

# The Effect of Personal Words Notes on Enhancing Students' Vocabulary Mastery

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## Abstract

This exercise aims to find out how personal word notes affect students' vocabulary. This study used a one-group pre- and post-test experimental design with a focus on quality. According to research, students at MTs Babussalam can use Personal Words Notes (PWN) in class, based on the findings and discussion of chapters and findings of papers. The purposive sample that suits the two students is different. Test data (both after and after the test) are collected. The results show that the "Poor" frequency of the pretest mean score is 44.8. The coefficient of "Good" for the posttest mean score is 87.2. Therefore, a comparison of the student's vocabulary with personal notes can be calculated, which shows that the exercise is based on the student's vocabulary.

Keywords: *Personal Words, Notes, Vocabulary, Effect.*

## 1. Introduction

Vocabulary, which is defined as a single word, is one of the most common aspects of the English language. For students learning English as a foreign language, vocabulary is very important. Burton, in addition to Wardani's research (2015), shows that there are vocabulary words that are often used in audible and clear communication. In addition, vocabulary is very important for effective language comprehension, pronunciation, and writing.

Nation, as stated by Prawiyata (2020), shows that students who take part will be able to increase the cost of one category for each subsequent year. There are many vocabularies that you can use to improve your grammar and understanding of English. Increasing one's vocabulary is very important because it is used to communicate with other people and learn about them. Budairi (2017) suggested to Wilkins that some things can be communicated

between grammar and vocabulary and that sentences cannot be built between the two.

According to Staehr (2008), vocabulary retains an important role in reading, writing, listening, and speaking skills even though the meaning of words is not understood, which also affects speaking, listening, and is also not understood. According to Dakhi and Tira (2019), vocabulary is a skill that must be implemented because original vocabulary can cause confusion or ignorance of sentences.

According to Awalia (2021), a spiritual leader must have the necessary tools and knowledge to achieve success in students. According to this definition, a teacher can help a student in learning English, as long as he can imitate the syntax of the language. According to Dewi and Komang (2014), making notes or words serves a student to achieve bigger pictures or words and identify the days of remembering and understanding the lesson. This suggests that

mentioning someone's memory helps them remember it.

## **2. Literature Review**

### **2. 1. Vocabulary**

#### **a. Definition of vocabulary**

A vocabulary is a set of words that are combined from different sources. The fundamental language to master is vocabulary. According to Hatch and Brown, as cited in Alqahtani (2015), one definition of vocabulary is "a list or collection of words that can be used by each language speaker." Dodot (2020), citing Hornby, defines vocabulary as the total number of words used in language communication.

Zalmansyah (2013) cites Lado as saying that there are three levels of vocabulary: normal vocabulary, easy vocabulary, and hard vocabulary. This makes it harder for students to learn vocabulary in foreign languages. This is because of the impact of paying attention to words, talking words, understanding words, working on deciphering, communicating words, and composing, among others.

#### **b. The importance of vocabulary**

Because it is the key to starting conversations both in everyday life and in the fields of science, politics, technology, social, and culture, vocabulary is an essential component of the English language. According to Rivers, who is cited in Hasan (2019), vocabulary is very important for using a second language successfully. This is because learners cannot use the structures and functions, they have learned for comprehensible communication if they do not have a broad vocabulary. When it comes to speaking and having a conversation with another person, vocabulary is critical.

#### **c. The Types of Vocabulary**

Types of vocabulary or Word classes are a collection of several vocabularies, such as Nouns, Verbs, Adjectives and Adverbs. According to Langacker (1987), word classes are a category that has elements, the elements are nouns, verbs, adjectives, and adverbs.

According to Taylor (2002), verbs show a process, adjectives and adverbs show an equation that explains something.

#### **d. Vocabulary Mastery**

Vocabulary mastery is something that must be developed for students. According to Suharso (2008), one of the drivers of enhancing the status of vocabulary in language learning is the development of communicative approaches and methods that emphasize understanding.

