

Chapter I: Introduction

This chapter is divided into several things in order to explain more the important points of this research. It presents some subchapters, they are basic consideration, research question, aim of research, research significant and the last is delimitation of this research. A further explanation regarding those subchapters, would be given as following:

Basic Consideration

It is believed that mastering English including listening, speaking, reading, and writing as foreign language is not easy. It can be seen by many students are faced problem in learning English. One of the issues faced by students is lack of vocabulary. It is known that vocabulary is the most influenced aspects in language since it appears in every skill of language itself. It is in line with Lado (as cited in Kathleen, 2012) stated that vocabulary is considered as an important language component because it can support the students' ability in developing language skills. It can be inferred that vocabulary should be well-mastered by the students.

From what has been stated above, mastering vocabulary is very important because they who study English should know, remember, and understand the words.

According to Manurung (2003), the ability of speaking, listening, reading and writing English depends on the mastery of vocabulary and grammar. However, students who have been categorized in low degree will find the difficulties in their

study. They will not be able to understand what people say caused by less of vocabulary. The point is, the more students mastery vocabularies, the better their performance in every skills will be. It is similar to Edge (1993) statement which claims that, knowing a lot of words in foreign language is very important. The more words you know, the better your chance of understanding or making your self understood. Therefore, vocabulary is needed by people to understand the meaning of words and it helps them to express precisely (Burton, 1982). Limited vocabulary mastery can give bad influences in the teaching-learning process of a language.

Nonetheless, in this case, mostly students are still lack of vocabulary. This problem commonly happened in the process of learning especially in English Department students. Basically, English Department students are demanded to be excellent in mastering vocabularies, comprehending all the given courses, as well as their ability in language aspects (listening, speaking, reading, and writing), but most of them are lack in those mentioned aspects. One of the aspects which affects that problem that is vocabulary as explained earlier. Thornbury, 2002 (as cited in Lessard, 2012) asserted that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So that, it clearly shows vocabulary is the basic to develop the language, that is why it should be acknowledged by students, particularly for the students of English.

Relating to the main purpose of this research, it is known that every activities in the classroom compel the students to speak English while discussing, delivering

ideas or even presenting the material indicate students could not speak well because they had limited vocabulary. Consequently, it effects in their learning process in the class that is why most of the students participated less in class activities and discussion regarding to speaking ability. Additionally, M.S Ibrahim (Personal Communication, February 3, 2017) claims that, by considering all subjects must use English during the process of teaching in the class have shown that most students had poor vocabulary even for daily use vocabulary. It can be seen by most of them cannot speak. It is because there are some problems such as suttering, pauses, and repitition of the vocabulary. Also, because the limited number of words, the difficulty to memorize the words and lazy can be considered as the other factors.

This case happened in English Department students particularly some students of class D Academic year 2013. They were taught by one of the lecturers who obligated his students to use English in class which means there are no excuses for them to use Bahasa Indonesia. It made the students in the class work-hard to get point in every meetings. But still, they faced those problems that have been mentioned above. By seeing this case, the lecturer introduced them PVN (personal vocabulary notes) to overcome those problems. PVN became the lecturer's strategy or method in helping students to enrich vocabulary. It also have been applied in every course that lecturer taught. The lecturer believes that PVN can increase students' vocabulary because PVN help students learn vocabulary in an easy way. Also, PVN encourage students become an

autonomous learner. It is because PVN engages student in a cycle to invent their own vocabulary by working independently on vocabulary they do not know before. Besides, every new vocabulary that the students collect into their PVN is random vocabulary it depends on how many words that they cannot master.

It is agreed that, there are lot of methods like concept cards, word walls, and picture sequence that have been produced and applied in case of helping student in enriching vocabulary. These methods are arranged depends on the topic that lecturer want to teach in the class and help the student to look at words in context, study the connotations or even guess the vocabulary based on the picture.

Meanwhile, PVN method does not limit kinds of vocabulary to be learnt means it can be expended to all kinds of vocabulary for instance vocabulary in tourism, business, science and many more depends on the students' ability. It is also practical where the student can bring everywhere because it has small size so the student can put it on their pocket or bag. Therefore, PVN is a small book presenting list of new vocabulary where the student can learn and remember it anytime.

However, PVN can be utilized as the place in practicing English especially in mastering vocabulary. By implementing Personal Vocabulary Notes, there is a process in finding new vocabulary, where the students only write vocabulary that they do not know at all while reading, listening, writing, and speaking. For instance, students do not know how to say the word in English so, the word will be written in Bahasa Indonesia into PVN then find the English word. Most

importantly, PVN can be done by two ways, in or out of class. 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 (Kurzweil, 2002). In other words, to support students in order to have strong memory or understood each words they should make a sentence based on what they have been collected into their PVN two or three sentences. In fact, Kurzweil is well known as the founder of PVN method. Then he was firstly introduced this method to his students in Kanzai University Osaka, Japan.

According to what Kurzweil have stated in his journal (published, June 6th 2002), personal vocabulary notes has many advantages such as students are usually much more motivated to remember their PVN that they are a set of vocabulary items they have received from a textbook or teacher, PVN engages student in the cycle of noticing their own needs, researching language, trying it out, and learning from their mistake, also students keeping vocabulary notes help teachers learn about their students' progress in learning vocabulary. Instead, Personal Vocabulary Notes (PVN) is a note/notebook whose function is to solve problem in arranging the vocabulary.

Research from Wilters (2009) and Priska (2014) by using personal vocabulary notes (PVN) to enrich students' vocabulary mastery showed a successful result. All of their student have better enrichment in vocabulary. Wilters and Priska claimed that, during using PVN their students are capable to produced receptive and productive vocabulary words and able to use it in their writing and the most

important is the students do not face difficulties in learning process any longer. So that, because the success result from past research this reason drives the researcher to conduct this research and choose class D academic year 2013 as the subject. Because, this class has been taught by the lecturer for four times in every different course which is still using PVN in the class.

By deepest explanation above, the research with the title "Using Personal Vocabulary Notes (PVN) in Mastering Vocabulary: A study on Students' Perception" will be conducted.

Research Question

Based on the previous explanation, the researcher may formulate the research question as follow :

"what are the students' perception on the implementation of PVN in mastering vocabulary?"

Aim of Research

According to the research question, the objective of this research is to find out the students perception in mastering vocabulary by using Personal Vocabulary Notes.

Research Significant

There are three significances in this research; firstly, for the teacher, hopefully through this research, teacher can know that PVN brings possitive effect for English students especially in mastering vocabulary. It is really recommended for

teacher to make this personal vocabulary notes as one of method or way in learning process by asking students to apply it in every course. Also, this research is expected to enrich the teacher's knowledge of the appropriate model of Personal Vocabulary Notes (PVN) in helping students to mastery vocabulary. Secondly, through this research students will know the application of PVN is the easy way to practice English. It is good for students in English Department. Additionally, students will be more motivated to encourage their vocabularies. So that, it is hoped by writing PVN the students would increase their vocabulary. The last, for future researcher, it will be your guideline or reference in the future to conduct this PVN with other kinds of research in different ideas of research like level of students and the way you conduct this research.

Delimitation of Research

This research focused on the students who have been applied personal vocabulary notes in the class in order to find out their perception by using PVN. The way the researcher recruit the participant based on some requirements. Firstly, the participant must be students who have been applied personal vocabulary notes in the class. Secondly, for those who are qualified as the participant of this research must be students who have been taught by the lecturer for four times in every different course. Started from the second semester till fifth semester. Thus, it can be considered that they have long experience in using PVN intensively.