CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents review of 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.

A. Vocabulary

Basic element of learning foreign language is vocabulary. Vocabulary is the important for anyone who learns the language used in listening, speaking, writing, and reading. According to Daller, et. al. (2007: xii) vocabulary plays an important role in the lives of all languages users, since it is one of the major predictors of school performance, and successful learning and use of new vocabulary is also key to membership of many social and professional roles. Moreover, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002: 255). Learners foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies. Vocabulary is more than lists of target language words (Nunan, 1999: 101). It means that, vocabulary used in many aspect such as communication.

According to Handson and Padua (2011: 5) vocabulary refers to words use to communicate in oral and print language. In order to communicate effectively using oral and print language, should flexibly use words that we recognize and understand. Richards and Renandya (2002: 255) State that:

> Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

From some definitions above, it can be conclude that vocabulary is core component of language for mastery foreign language and can be use in communication foreign language.

B. Teaching Vocabulary

In learning foreign language, the first elements that students should know is vocabulary. Vocabulary is more than lists of target language words (Nunan, 1999: 101), and also is a basic component in second language acquisition. The students are going to speak fluently and accurately, write easily or understand what he/she reads, if they have lot of vocabulary. To learn foreign language more easily a teacher should teach vocabulary. Teaching vocabulary has assumed its rightful place as a fundamentally important aspect of language development (Nunan, 1999: 101). Because of the important of vocabulary in learning foreign language, so teacher needs teach students as the major lesson.

Brown (2000: 7) state that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teaching viewed

as driven by teachers attempts to integrate theory and practice (Richards & Renandya, 2002: 6). In addition, Brown (2001: 87) said that to successfully teach a language requires specific skills and institutions that differ from those appropriate teaching. From definition above we can conclude that teaching vocabulary is the best way to helps students learning new vocabulary with an appropriate method or technique. Before teacher applies some method or technique, a teacher should guide them in finding the mistakes and correcting them. According to Harmer (1998:1-2) there are some characteristic of a good teacher:

1. A teacher should make her/his lesson interesting

2. A teacher should have lots of knowledge

3. A teacher must love her/his job

4. A teacher is an entertainer in a positive sense not in negative sense.

A good teacher is major elements in teaching learning process. Good teachers bring sensitivity and a spirit of reflective inquiry to their teaching (Vacca & Vacca, 1999: 4). Because it is the part of success in learning foreign language and make interesting classroom atmosphere. A teacher should try a good teacher such as mentioned above. Furthermore, a teacher can teaching vocabulary and help the students more understand. According to Schmitt (2000: 146-147) there are some key principles in teaching vocabulary:

1. Build a large sight of vocabulary

2. Integrate new words with old

3. Provide a number of encounters with a word

4. Promote a deep level of processing

5. Facilitating imaging

6. Make new words "real" by connecting them to the students word in some way

7. Using variety techniques

8. Encouraging independent learning strategies

So, a teacher teaching vocabulary should make his/her vocabulary lesson be interesting, have lots of vocabulary knowledge, love English vocabulary and become an entertainer in positive sense of vocabulary. In teaching vocabulary there are some interesting strategies or technique to find out the effectiveness of learning vocabulary. Among the interesting technique in teaching vocabulary there are:

1. Visual Technique

   Visual technique including flashcards, photographs, blackboard drawings, wall charts and realia.

2. Verbal Technique

   Verbal technique including use of illustrative situations (oral or written), use of synonymy and definition, contrasts and opposite, scales, and example of the type (Gairns & Redman, 1986: 74-75).

Generally, understand the meaning is not easy for a beginner. If a teacher does not help them, it also students get difficulties study vocabulary. According to

Thornburry (2002: 75-76) state that decided to teach a related set of words, the teacher should know some factors:

1. The level of the learners (whether beginners, intermediate, or advanced)

2. The learners likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary)

3. The difficulty of the items – whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce

4. Their 'techability' – whether, for example, they can be easily explained or demonstrated

5. Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.

