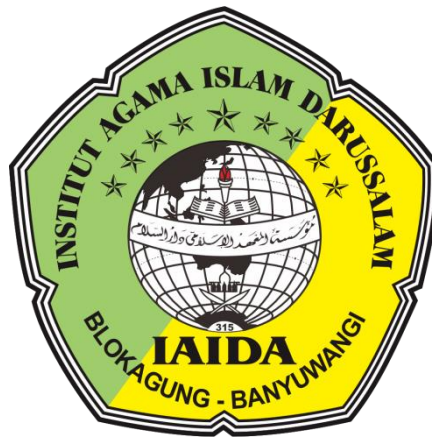


**THE EFFECT OF PERSONAL VOCABULARY NOTES (PVN) IN  
VOCABULARY MASTERY IN THE INTERMEDIATE CLASS  
STUDENTS' WRITING SKILL AT ENGLISH CONVERSATION CLUB  
(ECC) IN ACADEMIC YEAR 2021/2022**

**THESIS**



**BY**

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ISLAMIC INSTITUTE OF DARUSSALAM  
BLOKAGUNG BANYUWANGI**

**2022**

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**THESIS**

Presented to the Faculty of Education and Teacher Training  
In a Partial Fulfillment of the Requirement for the Degree of Strata 1  
In English Education Department

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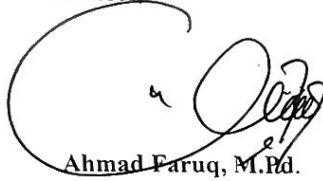
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This is to certify that the thesis of Aula Asfahana has been approved by the advisor for further approval by the board of examiners.

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Advisor,

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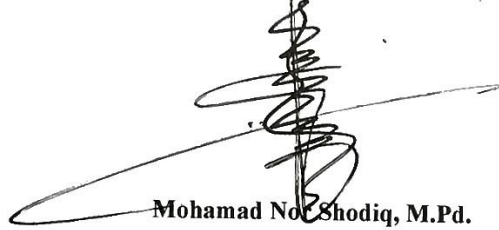
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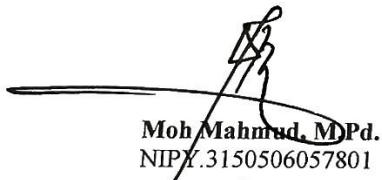
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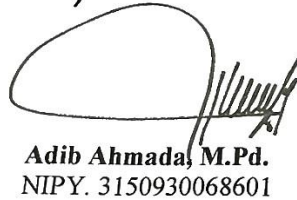
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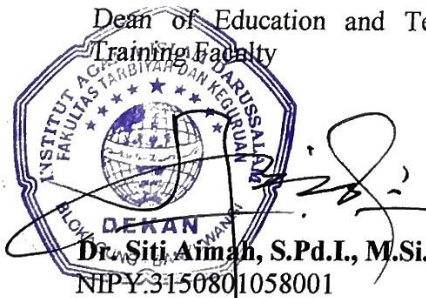
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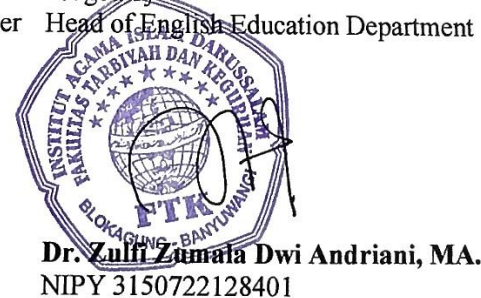
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Aula Asfahana

## ABSTRACT

Asfahana, Aula 2022. *The Effect Personal Vocabulary Notes (PVN) In Vocabulary Mastery In The Intermediate Class Students' Writing Skill At English Conversation Club (ECC) In Academic Year 2021/2022* Tadris English Study Program Darussalam Islamic Institute Blokagung-Banyuwangi. Advisor Ahmad Faruq, M.Pd.

Keywords: Personal Vocabulary Notes, Vocabulary Mastery

This study aims to determine the increase in students' vocabulary using Personal Vocabulary Notes (PVN) in the intermediate English Conversation Club (ECC) class. This study used a pre-experimental design with one group pre-test and post-test. The population of this study are members of the ECC dormitory. The sample of this research is the intermediate class which consists of 14 students. This researcher uses the completion test as a research instrument.

The design used in this research is a pre-experimental design. The sample used was 23 students and then classified into 2 classes, namely the experimental and control classes. The instrument used in this research is a test given at the beginning and end of the meeting after the Personal Vocabulary Notes (PVN) is applied. The data from the initial and final values were analyzed by t-test and Cohen's which resulted in the post-test value of the experimental group having a p-value of 0.006 at 5% significance or 0.05 which indicates a moderate effect size. This clearly proves that the application of personal vocabulary notes is effective on the vocabulary skills of intermediate class students at the English Conversation Club (ECC). In the academic year 2021/2022.

The result of t test using manual calculation showed that  $t_{observed}$  was higher than  $t_{table}$  at 5% and 1% significance level ( $2.00 < 3.42 > 2.65$ ). It meant  $H_a$  was accepted and  $H_o$  was rejected. This finding indicated that the alternative hypothesis ( $H_a$ ) stating that using personal vocabulary notes gave effect to students' vocabulary knowledge at the Intermediate Class at English Conversation Club (ECC) was accepted. In other words, the null hypothesis ( $H_o$ ) stating that using personal vocabulary notes did not gave effect to students' vocabulary knowledge at the Intermediate Class at English Conversation Club (ECC) was rejected. Based on the result of the research, the writer suggested that the teacher can apply this technique (personal vocabulary notes) in improving the students' vocabulary as alternative technique that could be used in teaching vocabulary.

## ABSTRAK

Asfahana, Aula 2022. *The Effectiveness Of Personal Vocabulary Notes (Pvn) In Vocabulary Mastery In The Intermediate Class Students' Writing Skill At English Conversation Club (Ecc) In Academic Year 2021/2022* Program Studi Tadris Bahasa Inggris Institut Agama Islam Darussalam Blokagung-Banyuwangi. Pembimbing Ahmad Faruq, M.Pd.

Kata kunci : Personal Vocabulary Notes, Vocabulary Mastery

Penelitian ini bertujuan untuk mengetahui peningkatan kosakata siswa dengan menggunakan Personal Vocabulary Notes (PVN) di kelas intermediate English Conversation Club (ECC). Penelitian ini menggunakan desain Pre-Eksperimental dengan satu kelompok pre-test dan post-test. Populasi penelitian ini adalah member asrama ECC. Sampel penelitian ini adalah kelas intermediate yang terdiri dari 14 siswa. Peneliti ini menggunakan tes penyelesaian sebagai instrumen penelitian.

Design yang digunakan dalam peneliti ini adalah design pre-experimental. Sampel yang digunakan sejumlah 14 siswa dan kemudian diklasifikasikan menjadi 2 kelas yakni kelas eksperimen dan control. Instrument yang digunakan pada peneliti ini adalah tes yang diberikan pada awal dan akhir pertemuan setelah Personal Vocabulary Notes (PVN) diterapkan. Data dari nilai awal dan nilai akhir dianalisa t-test dan cohen's yang menghasikan bahwa nilai post test kelompok experiment memiliki p-value 0.006 pada significant 5% atau 0.05 yang menunjukkan ukuran efek yang sedang. Hal ini dengan jelas membuktikan bahwa pengaplikasian personal vocabulary notes efektif pada kemampuan kosakata siswa kelas intermediate di English Conversation Club (ECC). In academic year 2021/2022.

Hasil tes t dengan menggunakan penghitungan manual menunjukkan bahwa nilai  $t_0$  lebih besar dari  $t_{table}$  pada taraf signifikansi 5% dan 1% ( $2.00 > 3.42 > 2.65$ ). Ini berarti  $H_a$  diterima dan  $H_0$  ditolak. Hasil dari pengujian hipotesis menentukan bahwa hipotesis alternatif ( $H_a$ ) menyatakan bahwa penggunaan catatan kosakta pribadi memberi pengaruh pada pengetahuan kosakata siswa pada siswa kelas Intermediate di English Conversation Club (ECC) telah diterima. Sementara itu, hipotesis nihil ( $H_0$ ) menyatakan bahwa penggunaan catatan kosakta pribadi tidak memberi pengaruh pada pengetahuan kosakata siswa pada siswa kelas Intermediate di English Conversation Club (ECC) telah ditolak. Berdasarkan hasil penelitian, penulis menyarankan bahwa guru bahasa inggris dapat menerapkan teknik ini (catatan kosakata pribadi) dalam mengembangkan kosakata siswa sebagai teknik alternatif yang dapat digunakan dalam pengajaran kosakata.

