



**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING  
PERSONAL VOCABULARY NOTES TECHNIQUE AT SEVENTH  
GRADE OF MTS HIFZHIL QURAN MEDAN**

**A SKRIPSI**

*Submitted to Faculty of Tarbiyah and Teacher Training State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of the  
Requirement for S-1 Program Degree of English Education*

**By:**

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FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

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**2020**



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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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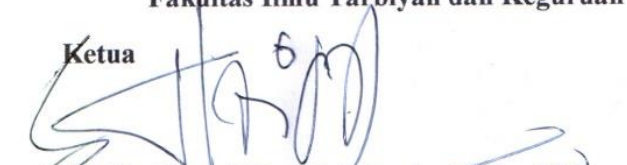
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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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## PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 09 Oktober 2020

Yang membuat pernyataan



**Fauziatul Husna**

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## ABSTRACT

**Fauziatul Husna. 0304163179. Improving Students' Vocabulary Mastery by Using Personal Vocabulary Notes Technique at Seventh Grade of MTs Hifzhil Quran Medan. Thesis. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatera Medan. 2020.**

*Keywords: Vocabulary, Vocabulary Mastery, and Personal Vocabulary Notes technique.*

This research was aimed to find out the improvement of Students' Vocabulary Mastery by Using Personal Vocabulary Notes Technique which was observed and analyzed from students at seventh grade of MTs Hifzhil Quran Medan. In this research the method applied was the classroom action research. The data of this research was obtained from 38 students and English teacher at MTs Hifzhil Quran Medan. The instrument of collecting the data in quantitative was test and to complete the data qualitative were taken by interview, observation sheets, and documentation. From the result of pre-test, the number of completed are 5 students and the number of uncompleted are 33 students, furthermore the class percentage obtained is 13% which the average value is 63. From the result of post-test I, the number of completed are 16 students and the number of uncompleted are 22 students, furthermore the class percentage obtained is 42% which the average value is 70. From the result of post-test II, the number of completed are 31 students and the number of uncompleted are 7 students, furthermore the class percentage obtained is 81,5% which the average value is 77. It can be concluded that Personal Vocabulary Notes technique can improve students' vocabulary mastery.

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The writer realizes that this thesis is far from the perfection. Therefore, criticism and suggestion from the advisor and the readers are expected for making this thesis better, and the writer hopes this thesis could be useful for the writer, the readers, and also for the advancement of education in the future.

Medan, 29 September 2020

The researcher

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Communication is a thing that the social contact of human lives does not stop. All uses a language when talking. Language is a communication device that a specific culture or nation uses. Language is a communication instrument that has a purpose to communicate the thought, thoughts, or emotions of another.

As a foreign language, English has been taught at different levels of education in Indonesia. English has four skills that students have to learn. There are: writing, speaking, reading, and listening. The four skills of English have aspect such as pronunciation, grammar, vocabulary, and the other elements of language.

Therefore, vocabulary is one of the language elements that are very important in mastering foreign language. It is the basic and very principle requirement to learn English. Many people who learn English especially for the Junior high school levels are often faced with the problem of vocabulary mastery. It means that learning vocabulary is very important for us, especially for students in junior high school. They have to master English vocabulary and it's the first steps to communication to another people, because without vocabulary mastery we will not understand what people say, what people write, what we read, and what we listen.

Vocabulary is the total number of words that a language is made up of. This implies that vocabulary is a collection of words with a brief description of

the language sense of a specific individual in a region. We need vocabulary in doing communication to communicate our idea either orally or written.

Learning vocabulary is not easy for the students who are considered as young learners. Fardhani stated in Hendri Antoniosyola, Musli Ariani, Sudarsono's journal, if the students did not master enough vocabulary, they would experience difficulties to express and transform their ideas in spoken and written forms.<sup>1</sup> Therefore, the researcher is trying to use Personal Vocabulary Notes as a technique of teaching vocabulary meaning and form in her teaching and learning interaction.

Personal Vocabulary Notes technique gives an unlimited way to students in learning new vocabulary. Where, the teacher first provides them with descriptive text. From the descriptive text, the students note every single new word as much as they do not know the words' meaning in their notebook. After they finish to read and take-note, the teachers ask them to collect the notes and it is discussed together. In discussion, the students interact and ask their friends in finding word's meaning.. In taking-note, when students do not know the word's meaning in English, they can write the word meaning in their own language to let them understand and master it easily.

However, in reality, based on the researcher's observation at private Islamic Junior High School in Islamic Center Medan, the researcher found out some problems in the students' vocabulary mastery. When they were describing something and writing on the book, almost all of the students asked the teacher

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<sup>1</sup> Fardhani, A.E. 1994. How to Learn Vocabulary. Jember : FKIP Universitas Jember (unpublished) textbook, p.3

about the vocabularies, the students' have low ability to memorize vocabulary, the students have less practice their vocabulary, the teacher still applies a traditional strategy. This problem is most common when learning English in the class.

There are many strategies which be used to improve the students' vocabularies. One of them is "Personal Vocabulary Notes" technique. Personal vocabulary note is one of the tools/instructional media to easy memorize vocabularies.

Based on the explanation above, the researcher is interested in conducting a research under the title "*Improving Students' Vocabulary Mastery by Using Personal Vocabulary Notes Technique at Seventh Grade of MTs Hifzhil Quran Medan*"

### **B. Identification of the Problem**

Based on the background of study, it can be seen there are two factors appear of this research.

1. Internally: the students as learners that they still have few numbers of vocabularies
2. Externally: the strategy in students' vocabulary mastery was less suited

### **C. Formulation of the Problem**

In relation to the background of the study, a research problem is formulated in the form question as:

1. How is the students' vocabulary mastery after improvement by using Personal Vocabulary Notes (PVN) technique?

2. How the result of the students' vocabulary mastery by using Personal Vocabulary Notes (PVN) technique?

#### **D. Objective of the Study**

The objectives of the study are:

1. To describe the students' vocabulary mastery after improvement by using Personal Vocabulary Notes (PVN) technique.
2. To describe the result of students' vocabulary mastery by using Personal Vocabulary Notes (PVN) technique.

#### **E. Significance of the Study**

The result of this study is expected to be useful theoretically and practically. Theoretically, this study is to enrich the theory of teaching English vocabulary. Practically, this study is useful for: (1) Teacher to improve the students' ability in vocabulary mastery. (2) Students to enrich their English vocabulary. (3) For other researcher: to conduct similar topic with different perspective.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or term applied in research concerned. Some terms are used in this study and they need to be theoretically explained.

##### 1. Vocabulary

###### a. Definition of vocabulary

Vocabulary is one of the components of English that important to be learned, we can communicate effectively if we mater a lot of vocabulary. Vocabulary is the most important aspect of language because it influences the four abilities of language, including writing, speaking, reading and listening. Related to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.<sup>2</sup>

Averil said vocabulary is a key component of the language. In a wide range of conditions, the more terms students know well and can use the more meaning they can communicate. Vocabulary allows individuals to understand English, and also to enhance the language transfer process. One of the most important things to develop in the course of language learning is vocabulary.

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<sup>2</sup> Marianne Celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language*, USA: Heinle & Heinle, p. 285

Next, David L. Stepherd “Vocabulary is one of the most significant aspect of language development”.<sup>3</sup> It means that the development of language depends on vocabulary. Based on the explanation above, the researcher concluded that vocabulary is one of the important aspects to improve students’ vocabulary mastery.

According to Johnson<sup>4</sup> there are four different vocabularies such as: speaking vocabulary, listening vocabulary, writing vocabulary, and reading vocabulary, they are: (a) Listening vocabulary, listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others or built. (b) Speaking Vocabulary, are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself) Thus, adding both depth and 16 dimension to our word knowledge enable us to express our thoughts more effectively. (c) Reading vocabulary, are the words that we are able to read. Learning to read is much easier if students are reading words in their listening and speaking vocabulary. (d) Writing vocabulary, are the words we use to express ourselves in writing form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

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<sup>3</sup> David L. Stepherd, (1973), *Vocabulary Meaning and Word Analysis*, Comprehension High School Reading Methods, USA: Bell and Howel Company, co, p. 39.

<sup>4</sup> Andrew P Johnson, 2008, *Teaching Reading and WritingA Guidebook forTutoring and Remediating Students*, New York. Rowman& LittlefieldEducation.), p. 93.

From the discussion above Allah the Almighty says in the holly Qur'an surah Al-Baqarah: 31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

The meaning:

*“And He taught Adam all the names, then He put the objects of these names before the angels and said, tell me the names of these, if you are right”*<sup>5</sup>

In that verse, Allah SWT taught Adam the names of all the things on earth when Adam was sent to earth. In language instruction, the verse implies that vocabulary is really important to be taught to the learners, because it is the basic of language knowledge. Without having vocabulary, impossible for learners to express their mind, idea, or feelings, then they will not be mastered in other knowledge or skills without vocabulary, such as reading, speaking, writing, and listening skills.

### **b. Types of vocabulary**

Harmer divided into two kinds of vocabulary, they are active vocabulary and passive vocabulary. Active vocabulary is to all words of students had learned and which can be used in communication. Passive vocabulary is to all words which students will recognize them when they see them in communication.<sup>6</sup>

In addition, Nation also divided types of vocabulary into two. They are receptive vocabulary and productive vocabulary. Receptive vocabulary use

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<sup>5</sup> Hadrat Mirza Masroor Ahmad, *The Holy Quran with English Translation and commentary volume 1*, Pakistan: 1949, Islam International Publications Limited, al-Baqarah 31.

<sup>6</sup> Jeremy Harmer, (1993), *The Practice of English Language Teaching*, London: Longman Group, p.153.

involves perceiving the form of a word while reading or listening and retrieving its meaning. Then productive vocabulary use involves wanting to express a meaning through writing or speaking and retrieving and producing the appropriate spoken or written word form.<sup>7</sup>

### **c. Vocabulary Mastery**

According to River, vocabulary mastery refers to the great skills in processing words of a language.<sup>8</sup> Vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.<sup>9</sup>

From the definition above, the researcher conclude that vocabulary mastery is skills to understanding words and meaning in processing words of a language.

## **2. Personal Vocabulary Notes**

### **a. Definition of Personal Vocabulary Notes**

Personal Vocabulary Notes (PVN) is a way to personally improve the vocabulary of students while enabling them to become autonomous learners. Joshua Kurzweil presented this application at Kanzai University in Osaka, Japan. The fundamental exercise is rather simple. Students are encouraged to write words

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<sup>7</sup> I.S.P Nation, (2001), *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, p.38.

<sup>8</sup> Mofareh Alqahtani, (2015), *The Important of Vocabulary in Language Learning and How to be Taught*: International Journal of Teaching and Education. Vol.III NO.3, P. 25.

