



**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**

**THESIS**

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**ENGLISH EDUCATION PROGRAM  
ART AND LANGUAGE DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

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Composed to fulfill one of the requirements to obtain S1 Degree  
at the English Education Program, Language and Arts Education Department  
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## **DEDICATION**

This thesis is honorable dedicated to:

- 1) My beloved father H.M Sugianto and My Beloved mother Hj. Umami Hanim.
- 2) My beloved sister, Mega Sugiarti.

## **MOTTO**

“Nothing preaches better than the act”

(Benjamin Franklin)

“Education is what remains, if one has forgotten everything one learned in school”

(Albert Einstein)

**CONSULTANTS' APPROVAL**  
**IMPROVING THE TENTH GRADE STUDENTS' VOCABULARY**  
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## SUMMARY

**Improving the Tenth Grade Students' Vocabulary Achievement and Students' Active Participation by Using Personal Vocabulary Notes (PVN) at MA Al Falah Kajar Bondowoso;** Hendri Antoniosyola, 080210401064, 2012:50 pages; English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the tenth grade students' vocabulary achievement and students' participation at MA Al Falah Kajar Bondowoso in the 2012/2013 academic year. The subjects of this research were Tenth B ( $X^B$ ). This research was done in two cycles in which each cycle covered four activities namely: planning of the action, the implementation of the action, classroom observation and evaluation, analyzing the data and reflection. The primary data about the students' vocabulary achievement were collected by using vocabulary test, while students' participation were collected by using class observation. The criteria used as the main consideration to determine the success of the criteria were as follows: 1) 70% of the students have achieved minimum requirement standard score (KKM) that is 65 and 2) 70% of the students are actively involved in the vocabulary teaching and learning process using PVN technique. Meanwhile, the supporting data were collected by using interview and documentation.

The result of the vocabulary test after the action in the first cycle showed that the percentage of the students' who got score 65 or more ( $\geq 65$ ) was 56% (14 students of 25 students). The cycle in this research was considered successful if 70% of the students got score 65 or more ( $\geq 65$ ). It means that the target percentage of this research had not been achieved yet. The observation was conducted by using the observation checklist containing some indicators, namely: 1) Students' activities in finding the meaning of new words by communicating with partner, 2) Students' attention to the teacher explanation about new vocabulary, 3) Students' activities in writing the new words on the note and 4) The students' activities in answering the

teachers' questions. In the first cycle, the results showed that there were only 56.5% (13 students of 23 students) who were categorized as active participant in the first meeting. Meanwhile, there were 64% (16 students of 25 students) who were categorized as active participant in the second meeting. So, the average percentage of students' participation in the first cycle was 60.25%. It means that the result of process evaluation in the first cycle was not achieved the target of the research. Therefore, the actions were continued to the second cycle by revising the teaching technique in the first cycle. The revising teaching technique were:

1. The teacher explained 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 teacher made a group in teaching vocabulary through PVN technique so the students were able to work effectively
3. The teacher suggested and asked the students to write words on their note
4. The teacher asked the students to arrange the notes well.

Having conducted the action in the second cycle, the results of vocabulary test showed that the percentages of the students who got score 65 or more ( $\geq 65$ ) increased from 56% (14 students) in the first cycle to 76% (19 students) in the second cycle. The results of the classroom observation done in each meeting in the second cycle showed that there were 72% (18 students) that were categorized as active in the first meeting. Meanwhile, there were 80% (20 students) that were categorized as active participants in the second meeting. It could be concluded that the average percentage of students' active participation in the first cycle was 76%.

Based on the result of the research, it was known that the use of personal vocabulary notes could improve the students' vocabulary achievement and their active participation in the teaching learning process. It is suggested that the teacher should use various techniques of teaching for example personal vocabulary notes to improve students' vocabulary achievement and students' active participation. The students are suggested to be more active to improve their vocabulary achievement.



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First and foremost, I would like to express my greatest gratitude to Allah SWT, for blessing me and giving me strength so I can finish my thesis entitled **“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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I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, January 2013

Writer

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents some issues related to the topic of the research. They are background of the research, research questions, objective of the research, operational definitions of the term, significance of the research, and scope of the research.

### **1.1 Background of the Research**

Language is the basic skill that is needed for real communication among people and society. Language is used as an instrument to make a relationship with others. We are able to express our idea and deliver our message in writing and speaking by using the language. Unfortunately, there are thousands of languages used in the world and each language is different one and another. Every part of the country and certain area has their own language used among the citizen to communicate with each other. That's why we need to learn another language in order to communicate with people from other countries.

English is an international language in the world. English is used as global communication among the countries. Many countries use English as first language or second language to communicate or to understand each other. Therefore, it is important for us to learn English if we want to communicate with many people from many countries.

In Indonesia, English is considered as a foreign language. It is learned from elementary school up to university level. Apparently, one of the important things that students should improve in learning English is vocabulary. Budiyo as quoted in Kristina (2011:1) says that 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.

Therefore, mastering vocabulary is very important for the students who learn English as a foreign language. 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, give response, speak fluently and write some kinds of topic. 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. To master the vocabulary, the students need to memorize the new words they have learned. If the students are able to memorize all vocabulary they received, their vocabulary will improve. Apparently, the students get difficult to memorize the words because the words are quite different from those of their mother tongue. According to Thornbury (2002:27), the research shows that words that are difficult to pronounce are more difficult to learn.

Furthermore, the students usually do not be aware of how important to memorize the vocabularies they just learned in teaching learning process. The students usually only write the vocabularies they received from a teacher or a textbook but they are infrequent to remember the words. It happened because the students are careless about the importance of memorizing in learning vocabulary. Thornbury (2002:23) defines that to achieve the outcomes, the learners need not only to learn a lot of words, but also to remember them. It indicates that the students' vocabulary will improve if they remember the words in learning certain language. According to Gairns and Redman (1998:87) explain two types of memories; they are short term memory and long term memory. The short term memory refers to the brain's capacity to hold a limited number of items and information for periods of



time, in example, a few seconds, while long term memory has an enormous capacity and its content is durable overtime. In this case, the new words that are taught should be retained in long term memory rather than short term one. Therefore, it is necessary for the teacher to create opportunities in the classroom for students to practice and review what they have learnt as it will help the learners to ensure long term retention.

However, learning vocabulary is a hard task. Sometimes it can be frustrating and discouraging. That is why good teachers must be able to increase students' active participation, improve their vocabulary with appropriate strategies, and make the students learn more. According to Moore (2005:226), the strategies should be selected that best serve the delivery of content and achievement of the purpose and objectives. The teacher should choose the appropriate strategy to motivate the students' learning based on the situation in the classroom. The appropriate strategy can help the teacher in teaching learning process to improve students' ability. On the other hand, good strategy will help the students in improving their abilities of certain subject. In this matter, the researcher used personal vocabulary notes as a strategy to improve students' vocabulary achievement and students' active participation.

Kurzweil (2002) states that Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learner. PVN consists of the words that are unfamiliar for the students during teaching learning process. The notes contain the necessary words of each student in order to improve their vocabulary achievement in learning the language. Students are usually much more motivated to remember the words in their PVN than there are set of vocabulary items they have received from a textbook. PVN provides a motivating context for teaching because the students are researching their own words. It encourages students to find the vocabulary they need to communicate and talk about their experiences.

The preliminary study conducted on 28<sup>th</sup> July 2012 were to take information about students' ability in learning English during teaching learning activity in MA Al-Falah Kajar Bondowoso 2012/2013 academic year. From the preliminary study, it