C. Source of Teaching Vocabulary

Teaching vocabulary the teacher should select carefully the materials of vocabulary to learn the students. According to Thornbury (2002: 32-51) there are five main sources vocabulary that can be used by the teacher in the class;

1. List

   List is one of resource because it is very economical and large numbers of words can be learned in a relatively short time. List can use targeted for active study were supplied to learners.

2. Course book

   Course books now days take seriously the need to recycle vocabulary regularly and often build into their content periodic review stages. Because course books used to present the sets in such a way as to reduce the chances of confusion.

3. Vocabulary book

   Now days, vocabulary notebooks are targeted at specific needs, such as business or technical English, or are designed as preparation for public examinations. A vocabulary book is very popular because they allow learners to work independently on vocabulary areas that they are interested in.

4. The teacher

   The teacher is a highly productive although often undervalued source of vocabulary input. Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom processes. The teacher is also the source of a lot of useful interpersonal language. The teacher is a potentially fruitful source of vocabulary input, not only in terms of incidental learning, but also as a means of introducing vocabulary through teacher talk.

5. Other student

Other students in the class are a particularly source of vocabulary input. Learners often pay more attention to what other learners say than they do to either the course book or their teacher. Each learner can contribute to the shared class 'lexicon' through actives such as brainstorming, and research findings suggest that learner input is as powerful, if not more so, than other vocabulary sources.

Teaching vocabulary the teachers have a great influence to improve the students' vocabulary ability. In teaching learning process teacher should make students feel comfortable in learning vocabulary. The teacher can use some sources to teach students, so they can build their vocabulary.

D. Teaching Vocabulary in Intermediate Level

In general education there are some students levels. According to Brown (2001: 96) there are some students proficiency levels with the terms "Beginning", "Intermediate", or "Advanced". Now, we talk about students in intermediate level especially in teaching vocabulary. Moreover, Allen (1983: 45) states that at the intermediate level, we teach many of the same kinds of words that elementary students need. It same with, Harmer (2001: 44) between beginner and Intermediate we often class students as elementary. Like lessons for beginners, the intermediate vocabulary lessons include many words for things and persons in the learners daily lives. The age of our students is a major factor in our decisions

about how and what to teach. People of different ages have different needs, competences, and cognitive skills (Harmer, 2001: 37). According to Allen (1983: 49) she state that:

> Intermediate students need such help more than students at the Elementary level, where more of the vocabulary can be taught by pointing, or by using pictures, or by demonstrating an action. In Intermediate classes, on the other hand, there is a more systematic attempt to include the most commonly used words in various categories: categories like buildings, part of a house, furniture, occupations, transportation, weather, health, and many more

Before teacher teach intermediate students, they should know the characteristics of the students to manage their material or classroom atmosphere. Allen (1983: 72) said that there are some characteristics of Intermediate students such as:

1. They need to extend their knowledge of vocabulary related to common areas of experience (food, clothing, transportation, health, human relations)

2. They have already learned many of the basic words, so the teacher can (and should) use simple English explanations for introducing new vocabulary

3. Some intermediate students have learned more English than other members of the same class; therefore, different activities for individuals and small groups should frequently be arranged.

4. Intermediate students have reached a point in their language study where many become discouraged and lose interest. (Techniques for dealing with this problem have been described).

5. One reason for the intermediate students possible discouragements the increasing difficulty of the vocabulary which must be learned-especially vocabulary related to the lives of people for whom English is the native language.

As teachers, they can help students notice what certain words mean to speakers of English. That is one of the special aims of the intermediate vocabulary class (Allen, 1983: 78). Teacher should find the interesting source or method to teach vocabulary. One way to helps students learn new vocabulary is using textbook, it same with Allen (1983: 49-50) said that.

> To make vocabulary learning more systematic, therefore, the Intermediate student should keep anotebook. In the notebook there should be different sections for different categories of words several pages reserved for weather words, other pages reserved for health words, and so on
> As words are presented in any lesson, the students should add each new word to the appropriate section of the notebook. Soon each student's notebook will have a useful list of words for building (house, school, bank, post office) and still other lists for words related to other areas of living. From time to time during the school year, the students should be given special opportunities to use this new vocabulary. We will now look at an activity they is designed to accomplish this.

