

CHAPTER I

INTRODUCTION

1.1 Background of the Study

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

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.

To overcome the problem above, the writer selected Personal Vocabulary Notes (PVN) as a teaching medium for increasing students' vocabulary by making it simple to do so. PVN (Personal Vocabulary Notes) are a means to customize pupils' vocabulary and promote independent study.

In conclusion, teachers should employ suitable and engaging strategies to encourage students to improve their reading comprehension and vocabulary. The Personal Vocabulary Note (PVN) approach is one of the strategies employed by the researcher, despite even though many fascinating methods for increasing students' vocabulary awareness. Personal vocabulary notes should be scheduled. To strengthen their vocabulary, students study in groups. PVN (Personal Vocabulary Notes) are a means to customize pupils' vocabulary and promote independent study. Although the title says "Personal Vocabulary Notes," students will really approach their peers for help and solve challenges together.

1.2 The Problem of the Study

Based on the background, the author came up with the following study problem "Does the using of Personal Vocabulary Notes improve the Students Reading Comprehension of Eleven-grade at SMA Negeri 13 Medan?"

1.3 The Objectives of the Study

Based on the problem above the objective of the study is to know whether the use of personal vocabulary notes improves the students reading comprehension of Eleven-grade students at SMA N 13 Medan or not.

1.4 The Scope of the Study

To teach reading, a variety of techniques can be utilized, including word assault, questioning, forming inferences, previewing, predicting, recognizing the key concept, and summarizing. However, the author of this study restricts the word assault strategy use. There are several different types of texts, including descriptive, recount, narrative, report, news item, explanation, analytical,

hortatory, procedural, debate, review, anecdote, and spexpandandt texts. However, the author of this study solely focuses on narrative text, particularly with regard to the text's content, vocabulary, and word pronunciation for SMA Negeri 13 Medan students.

1.5 The Significances of the Study

The study's findings are likely to be relevant on two levels: conceptually and practically:

1. Theoretically

Personal Vocabulary Notes (PVN) will be used in this study and will be helpful to educators, learners, and other researchers. Students' knowledge of the proper Personal Vocabulary Notes (PVN) model in vocabulary understanding should be enhanced as a consequence of this study's findings, as well as their passion and knowledge that studying English can be enjoyable and fascinating.

2. Practically

1. Using Personal Vocabulary Notes, Eng-Teachers may utilize this learning medium as one teaching strategy to boost student efficacy in teaching Reading narrative text (PVN).

2. The students will help pupils understand terminology better. Students will not be forced to learn English; rather, because they are in a pleasant setting, they will be driven to do so.

3. Other researchers undertaking comparable studies can use this study's findings as a guide.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter provides an overview of related literature as well as an explanation of the items in question. To support this study, the writer gives a discussion of certain hypotheses linked to it.

2.2 Reading

2.2.1 Reading Defenition

Thorndike is a fictional character (2000:13) who stated that Reading is a thinking and reasoning activity. When a reader reads a text, he or she is using his or her brain to think and reason.

According to Sheeba and Hanif Ahmad, Decoding material to create or deduce meaning through reading is a difficult cognitive process (2018:1). Reading is a helpful tool for speaking, learning a new language, and exchanging thoughts and knowledge. The correct reading comprehension approach is also affected by the purpose of reading.

The writer determines that based on the previous description reading may be characterized as a complicated activity undertaken by a reader to grasp the writer's intentions. Furthermore, the reader utilizes his intellect to ponder and reason while reading. Reading also helps to decide the best method.

2.2.2 Types of Reading

There are certain Styles of Reading that the writer describes here based on professional opinion. Skimming, scanning, deep reading, and extended reading are four forms of reading, according to Richard (2005:15-16).

1. Skimming

Skimming is the process of swiftly scanning a text for information. This is the broad background, for example, skimming over a text or article to determine if it is intriguing. The ability to swiftly skim over papers for a specific purpose without having to read every phrase is a huge advantage for the reader. By skimming, users may decide what they want to read and what they don't. Skimming helps people to gain a rough overview of the information rather than reading it completely in detail when that is their purpose.

