

**THE EFFECT OF USING PERSONAL
VOCABULARY NOTES (PVN) TECHNIQUE ON
STUDENTS' VOCABULARY MASTERY AT THE
SECOND YEAR OF MTS AL JUNAIDIYAH
KAMPUNG LAMO**



A THESIS

Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English Department

Written By:

ANISA PUTRI

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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LETTER OF AGREEMENT

Term : Munaqasyah
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To: **Dean**
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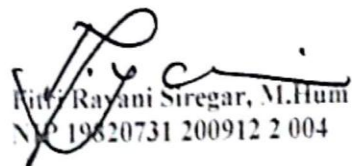
Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Meidy Annisa Hasibuan**, entitled "**The Effect of Using Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Mastery at the Second Year of MTs Al-Junaidiyah Kampung Lamo**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

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IPK : 3.39
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ABSTRACT

This research focused on using Personal Vocabulary Notes (PVN) Technique on Students Vocabulary Mastery at the Second Year of MTs Al-Junaidiyah Kampung Lamo.. The problem of this research are the students still lack in vocabulary, most of students do not know how to pronoun and difficult to remember the new word.The purpose of this research is to know whether there is the effect of using Personal Vocabulary Notes (PVN) Technique on Students Vocabulary Mastery at the Second Year of MTs Al-Junaidiyah Kampung Lamo.

There were three formulation of the problem in this research. First, how is students' learning vocabulary at the second year of MTs Al-Junaidiyah Kampung Lamo, before using Personal Vocabulary Notes (PVN) technique?. Second how is students' learning vocabulary at the second year of MTs Al-Junaidiyah Kampung Lamo, after using Personal Vocabulary Notes (PVN) technique?. Third is there any significant effect of using Personal Vocabulary Notes (PVN) on Students' vocabulary mastery at the second yearof MTs Al-Junaidiyah Kampung Lamo?.

This research was quantitative research in experimental form with pre- test and post- test control group design. The research instrument were pre- test and post-test. Data of the test was analyzed by using T- test formula to know the difference of students' vocabulary mastery between two classes.

From the result of the data analysis, the mean score of experimental in pre- test was 52.75 and in post-test was 73.75 The proof was 21. Then, the mean score of control class in pre -test was 51.09 and in post-test was 52.54. Result of t-test where t_{count} was higher than t_{table} was. T_{table} was 1.668 and t_{count} was 1.76. It means that H_a was accepted, so there was a significant effect of using Personal Vocabulary Notes (PVN) Technique on Students Vocabulary Mastery at the Second Year of MTs Al-Junaidiyah Kampung Lamo.

Key Words: *Personal Vocabulary Notes (PVN), Students' Vocabulary Mastery*

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Title of The Thesis : Efek Menggunakan Teknik Catatan Kosakata Pribadi dalam Menguasai Kosakata Siswa Kelas Dua MTs Al-Junaidiyah Kampung Lamo

ABSTRAK

Penelitian ini fokus membahas tentang efek dari menggunakan teknik catatan kosakata pribadi siswa dalam menguasai kosakata siswa kelas dua MTs Al-Junaidiyah Kampung Lamo. Masalah dalam penelitian ini adalah siswa masih lemah dalam menggunakan kosakata, banyak siswa yang tidak mengetahui bagaimana pengucapan kosakata dan susah mengingat kosakata baru. Tujuan dalam penelitian ini adalah untuk mengetahui apakah ada efek dari menggunakan teknik catatan kosakata pribadi siswa dalam menguasai kosakata siswa kelas dua MTs Al-Junaidiyah Kampung Lamo..

Ada tiga rumusan masalah dalam penelitian ini. Pertama, bagaimana siswa dalam mempelajari kosakata dikelas dua MTs Al-Junaidiyah, sebelum menggunakan teknik catatan kosakata pribadi?. Kedua bagaimana siswa dalam mempelajari kosakata dikelas dua MTs Al-Junaidiyah, sesudah menggunakan teknik catatan kosakata pribadi?. Ketiga apakah ada efek yang signifikan dari menggunakan teknik catatan kosakata pribadi dalam menguasai kosakata siswa kelas dua MTs Al-Junaidiyah Kampung Lamo?.

Penelitian ini merupakan penelitian kuantitatif dalam bentuk eksperimen dengan rancangan pre test dan post test control group design. instrumen penelitian adalah pre test dan post test. data tes dianalisis dengan menggunakan rumus uji t untuk mengetahui perbedaan kemampuan siswa dalam menulis teks prosedur antara dua kelas.

Dari hasil data analysis diperoleh, pada pre- test nilai rata- rata kelas ekxpriment adalah 52.75 pada post-test adalah 73.75. Selanjutnya nilai rata- rata pada kelas control adalah 51.09 pada post-test adalah 52.54. Hasil dari t-test dimana t_{hitung} lebih tinggi daripada t_{table} . Nilai T_{table} adalah 1.668 dan nilai t_{hitung} adalah 1.76. Itu berarti bahwa H_a diterima, jadi ada efek yang signifikan dari menggunakan teknik catatan kosakata pribadi siswa dalam menguasai kosakata siswa kelas dua MTs Al-Junaidiyah Kampung Lamo

Kata kunci : Catatan Kosakata Pribadi Siswa , Penguasaan Kosakata Siswa

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let I say a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled “The Effect of Using Personal Vocabulary Notes (PVN Technique on Students’ Vocabulary Mastery at the Second Year of MTs Al-Junaidiyah Kampung Lamo”. The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from the dark era to the bright era.

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M.Hum, as my first and academic advisor and Ummi Yusni Sinaga, M.Hum, as my second advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. The Rector and the Vises of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, as the administrator that has accepted

researcher as the university student in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

3. The Dean of Tarbiyah and Teacher Training Faculty and Vises that has done the best improvement the faculty in creating various activity to increase students' skill.
4. Special thanks to the of Chief English Education Department, Mrs. Fitri Rayani Siregar, M. Hum. who supported every requirements of finishing my thesis.
5. All lecturers and all the cavities academic of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan who had given so much knowledge and helped during I studied in this institute.
6. Mrs. Sokhira Linda Vinde Rambe, M.Pd., Mrs. Dr. Eka Sustri Harida, M.Pd., Ummi Yusni Sinaga, M.Hum., Mr. Dr. H. Fitriadi Lubis, M.Pd., Mrs. Sri Rahmadhani Siregar, M.Pd., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd. and Mr. Dr. Hamka, M.Pd who have given me much knowledge.
7. Mrs. Fitri Rayani Siregar, M.Hum. and Mrs. Irma, S.Pd who has been my validators. I would like to say thank you for helping me in arranged the written text and interview.
8. My beloved parents (Mr. Alimuddin Rangkuti and Mrs. Robiatul Adawiyah Pulungan) and my lovely brother and sister (Kali Maulid Nasution, M.Pd, and Siti Armila Rangkuti, SE) who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any

conditions by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.

9. I want to say thanks to myself for believing me. I wanna thank me for doing all these hard work. I wanna thank me for always being a giver and trying to give more than I receive.
10. My beloved best friends (Nur Ainun Siregar, Siti Asrodiah Siregar, Vivi Agustina who always give me motivation, suggestion and help me until finishing this thesis.
11. Mr. Drs. Syahrir Batubara as a headmaster of MTs Al-Junaidiyah Kampung Lamo, who helped or gave permission for the researcher to do the research in that school.
12. My participants in this research, they are from VIII IPS-1 and VIII IPS-2 of MTs Al-Junaidiyah. I would like to say thank you very much for the kindness in helping me, may Allah rewards every kindness with the greatest thing.

I realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, December 2022

Researcher

ANISA PUTRI
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CHAPTER I

INTRODUCTION

A. Background of the study

As a human being who lives in a society, communication cannot be avoided. Everyone communicates with others by using a language. Language is used to express their ideas, feelings and emotions. According to Oxford Pocket Learner's Dictionary, "Language is the system of communication used by a particular country or community."¹

There are two types of languages that are organized in this world, namely National languages and International languages. National language is a designation given to one or more languages that spoken as the first language in the territory of a country. Then International language is language with a large number of speakers in various parts of the world. There are currently six International languages, namely Arabic, English, French, Spanish, Russian, and Mandarin. Here the researcher only focus on English language.

English is one of the international languages that used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. In Indonesia, English is a foreign language. Learning a foreign language is an integrated

¹ *Oxford Learner's Pocket Dictionary*, Fourth Edi (Oxford University Press 2008, 2011).

process that the learners should study the four basic skills: listening, speaking, reading, and writing. That each skills has aspect as pronunciation, grammar, and vocabulary and other elements of language. Therefore, vocabulary is one of the important aspect that have to be mastered or to be developed by the students before mastering and developing the four skills of language.

Vocabulary is the basic element to learn a language and to make communication with other people. It is impossible to learn English if students are lack vocabulary. Cameron says vocabulary is fundamental to using the foreign language as discourse.² According to Thornbury without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.³ Vocabulary is one of the components of language which will make the language meaningful. However without mastering vocabulary we could not communicate. It is supported by Cameron, vocabulary has been seen as a major resource for language used.

According to the theories above, it can be concluded that vocabulary is a very important component in language learning. Without vocabulary, people cannot communicate with each other, and also without vocabulary, it is difficult to learn a foreign language. Vocabulary is a very important component in language learning because vocabulary is used to express our ideas such as in speaking,

² Lyne Cameron, *Teaching Language to Young Learners* (Chaniago: United of America press, 2001).p.78.

³ Scott Thonbury, *How to Teach Vocabulary* (Cambridge: Longman, 2002).p.130.

writing, and reading. Many students are still lacking in their vocabulary.

Nowadays, there are so many students are still lack in vocabulary, especially at school of Mts Al-Junaidiyah Kampung Lamo, the researcher has done interview with Mrs. Irma, S.Pd (as an English teacher in class VIII of MTs Al- Junaidiyah), based on the interview, the researcher found that the students usually feel hard especially in translating sentences cause of lack in vocabulary. The researcher also asked to the students, the students said that vocabulary is very difficult to remember new words that the students have learned. And the students did not know the segment of vocabulary that made the students difficult to answer the question well especially when examination.⁴ In reality, most of question in examination consist of vocabulary test. The teacher usually used traditional method in teaching vocabulary. So the students feel bored when study especially at the English lesson.

According to Siregar, the teacher must be preparing and find out the appropriate way, which will be implemented to the students. A good teacher should prepare himself or herself with various techniques and always up to date.⁵ The teachers need to be able to master their

⁴ *Private Interview, Mrs. Irma, S.Pd as an English teacher in VIII class of MTs Al-Junaidiyah Kampung Lamo, on 12 April 2022, at 09.00 a.m.*

⁵ Fitri Rayani Siregar, "Using The World Card Technique In Teaching Vocabulary," *English Education* 4 No. 3 (2016): 2, <http://194.31.53.129/index.php/EEJ/article/view/1292/1093>.

material in order to understood by students, and make the students interested and happy in teaching and learning process in the classroom.

Based on that situations the researcher takes some factors in English skill include the factor of the students self and the teacher who doubles as an English teacher. Students are hard to remember the vocabulary because students are less attention to spelling and telling the meaning of the word what students understand. While the factors of developing students' vocabulary of the teacher factor is the less of creatively of teachers in using interest media or techniques that can help students to be motivated to learn especially vocabulary.

The teacher should use the suitable and also interesting techniques to help students to develop their vocabulary. Even though there are so many interesting technique to develop students' vocabulary. One of technique that researcher used to develop students' vocabulary is Personal Vocabulary Notes (PVN).

Personal Vocabulary Notes (PVN) technique was one of alternatives from communicative learning technique. Harmer described that Personal Vocabulary Notes element which were present in a language classroom to help students to learn efficiently and not make students fell boring and scare.⁶ The Personal Vocabulary Notes technique looks to suggest that students came to lesson ready motivate to listen and improve with the teacher presentation.

⁶ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman Group, 1993),p.59.

However, Personal Vocabulary Notes (PVN) can be localized as the place in using English especially in mastering vocabulary. By technique of Personal Vocabulary Notes (PVN), there is a process in finding new vocabulary, where the students only write vocabulary that the students do not know at all while reading, listening, writing, and speaking. For instance, students do not know how to say the words in English so on, the word will be written in Indonesia language into Personal Vocabulary Notes (PVN) then find the English word. Most mainly, Kurzweil said that Personal Vocabulary Notes (PVN) can be done by two techniques, in or out of the class encourage students to write words in their native language when they do not know how to say the English word.⁷ So, to support students in telling to have strong memory or understood each words they should make a sentence based what the students have been collected into their Personal Vocabulary Notes (PVN) two or three sentences. In fact, Kurzweil is well known as the founder of PVN technique. Then he was firstly introduced this technique to his students in Kanzai University Osaka, Japan.

According to what Kurzweil have stated in his journal Personal Vocabulary Notes has many advantages such as students are usually much more motivated to memorized their PVN that the students set of vocabulary items the students have received from a textbook or teacher, Personal Vocabulary Notes gains student in the cycle of

⁷ Joshua Kurzweil, "Personal Vocabulary Notes," *The Internet TESL Journal* VIII (2002): 1.p.2

noticing their own needs, researching language, trying it out, and learning from their mistake, also keeping vocabulary notes help teachers to learn about their students' progress in learning vocabulary. Instead Personal Vocabulary Notes (PVN) is a note/notebook whose function is to solve problem in arranging the vocabulary.⁸

Based on the explanation above the writer wants to conduct a research untitled "The Effect of Using Personal Vocabulary Notes (PVN) Technique on Students Vocabulary Matery."

B. Identification of Problem

Vocabulary is basic competence that must reach by students in order to get other knowledge like reading, listening, speaking. It is difficult to master other competencies without mastering and understanding vocabulary. Based on the background of the problem above, there are some factors influencing the students vocabulary, they are :

1. The students are difficult in memorizing vocabulary that they have learned.
2. The technique or method that used by teacher has not been able to develop the students' vocabulary.
3. Most of the students do not have competent vocabulary so that they cannot carry their ideas, feeling, and through well. Limitation of the Study.

⁸ Joshua Kurzweil.p.3

C. Limitation Of the Problem

As explanation above, there are some factors that influence of students' vocabulary mastery they are listening, ability, speaking ability, students interest psychological such as motivation, courage, culture, and media.

In this research the researcher doesn't discuss all the factors of vocabulary mastery above, this research only focus on the Personal Vocabulary Notes (Greeting Cards) that is focus on the meaning to make the teaching learning proses more effective.

D. Formulation of The Problem

The formulations of the problems in this research are :

1. How is students' vocabulary mastery before learning by using Personal Vocabulary Notes (PVN) technique at the second year of MTs Al-Junaidiyah Kampung Lamo?
2. How is students' vocabulary mastery after learning by using Personal Vocabulary Notes (PVN) technique at the second year of MTs Al-Junaidiyah Kampung Lamo?
3. Is there any significant effect of using Personal Vocabulary Notes (PVN) technique to students' vocabulary mastery at the second year of MTs Al-Junaidiyah Kampung Lamo?

E. The Objective of the Research

Based on the formulation above, the researcher determine the research purpose as follow :

1. To examine students' vocabulary mastery before learning by using Personal Vocabulary Notes (PVN) technique at the second year of MTs Al-Junaidiyah Kampung Lamo
2. To examine students' vocabulary mastery after learning by using Personal Vocabulary Notes (PVN) technique at the second year of MTs Al-Junaidiyah Kampung Lamo
3. To examine whether a significant effect of using Personal Vocabulary Notes (PVN) technique to students' vocabulary mastery at the second year of MTs Al-Junaidiyah Kampung Lamo

F. Significances of the Research

This result of the research was expected to give contributions for the following :

1. For the principal of the school in order to provide a better facilities to make an instructional concept especially in English subject that can be used by the teacher.
2. For English Teachers as the consideration in selecting the appropriate techniques.
3. For the researcher who will become an English teacher, the result can be used to improve vocabulary mastery of the student by personal vocabulary notes technique.
4. For other researcher, who want to do further research on the same topic.

G. Defenition of operasional variable

To restrain the ambiguity, this research consist of two variables.

The definition of those two variables are stated follow :

1. Personal Vocabulary Notes (PVN)

Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomus learner.

