

The Effect of Personal Vocabulary Notes Technique Toward Students' Vocabulary Achievement

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ABSTRACT

This research presented The Effect of Personal Vocabulary Notes Technique toward Students' Vocabulary Achievement at the Second Grade of Pesantren Darul Istiqamah Amomotu. This research used quasi experimental design, divide into two groups: Experimental Class and Control Class. The researcher collected the data by giving pre-test in class to know students' prior knowledge then giving treatment and post-test in which the researcher conducted teaching and learning process by Personal Vocabulary Notes Technique. The researcher use formula two-tailed test to analyze the result of the research whether there was an effect between students' vocabulary after analyzing the data. The result of this research was an effect of PVN (Personal Vocabulary Notes) Technique toward Students' Vocabulary Achievement at the Second Grade of Pesantren Darul Istiqamah Amomotu. It could be seen of the mean score post-test of the control class 66.07 was higher than the mean score post-test of the experimental class 77.86. The result showed that $T\text{-test} > T\text{-table}$ $26.80 > 2.16$. The alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. This study contributes to educational practices by examining a specific method (Personal Vocabulary Notes) that can enhance vocabulary learning. As it proven effective, this technique could be implemented more widely in classrooms to improve language acquisition.

Keyword: Personal Vocabulary Notes (PVN), Vocabulary.

INTRODUCTION

Communication is essential for human interaction and is facilitated by language. English, an international language, is taught in Indonesia at various levels of education. Students must master four English language skills: reading, listening, speaking, and writing. Vocabulary is a crucial aspect of these skills, encompassing pronunciation, grammar, and other language elements. Without vocabulary, students struggle to understand English and transfer

knowledge effectively. Without vocabulary, students struggle to comprehend words or sentences, and often struggle to compose sentences or phrases in speaking, writing, and reading. Therefore, improving vocabulary is crucial for language learning and overall language competence.

The teaching objective is to help students understand and comprehend English meanings orally and literally, express ideas using various vocabulary, and arrange

words in a systematic way in spoken and written forms. Vocabulary acquisition is essential for successful foreign language use and plays a crucial role in forming complete spoken and written texts. Research shows that second language readers rely heavily on vocabulary knowledge, and the lack of it is the main obstacle for them to overcome.

A researcher conducted an interview at MTS Darul Istiqamah Amomotu with an English teacher. The teacher found that students often struggled with translating sentences due to a lack of vocabulary, remembering new words, and answering examination questions correctly. The teacher typically used conventional methods, such as giving meanings or asking students to look up in the dictionary. The researcher proposed the Personal Vocabulary Notes (PVN) technique as an effective and interesting way to overcome these problems. PVN is a good technique for teaching English and can be used by teachers to increase their teaching techniques and help students improve their vocabulary.

Personal Vocabulary Notes (PVN) is a language learning technique that encourages students to find the vocabulary they need to communicate and discuss their experiences. It is an alternative to communicative learning and helps students learn effectively without making them boring or scared. The technique encourages students to come to lessons ready, motivated to listen and increase with the teacher's presentation. Introduced by Joshua Kurzweil in Kansai University Osaka, Japan, PVN focuses on developing

student vocabulary in a personalized way and encouraging them to become autonomous learners.

The researcher aimed to investigate the effectiveness of the Personal Vocabulary Notes (PVN) technique in improving students' vocabulary at MTS Darul Istiqamah Amomotu's second grade. The research focused on the use of nouns and verbs to teach vocabulary. The research aimed to determine if the PVN technique had a positive effect on students' vocabulary achievement. The scope of the study was to provide useful explanations for teaching vocabulary using PVN. The findings are expected to serve as a reference for other researchers in English teaching learning processes. The study's results are expected to be beneficial for students, teachers, and readers.

Previous research has explored the use of Personal Vocabulary Notes (PVN) to enhance students' vocabulary. Yulianti's 2015 study used a pre-experimental method with a pre-test and post-test design to determine the effectiveness of PVN in teaching English vocabulary. The study involved 33 Year-8 students from SMP Negeri 1 Sambas, with a mean score of 72.12 higher than the pre-test score of 57.27. The effect size of the treatment was 1.89, indicating its effectiveness. Antoniosyola's 2013 study focused on improving the vocabulary achievement and active participation of Tenth Grade students at Ma Al-Falah Kajar Bondowoso. The research involved two cycles, covering planning, implementation, classroom observation and evaluation, data analysis, and reflection. Both studies highlight the

potential of PVN in improving students' vocabulary skills.

