THE EFFECT OF PERSONAL VOCABULARY NOTE TECHNIQUE ON THE STUDENTS' VOCABULARY MASTERYAT XI GRADE OF MAS PAB 2 HELVETIA

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN SU as a Partial Fulfillment of the Requirement for the Degree of Bachelor

By:

NUR AZIZAH LUBIS

34.14.3.085

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

2018

THE EFFECT OF PERSONAL VOCABULARY NOTE TECHNIQUE ON THE STUDENTS' VOCABULARY MASTERYAT XI GRADE OF MAS PAB 2 HELVETIA

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN SU as a Partial Fulfillment of the Requirements for the Degree of Bachelor

By:

NUR AZIZAH LUBIS
34.14.3.085

Advisor 1

Dr. H. Syaukani, M.Ed., Adm
NIP. 19600716 198603 1 002

Advisor II

Ernita Daulay, M.Hum
NIP. 19801201 200912 2 003

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

2018

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : "**The Effect Of Personal Vocabulary Note Technique On The Students' Vocabulary Mastery At XI Grade Of MAS PAB 2 Helvetia "**oleh **Nur Azizah Lubis**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

12 April 2019 M
07 Sya'ban 1440 H

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.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua	Sekretaris
Dr. Sholihatul Hamidah Daulay, M.Hum	**Maryati Salmiah, S.Pd., M.Hum**
NIP. 19750622 200312 2 002	**NIP. 19820501 200901 2 012**

Anggota Penguji

1. **Dr. H. Syaukani, M.Ed., Adm.**	2. **Ernita Daulay, M.Hum**
NIP. 19600716 198603 1 002	**NIP. 19801201 200912 2 003**
3. **Drs. H. A. Ramadhan, M.A**	4. **Maryati Salmiah, S.Pd, M. Hum.**
NIP. 19660115 199403 1 002	**NIP. 19820501 200901 2 012**

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 00

Nomor : Istimewa
Lamp : 6 (Enam) sks
Prihal : Skripsi
a.n **Nur Azizah Lubis**

Medan, 22-Februari-2019
Kepada Yth;
Bapak Dekan Fakultas Tarbiyah
UIN-SU
di –
Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama : Nur Azizah Llubis
NIM : 34.14.3.085
Jur / Prodi : Pendidikan Bahasa Inggris
Judul : "The Effect of Personal Vocabulary Note Technique on the Students' Vocabulary Mastery at XI Grade of MAS PAB 2 Helvetia"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan Fakultas Tarbiyah UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. Wassalamu'alaikum Wr.Wb.

Advisor I

Dr. H. Syaukani, M.Ed., Adm.
NIP. 19600716 198603 1 002

Advisor II

Ernita Daulay, M.Hum
NIP. 1919801201 200912 2 003

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Nur Azizah Lubis

NIM : 34.14.3.085

Jur / Prodi : Pendidikan Bahasa Inggris

Judul :**" The Effect of Personal Vocabulary Note Technique on the Students' Vocabulary Mastery at XI Grade of MAS PAB 2 Helvetia"**

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

Medan, Februari 2019

Yang Membuat Pernyataan

Nur Azizah Lubis
NIM. 34.14.3.085

ABSTRACT

Nur Azizah Lubis (34143085). TE EFFECT OF PERSONAL VOCABULARY NOTE TECHNIQUE ON THE STUDENTS VOCABULARY MASTERY AT XI GRADE OF MAS PAB 2 HELVETIA.

Skripsi, Medan: Department of Enflish Education, Faculty of Tarbiyah And Teachers' Traning, State Islamic University of North Sumatera, Medan 2019.

Keywords: Personal Vocabulary Note Technique, Vocabulary mastery

The aim of this research is to find the effectiveness of Personal Vocabulary NoteTechnique on the Students' Vocabulary Mastery which was observed and analyzed from students of eleventh grade at MAS PAB 2 Helvetia. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students of MAS PAB 2 Helvetia. This study was conducted with two groups namely experimental group (30 students) and control group (30 students). Then the researcher taught in the experimental class by using Personal Vocabulary NoteTechnique and in control class without using Personal Vocabulary NoteTechnique. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from twenty essay questions, then, it was analyzed by using SPSS V 20. The finding of this research shows that teaching vocabulary by using Personal Vocabulary NoteTechnique was effective. It is proved by t_{value} (13.535) which is higher than t_{table} in the degree significance 5% (1.675). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000 while alpha (α) was 0.05 ($0.000 < 0.05$) meaning that H_0 (Null Hypothesis) was rejected and H_α (Alternative Hypothesis) was accepted. In others words, the use of Personal Vocabulary NoteTechnique in teaching vocabulary give significant effect on the students' vocabulary mastery.

ABSTRACT

Nur Azizah Lubis. 34.14.3.085. The Effect of Personal Vocabulary Note Technique on The Students' Vocabulary Mastery at MAS PAB 2 Helvetia.Thesis. Faculty of Tarbiyah Science and Teachers training. State Islamic University of North Sumatera Medan. 2018

Keywords: Personal Vocabulary Note Technique, Vocabulary.

The aim of this research is to find the effectiveness of Personal Vocabulary NoteTechnique on the Students' Vocabulary Mastery which was observed and analyzed from students of eleventh grade at MAS PAB 2 Helvetia. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students of MAS PAB 2 Helvetia. This study was conducted with two groups namely experimental group (30 students) and control group (30 students). Then the researcher taught in the experimental class by using Personal Vocabulary NoteTechnique and in control class without using Personal Vocabulary NoteTechnique. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from twenty essay questions, then, it was analyzed by using SPSS V 20. The finding of this research shows that teaching vocabulary by using Personal Vocabulary NoteTechnique was effective. It is proved by t_{value} (13.535) which is higher than t_{table} in the degree significance 5% (1.675). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000 while alpha (α) was 0.05 ($0.000 < 0.05$) meaning that H_0 (Null Hypothesis) was rejected and H_α (Alternative Hypothesis) was accepted. In others words, the use of Personal Vocabulary NoteTechnique in teaching vocabulary give significant effect on the students' vocabulary mastery.

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

All praise be to Allah, Lord of the worlds, who has given His loving and blessing until he writer can finish her "Skripsi". Peace and gratitude may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This "Skripsi" is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillent of the requirements for the degree of S.Pd.

The researcher is fully aware that this skripsi cannot be finished without other people's help. Therefore, in this opportunity she would like to express her deep gratitude to the following people:

1. Prof. Dr. Saidurrrahman, M.Ag as the Rector of State Islamic University of North Sumatera.
2. Dr. Amirruddin Siahaan, M.Pd as the dean of Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera.
3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the Head of English Educational Department.
4. Dr.H. Syaukani, M.Ed., Adm., as an advisor I, for her time, valuable guidance, helps, correction, suggestion, and kindness during completing this "skripsi".
5. Ernita Daulay, M.Hum., as an advisor II, for his time, valuable guidance, helps, correction, suggestion, and kindness during completing this "skripsi".
6. All lecturers of The Department of English Education who always give their motivation and valuable knowledge and also unforgettable experience during her study at Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera Utara.
7. Drs. H. M. Fauzi M.A., as the Headmaster of MAS PAB 2 Helvetia for allowing her to carry out the research on the seventh grade class. and also all of teachers especially Vansisca Elsa Fadhilah, S.Pd.I and Sari Yastuti S.Pd in this school that has received her with gratefully to do research very well.
8. The writer's parents, (Hasmar Lubis and Khodijah Lubis), and also her younger brother and younger sisters, (Sampe Lesnida, Rahmat Husein, Uswatun Hasanah,

Miftahur Rizki, and Zuhrotul Fauziah), who have given the greatest love, prayer and everything to support her.

9. The writer's beloved friends especially Kos Ijo Ceria (Irna Cholida, Mahdalina, Misbah Hayati, Nur Hidayah, Nur Kholidah, Putri Julianti, and Siti Sarah), Suddenly Group (Novriana, Putri, Aida, and Sartika) and all my classmates of PBI-2 Department of English Education for all of the kindness, happiness, support, love and never ending humor.
10. My dearest friend Rahmi Hidayati for her support, prayer, and motivation.
11. All of my dearest friends in KKN 67 for their prayers and motivation
12. All of my dearest friends in same advisor. Thanks for their support and sharing the happiness and sorrow during finishing this *skripsi.*
13. Everyone who has helped her in finishing the *skripsi* and whose names cannot be mentioned one by one.

Finally, the writer realizes that this proposal is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, Januari 2019

The Writer

Nur Azizah Lubis
NIM. 34.14.3.085

TABLE OF CONTENTS

Page

ABSTRACT ..... **i**

ACKNOWLEDGMENT ..... **ii**

TABLE OF CONTENTS ..... **iv**

LIST OF TABLES ..... **vi**

LIST OF FIGURES ..... **vii**

LIST OF APPENDICES ..... **viii**

CHAPTER I INRODUCTION **1**

A. Background of the Study 1

B. Statement of the Problem 4

C. Research Question 4

D. Purposes of the Study 4

E. Significances of the Study 5

F. Limitation the Study 5

CAPTER II LITERATURE REVIEW **6**

A. Review of Literature 6

A.1 Vocabulary 6

A.1.1 Definition of Vocabulary 6

A.1.2 Types of Vocabulary 8

A.1.3 Vocabulary Mastery 9

A.2 Strategies in Vocabulary Enrichment 10

A.3 Personal Vocabulary Note (PVN) Technique 14

A.3.1Definition of Personal Vocabulary Note (PVN) Technique 14

A.3.2 The Applying of PVN in the Classroom 14

A.3.3 Advantages of Personal Vocabulary Note Technique..... 19

A.3.4 Diadvantages of Personal Vocabulary Note Technique..... 21

B. Previous Study 21

C. Conceptual Framework 22

D. Hypothesis..... 24

CHAPTER III RESEARCH METHODOLOGY 25

A. Research Design..... 25

B. Location and Time 25

C. Population and Sample 26

D. Data Collection 27

E. Technique of Analysis Data..... 30

F. Research Procedure 33

CHAPTER IV FINDING AND DISCUSSION 35

A. Findings..... 35

A.1 Description of Data..... 35

A.2 Analysis of Data..... 40

A.3 Hypothesis Test..... 47

B. Discussion 48

CHAPTER V CLOSING..... 50

A. Conclusion 50

B. Implications..... 50

C. Suggestion..... 51

BIBLIOGRAPHY 52

APPENDICES

LIST OF TABLES

Table	Title	Page
3.1	Research Design	25
3.2	Population of Research	26
3.3	Sample of Research	27
3.4	The Achievement of Students' English Vocabulary	30
4.1	The Score of Pre-test and Post-test in Experiment Class	35
4.2	The Score of Pre-test and Post-test in Control Class	37
4.3	Normality of Pre-Test	40
4.4	Normality of Post-Test	41
4.5	Pre-Test of Homogeneity of Variances Both Control and Experiment Class	45
4.6	Post-Test of Homogeneity of Variances Both Control and Experiment Class	45
4.7	T-Test Result of Post-Test Score both Control and Experiment Class	47

LIST OF FIGURES

Table **Title** **Page**

2.1 Figure of conceptual framework 23

4.1 The frequency distribution of pre-test score of experimental class 42

4.2 The frequency distribution of pre-test score ofcontrol class..... 43

4.3 The frequency distribution of post-test score of experimental class..... 44

4.4 The frequency distribution of post-test score ofcontrol class 45

LIST OF APPENDICES

Appendix	Title
I	:Lesson Plan of Experimental Class
II	:Lesson Plan of Control Class
III	:Question of Validity Test
IV	:Answer key of Validity Test
V	:Result of Validity
VI	:Result of Reliability
VII	:Question of Pre-test and Post-test
VIII	:Answer key of Pre-test and Post-test
IX	:Table of L Distribution
X	:Table of T Distribution
XII	:Table of R Distribution
XIII	:Research Documentation
XIV	:Student's Score in Experimental and Control Class(High and Low)
XV	:Letter of Permission

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is a thing that can't be avoided in human being who lives in society. In doing communication, everyone using a language. Language is a system of communication used by a particular community or country.[1] Language is tool of communication that has a function to express someone's idea, feelings, or emotions.

English as an international language has been taught in Indonesia in various level of education. English language has four skills that have to be mastered by the students, they are: reading, listening, speaking, and writing. That skills has aspect such as pronounciation, grammar, and vocabulary and other elements of language. Therefore, vocabulary is one of the important aspect that have to be mastered by the students before mastering the four skills of language.

Vocabulary is a total number of words that makes up a language.[2] It means that vocabulary is list of words with a brief explanation of their meaning of language of a particular person in a country. In doing communication we need vocabularies to express our idea both of orally or written.

Vocabulary helps people in going understanding English, and also enhancing the process of transferring knowledge. Vocabulary is important to be

[1]A.S Hornby, (2000)*Oxford Advance Learner's Dictionary,* 6th Edition, New York: Oxford University Press, p. 752.

[2]Martin H.Manser. (1991)*Oxford Learner's Pocket Dictionary,* Hongkong:New Oxford University Press, p.71.

improved in language learning process. Without vocabulary the competence of language cannot doing well. The students will difficult to understand a text without knowing the meaning of the words in the text. In another word, without vocabulary the students will difficult in understanding any word or sentence. Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary.

Ideally, the objective of teaching vocabulary are the student is expected to be able to understand and comprehend various meaning in English orally and literally; to express their ideas using variation of vocabulary and be able to arrange words in systematic way both in spoken and written forms.

According to Depdiknas 2006, Junior High School students are expected to master 1500 words to help them understand and use the four language skills.[3] However, based on the researchers' observation on the students vocabulary mastery at the eleventh grade of MAS PAB 2 Helevetia, most of the students only have approximately 300-450 words counted since their first grade of sunior high school. This condition reveals a big problem on students vocabulary compared with the expectation of the eighth grade students' vocabulary mastery.

Based on my observation in MAS PAB 2 Helvetia, there are some problems in the learning process of vocabulary. The first problem was from the teacher. In learning process, the teacher should be more creative in creating a vocabulary learning technique in order to make the teaching learning process fun, interesting, and also easier. In fact, the teacher of MAS PAB 2 Helvetia uses

[3]Ratna Zawil, (2016), U*sing Make A Match Technique To Teach Vocabulary,* English Education Journal (EEJ), 7(3),p. 312.

inappropriate technique in teaching learning process. Then, teacher also didn't give opportunities for the students to repeat a word in many times whereas it is needed to help them in remembering a vocabulary and how to pronounce it well. Therefore, it makes students hard to comprehend the materials, even the vocabulary.

The second problem was students itself. The students have lack of vocabulary so they are difficult when the teacher ask them to make a short conversation or translate a letter text. There are several reasons why students have difficulties in learning vocabulary. First, students are difficult to understand the meaning of vocabulary. Second, students are difficult to remember all of the vocabulary materials. The last, students often confuse about how to organize the vocabulary.

From the explanation above the main problem is the startegy or method that used by the teacher has not been able to improve the students' vocabulary mastery so the students are difficult in remembering vocabulary and how to use that vocabulary itself.

In learning process the methodology that used by the teacher is an important thing. The teacher should has a special method to build up the students understanding. It means the teacher have to apply the suitable method or technique in learning process particularly the technique which students are active one. There are many technique that can apply to overcome the problem above include Personal Vocabulary Note (PVN) Technique. Personal Vocabulary Note (PVN) technique is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learner.

Personal Note Technique encourages students researching language, trying it out, and learning from their mistakes. This technique establish students have more motivated to remember their Personal Vocabulary Note (PVN) to find new words. Once this technique also can use by the teacher to teach others point such as pronounciation and grammar.

Based on the explanation above the writer wants to conduct a research untitled "The Effect of Personal Vocabulary Note Technique on the Students Vocabulary Mastery".

B. Statement of Problems

1. The students are difficult in remembering vocabulary that they have learned.
2. The strategy or method that used by teacher has not been able to improve the students' vocabulary mastery.
3. Most of the students do not have sufficient vocabulary so that they cannot convey their ideas, feeling, and thought well.

C. Research Questions

Based on the background of the study, the researcher formulates a research question: Is there any significance effect of Personal Vocabulary Note Technique on the students' vocabulary mastery at eleventh grade MAS PAB 2 Helvetia?

D. Purposes of the Study

The purpose of the research is to find out the effect of personal vocabulary note technique on the students' vocabulary mastery at MAS PAB 2 Helvetia.

E. Significances of the Study

The result of this study is expected to give some positive outcome as follow:

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

F. Limitation of the Study

Based on the identification of the study, it is necessary for the writer to limit the problem. The limitation of the problem as follows: The effect of Personal Vocabulary Note (PVN) technique on the students' vocabulary mastery.