As a teacher, teaching intermediate students need more attention. They should prepare well to manage class, material and classroom atmosphere. In addition to acquiring such as new vocabulary words, intermediate students need to learn new meanings for many of the English words they already know. In particular, they need to become aware of what those common words mean to native speakers of English (Allen, 1983: 73). So, it is the important to all teachers to know the characteristic of intermediate student and the way to teach them.

E.   Testing Vocabulary

One of the first things to get data is testing. Testing is sometimes used almost interchangeably with "assessment" and in this spirit is taken here as a broad cover term for both formal and informal assessment procedures (Allison, 1999: 5). Moreover, Brown (2004: 3) said that test is simple term is a method of a person's ability, knowledge or performance in a given domain. Testing provides a form of feedback, both for learners and teachers (Thornbury, 2002: 129). Make a test teacher must know characteristics of test. According to Harmer (2001: 321) there are four main reasons which give rise to four categories of test:

1. Placement tests

   Placement test are designed to show how good a students English is in relation to a previously agreed system of level. Placement test is placing new students in the right class in a school is facilitated with the use of placement test. Usually based on syllabuses and materials the students will follow and use their level has been decided on, these test grammar and vocabulary knowledge and assess students productive and receptive skills (Harmer, 2001: 321). Placement tests have traditionally consisted or standardized multiple-choice items on grammar, vocabulary, reading comprehension, aural comprehension, and sometimes a sample of writing (Brown, 2001: 390).

2. Achievement test

   Perhaps the most common one is to find out if student have learned the words that were taught, or that they were expected to learn

(Schmitt, 2000: 164). These tests are designed to measure learners' language skill progress in relation to the syllabus they have been following. Achievement tests only work if they contain item types which the students are familiar with (Harmer, 2001: 321).

3. Diagnostic test

   Diagnostic test can be used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course (Harmer, 2001: 321). A teacher in diagnostic test is may want to find where students' vocabularies have gaps, so that specific attention can be given to those areas (Schmitt, 2000: 164).

4. Proficiency test

   Proficiency tests give a general picture of students knowledge and ability (rather than measure progress). They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate (Harmer, 2001: 321). Such as the TOEFL Provide some indication of a leaner vocabulary size, which is related to over all language proficiency (Schmitt, 2000: 164).

A teacher should know the kinds of test, because it to determine kinds of test that appropriate for students. Testing motivates learners to review vocabulary in preparation for a test (Thornbury, 2002: 129).A test can help to show how much has been achieved by individuals in the class (Allen, 1983: 109). In addition, teacher used test is to know students understand with the lesson. One of

the important tests should know a teacher is vocabulary test. The purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing (Madsen, 1983: 12). Madsen (1983: 12-33) said that there are four kinds of vocabulary test:

1. Limited response

   Limited response is for beginners. These test items require either a simple physical action like pointing at something or a very simple verbal answer such as "yes" or "no". Vocabulary test in limited response can be done by:

   a. Individual testing

      A teacher can test vocabulary through saying simple instruction like "please go to the window" or "please hand me the chalk". The student can show he understands by doing what he/she is told.

   b. Group testing

      A teacher can be done by giving the students a sketch each students such as "draw a circle around the boy" or "put an X on every tool".

   Limited response has some advantages such as:

   a. It causes less stress or nervousness than other types of tests.

   b. It avoids skills such as reading and writing that have not yet been developed.

   c. It can be scored easily and objectively (Madsen, 1983: 16)

2. Multiple-choice completion

    Multiple-choice completion is atest in which a sentence with a missing word is presented, students choose one of four vocabulary items given to complete the sentence. Multiple-choice test makes the student depend on context clues and sentence meaning. This kind of item is constructed by deleting a word from a sentence. For example:

    She quickly ....he lunch.

    A. Drank   **B. Ate**   C. Drove   D. Slept

    (The correct choice is marked with bold)

    According to Madsen (1983: 23) there are some advantages of multiple-choice completion:

    a. It helps students see the full meaning of words by providing natural contexts. Also, it is good influence on instruction, it discourage word-list memorization.

    b. Scoring is easy and consistent.

    c. It is a sensitive measure of achievement.