2. Definition of Vocabulary

According to Linguist David “vocabulary is the first and foremost important step in language acquisition.” Then according to Zimmerman “vocabulary is central to language and of critical to language and of critical importance to the typical language learner.” Vocabulary is a central of language which including all of the words in a language.

H. Structure of the research

In this part, the researcher explain about the structure of the research as follow :

Chapter I elaborate introduction which are contain the background of the probems, operational definition, problem statement, objectives of the research, and significances of the research.

Chapter II clarifies the literature review that includes review of relevant studies, literature review both Personal Vocabulary Notes (PVN) theory and vocabulary, and also the hypothesis.

Chapter III tells the research method which contains the type of the research, time and location, population and sample, variables, indicators, technique of collecting data and technique of analysis data.

Chapter IV discusses finding general description on the finding of the research.

Chapter V is divides into three parts, as follow ; the conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Concept of Vocabulary

a. Defenition of Vocabulary

Vocabulary is one of components of language and the first important things, because without vocabulary, the learners cannot know what they read, write, and understand what the other people say. However, vocabulary is a main complex task because it includes the meaning of the words. According to Cameron, vocabulary is one of language aspect which should be learning. A person has said to “know” a word if they can recognize its meaning when they look at it.⁹

It means that learning vocabulary must be known the meaning of it and also understand and can use it in the sentence context. Based to Joklova, vocabulary is a list of words and their combination in particular language. Khodarenza stated that vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs.¹⁰

Vocabulary is the knowledge of words and words meanings. Vocabulary knowledge is not something that can ever be fully mastered, but it is something that develop and deepends over the

⁹ Lyne Cameron, *Teaching Language to Young Learners* (Chaniago: United of America press, 2001).p.27

¹⁰ Fitriya Ramadani, “Using Personal Vocabulary Notes (PVN) to Improve Students’ Vocabulary” (Universitas Muhammadiyah Makassar, 2020).p.10

course of a life time. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words sentence. Vocabulary is acquired through indirect picture to words and purposeful instruction in specific words and word-learning strategies.¹¹

Similarly, in dictionary of education written by Aarts, Chalker and Weiner stated that vocabulary is defined as follows:¹²

- a. Vocabulary is the contents and the function words of the language, which are learned so thoroughly that the students become a part of child's understanding speaking and later reading and writing.
- b. A list of words and sometimes phrase, usually arranged in alphabetical order and defined in a dictionary, glossary or lexicon.
- c. All the words of language.
- d. All the words used by a particular person, class, profession, etc, sometimes all the words recognized and understood by a particular person although not necessarily used by him (in full, passive vocabulary).

From the statement above the researcher takes conclusion that anything words, which has a meaning in communication, not only in speaking communication but also in writing communication that the other person can understand the meaning it could be a vocabulary.

¹¹ Linda Diamond and Linda Gutlohn, *Teaching Vocabulary*, 2006, p.1

¹² Edmund Weiner, Bas Aarts, Sylvia Chalker, *The Oxford Dictionary of English Grammar*, Second Edition (United Kingdom: Great Clarendon Street, Oxford, 2014). p.436

The researcher not only explain the definition of vocabulary, to make it more details here the researcher also explain kinds of vocabulary as can be seen below :

b. Kinds of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together in language learning. There are many kinds of vocabulary made by the experts.¹³ Harmer distinguishes two kinds of vocabulary, there are active vocabulary and passive vocabulary.¹⁴

1. Active vocabulary relate to all words the learners have studied and which can be used in communication.
2. Passive vocabulary relate to all words which the learners will identify them when the learners see them in communication.

According to Hiebert and Kamil, vocabulary is divided into :

1. Oral vocabulary, which is the set of words for which is known the meanings when people speak or read traditionally.
2. Print vocabulary, it consist of those words which the meaning is known when people write or read silently.

¹³ Priska Aprilianty N.F, “The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students’ Vocabulary Understanding” (UIN, 2014).p.7

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman Group, 1993).p.159

3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.¹⁵

So, no matter how many experts classifying kinds of vocabulary, words are a part of language elements or language tools of communication which are used by person for showing and telling their opinion and ideas. In learning vocabulary, there are some students' problems when they learning vocabulary because not all students can understand vocabulary, especially learning new words.

c. Classification of Vocabulary

Nation classifies vocabulary into four categories based on how frequently it occurs in the language (its frequency) and how widely it occurs (its range). The four categories of vocabulary are namely high frequency words, academic words, technical words, and low frequency words.¹⁶

1. High Frequency Words

There is a small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses the language.¹⁷

2. Academic Words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase,

¹⁵ Elfrida H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary; Bringing Research to Practice* (Inc-New Jersey: Lawrence Erlbaum Associates, 2005).p.3

¹⁶ Sudarman Nasir and Sumalee Chinokul, *The English Vocabulary Size and Level of English*, Fourth Edi, 2018, [https://books.google.co.id/books?id=onpage&q=aspect of vocabulary.p.1-5](https://books.google.co.id/books?id=onpage&q=aspect%20of%20vocabulary.p.1-5)

¹⁷ Chinokul.

adjusted, sustained. Typically these words make up about 9% of the running words in the text.¹⁸

3. Technical words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them we know that the topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.¹⁹

4. Low Frequency Words

This group included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that almost got the high-frequency list and words that we rarely meet in our use in the language.²⁰

Based on the quotation above, the researcher can take the conclusion that high frequency words are quite simply those words which occur most frequently in written material, for example “and”, “the”, “as”, and “it”. Those are often words that have little meaning on their own, but these do contribute a great deal to the meaning of a sentence. Academic words, these words are common in academic texts, but not so common in everyday writing or speech. This is why these are not so easy to learn, but why at the same time, it is very important for students to learn them. Technical words are words that talk about technology and almost science too can be referred to as technical words, and low frequency words are words that uncommonly occur in a language, such as “apopemtic”, “diaphoretic” and “rebarbative” in English.

¹⁸ Chinokul.

¹⁹ Chinokul.

²⁰ Chinokul.

d. Aspect of Vocabulary

Vocabulary is one of the language aspects which should be learn. Learning is important because in order to be able to speak, write, and listen the students have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it. It means that learning vocabulary the students have to know the meaning of it and also understand then can use it in a sentence context. The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on form, meaning, and use.

According to Nation, the form of a word involves its pronunciation (spoken form), spelling (written form), and any parts of words that make this particular item such as prefix, root, and suffix. An example for part of word can be seen with the word uncommunicative, where the prefix un-means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something is able to do something. Here these all go together to refer to someone or something that is not able to communicate, hence uncommunicative.²¹

Nation stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refer to, and the associations that come to mind when people think about a specific word or expression. Nation involves the grammatical

²¹ Michael Lessard-Clouston, *Vocabulary and Its Importance in Language Learning, Teaching Vocabulary*, 2013.p.120

functions of the word or phrase, collocations that normally go with it, and finally any constraints on its uses in terms of frequency, level, and so forth. For form, meaning, and use, Nation declared there is both a receptive and productive dimension.

According to Lado as cited in Isterya and Basri, there are some aspects of learning vocabulary. They are meaning, spelling, pronunciation, word classes, and word use.²²

1. Meaning

In learning foreign language, students should know the meaning of word. Knowing the meaning of the word will make students easier to communicate on written or oral.²³

2. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard and an arrangement of letters that form a word or part of word the proses of forming words by putting letters together. In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening also have a common factor, proficiency with language. There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The students

²² Isterya and Hasan Basri, "Improving Vocabulary Mastery Through Text Twist Game," *E-Journal of English Language Teaching Society (ELTS)* 1 (2003): 1–9.

²³ Basri.

have to know what a word' sound is like (pronunciation) and what it looks like (spelling).

3. Pronunciation

This means learning some symbols which are different from the letters of the English alphabet. Students need to be able to speak English well with a good pronunciation so that that students can communicate with others without hindrance. Pronouncing the words also enable students to remember it longer and identify it more readily when students hear or read it.²⁴

4. Word Classes

Word class (alternatively part of speech) describes the category of grammatical behavior of a word.²⁵ Word class usually abbreviations noun, adjective, etc. whether noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).²⁶

5. Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus become the subject of profound analysis.²⁷ Based on statement above, the researcher make the conclusion that the students could not do well in comprehension without large vocabulary.

²⁴ Basri.

²⁵ Laura L. Meyer and Nobert Schimitt, "Vocabulary in Language Teaching," *TESOL Quarterly* 36 no. 2 (2002): 235, <https://doi.org/10.2307/3588334>.p.235

²⁶ Basri, "Improving Vocabulary Mastery Through Text Twist Game."

²⁷ Basri.

e. Problems in Learning Vocabulary

There are so many problems or difficulties showed that the students still faced the problems or difficulties in vocabulary learning. Kinds of problems or difficulties faced by students in vocabulary learning are various :

1. Almost all of students have difficulties in pronouncing the words.
2. How to write and spell vocabulary.
3. The different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary.
4. In addition, the students found difficulties in choosing the appropriate meaning of the words.
5. Students still confuse in using the word based on the context.
6. The students were also still confuse when they find words or expression that were idiomatic.²⁸

There are also some factors that caused students difficulties in learning vocabulary :

1. The written form is different from the spoken in English.
2. The number of words that students need to learn is exceedingly large.
3. The limitations of sources information about words.

²⁸ Chinokul, *The English Vocabulary Size and Level of English*.p.103

4. The complexity of word knowledge, knowing a words involves much ore than knowing its dictionary definition.
5. Causes of lack of understanding of grammatical of the words.
6. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.²⁹

In Indonesia especially, the average vocabulary that students should master is 382 words per year, it is from the age of 4 to 15 years old.³⁰ For this reason, teachers especially the English teachers are required to be able to make appropriate techniques or strategies in memorizing students' vocabulary (to make students master in vocabulary), which is certainly fun and interesting so that students do not feel bored when learning vocabulary.

In this case, as well as problems in learning vocabulary there must be good technique or strategies that can be used in learning vocabulary. The researcher describes some good strategies in learning vocabulary, below :

f. Strategies in Vocabulary Enrichment

Vocabulary learning strategies can be considered as a part of general learning strategies in second language acquisition. O'Malley and Chamot in Ghalebi and Sadighi describe learning strategies as the

²⁹ Heri Susanto, "A Study on Students' Difficulties in Learning Vocabulary," *Journal of English Language and Pedagogy* 4 (2021): 46.

³⁰ Fabien Snauwert, "How Many Words Do You Need to Speak English?," n.d., <https://clickandspeak.com/blog/id/4/how-many-words-to-speak-english/>.

specific thoughts or behaviors that learners apply to help them understand, learn, or maintain new information.³¹ Simple and effective vocabulary strategies help students to build an impressive vocabulary. The comprehensive list of targeted strategies to teach vocabulary to students:

1. Take a students' perspective

Adjust lesson plans to accommodate any problems students encounter as students learn new words. Show them how to take a word that students have never heard before, sound it out, and show its use in a sentence or two. The students will pick up on its meaning through the sentences.

2. Using word wall

Word walls are easy to create, simply type or handwrite a list of words in large letters and hang them up on a bulletin board, or a wall where students can see it everyday. Invite students to take part in creating a bigger wall and add pictures, synonyms, and antonyms to each word. If students are having trouble grasping the meaning of specific words, adding synonyms can help ease confusion.

3. Create vocabulary notebooks

Vocabulary notebooks encourage students to expand their prior knowledge and boost their English language proficiency. The

³¹ and Mohammad Sadegh Bagheri Rezan Ghalebi, Firoz Sadighi, "Vocabulary Learning Strategies; A Comparative Study of EFL Learners," *Cogent Psychology* 7 (2020): 9.

teacher can motivate students to think about writing synonyms and antonyms beside new word. These vocabulary word books remind students of their advancement. It will help them realize just how students have progressed throughout the year.

4. Encourage reading comprehension

It's crucial to every students' academic success to develop reading comprehension abilities. A variety of teaching methods, combined with consistent reading assignments, should help students build comprehension and vocabulary development.³²

5. Using personal vocabulary notes (PVN)

Vocabulary notebooks are frequently suggested as effective tools for students to use to take a charge of organize and manage students vocabulary learning. In specific, to make students keep their notes and make a vocabulary notebook. By using Personal Vocabulary Notes (PVN) technique can be problem solving.

Using Personal Vocabulary Note (PVN) technique will make students to be an autonomous learner to create their own vocabulary and to remember the vocabulary that students keep in their Personal Vocabulary Notes (PVN).³³

³² Melanie Arden, "7 Creative Strategies to Improve Vocabulary Teaching," *Prodigy English*, 2021, 17.

³³ Priska Aprillianty N.F.p. 10.

2. Personal Vocabulary Notes (PVN) Technique

a. Definition of Personal Vocabulary Notes (PVN) Technique

Personal Vocabulary Notes (PVN) is a way of developing students vocabulary in a personalized way while encouraging them to become autonomous learners.³⁴ This technique was introduced by Joshua Kurzweil in Kansai University Osaka, Japan. The basic activity is very straight forward. In and out of class encourage students to write words in their native language when students' do not know how to say the English word.³⁵

b. The Applying of PVN in the Classroom

a. Creating the Need

To effectively set up PVN in class, the students must first feel the need to learn vocabulary. A basic way to focus on students and introduce PVN is to give students a fluency task that will require vocabulary that they do not have. This activity needs to be adjusted to the student level. For example, in a lower-level class teacher might just have students describe their neighborhoods or what students do over the weekend. For upper-level class the teacher might have them explain movie or a current event.

Many students have often developed the laudable habit of using only “easy English” to express their ideas, so it’s important to

³⁴ Joshua Kurzweil, “Personal Vocabulary Notes,” *The Internet TESL Journal* VIII (2002): 1.

³⁵ N.F, “The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students’ Vocabulary Understanding.”

encourage them to write PVN while they speak, assuring students that they both can use “easy English” and improve their vocabulary. Also the teacher can tell students that for each lesson they must get at least seven PVN per class.³⁶

b. Establishing a Routine

It is important to make PVN as a daily activity or habit in class when students learn English especially in learning vocabulary. Because with PVN students will feel easy to learning vocabulary. Using a daily journal with section for PVN (along with class notes, homework, etc) help in applying the method. With this way, students are not searching for scraps of paper to write notes, but will have an organized system for recording their PVN. It is also important to discourage dictionary use in class or least during the communication activity as disrupts the communicative task. Students will often pull out their dictionaries or ask the teacher how to say something in English. In other conditions, the teacher just reminds students that the students can check later and then the teacher does not want the students to stop their conversations. It can also be worth mentioning how many people look up a word, say it, and then promptly forget it.

³⁶ Novi Handayani, “The Effectiveness of Personal Vocabulary Notes on Students’ Vocabulary Mastery (A Quasi Experimental Research in The First Semester at The Seventh Grade of SMP Negeri 01 Sungkai Selatan)” (UIN, 2021).

c. Teacher Response/Feedback

The most important point to keep in mind when correcting PVN is focus on what the students are trying to say. Often there is a temptation to “teach” them additional information related to the words that the students has written are grammatically correct and naturally express the students ideas. For example a students might write the following sentence :

“ I go to the market”

Although it is correct, teacher would have a strong suspicion that what the students wanted to say was that:

“I go to the market and buy some foods” Or

“I got to the market and buy some foods with my friends.”

There is also great deal of oddities caused by direct translation. For example:

“My father is a farmer”. Or “farmer is my father’s job.”

The main is to teach students the most natural English for their particular conversational situation (in class, or chatting with friends). It is important in situations like the above to give students feedback on formality and register when offering the following suggestions:

“we make 10 cakes”, or “we make some cakes.”

In this way the teacher can bring in more complex aspects of knowing a word in a personal and contextualized way.

d. Follow up activities in class

1. Peer lesson

One of the first activities that the teacher has to do and do again and again is simply having students tell each other about the new words they have learned. For examples:

What new words did you learn?

How do you spell that?

What does that mean?

How do you pronounce that?

In this method, the classroom questions are re-enforced and students review their own PVN as they teach them to each others. Students will feel they need to “learn more vocabulary” greatly satisfied by this simple activity.

