

**IMPROVING STUDENT'S VOCABULARY
IN READING DESCRIPTIVE TEXT BY USING
PERSONAL VOCABULARY NOTES**

AN ARTICLE

**JURISDICTION RESPONSIBILITY
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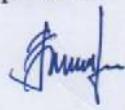
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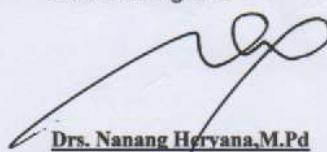


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IMPROVING STUDENT'S VOCABULARY IN READING DESCRIPTIVE TEXT BY USING PERSONAL VOCABULARY NOTES

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Abstract: The aim of this research is to improve students' vocabulary especially recognizing the word meaning in reading descriptive text. This research was conducted on the tenth grade students of SMA Negeri 10 Pontianak in academic year 2014/2015. In this research, the subject is class XD that consists of 9 students. The researcher conducted a classroom action research in her research and helped by the teacher during the research period. The data were collected by using direct and measurement technique. The tools of data collecting were observation checklist, field note, and test. Personal Vocabulary Notes was used as the technique in this research which is conducted the research in two cycles. The research findings showed that the mean score of students' vocabulary test in the first cycle is 52.22 to 77.80 in the second cycle which means it successfully passed the KKM. It can be concluded that the students' vocabulary taught by using personal vocabulary notes in reading descriptive text was improved.

Keywords : Vocabulary, Personal Vocabulary Notes, Descriptive Text

Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan siswa mengenal arti kata dalam bacaan teks descriptif. Penelitian ini telah dilakukan terhadap siswa kelas XD SMA N 10 Pontianak pada tahun akademik 2014/2015. Dalam penelitian ini sasaran penelitiannya adalah siswa kelas XD yang terdiri dari 9 orang siswa. Penelitian ini menggunakan metode penelitian tindakan kelas dan peneliti dibantu oleh guru bidang studi selama masa penelitian berlangsung. Data dikumpulkan menggunakan teknik penilaian dan observasi langsung dengan menggunakan tabel pemeriksaan, catatan lapangan, dan tes. Teknik yang digunakan adalah personal vocabulary notes dan dilaksanakan dalam 2 siklus. Hasil penelitian menunjukkan skor rata-rata tes siswa pada siklus pertama adalah 52,22 menjadi 77,80 pada siklus kedua yang berarti siswa dapat melewati standar KKM. Berdasarkan hasil tersebut, dapat disimpulkan bahwa pemahaman siswa terhadap arti kata dalam bacaan teks descriptive dapat meningkat melalui pengajaran menggunakan personal vocabulary notes.

Keywords : Kosakata, Personal Vocabulary Notes, Teks Descriptif

Vocabulary is special set of words that people try to expand new knowledge. Knowing the vocabulary in learning language is important. It is impossible to communicate well with other people if we do not know any of words. Therefore, without having enough vocabulary the students cannot apply the four English basic skills well. In fact, they have limited vocabularies, they also have limited in listening, speaking, reading and writing, or we called it "poor of vocabulary". It is impossible while students learning a language without mastered vocabulary, it means that learning vocabulary cannot be separated from learning a language because vocabulary is an essential part of language.

In teaching vocabulary, it is a systematic process that can help students in learning the language skills especially reading comprehension. So that, teacher needs to improve the student's learning in vocabulary mastery achievement. In real process, knowing and remembering many vocabularies can help the students influence their speaking, writing, listening and reading. There is no language without vocabulary. That is why vocabulary mastery is one important of language skills in teaching and learning English.

At school, especially at SMA Negeri 10 Pontianak, vocabulary mastery is taught in speaking or writing with focuses on spelling and pronunciation. In fact, at the tenth grade students were supposed to know how to pronounce it well, they must know and be able to use grammar of the language target; they were also hoped to familiar with collocation and understand the connotation meaning of the words. Meanwhile, vocabulary mastery was taught in reading or listening with focuses on meaning. For vocabularies meaning, a language items that can be recognizes and understood in the context of reading or listening. The comprehension consists of the words comprehended by the people, when they read and listen.