CHAPTER II

Review of Literature

A. Theoretical Framework

A.1Vocabulary

A.1.1 The Definition of Vocabulary

Some experts proposed different definition of vocabulary. Wilkins assumed that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"[4]. As Zimmerman states that "Vocabulary is central to language and of critical importance to thetypical language learner"[5]. If the learners do not know the meaning of words, they will have difficulty in doing communication or they can't doing communication well because they don't understand what they see, read, and learn. However, vocabulary is the first and foremost important step in language acquisition[6]. In the Oxford Learner's Pocket dictionary vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meaning especially in a book for learning a foreign language[7].

Next, David L. Stepherd "vocabulary is one of the most significant aspect of language development".[8] It means that the development of language depends on vocabulary. Based on the explanation above, the researcher concluded that

---

[4]Scott Thornbury, (2002), *How to Teach Vocabulary,* Middlesex: Longman Pearson Education, p.13

[5]Aly Anwar Amer, (2002), *Advance Vocabulary Instruction in EFL, The Interest TESL Journal* Vol. VIII, No.11, p. 1.

[6]Naveen Kumar Mehta, (2009), Vocabulary Teaching: Effective Methodologies, *The Interest TESL Journal* Vol. XV, No. 3, p. 1.

[7]Victoria Bull, (2008), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p. 495.

[8]David L. Stepherd, (1973), *Vocabulary Meaning and Word Analysis*, *Comprehension High School Reading Methods,* USA: Bell and Howel Company, co, p. 39.

vocabulary is an important part of language which including all of the words in a language.

In addition, the reasons for devoting attention to vocabulary according to Krashen are: “First, a large vocabulary is of course essential for mastery of a language. Second, language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”. In other words, the more vocabulary a language learner has, the better they are considered to master the language. However, Sokmen notes that it is impossible for students to learn all the vocabulary they need in the classroom since there are so many words on which teachers can not spend time within the class time limit; thus, vocabulary expanding process requires the higher level of autonomy as well as more responsibility from learners themselves.[9]

Allah SWT. says in verse Al-Baqarah: 31

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِي بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ٣١

The meaning :

“And He taught Adam the names of all things; then He placed them before the angels. and said: "Tell Me the names of these if you are right."[10]

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

[9]LuuTtrong Tuan, (2011), An Empirical Research on Self-Learning Vocabulary, *Theory and Practice in Language Studies,* Vol. 1, No. 12, pp. 1688-1695, Academy Publisher, p. 1

[10]Yusuf Ali, Abdullah English Translation of A-Quran, (Retrieved July, 25 2018), from www.alqur’an/English Translate

express their idea, mind, or feelings. Then, without vocabulary they will not be mastered in other knowledge or skills such as reading and writing skills. In reverse, if someone has acquired a broad of vocabulary, he or she tends easier to master in speaking, writing or reading skills because she or he has the basic and important aspect of language knowledge.

A.1.2 Types of Vocabulary

There are many kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary, they are active vocabulary and passive vocabulary.[11]

1. Active vocabulary refers to all words the students have learned and which can be used in communication.
2. Passive vocabulary refers to all words which students will recognize them when they see them in communication.

In addition, Nation also divides vocabulary into two types. They are receptive vocabulary and productive vocabulary. Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Then productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.[12]

[11]Jeremy Harmer, (1993), *The Practice of English Language Teaching*, London: Longman Group, p. 153.

[12]I.S.P Nation, (2001), *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, p. 38.

Then, Elfrieda H. Hiebert and Michael L. Kamil divided vocabulary into:

1. Oral vocabulary, Which is the set of words for which we know the meaning when we speak or read orally.
2. Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that well-known, familiar, and used frequently.[13]

A.1.3 Vocabulary Mastery

Knowledge is a familiarity with someone or something. Which can include information, description or skill acquired through experience or education. It can refers to the theoretical or particular understanding of a subject. The word mastery is derived from the word master, which means that to be come skilled or proficient in the use of. Mastery is complete control or power over someone or something; through undertsnading or great skill.[14]Knowledge is important thing to the student to get information or to minimize misunderstanding. This idea is supported by Webster she defines the word "mastery" as to become skilled of provident in the or the use of something. From the definitions above, it comes to the conclusion that mastery is the competency to understand the whole knowledge.

A S Hornby Oxford Learner's Dictionary of Current English provides four definitions of vocabulary, they are: (1) all the words that a person knows or

[13]Elfrieda H. Hiebert and Michael Kamil, (2005), *Teaching and Learning Vocabulary; Bringing Research to Practice,* Lawrence Erlbaum Associates, Inc-New Jersey, p. 3.

[14]Longman, (2007), *Advance American Dictionary New Edition,* England: Pearson Education Limited, p. 984.

uses. (2) all the words in particular language. (3) the words that people use when they are talking about particular subject, and (4) a list of words with their meaning, especially in a book for learning a foreign language.

Hornby defines mastery as complete knowledge or complete skill.[15]Ffrom that definition, mastery means complete knowledge or great skill that makes someone master in a certain subject. According to River, vocabulary mastery refers to the great skill in processing words of a language.[16] It is an individual achievement and possession. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The successin widening the vocabulary mastery requires their own motivation and interest on the words of a language

From the definition above, we can conclude that vocabulary mastery means an ability of student to use all the words of language in conducting communication. It means that mastery is regarded as the ability of a student to implant the essence of the lesson in this case English. In other words, vocabulary mastery means an ability to understand and use collection of words as means for making communication with others both orally and written form.

A.2 Strategies in Vocabulary enrichment

According to Oxford dictionary, strategy is a plan intended to achieve a Particular purpose.[17] The general principle is the use of learning stratey that not all learning strategies are suitable to achieve the goals and all circumstances. Killen

---

[15] Mofareh Alqahtani, (2015) *The Importance Of Vocabulary In Language Learning And How To Be Taught*: International Journal Of Teaching And Education Vol. III No.3, p. 25.

[16] *Ibid*.

[17] *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press), p. 427

said “No teaching strategy is better than others in a circumstance, so you have to able to use a variety of teaching strategies and make rational dicisions about when each of strategies is likely to be the most effective”.what is proposed by Killen is clear that teachers should be able to choose the strategy that is suitable to the circumstances. Therefore, teachers need to understand the general principles of the use of learning strategies.[18]

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

Allah says in the Qur’an An-Nahl: 125:

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“invite (a ll) to the way of the Lord with wisdom and beautiful preaching, and argue with them in ways that are best and most gracious. For the Lord know the best, who have strayed from His path and who receive guidance”.[19]

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 :

---

[18]Sanjaya Wina, (2006), *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, p. 3

[19]Lajnah Pentashih Mushaf Al-Qur’an, (2004), *Al-Jumanatul Ali Al-Qur’an dan Terjemahan*, Bandung: CV Penerbit J-Art, p. 281

عن انس بن ما لك رضي الله عنه قل : قل رسلول الله صلى الله عليه و سلم : طلب العلم فريضة على كلّ مسلم

The meaning : from Anas bin Malik, he said : Rasulullah SAW said " Seek knowledge is obligation for moeslim."[20]

Based on the above hadith the Prophet confirms obligation to see a knowledge. It can be said that the study is very 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.

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies.[21] There are a lot of strategies that we can use to help our vocabulary enrichment.

1. Using Mnemonic

   Techniques for remembering things are called mnemonics. The best known mnemonic technique is called the keyword technique. This involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word.

2. Word cards

   Apart from the keyword technique, there is probably no vocabulary learning technique more rewarding than the use of word cards. In fact, it is

[20] Ibnu Hajar Al-Asqalani, (2006), *Ringkasan Taribghib waTarhib*, Jakarta: Pustaka Azzam,, p. 27

[21] I.S.P Nation, op.cit. p. 165.

arguably more effective than the keyword technique, since there are some learners who find "imaging" difficult, but all learners can be trained to prepare and use sets of word cards.

3. Guessing from context

   In fact, no matter how many words learners acquire, they will always be coming across unfamiliar words in their reading and listening. This is why they will always need to be able to make intelligent guesses as to the meaning of unknown words. Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily.

4. Using dictionaries

   Dictionaries can be used as a last resort when guessing from context's strategies fail. But they can also be used productively, both for generating text and resources for vocabulary acquisition. Their usefulness depends on learners being able to access the information they contain both speedily and accurately.[22]

5. Personal Vocabulary Notes (PVN)

   The point has been made that the learning of a new word is not instantaneous, but that it requires repeated visits and conscious study. Much of this revisiting and studying of words will have to take place out of class time. Another way to have students work on their vocabulary

[22]Thornburry, op.cit,.p. 144-151

development is to have them create their own dictionaries.[23] Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning.[24] In specific, to make students keep their notes and make a vocabulary notebook, using Personal Vocabulary Notes (PVN) technique can be a problem solving. By using Personal Vocabulary Notes (PVN) technique, it will make student to be an autonomous learner to create their own vocabulary and also to remember the vocabulary that they keep in their Personal Vocabulary Notes (PVN).

A.3 Personal vocabulary Note (PVN) Technique

A.3.1 Definition of Personal Vocabulary Note (PVN) Technique

Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. This application was introduced by Joshua Kurzweil in Kanzai University Osaka, Japan. The basic activity is very straightforward. In and out of class encourage students to write words in their native language when they do not know how to say the English word.[25]

---

[23]Jerry G. Gebhard, (1996), *Teaching English as a Foreign or Second Language, a Self-development and Methodology Guide*, United States of America: The University of Michigan Press, p. 211.

[24]JoDee Walters, NevalBozkurt, (2009), *The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition. Language Teaching Research* 13,4, p. 403.

[25]Joshua Kurzweil, 92002), *Personal Vocabulary Notes. The Internet TESL Journal,* Vol. VIII, No. 6, p. 1.

A.3.2 The Applying of PVN in the Classroom

a. Creating the Need

To effectively set up PVN in a class, the students must first feel the need to learn vocabulary. A basic way to focus students and introduce PVN is to give them a fluency task which will require vocabulary that they do not have. This activity needs to be adjusted to the student level. For example, for a lower level class teacher might just have students describe their neighborhoods or what they did over the weekend. For upper level classes, teacher might have them explain a movie or a current event. Many students have often developed the laudable habit of using only "easy English" to express their ideas, so it is important to encourage them to write PVN while they speak, assuring students that they both can use "easy English" and improve their vocabulary. Also, teacher can tell students that each lesson they must get at least five PVN per class.

b. Establishing a Routine

It is important to make PVN a habit in class which is easy and natural for students to do. Using a daily journal with a section for PVN (along with class notes, homework, etc.) helps in applying the method. In this way, students are not searching for scraps of paper to write notes, but will have an organized system for recording their PVN. It is also important to discourage dictionary use in class or at least during the communication activity as it disrupts the communicative task. Students will often pull out their dictionaries or ask the teacher how to say something in English. In such situations, the teacher just reminds them that they can check later and that teacher does not want them to stop their conversations. It

can also be worth mentioning how many people look up a word, say it, and then promptly forget it.

c. Teacher Response/Feedback

The most important point to keep in mind when correcting PVN is to focus on what the students are trying to say. Often there is a temptation to "teach" them additional information related to the words students has written. Teacher should keep it simple, just check that the sentences students has written are grammatically correct and naturally express the students ideas. For example a student might write the following sentence:

"I went to an alumni association last weekend."

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

"I went to a class reunion last weekend." or

"I got together with some friends from high school last weekend."

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

"My hourly wage is 800 an hour." or "I lacerated my finger."

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

"I make 800 yen an hour." and "I cut my finger."

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

d. Follow up activities in class

1) Peer lesson

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

What new words did you learn?

How do you spell that?

What does that mean?

How do you pronounce that?

What part of speech is that?

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

2) Peer Quizzing

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

"I _____ _____ with some friends from high school last weekend."

e. Circumlocution Lessons

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

f. Other Vocabulary Games/Training

Once students have 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.

g. Overview

The procedure of Personal Vocabulary Notes (PVN) are:

1. Give students a daily journal or PVN note paper to record vocabulary items. And write the following instructions in the top of the notes: PVN: Personal Vocabulary Notes If you don't know an English word, write in Bahasa, show your partner, communicate, and then 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.[26]

The use of this strategy will make students usually much more motivate to remember their Personal Vocabulary Notes (PVN) than a set of vocabulary items they have received from a textbook or teacher. Personal Vocabulary Notes (PVN) provide that safety valve which helps establish an "English only" atmosphere. Personal Vocabulary Notes (PVN) addresses individual student needs by encouraging students to find the vocabulary they need to communicate and talk about their experiences. And also, the teacher is able to address a great deal of complexity and richness without having to invent a context as the context is already created by the students. Especially, in large multilevel classes Personal Vocabulary Notes (PVN) provides the teacher with a time-efficient way of giving attention and feedback on language to individual students.

Personal Vocabulary Notes (PVN) gives students a much deeper sense of what it is to learn vocabulary and know a word as they get contextualized feedback on words they are using. Personal Vocabulary Notes (PVN) provides a motivating context for teaching dictionary skills again because students are

[26]Ibid.

researching their own words. Once students have a set of Personal Vocabulary Notes (PVN) the teacher can use their vocabulary to teach many other points such as circumlocution skills, pronunciation (ex. word stress), grammar (ex. parts of speech). Furthermore, Personal Vocabulary Notes (PVN) engages students in thecycle of noticing their own needs, researching language, trying it out, and learning from their mistakes.

A.3.3 Advantages of Using Personal Vocabulary Note (PVN) Technique

According to Kurzweil, there are many advantages of Using Personal Vocabulary Note (PVN) technique in the classroom such as:

1. Personal Vocabulary Note (PVN) technique establish bilingual class which makes students can be more fluent in speaking and listening.
2. Students are more motivated to remember their Personal vocabulary Note (PVN) technique than set their vocabulary items in their English notebooks.
3. Students more moptivated to find new words.
4. Personal Vocabulary Note (PVN) technique addresses individual students need by encouraging students to find the vocabulary they need to communicate and talk about their experience.
5. The teacher is able to address a great deal of complexity and richness without having to invent a context as a context is already created by the students.

6. Especially in large multiple class Personal Vocabulary Note (PVN) technique provides the teacher with a time-efficient way of giving attention and feedback on language to individual students.
7. Personal Vocabulary Note (PVN) technique gives students a deeper sense of what it‘s to learn vocabulary and know a word as they get contextualized feedback on words they are using.
8. Personal Vocabulary Note (PVN) technique provides a motivating context for teaching dictionary skills because students are researching their own words.
9. Once students have a set of Personal vocabulary Note (PVN), the teacher can use their vocabulary to teach many other point such as curcumlocution skill, pronounciation (word press), and grammar.
10. This technique encourages students researching language, trying it out, and learning from their mistakes.

A.3.4 Disadvantages of Using Personal Vocabulary Note Technique

1. Sometimes there are students who forget to bring the notes
2. Many students lazy to write the new vocabulary without direction by the teacher and so do memorize it.
3. The students may lost their note.

B. Related Studies

These researcher has found two relevant studies which related to this research. First is “Enriching Students Vocabulary through Jigsaw Learning Technique (a Classroom Action Research at Tenth Grade Students of SMA Budi

Mulia Ciledug in 2017/2018) by Rivki Surya Maulana. This research was carried out at Senior High School of Budi Mulia Ciledug. The subject of this research is students of X IPS 2 that chosen because this class has low achievement in vocabulary. There were 22 students in total which were included in the research. The collect data shows that in the pre-test the mean is 59 with 80 is the higher score and 30 is the lowest score. In the first post-test the mean increased at 68 then 77 in the second post-test. It means that Jigsaw Learning Technique has positive impact toward student vocabulary mastery.[27]

Second, the researcher read "The Effect of Direct Method on the Students Ability in Learning Vocabulary at MAS PAB 1 Sampali" by MayidaWae-Useng. The researcher took 50 students, 25 students in X^1 which is an experimental class and 25 students in X^2 in controlled class. The finding showed that the Mean of experimental class in pre-test is 50,2 and in post-test is 72. And in controlled class they got 45,4 at pre-test and 58,6 at post-test. The gained score of the experimental and the controlled class shows that Direct Method can enhance the students' vocabulary.[28]

Third, "Teaching Vocabulary Through Contextual Teaching Learning (an Experimental Study of the First Year at SMA PGRI 56 Ciputat)" by Istikomah. This research was carried out at Senior High School of PGRI 56 Ciputat. There were 30 students in total which were all included in the research and split up

[27]Rivki Surya Maulana, "Enriching Students Vocabulary through Jigsaw Llearning Technique: A Classroom Action Research at Tenth Grade Students at SMA Budi MuliaCiledug", a Skripsi Presented to the Faculty of Education Sciences in UIN Syarief Hidayatullah Jakarta, Jakarta, 2018.

