

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is one of English language components which has to be mastered by the students in order to make them easy to understand four English language skills, namely listening, writing, reading, and speaking. It indicates that vocabulary becomes central part in English learning. The students of junior high school need to acquire the new words in order to support the mastery of English skills, therefore it is essential to learn vocabulary.

Coxhead (2010:2) stated that there are three aspects of vocabulary that focus on receptive knowledge of a word namely form, meaning, and use. In mastering vocabulary, the students need to acquire the new words based on these three aspects. The students should know the form of words, the meaning of words, and the use of words. The three aspects of vocabulary will guide the teacher during teaching and learning process, therefore the teacher will know what should be taught to the students.

Based on the researchers' observation on the VII C grade of MTs. Mathla'ul Anwar Pontianak, it is found that many students had difficulty in vocabulary mastery. It was proved when the researcher asked them to speak and mention some words in English, they did not because they said that they do not have extensive English vocabulary. The teacher also said that the

students have weaknesses in vocabulary mastery. She also mentioned the students' score to the researcher. From the data, many students got low score at English subject.

The teacher also said that the students do not know the meaning of the words when they are doing the task. They always ask the teacher about the meaning of the words. Sometimes, before they do their task, the teacher should translate every single word to them in order to make their score much higher. Even the teacher always tells the meaning of the words to them, most of their score still low. The result of students' score indicated that they have problem in vocabulary mastery.

The problem which was faced by the students because of the students themselves and the strategy which used in the class. The researcher found that many students got lazy when they have English subject. The students seem like did not want to have English subject. They often came late to the class after have break. When they were in the class, some of them like to get sleep and it made the teacher difficult to explain the subject. Besides the students' laziness, they also hate English subject. They said that it seems impossible they can speak English because they do not know about English.

On the other hand, the students' classroom environment took part in learning vocabulary. A boisterous classroom was one of the causes of the students' problem in mastering vocabulary. The students always busy with their seating pair. They never serious when the teacher explained in front of the class. Only few of students that focus on the teachers' explanation and

the rest were busy. When the teacher asked them to come forward to practice some conversations with their pair, they did not. They said that they do not know how to pronounce the words. The students always gave the same reason when the teacher asked them to do the same thing.

Besides the problem came from the students, the way of the teacher taught the students took part in the teaching and learning process. The teacher always used traditional strategy rather than interesting strategy. The teacher asked the students to memorize some lists of words in the text book and let them figure out the meaning of the words from dictionary. Sometimes, the teacher also presented the new words in front of the class, then teacher asked the students wrote down the words into their notebook and memorize the words at home. The teacher only used the same way starting from the beginning until the end of the semester. The teacher never changed the strategy of her teaching and used the other strategy.

Teaching vocabulary for junior high school needs interesting and different strategy. The interesting strategy which is used in teaching vocabulary will make the students enjoy and avoid them from getting bored in English class. One of the strategies which can be used for these problems is Vocabulary Self-Collection Strategy (VSS). The use of Vocabulary Self-Collection Strategy (VSS) is expected to make the students easy to acquire the new words with easy concept.

Related to the strategy which can be used in teaching vocabulary, the teacher should use interesting strategy which can make the students easy to

acquire the new words. On the other hand, the use of interesting strategy will help them in creating fun class. The teacher can use Vocabulary Self-Collection strategy (VSS), Juwita and Sunaryo (2013:133) conducted their research at one of junior high school of Padang concluded that Vocabulary Self-Collection Strategy (VSS) can be applied in teaching vocabulary because it is interesting and enjoyment for the students. The students' vocabulary will be enhanced and increased by using this strategy. Then, it also helps the students to understand the words based on the context.

Furthermore, Ali, *et al.* (2013:8) conducted the research at Universitas Islam Alaudin Makassar concluded that Vocabulary Self-Collection Strategy (VSS) is meaningful strategy in learning vocabulary which helps the students in learning the words' changes and contains a freedom to choose any words to be learnt. VSS enriches students' vocabulary knowledge and makes the learning of vocabulary more interesting. Additionally, Rahayu (2013:8) conducted her research at one of elementary school of Padang concluded that Vocabulary Self-Collection (VSS) is practicing the use of context to determine word meanings. The strategy can increase the students' interested and participated in learning English vocabulary. This strategy is very good to enrich students' vocabulary for novice students.

