CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication. Language used by people in daily activities, such as to communicate with other people. There were many languages in this world. One of them that were taught in Indonesia is English.

English is one of languages used by humans in all over the world. As an international language, it played important role in all aspects of life, such as education, science, business, technology, and economy. In learning English, there were four language skills. They were listening, speaking, reading, and writing. Those skills should mastered by students. But, in fact, most of the students still have difficulty in learning English, especially in mastering language components. Those language components were grammar, spelling, pronunciation, and vocabulary. One of the important components supporting the language skills was vocabulary. Vocabulary supported the students mastering those four language skills. Because of that, vocabulary is very important to be learned.

According to Umi Rahmawati, vocabulary is the first stage in any language learning. Because, when someone wanted to learn a language, he / she must know about its vocabulary first.[1] In journal Maryam Eslahcar Komachali, Laufer stated

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[1] Umi Rahmawati, *The Effectiveness of Using Personal Vocabulary Notes (PVN) To Develop Student's Vocabulary of The Tenth Grade Students of SMAN 1 Bulakamba*, Unpublished Thesis, Semarang: IKIP PGRI, 2011, p. 3.

that vocabulary learning is the heart of language learning and language use.[2] It meant that vocabulary learning is core part of language learning. So, if the student has vocabularies, it could help the students mastering English well.

In reality, many students of junior high school still have problem in speaking, writing, listening, and reading English. Students of junior high school still could not compose a sentence in speaking and writing English, because they are poor vocabulary. Most of students felt lazy to learn vocabulary. They were lazy to memorize and improve their vocabulary. And most of they were not interesting in teaching learning activities. It caused some teachers could not motivate them, because less teaching technique and using monotonous and traditional methods, teacher just explained the materials from book.

In teaching learning process, the important thing was not only how much or how less teaching and learning activity did in the classroom, but we also should know how the students are active and enjoy in teaching learning process. To help the students more active and enjoy, a teacher should have a plan of teaching about technique that the teacher use and suitable to the students. One of techniques could make the students enjoy in teaching learning process is using interesting technique. According to Umi Rahmawati, based on result of her study, there were many techniques that is considered to be effective in which to develop students' vocabulary, such as: guessing the meaning, categorizing the words, personal

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[2]Maryam Eslahcar Komachali, *The Effect of Using Vocabulary Flash Card on Irian Pre-University Student's Vocabulary Knowledge*, Unpublished Thesis, Iran: Islamic Azad University, 2012, p. 1.

organizing, secret dictionary, personal dictionary, and personal vocabulary notes, etc.[3] The writer used personal vocabulary notes as a technique to teaching vocabulary.

Personal vocabulary notes is one of technique used to improve students' vocabulary. Joshua Kurzweil defined personal vocabulary notes is a way of developing students' vocabulary in a personalized way while encouraging them to become autonomous learners. According to him, there were many advantages that we got from using personal vocabulary notes, such as helping the students to find the vocabulary that they needed to communicate, giving the students much deeper sense to know many words, more motivate the students, and providing the teacher with a time efficient way of giving attention to individual students, etc.[4] Because of that, it was very important applied by teacher. It could help the students to memorize new words and difficu lt words. Personal vocabulary notes could gives cheerfulness and comfortable in learning vocabulary. It could motivate the students to remember those words and it could motivate the students to use those words in simple sentences.

The writer conducted the study in SMP Muhammadiyah Palangka Raya especially at the seventh grade student. Based on pre-observation, the writer found that many students of SMP Muhammadiyah have some problems in learning

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[3]Umi Rahmawati, *The Effectiveness of Using Personal Vocabulary Notes (PVN) To Develop Student's Vocabulary of The Tenth Grade Students of SMAN 1 Bulakamba*, Unpublished Thesi*s*, Semarang: IKIP PGRI, 2011, p. 4.

[4]Joshua Kurzweil, *Personal Vocabulary Notes*, TESL Journal Vol. VIII No. 6, Japan: Kansai University, 2002, p. 1.

English, especially in learning vocabulary. They said that English is difficult to be learned. They also said that written form of word and manner of pronunciation were different. When the writer asked to students about some words, many of them did not know about it. They also have difficulties in memorizing words, when the teacher taught English vocabulary, they are able to memorize it, but after that, they forgot the words they have learned before. It caused they did not write it, because of some reasons, like their notebooks were collected. When the teacher asked the students to open dictionary, most of they were lazy and bored to open dictionary.[5] Because of that, the writer tried to use personal vocabulary notes as a learning technique and as substitution dictionary. In this study, the writer tried to improve the students' vocabulary using personal vocabulary notes.

Based on the explanation above, the writer would like to conduct the study with the title: **The Effect of Personal Vocabulary Notes on Vocabulary Knowledge at the Seventh Grade Students of SMP Muhammadiyah Palangka Raya.**

B. Problem of the Study

Based on the background of the study above, the problem of the study is "Does the use of personal vocabulary notes give effect on vocabulary knowledge at the seventh grade students at SMP Muhammadiyah Palangka Raya?"

