

## The effectiveness of using Personal Vocabulary Notes To improve students' Reading Comprehension of Eleven Grade at SMA Negeri 13 Medan

Atalisi Zalukhu<sup>1</sup>, Deska H Hutasoit<sup>2</sup>, Fenty Debora Napitupulu<sup>3</sup>

<sup>1,2,3</sup> English Department, Nommensen HKBP University Medan

Email: [atalisi.zalukhu@student.uhn.ac.id](mailto:atalisi.zalukhu@student.uhn.ac.id)<sup>1</sup>, [deska.hutasoit@student.uhn.ac.id](mailto:deska.hutasoit@student.uhn.ac.id)<sup>2</sup>, [fentynapitupulu@uhn.ac.id](mailto:fentynapitupulu@uhn.ac.id)<sup>3</sup>

### Abstrak

Membaca pemahaman hanyalah sebuah frase untuk kemampuan membaca di mana fokusnya adalah pada pemahaman daripada mengucapkan atau memuat kata-kata. Tujuan penelitian ini adalah untuk menentukan apakah pemahaman membaca siswa dapat ditingkatkan atau tidak setelah diajarkan strategi Personal Vocabulary Notes (PVN). Desain penelitian untuk penelitian ini adalah penelitian tindakan kelas. Data dalam penelitian ini dikumpulkan dari sumber kualitatif dan kuantitatif. Lembar observasi, dokumentasi, dan lembar angket digunakan untuk mengumpulkan data kualitatif. Data kuantitatif berasal dari tes pemahaman bacaan pre-test, siklus I, dan siklus II. Jumlah nilai siswa pada setiap tes adalah sebagai berikut: pada pre-test 1739, pada post-test siklus I 2.205, dan pada post-test siklus II 2.510. Berdasarkan nilai siswa pada setiap tes, penulis menemukan bahwa nilai rata-rata siswa pada setiap siklus meningkat dari 57,9%, 73,5%, menjadi 83,6%. Setelah menggunakan strategi Personal Vocabulary Notes (PVN) dalam mengajar pemahaman bacaan, penulis menemukan bahwa nilai rata-rata siswa pada post-test II berada di atas KKM. Artinya penerapan strategi Personal Vocabulary Notes (PVN) dapat meningkatkan skor pemahaman membaca siswa.

**Kata Kunci:** *Membaca, Reding Comprehension, Personal Vocabulary Notes (PVN), Narrative Text*

### Abstract

Reading comprehension is simply a phrase for reading abilities in which the focus is on comprehension rather than pronouncing or loading words. The study's objective is to determine whether or not students reading comprehension can be improved after being taught the Personal Vocabulary Notes (PVN) strategy. The research design for this study is classroom action research. The data in this study was compiled from both qualitative and quantitative sources. The observation sheets, documentation, and questionnaire sheet were used to collect the qualitative data. The quantitative data came from the pre-test, cycle I, and cycle II reading comprehension tests. The total scores of the students in each test are as follows: in the pre-test 1739, in the post-test cycle I 2.205, and in the post-test cycle II 2.510. Based on the student's scores on each test, the writer found that the average score of students in each cycle increased from 57,9%, 73,5%, to 83,6%. After using the Personal Vocabulary Notes (PVN) strategy in teaching reading comprehension the writer found that the students' mean score in post-test II is above KKM. It means that the application of the Personal Vocabulary Notes (PVN) strategy can improve students' reading comprehension scores.

**Keywords:** *Reading, Reding Comprehension, Personal Vocabulary Notes (PVN), Narrative Text*

## INTRODUCTION

Communication is an essential component of being a human who lives in a society. Language is used by everyone to communicate with others. They utilize language to communicate their thoughts, feelings, and emotions. "Language is a communication system in spoken and written that is used by inhabitants of a given nation "The Oxford Advanced Learner's Dictionary states",

English is a highly important international language in Indonesia. It was taught in schools at all levels, from elementary to university. To learn English themes in Indonesian schools, students must have four language skills. The four language skills are speaking, reading, writing, and listening with grammar, vocabulary, and sounds serving as language variables that encourage the development of certain skills. As a result, one of the skills that students must develop is vocabulary.

