

Personal Vocabulary Notes (PVN) Method in Enriching the Students' Vocabulary

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan Personal Vocabulary Notes (PVN) dalam memperkaya kosakata siswa di MAN 1 Mamuju. Fokus penelitian diarahkan pada dua pertanyaan utama: (1) Bagaimana metode PVN meningkatkan kosakata siswa dalam aspek kata benda (noun)? dan (2) Bagaimana metode PVN meningkatkan kosakata siswa dalam aspek kata kerja (verb)? Penelitian ini dilaksanakan melalui Classroom Action Research (CAR) dengan dua siklus, masing-masing terdiri dari empat pertemuan. Data penelitian diperoleh melalui tes kosakata dan lembar observasi dengan melibatkan 30 siswa kelas A. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kosakata siswa antara siklus I dan siklus II. Peningkatan lebih besar tampak pada siklus II, dengan rata-rata nilai siswa meningkat dari 67,05% pada siklus I menjadi 85,90% pada siklus II, yang termasuk dalam kategori “sangat baik”. Temuan ini menunjukkan bahwa metode PVN secara efektif mampu meningkatkan kosakata siswa. Pada awalnya, tingkat kosakata siswa tergolong rendah, namun setelah siklus II, tingkat kosakata tersebut meningkat ke kategori tinggi.

Kata Kunci: PVN; Kosakata; Penelitian Tindakan Kelas

ABSTRACT

This study aimed to investigate the effectiveness of using Personal Vocabulary Notes (PVN) in enriching the vocabulary of students at MAN 1 Mamuju. The research focused on two main questions: (1) How does the PVN method improve students' vocabulary in terms of nouns? and (2) How does the PVN method improve students' vocabulary in terms of verbs? The research was conducted through Classroom Action Research (CAR) with two cycles, each consisting of four meetings. Data were collected using vocabulary tests and observation sheets, involving 30 students from class A. The findings revealed a significant improvement in students' vocabulary between cycle I and cycle II. Students showed greater progress in the second cycle, with the mean score rising from 67.05% in cycle I to 85.90% in cycle II, which falls under the “very good” category. These results indicate that the PVN method effectively enhanced students' vocabulary. Initially, their vocabulary level was categorized as low, but by the end of cycle II, it had reached a high level.

Keywords: Personal Vocabulary Notes (PVN); Vocabulary; Class Action Research.

Introduction

The teaching of English as a foreign language in Indonesia encompasses four fundamental skills, namely reading, listening, speaking, and writing. Speaking and writing are categorized as productive skills because they involve language production, while listening and reading are referred to as receptive skills since they focus on receiving messages.

Learning plays an essential role in shaping students' behavior through various experiences. Davis (1989:2) emphasizes that learning is an active process of developing new knowledge, understanding, skills, and behavior. This view is in line with Cornarch (1954), who stated that learning is demonstrated by changes in behavior as a result of experience.

Speaking is one of the crucial skills that language learners must master, as it can influence other language skills such as listening, reading, and writing. To support the acquisition of these four skills, vocabulary mastery is a key component. Vocabulary plays a central role in communication, since limited vocabulary often leads to misunderstanding and, ultimately, miscommunication in language use.

Therefore, vocabulary introduction and mastery should be emphasized from the junior high school level. This is based on the fact that children tend to learn new vocabulary more easily and are accustomed to using it in daily interactions. Nevertheless, in practice, teaching vocabulary at the junior high school level is not an easy task. For this reason, teachers need to apply effective strategies, one of which is the Personal Vocabulary Notes (PVN) method, as it allows students to learn vocabulary according to their needs.

In language learning, vocabulary functions as the foundation that supports all aspects of communication. Without sufficient vocabulary, students will struggle to comprehend texts, express ideas, and engage in meaningful conversations. Nation (2001) argues that vocabulary knowledge is not only about knowing the meaning of words but also about understanding their use in context, which contributes significantly to fluency and accuracy in communication. Hence, equipping students with effective vocabulary learning strategies becomes crucial.

Despite its importance, vocabulary teaching has often been neglected in classrooms, where more emphasis is usually placed on grammar and reading comprehension. According to Schmitt (2000), vocabulary is frequently treated incidentally rather than systematically, leading to gaps in students' lexical knowledge. This situation is also evident in many Indonesian classrooms, where students may memorize word lists but fail to retain or use the vocabulary actively. Such challenges highlight the need for innovative approaches that engage students in active vocabulary learning.

Personal Vocabulary Notes (PVN) provide one possible solution to these challenges. Through PVN, students are encouraged to record, organize, and personalize the vocabulary they encounter in learning activities. This strategy not only supports memory retention but also promotes learner autonomy, as students take responsibility for building their own lexical resources. Moreover, by linking new words to their personal experiences, students are more likely to understand the meaning deeply and use the vocabulary appropriately in communication.

