IMPROVING STUDENTS’ VOCABULARY ACHIEVEMENT THROUGH PVN (PERSONAL VOCABULARY NOTE)

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Abstract
The lack of English vocabulary mastery becomes a problem faced by the students of the eight grade students of SMP Negeri 1 Mempawah Timur. By the vocabulary problems faced by the students, they find it difficult to learn English. This research aimed to solve the vocabulary problems faced by the students. To solve the problems, the researcher chose a learning technique called PVN (Personal Vocabulary Note). It is a technique that encourage the students to write in their native language when they did not know how to say it in English. The researcher chose Classroom Action Research (CAR) by conducting two cycles and three meetings of each cycle. The data were collected from 21 students consisted of 10 female and 11 male students of the eighth grade students at SMP Negeri 1 Mempawah Hilir. In collecting the data, the researcher used vocabulary test, observation checklist and field notes. The data were analyzed by using triangulation. Based on the findings of the investigation done in this action research, the use of PVN could help the students memorized the vocabulary easily, motivated students and make them more interested in learning English. This can be seen from the improvements after each cycles. It can be concluded based on the result of the study that PVN better improved the students’ ability in vocabulary mastery at the eighth grade students of SMP Negeri 1 Mempawah Timur in Academic Year 2019/2020.

Keywords: personal vocabulary note, teaching vocabulary

INTRODUCTION
Vocabulary plays a crucial part in learning English and cannot be separated. Vocabulary acquisition can be a challenge. The researcher conducted an interview with the English teacher at SMPN 1 Mempawah Timur to understand more about the English teaching learning environment. Student's struggle to learn English, says teacher. Because of this, students are often confused about how to order their vocabulary. It appears that they are having difficulty understanding certain words and remembering all of the vocabulary on the material given by the teacher. It is up to the teacher to come up with the best way to improve their vocabulary.

It was difficult for students who were not familiar with certain words to grasp the material or the teacher's meaning. In addition, it is obvious that teachers should be more creative when teaching vocabulary and be able to keep students away from elements that hinder their ability to acquire it. When teaching vocabulary, the teacher should utilize a suitable instructional medium to keep the pupils from growing bored. As a teaching tool, this medium should stimulate students’ interest in acquiring new vocabulary since it is extremely beneficial for
teachers in achieving their instructional goals and learning objectives. As a result, improving students' capacity to learn English and vocabulary cannot be separated.

According to the Curriculum 2013 syllabus, descriptive text is one of the best materials for teaching vocabulary. Descriptive text, according to Oshima and Hogue (1997, p.50), pertains to the senses, thus it explains the way something looks and feels as well as how it sounds and odors. Clearly, to solve these problems in classroom, the writer is going to use technique to improve the students’ vocabulary mastery. Students are encouraged to write in their original tongue when they do not know how to pronounce English terms using a practice called Personal Vocabulary Notes (PVN). One of the best methods to increase students' vocabulary in a personalized way is using this procedure (Kurzweil, 2002). The students are also encouraged to become independent learners as they get more involved in their learning process. When students write their own terminology, it is thought that they can retain it for a long time. In fact, it is up to the students to decide which words to record in their own vocabulary notebooks, based on whether they are new or useful.

This research has been the subject of several investigations. Personal Vocabulary Notes, according to Yulianti (2015), is one of the strategies that keep students motivated since they choose active learning over repetitive learning. Yulianti’s research concentrated on all sorts of parts of speech and was a pre-experimental study, whereas this research focused solely on nouns and adjectives and is a classroom action research. This study is highly valued, considering there were many students still unable to acquire their vocabulary.

Personal Vocabulary Notes (PVN) is a technique to increase students' vocabulary in a personalized way, while also promoting autonomous learning. Joshua Kurzweil proposed this concept at Kanzai University in Osaka, Japan. It is a special notebook that each student keeps to record new and valuable lexical elements (Fowle, 2002). Furthermore, Walters and Bozkurt (2009, p. 404) said that "a vocabulary notebook can be viewed as a personal dictionary; students 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, collocators, synonyms, antonyms, and perhaps a context sentence." As McCharty and colleagues (2010, p. 25) noted, "encouraging your student to keep a vocabulary notebook is really useful". There is the added benefit of allowing students to see how many words they have learnt.

Keeping a vocabulary journal is a good way to consolidate your knowledge. Consolidation strategy is defined as a cognitive technique. In order to store the new word in long-term memory, the consolidation method is employed (Walters & Bozkurt 2009, p.405). "Students used notebooks and lists to keep track of their vocabulary acquisition," says Nation (2001, p. 228). As a way to put it into practice, they write their own challenging vocabulary in a diary or notepad each day. According to Fowle's (2002, p. 382) statement, "dictionaries are great models of approaches that may be used to capture vocabulary."

