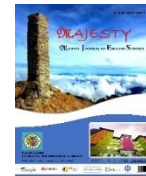




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From Low to High Vocabulary Mastery: The Effect of Personal Vocabulary Notes (PVN) Technique in EFL Learning

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ABSTRACT

This study aimed to investigate the effect of the Personal Vocabulary Notes (PVN) technique on students' vocabulary mastery in English as a Foreign Language (EFL) learning. The research employed a quasi-experimental design involving an experimental group and a control group. Each group consisted of eighth-grade students at a junior high school. The research instrument was a vocabulary test administered as a pre-test and post-test to measure students' vocabulary achievement before and after the treatment. The data were analyzed using descriptive statistics and an independent sample t-test. The results showed that the experimental group, which was taught using the PVN technique, achieved a higher mean score in the post-test compared to the control group. The statistical analysis indicated that the difference between the two groups was significant at the 0.05 level of significance. Therefore, it can be concluded that the Personal Vocabulary Notes (PVN) technique is effective in improving students' vocabulary mastery in EFL learning. This technique encourages students to actively record, learn, and retain new vocabulary in a more meaningful and autonomous way.

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INTRODUCTION

The fact shows that the result of teaching and learning English process is not expected it English is very difficult

subject to study. And one of the reasons is the students' lack of vocabulary, it means that learning language firstly learning their vocabulary, as we know vocabulary is one of the language

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elements plays important role. Vocabulary is the first stage in any language learning. Vocabulary can be defined, roughly, as the words we teach in the foreign language. Vocabulary is important to be improved in the language learning process in order to get other competencies like reading, writing, listening, and speaking. Without vocabulary, people cannot communicate effectively. Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary.

The students especially at the first grade still cannot use their language in communication because the English subject is bored and scare. Students lacking of vocabulary, monotonous teaching method. Boring learning or not feeling fun in learning, process besides students have lost their motivation in learning vocabulary. Those low motivation are caused by many factors one of them is the teachers' method in Teaching English at Junior High School.

Based on information from an English teacher at of the first grade students especially at the class VII A that consists of 33 students'. The achievement in vocabulary was still low where the students' value average still got score 5.8 or about 56%, while the standard vocabulary in curriculum is 6.5. Because the students' still lack in use vocabulary correct grammatical, correct nouns and verbs. In this study the researcher wants to solve this problem until the students' have a good score therefore through this technique the researcher to develop the students' vocabulary until achieve score 7.0, it is successful minimal criteria (KKM) of that school.

Firman (2008) states that to develop the students' vocabulary the teacher must be found out effective way of teaching vocabulary. The teacher should use a good method and technique to improve students achievement specially vocabulary. In the cures at researcher the writer interested in trying one that could be used by Rachars to increase their teaching technique (in teaching English specially) and can help the students to improve vocabulary, it is Personal Vocabulary Notes (PVN) Technique because this method is a good and new technique for teaching English. According to Kurzweil (2002:1) PVN is a way to teach students vocabulary in a personalized way while encouraging them to become autonomous learners. PVN Technique is one of the alternatives from communicative learning technique. Personal Vocabulary Notes are element which are present in a language classroom to help students to learn effectively and not make students boring and scare. In PVN Technique the teacher tries to encourage student. With using PVN, the students are hope to be motivation in learning English and more focus in teacher presentation.

In developing the students' vocabulary the teacher must find out the effective way in teaching vocabulary (Ismail, 2019). The teacher should use a good method and technique to improve students' achievement especially in vocabulary. The researcher interested in trying this PVN technique in teaching technique (in teaching English specially) and can help the students to improve vocabulary, because this technique is a good and new technique for teaching English. PVN Technique is one of the alternatives from communicative

learning technique. Personal Vocabulary Notes are element which are present in a language classroom to help students to learn effectively and not make students boring and scare. In PVN Technique the teacher tries to encourage the student. The PVN Technique show that students who come are ready to accept lessons and motivate themselves to listen and improve vocabulary.

Considering the previous description, the researcher used PVN Technique to overcome the problems. The research was conducted the researcher entitled "Using personal vocabulary notes (PVN) technique to develop the students vocabulary at MTs 4 Negeri Papi Enrekang.