[28]MayidaWaeUseng, "The Effect of Direct Method on the Students Ability in Learning Vocabulary at MAS PAB 1 Sampali", a thesis Submitted to Faculty of Tarbiyah and Teachers Training in UIN-SU, Medan, 2017.

equally at random sampling into the experimental and controlled group, there are 15 students in each group. The collected data shows that in the experimental group that being taught by Contextual Learning Method has gained 73 (+73) score in pre-test and post-test. And for the controlled group under Grammar Translation Method has descended 71 (-71) in pre-test and postest. It means that there is significant difference between the result of teaching vocabulary through Contextual Teaching and Learning and the teaching of vocabulary through Grammar Translation (without Contextual Teaching and Learning).[29]

Fourth, "The use of Word Families Game to Improve the Students' Vocabulary Mastery on the First Grade Students' of SMK PGRI 2 Salatiga in Academic Year 2014-2015 by Fak Iyah. The subject of this research is students SMK that choosen because they have high motivation in learning English. There were 23 students in total which included in the research. The collect data shows that the mean score of pre-test in cycle I is 53,78, meanwhile the mean score of pre-test in cycle II is 62,78. The mean score of post-test in cycle I is 64,86, whereas the mean score of post-test in cycle II is 80,43. It can be concluded that word families game is the effective methode to implement to the students of SMK PGRI 2 Salatiga to improving their vocabulary mastery.[30]

Fifth, "The Effectiveness of Personal Vocabulary Note (PVN) Technique on the Students' Vocabulary Understanding (A Quasi-Experimental Research in

---

[29] Istikomah, "Teaching Vocabulary through Contextual Teaching and Learning: an Experimental Study at the First Year at SMA PGRI 56 Ciputat", a Skripsi Presented to the Faculty of Tarbiyah and Teachers Training in UIN Syarif Hidayatullah Jakarta, Jakarta, 2012.

[30]Fak Iyah "The Students' Vocabulary Mastery on the First Grade Students of SMK PGRI 2 Salatiga in Academic Year 2014-2015" , Graduating Paper Submitted to the Board of Examiners in English Education Study Program of STAIN Salatiga. Saltiga,2015.

the Seventh Grade Students in MTSs Salafiyah Bbedahan)" by Priska Aprillianty N.F. The researcher took 40 students which is 20 students in VII-1 as control class and 20 students of VII-4 as experiment class. The finding showed the mean score of pre-test in control calss is 30,20 meanwhile the mean score of post-test in control class is 46,60. Then, the mean score of pre-test in experiment class is 31,60 whereas the mean score of post-test in experiment class is 65,60. It can be concluded that teaching vocabulary through Personal Vocabulary Note (PVN) technique had a significance influence on students' vocabulary understanding, especially the students of MTSs Salafiyah Bedahan.[31]

C. Conceptual Framework

Vocabulary is an important aspect of language, without knowing the vocabulary, we will have difficulty in understanding what we see, read, and learn. Vocabulary is all the words in a particular language. Learning vocabulary is not only learning about words or new vocabulary, but also about how to use the vocabulary into correct usage.

Students know that vocabulary development is essential for them to learn English, but they often don't have a clear understanding of how to go about really learning vocabulary. For students, remembering and knowing the meaning of new words is hard because words are slippery things. The teacher should be creative in teaching vocabulary in order to make students easy to understand and remember their new vocabulary. Personal Vocabulary Note Technique is one of the

[31] Priska Aprillianty N.F. "The Effectiveness of Personal Vocabulary Note (PVN) technique on Students' Vocabulary Understanding (A Quasi-Experimental Research in the Seventh Grade Students in MTs. Salafiyah Bedahan)**.** UIN Syarif Hidayatullah Jakarta. Jakarta,2014.

technique that can used by the teacher to make the students easier in remembering the new vocabularies.

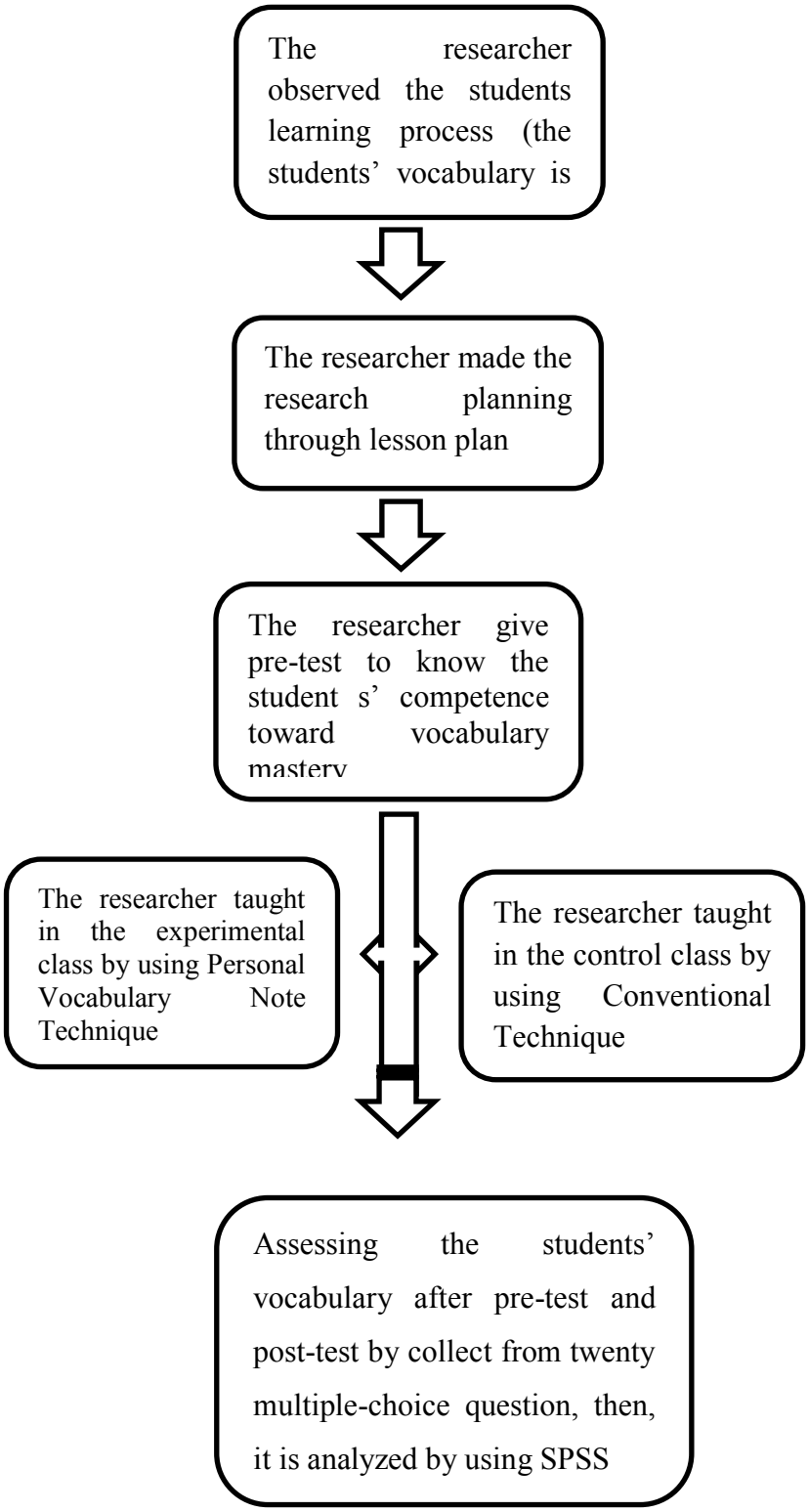


Figure 2.1. Figure of Conceptual Framework

D. Hypothesis

To find the answer of the problem, the writer should propose Alternative hypothesis (Ha) and Null Hypothesis (H_0) as follow:

1. Alternative hypothesis ($H_{a)}$: there is an significance effect of Personal Vocabulary Note Technique on the students' vocabulary mastery.
2. Null hypothesis ($H_{0)}$: there is no significance effect of Personal Vocabulary Note Technique on the students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used quantitative method. As Creswell stated quantitative method consists of three type designs namely experimental designs, correlational designs, and survey designs.[32] This research would be conducted in experimental design because experimental design is aimed to find out the cause-effect between two variables.[33] The design would be applied in order to investigate the effect of Personal Vocabulary Note Technique on the students' vocabulary mastery. The sample in this research would be divided into two classes. One of the class would be assigned as the experimental group and the other one as the control group.

Experimental group is the group that receive treatment by Personal Vocabulary Note Technique, while the control group is the group that receive treatment by conventional method. Both of the class would be given pre-test and post-test with the same material and test. The design of this research can be seen below:

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	PVN Technique	✓
Control	✓	Conventional Method	✓

[32]John W. Creswell, (2012), *Education Research,* Fourth Edition, (United States of America: Pearson Education, Inc., p. 293.

[33]*Ibid., p. 295.*

B. Location and Time

The researcher conducted this research at MAS PAB 2 Helvetia at Jl. Veteran Pasar IV, Labuhan Deli, Helvetia in academic year 2018-2019. The researcher interests to applying Personal Vocabulary Note Technique in MAS PAB 2 Helvetia because the students have lack of vocabulary that is effect the process in learning English. This technique also has never been taught in this school in the previous research. Then, the researcher wants to introduce Personal Vocabulary Note Technique that will increase the students vocabulary mastery.

The research study would be conducted at the eleventh grade first semester of the academic year 2018-2019.

C. Population and Sample

Population is a set of collection all elements process one or more elements of interest.[34]According to Ary (2010: 148), a populationis defined as all members of any well-defined class of people, events, or objects.[35]In this research, the writer takes the whole students at second grade of MAS PAB 2 Helvetia as the population. There are eleven classes that divided into 2 majors. They are IPA, and IPS. The total number of the students are 95 students. The detail is as follow :

Table 3.2

Population of Research

Class	Number
XI IPA 1	**30**
XI IPA 2	**30**
XI IPS	**35**

[34]Suharsimi Arikunto, (2002), *Prosedur Penelitian Suatu Pendekatan Praktek,* Jakarta: Pt RINEKA CIPTA, p. 108-109.

[35]Donald Ary, (2010), *Introduction To Research In Education,* Canada: Nelson Education, Ltd, p. 148.

Sample is part of reached population that has the same characteristic with the population.[36]Ary (2010: 148), a sampleis a portion of a population.[37]In this research, the sample will be taken2 classes. The writer applied simple random sampling technique in taking the sample. Khotari states that random sampling means that every item of the universe has an equal chance of inclusion in the sample.

In random sample, the writer used a lottery technique by writing down the pair of class one as the experimental class and another as the control class in a small paper.Then, the paper would be shaken in a box. Without prejudice, the author took aslip of paper. The paper that have been taken would be the sample. Then, the sample of this research is XI IPA 1 as the experimental class and XI IPA 2 as the control class.

Table 3.3

Sample of Research

Class	Number	Group	Treatment
XI IPA 1	**30**	**Experimental**	**PVN Technique**
XI IPA 2	**30**	**Control**	**Ceramah Method**
Total	**60**		

D. Data Collection

Instrument is the tool of the method which used to obtain the data in the research. The researcher used kind of instrument to do the research, it is vocabulary test. The researcher would be used essay test to test students vocabulary mastery. The researcher used essay tests because it can be used with isolated words, words in a sentence context, or whole text.[38] It means the researcher can design words questions in sentence, dialogue, monologue, as well

[36]Nana sudjana. (2007) *Penelitian dan Penilaian Pendidikan Bandung: Sinar Baru Algensindo* p. 85

[37]Donald Ary, loc.cit

[38]Scott Thornburry,op.cit, p. 132.

letter text form to measure students vocabulary mastery. Furthermore, essay tests are one of vocabulary type of tests are popular and easy to score and design. The test was given to student consists of 10 test items that all questions of essay based on material of vocabulary at eleventh grade students of senior high school.

In this research, the researcher uses pretest and posttest technique to obtain students vocabulary mastery.

a. Pretest

Pre-test would be conducted in experiment class and control class and it conducted before the Personal vocabulary Note is used. The purpose of this test is to know whether the students as the sample have the same background knowledge in research variable.

b. Treatment

There are two classes that would be taught, they are experimental class and control class. Experimental class would be taught by using Personal Vocabulary Note. Control class will be taught by using conventional method.

c. Post-test

Post-test also would be conducted for both classes and it was conducted after the treatment. The aim is to know their mastery in vocabulary after treatment.

Before the pretest and posttest are given to the students in control and experimental classes, the researcher have to analyzed the validity and reliability of the test. Reliability and Validity are two important elements that used for evaluate the measurement of instrument tests in the research.[39]In order to know whether the validity and reliability of the test the researcher will analyzed them by using SPSS V 20 software.

[39]Mohsen Tavakol & Reg Dennick, (2011), *Making Sense of Cronbach's Alpha*, International journal of Medical Education, 2, p.53.

1. Validity

The accuracy of the research must be consideration in quantitative research. One of many ways to know the accuracy is by measuring the validity of the test will given in the research. According to Heale and Twycross, validity is "the extent to which a concept is accurately measured in a quantitative study.[40] It means validity is degree to which a test any measuring measures what it is intended to measure.

Actually, there are three types of validity: content validity, construct validity, and criterion validity. Content validity is kind of validity which focus on whether the instrument covers all of the variable contents. In other word, content validity focuses on what students have learnt in the classroom. All of the materials that students have learned would be given to test then. A test is said to have content validity if its contents represent of the language skill being tested. Meanwhile, construct validity refers to whether a researcher can draw the conclusion about test scores related to the concept being learned. And criterion validity is any other instrument that measures the same variable.[41]

In this research, the researcher emphasized on the construct validity to know validity of instruments research of pretest and post test. The researcher measured validity of the instrument tests by using SPSS V 22. The validity of each item of instrument tests r_{count} is compared with r_{table}. If $r_{count} > r_{table}$ then the test items are valid.

2. Reliability

Reliability relates to the consistency of an instrument. Creswell said that reliability is the stability and consistency of students'' scores when administered the instrument in many times at different times.[42] A test is said to have reliable if it is used in the same situation on repeated occasions and the result of measurements obtained relatively consistent. Otherwise,

---

[40]Roberta Heale and Alison Twycross, (2015) Validity and Reliability in QuantitativeStudies,*Evid Based Nurs,* p. 66 – 67.

[41]*Ibid*.

[42]John W. Creswell, *op.cit*., p. 159.

a test is said to have unreliable if it is used in the same situation on repeated occasions and the result of measurements obtained relatively different. The researcher concluded that reliability helps the researcher to know whether the instrument research was suitable to use in pretest and posttest or not. For analyzing the reliability in this research, the researcher used SPSS V 20. Meanwhile, the test items were reliable after being calculated by using SPSSV 20. This can be checked through the Cronbach"s alpha score 0.672 that was higher than the significance level 0.60 (0.672 > 0.60). Therefore, the instrument of the research was reliable.

In order to know the classification of students' score, the writer uses the following classification:

Table 3.4

The Achievement of Students' English Vocabulary

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

E. Technique of Analysis Data

The researcher would be used the data from students' tests to find out the result of students' vocabulary knowledge by implementing personal vocabulary note technique which is applied in the experimental class, then without personal vocabulary notetechnique in the control class. After all students' scores were obtained, next the researcher will be conducted prerequisite data analysis: normality and homogeneity. The normality test and homogeneity test were tested by using SPSS. After analyzed normality test and homogeneity test, the

researcher would be used T-test to find out the differences between students' score that are taken from pre-test and post-test in experimental class and control class.

1) Prerequisite for Data Analysis

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity test.

a. Test of Normality

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05.To count the normality test, the writer used SPSS, with steps as follows:[43]

1. Open SPSS program.
2. Input all the data.
3. Click Analyze from the top menu, choose descriptive statistics and click explore.
4. Move the data from the left box into the box in Dependent List.
5. Click plot and make sure that under the boxplots choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.
6. Click Continue and OK.

b. Test of Homogenity

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:[44]

1. Open SPSS program.
2. Input the data in the data view.

---

[43]Andrew Garth, (2008), *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It*), Sheffield: Sheffield Hallam University, p. 73

[44]*Ibid.,*71-72

3. Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.
4. Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.
5. Click the Options tab to open the options dialogue box.
6. Give a tick in Homogeneity of variance tests.
7. Click continue, and then OK

c. T-test

Pre-test and post-test were done in order to see the difference of vocabulary retention before and after the students were taught by using Personal Vocabulary Note Technique. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: [45]

1. Open SPSS 20 program.
2. Click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2
3. Click Data View, insert the data
4. Click Analyze, choose Compare Means and click Independent-Samples T-test.
5. Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

[45] *Ibid.,*45-46

Statistical Hypothesis

After obtaining the t-test, the researcher compares t-test and t-table. Testing hypothesis uses criteria with significant degree 5% (0.05). The conclusion is obtained as follows:

Hα is accepted if to > t_{tabel} or if the Sig. (2-tailed) < 0.05.

Ho is accepted if to < t_{table},or if the Sig. (2-tailed) > 0.05.

The hypotheses of this research are:

a. Alternative Hypothesis (Hα): "There is a significance difference of students" vocabulary mastery between students who are taught by personal vocabulary note technique and students who are taught without using personal vocabulary note technique."

b. Null Hypothesis (Ho): "There is no significance difference of students" vocabulary mastery between students who are taught by personal vocabulary note technique and students who are taught without using personal vocabulary note technique."