<sup>9</sup> Martha. 2010, Definition of Vocabulary Mastery, Accessed on 8th December 2016

in their native language in and out of class when they do not know how to pronounce the English word.<sup>10</sup>

Personal Vocabulary Notes technique gave an unlimited way to students in learning new vocabulary. Where, the teacher first provided them descriptive text. From the descriptive text, the students noted every single new word as much as they did not know the words' meaning in their notebook. After they had finished to read and take-note, the teacher asked them to collect the notes and it was discussed together. In discussion, the students interacted and asked their friends in finding word's meaning. In taking-note, when students did not know the word's meaning in English, they could write the word meaning in their own language to let them understand and master it easily.

In Islam, Allah proclaims that learning or teaching strategy is needed in learning process, because by applying a strategy will easier understand about the material for the students.

Allah the Almighty also says in the holly Qur'an surah An-Nahl: 125.

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ  
عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Call unto the way of Lord with wisdom and goodly exhortation, and argue with them in a way that is best. Surely, thy Lord knows best who has strayed from His way; and He knows those who are rightly guided”.<sup>11</sup>

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<sup>10</sup> Joshua Kurzweil, (2002), *Personal Vocabulary Notes*, The Internet TESL Journal, Vol. VIII, No. 6, p. 1.

<sup>11</sup> Ibid, Volume 3, An-nahl:125

From the verse above Allah asks to all moslem to teach the students by using suitable strategy or technique in learning process.

The importance of learning process is supported by teaching of Islam. Islam is a religion which establishes compulsory education with the following hadith:

عن انس بن مالك رضي الله عنه قال: قال رسول الله صلى الله عليه وسلم: طلب العلم فريضة على كل مسلم

*The meaning in indonesia: dari Anas bin Malik RadhiAllahu'anhu berkata: Rasulullah SAW bersabda "Menuntut ilmu adalah wajib bagi setiap muslim"*

*Translate in English: from Anas bin Malik, he said : Rasulullah SAW said " Seek knowledge is obligatory for moeslim. "12*

Based on the Hadith above, the Prophet Peace Be Upon Him confirms obligation to see a knowledge. It can be said that the study is important for humans and it became clear that learning or studying is obligation for every moeslim, with the knowledge we can share our knowledge to others, it can be useful for others that will lead us to happiness both in this world and here after. Therefore there is no reason for any individual Moeslim to be lazy in learning that makes them not knowing anything about science.

Then there is in the holly quran surah al qolam verse one

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<sup>12</sup> Ibnu Hajar Al-Asqalani, (2006), *Ringkasan Taribghib waTarhib*, Jakarta: Pustaka Azzam, p. 27

نَ وَالْقَلَمِ وَمَا يَسْطُرُونَ

“By the inkstand and by the pen and by that which they write”<sup>13</sup>

In hadith from Abu Hurairah radhiallahu ‘anhu said,

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍ فَإِنِّي كَتَبْتُ وَلَا أَكْتُبُ

“No one of the companions of the Prophet Peace Be Upon Him narrated the traditions from him more than me, except from abdullah bin amr, because he used to write, where as I did not write” (HR. Bukhari no.113)<sup>14</sup>

From the ayah and the hadith above, we can conclude that how Allah ways to teach names of things by introducing the names of objects and their types, and also by writing the knowledge we learn will be easy to remember, the knowledge we learn will be easier to understand, because by writing and remembering the knowledge we have learned will not be in vain, so that the students read the vocabularies, memorizing the vocabularies from what the students write. Furthermore, as a student we are ordered to write, because by writing we will remember and understand what we have learned.

## **b. The Applying of PVN in the Classroom**

### **1. Creating the need**

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<sup>13</sup> Hadrat Mirza Masroor Ahmad, *The Holy Quran with English Translation and commentary volume 5*, Pakistan: 1949, Islam International Publications Limited, al qolam 1. p. 3196

<sup>14</sup> Abu Abidllah Muhammab bin Ismail bin Ibrahim, *Shahih Bukhari Juz 1*, Beirut: Darul Kutub Ilmiyyah, p. 32.

To develop PVN in a class effectively, students must first feel the need to learn vocabulary. A fundamental way to concentrate learners and implement PVN is to offer them a challenge of fluency that will involve vocabulary that they do not have. It is important to tailor this activity to the level of the student. For example, for a teacher at a lower level, students could only explain their neighborhoods or what they did over the weekend. For upper level students, teachers might have a movie or a current event explained to them. The laudable practice of using only "easy English" to convey their thoughts has also been established by many students, so it is important to encourage them to write PVN while they speak, ensuring that students can both use "easy English" and enhance their vocabulary.

## 2. Establishing a Routine

In class, it is important to make PVN a habit that students can do easily and naturally. It helps to implement the approach by using a regular journal with a section for PVN (along with class notes, assignments, etc.). Students are not looking for scraps of paper to write notes in this manner, but would have a structured system to document their PVN.

It is also important to prohibit the use of dictionaries in the classroom or at least during communication activities as it interferes with the task of communication. Sometimes, students would take their dictionaries out or ask the teacher how to say something in English. The teacher just tells them that they can search later in certain cases and that the teacher doesn't want them to interrupt their conversations. It may also be worth noting how many individuals look up a phrase, say it and then forget it promptly.



### 3. Teacher Response/Feedback

When correcting PVN, the most important thing to bear in mind is to reflect on what the students are trying to suggest. There is often a temptation to "teach" extra information related to the words that students have written. Teacher should keep it simple, just check that the phrases students have written are right grammatically and convey the ideas of the students naturally. For instance, a student could write the following sentence: "I went to an alumni association last weekend." While it is right, the instructor will have a strong feeling that what the student wanted to tell was "I went to a class reunion last weekend." or "I got together with some friends from high school last weekend." There are also a number of oddities caused by direct translation. For example: "My hourly wage is 800 an hour." or "I lacerated my finger." For their specific conversational situation, the aim is to teach students the most natural English (i.e. talking with friends in class). In situations such as the above, it is important to give students feedback on formality and register when giving the following suggestions: "I make 800 yen an hour." and "I cut my finger." In this way, the instructor will put personal and contextualized aspects of learning a word into more complex aspects.

### 4. Other Vocabulary Games/Training

Once students have a set of words to work with, there are many games and exercises that 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.

### 5. Overview

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

1. Give students a daily journal or PVN note paper to record vocabulary items.  
And write the instructions in the top of the notes. If you don't understand an English word, write in Bahasa, show your partner, communicate with your friend, and check the English later.
2. Tell students that the class will be "English only"
3. Engage students in some kind of fluency activity and encourage them to write words in L1 that they do not know how to say in English.
4. As homework have the students look up their PVN and find the English translations. They then should write sentences using their PVN. (To make a manageable workload teacher can ask students to choose just two or three PVN to make into sentences.)
5. The teacher collects the PVN, checks it, and hands it back to the following class.
6. Students keep a section in their notebook for PVN and do follow up activities with it such as peer teaching and review activities.<sup>15</sup>

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<sup>15</sup> Joshua Kurzweil, (2002), *Personal Vocabulary Notes*, The Internet TESL Journal, Vol. VIII, No. 6, p. 1.

Using this method would typically inspire students to recall their Personal Vocabulary Notes (PVN) much better than a list of vocabulary items they have obtained from a textbook or teacher. Personal Vocabulary Notes (PVN) provide the safety valve that helps build an atmosphere of "English only" By helping students to find the language they need to connect and learn about their experiences, Personal Vocabulary Notes (PVN) meets individual student needs. And also since the meaning is already generated by the students, the instructor is able to discuss a lot of ambiguity and richness without having to invent a context. In particular, in large multilevel classes, Personal Vocabulary Notes (PVN) provided the instructor with a time-efficient way to give individual students focus and input on language. Personal Vocabulary Notes (PVN) offers learners a much better understanding of what it means to acquire vocabulary and grasp a word as they gain contextualized input on the words they use. Personal Vocabulary Notes (PVN) once again offers a motivational framework for teaching dictionary skills as students learn their own words. The instructor will use their vocabulary to teach several other points, such as circumlocution abilities, pronunciation (e.g. word stress), grammar, when students have a collection of Personal Vocabulary Notes (PVN) (ex. parts of speech).

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

### **c. Advantages of using PVN technique**

There are many benefits of using Personal Vocabulary Notes in the classroom, according to Kurzweil:

1. The PVN technique creates a bilingual class that allows students to listen and speak more fluently.
2. The students in their notebooks were more inspired to recall their vocabulary.
3. The students were more inspired to find new terms for themselves.
4. The Personal Vocabulary Notes approach meets the needs of individual students by empowering students to discover the vocabulary they need to communicate and share their experiences.
5. Teacher is capable of addressing a lot of ambiguity and wealth without having to invent a context because the students are already building a context.
6. The PVN technique gives students a better understanding of what it is to learn vocabulary and grasp a word as they receive contextualized input on the words they use.
7. Personal Vocabulary Notes technique provides a motivating context for teaching dictionary skills because students are researching their own words.
8. The students have a set of Personal Vocabulary Notes technique. The teacher can use their vocabulary to teach many others point, such as circumlocution skills, pronunciation (word press), and grammar.
9. PVN technique encourages students researching language, trying it out, and learning from their mistakes.

#### **d. disadvantages of PVN technique**

1. Some of students sometimes forgot to bring the notes.
2. Some of students lazy to write the new vocabulary without direction by the teacher.
3. Some of students lost their notes.

#### **3. Vocabulary memorization technique**

According to Rivers the vocabulary strategies normally used by the language learners as follow:<sup>16</sup>

1. Some make lists and memorize them.
2. Some read a great deal and mark with an asterisk, a word they do not understand each time they meet, thus creating their own frequency counts.
3. Some note down words in a short context, repeatedly writing down the same words until their meaning and use are assimilated.
4. Some make association with words that sound or look similar in their native language, even though the meaning may be different.
5. Some practice using new words as they talk to themselves in order to commit them to long-term memory.
6. Some read dictionaries.

#### **B. Related Study**

There are some researches related to this topic:

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<sup>16</sup>Rivers, W. M, (1983), *Communicating Naturally in a Second Language*: Cambridge University Press

First, the researcher read a research about “Improving Students’ Ability in Vocabulary Mastery Through Personal Vocabulary Notes” by Timotius. The purpose of this research is to investigate how the use of Personal Vocabulary Notes (PVN) well in the class to improve students’ ability in vocabulary mastery focus on its meaning and form at seventh grade students of class “A” of SMPS Bumi Khatulistiwa, Sungai Raya, Kubu Raya. This research use classroom action research. The subject in this research is all of the students of class “A” at seventh grade consist of 25 students. The researcher measured the student’s improvement in vocabulary mastery by using multiple choice and completion test items. The data analysis in cycle I show that  $55.4 < 65$  while in cycle II was  $77 > 55.4$ .<sup>17</sup>

Second, the researcher read “The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students’ Vocabulary Understanding” by Priska Aprilianty Nur Fitria. The objective of this study was to know the empirical evidence about the effectiveness of personal vocabulary notes (PVN) technique on students’ vocabulary understanding in the seventh grade of MTs Salafiah Bedahan in February 2014. The calculation of vocabulary test result between the experimental class and the controlled class can be seen from the result of t-test of this research, and the result 24.696. The result of t-table is 2.639, it can be seen from significant degree or  $\alpha$  (alpha) = 0.01 and  $df = 79$ .  $H_0$  is rejected, and  $H_a$  is accepted because  $24.696 > 2.639$  or  $t\text{-test} > t\text{-table}$ . It can be conclude that

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<sup>17</sup> Timotius, “*Improving Students’ Ability in Vocabulary Mastery Through Personal Vocabulary Notes*”, a Journal Presented to the Faculty of Tanjungpura University in Pontianak, Pontianak, 2012.