Each student must have a personal vocabulary list. According to Allen (1983, p. 49), the student should keep a journal in order to make vocabulary acquisition more systematic. PVN may be used to teach vocabulary in five main ways. This is according to Kurzweil (2002): (1) creating the need; (2) establishing a routine; (3) teacher’s response; (4) circumlocution lesson; (5) vocabulary games
Techniques. Kinsella (2010, p.35) suggests a few methods to use Vocabulary Notebook; among them: It’s important to write each word in full, then break it down into its syllabication and parts of speech. Then, copy the definition, omitting one or two words. Then, pick the proper meaning for the situation. And last, duplicate an example phrase.

Seventh, construct a practice assignment that uses a new familiar setting. Identify the grammar required to finish a basic response frame. In addition, getting contextualized feedback on terms they are using, PVN helps students understand what it means to learn vocabulary and to know a word (Kurzweil, 2002).

As a general rule, vocabulary notebooks can be used in a variety of ways. According to Kurzweil (2002), there are six phases to teaching vocabulary using PVN. First, Students must have their own note paper or pocket book to record vocabulary words. Second, engage students in fluency activities. Third, encourage them to write words in L1 that they are unable to speak in English. Fourth, they must also search their PVN for English translations as a homework assignment. Fifth, they should use their PVN to construct sentences. Sixthly, the teacher collects and checks the PVN before handing it back to the students the next class period. Student's notebooks contain PVN-related sections and follow-up tasks.

Personal Vocabulary Notes have several benefits when it comes to teaching vocabulary. The first is that PVN addresses specific student needs by encouraging students to identify words for which they do not understand the meaning (Kurzweil, 2002). The students are then instructed to utilize a pocketbook, which makes them simpler to read or recall due to their tiny size. PVN also encourages students to notice their own needs, investigate language, try it out, and learn from their failures. Student PVNs can then be used to teach pronunciation and grammar as well as many other topics (Kurzweil, 2002). In addition, providing contextualized feedback on terms they are using, PVN allows students to have a better understanding of the vocabulary they have learned (Kurzweil, 2002). Fowle (2002, p. 383) said that “students keeping vocabulary notebooks helps teachers learn about their students’ progress in learning vocabulary”. As a result of using personal vocabulary notebooks, students become more actively involved in the vocabulary learning process.

It’s clear that every technique has advantages and disadvantages. PVN, like other things, has strengths and weaknesses. The disadvantage of utilizing Personal Vocabulary Notes (PVN) is that students are expected to acquire their own pocketbook. Furthermore, students may be confused as to what PVN is. A possible solution is for the instructor to present PVN as a vocabulary-building technique in which students develop their own vocabulary based on the text provided by the teacher.

For education to be successful, the curriculum must be well-designed and well-organized. SMPN 1 Mempawah Timur is using the 2013 curriculum. Since 2013's curriculum was implemented, students were encouraged to be more active. While making students engaged is difficult with the 2013 curriculum, the teacher also has time to finish teaching the material.
METHODOLOGY

The research was conducted as part of a classroom-based action research. Problem solving is generally done in a school setting. A classroom action research, according to Wiriatmadja (2009, p. 13), is a study that examines how a group of teachers may arrange their teaching practice. They can implement an improvement suggestion in their teaching and see the results. According to Creswell (2012), action research can be used by the researcher when there was a specific educational problem that needs to solve. It's reasonable to infer that classroom action research is one of the most effective methods for solving teaching problems in the classroom. Other than fixing problems, it also improves the way a new approach is applied to situations.

As part of this classroom action research, the researcher worked in collaboration with the English teacher at SMP Negeri 1 Mempawah Timur. The collaboration took place in the preparation of the material, the discussion of the vocabulary problem faced by the students, the selection of an appropriate technique to overcome the problem, the construction of a classroom action research design, the teaching of vocabulary, and the observation and reflection in the classroom. Cycle model was used to conduct this classroom action research, with each cycle including four stages. Firstly, plan the action, followed by implementing it, monitoring it, and assessing it. Finally, analyze the data and reflect on the action taken (Elliot, 1991, p. 70). As part of each cycle, there were two meetings, and the vocabulary test was administered in the third meeting, after the acts had been completed. If the first cycle's vocabulary test average did not meet the research requirements, the following cycle's activities were carried out. As a result, the activities would be stopped if the students' vocabulary test average score reached the standard level necessary for this research. It was regarded successful if 70 percent of the students received a score of 65 or above.

This action research was conducted in the eight year students of SMP Negeri 1 Mempawah Hilir. The sample of research was VIII B which consists of 21 students with 10 female and 11 male students. The instrument of data collection was using test, observation sheet, questioner, and diary notes. In this study, there were three tests which were done during the research. They were orientation test, Post test in cycle I, and Post test in cycle II. The procedure of data collection of the study was conducted by using two cycles. There are four stages namely; plan, action, observation and reflection.

