Personal Vocabulary Notes (PVN) Method Affects The Students' Vocabulary Mastery at IAIN Parepare

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Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis pengaruh metode Personal Vocabulary Note (PVN) terhadap kemampuan kosakata (Noun dan Adjective) mahasiswa semester II Program Studi Pendidikan Bahasa Inggris IAIN Parepare. Penelitian ini menggunakan metode Penelitian Tindakan Kelas di mana setiap siklusnya memuat tiga proses pembelajaran. Objek penelitian ini adalah Mahasiswa Pendidikan Bahasa Inggris semester II IAIN Parepare yang berjumlah 30 mahasiswa. Prosedur penelitian yang telah dilakukan adalah dengan menerapkan 2 siklus penelitian yang terdiri dari empat tahapan; yaitu: perencanaan, tindakan, observasi dan refleksi. Langkah pertama dilakukan dengan memberikan tes diagnostik kepada mahsiswa. Setelah itu diberikan pembelajaran sebanyak 2 siklus yang terdiri atas 3 pertemuan setiap siklusnya dengan menerapkan metode PVN. Instrumen penelitian yang digunakan adalah lembar observasi dan tes kosakata. Setelah data terkumpul, dianalisis menggunakan metode analisis statistik deskriptif. Hasil penelitian ini menunjukkan bahwa penggunaan PVN dalam pembelajaran berpengaruh positif terhadap siswa. Hasil penelitian lainnya juga ditemukan bahwa kosakata siswa meningkat dari tes diagnostik sampai dengan 2 siklus berjalan. Data menunjukkan bahwa pada kosakata di tes diagnostik siswa adalah 64, naik pada siklus pertama, yaitu 72.77, dan meroket pada siklus kedua dengan skor rata-rata 82.87. Selanjutnya hal positif juga ditemukan pada data lembar observasi yang dianalisis di mana siswa selalu termotivasi, antusias dan tidak merasa bosan dalam mengikuti proses pembelajaran kosakata menggunakan metode Personal Vocabulary Notes (PVN).

Kata Kunci: Kosakata, Catatan Kosakata Pribadi, dan PTK.

Abstract

The purpose of this study was to analyze the effect of the Personal Vocabulary Note (PVN) method on the vocabulary skills (Noun and Adjective) of the second semester students of the English Education Study Program IAIN Parepare. This study uses the Class Action Research method in which each cycle contains three teaching processes. The object of this research is the second semester English Education Students of IAIN Parepare with a total of 30 students. The research procedure that has been carried out is to apply 2 research cycles consisting of four stages; they were: planning, action, observation and reflection. The first step is carried out by giving a diagnostic test to students. After that given 2 cycles consisting of 3 meetings each cycle by applying the PVN method. The research instruments used were observation sheets and vocabulary tests. After the data was collected, it was analyzed using descriptive statistical analysis method. The results of this study indicate that the use of PVN in learning has a positive effect on students. The results found that the students' vocabulary rose from the diagnostic test until 2 cycles were run. The data shows that in, the student's diagnostic test was 64, rose in the first cycle, which was 72.77, and skyrocketed in the second cycle with a mean score of 82.87. Furthermore, positive things were also found in the analyzed observation sheet data where students were always motivated, enthusiastic and did not feel bored in participating in the vocabulary learning process using the personal vocabulary note (PVN) method.

Keywords: Vocabulary, Personal Vocabulary Note, and Class Action Research

Introduction

English is one of the international languages and it is studied in Indonesia as the first foreign language. English is a very important language that many language experts give specific attention to it. English is an international language. Many people in this world use it as a means of communication. It is considered as one of the international language that is widely used all over the world. It has also a major contribution to the world of education, especially in developing countries such as Indonesia. In schools, especially in Indonesia, English is taught as an introduction or as the main subject in class. English is one of the compulsory subjects which taught from elementary school to university level. It is not a few campuses that require English language skills to enter the university.

Through mastery of English, students can further improve their knowledge in written English. This can be done by them only when they have sufficient vocabulary in their mind to convey it orally or in writing. Vocabulary is very important to do in both oral and written communication.