2. Peer Quizzing

Another simple activity is to have students exchange PVN and quiz each other. For example:

“Ito the market by some foods with my friends

e. Circumlocution Lessons

Students will be given circumlocution phrases like “This is a kind of” and explain their PVN to each other. The students who are guessing can guess in English or in students’ first language in a monolingual class (*Do you mean....?*). In the latter case, students be insistent about the guesser getting the exact word. For example, students would need to guess “outgoing” and not “friendly” (that is close, but....). This forces students to work on conveying the nuances of different words.

f. Other Vocabulary Games/Training

Once students have set of words to work with, there are many games and exercises that the teacher can do with them. To offer a couple of examples, the teacher can have students organize their words in word stress patterns. The teacher also can finish speaking activities in which students must make short stories using two or more PVN.

3. Teaching Vocabulary by Using Personal Vocabulary Notes (PVN)

The procedure of Personal Vocabulary Notes (PVN) is following this step below:

Table 1
Teaching Vocabulary by Using Personal Vocabulary Notes (PVN)³⁷

Teacher	Procedures	Students
A. Pre-Teaching		
1. Teacher open the class by greeting and prepare the students to pray before study.		1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before study.
2. Teacher check the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present.
3. Teacher ask the students about last material.		1. Students answer the teacher question about the last matery.
4. Teacher tell about new matery.		1. Students listen carefully to the teacher. 2. Students add some notes from explanation of the teacher.
5. The teacher explain about Personal Vocabulary Notes (PVN) technique.	1. Teacher gives a PVN note paper (small book).	1. Students listen to teacher's explanation 2. Students take the paper (PVN) given the teacher.

³⁷ Joshua Kurzweil, "Personal Vocabulary Notes," *The Internet TESL Journal* VIII (2002): 1-3.

Teacher	Procedures	Students
B. While-Teaching		
<ol style="list-style-type: none"> 1. Teacher gives to students a text of greeting card in a piece of paper 2. The teacher ask the students to read a text 		<ol style="list-style-type: none"> 1. Students take the piece of paper given by the teacher 2. The students read the text
<ol style="list-style-type: none"> 3. Teacher asks the students to underline the word that students do not know the translate then record vocabulary items on the PVN. 	<ol style="list-style-type: none"> 2. Students will circle the word in the text that they do not know. 3. Students write the word that they have circled on their PVN 	<ol style="list-style-type: none"> 1. Students write the word by word on their PVN
<ol style="list-style-type: none"> 4. Teacher ask the students to look up their PVN and find the translation on dictionary. 5. Teacher ask to the students to write sentences using their PVN at least three or five PVN. 	<ol style="list-style-type: none"> 4. Students choose three or five PVN then make it into sentence 	<ol style="list-style-type: none"> 1. Students find the translate of their PVN. 2. Students write into sentences three or five from their PVN.
<ol style="list-style-type: none"> 6. Teacher will collect the PVN, check it and hands it back to the following class. 7. Teacher will ask the students to review the activities. 	<ol style="list-style-type: none"> 5. Teacher collect the students' PVN and check it then give the result of their PVN. 6. Students keep a section in their notebook for PVN and do follow up the activity such as peer teaching and review the activities. 	<ol style="list-style-type: none"> 1. Students will collect their PVN to the teacher. 2. Students will review their PVN and follow up the activities.
C. Post-Teaching		
Teacher	Procedures	Students

1. Teacher ask the students' understanding about the material especially their note	1. Feedback	1. Students answer the teacher question and tell their problem
2. The teacher and students summarize the lesson.		1. Listen to the teacher 2. The students make summarize while the teacher conclude the lesson
3. Teacher closes the teaching learning activity		1. The students give greeting to the teacher

Using this strategy will make students usually much more motivate to remember their Personal Vocabulary Notes (PVN) than a set of vocabulary items the students have received from a textbook or a teacher. Personal Vocabulary Notes (PVN) provide that safety valve which help establish an “English only” atmosphere. Personal Vocabulary Notes (PVN) address individual student needs by encouraging students to find the vocabulary that they need to communicate and talk about their experiences. And also, 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 students. Especially, in large multilevel class Personal Vocabulary Notes (PVN) provides the teacher with a time efficient way of giving attention and feedback on language to individual students.

Personal Vocabulary Notes (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. Personal Vocabulary Notes (PVN) provides a motivating context for teaching dictionary skills again because students are researching their own words. Once students have a set of Personal Vocabulary Notes (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).

Therefore, Personal Vocabulary Notes (PVN) engages students in cycle of noticing their own needs, researching language, trying it out, and learning from their mistakes.

4. Strength of Personal Vocabulary Notes (PVN)

The following are strength of Personal Vocabulary Notes (PVN) :

- a. Personal Vocabulary Notes (PVN) will make students usually much more motivated to remember their PVN that a set of

vocabulary items that the students have received from a textbook or teacher.

- b. PVN provides that safety valve that can help establish a “English only” atmosphere.
 - c. PVN encourages students to find the vocabulary they need to communicate and talk about their experiences.
 - d. PVN provides the teacher with a time-efficient way of giving attention and feedback on language to individual students.
 - e. PVN gives students a much deeper sense of what it is to learn vocabulary.
 - f. PVN gives students a sense of knowing a word as they get contextualized feedback on words they are using.
 - g. PVN provides motivating context for teaching dictionary skills again because students are researching their own words.³⁸
5. The weakness of Personal Vocabulary Notes (PVN)

The following are the weaknesses of Personal Vocabulary Notes (PVN) :

- a. Students find it difficult to get the words especially the new words.
- b. Students get some difficulties to make Personal Vocabulary Notes (PVN) into sentences.
- c. The teacher was busy managing the class.

³⁸ Joshua Kurzweil.,p.28

- d. Personal Vocabulary Notes (PVN) takes more than one meeting.³⁹

4. Teaching Vocabulary by Teacher's Technique

Conventional teaching is the technique that usually used by the teachers to teach the vocabulary to the students. Conventional teaching or traditional teaching refers to a teaching technique involving instructors and the students interacting in a face to face manner in the classroom. These instructors initiate discussion in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information memorized in the exams.⁴⁰

The teacher of MTs Al-Junaidiyah Kampung Lamo still uses the conventional teaching in teaching learning process, it can see on the following above:

- a. The teacher ask students to open textbook.
- b. The teacher reads the instrument about the material in the textbook.
- c. The teacher explain about the material.
- d. The teacher gives some examples about the material and ask the students understanding about the material and the example.
- e. The teacher gives the task about the material to the students.⁴¹

The conventional technique has some advantages and disadvantages, that the researcher explained above :

³⁹ Joshua Kurzweil.,p.29

⁴⁰ Yap Wei Li, "Transforming Conventional Teaching to Learner-Centered Teaching Classroom Using Multimedia-Mediated Learning Module," *International Journal of Information and Education Technology* 6 no.2 (2016): 105–12, <https://doi.org/10.7763/ijet.2016.v6.667>.

⁴¹ Private Interview, Mrs. Irma, S.Pd as an English Teacher in VIII class of MTs Al-Junaidiyah Kampung Lamo, on 12 April 2022, at 09.00 a.m

1. Advantages of Conventional Technique

- a. Teachers easily master the class.
- b. The material is easy to organize.
- c. The conventional method can be followed by large number of students.
- d. The conventional method is easy to prepare and carry it out.
- e. The teachers easily teach lesson well.⁴²

2. Disadvantages of Conventional Technique

- a. The conventional teaching akes the students feel boring when use at all the times and too long.
- b. The teacher is difficult to conclude that students understand and are interested in learning teaching process.
- c. The conventional teaching makes the students to be passive.⁴³

5. Review of Related Findings

There are some related findings that relate to this research and to support argument in this research. Then the researcher also used it as the reference and comparison with other research, they are :

The first is N. F. the objective of this research is to know the empirical evidence about the effectiveness of Personal Vocabulary Notes (PVN) technique on students' vocabulary understanding in the seventh grade of MTs. Salafiyah Bedahan. The researcher takes two classes as the subject of this study that were experimental class and controlled class. The researcher has compared the pre-test score before treatment was given and after treatment is given. The result of gained score of pre-test and post-test in the experimental class is higher than the controlled class. It can be concluded the Personal Vocabulary

⁴² Wahyuniati, *Keefektifan Model Konstektual Untuk Meningkatkan Keterampilan Menulis Narasi* (Purwokerto: Universitas Muhammadiyah Purwokerto, 2013), <https://doi.org/10.1210/jcem.76.6.8501142.p.59-63>

⁴³ Wahyuniati.

Notes (PVN) technique is effective on students' vocabulary understanding in the seventh grade of MTs. Salafiyah Bendahan.⁴⁴

The second is Ramadhani, she aimed to find out the improvement of the students' vocabulary by using Personal Vocabulary Notes (PVN) at the seventh grade of SMP Aisyiyah Sungguminasa. She uses pre-experimental design with one group pre-test and post-test. The population of the research is the seventh grade which consisted of 81 students. The sample of the research was the VII_B which consisted of 26 students. Then she uses completion test as the instruments of her research. Based of her research findings, the result shows that using Personal Vocabulary Notes (PVN) is effective to improve students' vocabulary. It is proved by the mean score of post-test. She assumed that using Personal Vocabulary Notes (PVN) can improve students' vocabulary and can be one of good technique in teaching vocabulary.⁴⁵

The third is Handayani she assumed that Personal Vocabulary Notes (PVN) is planning for making students work in a group in improving students' vocabulary. Then in this research, the objective there is significant influence of using PVN toward students' vocabulary mastery at the first semester of the seventh grade of SMP Negeri 01 Sungkai Selatan. The methodology of this research is experimental design. The researcher does three steps in conducting this

⁴⁴ N.F, "The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Understanding."

⁴⁵ Ramadani, "Using Personal Vocabulary Notes (PVN) to Improve Students' Vocabulary."

research ;pre-test, treatment, and post-test. The population of this research is the seventh grade of SMP Negeri 01 Sungkai Selatan. The sample of this research is chosen by doing cluster random sampling technique. The sample consist of two classes, one as experimental class and another class as control class. The treatment are held in three meetings 2X40 minutes for each meeting. The design use pre-test and post-test to find out students' vocabulary test. Based on the statistical analysis, there is significant influence of using the PVN Technique towards students' vocabulary mastery in narrative text at the first semester of the tenth grade of SMP Negeri 01 Sungkai Selatan.⁴⁶

Base on the related finding above, researcher wants to try to use Personal Vocabulary Notes (PVN) technique to students' vocabulary mastery at VIII Grade of MTs Al-Junaidiyah Kampung Lamo and the researcher hopes this technique can be applied to be mastered students' vocabulary.

6. Conceptual Framework

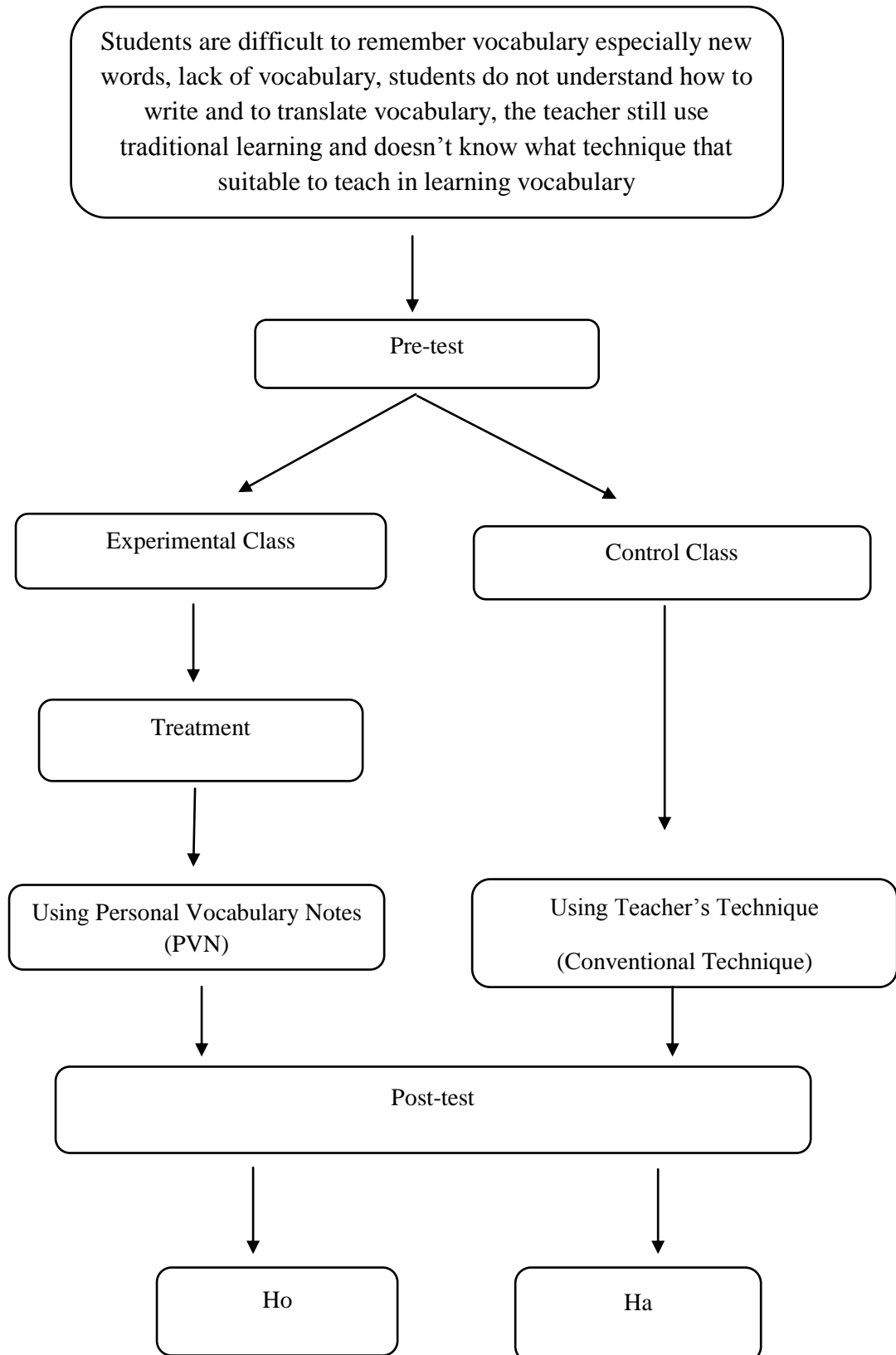
Vocabulary is one of components of language and the first important things, because without vocabulary, the learners cannot know what they read, write, and understand what the other people say. Vocabulary refers to the words that students should know to communicate effectively.

⁴⁶ Novi Handayani , “The effectiveness of Personal Vocabulary Notes on Students' Vocabulary Mastery (A Quasi Experimental Research in the First Semester at the Sventh Grade of SMP Negeri 01 Sungkai Selatan in The Academic Year of 2020/2021” , <http://repository.radenintan.ac.id/16050/1/PERPUS%20PUSAT%20BAB%201%20DAN%202.pdf>.

The students at VIII Grade of MTs Al-Junaidiyah has problems in learning vocabulary. One of the problem is the students still lack of vocabulary and the students feel hard to translate sentences. Beside that, the students are still less in learning activity. Learning activity is can be build the students' willingness to learn. By using the suitable technique or strategy of learning can improved the students ability in learning vocabulary especially.

In the other hand, to know the effect of PVN technique to develop students' vocabulary the researcher will do the research by this conceptual framework :

Figure 1. Conceptual Framework



7. Hypothesis

From the description of related theories the researcher proposes that the hypothesis is :

There is a significant Effect of Using Personal Vocabulary Notes (PVN) Technique on Students Vocabulary Mastery at the Second Year of MTs Al-Junaidiyah Kampung Lamo. (Ha)

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time Schedule of The Research

This research is conducted at the second year of MTs Al-Junaidiyah Kampung Lamo. It is located in Kampung Lamo, Mandailing Natal, Panyabungan, Sumatra Utara. This research is started from February 2022 until Finish.

B. Research Design

This research is about quantitative research method by using true experimental design. True experimental design is to know cause and effect between experimental class and control class. That is the researcher can test the hypothesis based on cause and effect of one variables to other one to know the cause effect of them.

