



# **THE PROCEEDINGS OF NATIONAL SEMINAR OF ENGLISH**

**"CREATIVE AND INNOVATIVE LEARNING"**



**ENGLISH STUDENT ASSOCIATION (ESA) &  
ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF PGRI RONGGOLAWA TUBAN**



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# **THE EFFECTIVENESS OF “PERSONAL VOCABULARY NOTE (PVN)” TECHNIQUE TO INCREASE VOCABULARY**

**MUHAMMAD SAIBANI WIYANTO**

*Dosen STKIP PGRI Jombang*

## **ABSTRACT**

**Key words:** Effectiveness, Personal Vocabulary Note (PVN), Vocabulary

Vocabulary is one of the most important language components, which has to be mastered and acquired by the students in learning a new language. Vocabularies are totals number of word which (with rule for combining them) makes up a language. In the simple definition, it is known that vocabulary is a list of words. In achieving English vocabularies, it is needed effective way. One of the ways to learn English vocabulary is by using Personal Vocabulary Note (PVN).

The researcher conducted this research to answer two questions, namely: 1) How many is the score of the students before being taught by using Personal Vocabulary Notes (PVN) and after being taught by using Personal Vocabulary Notes (PVN)? 2) How effective is Personal Vocabulary Notes (PVN) in increasing the students' vocabulary achievement?

After taking and analyzing the data, the researcher concluded the finding of the research. From the research which had been conducted, it could be known that Personal Vocabulary Note (PVN) was effective to increase the students' vocabulary achievement. It could be known from the test. In analyzing the test, the researcher used t-test to know the t-value from the result of pre-test and post-test. The result of t-value was 10, 929. It was higher than t-table with level significant 5% which showed 2, 069.

## **A. Introduction**

Every human being needs language as a mean of communication among individuals or even nations. Language is a means of interaction. Language means of a system of communication by sound, operating through the organ of a speech and hearing, among members given community, and using vocal symbols possessing arbitrary conventional meaning. Through language people can inform, explain and express their feeling and thinking. Instead, without language people will get difficulties in expressing what they



want and communicate with others.

There are many kinds of language in this world. Most of every country has its own language. The various languages in the world make the people get difficulties in communicating with the foreigner which have the different language. Therefore it is decided that English is used as international language. As Harmer (2008: 13) states that by the end of twentieth century, English was already well known on its way to become a genuine lingua franca, which is a language used widely for communication between people who do not share the same first (or even second) language.

English vocabulary learning is vital term in foreign language learning because to a certain extent, the learners' proficiency is greatly determined by their mastery of vocabulary (Sokmen, 1997 in Zhang). Since then, vocabulary teaching and learning has been paid increasing attention in English language teaching.

Vocabulary is one of the most important language components, which has to be mastered and acquired by the students in learning a new language. Vocabularies are totals number of word which (with rule for combining them) makes up a language (Hornby, 1989:171). In the simple definition, it is known that vocabulary is a list of words. Vocabulary can be identified in part of speech, for example adjective, noun, verb, adverb, etc.

The teacher's role in accompanying the learners to learn English vocabulary replaces the most important position. The teacher should create the comfortable and enjoyable atmosphere for the students in order that they are not boring and stress in learning English. Teaching English is not easy. The learners' difference background is the hard challenge for the teacher in succeeding them to master English. The learners' ability and prior knowledge are different. Therefore, the English teacher must be creative and able to motivate the learners in learning English.

The past way in learning vocabulary is by memorizing hundreds of the words. This way makes the learners stress. And the result is not maximal. The learners are able to memorize the vocabularies only for short time. They often forget what they have memorized because they only memorize without applying in the daily conversation. So, it is important to change the past habit with the new one. The effective way in achieving many vocabularies is by making Personal Vocabulary Notes (PVN). It is effective to be applied in the teaching learning process, especially in Junior High School who has been lazy to think hard to memorize the hundreds of vocabularies.



Personal Vocabulary Notes (PVN) is a way of developing the learner's vocabulary in a personalized way while encouraging them to become autonomous learners (Kurzweil: 2002). By PVN, the students are able to write the new vocabulary what they get with the meaning. The meaning can be in the native language and also in the form of explanation in English. PVN can be created and used based on the learners' ability. By this way, the learners will be able to understand their own writing style. The learners are able to create PVN in a simple notebook. They are able to bring it in everywhere, open and learn it whenever they need.

