Nawacita) related to the tasks and functions of the Ministry of Education and Culture. The points of Nawacita that relate to education sector include numbers 5, 6, 8, and 9. The Nawacita points are intended to (5) improve the quality of life for humans and Indonesian society; (6) increasing people's productivity and competitiveness in the international market so that the Indonesian nation can advance and rise with other Asian nations; (8) revolutionizing the nation's character; (9) strengthen diversity and strengthen Indonesia's social restoration. What is meant by school literacy in the context of SLM is the ability to access, understand, or do various activities including reading, seeing, listening, writing, and/or talking.

Development of SLM based on the Regulation of the Minister of Education and Culture No. 23 of 2015 on the Growth of Character Article 1 Paragraph 4, "Habituation is a series of activities to be undertaken by students,

teachers, and educational personnel who aim to foster good habits and form a generation of positive character ". It is a matter of reading non-learning activities for fifteen minutes before the start of study time. Literacy program integrated into the curriculum through habituation in learning is the responsibility of all teachers (Kemendikbud, 2016). According to Abidin (2015:351), "this school program will be the key for the establishment of a cultured school that is noble school that has a habit that support the success of students in the future". But until 2018, the SLM launched by the Ministry of Education and Culture could not be implemented in all schools. Because each school has different facilities and faces different conditions, which necessitates indepth research on the implementation of SLM.

Related to the school literacy, SMP Negeri 22 Semarang has conducted a program called English Habit "Vocabulary Notebooks" Program. The English Habit program at SMP Negeri 22 Semarang was firstly conducted in the year 2014. This program, which is conducted four days a week, is compulsory. It is conducted right before the regular study time on Tuesday until Friday for about 5-10 minutes. This program has to be followed by all of the students. Related to that idea, according to Rivers (1992), the most natural way to learn a new language is to use it in some forms of involvement with a community within the school community itself or in the wider community outside the school. It means that we need an environment that is conducive to which the students could have more opportunities to learn English.

The activities in English Habit program are listening, writing and listing vocabulary items. Firstly, students are listening to the teacher from the speakers

which have been set in all of the classrooms. Then, the teacher gives 3 words and the students have to write it down on their book. The words include synonyms, antonyms, and the meaning of the words. Schmitt (1997) termed that keeping a vocabulary notebook is classified as a cognitive strategy within the larger division of consolidation strategies. Learners record the words they encounter, along with their meanings and any other aspects of the word deemed important, such as part of speech, other word forms, collocates, synonyms, antonyms, and perhaps a context sentence. Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning (Fowle, 2002). Schmitt and Schmitt (1995) offer suggestions for the design of a vocabulary notebook, as well as a sample program for incorporating vocabulary notebooks into classwork.

This program aimed to increase the students' skills such: listening, reading, vocabulary, and writing. Ur (2004) states that "it is worth noting also that listening activities based on simulated real-life situations are likely to be more motivating and interesting to do than contrived textbook comprehension exercises". As well, many studies have focused on listening skills and listening strategies (Graham, 2017; Nix, 2016; Vidal, 2011) and its effect on learning outcomes (Bonk, 2000; Vidal, 2003). According to Rost (2002), considering L2 to be obtained fully by means of listening is the ultimate purpose of improving L2 listening. Concurrently, the rationale behind listening could be acquiring new vocabulary items. In other words, listening input would act as a source for incidental vocabulary acquisition.

Incidental learning refers to learning one skill or subskill while learning another skill or subskill is mainly intended (Brown, Waring, & Donkaewbua, 2008). Based on existing literature of SLA, this is accepted by many researchers that input is of special importance in developing learners' L2 linguistic competence (VanPatten, 2004). Consequently, the role of listening input in English language curriculum and successful language pedagogy should be emphasized. Although there are lots of chances to listen to authentic input in ESL or native contexts, little exposure to meaningful listening input in EFL contexts happens.

Notably, many research studies have been conducted to explore the role of reading, whether intensive or extensive, in vocabulary learning (Coady, 1997; Horst, 2005; Nation, 2011; Paribakht & Wesche, 1993; Pigada & Schmitt, 2006). As well, some vocabulary studies have focused on listening to stories (Elley, 1989; Kintsch & Kozminsky, 1977). However, this issue has not been researched recently, especially in EFL contexts, to explore whether meaningful listening input is effective in enhancing the productive vocabulary size of EFL learners to make them capable to communicate properly or not. Lack of research on vocabulary learning through listening could be due to the difficult task of learning words through listening in comparison with reading (Brown et al., 2008).

In the case of the English program at school, students must be having different perceptions toward the program. Moreover, related to the English Habit Program, the students' activity and the students' perception towards the program need to be investigated. Therefore, the purpose of this study is to describe the

activities and to find out the advantages, the problems, and the students' perception towards the English Habit program. It is necessary to find out students' perception toward English Habit Program because their perception can affect the process of the program, especially for students. Based on the reasons from some researchers and the consideration above, I intend to observe the contributions of the English Habit program in SMP Negeri 22 Semarang.

### **1.2 Reasons for Choosing the Topic**

There are some reasons why I choose this topic:

1. Vocabulary is the most important aspect of language. Vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their ideas, so it gives the students the ability to say what they mean. Vocabulary is also the foundation for comprehension, such as reading, writing, listening and speaking. Nation (2001) states that readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. Without knowledge of the key vocabulary in a text, a learner may have serious trouble understanding the message. The greater the number of words the student has, the more he or she can interpret ideas from others and expresses their ideas.
2. There is an English program held by the school called English Habit program. Based on this, I try to describe the activities of this program.
3. Not every school has English Habit Program so that I am interested to research about that. It seems that English Habit Program has good

advantages in exploring students' ability in English. It facilitates students to have more chance to practice their English. It helps students to be more confident to have conversation in English. It also facilitates students to explore their English ability continuously. Therefore, it can help teachers to achieve the goals of teaching and learning English that students are expected to be able to access the language in communication.

