

THE USE OF PERSONAL VOCABULARY NOTES TO IMPROVE STUDENTS' VOCABULARY MASTERY OF SMP NEGERI 3 TOTIKUM BANGGAI KEPULAUAN

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ABSTRACT

The objective of this research is to find out whether students' vocabulary mastery is Improve or not through personal vocabulary notes technique. This research is Pre-Experimental method. Data collection Techniques are Pre-test and Post-test. The results of this research showed that there was improvement of students' vocabulary mastery from the difference between the pre-test and post-test is 31.1, The results of the research found that students' vocabulary this can be seen from the height of the t-conted 88.8 than t-table 1.729. Based on the result, the researcher hopes that the personal vocabulary notes technique can used improve students' vocabulary mastery of SMP Negeri 3 Totikum

Keywords: *Improving; Vocabulary Mastery; Personal Vocabulary Notes*

INTRODUCTION

Vocabulary plays an important role in mastering English and is very necessary when communicating and being able to understand everyone's speech. vocabulary must be learned and mastered by the students because the more vocabulary we have, the easier for us to understand the communication. Conversely, the fewer our English vocabulary, the more difficult it is for us to understand communication. It indicates that vocabulary plays a vital role in handling communication.

Based on Pre-observation and interviews with teachers at SMP Negeri 3 Totikum, Banggai Kepulauan, the researcher found problems in class VII of SMP Negeri 3 Totikum. First, the students do not understand the English material given by their teacher during the learning process. The second problem, they are difficult to motivate themselves to learn new vocabulary. Meanwhile, improving students' vocabulary starts with students' motivation to master the vocabulary learned. Regarding the problems, the researcher will try to overcome them by using Personal Vocabulary Notes (PVN). Personal Vocabulary Notes (PVN) is a technique that encourages students to become independent individuals, making it easier for students to remember the vocabulary they find in learning.

Regarding the benefits of Personal Vocabulary Notes, it is a simple technique to reduce difficulties in the teaching process because students are relaxed and more active in the learning process. Considering the importance of applying a method in teaching English, the researcher decided to research "The Use of Personal Vocabulary Notes to Improve Students' Vocabulary Mastery of SMP Negeri 3 Totikum Banggai Kepulauan ". This research is expected to be an effective solution for students to overcome these problems.

Furthermore, the student learning outcomes are still relatively low. According to the data obtained through teachers' interviews, the learning completeness of class VII students of SMP Negeri 3 Totikum in the odd semester of the 2020/2021 school year is 40%, and the student's score does not reach the standard of maximum completeness criteria. SMP Negeri 3 Totikum stipulates that students are said to be complete if their learning mastery reaches 80%, and the student's score must reach the maximum standard of completeness criteria, which is 70.

Based on the Curriculum 2013, good learning is placing students as the centre of learning and teachers as facilitators; the role of teachers as facilitators in a learning process is to determine strategies or learning techniques for the students in accordance with the provisions of the curriculum 2013 which priority students as the centre of learning and result in a more enjoyable learning process. The Curriculum 2013 demands that students be more active in the learning process. This is in line with the use of the Personal Vocabulary Notes (PVN) technique that is used to make the students more active in the learning process, and

it will improve student learning outcomes, especially for vocabulary mastery. In this case, the researcher believes that the use of the Personal Vocabulary Notes (PVN) technique makes it easier for students to learn vocabulary

METHOD

The researcher used a pre-experimental method. The researcher considered choosing a pre-experimental design with one group pre-test and post-test. The researcher wants to focus on one class to see the effectiveness of the technique. In addition, the pre-experimental research process focuses on the impact of changes in the treatment of the observed research subjects. The sample of this research contains only one group. This group was given the treatment as seen in the formula by Cohen, Manion, and Morrison (2005:213) as follows:

$$\boxed{O_1 \quad X \quad O_2}$$

The sample of this research contains only one class VII A; the total number of students is 20. In this research, the researcher collected data by using a pre-test which was conducted for one day as the first step, then conducting the treatment, which was carried out for six days and the post-test was carried out for one day as the last step in obtaining data. The first meeting was given a pre-test. This test aims to know the basic vocabulary mastery that the students have before the treatment. Three types of the test were applied in the pre-test. There were multiple choices, matching and arranging letters. There are 30 questions, ten multiple choice questions, matching totalling ten and arranged letters totalling 10.

