CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this research. This poin background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

English is one of the languages that dominates the world, so it is said that English is an international language that plays an important role in facing globalization. With globalization and the increasing role of Information and Communication of Technology (ICT) in development and knowledge, English is becoming increasingly important. Everyone must be prepared, especially young learners. They must prepare as a generation for a better future. In learning English, students must master language skills and components well. A major part of language proficiency is vocabulary, which also forms the foundation for a learner's ability to read, write, speak, and listen. According to Harmer (1991), vocabulary aspects include understanding meaning, word usage, word formation, and word grammar. According to Alqahtani (2015), vocabulary is the number of words needed to communicate ideas and express the speaker's intent. Nation (in Schmitt, 2000) vocabulary is a list of various types of knowledge that a person must master to know a word, including the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behavior

of the word, word order, word association, and word frequency. So it can be concluded that vocabulary is a set of words that must be mastered along with their meanings to become a tool for expressing language and interpreting information in communication. It is essential to understand various aspects of vocabulary, such as meaning, usage, spelling, and pronunciation, to communicate effectively in a language. The student cannot study English well without mastering vocabulary first. Thus, the students should have a lot of vocabulary to support their skills. According to Ur (1996), vocabulary is one of the most important things to be taught when learning a foreign language because, without it, it is impossible to speak with various words. The statement implies that vocabulary becomes a very important component to be taught because, by mastering it, the students can learn English easily. A sufficient vocabulary is crucial for the students. Students can effectively express their ideas in both oral and written forms. Without any vocabulary, it is impossible for students to be able to speak or write English.

Just in learning vocabulary, the students memorise the word in the classroom, but after that, they sometimes forget what they have learned before. It happens because most teachers teach vocabulary by giving them unimpressive lessons and no exposure to the language outside the classroom, repeating words, and using the same strategies at every meeting. The students also seem bored with learning English vocabulary.

Regarding to the importance of mastering vocabulary above, the teaching of vocabulary must be inviting by providing the students with an interesting

technique. One of the techniques that can be used is the Personal Vocabulary Notes (PVN) using hyponymy technique. According to Kurzweil (2002), the Personal Vocabulary Notes (PVN) technique is one way to increase students' vocabulary personally while encouraging them to become autonomous learners. Students who employ the Personal Vocabulary Notes (PVN) technique are able to learn more independently since they write their own vocabulary in their daily notebooks. The technique is also similar to vocabulary notebooks, which can help students memorise words. Meanwhile, hyponymy like synonyms (a word similar in meaning) and antonyms (a word opposite in meaning). Hyponymy is a relationship whereby one word includes others in a hierarchy, so we have superordinate words, or general, and subordinate words, or specific, such as "colour" as a superordinate and "white", "black", "red", etc. as the subordinate. According to Harmer (2001), the meaning of a word is often determined by its relationship with other words. Then, students will have a description of the vocabulary item described by their teacher. By teaching students the relationship between these words, they can learn new words more effectively, it can help students develop their thinking mode of English language learning, arouse their associative memory, improve their vocabulary mastery, and it is an interesting way to collect many vocabulary. In this study, the researcher assisted students in vocabulary acquisition. Some previous studies have shown that this strategy is effective in improving students' English learning, especially vocabulary acquisition. Learning has been developed in several classrooms. The first research was conducted by Zalukhu (2022) with the title "The Effectiveness of

Using Personal Vocabulary Notes (PVN) to Improve Students Reading Comprehension of Eleven Grade in SMA Negeri 13 Medan". This study aims to improve students' reading comprehension of narrative text.

Second is research conducted by Awalia (2021) with the title "Using Personal Vocabulary Notes (PVN) Technique to develop the students Vocabulary". This research used three themes that has given to the students. There are days of the week, month of the year, and degree of time. The results show that the research was significant.

Third, research was conducted by Syifa (2020) entitled "Using Personal Vocabulary Notes Technique to Enrich Students' Vocabulary of Narrative Text". In this research, the researcher focused on teaching students vocabulary mastery of narrative text.

Fourth, research entitled "Elevating Vocabulary Mastery of Tenth Grade Students through Personal Vocabulary Notes Method at SMKN 9 Bandar Lampung" conducted research by Ayu et al., (2022). In this research, the researcher used Classroom Action Research (CAR) as a method to improve students vocabulary mastery.