Personal Vocabulary Notes (PVN) technique is effective on students' vocabulary understanding at seventh grade of MTs Salafiah Bedahan.<sup>18</sup>

Third, "Improving Students' Vocabulary Mastery Using Crossword Puzzles for Grade VII of SMP N 2 Srandakan" by Yheni Siswi Utami. The result of this study concluded that there was improvement of students' vocabulary mastery. It could be seen from the result of classroom observation that showed the students better performance of using vocabulary during the teaching and learning process. The students' involvement during the implementation of crossword puzzle was also better than the implementation. Additionally, the implementation of crossword puzzle and the complementary action were successful to help the students understanding new vocabulary and learning and teaching English better. It can be concluded the students' vocabulary mastery was improved through the implementation of crossword puzzle.<sup>19</sup>

### **C. Conceptual Framework**

Teaching vocabulary is a very important task in teaching English. By using good method or technique to present and revise new vocabulary items used in text book, students will find words easier to remember and will become more motivated in class so that they can improve their vocabularies ability.

Based on the statement above, the English teacher should prepare to teach the students by using the new strategy to improve students especially vocabulary

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<sup>18</sup> Priska Aprilianty Nur Fitria, "The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Understanding", a Skripsi Presented to the Faculty of Tarbiyah Teachers' Training Syarif Hidayatullah State Islamic University Jakarta, Jakarta, 2014.

<sup>19</sup> Yheni Siswi Utami, "Improving Students' Vocabulary Mastery Using Crossword Puzzles for Grade VII of SMP N 2 Srandakan", a Thesis Presented to the Faculty of Language and Art Yogyakarta State Unicersity, Yogyakarta, 2014.

mastery. By using of Personal Vocabulary Notes technique gave an unlimited way to students in learning new vocabulary, it can be seen from the previous study that students' vocabulary mastery could improve by using Personal Vocabulary Notes (PVN) technique. The strategy helped the teacher and students in teaching learning process. From this reason, the researcher used Personal Vocabulary Notes (PVN) technique to improve students' vocabulary mastery at MTs Hifzhil Quran Medan.



## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Research Design**

In this research, the researcher used a Classroom Action Research. The Classroom Action Research is a kind of research that is conducted in the classroom by a teacher.

According to Kember who stated that action research has several characteristics; (1) action research is concerned with social practice which it involves direct interaction of teacher and students. (2) Action research is aimed for improvement. (3) Action research is cycle of process which involved some phases of planning, acting, observing, and reflecting. (4) Action research is pursued systematic inquiry. (5) Action research is participative.<sup>20</sup>

From the statement above, the research design of classroom action research in this study is collaborative classroom action research. It means that the researcher collaborates with the English teacher of MTs Hifzhil Quran Medan.

#### **B. Research Setting and Subject**

This research was conducted at MTs Hifzhzil Quran Medan. This school located at Jl. Sekamat Ketaren, Medan Estate, Kec. Percut Sei Tuan, Kabupaten Deli Serdang North Sumatra. The reason that researcher choose this school because the researcher has done practical field experience in this school and the researcher choose this class based on result observation and also has done the interview with the English teacher of MTs Hifzhil Quran.

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<sup>20</sup> David Kember, (2000) *Action Learning and Action Research*, London: Logan page Ltd, . P. 24-28.

### **C. Data and Data Source**

Quantitative data and qualitative data are the data for this analysis. The findings of the interview report, the observation sheet, and the reports are taken from quantitative data. In addition, pre-test and post-test collection of quantitative data is carried out. Data on enhancing the vocabulary mastery of learners by using vocabulary notes. The data collection methods are as follows; first the researcher offers previous vocabulary information to the subject pre-test. The researcher will plan the methodology and also assess the post-test from the outcome of the pre-test. The teaching of the method must be complete before the researcher has completed the post-test.

### **D. Research Method**

This study was categorized into action research. It is a method for solving the problems of teaching objectively and systematically. The aim of this study was to show the process of improvement of the students' vocabulary mastery. In this study, the researcher collaborated with all of the other research team members. Action research is research carried out in the classroom by the teacher of the course mainly with the purpose of solving a problem or improving the teaching/learning process.<sup>21</sup> Classroom action research consisting of three words that could be understood as follows understanding. Research: examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researchers.

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<sup>21</sup> Burns, (2010), *Doing Action Research in English Language Teaching*, New York: Routledge, p.5.

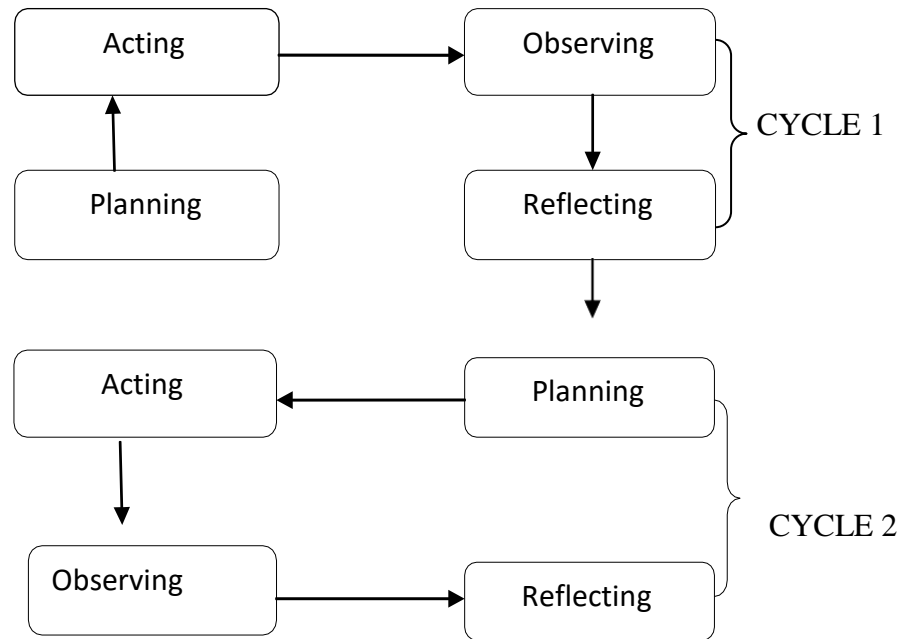
Methodology in this study will be planned as classroom action research. Classroom action research is used because it is aimed to enhance outcomes in teaching and learning. It will help the instructor be the method of ware. In addition, the mechanism in this study is a continuous and cyclical or spiral approach involving planning, acting, observing steps that are routinely and self-critically and self-critically applied and interrelated with each of the activities.

According to Arikunto, classroom action research consisting of three words that could be understood as follows understanding: Research is observation and measuring the activities of participant that used the rules of particular methodology to obtain data or information useful. Action is the activities that are deliberately made with a specific purpose, which in this study form a series of cycles of activity. Class is a group of students who are in the sometime received the same lesson from English teacher. Restriction written for understanding of the nation that class is long, to knock out a misconception and is widely understood by the public “the room where the English teach” not a form of class but a group of students who were studying.<sup>22</sup>

In this research, the researcher uses classroom action research based on Kurt Lewin’s design, it consist of two cycle in which each cycle consist of four phase, there are planning, acting, observing, and reflecting.

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<sup>22</sup> Suharsimi, Arikunto, (2006), *Prosedur Penelitian*, Jakarta: Bumi Aksara, P. 91.



**Figure 3.1**  
**Kurt Lewin's Action Research Design<sup>23</sup>**

The procedure of this action research as follow:

### 1. Planning

In this phase, the researcher made some planning based on the finding preliminary study. The following activities are designing lesson plan, prepare materials and media, then the writer prepare the list name of students and the list of score. Next is the writer prepare the observation sheets for the activity in the classroom, and it will help the writer to collect the information of situation when apply the strategy. The next steps is the writer should preparing tools of teaching, then the important thing that the writer should be prepared the test, and the last is prepare the interview sheets.

<sup>23</sup> Wijaya Kusumah dan Dedi Dwitagama, (2009), *Mengenal Penelitian Tindakan Kelas*, Jakarta: PT. Indeks, p. 44.

## **2. Acting**

In this step, the researcher will apply all of the things that prepared in the teaching learning process and will implement Personal Vocabulary Notes (PVN) technique to improve students' vocabulary mastery.

## **3. Observing**

In this step, the writer observed all the activities that happen in the class. In observation the aspects are sources of the data, the instrument of collecting the data, and the technique for the collection. So, this step discusses about the process of recording and gathering all relevant data occurred during the implementation of the action.

## **4. Reflecting**

The last step is reflecting. The writer will do reflection to evaluate of teaching learning process and evaluate of the activity had been done before.

In writing style guided by guidance book how to write the final paper from Syafaruddin in the research method that explained planning, acting, observing, and reflecting.<sup>24</sup>

### **E. Technique of Collecting the Data**

In collecting data, there was several techniques that were used by the researcher in collect the data, namely:

#### **1. Observation**

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<sup>24</sup> Syafaruddin, (2013), *Panduan Penulisan Skripsi*, Medan:Institut Agama Islam Negeri Sumatera Utara, p.102.

Observation is the action of carefully watching something. Observation in this case would be achieved by researching directly in the area of science. According to Richard, observation offered a chance for inexperienced English teachers to see what more experienced English teachers do while teaching a lesson and how they do it.<sup>25</sup> From the explanation above, the researcher can be concluded that observation is the researcher's observation of the object that we will examine with several methods that become the researcher's monitoring or observation.

## **2. Interview**

Interview is a source of data and information for technique which is conducted for getting information. The interview was done to know the effectiveness of the actions. Interview was only conducted in analyzing situation. The problems of English teacher in teaching vocabulary are some of students about their difficulties in learning vocabulary. So, interview is a form of interview on a subject to find out information about the subject or what the subject knows.