In teaching English vocabulary by using PVN technique, the teacher should motivate the learners firstly. The teacher should explain the importance of achieving vocabulary in mastering English and the function of PVN itself. It is important to make PVN a habit in class which is easy and natural for students to do. Using a daily journal with a section for PVN (along with class notes, homework, etc.) helps in applying the method. In this way, students are not searching for scraps of paper to write notes but will have an organized system for recording their PVN. Whenever they are speaking in class I ask them to keep their journals out on the desks and can easily check if they are writing PVN.

In applying PVN, the teacher should gives feedback to the students by correcting their PVN. The most important point to keep in mind when correcting PVN is to focus on what the students are trying to say. Often there is a temptation to "teach" them additional information related to the words they have written.

Based on the background above, the researcher would like to hold a study with the title **"The Effectiveness of 'Personal Vocabulary Note (PVN)' Technique to Increase Vocabulary"**. Based on the statements on introduction above, the researcher focus on How many is the score of the students before being taught by using Personal Vocabulary Notes (PVN) and after being taught by using Personal Vocabulary Notes (PVN)? And,How effective is Personal Vocabulary Notes (PVN) in increasing the students' vocabulary achievement?

## **B. Theoritical Background**

### **1. Teaching English as Foreign Language**

EFL (English as a Foreign Language) and ESL (English as a Second Language) are blanket terms, each covering part of a very wide spectrum. In an extreme EFL situation,



English may be so foreign to the learners that it is merely a subject on the school timetable which they study for three or four lessons a week, never using it otherwise. In an extreme ESL situation, on the other hand, English may play a large part in the daily life of the learners, in that all or most of their teachers use English for teaching, whatever the subject, and they may often hear, speak, read or write English outside school hours. When they leave school they may often use English in communication with people of their own country whose mother tongue (MT) is different from their own. The expression 'English as an international language should remind us that we are not just concerned with communication between native speakers and non-native speakers, but even more with communication among non-native speakers all over the world, both as individuals and as members of multi-national bodies'.

Communicative language teaching (CLT) centres around the essential belief that if the students are involved in meaning-focused communicative task (Harmer, 2007: 69). Activities in CLT typically involve students in real communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use. The role-play and stimulation have become very popular in CLT. In order that the learners are truly communicative, it is suggested from the beginning that they should have a desire to communicate something. They should have a purpose for communicating (e. g to make appointment, to buy airline ticket or to write a letter). Communicative language teaching (CLT) emphasizes interaction as both the means and the ultimate goal of learning a language. It has become a generalised 'umbrella' term to describe learning sequences which is aimed to improve the students' ability to communicate (Harmer, 2007: 70). So, in this technique, the goal of the teaching process is to result the students who are able to use English communicatively.

## **2. Teaching English for Teenager**

The teenagers are often seen a problem students (Harmer, 2007: 83). Teaching teenagers, in this case is Junior and Senior High School can be a bit of a headache for the teachers. The pupils are beginning to grow in puberty. Boys make frequent use of their newly found sonorous voices, girls like to be sharp-tongued. The best thing that the teacher can do is to say *'Yes, all right, I know, but let's get down to some work, shall we?'* It means that the teacher should be patient in facing teenager and let them to do what they want. Nevertheless, the teacher should be able to motivate them to study hard although they are given some freeness to choose some activities based in their desire.,



Commonly, the teenager students have poor motivation and some of them have low proficiency in learning English. It is caused that they are in selfish period when they will not do anything that is not suitable with their mood. According to Lindstromberg (2004: 6), there are four types of low proficiency students. First are the students who are truly weak in English. It can be caused that they have been learning for a short time than their classmate. These kinds of students need a lot of attention from the teacher and the parents because they have a good chance of catching up if they get adequate attention. The second type is made up of students with physiological learning disabilities such as poor hearing and poor sight. The third type is made up of students with severe psychological problems resulting such as the students who have traumatic experiences. The last type is the students who often give teachers headaches. These are the students who are weak in English because their motivation is low. They ignore the importance of learning. They feel that there is no advantage of learning English for their future. The teacher should persuade them every time by such arguments as *"This will be very useful to you one day"*.

