CHAPTER I
INTRODUCTION

This chapter stated a brief overview of the research. It starts from the general part into the specific field of research. This chapter dealt six elements. Those are research background, research questions, research objectives, research significance, research limitation, and definition of key terms. The researcher will explain those aspects about one by one as the following:

A. Research Background

English has become an international language because many people in the world use it as a means of communication. It has been learnt by the in completesian students as a foreign language and it serves as a compulsory subject or local content subject starting at elementary school up to university level. As a foreign language, it is seriously learnt by many people to have a good prospect to be community of international world.

In general, in completesian students find it quite challenging to grasp English. Four basic language development tasks—building a vocabulary, connecting words together, saying words aloud, and developing communication skills—must be mastered in order to use this language. Students may acquire these four skills if they have a basic understanding of English, especially vocabulary, grammar, morphology, and phonology. The first English basic must be learnt is vocabulary. Students may become discouraged from utilizing the language learning opportunities available to them, such as watching English programs and reading specific types of English books, without knowing vocabulary.

Vocabulary learning is therefore essential for assisting in completesian students learn English as a foreign language. In reality, most in completesian students now struggle

greatly with language acquisition. Students won't be able to interact with one another if they don't have a large enough vocabulary.

Vocabulary is considered as the most crucial element in both teaching and studying English since it helps students develop all four language abilities. Lack of vocabulary prevents kids from mastering these four abilities. Students' limited language makes it difficult for them to adequately communicate their requirements to others. In a nutshell, kids find it challenging to develop their language abilities without comprehending and gaining terminology.

Students' problems with vocabulary are caused by the teacher's approach to teaching vocabulary. The teacher teaches terminology and explains its significance. And without any practice, kids must comprehend and memorize that vocabulary. Students actually need to understand how it works and why they should learn that terminology. They might memorize it for a time, but they'll lose it just as quickly as they learn it.

In the implementation of the English learning process, based on the results of observations, the researchers found that the students at MTsN 3 Kota Kediri, especially class VII H, as many as 15 of 33 students experienced difficulties in achieving a learning indicator due to inadequate mastery of English vocabulary and low interest. students to learn English by themselves. The low interest of students in learning English is partly due to various factors and obstacles. Factors that can affect students' interest in learning include the students themselves, learning facilities, teacher abilities, the average ability of students is low, students are not responsible for assignments, and often English is still considered too difficult (Ariastuti, 2014). Teachers as leading education implementers must be able to plan a learning strategy that provides opportunities for students to develop the potential that exists in students through teaching and learning activities in the classroom (Setyawati, 2015). Zulkifli (2014) states that the concept of teaching is not only defined as providing

knowledge, but the concept of teaching is actually to motivate, facilitate, and organize classes, students, and other matters related to teaching and the learning process.

However, in actual practice, when a student struggles to understand the meaning of a term during the learning process, the teacher gives them a shortcut by asking them to look it up in a dictionary or even by just stating them the meaning of the word. Because not all students have dictionaries and because they usually wait for the teacher to explain the terminology, this strategy is seen as being less successful and, if employed frequently, might have a negative impact on pupils. Seeing the obstacles above, the researchers tried to find strategies so that the understanding of the English vocabulary of the students of MTsN 3 Kota Kediri in the class that the researchers taught, namely class VII H increased in the hope that students would not always depend on the teacher in understanding the meaning of a word so that this It is hoped that it will facilitate the achievement of a language competency as well as improve students' understanding of English vocabulary.

The importance of vocabulary should be clearly understood by English teachers. They ought to be able to develop a variety of effective and efficient strategies for vocabulary instruction. One of the key elements in establishing a positive environment for classroom activities is the teachers' participation in implementing engaging strategies. They should understand how to increase student engagement and performance in the classroom and how to create materials that are simple for students to understand. They should be able to create any sort of materials necessary to prevent vocabulary acquisition from becoming a tedious and monotonous process. One method a teacher might use to improve his or her pupils' vocabulary proficiency is Vocabulary Self-collection (VSS).

The Vocabulary Self-collection Strategy (VSS) is an interactive learning approach that encourages word awareness. Students must be engaged in identifying key

terms from their reading to present to the class.[1] Students can expand their vocabulary by acquiring some new words from their reading. Because they require that vocabulary and search for it on their own, this technique also gives pupils a lot of opportunities to practice and store it in long-term memory. It can facilitate the teaching of content and aid in students' rapid memorization and comprehension.

As a result, conducting classroom action research while the teaching and learning process is underway should help to enhance the quality of instructors. In addition to teaching, teachers also keep an eye on all of their pupils while they participate in educational activities. To achieve the greatest results, research is carried out using a vocabulary self-collection technique.

Based on the above context, the researcher carried out an action research study in the classroom with the title **"Improving Students' Vocabulary Mastery Using Vocabulary Self-Collection Strategy At MTsN 3 Kota Kediri."**

B. Research Questions

According to the statement in research background above, research problem investigated on this research are formulated as follows:

1. How is the implementation of using Vocabulary Self-collection Strategy (VSS) in teaching vocabulary at MTsN 3 Kota Kediri?

2. How can Vocabulary Self-collection Strategy (VSS) improve students' vocabulary mastery at MTsN 3 Kota Kediri?

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[1] Haggard, M. R. (1982), The Vocabulary Self-Collection Strategy: An active approach to word learning. Journal of Reading, 27(3), 203-207.

C. Research Objectives

Every discussion has a certain purpose. The objectives that are related to the research problem are formulated as follows:

1. To understand the implementation of using Vocabulary Self-collection Strategy (VSS) in teaching vocabulary at MTsN 3 Kota Kediri.

2. To improve Vocabulary Self-collection strategy (VSS) students' vocabulary mastery at MTsN 3 Kota Kediri.

D. Research Significance

The result of this research is can be useful for there are some people that will reach some benefit from this research. The people are the reader, the learner, and the writer.

1. Students

Result of research is expected to increase students' vocabulary mastery. Especially, to VII H of MTsN 3 Kota Kediri.

2. Teachers

The reseearch findings are anticipated to help instructors, especially English teachers, inspire their pupils to focus on learning English vocabulary.

3. Future Researcher

This research is expected to help readers, in particular the English Department students at IAIN Kediri, by enlarging the references related to this tactic.

E. Research Limitation

The limitation of research is important to a study which can bring a focused discussion. There are some problem limitations of the research, those are:

a. Subject of this research is 33 students at VII H of MTsN 3 Kota Kediri.

b. Object of this research is improving vocabulary mastery using vocabulary self-collection strategy (VSS)

F. Definition of Key Terms

To make the study and to loss misunderstanding or interpretation between the writer and the reader, the writer clarifies the terms are used in this research as follow:

1. Vocabulary

To support effective communication using appropriate language in both spoken and english languages, vocabulary is one part of language that must be observed and managed.

2. Vocabulary Self-Collection Strategy (VSS)

Vocabulary Self Collection Strategy (VSS) is an interactive strategy in which students select from their texts words that they believe are important for the class to learn. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. It can attract the learners to think critically.