After analyzing the pre-test data, the students were given the treatment. There are six meetings; the researcher taught using the personal vocabulary notes technique in each meeting. Furthermore, the researcher taught concrete nouns and descriptive adjectives from each topic because the researcher focused on improving vocabulary at each meeting. The post-test was given after the treatment. This test aims to determine the increase in the score to measure the students' vocabulary mastery after the treatment. The post-test used the same type of test as the pre-test

After doing the treatment, the researcher analyzed the result of the test in the following steps: To compute each student's score, the researcher used the formula proposed by Arikunto (2006:276) as follows:

$$\Sigma = \frac{X}{N} 100$$

To compute the mean score of the pre-test and post-test, the researcher used a formula proposed by Arikunto (2006:307)

$$Md = \frac{\Sigma d}{N}$$

The researcher counted the square deviation by using the formula proposed by Arikunto (2006:308)

$$\Sigma x^2 d = \Sigma d^2 - \frac{(\Sigma d)^2}{N}$$

To know whether the students' pre-test and post-test had a significant difference, the researcher used the formula proposed by Arikunto (2006:349)

$$t = \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N(-1)}}}$$

Testing Hypotesis

Using the 0.05 level of significance and the degree of freedom (df) N-1 (20-1=19), the data analysis revealed that t-counted was 8.88 and t-table 1.72, showing that t-counted is higher than t-table. It means that the hypothesis is accepted.

FINDINGS AND DISCUSSION

FINDINGS

The researcher administered the pre-test on July 26th 2022 to assess the students' vocabulary knowledge. After conducting the treatment, the researcher administered the post-test on August 8th 2022, to know the improvement after the research using personal vocabulary notes. After giving and analyzing the pre-test, the researcher provides the result of pre-test as the following table:

Table 1- The Result of Student Score in Pre-test

No	Initial Name	Test			Row Score	Total Score	Classification
		Multiple choice	Arrange Letters	Matching			
1	MNI	2	1	3	6	20.0	Low
2	PLN	2	0	5	7	23.3	Low
3	ALN	3	1	5	9	30.0	Low
4	LSI	4	1	4	9	30.0	Low
5	RDL	2	2	5	9	30.0	Low
6	RSI	6	1	3	10	33.3	Low
7	PWT	3	6	2	11	36.6	Low
8	MVN	3	4	7	14	46.6	Low
9	NOS	3	2	10	15	50.0	Low
10	RNI	4	4	7	15	50.0	Low
11	MLK	5	1	10	16	53.3	Fair
12	RTI	4	2	10	16	53.3	Fair
13	STR	4	3	10	17	56.6	Fair
14	ALV	5	3	10	18	60.0	Fair
15	IMS	4	9	6	19	63.3	Fair
16	WRA	5	4	10	19	63.3	Fair
17	CRM	6	7	8	21	70.0	Good
18	UVNI	6	6	10	22	73.3	Good
19	AFA	6	7	10	23	76.6	Good
20	WFI	9	10	10	29	96.6	Very Good
Total					305	1,016.1	

According to the data in table 4.1, the highest pre-test score was 96.6 (very good) which one student obtains, while the lowest was 20 (low) which one student obtains. Using the formula presented in the preceding chapter, the researcher calculated the mean score of students. By dividing the total standard scores by the number of students and the result of the mean score as follows:

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

$$M = \frac{1016.1}{20}$$

$$M = 50.8$$

The researcher administered the post-test after the treatment was implemented to teach the students vocabulary. It was given to measure their vocabulary mastery after the treatment or to determine whether the treatment works.

