ELEVATING VOCABULARY MASTERY OF TENTH GRADE STUDENTS THROUGH PERSONAL VOCABULARY NOTES METHOD AT SMKN 9 BANDAR LAMPUNG

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Abstract: This research aimed to improve students' vocabulary mastery by using Personal Vocabulary Notes (PVN) Technique at the tenth grade of SMKN 9 Bandar Lampung in the academic year 2022/2023. The subjects of this research were 33 students of X AKL. This research used Classroom Action Research (CAR) which was consisted of 2 cycles. In this research, the writer used test and non-test in collecting data. The test used in the research was vocabulary test cycle 1 and 2. Meanwhile in non-test, the writer used observation sheet. In analyzing data, this research used quantitative and qualitative data. The findings of this research showed Personal Vocabulary Notes (PVN) Technique improved students' learning activity and vocabulary mastery. It can be seen that the average score of each cycle was increased from vocabulary test cycle 1 to cycle 2. The first cycle was 70.60, there were 15 students or 45% who passed the Minimum Mastery Criterion (KKM). Meanwhile, the second cycle was 79.39, there were 26 students or 78% who passed the Minimum Mastery Criterion (KKM). The improvement can also be seen from the data result of students learning activity from cycle 1 to cycle 2. The average score of first cycle was 6.56 while in the second cycle was 7.51, it was from less active to active criteria. Therefore, it can be concluded that the implementation of Personal Vocabulary Notes (PVN) Technique is successful to improve students' vocabulary mastery at the tenth grade of SMKN 9 Bandar Lampung.

Keywords: Action Research, Personal Vocabulary Notes (PVN), Vocabulary Mastery

INTRODUCTION

Vocabulary is one of important aspect in learning a foreign language (Septiyana & Hastomo, 2023). With a limited vocabulary anyone will have a limited understanding in terms of speaking, reading, listening and writing. It is true that it might be impossible to learn a language without mastering vocabulary (Oktaviana & Hastomo, 2023). Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. According to Lewis (Lessard-Cloutson 2013) "lexis is the core or heart of language". Vocabulary is one of components of language. It means that without language people cannot communicate with each other both oral and in written form.

There are some factors why the students had difficulty in learning vocabulary, such as: first, the student cannot mention the words included in the

Parts of speech (Noun, Countable noun (Singular and Plural), Pronoun, Adjective, Verb, Adverb, Preposition, and Conjunction). Second, words that have several meanings make students confused and difficult. Those vocabulary problems must be solved because it can make the process of achieving a basic competency take longer. Another factor they cannot memorize vocabulary. They learn a new vocabulary but they tend to forget what they have learned after learning it. For English learners, the lack of vocabulary affects self-confidence in conveying their intentions or ideas, which results in "language delay" or the slow pace of someone learning a language (Maximilian, 2021).

Considering the problem above, teachers must be able to read what students want and need. They will also ensure that the methods used between each other require different "self approaching" (Subari, Hastomo & Novana, 2022). The learning process must varied, not monotonous, using a variety of teaching aids. One of strategy which can be applied in teaching vocabulary is Personal Vocabulary Notes (sorted into PVN). Kurzweil (2002) states that "Personal Lessard Vocabulary Notes (PVN) is a way of developing students' vocabulary in a personalized way while encouraging them to become autonomous learners". (Nation, I. S. P. 2001) states that students kept systematic records of their vocabulary learning by using notebooks and list. And, Fowle (2002) states that ocabulary notebook refers to a notebook kept by each learner specifically for the purpose of recording new and useful lexical items.