2. Scanning

Reading is scanning. I look for specific information, such as a phone number in the phone book. Much of a youngster's reading involves quick study through information with a specific objective in mind, such as finding a certain fact or an answer to a specific query. Scanning allows people to find particular information without having to read everything around them.

3. Intensive Reading

During intensive reading, the reader attempts to take in all of the information provided by the author. Reading medication dose instructions is one example.

4. Extensive Reading

The type of extended reading described above is utilized for a specific reason. Each demands unique approaches and tactics that readers often employ when taking a reading exam. They might be able to receive the information they need without having to read the full reading passage, saving time in the process.

2.2.3 The Level of Reading

In reading it is we need to know of reading. As readers, we are used to mastering our written texts. This means that we must know the meaning of the text we read. In this section, the writer wants to classify the level of reading comprehension. according to Mortimer and Charles Doren (2016:2): there are some levels in reading, they are :

1. Literal Reading

It's an easy level. The reader should comprehend the key points, supporting facts, causes and consequences, word usage in order, phrase and paragraph meaning, and sequencing. At a literal level, the fundamentals are clear. for instance: being aware of the man's Joko name; He had previously complained to the landlord about his noisy neighbors and his 18th-floor unit. This information is stated in the text clearly.

2. Inspectional Reading

This is also known as skimming or pre-reading. This level is distinguished by its focus on time. Its goal is to get the most out of the book in the shortest amount of time possible. This is normally done by looking over the book's surface and verifying things like the title, preface, table of contents, index, and publisher's blurb if one is present. After completing this level of reading, you should be able

to answer the following questions. What type of book is it, what is the subject matter, and how is the book structured?

3. Analytical Reading

The reader will have to work harder at this level. It is more difficult than the previous levels and provides a deep and comprehensive reading experience. If all you want to read is information or amusement, analytical reading is rarely essential.

4. Synoptical Reading

Comparative reading is another name for it. This is the most advanced and methodical reading level. A synoptical reader examines and contrasts multiple books on the same subject to arrive at a more holistic and nuanced view of the subject.

2.2.4 Reading Affecting Factors

Reading, some factors affect reading. Jamie Anderson (2005:15-16) stated that there are five factors affecting reading, they are :

1. Phonemic Awareness

The capacity to hear and alter the component sounds that makeup words is known as phonemic awareness. With high phonemic awareness, students are better able to decode words when reading and are more likely to develop into competent readers.

2. Alphabetic Principle

The ability to recognize letters, the knowledge that words are composed of individual letters, and the ability to associate sounds with letters in print are all aspects of the alphabetic principle. The capacity to decode or sound out words is

linked to the alphabetic principle. On the other hand, the English alphabet is difficult to grasp.

3. Fluency

The precision and speed with which a student read are referred to as fluency. A fluent reader can read the information with accuracy, speed, and the appropriate tone of voice. Fluency enables students to read in a more enjoyable and stress-free manner. Reading is usually not a problem for fluent readers. This allows students to focus on vocabulary and understanding rather than decoding and recognizing words. Before students can become proficient readers who can extract meaning from a book, readers must first develop their reading fluency.

4. Vocabulary

Interpreting text while reading to determine its meaning is an important part of learning vocabulary. If a student doesn't understand the words in a paragraph, he or she won't be able to comprehend or construct meaning from it. A student's ability to read fluently and meaningfully will increase with increased vocabulary, as well as advance regularly through regular reading, direct teaching, and life experiences.

5. Comprehension

The process of understanding what is being read is known as comprehension. Reading is useless if you don't grasp what you're reading. To absorb the material, While reading, a reader must actively and intentionally consider and evaluate meaning. A high degree of competency in the other four fundamental reading abilities is required for good comprehension. To grasp the

book, students must assess a variety of characteristics, including genre, text structure, author's goal, and familiar and unfamiliar language.