Referring to the experience of first language acquisition, learning and teaching vocabulary is not so important to master or use the language. This ability, vocabulary mastery can be gained just through the environmental learning. Children can have deeply implanted vocabulary, which are usually heard and said in their daily life. Therefore, the student should not pass plenty of time to learn or memorize the vocabulary of the second language. This opinion is actually based on the mother tongue reference where the children may not memorize certain vocabulary as formal as in the classroom when they learn English as a second or foreign language. Nevertheless, it can just take place for the children who learn the first language but it cannot be happened when the children learn second and even foreign language because there is no sufficient environment supporting the goal.

According to Laufer in Hasanah, N., & Ali, S. M. (2021) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Vocabulary learning is an intrinsic part of language teaching.

The mastery of vocabulary is a difficult task to do specially English vocabulary, which is complex. This complexity brings the vocabulary brings difficulties to students who try to master the vocabulary. This is probably caused by the word forms of various meanings and word choices. Certainly there are many approaches that can help the students to enrich and master the English vocabulary and they can choose one to help them in learning English vocabulary.

There are many students facing problems in learning. One of the problems is students' lack of vocabulary. The lack of vocabularies probably can seed by methods and technique by the teachers in teaching perhaps the methods and techniques not suitable for the students need and interest. It was found for the second students of English Depaertment of IAIN Parepare. Some students was still lack of vocabularies. It was found that they should open dictionary to find the meaning of the words, many found of mistaken spelling, the words which used were not matching and suitable and students often to asked the meaning of the words to the lecturer.

From these problems, it should be solve by finding the suitable strategies, methods, approaches, or materials which could improve the students' ability. One of the methods that could be used was Personal Vocabulary Note (PVN). According to Harmer (1993) describes that 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 arouse the student. The PVN

Technique seems to suggest that students came to lesson ready motivate to listen and increasing with the teacher presentation.

Awalia, S. (2021) stated that 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.

Considering the previous description, the researche used PVN Technique to overcome the problems. The research was conducted the researcher entitled Personal Vocabulary Notes (PVN) Method Affects the Students' Vocabulary of IAIN Parepare.

Materials and Methods
Review of Literarture and Research Method
The Essence of Vocabulary

Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. Vocabulary is the stock of lexical item in a language for the people or learning and teaching activities. In addition, Ali, S. M. (2019) stated that vocabulary is a collection of words that have a very close relationship with the use of language as a medium of communication. Vocabulary classified vocabulary classicized into two kinds, namely: a) Receptive vocabulary refers to the words for lexical item which only can be recognize and comprehend in the context of reading and listening. b) Productive vocabulary refers to the words which can be recalled and used appropriately in writing and speech.

Vocabulary consists of noun, pronoun, verb, adjective, adverb, preposition, conjunction. In this research explained about noun and adjective. Noun is a word that names person, place, concept, or object. Basically, anything that names a "thing" is a noun, whether you're talking about a basketball court, San Francisco, Cleopatra, or self-preservation (Kramer, L: 2022). The types of noun namely; name of person, name of place, name of things. The kinds of noun namely; singular noun and plurar noun. Adjective is the word that describes noun. There are some kinds of adjective such as; comparative, superlative adjective, possessive adjective, common adjective, demonstrative adjective and interrogative adjective.

The Essence of PVN

Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. A basic way to focus students and introduce PVN is to give them a fluency task which will require vocabulary that they do not have. This activity needs to be adjusted to the student level. For example, for a lower level class teacher might just have students describe their neighborhoods or what they did over the weekend. For upper level class, teacher might have them explain a movie or a current event. Many students have often developed the laudable habit of using only "easy English" to express their ideas, so it is important to encourage them to write PVN while they speak, assuring them that they both can use "easy English" and improve their vocabulary.

According to Kurzweil in Yuliati stated that 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.

There are some steps to conduct this research namely:

Step 1. Give students a daily journal or PVN note paper to record vocabulary items. The way to do PVN: (a) Personal Vocabulary Notes, (b) If you don't know an English word, write the other languages, show your partner, communicate, and then check the English later.

Step 2. Tell students that the class will be "English only"

Step 3. Engage students in some kind of fluency activity and encourage them to write words in L1 that they do not know how to say in English.

Step 4. As homework have the students look up their PVN and find the English translations. They then should write sentences using their PVN. (To make manageable workload teachers can ask students to choose just two or three PVN to make into sentences.)

