

The Effect Of Using Personal Vocabulary Notes Technique In Developing Students' Vocabulary At Smpn 2 Besulutu

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Abstract

This research aims at investigating the current level of students' vocabulary ability before and after applying PVN technique and to find out whether there is a significant effect of using PVN technique on students' vocabulary ability at the second year student of SMPN 2 Besulutu. This research applied pre-experimental design.

This research was conducted in SMPN 2 Besulutu. The instrument of this research was reading test that focused on vocabulary. The population of this research was the second year student of SMPN 2 Besulutu who enrolled in academic year 2011/2012. The samples of this study were 22 students which were taken by using purposive sampling. The writer collected the data by giving vocabulary test were 40 items include multiple choice, cloze and classroom observation sheet.

The result shows that the students' vocabulary development on pre test was 5.37 while the students' vocabulary development on post test was 7.35. The hypothesis testing was found that $t_{test} = 15.02$ which $t_{table} = 2.08$ and degree of freedom (df) = 21, and the significant $\alpha = 0.05$. So, $t_{test} > t_{table}$ or H_0 was rejected and H_1 was accepted. Therefore, it can be concluded that there was significant effect of using Personal Vocabulary Notes technique in developing students' vocabulary at SMPN 2 Besulutu.

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Introduction

English is one of the international languages that used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learners should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want.

The researcher in this case, just focused her attention on one of these skills is reading skill as important aspect for the learner in understanding the text. Then, in reading skill vocabulary is the basic competence that must be reached by students to find out some words in the text. Besides, Vocabulary is an important role in supporting those skills of language which used by anyone of language user.

The phenomenon above was also happen in SMPN 2 Besulutu. It was new school and located at rural area in Konawe definitely in Silea district. Most of students there especially students at class VIIIA have some problems about English language especially in their reading skill. Moreover, there is no facilities likes English laboratory and English book in library that can support students in learning English.

From pre elementary research conduct by researcher, interview with the teacher and observation in a classroom. It found that 22 students at class VIIIA of SMPN 2 Besulutu, all of student is not quite understand English material that their teacher gave during learning process in class room. These case, many students can serve good level of memorization of teaching material but in the end of teaching learning process they actually do not understand it at all it causes from the teacher method during teaching in classroom.

Another problem is the students find it difficult to understand the reading text it causes there some words that their don't know . So, to develop students' vocabulary in teaching reading, teachers need to model how to use a variety of strategies in order to understand what words mean that's important for the student skill. It's related to Ur (1996:10) states that vocabulary can be defined roughly as the words we teach in foreign language.

Based on statements above the researcher concludes that vocabulary is really important in reading skill. Besides, vocabulary also has a role as the improvement of the

learner's performance in studying foreign language. From above problem, the researcher will try to overcome of using PVN. In PVN, the process a kind of elaborating technique in learning that enables them to comprehend vocabulary that they are acquiring with the materials in learning progress. Besides, students are usually much more motivated to remember their PVN than they are a set of vocabulary items they have received from a textbook or teacher (Joshua Kurzweil on <http://iteslj.org/Techniques/Kurzweil-PVN.html>). So, the researcher used instructional strategy that involve of to find out some unfamiliar words in reading skill. In teaching and learning activity writer introduced firstly and demonstrated all these item to make students familiar and have enough knowledge about it.

The researcher carry out PVN in developing students' vocabulary with noticing their own needs, researching language, trying it out, and learning from their mistakes in classroom. The researcher believes that PVN can work well in teaching learning especially to develop students' vocabulary. This study has not been taken by students in English Department so it will be useful for other writer who wants to carry on the same study and especially for English teacher in SMPN 2 Besulutu than this study can be used a new technique in teaching learning process. So, from these statements conclude that Personal Vocabulary Notes is the simple technique to reduce the difficulties in teaching process especially students' vocabulary and it can work well in processing of acquiring the second language, because students are relax and can produce some words in their pronunciation.