2.2.5 The Purposes of Reading

When we read a text, we must comprehend the main idea of the text. As a result, 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 necessitates that students recall what they've read. To put it another way, comprehension is concerned with what children 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).

As previously stated, Reading comprehension is an advanced and powerful skill that usually requires active interaction between text elements and the reader. Readers are active participants with text, and they grasp how text-derived concepts connect in an interpretive fashion, in addition to the interaction between what the reader learns from the text and what the reader already knows. The most

crucial component of reading, according to this notion, is understanding. Because reading's ultimate objective is to grasp the material. In the study of reading, the comprehension process is crucial. There are several reasons why you should read. Nunan's rivers and temperament (1999:251) identify seven primary purposes for reading:

1. When we read the main purpose we will achieve is To get the latest information to expand knowledge or because we are curious about a topic;
2. The purpose of reading is also to find out how to make something for our work in daily life (for example, knowing how to make special fried rice);
3. Reading aims to learn about what researchers do. So, through the reading we can role-play, and answer riddles that we don't understand;
4. Obtaining more appropriate information for the wealth of adequate reading material;
5. To know when or where something will happen or what is available;
6. To find out what happened or has happened in the reading;
7. For pleasure or joy.

2.3 Reading Comprehension

To begin, 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).

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2.3.1 Reading Comprehension Levels

Reading comprehension requires the capacity to digest the meaning of the material that is read and grasp the message provided by the author. Reading comprehension has three degrees of understanding. Olivivanti,2011). According to Crawford (2000:38), there are three levels of understanding that are significant and should be fostered:

2.3.1.1 Literal Comprehension

The most crucial degree of reading comprehension is literal comprehension. Students are required to grasp the information in the text at the time of reading. Furthermore, literal reading comprehension abilities assess how effectively students can recognize and comprehend the information they are given. Students should be able to directly articulate the notion in a text-based on the facts they have read. Literal comprehension, according to Clymer, requires the reader's capacity to recount or recall facts or information offered in a book.

2.3.1.2 Inferential Comprehension

The students' thinking capacity to grasp the information implied in the text is known as inferential understanding. In this instance,

students must think critically to grasp the core concept of any available material.

2.3.1.3 Critical Comprehension

The level of critical comprehension requires readers to make judgments about what they read. The point is that students must be able to determine whether something is true or false. It is obvious from the above statement that while teaching reading, the understanding of the material must be based on the students' levels. By taking this level into account, the teacher can determine the students' ability to understand the text.

2.3.2 Reading Comprehension Assessment

According to Caldwell (2008:3), assessment consists of four steps: identifying what should be assessed, gathering evidence, analyzing evidence, and making decisions (Prasetyo, 2017). There are four objectives of reading assessment, namely the first to identify areas of weakness, the second to determine the student's reading level, and the last to determine the student's progress. Psychometric and cognitive aspects are aspects used to assess students' ability in reading comprehension. Students will be required to read a book to test their reading comprehension skills in psychometrics.

The following factors will be considered: speed, speech, intonation, and spelling. A test was used to assess the students' cognitive reading ability. The students' cognitive reading ability was assessed using a test. The tests provided to students must be able to determine the expected level of student comprehension.

Students must master four stages of comprehension : Literal reading, interpretive reading, critical reading, and creative reading are all types of reading. Because literal reading is the primary level of reading, students must be able to master skills such as obtaining information and recognizing the main ideas expressed in details, cause and effect, and sequence in the text. Students must be able to master the ability to conclude, detect, and draw conclusions in interpretive. Students must be able to evaluate their reading in critical reading.

2.4 Strategy for Teaching Reading

The teaching and learning process is two interdependent interactions, where teaching is done by the teacher and learning is done by the students. To engage students in the teaching and learning process, teachers must employ effective tactics. As we all know, strategy is a way that must be used in the classroom to attain learning objectives. Strategy is also a way to provide learning materials and also to achieve one or more goals Welan (2003).