## **3. Test**

Test is one of a technique of collecting the data. Test is way to get how far the students' ability and to see the students' achievement from a material that has explained. Giving tests in this research will do in fourth part, there are Pre-Test (before giving the action), the result of Post-test I (after cycle I), and the result of Post-test II (after cycle II). Form of the test was multiple choice tests were utilized to asses students' vocabulary. In this case vocabulary test was consists of 20

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<sup>25</sup> Jack C Richards, and Thomas S. C. Farrel, (2005), *Profesional Development for Language Teachers*, Cambridge University: Cambridge Language Education, p. 85-86

items. All of the items that will be given are related to the topic that has been discussed together. From the test we can see the result of method.

#### **4. Documentation**

One of media to collect the data is documentation. The researcher will collect all of documentation that can be support the research data, such as: student's paper test, the answer of interview sheet, the result paper of students, photos, and the other to be need.

#### **F. Technique of Analyzing the Data**

This research the technique of analyzing the data will apply quantitative and qualitative data.

##### **1. Quantitative data**

The Quantitative data analyzed by t-test formula. Quantitative data would be analyzed in score while teacher taught vocabulary by using personal vocabulary notes. Through quantitative data the researcher would know there will be an improvement or not on the students' vocabulary mastery by using personal vocabulary notes.

To get the class percentage which standard of minimum completeness-Kriteria Ketuntasan Minimal (KKM) 75 (seventy five), the writer used the formula:<sup>26</sup>

$$P = \frac{F}{N} \times 100\%$$

P: the class percentage

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<sup>26</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 43.

F: total percentage score

N: number of students

To get individual completeness the writer used the formula:<sup>27</sup>

$$S = \frac{R}{N} \times 100\%$$

S: Score of the test

R: Number of the correct answer

N: number of the question

## 2. Qualitative data

Qualitative data is the data through by interview and observation between the researcher and English teacher, between the researcher and students, and all of the documentation that needed. According to Burn, the steps in analyzing the data, such as:<sup>28</sup> Assembling the data, coding the data, comparing the data, building interpretation, and reporting outcomes.

*Assembling the data* in the research is the way to collect the data. Interview sheet and observation sheet are the technique of collecting the data.

*Coding the data* is the step to make the data into the group that same of concept, theme, and type. The data were categorized according to the themes of action that were implemented in the teaching learning process in this research.

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<sup>27</sup> N Purwanto, (2010), *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, Bandung: PT Remaja Rosdakarya, p. 54.

<sup>28</sup> Burn, A, (2010), *Doing Action Research in English Language Teaching (A Guide for Practitioners)*, New York: Routledge, p.156-160.



*Comparing the data* is the step to compare the data to identify the connection and relationship of data. This research was to find out whether the actions are repeated or developed across different data gathering technique.

*Building interpretation* the step to look back at the data several times to pose questions, rethought the connections, and developed explanation underpinning the research. In this research this step was to build the interpretation of why particular pattern of behavior, interactions, or attitude.

*Reporting outcomes* is the final step involves presenting and account of research of others.

## **CHAPTER IV**

### **REASERCH FINDING AND DISCUSSION**

This chapter consisted of research finding and discussion. The research finding presented the description of the data collected through test, vocabulary note, interview, observation sheet, and documentation. And then the discussion consist the result of the research.

#### **A. Research Finding**

This research was conducted at MTs Hifzhil Quran Medan at seventh grade of the school that consisted of 38 students. This method was conducted of providing or learning experiences, the data of the research were quantitative and qualitative data. The qualitative data was taken from observation, interview, and vocabulary note. While the quantitative data was taken from the result of students' score in some test (pre-test, post-test I and post-test II). The results of the research are described in the form of stages consisting of learning cycles was conducted in the teaching and learning process in the classroom. The data obtained include data on student learning outcomes tests for each cycle, the results of observations of teacher activities and data on observations of student activities. The following are the data obtained from the results of the research conducted.

##### **1. Preliminary study**

The implementation of pre-cycle activities in this study was conducted by collecting data that had been collected by researchers related to the strategies, methods or learning media used in the implementation of learning English about vocabulary in class VII 4 MTs Hifzhil Qur'an Medan. The learning method used in the pre-cycle is by the explanation and assigning pre-test questions. The

obstacle when the learning process about vocabulary is that the students' vocabulary mastery still low and they do not have a dictionary, so that there are some students whose learning outcomes have not reached the KKM that has been determined. From the 38 students who completed only 5 people.

From the information above it can be concluded that the level of learning outcomes of grade VII 4 students of MTs Hifzhil Qur'an Medan in the English language learning subject about vocabulary is still below average. The data on student learning outcomes in English subjects about vocabulary before being given action are as follows:

Table 4.1

The result of pre-test in learning vocabulary

No	Nama Siswa	KKM	Nilai	Keterangan
1.	AMS	75	67,5	Uncompleted
2.	AS	75	75	Completed
3.	AS	75	70	Uncompleted
4.	AAS	75	62,5	Uncompleted
5.	AADS	75	65	Uncompleted
6.	AGNH	75	80	Completed
7.	AHM	75	65	Uncompleted
8.	ASMY	75	67,5	Uncompleted
9.	AU	75	80	Uncompleted
10.	AAR	75	50	Uncompleted
11.	AK	75	67,5	Uncompleted
12.	AE	75	62,5	Uncompleted
13.	AVN	75	62,5	Uncompleted
14.	AMH	75	60	Uncompleted

15.	AMA	75	40	Uncompleted
16.	AF	75	72,5	Uncompleted
17.	AAR	75	65	Uncompleted
18.	AP	75	77,5	Completed
19.	ANR	75	37,5	Uncompleted
20.	CT	75	60	Uncompleted
21.	CR	75	50	Uncompleted
22.	CAK	75	67,5	Uncompleted
23.	CKEG	75	50	Uncompleted
24.	CSM	75	70	Uncompleted
25.	DAR	75	70	Uncompleted
26.	DS	75	67,5	Uncompleted
27.	DA	75	70	Uncompleted
28.	DSA	75	67,5	Uncompleted
29.	DS	75	60	Uncompleted
30.	EC	75	62,5	Uncompleted
31.	FZYL	75	80	Completed
32.	FMR	75	72,5	Uncompleted
33.	GPS	75	30	Uncompleted
34.	HSR	75	75	Completed
35.	IM	75	35	Uncompleted
36.	KR	75	55	Uncompleted
37.	KH	75	57,5	Uncompleted
38.	MQ	75	65	Uncompleted

From the results of the data above, it can be seen that the number of students who have uncompleted is greater than the number of students who have completed it. From the 38 students, 33 students have not reached the standard of minimum completeness (KKM), so that the percentage of completeness obtained is 13%. The average value obtained by seventh grade (VII-4) students in English

lesson about vocabulary is 63, so it still has not complete from the standard of minimum completeness. The standard of minimum completeness (KKM) of English lesson in this school is 75. From the results of the data above, it is necessary to take action in learning with the personal vocabulary notes technique, so that it is hoped can be improve students' vocabulary mastery.

## **2. Findings of the First Cycle**

### **a. Planning**

In this step, the researcher followed the curriculum used by the school, namely K13, and made lesson plan (RPP) in the first cycle by using personal vocabulary notes method and providing learning media in the form of vocabulary notes to students, which will be used to fill in the vocabulary that has been given and then memorize. Then arrange questions as an assessment of students learning outcomes. The questions given were essays and multiple choices that consist of 20 questions that had to be answered by the students.

Before planning, the first prepare is made a validity test sheet to see the feasibility that has been made and compiled against the lesson plan (rpp) and learning outcome tests. The results of the validity test have been carried out by mom Fitriani S.Pd as English teacher of Mts Hifzhil Quran Medan. The last step in this planning is to determine the success of learning.

### **b. Acting**

In implementing the action, the researcher was conducted the learning steps for 1 month. Researcher was conducted the research at the school of Mts Hifzhil Quran Medan, and took the class of VII-4 with 38 students.

After the planning stage, the researcher conducted the learning at the second meeting. At this meeting, the researcher began to provide an explanation of the material given. After completing the explanation, the researcher asked the students, then the researcher gave the assignment that was written in each student's book, after that the researcher asked about the vocabulary that had been given at the first meeting and had to be memorized. After everything has been submitted to the researcher, the final stage in this meeting is to provide some vocabulary about verb and students write in their respective vocabulary notes, and then the researcher asks to memorize the vocabulary that has been given in their respective homes, and it will be memorized in the next meeting.

At 15<sup>th</sup> August 2020 is the third meeting. For this meeting the researcher started learning by greetings and asking the students how they were. The researcher then asked the students within 30 minutes to all have to memorizing vocabulary to the researcher that had been given at the previous meeting. In the process of memorizing, the researcher went around to the student seats. After all, the researchers continued the lesson. As usual, the teacher asked to students the material that has been taught whether it is understood or not. After the learning is complete, the researcher then gives post-test I consist of 20 questions to the students, and the researcher gives 20 minutes. After that, in the last stage the researcher provided vocabulary that would be memorizing at the next meeting.

Tbel 4.2

Recapitulation of students' learning outcomes in cycle I

No	Description	Hasil Siswa
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1.	Average Value	70
2.	Highest Score	85
3.	Lowest Score	32,5
4.	Number of Completed	16
5.	Number of Uncompleted	22
6.	The Class Percentage	42%

### c. Observing

Observations was conducted simultaneously with learning activities, in this study the observation stage was conducted to obtain data on how teaching and learning activities as well as students' activeness by using Personal Vocabulary Notes technique.

From the results of observations of the implementation of student activities in cycle 1 which includes preparation, initial activities, core activities and final activities that have been observed during the learning process. In this classroom action research, the researcher observes how the students in the classroom in learning process. At the first meeting the students looked more enthusiastic, because of the new method in the English learning process, as well as at the next meeting, the average student seemed to be more active in the learning process, even though there were some students who looked sleepy and some even fell asleep, the researcher tried make the classroom look more uplifting.

It can be seen that students are not concentrating because English lesson is the last lesson in each meeting, some students sleep during the learning hours, then after the vocabulary is given, some students do not write because the students

are working the other lesson so that the vocabulary is not memorized, and most of the students are enthusiastic about writing and memorizing their vocabulary.

#### **d. Reflecting**

Based on research in cycle 1, it can be seen that the completeness of student learning outcomes is still far from the KKM, namely 75. The average value obtained in cycle I is 70, students who complete only 16 students out of 38 students and students who do not complete the number 22 students, so the percentage of students who completed was 42%.

And from the observations during the learning period, the teacher will improve the effectiveness of applying the Personal Vocabulary Notes technique, in order to improve students' learning outcomes and improve students' vocabulary mastery.

### **3. Findings of the Second Cycle**

#### **a. Planning**

After reflecting and the results of the analysis that had been carried out in cycle I, the second cycle was compiled with a better planning stage in order to improve student outcomes and development with compiling a plan for the implementation of the learning that was conducted. The lesson plan is also complemented by giving more vocabulary in each meeting after the material is delivered. Arrange the questions of post –test II with the same indicators in the previous cycle as an assessment of students' learning outcomes during the learning process. The question of post-test II consists of 20 questions that must be answered by students.