Related to the previous study, the researcher is interested in using Personal Vocabulary Notes (PVN) using hyponymy technique in this research. The reason the researcher used Personal Vocabulary Notes (PVN) using the hyponymy technique is because it is a collaborative technique that is incorporated in an interesting way to collect a lot of vocabulary. This can increase students' interest in learning vocabulary through learning activities in vocabulary mastery. In this

research, the researcher wants to know whether Personal Vocabulary Notes (PVN) using hyponymy technique is effective or not for vocabulary mastery at SMPN 1 Sumbergempol. Dealing with the explanation above, it is important for the researcher to investigate "The Effectiveness of Personal Vocabulary Notes (PVN) Using Hyponymy Technique Towards Students' Vocabulary Mastery in the Seventh Grade Students at SMPN 1 Sumbergempol".

B. Research Problems

The researcher formulates the research problem following the background: "Is there any significant difference on students' vocabulary mastery before and after being taught by using Personal Vocabulary Notes (PVN) using hyponymy technique in the seventh grade students at SMPN 1 Sumbergempol?"

C. Objectives of the Research

Based on the formulation of the research problem, the objective of this study is "To know whether there is a significant difference on students' vocabulary mastery before and after being taught by using Personal Vocabulary Notes (PVN) using hyponymy technique in the seventh grade students at SMPN 1 Sumbergempol".

D. Research Hypothesis

There are two kinds of hypothesis formulated, namely the Null Hypothesis (H_0) and the Alternative Hypothesis (H_a).

1. Null Hypothesis (H_0)

   There is no significant difference in the students' vocabulary mastery before and after taught by using Personal Vocabulary Notes (PVN)

using hyponymy technique in the seventh grade students at SMPN 1 Sumbergempol.

2. Alternative Hypothesis (H_a)

    There is a significant difference on students' vocabulary mastery before and after being taught by using Personal Vocabulary Notes (PVN) using hyponymy technique in the seventh grade students at SMPN 1 Sumbergempol.

E. Significance of the Research

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

1. Teachers

    The researcher hopes that the results of this research can be used by the teachers, especially those who have learning problems with vocabulary, so that their students' vocab problems can be solved effectively. In addition, their vocabulary learning can also be improved in the teaching and learning process for students' ability in vocabulary achievement.

2. Students

    This research is expected to help students memorise the vocabulary they have learned and motivate students' to learn vocabulary.

3. Other researchers

    For other researchers, the results of this research can be used as input by those who want to conduct related research about teaching

vocabulary or inspires them to improve the newest findings related to this technique.

F. Scope and Limitation of the Research

The scope of this research is the technique of teaching vocabulary. This research is limited to the categories of adjectives and nouns in the use of Personal Vocabulary Notes (PVN) using hyponymy technique in teaching vocabulary to the seventh grade students at SMPN 1 Sumbergempol.

G. Definitions of Key Terms

1. Vocabulary Mastery

Vocabulary mastery is a technique for getting a lot of vocabulary that can be applied in teaching and learning languages. Vocabulary mastery is a great skill in processing words taken from the text and curriculum of the seventh grade of junior high school.

2. Personal Vocabulary Notes (PVN) Technique

Brown (2000) says that technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. The Personal Vocabulary Notes (PVN) technique is similar to vocabulary notebook and is used to improve students' vocabulary achievement using notebooks. Waltres and Bozkurt (2009) said that a vocabulary notebooks can best be regarded as a kind of personal dictionary. Meanwhile, the Personal Vocabulary Notes (PVN) technique, according to Kurzweil (2002), is one of the ways to develop students' vocabulary in a personalized way while to encouraging them to become autonomous

learners. An autonomous learner is able to make all of these decisions about the learning that he is or wants to be involved in. So Personal Vocabulary Notes (PVN) is a technique that will make students autonomous learner who make their own words and also remember the vocabulary they have saved in their Personal Vocabulary Notes (PVN).

3. Hyponymy

Hyponymy is a relationship whereby one word includes others within a hierarchy, so that a word is a superordinate or general and some words as subordinates or specific, for example 'flower' is a superordinate, and 'jasmine' and 'rose' are subordinate hyponymy of 'flower'.