### **2. 2. Personal Words Notes (PWN)**

#### **a. Definition of Personal Words Notes (PWN)**

Personal Words Notes (PWN) can be used by Students to increase their vocabulary and make their speech sound more natural. When this strategy is implemented, partners will be able to communicate with their partners, create their jargon, and use that jargon in their partner's journals. Personal word memos can be used to ensure that students are satisfied with the teacher's routine. because they have to be able to use their ideas and those of others to understand the sentences they write.

In this regard, Awalia (2021) argues that "Personal Vocabulary Notes (PVN)" is effective for achieving vocabulary because it prevents students from leaving that person. According to Syifa (2020), personal vocabulary records are a way to place student vocabulary in a private setting and encourage it to be used independently. When this method is applied, Students may find it more difficult to speak English, for example.

#### **b. Steps Personal Words Notes (PWN)**

According to Nurdiniawati (2020), there are several steps to memorizing English vocabulary, including:

- 1) Make English Vocabulary List
- 2) Arrange in a Sentence
- 3) Remember and Repeat
- 4) Apply in Daily
- 5) Discipline and Consistency

## **3. Research Methodology**

### 3. 1. Research Design

The research design of this research used the experimental method of one group pretest and posttest with a quantitative approach. Data was collected through pre-test, treatment, and post-test. According to Djamarah (2005), the experimental method is a method that provides opportunities for students or groups to practice conducting a process or experiment. Through this method, it is expected to be fully involved in experiments, conduct experiments find facts, collect data, control variables, and solve real problems they face. The pre-experimental method is used to see the effect of personal words notes in enhancing students' vocabulary mastery after getting the treatment.

### 3. 2. Population and Sample

#### a. Population

The Population of this research is one of the third grades at MTs Babussalam, which consists of two classes, Class IX A and B. This study aims to determine students' English vocabulary by using Personal Words Notes (PWN).

#### b. Sample

The researchers choose the third-grade class IX A at MTs Babussalam as the sample of this research. It can be concluded that the sample represents a small part of the population with characteristics relevant to the study, in this case, the researchers use a purposive sample technique.

### 3. 3. Variable of the Research

The variable of research has two variables, they are:

- a. The independent variable (X) is the use of personal word notes to enhance students' vocabulary mastery besides some list vocabulary was given by the researchers. According to Arikunto (2010), the independent variable is the influence of the variable.

- b. The dependent variable (Y) is the students enhancing vocabulary achievement and the students can apply personal words notes to make them have a lot of vocabulary. According to Arikunto (2010), the dependent variable is the effect of the variable.

### 3. 4. Instrument of Collecting Data

The instrument of the research is a vocabulary test, it is administered pre-experimental there are pre-test and post-test. The pre-test aims to find out the students' vocabulary mastery before the treatment, while the posttest aims to test the student's vocabulary mastery using the Personal Words Notes (PWN) to enhance students' vocabulary mastery.

### 3. 5. Procedure of Collecting Data

This design consists of the following procedure:

#### a. Pre-test

The pre-test was conducted at the first meeting; the focus of the research is to determine the students' prior vocabulary abilities. The procedures are:

- 1) Distributed 30 numbers in two parts of the question consisting of multiple choices (15 items), and complete words (15 items).
- 2) Gave information about the test.
- 3) Collected the test of the students.

#### b. Treatment

The treatment conducted four meetings with the same duration. The duration for each meeting is 2 X 60 minutes. The researchers used the book material of the school as a teaching media and as the treatment in the class with vocabulary in the form of word classes, such as nouns, verbs, adjectives and adverbs, the topics that present differently in each meeting.

#### c. The post-test

The post-test was administered after conducting the treatment. The researchers gave

students questions that are used in the pre-test. The procedures are the same as the pre-test.

### 3. 6. Technique of Data Analysis

In analyzing the data collected through the pre-test and post-test, the researchers used the SPSS (Statistical Program for Social Sciences).

