

## CHAPTER I

### INTRODUCTION

#### 1.1. The Background of the Problem

The goal of teaching vocabulary was for students to be able to understand how to recognize different expressions, able to organize the words to form a basic sentence in a linguistically great word arrange, got it how to get a handle on the common and particular data from composed content, able to inquire and deliver the supposition, able to depict individuals or protest, got it approximately complex sentences and linking verb additionally to memorize approximately compound sentence to form students got it to infer the meaning and utilize of new vocabulary things<sup>1</sup>. Students could identify expression mean that students understood the expressions like asking for and offering help, they also could make the expression of accepting and declining a help offer by using an appropriate expression.

Having many vocabularies, they could also get the general and specific information from written text, students could ask and give opinion fluently by mastering many vocabularies. It related to an expert's opinion, Thornbury stated that, with lack of grammar could be delivered, but without vocabulary nothing could be delivered<sup>2</sup>. Students must have employ not only phonetics but also context to read effectively and comprehend what was written. Students could read phonetically yet not understand what they are reading because they lack the necessary vocabulary.

The lack of vocabulary, on the other hand, was nearly the most challenging obstacle in learning English. The researcher observed students at SMP IT Darul Fikri Tanjungbalai and noticed that almost everyone couldn't understand what ever the teacher said in English. Despite the fact that they had been studying and learning Vocabulary in English They have been lacking in vocabulary since elementary school. They were instructed to sit quiet and do nothing while the

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<sup>1</sup>Otong Setiawan Djuhari, *Communicative and Interactive English Based on National Character Building* (Bandung: Yrama Widya, 2015), p. 1

<sup>2</sup>Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Educational Limited, 2002), p.13

teacher provided them English lessons. It's because they were unable to comprehend what the teacher had said. They did not have to finish an assignment because they did not grasp what they had read and did not know what they needed to put in when the teacher delivered it to them. Only a few vocabulary were to blame for all of these issues.

The teacher's effort to improve students' vocabulary mastery was that she constantly persuaded them to be more consistent in learning the vocabulary, yet they still lack vocabulary. Lack of vocabulary could be caused by a variety of circumstances, including the use of an inappropriate technique in the classroom.

An excellent teacher should be able to instill in their students a positive attitude and a desire to learn. Since the situation of the lesson and the manner in which the teacher conveyed the material had an impact on the student's ability to complete the material, particularly in English classes. It's all about employing a teaching strategy. Students would become bored and uninterested in the next phase in the learning process if the teacher did not employ the suitable method. Aside from that, the teacher must be able to interact with the students about the subject. As a result, the teacher had a clearer idea of which technique will be employed to educate the pupils in their class. According to the Oxford definition, a technique was a method of accomplishing something, so a teaching strategy was a method of instructing by a teacher that was connected to and running in the teaching learning process.<sup>3</sup>

There were several techniques to teach vocabulary, they were: question and answer technique, modeling and demonstration technique, homonyms, translation, and PVN technique.

The PVN method was a manner of personalizing students' vocabulary while also empowering them to become independent learners. The founder of this technique was Joshua Kurzweil, he was a part of Kansai University, Osaka, Japan. In this technique, we asked the students to prepare a special paper, to write the words in their native language especially Indonesian language when they were

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<sup>3</sup>Oxford, *Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 2008), p. 455

unable to pronounce the languages such as English. And then they discussed with their friends what the English of that word or they could open their dictionary, after that they had to memorize that English word.

So, considering the description above, the researcher would conduct the research of “The Application of Personal Vocabulary Note Technique Applied by Teacher to Improve Students’ Vocabulary Mastery at Ninth Grade of SMP IT Darul Fikri Tanjungbalai 2021/2022 Academic Year”.

### **1.2. The Identification of the Problem**

In light of the problem's context, the problems which were distinguished as follows after: (1) Students had considered and know English since they were in elementary school but most of students still felt troublesome in memorizing and understanding the vocabulary. (2) The teacher gave an instruction in English, but the students did not understand the meaning of the instruction. (3) Most of students still had a few vocabularies in English.

### **1.3. The Limitation of the Problem**

The researcher focused the study primarily on the application of the personal vocabulary note technique in increasing students' vocabulary mastery after identifying the problem because most of the students in class IX-2 of SMP IT Darul Fikri Tanjungbalai have problem in vocabulary mastery.

### **1.4. The Formulation of the Problem**

Based on the preceding background, the researcher generated the following research question::

1. How did the application of Personal Vocabulary Note (PVN) technique improve the students’ vocabulary mastery?
2. How was the classroom atmosphere when the Personal Vocabulary Note (PVN) technique being applied in language teaching?

3. How was the students' vocabulary mastery after applying Personal Vocabulary Note (PVN) technique?.

### **1.5. The Objective of the Study**

In relating to the formulation of problem above, the objective of the study was to find out: to know the implementation of Personal Vocabulary Note (PVN) technique to improve students' vocabulary mastery.

### **1.6. The Significance of the Study**

This study would have many advantages practically and theoretically, they were:

- a. Theoretical Significance
  1. This study could give an establishment for other researchers to conduct comparable inquire about in increasing the students' vocabulary mastery that through the application of Personal Vocabulary Note or the others techniques.
- b. Practical Significances
  1. For the students, this research could increase the students' vocabulary mastery through the application of Personal Vocabulary Note.
  2. For the teachers, this research about could be utilized as the input of how to increase students' vocabulary mastery so that the students could command how to memorize the vocabulary through the application of Personal Vocabulary Note.
  3. For the school, this research about could be utilized as a conceptual commitment. So, it could progress the quality of education and advancement in learning and teaching at SMP IT DarulFikri Tanjungbalai.