

The Effectiveness of Personal Vocabulary Note (PVN) Technique through Al-Qur'an in Improving Students' English Vocabulary

Syayyidina Ali¹, Mutmainnah Marzuki²

^{1,2}Universitas Muhammadiyah Bulukumba

Email: saydinahafid@gmail.com innamuthe88@gmail.com

Abstrak: Siswa membutuhkan teknik pembelajaran yang baik untuk memperoleh, memperluas, dan mengembangkan kosakata bahasa Inggris. Penelitian ini bertujuan untuk mengetahui efek dari penggunaan *personal vocabulary note (PVN) technique melalui Al-Qur'an* dalam meningkatkan kosakata bahasa Inggris siswa. Penelitian ini dilakukan di Madrasah Aliyah Pondok Pesantren Babul Khaer Kalumeme Bulukumba, Sulawesi-Selatan dengan model eksperimen. Sampel sebanyak 30 siswa yang terdiri atas kelompok eksperimen sebanyak 15 orang dan kelompok kontrol sebanyak 15 orang. Data dikumpulkan dengan menggunakan tes awal, perlakuan dan tes akhir. Tes kosakata tertulis telah diberikan kepada kedua kelompok. Data dianalisis dan diinterpretasi dengan menggunakan program software SPSS 25. Hasil penelitian menunjukkan bahwa penggunaan *personal vocabulary note technique* dengan menggunakan Al-Qur'an memberikan efek yang signifikan dalam meningkatkan kosakata siswa. Hasil peningkatan skor siswa dari tes awal sampai tes akhir menunjukkan perbedaan yang signifikan. Sig (2-tailed) yang ditemukan adalah 0.00 lebih kecil dari 0.05. Hasil perbandingan peningkatan antara kelompok eksperimen dan kontrol adalah 0.000. Hal ini berarti bahwa kosakata siswa meningkat secara signifikan.

Kata Kunci: *Pemerolehan Kosakata, Teknik Pembelajaran kata, Pengembangan Kosakata, Personal Vocabulary Note, PVN through Al-Qur'an*

Abstract: The students require a good learning technique to acquire, extend and develop English vocabulary. This research aims at investigating the effects of *personal vocabulary note (PVN) technique through Al-Qur'an* in improving students' English vocabulary mastery. This study was an experimental model consisting of two groups: experimental and control group. The study was conducted at Islamic Boarding School of Babul-Khaer Kalumeme Bulukumba, South-Sulawesi. Samples of the study were 30 students, 15 students were experimental group and 15 students were control group. The data were collected with pre-test, treatment and post-test. Written vocabulary test was administered to both groups of experimental and control group. Data were analyzed and interpreted by means of SPSS-25 program. The results of the research indicated that *personal vocabulary note technique through Al-Qur'an* gives significant effect on students' vocabulary improvement. The result of the students' vocabulary score improvement from pre-test to post-test demonstrated significant differences. The research found that sig. (2-tailed) is 0.000 lower than 0.05. Comparison of the students' improvement between the two groups was 0.000 which meant that the improvement was significant.

Keywords: *Vocabulary Acquisition, Word Learning Technique, Vocabulary Development, Personal Vocabulary Note, PVN through Al-Qur'an*

1. INTRODUCTION

English in Indonesia is learnt as a foreign language which is taught from elementary school to university level. It has a great role in communicating and interacting with other people in this world. English cannot be separated from speaking, writing, listening, reading; as well as grammar and vocabulary. Vocabulary is being as a fundamental aspect in learning new languages including English; because without vocabulary nothing can be conveyed. The problem is many students find challenges when they learn English vocabulary and acquire new words.

Based on the preliminary research, the students in Islamic boarding school of Babul Khaer Kalumeme Bulukumba find some problems and challenges in learning and acquiring new vocabulary; such as they find it difficult to recall some vocabularies that they have memorized and learnt, they find it difficult to motivate their selves to learn new vocabulary, and they find it difficult to use the words in sentence. Those problems are caused by rarely applying the vocabulary in daily life activities and simply memorizing the word without a meaningful process (memorizing technique), while “meaningful learning is better than rote learning” (Ausubel, 1968 in Brown, 2000 in Ali, 2017). It means that learning process should be meaningful which designed with some activities to motivate and reinforce the students' retention about what they learn including vocabulary.

