IMPLEMENTING PERSONAL VOCABULARY NOTES TO DEVELOP VOCABULARY MASTERY ON EIGHT GRADE STUDENTS OF SMP NEGERI 4 KADATUA

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Abstract
The research is conducted to find out the significant difference between the vocabulary mastery of students who are taught using the personal vocabulary note method and those taught using conventional methods. This research used experimental design. The population in this research is 33 students of class VIII SMP Negeri 4 Kadatua that consisted of 2 classes. The sample was taken by using a sample group consisting of 16 students in the experimental class, and 17 students for the control class. The instrument used in this study was a vocabulary test. The results of this study indicate that: 1) the mean score of the pretest in experimental class was 43.18 and the final test was 71.87; 2) the mean score of the control class in pretest was 44.70 and the final test was 64.11; and 3) Hypothesis testing has a significance of 0.23 which is smaller than α 0.05. Based on these results, it can be concluded that there is a significant difference in the vocabulary mastery of students who are taught using the personal vocabulary note method and taught using conventional methods in class VIII students of SMP Negeri 4 Kadatua.

Keywords: Personal Vocabulary Notes, SMPN 4 Kadatua, Vocabulary

Abstrak
Rumusan masalah dalam penelitian ini adalah apakah terdapat perbedaan yang signifikan antara penguasaan kosakata siswa yang diajar dengan menggunakan metode catatan kosakata pribadi dan yang diajar menggunakan metode konvensional. Desain penelitian ini menggunakan desain eksperiment. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 4

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Kadatua yang terdiri dari 2 kelas dengan jumlah 33 siswa. Sampel dalam penelitian ini diambil dengan menggunakan sampel kelompok yang terdiri dari 16 siswa kelas eksperimen, dan kelas kontrol sebanyak 17 siswa. Instrument penelitian yang digunakan dalam penelitian ini adalah tes kosakata. Hasil penelitian ini menunjukan bahwa: 1) nilai rata-rata tes awal kelas eksperiment adalah 43,18 dan tes akhir adalah 71,87; 2) nilai rata-rata tes awal kelas kontrol adalah 44,70 dan tes akhir adalah 64,11; dan 3) Uji hipotesis memiliki signifikansi 0,23 lebih kecil dari α 0.05. berdasarkan hasil tersebut dapat disimpulkan bahwa terdapat perbedaan yang signifikan penguasaan kosakata siswa yang diajar dengan menggunakan metode catatan kosakata pribadi dan diajar dengan menggunakan konvensional pada siswa kelas VIII SMP Negeri 4 Kadatua.

Kata Kunci: Catatan Kosakata Pribadi, SMPN 4 Kadatua, Kosakata

1. INTRODUCTION

English is the international language that is learnt through all level of students starting from elementary to University students in Indonesia [1]. In learning languages, vocabulary becomes the important element as a foundation to learn other skills of English such as listening, speaking, reading, and writing. Scott [3] explains that vocabulary is central to English language teaching because without sufficient vocabulary, students can not understand others or express their own ideas. By enlarging learner vocabulary it makes the learner easier to learn other elements and skills of English because without vocabulary the learner will get difficulties to understand what they heard and to explain what they want to say [4].

Based on the observations at SMP Negeri 4 Kadatua, the teacher stated that students had lack of vocabulary and less of interest in learning process in class, and the results is the students got low achievement. In relation to this, method or technique in teaching and learning process is one of the most important things that the teacher should give more attention, student can enjoy the lesson if the method is interesting, some student failed in learning because of the lack of interest and uninterested method that teacher use in teaching and learning process [2]. There are so many methods in teaching vocabulary. In this case, the researcher tried to implement

Personal vocabulary Notes as a method to develop students' vocabulary mastery.

Kurzweil [5] states that Personal Vocabulary Notes is one of the method to grow students vocabulary with personalized methods while urging them to become independent students. Individual Vocabulary Notes trains students to create meaning from new words.

The problem statement of this research is "Is there any significant differences in developing vocabulary mastery at students who are taught by Personal Vocabulary Notes Method and who are taught by using the Conventional Method at eight grade SMP Negeri 4 Kadatua?

Based on the above problem statement, the objective of this research is to find out the significant differences of developing vocabulary mastery at students who are taught by Personal Vocabulary Notes Method and who are taught by using the Conventional Method at eight grade students of SMP Negeri 4 Kadatua.

2. METHOD OF THE RESEARCH
2.1 Type of the Research

This research used a quantitative research by applying a quasi experimental design. The design can be seen in the following pictures:

	Pre-test		Post-test
Experimental	O1	X	O2
Control	O3		O4

Figure 1. Research Design
(Johnson and Christian, 2014)

O1 = pre test for experimental class
O2 = post test for experimental class
X   = treatment
O3 = pre test for control class
O4 = post test for control class

2.2 Time and Place of the Research

This research was conducted in the odd semester in the school year of 2020/2021, and it was conducted at SMP Negeri 4 Kadatua.