F. Research Procedure

In conducting the research, there were some procedures that applied for taking the data :

1. The researcher observed the location and population were carried out. The research will be conducted in two classes (experimental class and control class). Before treating the students using Personal Vocabulary Note (PVN) Technique as the technique of learning. The researcher administered the pre-test to the students in both classes with the same instrument.
2. The treatment is teaching vocabulary in personal letter material by using Personal Vocabulary Note (PVN) Technique in XI IPA 1 class as the experimental class

and treatment by using conventional method in XI IPA2 as the control class. The presentation of the lesson have did by the researcher.

3. Post-test would be given after finishing the treatment. The researcher used the same format of test for both of classes. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the researcher made a calculation of the result from both of the test

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

A.1 Description of Data

The data of this research were obtained from the result of test from both of class, the experimental class (XI MIA 1) and the control class (XI MIA 2). In the experimental class, the students were taught by using Personal Vocabulary Note technique, meanwhile the control class, the students were taught without Personal Vocabulary Note technique.

The researcher measured students' vocabulary mastery by using an essay test. The validity and relibility instrument test was conducted before the researcher administered the test to both classes. There were 30 numbers of questions given to the 30 students of XI IPS MAS PAB 2 Helvetia. From the validity and reliability test, there were 20 valid questions from 30 question which was gained. Further information about validity and reliability result can be seen in Appendix 6. The accumulation of the correct item was 5. So, it would be accumulated to 100 points of the test.

a. Experimental Class (MIA 1)

Table 4.1

The score of pre-test and post-test in Experimental Class

Students' Number	Experimental Class	
	Pre-test	Post-test
1	35	65
2	30	65
3	50	80
4	60	85
5	25	75
6	40	75
7	20	60
8	35	60
9	45	65
10	40	65
11	25	60
12	65	90
13	25	70
14	25	65
15	35	75
16	15	70
17	50	80
18	20	70
19	55	85
20	25	75
21	25	80
22	35	75
23	25	65
24	25	70
25	45	85
26	55	85
27	25	75
28	30	80
29	35	85
30	30	75
$\Sigma n=30$	$\Sigma X_1=1050$	$\Sigma X_2=2210$
Average	35	73.67
Min	15	60
Max	65	90

From the table above, it can be seen that the average of the pre-test in experimental class is 35 while in post-test is 73.67. The lowest score in pre-test is 15 and the highest is 65. While in post-test the lowest score is 60 and the highest is 90 points.

b. Control Class (XI MIA 2)

Table 4.2

The score of pre-test and post-test of control class

Students' Number	Control Class	
	Pre-test	Post-test
1	45	50
2	30	45
3	40	45
4	15	30
5	40	45
6	50	60
7	30	40
8	45	45
9	40	35
10	25	30
11	25	30
12	35	30
13	60	65
14	30	50
15	40	45
16	25	35
17	35	40
18	55	60
19	35	45
20	20	35
21	20	35
22	45	45
23	45	50
24	40	45
25	25	30
26	30	40
27	35	45
28	35	40
29	30	35
30	15	25
31	20	25

32	25	35
33	40	45
34	35	50
35	35	45
ΣXn=35	ΣX_1=1195	ΣX_2=1450
Average	34.14	41.42
Min	15	25
Max	60	65

From the table above, it can be shown that the average of the pre-test in control class is 34.14 while in post-test is 41.42. The lowest score in pre-test is 15 and the highest is 60. Then in post-test the lowest score is 25 and the highest is 65 points.

Based on the two tables above the average score of both experimental and control class increased. However, the experimental class's score increased more significantly rather than the control class. This can be seen through the range points gained by two groups. The experimental class increased 38.67 points, from 35 to 73.67 while the control class increased 7.28 points from 34.14 to 41.42.

A.2 Analysis of Data

a. Normality Test

In this research, normality test was tested by using Lilliefors in SPSS V 20 to count normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 30 and 35.

Table 4.3

Normality of Pre-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Control	,140	30	,138	,970	30	,527
Pre-test Experiment	,180	30	,014	,918	30	,023

a. Lilliefors Significance Correction

Based on the data in table 4.3, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Experimental Class data is 0.014. Meanwhile, the significance in Lilliefors table of Control Class data is 0.138. Both significances of Experiment class data and Control class data are much less then the calculation Lilliefors table with critical points of 30 = 0.161 . It can be conclude that the pre-test results in both experimental and control class are normally distributed.

Table 4.4

Normality of Post-test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test Control	,165	30	,036	,938	30	,079
Post-test Experiment	,143	30	,119	,939	30	,086

a. Lilliefors Significance Correction

Based on the data in Table 4.4, it shows that the data of experiment class is 0.119 while the data of control class is 0.036. It can be stated that the data of experiment and control are much less than the calculation Lilliefors table with critical point of 30= 0.161. So, the post-test result in both experiment and control class are normally distributed.

Below is presented the frequency distribution of pre-test and post-test scores of control and the experimental class as the details for the normality test.

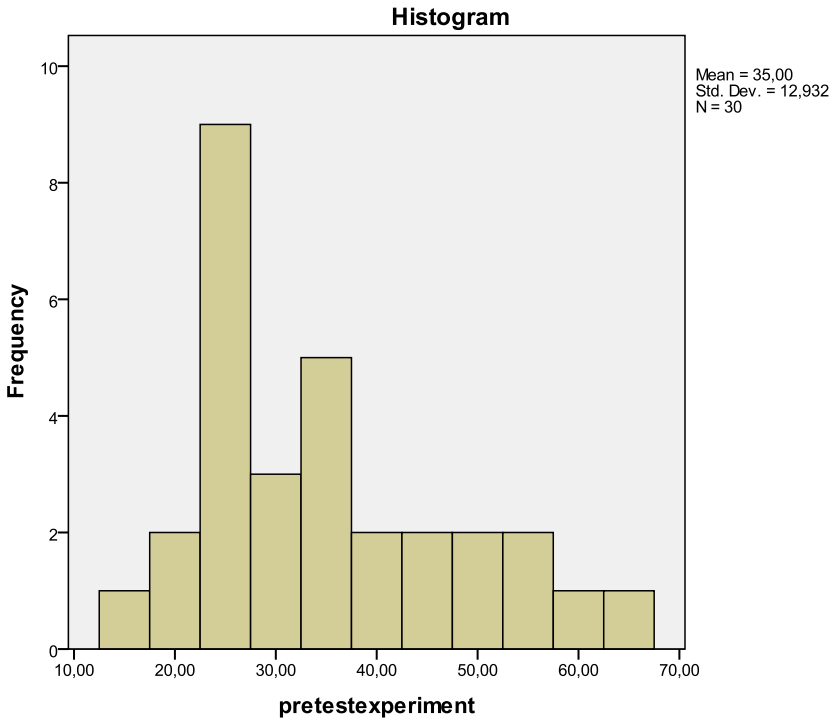


Figure 4.1

The Frequency Distribution of Pre-Test Score of Experiment Class

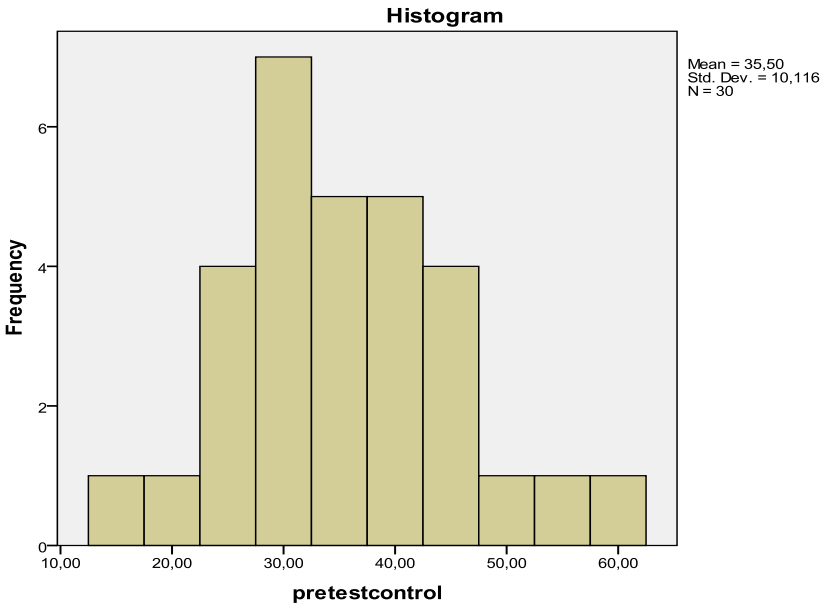


Figure of 4.2

The Frequency Distribution of Pre-Test Score of Control Class

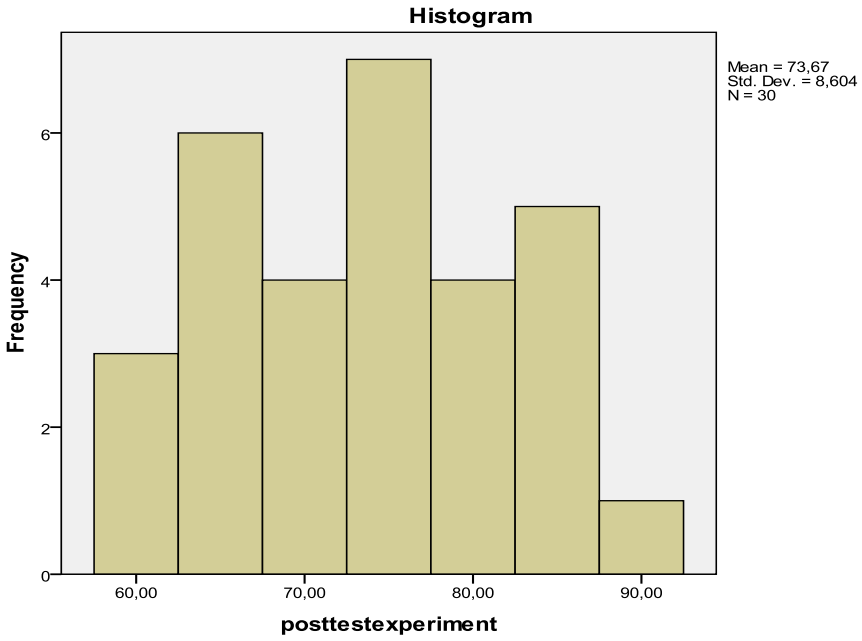


Figure 4.3

The Frequency Distribution of Post-Test Score of Experiment Class

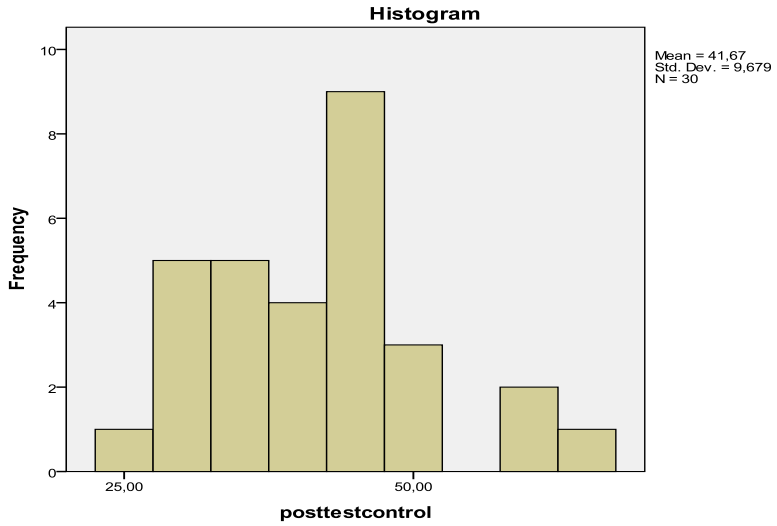


Figure 4.4

The Frequency Distribution of Post-Test Score of Control Class

b. Homogenity Test

After doing the normality test, the researcher did the homogenity test that would be calculated by using SPSS V 20 in order to test the similarity of the both classes, experiment class and control class. The researcher used Levene statistic test to calculate the homogenity test. The data would be homogenous if the result of the data calculation is higher than 0.05. the result are presented as follows.

Table 4.5

Pre-test of Homogeneity of Variences Both Control and Experiment

Test of Homogeneity of Variances

Pre-test Experiment and Control

Levene Statistic	dfe1	df2	Sig.
2,630	6	20	,162

The Table 4.5 shows that the significance of pre-test homogenity result between experiment and control class was 0.162. therefore, it canbe concluded that the data of pre-test was homogenous because 0.162 is higher than 0.05.

Table 4.6

Post-test Homogenity of Variences both Control and Experiment

Test of Homogeneity of Variances

Post test experiment and control

Levene Statistic	df1	df2	Sig.
2,411	7	19	,060

The result of the data in Table 4.6 showed that the significance of post-test between experiment and controll class was 0.060. Therefore, the data of post-test was homogenous because it was higher than 0.05.

c. T-Test

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS V 20 to know the significant difference between students' vocabulary mastery in experimental class and students' vocabulary mastery in control class. Next, the researcher used t-test to get empirical evidence about the effect of Personal Vocabulary Note technique on students' vocabulary mastery by using SPSS V 20. The researcher used the data from post-test of experiment and control classes, and gained score from both classes. The t-test result of post-test score both control and experiment class is presented in the figure below:

Table 4.7

The T-test Result of Post-test Sscore both Control and Experiment Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Experiment post-test	30	73,6667	8,60366	1,57081
	Control post-test	30	41,6667	9,67875	1,76709

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test experimet and control	Equal variances assumed	,134	,716	13,535	58	,000	32,000	2,364	27,267	36,732
	Equal variances not assumed			13,535	57,214	,000	32,000	2,364	27,265	36,732

The result of post-test both experiment and control class was conducted after doing the treatment. Based on the data in Table 4.7, it can be seen that there was a significant different between the experiment class (M= 73,6667 and SD= 8,60366) and control class (M= 41,6667 and SD= 9,67875).

Next, the researcher was compared t_{value} and t_{table} to know whether Personal Vocabulary Notes (PVN) technique in teaching vocabulary is effective to improve students' vocabulary or not. Reviewing to the data in Table 4.7, it shows the result of t_{value}= 13.535 with the Sig. (2 tailed)= 0.000. And t_{table} of 0.05 (5%) as the significance level is 1.671 with 58 degree of freedom (df). It can be found that t_{value} = 13.535> t_{table}

=1.671 and the Sign (2 tailed) is 0.000<0.005. it means that the Personal Vocabulary Note (PVN) technique is effective toward students' vocabulary mastery.

A.3 Hypothesis Test

The last calculation was testing the hypotheses. This was the crucial calculation to answer the problem formulation of this research that whether there is significant effect using of Personal Vocabulary Notes (PVN) technique on students' vocabulary mastery at the XI grades of students of MAS PAB 2 Helvetia? The conclusion is obtained as follows:

H_α: There is a significance difference of students' vocabulary mastery between students who are taught by personal vocabulary note technique and students who are taught without using personal vocabulary note technique.

H_o: There is no significance difference of students' vocabulary mastery between students who are taught by personal vocabulary note technique and students who are taught without using personal vocabulary note technique.

And then, the criteria of hypotheses test as follow:

1. $H_\alpha$is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) <0.05.
2. $H_0$is accepted if $t_o < t_{table,}$or if the Sig. (2-tailed) >0.05.

Based on the result of post-test experiment and control class, it can be found that $t_{value} = 13.535 > t_{table} = 1.671$ and in the significance level of 0.05 (5%) and the Sign. (2 tailed) is 0.000<0.005. To sum up, the $t_{value} > t_{table}$ and the Sign. (2 tailed) < 0.05, it

means that Hα is accepted. So, the researcher can be conclude that the Personal Vocabulary Note (PVN) technique is effective toward students' vocabulary mastery.

B. Discussion

Based on the analysis of data in eleventh grade students' of MAS PAB 2 Helvetia, there is significant effect in students' vocabulary mastery who are taught by using Personal Vocabulary Note technique. The result of the daya from the test divided pre-test and post-test. The students those were taught by using Personal Vocabulary Note technique had higher score than the students those who were taught without Personal Vocabulary Note technique.

Moreover, after being calculated the normality test by using SPSS V 20, it can be proved that the data of both experimental and control classes pre-test and post-test were distributed normal. It can be statde that the data of experimental and control class are much less than the calculation Lilliefors table which critical points of 30= 0.161 . The result of the data pre-test in experimental class is 0.180 while tha data of control class is 0.140 and the result of the data post-test in experimental class is 0.143 while the data of control 0.165. So, it can be conclude that the whole data used in this research were normal.

Next, based on the result of homogenity test, the data of both experimental and control classes were divided as the homogenous group of data. It can be seen from the results that the significance result of pre-test of both control and experiment classes are which is higher than significanct value 0.05 and the significance result of the post-test of both control and experiment classes are 0.162 which is higher than significant value 0.05. therefore, the groups of the data were

proved to be categorized as homogenous data.