On one teaching learning process at the tenth grade students, the teacher found some problems in improving students' vocabulary. They did not seem interested in subject matter of the class, so the class tended to be noisy, and only few of them were active in studying English. The teacher told that many students still have a big problem in learning English, especially comprehend the word meaning in reading descriptive text. The reasons are because they have some difficulties in recognizing the word from the text. They feel confused about the word meaning when they were reading descriptive text. It makes the students think that English is a very difficult subject which bring them into the negative attitudes towards learning English. Based on the result of the evaluation, it is found that the score achieved by the students is still below the minimum standard score. With this score, the teacher thinks it is important to improve the students' achievement.

Considering this problem, it is important to use suitable techniques to improve students' vocabulary. And also, the teacher has to do some efforts in order to improve the students' vocabulary. Based on those problems, the writer would like to help teacher to solve the students' difficulties in learning vocabulary by providing an appropriate technique to be implemented in the class. An appropriate technique delivered by the writer is by using personal vocabulary notes, it is appropriate to improve student's vocabulary on the word meaning in reading descriptive text.

Personal Vocabulary is the technique of teaching vocabulary in reading descriptive text that is used by the teacher improves the student's vocabulary on the word meaning in reading descriptive text. This technique was introduced by Kurzweil in Kanzai University Osaka, Japan.

Joshua Kurzweil (2002:1) conveys that Personal Vocabulary Notes as a technique of teaching vocabulary that gives many benefits such as; they recognize new words, then they comprehend the word meaning from the text. Personal Vocabulary Notes (PVN) as a technique and descriptive text as a media of teaching vocabulary guides students to recognize and comprehend the word meaning in reading descriptive text. This technique is focus on the word meaning to be understood. Moreover, teaching vocabulary cannot be separated from language skill especially in reading comprehension.

The question of this research was how does the use of Personal Vocabulary Notes can improve students in recognizing the word meaning in reading descriptive text of tenth grade students of SMA Negeri 10 Pontianak in academic year 2014/2015?

METHOD

Since the purpose of this research was to improve students' vocabulary in reading descriptive text by using personal vocabulary notes technique to the tenth grade students of SMA Negeri 10 Pontianak in academic year 2014/2015, the writer used classroom action research which was appropriate method to be used to solve the problem of this research. Classroom action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. Burns (2010) stated that CAR can be a valuable way to improve our teaching skills and get more understanding of ourselves as teachers, our classrooms and our students. The central idea of the action part of CAR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.

According to Kemmis and Mc Taggart in Burns (2010:18), the action research process had four main stages which were planning, acting, observing, and reflecting. The description of those stages can be seen below:

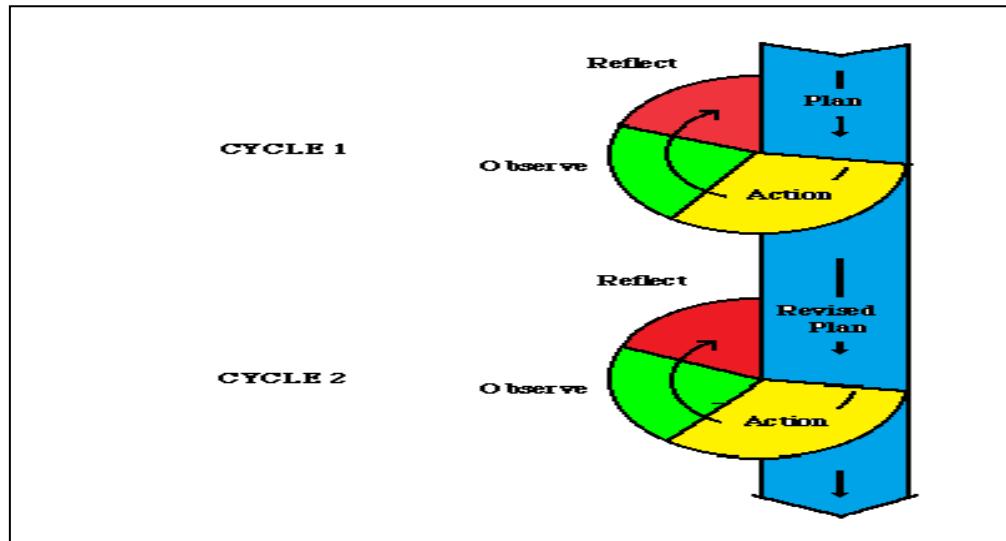


Figure 1: Kemmis and Mc Taggart (1988) cited in Burns (2010:18)