Data was collected through vocabulary tests and class observation, with 70% of students achieving a minimum requirement standard score (KKM) of 65 and actively participating in the vocabulary teaching process using PVN technique. Supporting data was collected through interviews and documentation. The research was conducted using Classroom Action Research (CAR) and Personal Vocabulary Notes. The study was conducted in two cycles, each consisting of three meetings. The results showed an improvement in students' scores from the first orientation test to the third test in cycle-II test. The teaching learning activities ran well, with students being more active and enthusiastic during the second cycle. The use of personal vocabulary notes significantly improved students' vocabulary

From the researcher's The first research used the Personal Vocabulary Notes (PVN) technique and vocabulary test, while the second research used a quasi-experimental research design and a questionnaire. The third research, conducted in first grade students at SMP Santa Maria Medan, used Classroom Action Research (CAR) and a vocabulary test. The differences between the two researches were in the research design, instrument, and population. The first research focused on improving students' vocabulary in nouns, while the second research used a pre-experimental research design. The third research used a questionnaire, while the fourth used a

pre-test and post-test. The differences between the two researches were in the population of the study, the instrument used, and the research design. The findings highlight the similarities and differences between the two researches in their methods and approaches.

Vocabulary is a list of words and their combinations in a language, essential for learners to use in various needs, especially academic ones. Teachers can apply vocabulary learning in classroom activities based on students' language proficiency levels. Vocabulary knowledge is not a fully mastered skill but expands and deepens over time. It is acquired incidentally through indirect exposure to words and intentionally through explicit instruction and word learning strategies. Famir (2005:11) defines vocabulary as the contents and punctuations in a language, learned in complete sense, meaning words that have meaning when heard or shown.

Similarly, in the dictionary of Vocabulary is the content and function words of a language, which are learned thoroughly and become part of a child's understanding of speaking, reading, and writing. It can be a list of words and phrases, organized alphabetically and defined as a dictionary, glossary, or lexicon. It can also include all words used by a particular person, class, or profession, and sometimes all words recognized and understood by them, even if not necessary. Good in Mulbar (2007:8) further defines vocabulary as the content and function words of language, which are learned so strongly that they become part of a

child's understanding of spelling, letter reading, and writing.

Vocabulary refers to words that have meaning in communication, both speaking and writing. According to Merrill Schell in Sabaruddin (2003:6), vocabulary can be classified into active, reserve, and passive categories. Active vocabulary is commonly used in speaking, while passive vocabulary is vaguely recognized but not used in speaking or writing. Vocabulary is divided into active and passive categories. To teach vocabulary effectively, it is crucial to identify the difficulties faced by students. Factors such as pronunciation, spelling, length and complexity, grammar, and meaning can make some words more difficult to learn. Pronunciation-difficult words are more difficult to learn, especially those with unfamiliar sounds. Spelling-difficult words, such as foreign and honest, are particularly problematic. Long words are generally easier to learn than short ones, but high-frequency words are often short in English. Grammar can also be problematic when associated with words, especially if it differs from their first language equivalent.

Vocabulary learning strategies are essential for language learning and general learning strategies. Some effective strategies include mnemonics, word cards, guessing from context, dictionaries, and Personal Vocabulary Notes (PVN). Mnemonics involve creating images that connect the pronunciation of a second language word with the meaning of a first language word. Word cards are a rewarding and effective method for vocabulary learning, especially for those who

find it difficult to imagine.

Guessing from context is a useful skill for learners to acquire and apply both inside and outside the classroom. Dictionaries can be used as a last resort when guessing from context strategies fail, but their usefulness depends on learners' ability to access information quickly and accurately.

PVN is a problem-solving technique that encourages students to create their own vocabulary and remember the vocabulary they keep in their notebooks. This approach helps students become autonomous learners and maintains an "all English" atmosphere in the classroom. In monolingual classes, students can use PVN to communicate, while reading can be easier to understand in multilingual classes. PVN can also act as a "safety valve" to lower student frustration when they have difficulty expressing themselves.