Considering the importance of implementing a method in teaching English, the writer decides to carry out a research on "The Effect of using Personal Vocabulary Notes Technique in Developing Students' Vocabulary at SMPN 2 Besulutu". The research question of this study "Is there any significant effect of using PVN technique in developing students' vocabulary of SMPN 2 Besulutu?" The objective of this study is to investigate whether there is a significant effect of developing students' vocabulary as the result by using PVN technique of SMPN 2 Besulutu. This study focused on students' PVN Technique in developing the Vocabulary of students of SMPN 2 Besulutu. This study limited on to the teaching of English vocabulary that will be taught are noun, verb, and adjective.

The hypothesis for this study is "there is a significant effect of using PVN technique in developing students Vocabulary of SMPN 2 Besulutu".

Definition of key terms :

- a. Personal Vocabulary Notes (PVN) is a way of developing students vocabulary to add their vocabulary list and apply in daily activity (Joshua Kurzweil on <http://iteslj.org/Techniques/Kurzweil-PVN.html>)

- b. Reading skill is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or too enhance knowledge of language being read. Sofian (2007:34)
- c. Vocabulary is a collective word with brief explanation of their meaning (Simpson and Weiner, 1989: 721).
- d. Vocabulary development as "instruction in word meanings that must go beyond the definition and include experiences in which the students build relationships between new words and what she/he already knows" (Roberts, 1999:65).

Method

1. Design of the study

The design of the study is pre-experimental design which one group in given pre test and post test.

Design of the study is as follows:



Where:

T1 : Pre test

X : Treatment

T2 : Post test

(Isaac, 1971: 37)

2. Variables

1. Independent variable is the effect of using Personal Vocabulary Notes technique in teaching learning process
2. Dependent variable is students' vocabulary development

3. Population and Sample

a. Population

Ary, et al (1979) defined population as all members of any well defined class of people, events or object. The population of this study was all of the second year students of SMPN 2 Besulutu who were registered on second semester in academic year of 2011/2012. The total population was 44 students which were consisted of two parallel classes.

Table 3.3.1 The figure of Population

NO	CLASS	STUDENT		TOTAL
		Male	Female	
1	VIIIA	10	12	22
2	VIIIB	8	13	22
TOTAL		18	25	44

b. Sample

The technique of taking sample of this study was purposive sampling. Arikunto (1996:128) stated that “purposive sampling was carried out with the certain purpose”. Means that, the distribution of students’ class performance neglected and determined directly. In addition, the placement of the students in a class is not based on their rapport and mark of their achievement. Based on those reason, the writer choose one class directly. So, the writer take class VIIIA as the sample of this study.

4. Instrument of the study

The instrument of this study was vocabulary test. The test considered of 40 numbers. The test just focuses in cloze and multiple choices. Before the test of instrument is used as main study, the writer will try out in outside who are not including as the sample of the study. This pilot study was useful to get data for the reliability of the test.

To determine the validity of the test, the writer calculated it by using product moment formula as follow:

$$r_{xy} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r_{xy} : coefficient of correlation
- $\sum X i$: Total of items score
- $\sum Y i$: Sum of total score (all the items)
- n : total of respondent

With the criteria that if $r_{xy} \geq r_{table}$, the item is said valid and if $r_{xy} < r_{table}$ the item is said invalid.

The researcher used Stephen Isaac (KR21) to know whether the test is reliable, the formula is:

$$r_{11} = \left[\frac{K}{K-1} \right] \left[1 - \frac{M(K-M)}{KS^2} \right] \quad (\text{Stephen Isaac, 1983: 87})$$

Where:

K = number of item test

M = means score

S² = standard deviation

To determine the level of reliability, the researcher used the scale that proposed by Anas Sudijono (1997: 71) with the criteria:

0. 80 – 1. 00 = Very high

0. 60 – 0. 79 = High

0. 40 – 0. 59 = Enough

0. 20 – 0. 39 = Low

0. 00 – 0. 19 = Very low

The result of pilot study was **0.79** based on the above category was high

5. Teaching Procedure under Personal Vocabulary Notes (PVN) Technique

Step 1. The teacher explained PVN technique it self

Step 2. The teacher introduces the material that will be though around 5 minutes.