METHODOLOGY

This research design of pre experimental quantitative method. In quantitative research, the researcher identified a research problem based on trends in the field on the need to explain why something occurs. Described a trend means that the research problems could be answer best by a study in which the researcher saw to establish the overall tendency of responses from individuals and to note how is tendency varies among people. For example, we could see to learn how voters described their attitudes toward a bond issue.

The research design used in this study is pre-experimental design method with the type of pre-test and

post-test one group design .This method is given one group or comparison group. The first thing in conducting experiments using the design of a single subject was done by giving a test to a subject who had not been given treatment namely the pretest (O1) to get students who had problems in a low vocabulary.

After obtaining data on students who have problems in vocabulary, then treatment (X) is carried out after treatment of students who have problems, then given another test to measure the level of vocabulary skills of students after being subjected to experimental variables (X), in the post test results data obtained from experiments where students' vocabulary abilities increased or there were no changes at all. Compare O1 and O2 to determine how much difference arises, if there is a partial result of the experimental variable. Then the data was analyzed using a t-test (Arikunto: 2002).

FINDINGS

The Analysis Students' Vocabulary Score in Pretest

In this section, the researcher shows the complete of the students' pretest. The researcher calculated the data by using SPSS 20 application. For more clearly, the researcher shows the students' score in Pretest. It was tabulated by following table:

Table 1. The Mean Score of the Students in Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	21	25	90	49,29	16,224
Valid N	21				

Table 1 shows that the highest score of students was 90 and the lowest score was 25. Besides, it also indicates that the mean score of the students' accuracy in pre-test is 49.29 and the standard deviation error is 16.224.

The Analysis Students' Vocabulary Score in Posttest

In this section, the researcher shows table score of students' correct answer in Posttest, the rate percentage of students' vocabulary score in

posttest, the mean score and standard deviation of students. The researcher presented them in the table and calculated the scores by using SPSS 20. Data table, showed that the highest correct answer of the students was 95 and five students got it, the lowest correct answer was 65 and four student got it. To find out the mean score of students' in posttest, the researcher calculated by using SPSS 20. The result can be presented in the table of descriptive statistic as follows:

Table 2. The Mean Score of the Students in Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	21	65	95	79,05	11,578
Valid N	21				

From the table 4.5, it shows that the highest score of students was 95 and the lowest score is 65. Besides, it also indicates that the mean score of the students' accuracy in post-test was 79.05 and the standard deviation error

was 11.578. Besides, the researcher also would present the total mean score and standard deviations of in pretest and then compare both of them. The result would be presented into the table descriptive statistics as follow:

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	49,29	21	16,224	3,540
	Posttest	79,05	21	11,578	2,527

The table, indicates that the standard deviation in pretest were 16.224 and in posttest were 11.578. It also shows that the mean score of the student in pretest were 49.29 and the mean score of the students in posttest were 79.05. The result of the table above shows that the mean score of students in posttest was higher than the mean score of the students in pretest. It concludes that personal vocabulary notes improve

student's vocabulary.

From the analysis, the researcher concluded that there was a significant difference between pre-test and post-test in teaching students' vocabulary ability by using personal vocabulary notes (PVN) technique to develop the students vocabulary.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 21,

df =

20. The probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that using personal vocabulary notes (PVN) technique to develop the student's vocabulary.

DISCUSSION

The research found that, Personal Vocabulary Notes (PVN) was strongly effective to teach English vocabulary. It can be seen from the computation of the effect size which is categorized "strong". This technique had positive effect in students' mastery of vocabulary. It was proven by the result of post-test which higher than the pre-test. Students are more active in class and faster in understanding the lessons.

The use of PVN to teach English vocabulary is significant. Based on the previous research (Ahmad, 2014), Personal Vocabulary Notes is one of the techniques that make students interested because they like learning active and not monotonously techniques. In the beginning, students still got confused what PVN itself is. The teacher explained that PVN is a technique used to teach vocabulary. The students could write their own vocabulary based on the text given by the teacher. The teacher used a descriptive text to help students find the new vocabulary. In this meeting, the teacher also explained about how to classify the vocabulary into part of speech. Most of the students didn't know what part of speech is. After the explanation from the teacher, they

could understand it. Students showed their enthusiasm during the teaching learning process because they learned something new in the way of learning English vocabulary. They could memorize the vocabulary for long time if they write the vocabulary that they didn't understand.