In order to make the circle above clear, below is the explanation of those steps:

1. Planning is related to the activity planning which is going to be held by in the classroom. It is about the lesson plan, observation checklist sheet, field notes, and the test.
2. Acting is the action after planning has been managed. It is when the technique, material and tasks are being held or applied. The acting stage is the application of the planning stage. In this stage, the researcher handled the class was helped by the teacher; meanwhile, the collaborator observed the process of the classroom activity while the technique was being used. The collaborator observed and filled in the observation checklist to observe the process.
3. Observing is to see how the activity is running; and to gather the data as the information to be assessed. The statements in the observation checklist were the expectation of the researcher toward the achievement that the students had within the process that will measure the strength and the weaknesses of the process of teaching learning. In the observing stage, there was a collaborator. The collaborator observed the activity by giving checklist to the observation.
4. Reflecting is the stage to reflect how the research has been carried out; from the planning to the observation stage. In this stage, both of researcher and the collaborator reflects of what had happened in the planning to

observation stage. This stage determined the success of the technique being used; whether it worked well or there were still weaknesses toward the process.

After getting the result of the test, the researcher as a teacher reflected the students' comprehension in form of score. The result of the observation checklist was translated into sentences. It was used as tools to gather the information. Then, the teacher as the researcher combined all the information they had collected from the tools. Finally, the researcher determined whether there was another cycle to improve the result and the process or not.

The participants in this research were the tenth grade students of SMA Negeri 10 Pontianak. The data were collected from class XD consisted of nine students. They were chosen by the teacher based on their abilities: lower, middle, and higher achievement.

There were two kinds of techniques used by the researcher. They are direct and measurement techniques. Observation checklist and field note were used for the direct technique. As to measure the students' achievement, the researcher used written test, they are multiple choice to first cycle and matching test to second cycle.

Observation checklist was used to observe students' and teachers' behavior while the teaching learning process where conducted. Burns (2010) explains that "observation checklist is used to restrict in order to looking at some aspects when teaching and learning process and do not devise too many questions nor have many categories". It was filled by the collaborator in the class. The purpose of recording the observations are to have the clear description of the existing condition and what happened in the classroom during teaching learning process and as sources or reflection for the next action. The researcher determined some indicators for the observation checklist based on the technique used in the classroom.

Field notes are notes made by the researcher from all of the stages, planning until reflecting activity. In this part, the researcher as the teacher write down anything occurs when applies the technique, including the obstacle that the teacher finds in teaching learning process. Field note was used to record the aspect that was not provided in the observation checklist. It was filled by the collaborator whereas the unpredictable things happened during the teaching process.

To know whether teaching vocabulary through personal vocabulary notes could improve or not in teaching learning process, the researcher conducted observation checklist and field note in every meeting, and then scored the students' understanding by giving achievement test.

To get students' mean score, the researcher measured it by using the following formula:

$$M = \frac{\sum fx}{N}$$

Note:

M = the mean score of the students

$\sum fx$ = the total score of students

N = the total of students in the classroom

FINDINGS AND DISCUSSION

Research Findings

In conducting this research, the researcher applied Classroom Action Research. This method of this research was intended to solve the problems found in the classroom. The problem found the tenth grade students of SMP Negeri 10 Pontianak did not know in recognizing the meaning within the text. The implementation of personal vocabulary notes in this research was to improve students' vocabulary in reading descriptive text especially in recognizing the meaning of words.