Based on the problems above, the researcher is interested to propose one technique in learning vocabulary to help the students improve their vocabulary; it is Personal Vocabulary Notes (PVN)

Technique. It is a good and interesting technique in learning English Vocabulary. Harmer (1993) described that “Personal Vocabulary Notes are elements which present in a language classroom to help students learn effectively and not make students boring and scare”. PVN also encourages the students to learn vocabulary independently by selecting and choosing words based on what word they want learn. In PVN Technique, the students usually take or note the words from the certain texts such as from text book, magazine, newspaper, articles, and other texts.

In this case, the researcher used Al-Qur'an as source of words because the students in Islamic Boarding School always read it everyday at school and dormitory (habitual activity) and it is very interesting for students because of containing religious side and Arabic language. Al-Qur'an is not only a holy book for Muslim and source for learning about Islam Religion but also many things can be learnt from its text like vocabulary, grammar and structure. In learning process, the text of Al-Qur'an is translated into English or Indonesian and followed by some attracting activities. The translation of Al-Qur'an text can be simply found and seen by the students from Google searching, even can be simply downloaded from Google Play Store and saved as an offline application. The title of this research is “The Effectiveness of Personal Vocabulary Notes (PVN) Technique through Al-Qur'an in Improving Students' English Vocabulary Mastery” which is designed in a Quasi Experimental Research using statistical approach.

2. MATERIAL AND METHODS

Design of the study

This study was a quasi experimental design by engaging two different and separated groups; they are experimental and control group (Gay *et al.*, 2006). The experimental group is treated using Personal Vocabulary Note Technique through Al-Qur'an, and the control group is treated using conventional Technique (Brown, 1995). The researcher used the formula:

O1	X	O2
O3		O4

- O1 : Pretest of experimental group
- O2 : Posttest of experimental group
- O3 : Pretest of control group
- O4 : Posttest of control group
- X : Treatment

Gay *et al.*, 2006)

Both groups received pretest and posttest; they were given a pretest before the treatment and posttest after the treatment. The treatment in experimental group is Personal Vocabulary Note (PVN) Technique through Al-Qur'an as independent variable, and the students' vocabulary improvement as dependent variable (Mertens and McLaughlin, 2004).

Location, population, and sample of the study

The study was conducted in Islamic Boarding School of Babul-Khaer Kalumeme which was located in regency of Bulukumba, South Sulawesi. The population of this research was the tenth grade students of Madrasah Aliyah Pondok Pesantren

Babul-Khaer Kalumeme Bulukumba. They consisted of 90 Students; there were 30 students taken as sample that decided and classified into two groups namely experimental and control group; each group involved 15 students. The sample was chosen and selected randomly.

Data collection

In collecting data, the researcher used a written vocabulary test instrument that designed into multiple choice form which divided in two steps, namely pretest and posttest (Hughes, 2003) and (Nation, 1990). The both groups were given a pretest which consisted of 100 items to know the students' prior knowledge of vocabulary, while a posttest was given to obtain the students' vocabulary improvement. After doing the pretest, the experimental group were treated by Personal Vocabulary Note (PVN) Technique through Al-Qur'an which consisted of several meetings; the PVN through Al-Qur'an contained some steps namely selecting "surah" from Al-Qur'an, and then selecting "ayat", and then selecting words, and then translating the words from Arabic to Indonesian and English, and then noting and listing the words, and the last activity is extending the words knowledge; while the control group was treated by using a conventional strategy using certain reading texts. After treating process, the both groups were given a posttest which consisted of 100 items.