Another statement is according to Nunan (1999: 171), a strategy is a method that has been provided long before it is applied in a lesson, where this strategy must involve mental and information delivery procedures properly that readers use to learn and use the information they get from a book text. This means that the strategy requires mental procedures and interactions to pay attention to the target, especially in reading because

Reading strategy is required for readers to consider and comprehend the author's message. The reading strategy's goal is to help students understand the text's content and to help students become expert readers in an easy-to-understand manner, so they can achieve independence and develop their way of thinking and

understanding a text they read and put it into writing using words they said themselves. Strategy is defined as "the science or art of planning and directing massive military maneuvers and operations," according to Wikipedia. It is a set of acts conducted to accomplish a given aim (Gill & ., 2017).

There are seven strategies for reading comprehension, according to Zimmermann and Moreillon (2007:11) (Reading & Mprehension, 2014) which are as follows:

1. Activating or expanding prior knowledge.

The main strategy that needs to be done by the teacher is to find out what the background knowledge of students is. The reader's knowledge background has a significant impact on his or her ability to comprehend the content being read.

During the comprehension process, according to Cooper (2000:12), the reader must integrate the new knowledge supplied by the author with the old information held in the reader's heart and mind. Background knowledge is used to understand new information when the reader can relate what he is reading to something he already knows or understands; Making Connections is another name for this strategy. The teacher's strategy must assist students in exploring the main ideas they derive from the text.

2. Making use of sensory images

Sensory ability is a strategy in which students use their senses to send information to the part of the brain in charge of processing stimuli and achieving understanding. Students use this strategy to reflect on their experiences and store them in their memories. This is known as the ability to imagine. Learners should be able to urge themselves to engage their minds and take pictures of what they

read by using memory. Then, learners are expected to be able to use their language to relay messages from the texts they read to others without affecting the meaning of the material they read.

3. Questioning

The questioning strategy encourages learners to practice creating questions and answers on their own. The questions that must be asked are those that arise from the text read and can heighten their awareness of what they have read. From this strategy, we can see whether students have comprehended the text they read.

4. Making predictions and inferences

Before we do something it's good we first predict it. In terms of teaching, expertise is also needed to predict the essence of the lesson. When students read a text they can predict the gist of the title because sometimes the title also provides clues about the content of the text.

5. Determine the main idea

As we know the main idea is the core of information. The main idea is usually located at the beginning and end of the text. Students must be able to distinguish which parts of the text are most important to grasp the main idea. Usually, the main idea of a text is more detailed than other sentences.

6. Using the fix-up option

Fixing up is one strategy that readers can use where this strategy has the aim of helping students improve their way of thinking in translating a new word or sentence that they find in a text. In other words, this strategy is a way to find the background of the text they read.

7. Synthesis

Synthesis is a strategy used to bring together all the existing information. In other words, readers can create a new text using their own words that have the same meaning as the text they are reading.

2.5 Personal Vocabulary Notes (PVN)

2.5.1 The Understanding of Personal Vocabulary Notes (PVN)

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 Kanzia 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).

2.5.2 The Application of Personal Vocabulary Notes (PVN)

In Personal Vocabulary Notes, there are several ways to apply personal vocabulary notes, they are :

1. Creating the Need

According to Joshua Kurzweil, students must first need to study vocabulary to manage Personal Vocabulary Notes (PVN) in class. Give kids a story to read. So, by delivering the text first, the students will grasp the content of the text while also practicing their reading comprehension. This is a simple technique to concentrate them and introduce Personal Vocabulary Notes to assist them to identify the vocabulary they don't know (PVN). Giving students projects based on narrative texts, on the other hand, will improve their reading comprehension skills while also expanding their vocabulary. While a consequence of this strategy, students will be motivated to acquire a respectable habit of communicating their opinions solely in "easy English," thus it's critical to encourage them to take Personal Vocabulary Notes (PVN) as they read to guarantee that they both utilized "easy English" and expanded their vocabulary. In the meantime, remind students that each topic requires at least five Personal Vocabulary Notes (PVN). Explain that if they don't get five in class, they should consider learning a phrase outside of class.

