

CHAPTER I

A. Background

The important thing of learning English is a good communication among human being. A communication will be achieved normally if speaker and listener get deal about the content of conversation. Deal of conversation will be gotten when both speaker and listener have rich vocabulary. Vocabulary will make people do anything in many fields. As supported by wordsmart.com, it is explained that an educated vocabulary enables you to get your message across more effectively. Having a good range of vocabulary adds richness to your speech and allows you to communicate more effectively. Building an educated vocabulary will leave people knowing exactly what your message was and not with just some vague idea.

Vocabulary is the first stage in any language learning. Vocabulary is important to improve language learning process. Commonly, students cannot compose a sentence or phrase in speaking even writing and reading because they are poor in vocabulary.

Unfortunately, in teaching and learning process, there are many students who feel that understanding vocabulary is something bored and difficult to be mastered. Of course, the teacher needs a technique to teach it. Based on Brown (1992: 12), he explains that a technique is specific activities manifested in the classroom that is consistent with a method and therefore is in harmony with an

approach as well. A technique that is expected to motivate teaching and learning process, especially on understanding vocabulary is personal vocabulary notes.

Personal vocabulary notes is a planning for making students work in group in improving their vocabulary. According to Kurzweil (2002), a personal vocabulary note is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. Even it named a personal vocabulary notes, but in applying it, students will ask and solve the problem each other.

Based on problems above, this research entitles: “Student’s Responses on Personal Vocabulary Notes to Improve Student’s Understanding Vocabulary” (A Descriptive Study at Grade VII, MTs. SA Syifaurrahman Tasikmalaya).



B. Research Problem

Based on Sugiyono (2008:57), he explains that a research question is a question that should be verified for its answer through collecting data. Based on the title above this research takes problem questions as follows:

1. What are student's responses toward personal vocabulary note (PVN) on understanding vocabulary?
2. What are the teacher's experiences of teaching personal vocabulary notes (PVN) on understanding vocabulary?
3. What the factors affecting Students on understanding vocabulary by using personal vocabulary notes (PVN)?

C. Research Purposes

According to the research problems above, this research will take the purposes of research which divided into three purposes:

1. To identify student's responses toward personal vocabulary note (PVN) on understanding vocabulary.
2. To identify the teacher's experiences in teaching personal vocabulary notes (PVN) on understanding vocabulary.
3. To identify the factors affecting Students on understanding vocabulary by using personal vocabulary notes (PVN).

D. Research Significance

The significances of this research are as follows:

1. It is expected that the result of this research can motivate and improve students to enrich vocabulary.
2. It can contribute to increase joyful teaching technique.
3. It can be used to basic research for the next study, especially in vocabulary aspect.

E. Clarification of Terms

1. Vocabulary

According to Patel (2008: 3), vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print.

2. Personal Vocabulary Notes

Based on Kurzweil (2002), it is explained that Personal Vocabulary Notes is very straightforward that encourages students to write words in their native language when they do not know how to say the English word.

F. Rationale

Based on Sekaran (1992) in (Sugiyono, 2008: 91) explains that Rationale is conceptual model about how theory relates to some factors that have been identified as important problems. The following explanations are related to personal vocabulary notes and word analogies game.

According to Yopp (2009: 15), student's knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content. As classroom teachers know, students have difficulty understanding and expressing the concepts and principles of the content areas if they do not know the specialized vocabulary that represents those concepts and principles.