The first step in learning any language is to build a vocabulary. The vocabulary or amount of words in a language is called vocabulary. Vocabulary in a foreign language refers to the words we teach. Vocabulary is essential for improving other language abilities including reading, writing, listening, and speaking. People with a limited vocabulary cannot converse effectively. In speaking, writing, or reading, students with little vocabulary are unable to make up words or sentences.

From elementary school through college or university, English is compulsory to be taught as a foreign language in Indonesia. The objectives of learning English is outlined in standard competencies and KTSP-based competencies in the 2006 curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan). Then there are different goals for studying English at different stages of schooling in Indonesia. The goal of English as a subject in SMP/SMA, according to the 2006 KTSP curriculum, is for pupils to have the following abilities:

1. Able to acquire writing or spoken communication skills to achieve functional literacy.
2. Be aware of the English language's nature and role in enhancing national competitiveness in a global society.
3. To help students better appreciate the connection between language and nature

Based on my observation at SMA Negeri 13 Medan, there are several problems in the process of reading comprehension. As a result, it is difficult for students to comprehend the subject, including terminology. The children had a lot of difficulty with vocabulary. The following are the problems: first, students were too lethargic to recall all of the unusual terms they heard or read in a text. Second, students struggled to absorb and understand the meaning of unfamiliar phrases. The last, students were bored and uninterested in learning.

From the test given by the researcher about the text that has been taught. The writer found that some students' score is under the KKM. The standard score of the Minimum Character Criteria (KKM) according to the Minister of Education and Culture

and the school where I did observation is 75. From the facts, it was found that some students got scores that did not meet the KKM standard, and the data can be seen below:

**Table 1 Students Observation Score at Eleven Grade of SMA Negeri 13 Medan**

No.	Student' Initial	Score
1.	ADA	65
2.	AZEH	55
3.	AKP	55
4.	CA	52
5.	DYA	53

6.	DT	56
7.	DR	61
8.	DAC	62
9.	DRH	55
10.	FH	50
11.	FMHS	53
12.	FA	55
13.	FAP	51
14.	HA	52
15.	HV	50
16.	IRS	55
17.	MF	54
18.	MAT	53
19.	MBA	55
20.	MFA	50
21.	MI	65
22.	NN	70
23.	NSS	50
24.	NF	75
25.	NHB	56
26.	RWA	77
27.	RHG	76
28.	SS	55
29.	WAT	53
30.	SF	70
	Average	1739

$$mean = \frac{1739}{30} = 57,9$$

So, the information above indicates that students' still do not comprehend the text's topic. There are some students whose scores are above the KKM. However, there are also some students whose grades only reach 58, while the minimum score (KKM) they must achieve is 75.

Reading Comprehension is defined by Wainwright (2007:37) as the process by which the reader selects linguistic symbols and reconstructs them into the meaningful whole intended by the author. Reading comprehension is just a term for reading abilities in which the emphasis is on understanding rather than pronouncing or loading words. This reading comprehension is crucial because it allows students to absorb more than just the text. It also allows them to work and succeed in school.

According to Healy (2002), Reading Comprehension includes comprehending the written word, comprehending the information being read, and constructing textual meanings. Students should not only know every word of the book they are reading but also comprehend the material as a whole (Que, 2020).

Students, on the other hand, are supposed to be amused when reading a text for it to make them happy.

Meanwhile, Klingner and Vaughn (2007:2) describe Reading Comprehension as the act of creating meaning by coordinating a variety of complex processes such as word reading, word and word knowledge, and fluency (Hidayad, 2019). Students must comprehend the meanings and concepts read and relate the ideas in the book to what they already know in order to demonstrate appropriate comprehension. It also requires pupils to remember what they've read. To put it another way, comprehension relates to what kids are thinking about while they read.

To become better readers, students must be aware of how they are reading and what they can do to improve their comprehension when reading a text, one of which is having a reading strategy. According to McNamara (2007:34), reading strategies are essential for comprehension success. The reader can also be taught some strategies to help them understand what they're reading (Zahra & Fitrawati, 2017).