Step 5. The teacher collects the PVN, checks it, and hands it back the following class.

Step 6. Students keep a section in their notebook for PVN and do follow up activities with it such as peer teaching and review activities. In monolingual classes, students can simply show their PVN to communicate, but even in multilingual classes reading the word can be easier to understand than hearing it. PVN can preserve the "all English" atmosphere in the classroom by acting as a "safety valve" to lower student frustration when they have difficulty expressing themselves.

Method

This research used Class Action Research (CAR). The instrument used to collect the data was vocabularies' test and observation sheet. The tests consisted of diagnostict test and test in each cycles which made by the researcher. The number of test consists of 30 and the form is multiple choices and fill the blank. The diagnostic test was given in the first meeting then the students were given treatment for 2 cycles which consist of three meetings each cycle. The students conducted test in the last meeting of cycles. The data collected was analyzed by descriptive statistic analysis.

According to Sugiyono (2016) "Generalization region population consists of: objects/subjects that have certain qualities and characteristics applied by researcher to be studied and then drawn conclusions.

In conducting the cycles, the researcher applied some steps, they were;
1) **Planing**: In connection with the application of Classroom Action Research, the writer discuss some preparations including (a) designing the lesson plan, (b) preparing instructional materials and media, and (c) preparing the criteria of success.
2) **Action**: The writer conducted the treatment in the class according to the produce which was describe in the lesson plan. The writer would do some important activities as follows:
 a. The teacher explained to students about vocabulary.
 b. The teacher explained to students about Personal Vocabulary Notes.
 c. The teacher gave one topic to student about Vocabulary material for students.
 d. The students began to conduct PVN through material which given.
 e. The teacher corrected the students' vocabularies and gave explanation.

3) **Observation:** the observation which conducted (a) Identification and made note all the problem that we need when teaching and learning process based on observation paper that has arrange. (b) Do the evaluation which us the result of the study to know how far they have development. (c) Give the students' chance for given suggestion in action research.
4) **Analysis and Reflection:** In this stage, the writer analyze the obtain data, made reflection and made conclusion, the data would take from students speaking and test. The reflection stage was the progress of giving judgment and responses toward the action done in the class.

In analyzing the data collected through the observation sheet and vocabulary test, the researcher used the descriptive statistic analysis such as calculating the rate frequency and percentage of each tests and the mean score.

To classificate the students' vocabulary, the following table was used.

Table 1. The Classification of Students' Score

Score	Standard Score	Category
91-100	A	Excellent
81-90	B	Very Good
71-80	C	Good
61-70	D	Poor
0-60	E	Very Poor

Results and Discussion

1. Diagnostict Test

The following table was the students' score category of the diagnostic test:

Table 2. Category of Students' Score in **Diagnostic Test**

Score	Category	F	Percentage (%)	Percentage of Success (72)
91-100	Excellent	0	0	
81-90	Very Good	0	0	
71-80	Good	5	16.7%	
61-70	Poor	10	33.3%	16%
Less 60	Very Poor	15	50%	
Total		**30**	100%	

Based on the table above it could be stated that the students' vocabulary was still low. It was proved by the score which reached by the students. Most of them were very poor category, it was 15 students (50%). Then, there were 10 (33.3%) students who got poor category. There were 5 (16.7%) students who good category. And Non students who reach excellent and very good category.

Based on the percentage of the students' successful in diagnostict test who reached the minimum score was only 5 students or 16% from all of the sample. From this finding, it should be applied the cycle 1 in teaching vocabulary.

2. The Rate Percentage of Students' Vocabulary in Cycle 1

The students' noun vocabulary at IAIN Parepare through PVN method as result of the students' assessment, it was described as follow:

Interval Value	Category	F	Percentage (%)	Percentage of Success (72)
91-100	Excellent	0	0	
81-90	Very Good	6	20%	56.7%

Interval	Category	F	Percentage
71-80	Good	13	43.3%
61-70	Poor	9	30%
Less 60	Very Poor	2	6.7%
Total		**30**	**100**

Table 3. The Rate Percentage of Students' Vocabulary in Cycle 1

Based on the table above, it was faced that there were 6 students or 20% who got very excellent category. Then it was followed by good, poor, and very poor categories with score of 13 (43.3%), 9 (30%), 2 (6.7%) respectively. The percentage of students' successful was 56.7%.