Thus the notion of Vocabulary Self-Collection Strategy (VSS) of three research, the researcher concludes that Vocabulary Self-Collection Strategy (VSS) is an effective strategy to improve students' vocabulary mastery and

also help the teachers use set of related words with higher confidence. The researcher was interested in improving students' vocabulary mastery and the researcher applied Vocabulary Self-Collection Strategy (VSS) as the strategy in teaching vocabulary. The researcher did research entitled "The Use of Vocabulary Self-Collection Strategy (VSS) to Improve Students' Vocabulary Mastery (A Classroom Action Research on the Seventh Grade Students of MTs. Mathla'ul Anwar Pontianak in the Academic Year 2015/2016)".

B. Research Problem

According to Singh (2006:17), "The form of the problem is very narrow. It is a local problem. It is practical problem. The problem is selected and finalized by the researcher or investigator himself. No external approval is required". Based on the background above, the researcher formulated the research problem, how can Vocabulary Self-Collection Strategy (VSS) improve students' vocabulary mastery on the VII grade Students of MTs. Mathla'ul Anwar Pontianak?

C. Research Purpose

The Vocabulary Self-Collection Strategy (VSS) was used to solve the students' problem about vocabulary mastery. According to Singh (2006:17), "Purpose is the improvement in classroom teaching process". Based on the research problem, the researcher formulated the research purpose is to find out how Vocabulary Self-Collection Strategy (VSS) can improve students'

vocabulary mastery on the VII grade students of MTs. Mathla'ul Anwar Pontianak.

D. Research Limitation

1. Variable

Variable is a characteristic which can be measured by the researcher. It is also the centre of attention or something which gives effect and value in research. Anderson and Arsenault (1998:12) stated, "A variable is a characteristic that can assume any one of a range of values". Furthermore, Balnaves and Caputi (2001:46) stated, "Variable is a general class of subjects, events, situations, characteristics and attributes that are of interest to the researchers". The focused of this research was about using Vocabulary Self-Collection Strategy (VSS) to improve students' vocabulary mastery. The researcher classified the variable of this research as single variable that was improve students' vocabulary mastery by using Vocabulary Self-Collection Strategy (VSS).

2. Terminology

The researcher provided the following explanations which are used in this research. The terms are below:

- a. Vocabulary mastery is set of words which is acquired by the students.

- b. Vocabulary Self-Collection Strategy (VSS) is the strategy which help the students to acquire the new words that they think important and interested in.

E. Action Hypothesis

An action hypothesis is the expected outcome of the problem occurs in the classroom of the school. According to Singh (2006:17), “The action hypothesis are formulated on the basis of the causes of the problem. An action hypothesis needs one design of research. One hypothesis is tested at one time”. The action hypothesis of this research is by using Vocabulary Self-Collection Strategy (VSS), the students’ vocabulary mastery on the VII C grade students of MTs. Mathla’ul Anwar Pontianak improve.

F. Significances of the Research

The researcher hoped that this research will have some benefits in teaching vocabulary. There are two kinds of benefit of this research; theoretical benefit and practical benefit.

1. Theoretical Benefit

- a. The result of this research can be used as the reference for those who want to conduct a research in vocabulary through Vocabulary Self-Collection Strategy (VSS).

2. Practical Benefit

a. The students.

The result of this research can motivate the students in improving their vocabulary mastery.

b. The teacher.

The researcher expects that Vocabulary Self-Collection Strategy (VSS) can be applied by the teacher as the alternative of vocabulary learning strategy in school.

c. The school.

The researcher expects that Vocabulary Self-Collection Strategy (VSS) can facilitate the teacher when they want to solve the teachers' problem in teaching vocabulary.