Step 3. The teacher gives to the students the task to record vocabulary items for 10 minutes.

Step 4. The teacher engages students in some kind of activity and encourages them to write words after reading the task for 15 minutes.

Step 5. As homework in class room have the students look up their PVN and find the Indonesian translations. They then should write sentences by using their PVN. (To make manageable workload teachers can ask students to choose just two or three PVN to make into sentences.)

Step 6. The teacher collects the PVN, checks it, and hands it back the following class.

Step 7. Students keep a section in their notebook for PVN and do follow up activities with it such as peer teaching and review activities for 10 minutes. While the students doing the activity, the teacher will go around the class for checking the students' activity.

6. Technique of Data Collection

In collecting the data of this study, the researcher will use the following procedures:

(1) Pre-test

The pre-test had purpose to find out the students' prior knowledge before giving the treatment to the sample by using PVN technique

(2) Treatment

The researcher conducted the presentation of material seven meetings by the researcher self. Means that, in this research the researcher herself directly. The detailed instruction material could be seen in the table 3.2

Table The schedule of conducting the study and the topic that presented in each meeting

Meeting	Topic	Vocabulary Target	Time
Pre test	—	10 words	8 minutes
First	Dewi Limaran	10 words	8 minutes
Second	Babu and The Lion	10 words	8 minutes
Third	The Magic Candle	10 words	8 minutes
Fourth	The Legend Of Nyi Roro Kidul (The Queen of South Ocean)	10 words	8 minutes
Fifth	The Legend of Banyuwangi	10 words	8 minutes
Post test	—	10 words	8 minutes

(3). Post-test

It aims to know the students vocabulary achievement after being taught through PVN technique.

7. Technique of Data Analysis

The data in this study were analyzed by using descriptive and inferential statistic. Descriptive statistic analysis was used to describe the maximum and minimum scores, mean, and deviation standard and range score.

To know the significant improvement of students' vocabulary under PVN technique in teaching reading, the researcher used T-test with formula as follow:

$$t = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}}}$$

- Where: \bar{X}_A = the mean score of post test
 \bar{X}_B = the mean score of pre test
 S_A^2 = Variance score of post test
 S_B^2 = Variance score of pre test
 n_A = the total sample of the post test
 n_B = the total sample of the pre test

The criteria of examining the hypothesis of this study were in the following:

- If $t_{\text{test}} \geq t_{\text{table}}$, it means that there is a significant effect improvement of using PVN technique to develop students' vocabulary at second year of SMPN 2 Besulutu. (H_0 is refused and H_1 is accepted).
- If $t_{\text{test}} \leq t_{\text{table}}$, it means that there is not a significant effect improvement of using PVN technique to develop students' vocabulary at second year of SMPN 2 Besulutu. (H_0 is accepted and H_1 is refused).

8. Marking Schema

The marking schema of this study is 1 to get right answer and 0 to the wrong answer with the formula as follows:

$$\text{Mark} = \frac{\text{Total of correct answer}}{\text{Total test items}} \times 10$$

(Sudjanah, 1995: 30)

Based on the formula above, the students' mark grade can be seen on the table.

Table Students' Score Grade Scheme

No.	Number of Correct	Mark	No.	Number of Correct	Mark
1	1	0.25	21	21	5.25
2	2	0.5	22	22	5.5
3	3	0.75	23	23	5.75
4	4	1.0	24	24	6.0
5	5	1.25	25	25	6.25
6	6	1.5	26	26	6.5

7	7	1.75	27	27	6.75
8	8	2.0	28	28	7.0
9	9	2.25	29	29	7.25
10	10	2.5	30	30	7.5
11	11	2.75	31	31	7.75
12	12	3.0	32	32	8.0
13	13	3.25	33	33	8.25
14	14	3.50	34	34	8.5
15	15	3.75	35	35	8.75
16	16	4.0	36	36	9.0
17	17	4.25	37	37	9.25
18	18	4.5	38	38	9.5
19	19	4.75	39	39	9.75
20	20	5.0	40	40	10.0

The table shows the description of the students' score grade. The students' score is obtained from the total correct answer which is divided by the score maximum and multiple by ten. For example, if a student gets total answer 20, his/ her score is 5.0. The computation process is $20/40 \times 10 = 5.0$.