#### **b. Acting**



In cycle 2 there are 3 meetings, namely the 4th, 5th and 6th meeting. The fourth meeting was conducted at 24<sup>th</sup> August 2020 is begin with memorizing vocabulary for 30 minutes, and then continues with material explanation. After that the researcher gave the task related to the material that had been described. This meeting is the same as the previous meeting. The researcher provides vocabulary that will be memorizing at the next meeting. Then at the last minute before going home, the researcher asked for the vocabulary that had been previously given, and who could answer quickly, the students were allowed to go home first.

Next meeting is the researcher around to the seats of each student to memorizing their vocabulary, after finishing the researchers gave assignments related to the material that had been explained in the previous meeting in their respective books. Then after that the researcher asked them to play a game for a few minutes related to the vocabulary they knew, and at the last stage of learning, the researcher gave vocabulary to be memorizing at the next meeting.

The last meeting in the classroom action research process. At this meeting, researchers still asked about the vocabulary they had memorized. After finish, the researcher gave the post-test II to the students within 25 minutes. Then during the learning process the researcher observed the students who were most active and diligent. And researchers provide rewards for students who during this learning process they are quite active. Furthermore the researcher thanked the students who had participated in this research process, and also to the English teacher who had guided so far, and finally the researcher closed the classroom action research process with a greeting.

From the results of the implementation of Cycle II English learning to improve students' vocabulary mastery by using Personal Vocabulary Notes technique in class VII-4 of MTs Hifzhil Qur'an Medan, the results of the post-test assessment of learning outcomes have been conducted. The results obtained by students have increased again with the results of the recapitulation of students' learning outcomes in cycle II.

Tabel 4.3

Recapitulation of students' learning outcomes in cycle II

No	Description	Student scores
1.	Average Value	77
2.	Highest Score	90
3.	Lowest Score	27,5
4.	Number of Completed	31
5.	Number of Uncompleted	7
6.	The Class Percentage	81,5%

### c. Observing

In this classroom action research, the researcher observed from the teacher's side, that she felt a little short of time because the students were enthusiastic to memorizing their vocabulary and then the researcher observed how the students were in the classroom learning process. At the first meeting the students seemed more enthusiastic, because of the new method in the English learning process, as well as at the next meeting, the average student seemed to be more active in the learning process, even though there were some students who

looked sleepy and even fell asleep, but the researcher tried make the classroom look more uplifting

#### **d. Reflecting**

From the percentage of results during the teaching and learning process, the teacher has implemented all learning well. Even though there are some imperfections, the percentage of implementation for each aspect has been reached. In cycle II it is better than cycle I with a percentage of 81.5%. From the data above it also shows that the average value of cycle II is 77 greater than cycle I which is only 70, it can be seen from the results, most all of the students completed which Standard of Minimum Completeness (KKM), namely 75, so that the research was conducted on cycle II experienced success and the researchers there was no need to conduct the research into the next cycle.

### **B. Discussion**

This research was conducted to find out the improvement of students vocabulary mastery by using personal vocabulary notes technique at seventh grade of MTs Hifzhil Quran Medan. The research that has been done by the researcher indicated that personal vocabulary notes technique could improve student' vocabulary mastery. It can be seen from the result of pre-test and post-test. Researcher has written in appendix.

The completeness of the student learning result test in cycle I shows the class average value of 70 with students who completed 16 students from 38 students in class VII-4 MTs Hifzhil Quran Medan, so that the percentage obtained is 42%, because students are less active in learning process so that the students'

scores have not reached KKM, namely 75. In the second cycle improvement students begin to get used to this learning method, so that it can improve students' learning outcomes. It can be seen from class average score in cycle II, namely 77, which has reached the KKM with students who have completed, namely 31 students from 38 students of class VII-4 MTs Hifzhil Qur'an Medan. The percentage of learning outcomes in cycle II obtained 81.5%.

The discussion above shows that learning Personal Vocabulary Notes (PVN) technique can improve student learning outcomes and active in the learning process so that students can achieve the minimum completeness criteria in English subjects. From the results of research conducted that researchers have experienced success.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The implementation of Personal Vocabulary Notes Technique in the seventh grade of 7-4 class of Mts Hifzhil Quran Medan can be concluded that PVN technique can improve students' vocabulary mastery. It can be proved from the following fact. First, the improvement could be seen from the increase of students' vocabulary mastery score from 63 or 13% of the class percentages which Standard of Minimum Completeness- Kriteria Ketuntasan Minimal (KKM) in the preliminary study, and 70 or 42% of the class percentages which Standard of Minimum Completeness - Kriteria Ketuntasan Minimal (KKM) in the first cycle, to 77 or 81.5% of the class percentages which Standard of Minimum Completeness - Kriteria Ketuntasan Minimal (KKM) in the second cycle.

Second, from the result of field notes, it showed that Personal Vocabulary Notes (PVN) technique can improve students' vocabulary mastery and also that students gave positive responses to the implementation of Personal Vocabulary Notes (PVN) technique in the teaching learning process vocabulary mastery. Moreover, Personal Vocabulary Notes (PVN) technique would be alternative strategy in teaching vocabulary.

#### **B. Suggestion**

After the writer carried out the research, the writer concludes that the Personal Vocabulary Notes (PVN) technique could improve students' vocabulary mastery. Regarding to the subject of the CAR, the writer suggests that the teacher should use various techniques in the classroom because it can motivate their students and they will not get boring easily especially implement Personal

Vocabulary Notes (PVN) technique as an alternative strategy in teaching vocabulary. For other research can make it useful as an additional and become reference when conducting the research that related to this research.

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## APPENDIX

### Appendix 1

#### LESSON PLAN OF CYCLE I

Subject : English  
School : Mts Hifzhil Quran Medan  
Class/Sem : VII / 1  
Topic : How to get information  
Skill : Vocabulary  
Time : 2 x 35 menit

#### A. STANDARD COMPETENCE

KI 3: Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture related phenomena and visible events.

KI 4: Trying, cultivating, reasoning and presenting in the realm of the concrete (using, parsing, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same angle viewpoint / theory.

#### B. BASIC COMPETENCE

3.3 Understand social functions, structures text, and the linguistic elements of self-introductory expressions, and their responses, according to the context of their used.

4.3 Compiling simple oral and written texts to state, ask, and respond to self-introductions, in a very short and simple manner, by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

#### C. INDICATORS

1. Students can compose a self-introduction text orally.
2. Students can use appropriate and related vocabulary in composing an oral self introduction text.
3. Students can use correct and correct pronunciation in compiling the oral self-introduction text.

**D. TEACHING MATERIAL**

Hello, My name is ...

I am ... years old

I am from ...

I live in ...

My hobby is.....

I Play ... (Sport)

I don't like ... (Food)

My favorite color is/are ...

I have ... (Pet)

Nice to meet you.

Vocabulary related to the material

a. Hobby

<b>Words</b>	<b>Meaning</b>
Reading	Membaca
Writing	Menulis
Swimming	Berenang
Singing	Bernyanyi
Watching movie	Menonton film
Dancing	Menari
Painting	Melukis
Hiking	Mendaki
Drawing	Menggambar

b. food

<b>Words</b>	<b>Meaning</b>
--------------	----------------

Carrot	Wortel
Spinach	Bayam
Bitter melon	Pare
Star fruit	Belimbing
Shrimp	Udang
Egg	Telur
Coffee	Kopi
Banana juice	Jus Pisang

c. color

Words	Meaning
Blue	Biru
Red	Merah
Green	Hijau
Yellow	Kuning
Grey	Abu-abu
White	Putih
Black	Hitam
Purple	Ungu
Pink	Merah jambu
Orange	Oranye

d. adjective

Words	Meanings
Easy	Mudah
Lazy	Malas
Difficult	Sulit
Brave	Berani
Dirty	Kotor
Dark	Gelap
Clean	Bersih

## E. TEACHING METHOD

- Personal Vocabulary Notes

## F. TEACHING MEDIA

- Vocabulary notes, with the board, marker

## G. TEACHING AND LEARNING ACTIVITY

### 1. Introduction (10 minutes)

- a. Teacher greet the students
- c. Asking the students, example
  - How are you today?
  - How about your holiday?
- d. Explain the scope of material

## **2. Elaboration (50 minutes)**

- Introduction the topic of the students
- Asking the students that related with the material
- Teacher will give the introduction to the students about the Personal Vocabulary Notes strategy
- Teacher give a note book to students
- Students read a textbook about how to get information
- Students make a conversation with their friends
- Teacher write on the white board some vocabularies
- Teacher and students pronounce the vocabularies one by one
- Teacher pronounce the word and the students spell the word
- Teacher ask students to write the vocabularies
- Giving the motivation to students
- Teacher ask students to memorize vocabularies to the next meeting

## **2. Closing (10 minutes)**

- Asking the difficulty during the teaching and learning process
- Teacher conclude the lesson
- Closing the lesson by praying and giving closing greeting

## **H. EVALUATION**

Vocabulary test: multiple choices that consist of 25 item

## I. SCORING RULES

For evaluation:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Score of the text

R = Number of the correct answer

N = Number of the question

Approved by, English teacher

Medan, August 2020  
the researcher

Fitriani S. Pd

Fauziatul Husna  
NIM. 0304163179

Perceive

Headmaster of Mts Hifdzhil Quran Medan

Dahrin Harahap S.Pd I, M.SI

## Appendix II

### LESSON PLAN OF CYCLE II

Subject : English  
School : Mts Hifzhil Quran Medan  
Class/Sem : VII / 1  
Topic : Describing a Person  
Skill : Vocabulary  
Time : 2 x 35 menit

#### C. STANDARD COMPETENCE

KI 3: Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture related phenomena and visible events.

KI 4: Trying, cultivating, reasoning and presenting in the realm of the concrete (using, parsing, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same angle viewpoint / theory.

#### D. BASIC COMPETENCE

3.3 Understand social functions, structures text, and the linguistic elements of self-introductory expressions, and their responses, according to the context of their used.

4.3 Compiling simple oral and written texts to state, ask, and respond to self-introductions, in a very short and simple manner, by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

#### C. INDICATORS

1. Students can compose a self-introduction text orally.
2. Students can use appropriate and related vocabulary in composing an oral self-introduction text.
3. Students can use correct and correct pronunciation in compiling the oral self-introduction text.