The researcher discovered that students were enjoying and enthusiastic while learning vocabulary, because they wrote their own vocabulary. Students enjoyed the process because this technique could measure their ability in mastery vocabulary. Kurzweil (2004) claims, "PVN engages students in the cycle of noticing their own needs, researching language, trying it out, and learning from their mistakes." Students might forget a word easily, but using this technique can make them remember word longer. The students followed the lesson respectfully and also discussed their PVN with their friends and helped each other to make their PVN. The researcher found the difficulty while conduct this research, it is a little tired for the teacher, because the teacher should monitoring the students while discussing. The teacher would back and forth to the students' table when they want to ask something.

The result of the data analysis shows that technique to develop improves students' vocabulary. It can be seen on the table before and after giving treatment. In pretest, the researcher asked the students to answer vocabulary test that consist of 20 questions in the form of multiple choices. The number of students taken as a sample gets a very good score 1 (5%), students get a good score of 1 (5%), students get a fair score of 2 (9%), students got poor score were 12 (57%), and students got very poor

score were 5 (24%). This is because students' vocabulary still low. The highest score is 90 and the lowest is 25.

After giving pretest, the researcher gave treatment during three meetings. The treatment was given about teaching personal vocabulary notes. There were three themes that has given to the students. There are days of the week, month of the year, and degree of time. In each meeting, the researcher gave explanation about the material. The materials were about days of the week, month of the year, and degree of time. Then, the students repeated the vocabulary that has given by the researcher. Next, the researcher applied personal vocabulary notes technique to develop. The researcher asked the students to come forward one by one to practice mentioning the vocabulary. The last, the researcher asked the students to memorized the vocabulary and practice more.

In posttest, the researcher gave the same question from the vocabulary test at the pretest. This section shows that personal vocabulary notes have an effect on increasing vocabulary. This means that after providing treatment using personal vocabulary note techniques, students' ability to master vocabulary is better than before treatment where after treatment, the highest score obtained by students is 95 and the lowest score is 65.

Based on data analysis the mean score of the student in pretest were 49.29 and the mean score of the students in posttest were 79.05. It shows that the meanscore of students in posttest was higher than the mean score of the students in pretest.

The researcher concluded that there was a significant difference

between pretest and posttest in teaching students' vocabulary ability by using personal vocabulary notes. In pre-test, students are still lacking in vocabulary, while in post- test vocabulary knowledge of students increases after using the PVN method.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = $N-1$, where (N) = 21, df = 20. The probability value was smaller than α ($0,00 < 0,05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Based on the explanation above, it can be concluded that after the use of the VPN method there is an increase in the vocabulary of students in MTs Negeri 4 Papi Enrekang and also the positive impact generated by students after the use of the PVN method. It means that using personal vocabulary notes is effective in increasing vocabulary. This finding were in line with who found that using personal vocabulary notes can improve students' vocabulary achievement.

CONCLUSION

In teaching learning activities in vocabulary subject it is very important to choose the suitable technique to improve the students' skill. Based on the data, it can be concluded that effective to use Personal Vocabulary Notes (PVN) on students' vocabulary developing and it had proved toward the students' of MTs 4 Negeri Papi Enrekang.

The result of the data analysis above shows that technique to develop improves students' vocabulary. It can be seen on the table before and after giving

treatment. In pretest, the researcher asked the students to answer vocabulary test that consist of 20 questions in the form of multiple choices. The number of students taken as a sample gets a very good score 1 (5%), students get a good score of 1 (5%), students get a fair score of 2 (9%), students got poor score were 12 (57%), and students got very poor score were 5 (24%). This is because students' vocabulary still low. The highest score is 90 and the lowest is 25.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 18, df = 17. The probability value was smaller than α (0.00 < 0.05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that using personal vocabulary notes is effective in increasing vocabulary. This finding is in line with who found that using personal vocabulary notes can improve students' vocabulary achievement.

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