Result And Discussion

1. Result

a. Descriptive Analysis of pre test

The students vocabulary on pre test was measured by the students score after answering 40 items of the objective test. These score were obtained from the students raw score (the total correct answer) which were divided by maximum or ideal score is the highest score of the test and multiple by 10. The maximum or ideal score is the highest score of 40 items of vocabulary test. The result of scoring of students' vocabulary development in pre test was measured by using the band score that adopted from Arikunto (2003).

8.0-10.0 = Very Good

6.6-7.9 = Good

5.6-6.5 = Fair

4.0-5.5 = Poor

0.0-3.9 = Very Poor

Table Students' Score on Pre Test

N0	student score	frequency	Percentage%
1	4.1	1	5
2	4.2	3	14
3	4.5	1	5
4	4.52	3	14
5	4.54	1	5
6	5	2	9
7	5.25	1	5
8	5.5	1	5
9	5.7	2	9
10	6	1	5
11	6.6	2	9
12	6.75	1	5
13	7	1	5
14	7.25	2	9
Total		22	100
Average Score		76.91	
Mean score		5.375	
Maximum		7.25	
Minimum		4.1	
SD		1.08	

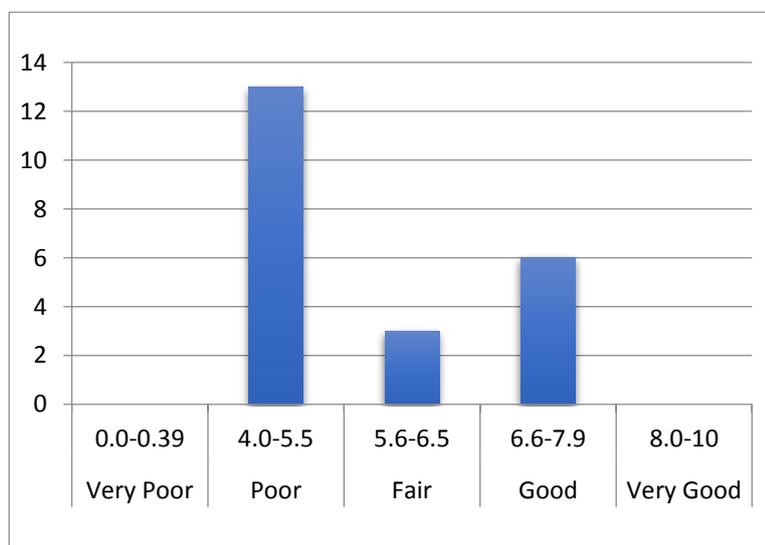
From the computation of the data was found that the minimum score of pre test is 4.1, the maximum score is 7.25, deviation standard is 1.08 and the mean score of pre test is 5.375. Based on the classification that provided by Arikunto (2003), the range score 4.00 – 5.5 is on poor criteria. So, the mean score 5.375 is categorized poor criteria. The distribution of students' score of pre test is presented below:

Table Distribution of Students' Score on Pretest

No	Criteria	Interval Score	Frequency	Percentage%
1	Very Poor	0.0-0.39	0	0%
2	Poor	4.0-5.5	13	59%
3	Fair	5.6-6.5	3	14%
4	Good	6.6-7.9	6	27%
5	Very Good	8.0-10	0	0%
Total			22	100%

From table 4.2 above, it can be seen that there are no body students (0%) who categorized very poor who got score (0.0-3.9), thirteen students (59%) got (4.0-5.5) or categorized as poor criteria, third students (14%) got (5.6-6.5) or categorized as fair criteria, sixth students (27%) got (6.6-7.9) or categorized as good criteria and nobody (0%) who got (8.0-10) or categorized as very good criteria. Supporting of these data, there are thirteen students who categorized got high scorer, 59% of students got score (4.0-5.5). In the other words, students' score on pre test is on poor criteria.