Furthermore, the application of PVN aligns with the principles of constructivist learning theory, which emphasizes active involvement of learners in constructing knowledge based on their experiences. By keeping personal vocabulary notes, students engage in reflective practices that enhance their awareness of language learning. In this way, PVN does not merely serve as a note-taking activity, but rather as a metacognitive tool that strengthens both the receptive and productive dimensions of vocabulary acquisition.

Method and Materials

This study employed a Classroom Action Research (CAR) design, which is commonly used in educational settings to improve teaching practices and enhance students' learning outcomes. According to Kemmis and McTaggart (1988), CAR is a cyclical

process that involves planning, acting, observing, and reflecting. Through this cycle, the researcher systematically implemented and evaluated instructional strategies to address the problems identified in the classroom.

The participants of this research were 30 students from Class A of MAN Mamuju. The selection of this class was based on the consideration that the students showed difficulties in vocabulary mastery, which became the main focus of the study. By involving the entire class, the researcher ensured that the intervention could be carried out in a natural classroom context without disrupting the teaching-learning process.

The research was conducted in two cycles, each consisting of four meetings. In every cycle, the researcher followed the four stages of CAR:

1. Planning–Designing the learning materials, preparing the lesson plans, and determining the instruments such as vocabulary tests and observation sheets.
2. Action–Implementing the Personal Vocabulary Notes (PVN) method in classroom activities.
3. Observation–Monitoring the learning process and recording students' participation and responses using observation sheets.
4. Reflection–Analyzing the results of the tests and observations to evaluate the effectiveness of the action and to make improvements for the next cycle.

The data were collected through vocabulary tests to measure students' achievement in terms of nouns and verbs, and observation sheets to gather information about students' engagement during the learning process. The quantitative data from the tests were analyzed to determine students' vocabulary improvement across cycles, while the qualitative data from the observation sheets provided insights into students' attitudes, participation, and responses toward the PVN method.

This study employed two main instruments: vocabulary tests and observation sheets.

1. Vocabulary Test

The vocabulary test was designed to measure students' mastery of English vocabulary, particularly in terms of nouns and verbs. The test was administered at the end of each cycle to evaluate the effectiveness of the PVN method. The items included a combination of multiple-choice questions, matching tasks, and short answer exercises that required students to demonstrate understanding of word meaning, usage, and context. The results of these tests provided quantitative data that reflected students' vocabulary achievement and allowed comparison between cycle I and cycle II.

2. Observation Sheet

The observation sheet was used to gather qualitative data on students' participation, behavior, and engagement during the teaching and learning process. It recorded aspects such as students' attentiveness, activeness in noting down new vocabulary, collaboration with peers, and their overall responsiveness to the PVN method. The observation sheet was filled out during each meeting in both cycles, which helped the researcher to identify improvements as well as challenges faced by students in the classroom.

Together, these instruments ensured the validity and reliability of the study. The vocabulary tests provided measurable evidence of improvement in students' vocabulary knowledge, while the observation sheets offered supporting insights into how the PVN method influenced students' learning behavior. The combination of these instruments allowed the researcher to obtain a more comprehensive understanding of the effectiveness of PVN in enriching students' vocabulary.

Result

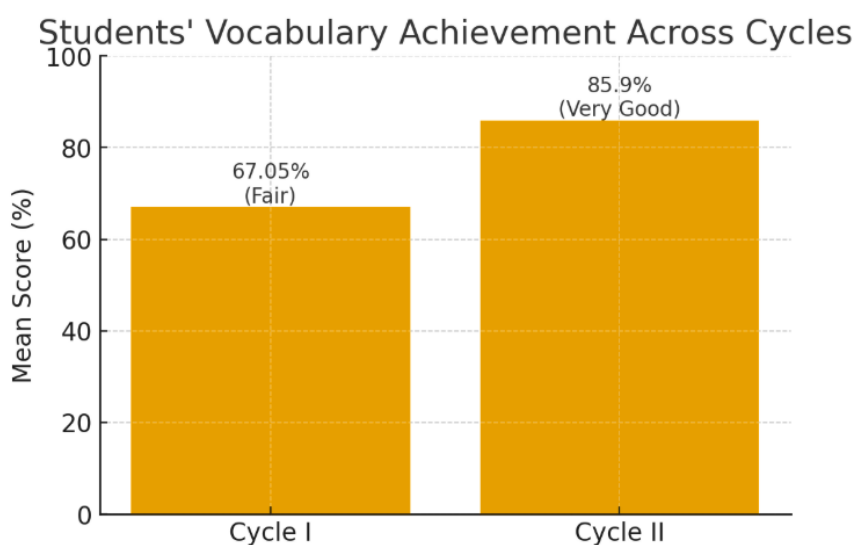
The findings of this Classroom Action Research (CAR) demonstrated that the application of the Personal Vocabulary Notes (PVN) method was effective in improving students' vocabulary mastery at MAN 1 Mamuju. The research was conducted in two cycles, each consisting of four meetings. Data were obtained from vocabulary tests and classroom observations.