Table 2- The result of the post-test as follow.

No	Initial Name	Test			Row Score	Total Score	Classification
		Multiple choice	Arrange Letters	Matching			
1	MNI	6	6	3	15	50.0	Low
2	PLN	9	2	9	20	66.6	Fair
3	ALN	4	7	10	21	70.0	Good
4	LSI	4	9	9	22	73.3	Good
5	RDL	5	7	10	22	73.3	Good
6	RSI	7	6	10	23	76.6	Good
7	PWT	4	9	10	23	76.6	Good
8	MVN	9	6	10	25	83.3	Very Good
9	NOS	8	7	10	25	83.3	Very Good
10	RNI	9	6	10	25	83.3	Very Good
11	MLK	9	7	10	26	86.6	Very Good
12	RTI	7	9	10	26	86.6	Very Good
13	STR	10	6	10	26	86.6	Very Good
14	ALV	8	9	10	27	90.0	Very Good
15	IMS	9	8	10	27	90.0	Very Good
16	WRA	10	7	10	27	90.0	Very Good
17	CRM	10	7	10	27	90.0	Very Good
18	UVNI	9	8	10	27	90.0	Very Good
19	AFA	10	9	10	29	96.6	Very Good
20	WFI	10	9	10	29	96.6	Very Good
Total					492	1639.3	
Mean Score of Post-test 81.9							

The table of post-test scores reveals that the highest score is 96.6 (very good) which is obtained by two students and lowest score is 50 (low) which is obtained by one student. Using the same formula design as the pre-test, the researcher then calculated the mean score of the post-test. The researcher used the following formula:

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

$$M = \frac{1639.3}{20}$$

$$M = 81.9$$

After finding out the mean score of pre-test and post-test, the researcher calculated the deviation and square deviation of the students' scores on the pre- and post-test after determining their mean scores. Table 3 displays the calculation as follows:

Table 3 - The Deviation of Pre-test and Post-test

No	Initial Name	Pre-test	Post-test	Deviation	Square Deviation
		X	Y	d(y-x)	(d ²)
1	WFI	96.6	96.6	0.0	0.00
2	MLK	53.3	66.6	13.3	176.89
3	UVNI	73.3	86.6	13.3	176.89
4	AFA	76.6	90.0	13.4	179.56
5	ALN	30.0	50.0	20.0	400.00
6	CRM	70.0	90.0	20.0	40.000
7	IMS	63.3	83.3	20.0	400.00
8	ALV	60.0	83.3	23.3	542.89
9	RNI	50.0	73.3	23.3	542.89
10	RTI	53.3	86.6	33.3	1108.89
11	WRA	63.3	96.6	33.3	1108.89
12	STR	56.6	90.0	33.4	1115.56
13	NOS	50.0	90.0	40.0	1600.00
14	PWT	36.6	76.6	40.0	1600.00
15	MVN	46.6	90.0	43.4	1883.56
16	LSI	30.0	76.6	46.6	2171.56
17	MNI	20.0	70.0	50.0	2500.00
18	PLN	23.3	73.3	50.0	2500.00
19	RSI	33.3	86.6	53.3	2840.89
20	RDL	30.0	83.3	53.3	2840.89
Min		20.0	50.0	0.0	0.00
Max		96.6	96.6	53.3	2840.89
Total		1016.1	1639.3	623.2	24089.40

The researcher calculated the mean score of total deviation as follow:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{623.2}{20}$$

$$Md = 31.1$$

Next, the researcher determined the sum square deviation as below after obtaining the mean score of total deviation:

The square deviation = 4670.45

After obtaining the sum of square deviation, the researcher then calculated the t-test. It aims to determine the significant difference in score before and after the implementation of personal vocabulary notes. The formula for is as follows:

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(-1)}}} \\
 &= \frac{31.16}{\sqrt{\frac{4670.45}{20(20-1)}}} \\
 &= \frac{31.16}{\sqrt{\frac{4670.45}{380}}} \\
 &= \frac{31.16}{3.51} \\
 &= 8.88
 \end{aligned}$$

The researcher tested the hypothesis to determine whether or not using personal vocabulary notes affects the students' vocabulary. In addition, the research hypothesis is used to determine if the hypothesis is accepted or rejected. The hypothesis is accepted if the t-counted is higher than the t-table (t-counted > t-table). while the hypothesis is rejected if the t-counted is lower than the t-table (t-counted < t-table). It means the students' vocabulary mastery does not improve through personal vocabulary notes.