- a. Scoring the students' correct answers to the vocabulary test by using the formula:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total numbers of items}} \times 100$$

(Kemendikbud, 2014)

- b. The frequency of the students' score

Table 1. Frequency of the students' score

No.	Frequency	Score
1	Very Good	93 – 100
2	Good	84 – 92
3	Average	75 – 83
4	Poor	<75

(Kemendikbud, 2017)

- c. Calculating the percentage of students based on enhancing the pre-test and post-test scores using SPSS.
- d. To find out the significant differences between the score of the pre-test and post-test by using SPSS. Calculate the frequency and the rate percentage using SPSS.

## 4. Findings

The objective of this research is to find out whether or not the effect of personal words notes enhances students' vocabulary mastery. The results of the research conducted on the students of MTs Babussalam are presented in this section.

### 4. 1. Experimentation

- a. On September 28, 2022, Researchers will assign a team to the task of replicating activities. After that, the researchers checked the attendance list and motivated them contextually based on the superiority of the learning material and how it was applied in everyday life. After completing assignments, students will be asked to complete tasks that require them to do so, and the assignments that will be asked of them are International Competence, Fundamentals, and Learning. After that, the analysis will be focused on jargon, as

well as jargon meanings, words, and jargon meanings.

After the employee completes the task, the employee completes the pre-test and provides feedback to the employee to improve employee performance. In addition, after selecting the pre-test, participants evaluated the material using the RPP method (Method of Catching Hope, Kining, and Celebrating). The researchers gave the students a new vocabulary and personally I wrote it down in a notebook with words and memorized it and built on it in the next meeting after handing over the material and explaining the personal word notes as a way for students to try to make sure that everyone can read and understand the jargon in the dictionary so that everyone can learn more about the jargon or understand it.

- b. At the birthday event which will take place on September 29, 2022, the committee intends to verify attendance and ensure that each class is properly distributed. The current researchers consisted of students for the purpose of halving the vocabulary. After that, material called RPP (Stating Goals Follow Up with Something) was distributed to students. Researchers used various elements of vocabulary, including bent, work, nature, and description, as well as important meaning vocabulary. The researchers then engaged in conversation with the student in an

- attempt to encourage him to eat and drink the barley he had recently consumed. The researchers gave the new individualization structure vocabulary to the students before the end of the meeting, wrote it down in a personally adjusted organizational adjustment structure note, memorized it, and saved it at the next meeting. The researchers then asked the students to write down the unknown customized structure vocabulary on their personal organization customized individual organization notes so that they could ask the researchers what the individual organization vocabulary meant. or put art in word.
- c. At the birthday event which will take place on October 5, 2022, participants are expected to complete attendance verification as well as purchase classes. The current researchers consisted of students for the purpose of halving the vocabulary. After that, the materials were distributed to the staff in accordance with the lesson plans. The presenter discussed the kinds of vocabulary used by the students to measure the presenter's vocabulary. The researchers then give treatment to the students to work on as a form so that students can remember and understand the vocabulary of the newly acquired individual organization and the researchers can observe student progress. After the previous defeat, the participant must perform a new vocabulary on behalf of the student, eat from a personal, kosher word note, and perform the next defeat. The researchers then asked the students to write down the unknown customized structure vocabulary on their personal organization customized individual organization notes so that they could ask the researchers what the individual organization vocabulary meant. or put art in words.
- d. During the period ending on October 6, 2022, the individual will work towards the goal of consuming classes and consuming attendance. After explaining to the students that today was the first day of their marriage, the couple discussed how to come up with the vocabulary they had chosen for themselves. After that, the employee who made the RPP-related materials presented it to the employee, gave it to the employee, closed it, and then wrote the employee's name on the memo. not yet.

#### 4. 2. Pre-test and Post-test Scores

##### a. Pre-test

The pre-test is one of a series of trials carried out at the beginning of the study by giving an initial test before being given treatment or before students have personal words notes. Student score data were collected and analyzed statistically using a frequency distribution. Descriptive statistics are an important part of a study that is used to describe the basic characteristics of the data to be used. Data would have meaning if it can be presented through a descriptive statistical summary of a data set with or without analytics so that it is easy to understand. Descriptive statistics are used to communicate information simply. One type of descriptive statistical presentation is the frequency distribution. The following are the results of the analysis of results using descriptive statistics presented in Table 1.