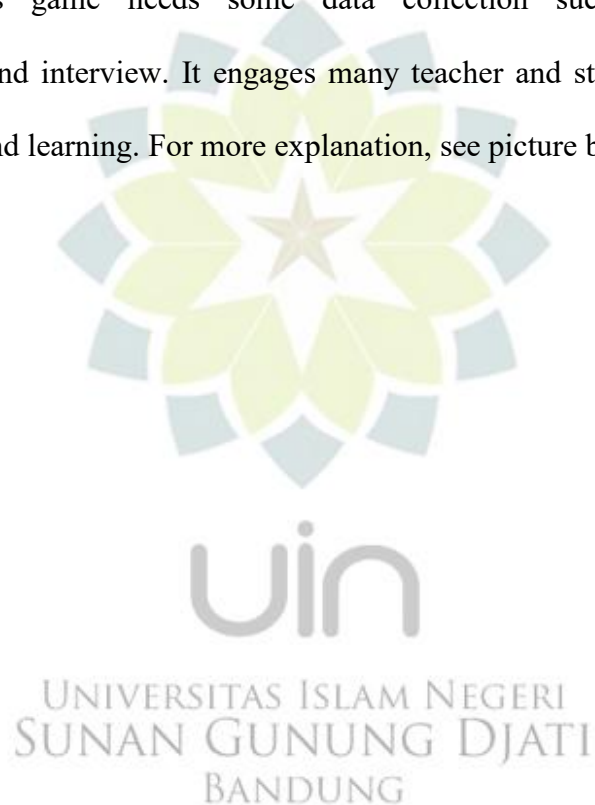
According to Kurzweil (2002), a personal vocabulary note is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. One of the first activities that I do and one which I do again and again is simply having students tell each other about the new words they learned. I usually put the following standard classroom questions on the board and have them talk to several different partners.

