

CHAPTER I

INTRODUCTION

This chapter present background of the study, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the study, definition of key terms, and organization of the study.

A. Background of the study

Language is the method of human communication (Patel & Jain, 2008: 27). By communication, they interact with other people. Harmer (2007: 21) said that communication is one of the tools to do some interactions and give response to someone. One of International languages used for communication is English language. As an International language, English is very important in the world. According to Patel and Jain (2008: 6), English is mother tongue of nearly 320 million people and another 200 million people use it as second language. It means that English language is usually used as a tool of communication and one of the popular foreign languages in the world among people who come from different countries. English is the language of global village English is full of knowledge and information. English is the language that is used for connecting peoples having different tongues (Patel & Jain, 2008: 2).

English language has many differences from Indonesia language. To teach English language, a teacher should use the appropriate technique of teaching to

help students master English easily so that students are able to learn English more effectively. Still, some students argue that English is very difficult. As according to Johnson (2013) state that English is difficult because it contains so many words that are pronounced the same but have different meanings. From this reason, teacher should use the appropriate technique to teach foreign language. In English language, there are many skills to be taught such as speaking, reading, listening and writing. Vocabulary is one of the element useful to master those English skills.

Vocabulary is a core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write (Richard & Renandya, 2002: 255). It means that vocabulary is a crucial element to master the four English skills such as listening, speaking, reading, and writing. Thus, the students should have a lot of vocabularies to support their skills. Vocabulary becomes very important component to be taught, because by mastering vocabulary the students can learn language easily. Vocabulary is one of the most important skills in a language (Schmitt, 1997: 40), because vocabulary is the first stage to build communication and interaction with other from any languages in the world. By this reason a teacher should teach vocabulary to increase students vocabulary number. Thus, learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools (Harmon, et. al., 2009). In addition to Efendi (2013: 78) there is no denying for every student to master vocabulary if he or she wants to master a language. By this reason, teaching vocabulary is important tool for students to master English Language.

One way to help students to mastery English language teacher should use kinds of a activity a long teaching learning process. According to Ur (1991: 10) presenting is one of the three learning processes. Moreover, in the classroom it is the teacher's job to promote these three learning processes by the use of appropriate teaching acts. Thus, he or she presents and explains new material in order to make it clear, comprehensible and available for learning, gives practice to consolidate knowledge, and tests, in order to check what has been mastered and what still needs to be learned or reviewed. In teaching vocabulary the teacher needs good knowledge on their teaching materials. Teacher should prepare materials before teaching and learning process. Especially for teaching vocabulary the teacher can use a book to introduce new vocabulary.

Based on the observation done by the researcher, SMP Islam Al Azhaar Tulungagung is one of the schools applied Curriculum 2013. The teaching learning process is done based on curriculum 2013. The approach that is applied for teaching English language in Curriculum 2013 is using scientific method (Zulyetti, 2015). This approach covers observing, questioning, associating, experimenting and networking (Khasanah, 2014). Accordingly teaching and learning process is conducted based on Curriculum 2013, by which the students tend to more actively participate in the class and the teachers more actively contribute to build a more interesting classroom atmosphere as well. By applying the method students become autonomous learners and study English more effectively. Based on the observation in this school a teacher commonly divide students into some groups and also sometimes the teacher applied game in

teaching and learning process to make students more enthusiastic. According to Efendi (2013: 79) Teaching English for junior high school especially for seventh grade is different from teaching English for adult, because they have specific characteristic such as prefer learning by doing, playing game, role playing and etc. Every week, English has been taught for four hours. It means that students have a lot of time to study English, so that it is hopefully effective to master English lesson quickly.

Based on the result of the observation and interview the English teacher of SMP Islam Al Azhaar Tulungagung, it was found that there are some evidence of difficulties in learning vocabulary: 1) Many students less memorize vocabularies, because most of the students have different ability in memorizing vocabularies. There are students to fast memorizing vocabularies but other students less memorizing vocabularies because every student has different ability. Li and Pan (2015: 80) said that memorizing is not an easy job, many students can not totally remember words. 2) Almost of all students felt bored studying vocabulary without any variation technique such as using media or games. So, they are busy talking with their friends when the learning process was occurring. They do not give attention about the teacher explanation and make noisy with their friends. To solve problem above, teacher should help students by using the appropriate technique. One of effective technique used the researcher to increase students vocabulary achievement is Personal Vocabulary Notes (PVN) technique. The effectiveness of this technique is based on research was doing by Aprilianty

(2014), she said that Personal Vocabulary Notes (PVN) technique help students to increase vocabulary understanding.

Kurzweil (2002) said that Personal Vocabulary Notes (PVN) technique is one of the ways to develop students' vocabulary in a personalized way while encouraging them to become autonomous learners. Personal Vocabulary Notes (PVN) technique help students be more autonomous learners because students write his/her own difficult vocabulary in their daily journal or notebook. Personal Vocabulary Notes (PVN) technique is similar to vocabulary notebooks as that they can improving students' vocabulary achievement using notebook. Walters and Bozkurt (2009: 404) said that a vocabulary notebook can best be regarded as a kind of personal dictionary. Vocabulary notebooks in the English language program in a secondary school acteds as a tool to empower the learners to become more independent in their learning (Fowle, 2002: 380). Applied Personal Vocabulary Notes is students write new vocabulary each chapter in every meeting. In their notebook they can write the meaning, pronunciation, pages or chapter and etc.