Table 1. Frequency Distribution

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	20	100.0	100.0	100.0

Based on the results obtained in Table 1, shows that of the 20 respondents who participated in the study, they were included in the poor

category, where in this category students were not able to do the pre-test correctly and the results showed 100% of students were poor in

knowledge before being given personal words notes.

b. Post-test

Post-test is an exam that is conducted after the students of MTs Babussalam are given the treatment of giving personal words notes. Post-test results are presented in Table 2.

Table 2. Post-test Result

Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	15.0	15.0	15.0
	Average	13	65.0	65.0	80.0
	Good	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

This study involved 20 respondents where in the post-test it can be seen that 3 respondents (15%) had poor criteria, 13 respondents (65%) had average criteria, and 4 respondents (20%) had good criteria.

### 4. 3. Hypothesis Testing

In this section, data is presented about the effect of giving personal words notes in increasing students' vocabulary. The data obtained were tested statistically to see the normality of the data, then analyzed the

relationship. The requirements analysis test was carried out using the normality test to determine the feasibility of using the paired T-Test or Wilcoxon test. If the value of Sig. > 0.05 then the data is normally distributed and can be continued using the paired T-Test, whereas if the value of Sig. < 0.05 then the data is not normally distributed and can be continued using the Wilcoxon test. The normality test used is Shapiro-Wilk because the number of samples is smaller than 30 samples of normality test data are presented in Table 3.

Table 3. Normality Test

Normality	
Category	Sig.
Pre-test	0.437
Post-test	0.769

Based on Table 3 above, the pre-test (before using personal word notes) and post-test (after using personal word notes) with a Sig value of 0.437 gives us information of 0.769. Since the values are > 0.05, we can conclude that the data are normally distributed. A hypothesis significance test between two paired samples was performed to determine the effect of providing personal word notes on students' vocabulary using a paired t-test.

Hypothesis testing is presented to see the effect of giving personal words notes in increasing students' vocabulary in learning English. Based on the results of the normality test that

has been carried out, the hypothesis significance test of two paired samples to determine the effect of giving personal word notes on students' vocabulary used the paired T-Test test. The paired T-Test is a two-sample test in pairs, where the paired samples are the same subject but undergo different treatments. The basis for decision-making in the paired T-Test is as follows.

- If the value of Sig. < 0.05 and the value of  $t_{count} > t_{table}$  or  $-t_{count} < -t_{table}$  then the average value before and after being given personal word notes is different.

b. If the value of Sig. > 0.05 and the value of  $t_{count} < t_{table}$  or  $-t_{count} < -t_{table}$  then the average value before and after being given personal word notes is not different (same). By using a significance level of 0.05, and n of 20, the t table value is 2.093/ -2.093. Before testing the hypothesis, the students were given pretest and posttest treatment. The results of the pretest showed that the students

had a bad average score of 100%. Students then received vocabulary learning materials and scored pretty good averages on post-tests. That is, 3 respondents (15%) had poor standards, 13 respondents (65%) had average standards, and 4 respondents (20%) had good standards. rice field. good standards. The following are the results of the paired T-Test which can be seen in Table 4 below:

Table 4. Paired T-Test

Treatment	Mean	SD	Min	Max	Mean Difference	T-Count	Sig.
Before Being Given Personal Words Notes	24.970	7.2644	13.2	44.8	-54.43	-27.153	0.000
After Being Given Personal Words Notes	79.40	4.65	70.4	87.2			

Based on Table 4 above, information is obtained that the average value before personal word notes is 24,970, while the average value after personal word notes is 79.40. The difference in the mean is -54.43, the value is negative. Thus, information is obtained that there is an increase in the average value of students' vocabulary from before and after being given personal word notes of 54.43. In addition, the tcount obtained a value of -27.153, the value is < from ttable -2.093 and Sig. of  $0.000 < 0.05$ , thus it can be concluded that the average vocabulary of students before and after being given personal word notes is different, which means that there is an effect of giving personal word notes to students' vocabulary.