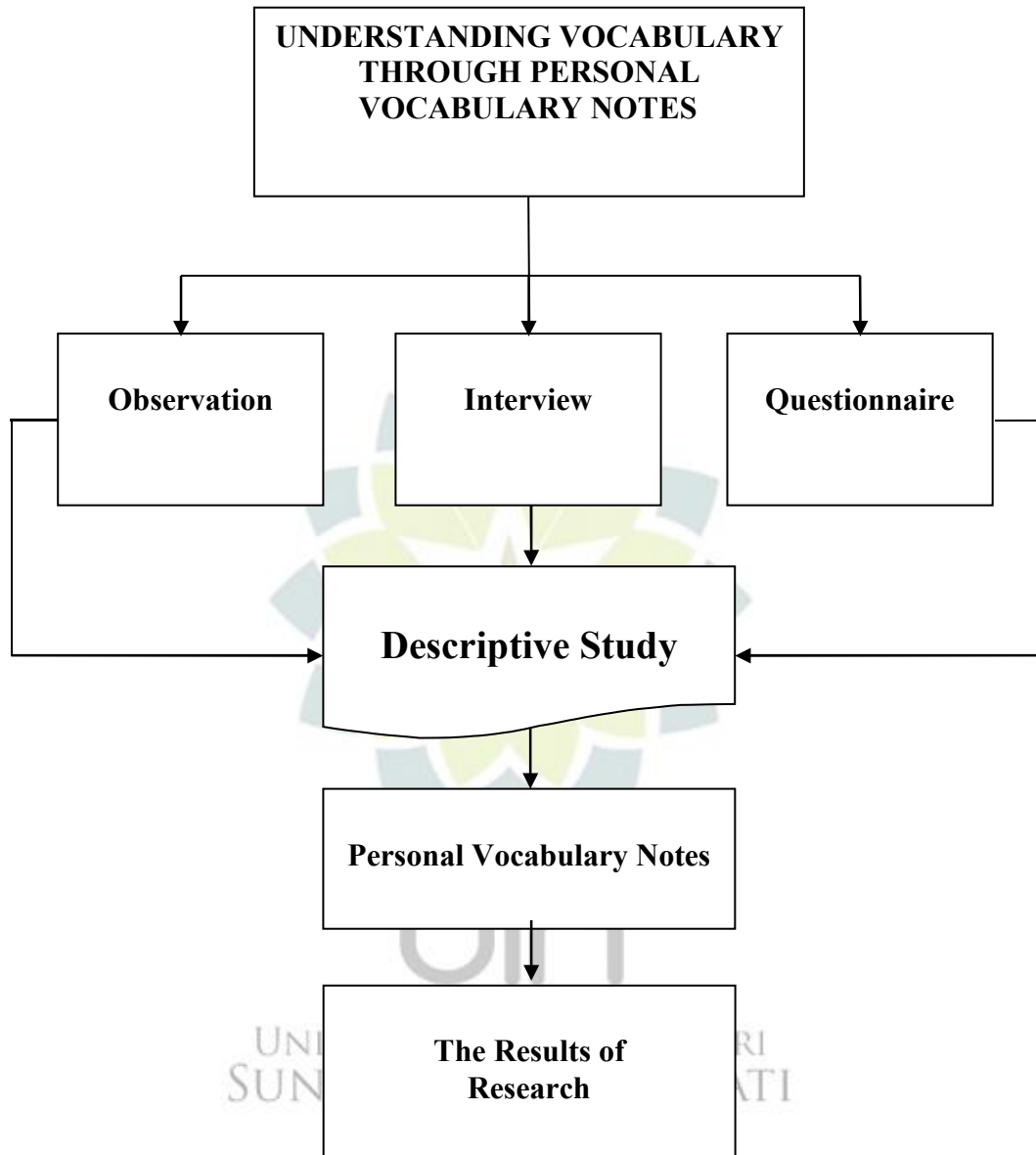
The Pattern of Personal Vocabulary Note

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. I have found that students feel their need to "learn more vocabulary" greatly satisfied by this simple activity.

To get teacher and students' responses in teaching English process, especially on understanding vocabulary through personal vocabulary note and word analogies game needs some data collection such as observation, questionnaire, and interview. It engages many teacher and students' activities in their teaching and learning. For more explanation, see picture below:





Picture 1.1 The Schema of Research

G. Research Methodology

1. Kind of Approach

Type of data used in this research is qualitative. Moleong (2006: 6) suggested that qualitative research is research which purpose to comprehend the phenomenon on what that faced by research subject, such as attitude, perception, motivation, action, and else holistically by using description in words or language on special context and natural and using several natural methods.

2. Kind of Method

Method of collecting data that used in this research is descriptive study. Based on Seliger (2001: 124) explains that descriptive involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. It is used to know the result of picture and written stories in this research.

3. Data Source

Data source used in method of collecting data are as follows:

a. Research Location

This research will be located in MTs. SA Syifaurrehman Tasikmalaya, West Java Province. This research chooses that school because that school is one of favorite school. In addition, the writer had ever studied there.

b. Population and sample

1) Population

Nawawi (1983) cited in Subana (2000:24). He explains that population is totally object of research that consists of human, thing, animal, vegetation, indication, values, and even as data source that represents certain characteristic in a research.

This research chooses Junior High School in MTs. SA Syifaurrehman Tasikmalaya as the population that has total population 43 students.

2) Sample

According to Subana (2000: 25), he explains that sample is a method to take representative sample of the population. This research chooses twelve Students of Junior High School in MTs. SA Syifaurrehman Tasikmalaya. This sample are taken based on the purposeful sampling or criterion-based selection that all things such as people, background, setting and special events can give important information (Alwasilah, 2002:146).

This research chooses one class in Junior High School of MTs. SA Syifaurrehman Tasikmalaya because the students of class VII consists of one class.

Sample Class	Aspect	Number
VIII	Personal Vocabulary Note	12

Table 1.2 The number of students sample in MTs. SA Syarifurrahman Tasikmalaya

4. Technique of Collecting Data

The specific instruments and techniques that used to collect the data in this research are questionnaire and interview. To make clear about those terms, it can be seen below:

a) Observation

Hadi (1986) cited in (Sugiyono, 2008: 103) explains that observation makes up a complex process involves tracking and thought. The observation data is taken from general descriptions of school and the students and teacher activities in the classroom. The results of this observation are to know situations and condition both general description of school and the process of teaching and learning English objectively. Observation is done for three meetings.