In the study by Joshua Kurzweil in 2002, a method called the Personal Vocabulary Notes (PVN) Technique is proposed, involving several steps. Initially, students are provided with a journal or paper dedicated to Personal Vocabulary Notes (PVN) to document new vocabulary items. In the context of monolingual Japanese classes, clear instructions are given for PVN usage. Students are advised to jot down unfamiliar English words in Indonesian, share them with a partner to facilitate communication, and subsequently verify the English equivalents (Yulistiani et al., 2020). Another instruction is to maintain an "English only" environment in the classroom. During fluency activities, students are encouraged to note down L1 words they struggle to express in English. As part of their homework, students are tasked with looking up the English translations of their recorded Personal Vocabulary Notes (PVN) and forming sentences with them. To manage the workload, teachers may suggest focusing on just a few PVN entries. The teacher then collects, reviews, and returns the Personal Vocabulary Notes (PVN) in the subsequent class. Students are encouraged to dedicate a section of their notebooks to PVN and engage in follow-up activities like peer teaching and reviews based on these notes (Wirdayarti, Istiara & Sutiyono, 2022).

Joshua Kurzweil's work in 2002 highlights several advantageous aspects of applying the Personal Vocabulary Notes (PVN) technique. Firstly, students exhibit notably higher motivation to retain their own PVN compared to memorizing vocabulary provided by textbooks or instructors. Secondly, PVN creates a

supportive mechanism that fosters the establishment of an "English only" classroom environment. Thirdly, PVN method caters to individual student requirements by encouraging them to seek out vocabulary relevant to their communication and personal experiences. Fourthly, the technique allows teachers to delve into complexity and depth without needing to fabricate context, as the students themselves generate it. Particularly in extensive multilevel classes, PVN offers educators an efficient means to give personalized attention and language feedback to individual learners. Fifthly, PVN imparts a profound understanding of vocabulary acquisition, providing contextualized feedback on word usage. Sixthly, PVN serves as an engaging platform to teach dictionary skills, as students independently research their chosen words. Furthermore, a collection of PVN enables instructors to utilize vocabulary for various teaching objectives, such as enhancing circumlocution skills, refining pronunciation (e.g., word stress), and exploring grammar (e.g., parts of speech). Lastly, PVN actively involves students in a cycle of identifying their linguistic needs, exploring language resources, applying newfound knowledge, and learning from errors (Dari et al., 2021).

Based on the advantages of implementing the Personal Vocabulary Notes (PVN) Technique in teaching vocabulary, it can be conclude that Personal Vocabulary Notes (PVN) Technique can make learning vocabulary more effectively. So, the aim of this research was to know how Personal Vocabulary Notes (PVN) Technique improved students' vocabulary mastery on the tenth grade of SMKN 9 Bandar Lampung in Academic Year 2022/2023.

METHOD

The researcher used Classroom Action Research (CAR) as a method to improve students' vocabulary mastery. Burn (2010) stated that: Action research is part of a broad movement that has been going on in education generally for some time (Susana et al., 2021). It is related to the ideas of reflective practice and the teacher as researcher. Action research involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts. In action research, a teacher becomes an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it.

According to McNiff (2002), classroom action research is a research design which refers to a practical way of looking at your own work to check that it is you would like to be. The researcher used classroom action research by Kemmis and Taggart in Burn (2010) model which consist of four steps, there are : planning, acting, observing, and reflecting. In this classroom action research, the researcher collected the data by using qualitative and quantitative method. The quantitative method was used to analyze data from instrument test. While, the qualitative was analyzed by using the descriptive qualitative method. The researcher used two cycles in the classroom action research. Each cycle consisted of three meetings. The sample of this research is the students of X class at SMKN 9 Bandar Lampung. the

instrument used in this classroom action research consisted of two assessment, such as students' observation sheet to asses students' learning activities, and the vocabulary test to asses students' learning result.

FINDING AND DISCUSSION

Research Findings

This research was conducted at the tenth grade of SMKN 9 Bandar Lampung, consisting of 33 students. This research implemented Personal Vocabulary Notes (PVN) Technique to improving students' vocabulary mastery. It was divided in two cycles. Every cycle was held in three meetings. Every cycle in this research consisted of series of steps, namely: Planning, Action, Observing and Reflecting. Result of the data from the cycle 1 and cycle 2 of the students' learning can be seen in the table below:

Table 1. Students' Learning Result in the Cycle 1 and Cycle 2

No	Cycle 1	Cycle 2	Information		
	Number of Student	% Completeness	Number of Student	% Completeness	
1	15	45%	26	78%	Complete
2	18	54%	7	21%	Incomplete

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 15 students with the percentage of 45%. It increased in cycle 2, the students who passed the test were 26 students with the percentage of 78%. It can be conclude that the implementation of Personal Vocabulary Notes (PVN) Technique could improve students' vocabulary mastery.