DISCUSSION

In this stage, the researcher discusses the finding after calculating the data. After giving three types of test, the researcher compares students' abilities when doing the test. In the pre-test, students made more mistakes in multiple-choice or only 5% of students who achieved the standard score. It seems quite easy for students to do the arrange letters test or 20% of students who achieved the standard score and then it seems easier for students to do the matching test or 60% of students who achieve the standard score. Comparing to the post-test, students more understood in arrange letters, multiple choice and matching test it can be seen the improvement of the students from pre-test and post-test. It can be proved that in arranged letters 70% students who achieve standard score, in multiple choice 75% students who achieve standard score and in matching tests 95%. students who achieve standard score.

Furthermore, The results of the post-test are also indicated superior than pre-test, this is evidenced by the students' scores on the pre-test and post-test in each item. The researcher also found that students provide correct answer when doing spelling tests in which 20% in pre-test and 70% in post-test. Furthermore, in aspect of meaning, 33% students provide correct answer in pre-test and 85% in post-test. From the result of the test the researcher indicated that the students given more correct answer in meaning because

in the part meaning there is some test multiple choice and matching test with a total of 20 question while and spelling test only arrange letters with a total 10 question Therefore, during the treatment process, the researcher evaluated more meaning than spelling and the researcher focused more on instructing students to find the new vocabulary rather than instructing them to spell the word. According to Fowle (2002) vocabulary notebooks as one way of helping students to engage more meaningfully with the new words that they were being exposed to their language learning experiences. By looking at the data above, the research indicated that the aspect of meaning is superior than spelling

After the researcher found the results of the pre-test and post-test, the researcher compared to the students' vocabulary, in this case concrete nouns and descriptive adjectives. In the pre-test and post-test, twenty students show better mastery at concrete nouns than descriptive adjectives. In the pre-test 4 students (20%) were better at descriptive adjectives and 16 students (80%) were better at concrete nouns while in the post-test 8 students (40%) were better at adjectives and 12 students (60 %) is better in concrete nouns. This statistic shows that the concrete nouns are higher than descriptive adjectives. It means that the concrete nouns are easier to be learned and mastered because they are often used in everyday life. It is supported by Teschner and Evans (2007) that noun is commonly used in daily interaction. Therefore, the researcher interpreted that from this research concrete nouns are better understood than descriptive adjectives.

However, when conducting the research, the researcher found a disadvantage of personal vocabulary notes namely the researcher cannot manage time when learning takes place. Therefore, the researcher must effectively manage their time because using Personal Vocabulary notes can sometimes waste time during the learning process. However, the researcher also found the advantages of this technique. By using personal vocabulary notes, students are more active in learning activities, they are also more responsive in learning vocabulary, this can be seen when the researcher taught them, they wrote words that they did not do before without instructions from the researcher. This finding is supported by Kurzweil (2002) that personal vocabulary notes is a technique that makes students become autonomous learners. The students write and spell the words in their notes so that all processes can make students memorize words and enjoy class. Therefore, the researcher can indicate that personal vocabulary notes are effective technique to improve students' vocabulary mastery.

CONGCLUSION

After analyzing the pre-test and post-test, the pre-test mean score is 50.8 and the post-test mean score is 81.9. After calculating and analyzing the findings it is found that the t-counted is higher than t-table, the hypothesis is accepted. Therefore, the researcher

concluded that use of personal vocabulary notes technique can improve students' vocabulary mastery of SMP Negeri 3 Totikum.

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