2. Establish Routines

Personal Vocabulary Notes (PVN) should become a habit in classrooms since they are simple and natural and should be completed by students. This strategy may be implemented by using narrative text with sections for Personal Vocabulary Notes (PVN) to adopt this method (along with class notes, assignments, and other materials). Students will have an organized strategy to improve their reading comprehension and build their Vocabulary Notes instead of seeking reading texts or narrative texts to take notes on (PVN). When students talk in class, the writer instructs them to keep the text they are using on the table

so that they can readily verify if they comprehend the subject and write a Personal Vocabulary Note (PVN).

The use of dictionaries in class, or at least during communication exercises, should be avoided since it interferes with communicative tasks. Students frequently consult dictionaries or inquire about the teacher about ways to express something in English. In this situation, the teacher just instructs students to check it later and not to disrupt their conversation. It's also worth noticing how many people check something up, speak it, and then forget it.

It's critical to demonstrate how to use bilingual and student dictionaries to search for terms. The researcher also urged pupils to seek translations from one another. Students frequently look up a term and accept the first translation available in their bilingual dictionary, so it's critical to highlight the context. In addition, researchers must simulate how to compose 26 different phrases. It's important to urge students not to use dictionary phrases and to make their sentences long enough to express the context. Researchers frequently accomplish this by emphasizing that unless they utilize their Vocabulary Record (PVN) to express themselves, they will not be given credit.

2.5.3 The Advantages Of PVN

1. To encourage students in memorizing new vocabulary and challenging terms.
2. Enable students in mastering the lesson.
3. Encourage students to seek out new vocabulary and challenging terms.
4. Teach students self-discipline in vocabulary.

2.6 Previous Research

Personal Vocabulary Notes, according to Kurzweil (2002:1), are a means to teach youngsters vocabulary in a personalized fashion while also pushing them to become autonomous learners. The substance of the teaching-learning process includes terminology that the students are unfamiliar with. Students may recall more words from their PVN since they are learning their terminology that the students are unfamiliar with. Students may recall more words from their PVN since they are learning their terminology. As a consequence, it's a good way to help students improve their vocabulary while studying English.