MOTTO

لَا تَرْمُ عِلْمًا وَتَتْرُكَ التَّعَبَ

*DON'T WANT KNOWLEDGE IF YOU DON'T WANT TO*

*WORK HARD*



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. All praises is due to ALLAH who creates knowledge as the light of life. May peace and blessing be upon our Prophet Muhammad SAW, who has struggled whole heartedly to deliver the truth to human being and guide his ummah to the right path.

The gratitude and appreciation are addressed to:

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8. All participants who have helped in the completion of writing this thesis, so that it can be completed on time

In this writing, there are still many mistakes and shortcomings, therefore all constructive criticism and suggestions will improve the writing of this thesis and will be useful for writers and readers.

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## CHAPTER I

### INTRODUCTION

#### A. Research Background

English as the international language that is used in every sector especially in education is also used as a foreign language in the curriculum and taught to students in Indonesia. In the teaching-learning process at school in English lessons, the teacher hopes the students can master the skills of the English language.

The English language has been commonly accepted as an active universal language in the world. People who study the English language consider it as their proficiency. Therefore, nowadays many people, particularly students, ought to master the English language. Mastering the English language is an important value for the students to have. By mastering the language students can improve themselves both in academic and life skills. Once the students can comprehend it, he or they can be well-accepted by society.

The language widely used as a means of communication in the world is English. It is an international language in the world. So, people need to learn it. Particularly in Indonesia, English is one of the foreign languages. It is the most famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology, and art.

In English, there is four basic skill, they are listening, writing, reading, speaking. The four English language skills are very important for students, so they can understand and communicate in English in facing the global era in education and certain area. In learning the English language, students should master four components of language, those are vocabulary, grammar, sound system, and culture. It is not easy for Indonesian students to master those components because English has a different form from Indonesia. In the use of English, students feel confused because it is not their first language and also is not their daily language. But, in some countries, English is spoken as the first language, there is no difficulty for the learners to master it. Meanwhile in Indonesia, they get the problem of using English.

Vocabulary is one of the most important components that have to be mastered by the students in learning a new language. Teaching English, especially English vocabulary to Basic classes, at English Club Conversation is not easy for teachers because it is different from teaching vocabulary to adults because they have different characters and motivations, and teaching English at basic class must be taken patiently. To know what vocabulary is, the writer would like to present several definitions of vocabulary. Vocabulary is one of the language components, which is should be mastered by English learners. Richard (1997: 182) stated “Vocabulary is content and function words of a language that are learned so through that they used in the performance of any communication act”.



Learning vocabulary is important, if the learner understands vocabulary, he or she will be able to write correctly and appropriately. A person will write a word if he or she recognizes its meaning. It means that in learning vocabulary we have to know the meaning of words and the usage of words.

Vocabulary is the fundamental part of language, which is used in any situation; it is in the form of spoken or written language. Review at the discussions above, I conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading, and writing) and learn English second language generally.

Vocabulary is one of the language aspects that are very important for English communication. If people have less vocabulary, they will not understand what others say. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

Vocabulary is the first stage in any language learning. Vocabulary can be defined, roughly, as the words we teach in the foreign language. Vocabulary is important to be improved in the language learning process in order to get other competencies like reading, writing, listening, and speaking. Without vocabulary, people cannot communicate effectively. Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary.

Based on the experts' statements above, shown that vocabulary has a great role in resulting in good writing. The sentence written by using the appropriate vocabulary will make the readers easy to understand the meaning of the messages which the writer writes. In the writing process, the writer not only thinks about the ideas but also uses the vocabulary correctly. English Club Conversation is one of the private dormitories in Darussalam.

English at ECC has been taught to the students starting from basic until advanced. The students have been learning about vocabulary. Ideally, what was taught to them can make them able to use English both in spoken and written forms. However, in reality, they still get difficulties writing narrative texts correctly. The students cannot use the vocabulary correctly; they also still have lack vocabulary. They do not pay attention to the usage of correct words usage. The students are afraid of making mistakes in writing English. It indicates that the students have limited vocabulary. Consequently, the students cannot write a sentence correctly, so they are not able to express their ideas to others. It can be seemed of the pre-observation of the writer, especially for the vocabulary in writing.

There are some ways to cope with problems that make students unable to write. According to the researcher, the first thing to do is to improve the teaching and learning process. The teacher should motivate the students in writing by giving some suggestions and corrections if they made good writing. Then the teacher can select and apply the appropriate method

and technique in teaching language, which is suitable with the condition of Intermediate Class in ECC.

According to Barthes and Duisit, Narrative is presented in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, glass windows, cinema, comics, news item, and conversation. In this case, the researcher used narrative text to improve student's vocabulary and personal vocabulary as the technique in this research.

Personal Vocabulary Notes as a technique and narrative text as a medium of teaching vocabulary guides students to recognize and comprehend the word meaning in narrative text. This technique focuses on the word meaning to be understood. Moreover, teaching vocabulary cannot be separated from language skill especially in reading comprehension. Thus, the researcher conducted the research "Personal Vocabulary Notes Technique to Students Vocabulary of Narrative Text".

## **B. Research Problem**

What is the effectiveness of Personal Vocabulary Notes in Student Vocabulary in Intermediate Class At English Conversation Club (ECC)?

## **C. Research Objective**

To know the effectiveness of Personal Vocabulary Notes in student vocabulary at Intermediate Class in ECC.

## **D. Research Hypothesis**

Hypothesis is a temporary answer of research problem, until it is proved from the data which collected. The theoretical hypothesis of this

research is: Personal Vocabulary Notes is effective to enrich student's vocabulary in narrative text. There are kinds of hypothesis:

Ha: Personal Vocabulary Notes is significantly effective to enrich student's vocabulary in narrative text.

Ho: Personal Vocabulary Notes is not significantly effective to enrich student's vocabulary in narrative text.

### **E. Significant of the Research**

#### 1. For Teacher

To give contribution for English teacher to provide the learning instruction and activities that appropriate to the students' ability in personal vocabulary notes in narrative text, so that the outcome of the education can be improved and developed.

#### 2. For Student

This research teaches students simple techniques in carrying out their abilities to enrich vocabulary. Especially to motivate them to learn English, so they will be able to learn better.

#### 3. For Reader

This research can provide knowledge about the use of personal vocabulary technique to student vocabulary in narrative text and result of this study are expected to be a reference for readers in the future.

#### 4. For Researcher To give the information and inputs for the other researchers when they are writing research on the same topic of improving vocabulary mastery using PVN

## **F. Scope and Limitation**

To make the study more focus the problem which is going to be discussed in this study is limited to investigate the effect of personal vocabulary notes in vocabulary mastery in the intermediate class students writing skill at English Conversation Club (ECC) in academic year 2021/2022.

## **G. The Definition of Key Terms**

Based on the title, the researcher classifies some definitions as follows:

### **1. Personal Vocabulary Notes**

According to Kurzweil Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. It means Personal Vocabulary Notes is a way to develop students' personal vocabulary and grow to be independent. Using this technique will make students become independent students to make their own vocabulary and also remember the vocabulary they have stored in their Personal Vocabulary Notes.

### **2. Vocabulary**

According Hornby (2006: 1645) vocabulary is all the words that a person known or uses and it is all the words in a particular language. Vocabulary is all the words that a person knows and uses, all the words in a language or list of words with their meanings, especially in a book for learning a foreign language.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Related Literature

##### a. Definition of Personal Vocabulary Notes (PVN)

According to Kurzweil (2002), Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. The basic activity is very straightforward. In and out of the class encourage student to write words in their native language when they do not know how to say the English word. 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 “save valve” to lower student frustration when they have difficulty expressing themselves.

##### b. Definition of Vocabulary Mastery

According to Napa (in Badingatussalamah,2013:2) “vocabulary is the components of language and no language exist without words. “Meanwhile, Hornby (in Wakidah,2013:1) states that vocabulary is the total number of words in the language.”

Vocabulary is very important in English teaching and learning. If the learners do not know the meaning of the words, they will have difficulty understanding what they see, read, and learn.

Their vocabulary will increase if they read more words. This reason makes vocabulary very important; a bad vocabulary will cause a bad understanding of the text.

Vocabulary has an important role in determining the achievement of each skill. Daily communication needs vocabulary. The more vocabulary the learners have, the more easily they will communicate and express what they want to say. The four language skills that are listening, speaking, reading, and writing always include vocabulary in their activities. By having a lot of vocabularies learner will be easier to show their ideas, make compositions, and do many other activities dealing with language. In other words, by knowing and understanding the vocabulary, learners will successfully achieve the four English language skills.