## 5. Discussions

Learning English requires several approaches, according to Sakkir, Dollah, Safnil, & Ahmad (2021), the materials are implemented by applying vocabulary, reading, grammar and basic knowledge to the writing process, are implemented at the elementary level, are used in and out of class, and the materials are presented in a global/international context. must be used.

Based on the results obtained by students from before and after the treatment of giving personal words notes showed good results for

the development of students' vocabulary. Before being treated with personal words notes, the 20 respondents who participated showed that 100% of the students could not do the questions well and had the very poor vocabulary or poor vocabulary in English. However, different results are shown after students get personal words notes, namely students have a fairly good English vocabulary with details of 20 respondents whereas in the post-test it can be seen that 3 respondents (15%) had poor criteria, 13 respondents (65%) had average criteria, and 4 respondents (20%) had good criteria. The results obtained in this study are supported by a study by Zalukhu, Deska, and Fenty (2022) showing that personal vocabulary notes improve students' reading comprehension.

Research by Radut, Heronimus, Dahlan, & Lukman (2022) also shows similar results, namely there is an increase in students' knowledge after being given vocabulary notes, their research stated that there were significant differences between the results of pre-test and post-test which indicated that Using Personal Vocabulary Notes Technique could help the students in building up their vocabulary especially understanding verbs and nouns. Furthermore, using Personal Vocabulary Notes technique can strengthen students' memory of words.

Based on the results of the research on hypothesis testing, shows that the average vocabulary of students before and after being given personal word notes is different, which means that there is an effect of giving personal word notes on students' vocabulary. Riskiana & Tika (2022), state that it can be seen the conclusions before and after using the Personal Vocabulary Notes (PVN) technique and the significant difference between before and after using Personal Vocabulary Notes (PVN) technique can increase the vocabulary skill the students. The students' vocabulary skill before using Personal Vocabulary Notes (PVN) technique is enough or good. This means that many students answered incorrectly because they were confused by the meaning of the vocabulary in the pre-test questions. After applying the treatment to the students, the student's vocabulary skill showed good or very good scores.

This means that the students can answer most of the questions that have been tested correctly. The students can increase their vocabulary by taking notes of new vocabulary and memorizing it. So, in this post-test, almost all students have an increase in value from before, in the pre-test. There is a significant difference between before and after using Personal Words Notes (PWN) technique can increase the student's vocabulary skill. The total score after using Personal Word Notes (PWN) technique was higher in the post-test than in the pre-test. So, the conclusion obtained is that using of Personal Words Notes (PWN) technique can increase the vocabulary skill of the students of MTs Babussalam.

This result suggests that learners should be encouraged to write in their notebooks any unfamiliar words they encounter. However, it is important to consider whether an explicit focus on writing more words in notes with care alters the effects found in this study. Writing a few salient items in your notes can serve a greater benefit than writing many words about your teacher's encouragement. It is also important to consider whether it is worth writing (Webb and Nation, 2017). The relatively small number of target words written

in the notes suggests that listeners can actively anticipate information and learn effective note-taking strategies that help them selectively focus their attention on keywords. Suggest that students will benefit.

## **6. Conclusion**

Based on the research and discussion in the previous chapter, looking at the research, researchers found that the use of personal verbal notes (PWN) in the classroom helps MT students. Babussalam could be improved. Researchers analyzed data obtained from students using pre-test and post-test classes. As a result, it was proved that this method is effective in improving the vocabulary of students. Based on the results obtained by students from before and after the treatment of giving personal words notes showed good results for the development of students' vocabulary. Before being treated with personal words notes, the 20 respondents who participated showed that 100% of the students could not do the questions well and had the very poor vocabulary or poor vocabulary in English. However, different results are shown after students get personal words notes, namely, students have a fairly good English vocabulary with details of 20 respondents whereas in the post-test it can be seen that 3 respondents (15%) had poor criteria, 13 respondents (65%) had average criteria, and 4 respondents (20%) had good criteria.

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