3. Multiple-choice paraphrase

    Multiple-choice paraphrase is a test in which a sentence with one word underlined is given. Students choose which of four words is the closest in meaning to the underlined item. For example:

    He was **irete** when he heard about the new plans.

    A. Interested   **B. Surprised**   C. Angry   D. Sad

    There are some advantages of multiple-choice paraphrase:

    a. Context preparation is rather easy.

    b. Scoring is easy and consistent

    c. It is a sensitive measure of achievement (Madsen, 1983: 27).

4. Simple completion (words)

Simple completion (words) has students write in the missing part of words that appear in sentences. The missing parts are usually prefixes and suffixes. For example, the **un-** in **untie** or the -**ful** in **thankful**. For example:

First, supply a word with a prefix or suffix for each blank in the following sentences. Then prepare simple-completion items.

    a. When you write check, make it ....to my sister.

    b. Please wipe your .... hands on that cloth.

    c. The police arrested him for ....the riot.

    d. The ....of the volcano destroyed several villages.

    e. The boy didn't ....his shoelaces before taking off his shoes.

The advantages of simple completion (words) are:

    1) It reflects teaching approaches.

    2) It is generally faster and easier to construct than are items with distracters (Madsen, 1983: 30, 33).

It is the kinds of vocabulary test, According to Nation (2001: 344-345) said that here are some other testing vocabularies such as:

1. A 1,000 word level true/false test

Example of true/false test:

Write T if a sentence is true. Write N if it is not true. Write X if you do not understand the sentence.

    a. We cut time into minutes, hours and days   ....

    b. Some children call their mother Mama   ....

    c. All the world is under water   ....

    d. When you keep asking, you ask once   ....

2. A vocabulary depth test

It is example of a vocabulary depth test:

Choose four words that go with the test word. Choose at least one from each of the two boxes.

Sudden

Beautiful	quick	change	doctor
Surprising	thirsty	noise	school

3. A definition completion test

Example of completion test:

Choose one word from the list on the right to complete the sentence.

Do not use the same word twice.

a. A journey straight to a place is ....   faint

b. An illness that is very serious is ....   acute

c. A river that is very wide is ....   common

d. Part of your body that is not covered by any clothes is ....bare

e. Something that happens often is ....   alien

       broad

       direct

4. A translation test

Translation can test all aspects of item, but there is the usual difficulty of finding exact equivalents across languages, and it may be tricky to mark (Ur, 1996: 73). There are example of translation test:

Translate the underlined words into your first language

   a.   You can see how the town has developed........

   b.   I cannot say much about his character........

   c.   Her idea is a very good one........

   d.   I want to hear only the fact........

(Nation, 2001: 344-345)

5. Gap-fill test

Gap-fill test require learners to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simply recognize it (Thornburry, 2002: 133). For example:

   a.   Complete the text by writing an appropriate word in each space:

   'Greta Garbo, the Swedish-born film ...., was born in 1905. She won a scholarship to drama school, where she learned to........ In 1924 a film director chose her for a .... in a Swedish film called.......

   b.   Choose the best word from the list to complete each sentence. Use each word once ....

c. Select words from the list to complete each sentence. Note that there are more words than sentences ......

d. Choose words from the text you have just read to complete these sentences.......

(Thornburry, 2002: 100)

6. Matching test

Matching test is only meaning will tested and is knowledge of an opposite a proof that the taste knows the meaning of the original word. For example:

Draw lines connecting the pairs of opposites.

A	B
Brave	Awake
Female	Expensive
Cheap	Succeed
Fail	Male

(Ur, 1996: 70-71)

7. Odd one out

In this test only meaning is being tested, and you have no way of being sure that all the items are known. But this is at least more interesting to do, and usually easy to mark. For example:

Underline the odd one out: goat, horse, cow, spider, sheep, dog, and cat.

(Ur, 1996: 70-71)

8. Writing sentence test

Spelling and pronunciation of the items are not tested, but most other aspects are. For example:

For each of the following words, write a sentence that makes its meaning clear.