In this research the researcher used two classes, a control class will have pre-test and post test without treatment. The second class is about experimental class that will have pre-test before applying Personal Vocabulary Notes (PVN) technique as a way of treatment, and the last is post-test to know the effect of PVN after treatment. It can be seen from this table below :

Table 2
Table of Design Instrument

Class		Treatment	
Experimental Class (X)	Pre-test	Teaching Vocabulary by using PVN technique	Post-test
Control class (Y)	Pre-test	x	Post-test

C. Population and Sample

b. Population

The population of the research is VIII Grade of MTs Al-Junaidiyah Kampung Lamo. It consist of 2 classes with 42 students. It can be seen in the following table.

Table 3
The Population of VIII Grade of MTs Al-Junaidiyah Kampung Lamo

No.	Class	Students
1.	VIII IPS 1	20
2.	VIII IPS 2	22
	TOTAL	42

c. Sample

In this research the researcher choose 2 classes with 42 students as a sample. They are divided into experiment class and control class. The researcher use total sampling to take the sample. It will clear by this following table :

Table 4
Sample of The Research

Sample	Class	Total
Experimental class	VIII IPS 1	20
Control class	VIII IPS 2	22
TOTAL		42

D. Instrument of The Research

The research instrument is a test. The test is vocabulary test. The researcher uses essay test to students vocabulary mastery. The researcher uses essay test because it can be used with isolated words, words in a sentence context, or whole text.⁴⁷ It means the researcher can design words questions in sentence, dialogue, monologue, as well letter text form to measure students vocabulary mastery. Furthermore, essay test are one of vocabulary type of the test that are popular and easy to score and design. The test was given to the students consist of 20 test item that all question essay based on material of vocabulary at VIII grade of junior high school. In this research, the researcher use pretest and post test to obtain students vocabulary mastery. Before the pre test and post test are given to the students in experimental and control class, the researcher have to analyzed validity and reliability of the test. Reliability and validity are two important elements that used for evaluate the measurement of instrument test in the research.⁴⁸

⁴⁷ Scott Thonbury, *How to Teach Vocabulary* (Cambridge: Longman, 2002).p,132

⁴⁸ Mohsen Tavakol & Reg Dennick, "Making Sense of Cronbach's Alpha," *International Journal of Medical Education* 2 (2011): 53.

Table 5
Vocabulary Assesment Rubric⁴⁹

No	Aspek	Indicator	Score
1.	Meaning	Students can interpret English vocabulary well.	20
		Students are not fluent in interpreting English vocabulary well	10
2.	Spelling	Students can read English vocabulary well	20
		Students are not fluent in reading English vocabulary well	10
3.	Pronunciation	Students can pronounce English vocabulary fluently	20
		Students are not fluent in pronouncing English vocabulary fluently	10
4.	Word Classes	Students can write English vocabulary well and quickly in notebooks	20
		Students are not fluent in writing English vocabulary well and quickly in notebooks	10
5.	Word use	Students can use English vocabulary in classroom learning	20
		Students are not fluent in using English vocabulary in learning in class	10

⁴⁹ N.d Tri Lestari Nela, *Rubrik Penilaian Vocabulary*, n.d.

This research is very limited to vocabulary assessment. The researcher only used 1 aspect for this research. That is just focused on meaning.

Table 6

No	Aspect	Indicator	No. Items	Total Items	Score
1.	Meaning	Students can translate the English vocabulary into Indonesia Language well	1 – 20	20 Items	100

In collecting the data researcher use test to students, which are Pre-test and Post-test. The test is used to see the result of students' vocabulary mastery. The test apply in experimental and controlling class to find out the score of students' achievement. The score of the tests used to measure the effect of Personal Vocabulary Notes (PVN) in experimental class. The researcher conducts the test twice for both classes. The first is pre-test and the second is post-test :

1. Pre-test

Pre-test is conducted in experiment class and control class and it is conducted before Personal Vocabulary Notes (PVN) is applied. The purpose of this test is to know whether the students as the sample have the same background knowledge in research variable. The test is used for pre-test is about vocabulary.

2. Treatment

In this treatment researcher treats students of experimental class by using Personal Vocabulary Notes (PVN) technique. Researcher teaches

students about vocabulary by applying PVN. In this case teacher teach about the nature of vocabulary and how to write vocabulary in PVN.

The step of treatment can be seen below :

- a. Teacher give the text and small book (that can be written as PVN) to the students then ask to the students to write the word that the students do not know the meaning in Indonesia language, so each students has different writing on their PVN.
- b. Students read the text given by the teacher then write the word that the students do not know on their PVN.
- c. The teacher ask to the students to find out the word that the students do not know on dictionary. Then the teacher asks to the students to choose at least 3 or 5 PVN then make them into the simple sentences.
- d. Students choose the PVN then make to the simple sentence. Students can ask to the teacher if the students do not know how to make the sentence well.
- e. Teacher ask to the students to read their PVN in front of the class.
- f. Teacher give result to the students from their PVN.

3. Post-test

Post-test is conducted also for both classes and it is conducted after the treatment. The aim of this test is to find out the growth of the score to measure the effect of using Personal Vocabulary Notes (PVN) technique to students' vocabulary mastery.

E. Validity and Reliability

1. Validity

The researcher use test of essay test. To make the test became valid the researcher apply construct validity. To get the validity of an achievement test can be used to ways. The test will be valid by construct validity to know whether the test valid or not by using expert judgement of English teacher class VIII of MTs Al-Junaidiyah Kampung Lamo.

2. Reliability

Reliability relates to consistency of an instrument. Creswell said the reliability is the stability and consistency of students' scores when administered the instrument in many times at different times.⁵⁰ A testi said reliable if it is used in the same situation on repeated occasions and the result of measurements obtained relatively consistent. In the other word, a test is said to have unreliable if it is used in the same situation on repeated occasions and the result of measurements obtained relatively different. The researcher conclude that reliability helps the researcher to know whether the instrument research is suitable to use in pre test and post test or not. For analyzing the reliability in this research, the researcher use the formula K-R 20 followed :

$$R_{11} =$$

In which :

$$R_{11} = \text{Reliability of the instrument}$$

⁵⁰ John W. Creswell, *Education Research*, Fourth Edi (United States of America: Pearson Education, Inc, 2012).

N = Total of question

Sr^2 = Variants total

P = Proporsi subject who is right answer

N

Q = Proporsi subject who is wrong answer⁵¹

N

In order to know the classification of students' score, the researcher use the following classification :

Table 7

The Achievement of Students' English Vocabulary

Classification	Score
Excellent	91-100
Very Good	81-90
Good	71-80
Enough	61-70
Poor	Less than 60

⁵¹ H. Douglas Brown, *Language Assesment Principle and Classroom Practice* (USA: Longman, 2004).p.123.

F. Technique of Data Analysis

The researcher was used the data from students' test to find out the result of students vocabulary knowledge by implementing personal vocabulary notes technique which is applied in the experimental class, then without personal vocabulary notes technique in control class. After all students' scores are obtained, then the researcher was conducted prerequisite data analysis; normality and homogeneity.

a. Requirement test

1. Homogeneity test

Homogeneity test is used to know whether both experimental class have the same variant or not. If both classes are same, it can be called homogenous. To find the homogeneity, the researcher uses Harley test, as follow :

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypothesis is accepted if $F_{(count)} \leq F_{(table)}$

Hypothesis is rejected if $F_{(count)} \geq F_{(table)}$

2. Normality test

Normality test is to determine whether the data normally or not. The data are considered normal if score the test is more than 0,05. To count the normally test, the researcher used Chi-Quadrate formula. The formula is as follow :

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where :

χ^2 = Chi-Quadrate

f_0 = Frequency is gotten from the sample/result of observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.⁵²

b. Hypothesis Test

After obtaining the t-test, the researcher compares t-test and t-table. Testing hypothesis uses criteria with significant degree 5% (0,05). The conclusion is obtained as follows :

Ha is Accepted if $t_o > t_{\text{tabel}}$ or if the Sig. (2-tailed) $< 0,05$.

Ho is Accepted if $t_o < t_{\text{tabel}}$ or if the Sig. (2-tailed) $> 0,05$.

Hypothesis is the answering result of the research. So, data analysis is used to test the hypothesis by using t-test. To find out the effect of treatment, the researcher used the formula as follow :

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

where :

t = the value which the statistical significant

X_1 = the average score of the experimental class

X_2 = the average score of the control class

⁵² Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

s_1^2 = deviation of standard of the experimental class

s_2^2 = deviation of standard of the control class

n_1 = number of experimental class

n_2 = number of control class⁵³

The hypothesis of this research is :

Alternative Hypothesis (Ha) : “There is a significant Effect of Using Personal Vocabulary Notes (PVN) Technique to Students Vocabulary Mastery.”

⁵³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010).

CHAPTER IV

THE RESULT OF THE RESEARCH

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of using Personal Vocabulary Notes (PVN) technique on students' vocabulary mastery, the researcher has calculated the data from pre-test and post-test. Pre-test is done before conducting the treatment and post-test is done after conducting the treatment. Researcher apply quantitative analysis by using the formulation of T-test. It is done to know the effect of Personal Vocabulary Notes (PVN) technique on students' vocabulary mastery. Then, researcher describes the data as follow:

A. Description of Data

The pre test score is obtained before teaching in experimental class and control class

1. Description of Data Before Using Personal Vocabulary Notes.

A. The Pre Test Score from Experimental Class

As the experimental class, the researcher took class VIII-1. In pre-test for experimental class, the researcher calculated the result that has been gotten by the students' vocabulary (essay test). The researcher has calculated the students' score in appendix 5 and 6. The score of pre-test for experimental class can be seen in the following table:

Table 8
Table Score for Experimental Class in Pre- Test

Description	Pre-test
Total score	1.015
The highest score	65
The lowest score	40
Mean	52.75
Median	52.8
Modus	54.5
Range	25
Interval	5
Standard deviation	53.19
Variance	2830

Based on the table above, the total score of pre-test for experimental class is 1.015, mean is 57.75, standard deviation is 53.19, variance is 2830, median is 52.8, range is 25, mode is 54.5, interval is 5. The researcher got the lowest score is 40 and the highest is 65. Next the calculation of how to get it could be seen in appendix 11. Then the calculation of the frequency distribution of the students score is described as follows:

Table 9
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	Mid point	Frequency	Percentages
1	40 – 44	42	2	10%
2	45 – 49	47	6	30%
3	50 – 54	52	3	15%
4	55 – 59	57	6	30%
5	60 – 64	62	2	10%
6	65 – 69	67	1	5%
Total			20	100%

From the table above, it can be concluded that the most students are in interval 45 – 49 and in interval 55 – 59 which the

highest of both frequency with total 6 students / 30%. The lowest are in interval 65 – 69 (1 students) or 5% . In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

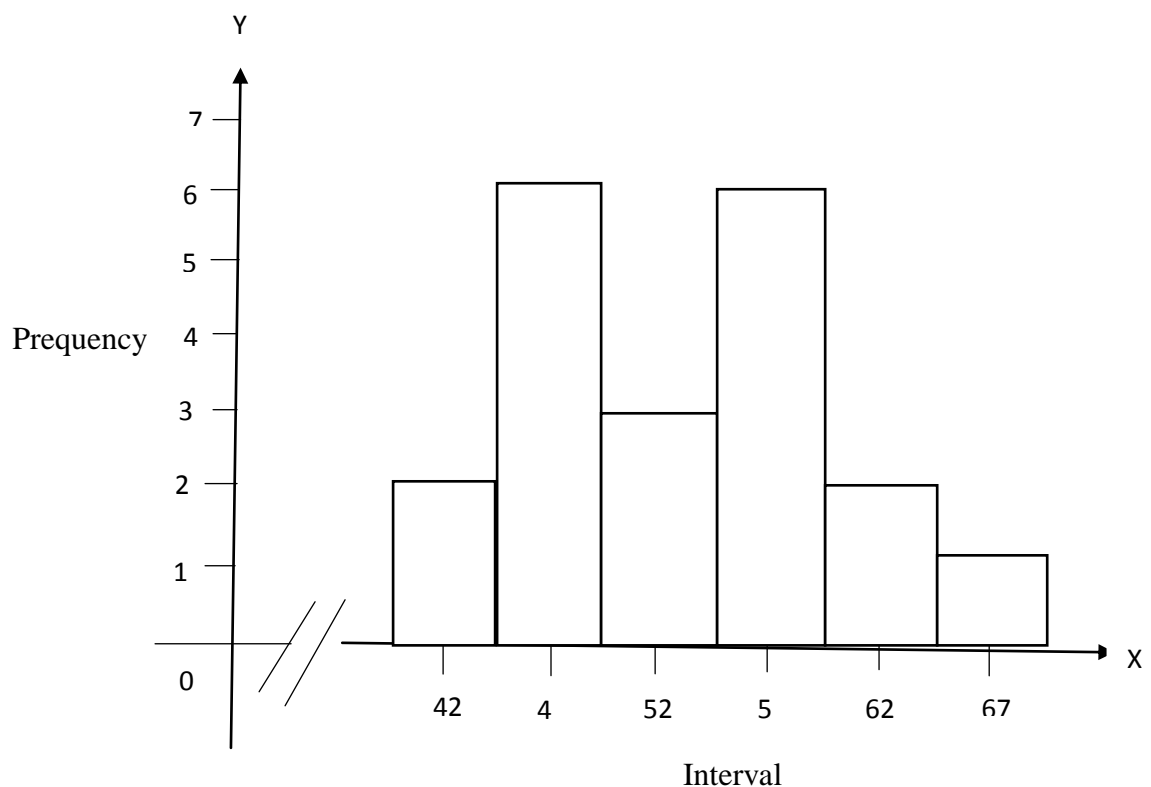


Figure 2 : Data description of students' vocabulary mastery in experimental class (Pre-test)

Base on the figure of data description in experimental class (pre-test) the students score start from interval 40 – 44 up to 65 – 69. The highest frequency is interval 45 – 49 and interval 55 – 59 which total of both 6 students.

b. The Pre Test Score from Control Class

In pre- test of control class, the researcher calculate the result that has been gotten from students vocabulary mastery (essay test). The score of pre- test for control class can be seen in the following table :

Table 10
Table score of control class in pre- test

Description	Pre-test
Total score	1145
The highest score	60
The lowest score	40
Mean	51.09
Median	50.75
Modus	52
Range	4
Interval	5
Standard deviation	0.64
Variance	0.42

Based on the table above, the total score of pre- test for control class is 1145, mean is 51.09, standard deviation is 0.64, variance is 0.42, median is 50.75, range is 4, modus is 52, interval is 5. The researcher get that the lowest score is 40 and the highest is 60. Next the calculation of how to get it can be seen in appendix 11. Then the calculation of the frequency distribution of the students score is described as follow:

Table 11
Frequency Distribution of control Class (Pre-test)

No	Interval	Mid point	Frequency	Percentages
1	40 – 44	42	3	13.63%
2	45 – 49	47	7	31.81%
3	50 – 54	52	4	18.18
4	55 – 59	57	7	31.81%
5	60 – 64	62	1	04.54%
Total			22	100%

From the table above, it can be concluded that the highest students' score are in interval 45 – 49 and in interval 55 – 59 with both total 7 students / 31.81%. The lowest students are in interval 60 – 64 with total students 1 / 04.54%. In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

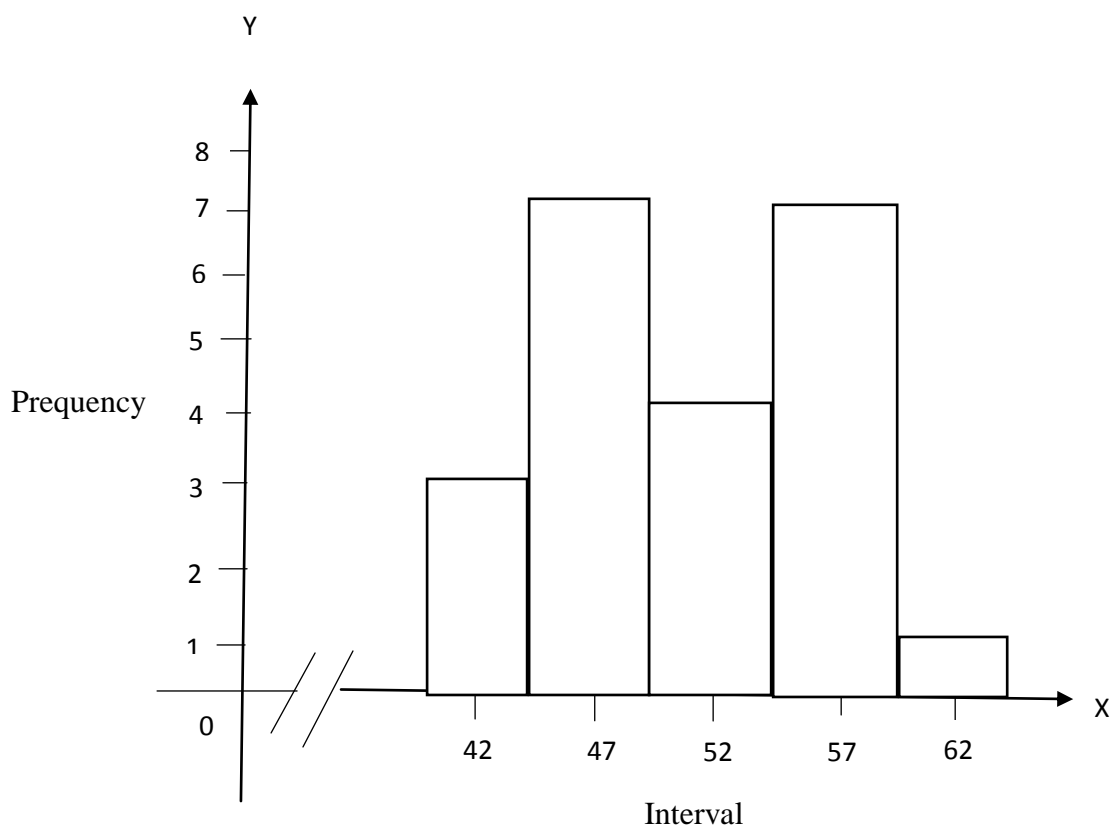


Figure 3 : Data description of students' vocabulary mastery in control class (Pre-test)

Based on the figure of data description in control class (pre-test) the students score start from interval 40 – 44 up to 60 – 64. Most of the

students or the highest frequency is in interval 45 – 49 and interval 55 – 59 with both total 7 students.