Creating the need

To effectively implement Picture-Verb-Narrated (PVN) in a classroom, students must first feel the need to learn vocabulary. Teachers can focus on fluency tasks that require vocabulary that students may not have, adjusting the activity to the student's level. Encourage students to write PVN while speaking to improve their vocabulary and maintain a habit of using "easy English." Teachers should also set a daily journal with a section for PVN, along with class notes and homework, to organize the method. Discourage dictionary use during communication activities to prevent disruptions. Teachers should remind students that they can check

later and not to stop conversations.

When correcting PVN, teachers should focus on what the students are trying to say and avoid teaching additional information related to the words. They should check that the sentences are grammatically correct and naturally express the students' ideas. The goal is to teach students the most natural English for their conversational situation, such as in class or chatting with friends.

Kurzweil (2002) highlights the advantages of using Personal Vocabulary Notes (PVN) in the classroom. PVN helps establish bilingual classes, enhances fluency in speaking and listening, motivates students to remember vocabulary, and encourages them to find new words. It addresses individual students' needs by encouraging them to find the vocabulary they need to communicate and discuss their experiences. Teachers can address complexity and richness without inventing contexts, especially in large multiple-class classes. PVN provides contextualized feedback on students' vocabulary use, providing a deeper understanding of vocabulary learning. It also provides a motivating context for teaching dictionary skills, circumlocution skills, pronunciation, and grammar. Overall, PVN encourages students to research language, try it out, and learn from their mistakes.

METHODOLOGY

This research utilized a quantitative, quasi-experiment design with pre-test and post-test control group design. Purposive sampling was used to select two classes, the experimental and control, each given a pre-test and post-test. The experimental class was

treated using the Personal Vocabulary Notes (PVN) Technique, unlike the control class. The research classified variables into independent and dependent variables. The independent variable was the PVN Technique in learning, while the dependent variable was students' vocabulary. The population consisted of 28 students from the second grade of MTS Darul Istiqamah Amomotu. The study aimed to explore the influence of specific treatments on students' vocabulary.

The research involved purposive sampling, using two classes, VIII A and VII B, consisting of 28 students. The sample was a vocabulary test, consisting of 40 items in multiple-choice tests, used in pre-test and post-test to measure students' vocabulary. The Kolmogorov-Smirnov (K-S) test was used to assess normality, comparing the scores in the sample to a normally distributed set of scores with the same mean and standard deviation.

The primary aim of homogeneity testing was to verify that all units of the certified reference material (CRM) were considered "identical" when a batch certification is envisaged. The Levene test was used to test both experiment and control classes.

Validity is a measure that indicates the levels of validity of an instrument, with content validity focusing on whether the instrument covers all variable contents, construct validity referring to whether a researcher can draw conclusions about test scores related to the concept being learned, and criterion validity assessing any other

instrument measuring the same variable.

In this research, construct validity was emphasized to know the validity of the instrument test, which was measured using SPSS V 22. The data was obtained through pre-test and post-test tests, which were applied in both experimental and controlled classes to measure students' achievement. The results of the tests were used to measure the effect of Personal Vocabulary Notes (PVN) in an experimental class.

FINDINGS AND DISCUSSION

Research Findings

This study involved the researcher's participation in two distinct classes, specifically the experimental class and the control class. This study presents the findings of the analysis on the implementation of the PVN technique as a pedagogical approach for vocabulary instruction. Within the experimental class, the PVN approach was implemented as a therapeutic intervention. Meanwhile, the control class was instructed using traditional methods, comprising primarily of lectures and practical exercises. The data presented here include the outcomes of the vocabulary test administered to students. The entire sample size consists of 14 students from class A as the experimental

group and 14 students from class B as the control group. There were total of 6 sessions for the experimental class and 6 sessions for the control class. That encompasses both a pre-test and a post-test.

Table 1 The Score of Students' Pre-test and Post-test

No	Initial of Respondens	Pre-test	Post-test
1.	HF	45	65
2.	M	70	70
3.	NR	75	90
4.	NQ	45	55
5.	NHR	30	50
6.	RMS	65	70
7.	ZJ	60	80
8.	D	65	75
9.	DA	55	65
10.	S	65	70
11.	SM	55	65
12.	SR	55	70
13.	M	35	40
14.	FB	40	60

The table 1 indicates that the minimum score achieved in the pre-test was 35, the mean score achieved in the post-test was 40, and the maximum score achieved in the pre-test was 75, and the post-test was 90. It may be concluded that the minimum score on the pre-test was lower than on the post-test.