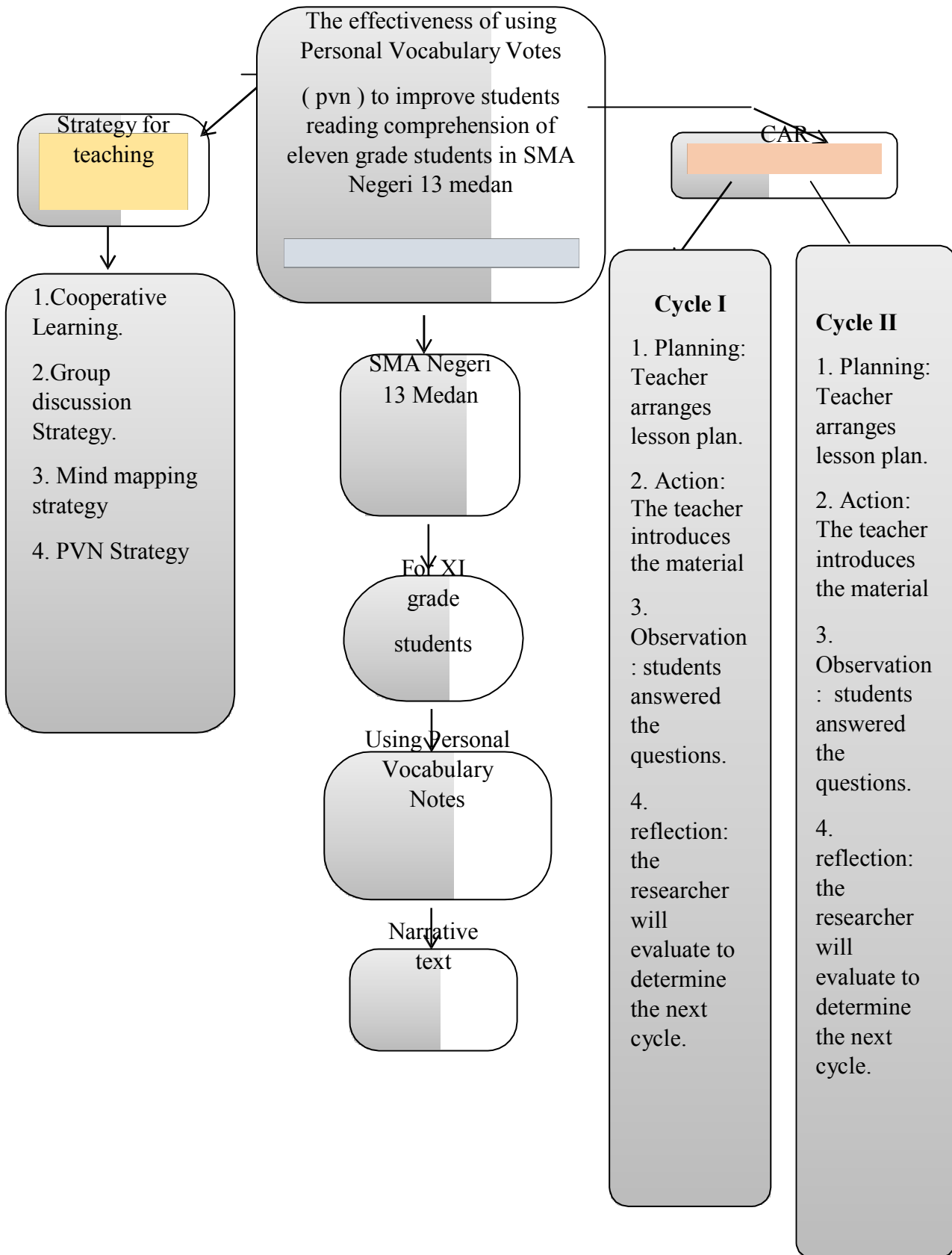
Several studies have been conducted to assess the effectiveness of the Personal Vocabulary Notes (PVN) technique in improving students' vocabulary understanding. Priska Aprillianty N.F (2014) investigated the impact of the Personal Vocabulary Notes (PVN) approach on students' vocabulary comprehension. This study used a quantitative technique, and the research design was a quasi-experimental study. Cluster sampling was utilized in this work as a sample approach. The researcher used experimental classes and controlled led courses as the topic of this investigation. The test score before and after therapy was compared by the researcher.

Ramadhani Fitrya 2020. Students' vocabulary is improved by utilizing Personal Vocabulary Notes (PVN). The purpose of this study was to explore if using Personal Vocabulary Notes might increase students' vocabulary (PVN). In this study, a pre-experimental design was used, with one group pre-testing and post-testing. There were 81 students in this research that were in seventh grade.

The study's sample was the VIIB, a group of 26 students. The researcher used the completion test as a research instrument.

Based on the previous research above, is different from the researcher because he raised the research title the effectiveness of using Personal Vocabulary Notes (PVN) in Teaching Reading at SMA Negeri 13 Medan. this research uses the Classroom Action Research Method. So, that's the reason that my research is different from previous research.

2.7 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The Classroom Action Research research design will be used in this investigation (CAR). Planning, action implementation, observation, and reflection are the four steps of this design. 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 was by what when doing teaching practice, students were still very lacking in writing skills, one of which was caused by the skills media use, so that the results of their writing were less than optimal. This is for classy, specifically to improve the quality of classroom learning. This goal can be achieved by using MALL as a mobile-based approach to improving students' mobile-based skills.

Kemmis and Mc Taggart (1988:16) also stated that Classroom action research consists of four stages that must be completed in a single cycle: (1) preparation, (2) action, (3) observation, and (4) reflection. This stage is used to form a cycle that will be used as a research procedure that will be carried out by the writer in the classroom.