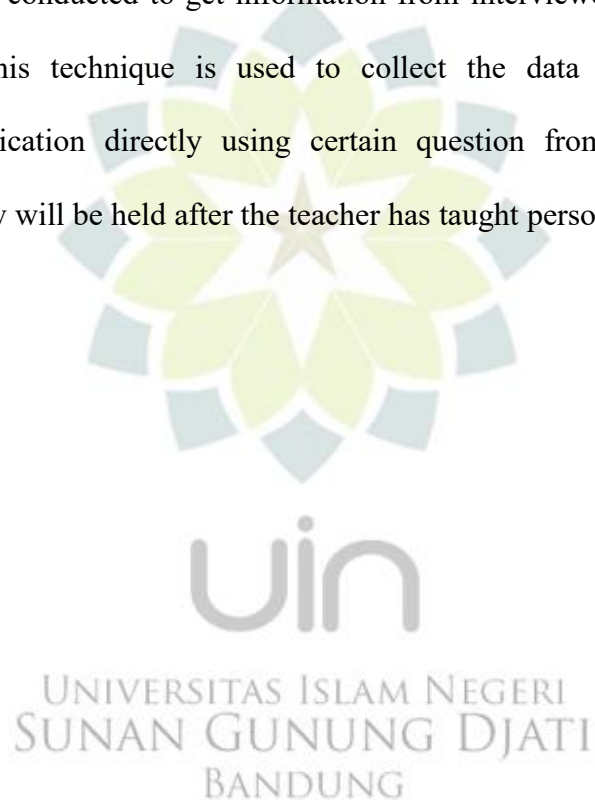
b) Questionnaire

Based on Brown cited in Dornyei (2001: 6) explains that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

Questionnaire that will be used in this research is about personal vocabulary note. This collecting data is used to know students' responses. The questionnaire will be held after observation has already done.

