THE EFFECTIVENESS OF USING PERSONAL VOCABULARY NOTES (PVN) TO TEACH ENGLISH VOCABULARY

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Abstract

This research applied pre-experimental method with one group of pre-test and post-test design. The purpose of this research was to find out whether or not using Personal Vocabulary Notes (PVN) is effective to teach English vocabulary. The population of this research was Year-8 students of SMP Negeri 1 Sambas. The sample was 33 students of class VIII E. The technique to collect the data was measurement technique. The form of the test was multiple choice and short answer. The result of students' mean score of post-test is 72.12 higher than their mean score of pre-test which is 57.27. The effect size of the treatment is 1.89, which is categorized as effective. The effect size of the treatment is higher than the highest category of effect size that is 1.00 (1.89 > 1.00). The research finding shows it is effective to teach English vocabulary using Personal Vocabulary Notes (PVN) to Year-8 students of "SMP Negeri 1 Sambas" in Academic Year 2015/2016.

Keywords: Personal Vocabulary Notes (PVN), teaching, vocabulary

English is an international language. This language is also used as the first language or a national language by countries such as the United States, Canada, Australia, and the United Kingdom. In Indonesia, English is introduced as a foreign language and taught at various levels of education. The students start studying English from Year-7.

Learning English requires language skills namely, listening, speaking, writing, and reading. To learn all of the skills, the students need to learn vocabulary first. Linguist David Wilkins cited in Thornburry (2002, p. 13) write, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". The students need to master the vocabulary to start learning English skills. For example, one cannot communicate effectively without vocabulary. Commonly, students cannot compose a sentence or a phrase in speaking, writing and reading because they are poor in vocabulary. Besides, Library of Congress Cataloging-in-Publication Data in a book entitled "*Vocabulary and Spelling Success: In 20 Minutes a Day"* states, "Without a broad vocabulary, [one's] ability to learn is limited." The mastery of vocabulary is needed to improve students' ability in all of the skills in English language.

Unfortunately, many students lack of vocabulary. Referring to the pre-observation, this phenomenon happened in SMP Negeri 1 Sambas. The appropriate technique is needed to teach vocabulary which enables the students to understand the message easily. To teach vocabulary, teachers are required to be creative in selecting or modifying a vocabulary learning technique in order to make the teaching learning process fun, interesting and easy. If the technique is inappropriate, it may make the students hard to comprehend the materials, and to master the vocabulary.

Another problem concerns the students themselves. There are several reasons why students have difficulties in learning vocabulary. Firstly, students are difficult to understand the meaning of vocabulary. Secondly, students are

difficult to remember vocabulary. Finally, students are often confused with how to organize the vocabulary in sentences.

To overcome the above mentioned problems, it is important for the teacher to enable the students to understand the meaning of vocabulary that they have learned in the classroom. The teacher's role in teaching and improving students' vocabulary is that the teacher has to motivate the students with the techniques that make the students learn more, and make the students enjoy learning English. An appropriate technique of teaching English for students is very important. It determines the result of teaching vocabulary, which is, improving student's vocabulary.

There are a lot of interesting techniques which may help students to improve their mastery of vocabulary. One of the techniques is Personal Vocabulary Notes (PVN). According to Kurzweil (2002, p. 1) PVN is a way to teach students vocabulary in a personalized way while encouraging them to become autonomous learners. It consists of the words that the students are unfamiliar during the teaching learning process. Students are usually motivated to remember more words in their PVN because they are researching their own words. So, it will improve students' vocabulary in learning English.

Thornburry (2002, p. 25) claims "The judgements that learners make about a word are most effective if they are personalised." It is assumed that when the students write their own vocabulary by themselves, they will remember those words for a long time.

Therefore, it is interesting to conduct a research on the effectiveness of using PVN to teach English vocabulary. This resarch involves Year-8 Students of SMP Negeri 1 Sambas in Academic Year 2015/2016. The purpose of this research is to investigate the effectiveness of using Personal Vocabulary Notes to teach English vocabulary.

METHOD

This research is a pre-experimental study. This design is a research procedure that has no control group. Analyzing the result of pre test and post test can see the influence of the treatment. Arikunto (2002, p. 78) states that in an experimental study, the observation is done twice; before and after the treatment. The observation before the experiment is called a pretest and that after is called a post test. The design of the present pre-experimental study can be seen below.

Table 1
The Design of The Present Pre-Experimental

Pre-test	Treatment	Post test
X1	T	X2

The above table describes that "X1" is the pre test that is given before the teaching or the treatment. The purpose is to know the students' mean score in vocabulary. "T" is the treatment given, that is teaching vocabulary using PVN. "X2" is the post test given after having the treatment. Post test to measure the students' mean score of the vocabulary is using PVN after the application of "T".