According to Burns (2010: 193), Classroom Action Research is social research that aims to improve the quality of students' learning. Therefore, this study looks for weaknesses and looks for ways to overcome the weaknesses

found. In-classroom action research uses two collection methods, namely quantitative data (based on the number), and qualitative data (based on experience) which means that one data is not enough as an answer to the research. Quantitative data as primary data requires qualitative data as supporting data because the writer also needs to know the development of the situation needs that occur in the classroom before and after the research takes place as a reflection of self-improvement towards the objectifying is one of tobjectiveing by teacher teaching patterns.

Mckay (2006:29) stated that there are three primary elements of classroom action research, namely that it can be done by practitioners, namely classroom teachers, collaborative, and is also intended to change something. This classroom action study can be carried out by classroom instructors with the assistance of other teachers, as well as looking for ways to overcome the weaknesses found to improve the students learning process so that students' abilities will increase.

Based on the preceding definitions, The author concludes that classroom action research is research that may be conducted by teachers, researchers, and instructors with their colleagues by incorporating a group of students to enhance the teaching and learning process or to raise students' knowledge of the lesson.

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.

3.2 Population and Sample

3.2.1 Population

Before collecting the sample, the researcher should first determine the population. 'Quantitative research is the collection of data in order to quantify and statistically treat the information in order to support or deny "alternative knowledge assertions.' Creswell (2003), p. 153 indicates that a group of subjects is the major item in the population that the researcher has chosen to study and then make conclusions from.

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

3.2.2 Sample

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. The sample must be chosen properly so that when the researcher is researching, the research can run well Arikunto (2006:109) suggests that the sample is a selected subject that represents the population (Brunnermeier & Palia, 2016). In addition, the sample is a collection of the population (Arikunto 2006:109). In this research, the researcher decided to take 1 group from class XI, Specifically, group B, which consists of 30 students as a sample.

3.3 The Data Collection Instrument

This study will use two types of data gathering tools: 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 pupils' 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.

3.3.1. Qualitative Data

The writer collects both qualitative and quantitative data in this study approach. "In terms of status, relevance, and methodological rigor, good qualitative research has equaled, if not surpassed, quantitative research," Davis writes (2007). Observing the teaching and learning process will yield qualitative data. The following are data collection techniques that researchers use:

1. Observation

The purpose of this observation is to learn more about the elements that lead to student failure in the use of Personal Vocabulary Notes (PVN) in teaching and learning activities. From the beginning until the finish of the class, the researcher watched the teaching and learning process. The researchers observed the following aspects: how the students responded to the subject matter, how the

teacher delivered the subject matter, the material presented by the teacher, and the condition of the class, whether or not it was comfortable in the study room.

2. Interview

When we conduct research, three types of interviews can be used, namely: Unstructured, semi-structured, and structured. The format of the interview used in this study is a semi-structured interview. This interview aims to help researchers conduct research. In this interview, all conversations between researchers, teachers, and students were recorded well. Through this interview, researchers can find out in detail how far the students' achievement to build their vocabulary is. In addition, researchers can also find out what causes students' reading scores to be weak.

3.3.2 Quantitative Data

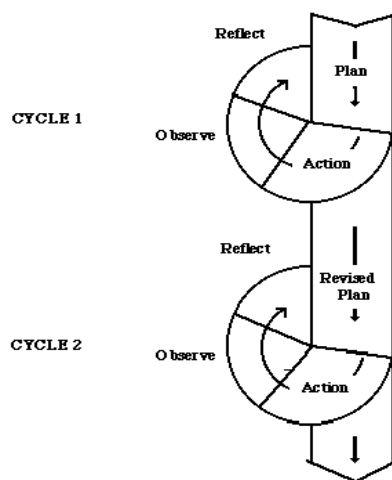
The mean scores of the students' pre-test and post-test will be used to obtain quantitative data. The researcher administers a reading test to the children in order to collect quantitative data. "Quantitative research comprises collecting data in order to quantify and statistically analyze it in order to support or disprove "alternative knowledge assertions." Creswell (2003) (p. 153)(Marvasti, 2018). The author administers two types of tests to the students: pre-test and post-test. This pre-test and post-test are used to examine the extent to which students' reading progress and development differ before and after the researcher implements the Personal Vocabulary Notes theory (PVN). The achievement test used by the author consists of 10 essay questions and 40 multiple choice questions which include getting information, getting the main idea, and paraphrasing. The pre-test is usually done at the beginning of the lesson to find out why students have low