The Steps of Personal Vocabulary Note (PVN) Technique through Al-Qur'an

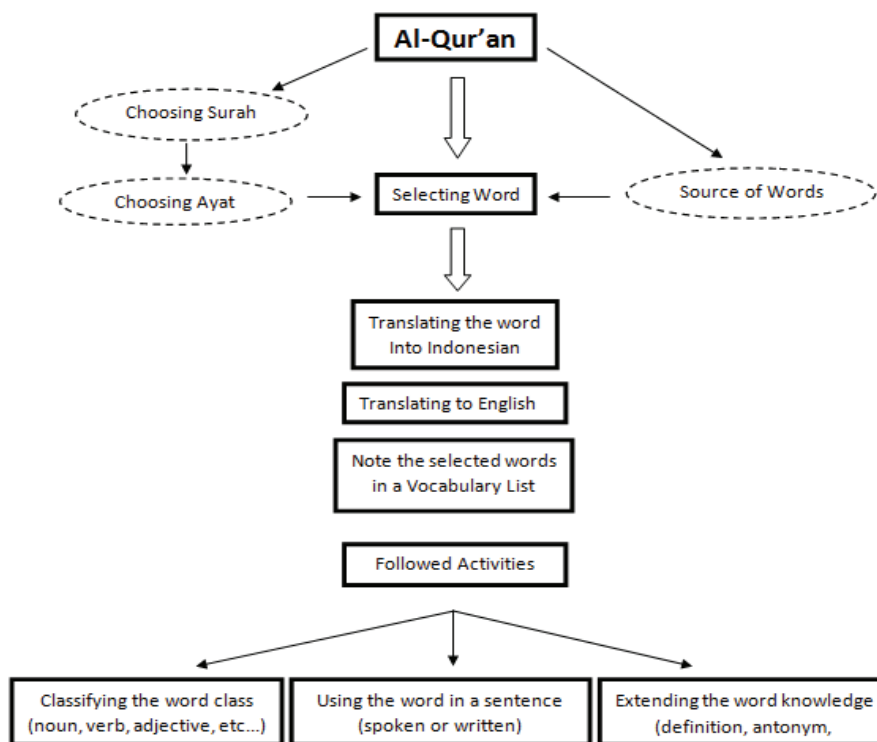


Figure of the use of Al-Qur'an in Personal Vocabulary Note (PVN) Technique

Data analysis

In this study, the researcher used the gained scores (Depdiknas, 2006). After calculating the data, the students' progress were classified into seven categories such as excellent, very good, good, fairly good, fair, poor, and very poor. While the percentage of students' score, the mean difference between control and experimental group, the standard deviation of the data, and the significant difference between students' vocabulary improvement on both groups (student t-test) were calculated and computed by using SPSS-25 program.

3. RESULT OF THE RESEARCH

The rate percentage of the students' pre-test score in experimental and control group.

Classification	Score	Control Group		Experimental Group	
		F	%	F	%
Excellent	95 to 100	-	-	-	-
Very Good	85 to 94	-	-	1	7
Good	75 to 84	-	-	3	20
Fairly Good	65 to 74	1	7	3	20
Fair	55 to 64	3	20	2	13
Poor	35 to 54	8	53	4	27

Classification	Score	Control Group		Experimental Group	
		F	%	F	%
Very Poor	00 to 34	3	20	2	13
Total		15	100%	15	100%

The table above shows that none of student gained excellent, very good and good in control group, 1 student (7%) gained fairly good, 3 students (20%) gained fair, 8 students (53%) gained poor, and 3 of them (20%) gained very poor. Comparing to the students in eperimental group, none of them gained excellent, 1 student (7%) gained very good, 3 students (20%) gained good, 3 students (20%) gained fairly good, 2 students (13%) gained fair, 4 students (27%) gained poor, and 2 of them (13%) gained very poor.

The rate percentage of the students' post-test score in experimental and control group.

Classification	Score	Control Group		Experimental Group	
		F	%	F	%
Excellent	95 to 100	-	-	1	7
Very Good	85 to 94	-	-	4	27
Good	75 to 84	1	7	3	20
Fairly Good	65 to 74	4	27	4	27
Fair	55 to 64	5	33	3	20
Poor	35 to 54	5	33	-	-
Very Poor	00 to 34	-	-	-	-
Total		15	100	15	100

Table above shows that none of the students scored excellent, very good and very poor, there was 1 student (7%) scored good, 4 students (27%) scored fairly good, 5 students (33%) scored fair as well as 5 students (33%) scored poor. Comparing to the experimental group, there was 1 student (7%) scored excellent, 4 students (27%) scored very good, 3 students (20%) scored good, 4 students (27%) scored good, 3 students (20%) scored fair and none of the students who scored poor and very poor.

The mean score difference of post-test between experimental and control group.

Group		Mean	N	Std. Deviation	Std. Error Mean
Students' post-test	Experimental group	75.3333	15	12.33848	3.18578
	Control group	55.6000	15	11.96304	3.08884

The table above shows that the mean score of post-test in control and experimental group was different. The mean score of experimental group was 75,3333 while the control group was 55,6000.