4. I found some problems in teaching vocabulary when I was a trainee teacher during PPL (Praktek Pengalaman Lapangan) in junior high school. Some students kept asking me for the meaning of some words. They had difficulty in memorizing new words that had been taught and easily forgot the words that had been learned before, whereas there is English Habit Program. Based on the case, in the present study, I try to get students' perception towards the program.

### **1.3 Research Questions**

In list of the problems described above, I sought to answer the following questions:

- a) What are the activities in English Habit program at SMP Negeri 22 Semarang?
- b) What are the advantages of English Habit program at SMP Negeri 22 Semarang?
- c) What are the problems of English Habit program at SMP Negeri 22 Semarang?

- d) What is the students' perception towards English Habit Program at SMP Negeri 22 Semarang?

#### **1.4 Objectives of the Study**

The objectives of this study can be stated as follows:

- a) To describe the activities in English Habit program at SMP Negeri 22 Semarang.
- b) To find out the advantages of English Habit program at SMP Negeri 22 Semarang.
- c) To find out the problems of English Habit program at SMP Negeri 22 Semarang.
- d) To identify the students' perception towards English Habit program at SMP Negeri 22 Semarang.

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

The significance of this study can be described as follows:

1. For Theory

- a. For English Teacher

The result of this study will be capable of providing the teacher information about the process of English Habit program activities.

- b. For The Researcher

The result of this study will be useful as a reference for other researcher who has the same interest in improving students' vocabulary.

## 2. For Practice

### a. For the Teacher

The findings of this study will be useful for English teachers in vocabulary. They can apply “Vocabulary Notebooks” technique as an alternative way in teaching vocabulary.

### b. For the Students

English Habit program will help students to improve their vocabulary.

### c. For Researcher

The result of this study will answer my question about students’ opinion towards the English Habit program at SMP Negeri 22 Semarang. Additionally, it will be a beneficial knowledge for me in teaching vocabulary someday since I am a teacher-would be.

## 3. For Pedagogy

### a. For the Teacher

The result of this study may improve the teacher’s knowledge about the technique of teaching vocabulary by using “English list” to attract students’ attention.

### b. For the Students

The result of this study can be a way to improve the students’ vocabulary mastery. Students can enrich new words easily in a fun way, so the students will study with pleasure, enjoy the class, and participate actively. Therefore, the students will be easier to memorize the learning material.

## **1.6 Scope of The Study**

The scopes of the study are limited to the subjects and object investigated.

1. Participants of the Study

The participants of the study are the eighth grade students of SMP Negeri 22 Semarang academic year 2018/2019.

2. Object

The object of this study is students' perception towards English Habit "Vocabulary Notebooks" program.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of three parts. The first part contains the previous studies related to the topic of the study. The second part presents the review of theoretical studies. Then, the last part is the theoretical framework.

#### **2.1 Review of the Previous Studies**

There have been some researchers conducted some studies related to this study. They can be used as references in this study, so to supporting the idea of choosing the topic, some previous studies are needed. I have concluded some previous studies related to the researcher's research to elude replication of the same studies which have been conducted by another researcher. Then, the previous studies also became references for the researcher to conduct this research. Some of them are presented as follows.

##### **2.1.1 Studies on Benefits of English Program Activities**

English Program activities give some advantages to the students. Nourmawati (2012) stated that the advantage of this program was to make the classroom comfortable and to teach vocabulary. Moreover, Mudyanita (2011) found that English Day program could improve students' and teachers' speaking skills. Another benefit of the English Habit Program was it facilitated students to explore their English ability continuously. It can help teachers to achieve the goals of teaching and learning English in the curriculum that students are accepted to be able to access the language in communication (Yulianadasari & Kusriandi, 2015).

On a more positive note, Hong-Name and Leavell (2006) stated that Intensive English Program (IEP) was an important step in developing both the students' Basic Interpersonal Communications Skill (BICS) and their Cognitive Academic Language Proficiency (CALP). It has also been mentioned in several studies (Burton & Nesible, 2002; Scott and Conrad, 1991; Daniel, 2000) that L2 learners' motivation, commitment and engagement increased when courses were conducted intensively as many L2 learners find such courses more challenging, stimulating, effective, exciting and enjoyable. However, from the psychological point of view, Henbery (1997) argued that apart from not being able to digest compressed materials and condensed knowledge, they usually felt more tired, stressful and frustrated in an intensive program.

### **2.1.2 Studies on Vocabulary Teaching and Learning Strategies**

Students prefer to engage in the vocabulary learning strategies that would be most appealing to them. Weidong and Welping (2012) indicated that students of China University of Petroleum preferred to do instead was they like to keep notes in the margins of the textbook. In terms of content of notes, most students favor Chinese translation equivalents. What were written down along with a vocabulary item of target language were most usually its translation equivalents. Most of the students do memorize lists of words when they learn vocabulary by saying, writing, or reading it repeatedly in a mechanical way. Besides, Lai (2013) showed that traditional teaching strategies still dominated Croatian classrooms, especially primary school ones and they could be seen as an additional motivation to study this problem to modernize the teaching process. The research also has

shown that the least applied teaching strategies are those related to child-oriented. The research had shown that primary junior grade teachers applied such teaching strategies and work methods which were not so common in practice much more often (games, field teaching, brainstorming, integrated teaching and other).