Table 2 Value Distribution of Students' Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	1	7.1	7.1	7.1
35	1	7.1	7.1	14.3
40	1	7.1	7.1	21.4
45	2	14.3	14.3	35.7
55	3	21.4	21.4	57.1
60	1	7.1	7.1	64.3
65	3	21.4	21.4	85.7
70	1	7.1	7.1	92.9
75	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Among the students, one scored 30, 7.1%; one scored 35, 7.1%; one scored 40, 7.1%; two students scored 45, 14.3%; three students scored 55, 21.4%; one student scored 60, 7.1%;

three students scored 65, 21.4%; one student scored 70, 7.1%; and one student scored 75, 7.1%.

Table 3 Value Distribution of Students' Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	7.1	7.1	7.1
	50	1	7.1	7.1	14.3
	55	1	7.1	7.1	21.4
	60	1	7.1	7.1	28.6
	65	3	21.4	21.4	50.0
	70	4	28.6	28.6	78.6
	75	1	7.1	7.1	85.7
	80	1	7.1	7.1	92.9
	90	1	7.1	7.1	100.0
Total		14	100.0	100.0	

As shown in table 4.3, one student scored 40 (7.1%), one student scored 50 (7.1%), one student scored 55 (7.1%), one student scored 60 (7.1%), three students scored 65 (21.4%), four students scored 70 (28.6%), one student scored 75

(7.1%), one student scored 80 (7.1%), and one student scored 90 (7.1%).

Students' Classified Score on Pre-test and Post-test

Table 4. Students' Classified Score on Pre-test

No	Score	Frequency	Percentage (%)	Classification
1.	90-100	0	0%	Very High
2.	70-89	2	14,3%	High
3.	50-69	7	50%	Enough
4.	0-49	5	35,7%	Low
	Total	N=14	100%	

According to the results of the first pre-test, 5 students achieved a score between 0 and 49, which corresponds to a percentage of 35.7%. This suggests that their classification scores were poor. Within the second group, 7 students achieved a score of 50-69, indicating that their

classification was sufficient. Additionally, 2 students obtained a score of 70-89, indicating a high classification. No students achieved a score of 90-100, indicating a very high classification.

Table 4.5 Students' Classified Score on Post-test

No.	Score	Frequency	Percentage (%)	Classification
1.	90-100	1	7%	Very High
2.	70-89	6	43%	High
3.	50-69	6	43%	Enough
4.	0-49	1	7%	Low
	Total	N=14	100%	

According to the results of the first post-test, one student achieved a score ranging from 0 to 49, representing a percentage of 7%. This value suggests that their classification was low. Out of the second group, 6 students achieved a score of 50-69, which accounts for 43% of the total. Another 6 students achieved a score of 70-89, also representing 43% of the total. One student achieved a score of 90-100, representing 7% of the total in the very high category.

Pre-test and Post-test of Experimental Class

Ascertain the efficacy of the PVN technique in vocabulary, the teacher administered two exams. The initial test was administered prior to the therapy, while the second test was administered post-treatment to compare the students' performance on the two assessments. The subsequent subsections include the scores of each test.

Table 6 The Score of Students' Pre-test and Post-test

No	Initial of Responden	Pre-test	Post-test
1.	AC	65	90
2.	AN	55	75
3.	GA	40	80
4.	I	60	95
5.	M	65	80
6.	NL	55	70
7.	PPP	50	75
8.	R	40	55
9.	RF	60	85
10.	R	20	60
11.	RA	60	85
12.	SH	55	85
13.	SR	65	75
14.	UH	50	80

Statistical table 6 indicates that the minimum score achieved in the pre-test was 20, the maximum score achieved in the post-test was 55, and the maximum score achieved in the pre-test was 65 and the post-test was 95. Thus, it may be concluded that the minimum and maximum scores in the post-test were greater than those in the pre-test.

The Characteristics of Students' Pre-test and Post-test

The table below showed the data of students' pre-test before they were given treatment by using PVN and students' post-test after they were given post-test.