In analyzing the data, the researcher analyzed the hypothesis of pre-test and post-test both experiment class and control class in order to know whether Personal Vocabulary Note technique is significant toward the students' vocabulary mastery or not. The researcher analysis by conducting t-test using SPSS V 20 with 5% (0.05) the significant level, then the criteria is $t_{value} > t_{table}$ or the sign. (2-tailed) < 0.05. The calculation showed that t_{value} got 13,535 and t_{table} is 1,671;the Sign. (2-tailed) is 0.000 < 0,05). Based on the criteria for the calculation, it means that the hypothesis null (H_O) is rejected and alternative hypothesis (H_α) is accepted. It can be conducted that there is a significant difference on students' vocabulary mastery by using Personal Vocabulary Note technique in learning process.

Based on the explanation above, the researcher concluded that the implementation of Personal Vocabulary Notes (PVN) technique had significant effect on students' vocabulary mastery especially the students of MAS PAB 2 Helvetia.

CHAPTER V

CLOSING

A. Conclusion

After doing the experiment in teaching vocabulary by ysing personal vocabulary note technique in experiment class and without using personal vocabulary note technique in control class, the researcher analyzed the data of the experiment, then the researcher continues to conclude the research. Based on the data which has been calculated, the researcher concludes that there is a significant difference of students' vocabulary mastery in experiment and controll class. The result showed that the gain score of experimental class which given Personal Vocabulary Notes (PVN) as a treatment was 34.00. Meanwhile the gain score of the controlled class without using Personal Vocabulary Notes (PVN) as a treatment was 16.40. It means that the gain score in experimental class was higher than in controlled class.

In short, it may be safely inferred from the above findings that Personal Vocabulary Notes (PVN) technique has significant effect on the students' vocabulary mastery.

B. Implication

Implication are drawn from the research finding. The discussion of the data from research finding points out that teaching and learning vocabulary by using personal vocabulary note technique is effective toward students' mastering in vocabulary. It was showed by the students' achievement in mastering vocabulary by using personal vocabulary note technique are performed better that

the students' who did not have the treatment of personal vocabulary note technique.

Moreover, it happened because the students have their own experience about the meaning of the vocabulary by make a sentence using that words. Then it will help them to remember a vocabulary easily.

C. Suggestions

Based on the result of the research, the researcher suggests as follows:

1. Stakeholder

   For the principle of MAS PAB 2 Hlevetia, it is good to motivate the teachers, especially English teacher to teach the students by using Personal Vocabulary Note technique.

2. Teacher

   For English teacher, the English teacher can use Personal Vocabulary Note technique as an alternative in learning vocabulary. Then to make the students became autonomous learner.

3. Researcher

   For the researcher, the researcher hopefully can be operated in conducting further research/ study for obtaining better result.

4. Further Researcher

   For other researcher, the result of this research can give information or reference about implementation of Personal Vocabulary Note technique in teaching vocabulary.

REFERENCES

Advanced Vocabulary Instruction in EFL, The Internet TESL Journal, Aly Anwar Amer,(2002), vol. VIII, No. 11.

An Empirical Research on Self-Learning Vocabulary, Theory and Practice in Language Studies. Luu Trong Tuan, (2011), Vol. 1, No. 12, pp. 1688-1695.

Arikunto, Suharsimi. 2002 *Prosedur Penelitian* .Jakarta: Rineka Cipta.

Ary, Donald. (2010). *Introduction To Research In Educatio*.Canada: Nelson Education, Ltd.

Bull, Victoria. (2008).*Oxford Learner's Pocket Dictionary*, New York: Oxford University Press.

Creswell, John W.(2012) Educational Research. Fourth Edition, United States of America: Pearson Education, Inc.

Garth, Andre. (2008.) Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It). Sheffield: Sheffield Hallam University.

G. Gebhard, Jerry. (1996) *Teaching English as a Foreign or Second Language, a Self development and Methodology Guide*. United States of America: The Univerity of Michigan Press.

Harmer, Jeremy. The Practice of English Language Teaching. London: Longman Group, 2007.

Heale, Roberta and Alison Twycross.(2015). Validity and Reliability in Quantitative Studies. Evid Based Nurs, 18.

Hiebert, Elfrieda H. and Michael L. Kamil, (2005) *Teaching and Learning Vocabulary; Bringing Research.* New Jersey: Lawrence Erlbaum Associates Inc.

Hornby, A.S. (2000) *Oxford Advance Learner's Dictionary,* 6th Edition, New York: Oxford University Press.

Ibnu Hajar Al-Asqalani, (2006), *Ringkasan Taribghib waTarhib*, Jakarta: Pustaka Azzam.

Lajnah Pentashih Mushaf Al-Qur'an, *Al-Jumanatul Ali Al-Qur'an dan Terjemahan*, (Bandung: CV Penerbit J-Art, 2004).

Longman, (2007), *Advance American Dictionary New Edition,* England: Pearson Education Limited.

Manser, Martin H. (2001) *Oxford Learner's Pocket Dictionary,* Hongkong: New Oxford University Press.

Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

Oxford Learner's Pocket Dictionary, (Oxford: Oxford University Press)

*Personal Vocabulary Notes.*The Internet TESL Journal, Joshua Kurzweil, (2002). Vol. VIII, No. 6.

Sanjaya Wina, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2006).

Stepherd, David L. (1973), *Vocabulary Meaning and Word Analysis*, *Comprehension High School Reading Methods,* USA: Bell and Howel Company, co.

Sudjana, nana,. (2007) *Penelitian dan Penilaian Pendidikan,* (Bandung: Sinar Baru Algensindo).

Tavakol, Mohsen and Reg Dennick,(2011)*Making Sense of Cronbach's Alpha*, International journal of Medical Education, 2.

Thornbury, Scott. (2002). *How to Teach Vocabulary.* Middlesex: Longman Pearson Education.

Vocabulary Teaching: Effective Methodologies. The Internet TESL Journal, Naveen Kumar Mehta. (2009),Vol. XV, No. 3.

Walters, JoDee and Neval Bozkurt.(2009) *The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition.Language Teaching Research. 13,4*

Website.

Yusuf Ali, Abdullah, English Translation of Al Quran . (Retrieved July 25, 2018) from www.alqur'an /English Trans.

APPENDIX I

LESSON PLAN FOR EXPERIMENT CLASS

School : MAS PAB 2 Helvetia

Subject : English

Class/Term : XI/ I

Material : Personal Letter

Skill : Vocabulary

Time Allocation : 2 × 45 Minutes

A. MAIN COMPETENCY

KI 1 : Living and practicing the religious teachings it embraces

KI 2 : Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world

KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related on the causes of phenomena and events, and applying procedural knowledge to specific field of study according to his or her talents and interests to solve problems

KI 4 : Processing, reasoning, and recruiting in the concrete realm and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

B. BASIC COMPETENCES AND INDICATORS

BASIC COMPETENCE	INDICATOR
1.1. Grateful for the opportunity to learn English as the language of instruction International communication embodied in the spirit of learning.	1.1.1 Conducting activities in earnest during the learning process as a form of gratitude to learn English as the language of instruction International communication embodied in the spirit of learning.
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	2.2.1 Carry out confident and responsible behavior in carrying out transactional communication with teachers and friends. 2.2.2 Completed tasks based on self-employment. 2.2.3 Perform responsible duties.
2.3 Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.	2.3.1 Implement the conduct of cooperation in carrying out group work with friends.

3.10 Analyze the social function, text structure, and linguistic elements of the personal letter texts.	3.10.1 Identify the characteristics of personal letter 3.10.2 Explain the use of personal letter
4.14 Capturing meaning in the text of personal letter about congratulation	4.14.1 Express the information of personal letter text 4.14.2 Express the meaning of the vocabulary in personal letter text
4.15 Arrange personal letter text by carrying out the social function, text structure, and linguistic elements based on the context.	4.15.1 Write a personal letter for various-side correctly

C. THE OBJECTIVES OF LEARNING

After the process of observing, questioning, gathering information / trying, associating, and communicating, learners can:

1. Analyze and identify the characteristics of personal letter.
2. Explain the use of personal letter about congrotulation.
3. Mention the linguistic elements and the structure of the text in the text through the activities of analyzing the social functions and language features of the personal letter about congrotulation texts in a disciplined manner.
4. Expressing the personal letter verbally, accurately, fluently, and thankfully through responsible group presentation activities.

D. MATERIAL

Personal Letter Text

- Social Function

  The function of personal letter is to establish close of personal relationship.

- Text Structure

  1. Express the purpose of personal letter
  2. Express the specific information of personal letter

- Language Feature

  1. Idioms and vocabulary that common used in personal letter
  2. Spelling and punctuation.

E. METHOD OF LEARNING

Personal Vocabulary Note (PVN) Technique.

F. SOURCE OF LEARNING

English book (Modul Pengayaan Bahasa Inggris)

G. LEARNING ACTIVITIES

Learning Activities	List of Activities	Time Allocation
Opening	- Teacher come into class and directly greet them in English so that the English environment can be created directly in the first meeting. - Teacher invites students to start learning process by reciting do'a. - Teacher checks the list of attendees	**10 minutes**
Main	Ask	**5 minutes**

Activity	- Students exchanged opinions with their friends.	
	Explore & Observe - Teacher introduce about PVN Technique and how to apply it. Then explain the material to be discussed today. Discussed about definition, Text Structure, Purpose, Language Features of personal letter. - The teacher give the chance for the students to share their opinion about personal letter. - Teacher doing question answer about the definition and function of personal letter. - Teacher explain the language feature and text structure of personal letter.	**30 minutes**
	Associate - Students are divided into 2 groups. - Each group get one example of personal letter - Each group discuss about their letter	**15 minutes**
	Communicate - Teacher give the chance to each group read their example of personal letter. - Teacher help the students to pronounce some word and explain the meaning - Teacher ask students to write difficult word from their friends' personal letter - Teacher ask students opinion about others groups'	**15minutes**

	personal letter.	
Closing	- Teachers provide opportunities to ask questions for students or convey something they do not yet understand. - Students write 5 words in their PVN - The teaher help the students to read their PVN if they need it - Master closes learning by making sure there are no questions, motivating and inviting students to pray together.	**15 minutes**

H. Assessment

a. Technique : Written essay test

b. Instrument : Enclosed

c. Scoring direction

Maximum score = 100

$$Students' score = \frac{The\ number\ of\ correct\ answers}{The\ number\ of\ question} \times 100$$

Helvetia, Desember 2018

Mengetahui

Kepala Sekolah	**Guru Mata Pelajaran**	**Peneliti**
Drs. H. M. Fauzi, M.A	**Decy Rahayu Sormin**	**Nur Azizah Lubis**

APPENDIX II

LESSON PLAN FOR CONTROL CLASS

School : MAS PAB 2 Helvetia

Subject : English

Class/Term : XI/ I

Material : Personal Letter

Skill : Vocabulary

Time Allocation : 2 × 45 Minutes

A. MAIN COMPETENCY

KI 1 : Living and practicing the religious teachings it embraces

KI 2 : Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world

KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related on the causes of phenomena and events, and applying procedural knowledge to specific field of study according to his or her talents and interests to solve problems

KI 4 : Processing, reasoning, and recruiting in the concrete realm and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

B. BASIC COMPETENCES AND INDICATORS

BASIC COMPETENCE	INDICATOR
1.1. Grateful for the opportunity to learn English as the language of instruction International communication embodied in the spirit of learning.	1.1.1 Conducting activities in earnest during the learning process as a form of gratitude to learn English as the language of instruction International communication embodied in the spirit of learning.
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	2.2.1 Carry out confident and responsible behavior in carrying out transactional communication with teachers and friends. 2.2.2 Completed tasks based on self-employment. 2.2.3 Perform responsible duties.
2.3 Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.	2.3.1 Implement the conduct of cooperation in carrying out group work with friends.
3.10 Analyze the social function,	3.10.1 Identify the characteristics of

text structure, and linguistic elements of the personal letter texts.	personal letter 3.10.2 Explain the use of personal letter
4.14 Capturing meaning in the text of personal letter about congratulation	4.14.1 Express the information of personal letter text 4.14.2 Express the meaning of the vocabulary in personal letter text
4.15 Arrange personal letter text by carrying out the social function, text structure, and linguistic elements based on the context.	4.15.1 Write a personal letter for various-side correctly

C. THE OBJECTIVES OF LEARNING

After the process of observing, questioning, gathering information / trying, associating, and communicating, learners can:

1. Analyze and identify the characteristics of personal letter.
2. Explain the use of personal letter about congrotulation.
3. Mention the linguistic elements and the structure of the text in the text through the activities of analyzing the social functions and language features of the personal letter about congrotulation texts in a disciplined manner.
4. Expressing the personal letter verbally, accurately, fluently, and thankfully through responsible group presentation activities.

D. MATERIAL

Personal Letter Text

- Social Function

  The function of personal letter is to establish close of personal relationship.

- Text Structure

  3. Express the purpose of personal letter
  4. Express the specific information of personal letter

- Language Feature

  5. Idioms and vocabulary that common used in personal letter about congratulation
  6. Spelling and punctuation.

E. METHOD OF LEARNING

Conventional Method (Metode Ceramah)

F. SOURCE OF LEARNING

English book (Modul Pengayaan Bahasa Inggris)

G. LEARNING ACTIVITIES

Learning Activities	List of Activities	Time Allocation
Opening	- Teacher come into class and directly greet them in English so that the English environment can be created directly in the first meeting. - Teacher invites students to start learning process by reciting do'a. - Teacher checks the list of attendees	**10 minutes**
Main	Ask	**5 minutes**

Activity	- Students exchanged opinions with their friends.	
	Explore & Observe - Teacherexplain the material to be discussed today. Discussed about definition, Text Structure, Purpose, Language Features of personal letter. - The teacher give the chance for the students to share their opinion about personal letter. - Teacher doing question answer about the definition and function of personal letter. - Teacher explain the language feature and text structure of personal letter.	**30 minutes**
	Associate - Teacher asks students to write a simple personal letter about congratulation to her/his friend they work in a team. - Teacherguides students through process of writing the personal letter	**15 minutes**
	Communicate - Teacher give the chance to each group read their example of personal letter. - Teacher help the students to pronounce some word and explain the meaning - Teacher ask students opinion about others groups' personal letter.	**15minutes**

Closing	- Teachers provide opportunities to ask questions for students or convey something they do not yet understand. - Master closes learning by making sure there are no questions, motivating and inviting students to pray together.	**15 minutes**

H. Assessment

a. Technique : Written essay test

b. Instrument : Enclosed

c. Scoring direction

Maximum score = 100

$$Students' score = \frac{The\ number\ of\ correct\ answers}{The\ number\ of\ question} \times 100$$

Helvetia, Desember 2018

Mengetahui

Kepala Sekolah	**Guru Mata Pelajaran**	**Peneliti**
Drs. H. M. Fauzi, M.A	**Decy Rahayu Sormin**	**Nur Azizah Lubis**

APPENDIX III

INSTRUMENT OF VALIDITY

Name: …….. **Class : …….**

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

Jl Halim no. 46

Jakarta 161325

January 24, 2014

Dear Wanda

Please let me express my deepest symphaties to you about your family. I wish shocked and shattered when heard about your father's accident two weeks ago. Your father has been lied down for ten days in the hospital. I can't even imagine what you have been going through for the past ten days. Your mother must take care of him in the hospital. She must be very tired.

As you know, you and I have been neighbors and friends for the past eight years. Your father was a kind-hearted person. He was so humble and respected by everyone who came into him, even that his neighbor. Your father and your family always help my mother and me if we need some help.

Wanda, please feel free to contact me if I can help in any way while you go through this very difficult time. I will always support you in any way.

Best wishes,

Dina

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

1. Express :
2. Shattered :
3. Accident :
4. Imagine :
5. Neighbors :
6. Person :
7. Humble :
8. While :
9. Difficult :
10. Support :

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

Jl Gajah Mada No. 25

Jakarta 10130

November 18, 2013

Dear Riska,

I know how very sad you are for the loss your father this morning. I heard that news two hours ago. I send my deepest condolences to you and your family. Please be strong in these tough moments of your life.

I also experienced the same situation. One thing I can only say is just enjoy the moments you have with your family, and as certain that you keep living without regrets. Please let us know if there's something I can do to somehow lessen the pain you feel in your heart. I will always be there for you .

Much love,

Zahra

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

11. News :
12. Hours :
13. Send :
14. Deepest :
15. Condolences :
16. Strong :
17. Enjoy :
18. Without :
19. Something :
20. Pain :

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

Jl. Diponegoro No. 28

Surabaya 32857

October 21, 2013

Dear Bayu,

It is very exciting to hear that you got a gold medal and scholarship in Canada as you won the 2013 Asian English Olympics. I send you my heartiest congrotulatins on your achievement. In fact, this good news doesn't surprise me because you are smart and dilligent. I believe you deserve it. My best wishes for your future.