Students have sometimes been taught to use a dictionary (monolingual or bilingual) or not in the classroom. Bensaouan and Others (1981) stated that the 3 studies showed a preference for using bilingual dictionaries, on the one hand, and no significant correlation between dictionary use and test score, on the other. However, Marckwardt (1973) stated the reasons why teachers should use a monolingual dictionary in the EFL classroom were dictionary often supplied information about grammar, usage, status, synonym, discrimination, application of derivative affixes, and distinction between spoken and written English not generally treated in the textbooks. Arguing against the use of dictionary, Rainsbury (1976) uncompromisingly stated that in class, at least, students could do better without a dictionary. Bilingual dictionaries were the places where the players of the synonym games got their ammunition. Dictionaries with definitions in the target language were often written with such exquisite care that it takes one who already knew the meaning of the word to understand the definition. Some teachers, then, preferred to teach vocabulary in the context of social situations or written text.

Teachers should utilize different strategies to teach vocabulary to the two genders. SA'D and Rajabi (2018) demonstrated that the findings about vocabulary learning strategy that female and male select were males and females differ

significantly in some statements. For example, while females were more willing than males to 'say out a word out loud to memories it', males were more inclined than females toward 'picking up words from the Internet'. Regarding the role of gender, the results indicated that the two gender groups differed significantly in both their Vocabulary Learning Strategies and Vocabulary Teaching Strategies. Moreover, Catalan (2003) found differences in the number and type of strategies that males and females used to learn vocabulary and attributed these differences to the possible discrepancies in the perceptions of the two genders.

Vocabulary Notebooks has effects on students' vocabulary knowledge. Aprillianty (2014) showed that Personal Vocabulary Notes (PVN) technique was effective on vocabulary understanding in the seventh grade students. Besides, Chunlai (2013) verified that learning vocabulary by keeping vocabulary notebooks was helpful to the students and effective at promoting skills necessary for learner autonomy. Gu (2003), investigated how two successful Chinese EFL learners improved their vocabulary during and after reading. The results demonstrated that compiling and reviewing word lists was an important vocabulary learning strategy. Additionally, Walters and Bozkurt (2009) investigated the impact of notebook keeping in EFL learners' vocabulary learning by comparing learners who implemented the use of vocabulary notebooks and those who did not. The results showed that the treatment group outperformed the control group in the use of the target words; after four weeks, researchers observed significantly greater performance in vocabulary tests and more frequent usage of the words in compositions

Students are not efficient note-takers. Orndorff (2015) stated collaborative note-taking requires a listener to be more connected to a speaker or document. The problem was that although students rely on this method, its efficacy had been demonstrated to be inadequate in the classroom setting, meaning they only successfully captured information about 20% of the time, and they were organizationally flawed and therefore missed how information should fit together. Additionally, Kiewra, Colliot, and Junrong (2018) stated that students were such incomplete note-takers. One reason was probably students were known to record fewer notes when visual aids were shown or questions were asked by other students. Furthermore, they were pulled off-task by digital distractions such as cell phones and laptops. Students' notes were not only generally incomplete but were also missing vital details and qualifiers or were just plain inaccurate. Students also sometimes recorded information inaccurately. The researchers found out that 53% of noted information was fully correct, 45% was vague, and 2% was inaccurate.

### **2.1.3 Studies on the Effects of Listening Input on Vocabulary Learning**

Vocabulary pre-teaching is often carried out as a pre-listening activity, the fact is that vocabulary learning takes a lot of time and cannot be achieved by a single activity or task. Here are some effects of listening input on vocabulary learning. Bulut and Karasakaloğlu (2017) found that active listening training positively contributed to vocabulary development levels of fourth grade students. Moreover, Noughabi (2017) found that academic listening had effects on vocabulary gains and acted as a source of L2 vocabulary learning. This was

important especially in EFL contexts because learners require to enhance their vocabulary span, both receptively and academically. However, Mihara (2015) indicated that phonological input did not play a significant role in either vocabulary test or listening comprehension test performance; however, pre-listening activities did positively affect listening comprehension test performance regardless of the type of activity. In another study, Vidal (2011) explored the effect of reading and listening input on incidental vocabulary learning of 280 first-year undergraduate students at the Universidad Autònoma de Madrid. The result showed that the reading group performed better than learners who received vocabulary through listening input. As well, the findings indicated that as learners' language proficiency increases, the gap between the reading group and listening group decreased.

Using song-based instructive teaching is one of the best choices to teach vocabulary. Coyle and Gracia (2014) examined the effects of three 30-minutes song-based instructive lectures in L2 vocabulary acquisition of 25 preschool children. There was some evidence that showed receptive vocabulary knowledge of learners could be developed through songs while this kind of listening input was not sufficiently effective to develop learners' productive knowledge of vocabulary. One possible explanation for the insignificant development of productive vocabulary knowledge of learners could be that their exposure to required input had been inadequate for them to incorporate the lexical items into their productive knowledge of vocabulary. Finally, Coyle and Gracia (2014) suggested teachers to use songs as a source of input for their classes and complete

their instruction with use of different activities (i.e. narrating the song, modeling the content, checking students' comprehension) to make learners capable to produce new words and communicate well.

#### **2.1.4 Studies on School Literacy Movement (SLM)**

School Literacy Movement (SLM) increases the capacity of citizens and the school environment into literacy. Syawaluddin and Haedah (2018) found that the fifth grade students' reading ability in experimental class is satisfying after being given treatment. This study also had the same findings, Sihaloho, Martono, and Daerobi (2018) indicated that students' literacy skill in Senior High School was improved after implementing SLM. However, Yulianto, Jannah, and Nurhidayah (2017) stated that in SD Laboratorium Unesa, the process of SLM implementation has not yet carried out literacy associated with curriculum. While Wandasari (2017) state the implementation of the school literacy movement in Vocational High School run well by involving the school community (learners, teachers, principals, education personnel, school supervisors).

