THE USE OF VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT SECOND GRADE STUDENTS OF SMP IT TUNAS HARAPAN PLUPUH SRAGEN

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ABSTRACT

The aims of the research is to know that Vocabulary Self-collection Strategy (VSS) can improve students’ vocabulary mastery and to find out how far Vocabulary Self-collection Strategy (VSS) can be useful for the students’ vocabulary mastery at the second grade students of SMP IT Tunas Harapan Plupuh Sragen. The methodology of this research used a Classroom Action Research. It was conducted at the second grade students’ of class VIII-B in SMP IT Tunas Harapan Plupuh Sragen. The research used test and non-test technique to collecting the data. In analyzing the data, the researcher used qualitative and quantitative data to analyzing the data. The result of research, Vocabulary Self-collection Strategy (VSS) is learning strategy can improve students’ vocabulary mastery at second grade of SMP IT Tunas Harapan Plupuh Sragen, especially in Descriptive and Narrative text. The result can be seen by the increase of students’ mean score before and after implementing the action through pre-test and post-test. The mean score of pre-test is 52.59, and it increases to 61.85 in post-test one. It increases up to 74.07 in post-test two. The implementation Vocabulary Self-collection Strategy (VSS) as learning strategy was not only increase students’ mean score but also increase students’ motivation and behavior. The students were more interest, happy, and active in teaching learning English especially vocabulary. Based on the result above, it could be concluded that Vocabulary Self-collection Strategy (VSS) improved their students’ vocabulary mastery. The students’ score was getting better in each cycle. It indicated that teaching learning process was successful, both the researcher and the students gained the objectives.

Keywords: Vocabulary Mastery, Vocabulary Self-collection Strategy (VSS), Classroom Action Research.
ABSTRAK


Tujuan penelitian ini adalah untuk mengetahui Vocabulary Self-Collection Strategy (VSS) dapat meningkatkan penguasaan kosakata pada siswa dan untuk mengetahui seberapa jauh Vocabulary Self-Collection Strategy (VSS) dapat berguna untuk penguasaan kosakata pada siswa kelas VIII SMP IT Tunas Harapan Plupuh Sragen pada tahun pelajaran 2015/2016.


Kata kunci: Penguasaan Kosakata, Vocabulary Self-collection Strategy (VSS), Penelitian Tindakan Kelas
INTRODUCTION

The one of aspect of language which plays a great role in English ability is vocabulary. According Brown (2010: 305) says that words are the basic building blocks of language; words are use to create sentences, larger paragraph, and whole texts. After observation especially in class VIII-B, the researcher found some problems from the students. The first, the students still confused with the meaning of the word. Second, they were difficult to remember some words. Third, they are difficult to write the words in the sentences. Fourth, they were also difficult to translate the meaning of word in sentences. Fifth, the students’ motivation in English lesson was still less. The researcher predicted the possible causes of the problems. The researcher found the factor why the problem arose. First, mostly students’ did not have dictionary. It made them felt confused to know the meaning of words. Second, they rarely practiced speak the words every day. So, their vocabulary was low. Third, they also did not have good strategy to remember the words in learning process. It made them forget many words they have in learning process. Fourth, sometimes the teacher unclear when explain the material in learning process.

Based on the description above, the researcher interested in using strategy to teaching vocabulary used Vocabulary Self-Collection Strategy (VSS) to improve the students’ vocabulary mastery. According to Readence, Bean, and Baldwin (in Lester and Elliot, 2002: 22) states that the purpose of the Vocabulary Self-Collection Strategy 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.
THEORETICAL REVIEW

Vocabulary Self-Collection Strategy (VSS)

According to Readence, Bean, and Baldwin (in Lester and Elliot, 2002: 22) states that the purpose of Vocabulary Self-Collection Strategy 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. This strategy can help students become fascinated with language and thus, increase their enjoyment of the subject. VSS (Vocabulary using Vocabulary Self-Collection Strategy) involves the following steps:

1) Selecting the words
2) Defining the words
3) Finalizing the words list
4) Extending words knowledge

According to Stoddard (2006: 1), say that the purpose of the strategy is enables the long-terms acquisition of vocabulary. Because the students generate both the vocabulary and the meaning from a text they are currently using, not only do they learn the vocabulary in context.
RESEARCH METHODOLOGY

This research was conducted in SMP IT Tunas Harapan Plupuh on 23 July until 30 August 2015. The researcher chose the class VIII-B for the subject of the research. The method of this research was Classroom Action Research. Burns (2009: 2) states that Action Research is part of broad movement that has been going on in education generally for same time. It is related to the idea of ‘reflective practice’ and ‘the teacher as researcher’. Action Research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context. The researcher used test and non-test technique to collect the data. Non-test was collected from observation, interview, and document. Based on Miles and Huberman (in Hopkins, 2008: 138-139), the interactive models of data analysis as follows: (1) Qualitative Data Analysis: Data Collection, Data Reduction, Data Display, and Conclusion Drawing/Verification. (2) Quantitative Data Analysis: This research was used Blue Print form of pre-test and post-test and the result of test used the t-value.

RESULT OF THE STUDY

The observation and interview were conducted on 29 July 2015. It was conducted to know the students’ problems in English lesson, especially in vocabulary. The researcher conducted pre- test to know how far the students’ vocabulary skill and to get the data about their scores in vocabulary before
implementing the action. The pre-test was conducted to the VIII-B class on Tuesday, August 04th 2015. The mean score of students’ pre-test was 52.59 whereas *Kriteria Kelulusan Minimal (KKM)* at the eighth grade students of SMP IT Tunas Harapan Plupuh Sragen was 75.