The subject of the research is students studying in Class VIII E SMP Negeri 1 Sambas in Academic Year 2015/2016. The number of the students of this class is 33 students.

The technique to collect the data is a measurement technique. It is to measure students' vocabulary mastery using PVN. The measurement is divided into pre test and post test. The form of the test is multiple choice and short answer. The test items consist of identifying the word meaning, identifying the antonym and synonym, and identifying word forms or part of speech. The test consists of 40 questions, 25 multiple choice and 15 short answer. It is

constructed based on the table of specification, to validate the content of the test. The test is written based on the table of specification to measure the test validity.

Table 2
Items of Specification

Type of Test Item	Total Questions
Identify the word meaning	10
Identify antonym and synonym	15
Identify word forms or part of speech	15
Total Questions	**40**

After the test was ready, it is tried out to obtain its reliability. The test reliability means if ones measure something today, they get the same results at some other time, assuming that what is being measured has not changed. Blerkom (2008, p. 40) states, "Reliability indicates whether a measurement device can measure some characteristic over and over again and get some result." To get the reliability of the test, the test items are tried out to another group of students. The test was tried out to VIII B students of SMP Negeri 1 Sambas.

To get reliability coefficient of test scores, the calculation will use Kuder-Richardson Formula 21.

$$KR_{21} = 1 - \left(\frac{M\,(K - M)}{K\,(S^2)}\right)$$

"S" of the above formula is calculated by standard deviation formula. The formula is as follows:

$$S = \sqrt{\frac{\Sigma X^2 - \left[\frac{(\Sigma X)^2}{N}\right]}{N}}$$

Legends:
KR_{21} = the reliability estimate
K = the number of items in the test
M = the mean of the test scores
S = the standard deviation of the test score
ΣX^2 = the total sum of the squared score
ΣX = the total sum of the score
N = the total number of the students who take the test

The reliability coefficient can be judged by applying the following criteria:

Table 3
The criteria of test item's reliability coefficient

Coefficient	Relation
0.00 - 0.19	Negligible
0.20 – 0.39	Low
0.40 – 0.59	Moderate
0.60 – 0.79	Substantial
0.80 – 1.00	High – Very High

The reliability coefficient computation can be seen as follow:

$$KR_{21} = 1 - \left(\frac{72.25\,(40 - 72.25)}{40(16.2^2)} \right)$$

$$KR_{21} = 1 - \left(\frac{2330}{10497} \right)$$

$$KR_{21} = 0,78$$

The reliability of the test was 0.78. It was considered "substantial" based on the criterion of reliability. It means that the test items were reliable to measure the students' ability.

The collected data will be analyzed using Effect Size (ES) (Burns (2000, p. 167)) as seen below.

$$ES = t \sqrt{\frac{1}{N}}$$

Legends :
ES   : Effect size
t   : the result of t-test
N   : the total number of students

The effect size coefficient will be categorized using the criteria (Cohen, et al (2007, p.521)) as seen in the table below.

Table 4
The criteria of effect size coefficient

Effect Size	Category
0 – 0.20	Weak
0.21 – 0.50	Modest
0.51 – 1.00	Moderate
>1.00	Strong

"t" of the above ES formula is calculated by t-test. The formula is as follows:

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

Legends :
T   : the obtained for correlated sample
MD   : the mean of difference students' scores between pre-test and post test
$\sum D$: the sum of difference students' scores between pre-test and post test
N   : the total number of students

"MD" of the above t-test formula is calculated by MD formula. The formula to compute 'MD' is as follows:

$$MD = M_2 - M_1$$

M of M_1 and M_2 is the mean score (Blerkom (2009, p. 245)) of pre-test and post-test. The formula to compute 'M' is as follows:

$$M_{1 = \frac{\sum X_1}{N}} \qquad\qquad M_{2 = \frac{\sum X_2}{N}}$$

Legends :
M_1 : the students' mean score of pre-test
M_2 : the students' mean score of post test
$\sum X_1$: the sum of individual score of pre-test
$\sum X_2$: the sum of individual score of post test
N   : the total number of students

FINDINGS AND DISCUSSION
Findings

After conducting the research on using Personal Vocabulary Notes (PVN) to teach

English vocabulary to Year-8 students of SMP Negeri 1 Sambas in Academic Year 2015/2016, the research got the substantial data for the sake of the research findings and hypothesis testing. The treatment is significant to teach English vocabulary using PVN. The treatment was found out increasing the students' mean score of pre-test to post-test. It can be seen in the table below.

