

CHAPTER II
TEACHING VOCABULARY THROUGH VOCABULARY SELF-
COLLECTION STRATEGY

A. The Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary cannot be separated from the language because vocabulary is roughly as the words we teach in the foreign language. Ur (1991: 60) states vocabulary can be defined as the words taught in the foreign language, a new item of vocabulary may be more than a single word, Nilforoushan (2012: 164) states vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary and Nushi and Jenabzadeh (2015: 51) state vocabulary is essential to conveying meaning in a second language and foreign language. In short, vocabulary is the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary is all about the words in a language or a special set of words the students are trying to learn.

Furthermore, Hiebert and Kamil (2005: 3) define vocabulary generally is the knowledge of meaning of words, Wu (2009: 131) states vocabulary is the tool of thought, self-expression, translation and communication, Diamond & Gutlohn in Ferreira (2007: 11) also say vocabulary is the knowledge of words and their meanings and Raphael

(2008: 2) states vocabulary is knowledge about words and word meanings. So, vocabulary as all the words a particular individual knows and uses, and all the words in a particular language or subject.

From the theories above, vocabulary refers to the list of words and phrases that people know and use. It includes an understanding of how words work in relation to each other and within specific contexts.

2. The Significance of Vocabulary

The teachers have to facilitate the vocabulary learning the students by teaching using a good strategy to help the students enhance their vocabulary mastery. Pikulski and Templeton (2004: 2) state the students naturally learn to communicate through listening and speaking. In order to make the transition to communicating through reading and writing, they need a large meaning vocabulary, McKeown in Ferreira (2007: 14) states that vocabulary knowledge is the heart of a language comprehension and use. In short, the vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

The vocabulary is central to communicative competence and to the acquisition of a second language as Alqahtani (2015: 22) states the vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. In short, the vocabulary is an important part in a language and it can be formed of four basic language skills.

3. The Aspects of Vocabulary

Aspect means a part or feature of the vocabulary. If the students want to master vocabulary they should master the aspects. According Ur (1991: 60) there are five aspects, pronunciation and spelling, grammar, collocation, meaning, and word formation that should be taught by the teacher to the student while Mochizuki and Robert (2007: 62) there are eight aspects, meaning, pronunciation, grammar, collocations, word formation, idioms, connotation and register. In short, there are eight aspects of vocabulary that should be learnt by the students.

a. Meaning

There are several elements associated with the 'meaning' of a word. There is 'denotation', the precise, literal definition of a word that students would typically find in a dictionary. There is meaning in context, and also meaning in relation to the other words around it. The aspect of word knowledge involves having a clear idea of the underlying meaning of a word running through its related uses, and also involves being aware of the range of particular uses it has, that is, what it can refer to. Knowing the meaning of a word is not just knowing its dictionary meaning, it also means knowing the words commonly associated with it as well as its connotations, including its register and its cultural accretions.

b. Pronunciation

It is up to the teacher on how much emphasis to place on pronunciation. It may be counterproductive by inhibiting the flow of a conversation or dialog to explain or correct pronunciation. “Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners - such as ‘regular’ and ‘lorry’ for Japanese learners.

A useful technique is for the teacher to model the correct pronunciation as part of the dialog so as not to give the appearance of an actual correction or disrupt student output. A much more basic approach to pronunciation, especially for lower level learners, is for the teacher to simply put the target words on the board and have the students repeat them after giving the correct pronunciation

c. Grammar

For correct usage in speaking and writing, two factors are essential for a learner to know concerning a word. First, what part of speech the word is: a noun, verb, adjective, etc. Second, its derivative forms. Derivatives are the different forms a word can have. For example: ride, riding, rode, ridden, rider. It is up to the teacher how far they want to go in explaining correct grammar. Usually, grammar correction is done more in writing. This can be beneficial for students in that they can actually see the written corrections. While grammar correction during speaking is also

beneficial, students may not always retain this knowledge unless they take notes.

d. Collocations

Simply put, collocations can be defined as words that often occur together. For example: by the way, hurry up, too much. The reason native speakers can speak with such fluency is that they have such a large volume of these memorized sequences on hand and can instantly call upon them without having to think about constructing such phrases from scratch. Additionally, important aspect of knowing a word is having a cognitive recognition of the contextual background of such phrases. Some collocations border on the idiomatic while others are quite logical. As far as teaching is concerned, the more idiomatic type collocations must be memorized while the more logical ones can be either be coherently explained by the teacher or deduced by the learner.

e. Word Formation

Word formationsometimes known as affixation or compoundinginvolves knowing how words are written and spoken and how they can change their formsuch as prefixes, suffixes, parts of speech, and nouns into verbs. These are also known as word families. For example the word family for 'use' can consist of: used, using, user, misuse, usury and so on.

