

**IMPROVING THE TENTH GRADE STUDENTS' VOCABULARY  
ACHIEVEMENT AND STUDENTS' ACTIVE PARTICIPATION  
BY USING PERSONAL VOCABULARY NOTES (PVN)  
AT MA AL-FALAH KAJAR BONDOWOSO  
IN THE 2012/2013 ACADEMIC YEAR**

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***Abstract.** Vocabulary learning is one of the major challenges for language learners that face during the process of learning a language. One useful technique that used to build vocabulary and to assist students in becoming independent learners in learning a language was personal vocabulary notes. This article is intended to describe the research finding on the use of Personal Vocabulary Notes technique in improving the tenth grade student' vocabulary achievement and their participation. The design in this research was classroom action research. The criteria that used to determine the success of the implementation of the action are; (1) 70% of the students have achieved minimum requirement standard score that is 65. (2) 70% of the students are actively involved in the vocabulary teaching through Personal Vocabulary Notes technique. The primary data were obtained by using vocabulary test and classroom observation while the supporting data were obtained by using documentation. The results of the research showed that Personal Vocabulary Notes techniques could improve the students' vocabulary achievement and students' active participation.*

***Key Words :** Vocabulary achievement, students' active participation, Personal Vocabulary Technique.*

## **INTRODUCTION**

English is an international language in the world which is used as global communication among the countries to communicate or to understand each other. English has been taught to all students' levels, from the lower level up to the upper one. Apparently, One of the most important things that students should improve in learning English is vocabulary. Vocabulary has an important role in language learning especially for the second language learners. The role of vocabulary in language is as one of the essential pillars towards understanding. In other word, we are able to understand the language that used in communication with mastering the vocabulary.

A good mastery of vocabulary helps the learners to express their ideas precisely. If the learners know and master the vocabulary of certain language, the learners will be able to comprehend the reading materials, understand conversation,

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give response, speak fluently and communicate well. On the contrary, if the learners do not know the meaning of the words used by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information. It indicates that the more vocabulary we have, the more ability to use or to understand the language.

Generally, learning vocabulary is not easy for the students who are considered as young learners. Fardhani (2005:3) states if the students do not master enough vocabulary, they will experience difficulties to express and transform their ideas in spoken and written forms. In addition, Thornbury (2002:27), the research shows that words that are difficult to pronounce are more difficult to learn. Based on observation in the preliminary study, it was found that the same problem was also encountered by the class X B students who studied at MA Al-Falah Kajar Bondowoso. Most of the students still had difficulty in understanding and memorizing the words they have learned.

To overcome this problem, the researcher applied an interesting technique called Personal Vocabulary Notes Technique. This technique is really helpful for the students to remember the vocabulary they have learned, to motivate students in learning vocabulary and to ensure memory. According to Hornby (1995:280) a note is short written record to help memory. In addition, Boch and Piolat (2005:101) state that Note-takers take notes to fulfill two major functions: to record information and/or to aid reflection. Further, McCarten (2007:25) points out that a lot of vocabulary learning research points to the relative success of learners who are independent, devote time to self-study, use a variety of learning strategies, and keep good vocabulary notes.

From the above explanation, Personal Vocabulary Notes Technique is used in this research as an interesting technique to assist students in memorizing the vocabulary and increasing the students' active participation in teaching and learning process. It could be an effective solution for the researcher to cope the problems.

In this research, the procedures were elaborated in some variations based on the teachers' creativity in teaching vocabulary through Personal Vocabulary Notes Technique. The procedures were as follows:

1. The teacher explains about what vocabulary to teach.
2. The teacher explains about Personal Vocabulary Notes.
3. Give the students Personal Vocabulary Notes

4. Tell the students what they should do.
5. Engage the students in some kind of fluency activity
6. Suggest the students to write on PVN
7. Communicate to the partner
8. Teacher gives feedback to students
9. Teacher gives homework
10. Teacher Checks students' notes

The finding of the previous research is important to support the action as a reference. An experimental research was conducted by Apriani (2011) related to the application of Personal Vocabulary Notes Technique, which was used in the vocabulary teaching and learning process. The result showed Personal Vocabulary Notes Technique could improve the students' vocabulary achievement of the the eighth grade student of SMP Sriwijaya Negara Palembang .