scores in reading. Meanwhile, The post-test is given at the end of the course to evaluate and provide an overview of the students' results. The researchers then compared the pre-test and post-test findings obtained by the pupils. Finally, the researchers determined whether or not the application of Personal Vocabulary Notes (PVN) in teaching Reading was beneficial in enhancing students' Vocabulary.

3.4 Procedure of the Research

This study employs classroom action research, with data collected in two cycles. Each cycle has four stages: preparation, activity, observation, and reflection.

The following diagram depicts the steps taken in conducting this research:



Simple Action Research Model Source: Kemmis and Mc Taggart

(Kasbolah 1998:124)

3.4.1. Cycle I

The PVN approach is utilized by the instructor to help pupils enhance their vocabulary. Here's how to put it to use:

a. planning

The first step is to develop a lesson plan. After compiling the lesson plan, The researcher creates the medium that will be utilized to disseminate the information. The next step is to prepare teaching materials. Before making the material to be tested, the researcher prepared a checklist observation sheet. and the last making test materials to be tested.

b. Action

The teacher greets the pupils first and then proceeds to discuss the content. The teacher introduces the PVN strategy to students. The teacher forms students into several groups and asks th em to read, ask questions, and put them according to the existing topic.

c. Observation

Researchers conduct observations to learn about: student activities while reading texts, student replies during the teaching and learning process, and the influence of employing the Personal Vocabulary Note.

d. reflecting

This final stage will examine all of the actions that have occurred in the room. Teachers and researchers examine the data that has been collected and evaluate the implementation of the research that has been carried out, and if it does not meet the requirements, it will be continued in the next cycle.

3.4.2 Cycle II

a. Planning

1. Determine the problem and devise a solution.

2. Developing a lesson plan.
3. Making the content media-ready.
4. Create teaching materials.
5. Make a checklist of observations.
6. Make the testing material.

b. Action

1. The content is explained by the teacher.
2. The instructor explains to the students the PVN approach.
3. The teacher instructs pupils to form groups and read aloud on the assigned topic.

c. Observation

Observations have purposes to observe:

1. Student activity in reading.
2. Student reactions to the teaching and learning process
3. Improving students' reading skills and making pvn for their own.

d. Reflecting

This stage investigates all of the acts that have been done. Teachers and researchers use the collected data to discuss and analyze all test results and then compare all student achievement results. As a consequence of their accomplishments, researchers might draw conclusions in their classroom action research.

3.5 The Technique of Analysis Data

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. The author will go through the following steps to analyze the data:

1. Students' pre-test and post-test scores
2. Scores are tabulated in pre-test and Post-test from lowest to highest.
3. Comparing student scores in cycles I and II
4. Determining the percentage of student grades in pretest and post-test
5. Making conclusions

Following the completion of the teaching and learning process, the writer evaluates the outcomes of the students' tests to determine how many results are achieved by students. Then, the writer sees how many students have low scores and how many students have high scores. In the third stage, the author compares the results obtained by students in the first and second cycles. The fourth stage is to compute the percentage achieved by students in order to determine the outcomes attained while employing CAR in the teaching and learning process.

To score students' test the writer will use:

$$S = \frac{R}{N} \times 100$$

Where:

S= The test result

R= The number of correct answers

N= Number test items

The researcher used the following formula to determine the mean of the student's assessment scores:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} = the mean of the students' score

ΣX = the total score

N = the total number of students