Word formation also includes combining two words into one, such as dishwasher, paper- back, or highway. A knowledge of affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words or to known prefixes and suffixes, and can be used as a way of checking whether an unfamiliar word has been successfully guessed from context

f. Idioms

Idioms are those multi-word units that cannot be understood by a second language learner merely by understanding the meaning of their components. They must be memorized as whole units. Trying to analyze meaning through the components would prove to be impossible. For example 'break a leg' which in common entertainment parlance would mean to have good luck. The core idioms occur with such low frequency that they need not be learned until learners have a better grasp of higher frequency words.

g. Connotation

Connotation can be generally defined as those ideas, impressions, or other qualities implied by a word rather than its actual meaning. Sometimes, there is a meaning that is not very clear from just reading or hearing the words, or even knowing the definition. In addition, dictionary definitions of two words may be the same, but there is a difference between the words which is sensed by native speakers. For example, the

differences between smell and stink, thin and skinny, or thrifty and cheap. Learners need to be aware that meaning involves attitude and emotion as well as denotation. These subtle differences in meaning are best explained by the teacher as the learner encounters them

h. Register

Register concerns the formality or politeness of words or phrases used. Register is determined by the relationship of the interlocutors. For example, how one speaks to friends may not be appropriate when talking to a teacher, colleague, or company superior. Conversely, a doctor will speak much differently to a patient than to his staff. Learners need to be aware of the various meanings of words and how such words can affect the speaker / listener relationship

In addition, Harmer (2002:16) says that there are some aspect of vocabulary, word meaning, word use, word combination and the grammar of words which comprises noun, verb, adjective, and adverb. From the theories above, there are many aspects of vocabulary that should be mastered by all the students because they are the keys in mastering a language but in this study the researcher focused on three aspects, meaning, spelling and pronunciation because the students have some problems in three aspects of vocabulary mastery based the observation done .

4. Forms of Vocabulary

There are many experts who have different view to divide the forms of vocabulary. Nation (2001:39) states there are two forms of vocabulary, receptive and productive where they apply to a variety of kinds of language knowledge and use and when they are applied to vocabulary, these terms cover all the aspects of what is involved in knowing a word while Hiebert and Kamil (2005:3) say that they consist of receptive (that which we can understand or recognize) and productive (the vocabulary we use when we write or speak). In addition, Alqahtani (2015: 26) state there are three forms of vocabulary. They are as follows:

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. In order to

understand the language, vocabulary is crucial to be mastered by the learner.

c. Vocabulary Mastery

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. The mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display or great skill or technique, b. skill or knowledge that makes one master of a subject comment. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

Furthermore, Nation (2001:40) tells more about receptive and productive vocabulary in this table below:

Table 2.1
Receptive and

Form	Spoken	Receptive Productive	What does the word sound like? How is the word pronounced?
	Written	Receptive Productive	What does the word look like? How is the word written and spelled?
	Word Parts	Receptive Productive	What parts are recognizable in this word? What word parts are needed to express the meaning?
Meaning	Form and meaning	Receptive Productive	What meaning does this word form signal? What word form can be used to express this meaning?
	Concept and referents	Receptive Productive	What is included in the concept? What items can the concept refer to?
	Associations	Receptive Productive	What other words does this make us think of? What other words could we use instead of this one?
Use	Grammatical functions	Receptive	In what patterns does the word occur?

	Productive	In what patterns must we use this word?
Collations	Receptive	What words or types of words occur with this one?
	Productive	What words or types of words must we use with this one?
Constraints on use	Receptive	Where, when and how often would we expect to meet this word?
	Productive	Where, when and how often can we use this word?