The researcher conducted this research in two cycles. Every cycle consists of planning, acting, observing, and reflecting stage as Classroom Action Research procedures. In the first cycle, the acting stage was conducted in one meeting that was on Friday, May 8th, 2015. In the second cycle, the acting stage was conducted on Wednesday, May 13rd 2015. During implementing personal vocabulary notes, the researcher as a collaborator and had the observer teaching learning process to observe what actually happened in the classroom through observation checklist and field notes. The collaborator's view of the process was very important to avoid the subjectivity of the teacher. During applying the cycles, the teacher and collaborator cooperated to record all the process actually happened in the classroom. The teacher asked the students to make peer group. The group was a small group consists of two students. After giving the students' worksheet, the teacher and collaborator computed the students' total score based on the scoring table and classified the main score into qualification. The researcher with helped the teacher reflected students' behavior during the teaching learning process whether it had been in line with the planning. In addition, the teacher helped the researcher find out what happened in the class to obtain objective data. Those entire steps were done to obtain the research findings.

The researcher computed the students' total score based on the scoring table, and then computed the students' mean score. Then, the researcher elaborated the result of mean score and what was written in the field note in order to achieve the contrast in the research findings. The explanation as follows:

First Cycle (Friday, May 8th, 2015)

In the first cycle, the acting stage was conducted in one meeting that was on Friday, May 8th, 2015. During implementing personal vocabulary notes, the researcher as a collaborator had the observer teaching learning process to observe what actually happened in the classroom through observation checklist and field notes. The collaborator's view of the process was very important to avoid the subjectivity of the teacher. After the teacher gave the materials, implemented personal vocabulary notes, and the students did the test, the researcher with helped the teacher computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings.

From the research finding and the data analysis on the first cycle of the research, the researcher concluded that it was not satisfying. There were some obstacles happened in this cycle. More efforts would be needed to achieve the goals of the technique applied. The researcher decided to conduct the second cycle. The reflection of the first cycle was as follows:

- 1) The teacher asked the students by asking their opinion about definition and purpose of descriptive text. In this activity, the class was not conducive enough because the students looked busy with their own business. They did not concern to the lesson.
- 2) The teacher explained about personal vocabulary notes, the contents of it and the way to use personal vocabulary notes, that all was too long. It was 20 minutes.
- 3) In the first cycle, there were nine students selected as the subjects of this research. They were chosen by the teacher based on their abilities: lower, middle, and higher achievement. But, only 3 students passed the standard minimum score; with the mean score 52.22 and the percentage of the passing grade was 33.33%.
- 4) There were some students which tend to be passive in the lesson and did not discuss with their friends.

Those problems above led the researcher to conduct another cycle in order to improve everything in the teaching learning process; in term of the students' performance, teacher's performance, as well as the score of the students. In conclusion, the first cycle was not as good as expected. It needed to be revised, corrected, and improved in order to get the better result or improvement from the first cycle. Therefore, the researcher conducted the next cycle or second cycle to revise and improve the shortages and weaknesses in the first cycle.

Second Cycle (Wednesday, May 13rd 2015)

The second cycle was conducted on Wednesday, May 13rd 2015. The preparation of the teacher when the teacher came to the classroom was good. The teacher started the class by leading the students to pray together, greeting, checking the students' presence, and also appreciating the students because they looked enthusiastic before the lesson began. On that day, the teacher stated the teaching goals of the lesson.

In this cycle, the teacher divided the groups based on the capability of the students as seen from the result of the test in the first cycle and from the discussion with the teacher. So the members of the groups in this cycle were different from the first cycle. There were 3 groups in the second cycle.

The researcher noted some findings in the second cycle during the acting stage of the classroom activities. The findings are as follows:

- a. The teaching learning process was conducive enough. Almost of students could control well. In discussing section, the students seemed more excited to do the activities that on day. They felt comfortable and excited in group work.
- b. The students were very focused on the lesson in the first cycle, but in this cycle they looked interested with the lesson.
- c. Teacher gave more attention to the students who sat in the back to make sure they pay attention to the teacher's explanation.
- d. In the test, the students did it well; the student did their task individually. They did not cheat by seeing their friends' work or talking with their friends. They focused on their own handouts of test. The class was quiet while they were doing the test.

The acting stage of the second cycle was run better than the first one. The students had done it better than the previous one. They were more excited with the activities in the classroom, and more concern to the material. Overall, the process of the second cycle was improved; it was better than the first cycle. The problems was limited, even, the process was almost perfect. The students' mean score also showed significant improvement. The result was satisfying, 77.80. It showed the students could achieve the standard minimum score in this school.