Your friend,

Doni

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

21. Exciting :
22. Gold :
23. Scholarship :

24. Won :
25. Congrotulation :
26. Achievement :
27. Surprise :
28. Dilligent :
29. Deserve :
30. Future :

APPENDIX IV

Answer Key of Validitas Test

1. Express : mengutarakan/menyampaikan
2. Shattered : hancur
3. Accident : kecelakaan
4. Imagine : membayangkan
5. Neighbors : tetangga
6. Person : orang
7. Humble : sederhana/ rendah hati
8. While : saat/sementara
9. Difficult : sulit
10. Support : mendukung
11. News : berita
12. Hours : jam
13. Send : mengirimkan/ menyampaikan
14. Deepest : paling dalam
15. Condolences : belasungkawa
16. Strong : kuat
17. Enjoy : senang
18. Without : tanpa
19. Something : sesuatu
20. Pain : rasa sakit/sakit
21. Exciting : bergairah/ bersemangat
22. Gold : emas
23. Scholarship : beasiswa
24. Won : memenangkan
25. Congratulation: ucapan selamat
26. Achievement : prestasi/ pencapaian
27. Surprise : terkejut
28. Dilligent : rajin
29. Deserve : pantas
30. Future : masa depan

APPENDIX V

RESULT OF VALIDITY

Correlations

		soal1	soal2	soal3	soal4	soal5	soal6	soal7	soal8	soal9	soal10	soal11	soal12	soal13	soal14	soal15	soal16	soal17	soal18	soal19	soal20	soal21	soal22	soal23	soal24	soal25	soal26	soal27	soal28	soal29	soal30	skor
soal1	Pearson Correlation	1	,163	-,231	-,094	,127	-,369	,193	,054	,167	,125	-,251	-,315	,036	,680	,020	,256	-,073	-,203	,181	-,112	,001	,181	,184	,536**	,187	,026	,132	,364	-,056	,425*	,432*
	Sig. (2-tailed)		,292	,183	,594	,467	,736	,292	,758	,261	,473	,148	,952	,823	,608	,452	,136	,679	,242	,297	,522	,297	,347	,001	,281	,881	,449	,875	,736	,011	,009
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal2	Pearson Correlation	,163	1	-,137	,079	-,071	,160	-,134	-,043	,111	,145	-,075	-,369	,113	-,028	-,369	,152	-,194	-,321	,100	,024	,169	-,343	,187	,111	,151	,280	,079	-,320	-,256	,103	,181
	Sig. (2-tailed)	,292		,433	,654	,684	,360	,442	,808	,525	,406	,667	,060	,516	,874	,029	,384	,265	,060	,570	,890	,330	,525	,525	,524	,384	,654	,874	,146	,003	,290
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal3	Pearson Correlation	-,231	-,137	1	,244	,011	,317	,145	,168	-,304	,296	-,011	,369	-,036	,137	,244	-,037	,561**	-,362	,037	-,101	,269	,037	-,217	-,024	,336	,199	,013	,217	,098	-,057	,436*
	Sig. (2-tailed)	,183	,433		,156	,950	,064	,406	,334	,861	,121	,950	,034	,836	,433	,159	,832	,000	,022	,831	,562	,861	,831	,210	,891	,047	,251	,015	,210	,706	,745	,009
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal4	Pearson Correlation	-,094	,071	,244	1	-,205	,419	-,222	,526**	-,176	-,011	-,061	,365	,182	,222	,372	,081	-,018	-,165	,117	-,011	-,165	-,359	,050	,201	,201	,327	,284	,375	-,190	,289	,463
	Sig. (2-tailed)	,594	,684	,156		,239	,012	,200	,001	,312	,950	,729	,374	,295	,200	,081	,644	,612	,342	,504	,950	,372	,912	,774	,247	,247	,056	,098	,987	,598	,092	,016
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal5	Pearson Correlation	,127	,071	,011	-,205	1	,000	,075	,117	-,075	,138	-,337	,004	-,182	-,075	,169	,042	,156	,342	-,117	-,118	,019	,156	,226	,075	,360	,091	,035	,375	,236	,039	,397
	Sig. (2-tailed)	,467	,684	,950	,239		,999	,667	,504	,667	,428	,048	,981	,295	,667	,269	,810	,372	,810	,504	,505	,912	,372	,247	,667	,774	,644	,839	,987	,184	,859	,579
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal6	Pearson Correlation	-,056	,160	,317	,419	-,000	1	,196	,209	,025	,098	,289	,264	,009	,160	,289	,141	,678	,321	,343*	-,162	,269	,285	-,078	,147	,365*	,141	,228	,370	-,014	,112	,522**
	Sig. (2-tailed)	,738	,360	,064	,012	,999		,261	,227	,886	,736	,092	,126	,958	,360	,092	,416	,694	,060	,044	,297	,227	,217	,656	,398	,030	,416	,192	,116	,934	,525	,001
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal7	Pearson Correlation	,193	-,134	,145	-,222	,075	-,196	1	-,194	,528**	,296	,071	,147	-,248	-,134	,364*	-,152	,258	-,121	-,108	-,137	,269	,258	,028	,111	,151	,152	,218	-,328	,196	,324	,445**
	Sig. (2-tailed)	,290	,442	,406	,200	,667	,543		,265	,001	,086	,684	,400	,152	,442	,031	,384	,134	,490	,538	,433	,134	,134	,874	,525	,385	,384	,213	,874	,256	,058	,007
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal8	Pearson Correlation	,054	-,043	,168	,526**	-,117	,209	-,194	1	-,129	,037	-,158	,363	,394	-,108	-,168	,145	-,128	-,235	,168	,037	-,129	,000	,360	,145	,247	,259	-,196	,657**	,167		
	Sig. (2-tailed)	,756	,808	,334	,001	,504	,227	,265		,460	,831	,372	,057	,023	,538	,372	,407	,492	,174	,359	,831	,492	,969	,460	,1,000	,1,000	,497	,641	,134	,273	,745	,282
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal9	Pearson Correlation	,167	,111	-,304	-,176	,075	,025	,528**	-,129	1	,338	,075	,363	-,092	-,111	,327	,129	-,210	,126	-,145	,000	,126	-,197	,268	,340	,372	,118	,167	,025	,147	,394	
	Sig. (2-tailed)	,281	,525	,091	,312	,667	,885	,038	,460		,047	,667	,761	,734	,525	,247	,227	,469	,226	,446	,436	1,000	,440	,339	,058	,766	,027	,503	,339	,886	,358	,019	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal10	Pearson Correlation	,125	,145	,296	-,011	,138	,368	,296	,037	,338	1	,116	,224	-,193	,137	-,311	-,037	,158	-,362	-,360	,024	,269	,168	-,097	-,145	,367	,199	,171	,217	-,057	-,057	,361
	Sig. (2-tailed)	,473	,408	,123	,950	,428	,030	,086	,831	,047		,505	,195	,267	,433	,069	,832	,364	,020	,593	,905	,061	,334	,581	,408	,581	,251	,327	,210	,745	,745	,033
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal11	Pearson Correlation	-,251	-,075	-,011	-,061	-,337	,289	,071	-,158	,075	,116	1	,145	-,145	-,218	,265	,081	,253	,081	-,019	,118	,117	,117	-,231	-,176	-,360	-,165	-,089	,375	-,236	-,103	,305
	Sig. (2-tailed)	,148	,667	,950	,729	,048	,092	,684	,372	,667	,505		,344	,407	,209	,239	,644	,143	,644	,912	,505	,504	,504	,247	,312	,774	,342	,612	,987	,184	,598	,755
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal12	Pearson Correlation	-,015	-,369	,036	,206	-,074	,264	,147	,363	,224	,165	1	-,208	-,147	,165	-,048	,264	,054	-,179	,207	,048	,062	,207	,080	,053	,370	,082	,151	,363	,129	,129	,435*
	Sig. (2-tailed)	,932	,060	,834	,674	,691	,126	,400	,031	,761	,195	,344		,120	,400	,344	,702	,538	,303	,233	,781	,723	,233	,648	,761	,061	,639	,387	,781	,471	,471	,011
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal13	Pearson Correlation	,036	,113	-,036	,182	-,182	,009	,248	,394*	-,092	-,193	-,145	-,208	1	-,294	-,308	,013	-,128	,013	,394*	,278	-,129	,048	,052	-,092	-,092	,013	,219	-,092	-,168	-,168	,351
	Sig. (2-tailed)	,823	,516	,836	,295	,295	,959	,152	,023	,734	,267	,407	,120		,086	,072	,941	,463	,941	,023	,106	,463	,784	,724	,724	,724	,941	,207	,724	,332	,332	,040
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal14	Pearson Correlation	,090	,028	,137	,222	,075	,196	,134	,108	,111	,137	-,218	,147	-,294	1	,075	,152	,108	,152	,258	,145	,194	,108	,111	,167	,308	,257	,079	,111	,196	,259	,370
	Sig. (2-tailed)	,608	,874	,433	,200	,667	,300	,442	,538	,525	,433	,209	,400	,086		,667	,384	,538	,384	,134	,406	,265	,538	,525	,339	,074	,137	,654	,525	,543	,148	,588
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal15	Pearson Correlation	,120	,369	,244	,072	,169	,264	,364	,156	,201	,011	,205	,165	,308	,075	1	,264	,389	,081	,156	,393	,117	,253	,327	,201	,201	,327	,036	,327	,036	,419	,449**
	Sig. (2-tailed)	,492	,029	,158	,681	,269	,362	,031	,372	,247	,950	,239	,344	,072	,667		,246	,021	,644	,372	,020	,504	,143	,055	,247	,247	,056	,839	,055	,836	,012	,007
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal16	Pearson Correlation	,256	,152	-,037	,081	,042	,141	,152	,145	,073	-,037	,081	,040	,013	-,152	,264	1	,018	-,144	,145	-,274	,019	,145	-,023	,073	,140	,095	,059	,323	-,190	,141	,355*
	Sig. (2-tailed)	,138	,384	,832	,644	,813	,419	,384	,407	,677	,832	,644	,841	,941	,384	,240		,918	,410	,407	,115	,918	,407	,894	,677	,422	,587	,735	,059	,384	,588	,419	,035
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal17	Pearson Correlation	-,073	-,194	,561**	-,018	,156	,376	,258	-,129	,129	,158	,253	,361*	-,128	-,108	,389*	,018	1	-,235	,020	-,224	,169	,020	-,129	-,129	,258	,018	,219	,387*	-,057	,079	,359*
	Sig. (2-tailed)	,679	,065	,000	,912	,372	,964	,134	,462	,460	,364	,143	,038	,463	,538	,021	,918		,174	,909	,195	,359	,909	,460	,460	,134	,918	,208	,022	,746	,654	,034
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal18	Pearson Correlation	-,203	-,321	-,362*	-,165	,342	,321	-,121	-,235	-,210	-,362*	,081	-,179	,013	-,152	,081	-,144	-,235	1	,010	,031	-,362*	-,166	-,023	-,442**	,327	-,029	-,264	-,210	-,190	-,103	-,363*
	Sig. (2-tailed)	,242	,060	,020	,342	,810	,906	,490	,174	,226	,020	,644	,303	,941	,384	,644	,410	,174		,956	,843	,033	,535	,894	,008	,055	,867	,125	,226	,588	,588	,032
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal19	Pearson Correlation	,181	,100	,037	,117	-,117	,343*	,139	,168	,129	-,093	-,019	,207	,394*	-,258	-,168	,145	,020	,010	1	,037	,303	,000	,129	,129	,258	-,196	,091	,302	,076	-,057	,360*
	Sig. (2-tailed)	,297	,569	,831	,504	,504	,044	,536	,359	,460	,593	,912	,233	,023	,134	,372	,407	,909	,956		,831	,080	,000	,460	,460	,134	,535	,602	,1,000	,664	,745	,021
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal20	Pearson Correlation	-,112	,024	-,101	-,018	-,118	-,162	-,137	,037	-,145	,024	,118	-,048	,278	-,145	,393*	-,274	-,224	,031	,037	1	-,263	,037	,145	-,265	-,386	-,165	,269	-,324	-,057	-,205	-,134
	Sig. (2-tailed)	,522	,892	,562	,856	,505	,297	,433	,831	,406	,891	,505	,781	,106	,406	,020	,111	,195	,843	,831		,553	,831	,406	,123	,022	,372	,091	,081	,745	,674	,443
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal21	Pearson Correlation	,181	,169	,269	-,156	,019	,269	,258	-,129	,000	,238	,117	,362	-,126	,194	,117	,018	,169	-,362*	,000	-,093	1	,169	-,129	,129	,387	,018	-,164	,129	,343	-,057	,374
	Sig. (2-tailed)	,297	,539	,091	,372	,912	,227	,134	,492	1,000	,091	,504	,723	,490	,265	,504	,916	,359	,033	,000	,593		,359	,460	,460	,022	,916	,348	,460	,044	,745	,027
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal22	Pearson Correlation	,181	,343	,037	-,018	,156	,359	,258	,028	,129	,168	,117	,207	,048	,108	,263	,145	,020	,031	,037	,037	,169	1	,030	,129	,129	,018	,219	,258	,076	,209	,493**
	Sig. (2-tailed)	,297	,805	,831	,912	,372	,227	,134	,909	,460	,334	,504	,233	,784	,538	,143	,407	,909	,535	,000	,831	,359		,1,000	,460	,460	,918	,208	,134	,664	,227	,003
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal23	Pearson Correlation	,184	,187	,217	,050	,201	,370	,028	,360	,339	,217	-,231	,360	,092	,111	,327	,023	,129	,023	,129	,145	,129	,030	1	,048	,311	,023	,609	,286	,147	,698	,369
	Sig. (2-tailed)	,347	,339	,210	,774	,247	,116	,874	,033	,058	,591	,247	,048	,724	,525	,055	,894	,459	,894	,456	,406	,459	,864		,785	,083	,894	,1,000	,386	,398	,074	,061
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal24	Pearson Correlation	,539**	,111	,024	,201	,075	,147	,111	,000	,268	,145	,178	,363	,092	,167	,261	,373*	,129	,443**	,129	,265	,129	,129	,048	1	,268	,029	,118	,340	,270	,516**	,469**
	Sig. (2-tailed)	,001	,525	,891	,247	,667	,398	,525	1,000	,266	,406	,312	,761	,724	,339	,241	,027	,460	,008	,460	,123	,460	,460	,785		,266	,864	,503	,186	,116	,002	,015
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal25	Pearson Correlation	,187	,111	,336*	,206	,050	,360*	,111	,000	,340*	,097	-,050	,320	-,092	,020	,261	,140	,258	,327	,258	,398*	,387*	,129	,129	,071	,268	1	,140	,118	,340	,147	,593**	,539**
	Sig. (2-tailed)	,281	,525	,047	,247	,774	,019	,525	1,000	,046	,581	,774	,061	,724	,874	,241	,422	,134	,055	,134	,022	,022	,460	,683	,696		,422	,503	,186	,398	,819	,062
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal26	Pearson Correlation	,026	,280	,199	,327	-,091	,141	,152	,145	,073	,199	-,165	,362	,013	,257	,327	,095	,018	-,029	-,196	-,165	,018	,018	-,023	,023	,140	1	,033	,257	-,226	,262	,425*
	Sig. (2-tailed)	,881	,094	,251	,055	,644	,419	,384	,407	,327	,251	,342	,039	,941	,137	,055	,587	,918	,867	,535	,372	,918	,918	,894	,894	,422		,850	,137	,204	,129	,011
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal27	Pearson Correlation	,132	,079	,410*	,284	-,035	,226	,218	,347*	,118	,171	-,089	,151	,219	-,079	,335	,083	,219	-,264	,091	,290	-,164	,219	,030	,118	-,118	,033	1	,236	-,291	,104	,443**
	Sig. (2-tailed)	,448	,654	,015	,096	,839	,192	,210	,041	,500	,327	,612	,387	,207	,654	,039	,637	,208	,125	,602	,091	,348	,208	,865	,500	,500	,850		,170	,091	,551	,008
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal28	Pearson Correlation	,304	-,320	,217	,075	-,075	,270	-,028	,259	,167	,217	,075	,363	-,092	-,111	,327	,323	,387*	-,210	,000	-,024	,129	,258	-,286	,049	,340	,257	,239	1	-,221	,147	,469**
	Sig. (2-tailed)	,075	,074	,210	,667	,667	,116	,874	,134	,339	,210	,667	,761	,724	,525	,055	,594	,022	,226	1,000	,891	,460	,134	,096	,780	,786	,137	,173		,202	,398	,015
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal29	Pearson Correlation	-,056	-,256	,098	-,108	,230	-,014	,196	-,196	,025	-,057	-,236	,129	-,168	,196	,036	-,190	-,057	-,190	,076	-,057	,343*	,076	-,147	,270	,147	-,226	-,291	-,221	1	,141	,333
	Sig. (2-tailed)	,736	,140	,700	,598	,184	,934	,256	,259	,886	,745	,598	,471	,332	,259	,839	,588	,745	,588	,664	,745	,044	,664	,398	,116	,398	,204	,109	,202		,419	,052
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
soal30	Pearson Correlation	,425*	,103	-,057	,289	-,039	,112	,324	-,057	,147	-,057	-,103	,129	-,168	,259	,419	,141	,079	-,103	-,057	-,205	-,057	,209	,698**	,516**	,262	,104	,147	-,141	1	,478**	
	Sig. (2-tailed)	,011	,555	,745	,092	,855	,521	,058	,745	,398	,745	,558	,471	,332	,148	,012	,419	,654	,558	,745	,238	,745	,227	,574	,002	,319	,129	,551	,398	,419	,003	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
skor	Pearson Correlation	,432**	,181	,436**	,463**	,397*	,522**	,445**	,167	,394*	,361*	,305	,435**	,351*	,370*	,449**	,355*	,359*	,363*	,360*	,134	,374*	,493**	,369*	,469**	,539**	,425*	,443**	,469**	,333	,478**	1
	Sig. (2-tailed)	,009	,290	,009	,016	,019	,001	,007	,282	,019	,033	,755	,011	,040	,028	,007	,035	,034	,032	,021	,443	,027	,003	,014	,015	,001	,011	,008	,015	,052	,004	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