**D. TEACHING MATERIAL**

You are beautiful

I have nose pointed

She use glasses

Her nail is dirty

She has long hair

She is tall

## a. Adjective

<b>Words</b>	<b>Meaning</b>
Beautiful	Cantik
Dirty	Kotor
Long	Panjang
Tall	Tinggi
Nose Pointed	Hidung Mancung

## b. Verb

<b>Words</b>	<b>Meaning</b>
Borrow	Meminjam
Fold	Melipat
Speak	Berbicara
Buy	Membeli
Take a Bath	Mandi

## c. Thing

<b>Words</b>	<b>Meaning</b>
Soap	Sabun
Slipper	Sendal
Wall	Dinding

Tooth Paste	Pasta Gigi
Tooth Brush	Sikat Gigi
Water	Air

### **E. TEACHING METHOD**

- Personal Vocabulary Notes

### **F. TEACHING MEDIA**

- Vocabulary notes, with the board, marker

### **G. TEACHING AND LEARNING ACTIVITY**

#### **1. Introduction (10 minutes)**

- a. Teacher greet the students
- c. Asking the students, example
  - How are you today?
  - How about your holiday?
- d. Explain the scope of material

#### **2. Elaboration (50 minutes)**

- Introduction the topic of the students
- Asking the students that related with the material
- Teacher pronounce the word and the students spell the word
- Teacher ask students to write the vocabularies
- Giving the motivation to students
- Teacher ask students to memorize vocabularies to the next meeting

#### **3. Closing (10 minutes)**

- Asking the difficulty during the teaching and learning process
- Teacher conclude the lesson
- Closing the lesson by praying and giving closing greeting

### **H. EVALUATION**

Vocabulary test: multiple choices that consist of 25 items



### I. SCORING RULES

For evaluation:

$$S = \frac{R}{N} \times 100\%$$

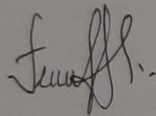
Where:

S = Score of the text

R = Number of the correct answer

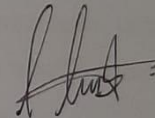
N = Number of the question

Approved by, English teacher



Fitriani S. Pd

Medan, August 2020  
the researcher



Fauziatul Husna  
NIM. 0304163179

Perceive

Headmaster of Mts Hifdzhil Quran Medan



Dahim Harahap S.Pd I, M.SI

### Appendix III

#### PRE-TEST

1. Teacher : good morning everybody. Is any body absent today?  
Students : .....miss. Nobody is absent today miss
  - a. Good evening
  - b. Good afternoon
  - c. Good morning
  - d. good night
2. Ronal : cindy, this is my sister Nita. Nita this is cindy  
Cindy : how do you do  
Nita : how do you do  
What does ronal do?
  - a. He introduces himself
  - b. He introduces his siterd.
  - c. He greets Nita
  - d. he meets cindy
3. “saya sedang belajar di kelas”
  - a. I am writing in the house
  - b. I am writing in the class
  - c. I am studying in the class
  - d. she is reading in the class
4. Miss Husna : How old are you, Annisa?  
Annisa : ....., Miss
  - a. I’m fine
  - b. I’m 13 years old
  - c. I live in Bogor
  - d. i’m a student
5. What does “library” mean?
  - a. Kantor
  - b. Toilet
  - c. kantin
  - d. perpustakaan
6. What is “kantor” in English?
  - a. Laboratory
  - b. Library
  - c. office
  - d. canteen
7. What is “membaca” in English?
  - a. eat
  - b. drink
  - c. write
  - d. read
8. Translate into Indonesia  
( they are the teacher of Mts Hifzhil Quran. Miss fitri is my English teacher )  
Answer:
9. Arrange this words into correct sentence  
( nose – has – she – pointed )  
Answer:
10. Translate into English  
( meraka sedang bermain bola kaki )  
Answer:

11. the ..... Fly on the trees  
a. Cow            c. Chicken  
b. Birds          d. Fish
12. (Ten) – (Eight) = (.....)  
a. twelve          b. two          c. six    d. four
13. what is “paman” in English?  
a. uncle          c. sister  
b. cousin        d. father
14. Don’t be.....in the library.  
a. noisy    b. smart    c. disturb    d. silent
15. Today is Friday. The day after Friday is . . .  
a. Wednesday    c. Monday  
b. Thursday      d. Saturday
16. the carpet is.....I want to clean it.  
a. clean          c. dirty  
b. neatd. sweet
17. he is a good student. He is.....  
a. clever          c. stupid  
b. lazyd. honest
18. a school is the place where students.....with their teacher.  
a. playc. work  
b. teach          d. study
19. Your father’s wife is your . . .  
a. mother            c. aunt  
b. sister              d. grandmother
20. I bring something with my . . .  
a. foot c. hand  
b. nose              d. mouth

## Appendix IV

### POST-TEST I

1. What is “marah” in English? .....

2. Tiara: hello nawa what are you doing?

Nawa: I am washing.....in the bathroom

- a. flower      c. pen  
b. clothes      d. lamp

3. what is in English from the image below



4. from the image below, what she is doing?



5.                                      The carpet is ..... . I want to clean it.

6. what does “hospital” mean? .....

7. I am ..... because I lost my money

8. Sugar is....., but honey is sweeter than sugar.

- a. salty c. smooth  
b. small      d. sweet

9. Translate into English. (saya suka belajar bahasa inggris)

Answer:

10. what is “buah buahan” in English? .....

11. the ..... Fly on the trees

- a. Cow      c. Chicken

- b. Birds            d. Fish
12. (Ten) – (Eight) = (.....)
- a. twelve            c. two  
b. six                d. four
13. what is “paman” in English?
- a. uncle            c. sister  
b. cousin           d. father
14. Don’t be.....in the library.
- a. noisy            c. smart  
b. disturb          d. silent
15. Today is Friday. The day after Friday is . . .
- a. Wednesday      c. Monday  
b. Thursday        d. Saturday
16. the carpet is.....I want to clean it.
- a. clean            c. dirty  
b. neat              d. sweet
17. he is a good student. He is.....
- a. clever            c. stupid  
b. lazy              d. honest
18. a school is the place where students.....with their teacher.
- a. play              c. work  
b. teach            d. study
19. Your father’s wife is your . . .
- a. mother          c. aunt  
b. sister            d. grandmother
20. I bring something with my . . .
- a. foot              c. hand  
b. nose             d. mouth

## Appendix V

### POST-TEST II

1. a school is the place where students ..... with their teachers.

- a. teach      b. study      c. play      d. work

2. the teacher ..... on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.

- a. sad      c. happy  
b. confused      d. angry

4. I fold the ..... Everyday

5. from the image bellow, what he is doing?



.....

6. She is sweeping the class, because it is.....

- a. clean      b. neat      c. dirty      d. fragrant

7. please write down the tools for bathing that you know.

Answer:

8. please translate this words

- a. buzy:      c. borrow:      e. speak:  
b. difficult:      d. fold:      f. dipper:

9. please translate into English.

- a. mandi:      c. sandal:      e. sabun:  
b. kotor:      d. malas:      f. dinding:

10. translate this sentence into English.

(mereka membeli buah buahan di pasar setiap hari minggu)

11.



My mother usually slices some meat with a ...

- a. Stick            c. Knife  
b. Fork            d. Spoon
12. Mr. Dedi is a doctor. He works in ...
- a. Hotel                            c. Hospital  
b. School            d. Office
13. what is “kantoor” in English?
- a. canteen            c. library  
b. laboratory    d. office
14. Students have to wear uniform to go to ...
- a. School            c. Bed  
b. Mall            d. Party
15. What the meaning of brave, difficult, and lazy?
- a. berani, mudan dan sulit            c. berani, sulit dan kotor  
b. sulit, malas dan kotor            d. berani, sulit dan malas
16. Miss Fitri: how old are you Husna?  
Husna: .....
- a. I am fine            c. I am a student  
b. I live in bogor            d. I am 13 years old
17. what the meaning of green, swimming, and spinach
- a. merah, bernyanyi, dan wartel            c. hijau, menulis dan bayam  
b. hujau, berenang dan bayam            d. merah, berenang dan bayam
18. I bring something with my . . .
- a. foot            c. hand  
b. nose            d. Mouth
19. Today is Friday. The day after Friday is . . .
- a. Wednesday            c. Monday  
b. Thursday            d. Saturday
20. what is “pohon” in English?
- a. three            b. library            c. tree    d. office

## Appendix VI

### INTERVIEW SHEETS BOFORE TREATMENT

1. Apakah kamu suka dengan mata pelajaran bahasa inggris dan berapa banyak sudah kosa kata yang kamu hafal?

Student 1: saya tidak suka pelajaran bahasa inggris sulit ngomongnya, kalau kosa kata bahasa inggris saya sedikit miss.

Student 2: saya suka pelajaran bahasa inggris miss, kosa kata saya sudah lumayan miss karna saya suka menghafal

Student 3: saya tidak suka pelajaran bahasa inggris miss, saya gk ngerti miss susah kali, kalau kosa kata saya hanya sedikit miss. Bahasa inggris susah dibaca miss.

2. Menurut kalian menghafal kosa kata bahasa inggris itu mudah atau sulit?

Student 1: susah miss, banyak yang harus kami hafal miss, jadi malas menghafal kosa kata bahasa inggris.

Student 2: mudah miss, saya suka menghafal dan saya suka pelajaran bahasa inggris.

Student 3: Sulit miss, saya kadang malas berfikir, malas mencari kosa kata baru, dan saya tidak suka pelajaran bahasa inggris miss



## Appendix VII

### INTERVIEW SHEETS AFTER TREATMENT

1. Bagaimana menurut kamu belajar bahasa Inggris dengan menggunakan Personal Vocabulary Notes (PVN) technique.

Student 1: saya jadi lebih rajin menghafal dan lebih mudah

Student 2: saya suka karena lebih tersusun dan teratur, sehingga mudah dihafal

Student 3: enak miss, saya jadi lebih rajin mencari kosa kata baru dan lebih mudah untuk dihafal

2. Apakah sekarang kosa kata kamu sudah meningkat?

Student 1: sudah miss

Student 2: sudah miss

Student 3: sudah miss

## Appendix VIII

## OBSERVATION SHEETS

## Observation Sheet of Students

No	Point Observed	1	2	3	4
1.	Kegiatan awal : - Guru datang tepat waktu - Guru memberikan salam kepada murid - Guru mengabsen siswa - Guru memberikan motivasi kepada siswa			√ √ √	√
2.	Kegiatan inti: - Guru menjelaskan materi teks - Guru memberikan contoh - Guru memberikan kesempatan bertanya kepada siswa yang belum paham - Guru menggunakan media dalam mengajar		√	√ √	√
3.	Mengelola waktu, siswa, dan bahan ajar: - Guru mengelompokkan siswa - Guru memberikan tugas kepada siswa - Guru memantau kegiatan di kelas - Guru mengontrol kegiatan siswa - Guru mengelola bahan ajar		√ √	√ √	√
4.	Penilaian siswa: - Guru melakukan penilaian kepada siswa sembari berlangsungnya KBM - Guru melakukan penilaian di akhir pertemuan		√ √		
5.	Kegiatan Akhir: - Guru menyimpulkan materi yang disampaikan - Guru menyampaikan materi untuk pertemuan selanjutnya		√		√

Note: berikan acentang (✓) di kolom 1, 2, 3 dan 4 sesuai dengan yang

diamati. 1 : tidak baik 2 : cukup 3 : baik 4: sangat

baik

## Observation Sheet of Students

No	Point Observed	1	2	3	4
1.	Siswa datang tepat waktu		√		
2.	Siswa menjawab salam dari guru		√		
3.	Siswa bersemangat dalam belajar bahasa inggris		√		
4.	Siswa mendengarkan penjelasan guru dengan penuh perhatian			√	
5.	Siswa mengerjakan tugas dengan cara Berkelompok		√		
6.	Setiap grup berkomunikasi dengan menggunakan bahasa inggris	√			
7.	Siswa aktif berinteraksi didalam kelas		√		
8.	Siswa aktif dalam memberikan pendapatnya		√		
9.	Siswa bertanya jika mereka tidak tahu			√	
10.	Siswa memperhatikan penjelasan guru dengan baik			√	

Note: berikan acentang (√) di kolom 1, 2, 3 dan 4 sesuai dengan yang diamati.