2. Description of Data After Using Personal Vocabulary Notes (PVN)

a. The Post Test Score for Experimental Class

In post- test for experimental class, the researcher calculate that has been gotten from students in answering the test (essay test) and researcher could give the score to students about their vocabulary mastery based on their answer in test. The score of post test for experimental class can be seen in the following table:

Table 12
Table Score of Experimental Class in Post- Test

Description	Post-test
Total score	1435
The hightes score	85
The lowest score	65
Mean	73.75
Median	72
Modus	73.1
Range	20
Interval	5
Standard deviation	16.31
Variant	26617

Based on the table above, the total score of post- test for experimental class is 1435, mean is 73.75, standard deviation is 16.31, variant is 26617, median is 72, range is 20, modus is 73., interval is 5. The researcher get the lowest score is 65 and the highst is 85. Next the calculation of how to get it could be seen in appendix 12. Then the calculation of the prequency distribution of the students score is described as follow:

Table 13
Prequency Distributon of Experimental Class (Post-test)

No	Interval class	Mid Point	Frequency	Persentages
1	65 – 69	67	6	30%
2	70 – 74	72	6	30%
3	75 – 79	77	4	20%
4	80 – 84	82	3	15%
5	85 – 89	87	1	5%
			20	100%

From the table above, it can be concluded that the most students are in interval 65 – 69 and in interval 70 – 74 which both total (6 students 30%). The lowest students are in interval 85 – 89 (1 students 5%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

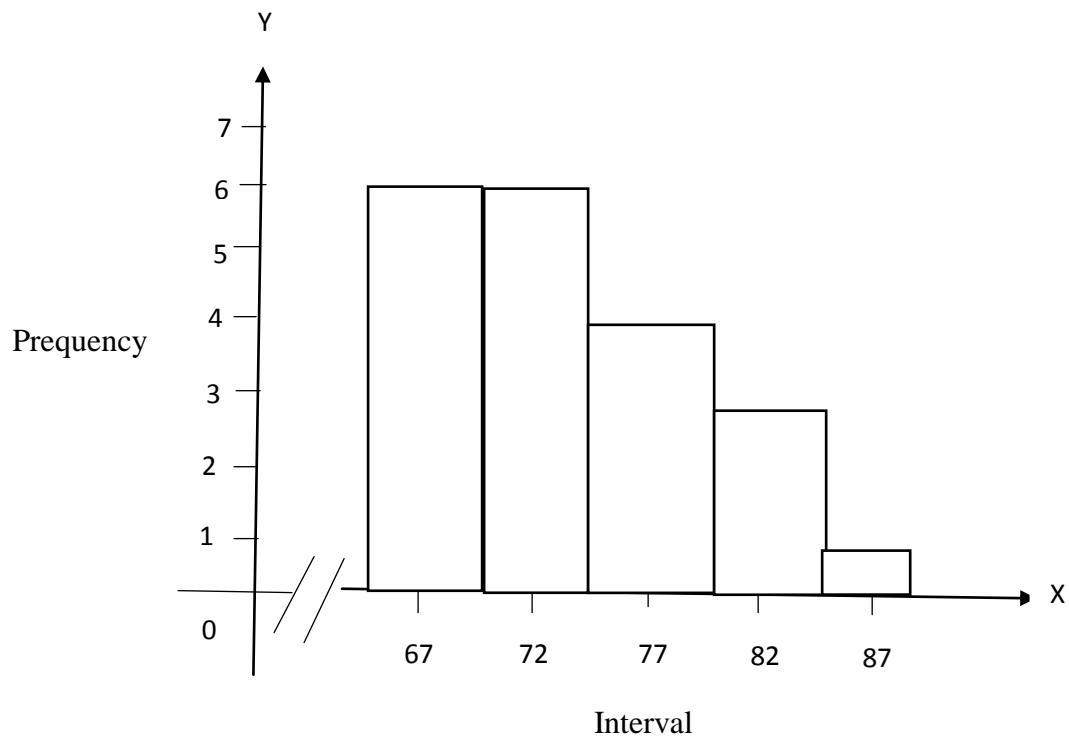


Figure 4 : Data Description of Students' Vocabulary mastery in Experimental Class (Post Test)

b. The Post- Test Score from Control Class

In post - test of control class, the researcher calculated the result that has been gotten by students vocabulary mastery (essay test). The score of post- test for control class can be seen in the following table :

Table 14
Table Score of Control Class in Post- Test

Description	Post-test
Total score	1155
The highest score	60
The lowest score	45
Mean	52.54
Median	61.2

Modus	55
Range	15
Interval	3
Standard deviation	41.19
Variant	16.97

Based on the table above, the total score of post- test for control class is 1155, mean is 52.54, standard deviation is 41.19, variant is 16.97, median is 61.2, range is 15, modus is 55 interval is 3. The researcher get the lowest score is 45 and the highst is 60. Next the calculation of how to get it could be seen in appendix 12. Then the calculation of the prequency distribution of the students score is described as follow:

Table 15
Prequency Distributon of Experimental Class (Post-test)

No	Interval	Mid point	Prequency	Percentages
1	45 – 47	46	4	18.18%
2	48 – 50	49	7	31.81%
3	51 – 53	52	0	0
4	54 – 56	55	7	31.81%
5	57 – 59	58	0	0
6	60 – 62	61	4	18.18%
Total			22	100%

From the table above, it can be concluded that the most students are in interval 48 – 50 and in interval 54 - 56 (7 students 31.81%). The lowest students are in interval 45 47 and 60 - 62 (4 students 18.18%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

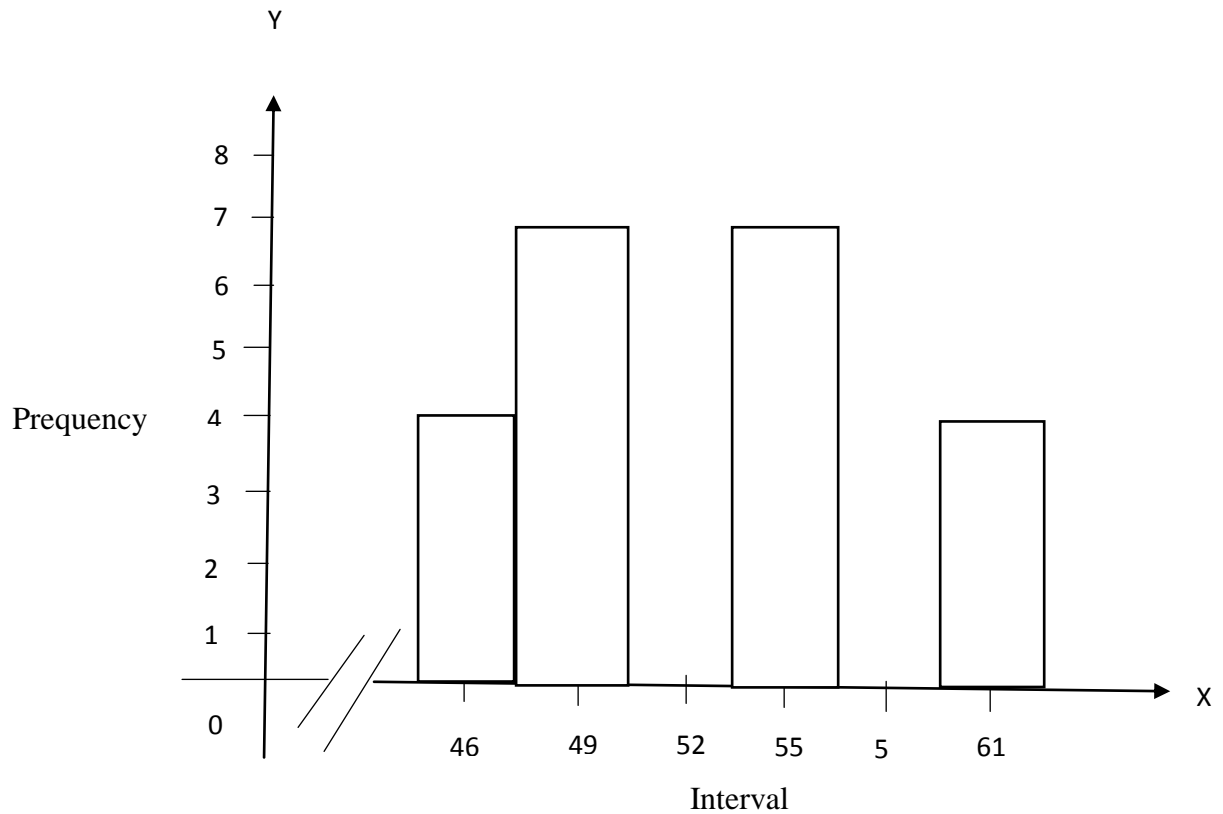


Figure 5: Data Description of Students' Vocabulary in Control Class (Post Test)

Based on the figure of data description in control class (post-test) the students score start from interval 45 – 47 up to 60 – 62. The students in interval 45 – 47 is 4 students, interval 48 – 50 is 7 students, interval 51 – 53 is 0 students, interval 54 – 56 is 7 students, interval 57 – 59 is 0 students, interval 60 – 62 is 4 students, and the highest frequency is in interval 48 – 50 and interval 54 – 56 which is both total 7 students.

B. Normality, Homogeneity and Hypothesis Test

After doing the calculation, for homogeneity test the researcher found that $F_{\text{count}} = 1.92$. It has been compared to F_{table} with α 5% and dk numerator and

deminator are different ($n_1 = 20$; $dk = 20 - 1 = 19$ and $n_2 = 22$; $dk = 22 - 1 = 21$). From the distribution list F, researcher found that $F_{table} =$ cause $F_{count} > F_{table}$ ($1.92 < 4.12$). So, there is no difference that the varian between the VIII IPS-1 class and VIII IPS-2 class. It means that the variant is homogenius.

Normality test the researcher found that, in experimental class for pre- test ($X^2_{count} < X^2_{table}$ ($-31.81 < 12.59$), and post test ($X^2_{count} > X^2_{table}$ ($24.49 > 12.59$) while in control class for pre- test ($X^2_{count} < X^2_{table}$ ($-37.77 < 11.07$) and post- test ($X^2_{count} > X^2_{table}$ ($-10.01 < 11.07$). From the data above the researcher concluded that the normality of the test in pre test and post test there is no difference between VIII IPS-1 class and IPS-2 class. It means that the test was normal.

Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis of alternative (H_a) of the research is “Personal Vocabulary Notes (PVN) Technique has effect on Students’ Vocabulary Mastery at the Second Year of MTs Al-Junaidiyah Kampung Lamo. The calculation can be seen in appendix 15 and 16. The result of the t-test is as follow:

Table 16
Result of t- test

Post- test	
t_{count}	t_{table}
1.76	1.668

Based on the researcher calculation in post- test, researcher found t_{count} 1.76 while t_{table} 1.668 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 22 - 2 = 40$. Cause $t_{\text{count}} > t_{\text{table}}$ ($1.76 > 1.67166$), it meant the H_a was accepted and H_0 was rejected. The calculation can be seen in appendix 16. Based on the result of the data analysis, the researcher got the mean score of experimental in post- test was 73.75. The calculation can be seen in appendix 12.

C. Discussion

Based on the result, the researcher conducted that the answer of formulation of the problem were:

1. Before using personal vocabulary notes (PVN) technique, the mean score of pre-test for experimental class was 52.75 and the mean score of pre-test for control class was 51.09.
2. After using personal vocabulary notes (PVN) technique the mean score of experimental class was higher than before using personal vocabulary notes (PVN) technique .The mean score of post-test for the experimental class was 73.75 and the mean score of post-test for control class taught by personal vocabulary notes (PVN) technique was 52.54.
3. The researcher found the research result of t-test where t_{count} was higher than t_{table} was. T_{table} was 1.668 and t_{count} was 1.18. It means that H_a was accepted, so there was a significant effect of using Personal Vocabulary Notes (PVN) on Students' Vocabulary Mastery at the Second Year of MTs Al-Junidiyah Kampung Lamo.

Based on the result of the data analysis, the researcher got that the mean score of experimental in pre- test was 52.75 and in post-test was 73.75. The proof was 21. Then, the mean score of control class in pre - test was 51.09 and in post-test was 52.54. So, based on its comparison it can be concluded that the improvement of experimental class was higher than control class. Automatically, Personal Vocabulary Notes (PVN) technique had the effect on students' vocabulary mastery.

It also discussed with the theory and compared with the related findings that has been stated by researcher. The first is N. F. She has compared the pre-test score before treatment is given and after treatment is given. The result of gained score of pre-test and post-test in the experimental class is higher than the controlled class. It can be concluded the Personal Vocabulary Notes (PVN) technique is effective on students' vocabulary understanding in the seventh grade of MTs. Salafiyah Bendahan.⁵⁴

The second is Ramadhani, she aims to find out the improvement of the students' vocabulary by using Personal Vocabulary Notes (PVN) at the seventh grade of SMP Aisyiyah Sungguminasa. Base of her research findings, the result shows that using Personal Vocabulary Notes (PVN) is effective to improve students' vocabulary. It is proved by the mean score of post-test. She assumes that using Personal Vocabulary

⁵⁴ Priska Aprilianty N.F, "The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Understanding" (UIN, 2014).

Notes (PVN) can improve students' vocabulary and can be one of good technique in teaching vocabulary.⁵⁵

The third is Handayani she assumes that Personal Vocabulary Notes (PVN) is planning for making students work in a group in improving students' vocabulary. Then in this research, the objective there is significant influence of using PVN toward students' vocabulary mastery at the first semester of the seventh grade of SMP Negeri 01 Sungkai Selatan. The methodology of her research is experimental design. The researcher does three steps in conducting this research ;pre-test, treatment, and post-test. Base on the statistical analysis, there is significant influence of using the PVN Technique towards students' vocabulary mastery in narrative text at the first semester of the tenth grade of SMP Negeri 01 Sungkai Selatan.⁵⁶

This proof shows that the personal vocabulary (PVN) technique has effect on students vocabulary mastery. So personal vocabulary (PVN) technique has given the effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

D. The Threats of the Research

There are some aspect that can threat for this research as follow:

1. The researcher do not know how serious the students are in answering the test.

⁵⁵ Fitriya Ramadani, "Using Personal Vocabulary Notes (PVN) to Improve Students' Vocabulary" (Universitas Muhammadiyah Makassar, 2020).