### 3. The Definition of Vocabulary

According to Hornby (1995: 331) "Vocabulary is total number of word which (with rules, combining them) makes up a language". Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, in Lehr).

Vocabulary is one of the most important language components, which has to be mastered and acquired by the students in learning a new language. It is the basic thing which must be achieved firstly in mastering English. By learning vocabulary first, the students will be able to master in English. Whenever we want to communicate with other people using a language, we should have mastered a stock of words related to the topic. It



is true, however, that whenever we think of language and language learning, we usually think of mastering the vocabulary.

#### **4. Personal Vocabulary Note (PVN)**

##### **➤ The Definition**

According to Kurzweil (2002), that Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners.

##### **➤ The Applying of PVN in the Classroom**

###### **a. Creating the Need**

To effectively set up PVN in a class, the students must first feel the need to learn vocabulary. A basic way to focus students and introduce PVN is to give them a fluency task which will require vocabulary that they do not have. This activity needs to be adjusted to the student level. For example, for a lower level class teacher might just have students describe their neighbourhoods or what they did over the weekend. For upper level classes, teacher might have them explain a movie or a current event. Many students have often developed the laudable habit of using only "easy English" to express their ideas, so it is important to encourage them to write PVN while they speak, assuring them that they both can use "easy English" and improve their vocabulary. Tell students that each lesson they must get at least five PVN per class. If they do not manage to get five in class, explain that they need to think of words they want to know outside of class.

###### **b. Establishing a Routine**

It is important to make PVN a habit in class which is easy and natural for students to do. Using a daily journal with a section for PVN (along with class notes, homework, etc.) helps in applying the method. In this way, students are not searching for scraps of paper to write notes but will have an organized system for recording their PVN. Whenever they are speaking in class I ask them to keep their journals out on the desks and can easily check if they are writing PVN.

It is also important to discourage dictionary use in class or at least during the communication activity as it disrupts the communicative task. Students will often pull out their dictionaries or ask teacher how to say something in English. In such situations, teacher just reminds them that they can check later and that teacher does not want them to stop their conversations. It can also be worth mentioning how many people look up a word, say it, and then promptly forget it.



In addition to having students look words up, you can devote class time in which students ask you and their classmates how to say things in English. Regardless of whether the teacher speaks the first language or not, this activity can be tremendous in raising student awareness simply in showing how critical the context is in choosing the best vocabulary item.

**c. Teacher Response/Feedback**

The most important point to keep in mind when correcting PVN is to focus on what the students are trying to say. Often there is a temptation to "teach" them additional information related to the words they have written. Keep it simple. Just check that the sentences they have written are grammatically correct and naturally express the student ideas. For example a student might write the following sentence:

*"I went to an alumni association last weekend."*

Although it is correct I would have a strong suspicion that what the student wanted to say was that:

*"I went to a class reunion last weekend." or*

*"I got together with some friends from high school last weekend."*

There is also a great deal of oddities caused by direct translation. For example:

*"My hourly wage is 800 an hour." or "I lacerated my finger."*

The goal is to teach students the most natural English for their particular conversational situation (i.e. in class, chatting with friends). It is important in situations like the above to give students feedback on formality and register when offering the following suggestions:

*"I make 800 yen an hour." and "I cut my finger."*

In this way the teacher can bring in more complex aspects of knowing a word in a personal and contextualized way.

**d. Follow up activities in class**

**• Peer lesson**

One of the first activities that teacher have to do and one which teacher do again and again is simply having students tell each other about the new words they learned. I usually put the following standard classroom questions on the board and have they talked to several different partners, such as:

- *What new words did you learn?*
- *How do you spell that?*



- *What does that mean?*
- *How do you pronounce that?*
- *What part of speech is that?*

In this way, the classroom questions are re-enforced and students review their own PVN as they teach them to others. Students will feel their need to "learn more vocabulary" greatly satisfied by this simple activity.