1. Wealth   2. Laughter   3.Decision

4.Brilliant

(Ur, 1996: 70-71)

9. Cloze test

Example of cloze test:

For some reason Richard West has been having great (1) ...... in getting to sleep lately. Last night he thought it might help if he went to bed even earlier than usual, so at 9:30 he (2) ...... down, closed his eyes hopefully, and began counting sheep. Thinking of all those energetic little (3) ...... jumping over fences made him fell energetic himself, so he (4) ......, went downstairs, and found the most boring book he had. It was a book (5) ......*Home Rug-Making* (Allen, 1983: 112).

Allison (1999: 7-8) said that in his book *Language Testing and Evaluation,* language teaching is not only context in which language use is evaluated or language abilities are tested, but it is the context or set of contexts for which language testing and language program evaluation are sometimes brought together. Testing vocabulary is one of important component in learning second

language, so teacher can see progress of students. Test results are obviously also used when decisions are made about student placement, progress, final grade or certification, and so forth, but such decisions are not invariably taken up in the evaluation of the teaching program itself.

F. Vocabulary Achievement

Many teachers especially English teachers try to develop students achievement in order to be better. Achievement as a result of teaching learning process. According to (Phye, 1997: 21) achievement is defined by learning standards guidelines that set out what knowledge and skill students are expected to demonstrate, grade by grade and subject by subject. In teaching learning process achievement is one of the important point. Phye (1997: 4-5) state that.

> Achievement, especially academic achievement, is universally praised as a goal of American education. Programs are designed to enhance achievement; students are honored for high achievement; many tests covering school subject matter contain the word achievement in their titles; labels are assigned for over- and underachievement.
>
> Ironically, however, the term achievement is described in few educational references. For example, a review of several educational psychology texts revealed that none actually attempted to define achievement. The general topic of achievement is often presented, though couched in references to achievement motivation, gender differences, or academic self-concept.

Based on explanation above we can conclude that achievement is the important point in teaching learning process. The achievement of e students is different because they have different ability. To get high achievement each students need increase their ability. Read (2000: 28-29) said that vocabulary

ability includes both knowledge of language and the ability to put language to use in context. Thus, its three components are as follows:

1. The context of vocabulary use

2. Vocabulary knowledge and fundamental processes

3. Metacognitive strategies for vocabulary use

Not only components above, but there are some factors influence students in their achievement. According to Vacca and Vacca (1999: 41-42) he said that how students achieve or fail to achieve is often attributed to such factors as motivation, self-concept, prior knowledge of the subject, and their ability to read, to study, and to communicate effectively through oral and written language. From statement above the role of teacher is very important.

Before students try to improve vocabulary ability teacher can know achievement each students using achievement test. Achievement test is one section may be designed to assess how well the learners have mastered a vocabulary skill that they have been taught, such as the ability to figure out the meaning of unfamiliar lexical items in a text on the basis of contextual cues. Or they may be tested on their knowledge of a sample of the lexical items that they have studied during the course (Read, 2000: 152). Levels of achievement are based on measures ranging from teacher-based assessments to standardized tests (Wagner, et. al., 2007: 236). Achievement is the goal in teaching learning process. Teacher, parents and students hope that they have good achievement in every lesson.

G. Personal Vocabulary Notes (PVN) Technique

1. Definition of Personal Vocabulary Notes (PVN) Technique

Personal Vocabulary Notes (PVN) Technique is a way of develope student vocabulary in a personalized way while encouraging them to become autonomous learners (Kurzweil, 2002). It is an appropriate technique to improve vocabulary number. To apply it, they write his/her own difficult vocabulary in their daily journal or notebook. In addition, Nation (2001: 228) said that students kept systematic records of their vocabulary learning by using notebooks and list. Learners can store new vocabulary as it arises on appropriate category sheets which they can keep in a ring binder or on separate pages of a notebook (Gainds & Redman, 1986: 96). Students used a notebook as Personal Vocabulary Notes (PVN) technique to keep or organize new vocabulary. They have different notes in their PVN because the ability of every students is different, so they write new vocabulary based on their ability. To apply it, students can write the meaning, pronunciation, and etc. Personal Vocabulary Notes (PVN) technique which is similar to vocabulary notebook as that they can help the students to memorize the words, help the teacher to improve students' interest and to motivate them to learn vocabulary.