Table 5
Interval score of pre-test and post test

Students	Score		$D(X_2-X_1)$	D^2
	Pre Test(X_1)	Post Test(X_2)		
1	47.5	77.5	30	900
2	40	55	15	225
3	60	75	15	225
4	65	80	15	225
5	55	70	15	225
6	50	70	20	400
7	50	65	15	225
8	60	77.5	17.5	306.25
9	55	65	10	100
10	62.5	67.5	5	25
11	57.5	65	7.5	56.25
12	70	77.5	7.5	56.25
13	57.5	72.5	15	225
14	40	60	20	400
15	67.5	80	12.5	156.25
16	65	70	5	25
17	50	80	30	900
18	70	75	5	25
19	60	65	5	25
20	45	60	15	225
21	60	62.5	2.5	6.25
22	75	90	15	225
23	40	65	25	625
24	45	70	25	625
25	60	67.5	7.5	56.25
26	65	80	15	225
27	55	65	10	100
28	67.5	90	22.5	506.25
29	65	80	15	225
30	60	72.5	12.5	156.25
31	45	75	30	900
32	60	75	15	225
33	65	80	15	225
Total	$\Sigma X_1 = 1890$ $M_1 = 57,27$	$\Sigma X_2 = 2380$ $M_2 = 72,12$	$\Sigma D = 490$ $MD = 14,85$	$\Sigma D^2 = 9050$

From the above table, it can be seen that most students have bad score. The mean score of the pre test is 57.27. The calculation is below.

$$M_1 = \frac{1890}{33}$$

$$M_1 = 57.27$$

After the treatment, the students' mean score improved in their post test. The mean score of the post test is 72.12. The calculation is below.

$$M_2 = \frac{2380}{33}$$

$$M_2 = 72.12$$

After finding the mean score of both pre test and post test, the researcher calculated the students' interval score of pre test and post test, it can seen below.

$$MD = 72.12 - 57.27$$

$$MD = 14.85$$

The significant of the different score of pre test and post test is calculated by using t-test formula. The computation is as follows:

$$t = \frac{14,85}{\sqrt{\frac{9050-\frac{(490)^2}{33}}{33(33-1)}}}$$

$$t = \frac{14.85}{\sqrt{\frac{9145.25-7275.75}{1056}}}$$

$$t = \frac{14.85}{1.33}$$
$$t = 11.16$$

The effect size of the treatment is computed to know how effective the use of Personal Vocabulary Notes (PVN) is to teach English vocabulary. The effect size of the treatment is as follows:

$$Es = 11.16 \sqrt{\frac{1}{33}}$$

$$Es = 11.16 \sqrt{0.03}$$

$$Es = 1.89$$

Based on the result of data computation, the effect size of using PVN to teach English vocabulary to Year-8 students of SMP Negeri 1 Sambas is 1.89. It is categorized "strong". The effect size of the treatment is 1.89, higher than the highest category of effect size that is 1.00. Therefore, the hypothesis that the effectiveness of Personal Vocabulary Notes (PVN) to teach English vocabulary is strong is accepted. The other statistical hypothesis is rejected.

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.

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 (2002) 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. Nation (2005) writes the ways of quickly giving attention to words, point 1b. It sounds "Quickly give the meaning by using a known L2 synonym or a simple definition in the L2". The students followed the lesson respectfully and also discussed their PVN with their chair mates or 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.

Based on the findings, using Personal Vocabulary Notes (PVN) to teach English vocabulary was categorized as strongly effective and significantly increases students' mastery in vocabulary to Year-8 students of "SMP Negeri 1 Sambas" in Academic Year 2015/2016.

CONCLUSION AND SUGGESTION
Conclusion

Based on the research, the researcher concludes that Personal Vocabulary Notes (PVN) is effective to teach English vocabulary to Year-8 students of SMP Negeri 1 Sambas. It showed by the students post test is better than their score in pre test. The mean score of pre test is 57.27 and the mean score of post test is 72.12. The students'

achievement was increased with the interval score of pre test and post test is 14.85. The effect size of using Personal Vocabulary Notes (PVN) to teach English vocabulary to year-8 students of SMP Negeri 1 Sambas in class VIII E is 1.89 (ES > 1.00) which is categorized as strong. It means that using Personal Vocabulary Notes (PVN) is strongly effective to teach English vocabulary.

Suggestions

Related to the result of this research, the researcher would like to provide some suggestions as follows: (a) The teacher should be well prepared for teaching English vocabulary by preparing the students and the environment so that the students can focus on the lesson. (b) The teacher should use Personal Vocabulary Notes (PVN) as an effective technique to teach English vocabulary. Because the students can write their own difficult vocabulary and they will be easier to remember the vocabulary if they write their own vocabulary. (c) The teacher should keep guide the students while they discuss and help them to find the meaning of the word by giving the synonym or antonym.

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