According to Joklova (2009), vocabulary is a list of words and their combination in particular language. Khodareza 2012, stated vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs. Vocabulary learning can be applied in classroom activities by teachers by considering the level of language proficiency of the students so a successful and effective vocabulary learning can be reached.

According to Hatch and Brown (1995:1), the word vocabulary applies to a catalog or set of words for specific language

or a list of words that individual orator of language use. Considering vocabulary is a catalog, the only method complicated is that alphabetic order. The choice in vocabulary choice and ways use in teaching vocabulary are important causes. It requirements the requirements procedure of learning in setting to get the meaning of words as stated by Allen French (1983:4). Vocabulary is a fundamental component of second language proficiency: one of the main objectives of language learning is to understanding the implications of the words. It is required to disclose effectively in the second language. Hornby (1995:985) says that that vocabulary is the entire number of words (with their meaning and with regulations for combination them) invent the language. Burns and Broman (1975:295) determine that vocabulary as the reserve of words used by a person, class, or master, all having much in ordinary, yet each decidedly different. The main item in teaching a language is the acquirement of vocabulary.

Accordingly, achievement in learning English require vocabulary acquisition. A large vocabulary can not ensure the learner's ability in learning English but in the sufficiency of a vocabulary will obstruct their chances to ma component achievement in learning English. Rivers in Nunan (1998:117), states that the acquirement of a sufficient vocabulary is vital for successful second language utilize because, unless a comprehensive



communication. Significance of mastering vocabulary in learning is also declared by Nunan. Nunan (1998:118) declares that the growth of affluent vocabulary is a significant I the acquisition of a second language. From the explanation above, it can be completed that vocabulary is the total numbers of the word, a catalogue or group of words in a specific language that a person knows or uses. Swannel (1994:656) establishes mastery is extensive awareness or use a subject or device. Meanwhile, Porter (2001:953) says that mastery is learning or knowledge object fully and having no difficulty in employing it. Mastery is determined as the full manage of understanding (Oxford Advanced Dictionary). This definition is endorsed by Hornby (1984:777) the establishes mastery as talent or though understanding. From these explanations, it arise to the termination that mastery resources the proficiency to know and apply something learned.

**c. Definition of Vocabulary**

According David 1995:116, vocabulary is the Everest of language for this reason; a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. Vocabulary as one of the language aspects have to be learned when people are learning language.

Priska 2014, said Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and

deepens over the course of a lifetime. According to Steven Stahl in Priska thesis, vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the a world. In Webster's dictionary, we can see that vocabulary is defined as follows:

- a. A list or collection of words and phrases usually alphabetically arranged and explained or defined
- b. A sum or stock of words employed by a language group individual or work or about a subject: scope of language
- c. A list of a foreign language textbook of the words and phrases taught or used

**d. Definition of Mastery**

Several definitions about mastery-based on Collins English Dictionary – Complete and Unabridged that the definition of mastery is (1) great skill fullness and knowledge of some subject or activity; the state of being cognitively skill full; (2) power to dominate or defeat; the state of excelling or surpassing or going beyond usual limits; the state that exists when one person or group has power over another; (3) the act of mastering or subordinating someone; social control by dominating.

**e. The Influence of Students Mastery**

In the teaching and learning process, some students still get problems in their learning. It can be shown by their low score or

achievement in their subjects. In English matter, some students may be not master of grammar. As known in the Indonesian language there is no complex rule like grammar.

Many factors influence student's mastery. Those factors are divided into two categories; they are internal factors and external factors.

a. Internal factor

This factor comes from inside of the students. It is divided into two aspects; physiological aspect and psychological aspect.

1) Physiological aspect.

This aspect is about the conditions of students' body from every part of the body. For instance, when the students got a headache, they could not study well. The condition of the body can influence students' intensity and spirit in studying. So, if their bodies are healthy, they can study well, can receive the information about what they are learning and can get a good achievement. However, if they are not, it will influence too.

2) Psychological aspect

This factor emphasizes the inside conditions of the students. It consists of students' intelligence, talent, interest, motivation, mental health, and special types of learner.

a) Intelligence

The level of intelligence which the students have has given the influence in their learning. If the students have to resolve their problems which are over their competencies or their potentials, they will face difficulties, especially in their learning. The higher IQ that students have, the smarter they are. And the higher intelligence that students have, the higher achievement they will get.

b) Talent

Talent is the basic potential or competence that is gotten from born. Everyone has a different talent. Someone will be easy learn something suitable with his/her talent. And someone who learns something that is not suitable with his/her talent. And someone who learns something that is not suitable with his/her talent will get bored, give up, and be unhappy.

c) Interest

Interest is a tendency and a high spirit or a big desire for something. The student's interest can be seen by the way students follow the learning process, complete or incomplete there not and pay attention to the italic word in those learning. They will study hard to get what they want happily. Nevertheless, for those who have less

interest in the learning process, they will study just as long as they want

d) Motivation

Motivation is an inner factor that functions for making, basing, and pointing to the learning. Motivation separates into two main categories: extrinsic motivation, which is concerned with factors outside the classroom, and intrinsic motivation, which is concerned with what takes place inside the classroom. Students motivation can determine the good or bad in their learning achievement. The higher motivation they have, the higher learning success they will get.

e) Mental health

In the learning process, there is not only about intelligence but also about their mental health that will make the good result in the learning process. In addition, if the students get successful in their learning, they will have self-esteem.

b. External factor

The external factor is the factor that comes from out of the individual. This factor involves social environment and no social environment.

## 1. Social environment

The social environment here is the human environment outside students who have contact directly with them such as family, school, neighbour and mass media.

Family is the first center of education. But it can be the cause of learning difficulties if the families give less attention to their children. The social environment in schools such as teachers, staff administration, and classmates can influence the students. The teacher can be a cause for learning difficulties when:

- a) Unqualified teachers
- b) Bad relationship between the teacher and the student
- c) High learning standard from the teacher
- d) No skill in diagnosing the students learning difficulties
- e) Unsuitable method

## **f. The importance of Vocabulary**

Vocabulary is one of the important factors in language learning and develops language skills. The learners feel difficulty if they are lack vocabulary. Meanwhile, vocabulary development is an important aspect of language development, vocabulary is central to teaching English because without sufficient vocabulary students cannot understand others or express their ideas.

As Alemi and Tayebi (2012:1) states that vocabulary is the basic component of language proficiency which provides the basis for learners' performance in other skills, such as: speaking, reading, listening, and writing. In addition, Stahl and Fairbanks in Bromly (2007:528) also state that the student who has good vocabulary mastery will have reading comprehension and a high score on an achievement test than students who are lack vocabulary.

Based on the statement above, it can be seen that vocabulary is very important to master the four language skills such as speaking, reading, listening, and writing, and additionally vocabulary can help people communicate with others.

#### **g. Vocabulary Mastering**

Vocabulary mastering is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. Vocabulary teaching includes some of the most complex problems in the field of education. Vocabulary teaching is influenced by ideas on the nature of language in general, my ideas on the particular language being taught, and ideas on how the language is learned.

According to Allen, three techniques can be used for teaching vocabulary: 1) Alphabetical order: Even for a list of new words, the alphabetizing way is appropriate in helping students to find a word. 2) Showing the meaning of words through pictures,

explanations in the mother tongue, and definitions in simple English.

3) Drawing attention to meanings before drilling words.

The characteristic of students is complex. So it makes it the teacher difficult to engage with them. Before the teacher teaches the students a new word, they are hoped to understand the character of their students. Teaching vocabulary through objects and actions, the teacher has to do a great deal of talking and acting to establish some link in learner minds between what is said and what is done.

#### **h. The Function of Vocabulary**

Before discussing vocabulary function, first of all, we should know the meaning of it. Vocabulary is a total number of words that (with rules for combining them) make up a language, or (range of) words known to, or used by, a person, in trade, profession, etc.

The word “use” has a meaning as the function or the advantage. So, we can say that from the definition above the vocabulary use the function or the use of words that are used in language. It means that when we use words, we should know the function or the use of our words our vocabularies because it can guide us in understanding the language when learning.

Moreover, vocabulary is central to both the system and the use of language. The words that we pronounce write and organize into sentences and other grammatical combinations. Word is also, what ordinary users think of as language. For, they are accessible



and reflected more fully the whole culture and respond more quickly to changes in society than do another aspect of language.

Mastering vocabulary is the ability to get or and receive lots of words. By having and mastering vocabulary, we will know the meaning of vocabulary in the context. It can also help avoid making mistakes in identifying a language with the dictionary and guide us in making the equivalence of the second language to the native language.

## **B. Previous Study**

The writer reviewed some related previous studies. These previous studies gave a view about the issues discussed in the study. There were three previous studies related to this study, some related studies about using personal vocabulary notes in teaching vocabulary.

