

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Learning English is learning how to speak, read, listen and write in English. To master those four skills of English the students need sufficient vocabulary. Crow and Quigley (1995:370) in Vocabulary, Semantics, and Language Education suggests that learners may learn core or basic meanings of words sufficiently to understand what they hear or read without knowing enough about the syntactic restriction, register appropriateness, or collocations to be able to produce the words on their own. In order to the students able to learn English easier.

Vocabulary is very important as the basic and the foundation to support the successful of learning English. Mastering vocabulary related to the material need by every student because students always use vocabulary in their learning process. So the students have to master vocabulary well.

The criteria of good learners in mastering vocabulary are they are able to understand the meaning of every vocabulary, able to pronounce the vocabulary and then the students are able to use the vocabulary in their English skills (speaking, listening, writing, and reading).

Based on the result of observation at SMP Muhammadiyah Sumbang especially in the vocabulary learning the writer found that students got problems in learning vocabulary, the problems were:

1. The students lack vocabulary. It was indicated when they had to answer some question from text. Most of them could not answer it well because they did not have enough vocabulary.
2. The students' memory about vocabulary is still low. And most of students were passive students; there was less activity of using media English in classroom, there were no using of interesting and challenging media in their English teaching learning process and most of students did not know the vocabulary that the teacher said.

Based on the explanation illustrated previously, learning vocabulary is difficult especially in making students mastered English vocabulary. Therefore, learning vocabulary should be an interesting method or media to increase the students' vocabulary. Media in teaching can help the students to increase their vocabulary in teaching learning process successfully.

One of good media in learning vocabulary is Personal Vocabulary Notes (PVN) because it could help the students in learning the vocabulary easily in class and out of class. It is supported by Kurzweil (2010) who stated that PVN encourages students to write in their native language when they do not know how to say the English word. PVN is way of developing students' vocabulary in a personalized way while encouraging them to become autonomous learners. Teaching vocabulary through PVN is very appropriate

for increasing the students' vocabulary in learning English because the teacher can check knowledge of the students' vocabulary. This media helps students more motivated to remember their PVN then they set vocabulary items that they have received from a textbook or teacher.

The facts above inspire the writer to conduct a research which is entitled "The Effectiveness of Personal Vocabulary Notes for Teaching Students' Vocabulary of The Seventh Grade Students of SMP Muhammadiyah Sumbang in Academic Year 2011/2012.

#### **B. Reason for Choosing the Topic**

The writer choose the topic entitled the effectiveness of Personal Vocabulary Notes (PVN) for teaching vocabulary (An experimental study at first grade students of SMP Muhammadiyah Sumbang in academic year 2011/2012), because the writer has some reasons, they are:

1. The students lack vocabulary. It was indicated when they had to answer some question from text. Most of them could not answer it well because they did not have enough.
2. The students' memory about vocabulary is still low. And most of students were passive students; there was less activity of using media English in classroom, there were no using of interesting and challenging media in their English teaching learning process and most of students did not know the vocabulary that the teacher said.

### **C. Problem of the Research**

The problem of this research was stated by question: “Is Personal Vocabulary Notes (PVN) effective for teaching vocabulary of seventh grade students of SMP Muhammadiyah Sumbang in academic year 2011/ 2012?”

### **D. The Aim of the Research**

The aim of this research was to find out whether or not Personal Vocabulary Notes (PVN) is effective to teach vocabulary at class 7A and 7D.

### **E. Contribution of the Research**

Hopefully, this research can give some contributions for:

1. The students

As a useful contribution in increasing their vocabulary though Personal Vocabulary Notes.

2. The Teacher

As an input for teaching learning process especially teaching vocabulary using Personal Vocabulary Notes.

### **F. Clarification of the Terms**

To make the readers understand more easily about the term in the title of this thesis the following is the clarification of the term.

1. Effectiveness

Fraser (1994) said that effectiveness is a measure of the match between stated goals and their achievement. It is always possible to achieve ‘easy’, low-standard goals. In other words, quality in higher education cannot

only be a question of achievements ‘outputs’ but must also involve judgments about the goal (part of ‘inputs’).

## 2. Vocabulary

Hatch and Brown (1995:1) stated that the term of vocabulary refers to a list or set of words for a particular language or a lists or set of words that individual speakers of a language might use.

## 3. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn.

Set the condition for learning (Brown, 1987:8).

## 4. Personal Vocabulary Notes (PVN)

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

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.