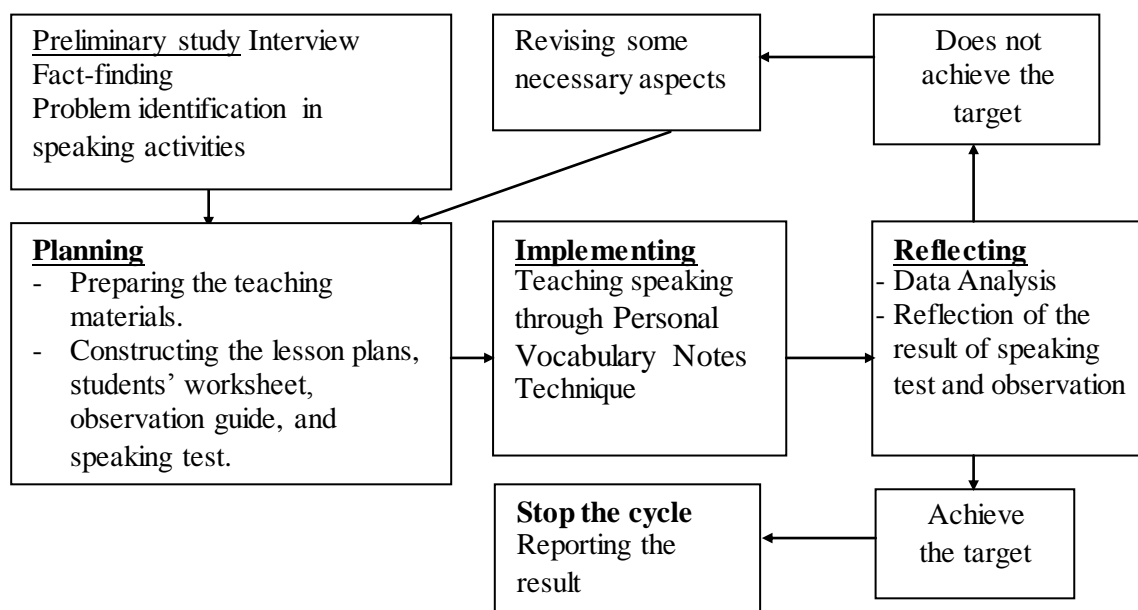
## **RESEARCH METHOD**

Classroom Action Research was applied in this research because it was intended to improve the tenth grade students' vocabulary achievement and students' active participation by using Personal Vocabulary Notes Technique at MA Al-Falah Kajar Bondowoso. According to Cohen (2007:297), a classroom action research can be used in almost any setting where a problem involving people, tasks and procedures cries out for solution. In this research, the classroom action research was applied to solve the students' problems in vocabulary.

This classroom action research was done collaboratively between the researcher and the English' teacher of MA Al-Falah Kajar Bondowoso.. The collaboration was done in preparing the material, discussing the problem faced by the students in vocabulary, finding the appropriate technique to overcome the problem, constructing the design of a classroom action research, carrying out the action in teaching vocabulary and doing classroom observation and reflection. This Classroom Action Research was conducted by using cycle model, in which each cycle covered four stages of activities. They were: (1) planning the action, (2) implementing the action, (3) observing and evaluating, and (4) analyzing the data and reflecting the action (Elliot, 1991:70). Each cycle was conducted in two meetings and the vocabulary test was given in the third

meeting after the actions are given. If the students' vocabulary test average by using Personal Vocabulary Notes Technique in the first cycle could not achieve the research criteria, the actions were continued to the next cycle. On the contrary, if the students' vocabulary test average score could achieve the standard score required of this research, the actions would be stopped. The actions were considered successful if 70% of the students get score at least 65.. The design of this classroom action research followed the model from Lewin, in Elliot (1991:70) and it was illustrated in the following diagram:

Diagram 1. The Design of Classroom Action Research



(Adapted from Lewin,in Elliot, 1991:70)

There were two kinds of data in this research, primary data and supporting data. The primary data were taken from vocabulary test and classroom observation, and the supporting data were taken from documentation. Speaking test was used to collect the primary data about students' speaking achievement. The primary data were used to know the students' vocabulary achievement and students' active participation through Personal Vocabulary Notes Technique, while supporting data is used to know about the total number and the names of the tenth grade students at MA Al-Falah Kajar Bondowoso in the 2012/2013 academic year.