2.3 Population and Sample

The Population of this research is all students of grade eight at SMP Negeri 4 Kadatua in the school year 2020/2021 that consists of 33 students that spread in 2 classes. In taking the sample, the researcher took total sampling where all the population became the sample of this research, where Class VIII.A is for experimental group (16 students) and VIII.B for control group (17 students).

2.4 Instrument
There are two kind of tests as the instruments of this study, namely pre-test and post-test in form of multiple-choice consisting of 20 questions and have 4 answer, namely a,b,c,d, of the students choices. This test is taken at url (https://www.google.com/url?sa=t&source=web&rct=j&url=http://repository.wima.ac.id/2416/7/Lampiran.pdf&ved=2ahUKEwjM1Yut9YjtAhX54nMBHXlMBdUQFjAAegQIARAB&usg=AOvVaw0n1sVmYk12ORro6bwASyy2)

2.5 Data Analysis
After the data were collected, then they were analyzed by using descriptive statistics and inferential statistics.

2.5.1 Descriptive Statistics
For Ghozali [6] descriptive statistics share a reflection of information viewed from mean, standard deviation, variant, maximum score, minimum score, number, range, kurtosis and skewness.

The score of the multiple choice is if the correct answer is given a value of one and the wrong answer is given a zero, and score obtained the researcher will calculate the total score in order to get the final score using a scale of 100, the formula to be used is as follows:

$$\text{Final score} = \frac{Raw\ Score}{Ideal\ Maximum\ Score} \times 100$$

Source: Sudijono (2013: 318)

To determine the student's vocabulary mastery, the researcher used the following criteria:

Table 1. Classifying Scoring of Vocabulary

Mastery

Score Range	Criteria
86 – 100	Very Good
71 – 85	Good
56 – 70	Moderate
≤ 55	Low

Source: Depdiknas (2015: 43)

Meanwhile, for categorizing the results of develop vocabulary mastery students using Personal Vocabulary Notes and to know the significance difference between the experimental class and the control class, the researcher used SPSS program.

2.5.2 Inferential Statistics
Creswell [7] stated that inference statistics are a method of analyzing information used to ascertain the degree of similarity between the results obtained from illustrations and the results obtained in the population as a totality. In calculating inferential illustrations, researchers used independent illustration test. In this method of information analysis, researchers formulate whether the hypothesis is accepted or rejected. The criteria are as follows:
a. If $t_{count} \leq t_{tabel}$ then H_o is accepted and H_a is rejected, means there is no significant difference on vocabulary mastery students between the students who are taught by personal vocabulary notes and those who are not on grade eight students at SMP Negeri 4 Kadatua.
b. If $t_{count} \geq t_{tabel}$ then H_o is rejected and H_a is accepted, means there is significant difference on vocabulary mastery students between the students who are taught by Personal Vocabulary Notes and those who are not on grade eight students at SMP Negeri 4 Kadatua.

3. RESULT AND DISCUSSION
3.1 Result
3.1.1 Descriptive Statistics
3.1.1.1 Students vocabulary mastery in experimental class
The data of students vocabulary mastery in the experimental class were obtained from the pre-test and post-test at class VIII.A as the experimental class. This data can be seen from the table below:

1) Result of pre-test in experimental class
The pre-test results were obtained from class VIII.A as the experimental class before

being given treatment. The results of descriptive analysis can be seen in the following table:

Table 2. Descriptive analysis of students' vocabulary mastery in pre-test in experimental class

No.	Statistics	
1	Mean	42.18
2	Median	40.00
3	Mode	40.00
4	Std. Deviation	8.36
5	Variance	69.89
6	Range	35.00
7	Minimum	25.00
8	Maximum	60.00

Based on the table, it shows that the mean score is 42.18, the median is 40.00, a mode is 40.00, the standard of deviation is 8.36, the variance is 69.89, the minimum score is 35.00, the maximum score is 60.00. Based on the score of mean, it show that the classification of students vocabulary mastery is low, the frequency of each category of students vocabulary mastery is low is displayed in the table 3.

Tabel 3. Frequency distribution of students vocabulary mastery in pre-test experimental class

No	Score	Frequency	Percentage	Classification
1	86-100	0	0%	Very Good
2	71-85	0	0%	Good
3	56-70	1	6%	Moderate
4	≤55	15	94%	Low

Based on the table above, it is know that in the pre-test there were 0 students 0% very good, 1 student or 6% moderate, and 15 students or 94% low. From the table above, it can aslo be concluded that the students' vocabulary mastery in the pre-test of the experimental class was classified as low. The reason is, the low classified fifteen achieved by students.