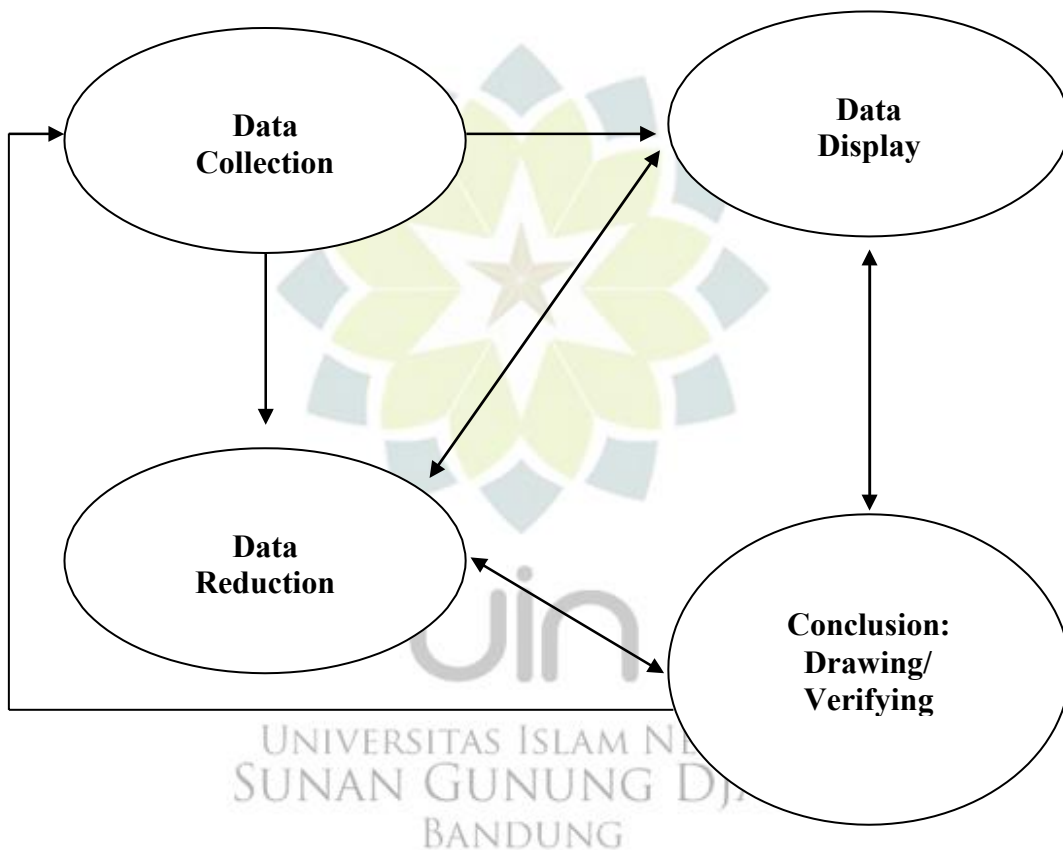
c) Interview

Interview is a technique of verbal communication. Interview is a dialogue conducted to get information from interviewee.(moleong, 2002: 155). This technique is used to collect the data through doing the communication directly using certain question from the teacher. The interview will be held after the teacher has taught personal vocabulary note.



G. Data Analysis

In data analysis, this research will use interactive model. This model includes data collection, data reduction, data display and conclusion. Based on Huberman (1994) cited in (Sugiono, 2008: 338), he analyzes qualitative data using schema as follows:



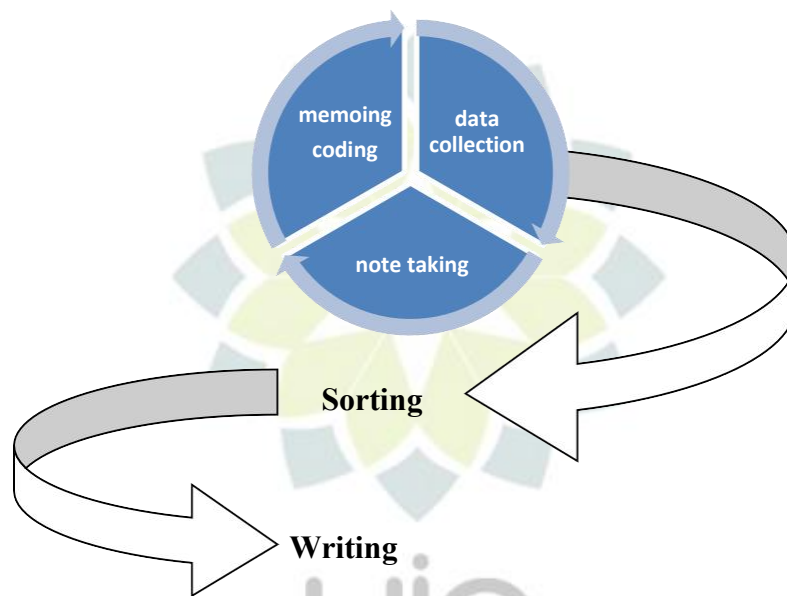
(Sugiono, 2008: 338)

Picture 1.2 Huberman's Schema of Data Analysis

Data collection is used to look for certain information of research location that will be researched. Data collection in this research includes observation, interview, and questioner. Data reduction is used to choose selected information of data collection. Data display is used to show data into certain pattern. The last,

conclusion data is used to get the result of data that comes for data collection, data reduction, data display, and data collection.

In addition, Warden (92007: 15) explains that there are basic steps in qualitative analysis. He describes it in the following chart.



Picture 1.3 Warden's Schema of Basic Steps of Data Analysis

Data collection is gathering information through qualitative methods such as interviews, focus groups, open-ended responses to surveys, texts, etc. *Note taking* is taking down notes of main ideas either during data collection, immediately after data collection, or during a review of an audio or video recording of the data collection. *Coding* is highlighting ideas, categories or themes that help to answer predetermined research questions and/or the more general query of, what is going on here? *Themes* is concepts that explain how ideas or categories are connected illustrative quotes: verbatim text that exemplifies a particular code or theme saturation: a point of diminishing returns in the collection

and interpretation of data that signals completion. *Memoing* is noting hypotheses that arise about potential themes or relationships between categories. *Sorting* is compiling and arranging themes, codes and illustrative quotes into the outline of a narrative that explains what is going on here?