Graph Distributions of Students' Score on Pre Test



As shown in graph 4.1, it can be conclude that there are students score were mostly classified on “poor” criteria and there was nobody who comes in criteria “very good”.

b. Descriptive Analysis of Post Test

The students vocabulary on pre test was measured by the students score after answering 40 items of the objective test. These score were obtained from the students raw score (the total correct answer) which were divided by maximum or ideal score is the highest score of the test and multiple by 10. The maximum or ideal score is the highest score of 40 items of vocabulary test. The result of scoring of students' vocabulary achievement in post test was measured by using the band score that adopted from Arikunto (2003).

Table Students Score on Post Test

N0	student score	Frequency	Percentage%
1	6	1	4.55
2	6.3	2	9.09
3	6.5	1	4.55
4	6.9	1	4.55
5	7	1	4.55
6	7.2	3	13.63
7	7.3	2	9.09
8	7.6	2	9.09
9	7.8	1	4.55
10	8	2	9.09
11	8.2	1	4.55
12	8.25	3	13.63
13	8.5	2	9.09
Total		22	100
Average Score		95.55	
Mean score		7.35	
Maximum		8.5	
Minimum		6.0	
SD		0.79	

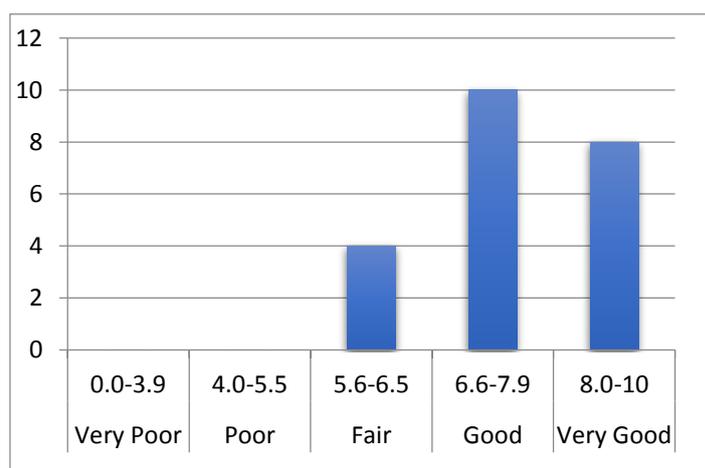
From the computation of the data was found that the minimum score is 6.00, the maximum score is 8.5, deviation standard is 0.79 and the mean score of post test is 7.35. Based on the classification that provided by Arikunto (2003), the range score 6.6 – 7.9 is on good criteria. So, the mean score 7.35 is categorized good criteria. The distribution of students' score of post test is presented below:

Table Distribution of Students Score on Post test

No	Criteria	Interval Score	Frequency	Percentage%
1	Very Poor	0.0-3.9	0	0%
2	Poor	4.0-5.5	0	0%
3	Fair	5.6-6.5	4	18%
4	Good	6.6-7.9	10	45%
5	Very Good	8.0-10	8	36%
Total			22	100%

From table 4.6 above, it can be seen that there are nobody (0%) on criteria very poor who got score (0.0-3.9), nobody (0%) got (4.0-5.5) who categorized as poor criteria, four students (18%) got (5.6-6.5) who categorized as fair criteria, ten students (45%) got (6.6-7.9) who categorized as good criteria and eight students (36.%) got (8.0-10) who categorized as very good criteria. Supporting of these data, there are ten students who categorized high scorer, 45% of students got score (6.6-7.9). In the other words, students' score on post test was good criteria. It means that there are improvements of students' vocabulary development after being taught by using PVN technique.

Graph Distributions of Students' Score on Post Test



As shown in graph 4.2, it can be conclude that there are students score were mostly classified on “good” criteria and there was nobody who comes in criteria “very poor”.

c. The Difference of Students Vocabulary Development on Pre Test and Post Test

The proposing of the comparison the students vocabulary development in this section was in order to describe clearly the improvement vocabulary whether there is a difference development before and after using PVN technique in teaching vocabulary. For comparing students vocabulary development on pre test and post test in teaching under PVN, the researcher focuses on the average score, mean score, maximum score, minimum score and standard deviation score. The result of process of computation data of these characteristic score on pre test and post test can be seen on the table below.