Based on the field note, the observer noted some findings based on the process of the teaching learning. Firstly, the students looked very enthusiastic to begin the teaching learning process. It was shown from the students when the teacher stated the teaching goals of the lesson. They paid attention with the teacher. It is better from the first cycle.

Secondly, teacher was more confidence in delivering the material, giving instructions, motivating the students, and also leading the students to the discussion. The next, the students were more active and it was better than the first cycle. There were no more students who were busy with their own business;

all of them were focused on the activity. The last, in the second cycle, both teacher and the students had done better than the previous cycle.

The researcher concluded that the second cycle of the research was successful. All the expectations of the teaching learning process and the reflecting actions from the first cycle were improved. It can be seen from the result of students' test. The process and the students' achievement were better than the first cycle. The successfulness of the cycles convinced the researcher to stop the cycle.

The results of the two cycles indicated the improvement of students' vocabulary by using personal vocabulary notes. The students were able to fill it completely and did the task correctly. After applying personal vocabulary notes, the students understood the reading given by the teacher, the students could easily remember the meaning of English words in the text through this technique. By using personal vocabulary notes in reading descriptive text made students recognize the word meaning and comprehend the reading text easier and improved the students' vocabulary.

In this part, the writer tried to answer the research problem. The purpose of this research is to find out whether personal vocabulary notes can improve students' vocabulary in reading descriptive text. There was students' score improvement that refers to the comparison in two cycles. The improvement can be seen from the mean score 52.22(cycle 1) to 77.80(cycle 2).

Moreover, the improvement which is shown from the students' score shows that in the last meeting of the implementation of personal vocabulary notes, there were only two students whose score was below 70, which was the criteria of success or minimum standard score that had been decided by the researcher in planning stage of classroom action research. The score on the second cycle was very different from the first cycle that there were six students who got score below 70.

Based on the students' achievement score, it was clear that the students' vocabulary increased from the first cycle to the second cycle. Moreover, the observation checklist and the field notes also showed significant improvement in teaching learning process. The students were paying more attention to the material, enthusiastic during the teaching and learning process, they also very active in discussing section. Based on those result, the researcher decided to stop the cycle.

In conclusion, the researcher determined that this research was satisfactory. Improving student's vocabulary in reading descriptive text by implementing personal vocabulary notes was successful. Therefore, the researcher has concluded the action hypothesis which states "Personal Vocabulary Notes can improve the students' vocabulary in reading descriptive text of tenth grade students of SMA Negeri 10Pontianakin academic year 2014/2015" is proven.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research finding, the researcher concluded that there was an improvement of students' mean score after applying PVN technique. This classroom action research was conducted in two cycles with four stages planning, acting, observing, and reflecting. The students kept improving step by step in each cycle until they achieved the standard minimum score. Therefore, based on the reflection from the first cycle, it was necessary to conduct the second cycle. In the second cycle the indicators of success were fulfilled and the action was stop. Based on the analysis of qualitative data of the observation checklist and field note, in the first cycle, the students' performance was categorized as a poor performance. In the second cycle, there were many improvements based on the observation checklist and field note. In conclusion, the activities and the result of the test of the first cycle and the second cycle have improved. Therefore, the action hypothesis of this research that has been predicted had proved that PVN teaching technique can improve students' vocabulary in recognizing the meaning of the words on the tenth grade students of SMA Negeri 10 Pontianak.

Suggestions

After concluding the research findings, the researcher would like to give some suggestion; It is suggested to the teacher to apply Personal Vocabulary Notes with Classroom Action Research, but it should be related to the reading text, because the teachers have to select the appropriate text based on the student's ability to avoid the misunderstanding, and the media and the material of teaching as long as the level is suitable. The most important in doing classroom action research is applied to the actual classroom students in order to improve the learning practice and resolve the problem of learning in the classroom. The researcher conducted a classroom action research is to know the process of improvement student's vocabulary in reading descriptive text. In discussing activity, students work collaboratively is needed, such as in pair or group. It can help the student's who is passive became more active and more confident in teaching learning process.

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