- **Peer Quizzing**

Another simple activity is to have students exchange PVN and quiz each other. This can be done by having the tester tell them PVN in students' first language or by reading their example sentence and blanking out the PVN. For example,

*"I \_\_\_\_\_ with some friends from high school last weekend."*

- e. **Circumlocution Lessons**

Teach student the circumlocution phrases like "This is a kind of..." and have them explain their PVN, to each other. The students who are guessing can guess in English or in students' first language in a monolingual class (*Do you mean...?*). In the latter case, have students be insistent about the guesser getting the exact word. For example, they would need to guess "outgoing" and not "friendly" (That is close, but...). This forces students to work on conveying the nuances of different words.

Peer presentations on specific topics: Later, after student have gotten used to doing PVN teacher can actually assign topics for them to research and present to the class or small groups.

- f. **Other Vocabulary Games/Training**

Once students have a set of words to work with theirs are any number of games and exercises teacher can do with them. Many such activities are outlined in resource books like Vocabulary (Rinvolutri, OUP), and A Way with Words (Gairns and Redman, CUP). To offer a couple of examples, teacher can have students organize their words in word stress patterns. Teacher also can finish speaking activities in which students must make short stories using two or more PVN. Another speaking activity is to have student slip a PVN item secretly in a conversation without the other person noticing.

- g. **Overview**

- 1) The researcher gave the students a daily journal of PVN note paper to record vocabulary items. In monolingual Indonesian classes the researcher wrote the



following instructions: *“If you don’t know an English word, write the Indonesian, show your partner, communicate, and then check the English later.”*

- 2) The researcher told the students that the class will be *“English only.”*
- 3) The researcher tried to engage the students in some kind of fluency activity and encourage them to write words in Indonesian that they do not know how to say in English.
- 4) As home work, the researcher had the students look up their PVN and find English translation. They then should write sentences using their PVN. To make a manageable workload, the researcher could ask students to choose just two or three PVN to make into sentences.
- 5) The researcher collects the PVN, checks it, and hands it back the following class.
- 6) The students kept a section in their notebook for PVN and did follow up activities with it such as peer teaching and review activities.
- 7) The researcher evaluating students’ vocabulary with test and quiz.

### C. Research Method

Research is the process of making claims and then refining or abandoning some of them for other claims more strongly warranted. Research designs are plans and the procedures for research that span the decisions from broad assumption to detailed methods or data collection and analysis (Creswell, 2003:3). This plan involves several decisions, and they need not be taken in the order of their presentation here. The overall decision involves which design should be used to study a topic. These decisions should be the worldview assumptions the researcher brings to the study, procedures of inquiry which is called strategy and specific methods of data collection, analysis, and interpretation. The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers’ experiences, and the audiences for the study.

In this research, the researcher used experimental design. According to Campbell & Stanley in Arikunto (2006: 84), there are two kinds of experimental design such as Pre Experimental Design and True Experimental Design. Pre Experimental Design is seemed to be unreal experiment. It is also called Quasi Experiment. Quasi-experimental design is the experimental research which uses one group subject. While true experimental research is the research which uses two groups subject. A group is for experimental group and another group is for control group.



This research used pre-experimental design and the form was pre-test and post-test one group design because the researcher conducted an experiment to find out the effectiveness of Personal Vocabulary Note (PVN) technique to increase the students' vocabulary. The researcher took one class as the subjects of the research because she used Pre-experimental with pre-test and post-test one group design.

The subject of the research was the first grade students of SMP Darussalam Ngoro-Jombang. Firstly, the researcher gave pre-test to the subjects to know the subjects' prior achievement of English. Then, the researcher gave the treatment to the subjects by using Personal Vocabulary Note in teaching English. And the post-test was given the last time to know the effect of treatment. To know the effectiveness of Personal Vocabulary Note (PVN) and the students' English achievement, the researcher compared the test result between the pre-test and the post-test.

D. Data Analysis

The objective of this research was conducted to know the effectiveness of Personal Vocabulary Notes (PVN) in increasing the learner's vocabulary achievement. To know the result of it, the researcher conducted test for the students. There were two kinds of test, namely pre-test and post-test. The data of pre-test and post-test would be explained below with the analysis of them.