1 : tidak baik

2 : cukup

3 : baik

4: sangat baik

## Appendix IX

### THE STUDENTS' SCORE OF PRE-TEST

<b>N0</b>	<b>NAME</b>	<b>KKM</b>	<b>SCORE</b>	<b>CRITERIA OF PASS (75)</b>
1	Adinda Masyithoh Sholihah	75	67,5	Uncompleted
2	Ahzira Saufina	75	75	Completed
3	Aira Salsabila	75	70	Uncompleted
4	Aishah Amini Siregar	75	62,5	Uncompleted
5	Aisyah Adfvi Delila Sitorus	75	65	Uncompleted
6	AL Ghaisa Naurah Hardin	75	80	Completed
7	Alwa Humaira Marpaung	75	65	Uncompleted
8	Alya Salsabila Mahani Yus	75	67,5	Uncompleted
9	Amira Umri	75	80	Uncompleted
10	Annisa Almaghvira Rizki	75	50	Uncompleted
11	Annisa Khumaira	75	67,5	Uncompleted
12	Aqilah Efendi	75	62,5	Uncompleted
13	Arum Viyata Nadzwajuna	75	62,5	Uncompleted
14	Asifa Maharani Hsb	75	60	Uncompleted
15	Athira Mahfuza Asdan	75	40	Uncompleted
16	Aulia Febriyanti	75	72,5	Uncompleted
17	Aura Azura Rinaldi	75	65	Uncompleted
18	Aylani Puteri	75	77,5	Completed
19	Azqiyah Niswah Rofilah	75	37,5	Uncompleted
20	Chanaya Thabita	75	60	Uncompleted
21	Clara Rahmadhani	75	50	Uncompleted
22	Cut Azura khumaira	75	67,5	Uncompleted
23	Cut Keumala Emira Giza	75	50	Uncompleted
24	Cut Sarah Maghfiroh	75	70	Uncompleted
25	Difa Azahra Ritonga	75	70	Uncompleted
26	Dinda Syabilla	75	67,5	Uncompleted

27	Djenisa Alsyifa	75	70	Uncompleted
28	Dwi Shaqira Hazmi	75	67,5	Uncompleted
29	Dwi Suryani	75	60	Uncompleted
30	Eriza Chairunnisa	75	62,5	Uncompleted
31	Faza Zhariha Yusuf Lubis	75	80	Completed
32	Fiona Marcia Rahafika	75	72,5	Uncompleted
33	Gadis Purnama Sari	75	30	Uncompleted
34	Hana Salwa Rahmadani	75	75	Completed
35	Imroatu Mutasyarupa	75	35	Uncompleted
36	Kela Ramadhani	75	55	Uncompleted
37	Khalisah Hanum	75	57,5	Uncompleted
38	Miftahul Qolbi Br. Sagala	75	65	Uncompleted

## Appendix X

### THE STUDENTS' SCORE OF POST-TEST I

<b>N0</b>	<b>NAME</b>	<b>KKM</b>	<b>SCORE</b>	<b>CRITERIA OF PASS (75)</b>
1	Adinda Masyithoh Sholihah	75	72,5	Uncompleted
2	Ahzira Saufina	75	85	Completed
3	Aira Salsabila	75	75	Uncompleted
4	Aishah Amini Siregar	75	72,5	Uncompleted
5	Aisyah Adfvi Delila Sitorus	75	72,5	Uncompleted
6	AL Ghaisa Naurah Hardin	75	82,5	Completed
7	Alwa Humaira Marpaung	75	80	Completed
8	Alya Salsabila Mahani Yus	75	77,5	Completed
9	Amira Umri	75	82,5	Completed
10	Annisa Almaghvira Rizki	75	62,5	Uncompleted
11	Annisa Khumaira	75	70	Uncompleted
12	Aqilah Efendi	75	72,5	Uncompleted
13	Arum Viyata Nadzwajuna	75	50	Uncompleted
14	Asifa Maharani Hsb	75	72,5	Uncompleted
15	Athira Mahfuza Asdan	75	60	Uncompleted
16	Aulia Febriyanti	75	82,5	Completed
17	Aura Azura Rinaldi	75	70	Uncompleted
18	Aylani Puteri	75	80	Completed
19	Azqiyah Niswah Rofilah	75	62,5	Uncompleted
20	Chanaya Thabita	75	70	Uncompleted
21	Clara Rahmadhani	75	72,5	Uncompleted
22	Cut Azura khumaira	75	75	Completed
23	Cut Keumala Emira Giza	75	72,5	Uncompleted
24	Cut Sarah Maghfiroh	75	75	Completed
25	Difa Azahra Ritonga	75	75	Completed
26	Dinda Syabilla	75	75	Completed

27	Djenisa Alsyifa	75	75	Completed
28	Dwi Shaqira Hazmi	75	70	Uncompleted
29	Dwi Suryani	75	72,5	Uncompleted
30	Eriza Chairunnisa	75	70	Uncompleted
31	Faza Zhariha Yusuf Lubis	75	77,5	Completed
32	Fiona Marcia Rahafika	75	72,5	Uncompleted
33	Gadis Purnama Sari	75	32,5	Uncompleted
34	Hana Salwa Rahmadani	75	82,5	Completed
35	Imroatu Mutasyarupa	75	62,5	Uncompleted
36	Kela Ramadhani	75	62,5	Uncompleted
37	Khalisah Hanum	75	72,5	Uncompleted
38	Miftahul Qolbi Br. Sagala	75	75	Completed



## Appendix XI

### THE STUDENTS' SCORE OF POST-TEST II

<b>N0</b>	<b>NAME</b>	<b>KKM</b>	<b>SCORE</b>	<b>CRITERIA OF PASS (75)</b>
1	Adinda Masyithoh Sholihah	75	55	Uncompleted
2	Ahzira Saufina	75	87,5	Completed
3	Aira Salsabila	75	77,5	Completed
4	Aishah Amini Siregar	75	80	Completed
5	Aisyah Adfvi Delila Sitorus	75	80	Completed
6	AL Ghaisa Naurah Hardin	75	90	Completed
7	Alwa Humaira Marpaung	75	85	Completed
8	Alya Salsabila Mahani Yus	75	85	Completed
9	Amira Umri	75	82,5	Completed
10	Annisa Almaghvira Rizki	75	85	Completed
11	Annisa Khumaira	75	75	Completed
12	Aqilah Efendi	75	82,5	Completed
13	Arum Viyata Nadzwajuna	75	75	Completed
14	Asifa Maharani Hsb	75	77,5	Completed
15	Athira Mahfuza Asdan	75	70	Uncompleted
16	Aulia Febriyanti	75	82,5	Completed
17	Aura Azura Rinaldi	75	85	Completed
18	Aylani Puteri	75	80	Completed
19	Azqiyah Niswah Rofilah	75	80	Completed
20	Chanaya Thabita	75	85	Completed
21	Clara Rahmadhani	75	70	Uncompleted
22	Cut Azura khumaira	75	80	Completed
23	Cut Keumala Emira Giza	75	82,5	Completed
24	Cut Sarah Maghfiroh	75	85	Completed
25	Difa Azahra Ritonga	75	82,5	Completed
26	Dinda Syabilla	75	80	Completed

27	Djenisa Alsyifa	75	85	Completed
28	Dwi Shaqira Hazmi	75	57,5	Uncompleted
29	Dwi Suryani	75	80	Completed
30	Eriza Chairunnisa	75	77,5	Completed
31	Faza Zhariha Yusuf Lubis	75	85	Completed
32	Fiona Marcia Rahafika	75	80	Completed
33	Gadis Purnama Sari	75	27,5	Uncompleted
34	Hana Salwa Rahmadani	75	90	Completed
35	Imroatu Mutasyarupa	75	37,5	Uncompleted
36	Kela Ramadhani	75	85	Completed
37	Khalisah Hanum	75	77,5	Completed
38	Miftahul Qolbi Br. Sagala	75	77,5	Completed

## Appendix XII

## SCORE TEST OF STUDENTS

## The Highest Score

Name: Hana Saiwa Ramadhani  
Class: VII-4


**Post-Test**

1. a school is the place where students study with their teachers.  
 a. teach       c. play  
 b. study       d. work

2. the teacher write on the whiteboard.

3. tina's bicycle is broken. Tina is really sad now.  
 a. sad       c. happy  
 b. confused       d. angry

4. I fold the clothes Everyday

5. from the image bellow, what he is doing?  
 Take a bath

6. She is sweeping the class, because it is.....  
 a. clean       b. dirty  
 c. neat       d. fragrant

7. please write down the tools for bathing that you know.  
 Answer: Tooth paste, soap, dipper

8. please translate this words  
 a. buzy: Sibuk      c. borrow: meminjam      e. speak: berbicara  
 b. difficult: sulit      d. fold: melipat      f. dipper: gayung

9. please translate into English.  
 a. mandi: Take a bath      c. sandal: Slippers      e. sabun: Soap  
 b. kotor: Dirty      d. malas: Lazy      f. dinding: wall

10. translate this sentence into English.  
 mereka membeli buah buahan di pasar setiap hari minggu)  
 they are buy .....

Go

Name: Al-Ghaisa Nurrah Handin

Class: 7u

Post-Test

1. a school is the place where students ..... with their teachers.

a. teach      c. play

b. study      d. work

2. the teacher ..... on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.

a. sad      c. happy

b. confused      d. angry

4. I fold the ..... Everyday

5. from the image bellow, what he is doing?



Take a bath

6. She is sweeping the class, because it is.....

a. clean      e. dirty

b. neat      d. fragrant

7. please write down the tools for bathing that you know.