Table 7. Value Distribution of Students' Pre-test pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20	1	7.1	7.1	7.1
40	2	14.3	14.3	21.4
50	2	14.3	14.3	35.7
55	3	21.4	21.4	57.1
60	3	21.4	21.4	78.6
65	3	21.4	21.4	100.0
Total	14	100.0	100.0	

The table 7 showed that 1 student got 20 (7,1), 2 students got 40 (14,3%), 2 students got 50 (14,3%), 3 students got 55 (21,4%), 3 students got 60 (21,4%), 3 students got 65 (21,4%).

Table 8 Value Distribution of Students' Post-test post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55	1	7.1	7.1	7.1
60	1	7.1	7.1	14.3
70	1	7.1	7.1	21.4
75	3	21.4	21.4	42.9
80	3	21.4	21.4	64.3
85	3	21.4	21.4	85.7
90	1	7.1	7.1	92.9
95	1	7.1	7.1	100.0
Total	14	100.0	100.0	

The table 4.8 showed that 1 student got 55 (7,1%), 1 student got 60 (7,1%), 1 student got 70 (7,1%), 3 students got 75 (21,4%), 3 students got 80 (21,4%), 3 students got 85

(21,4%), 1 student got 90 (7,1%), 1 student got 95 (7,1%).

Students' Classified Score on Pre-test and Post-test

Table 9 students' classified score on pre-test

No.	Score	Frequency	Percentage (%)	Classification
1.	90-100	0	0%	Very High
2.	70-89	0	0%	High
3.	50-69	11	78,6%	Enough
4.	0-49	3	21,4%	Low
	Total	N=14	100%	

Base on the finding of students' classified score in pre-test the first, there were 3 students got 0-49 with percentage 21,4%, that indicated their classification was low. The second, 11 student got 50-69 with percentage 78,6% that indicate their

classification was enough, 0 student got 70-89 with percentage 0% that indicate their classification was high, 0 student got 90-100 with percentage 0% that indicate their classification was very high.

Table 10. Students' Classified Score on Post-test

No	Score	Frequency	Percentage (%)	Classification
1.	90-100	2	14,3%	Very High
2.	70-89	10	71,4%	High
3.	50-69	2	14,3%	Enough
4.	0-49	0	0%	Low
	Total	N=14	100%	

According to the results of the first post-test, none of the pupils achieved a score between 0 and 49, indicating a low categorization status. Within the second group, two students achieved a score of 50-69, representing 14.3% of the total. This score indicates that their classification was sufficient. Additionally, ten students obtained a score of 70-89, representing 71.4% of the total. Furthermore, two students achieved a score of 90-100,

representing 14.3% of the total, indicating their classification as extremely high.

4 Descriptive Analysis

After calculating the data between pre-test and post-test, it could present the data result of descriptive statistic pre-test and post-test in the following table

Table 11. Descriptive Statistic Control Class

Descriptive Statistics

		pre-test	post-test
N	Valid	14	14
	Missing	0	0
Minimum		30	40
Maximum		75	90
Mean		54.29	66.07
Std. Deviation		13.567	12.431

Table showed that analysis by using descriptive analysis it was found that minimum of pre-test (30) and a minimum of post-test (40), maximum of pre-test (75) and maximum of post-test (90), mean of

pre-test (54.29) and mean of post-test (66.07), the standard deviation of pre-test (13.567) and standard deviation of post-test (12.431)

Table 12. Descriptive statistic experiment class

Descriptive Statistics

		pre-test	post-test
N	Valid	14	14
	Missing	0	0
Minimum		20	55
Maximum		65	90
Mean		52.86	77.89
Std. Deviation		12.514	10.869

The descriptive analysis displayed in Table 4.12 revealed the minimum pre-test score (20) and minimum post-test score (55), maximum pre-test score (65) and maximum post-test score (95), mean pre-test score (52.86) and mean post-test score (77.89), as well as the standard deviation of pre-test (12.514) and standard deviation of post-test (10.869). The results presented above indicated that the post-test scores were greater than the pre-test levels. This implies that there was a disparity in the scores achieved by the pupils on

the pre-test and post-test. Prior to hypothesis testing, the data underwent an assessment of the normality of both the pre-test and post-test data. The table below displays the normal distribution of the data before and after the test.