The first was Jo Dee Walters's thesis (2009). Result of his study showed that using of vocabulary notebooks was effective in enhancing vocabulary development. It helped the students to learn the target vocabulary in a set of course material. It increased students focus on the target words and enhanced attention. Result of the experiment groups better performance on target notebook words than non-notebook words.

The second was Timotius thesis (2013). Result of his study showed that using of personal vocabulary notes could improve the students' vocabulary achievement when it was used frequently in the classroom. Personal vocabulary notes also could motivate and help the students more

easy to find out the new words systematically not only for its meaning but also its forms. It proved by each student's average score which all of the students had reached the minimum level of achievement score was 65 points and mean score of student's vocabulary test was 72.

The third was Priska's thesis (2014). Result of her study showed that students' score after was given the treatment of using personal vocabulary notes was higher than the students score before given the treatment. It showed that personal vocabulary notes technique had a significance influence on student's vocabulary understanding. The students were enthusiastic, fun and also enjoy while learning vocabulary. It can be seen from the mean of pre-test was 31.60 and the mean of post-test was 65.60 in experiment class. In control class, the mean of pre-test was 30.20 and the mean of post-test was 46.60.

The fourth is "The Effect of Using Personal Vocabulary Notes Technique in Developing Students' Vocabulary at SMP N 2 Besulutu" by Iko Susilowati. This research was carried out at SMP N 2 Besulutu. The sample of this study was 22 students which were taken by using purposive sampling. This research was applied pre-experimental design. The researcher collected the data by giving vocabulary test was 40 items include multiple choices, cloze and classroom observation sheet. The result shows that the students' vocabulary development on pre-test was 5.37 while the students' vocabulary development on post-test was 7.35. It means that there

was significant effect of using Personal Vocabulary Notes technique in developing students' vocabulary at SMPN 2 Besulutu.

The fifth is "The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition". The samples of this study were students in three lower intermediate EFL classes participated. This research was implemented in one class over a 4-week period with the remaining two classes acting as control groups. The researcher collected the data by receptive and controlled productive vocabulary tests revealed significantly greater learning of the target words in the treatment group. The result shows that students in the treatment group demonstrated a greater tendency to use the target words in free writing compositions. It means that there was significance of using vocabulary notebooks can be an effective learning tool in EFL classrooms, but positive impacts on learner autonomy may not be seen in the absence of appropriate motivation for language learning.

Based on explanation the previous study above, the writer did the different study. In this study, the writer had different subject and research method. In this study, the writers subject was the students of English Conversation Club (ECC). The writer took Intermediate Class students. The previous study used classroom action research. Meanwhile, this study was quasi experiment research.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research design is the way to collect and to analysis of the data. The design used by researcher is experimental research using quantitative approach. Design of experimental research is to manipulation between two variables, she manipulates at least one independent variable and observes the effect on one or more dependent variable (Gay, 1992: 15). She used teaching Personal Vocabulary Notes (PVN) technique as independent variable and the students' achievement as dependent variable. Independent variable is the proposed causal variable, whereas dependent variable is the proposed effect of the independent variable (Gray et. al., 2007: 265).

Ary et al (2006: 325) states "Experimental research design is to enable a researcher to estimate the effect of an experimental treatment". Experimental research can be done in the laboratory, in the class, and the field. In this study, the experimental research is done in the class with taking students as a population. A researcher chooses the design to determine the validity of conclusions that can be drawn from the study.

In this study, the researchers use a quantitative method in which the design is quasi-experimental research. The writer employed experimental design because this research is formed to make casual inferences about the relationship between an independent and a dependent variable, that is to find whether there is an effect Personal Vocabulary notes to student vocabulary.

Meanwhile, Creswell defines quantitative research as research that gathers data in a numerical form and generalizes it across a group of people through instruments. In addition, quantitative research also can be defined as a test in which control variables and valid and reliable measures are required. The objective of this kind of research is to collect measurable data, such as; quantities, values, and numbers. Then, It indicates that the data resulting in quantitative research should enable to be counted or measured.

The design of pre-experimental design involves three steps; pre-test, treatment, and post-test. Pre-test is the test given to students before they get treatments and after given treatment is post-test. In one group pretest and post-test design a single group is measured or observed not only after giving treatment, but also before a treatment. According to Ary, et. al. (2002: 303) pre-experimental design usually involves three procedures:

1. Administering a pre-test measuring the dependent variable
2. Applying the experimental treatment X to the subjects
3. Administering a post-test again measuring the dependent variable.

**Tabel 2.1**  
**Design of the research Experiment**

Group	Pre-Test	Treatment	Post-test
Experimental (E)	Y <sub>1</sub>	X	Y <sub>2</sub>
Control (C)	Y <sub>3</sub>	-	Y <sub>4</sub>

This research uses pre-experimental design to compare between experimental group (x) and control group (y). The procedure of pre-experimental design that used one group pre-test and post-test:

1. Administering pre-test before applying strategy with the purpose to measuring the students' vocabulary achievement in the Intermediate Class at English Conversation Club (ECC) Course.
2. Applying treatment in teaching vocabulary by used Personal Vocabulary Notes (PVN) technique to the subject in the Intermediate Class at English Conversation Club (ECC) Course.
3. Administering a post-test before applying strategy with a purpose measure the students vocabulary achievement in the intermediate class at English Conversation Club (ECC) Course.

In this research, the researcher wants to know the effectiveness of Personal Vocabulary Notes (PVN) technique in teaching vocabulary by conducting pre-experimental design. She applying one group pre-test and post-test design, she wanted to find out there is any significant different of student vocabulary achievement before and after taught by using Personal Vocabulary Notes (PVN) technique in the intermediate class at English Conversation Club (ECC) Course in academic year 2021/2022.

## **B. Research Setting**

This research was conducted at the Darul Lughoh Al-Injiiziyah Dormitory, which is located at the Darussalam Islamic Boarding School,

Blokagung, Tegalsari, Banyuwangi. The researcher conducted this research in March of the year the 2021/2022. The considerations for choosing this language institution are the place to do research is accessibility and the place where researchers conducted a field experience practice program for two meeting.

### C. Research Population and Sample

#### 1. Population

According Creswell (2001:142), population is a group of individuals who have the same characteristic. The population of this study is all of the English Conversation Club (ECC). There are three classes of the English Conversation Club (ECC). They are basic A consist of 9 students, Basic B consist of 9 students, and intermediate class consist of 14 students, so population in this research is 32 students.

**Table 3.1**  
**Table population**  
**Population**

No	Classes	Number of students
1	Basic A	9
2	Basic B	9
3	Intermediate	14

#### 2. Sample

A sample is a portion of a population. In this study, the writer took two classes to be the sample. The first class was experiment group. This class was treatment with using personal vocabulary notes. The second class was the control group. This class was taught using handouts. The sample of this study was Intermediate Class A as the experiment class

which each class consisting of 7 students and Intermediate B-Class as the control class which each class consisting of 7 students. The number of student's was 14 students. In this study, the writer used cluster sampling because the unit chosen is not an individual but a group of individuals who are naturally together or grouped by the school.

**Table 3.2**

**The total of Sample**

Group	Class	Students
Control	Intermediate 1	7
Experiement	Intermediate 2	7
Total		14

**D. Research Instrument**

An instrument is a tool for measuring, observing, pr documenting quantitative data. Example of instrument are survey questioners, standardized test, and checklists that researcher might use to observation students and teacher's behaviour. The data was collected by using instruments. Data is information collected in a research study. Data may be oral and recorder into audio or videotapes, they may be written, in the forms of essays, test scores, diaries, or check mark on observation schemes, they may appear in electronic format such as responses to a computer assisted accent modification programs, or they may be visual, in the form of eye movement made while reading text a computer or gestures made by the teacher in classroom.



In this research, the researcher used test as the instruments to get data. According to Hutaurok (2018:54) test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. According to Ary et al (2006:201) test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.

The researcher used instrument in order to get data. The researcher used tests, namely pre-test and post-test. The test used to see the results of students' vocabulary development. The following steps were taken by the researcher:

1. Pre-test

A Pre-test was conducted in the experimental class and the controlled class and carried out before the Personal Vocabulary Notes are used. The purpose of this test is to find out whether students in the sample have the same background knowledge of the research variables. A Pre-test was given to the experimental and control class in the same way.

2. Post-test

Post-test was also given to the experimental and control class after treatment. The purpose of this test is to determine the effectiveness score of students using the Personal Vocabulary Notes Technique on the Development of Student Vocabulary.