Table Descriptive statistics on students score pre test and post test

Descriptive statistic	Pre test	Post test	Gain score
Average score	76.91	95.55	18.64
Mean score	5.375	7.35	1.975
Maximum score	7.25	8.5	1.25
Minimum score	4.1	6.0	1.9
Standard deviation	1.08	0.79	-0.29

The table 4.5 shows that there is different score before and after using PVN technique in teaching vocabulary at the second year of SMPN 2 Besulutu. It can be seen the average score on pre test 76.91 becomes 95.55 on post test. It means that the increasing of the average score of pre test to post test is 18.64. The means score on pre test 5.375 becomes 7.35 on post test. It means that the increasing of the mean score of pre test to post test is 1.975. The maximum score on pre test 7.25 becomes 8.5 on post test. It means that the increasing of the maximum score of pre test to post test is 1.25. the minimum score on pre test 4.1 becomes 6.0 on post test. It means that the increasing of the minimum score of pre test to post test is 1.9. The standard deviation on pre test 1.08 becomes 0.79 on post test. It means that the decrease of the standard deviation of pre test to post test is 0.29.

Based on the finding of students score on descriptive analysis, the writer can said that there is an increasing level of students score on vocabulary after using PVN technique in teaching vocabulary at the second year of SMPN 2 Besulutu.

d. The Result of Hypothesis Testing

The hypothesis testing used to investigate whether there is a significant improvement or not on students' vocabulary achievement after being taught through PVN technique at the second year of SMPN 2 Besulutu.

The result of hypothesis testing shows that the score of t-test =15.02. it is consulted to t-table at significant level 0.05 with standard 1-1/2 $\alpha = t-0.95$ and the degree of freedom 22-1=21 found that t-table 2.08. So, H_0 is rejected and H_1 is accepted. The result of the Hypothesis testing can be seen on table 4.6

Table Summary of Hypothesis Testing

DF	t-count	Symbol	t-table	Result
21	15.02	>	2.08	H_0 rejected H_1 accepted

Table 4.6 shows that t-count is higher than t-table. It means that there is a significant improvement after being taught through PVN technique at the second year of SMPN 2 Besulutu. So, the researcher can said that the teaching vocabulary by using PVN technique can improve the students' vocabulary development.

2. Discussion

Based on the above finding, it can be concluded that students' vocabulary development can be improved by Personal Vocabulary Notes technique. This technique made the students enthusiastic in attending the lesson. It shows by their attitude in learning process. They were enjoyable and relax but still be seriously in receive the lesson. It happened because they express their big motivation in finishing their task and homework during the treatment.

They did all those activities well. It is supported by Joshua Kurzweil on <http://iteslj.org/Techniques/Kurzweil-PVN.html> states that PVN gives students a much deeper sense of what it is to learn vocabulary and know a word as they get contextualized feedback on words they are using. Furthermore, in teaching and learning process by PVN technique, the students can builds their prior knowledge in every meeting. They always use their prior knowledge to know the information that they have learned before. By PVN the students can practice their vocabulary either spoken or read.

Conclusion

Based on the result of the data analysis on chapter IV the writer concluded that there was significant effect of using PVN to develop students' vocabulary of SMPN 2 Besulutu. It can be seen the hypothesis testing was found that $t_{count} = 15.02$, while $t_{table} = 2.08$ and

degree of freedom (df) = 21, and the significant $\alpha = 0.05$. So, $t_{\text{count}} > t_{\text{table}}$ or H_0 was rejected and H_1 was accepted.

Therefore, it can be concluded that the teaching English vocabulary of using PVN technique can improve students' Vocabulary development at second year students of SMPN 2 Besulutu. Because this technique not only find out unfamiliar word after reading the task but the student can have more vocabulary list and can apply in daily activity.

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