PVN, which stands for Personal Vocabulary Notes, is a method of boosting students' vocabulary in a personalized way while encouraging them to become independent learners. Joshua Kurzweil introduced this software at Kanziya Osaka University in Japan. The core action is extremely straightforward. When children don't know how to pronounce English words, they are encouraged to write them in their original tongue both inside and outside the classroom.

Having students design their dictionaries is another approach to help them improve their vocabulary. Students are frequently advised to utilize vocabulary notebooks to take care of, organize, and manage their vocabulary acquisition. Using the Personal Vocabulary Notes (PVN) Technique, encourage students to take notes and develop vocabulary notebooks. It is capable of resolving problems. Students will become autonomous learners if they use the Personal Vocabulary Notes (PVN) approach to create their own. Personal Vocabulary Notes are used to store and recall vocabulary (PVN).

## **METHOD**

The research is use Classroom Action Research, Kemmis and Mc Taggart (1988: 14-15) stated that classroom action research is an action taken to increase the rational stability of the action itself in carrying out the task, as well as improve learning practices. The purpose of this class action is to increase the quality of the teaching and learning process, instructor teaching patterns, and student behavior so that research can improve classroom learning quality.

This study employs data observation and documentation using Personal Vocabulary Notes (PVN) in Teaching Reading. When we conduct research using CAR we can analyze the data through two cycles in action. The first cycle and the second cycle in this class action are a series of activities that have a close relationship. The difference is that when we realize cycle II we need to re-correct from the implementation of a cycle I and see which areas the students are unable to do. This study focuses on the Personal Vocabulary Notes (PVN) of SMA Negeri 13 Medan in teaching Reading.

This study's population consisted of all students in the Eleventh Grade at SMA Negeri 13 Medan, which has three classes with a different number of students in each. In the eleven grade, there are 85 students at SMA Negeri 13 Medan. Sample selection is an important step when you want to conduct a study. This sample is part of the population selected to be used as research material. In this research, the researcher decided to take 1 group from class XI, Specifically, group B, which consists of 30 students as a sample.

The instrument of collecting data is tools used qualitative and quantitative data. In teaching Reading, Personal Vocabulary Notes (PVN) are used as a data gathering device. This exam is effective for determining how far students' reading comprehension has progressed. Meanwhile, to collect quantitative data, the writer uses observation sheets, diaries, questionnaires, and documentation which are intended to record all activities that occur during the teaching and learning process. In this case, what is identified are teachers, students, and class conditions. This data collection is to find out whether students give a positive response during the reading learning process and can they accept what the teacher explains to them.

The researcher will collect data for this study using both quantitative and qualitative methods. Questionnaires will be used to collect qualitative data, which will be analyzed. Meanwhile, quantitative data from the reading test will be analyzed.

## **FINDINGS AND DISCUSSION**

The researcher discovered that Personal Vocabulary Notes can boost pupils' reading comprehension. The data demonstrates that the mean of the students' scores increases on each exam. The mean in the most recent reading test cycle II was 83,6. It is greater than the test cycle I score of 73,5 and the pre-test score of 57,9. This increase occurs not only in the mean of the students' scores, but also in the percentage of students who received a point 75. In the pre-test, three students (10 percent) out of thirty received a score of 75. In test cycle I, twenty-four students (80 percent) received a score of 75. In test cycle II, 30 students (100 percent) received 75 points. Data show that using Personal Vocabulary Notes (PVN) to increase students' reading comprehension and assist teachers teach reading comprehension is successful.

In addition to the quantitative data, the writer studied qualitative data to support the research conclusions. The observation sheet and questionnaire also showed that the student's interest in their comprehension increased because they could share their knowledge and they're their opinion with each other and also find their problem in reading comprehension and get the solution to the problem. The questionnaire sheet also proved that most of the students strongly agreed on Personal Vocabulary Notes (PVN) ias the best strategies for learning reading. Mr. F. Sigalingging as the English teacher in the school also agreed that Personal Vocabulary Notes (PVN) are so effective to help the students in learning reading, to support their vocabulary, and are suitable to, be used in the classroom activities. From the observation, it is observed the classroom activities ran well.