## **RESEARCH FINDING AND DISCUSSION**

The first meeting was done on September 5<sup>th</sup>, 2012 and the second meeting was done on September 8<sup>th</sup> 2012. while the vocabulary test was conducted on September, 12<sup>th</sup> 2012. In the first meeting, the doer of the action was the English teacher as the researcher with the topic "First Day in School" while the collaborator as the third English teacher was as the observer. Meanwhile, the implementation of the action in the second meeting was done by the collaborator with the topic "Childhoods Memories whereas the researcher became the observer of the students' active participation in the teaching and learning vocabulary process by using observation guide.

Based on the result of class observation done in each meeting in the first cycle, it could be seen that there were only 56.5% of students or 13 students of 23 students who were categorized as active participant in the first meeting. Meanwhile, there were 64% of students or 16 students of 25 students who were categorized as active participant in the second meeting. It could be concluded that the average percentage of students' participation in the first cycle was 60.25%.

According to the evaluation of the students vocabulary test, the cycle in this research was considered successful if 70% of the students got score 65 or more ( $\geq 65$ ). In fact, there were only 56% of the students or 14 students of 25 students got score 65 or more ( $\geq 65$ ) and there were 44% of the students or 11 students of 25 students got score below 65 in the first cycle.

From the evaluation of both classroom observation and students' vocabulary test, it could be concluded that the results had not been achieved the successful criteria of the research yet. In other words, the implementation of the actions in the first cycle could not improve the students' vocabulary achievement and students' active participation. Then, it was necessary for the researcher to conduct the second cycle by revising the teaching technique of vocabulary in the first cycle.

The implementation of the actions in the second cycle was based on the rvision of first cycle. It was constructed collaboratively with collabolator by paying more intention to the weeknesees in the first cycle. It was expected by revising the way of doing the activities the students could improve both students' active participation and students' vocabulary achievement through Personal Vocabulary Notes Technique. The table below showed the revision of the actions in the first cycle.

Table 1. The Revisions of the Implementation of the Actions in Cycle 1

No	First Cycle	Second Cycle
1	The students get difficulties in classifying the verb, adverb, adjective and noun.	The teacher should explain to the students about verb, adverb, adjective and noun in detail so the students were able to understand and classify the words on their notes well.
2	The students cannot communicate well in partner.	The teacher should make a group in teaching vocabulary through PVN technique so the students were able to work effectively
3	The students do not write the words on their note.	The teacher should suggest and ask the students to write words on their note
4	The note was not arrange well	The teacher ask the students to arrange the notes well

The second cycle was conducted in three meetings. The actions were done collaboratively in two meetings. The first meeting was done September 15<sup>th</sup>, 2012 and the second meeting was done on September 19<sup>th</sup> 2012, while the vocabulary test was conducted on September 22<sup>th</sup>, 2012. In the first meeting, the collaborator carried out the actions by teaching vocabulary with the topic "Meeting Star" while the researcher was being the observer. Meanwhile, the implementation of the action in the second meeting was done by the researcher with the topic "Malaria whereas the collaborator became the observer of the students' active participation in the teaching and learning vocabulary process by using observation guide.

From The results of classroom observation done in each meeting in the second cycle, it was showed that there were 72% of students or 18 students of 25 students who were categorized as active participant in the first meeting. Meanwhile, there were 80% of students or 20 students of 25 students who were categorized as active participant in the second meeting. It could be concluded that the average percentage of students' active participation in the first cycle was 76%. It means that the result of classroom observation in the second cycle was fulfilled the successful criteria of the research.

These results of classroom observation described that there were an improvement in the first cycle to the second cycle. In the first meeting of the first cycle,

there were only 56.5% of the students who considered as active participants while in the second cycle, there were 72% of the students who considered as active participants. In the second meeting of the first cycle, there were only 60.5% of the students who considered as active participants while in the second cycle, there were 76% of the students who considered as active participants. We can clearly see the improvement of students' active participation from the chart below;

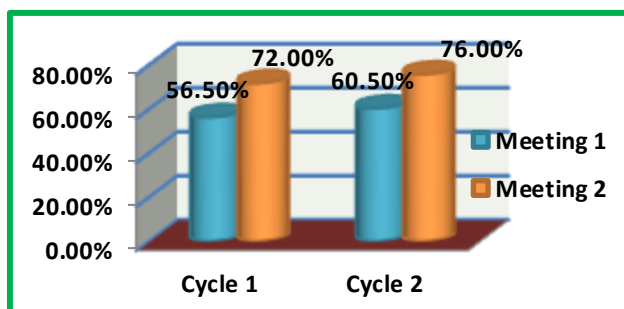


Chart 1. The Improvement of the Students' Active Participation of the First and Second Cycle in the First and Second Meeting.