APPENDIX VI

RESULT OF RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	35	100,0
	Excluded[a]	0	,0
	Total	35	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,672	31

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	36,6571	64,467	,381	,658
item2	36,4286	66,723	,130	,670
item3	36,5714	64,546	,384	,658
item4	36,5143	64,904	,354	,660
item5	36,8857	67,281	,040	,673
item6	36,5429	63,903	,478	,654
item7	36,4286	64,840	,407	,659
item8	36,4857	66,610	,133	,670
item9	36,6000	64,835	,341	,660
item10	36,5714	65,134	,308	,662
item11	36,5143	67,610	-,003	,675
item12	36,4571	64,903	,380	,660
item13	36,3714	67,887	-,035	,675
item14	36,9714	67,499	,019	,674
item15	36,5143	64,551	,401	,658
item16	36,6857	65,104	,299	,662

item17	36,4857	65,316	,309	,662
item18	36,6857	71,104	-,415	,693
item19	36,4857	65,081	,341	,661
item20	36,5714	69,134	-,192	,683
item21	36,4857	65,198	,325	,662
item22	36,4857	64,375	,439	,657
item23	36,8000	67,988	-,052	,677
item24	36,6000	64,718	,356	,659
item25	36,6000	63,894	,462	,655
item26	36,6857	64,516	,373	,658
item27	36,6286	64,417	,390	,658
item28	36,6000	64,718	,356	,659
item29	36,5429	67,785	-,026	,676
item30	36,5429	64,255	,431	,657
score	18,6000	16,953	1,000	,622

APPENDIX VII

QUESTION OF PRE-TEST AND POST TEST

Name: …….. **Class : …….**

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

Jl Halim no. 46

Jakarta 161325

January 24, 2014

Dear Wanda

Please let me express my deepest symphaties to you about your family. I wish shocked and shattered when heard about your father's accident two weeks ago. Your father has been lied down for ten days in the hospital. I can't even imagine what you have been going through for the past ten days. Your mother must take care of him in the hospital. She must be very tired.

As you know, you and I have been neighbors and friends for the past eight years. Your father was a kind-hearted person. He was so humble and respected by everyone who came into him, even that his neighbor. Your father and your family always help my mother and me if we need some help.

Wanda, please feel free to contact me if I can help in any way while you go through this very difficult time. I will always support you in any way.

Best wishes,

Dina

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

1. Express :
2. Accident :
3. Imagine :
4. Person :
5. Humble :
6. Difficult :
7. Support :

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

Jl Gajah Mada No. 25

Jakarta 10130

November 18, 2013

Dear Riska,

I know how very sad you are for the loss your father this morning. I heard that news two hours ago. I send my deepest condolences to you and your family. Please be strong in these tough moments of your life.

I also experienced the same situation. One thing I can only say is just enjoy the moments you have with your family, and as certain that you keep living without regrets. Please let us know if there's something I can do to somehow lessen the pain you feel in your heart. I will always be there for you .

Much love,

Zahra

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

8. News :
9. Send :
10. Strong :
11. Without :
12. Something :

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

Jl. Diponegoro No. 28

Surabaya 32857

October 21, 2013

Dear Bayu,

It is very exciting to hear that you got a gold medal and scholarship in Canada as you won the 2013 Asian English Olympics. I send you my heartiest congrotulatins on your achievement. In fact, this good news doesn't surprise me because you are smart and dilligent. I believe you deserve it. My best wishes for your future.

Your friend,

Doni

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

13. Exciting :
14. Gold :
15. Won :
16. Congrotulation:
17. Achievement :
18. Surprise :
19. Dilligent :
20. Future :

APPENDIX VIII

Answer Key of Pre-Test and Post-Test

1. Express : mengutarakan/menyampaikan
2. Accident : kecelakaan
3. Imagine : membayangkan
4. Person : orang
5. Humble : sederhana/ rendah hati
6. Difficult : sulit
7. Support : mendukung
8. News : berita
9. Send : mengirimkan/ menyampaikan
10. Strong : kuat
11. Without : tanpa
12. Something : sesuatu
13. Exciting : bergairah/ bersemangat
14. Gold : emas
15. Won : memenangkan
16. Congratulation: ucapan selamat
17. Achievement : prestasi/ pencapaian
18. Surprise : terkejut
19. Dilligent : rajin
20. Future : masa depan

APPENDIX IX

TABLE OF LILIEFORS (L)

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX X

TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX XI

TABLE OF R DISTRIBUTION

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

APPENDIX XII

RESEARCH DOCUMENTATATION

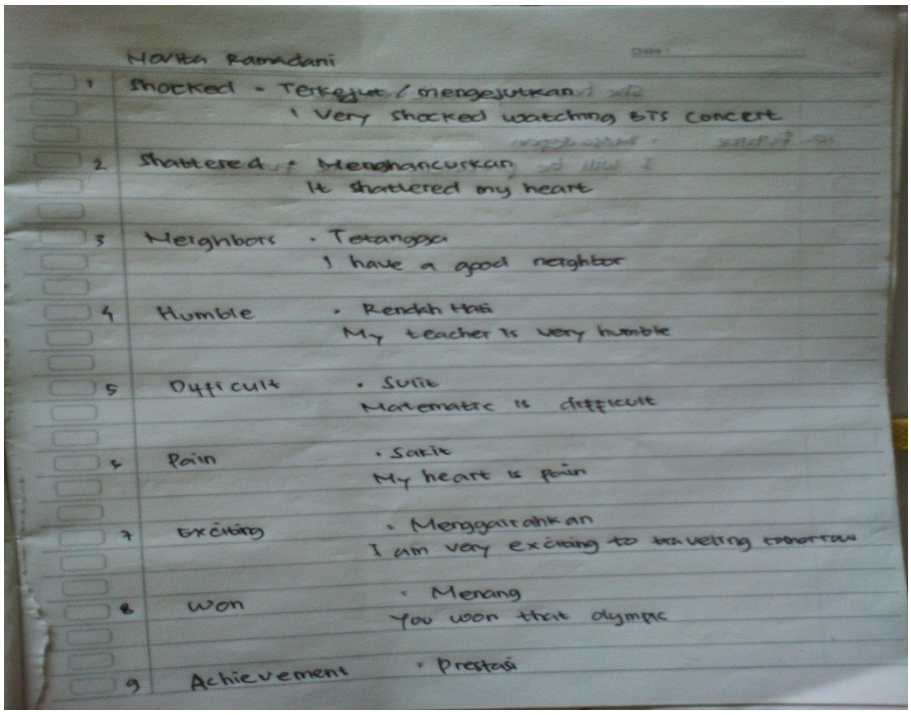
Picture 1. Pre-test in Experiment Class

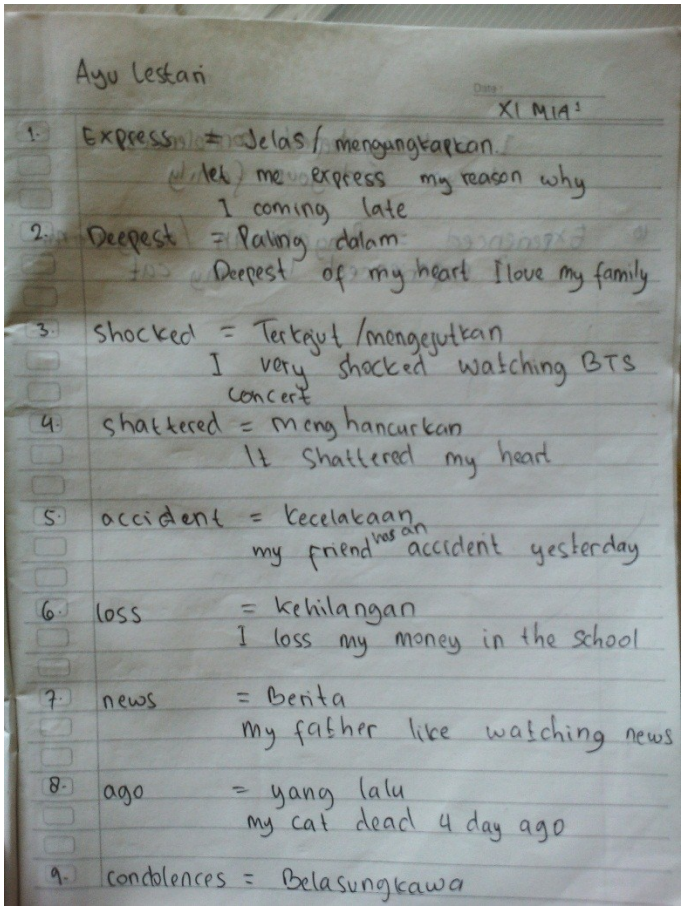
Picture 2. Pre-test in Control Class

Picture 3 Post-test in Control Class

Picture 4 Post-test inExperiment Class

Picture 5 Some Example of Students' Personal Vocabulary Note

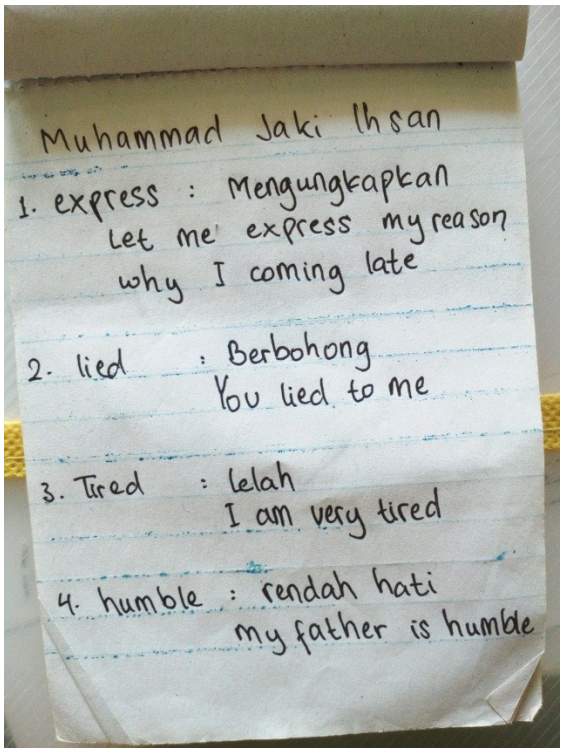




Ayu Lestari

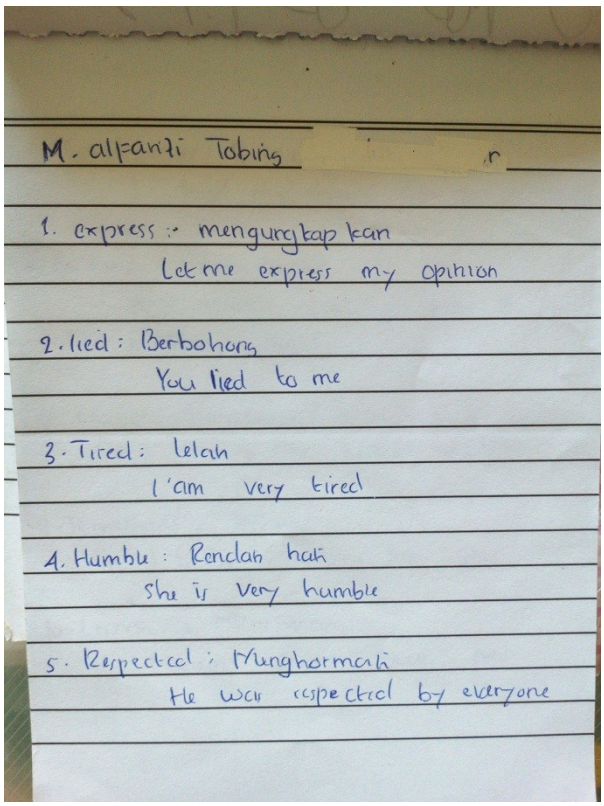
XI MIA 1

1. Express = Jelas / mengungkapkan
   let me express my reason why I coming late
2. Deepest = Paling dalam
   Deepest of my heart I love my family
3. Shocked = Terkejut / mengejutkan
   I very shocked watching BTS concert
4. Shattered = meng hancurkan
   It shattered my heart
5. accident = kecelakaan
   my friend was an accident yesterday
6. loss = kehilangan
   I loss my money in the school
7. news = Berita
   my father like watching news
8. ago = yang lalu
   my cat dead 4 day ago
9. condolences = Belasungkawa



Muhammad Jaki Ihsan

1. express : Mengungkapkan
   Let me express my reason why I coming late
2. lied : Berbohong
   You lied to me
3. Tired : lelah
   I am very tired
4. humble : rendah hati
   my father is humble



M. alfanti Tobing

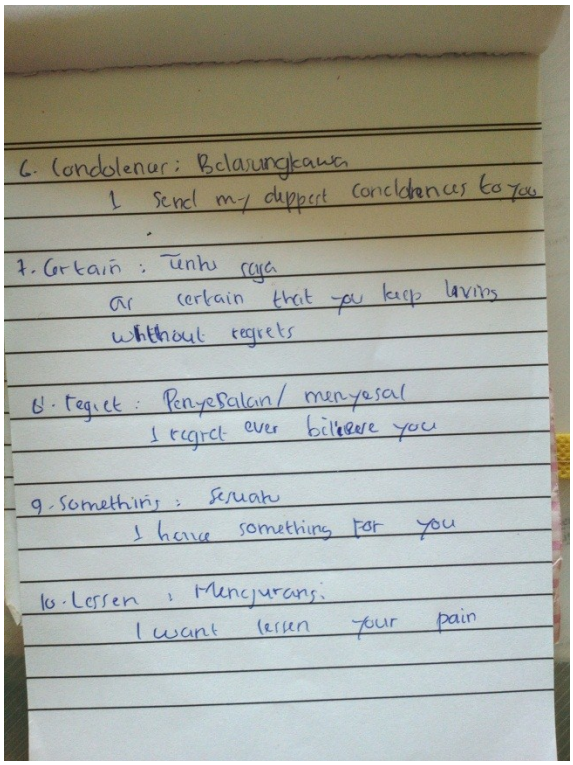
1. express : mengungkapkan
   Let me express my opinion

2. lied : Berbohong
   You lied to me

3. Tired : lelah
   I'am very tired

4. Humble : Rendah hati
   She is very humble

5. Respected : Menghormati
   He was respected by everyone



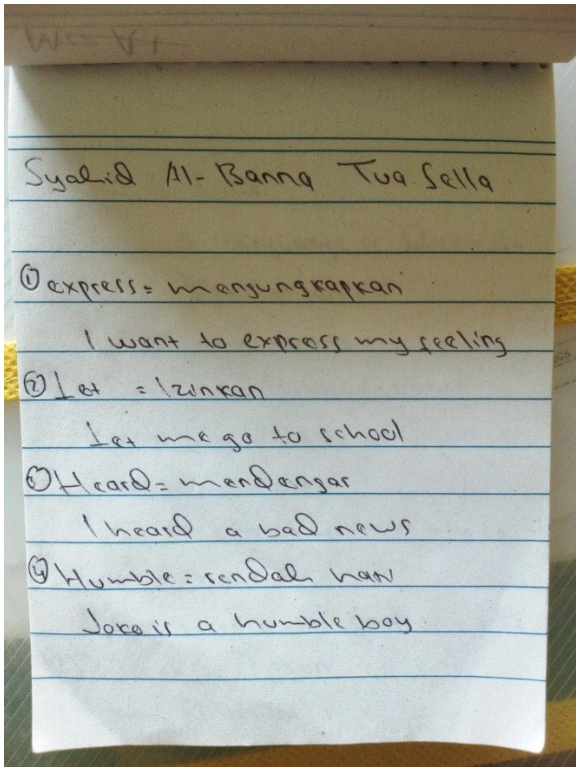
6. Condolence : Belasungkawa
   I send my support condolences to you