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[5] On September, 20th 2014 (observation and interview the students and the teacher).

C. Objective of the Study

The objective of the study based on the background of the study is to measure the effectiveness of using personal vocabulary notes on vocabulary knowledge at the seventh grade students at SMP Muhammadiyah Palangka Raya.

D. Hypothesis of the Study

The hypothesis of this study is:

Ha: using personal vocabulary notes gives effect to students' vocabulary knowledge at the seventh grade students at SMP Muhammadiyah Palangka Raya.

Ho: using personal vocabulary notes does not give effect to students' vocabulary knowledge at the seventh grade students at SMP Muhammadiyah Palangka Raya.

E. Variables of the Study

A variable is a construct or a characteristic that can take on different values or scores.[6] In this study there were two variables, they were independent variable (X) and dependent variable (Y).

1. In this study the independent variable (X) is personal vocabulary notes.
2. In this study the dependent variable (Y) is students' vocabulary score.

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[6]Donal Ary, *Introduction to Research in Education (Eight edition)*, United State: Wadsworth (engange learning), 2010, p. 38

F. Assumptions

Personal vocabulary notes could make the students got better vocabulary knowledge.

G. Significance of the Study

The study has two significances. The first was theoretically significance and the second was practically significance. Theoretically, this study aimed at knowing and testing the effectiveness of using personal vocabulary notes, the result of the research used as input for English teaching learning process, especially for teaching vocabulary in junior high school.

Practically, the writer expected to give contribution to the English teacher about importance of learning technique in supporting teaching process especially vocabulary goals and it was one of alternative techniques that used for the English teachers in teaching vocabulary. For the student, by learning vocabulary using personal vocabulary notes provided motivation, so the students could learn it easily and the students could increase their ability in English vocabulary. For the reader, the reader could improve this technique (personal vocabulary notes) better and more interesting and the reader could take some theories of the vocabulary knowledge and personal vocabulary notes.

H. Scope and Limitation of the Study

The study belongs to experimental research. This research is limited on using personal vocabulary notes in teaching vocabulary. Using personal vocabulary

notes is limited to teach vocabulary about "Descriptive Text". Kinds of vocabulary that is taught based on syllabus and English book were noun, adjectives, and verb. The subject of the study was VII-2 as control class and VII-4 as experiment class at SMP Muhammadiyah Palangka Raya which taken by using cluster sampling. The number of student was 60 students.

I. Definition of the Key Terms

1. Effect

Effect is a change caused by something.[7] In the present study, personal vocabulary notes is said to have effect on students' vocabulary knowledge if the qualities of students' vocabulary knowledge using personal vocabulary notes are different from the qualities of students' vocabulary knowledge without personal vocabulary notes (handout).

2. Personal Vocabulary Notes

Personal vocabulary notes are a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners.[8] In the present study, personal vocabulary notes refer to students' note in writing new and difficult word.

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[7]Selviana, *The Effectiveness of Using Flashcard to Enhances Vocabulary Mastery of The Fifth Grade Students at School of Muslimat Nu Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic college of Palangka Raya, 2012, p. 11.

[8]Joshua Kurzweil, *Personal Vocabulary Notes*, TESL Journal Vol. VIII No. 6, Japan: Kansai University, 2002, p. 1.

3. Vocabulary Knowledge

Vocabulary knowledge is students' understanding about form of word and meaning.

4. T-test

T-test is a statistical procedure for testing hypotheses concerning the difference between two means; also used for other purposes.[9] In the present study, t-test is used to know difference between two means from experiment class and control class.

5. Experiment Study

Experiment study is the event planned and carried out by research to gather evidence relevant to the hypothesis.[10] In the present study, there were two hypotheses that will be tested.

J. Framework of the Discussion

The frameworks of the discussion of this study are:

Chapter I   : Introduction that consists of the background of the study, problem of the study, objective of the study, hypothesis of the study, variables of the study, assumptions, significance of the study, scope and limitation of the study, definition of the key terms, and framework of the discussion.

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[9]Donal Ary, *Introduction to Research in Education (Eight edition)*, United State: Wadsworth (engange learning), 2010, p. 652.

[10] *Ibid*, p. 641.

Chapter II   :   Review of related literature that consists of previous studies, definition of vocabulary, important of vocabulary, kinds of vocabulary, definition of vocabulary knowledge, important of vocabulary knowledge, assessing of vocabulary knowledge, teaching vocabulary, definition of personal vocabulary notes, the applying of personal vocabulary notes in the classroom, the advantages of personal vocabulary notes, procedure of using personal vocabulary notes in teaching vocabulary, t-test and experiment study.

Chapter III   :   Research Method that consists of research design, time and place, population and sample of the study, research instruments, research instruments try out, research instruments validity, research instruments reliability, data collection procedures, and data analysis procedures.

Chapter IV   :   Result of the study that consists of description of the data, testing normality and homogeneity, the result of data analysis, and discussion.

Chapter V   :   Closure that consists of conclusion and suggestion.