Every school implemented different phase of SLM. Syawaluddin and Haedah (2018) conducted a research to describe the implementation of SLM in Elementary School. The indicators showed that the SLM focused on the habituation phase since the activity was silent reading and reading aloud. Besides, Erwinsah, Solin, and Adisaputera (2019) concluded that the SLM concept applied by SDIT Raudaturrahmah Pekanbaru is at the phase of developing SLM, and has a special SLM program that is reading time which is held every Friday with 30 minutes of time allocation. Moreover, Laksono and Retnaningdyah (2018)

conducted a research in 30 Primary Schools (PS) in East Java, Indonesia. The table showed that in the habituation phase, 30 PS in East Java is in a category that is balanced. But in the phase of development and learning are still classified in the less than good.

### **2.1.5 Studies on Students' Perception towards English Program**

Students' perception towards the English program is also important. Students' perception towards the program is important because it is used as the reference to determine whether the program has been applied successfully to be a part of the learning process or not. Purwani (2011) indicated that many students admitted that English Habit program is needed to improve their English skills since English will become the second language. Moreover, Hadi, Anwar, and Najib (2016) the findings of the research were; the students are interested in English Scout Program because it was basically needed based on their needs. The outdoor learning program helped them a lot in learning outside the class. This allowed more time allotment to study English freely compared with formal classes. This program further pursued students to have more interaction, physical activities, games, and problem-solving. Students' responses after the implementation of the English Scout Program were satisfying. It meant they were interested in joining the whole activities in the program. Hussein, Khaled, Abdullah, and Sulaiman (2014) showed that, overall, the participants viewed the English program as effective in improving their English competencies. However, they also pointed to some inadequacies which seem to be related to the program's implementation.

## 2.2 Gap Identification

From the related to previous studies above, it can be concluded that some studies are describing English program at school. Some of them are about the contribution or the effect of English programs toward students' speaking, writing, or reading skills. Notably, many research studies have been conducted to explore the role of reading, whether intensive or extensive, in vocabulary learning. As well, some vocabulary studies have focused on listening to stories or reading a textbook. Although abundant studies have examined incidental vocabulary learning through reading, speaking, or writing, few studies have focused on the potential role of listening in learning words.

Consequently, the role of listening input in English language curriculum and successful language pedagogy should be emphasized. Moreover, there are lots of chances to listen to authentic input in ESL or native contexts, but little exposure to meaningful listening input in EFL contexts happens. However, this issue has not been researched recently, especially in EFL contexts, to explore whether listening input is effective in enhancing the vocabulary size of EFL learners or not. This is important especially in EFL contexts because learners require enhancing their vocabulary span, both receptively and academically. So, it could be my references doing my study.

As I mention before, SMP Negeri 22 Semarang has an English Program called English Habit which is conducted before regular study time. This research is different from some studies above because I would like to describe how the implementation of that program from the students' point of view.

## **2.3 Review of Theoretical Studies**

The following section, I would like to present some theoretical studies which support the research. They are mentioned as follows.

### **2.3.1 The Perception Concept**

#### *2.3.1.1 Definition of Perception*

Perception has sometimes been defined as "the consciousness of particular material things present to sense" (Angell, 1906). Therefore, Allport (1966) defines perception as the way people judge or evaluate others. The second, Eggen and Kauchak theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory. This theory is strengthened by the next statement from Glover et al. (1990). They state that background knowledge in the form of schemas affects perception and subsequent learning. Even, research findings have verified that background knowledge resulting from experience strongly influence perception. Finally, Baron and Byrne (1991) explain it as the process through which people attempt to understand other persons and attempt to obtain information about the temporary causes of others' behavior, for example, the emotions or feelings.

Further, A Adediwura and BadaTayo show the process of having perception as follows:

... that every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this, it is clear

that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory) (Adediwura & Tayo, 2007).

From his point of view, it could be inferred that perception cannot be done in a vacuum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

#### *2.3.1.2 Definition of Students' Perception*

In learning English, students' perceptions are important to support the learning process, especially in classroom activities. Students' perception according to McGoldrick and Caffrey (2009) cited in Akande (2009), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class. Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them. They, therefore, have minds already pre-occupied with memories and reactions that inventory for data collection will measure (Allport, 1976; Glover et al., 1990 cited in Adediwura and BadaTayo, 2007).

According to Michael (1999), perception is such feeling and thinking towards thing and by a process. Besides, the definition of perception can be found in Searle as cited in Blake and Sekuler (2006), "Perception is what person (students) feel about particular thing both conscious and unconscious, whether

visual or auditory and thought that are caused by process going on the brain". In other words, perception is people's opinion about something that they thought is true. It means that perception refers to someone's sense or view toward a certain object. The correlation is how students' motivation on their perception of ability in learning English. In other words, student's perception can be the essential factors to support the teaching-learning process itself.

### *2.3.1.3 Factors of Affecting Student's Perception*

According to Walgito (2002), there are several factors that affect perception, namely:

1. Performers Perception.

The interpretation of an individual to an object will be heavily influenced by personal characteristics, such as attitudes, motives, interests or interests, past experiences, and expectations. Needs or motives stimulate individuals who will not be satisfied and have a strong influence on their perception. Examples such as a builder will pay more attention to perfection if people than a cook, a man preoccupied with personal problems can be hard to devote attention to other people, etc., shows that influenced by interest. Similar to interest to pay attention to new things, and perception of those traits regardless of their actual.

- a) Targets or objects of perception.

Movement, sound, size, and other attributes of the target will shape the way we view it. For example, an image can be viewed from different perspectives by different people. Besides, adjacent objects will be

perceived together anyway. Examples are accident twice in ice-skating rink in a week can make a perceive ice skating as a sport is dangerous. Another example is the tribe or the same sex, likely perceived to have the same or similar characteristics.

b) Situation.

