A. The Definition of Vocabulary

Vocabulary is an essential part of language. Thus, learning vocabulary cannot be separated from learning a language. In communication, vocabulary will support the speakers to express their ideas and when someone wants to say something, he should know and choose the appropriate vocabulary to express their ideas.

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.

Webster (1986:132) defined vocabulary as a sum or stock list of words employed by a language, group, and individual or in relation to subject.

From the definition previously mentioned, it could be concluded that vocabulary is words, individually or in group and is in the active from which is used by a person to encode his idea and passive from known to a person to decode something into his mind.

B. The Importance of Vocabulary

There are four elements of language i.e.; pronunciation, grammar, spelling, and vocabulary. Napa (1991:6) states that vocabulary has an important role in making up a language. It is one of the basic elements and that is why no language exists without words.
Nunan (1991:117) argued that vocabulary argument seems to become easier as one matures probably, because one has a richer knowledge of the word on which to draw. This day, then, the consensus of opinion is that the development of a rich vocabulary is an important element in the acquisition of second language.

Vocabulary is very important as the basic and the foundation to learn English. The students have to master in vocabulary so they can learn English easily.

Vocabulary is an important tool to support students’ communication activity. In order to communicate well in a foreign language, students should get an adequate number of words and should know how to use it accurately. By using vocabulary we can express our idea with other (Hadiwijoyo, 1991: 1).

C. Teaching Vocabulary

Related to the teaching of vocabulary, Finocchiaro (1974: 73) comment as follows:

1. Not all the words the students hear during a lesson need to become a part of this ‘active’ vocabulary during that or even in later lesson. The vocabulary for active used should be systematically presented and practiced.

2. Vocabulary should always be taught in normal speech utterances.

3. Vocabulary items should always be introduced in known structures.
4. Whenever possible the vocabulary items should be centered about one topic.

5. Whenever familiar word is met in new context. It should be taught again and practiced. A review or mention of the known meaning of the world should be made so that the students will understand the contrast. It is possible, only one context should be taught in the one time.

6. Vocabulary item should be taught in the same way that teacher teaches anything else. The teacher give the students an understanding of the meaning in many ways, we dramatize, we illustrate using our student and ourselves, we show pictures, we paraphrase, we give the equivalent if necessary and use any appropriate technique.

7. Vocabulary should be practiced as structures are practiced in substitution drills, transformation drills, question and answer, etc.

8. Vocabulary items should be reintroduction many times with all the structures and all in situation in which they can logically be used.

9. Students should be courage to learn and use noun, verbs, adjectives and adverb which contain the same coat.

D. The Description of Personal Vocabulary Notes (PVN)

1. The Definition of PVN

    Personal Vocabulary Notes (PVN) is a way of developing students’ vocabulary in a personalized way while encouraging them to become autonomous learners. PVN is one of the strategies used to improve vocabulary. This application was introduced by Joshua Kurzweil in
Kanzai University Osaka, Japan. The basic activity is very straightforward. In out class it can be used to encourage students to write words when they do not know how to say the English word.

In classroom, the teacher creates atmospheres which encourage the students to use English. So, that the students are motivated to remember their new vocabulary. PVN as a students’ need to communicate with their friends. PVN motivated the students to find new vocabulary and use it into simple sentences.

2. The Implementation of PVN in Teaching Learning Process

According to Joshua Kurzweil (2010) there are some steps for teaching vocabulary through PVN. They are:

a. Teacher gives the students PVN which is used to write new vocabulary.
b. Teacher gives the material that will be learnt.
c. Teacher asks the students to find the difficult words related to the material that has been given.
d. Teacher asks the students to write the difficult words in PVN and find out the meaning of the words by using dictionary.
e. Teacher asks the students to choose one or two words in PVN and make sentences.
f. Teacher asks the students to submit the PVN to the teacher and then the teacher will check it.
g. Teacher gives back again the PVN to the students and asks them to continue their PVN on their house.

Having a habit in making personal vocabulary notes, students will increase their vocabulary more and more. Moreover, when they make vocabulary notes from many sources, they can be familiar with many new vocabularies and understand the sentence in textual or contextual meaning.

3. The Advantages of PVN
   a. Help the students to remember about new vocabulary and difficult words.
   b. Help the students to master the material well.
   c. Make the students are discipline in finding new vocabulary and difficult words.
E. Basic Assumption

From the explanation illustrated previously, the writer thought that use of Personal Vocabulary Notes could give a cheerfulness and comfortable in learning vocabulary. Students would initiate their own vocabularies of interest and make list of new vocabulary in their Personal Vocabulary Notes. They could write vocabulary easily especially new vocabulary related to the topic because they could find their new vocabulary and then look for the meaning in the dictionary. Thus, they could remember the word easily. They also would not get difficulties to get some new vocabulary, because they have written and remembered the new vocabulary in their personal vocabulary notes based on each topic that they have learnt. So that, Personal Vocabulary Notes gave more chance to the students to remember the new vocabulary in their daily life especially new vocabulary related to the topic. Moreover, the PVN approach also allowed teacher to offer students individualized help.

F. Hypothesis

Based on the explanation previously mentioned, the writer formulated the hypothesis below:

Personal Vocabulary Notes (PVN) is effective for teaching vocabulary at the seventh grade students of SMP Muhammadiyah Sumbang in academic year 2011/2012.