

THE USE OF PERSONAL VOCABULARY NOTES (PVN) TO INCREASE STUDENTS' VOCABULARY MASTERY at SMP NEGERI 2 SONDER

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Abstract: This research aims to find out whether personal vocabulary notes can increase students' vocabulary mastery at SMP Negeri 2 Sonder and the sample of this study is students grade 8 which consist of 12 students. This research is quantitative research used pre-experimental design with one-group pre-test and post-test. The researcher collects the data from pre-test or before giving treatment and post-test after giving treatment. Based on findings, it shows that before being given treatment, students got grades that were not good enough on the pre-test but on post-test, or after being given treatment, the grades obtained by students exceeded the pre-test and with quite a significant difference. The result of mean score on pre-test was 47 and on the post-test it was 77,08 it means that the post test score was higher than the pre-test. For the significance level ($P= 0.05$) and $df = 11$, and it is known that the value of the t test is 25.70 and the value of the t table is 2.201, it can be seen that the value of the t test is greater than the t table or $t \text{ test} \geq t \text{ table}$ ($25.70 \geq 2.201$). From the data, it can be concluded that Personal Vocabulary Notes (PVN) can increase students' vocabulary mastery.

Keywords: *Vocabulary, Personal Vocabulary Notes (PVN), Increasing.*

INTRODUCTION

David Crystal (1997) stated that English is a global language. In other words, English is a communication tool used by various countries to communicate with other countries. Therefore, learning English is a necessity, in education, especially in Indonesia, there are many schools that make English a compulsory subject. It might be claimed that teaching English to students is challenging. According to Liando (2009) Teaching English is seen by many educators and teachers as a neutral activity. However, considering the underlying political and cultural presumptions, teaching English cannot be viewed as an impartial activity. The subject topic, according to

many, is highly challenging because English is a foreign language and must be taught in accordance with the requirements of the current curriculum (Tini, M & Salaki R. J., 2022).

Learning English language cannot be separated from vocabulary. With good vocabulary mastery students will easily master other English skills such as listening, speaking, reading and writing (Cahyano & Utami, 2008). That's why Vocabulary knowledge is an important element of language proficiency, and plays an important role in a learner's ability to understand and produce language. In the process of learning English there are several vocabulary problems that often occur, According to Herri Susanto, (2021: 49) on his journal there get comprised a few factors that induced students' troubles in acquiring vocabulary, the first is written type of vocabulary, quantity of word, the constraints of sources of data regarding words, grammatical of word, and the amiss pronunciation.

Some of the problems described above are also experienced by students of SMP Negeri 2 Sonder, A growing issue is students' lack of enthusiasm and desire in acquiring new language especially for students at SMP Negeri 2 Sonder, Apart from the lack of vocabulary Students also have difficulty understanding the meaning of words due to their complexity or ignorance. In this case an alternative way is needed for students to be interested in increasing vocabulary mastery with use Personal Vocabulary Notes (PVN), this technique allow students to create personalized vocabulary lists based on their interests, needs and learning style. PVN is a self-directed approach to vocabulary learning that gives students the opportunity to take ownership of their learning and develop their vocabulary independently but still under the control of the teacher.

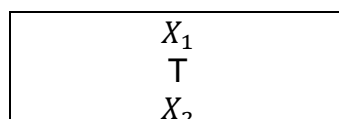
Based on explanation above research question of this research is "how does the use of Personal Vocabulary Notes (PVN) increase students' Vocabulary?" and based on problem question the aim of this research is increase students' vocabulary by use Personal Vocabulary Notes (PVN) at SMP Negeri 2 Sonder. Some previous research has shown the role and use of media and techniques in developing students' vocabulary, but there is still little research that discusses the use of personal vocabulary notes techniques, although it is still relatively new, the researchers hope

that using these techniques can increase students' vocabulary mastery at SMP Negeri 2 Sonder especially grade 8th. This is what makes researchers interested in conducting research with the title "The use of Personal Vocabulary Notes (PVN) To Increase Students Vocabulary Mastery at SMP Negeri 2 Sonder". Researcher limited this research to The Use Of Personal Vocabulary Notes to Increase Student Vocabulary (PVN) at SMP Negeri 2 Sonder specifically in noun, adjective and regular verb.