According to the findings, the Personal Vocabulary Notes (PVN) technique can help pupils improve their reading comprehension ratings. The writer discovered the pupils' difficulty understanding the content they read when examining the data.

The writer discovered it by administering a reading test on narrative literature. When studying reading comprehension, students confront a variety of challenges, including the following: the material is uninteresting, and pupils do not comprehend the meaning of new terms in the text. Several variables were determined based on the student's remarks, including the fact that they did not grasp the meaning of certain new English terms and did not completely understand the content of the materials they read.

The teaching-learning process has two advantages for the country and the state. First, the instructor must concentrate on the challenges that pupils have when acquiring reading comprehension, particularly in narrative literature. Section and student writing of this thesis can help

professors or lecturers recognize the issues students have when acquiring reading comprehension. Finally, students, don't be too sloppy while reading narrative literature.

## REFERENCES

- (Amer, 2002) Amer, A. A. (2002). Advanced Vocabulary Instruction in EFL. *The Internet TESL Journal*, VIII(11, November). <http://iteslj.org/Articles/Amer-Vocabulary/>
- Sarida. (2019). Improving students reading skills through LKS Bahasa Inggris for the second-year students of SMA Swasta Imelda Medan. *Reading rockets*, 2006, 1–10.
- (Ahmad, 2018) Ahmad, S. and Hanif. (2018). <https://www.coursehero.com/file/96470114/teaching-reading-and-tecniquesdocx/> (p. 1).
- (Amer, 2002) Amer, A. A. (2002). Advanced Vocabulary Instruction in EFL. *The Internet TESL Journal*, VIII(11, November). <http://iteslj.org/Articles/Amer-Vocabulary/>
- Sarida. (2019). Improving students reading skills through LKS Bahasa Inggris for the second-year students of SMA Swasta Imelda Medan. *Reading rockets*,
- Veronika. (2019). The effect of skimming and scanning technique on the students reading comprehension narrative text for XI grade students fo senior High School.
- Ropita. 2021. The effectiveness of video PS Game in reading comprehension of eighth Grade Junior High School students at SMPN 2 Lubuk Pakam. Skripsi Medan : universitas HKBP Nommensen Medan
- Stringer, E., Christensen, L., & Baldwim, S. (2010). Integrating Teaching, Learning, and Action Research. In *SAGE Publications*.
- Yudi Cahyono, B. & U. W. (2008). The Teaching of EFL Vocabulary. *TEFLON Journal*, 2008, 1.
- Kurzweil, J. (2008). Personal Vocabulary Notes. *The Internet TESL Journal*, 2002, 6.
- Yulianti, L., Bureau, E., Language, E., Study, E., Training, T., & Faculty, E. (n.d.). *THE EFFECTIVENESS OF USING PERSONAL VOCABULARY NOTES ( PVN ) TO* Keywords : *Personal Vocabulary Notes ( PVN ), teaching, vocabulary* (pp. 1–8).
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta, 2012 (pp. 1–8).
- Zahra, F., & Fitrawati. (2017). Teaching Reading Comprehension By Using Metacognitive Strategy: Read, Ask, Paraphrase (Rap) At Senior High School. *Journal of English Language Teaching*, 6(1), 26–32. <http://103.216.87.80/index.php/jelt/article/view/7119/5757>
- Hidayad, F. (2019). Teaching Reading Comprehension through Anticipation Guides to the Eighth Grade Students of the State Junior High School 17 of Palembang. *Kemampuan Koneksi Matematis (Tinjauan Terhadap Pendekatan Pembelajaran Savi)*, 53(9), 1689–1699.
- Reading, S., & Mprehension, C. O. (2014). the Use of Student Team – Achievement Division (Stad) To Improve the Students' Reading Comprehension Practice. *English Education Journal (Program Pascasarjana Universitas Negeri Semarang)*, 4(1), 1–8.
- Mason, D. (2010). Doing Action Research in English Language Teaching. A Guide for Practitioners. In *System* (Vol. 38, Issue 3). <https://doi.org/10.1016/j.system.2010.06.005>