Vocabulary notebook refers to a notebook kept by each learner specifically for the purpose of recording new and useful lexical items (Fowle, 2002: 380-381). Moreover, Walters and Bozkurt (2009: 404) said that a vocabulary notebook can best be regarded as a kind of personal dictionary; learners record the words they encounter, along with their meanings and any other aspects of the word deemed

important, such as part of speech, other word forms, collocates, synonyms, antonyms, and perhaps a context sentence. Dang (2013: 438) points out, keep vocabulary notebooks to help foster vocabulary acquisition and learner autonomy, there are few studies conducted on the vocabulary notebook strategy employed by EFL learners. McCharty, et. al., (2010: 25) said that:

> Your learner to keep vocabulary notebooks is very beneficial. Not only does it record the new words and their meanings, it also has the advantage of allowing students to see how many words they have learnt. This will motivate them to go on adding to their notebook.
> As learners amass their new vocabulary, it is important to stress that many new words might actually be old ones with new meanings because most common words are used over and over again in their different meanings. It is a good idea to encourage students to use dictionaries to add at least one new meaning to a word which they have in their vocabulary notebook. For example:
> Look up these common words in a dictionary and find two new meanings that you didn't already know.

Word	Meaning that I know	New meanings
face		
book		
train		
Leave		

Keep vocabulary notebooks is consolidation strategy. Keeping a vocabulary notebook is classified as a cognitive strategy within the larger division of consolidation strategies. Consolidation strategy is used to store the new word in long-term memory (Walters & Bozkurt 2009: 405).

Fowle (2002: 404) points out those learners may use multiple determination strategies to discover meaning and other aspects of unknown words: they may use monolingual or bilingual dictionaries, guess from context, or seek the help of teachers or classmates. A dictionary is a logical alternative and a valuable resource for students (Vacca & Vacca, 1999: 73). Dictionaries are excellent models of methods that can be used to record vocabulary (Fowle, 2002:

382). In learning second language dictionary is the major element. If students do not used or bring dictionary when teaching learning process, they will get difficulties understand the meaning.

Another technique that similar with Personal vocabulary notes (PVN) as that they can improving students' vocabulary achievement using notebook is personal word list. Vacca and Vacca (1999: 77-78) said that:

> Personal word list provided excellent strategy practice and application in the use of vocabulary building strategy. The use of personal word list would be of value not only to ESL students but also to all students who need explicit support in the use of vocabulary building strategies. The personal word list technique emphasizes the need for students to self important concept words and incorporates key principles learned from the VSS strategy. Students than complete a personal word list, which may be part of a vocabulary notebook or learning log. The personal word list is divided into four columns. For each word entry, students list (1) the word, (2) what the word means, (3) the clues used to construct meaning for the word (context, word structure, or a combination of the two), and (4) a dictionary definition, when it is appropriate to consult the dictionary for a definition.

Word	What I think it means	Clues (context or structure)	Dictionary definition (if needed)
Sacred	Religious	They were entering a sacred building that loomed out of the night to give them what haven and what blessing they yearned for.	
Vexation	Displeasure	But something would come up some vexation that was like a fly bugging around their heads.	
Lurch	Movement	She took a step toward the porch lurching	A sudden movement toward or sideways

In terms of vocabulary learning, one way of achieving this is to have them keep vocabulary notebooks (Schmitt & Schmitt, 1995: 133). Learning foreign language do not easy, students need an appropriate technique to master foreign

language. Thus, vocabulary notebooks offer learners the chance to expand their repertoire of vocabulary learning strategies, and they have the potential to enhance vocabulary learning, perhaps more than any other single vocabulary learning strategy used on its own. Learner specifically for the purpose of recording new and useful lexical items (Walters & Bozkurt, 2009:404).