Planning

In this research, planning entails identifying and formulating problems. According to Burns (2010), during the planning stage, the researcher should examine the resources and materials that will be employed in the research. As a result, before beginning the teaching and learning process, the researcher produced teaching materials, tools for students to create their PVN, a lesson plan, an individual vocabulary test, an observation checklist, and a field note.

Acting

The researcher observed all of the teaching and learning processes as an observer. The materials were explained by the teacher.

Observing

The third stage of classroom action research was observation. The goal of this stage was to observe how the activities were progressing. The researcher
documented everything that happened during the teaching and learning process by using an observation checklist and a field note. In addition, the study determined the good and bad points in a cycle.

**Reflecting**

The final stage of classroom action research was reflection. During the teaching and learning process, the researcher recalled all of the data. The researcher interpreted and assessed the teaching and learning process. The researcher utilized the results of the observing and reflecting stages to decide whether to end the cycle or continue with the next cycle in order to increase students' descriptive text vocabulary.

**RESULT AND DISCUSSION**

The analysis was conducted to know PVN improve students’ vocabulary. According to Hopkins (2008), the important part of classroom research was the analysis of the data. To analyze the data, this research applied quantitative and qualitative data analysis. In qualitative research, the data got from observation. In quantitative research, there are pre-assessment test and some test at the end of every cycle that provide information on the results. The researcher examined quantitative data by computing the mean score of each student's individual vocabulary test as follows:

\[
M = \frac{\sum fx}{N}
\]

- \(M\) : Mean score of the students
- \(\sum fx\) : Total score of students
- \(N\) : Number of students

(Heaton, 1988)

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>70-79</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>60-69</td>
<td>C</td>
<td>Adequate</td>
</tr>
<tr>
<td>50-59</td>
<td>D</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Below 50</td>
<td>E</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

Table 1: Qualification Scores

During the research, data for this study were collected from the diary note, observation sheet and tests. This study was divided into two cycles. When the researcher completed cycle one, the objective had not yet been met, so the researcher proceeded to cycle two. The students' grades improved continuously. It is shown in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Students Initial</th>
<th>Orientation</th>
<th>Test I</th>
<th>Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A R</td>
<td>40</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>A W</td>
<td>52</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>D M</td>
<td>68</td>
<td>72</td>
<td>88</td>
</tr>
<tr>
<td>4</td>
<td>D F</td>
<td>32</td>
<td>40</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>D W</td>
<td>40</td>
<td>52</td>
<td>60</td>
</tr>
</tbody>
</table>
In the first cycle, the ability of mastering vocabulary of the students were still low. Before doing the teaching learning process, the students prepared the lesson plan and observation sheet. In the learning process, the students still remain silent and most of the students were reluctant to speak. There were no enthusiasm shown by the students during the learning process. They were also seem confused about the material taught by the teacher. Because of that the researcher continued to the second cycle. The researcher gave some motivations to the students in hope that they will be motivated during the learning process. In the second cycle, the students look enthusiastic joining the class. They already familiar with Personal Vocabulary Notes and the class can be controlled effectively.

Based on the observations, the researcher determined that students learning activity improved with each cycle. The students were not focus and did not showed enthusiasm in the first cycle. In the second cycle, they seemed quite energetic and began to focus. In contrast, the class environment and student activities began to settle and controlled in this last cycle. This meant that the Personal Vocabulary Notes (PVN) Technique was well acknowledged by students. Furthermore, motivation and effective interaction became a helpful option in overcoming students' learning challenges.

Based on the result of this study about teaching vocabulary through PVN (Personal Vocabulary Note) which had been applied to the eighth grade students of SMP Negeri 1 Mempawah Timur, it can be concluded that PVN improved students’ engagement and vocabulary mastery. Furthermore, the progress in vocabulary achievement which getting higher from the first cycle to the second cycle has been proven by the mean score.

CONCLUSION AND SUGGESTION

Based on the data, it was discovered that the use of personal vocabulary notes had successfully increased their vocabulary achievement. This study discovered that Personal Vocabulary Notes can assist students enhance their
vocabulary achievement. Using this method, the students' vocabulary scores increased from the orientation-test to the post-test of cycle 2. Data indicated that the mean of the students in post-test II (72.1) was higher than that of post-test I (59.3) and also higher than that of pre-test (49.7).

The qualitative data collected from the observation sheet also revealed that students are interested in vocabulary by using personal vocabulary notes because personal vocabulary notes can help them overcome problems in vocabulary acquisition. The students seemed to have liked the lesson and implemented the technique well. The technique was quite beneficial in assisting students to increase their vocabulary, which was lacking their English words.

Based on the findings of the research, the researcher determined that the improvement was supported by an increase in the mean of the students' scores. The mean score for the first test was 49.7, the mean for the second test was 59.3, and the mean for the third test was 72.1. It indicates that test II has a higher score than test I, and test III has a higher score than test I. As a result, it is possible to conclude that PVN can increase students' vocabulary accomplishment.

REFERENCES


Harmon, J. M., Wood, K. D., Hedrick, W.