⁵⁶ Novi Handayani, "The Effectiveness of Personal Vocabulary Notes on Students' Vocabulary Mastery (A Quasi Experimental Research in The First Semester at The Seventh Grade of SMP Negeri 01 Sungkai Selatan)" (UIN, 2021).

2. The students need more time in answering the test.
3. There are some of students were noisy while answering the test.

So, it can disturb the concentration of the others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using personal vocabulary notes (PVN) technique, the mean score of pre-test for experimental class is 52.75 and the mean score of pre-test for control class is 51.09.
2. After using personal vocabulary notes (PVN) technique the mean score of experimental class is higher than before using Personal Vocabulary Notes technique. The mean score of post-test for the experimental class is 73.75 and the mean score of post-test for control class teach by conventional method is 52.54.
3. The researcher find the research result of t-test where t_{count} is higher than t_{table} . T_{table} is 1.668 and t_{count} is 1.76. It means that H_a is accepted, so there is a significant effect of using Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Mastery at the Second Year of MTs Al-Junaidiyah Kampung Lamo.

B. Suggestion

After finishing the research, the researcher get many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow :

1. From the researcher result it is expected to the headmaster to give the facilities to help the students in learning English .
2. From the research result it is also expected to the English teacher to apply PVN technique as a reference in teaching speaking to make learning process more active.
3. The researcher suggests to another researcher to use this technique in solving another problems and find another factors that face by students in learning English process.

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APPENDIX 1**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)****Experimental Class**

Nama Sekolah	: MTs Al-Junaidiyah Kampung Lamo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/1
Tema	: Greeting Cards
Skill	: Vocabulary
Alokasi Waktu	: 2 X 45 Menit

A. Kompetensi Dasar

Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya.

B. Kompetensi Inti

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat :

1. Menunjukkan perilaku percaya diri dalam membuat undangan pribadi dan ucapan selamat.

2. Terampil menjawab secara lisan dan tulisan ucapan selamat sangat pendek dan sederhana untuk menjaga hubungan interpersonal dengan guru dan teman.

D. Karakter Siswa yang diharapkan

1. Dapat dipercaya (Trustworthines)
2. Tekun (diligence)
3. Rasa hormat dan perhatian (respect)
4. Tanggung jawab (responsibility)

E. Materi Pembelajaran

Greeting Card Text

a. Fungsi Sosial

Fungsi dari greeting card adalah untuk menyampaikan ucapan, baik ucapan selamat, ucapan duka, maupun doa dalam bentuk tulisan.

b. Struktur Teks

1. Mengekspresikan fungsi dari greeting card
2. Mengekspresikan informasi yang spesifik dari greeting card

c. Language Feature

1. Idiom dan vocabulary yang umum digunakan dalam penulisan greeting card
2. Ejaan dan tanda baca

F. Metode Pembelajaran

Persona Vocabulary Note (PVN) Technique.

G. Sumber Belajar

Buku Bahasa Inggris Kelas 8

H. Langkah-langkah Kegiatan

Langkah- Langkah Kegiatan	Daftar Kegiatan	Alokasi Waktu
Pembukaan (Opening)	<ol style="list-style-type: none"> 1. Guru mengucapkan salam untuk memulai pelajaran. 2. Guru meminta ketua kelas atau yang 	10 menit

	<p>mewakili untuk memimpin doa belajar.</p> <ol style="list-style-type: none"> 3. Guru mengecek absensi siswa. 4. Guru menanyakan kabar dengan kalimat yang memotivasi semangat siswa. 	
Kegiatan Inti (Main Activities)	<p>Eksplorasi & Mengamati</p> <ol style="list-style-type: none"> 1. Guru mengenalkan tentang teknik PVN dan cara penggunaannya. Kemudian menjelaskan tentang materi yang akan dipelajari. Mendiskusikan tentang defenisi, struktur teks, tujuan, language feature dari greeting card. 2. Guru memberikan peluang kepada siswa untuk berbagi pendapat tentang greeting card. 3. Guru meminta siswa untuk membuat pertanyaan dan jawaban tentang defenisi dan fungsi dari greeting card. 4. Guru menjelaskan tentang tata bahasa dan struktur teks dari greeting card. 	35 menit
	<p>Asosiasi</p> <ol style="list-style-type: none"> 1. Siswa dibagi menjadi 2 kelompok. 2. Guru membagikan contoh teks greeting card kepada masing-masing kelompok. 3. Masing-masing kelompok 	15 menit

	<p>mendiskusikan tentang teks yang diberikan oleh guru.</p>	
	<p>Komunikasi</p> <ol style="list-style-type: none"> 1. Guru memberikan waktu kepada masing-masing kelompok untuk membaca contoh dari teks greeting card. 2. Guru membantu siswa dalam penekanan kata dan menjelaskan arti dari kata-kata tersebut. 3. Guru meminta siswa untuk menulis kata-kata yang susah dari teks greeting card. 4. Guru meminta pendapat siswa tentang teks greeting card dari kelompok lain. 	15 menit
Penutup (Closing)	<ol style="list-style-type: none"> 1. Guru memberikan kesempatan kepada siswa untuk bertanya atau menyapaikan sesuatu yang belum siswa fahami. 2. Siswa menulis 10 kata dalam PVN. 3. Guru membantu siswa untuk membaca masing-masing PVN siswa jika perlu. 4. Guru menutup pembelajaran dengan memastikan tidak ada pertanyaan, kemudian memotivasi dan mengajak siswa untuk berdoa bersama. 	15 menit

I. Penilaian

- a. Teknik penilaian : Menulis essay test
- b. Instrument : Enclosed
- c. Rubrik penilaian

Skor maksimal = 100

$$\text{Skor Siswa} = \frac{\text{nomor jawaban yang benar}}{\text{jumlah soal}} \times 100$$

Kampung Lamo, 27 November 2022

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

Peneliti

Drs. Syharir Batubara

Irma, S.Pd.

Anisa Putri

NIP.196712042005011005

NIP.-

NIM.1820300057

APPENDIX 2**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)****Control Class**

Nama Sekolah	: MTs Al-Junaidiyah Kampung Lamo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/1
Tema	: Greeting Cards
Skill	: Vocabulary
Alokasi Waktu	: 2 X 45 Menit

A. Kompetensi Dasar

Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya.

B. Kompetensi Inti

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat :

1. Menunjukkan perilaku percaya diri dalam membuat undangan pribadi dan ucapan selamat.
2. Terampil menjawab secara lisan dan tulisan ucapan selamat sangat pendek dan sederhana untuk menjaga hubungan interpersonal dengan guru dan teman.

D. Karakter Siswa yang diharapkan

1. Dapat dipercaya (Trustworthines)
2. Tekun (diligence)
3. Rasa hormat dan perhatian (respect)
4. Tanggung jawab (responsibility)

E. Materi Pembelajaran

Greeting Card Text

a. Fungsi Sosial

Fungsi dari greeting card adalah untuk menyampaikan ucapan, baik ucapan selamat, ucapan duka, maupun doa dalam bentuk tulisan.

b. Struktur Teks

1. Mengekspresikan fungsi dari greeting card
2. Mengeskpresikan informasi yang spesifik dari greeting card

c. Language Feature

1. Idiom dan vocabulary yang umum digunakan dalam penulisan greeting card
2. Ejaan dan tanda baca

F. Metode Pembelajaran

Conventional Method (Metode Ceramah)

G. Sumber Belajar

Buku Bahasa Inggris Kelas 8

H. Langkah-langkah Kegiatan

Langkah- Langkah Kegiatan	Daftar Kegiatan	Alokasi Waktu
Pembukaan (Opening)	<ol style="list-style-type: none"> 1. Guru mengucapkan salam untuk memulai pelajaran. 2. Guru meminta ketua kelas atau yang mewakili untuk memimpin doa belajar. 3. Guru mengecek absensi siswa. 4. Guru menanyakan kabar dengan kalimat yang memotivasi semangat siswa. 	10 menit
Kegiatan Inti (Main Activities)	<p>Eksplorasi & Mengamati</p> <ol style="list-style-type: none"> 1. Guru dan siswa mendiskusikan tentang defenisi, struktur teks, tujuan, language feature dari greeting card. 2. Guru memberikan peluang kepada siswa untuk berbagi pendapat tentang greeting card. 3. Guru meminta siswa untuk membuat pertanyaan dan jawaban tentang defenisi dan fungsi dari greeting card. 4. Guru menjelaskan tentang tata bahasa 	35 menit

	dan struktur teks dari greeting card.	
	<p>Asosiasi</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menulis greeting card sederhana tentang ucapan hari guru dalam kelompok. 2. Guru membimbing siswa saat proses menulis greeting card. 	15 menit
	<p>Komunikasi</p> <ol style="list-style-type: none"> 1. Guru memberikan waktu kepada masing-masing kelompok untuk membaca contoh dari teks greeting card. 2. Guru membantu siswa dalam penekanan kata dan menjelaskan arti dari kata-kata tersebut. 3. Guru meminta siswa untuk menulis kata-kata yang susah dari teks greeting card. 4. Guru meminta pendapat siswa tentang teks greeting card dari kelompok lain. 	15 menit
Penutup (Closing)	<ol style="list-style-type: none"> 1. Guru memberikan kesempatan kepada siswa untuk bertanya atau menyapaikan sesuatu yang belum siswa fahami. 2. Guru menutup pembelajaran dengan memastikan tidak ada pertanyaan, kemudian memotivasi dan mengajak siswa untuk berdoa bersama. 	15 menit

I. Penilaian

a. Teknik penilaian : Menulis essay test

b. Instrument : Enclosed

c. Rubrik penilaian

Skor maksimal = 100

$$\text{Skor Siswa} = \frac{\text{nomor jawaban yang benar}}{\text{jumlah soal}} \times 100$$

KampungLamo, 27 November 2022

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

Peneliti

Drs. Syharir Batubara
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Irma, S.Pd.
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APPENDIX 3

The Instrument

The Test

(Pre-Test)

Name :
Class :
Day/Date :
Time : 90 Minutes

A. Read the following letter, the answer the questions correctly!

Dear Teacher

We are very grateful to have a teacher like you. You taught us with great enthusiasm and patience. Thank you for everything ... Without you, we would be able to get the point where we stand right now.

Your

Students

What is the meaning of the underline words in the letter above?

1. Grateful :
2. Patience :
3. Everything :
4. Get :
5. Stand :

B. Read the following letter, then answer the questions correctly!

*Happy EID Mubarak, Hope our
Relationship become better then before. Sorry
If I made mistakes in the past time.
But I will be the best in the next.*

Your Friends

What is the meaning of the underline words the letter above?

6. Eid :
7. Hope :
8. Before :
9. Mistakes :
10. Best :

C. Read the following letter, then answer the question correctly!

Dear Mom

Mom, growing up I know I do not always tell you how much
I care about you. Now that I am older, I can see how
Much you sacrificed for me and I want to say that I am so
Grateful for you all did. You have been so selfless and giving.
Thank you from the bottom of my heart.

What is the meaning of the underline words in the letter above?

- 11. Know :
- 12. Tell :
- 13. Care :
- 14. Want :
- 15. Heart :

D. Read the following letter, then answer the question correctly!

Congratulation

I am sure today will be only

The first of many proud, you deserve to see your dream

Come true.

So proud of you

From

Ella

What is the meaning of the underline words from the letter above?

- 16. Congratulation :
- 17. Only :
- 18. First :
- 19. Dream :
- 20. Proud :

APPENDIX 4**The Instrument****The Test****(Post-Test)**

Name :

Class :

Day/Date :

Time : **90 Minutes**

A. Read the following letter, the answer the questions correctly!

Happy Father's Day

You always give me encouragement and you
give me an example of how to live life. You care, you share,
you laugh, and console me.

You are all that a child could hope in a father.

I Love You Dad!

From

Hasan

What is the meaning of the underline words from the letter above?

1. Day :
2. Example :
3. Live :
4. Share :
5. Child :

B. Read the following letter, the answer the questions correctly!

Dear Ustadzah

Thank you for everything. Without you, I would not be able to read the Qur'an so far. Forgive your students. All this time I have complained and whined a lot when I was felling down. I will not forget your motivation and advice.

Abdur

What is the meaning of the underline words from the letter above?

6. Thank you :
7. Read :
8. Forgive :
9. Forget :
10. Advice :

C. Read the following letter, the answer the questions correctly!

Happy Eid Al-Fitr

To Mr. Anwar's Family

Minal Aidzin Wal Faidzin

Forgive me body and soul

May all our worship in the month of Ramadhan be

Accepted by Allah SWT

We as family apologize if there are mistakes

In speaking and acting

Best Regards,

Mr. Muhammad's Family

What is the meaning of the underline words from the letter above?

11. Family :

12. Body :

13. Month :

14. Accepted :

15. Apologize :

D. Read the following letter, the answer the questions correctly!

Dear Vannes

I have news in English recently that you have opened a new restaurant in town. I just want to say congratulation for that achievement.

And I hope that your business will be the best in town.

Your friend

Ken

What is the meaning of the underline words from the letter above?

16. Have :

17. News :

18. Restaurant :

19. Say :

20. Achievement :

APPENDIX 5**Score of Experimental Class in Pre-Test**

No	Name of Students (n)	Pre- Test
1.	AF	55
2.	AN	45
3.	AR	45
4.	FH	65
5.	HL	55
6.	KN	60
7.	LA	40
8.	MA	55
9.	MAL	45
10.	MRMH	50
11.	MY	50
12.	MZ	55
13.	NH	55
14.	NI	60
15.	PA	50
16.	R	45
17.	RA	40
18.	SA	45
19.	SA	45
20.	US	55
Total		1015

APPENDIX 6**Score of Control Class in Pre-Test**

No	Name of Students (n)	Pre- Test
1.	AS	50
2.	AF	55
3.	AA	45
4.	H	45
5.	IM	50
6.	KKH	55
7.	MS	60
8.	MAM	65
9.	MH	55
10.	NJ	45
11.	NL	45
12.	NA	55
13.	N	50
14.	PA	45
15.	RA	40
16.	RH	40
17.	RDAS	45
18.	RA	55
19.	RA	40
20.	SA	45
21.	SR	50
22.	WH	55
Total		1145

APPENDIX 7**Score of Experimental Class in Post-Test**

No	Name of Students (n)	Pre- Test
1.	AF	75
2.	AN	65
3.	AR	70
4.	FH	75
5.	HL	70
6.	KN	80
7.	LA	65
8.	MA	65
9.	MAL	65
10.	MRMH	75
11.	MY	80
12.	MZ	80
13.	NH	70
14.	NI	85
15.	PA	75
16.	R	70
17.	RA	65
18.	SA	70
19.	SA	65
20.	US	70
Total		1435

APPENDIX 8**Score of Control Class in Post-Test**

No	Name of Students (n)	Pre- Test
1.	AS	60
2.	AF	55
3.	AA	50
4.	H	50
5.	IM	50
6.	KKH	50
7.	MS	55
8.	MAM	60
9.	MH	60
10.	NJ	55
11.	NL	45
12.	NA	50
13.	N	50
14.	PA	50
15.	RA	45
16.	RH	45
17.	RDAS	55
18.	RA	55
19.	RA	45
20.	SA	55
21.	SR	55
22.	WH	60
Total		1155

APPENDIX 9**Score of Pre-Test and Post-Test in Experimental Class**

No	Name of Students (n)	Pre-Test	Post-Test
1.	AF	55	75
2.	AN	45	65
3.	AR	45	70
4.	FH	65	75
5.	HL	55	70
6.	KN	60	80
7.	LA	40	65
8.	MA	55	65
9.	MAL	45	65
10.	MRMH	50	75
11.	MY	50	80
12.	MZ	55	80
13.	NH	55	70
14.	NI	60	85
15.	PA	50	75
16.	R	45	70
17.	RA	40	65
18.	SA	45	70
19.	SA	45	65
20.	US	55	70
Total		1015	1435