Answer: Soap, Dipper, tooth paste, water, Sippers

8. please translate this words

a. tuzy: Sibuk

c. borrow: meminjam

e. speak: berbicara

b. difficult: sulit

d. fold: melipat

f. dipper: gayung

9. please translate into English.

a. mandi: take a bath

c. sandal: slippers

e. sabun: Soap

b. kotor: dirty

d. malas: Lazy

f. dinding: wall

10. translate this sentence into English.

(mereka membeli buah buahan di pasar setiap hari minggu)

They buy

Name: Ahz no Sauping

Class: VII<sup>1</sup>

## Post-Test

1. a school is the place where students ..... with their teachers.

a. teach      c. play

 study      d. work2. the teacher ~~wrote~~ ..... on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.

 sad      c. happy

b. confused      d. angry

4. I fold the ~~clothes~~ ..... Everyday

5. from the image bellow, what he is doing?



take a bath.....

6. She is sweeping the class, because it is.....

a. clean       dirty

b. neat      d. fragrant

7. please write down the tools for bathing that you know.

Answer: soap, ~~teeth~~ tooth brush, ~~teeth~~, dipper, shampo

8. please translate this words

a. busy: sibuk

c. borrow: meminjam

e. speak: berbicara

b. difficult: sulit

d. fold: melipat

f. dipper: gayung

9. please translate into English.

a. mandi: take a bath

c. sandal: sandal

e. sabun: soap

b. kotor: dirty

d. malas: lazy

f. dinding: wall

10. translate this sentence into English.

(mereka membeli buah buahan di pasar setiap hari minggu)

They buy The Fruits in ~~the~~ Market every Monday

87.5

Name: Aqman Qendi

Class: VI . 4

## Post-Test

1. a school is the place where students ..... with their teachers.

- a. teach      c. play  
 b. study      d. work

2. the teacher ~~writes~~ on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.

- a. sad      c. happy  
 b. confused      d. angry

4. I fold the ~~clothes~~ Everyday

5. from the image bellow, what he is doing?



TAKE a Bath

6. She is sweeping the class, because it is.....

- a. clean       b. dirty  
 c. neat      d. fragrant

7. please write down the tools for bathing that you know.

Answer: soap, shampoo, dipper, foam brush, tooth paste.

8. please translate this words

a. buzy: Sibuk

c. borrow: meminjam

e. speak: berbicara

b. difficult: sulit

d. fold: melipat

f. dipper: gayung

9. please translate into English.

a. mandi: Take a bath

c. sandal: slippers

e. sabun: soap

b. kotor: ~~dirty~~ DIRTY

d. malas: lazy

f. dinding: wall

translate this sentence into English.

reka membeli buah buahan di pasar setiap hari minggu)

re boy fruits on market every sunday

8/2,5

Name: Amira Umri

Class: VII.4

## Post-Test

1. a school is the place where students ..... with their teachers.

- a. teach      c. play  
~~x~~ b. study      d. work

2. the teacher <sup>writing</sup> ..... on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.

- ~~x~~ a. sad      c. happy  
 b. confused      d. angry

4. I fold the <sup>clothes</sup> ..... Everyday

5. from the image bellow, what he is doing?



he is take a bath

6. She is sweeping the class, because it is .....

- ~~x~~ a. clean      ~~x~~ dirty  
 b. neat      d. fragrant

7. please write down the tools for bathing that you know.

Answer:

8. please translate this words

a. buzy: Sibuk

c. borrow: meminjam

e. speak: berbicara

b. difficult: sulit

d. fold: melipat

f. dipper: gayung

9. please translate into English.

a. mandi: take a bath

c. sandal: slipper

e. sabun: soap

b. kotor: dirty

d. malas: lazy

f. dinding: wall

10. translate this sentence into English.

(mereka membeli buah buahan di pasar setiap hari minggu)

they buy the fruits in the market every Sunday

92,5

## The Lowest Score

Name: Achindar Masyifair  
Class: VII - 4

**Post-Test**


1. a school is the place where students ..... with their teachers.  
a. teach      c. play  
 study      d. work

2. the teacher write on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.  
 sad      c. happy  
b. confused      d. angry

4. I fold the clothes. Everyday

5. from the image bellow, what he is doing?



take a bath

6. She is sweeping the class, because it is.....  
 clean       dirty  
b. neat      d. fragrant

7. please write down the tools for bathing that you know.  
Answer: dipper, ~~tooth~~ tooth brush, tooth paste, water, slipper

8. please translate this words

a. busy: sibuk	c. borrow: meminjam	e. speak: Berbicara
b. difficult: sulit	d. fold: melipat	f. dipper: gayung

9. please translate into English.

a. mandi: take a bath	c. sandal: slipper	e. sabun: soap
b. kotor: dirty	d. malas: LAZY	f. dinding: wall

10. translate this sentence into English.  
(mereka membeli buah buahan di pasar setiap hari minggu)  
They are buy fruits in Market every Monday

55



Name: Athira Mahfuzah Asdan

Class: 7A

Post-Test

1. a school is the place where students ..... with their teachers.

- a. teach      c. play  
 b. study      d. work

2. the teacher ~~writes~~ on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.

- a. sad      c. happy  
 b. confused      d. angry

4. I fold the ~~book~~. Everyday

5. from the image bellow, what he is doing?



6. She is sweeping the class, because it is.....

- a. clean       c. dirty  
 b. neat      d. fragrant

7. please write down the tools for bathing that you know.

Answer: Dipper, soap

8. please translate this words

- a. buzy: sibuk      c. borrow: meminjam      e. speak:  
 b. difficult: sulit      d. fold:      f. dipper: gayung

9. please translate into English.

- a. mandi:      c. sandal:      e. sabun: soap  
 b. kotor: dirty      d. malas: lazy      f. dinding: wall

10. translate this sentence into English.

(mereka membeli buah buahan di pasar setiap hari minggu)

2. they buy fruit everyday

buzy: sibuk

70

Name: DWI SHAOLIRA HAZINI

Class: 7<sup>A</sup> <EJUH>

Post-Test

1. a school is the place where students ..... with their teachers.

- a. teach      c. play  
 study      d. work

2. the teacher ~~writes~~ ..... on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.

- a. sad       happy  
 b. confused      d. angry

4. I fold the ~~door~~ ..... Everyday

5. from the image bellow, what he is doing?



That About

6. She is sweeping the class, because it is.....

- clean      c. dirty  
 b. neat      d. fragrant

7. please write down the tools for bathing that you know.

Answer: SOAP, tooth brush, tooth Paste, dipper, Shampo

8. please translate this words

- |                     |                    |                     |
|---------------------|--------------------|---------------------|
| a. buzy: sibuk      | c. borrow: memberi | e. speak: berbicara |
| b. difficult: sulit | d. fold: melipat   | f. dipper: gayung   |

9. please translate into English.

- |                       |                    |                  |
|-----------------------|--------------------|------------------|
| a. mandi: Tooth Abath | c. sandal: slipper | e. sabun: SOAP   |
| b. kotor: DIRTY       | d. malas: CRAZY    | f. dinding: WALL |

10. translate this sentence into English.

(mereka membeli buah buahan diapasar setiap hari minggu)

The borrow Fruit-Fruity and market everyday.

57,5

Name: ~~Ade~~ Immanuel Mukayapah

Class: VII-4

Post-Test

1. a school is the place where students ..... with their teachers.

- a. teach      c. play  
 study      d. work

2. the teacher ..... on the whiteboard.

3. tina's bicycle is broken. Tina is really ..... now.

- a. sad       happy  
 b. confused      d. angry

4. I fold the ..... Everyday

5. from the image bellow, what he is doing?



clean

6. She is sweeping the class, because it is .....

- a. clean      c. dirty  
 neat      d. fragrant

7. please write down the tools for bathing that you know.

Answer: tooth paste

8. please translate this words

- |               |   |            |
|---------------|---|------------|
| a. buzy:      | c. borrow:                                | e. speak:  |
| b. difficult: | <input checked="" type="checkbox"/> fold: | f. dipper: |

9. please translate into English.

- |           |            |  |
|-----------|------------|--|
| a. mandi: | c. sandal: | e. sabun:                                    |
| b. kotor: | d. malas:  | <input checked="" type="checkbox"/> dinding: |

10. translate this sentence into English.

(mereka membeli buah buahan di pasar setiap hari minggu)

is fruty supermarket place

Answer:

Name: God's Permama Sari  
 Class: VII-4

Post-Test

1. a school is the place where students ..... with their teachers.

- a. teach      c. play  
 b. study      d. work

2. the teacher ..... on the whiteboard.

3. Tina's bicycle is broken. Tina is really ..... now.

- a. sad      c. happy  
 b. confused      d. angry

4. I fold the ~~WAT~~ ..... Everyday

5. from the image bellow, what he is doing?



Tek Rer .....

6. She is sweeping the class, because it is .....

- a. clean       b. dirty  
 c. neat      d. fragrant

7. please write down the tools for bathing that you know.

Answer: .....

8. please translate this words

- a. buzy: .....       b. borrow: Bo Ros      c. speak: .....  
 d. difficult: .....      d. fold: .....      f. dipper: .....

9. please translate into English.

- a. mandi: Tek Rer      c. sandal: .....      e. sabun: Sabun  
 b. kotor: .....      d. malas: .....      f. dinding: .....


10. translate this sentence into English.

(mereka membeli buah buahan di pasar setiap hari minggu)

27,5

## Appendix XII

## DOCUMENTATIONS


**مدرسة الثانوية حفظ القرآن**  
**YAYASAN ISLAMIC CENTRE SUMATERA UTARA**  
**MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN**  
 NSM: 121212710066      NPSN: 60727938  
 Jl. Willem Iskandar / Selamat Ketaren Medan 20222 Telp. 061 - 6627322 - 6627332

**SURAT KETERANGAN**  
 Nomor : 139/ MTs/YIC-SU/IX/2020

Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara, dengan ini menerangkan bahwa :

Nama : FAUZIATUL HUSNA

T.T./Lahir : Sei Cabang, 17 Agustus 1998

NIM : 0304163179

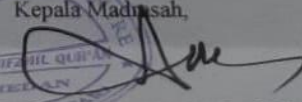

Sem/Jurusan : VIII (Delapan) / Pendidikan Bahasa Inggris

Alamat : Desa karang ayer , kecamatan secanggang, kabupaten langkat

Benar nama tersebut di atas telah melaksanakan *Riset* mulai dari tanggal 28 Juli s/d 05 September 2020 pada Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara untuk keperluan penyusunan Skripsi S1 yang bersangkutan dengan judul :

**"IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PERSONAL VOCABULARY NOTES AT SEVENTH GRADE OF MTs HIFZHIL QURAN MEDAN "**

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Medan, 05 September 2020  
Kepala Madrasah,  
  
  
 SUNA BAHRIN HARAHAHAP, S. Pd L. M.Si