Hypothesis Testing

After conducting the computation of normality test, it can be continued with hypothesis testing to prove whether there was an effect of using PVN toward students' vocabulary. The result of the tasting hypothesis can be seen in the table below:

Table 13. Summary of Statistic Data as a result of Hypothesis Testing
 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Experiment	14	77.86	10.869	2.905
Control	14	66.07	12.431	3.322

One-Sample Test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Experiment	26.803	13	.000	77.857	71.58	84.13
Control	19.887	13	.000	66.071	58.89	73.25

The tables above indicate that the average score of the experimental class is 77.86, with a standard deviation of 10.869, whereas the average score of the control class is around 66.07, with a standard deviation of 12.431. The likely significance level (two-tailed) is 0.000. Therefore, the acceptance of H1 was supported by the fact that a Ttest score of 26.803 > Ttable score of 2.16 indicates that the application of PVN technique had an impact on

the vocabulary of second-grade children at MTS Darul Istiqamah Amomotu.

Discussion

This work introduced a Picture-Visual Network (PVN) as a pedagogical tool for teaching vocabulary to students during the learning process. Based on the research findings, it was observed that pupils who were taught utilizing the PVN technique exhibit an increase in vocabulary. The high level of

vocabulary acquisition among the kids in PVN may be attributed to their need to apply their vocabulary in various aspects of their lives. The analysis of the students' vocabulary revealed a significant impact on their fluency and accuracy across the pre-test and post-test following the implementation of the PVN approach.

Analysis of the average scores on the post-test across the experimental and control classes revealed mean scores of 77.89 and 66.07. The obtained t-test statistic was 26.80, while the crucial value from the t-table was 2.16. The t-test result, which exceeded the t-table, suggests that the experimental class produced superior performance after receiving therapy with the Personal Vocabulary Notes Technique (PVN) technique compared to before receiving the treatment. From the previous description, it is evident that the PVN technique is a suitable approach for teaching English, particularly ability in vocabulary. Through the implementation of this approach, students are incentivized to create their PVN in the classroom. According to Ahmad (2014), Personal Vocabulary Notes is a technique that engages students in order to promote active and dynamic learning, rather than a monotonous approach.

Personal Vocabulary Notes (PVN) is a vocabulary learning strategy that can effectively engage pupils in the process of acquiring necessary vocabulary. The present study has contributed an additional response to a query, therefore substantiating the good impact of PVN on the learning process. Moreover, via the use of PVN, students will find it more convenient

to retain and acquire knowledge. This is because the more English is repeated, the more ingrained the habit becomes and the overall learning outcomes will be enhanced. Putra, 2012. This indicates that the teacher must employ PVN (Positive Verbal Network) to facilitate vocabulary development in the classroom. It aligns with Yulyaningsi's (2018) assertion that Personal Vocabulary Notes (PVN) is considered the remedy for enhancing students' vocabulary. PVN involves students in a process of creating their own vocabulary, and is often recommended as a crucial tool for students to use, structure, and oversee their vocabulary acquisition.

The pre-test results indicate that the vocabulary of the pupils was lower before the implementation of the PVN approach compared to after its application. Following the administration of the treatment and the post-test, a notable disparity was seen between the experimental class and the control class. The study findings indicated that the PVN technique had a significant impact on the vocabulary scores of second-grade children in class VIII A and VIII B at MTS Darul Istiqamah Amomotu.

The obtained t-test value of 26.803 exceeded the critical t-table value of 2.16, indicating a statistically significant impact of utilizing the PVN approach as a therapy on students' vocabulary. Thornbury, as cited in Aisyah (2017), defines vocabulary as the breadth of knowledge that students possess about the meanings, spoken and written forms, grammatical behavior, word derivation, word collection,

spoken and written register, connotation or association, and word frequency.

CONCLUSION

The study found a significant effect of the Personal Vocabulary Notes Technique (PVN) on students' vocabulary achievement at MTS Darul Istiqamah Amomotu's Second Grade. The pre-test scores were higher than the standard deviation, and the post-test scores were higher than the pre-test scores. The hypothesis testing resulted in a

significant 0.05 level of significance, rejecting the hypothesis and accepting the accepted hypothesis. The research suggests that English teachers and researchers should use the findings to help students overcome difficulties in vocabulary learning. Teachers can use the PVN technique to make the learning process enjoyable and easier to understand. The findings can be used as a reference for other researchers with different skills or objects, aiming to make the thesis more comprehensive.

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