RESEARCH METHOD

Research Design

In this research, researchers used quantitative research according to Sugiyono (2007:31) Quantitative research is research that departing from something that is abstract is focused on the foundation theory which is then formulated a hypothesis to be tested so that it leads on concrete events. researcher used Pre-experimental design, Specifically in one group pretest-posttest design this design is a single instance was monitored twice: once before and once after treatment. This design will presents as follow:



Note:

X_1 = Pre-test

T = Treatment

X_2 = Post-test

Research Variable

This study used two variables, namely the independent variable and the dependent variable.

1. Independent Variable (x)

The independent variable is the variable influencing or being the cause of the change or emergence of the dependent variable (bound). In this case the independent variable is the use of personal vocabulary notes (PVN).

2. Dependent Variable

The dependent variable is the variable that is affected or which be the result, because there is an independent variable. In this case the dependent variable is students

Population and Sample

The population is students at SMP Negeri 2 Sonder, and the sample is students grade 8th that consist of 12 students.

Data Collection

Researcher collect the data with used:

1. Pre-test

Before implementing PVN, a pre-test was given to measure the participants' initial vocabulary mastery.

2. Treatment

The treatment involving PVN (Personal Vocabulary Notes) in research on improving students' vocabulary mastery is as follows:

a. Introducing PVN to students

b. Students receive guidance for creating their PVN

c. Organizing lists

d. using the words in sentences

e. students reflect on their experiences and evaluate the benefit when use PVN

3. Post-test

After the PVN intervention, a post-test is conducted to measure the students' vocabulary mastery. This test is similar to the pre-test and assesses the students' vocabulary growth or improvement over the intervention period.

Technique of Data Analysis

In analysing the data through the pre-test and post-test the following procedures used:

1. Scoring Students correct answer of vocabulary test will use the formula :

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total Number of Items}} \times 100$$

2. Make classification of students score with use the criteria:

Classify the score of Students

No	Score	Classifications
1	96-100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Poor
7	00 – 35	Very Poor

Depdikbud (in Surniati, 2019)

3. Finding out the mean score of the students' answer by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notation:

\bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Sample

Gay (in Fitrya, 2020)

4. To find out the significant difference between score pre-test and post test with using the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation :

t = Test of Significant

\bar{D} = Mean of Difference Score

$\sum D^2$ = The Sum of All Difference Score

N = Total of Subject (sampel)

(Gay, 2006)

FINDINGS AND DISCUSSION

Finding

Computation of mean score between pre-test and post test

No	Name of Student (Initial)	Pre-Test	Post-Test
1.	BMW	50	71
2.	CA	40	68
3.	CK	40	70
4.	CIR	52	80
5.	GW	40	74
6.	GP	48	78
7.	JP	58	84
8.	KP	60	90
9.	KN	42	76
10.	LB	44	76
11.	LO	46	78
12.	YP	44	80
	Σ	564	925
	\bar{X}	47	77,08

The result of mean score is calculated with the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notation:

\bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Sample

Mean score of pre-test :

$$\bar{X} = \frac{564}{12}$$

$$\bar{X} = 47$$

Mean score of post-test :

$$\bar{X} = \frac{925}{12}$$

$$\bar{X} = 77,08$$

From the data above, there is a difference in the mean score on the pre-test and post-test, where the post-test score is higher than the pre-test score. The mean score on the pre-test is 47 while on the post-test it is 77.08.

classification of students score

No	Classification	Score	Pre-Test	Post-Test
1.	Excellent	96-100		
2.	Very Good	86-95		1
3.	Good	76-85		7
4.	Fairly Good	66-75		4
5.	Fair	56-65	2	
6.	Poor	36-55	10	
7.	Very Poor	00-35		
	Σ		12	12

The table above shows the differences in the classification of scores that students get before being given treatment (pre-test) and after being given treatment (post test). In the pre-test, 2 students got the "fair" category and 10 students got the "poor" category. While in the post test there was an increase in the score classification obtained by students, namely 1 student got the "Very Good" category, 7 students got the "good" category and 4 students got the "fairly good" category.