2) The post-test results of the experimental class
The post-test results were obtained from VIII A class after being giveng treatment. The treatment was carried out four times with the

PVN method. The results of descriptive analysis can be seen in the following table.

Table 4. Descriptive analysis of students PVN in post-test in experimental class

No.	Statistics	
1	Mean	71.87
2	Median	72.50
3	Mode	75.00
4	Std. Deviation	8.53
5	Variance	72.91
6	Range	30.00
7	Minimum	60.00
8	Maximum	90.00

Based on the table, it shows that the mean score is 71.87, the median is 72.50, the mode is 75.00, the standard of deviation 8.53, the variance is 72.91, the minimum score is 60.00 and the maximum score is 90.00. Based on the score of mean, it is know that the classified of students vocabulary mastery is good. The frequency of each classified of students learning outcomes is displayed on the table 5.

Table 5. Frequency distribution of students PVN in post-test experimental class

No	Score	Frequency	Percentage	Classification
1	86-100	1	6%	Very Good
2	71-85	7	44%	Good
3	56-70	8	50%	Moderate
4	≤55	0	0%	Low

Based on the table, it is found that in post-test in experimental class there are 1 student or 6% very good, there are 7 students or 44% in good, there are 8 students or 50% in moderate, there is 0 student or 0% in low. Of the table above, it can be also concluded that the student vocabulary in the post-test of experimental class is moderate, it was because the moderate classification is the most classification achieved by the students.

3.1.1.2 Students vocabulary mastery in control class
The data of students' vocabulary mastery in control class are gotten from pre-test and post-test of VIII B as the control class. The numbers of student are 17 students. The data can be seen from the table below:

1) Result of pre-test in control class

Result of pre-test is obtained from class VIII B as the control class. The result of descriptive analysis can be seen in the following table:

Table 6. Descriptive analysis of students' vocabulary mastery in pre-test in control class

No.	Statistics	
1	Mean	44.70
2	Median	45.00
3	Mode	40.00
4	Std. Deviation	7.99
5	Variance	63.97
6	Range	30.00
7	Minimum	30.00
8	Maximum	60.00

Based on the table, it shows that the mean score is 44.70, the median is 45.00, the mode is 40.00, the standard of deviation is 7.99, the variance is 63.97, the minimum score is 30.00 and the maximum score is 60.00. Based on the score of mean, is is know that the classification of students vocabulary mastery is low. The frequency of each classification of students vocabulary mastery is displayed on the table 7.

Table 7. Frequency distribution of students' vocabulary mastery in pre-test control class

No	Score	Frequency	Percentage	Classification
1	86-100	0	0%	Very Good
2	71-85	0	0%	Good
3	56-70	1	6%	Moderate
4	≤55	16	94%	Low

Based on the table above, it is found that in pre-test there is 0 students or 0% in very good, there is 0 students or 0% in good, there 1 students or 6% in moderate, there are 16 students or 94% in low. Of the table above, it can be also concluded that the students' vocabulary mastery in pre-test of control class is low. It was because the very low classification is the most classified achieved by the students.

2) Result of post-test in control class

The result of pos-test is obtained from class VIII B as the control class after giving treatment. The treatment is held in four meetings without using PVN method. The

result of descriptive analysis can be seen in the following table:

Table 8. Descriptive analysis of students' vocabulary mastery in post-test in control class

No.	Statistics	
1	Mean	64.11
2	Median	65.00
3	Mode	65.00
4	Std. Deviation	10.03
5	Variance	100.73
6	Range	35.00
7	Minimum	50.00
8	Maximum	85.00

Based on the table, it shows that the mean score is 57.05, the median is 60.00, the mode is 50.00, standard of deviation is 9.02, the variance is 81.43, the minimum score is 40.00, and the maximum score is 70.00. Based on the score of mean, it is know that the classification of students learning outcomes is moderate. The frequency of each classification of students' vocabulary mastery is displayed on the table 9.

Table 9. Frequency distribution of students' vocabulary mastery in pos-test control class

No	Score	Frequency	Percentage	Classification
1	86-100	0	0%	Very Good
2	71-85	3	18%	Good
3	56-70	10	59%	Moderate
4	≤55	4	24%	Low

Based on the table above, it is found that in post-test control class there is 0 students or 0% in very good, there are 3 students or 18% in high, there are 10 students or 59% in moderate, there are 4 students or 24% in low. Of the table above, it can be also conclude that the students vocabulary mastery in post-test of control class is moderate, it was because the moderate classification is the most classified achieved by the students.