1. The Result of Pre-test

Pre-test was conducted before the researcher gave treatment of Personal Vocabulary Note (PVN) in teaching English. It was conducted on Friday, 2<sup>nd</sup> December 2011. Pre-test was conducted to know the students' prior English achievement. The students' score of pre-test could be known in the table 1. 1 below.

Table: 1. 1  
The Students' Score of Pre-test

NO	NAME	PRE-TEST (x)
1	Adi Yohan Pratama	60
2	Binti Asmaul Khusnah	60
3	Dafid	50



4	Dela kurnia Ali	70
5	Dodik Erianto	60
6	Dyah Suryaning Sasi	70
7	Eka Nurindah Sari	60
8	Eni Rahmatiwati	60
9	Fajar Asidiq	60
10	Fatkur Rohman	60
11	Ica Fitria Ningrum	70
12	Jerindra	50
13	Mohamad Khilmi	60
14	Muthoharoh	60
15	Nia Sari	60
16	Nilam Sari	70
17	Nurul Hidayah Ardiyanti	50
18	Ratna Wijayanti	70
19	Riska Triasih	60
20	Siti Mei Tri Murtia Ningrum	60
21	Sri Wahyuni	80
22	Tri Wahyuni Wulandari	70
23	Widya Febi Yati	70
24	Zayzan Mafrudin	50
	$\Sigma N = 24$	$\Sigma x = 1490$

From the table above, it was known that:

$$N = 24$$

$$\Sigma x = 1490$$

The mean of the pre-test score could be counted as follow:

$$\begin{aligned}\bar{x} &= \frac{\Sigma x}{N} \\ &= \frac{1490}{24} \\ &= 62,08\end{aligned}$$



The mean of pre-test was 62, 08. It could be known that the students' English achievement were still low. So, it was needed the effective way to increase their English achievement. In this research, the researcher would use Personal Vocabulary Note to increase the students' English vocabularies.

## 2. The Result of Post-test

Post-test were conducted after the researcher used Personal Vocabulary Note (PVN) in teaching English. It was used to know the students' result after studying English using Personal Vocabulary Note (PVN). Post-test were conducted on Friday 16<sup>th</sup> December 2011. The students' score of pre-test could be known in the table 2. 2 below.

Table: 2. 2  
The Students' Score of Post-test

NO	NAME	POST-TEST (y)
1	Adi Yohan Pratama	90
2	Binti Asmaul Khusnah	70
3	Dafid	65
4	Dela kurnia Ali	85
5	Dodik Erianto	80
6	Dyah Suryaning Sasi	100
7	Eka Nurindah Sari	90
8	Eni Rahmatiwati	95
9	Fajar Asidiq	85
10	Fatkur Rohman	65
11	Ica Fitria Ningrum	75
12	Jerindra	70
13	Mohamad Khilmi	90
14	Muthoharoh	85
15	Nia Sari	90
16	Nilam Sari	90



17	Nurul Hidayah Ardiyanti	75
18	Ratna Wijayanti	85
19	Riska Triasih	70
20	Siti Mei Tri Murtia Ningrum	70
21	Sri Wahyuni	90
22	Tri Wahyuni Wulandari	85
23	Widya Febi Yati	90
24	Zayzan Mafrudin	80
	$\Sigma N = 24$	$\Sigma y = 1970$

From the table above, it was known that:

$$N = 24$$

$$\Sigma y = 1970$$

The mean of the post-test score could be counted as follow:

$$\begin{aligned}\bar{y} &= \frac{\Sigma y}{N} \\ &= \frac{1970}{24} \\ &= 82,08\end{aligned}$$

The mean of post-test was 82,08. It was different from pre-test which was 62,08. There were differences between the score of pre-test and post-test. The score increased after the students were taught English by using Personal Vocabulary Note (PVN).