**Table 3.2**  
**The criteria of the score**

No	Items	Criteria
1	76-100	Very Good
2	51-75	Good
3	26-50	Fail
4	0-25	Fail

### **E. Data Source**

The data source is one is the most vital in research. Errors in using or understanding the data source, the data obtained will also miss the expected (Bungin 2001:129). The source of data in research is the subject from which the data can be obtained. In this study, researchers collect data that sourced from:

#### 1. Primary data

Which respondent is the person who answered researcher questions, both written and oral questions. This research was conducted at an educational institution, precisely at English Conversation Club (ECC), the respondents in this study were teachers, principals, and students of intermediate class of English Conversation Club (ECC).

#### 2. Secondary data

Anything that can provide data, but the data are not from humans. In the case, secondary data is documentation in the form of books, archives, and taking pictures.

## **F. Procedure of Data Collection**

In this research the way to collected data is data collecting method. Method of data explains about some steps which are used in the process of collecting data. So, the data collection technique in this study are as follows:

### **1. Test**

The process of collecting data in this research is pre-test and post-test because researcher used quantitative research with pre-experimental research design. The results both of two test will be analysis is to know the effectiveness of Personal Vocabulary Notes (PVN) in teaching vocabulary. The first, the researcher did pre-test. Before she giving pre-test to student's she introduces herself. Then, she gives vocabulary test to all of students in intermediate class. The vocabulary test consists of 10 items and there are multiple choice. Before the test used in pre-test, researcher did validity and reliability test. In conducting pre-test, there are some students says that its too difficult and contains too many questions. The researcher try to manage the class, so students can answer the questions correctly. She gives 45 minutes to student answer the vocabulary test. Then, students submit the result of test to researcher. Pre-test was given to the students at the first meeting on 4 November 2021.

After researcher doing pre-test, she gave treatment. Treatment conducted after administration of the pre-test. The

treatment here means to solve the problem that mentioned above used this technique in teaching vocabulary by using Personal Vocabulary Technique (PVN) technique. Treatment conducting on 2 days. Then, she conducted post-test after giving treatment. The purpose of post-test to knew the significant different score before and after giving test. The test in post-test is same with test was used in pre-test. If there are significant different score between pre-test and post-test it means that treatment is successful. And then, if there are no significant different score the treatment unsuccessful. Researcher used one group pre-test and post-test with the test that same with both of two tests. In this research, the researcher conducted two treatments. The main point of experimental research is pre-test and post-test. Because it can be used as main data of research. The schedule of treatment can be seen below.

**Table 3.3**  
**Table schedule test**

<b>Treatment and Test</b>	<b>One group pre test and post test</b>
Subject (N)	14 subjects
Topic: occupation and direction	<b>Pre-Test</b> 4 November 2021
	<b>Treatment</b> 24 March 2022
	<b>Post-Test</b> 24 March 2022

## 2. Documentation

Document is a tool of measuring in the quantitative data.

Documentary is a kind of important technique to get data above

everything or variable which is in the form of notes, transcripts, and books. In this research, the researcher was used documentation to supported data about notes of students activity, transcripts of student' value, the profile of the school, vision and mission of school, names of teacher and etc.

### **G. Data Analysis**

The purpose of data analysis in this research is to know Personal Vocabulary Notes (PVN) technique for student's vocabulary in Intermediate Class at ECC in the academic year 2021/2022. According to Singh (2007: 400) data analysis is goes beyond summary and organization of data to interpreting patterns within data. In this research, to collected data she used quantitative data analysis. Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical operations can be done (Singh, 2007: 123). The researcher used quantitative data analysis by statistical program. To collect the data, the researcher conducted two times of test pre-test and post-test. The data collected by comparing the first data (pre-test) and the second data (post-test) to see there are significant different. If the students score of post-test higher than pre-test, taught by using Personal Vocabulary Notes (PVN) technique is effective. To knew the effectiveness of this technique, researcher used paired sample t-test at SPSS 16.0 by comparing the result of students test in pre-test and post-test.

## H. Data Validity

Quantitative research measurements are validity and reliability of instrument of the research. Reliability and validity are two important concepts deal with the psychological characteristics of measurement and its precision (Singh, 2007: 76-77). Researcher used test as instrument in this research. The test is all about vocabulary test related with the topic. In this research, vocabulary test used to measure the students' achievement in learning vocabulary after they were taught by using Personal Vocabulary Notes (PVN) technique. Before she conducted this research, she should do validity and reliability testing of this test to know scores derived from instruments used in the research.

1. Validity is the strength of our conclusions, inferences or propositions.

According to Arikunto, "a test is valid if it measures what its purpose to be measured". Validity of a test is the extent to which the test measures what is intended to measure.<sup>10</sup> There were three types of validity:

- a. Face Validity

Face validity is if a test item looks right to other testers, teachers, moderators, and testes. Narrative Text was the learning material in the English Conversation Club (ECC) Coures. The face validity of the test items as follow:

1. The kind of test was Vocabulary Test.
2. The form of test items was Multiple Choices.
3. The language of items used English.

4. The test items were suitable to the Intermediate Class in English Conversation Club (ECC) Course.

b. Content validity

Content validity it refers to how much a measure covers the entire range of meanings associated with the concept (Gray et. al., 2007: 67). Content validity is the degree to which a test measures an intended content area (Gay, 1992: 156). A test had content validity if the contents represented sample of the language skill, structures would be being tested.

c. Construct validity

Construct validity is the test that measure the ability wants to know. According to Allison (1999: 14) construct validity is often used as a super ordinate expression, as the overall aim is to justify a test in terms of the construct or model of the abilities that it seeks to measure. Researcher should be care full choose the kind of vocabulary test and also the content should representative with the content would be measure by the researcher. Before researcher done doing validity the next steps is reliability.

2. Reliability

Reliability also means the consistency with which a test measures the same thing all the time. Reliability of a test refers to its consistency with which it yields the same rank for an individual taking the test several times.

Reliability is one of step before instrument used on pre-test and post-test. According to Gay (1992: 161) said that reliability is the degree to which a test consistently measures whatever it measures. It means that, reliability measure of dependability, consistency and accuracy of score result from administration of particular examination. If a test was reliable, it had good impact to data acquiring from research. In this test, the researcher conducted try out with subject students of Intermediate Class in English Conversation Club (ECC) Course. To know reliability of this test researcher should analysis the result of try out by using Cronbach Alpha formula by using SPSS 16.0 windows to find the reliability.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Finding

In this chapter, the researcher describes the result of the research based on the data collected and analysis. The researcher proves the effectiveness between the students who were taught using Personal Vocabulary Notes to enrich their vocabulary in Narrative text. In addition, this study aims to prove the effectiveness of using Personal Vocabulary Notes in Narrative text to the Intermediate Class in English Conversation Club (ECC) Course in Academic Years 2021/2022

This study aimed to know whether Personal Vocabulary Notes (PVN) improve students' vocabulary at the intermediate class of English Conversation Club. The findings of this study can be seen as follow:

1. The improve of students' vocabulary
  - a. Students score in pre-test and post test

A pre – test conducted to find out the data of the students' ability in mastering vocabulary before the treatment given. The result of the test showed the students' achievement in vocabulary before the treatment was given. The higher score was 80 and the lowest score was 50.

The post – test was also conducted to find out the data of the students' ability in mastering vocabulary after getting the

treatment. The higher score was 100 and the lowest score was 70.

**Table 4.4**

**The Score of Vocabulary test of Experimental Class**

No	Name	Score	
		Pretest	Posttest
1	Aisya Dwi Anggita	70	100
2	Aula Rosyida	70	90
3	Fatimah Azzahra	70	90
4	Fitriana Wahida	70	90
5	Iffana Aulia An Naily	60	80
6	Khalimatus Sa'diyah	70	90
7	Khumaidah Maskhuroh	80	100
8	Lilis Rikmawati	80	80
9	Maudina	70	90
10	Nida Maulaya	50	70
11	Nita Nasehat Nur Arini	60	80
12	Rika Aulia	70	80
13	Tanadday Lubaba	70	90
14	Wilda Luqi Utami	80	100

**B. Data Analysis**

The purpose of data analysis in this research is to know Personal Vocabulary Notes (PVN) technique for students' vocabulary in Intermediate Class at ECC in the academic year 2021/2022. According to Singh (2007: 400) data analysis is goes beyond summary and organization of data to interpreting patterns within data. In this research, to collected data she used quantitative data analysis. Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical

operations can be done (Singh, 2007: 123). The researcher used quantitative data analysis by statistical program. To collect the data, the researcher conducted two times of test pre-test and post-test. The collected scores of both pre-test and post-test from experiment and control classes were analyzed by using t-test. Before calculating the t test value, to look at the difference of significant level, it was necessary to find out the normality value and homogeneity value of the data. The data collected by comparing the first data (pre-test) and the second data (post-test) to see there are significant different. If the students score of post-test higher than pre-test, taught by using Personal Vocabulary Notes (PVN) technique is effective. To know the effectiveness of this technique, researcher used paired sample t-test at SPSS 16.0 by comparing the result of students test in pre-test and post-test.