Nation also gives complete explanations. To explain more, nation uses word underdeveloped. From the point of view of receptive knowledge and use, it involves:

- a. Being able to recognize the word when it is heard.
- b. Being familiar with its written form so that it is recognized when it is met in reading.
- c. Recognizing that it is made up of the parts under-, -develop- and -ed and being able to relate these part to its meaning.
- d. Knowing what the word means in the particular context in which it has just occurred.
- e. Knowing the concept behind the word which will allow understanding in a variety of contexts.
- f. Knowing that there are related words like overdeveloped, backward and challenged.
- g. Being able to recognize that underdeveloped has been used correctly in the sentence which occurs.
- h. Being able to recognize that words such as territories and areas are typically collocations.

- i. Knowing that underdeveloped is not an uncommon word and is not a pejorative word.

And from the point of view of productive knowledge and use, it involves:

- a. Being able to say it with correct pronunciation including stress.
- b. Being able to write it with correct spelling.
- c. Being able to construct it using the right word parts in their appropriate forms.
- d. Being able to produce the word to express the meaning “underdeveloped”.
- e. Being able to produce the word in different contexts to express the range of meanings of underdeveloped.
- f. Being able to use the word correctly in an original sentence.
- g. Being able to produce words that commonly occur with it.
- h. Being able to decide to use or not use the word to suit the degree of formality of situation (at present developing is more acceptable than underdeveloped which carries a slightly negative meaning).

As cited by the theories above, it can be concluded that there are three forms of vocabulary: productive, receptive and vocabulary mastery. The productive vocabulary means the words that the student gets from writing and speaking and he gets these words actively and receptive vocabulary means the words that the student gets from listening and reading and he gets these words

passively. In addition, vocabulary mastery means complete knowledge or great skill that makes someone a master in a certain subject

5. Kinds of Vocabulary

The vocabulary itself has correlation with the four skills of language, listening, writing, reading and speaking, listening and reading are as the students' inputs whereas writing and speaking are as the students' output. According to Nation in Tanjung (2011: 8), vocabulary is divided into two kinds; there are high frequency vocabulary and low frequency vocabulary Mochizuki and Robert (2007: 66) divide into three kinds; there are high frequency vocabulary, low frequency vocabulary and Technical words.

- a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.
- b. Low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.
- c. Technical words, those words specific to various specialized fields. In general they are considered low frequency words, however in relation to their respective fields they can be considered high frequency words.

These words should be a part of the study of the subject and taught as they are encountered, not pre-taught by the EFL teacher. It is essential for the learning of technical vocabulary to occur as part of meaning focused input through listening and reading, especially intensive reading pertaining to the particular field.

6. Principles of Teaching Vocabulary

Richards and Nation (in McCarten, 2007: 18) state the student needs to know about the vocabularies before the teacher can say that the student has learned it. These include:

- a. The meaning(s) of the word.
- b. Its spoken and written forms.
- c. What word parts it has.
- d. Its grammatical behavior.
- e. Its collocations.
- f. Its register.
- g. What associations it has.
- h. What connotations it has.
- i. Its frequency.

Learning language belonging its vocabulary is not easy. Therefore, the teacher should have some principles that can help the teacher and student in learning a new language. Based on McCarten (2007: 20) there are some key principles to make teaching vocabulary activity more effectively as following:

a. Focus on Vocabulary

Knowing what to learn is necessary prerequisite to learning. Teachers can help students get into the habit of noticing by making clear in classroom instruction and homework assignment. And materials can help teachers in this in the following ways:

- 1) Providing clearly marked vocabulary lessons.
- 2) Making the target vocabulary set stand out, including focused practice and regular review.
- 3) Giving list of vocabulary to be learned for the lesson.

b. Offer Variety

Teachers can use different ways to present vocabulary including pictures, sounds and different text types with which students can identify: stories, conversations, web pages, questionnaires, news reports, etc.

c. Repeat and Recycle

Learning vocabulary is largely about remembering, and students generally need to see, say and write newly learned words many times before they can be said to have learned them. Many researchers agree that repetition is an important aid to learning. They also agree that repeating aloud helps students remember words better than repeating them silently. The implications for the vocabulary classroom are self-evident: review vocabulary as often as possible in activities that have students actively recall words and produce them rather than merely see or hear them.