**3. The Data Analysis of the Pre-Test and Post-Test Score**

To analyze the data of the test, the researcher used the formula of t-test. This formula was used to know the difference of the students' vocabulary achievement before and after being taught by using Personal Vocabulary Note (PVN). By using this formula, it would be known the effectiveness of Personal Vocabulary Note (PVN) in increasing the students' vocabularies. Based on Arikunto (2006:306) the formula is as stated below:



$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

This formula was used to compare the score of pre-test and post-test. The score of pre-test and post-test would be counted in the table 3.3 below:

Table: 3. 3  
The Data Analysis

NO	NAME	x	y	d (y - x)	x <sub>d</sub> (d-Md)	x <sup>2</sup> <sub>d</sub>
1	Adi Yohan Pratama	60	90	30	10	100
2	Binti Asmaul Khusnah	60	70	10	-10	100
3	Dafid	50	65	15	-5	25
4	Dela kurnia Ali	70	85	15	-5	25
5	Dodik Erianto	60	80	20	0	0
6	Dyah Suryaning Sasi	70	100	30	10	100
7	Eka Nurindah Sari	60	90	30	10	100
8	Eni Rahmatiwati	60	95	35	15	225
9	Fajar Asidiq	60	85	25	5	25
10	Fatkur Rohman	60	65	5	-15	225
11	Ica Fitria Ningrum	70	75	5	-15	225
12	Jerindra	50	70	20	0	0
13	Mohamad Khilmi	60	90	30	10	100
14	Muthoharoh	60	85	25	5	25
15	Nia Sari	60	90	30	10	100
16	Nilam Sari	70	90	20	0	0
17	Nurul Hidayah Ardiyanti	50	75	25	5	25
18	Ratna Wijayanti	70	85	15	-5	25
19	Riska Triasih	60	70	10	-10	100
20	Siti Mei Tri Murtia N	60	70	10	-10	100



21	Sri Wahyuni	80	90	10	-10	100
22	Tri Wahyuni Wulandari	70	85	15	-5	25
23	Widya Febi Yati	70	90	20	0	0
24	Zayzan Mafrudin	50	80	30	10	100
	$\Sigma N = 24$	$\Sigma x =$ 1490	$\Sigma y =$ 1970	$\Sigma d =$ 480		$\Sigma x^2_d =$ 1850

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

N = 24

$\Sigma d = 480$

$Md = \frac{\Sigma d}{N}$

$= \frac{480}{24}$

$= 20$

$\Sigma x^2_d = 1850$

df = N - 1

$= 24 - 1 = 23$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$= \frac{20}{\sqrt{\frac{1850}{24(24-1)}}}$



$$= \frac{20}{\sqrt{\frac{1850}{24(23)}}}$$

$$= \frac{20}{\sqrt{\frac{1850}{552}}}$$

$$= \frac{20}{\sqrt{3,35}}$$

$$= \frac{20}{1,83}$$

$$= 10,929 \text{ (t-value)}$$

$$t_{1-\frac{\alpha}{2}} = t_{1-\frac{0,05}{2}}$$

$$= t_{1-0,025}$$

$$= t_{0,975}$$

$$= 2,069 \text{ (t-table)}$$

From the computation above, it could be known that t-value is 10,929. The degree of freedom is 23. The next step was consulting the t-table to compare t-value and t-table. Based on the level significant 5% and the degrees of freedom 23, the t-value 10,929 were higher than t-table which was shown 2,069.

Based on the computation above, it could be concluded that Personal Vocabulary Note (PVN) was effective to increase the students' vocabularies achievement. It could be known from the difference mean of pre-test and post-test score. The mean of pre-test was 62,08 and the mean of post-test was 82,08. There was an increasing score from pre-test to post-test. It was also able to be known from the difference of t-value and t-table. From the computation of the data, t-value was higher than t-table. So, it could be concluded that Personal Vocabulary Note (PVN) was effective to increase the students' vocabularies achievement.



## E. Conclusions

Based on the description in the previous the researcher would like to give some conclusion and suggestion as follows: 1) Personal Vocabulary Note (PVN) was effective to increase the students' vocabularies achievement of the first students of SMP Darussalam Ngoro- Jombang. It could be known from the score of the test. The score of pre-test was still low. It was 62, 08. After receiving treatment of learning English by using Personal Vocabulary Note (PVN) and having post test, the students' vocabularies achievements were increased until 82, 08. And the significant difference of the t-value was 10, 929. It was higher than the t-table value which was 2,069. 2) Personal Vocabulary Note (PVN) is the effective way to increase the students' vocabularies. This technique is able to train the students' to remember the English vocabularies easily. Because they write it down by them selves. By achieving many vocabularies, it is able to make the students speaking English fluently.

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