The situation also affects the perception of us. For example, a woman had reason might not be too 'seen' by the man when he was in the mall, but if he is in the market, it's quite possible that the men would see. According to David Krech and Richard Crutfield in Jalaluddin Rahmat, the factors that determine the perception are divided into two; they are functional factors and structural factors.

- Functional Factors

Functional factors are factors derived from the needs, past experience and other things which include what we refer to as personal factors. Factors that determine the perception is functional objects that meet the individual goals that do perceptions. Determining the perception is not a form or type of stimuli, but the characteristics of those who respond to such stimuli.

- Structural Factors

Structural factors are factors derived solely from the physical nature of the stimulus to the nerve effects on the nervous system caused by individuals. Structural factors determine the

perception of Gestalt theory if we want to understand an event cannot examine the factors that separate but look at the overall relationship.

#### *2.3.1.4 The Process of Perception*

The Process of Perception According to Walgito (2002), the perception through a process, namely through the following phases:

- a. An object or raises target stimulus, the stimulus is subsequently captured by the sensory organs. This process takes place naturally, associated with the physical aspect. The process is called faulty world processes.
- b. Stimulus an object received by the sensory organs, and then distributed to the brain through sensory nerves. Process of transferring stimulus to the brain is called a psychological process, which is a normally functioning sensory organ.
- c. Brain stimulus to further process that the individual realizes that the object is received by the senses. This process is also called a psychological process. In this case, there is a perception process in which individuals learn and recognize an object based on the instrument senses stimulus.

### **2.3.2 Vocabulary Concept**

#### *2.3.2.1 Definition of Vocabulary*

This study presents mainly about vocabulary. Therefore, to make clear the word ‘vocabulary’ itself, I deliver some theories that provide the general concept of it according to some experts. According to Hatch and Brown (1995), vocabulary is defined as a list or set of words for a particular language or a list or set of words

that individual speakers of language might use. Richards and Renandya (2002) state “Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Additionally, Lotfi Ghazal (vol: 1(2), pp. 84-91) defines vocabulary as central to language and a great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. Herrel and Jordan (2004) states “Vocabulary knowledge is essential in all areas of learning”. Students learn through verbal explanations in all areas off the curriculum. To gain information through reading, students must understand the meanings of words.

From the definition above, I define vocabulary as a list of words or set of words in language that used by person or group which is the basis of how people can communicate with each other. Vocabulary is an important part of language because they can convey the meaning. Without knowing the meaning of the words, it will be difficult to interact by using it. The richer learners master vocabulary it will show how well learners speak, listen, read, and write.

#### *2.3.2.2 Types of Vocabulary*

Harmer (1991) states that there are two types of vocabulary:

1. Active vocabulary refers to the vocabulary that the students have been taught or have learned and which they are expected to be able to use.
2. Passive vocabulary refers to the vocabulary that the students do not frequently use but can be recognized and understood the meaning both in textual and oral contexts.

And more specific about vocabulary division is pointed out by Good (1959), which can be divided into four types:

1. Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively.
2. Writing vocabulary refers to words commonly used in writing.
3. Listening vocabulary refers to words that a person can understand when they are heard.
4. Reading vocabulary refers to words that someone can recognize them when he finds them in written form.

Meanwhile Hatch and Brown (1955) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

### *2.3.2.3 The Importance of Vocabulary Knowledge*

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Nation (2001) states that readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. Students can understand a writer's message only if they know the meaning of most of the words used in a text. A learner may have serious trouble in understanding the message without knowledge of the key vocabulary in a text, that is, vocabulary knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. So, having students with a large amount of vocabulary knowledge is essential to language comprehension.

Besides, Likewise & Cardenas (2001) state that vocabulary is used to determine the proficiency of the student in oral context. It means that vocabulary is an essential component to determine how much a student can communicate successfully. So, students have to overcome the lack of vocabulary knowledge to communicate effectively.

### *2.3.2.4 Teaching Vocabulary*

Vocabulary is an important thing in learning English. It is the experience of most language teachers that the biggest component of any language course is vocabulary (McCarthy, 2003). Wilkins (1972) as cited in Carter & McCarthy (1988) states that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This is to say that a student cannot communicate successfully without establishing a strong base of vocabulary

knowledge and without a knowledge of grammar students can communicate, although not effectively. However, it is not easy for the beginning students to communicate without a good knowledge of vocabulary. They often manage to communicate in English by using the accumulative effect of individual words. Because of the importance of vocabulary, it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis (Moras, 2001). It seems that the teachers' task to arrange such kind of lesson plan based on the current syllabus in order to help students master English vocabulary.

Teaching vocabulary is not easy to do. According to Brown (2000), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques. Based on this definition, teaching vocabulary is an activity where the teacher gives knowledge to the students about vocabulary by using our teaching style, strategy, and techniques.

#### *2.3.2.5 Teaching Vocabulary for the Eighth Graders of Junior High School*

Junior high school students are included in the intermediate level. They are between 13 and 15 years old. Children in these ages need extra attention. Teaching English vocabulary to children is not as easy as teaching English vocabulary to adults. In teaching English vocabulary to children, the teacher should know how to treat the students well, so they will not feel bored during the teaching-learning process.

Harmer (2001) states that students' lack of engagement or schematic knowledge may be a major hindrance to successful reading and listening. To resolve such problem we need to think about how we choose and use the topics, and how we approach different reading and speaking genres:

1. Choose the right topics

We need to include a variety of topics across a series of lessons so that all our students' interests will be catered for in the end since individual students have individual interests.

2. Create interest

We can show a picture for prediction, ask them to guess what they are going to learn on the basis of a few words or phrases from the text.

3. Active schemata

Giving predictive tasks and interesting activities before students read will bring their schemata to the text.