In the first cycle, the students' mean score reached 67.05%, which was categorized as "fair." Although there was improvement compared to the preliminary condition, the results indicated that many students still encountered difficulties in recalling and applying new vocabulary, particularly in distinguishing between nouns and verbs. Classroom observation also revealed that some students were less motivated to record and review vocabulary consistently, which affected their learning outcomes.

After reflecting on the weaknesses of the first cycle, improvements were made in the teaching strategy for the second cycle. The researcher emphasized more active use of the PVN method, encouraged peer discussion, and provided additional examples related to students' daily experiences. As a result, students showed better engagement in classroom activities, actively recorded new vocabulary, and practiced using it in spoken and written contexts.

The test results in the second cycle showed a significant improvement, with the students' mean score increasing to 85.90%, categorized as "very good." This indicates a substantial gain compared to the first cycle. Furthermore, observation data confirmed that students became more enthusiastic, confident, and consistent in using their vocabulary notes as a learning tool.

Overall, the results of the study prove that the use of the PVN method not only enriched students' vocabulary knowledge but also enhanced their participation and learning behavior. Initially, the students' vocabulary mastery was at a low level, but by the end of the second cycle, it had improved to a high level, confirming the effectiveness of PVN in supporting vocabulary learning.



The chart showed that:

1. The chart shows a significant increase in students' vocabulary achievement from **67.05% in Cycle I** to **85.90% in Cycle II**.
2. The results indicate that students' performance improved from the **"fair" category** to the **"very good" category** after the implementation of the PVN method.

3. This upward trend confirms that the PVN strategy was effective in enriching students' vocabulary mastery.

Discussion

The findings of this study revealed that the use of Personal Vocabulary Notes (PVN) was effective in improving students' vocabulary mastery. In the first cycle, the students' mean score reached 67.05%, which was categorized as "fair." This suggests that although students were introduced to PVN, many of them had not yet applied the method optimally. Some students tended to write only a few words without further review, which limited the effectiveness of the strategy during the initial cycle.

Improvements were evident in the second cycle, where the students' mean score increased to 85.90%, placing them in the "very good" category. This significant gain indicates that the adjustments made after the reflection of Cycle I, such as encouraging active participation, providing more contextual examples, and strengthening peer collaboration, successfully enhanced students' engagement in using PVN. As a result, students became more consistent in recording, memorizing, and applying new vocabulary in various activities.

These findings are consistent with Nation's (2001) assertion that vocabulary mastery is fundamental to language learning, and it requires active and repeated exposure. PVN facilitated this by encouraging students to personalize and systematize their vocabulary learning, making it easier for them to recall and use words in both receptive and productive skills. Furthermore, the observation data showed that students not only increased their test scores but also demonstrated greater confidence and motivation to use English vocabulary in classroom interactions.

Overall, the results confirm that the PVN method is a practical and effective strategy to enrich students' vocabulary. Initially, students' vocabulary mastery was at a relatively low level, which limited their ability to communicate effectively. However, after the consistent application of PVN across two cycles, their vocabulary knowledge moved to a high level. This outcome implies that PVN can be applied as an alternative method for teaching vocabulary in similar contexts, particularly in schools where students struggle with limited word knowledge.

Conclusion

The use of **Personal Vocabulary Notes (PVN)** was effective in enriching the students' vocabulary at MAN 1 Mamuju. The results of the two research cycles demonstrated a significant improvement in students' vocabulary achievement, where the mean score increased from **67.05% (fair)** in Cycle I to **85.90% (very good)** in Cycle II. This indicates that the PVN method not only helped students expand their vocabulary knowledge but also encouraged them to engage more actively in the learning process.

Furthermore, the findings suggest that PVN allowed students to record, organize, and review new vocabulary systematically, making the learning process more meaningful and personal. The students became more motivated, confident, and consistent in using English vocabulary, which positively affected their overall language learning.

In conclusion, the implementation of PVN can be considered an effective strategy to improve students' vocabulary mastery, particularly in contexts where vocabulary knowledge is still limited. It is recommended that English teachers adopt PVN or similar learner-centered approaches to support vocabulary development and to enhance students' communicative competence.

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