The implementation of teaching vocabulary mastery by using Vocabulary Self-collection Strategy (VSS) teaching strategy through classroom action research was conducted in two cycles. Each cycle was held in three meeting. Each meeting took 90 minutes. In the first and second meeting the researcher gave explained to the students about the material. In the third meeting, the researcher gave post-test to know the students’ improvement. In the cycle one, first meeting, the researcher introduced Vocabulary Self-collection Strategy (VSS) for the students and also discussed about descriptive text. The next meeting in the cycle two, the researcher discussed about narrative text. The last meeting in each cycle, the researcher gave post-test about descriptive and narrative text in multiple choice forms. After the researcher applied Vocabulary Self-Collection Strategy (VSS) on the first cycle, the researcher found several weakness and strength during the teaching and learning process in vocabulary class.

The strength of Self-Collection Strategy (VSS) as follows: (1) This strategy helped students develop an awareness of the importance of learning content-area words. It was through the development of this awareness that students began to use self-monitoring strategies. (2) Through used of Vocabulary Self-Collection Strategy,
students become involved in pointing out important vocabulary in a text. (3) This, in turn, helped students take ownership of their own future learning.

The weakness of Vocabulary Self-Collection Strategy (VSS) as follows: (1) First, 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 gave the limit time for the students to do the activity. (2) Vocabulary Self-Collection Strategy 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.

After the researcher analyzed Cycle Two, the researcher found some improvement during teaching learning process. Vocabulary Self-Collection Strategy (VSS) made the students’ get motivation to study. The strategy explored their idea to activity successfully. The researcher concluded that Vocabulary Self-Collection Strategy (VSS) is effective and appropriate used for teaching English in Junior High School especially. The researcher found improvements in some point. 1) The strength: (a) The students looked enthusiastic when they were asked to write. They looked confident to write the word. (b) The sentence they were made better than in the first cycle. (c) They seemed more active in joining the lesson. 2) The weakness: (a) The students’ not always correctly when write the meaning of the words. (b) They made fewer mistakes applied the suitable words in the grammar.

In this research, the result from post-test two not achieves the target of KKM (Kriteria Kettuntasan Minimum). But the result in Post-Test two (74.07) was too
satisfied for the students class VIII-B and also for the teacher. The cycle stopped in Cycle 2 meeting two because the teacher decided to stop the cycle. And also the ability from the students was finite in English Lesson. The increase of the students’ test could be seen from the result of their in post-test two was better than post-test one. The mean score in post-test one were 61.85 and in post-test two were 74.07.

From the explanation above, the researcher concluded that Vocabulary Self-Collection Strategy (VSS) could increase to improve the students’ vocabulary mastery, especially on the aspect of meaning in the target language. Besides, the students showed more positive attitudes towards vocabulary.

DISCUSSION

After analyzing the result of the research such as: field notes, observation, interview and score of pre-test and post-test, and lesson plan it showed that there are some improvement. Brown (2010: 305) says that words are the basic building blocks of language; words are use to create sentences, larger paragraph, and whole texts. It means that word is important element in vocabulary. According to Haggard (in Doucette, 2013: 164) states that Vocabulary Self-Collection Strategy (VSS) is a strategy which enables students to find words from their environment to learn. The benefit of VSS (Vocabulary using Vocabulary Self-Collection Strategy) is to develop students’ word consciousness to support independent word learning.
After Vocabulary Self-Collection Strategy (VSS) teaching strategy was applied by the researcher, the increase for improvement of students vocabulary mastery can be seen that first, the students able to know the meaning of word (synonym and antonym). Second, the students able to use word in appropriate context. Third, the students are able to write down the correct spell of the word in context. Fourth, the mean of the post-test two is better than post-test one. The mean score of the post-test two was 74.07 and post-test one was 61.85. Although the result in post-test two was not achieve the KKM (Kriteria Ketuntasan Minimal), but the students have good progress and it made satisfied from the teacher and the students. And also the teacher decided for the researcher to stop the cycle. It means that their vocabulary mastery could increase to improve by using Vocabulary Self-Collection Strategy.

Based on explanation above, the researcher concluded that Vocabulary Self-Collection Strategy is effective and appropriate strategy to teach English vocabulary and also could increase to improve the students’ vocabulary mastery, especially students at second grade students’ of SMP IT Tunas Harapan Plupuh Sragen. It seemed of the students’ motivation and the mean score of vocabulary mastery was increase.
CONCLUSION

Based on the result of the research, the researcher concluded as follows: (i) Can Vocabulary Self-collection Strategy (VSS) improve students’ vocabulary mastery for the second grade students of SMP IT Tunas Harapan Plupuh Sragen? (ii) If it can, how far Vocabulary Self-collection Strategy (VSS) can be useful for the second grade students of SMP IT Tunas Harapan Plupuh Sragen?

a) Vocabulary Self-collection Strategy (VSS) can improve students’ vocabulary mastery at the second grade students of SMP IT Tunas Harapan Plupuh Sragen. Compared to the mean score of pre-test score was 52.59 and it increases to 61.85 in post-test one. It increased up to 74.07 in post-test two. The students’ vocabulary mastery increased in all aspect, so Vocabulary Self-collection Strategy (VSS) can improve the vocabulary mastery in eight grade students (VIII-B).

b) Vocabulary Self-collection Strategy (VSS) can be useful for the students’ vocabulary mastery at the second grade students of SMP IT Tunas Harapan Plupuh. It can be seen by compared to the mean score of pre-test score is 52.59 and it increases to 61.85 in post-test one. It increased up to 74.07 in post-test two. And also the students became enthusiastic, excited and happy during teaching and learning process. The students paid more attention to the lesson and they were very attractive to do the task during the teaching and learning process. The activities in Vocabulary Self-collection Strategy (VSS) attracted the students to motivation and interest to join the lesson.
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