d. Provide Opportunities to Organize Vocabulary

Organizing vocabulary in meaningful ways makes it easier to learn. There are some types of organization and these can be described under three broad headings: real-world groups, language-based groups and personalized groups, examples of which are given below:

- 1) Real-world groups occur in the real world, such as the countries within each continent, parts of the body, the foods in each food type (carbohydrate, protein, fats, etc), activities that take place for a celebration (e.g., at a wedding), expressions people typically use in everyday situations (e.g., when someone passes an examination, has bad luck, etc.). Students can draw on their general knowledge to group English vocabulary according to concepts with which they are already familiar.
- 2) Language-based groups draw on linguistics criteria as way of grouping, for example, the different parts of speech of a word family; words that have the same prefix or suffix, or the same sound; verbs and dependent prepositions; collocations of different kinds.
- 3) Personalized groups use students' own preferences and experiences as the basis for the groups. It might include grouping vocabulary according to likes and dislikes, personal habits or personal history, for example, foods that you like and don't like, or eat often, sometimes, rarely, or that you ate for breakfast, lunch, and dinner yesterday.

Making vocabulary personal helps to make it more memorable.

e. Make Vocabulary Learning Personal

Related to the point above, materials should provide opportunities for students to use vocabulary meaningfully, to say and write true things about themselves and their lives. Students should be encouraged to add vocabulary they want to learn, too, and if the experience of learning is also enjoyable, so much the better.

f. Do not Overdo It.

Another important point is not to overload students – there are limits to how much vocabulary anyone can absorb for productive use in one lesson and this will be affected by how difficult the words are and how much students are required to know about them. If vocabulary sets ever seem too daunting for students, allow them to choose which items they want to prioritize.

g. Use Strategic Vocabulary in Class

Since the classroom may be the main or only place that students hear or use English, it's important to include in lessons the strategic vocabulary.

From all the explanations above, vocabulary is a number of words in a language to express thought, feeling, idea, and to communicate among others. Vocabulary consists of oral vocabulary and print vocabulary. This research focused on meaning, spelling and pronunciation.

B. The nature of Vocabulary Self-Collection Strategy (VSS)

1. Definition of VSS

VSS is one of vocabulary strategies to teach vocabulary. VSS is better than traditional language arts curriculum words. It is because this strategy involves some steps; like selecting the word, defining the word, finalizing the list word, extending word knowledge, and it is supported by small group activity and class discussion as well. Juwita and Sunaryo (2013: 130) state VSS is a strategy to teach the vocabulary by using the students' ability in collecting and generating word list and it emphasizes on the students' personal experience and general knowledge and Haggard (2015: 635) states the VSS is significantly traditional instruction through its use of student generated word lists and its emphasis on students' personal experience and world knowledge. In short, the vocabulary self-collection is a strategy that guiding students to make list of vocabulary. List of vocabulary depend on unfamiliar and interest words of students' perception and this strategy can increase student vocabulary

Furthermore, Ruddell in Syayyidina Ali, Bazergan and Imran (2005: 2) states the students are required to choose and select a word in a text or other sources based on their choice to learn, Meiningsih (2015: 20) says VSS is the strategy that focus is on the meaning of the word in the specific context, Martin (2002: 93) states the vocabulary VSS is an interactive-learning instructional strategy that promotes word consciousness because the students

can be actively engaged in identifying important words from their reading to share with members of their class and Lunceford (2010: 15) states VVS is active learning activity for finding important and meaning words from their reading in order to share with members of their and comprehend a text.

From theories above, it can be concluded that the vocabulary self-collection is a strategy which asks the students individually select unfamiliar words from content area or literature selections and use context to determine possible meanings. Students may meet in small groups to discuss and select two or three words to nominate to the class. The class meets together to discuss the nominated words.

2. The advantages of VSS

There are many advantages of VSS explained by some experts. According to Haggard in Putri (2013: 3) there are three advantages of VSS.

- a. VSS helps students develop important connection between new words and their meaning so that it more completely understood and remembered.
- b. VSS stimulates students interest related to the new term, which is a motivating factor for learning new vocabulary.
- c. VSS increases students' enthusiasm for learning and collecting words.