Table 2. Students' Learning Activities of Mean Scores

Cycle 1	Cycle 2	Improvement
Average Score	Average Score	
6.56	7.51	0.95

Based on the table of the table above, it can be seen that the average score of total score in cycle 1 was 6.56 (less active), while in cycle 2 the average score of total score was 7.51 (active). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.95. Therefore, it can be conclude that the students' learning activity in the class was improved from cycle 1 to cycle 2.

Discussion

Based on the observation of this research which had been done by the researcher, the researcher concluded that there was an improvement in the students' vocabulary mastery by using Personal Vocabulary Notes (PVN) Technique. Based on the data that had obtained from the test and observation sheet, the researcher found a positive in learning process especially in vocabulary by using Personal Vocabulary Notes (PVN) Technique. Personal Vocabulary Notes (PVN) Technique could help the students to remember the word and know the meaning of the word.

In the implementation of Personal Vocabulary Notes (PVN) Technique of the second cycle, the learning process was better than the first cycle. Most of the

students were more active and enthusiastic to follow the lesson in each meeting. It was proved by the average score of the students' learning activities in cycle 1, it showed the average score was 6.56. While, the students' learning activities of the second cycle was 7.51. The improvement of students' activities from cycle 1 to cycle 2 was 0.95. It showed that students' learning activity in each cycle was increased. By conducted the research through Personal Vocabulary Notes (PVN) Technique, it gave a positive effect for students' learning activities.

Personal Vocabulary Notes (PVN) Technique could facilitate students in learning vocabulary and make them enthusiastic, because Personal Vocabulary Notes (PVN) Technique made them interested in learning. Furthermore, Personal Vocabulary Notes (PVN) technique made some improvements in students' vocabulary mastery. It can be seen from the students' average score of each cycle. The average score of vocabulary test in cycle 1 was 70.60, it was low, the students who got >75 point only 15 students or 45% that passed the Minimum Mastery Criterion (KKM). While, the average score of vocabulary test in cycle 2 was 79.39, it was higher than cycle 1, it meant that the students who got >75 point were 26 students or 78% that passed the Minimum Mastery Criterion (KKM).

Based on the result, the researcher concluded that the implementation of Personal Vocabulary Notes (PVN) Technique in teaching and learning process improved the students' vocabulary mastery at the tenth grade of SMKN 9 Bandar Lampung.

CONCLUSION

After conducting the research of teaching English vocabulary at Vocational School, the conclusion is that implementation of Personal Vocabulary Notes (PVN) technique can improve the students' vocabulary mastery at the tenth grade of SMKN 9 Bandar Lampung Personal Vocabulary Notes (PVN) technique is very helpful and interesting for teaching and learning activity. There are several improvements reached by the students, not only in their academic scores but also in their behavior toward the lesson and learning process. In addition to the students' behavior in the classroom, some positive progress has been made to help them master the vocabulary taught. The more comfortable atmosphere in the classroom could have been created by Personal Vocabulary Notes (PVN) Technique. The students were more engaged, positive and eager to take part in lessons during the teaching and learning process. And also, they were not ashamed and afraid anymore.

The implementation of the Personal Vocabulary Notes (PVN) Technique is a valuable strategy for improving students' vocabulary acquisition. Effective integration involves teachers introducing and explaining the technique before learning begins, offering clear instructions for its purpose and usage. Engaging with PVN can enhance students' enthusiasm, motivation, attention, and learning eagerness, resulting in heightened language proficiency. This approach also fosters continuous improvement through learning materials and teacher guidance. For future research, scholars are encouraged to incorporate additional relevant theories when utilizing the PVN Technique, potentially leading to a deeper understanding of its impact on vocabulary mastery and contributing to the enhancement of

language learning methodologies.

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