Computation of difference score between pre- test and post test

No	Name of Student (Initial)	Pre-Test	Post-Test	D	D ²
1.	BMW	50	71	21	441
2.	CA	40	68	28	784
3.	CK	40	70	30	900
4.	CIR	52	80	28	784
5.	GW	40	74	34	1156
6.	GP	48	78	30	900
7.	JP	58	84	26	676
8.	KP	60	90	30	900
9.	KN	42	76	34	1156
10.	LB	44	76	32	1024
11.	LO	46	78	32	1024
12.	YP	44	80	36	1296
Σ				361	11041

To calculate the t test value, researchers used statistical calculations with the formula:

- 1). Find out the mean value of the difference score using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

Notation:

\bar{D} = the mean score of difference

$\sum D$ = total score of difference between

N = total sample

$$\bar{D} = \frac{361}{12}$$

$$\bar{D} = 30,08$$

So the mean score of difference is 30,08

2). To find out the t test value with use the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation :

t = Test of Significant

\bar{D} = Mean of Difference Score

$\sum D^2$ = The Sum of All Difference Score

N = Total of Subject (sampel)

$$t = \frac{30,08}{\sqrt{\frac{11041 - \frac{(361)^2}{12}}{12(12-1)}}$$

$$t = \frac{30,08}{\sqrt{\frac{11041 - \frac{130321}{12}}{132}}$$

$$t = \frac{30,08}{\sqrt{\frac{11041 - 10860,08}{132}}$$

$$t = \frac{30,08}{\sqrt{\frac{180,92}{132}}}$$

$$t = \frac{30,08}{\sqrt{1,37}}$$

$$t = \frac{30,08}{1,17}$$

$$t = 25,70$$

Hypothesis Testing

To find out whether there is a significant difference in the data from the pre-test and post-test, t test was carried out and the hypothesis testing criterion is to reject H_0 if $t \text{ test} \geq t \text{ table}$ at 0.05. And to find out the degree of freedom, use the formula:

$$df = N-1$$

$$df = 12-1$$

$$df = 11$$

1. T- test and T- table value

Variables	T-Test Value	T-Table Value
Pre-test, Post test	25,70	2,201

For the significance level ($P= 0.05$) and $df = 11$, and it is known that the value of the t test is 25.70 and the value of the t table is 2.201, it can be seen that the value of the t test is greater than the t table or $t \text{ test} \geq t \text{ table}$ ($25.70 \geq 2.201$)

From the data above, it can be concluded that Personal Vocabulary Notes (PVN) can increase students' vocabulary mastery. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Discussion

Based on the findings, it can be seen that students' vocabulary mastery experienced differences before and after being given treatment. Before giving treatment to the students who were the sample, the researcher first gave a pre-test to find out how much vocabulary mastery the students had. After giving the pre-test, the researcher then carried out or gave treatment to the students which lasted 4-5 meetings. After being given treatment, the researcher continued by giving a post test

to students to find out whether there was an increase in students' vocabulary mastery after being given treatment.

Before calculating the pre-test data and post-test data, researchers first classified the scores obtained by students on the pre-test and post-test. The student score classification consists of seven categories, namely very poor, poor, fair, fairly good, good, very good and excellent and from table 2, it can be seen that in the pre-test two students got the fair category and 10 others got the poor category after that. post test it can be seen that there was 1 student who got the very good category, seven people got the good category and four people got the fairly good category. Seen from this classification, there was an increase during the post test.

After classifying students' scores on the pre-test and post-test, the researcher then calculated the difference in mean scores between the pre-test and post-test and based on the existing data, the mean scores on the pre-test and post test had quite a significant difference, where in the pre-test the mean score was 47 and in the post test there was an increase where the mean post test score was 77.08 with the difference between the pre-test and post test being 30.08.

Hypothesis testing is carried out to see whether the null hypothesis or alternative hypothesis will be accepted. Therefore, after calculating the mean value on the pre-test and post-test, the researcher continued looking for the t-test value to find out the significance between the pre-test and post-test and the results showed that the value of the t-test was higher than the t-table value where the t-test value was 25, 70 and the t table value is 2.201 or it could be said that the t test value \geq t table value ($25.70 \geq 2.201$) therefore, in accordance with the existing hypothesis testing criteria, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. With the results of this data, the researcher concluded that the use of Personal Vocabulary Notes could improve students' vocabulary mastery at SMP N 2 Sonder.

CONCLUSION

Based on the data in the previous chapter, the mean value of the post test is higher than the pre test, where the mean value of the pre test is 47 and the mean

value of the post test is 77.08 and with the t test the value is greater than the t table where the t test is 25.70 and t table 2.201 or $t \text{ test} \geq t \text{ table}$ ($25.70 \geq 2.201$), So the researchers concluded that the use of Personal Vocabulary Notes (PVN) can improve students' Vocabulary mastery at SMP N 2 Sonder.

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