



**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

**BY:
HENDRI ANTONIOSYOLA
080210401064**

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

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at the English Education Program, Language and Arts Education Department

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2013

DEDICATION

This thesis is honorable dedicated to:

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



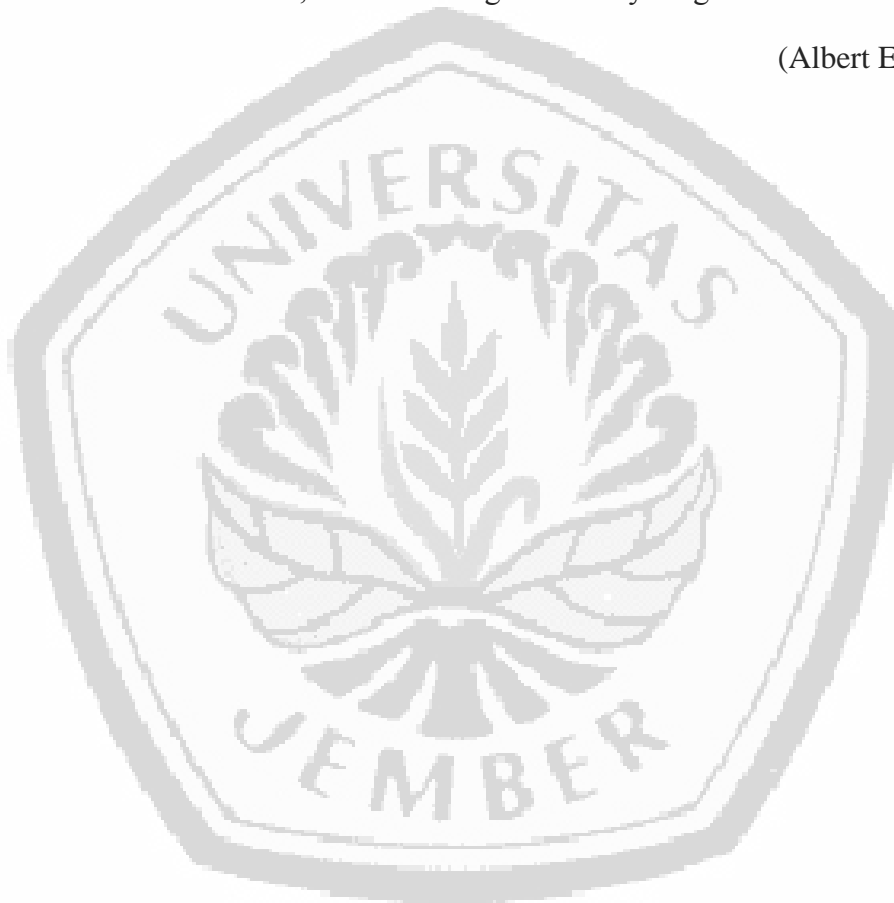
MOTTO

“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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THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

Name : Hendri Antoniosyola
Identification Number : 080210401064
Level : 2008
Place, Date of Birth : Bondowoso, October 13th, 1986
Department : Language and Arts
Program : English Education

Approved by

Consultan 1

Consultan II

Dra. Musli Ariani, M.App Ling
NIP. 196806021994032001

Drs. H. Sudarsono, MPd
NIP. 131993442

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Tuesday

Date : January 15, 2013

Place : The Faculty of Teacher Training and Education

Examiners team

The Chairperson

The Secretary

Drs. I Putu Sukmaantara, M.Ed
NIP. 196404241990021003

Drs. H. Sudarsono, MPd
NIP. 131993442

The Members:

- 1. Dra. Made Adi Andayani T,M.Ed**
NIP. 19630323 198902 2 001
- 2. Dra. Musli Ariani, M.App Ling**
NIP. 196806021994032001

The Faculty of Teacher Training and Education

The Dean,

Prof. Dr. Sunardi, M.Pd.

NIP. 1954051 198303 1 005

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 (≥ 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 (≥ 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 (≥ 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.”**

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Program of the Faculty of Teacher Training and Education;
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5. The examination committee;
6. The lecturers of the English Education Program who have taught and given me a lot of knowledge;
7. The Principal, the English teacher, and the tenth grade students of MA Al-Falah Kajar Bondowoso who have helped and participated willingly to involve in this research.
8. My friends; M. Arif Efendi and Shofwan Hamid who always help and accompany me in doing my thesis.