Meanwhile, The results of vocabulary achievement test in the second cycle showed that 76% of the students or 19 students of 25 students has obtained the score 65 or more and there were only 24% of the students or 6 students of 25 students has obtained the score below 65. From this result, it could be concluded that the vocabulary achievement test in the second cycle had achieved the target requirement in this research. The criteria of success was 70% of the students obtained the score at least 65 in vocabulary achievement test. Hence, the action was stopped.

These results of vocabulary achievement test showed that there were improvements in the first cycle to the second cycle. In the first cycle, there were only 56 of the students who achieved the research criteria while in the second cycle, there were 76% of the students who achieved the research criteria.

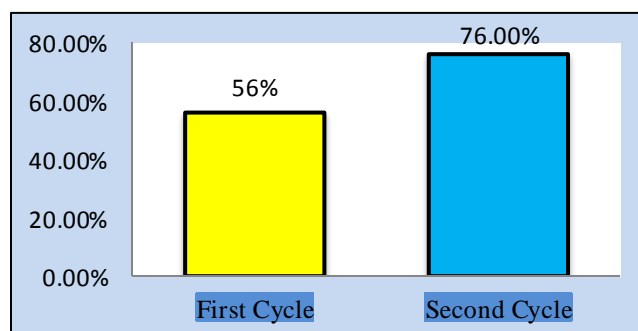


Chart 2. The Improvement of the Students' Vocabulary Achievement of the First Cycle and Second Cycle

After conducting two cycles in this Classroom Action Research, the evaluation showed that the use of the personal vocabulary notes technique could improve the students' vocabulary achievement and the students' active participation. By applying the personal vocabulary notes, the students got some benefits from the technique. The students could study and work cooperatively to overcome their problem in mastering vocabulary. The students shared their experienced and knowledge about new vocabularies. The students could share their opinion and idea with others and they worked together as a team to gain their own success. Personal Vocabulary Notes led the students to become an independent learner and encourage them to continue learning outside classroom. It also gave the students an opportunity to ensure long-term memory. Thornbury (2002:47) states that it is expected that the students are able to memorize the vocabulary inside and outside the classroom. It will lead them to become an independent learners that gives the students an opportunity to ensure long term memory.

The personal vocabulary notes technique became the solution for the students to increase their vocabulary during teaching and learning process. It created the environment where the students were able to increase and expand their vocabulary. It made the students to participate well in the class. They were able to answer the teachers' question and did the task from the teacher better. In short, the students were able to become an active participant during vocabulary teaching learning process. According to McCarten (2007:25) points out that a lot of vocabulary research points to the relative success of learners who are independent, devote time to self-study, use a variety of learning strategies, and keep good vocabulary notes.

Moreover, the teacher should aware about the steps and the things that should be done in applying the personal vocabulary notes technique. The teacher should be able to control students' activities during vocabulary teaching learning process. The teacher should assure that students were listing and writing the vocabulary on the notes. The teacher should give a feedback related to the vocabulary students learn. It made the teacher known that the students was really concern about the vocabulary their found. A positive reinforcement was needed in order to motivate the students that the activities they did so far was not useless. The teacher should realize the students that the activities students did, gave them positive contribution in developing personal ability, interacting



in social environment, respecting the divergent views, idea and opinion from others and increasing the vocabulary achievement.

## CONCLUSION AND SUGGESTION

Based on the results of vocabulary test that was done in the first Cycle and in the second Cycle, it could be concluded that the use of Personal Vocabulary Notes Technique could improve the tenth grade students' vocabulary achievement and the students' active participation at at MA Al-Falah Kajar Bondowoso.

Considering the results of the research, the researcher proposed some suggestions. 1) The English Teacher is suggested to use a personal vocabulary note as a technique for teaching vocabulary to improve the students' vocabulary achievement and students' active participation. 2) The students are suggested to improve their vocabulary achievement by listing and writing the vocabularies that they did not know the meaning on the notes. It would help them to memorize the words easier and it would encourage the students to continue studying outside the classroom. 3) The other researchers are suggested to conduct a classroom action research dealing with related problem to develop students' English skills and abilities for example, improving students' vocabulary achievement and students' active participation by using personal vocabulary notes technique.

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