4. Vary topics and genre

A way countering student, unfamiliarity with certain written and spoken genres is to make sure we expose them to a variety of different text types.

When teachers present new vocabulary, they should primarily try to achieve two things:

- a. To enable the students to recognize the vocabulary well.
- b. To make spelling and word building absolutely clear, so that when the students produce them, propped by the teacher, they know how to spell and what kind of vocabulary that they are learning.

The theories are pertinent since they can either help to solve the research problem or enlarge particular knowledge of the topic.

#### *2.3.2.6 Vocabulary Notebooks*

Schmitt's (1997) claimed that keeping a vocabulary notebook is classified as a cognitive strategy within the larger division of consolidation strategies. A vocabulary notebook can best be regarded as a kind of personal dictionary; learners record the words they encounter, along with their meanings and any other aspects of the word deemed important, such as part of speech, other word forms, collocates, synonyms, antonyms, and perhaps a context sentence. Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning (Ledbury, n.d.; McCarthy, 1990; Nation, 1990; Schmitt and Schmitt, 1995; Lewis, 2000; Fowle, 2002). Schmitt and Schmitt (1995) offer suggestions for the design of a vocabulary notebook, as well as a sample program for incorporating vocabulary notebooks into classwork.

Fowle (2002) points out that learners may use multiple determination strategies to discover meaning and other aspects of unknown words: they may use monolingual or bilingual dictionaries, guess from context, or seek the help of teachers or classmates. Consolidation strategies are also used when adding to the information in the notebook, and when studying new words in the notebook. Use of the notebook in classwork also supports the use of consolidation strategies, as students return to the notebook to retrieve words, use the words in classroom activities, and share their words with their classmates. Thus, vocabulary

notebooks offer learners the chance to expand their repertoire of vocabulary learning strategies, and they have the potential to enhance vocabulary learning, perhaps more than any other single vocabulary learning strategy used on its own.

### **2.3.3 Habit Concept**

#### *2.3.3.1 The Definition of Habit*

Habit is needed for learning languages. For example, most people can speak Javanese fluently and clearly because every day they live in the area of Javanese language and they always speak Javanese. In the same way, most people living in the environment of English and they learn English every day. Every school should create this habit, in order their students can do the practice in their everyday life to make their English grows better. There are many ways to make English become habit. One of them is creating a school program that is English Habit program. By having English Habit, the students are more expected to have more time to practice English.

#### *2.3.3.2 English Habit Program*

The English Habit Program recognizes the need for immersion-like activities to complement classroom work. Learning activities in the English language classroom need to be supplemented by an enriching program of a variety of extra-curricular activities conducted in English (Arroyo, 2003). One of the programs offered by SMP Negeri 22 Semarang is English Habit. The program is aimed at improving English especially in listening, writing, and vocabulary skills. This activity runs every Tuesday until Friday for about 5-10 minutes. It is conducted

right before the regular study time and the students have to follow this program because this program is compulsory.

### **2.3.4 Literacy Concept**

#### *2.3.4.1 The Definition of Literacy*

UNESCO (2004:13) proclaims that literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Besides, Clay (2001) states that the information literacy component consists of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy.

Literacy is very important because most educational process depend on literacy abilities and awareness. Literacy is a means for students to know, understand, and apply the knowledge they get in school. Literacy is also related to the lives of students, both at home and in the surrounding environment (Wiedarti, 2016). Dirjen Dikdasmen (2016) states literacy is also related to the ability to identify, determine, find, evaluate, create, use, and communicate information to overcome various problems. The character of appreciating achievement is a character that is manifested in the form of attitudes and actions that encourage him to produce something useful for the community, acknowledge, and respect the success of others.

Taking into account the various opinions that have been reviewed, it can be emphasized that literacy is development in all forms that enable students to understand how language works in different social contexts and critically assess the writing of opinions, expectations, and meanings, and help students to make language choices the more sophisticated the text they produce themselves.

#### *2.3.4.2 The Definition of School Literacy Movement (SLM)*

The literacy concept of School Literacy Movement cannot be separated from the literacy concept proclaimed by UNESCO. In school literacy movement guidance, Wiedarti, et al explained in detail that:

School Literacy Movement is a participatory effort or activity involving school members (learners, teachers, principals, education personnel, school supervisors, school committees, parents), academics, publishers, mass media, community (community leaders who can represent exemplary, business world, etc.), and stakeholders under the coordination of General Directorate of Primary and Secondary Education Ministry of Education and Culture (Wiedarti, et al 2016).

#### *2.3.4.3 The Objectives of School Literacy Movement*

Literacy activities have been synonymous with reading and writing activities. School Literacy Movement has general and specific objectives. According to Kemendikbud (2016), the general purpose is to foster students' characters through the cultivation of school literacy ecosystems embodied in School Literacy Movement so that they become lifelong learners. The specific objectives are:

- a) Increasing the capacity of citizens and the school environment.
- b) Developing a culture of literacy in schools.
- c) Making the school fun and childfriendly learning park, so the school residents can manage knowledge.

- d) Maintaining the sustainability of learning by presenting various reading books and accommodating various reading strategies.

#### *2.3.4.4 Three Phases of School Literacy Movement*

According to the Ministry of Kemendikbud (2016), the phases of SLM include:

- a) Habituation phase: The growth of reading interest through a 15 minute reading activity.
- b) Development phase: Increasing literacy skills through enrichment activities.
- c) Learning phase: Improving literacy skills using enrichment books and reading strategies for all subjects.