2. Steps of Personal Vocabulary Notes (PVN) Technique

According to Kurzweil (2002) there are steps of Personal Vocabulary Notes (PVN) technique:

a. Give students a daily journal or PVN note paper to record vocabulary items. In my Japanese Language classes I write the following instructions:

   1) PVN: Personal Vocabulary Notes

   2) If you don it know an English word, write the Japanese Language, show your partner, communicate, and then check the English later.

b. Tell students that the class will be "English only"

c. Engage students in some kind of fluency activity and encourage them to write words in L1 that they do not know how to say in English.

d. As homework have the students look up their PVN and find the English translations. They then should write sentences using their PVN. (To make manageable workload teachers can ask students to choose just two or three PVN to make into sentences.)

e.   The teacher collects the PVN, checks it, and hands it back the following class.

f.   Students keep a section in their notebook for PVN and do follow up activities with it such as peer teaching and review activities.

Generally, there are other way applied Vocabulary Notebooks.Based on Kinsella (2010: 15) this is way to apply Vocabulary Notebook.

a.   Write the word.

b.   Write the syllabication; separate syllables with dots.

c.   Write the part of speech in parentheses.

d.   Copy the definition and omit one or two words. Choose the appropriate meaning for the context.

e.   Copy the example sentence. Omit one word or phrase and leave a blank.

f.   Design a practice task using a different familiar context. Write a simple response frame. Determine the grammar necessary to complete the frame.

Based on some steps ofPersonal Vocabulary Notes (PVN) technique researcher wants to modify steps of Personal Vocabulary Notes (PVN) technique. There are steps of modified Personal Vocabulary Notebooks (PVN), model of Hamida:

a. Give each students a note paper as Personal Vocabulary Notes (PVN) technique before teaching learning process.

b. Teacher explains how to use their notebook

c. Teacher start teaching learning process

d. Teacher divided students in some groups

e. Then, each group make a short paragraph based on the picture give by teacher

f. Students read thus paragraph in front of the class

g. Students can ask to another group about their story or vocabulary that do not know based on story that they heard from their friends.

h. Before the teachers teach them, students write his/her own difficult vocabulary in their PVN.

i. Each students can see the meaning of new vocabulary from dictionary

j. Before students have done write in their PVN, teacher can check it.

k. In the end of each chapter, teacher doing test based on PVN of each students. The purpose of teacher is to know what is the students learn the vocabulary that they write.

3. The Advantages of Personal Vocabulary Notes (PVN) Technique

There are some advantages of Personal Vocabulary Notes (PVN) technique as mentioned above:

a. Students are usually much more motivated to remember their PVN than they are a set of vocabulary items they have received from a textbook or teacher (Kurzweil, 2002).

b. PVN addresses individual student needs by encouraging students to find the vocabulary (Kurzweil, 2002).

c. The teacher is able to address a great deal of complexity and richness without having to invent a context as the context is already created by the student (Kurzweil, 2002).

d. PVN provides the teacher with a time-efficient way of giving attention and feedback on language to individual students(Kurzweil, 2002).

e. PVN gives students a much deeper sense of what it is to learn vocabulary and know a word as they get contextualized feedback on words they are using (Kurzweil, 2002).

f. PVN provides a motivating context for teaching dictionary skills again because students are researching their own words (Kurzweil, 2002).

g. Once students have a set of PVN the teacher can use their vocabulary to teach many other points such as circumlocution skills, pronunciation (ex. word stress), grammar (ex. parts of speech) (Kurzweil, 2002).

h. PVN engages students in the cycle of noticing their own needs, researching language, trying it out, and learning from their mistakes (Kurzweil, 2002).

i. Students keeping vocabulary notebooks helps teachers learn about their students' progress in learning vocabulary (Fowle, 2002: 383)

j. The students have definitely become more actively involved in the learning of vocabulary as a result of the notebooks (Fowle, 2002: 383)

H. Previous Studies

Some previous studies proved that Personal Vocabulary Notes (PVN) technique for help students to memorize vocabulary and become autonomous learners. The thesis written by Aprillianty (2014) method used in this research is quantitative method and research design was quasi-experimental research. The sampling technique used in this study is Cluster Sampling. The researcher took two classes as the subject of this study that were experimental class and control class. The researcher compare the score of pre-test and post-test. Applied this technique based on Aprilianty is the researcher teach in experimental class. The steps of teaching by using this technique is (1) Give students a daily journal or PVN note paper to record vocabulary items, (2) Tell students that the class will be "English only", (3) Engage students in some kind of fluency activity and encourage them towrite words in L1 that they do not know how to say in English, (4) As homework have the students look up their PVN and find the Englishtranslations. They then should write sentences using their PVN (tomake a manageable workload teacher can ask students to choose just two or three PVN to make into sentences), (5) The teacher collects the PVN, checks it, and hands it back to the following class, and (6) Students keep a section in

their notebook for PVN and do follow up activities with it such as peer teaching and review activities.