Personal vocabulary notes (PVN) technique is suitable technique to be used in teaching Junior High School students. Further, McCarten (2007: 25) points out that a lot of vocabulary learning research points to the relative success of learners who are independent, devote time to self-study, use a variety of learning strategies, and keep good vocabulary notes. According to Schmitt and Schmitt (1995: 133-134) Vocabulary notebook has some advantages. First, notebooks help Learners to incorporate new words into an already known

language repertoire. Second, Notebooks promote easier learning through effective material organization; the target words are systematically displayed on the page including such elements as lists of derivatives, mnemonic cues and stylistic information. Personal Vocabulary Notes (PVN) technique which is similar to vocabulary notebook can help the students to memorize the words, help the teacher to improve students interest and to motivate them to learn vocabulary. It will make students learning more joyful, interesting and enthusiastic teaching learning atmosphere. They have now been in use for over one academic year on a program of approximately 300 learners aged between eleven and fourteen, from false-beginner to pre-intermediate level (Fowle, 2002: 380). It means that, almost of all students apply Personal Vocabulary Notes (PVN) technique to increase their vocabulary number. It is important for students to master vocabulary, because it is one of the element of reading section. Reading section is parts of element in TOEFL, so when a students are able to increase their vocab number, they can get higher score in TOEFL. Based on the evidence and advantages of Personal Vocabulary Notes (PVN) technique is one of technique appropriate for teach students vocabulary.

Accordingly, it is important for researcher to investigate the effectiveness of Personal Vocabulary Notes (PVN) technique to solve the above mentioned problem. She wants to implement Personal Vocabulary Notes (PVN) technique based on evidence and proof in previous studies, because this technique is effective to solve the problems of students vocabulary achievement. Finally, she is going to entitle her research “The Effectiveness of Personal Vocabulary Notes

(PVN) Technique in Improving Students Vocabulary Achievement in the First Grade Students at SMP Islam Al Azhaar Tulungagung”

B. Research Problems

Based on the background described above, the research problems are formulated as follows:

1. How is the students' vocabulary achievement before being taught personal vocabulary notes (PVN) technique?
2. How is the students' vocabulary achievement after being taught personal vocabulary notes (PVN) technique?
3. Is there any significant different score between students vocabulary achievement before and after taught by using personal vocabulary notes (PVN) technique?

C. Objectives of the Research

In relating to the research questions above research objective of the research are to find out:

1. To know the students' vocabulary achievement before being taught Personal Vocabulary Notes (PVN) technique.
2. To know the students' vocabulary achievement after being taught Personal Vocabulary Notes (PVN) technique.

3. To know significant different score between students' vocabulary achievement before and after being taught by using Personal Vocabulary Notes (PVN) technique.

D. Research Hypothesis

There are two kinds of hypothesis formulated; they are Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

- a. Null Hypothesis (Ho)

There is no significant difference on the students' vocabulary achievement before and after taught by using Personal Vocabulary Notes (PVN) technique towards the achievement of vocabulary of the first grade students' at SMP Islam Al Azhaar Tulungagung.

- b. Alternative Hypothesis (Ha)

There is significant difference on the students' vocabulary achievement before and after taught by using Personal Vocabulary Notes (PVN) technique towards the achievement of vocabulary of the first grade students' at SMP Islam Al Azhaar Tulungagung.

E. Significance of the Research

The researcher expects that the results of this research will be significant to teachers, students and other researchers.

1. Teacher

The researcher hopes that the result of this research can be used by the teachers especially those having study with the same problems as those revealed in this research, so that their students vocab problem can be effectively solved. Moreover, their study vocab can also be improved in teaching learning process to improve students' ability in vocabulary achievement

2. Students

This research is expected to help the students' memorize the vocabulary they have learned, and to motivate students' in learning vocabulary.

3. Other Researcher

For other researchers, the results of this research can be used as an input by those who want to conduct related research about teaching vocabulary and personal vocabulary notes (PVN) technique as reference.

F. Scope and Limitation of the Study

The scope of this research is technique of teaching vocabulary. This research was limited in the use of Personal Vocabulary Notes (PVN) technique in teaching vocabulary in the first grade students' at SMP Islam Al Azhaar Tulungagung.

G. Definition of Key Terms

1. Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2000: 16)
2. Autonomous learner is himself capable of making all these decisions concerning the learning with which he is or wishes to be involved (Benson, 2001: 48)

H. Organization of the Study

The organization of the research paper is given in order to make the readers understand the context of the paper.

Chapter I : Presents the introduction which consists of, background of the study, research problems, objectives of the research, research hypothesis, significance of the research, scope

and limitation of the study, definition of key terms, and organization of the study.

- Chapter II : Is theoretical background or review related literature. It consist of vocabulary, teaching vocabulary, source of teaching vocabulary, teaching vocabulary in intermediate level, testing vocabulary, vocabulary achievement, Personal Vocabulary Notes (PVN) technique and previous study.
- Chapter III : Is research method. Consist of research design, population, sampling and sample, research instrument, validity and reliability testing, normality testing, data collecting method and data analysis.
- Chapter IV : Consist of description of data, hypothesis testing, and discussion.
- Chapter V : Consist of conclusion and disuggestion.