**Table 4.1**

**Table Paired Statistics**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	6.9286	14	.82874	.22149
	Post	8.7857	14	.89258	.23855

**Table 4.2**

**Table Paired Samples correlation**

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pre & post	14	.706	.005

**Table 4.3**

**Table paired samples test**

**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre - post	-1.85714	.66299	.17719	-2.23994	-1.47434	-10.481	13	.000

1. Normality test

This test aims to determine whether the data from the two classes are normally distributed or not. The significance of the data using Shapiro-Wilk from the pre-test in the experimental group was 0,259 and the control group was 0,152. From the significance of the data in the pretest, the data is normally distributed because the significance is greater than  $= 0.05$ . which means the data were normally distributed as shown in Table 4.4 and Table 4.5

**Table 4.4**  
**Normality test result of pretest and posttest in experimental class**  
**Tests of Normality**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		7
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	8.59124693
Most Extreme Differences	Absolute	.259
	Positive	.180
	Negative	-.259
Test Statistic		.259
Asymp. Sig. (2-tailed)		.172 <sup>c</sup>

- a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.

**Table 4.5**  
**Normality test result of pretest and posttest in control class**  
**Tests of normality**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		7
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.54700196
Most Extreme Differences	Absolute	.152
	Positive	.152
	Negative	-.139
Test Statistic		.152
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.  
 d. This is a lower bound of the true significance.

## 2. Homogeneity Test

In addition, the result of the post-test homogeneity test of both classes showed a significance 0.280, which was higher than 0.05 ( $0,280 > 0,05$ ). Therefore it can be said that the result of the post-test data of the two classes are also homogeneous. (see table 4.6)

**Table 4.6**  
**Homogeneity Test Result of Pretest**  
**Test of Homogeneity of Variances**

English Learning Value

Levene Statistic	df1	df2	Sig.
1.280	1	12	.280

## 3. Hypothesis

As the collected the data has been proven normality and homogeneity, then the data is analyzed to test research hypothesis using t-test. After testing the hypothesis, the result of the t-test provide answers to the research question whether Personal Vocabulary Notes (PVN) is effective or not in this study. The results of the t-test are also then supported by the calculation of the effect size.

According on the table 4. 7 it can be seen the results of the t-test of of the pre-test in the experimental and control groups. This shows that there are 14 participants in the experimental class and control class. The pre-test mean value of the experiment class is 70.00 while the control group is lower which is 67.14. the standard

deviation of the experimental group was 8.165 and the control group was 7.127. In addition, the mean standard error of the experimental group was 2.206. The results of the independent sample test p-value or sig (2-tailed) 0.294. Since the researcher used 5% as standard of significance, the null hypothesis was accepted because the p value or 2-tailed sig (0294) was higher than = 5% (0.05). This means that there is no statistical significance between the two groups in the pre-test results. The results of the t-test can be seen as follow:

**Table 4.7**  
**T-test of Pretest Scores**

Group Statistics				
	class	Mean	Std. Deviation	Std. Error Mean
English Learning Value	Experiment Class	70.00	8.165	3.086
	Control Class	67.14	7.127	2.206

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil	Equal variances assumed	1.280	.280	.548	12	.294	2.857	5.216	-8.508	14.223
	Equal variances not assumed			.548	11.009	.295	2.857	5.216	-8.623	14.337

In Table 4.7 group statistics table indicates the general result from the post-test data of experiment and control group. It shows that there are 14 participants in both of the experiment and control class. The mean score of experimental class post-test is 70.00 while control class is lower

which is 67.14. The standard deviation of experiment class is 8.165 and control class is 7.127.

Moreover, the standard error of mean from experiment class is 3.086 and the control group is 2.206. The independent sample test table indicates the result of t-test from post-test in experimental class and control class after giving the treatment to the experimental group. The independent sample test result p-value or sig 2-tailed (0,006). The researcher used  $\alpha = 5\%$  as the significant standard, therefore the null hypothesis is rejected, and the alternative hypothesis is accepted since the p-value or sig 2-tailed (0.006) is lower than  $\alpha = 5\%$  which means there is statistical significance on the result of post-test.

### **C. Discussion**

Based on the data collected, using the personal vocabulary note technique to teach vocabulary in narrative texts shows that students enjoy and are very interested. This is supported by the results of the pre-test and post-test. Students who are taught vocabulary using personal Vocabulary techniques are better than before

The researcher found that the students were enthusiastic, had fun and also enjoyed learning vocabulary. They follow the lessons respectfully and also discuss their personal vocabulary notes with their friends and help each other to make their own personal vocabulary notes.



In this section, the researcher discussed and compared the result of this research with some previous researcher that also used Personal Vocabulary Notes (PVN) as a technique in teaching vocabulary.

The researcher collected some informations after calculating and analysing the data obtained from the research. first, according to the hypothesis testing and the calculation of the effect size, personal vocabulary notes (PVN) was acknowledged as one of the techniques that can give significant impact on the teaching vocabulary but it can be implemented in learning and teaching in the school. the student were more excited to learn vocabulary by using personal vocabulary notes (PVN) because of its uniqueness. when they were involved to the learning process, personal vocabulary notes (PVN) guided them to be more creative and become more active in the class.

Second, the hypothesis that personal vocabulary notes (PVN) has significant effect student's vocabulary mastery at the intermediate class of English Conversation Club (ECC) was proved by result of the data analysis. Experiment class had mean score pre test and post test mean score control which was 69.1. experiment class has successful gained their score significantly in the post test after the treatment was given. The mean score of the post test experimental class was 87.8. both classes showed some improve on their vocabulary but experimental class showed better performance proved with higher post test result. To prove and support the interpretation, the t-test was conducted and it resulted that there is a

significant effect of personal vocabulary notes (PVN) to students' vocabulary knowledge. It resulted that the independent sample test results p-value significance 0.005 which  $H_a$  was accepted. Moreover, the effect size calculation put some more emphasize to the result. It showed that personal vocabulary notes (PVN) has modest effect to the students' vocabulary mastery. Thus, it proved that students who were taught vocabulary using personal vocabulary mastery (PVN) had better understanding and showed better result in the post-test. It can be concluded that personal vocabulary notes (PVN) had significant effect to student vocabulary mastery

As mentioned earlier, personal vocabulary notes (PVN) is categorized as one of the attractive techniques in teaching-learning. There were several studies examined personal vocabulary notes (PVN) technique to be used in teaching learning English especially vocabulary. Those studies were aimed to know the improvement of students' vocabulary. In terms of the result of the studies, all of relevant studies have been revealed that using personal vocabulary notes technique can enhance students' knowledge of vocabulary. This study also put an emphasize on using personal vocabulary notes (PVN), as one kind of technique, in teaching vocabulary. Here are the differences and similarities between this study and relevant previous studies.

Compared to the study conducted by Insan, it proved that using personal vocabulary notes (PVN) activity is effective in gaining students' knowledge of vocabulary. Students' active participation was also improved

by the existence of the technique. In addition, insan's method of the study was a classroom action research. However, besides its differences, this study also resulted that there is significant improvement on students' vocabulary knowledge.

The study conducted by Richard were used and calculated to investigate the improvement of students' vocabulary knowledge. This method of this study was also classroom action research, but this study used smaller samples. Richard used one class with 23 participant as the population to be examined. Significant improvement was showed by the presence of personal vocabulary notes activity in the teaching and learning activity. Furthermore, students' creativity also played in affecting the improvement. This study, which overcome the problem of learning vocabulary, also showed that there was significant difference in the result of students' performance.

This study presented relevant result to some previous study, although there were some differences between this study and the previous study. This study focused on the use of personal vocabulary notes activity in teaching vocabulary. Vocabulary is one the language component that should be mastered by student before having an ability in communicating a language. Therefore, personal vocabulary notes (PVN) activity was investigated in order to prove that it was statistically effective to be used as a useful tool building vocabulary.

## CHAPTER V

### CLOSING

#### A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. After getting the result of the study, the researcher concludes that personal vocabulary notes technique was effective on students' vocabulary understanding in narrative text. There are some significant differences between the experimental and control classes. In the result of the independent sample test result of the p-value sig(2-tailed) = 0.05. As the researcher used  $\alpha=5\%$  as the significance level, therefore, the p-value or sig (2-value) =0.05 So  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a significant difference between the students' who using personal vocabulary notes in narrative text and the students' who without using personal vocabulary notes in narrative text. In other words, personal vocabulary notes technique is found to be helpful and effective on students' vocabulary understanding in narrative text, especially the intermediate class of English Conversation Club (ECC).