The second is article written by Antoniosyola, et. al., (2013) English teacher of FKIP Universitas Jember. In this research, the researcher used classroom action research applied in this research because it is intended to improve the tenth grade students vocabulary achievement and students' active participation. This classroom action research was done collaboratively between the researcher and English teacher of MA Al-Falah Kajar Bondowoso. The collaboration in preparing the material, discussing the problem faced by the students in vocabulary, finding the appropriate technique to overcome the problem, constructing the design of a classroom action research, carrying out the action in teaching vocabulary and doing classroom observation and reflection. There were two kinds of data in this research, primary data and supporting data. The primary data were taken from vocabulary test and classroom observation, and the supporting data were taken from documentation. Speaking test is used to collect the primary data about students' speaking achievement. The primary data is used to know the students' vocabulary achievement and students' active participation through Personal Vocabulary Notes Technique, while supporting data is used to know about the total number and the names of the tenth grade students at MA Al-Falah Kajar Bondowoso in the 2012/2013 academic year. In this research done in two cycle, first cycle conducted in two meetings and the second cycle conduct in tree meeting. The procedure on this research is (1) The teacher explains about what vocabulary to teach, (2) The teacher explains about

Personal Vocabulary Notes, (3) Give the students Personal Vocabulary Notes (PVN), (4) Tell the students what they should do, (5) Engage the students in some kind of fluency activity, (6) Suggest the students to write on PVN, (7) Communicate to the partner, (8) Teacher gives feedback to students, (9) Teacher gives homework, and (10) Teacher Checks students notes.

Now, to compare and contrast between the present research and the previous ones. Researcher try to compare this research with some previous study. In this research, she using experimental research as the method with pre-experimental research as the research design. To obtain the data she used test that consists of 35 questions in pre-test and post-test with one group design. In previous research by Aprilianty, she using experimental research with quasi-experimental research. The sample was using in quasi-experimental research is both of two class with controlled class and experimental class. The second is article written by Antoniosyola et. al., they using classroom action research as the research design. The classroom action research was applied to solve the students' problems in vocabulary. Next, researcher using purposive sampling to take sample. In purposive sampling, she chooses the sample using experience and knowledge based on the observation. She choose VII B class of SMP Islam Al Azhaar Tulungagung as sample took based on knowledge of researcher. Research done by Aprilianty, she using cluster sampling to took sample because this technique is used to determined a sample from a large population. The sample of this research is VII-1 class as a controlled class and VII-4 class of MTs. Salafiyah Bedahan as an experimental class which each class consist of 40 students. Article

written by Antoniosyola et. al., they choose the tenth grade students as the sample of research.

In this research, researcher used some various activities in this technique. Students should write vocabulary that do not know in teaching learning process or outside teaching and learning. Each chapter students get test about vocabulary that they write in their note. Researchers giving test about the meaning of vocabulary based on their note. Test of vocabulary is to know progress of students to make note. If she ask to students and they do not know the meaning of the vocabulary they should repeat test again. Students divided into some group. Then, they should present their story in front of the class. Students can add new vocabulary from the story of their friend. So, students can get a lot of vocabulary not only from their course book and teaching learning process. Thesis written by Aprilianty, students should write L1 that they do not know how to say in English. Then, students should determine the translation as homework and write this his/her own difficult vocabulary become sentences using in their note. The last is teacher collects the PVN, checks it, and hands it back to the following class. Then, the technique was applied by Antoniosyolaet. al., the differentiate is students communicate with their partner about their Personal Vocabulary Notes (PVN). But another way to teach students according to Antoniosyola et. al., same with the previous study.