3.1.1.3 Hypothesis Testing

To test the hypothesis the research was using inferential analysis. In this case researcher used Independent sample T-test. This test was used to see whether there was any significant difference in students' vocabulary mastery between experimental and control class after the treatment was

implemetnted by SPSS v.20. The significance value alpha (α) was 0.05. The result of Independent sample T-test is presented as follow:

Table 10. The result of Independent sample T-test

Independent sample Test			
		Vocabulalry mastery	
		Equal varlance Assumed	Equal variance not Assumed
Levene's Test for Equality of variances	F Sig.	.104 .750	
T-test for Equalty of means	T df Sig. (2-tailled)	-2.384 31 .023	-2.396 30.703 .023

Table 10 shows the statistical hypothesis of this research. The Sig.(2-tailled) was 0,023 which was lower than 0,05, therefore, the alternative hypothesis (H$_0$) was rejected and the null hypothesis (H$_a$) was accepted. It means that there are was significant difference in students vocabulary mastery at SMP Negeri 4 Kadatua of class VIII between the students taught using PVN method and the students taught not using PVN method.

3.2 Discussion
3.2.1 Experimental Class
There are 16 students in the experimental class. The researcher not only gives tests to students but also teaches them about the fourth meeting. Before giving the treatment, the researcher gave a pre-test in which to find out the students vocabulary mastery.

Based on the pre-test research, the average value of the experimental class before being given treatment was 42.18. where it can be concluded that the vocabulary mastery of students before being given treatment is in a low category. The steps for each meeting in the experimental class are as follow:

At the first meeting, the researcher greeted and checked student attendance. Then the researcher gave a pre-test to all students. That is to find out the vocabulary of students so that reseachers can see higher and lower vocabulary.

In the second meeting, the researcher introduced and explained the topic of learing, namely about the new material that already existed in student books used in school. Rearchers use the PVN method to attract students attention. In PVN, the researcher asked students to have a personal vocabulary book, by including some core material related to the contens of the book. After that, the researcher explained the use of parts of the vocabulary in the students books available at school. After that, the researcher invited several students to ask questions about the vocabulary they didn't understanding and wrote them in a personal vocabulary note. After that, the researcher asked students to make several senteces based on their daily environment.

In the third meeting, the researcher asked students what they had learned last week. Then ask them to point out some sentences they worked on in the previous meeting. After that, the researcher asks students to combine the sentences that have been worked on with the material to be studied at this time, because the material in the student book focuses on conversations that show interopersonal use of using poses and questions, the researcher requires students to be able to ask questions and show expressions. After that, the researcher gave a pair to each student to practice the sentences that the student had done and made it a conversation. After that, the students started speaking in front of the class in pairs. And they can converse asking questions and showing their expressions well.

In the fourth meeting, the researcher retold all the topics from the first meeting to the and. Then ask students what they don't understanding about the topic, and explain to them. After that, the researcher gave a post-test to all students. To determine the increase in students' vocabulary based on book material using the PVN method.

Finally, the researcher gave a post-test to all students to the experimental class. This is to determine the students' vocabulary mastery after being given treatment. Based on the post-test results, the average value of the experimental class after being given treatment was 71.87, which was in the good

category. From the results above, the researcher wants to know that the use of the PVN method can improve students' vocabulary mastery by relevant previouse learning.

3.2.2 Control class

There were 17 students in this class, the researcher not only gave the students tests but also taught them about the fourth meeting. Before giving the treatment, the researcher gave a pre-test in which to find out the students vocabulary mastery. Based on the results of the pre-test research, the average value of the control class before being given treatment is in a low category. The steps for each meeting in the control class are as follows:

At the first meeting, the researcher greeted and checked student attendance. Then the researcher gave the initial questionnaire to the students to find out their reading motivation before giving treatment.

In the second meeting, the researcher introduced and explained the topic of learning, namely about the new material that already existed in student books used in school. Researchers provide material and some examples of conversations about asking questions and showing expressions according to the examples in students' books. Then the students were asked to make the conversation as homework.

In the third meeting, the researcher asked students to submit their homework. Then the researcher asked the students what they had learned last week. Then, to measure that the students had understood the topic, the researcher distributed pairs to each student to practice their conviration.

In the fourth meeting, the researcher retold all the topic from the first meeting to the end. Then ask students what they don't understand about the topic, and explain them. After that, the researcher gave a post-test to all students. This is to determine the increase in students vocabulary based on the book material they use at school.

Finally, the research gave a post-test to all students in the control class. This is to determine the students' vocabulary mastery after being given treatment. Based on the result of the post-test, the average value of the control after being given treatment was 64.11 in the good category.

4. CONCLUSION

Based on the analysis and review above, it can be concluded that Personal Vocabulary Note (PVN) can increase students' vocabulary skills. This is evidenced by the probability value (sig. (2-tailed)) which is lower than α so it can be stated as $0.023 < 0.05$. This means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. In conclusion, the vocabulary mastery of class VIII students of SMP Negeri 4 is better than without using PVN.

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