Therefore, it can be concluded that the null hypothesis of the research is rejected and the alternative hypothesis is accepted. In the other words, it proved that personal vocabulary notes (PVN) have significant effect on the student vocabulary mastery at the intermediate class of English Vocabulary Notes (PVN) in academic year 2021/2022

## **B. Suggestion**

Based on the conclusion that had been written, the researcher would like to recommend some suggestion as follows:

1. English Teacher
  - a. The teacher should know the students' difficulties in vocabulary especially in term of noun and verb.
  - b. The teacher should use Personal Vocabulary Notes (PVN) as interesting technique in teaching vocabulary.
  - c. The teacher should give more exercises to the students in vocabulary, so they do not have any difficulties when doing exercise more.
  - d. The teacher should be creative to create a new media and new method in teaching English.
2. For researcher
  - a. The researcher should be more creative in creating media to teach and improve students' vocabulary
  - b. The researcher should be able to take the benefit of this research such as using this final project as a reference to do the research on vocabulary.
  - c. The researcher should be able to develop the use of Personal Vocabulary Notes (PVN) in teaching English.

In this research has not perfect yet, it is suggested for the future researchers to conduct further researchers in the same field,

especially on using Personal Vocabulary Notes (PVN) technique in teaching vocabulary. This research was very important because it will give some knowledge to the researcher. In order to know the benefits of using Personal Vocabulary Notes (PVN).

3. For student

Personal Vocabulary Notes (PVN) technique basically facilitates students to guide them in building vocabulary. This technique assist students creativity to rearrange letters to become a new word. Secondly, this technique encourages students to be more engaged with the text and also the student can practice this technique.

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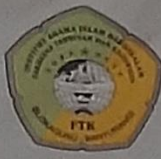
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# **APPENDIX**

## APPENDIX 1

### Research Certificate Letter



**INSTITUT AGAMA ISLAM DARUSSALAM**  
**IAIDA**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**TERAKREDITASI**  
**BLOKAGUNG - BANYUWANGI**

mal : Pon. Pea. Darussalam Blokagung 02/IV Karangdoro Tegalaru Banyuwangi Jawa Timur - 68491 No. Hp. 085286405313 , Website: www.iaida.ac.id , E-mail: iaidablokagung@gmail.com

Nomor : 31.5/273.23/TBIG/FTK/IAIDA/C.3/II/2022  
Lamp. : -  
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

**Ketua English Conversation Club (ECC) Putri Utara**

Di - Tempat

*Assalamu'alaikum warahmatullahi wabarokatuh*

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **AULA ASFAHANA**  
TTL : **Bnyuwangi, 09 Januari 2000**  
NIM : **18112210027**  
Fakultas : **Tarbiyah dan Keguruan (FTK)**  
Program Studi : **Tadris Bahasa Inggris (TBIG)**  
Alamat : **Sukorejo-Sukorejo-Bangorejo-Banyuwangi-Jawa Timur**  
HP : **085231848027**  
Dosen Pembimbing : **Ahmad Faruk, M.Pd.**

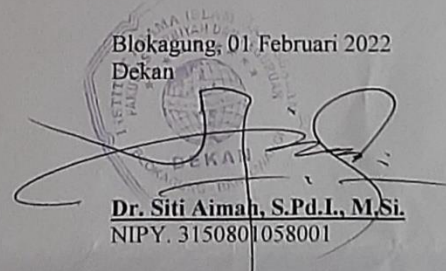
Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.  
Adapun judul penelitiannya adalah:

***The Effectiveness Personal Vocabulary Notes to Student Vocabulary in Narrative Text At The Intermediate Class At ECC in Academic Year 2021/2022***

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

*Wassalamu'alaikum warahmatullahi wabarokatuh.*


Blokagung, 01 Februari 2022  
Dekan



**Dr. Siti Aiman, S.Pd.L., M.Si.**  
NIPY. 3150801058001

## APPENDIX 2

### Research Certificate Letter



**ENGLISH CONVERSATION CLUB  
(ECC)**  
PONDOK PESANTREN DARUSSALAM PUTRI UTARA  
BLOKAGUNG, KARANGDORO, TEGALSARI, BANYUWANGI, JAWA TIMUR  
Office : AC Dormitory | Website : [dars.ecc.course@gmail.com](http://dars.ecc.course@gmail.com)

**SURAT KETERANGAN**  
**NO. 31.1/45/ECC/III/2022**

Yang bertanda tangan dibawah ini,

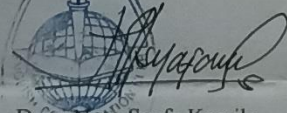
Nama : Dewi Naza Syafa Kamila  
Jabatan : Ketua ECC ( English Conversation Club) Course  
Menerangkan bahwa,

Nama : AULA ASFAHANA  
TTL : Banyuwangi, 09 Januari 2000  
NIM : 18112210027  
Fakultas : FTK (Tarbiyah Dan Keguruan)  
Progam Studi : TBIG (Tadris Bahasa Inggris)  
Dosen Pembimbing : Ahmad Faruq, M. Pd.

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di ECC( **English Conversation Club**) Course, Pondok Pesantren Darussalam Putri Utara Blokagung, Dengan Judul Penelitiannya adalah:

*The Effectiveness Personal Vocabulary Notes to Student Vocabulary in Narrative Text At The Intermediate Class At ECC in Academic Year 2021/2022*

Demikian surat keterangan ini dibuat dan dipergunakan semestinya.

Banyuwangi, 29 Maret 2022  
Ketua ECC  
  
Dewi Naza Syafa Kamila  
ECC



# APPENDIX 3

## Question

Some time in the distant past there was a delightful young lady, her name is Cinderella. She lived with her stride mother and her two step sisters. They were exceptionally bossy. Her mom was dead, so her dad had hitched the lady who she called as stepmother. Every one of the things about Cinderella was a slip-ups in her stepmother's eyes. Not just bossy lady, her stepmother was colddlooded and awful. She just gave all the decent things to her own little girls. No affection at all which Cinderella got.

Cinderella like a common hiring in her own home. No perk up by any means. No decent rests and solace place by any means. It was similar to a damnation. Cinderella just has a lovely feline. It was a clever and kind creature. It like a companion for Cinderella.

"Cinderella, come here revoking!" said her stepmother. "Yes mother?" addressed Cinderella. "Clean my room, and Bathroom, keep in mind cook for lunch, now!" "However mother, I'm wiped out!" said Cinderella. "I couldn't care less!" addressed her stepmother.

There was a welcome to every one of the young ladies in that town to go to the royal residence. Who's more, the fortunate young lady would wed with ruler. Neither her step sister was so glad nor her stepmother. They attempt to purchase an excellent new dresses, shoes, and all the delightful and extravagant stuffs. Cinderella even challenge ask to her stepmother, "Shouldn't something be said about me mother?" And the answer would be "Hey, you stupid Cinderella, you simply staying at home to clean all the room, wash all the plate, scour the floor! You realize that Cinderella, you are monstrous, and ruler never take a gander at you even a chomp!"

Cinderella hurried to her room and cried. "Gracious god, why they are so merciless. Help me!" Suddenly the stunning transpired, there was a burst of light and after that the pixie showed up. "Try not to be pitiful wonderful. I will help you!" said pixie.

The pixie changed Cinderella, she got to be wonderful with her new princess dress wear on. With an enchantment wand. The pixie make a lovely shoes by her enchantment wand. It was similar to a glass shoes.

Cinderella went to the ball by taking a pumpkin truck. Be that as it may, she must return before a midnight gone. Since the enchantment would be over then. At the point when Cinderella went to the dance floor at the lovely castle. The ruler so upbeat and affection at the initial introduction and said "she would be my wife!" But Cinderella was utilizing a cover on that gathering. "Who are you excellence?" asked ruler.

In any case, all sudden, the clock sound that midnight would over. It implied she must go home. She hurried to her pumpkin. "Hold up..." asked sovereign. Cinderella lost her cleared out side of her glass shoes. Yes, Cinderella just went and run. "I would discover you!" said ruler. He after that gathering, would go to discover a young ladies whose foot fits to the glass shoe.

Nobody can be fit to the glass shoe. Until he went to Cinderella's home. Be that as it may, her stepmother didn't permit Cinderella out from room. Sovereign was depressed that her step sisters was not that young lady. Until ruler saw Cinderella startlingly.

"Hey you, please come!" So amazingly that Cinderella is the singular case out of many others who can fit to the glass shoe. "You are that young lady, I accept!"

After that minute, the sovereign had hitched to Cinderella. What's more, they live cheerfully until the end of life.