#### **2.3.5 Summary**

Learning a large number of words is an essential step for learning a second language/foreign language. In the past, vocabulary was given little importance in the different teaching programs; it was believed that learners should master first the different grammatical rules. This view no longer exists nowadays since vocabulary is given great importance and considered a crucial element for mastering a second language. Thus, many strategies and techniques and taxonomies are developed to help learners achieve a large knowledge concerning it. For the intermediate level students, they need extra attention. The teacher should know how to treat students well. Teaching English can be done through four steps suggested by Harmer (2001), they are choosing the right topics, create interest, active schemata, vary topics and genre while the types of vocabulary are active and passive vocabulary.

Moreover, Good (1959) pointed out more specific of vocabulary division which can be divided into four types: oral vocabulary, writing vocabulary, listening vocabulary, and reading vocabulary. Besides that, the students also need to get more opportunity to practice English as often as possible and make it a daily habit to make their English grows better. The Ministry of Education and Culture as the skateholders feel responsible and that they need to make changes strategically and systematically by developing School Literacy Movement (SLM). Some schools have taken the initiative to hold a program. One of the programs offered by SMP Negeri 22 Semarang is English Habit “Vocabulary Notebooks” program. To determine whether this program has been applied successfully or not, students’ perception toward the program is important because it is used as the reference.

#### **2.4 Theoretical Framework**

The theoretical framework of the study begins with the idea that teaching English, especially vocabulary is very important before they learn more about English. In other words, teaching vocabulary is the basic thing to do. It is not an easy job because teaching vocabulary can be difficult and boring for both Indonesian teachers and learners. Hence, English teachers need to find the best way to solve the problems.

Teaching words is a crucial aspect of learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central

factor in teaching a language (Walters, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems with how to teach students to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.

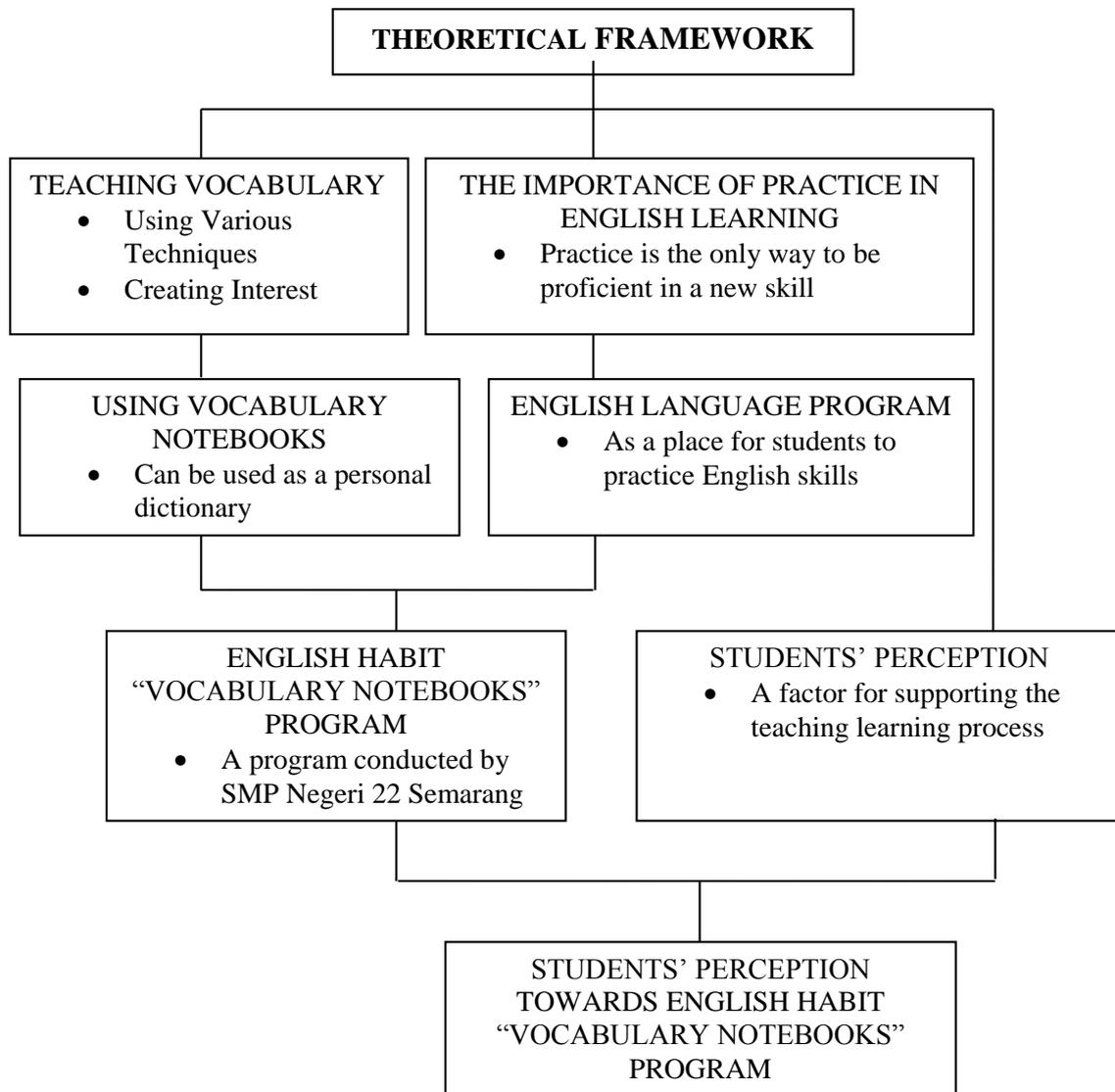
Learning vocabulary is not a simple task. The task of vocabulary learning is to see the distinction between knowing a word and using it. Learning vocabulary should focus on remembering words and using them easily in the right contexts. Evidence suggests that the knowledge aspect requires the employment of conscious mechanisms of learning while the skill aspect involves implicit learning (Ellis, 1994). This is essential in selecting strategies for both using words as well as knowing them. One can also view vocabulary learning strategies as a series of related sub-tasks. Vocabulary notebooks are frequently advocated as a way for students to take control of their vocabulary learning (Fowle, 2002), with the added benefit of improvements in vocabulary learning (Schmitt and Schmitt, 1995; Laufer and Nation, 1999).