Independent sample t-test of post-test between experimental and control group and value of comparison

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Post Test	Equal variances assumed	.076	.785	4.555	28	.000	21.000	4.610	11.556	30.444	
	Equal variances not assumed			4.555	27.985	.000	21.000	4.610	11.556	30.444	

Variable	t-Observed	t-table	Sig. (2-tailed)
Improvement	4.555	2.048	0.00

The table above shows that the students' improvement of experimental and control group displayed a significance difference because t-observed value is higher than t-table value, where t-observed is 4,555 and t-table is 2,048 at 0.05 level of significance at 28 degree of freedom ($t_{observed} > t_{table}$, $\alpha = 0.05$) and Sig. (2-tailed) is 0,000 which is lower than 0.05. The comparison data between post-test of both groups indicated that the mean score is significantly different. So, It can be concluded that the Personal Vocabulary Note (PVN) Technique through Al-Qur'an can improve the students' English vocabulary (H_1 is accepted and H_0 is rejected).

4. DISCUSSION

The description from the data collected through pre-test and post-test indicated that the students' performance of the experimental group improved significantly. It means that Personal Vocabulary Note through Al-Qur'an has a significant effect on students' vocabulary learning in acquiring new words

and the hypothesis is accepted. It can be proven by the mean score rate result of the students' pre-test and post-test of both experimental and control group.

The result of this research supports the previous theory mentioned by Kurzweil (2002) that "Personal Vocabulary Notes (PVN) is a way of developing students' vocabulary in a personalized way while encouraging them to become autonomous learners". It is caused by the application of PVN in the classroom can motivate the students in "creating the need" and "establishing a routine". And also it can encourage independent vocabulary development and support the active learning.

Also, the result of this research agrees with the previous researches carried out by Wulandari (2015), Timotius, et al., (2012), Aprillianty (2014) and Darti (2012) which observed that Personal Vocabulary Note Technique can improve the students' English vocabulary growth. Actually there

is a little different between the current research and the previous researches where the previous findings used reading text and descriptive text as source of words in implementing personal vocabulary notes technique, the current research used Al-Qur'an text as a primary source in selecting, noting and collecting words while the previous researchers used reading text as word source. Besides that, the sample of this research was the Islamic Boarding School students, while the samples of three previous researches were the general school students; Aprilianti also did her research in Islamic School but the "source" of words in implementing PVN technique was not Al-Qur'an. The most prominent difference between the current research and the others is the researcher used WhatsApp and Google Classroom application in handling the learning process because of Covid-19 Pandemic situation, where online learning needs an extra effort in running the learning process, especially in controlling the learners when the learning is going on.

From the result of this research, it can be assumed that personal vocabulary note (PVN) technique through Al-Qur'an is one of good techniques in improving students' English Vocabulary especially for students in Islamic Boarding School. The researcher would like to recommend the next reserchers to do observation concerning with the effectiveness of PVN through Al-Qur'an in General High Schools in learning English vocabulary.

5. CONCLUSION AND SUGGESTION

Personal vocabulary note (PVN) technique through Al-Qur'an is one of effective techniques in learning vocabulary because it can improve students'

English vocabulary in Islamic Boarding School. The improvement of experimental group was higher than the control group seen from post test result. PVN through Al-Qur'an is a meaningful technique in learning English vocabulary which helps the students in acquiring words with some steps starting from choosing "surah", selecting "ayat" and words, translating words from Arabic to Indonesian and English, and extending the words knowledge. And also it contains a freedom to choose any words to be learnt from so many words in Al-Qur'an which are very interesting for Islamic Boarding School students because it is one of primary books that the students must have and read everyday as well (Al-Qur'an and Islamic Boarding School students cannot be separated).

The researcher would like to make some suggestions. First, English teacher in Islamic Boarding School should think about the personal vocabulary note through Al-Qur'an in learning English vocabulary class because it has been observed and positively responded by the students. Second, More various updated learning strategy must be compared and PVN through Al-Qur'an is one of reasonable choice based on the current study result. Third, the teacher should motivate the Islamic Boarding School students to apply personal vocabulary note through Al-Qur'an in learning vocabulary not only in classroom but also at home and dormitory as well. Fourth, all Islamic students can use Al-Qur'an as source of words in learning English vocabulary although they are not Islamic Boarding School students.

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