3. The Rate Percentage of Students' Vocabulary in Cycle 2

The students' vocabulary of Adjective at IAIN Parepare through PVN method as result of the students' assessment, it was described as follow:

Table 4. The Rate Percentage of Students' Vocabulary in Cycle 2

Interval Value	Category	F	Percentage (%)	Percentage of Success (72)
91-100	Excellent	3	10%	
81-90	Very Good	15	50%	
71-80	Good	10	33.3%	93%
61-70	Poor	2	6.7%	
Less 60	Very Poor	0	0	
Total		**30**	**100**	

It can be concluded that there was an imprvement of treatment after teaching by using PVN in teaching vocabulary for students. Based on the data shown, there was 3 students who reached 3 students or (10%) in excellent category. Then, there were 15 (50%) students who got very good category, and there were 10 and 2 students who stood at good and poor categories. In this cycle, there was non students to reach very poor category.

Based on the percentage of the students' successful in cycle 2 who reached the minimum score was 28 students or 93% from all of the sample. From this finding, the researcher decided not to apply the next cycle in teaching vocabulary.

4. The Mean Score of Noun and Adjective

Tabel 5. The Mean Score of Cycle 1 & Cycle 2

Diagnostic Test	Cycle 1	Cycle 2
64.00	**74.77**	**82.87**

Based on the table above, it can be stated that diagnostic test which given in the first meeting found that the score of students was 64.00. This score was poor category. Then, it improved being 74.77 as good category. And the mean score of second cycle was 82.87. This score of result was good category. So, from this finding, it can be said that the students' vocabulary mastery always improved each cycle after given treatment of personal Vocabulary Note (PVN).

5. The Analysis of Observation Sheet

Based on the results of observation, qualitative data were analyzed by observing students' responses during the learning process and studying the observation sheet that had been filled by the researcher during the research process. Based on the results, the researcher can conclude that there were

improvement activities in learning process using *Personal Vocabulary Notes* (PVN).

Previously, the first cycle had been described that the ability of students in mastering vocabulary was very low. Before teaching, researcher had prepared lesson plan, observation sheet, learning tools and some discussion about motivation to encourage the students before learning. As seen in the learning process, students did not give a good response during the learning process took place. They did not show enthusiasm and focus on receiving material explanations. There were students who just sit idly somehow thinking about what, and some were always making strange noises that disturbed some students focus. This things happened for two meetings. This was what causes the ability of students in mastering vocabulary very low. Because that, this research must be continued to the second cycle. However, the researcher try to provide a lot of motivation to the students after the first cycle was implemented.

In the second cycle, there was a slight improvement in students learning outcomes. It was seen from the first meeting, the activities of students during the learning process took place was seen it running as expected that they were enthusiastic. The class condition was quite stable and controlled. The students enjoyed the learning using the *Personal Vocabulary Notes* (PVN) like the previous cycle. They knew what they should do. At least in this third cycle, researcher did not explain much about the rules of the *Personal Vocabulary Notes* (PVN) used because the students were already familiar with this method and looked to enjoy it. In the second meeting, also like that, the learning processed running as well as the first meeting. However, it cannot be denied that there some students still did not look enthusiastic at the time of following the learning process.

Seen from the observation, researcher concluded that there was an improvement in students learning activity in each cycle. In the first cycle, focus and enthusiasm were still law. In the second cycle looked quite enthusiastic and started focusing. Whereas in this last cycle, the class conditions and students activities began to stabilize and controlled. This meant that students received the learning process using *Personal Vocabulary Notes* (PVN) *Method* well. In addition, motivation and good communication also became a supportive solution in overcoming the problems of students in learning.

Conclusion

Based on the results of this study indicated that the use of PVN in learning has a positive effect on students. The results found that the students' vocabulary rose from the diagnostic test until 2 cycles were run. The data showed that in the student's diagnostic test was 64, rose in the first cycle, which was 74.77, and skyrocketed in the second cycle with a mean score of 82.87. Furthermore, positive things were also found in the analyzed observation sheet data where students were always motivated, enthusiastic and did not feel bored in participating in the vocabulary learning process using the personal vocabulary note (PVN) method.

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