APPENDIX 10**Score of Pre-Test and Post-Test in Control Class**

No	Name of Students (n)	Pre-Test	Post-Test
1.	AS	50	60
2.	AF	55	55
3.	AA	45	50
4.	H	45	50
5.	IM	50	50
6.	KKH	55	50
7.	MS	60	55
8.	MAM	65	60
9.	MH	55	60
10.	NJ	45	55
11.	NL	45	45
12.	NA	55	50
13.	N	45	50
14.	PA	40	55
15.	RA	40	45
16.	RH	40	45
17.	RDAS	45	55
18.	RA	55	55
19.	RA	40	45
20.	SA	45	55
21.	SR	50	55
22.	WH	55	60
Total		1145	1155

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (VIII IPS-1)

1. Result of VIII IPS-1 Class in pre-test from low score to high score :

40	40	45	45	45	45	45	45
50	50	50	55	55	55	55	55
55	60	60	65				

2. High = 65

Low = 40

Range (R) = High Score – Low Score

$$= 65 - 40$$

$$= 25$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (20)$$

$$= 1 + 3.3 (1.30)$$

$$= 1 + 4.29$$

$$= 5.29$$

$$= 5$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{25}{5} = 5$

Interval Class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
40 – 44	2	2	42	84	1764	3528
45 – 49	6	8	24	282	2209	13254
50 – 54	3	11	52	156	2704	8112
55 – 59	6	17	57	342	3249	19494
60 – 64	2	19	62	124	3844	7688
65 – 69	1	20	67	67	4489	4489
I = 5	20	-	327	1055	18259	56565

5. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fxi}{\sum fi} \\ &= \frac{1055}{20} = 52.75\end{aligned}$$

6. Median

$$\begin{aligned}\text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 49.5 + 5 \left(\frac{\frac{1}{2}(20) - 8}{3} \right) \\ &= 49.5 + 5 \left(\frac{10 - 8}{3} \right) \\ &= 49.5 + 5 \left(\frac{2}{3} \right) \\ &= 49.5 + 5 (0.66) \\ &= 49.5 + 3.3 \\ &= 52.8\end{aligned}$$

7. Modus

$$\begin{aligned}
 Mo &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\
 &= 49.5 + 5 \left(\frac{-3}{-3 + -3} \right) \\
 &= 49.5 + 5 \left(\frac{-3}{-6} \right) \\
 &= 49.5 + 5 (1) \\
 &= 49.5 + 5 \\
 &= 54.5
 \end{aligned}$$

8. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f_i x_i^2 - \left(\frac{\sum f_i x_i}{n} \right)^2}{n-1} \\
 &= \frac{56565 - \left(\frac{1055}{20} \right)^2}{20-1} \\
 &= \frac{56565 - 2782}{19} \\
 &= \frac{53783}{19} \\
 &= 2830
 \end{aligned}$$

9. Standard Derivation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{2830} \\
 &= 53.19
 \end{aligned}$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-table	F_e	F_o	$(F_o - F_e)^2$
40 – 44	39.5	0.24	0.5910	0.0353	0.70	2	1.69
45 – 49	44.5	0.15	0.5557	0.0358	0.71	6	27.98
50 – 54	49.5	0.06	0.5199	0.0119	0.23	3	7.67
55 – 59	54.5	0.03	0.5080	0.0358	0.71	6	27.98
60 – 64	59.5	0.12	0.5438	-0.0394	0.78	2	7.72
65 – 69	64.5	0.22	0.5832	-0.0394	-0.78	1	3.16
-	312	0.82	3.3016	0.04	-	20	-

$$\begin{aligned}
 X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
 &= \left(\frac{1.69}{0.70}\right) + \left(\frac{27.98}{0.71}\right) + \left(\frac{7.67}{0.23}\right) + \left(\frac{27.98}{0.71}\right) + \left(\frac{7.72}{-0.78}\right) + \left(\frac{3.16}{-0.78}\right) \\
 &= 24.142 + 39.408 + 33.347 + 39.408 + -98.974 + -40.512 \\
 &= -3.181
 \end{aligned}$$

Based on table above, the researcher found $X^2_{\text{count}} = -3.181$ while $X^2_{\text{table}} = 12.59$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($-3.181 < 12.59$) with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$. So distribution of experimental class (VIII IPS-1) in pre-test is normal.

B. Result of Normality Test of Control Class (VIII IPS-2)

1. Result of VIII IPS-2 Class in pre-test from low score to high score :

40 40 40 45 45 45 45 45 45
 45 50 50 50 50 55 55 55 55
 55 55 55 60

2. High = 60

Low = 40

Range (R) = High Score – Low Score

$$= 60 - 40$$

$$= 20$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (23)$$

$$= 1 + 3.3 (1.36)$$

$$= 1 + 4.48$$

$$= 5.48$$

$$= 5$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{20}{5} = 4$

Interval Class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
40 – 44	3	3	42	126	1764	15876
45 – 49	7	10	47	329	2209	10824
50 – 54	4	14	52	208	2704	43264
55 – 59	7	21	57	399	3249	159201
60 – 64	1	22	62	62	3844	3844
P = 5	22	-	260	1124	13770	2330

5. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fxi}{\sum fi} \\ &= \frac{1124}{22} = 51.09\end{aligned}$$

6. Median

$$\begin{aligned}\text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 49.5 + 5 \left(\frac{\frac{1}{2}(22) - 10}{4} \right) \\ &= 49.5 + 5 \left(\frac{11 - 10}{4} \right) \\ &= 49.5 + 5 \left(\frac{1}{4} \right) \\ &= 49.5 + 5(0.25) \\ &= 49.5 + 1.25 \\ &= 50.75\end{aligned}$$

7. Modus

$$\begin{aligned}
 Mo &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\
 &= 49.5 + 5 \left(\frac{-3}{-3 + -3} \right) \\
 &= 49.5 + 5 \left(\frac{-3}{-6} \right) \\
 &= 49.5 + 5 (0.5) \\
 &= 49.5 + 2.5 \\
 &= 52
 \end{aligned}$$

8. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f_i x_i^2 - \left(\frac{\sum f_i x_i}{n} \right)^2}{n-1} \\
 &= \frac{2330 - \left(\frac{1124}{22} \right)^2}{22-1} \\
 &= \frac{2330 - 5109}{21} \\
 &= \frac{8.92}{21} \\
 &= 0.42
 \end{aligned}$$

9. Standard Derivation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{0.42} \\
 &= 0.64
 \end{aligned}$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-table	F_e	F_o	$(F_o - F_e)^2$
40 – 44	39.5	-1.81	0.0359	-0.1203	-2.64	3	31.80
45 – 49	44.5	-1.02	0.1562	0.1494	3.28	7	13.83
50 – 54	49.5	-2.48	0.0068	-0.8964	-1.97	4	35.64
55 – 59	54.5	5.32	0.9032	2.5482	5.60	7	1.96
60 – 64	59.5	1.31	1.645	-0.1203	-2.64	1	13.24
	247.5	1.32	-0.5429	1.5606		22	

$$\begin{aligned}
 X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
 &= \left(\frac{31.80}{-2.64} \right) + \left(\frac{13.83}{3.28} \right) + \left(\frac{35.64}{-1.97} \right) + \left(\frac{1.96}{5.60} \right) + \left(\frac{13.24}{-2.64} \right) \\
 &= -12.04 + 42.16 + -18.09 + 0.35 + -5015 \\
 &= -37.77
 \end{aligned}$$

Based on table above, the researcher found $X^2_{\text{count}} = -37.77$ while $X^2_{\text{table}} = 11.07$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($-37.77 < 11.07$) with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of experimental class (VIII IPS-1) in pre-test is normal.

APPENDIX 12

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of Normality Test of Experimental Class (VIII IPS-1)

1. Result of VIII IPS-1 Class in post-test from low score to high score :

65	65	65	65	65	65
70	70	70	70	70	70
80	75	75	75	80	80
80	85				

2. High = 85

Low = 65

Range (R) = High Score – Low Score

$$= 85 - 65$$

$$= 20$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (20)$$

$$= 1 + 3.3 (1.30)$$

$$= 1 + 4.29$$

$$= 5.29$$

$$= 5$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{20}{5} = 4$$

Interval Class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
65 – 69	6	6	67	402	4489	161604
70 – 74	6	12	72	432	5184	186624
75 – 79	4	16	77	308	5929	94864
80 – 84	3	19	82	246	6724	60516
85 – 89	1	20	87	87	7569	7569
I = 5	20	-	385	1475	29895	511177

5. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fxi}{\sum fi} \\ &= \frac{1475}{20} = 73.75\end{aligned}$$

6. Median

$$\begin{aligned}\text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 69.5 + 5 \left(\frac{\frac{1}{2}(20) - 7}{6} \right) \\ &= 69.5 + 5 \left(\frac{10 - 7}{6} \right) \\ &= 69.5 + 5 \left(\frac{3}{6} \right)\end{aligned}$$

$$= 69.5 + 5 (0.5)$$

$$= 69.5 + 2.5 = 72$$

7. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 69.5 + 5 \left(\frac{6}{6+2} \right)$$

$$= 69.5 + 5 \left(\frac{6}{8} \right)$$

$$= 69.5 + 5 (0.75)$$

$$= 69.5 + 3.75$$

$$= 73.1$$

8. Variant

$$S^2 = \frac{\sum f_i x_i^2 - \left(\frac{\sum f_i x_i}{n} \right)^2}{n-1}$$

$$= \frac{511177 - \left(\frac{1475}{20} \right)^2}{20-1}$$

$$= \frac{511177 - 5439}{19}$$

$$= \frac{505738}{19}$$

$$= 26617$$

9. Standard Derivation

$$S = \sqrt{S^2}$$

$$= \sqrt{26617}$$

$$= 16.31$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-table	F_e	F_o	$(F_o - F_e)^2$
65 – 69	64.5	-0.56	2.946	-1.067	-2.13	6	66.09
70 – 74	69.5	-0.26	4.013	3.501	7.02	6	10.40
75 – 79	74.5	0.04	0.5120	-0.1211	-2.42	4	41.21
80 – 84	79.5	0.35	0.6331	-0.1058	-2.11	3	26.11
85 – 89	84.5	0.65	0.7389	-1.067	-2.13	1	97.96
	372.5	0.22	6.960884	1.1401		20	

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

$$= \left(\frac{66.09}{-2.13} \right) + \left(\frac{10.40}{7.02} \right) + \left(\frac{41.21}{-2.42} \right) + \left(\frac{26.11}{-2.11} \right) + \left(\frac{97.96}{-2.13} \right)$$

$$= 31.02 + 14.81 + 17.02 + -12.37 + -45.99$$

$$= 24.49$$

Based on table above, the researcher found $X^2_{\text{count}} = 24.49$ while $X^2_{\text{table}} = 12.59$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($24.49 > 12.59$) with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of experimental class (VIII IPS-1) in pre-test is normal.

D. Result of Normality Test of Control Class (VIII IPS-2)

1. The score of VIII IPS-2 class in post-test from low score to high score

45 45 45 45 50 50 50
 50 50 50 50 55 55 55
 55 55 55 55 60 60 60
 60

2. High = 60

Low = 45

Range (R) = High Score – Low Score

$$= 60 - 45$$

$$= 15$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (22)$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.42$$

$$= 5.42$$

$$= 5$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{15}{5} = 3$

Interval Class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
45 – 47	4	4	46	184	2116	33856
48 – 50	7	11	49	343	2401	117649
51 – 53	0	0	52	0	2704	0

54 – 56	7	18	55	385	3025	148225
57 – 59	0	0	58	0	3364	0
60 – 62	4	22	61	244	3721	59536
P = 3	22		321	1156	17331	359266

5. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fxi}{\sum fi} \\ &= \frac{1156}{22} = 52.54\end{aligned}$$

6. Median

$$\begin{aligned}\text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 53.5 + 3 \left(\frac{\frac{1}{2}(22) - (-7)}{7} \right) \\ &= 53.5 + 3 \left(\frac{11 - (-7)}{7} \right) \\ &= 53.5 + 3 \left(\frac{18}{7} \right) \\ &= 53.5 + 3(2.57) \\ &= 53.5 + 7.71 \\ &= 61.2\end{aligned}$$

7. Modus

$$\begin{aligned}\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 53.5 + 3 \left(\frac{7}{7+7} \right)\end{aligned}$$

$$= 53.5 + 3 \left(\frac{7}{14} \right)$$

$$= 53.5 + 3 (0.5)$$

$$= 53.5 + 1.5$$

$$= 55$$

8. Variant

$$S^2 = \frac{\sum f_i x_i^2 - \left(\frac{\sum f_i x_i}{n} \right)^2}{n-1}$$

$$= \frac{359266 - \left(\frac{1156}{22} \right)^2}{22-1}$$

$$= \frac{359266 - 2760}{21}$$

$$= \frac{356506}{21}$$

$$= 1697$$

9. Standard Derivation

$$S = \sqrt{S^2}$$

$$= \sqrt{1697}$$

$$= 41.19$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-table	F_e	F_o	$(F_o - F_e)^2$
44 – 47	44.5	-0.19	42858	-2762	-60.76	4	41.93
48 – 50	47.5	-0.12	45620	-3183	-70.02	7	49.12

51 – 53	50.5	-0.04	48803	43763	96,27	0	92.67
54 – 56	53.5	0.02	5040	-279	-6.13	7	17.23
57 – 59	56.5	0.09	5319	-277	-6.09	0	37.08
60 -62	59.5	0.16	5596	-2762	-60.76	4	41.93
	312	-0.08	153236	34500		55	

$$\begin{aligned}
 X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
 &= \left(\frac{41.93}{-60.76} \right) + \left(\frac{49.12}{-70.02} \right) + \left(\frac{92.67}{96.27} \right) + \left(\frac{17.23}{-6.13} \right) + \left(\frac{37.08}{-6.09} \right) + \left(\frac{41.93}{-60.76} \right) \\
 &= -0.69 + -0.70 + 0.96 + -2.81 + -6.08 + -0.69 \\
 &= -10.01
 \end{aligned}$$

Based on table above, the researcher found $X^2_{\text{count}} = -10.01$ while $X^2_{\text{table}} = 11.07$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($-10.01 < 11.07$) with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of experimental class (VIII IPS-1) in pre-test is normal

APPENDIX 13

HOMOGENEITY TEST (PRE-TEST)

Homogeneity test is used to test the homogeneity of the data of experimental class (sample 1) and control class (sample 2) in pre-test by using this formula :

A. Variant of Experimental Class (VIII IPS-1)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum fi xi^2 - \left(\frac{\sum fixi}{n}\right)^2}{n-1} \\ &= \frac{56565 - \left(\frac{1055}{20}\right)^2}{20-1} \\ &= \frac{56565 - 2782.56}{19} \\ &= 53.78 \end{aligned}$$

2. Standard Derivation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{53.78} \\ &= 7.33 \end{aligned}$$

B. Variant of Control Class (VIII IPS-2)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum fi xi^2 - \left(\frac{\sum fixi}{n}\right)^2}{n-1} \\ &= \frac{2330 - \left(\frac{1124}{22}\right)^2}{22-1} \end{aligned}$$

$$= \frac{2330-2610}{21}$$

$$= 2801$$

2. Standard Derivation

$$S = \sqrt{s^2}$$

$$= \sqrt{2801}$$

$$= 52.92$$

Both of variants from experimental class and control class researcher is used the formula to test the homogeneity between them with the formula below :

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{5378}{2801}$$

$$= 1.92$$

From the calculation above researcher found $F_{\text{count}} = 1.92$. it has been compared to F_{table} with a 5% and dk numerator and dominator are ($n_1 = 20$ dk = $20 - 1 = 19$ and $n_2 = 22$, dk = $22-1 = 21$). From the distribution list F, researcher found that $F_{\text{table}} = 4.12$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.92 < 4.12$). So, it means that the variant is homogenous.