1. What is the title of that text?

a. Cinderella  
 b. timun mas  
 c. princess  
 d. roro jonggrang

**Difficult word**

<input checked="" type="checkbox"/> Delightful	= Sangat menyenangkan
<input checked="" type="checkbox"/> hitched	= Menikahkan
<input checked="" type="checkbox"/> awful	= mengerikan
<input checked="" type="checkbox"/> decent	= sopan
<input checked="" type="checkbox"/> wicked	= nakal
<input checked="" type="checkbox"/> revoking	= memanggil
<input checked="" type="checkbox"/> full charge	= bertanggung jawab
<input checked="" type="checkbox"/> drenched	= basah
<input checked="" type="checkbox"/> workless	= tidak ada

2. What is the character of cinderella's step mother?

a. Kind  
b. Good  
 c. Cruel  
d. Friendly

3. How many step sisters that cinderella has?

a. Two  
 b. Three  
 c. Five  
 d. Seven

4. What kind of work that cinderella's step mother wants?

a. wash clothes  
 b. sleeping  
 c. watching tv  
 d. shopping

5. What cinderella has to go to a party?

a. expensive shoes  
b. cheap shoes  
 c. glass shoes  
 d. black shoes

6. why the prince asks cinderella to be his wife?

a. because she can fit glass shoes  
 b. because she is cruel  
 c. because she is the only woman in the party  
 d. because cinderella is friendly woman

7. who changed cinderella?

a. her step mother  
b. her step sister  
 c. her pixie  
 d. her parents

8. What kind of text above?

a. Descriptive text  
b. recount text  
 c. narrative text  
 d. Explanation text

9. How many people in that text?

a. 1  
b. 2  
 c. 3  
 d. 4

10. Who is the main character in that text?


a. step mother  
b. step sister  
 c. cinderella  
 d. stepmother

## APPENDIX 4

### Guidance Card

8/4/22, 9:11 AM SISTEM INFORMASI MANAJEMEN AKADEMIK (AIDA BLOKAGUNG)

NIM 18112210027  
NAMA AULA ASFAHANA  
FAKULTAS TARBIYAH DAN KEGURUAN  
PROGRAM STUDI S1 TADRIS BAHASA INGGRIS  
PERIODE 20212  
JUDUL



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	31 Mei 2022	31 Mei 2022	Finishing bab 1-5	bab 1-5
2	20212	03 April 2022	03 April 2022	Pengajuan Bab 1-5	Refisi Bab 1-5
3	20212	31 Maret 2022	31 Maret 2022	Pengajuan Bab 4	Refisi Bab 4
4	20212	29 Maret 2022	29 Maret 2022	Pengajuan Bab 1-3	Refisi bab 1-3
5	20212	20 Desember 2021	20 Desember 2021	Pengajuan Proposal Sekripsi	Proposal Sekripsi
6	20212	09 Desember 2021	09 Desember 2021	Pengajuan Reseach method	Research method
7	20212	02 Desember 2021	02 Desember 2021	Pengajuan Background of Study	bab 1
8	20212	27 November 2021	27 November 2021	Kordinasi Judul	judul

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Lembaga Bahasa	: ECC (English Conversation Club)
Kelas	: Basic
Mata Pelajaran	: English
Materi	: Writing and Reading Comprehension
Sub Materi	: <i>Narrative Text</i>
Pertemuan	: Ke - 3
Alokasi Waktu	: 60 Menit

#### A. Tujuan Pembelajaran

Selama dan setelah pembelajaran ini peserta didik dapat :

1. Menjelaskan tentang pengertian *Narrative Text*
2. Memahami tujuan dari *Narrative Text*
3. Menjelaskan ciri-ciri *Narrative Text*
4. Menjelaskan struktur teks dalam *Narrative Text*
5. Membuat contoh *Narrative Text*

#### B. Materi Pembelajaran

1. Pengertian  
Teks narasi adalah cerita non fiksi yang bisa berbentuk dongeng, mitos, cerita rakyat, cerita binatang, dan lain sebagainya.
2. Tujuan  
Untuk menghibur pembaca dengan sebuah cerita yang dibuat sedemikian hingga menarik.
3. Ciri- ciri teks narasi
  - a. Bentuk kalimat past tenses
  - b. Kata keterangan (*adverbs of time*) yang biasa digunakan di awal kalimat, seperti *long time ago, once, one, once upon a time.*
  - c. Terdapat potongan percakapan antar tokoh.

- d. Penggunaan kata sifat (*adjective*) untuk memberikan gambaran lebih rinci dalam bentuk frasa (*noun phrase*).
4. Struktur umum dalam teks narasi
  - a. Orientation
  - b. Complication
  - c. Resolution
5. Contoh *Narrative Text*

### **The Rabbit and the Turtle**

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

#### **C. Sumber Pembelajaran**

<https://akupintar.id/info-pintar/-/blogs/pengertian-narrative-text-lengkap-dengan-soal-dan-pembahasannya>

#### **D. Media Pembelajaran**

1. Blackboard
2. Picture for example writing

3. Lembar kerja siswa

**E. Metode Pembelajaran**

<b>NO.</b>	<b>Skenario Pembelajaran</b>	<b>Alokasi Waktu</b>
1.	<b>Pendahuluan</b> a. Perkenalan dan salam b. Mengabsen c. Apersepsi	10 Menit
2.	<b>Kegiatan inti</b> a. Menjelaskan pengertian teks narasi b. Menjelaskan tujuan dari teks narasi c. Menjelaskan struktur teks dalam teks narasi d. Membuat contoh dari teks narasi	40 Minutes
3.	<b>Penutup</b> a. Kesimpulan b. Evaluasi c. Berdo'a	10 Minutes

Blokagung, November 4<sup>st</sup> 2021

Mengetahui,

Guru pamong

Praktikan

**SILVIA FARIDATUL UMMAH**

**AULA ASFAHANA**



## **RINGKASAN MATERI**

### **TEKS NARASI**

#### A. Pengertian

Teks narasi adalah cerita non fiksi yang bisa berbentuk dongeng, mitos, cerita rakyat, cerita binatang, dan lain sebagainya.

#### B. Tujuan

Untuk menghibur pembaca dengan sebuah cerita yang dibuat sedemikian hingga menarik.

#### C. Ciri- ciri teks narasi

1. Bentuk kalimat past tenses
2. Kata keterangan (*adverbs of time*) yang biasa digunakan di awal kalimat, seperti *long time ago, once, one, once upon a time*.
3. Terdapat potongan percakapan antar tokoh.
4. Penggunaan kata sifat (*adjective*) untuk memberikan gambaran lebih rinci dalam bentuk frasa (*noun phrase*).

#### D. Struktur umum dalam teks narasi

1. Orientation
2. Complication
3. Resolution

#### E. Contoh teks narasi

### **The Rabbit and the Turtle**

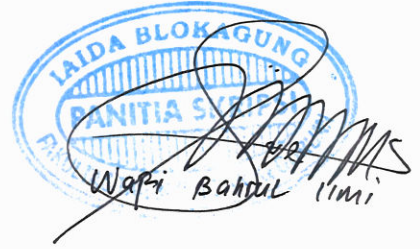
One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

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# Plagiarism Checker X Originality Report

**Similarity Found: 20%**

Date: Sunday, July 03, 2022

Statistics: 1953 words Plagiarized / 9918 Total words

Remarks: Medium Plagiarism Detected - Your Document needs Selective Improvement.

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CHAPTER I INTRODUCTION Research Background English as the international language that is used in every sector especially in education is also used as a foreign language in the curriculum and taught to students in Indonesia. In the teaching-learning process at school in English lessons, the teacher hopes the students can master the skills of the English language.

The English language has been commonly accepted as an active universal language in the world. People who study the English language consider it as their proficiency. Therefore, nowadays many people, particularly students, ought to master the English language. Mastering the English language is an important value for the students to have.

By mastering the language students can improve themselves both in academic and life skills. Once the students can comprehend it, he or they can be well-accepted by society. The language widely used as a means of communication in the world is English. It is an international language in the world. So, people need to learn it. Particularly in Indonesia, English is one of the foreign languages.

It is the most famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology, and art.

Documentation



## Profil

Aula Asfahana is the name of the author of is thesis. The author was Born to the couple Mr. Ahmad Suroso and Mrs. Binti Muti'atun. Writer was born in Banyuwangi on January 9, 2000. Author having its address at Sukorejo Village, Bangorejo District, Banyuwangi Regency, East Java. The author can be contacted via email

[aulaasfahana@gmail.com](mailto:aulaasfahana@gmail.com)

The History of formal education :

1. TK Dewi Sartika (2005-2007)
2. MI Al-Hikmah ( 2007-2012)
3. MTs Al-Amiriyyah (2012-2015)
4. MA Al-Amiriyyah (2015-2018)
5. IAI Darussalam (2018-now)