However, the students still have some difficulties in learning vocabulary. This incapability caused by some weaknesses such as lack of vocabulary, difficult to express ideas in English, etc. Teaching a language must combine between theory and practice. In learning English the students have to practice their English as often as possible and to make English as a daily habit because the more often something is repeated, the stronger the habit and the greater the learning.

It has been mentioned that according to Harmer (2001), in learning a language, it should be provided with a lot of opportunities to communicate using the target language. The opportunities can be provided by school. The school can provide an English school program that can improve students' English skills. There have been many schools apply English program. The focus of the program which is provided by each school is not the same. Since this research focuses on vocabulary, I conduct the research at SMP Negeri 22 Semarang which has been applied English Habit Program "Vocabulary Notebooks".

In learning English, students' perceptions are important to support the learning process, especially in classroom activities. The definition of perception can be found in Searle as cited in Blake and Sekuler (2006), "Perception is what person (students) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain". In other words, perception is people's opinion about something that they thought is true. It means that perception refers to someone's sense or view toward a certain object. Perception is people's opinion about something that they thought is true. The correlation is how students' motivation on their perception of ability in learning English. Thus, it can be said that perception refers to someone's sense or view toward a certain object. In other words, student's perception is can be the essential factors to support the teaching learning process itself. According to the theory about students' perception above, I tend to find out the students' perception towards the program.

**Figure 2.1 Theoretical Framework of the Present Study**



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions, the suggestions, and the limitations of the study. The conclusions and the suggestions are based on the research findings and the discussion in the previous chapter. The conclusions reveal the result of all the data from classroom observations, questionnaires, and interviews. The suggestions are given based on the findings of the study. The limitations of the study expose some characteristics of design that become the weaknesses of the study.

#### **5.1 Conclusions**

Based on the result of all the data, there are some conclusions. First, I can conclude that the reason why the school conducted the program was that students did not have sufficient vocabulary items, so Mrs. Eli, as an English teacher, made a program which could help students to improve their vocabulary skill, not only vocabulary, but also listening, writing, and reading. This program was in the development phase in SLM. In activities of English habit Program, the teacher taught isolated list of words by presenting the synonyms, antonyms, the meaning of the words. The standard procedure was also applied and scheduled well. The school has the materials book of word lists called “Vocabulary List for Custom Activity”. The school also provided the students a book called “Students Sheet”.

Second, the program taught isolated list of words. The teacher only gave three words, the synonym, antonym, and the meaning. The teacher did not give at

least one example of a sentence to make students understand how they use that list of words in context because a word usually has several meanings. A word used in different contexts may have different meanings; thus, simply learning the definitions of a word without examples of where and when the word occurs will not help learners to fully understand its meaning.

Third, the advantages of the program were the students perceived that their vocabulary skill was enhanced as well as listening, reading, and writing skills. Moreover, students know the synonym, antonym and the meaning of the words from the program.

Fourth, the problem of English Habit program was listening to the teacher diverted students' attention from taking note. Students could not concentrate on listening to the teacher and taking notes because their attention was divided, so it caused students notes became incomplete. Then, another problem was the audio equipment in VIII-C classroom did not work well, whereas they were the most important things in the program.

Students' perception was also important in conducting the program. I found that 85% of students answered that they liked to learn English vocabulary in this program and 15% did not. The reason of 15% of students did not like the program because they did not have sufficient vocabulary knowledge, so they got some problems when they were joining the program. It seemed like they did not pay much attention to this program even though school had been trying the best to teach vocabulary through this program.

## **5.2 Suggestions**

There are some suggestions which are recommended for the betterment of English Habit program. It is expected that these suggestions will be beneficial, especially for English teachers, students, and other researchers. Firstly, for English teachers, they can add the example for each given word. I know that it is time consuming. I suggested presenting just one or two words and giving just one example for each word. It will be better for students to understand how to use a word in a sentence. Second, the school should repair the audio equipment in VIII-C classroom because it will really affect students' hearing and their notes.

Secondly, for the students, they should be aware of the importance of this program for their future academic stage. They are suggested to pay more attention to this program since this program presents a lot of advantages. They have to take part actively in this program, e.g. when the teacher instructs them something, they will do it enthusiastically.

Thirdly, for the future researchers, they are suggested to conduct a research whether students' vocabulary skill improves through English Habit program or not. They also can use this final project as their references to conduct the other research in the same field. They are also expected to be able to cover the limitations of this study and provide more details information about the study.

## **5.3 Limitations**

Although this research has been conducted with good preparation and has answered the statements of the problem, I am aware that my research has the limitations of the study. The first limitation of the study is the lack of taking

pictures and recording. I assumed that the use of recording would record both the information related to the statements of the problem and the information that did not relate to the statements of the problem.

The second limitation of the study is when I interviewed the students, they tended to respond my questions with short answers. They could not explain what they said. Third, the limitation of this study is the existence of the possibility of the misinterpretation of the interviewee's answers. This limitation relates to the first limitation and the condition on which the interviews were taken in Bahasa Indonesia. Then, the use of Bahasa Indonesia in interview required me to translate the interviewee's statements. Then, each finding of this study is only from one resource. For example, the finding of the program activities is only from the observation resource.

However, I have tried to diminish the limitations of the study in many ways. First, I recorded the students and teacher's interviews. There might be changes in the context, but there should be no changes in the meaning. Then, I limited my research to merely know the students' perception towards English Habit program.

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