APPENDIX 14

HOMOGENEITY TEST (POST-TEST)

Homogeneity test is used to test the homogeneity of the data of experimental class (sample 1) and control class (sample 2) in post-test by using this formula :

A. Variant of Experimental Class (VIII IPS-1)

1. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f_i x_i^2 - \left(\frac{\sum f_i x_i}{n}\right)^2}{n-1} \\
 &= \frac{511177 - \left(\frac{1475}{20}\right)^2}{20-1} \\
 &= \frac{511177 - 5439.06}{19} \\
 &= \frac{505737.94}{19} \\
 &= 26.61
 \end{aligned}$$

2. Standard Derivation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{2661} \\
 &= 51.58
 \end{aligned}$$

B. Variant of Control Class (VIII IPS-2)

1. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f_i x_i^2 - \left(\frac{\sum f_i x_i}{n}\right)^2}{n-1} \\
 &= \frac{359266 - \left(\frac{1156}{22}\right)^2}{22-1} \\
 &= \frac{359266 - 2760.45}{21} \\
 &= \frac{356505.55}{21} \\
 &= 1697
 \end{aligned}$$

2. Standard Derivation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{1697} \\
 &= 41.19
 \end{aligned}$$

Both of variants from experimental class and control class researcher is used the formula to test the homogeneity between them with the formula below :

$$\begin{aligned}
 F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\
 &= \frac{2661}{1697} \\
 &= 1.56
 \end{aligned}$$

From the calculation above researcher found $F_{\text{count}} = 1.56$. it has been compared to F_{table} with a 5% and dk numerator and dominator are ($n_1 = 20$ dk = $20 - 1 = 19$ and $n_2 = 22$, dk = $22-1 = 21$). From the distribution list F,

researcher found that $F_{\text{table}} = 4.12$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.56 < 4.12$). So, it means that the variant is homogenous.

APPENDIX 15

T-test of Both Averages in Pre-test

Researcher uses the averages of experimental class and control class in pre-test to analyze the hypothesis stated that there is no difference between both classes before doing treatment. To answer the hypothesis, the researcher uses T-test formula as follows :

$$\begin{aligned}
 t' &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S^2_A}{n_A} + \frac{S^2_B}{n_B}}} = \frac{52.75 - 51.09}{\sqrt{\left(\frac{2030}{20} + \frac{0.42}{22}\right)}} \\
 &= \frac{1.66}{\sqrt{14.15 + 0.19}} \\
 &= \frac{1.66}{3.78} \\
 &= 0.43
 \end{aligned}$$

Based on the calculation of the result of homogeneity test from both averages, researcher found $t_{\text{count}} = 0.43$ with opportunity $(1-\alpha) = 5\% = 95\%$ and dk $n_1 + n_2 - 2 = 20 + 22 - 2 = 40$, $t_{\text{table}} = 1.668$ so $t_{\text{count}} < t_{\text{table}}$ ($0.43 < 1.668$), it means that no difference between both averages of experimental class (VIII IPS-1) and control class (VIII IPS-2) in pre-test.

APPENDIX 16

T-test of Both Averages in Post-test

Researcher uses the averages of experimental class and control class in pre-test to analyze the hypothesis stated that there is no difference between both classes. It could prove the hypothesis stated that there is a significant effect of using Personal Vocabulary Notes (PVN) Technique. After doing treatment. To answer the hypothesis, the researcher uses T-test formula as follows :

$$\begin{aligned}
 t' &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S^2_A + S^2_B}{n_A + n_B}}} = \frac{73.75 - 52.54}{\sqrt{\left(\frac{26617}{20} + \frac{1697}{22}\right)}} \\
 &= \frac{2.11}{\sqrt{1.33 + 1.7}} \\
 &= \frac{2.11}{\sqrt{3.03}} \\
 &= \frac{2.11}{1.7} \\
 &= 1.76
 \end{aligned}$$

Based on the calculation of the result of homogeneity test from both averages, researcher found $t_{\text{count}} = 1.18$ with opportunity $(1-\alpha) = 5\% = 95\%$ and dk $n_1 + n_2 - 2 = 20 + 22 - 2 = 40$, $t_{\text{table}} = 1.668$ so $t_{\text{count}} < t_{\text{table}}$ ($1.76 > 1.668$), it means that no difference between both averages of experimental class (VIII IPS-1) and control class (VIII IPS-2) in post-test.

APPENDIX 17

Table Chi Square

Dk	Tarf Signifikansi					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.481	6.635
2	0.139	2.408	3.219	3.605	5.591	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.017	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.19	16.985	19.812	22.368	27.688
14	13.332	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.337	19.511	21.615	24.785	27.587	33.409
18	17.338	20.601	22.760	26.028	28.869	34.805
19	18.338	21.689	23.900	27.271	30.144	36.191
20	19.337	22.775	25.038	28.514	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.194	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.775	50.892

APPENDIX 18

Table Z

Z	0,00	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08	0,09
-3,8	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,7	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,6	0,0002	0,0002	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,5	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002
-3,4	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0002
-3,3	0,0005	0,0005	0,0005	0,0004	0,0004	0,0004	0,0004	0,0004	0,0004	0,0003
-3,2	0,0007	0,0007	0,0006	0,0006	0,0006	0,0006	0,0006	0,0005	0,0005	0,0005
-3,1	0,0010	0,0009	0,0009	0,0009	0,0008	0,0008	0,0008	0,0008	0,0007	0,0007
-3,0	0,0013	0,0013	0,0013	0,0012	0,0012	0,0011	0,0011	0,0011	0,0010	0,0010
-2,9	0,0019	0,0018	0,0018	0,0017	0,0016	0,0016	0,0015	0,0015	0,0014	0,0014
-2,8	0,0026	0,0025	0,0024	0,0023	0,0023	0,0022	0,0021	0,0021	0,0020	0,0019
-2,7	0,0035	0,0034	0,0033	0,0032	0,0031	0,0030	0,0029	0,0028	0,0027	0,0026
-2,6	0,0047	0,0045	0,0044	0,0043	0,0041	0,0040	0,0039	0,0038	0,0037	0,0036
-2,5	0,0062	0,0060	0,0059	0,0057	0,0055	0,0054	0,0052	0,0051	0,0049	0,0048
-2,4	0,0082	0,0080	0,0078	0,0075	0,0073	0,0071	0,0069	0,0068	0,0066	0,0064
-2,3	0,0107	0,0104	0,0102	0,0099	0,0096	0,0094	0,0091	0,0089	0,0087	0,0084
-2,2	0,0139	0,0136	0,0132	0,0129	0,0125	0,0122	0,0119	0,0116	0,0113	0,0110
-2,1	0,0179	0,0174	0,0170	0,0166	0,0162	0,0158	0,0154	0,0150	0,0146	0,0143
-2,0	0,0228	0,0222	0,0217	0,0212	0,0207	0,0202	0,0197	0,0192	0,0188	0,0183
-1,9	0,0287	0,0281	0,0274	0,0268	0,0262	0,0256	0,0250	0,0244	0,0239	0,0233
-1,8	0,0359	0,0351	0,0344	0,0336	0,0329	0,0322	0,0314	0,0307	0,0301	0,0294
-1,7	0,0446	0,0436	0,0427	0,0418	0,0409	0,0401	0,0392	0,0384	0,0375	0,0367
-1,6	0,0548	0,0537	0,0526	0,0516	0,0505	0,0495	0,0485	0,0475	0,0465	0,0455
-1,5	0,0668	0,0655	0,0643	0,0630	0,0618	0,0606	0,0594	0,0582	0,0571	0,0559
-1,4	0,0808	0,0793	0,0778	0,0764	0,0749	0,0735	0,0721	0,0708	0,0694	0,0681
-1,3	0,0968	0,0951	0,0934	0,0918	0,0901	0,0885	0,0869	0,0853	0,0838	0,0823
-1,2	0,1151	0,1131	0,1112	0,1093	0,1075	0,1056	0,1038	0,1020	0,1003	0,0985
-1,1	0,1357	0,1335	0,1314	0,1292	0,1271	0,1251	0,1230	0,1210	0,1190	0,1170
-1,0	0,1587	0,1562	0,1539	0,1515	0,1492	0,1469	0,1446	0,1423	0,1401	0,1379
-0,9	0,1841	0,1814	0,1788	0,1762	0,1736	0,1711	0,1685	0,1660	0,1635	0,1611
-0,8	0,2119	0,2090	0,2061	0,2033	0,2005	0,1977	0,1949	0,1922	0,1894	0,1867
-0,7	0,2420	0,2389	0,2358	0,2327	0,2296	0,2266	0,2236	0,2206	0,2177	0,2148
-0,6	0,2743	0,2709	0,2676	0,2643	0,2611	0,2578	0,2546	0,2514	0,2483	0,2451
-0,5	0,3085	0,3050	0,3015	0,2981	0,2946	0,2912	0,2877	0,2843	0,2810	0,2776
-0,4	0,3446	0,3409	0,3372	0,3336	0,3300	0,3264	0,3228	0,3192	0,3156	0,3121
-0,3	0,3821	0,3783	0,3745	0,3707	0,3669	0,3632	0,3594	0,3557	0,3520	0,3483
-0,2	0,4207	0,4168	0,4129	0,4090	0,4052	0,4013	0,3974	0,3936	0,3897	0,3859
-0,1	0,4602	0,4562	0,4522	0,4483	0,4443	0,4404	0,4364	0,4325	0,4286	0,4247
0,0	0,5000	0,5040	0,5080	0,5120	0,5160	0,5199	0,5239	0,5279	0,5319	0,5359

APPENDIX 19

Table t

df	Tingkat signifikansi uji satu arah					
	0,10	0,05	0,025	0,01	0,005	0,0005
	Tingkat signifikansi uji dua arah					
	0,20	0,10	0,05	0,02	0,01	0,001
1	3,078	6,314	12,706	31,821	63,657	636,619
2	1,886	2,920	4,303	6,965	9,925	31,599
3	1,638	2,353	3,182	4,541	5,841	12,924
4	1,533	2,132	2,776	3,747	4,604	8,610
5	1,476	2,015	2,571	3,385	4,032	6,869
6	1,440	1,943	2,447	3,143	3,707	5,959
7	1,415	1,895	2,365	2,998	3,499	5,408
8	1,397	1,860	2,306	2,896	3,355	5,041
9	1,383	1,833	2,262	2,821	3,250	4,781
10	1,372	1,812	2,228	2,764	3,169	4,587
11	1,363	1,796	2,201	2,718	3,106	4,437
12	1,356	1,782	2,179	2,681	3,055	4,318
13	1,350	1,771	2,160	2,650	3,012	4,221
14	1,345	1,761	2,145	2,624	2,977	4,140
15	1,341	1,753	2,131	2,602	2,947	4,073
16	1,337	1,746	2,120	2,583	2,921	4,015
17	1,333	1,740	2,110	2,567	2,898	3,965
18	1,330	1,734	2,101	2,552	2,878	3,922
19	1,328	1,729	2,093	2,539	2,861	3,883
20	1,235	1,725	2,086	2,528	2,845	3,850
21	1,323	1,721	2,080	2,518	2,813	3,819
22	1,321	1,717	2,074	2,508	2*19	3,792
23	1,319	1,714	2,069	2,500	2,807	3,768
24	1,318	1,711	2,064	2,492	2,797	3,745
25	1,316	1,708	2,060	2,485	2,787	3,725
26	1,315	1,706	2,056	2,479	2,779	3,707
27	1,314	1,703	2,052	2,473	2,771	3,690
28	1,313	1,701	2,048	2,467	2,763	3,674
29	1,311	1,699	2,045	2,462	2,756	3,659
30	1,310	1,697	2,042	2,457	2,750	3,646
40	1,303	1,697	2,021	2,423	2,704	3,551
60	1,296	1,671	2,000	2,390	2,660	3,460
120	1,289	1,658	1,980	2,358	2,617	3,373
∞	1,282	1,645	1,960	2,326	2,576	3,291

APPENDIX 20

Table F

Probabilitas 5%

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94	1.91	1.89
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93	1.91	1.88
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93	1.90	1.88
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93	1.90	1.88
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92	1.89	1.87
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91	1.89	1.86
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90	1.88	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86	1.83	1.81
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85	1.83	1.80
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.83	1.80
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.82	1.80
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85	1.82	1.80
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.80
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.82	1.79
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.81	1.79
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.90	1.87	1.84	1.81	1.79
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.79
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.78
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83	1.81	1.78
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.86	1.83	1.81	1.78
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78

Students' PVN

Nama : Nur Hani
 MY PERSONAL
 VOCABULARY
 NOTES

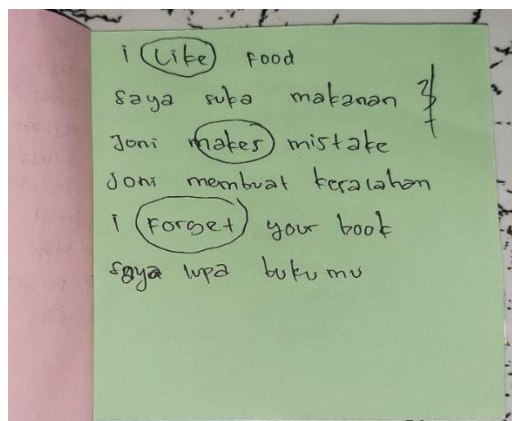
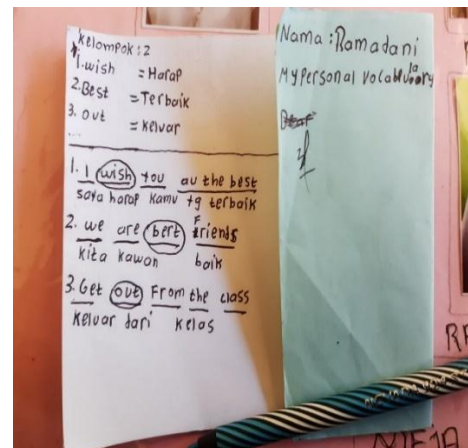
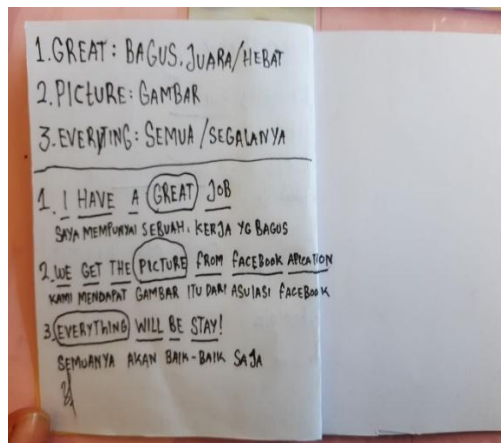
1. Have = mempunyai
2. Enthusiasm = Antusias
3. Proud = Bangga
4. Forget = Lupa
5. Come = Datang
6. Deserve = Berhak mendapatkan
7. See = melihat
8. Grateful = Bersyukur
9. Mistake = kesalahan
10. Teach = Mengajar

Nama : Fitri Hany
 My Personal Vocabulary
 Notes

1. Like = Suka
2. Teach = mengajar
3. enthusiasm = Antusias
4. Mistake = kesalahan
5. Selfless = Egois
6. Grateful = Bersyukur
7. Proud = Bangga
8. Hope = Berharap
9. Forget = Lupa / melupakan
10. Say = Mengatakan

Nama : Mahendra Zam
 My Personal Vocabulary
 Notes

1. Live = Hidup / tinggal
 2. Forget = Lupa
 3. Family = keluarga
 4. Say = mengatakan
 5. Advice = nasihat
 6. Get = mendapat
 7. Hope = berharap
 8. Before = sebelum
 9. Care = peduli
 10. Want = Ingin
- i live in kampung lamo
 saya tinggal di kampung lamo
 i hope you are fine
 saya harap kamu baik-baik saja
 my mother advice me
 ibu ku menasihati ku



APPENDIX 21**DOCUMENTATION****A. Pre-test****a. Experimental class****b. Control class****B. Treatment Experimental Class**



C. Post Test

a. Experimental class



b. Control class



CURRICULUM VITAE



A. Identify

Name	: Anisa Putri
Reg. Number	: 18 203 00057
Place/Birthday	: Bogor, 15 th May 2000
Sex	: Female
Religion	: Islam
Address	: Hutatinggi, Kec. Puncak Sorik Marapi, Kab. Mandailing Natal
Phone Number	: 0812 6378 6563
Email	: ap088725@gmail.com

B. Parents

Father's Name	: Alimuddin Rangkuti
Job	: Farmer
Mother's Name	: Robiatul Adawiyah
Job	: Farmer

C. Educational Background

Elementary School	: SD N 175 Hutatinggi	(2012)
Junior High School	: MTS Al Junaidiyah	(2015)
Senior High School	: MA Al Junaidiyah	(2018)
Collage	: UIN SYAHADA PSP	(2023)