7. Certain : Yakin
   Ar certain that you keep loving without regrets

8. Regret : Penyesalan / menyesal
   I regret ever believe you

9. Something : Sesuatu
   I have something for you

10. Lessen : Mengurangi
    I want lessen your pain



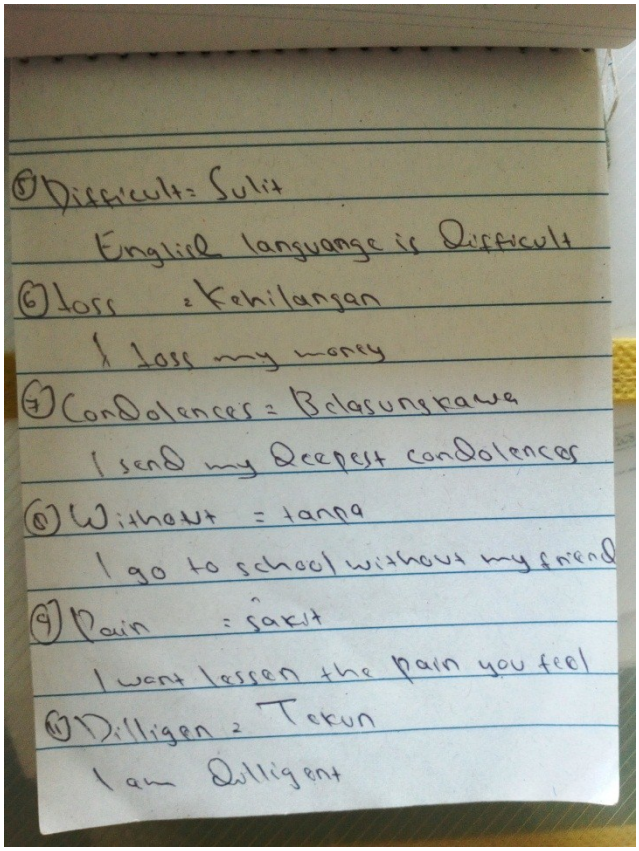
Syahid Al-Banna Tua Sella

① express = mengungkapkan
I want to express my feeling

② Let = Izinkan
Let me go to school

③ Heard = mendengar
I heard a bad news

④ Humble = rendah hati
Joko is a humble boy



⑤ Difficult = Sulit
English language is Difficult

⑥ loss = Kehilangan
I loss my money

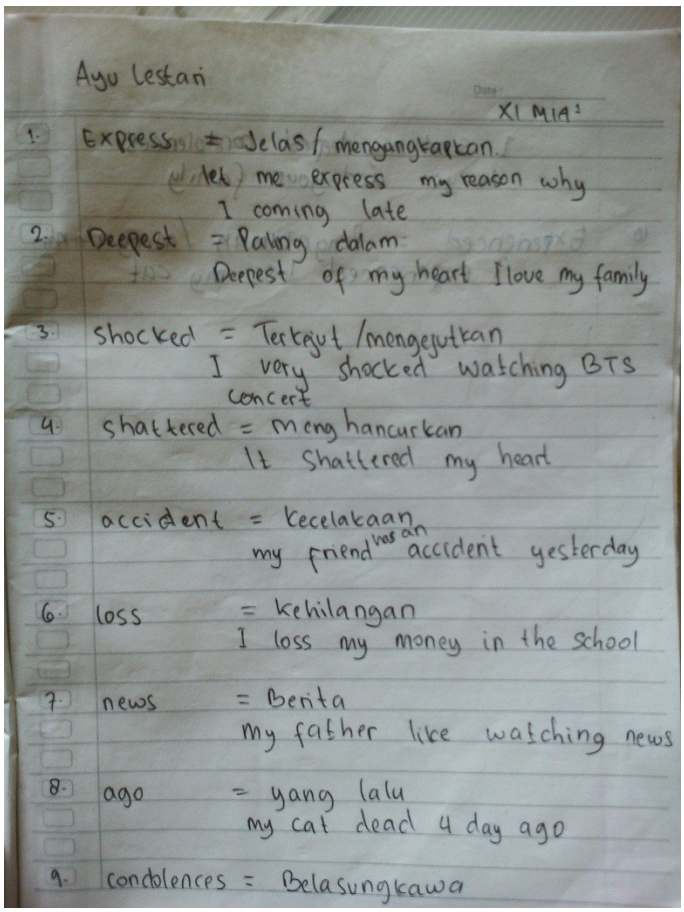
⑦ Condolences = Belasungkawa
I send my Deepest condolences

⑧ Without = tanpa
I go to school without my friend

⑨ Pain = sakit
I want lessen the pain you feel

⑩ Dilligen = Tekun
I am Dilligent

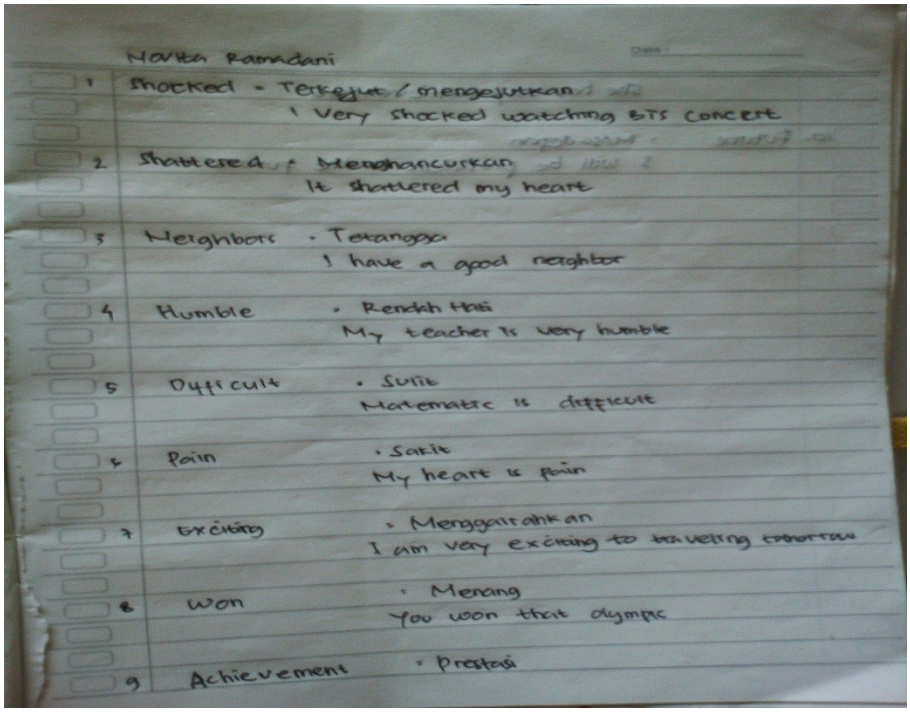
Picture 5 Some Example of Students' Personal Vocabulary Note



Ayu Lestari

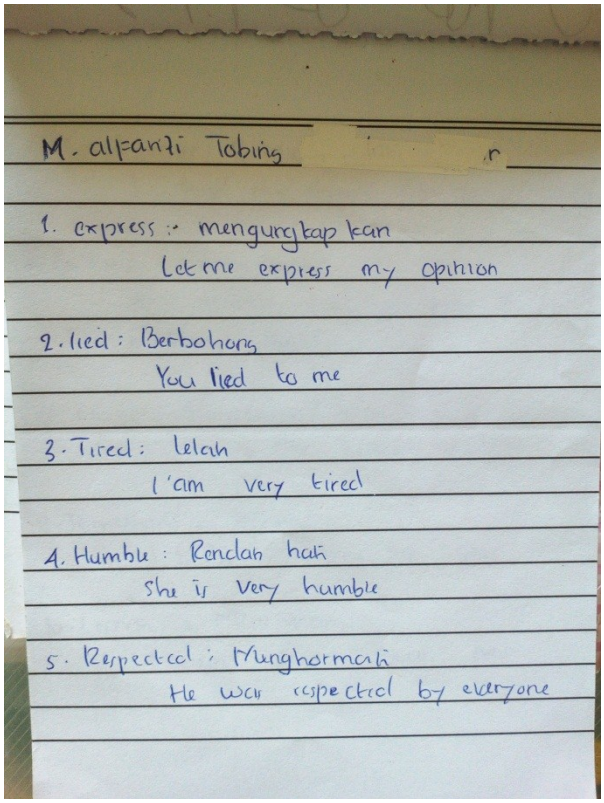
XI MIA 1

1. Express = Jelas / mengungkapkan
   let me express my reason why I coming late
2. Deepest = Paling dalam
   Deepest of my heart I love my family
3. Shocked = Terkejut / mengejutkan
   I very shocked watching BTS concert
4. Shattered = menghancurkan
   It shattered my heart
5. accident = kecelakaan
   my friend was an accident yesterday
6. loss = kehilangan
   I loss my money in the school
7. news = Berita
   My father like watching news
8. ago = yang lalu
   my cat dead 4 day ago
9. condolences = Belasungkawa



Nayla Ramadani

1. Shocked - Terkejut / mengejutkan
   I Very shocked watching BTS concert
2. Shattered - Menghancurkan
   It shattered my heart
3. Neighbors - Tetangga
   I have a good neighbor
4. Humble - Rendah Hati
   My teacher is very humble
5. Difficult - Sulit
   Matematic is difficult
6. Pain - Sakit
   My heart is pain
7. Exciting - Menggairahkan
   I am very exciting to traveling tomorrow
8. Won - Menang
   You won that olympic
9. Achievement - Prestasi



M. alfanti Tobing

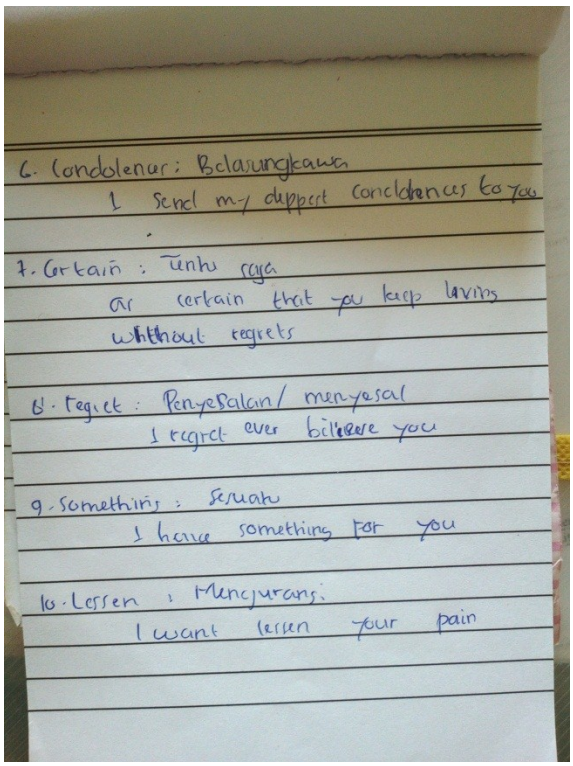
1. express : mengungkapkan
   Let me express my opinion

2. lied : Berbohong
   You lied to me

3. Tired : lelah
   I'am very tired

4. Humble : Rendah hati
   She is very humble

5. Respected : Menghormati
   He was respected by everyone



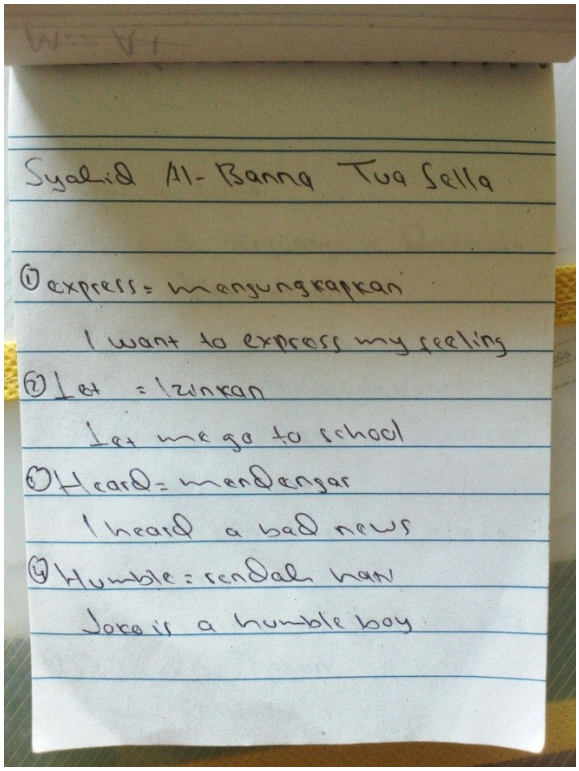
6. Condolence : Belasungkawa
   I send my support condolences to you

7. Certain : Yakin
   Ar certain that you keep loving
   without regrets

8. Regret : Penyesalan / menyesal
   I regret ever believe you

9. Something : Sesuatu
   I have something for you

10. Lessen : Mengurangi
    I want lessen your pain



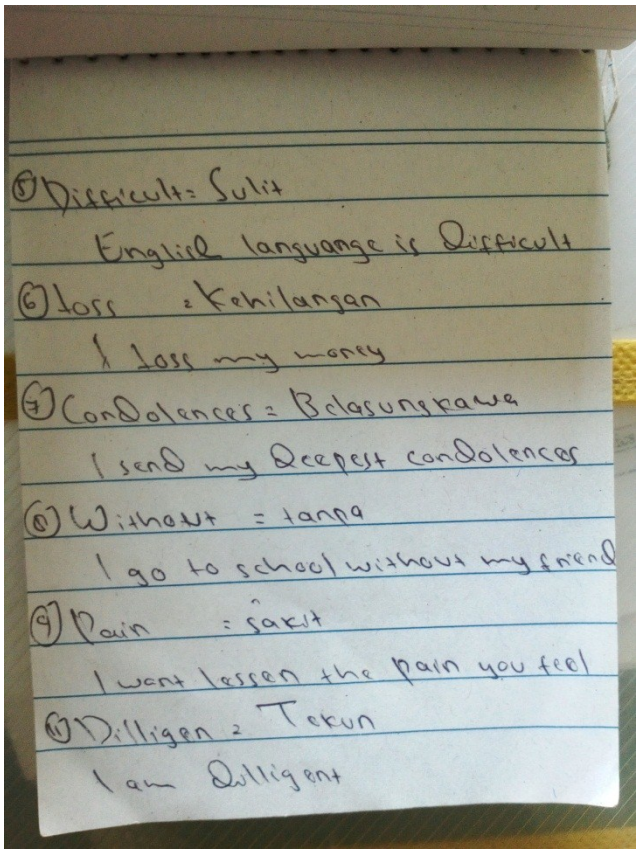
Syahid Al-Banna Tua Sella

① express = mengungkapkan
I want to express my feeling

② Let = Izinkan
Let me go to school

③ Heard = mendengar
I heard a bad news

④ Humble = rendah hati
Jeka is a humble boy



⑤ Difficult = Sulit
English language is Difficult

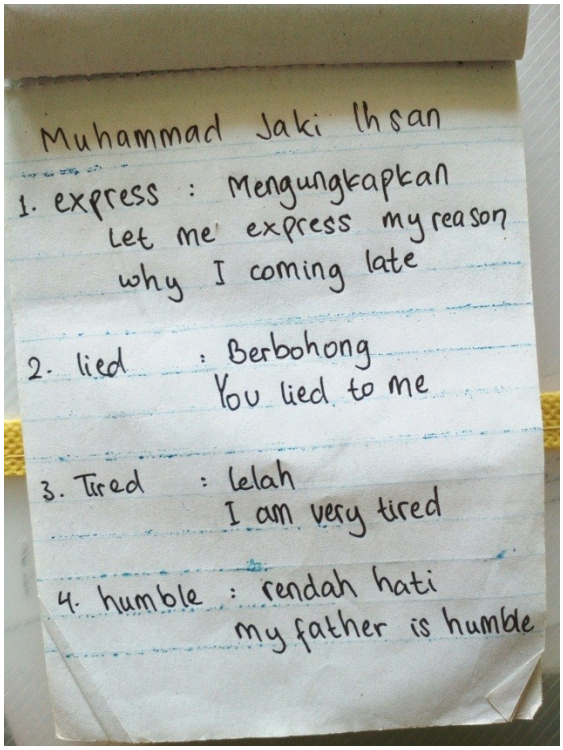
⑥ Loss = Kehilangan
I loss my money

⑦ Condolences = Belasungkawa
I send my Deepest condolences

⑧ Without = tanpa
I go to school without my friend

⑨ Pain = sakit
I want lessen the pain you feel

⑩ Dilligen = Tekun
I am Dilligent


Muhammad Jaki Ihsan
1. express : Mengungkapkan
Let me express my reason
why I coming late
2. lied : Berbohong
You lied to me
3. Tired : lelah
I am very tired
4. humble : rendah hati
my father is humble