Furthermore, Wulansari (2016: 6) explains the advantages of self-collection strategy (VSS) are as follows:

- a. This strategy will help the students develop an awareness of the importance of learning content-area words. It is through the development

of this awareness that students begin to use self-monitoring strategies. Therefore, the researcher will give the limit time for the students to do the activity

- b. Through used of VSS, students become involved in pointing out important vocabulary in a text.
- c. This, in turn, helped students take ownership of their own future learning.

From the explanations above, VSS is to help students generate a list of words to be explore and learned and to use their own prior knowledge and interests to enhance their vocabulary. This strategy can be used to stimulate growth in word knowledge because the list is self-generative, in internal motivation is utilized.

3. The Disadvantages of VSS

Besides, the advantages of VSS there are also disadvantages of it. According to Wulansari (2016: 6) there are the weaknesses of VSS as follows:

- a. The procedures taken time because there was seven steps that teacher has to do, which are shown in the above sub chapter. Therefore, the researcher will give the limit time for the students to do the activity.
- b. VSS can only be used to teach intermediate or advanced learner of English because students will have some exposure of texts and find the meaning of the words through context clues. To anticipate this, the researcher will choose intermediate class.

4. The Procedures of VSS

Martin (2002: 89-90) classifies VSS into seven steps. Those are:

- a. Teachers introduce the purpose of VSS to students.

They tell students that they will be expected to find new and interesting words from their readings that they will learn through a group nomination process

- b. Teachers model how to select and nominate important words from the readings.

Teachers show why the word they selected is important by providing a strong rationale. For example, they may show students that without knowing the word, they may not understand the sentence or surrounding sentences. They may also nominate the selected word because it is interesting and would be useful in their own writing.

- c. Teachers demonstrate how to use context and other resources to learn the meaning of the word.

For example, they may use the context or they may refer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of the word.

- d. Teachers write the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper.

Using a chart similar, teachers write the word, the sentence or phrase in which the word was used, the meaning, and the reason for selecting the word.

- e. Teachers engage students in the process of vocabulary self-selection.

Students work in small groups of three to five, and they read a short passage from the book with the teacher. They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, the sentence from the text in which the word was found, the meaning, and the reason for selecting the word.

- f. After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading.

Teachers organize students in small groups for reading. They introduce the book and provide a brief overview of the strategy. To help them recall the steps in the process for nominating one or two words to learn, students are given the following questions, which may appear as a reminder on a classroom wall chart:

- 1) What is the word that I believe is important to learn?
- 2) Why would I select it as an interesting or important word to learn?

3) How was the word used? Write the sentence in which the word was used.

4) What is the meaning of the word? Can I get the meaning of the word from the context, dictionary, glossary, or some diagram in the book?

g. Students in small groups discuss the words they wish to nominate.

Within their small groups, they talk about each word and why they think the class should learn the word. Through consensus, they nominate two words.

h. Students write the two words on a chart similar.

Each group presents its two words to the class. On a class chart, one member of the group writes the word, the sentence in which the word was used, its meaning, and the reason for selecting the word.

C. Relevant Studies

There are some relevant researches who conducted research used Vocabulary Self-collection Strategy. Wulansari (2016) used VSS in conducting her research under titled “The Use of Vocabulary Self-Collection Strategy (VSS) to Improve Students’ Vocabulary Mastery at Second Grade Students” and she concluded in her research finding concluded that VSS is effective and appropriate strategy to teach English vocabulary and also could increase to improve the students’ vocabulary mastery.

In addition, Pratiwi (2013) ever conducted a research by using VSS in under titled “The Effectiveness of Using Vocabulary Self-Collection Strategy (VSS) to Improve Students Vocabulary Mastery” and she said VSS could impact the students’ vocabulary development and it made the students learn more comfortable and enjoyable was more successful than the same teaching to control group. Teaching by applying the VSS showed the students’ progress in their spelling, memorizing, and pronunciation.

From the previous researches that the researcher has described, it can be concluded that it is effective to use VSS in teaching learning process especially teaching English because it can increase the students’ vocabulary development.