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

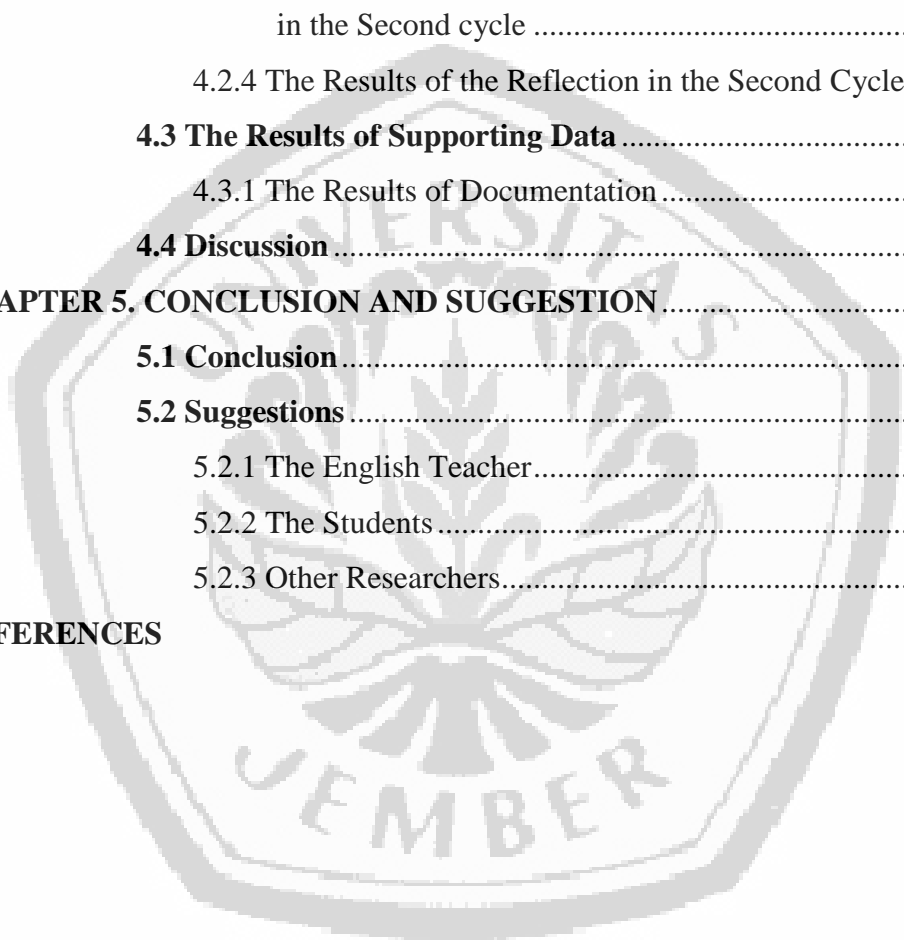
Writer

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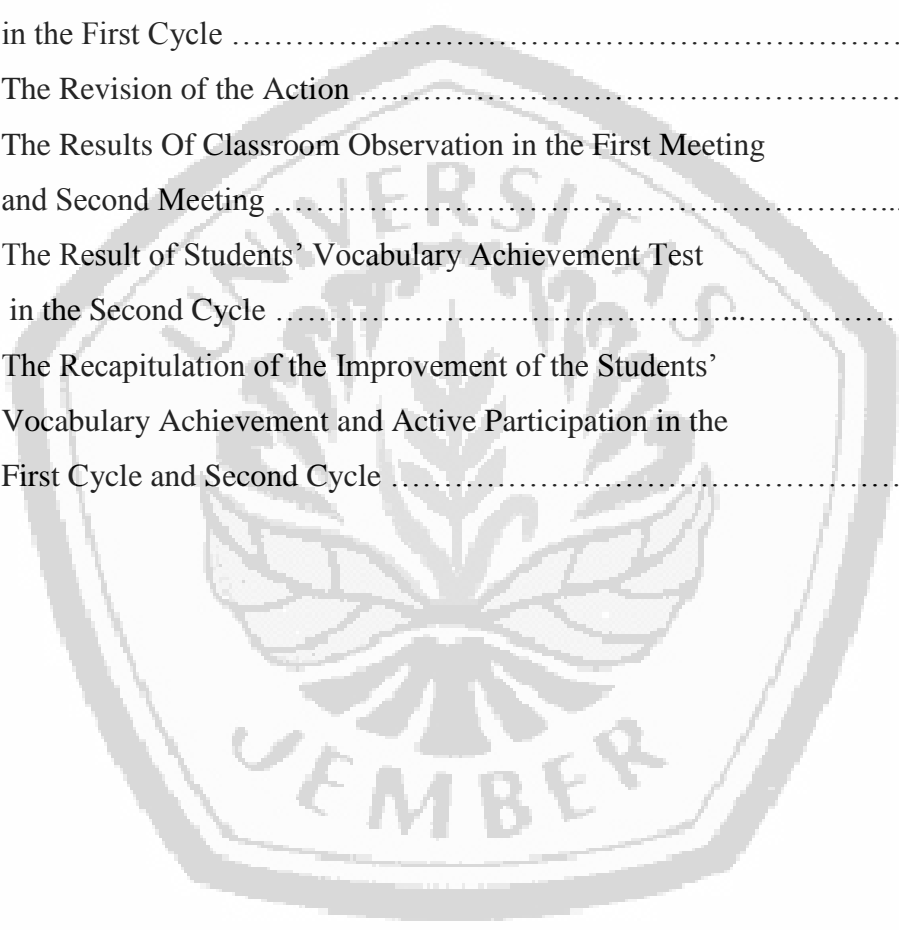
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