

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the results of the reviewing literature related to the study covering. The first is the theoretical background. Then the second is the previous research findings. And the last is theoretical framework.

A. Theoretical Background

1. Vocabulary

a. Definition of Vocabulary

According to Richards (2002:4), vocabulary is one of the most significant aspects of language and something that linguists pay attention to.¹ According to a different expert, vocabulary is just the words that are taught in other languages. A new vocabulary item, however, could consist of many words, like the post office or swimming pool, which may consist of two or three words yet only convey one notion. There are other idioms with many components, such "no pain, no gain," where the meaning of the phrase cannot be inferred from an examination of the individual phrases.²

¹ Jack C. Richards, Curriculum Development in Language Teaching, (United Kingdom: Cambridge University Press, 2002), 4.

² Penny Ur, A Course in Language Teaching, Practice and Theory (New York: Cambridge University Press, 1996), 60.

All the words individuals use to express ideas or feelings are considered to be part of a language's vocabulary. It refers to a term that is utilized in both spoken and written communication. Students must have the flexibility to use language that they are familiar with and comprehend in order to do this. It encompasses more than just word meaning; it also takes into account the organization of a language's lexicon. The capacity of students to remember words on demand and to recognize them in both written and spoken form is the main goal to be attained during the vocabulary acquisition process.

b. Important of Vocabulary

A large body of research has been complete on the teaching and learning of vocabulary, and it may be described as the words that must be known in order to communicate successfully in speaking (expressive vocabulary) and listening (receptive vocabulary). This research on the importance of vocabulary has always been ongoing and has proven to be a crucial objective in learning and reading.³

One of the most crucial components of mastering English is vocabulary. Students will be able to advance their knowledge, particularly in the English language, by mastering it. In addition, a vocabulary is a collection of terms in a language. People in a community

³ William P. Bintz, Teaching Vocabulary across the Curriculum (Middle School Journal, 2011) <http://littedkit.pbworks.com/f/middle%2520school%2520vocabulary%2520strategies.pdf> pg 2, 12/05/2016, 10.00 pm.

utilize language that is organized into sentences to communicate their opinions, thoughts, and ideas.

For students to improve their fluent in English, vocabulary is necessary. Because a student's ability to listen, talk, read, and write depends on their basic language skills.⁴ It will be challenging for pupils to comprehend instructor content if they lack language.

c. Kinds of Vocabulary

Students need to think about vocabulary as they build their language abilities. The more words a person knows, the greater their ability to comprehend and produce language will be. The vocabulary of a learner may be broadly categorized into two categories: active and passive vocabulary.

Active vocabulary is words which students need to understand and use. Passive vocabulary refers to words which people need to understand but they do not use. Simply concluded, active vocabulary is a set of words which people need to understand others messages and to convey their own messages. Passive vocabulary is a set of words which people need to understand others messages only.

⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (United Kingdom: Cambridge University Press, 2002), Pg 255.

In addition to being separated into active and passive words, words that are utilized in sentences are also classified according to the following parts of speech:⁵

- 1) Noun: a word that refers to a person, thing, place, plant, animal. Example: John, Rose, cat, doctors, table, house, happiness.
- 2) Pronoun: a word that is used instead of a noun or noun phrase. Example: he, she, it, hers, me, them.
- 3) Adjective: a word that describes noun. Example: red, strong, sad, tall, happy, good, beautiful.
- 4) Verb: a word or phrase that expresses an action, an event or a state. Example: come, play, read, study, eat.
- 5) Adverb: a word that adds information to a verb, adjective, phrase or another adverb. Example: quickly, carefully, already, soon.
- 6) Preposition: a word that is used before noun or pronoun to show place, position, time or method. Example: at, about, among, in, on.

⁵ Fuad Mas'ud, *Essential of English Grammar a practical guide* (Yogyakarta: BBFE- YOGYAKARTA, 2005), 44.

- 7) Conjunction: a word that joint words, phrases or sentences.
Example: and, but, for, nor, yet.
- 8) Interjection: a short sound, word or phrase spoken suddenly to express an emotion. Example: ow!, look out!, oh my god!

d. Teaching Vocabulary

In general, the teaching process entails the instructor regulating or creating circumstances in the classroom, interacting with students and the teacher as well as the instructional materials to ensure that the learning objective is met.⁶ Students may be interested in participating in vocabulary lessons if the teacher has a successful teaching technique. Additionally, pupils can have pleasure in their education so long as the teacher is providing vocabulary lessons. The researcher might draw the conclusion that instruction is a process that involves interaction between the teacher and pupils as they work on a common project.

By introducing techniques to assist students decipher meanings on their own, teachers may help pupils learn vocabulary. In order to master vocabulary strategies, students must learn how to decipher the meaning of new words. When students encounter new and unfamiliar terms on their own in the classroom or in other contexts, a strategy should be helpful. Students should be assisted by strategy in learning new words they hear and observe.

⁶ Nasution, *Teknologi Pendidikan* (Jakarta: Bumi Aksara, 1994), 43.

e. Vocabulary Mastery

The acquisition of a foreign language, whether on purpose or accidentally, is referred to as vocabulary mastery. Vocabulary mastery on the part of students refers to their efforts and actions to acquire or attain the English vocabulary that is intended to be acquired through media in the teaching and learning process.

Students won't get more proficient in their vocabulary if they acquire new terms on their own. It is time-consuming and sometimes ineffective to ask kids to learn a list of English words by heart. It happens because children who learn a lot of words rapidly also lose their vocabulary soon. They only need to learn a new term that may be used in context and to relate to an expression.

The level of each student's mastery varies from that of the others. It is brought on by the disparity in pupils' ability. Therefore, student mastery refers to a student's capacity to learn new material from a subject or area of study.

Mastery of vocabulary is crucial to accomplishing the goals of language teaching, which is the mastery of linguistic abilities (listening, speaking, reading and writing).

As a result of students' daily communication experiences, vocabulary mastery will increase. Additionally, vocabulary is a crucial

component of learning the English language, and proficiency in it will help pupils succeed in the language.

The researcher must also be aware of the maximum number of words that the pupils can learn. to make it simple to do this research. An estimated 2000 words must be learned by English students in order to speak English fluently, while 3000 words must be learned in order to listen and write, and approximately 7000 words must be learned in order to understand English literature effectively, according to American linguist Robert Lado.⁷

According to Richards (2001:154), typical vocabulary targets for general English course are different, there are:⁸

- a. Elementary level (Elementary School) : 1.000 words
- b. Intermediate (Junior High School) : 2.000 words
- c. Upper intermediate level (Senior High School) : in additional 2.000 words
- d. Advanced level (College) : in additional 2.000 + words

Intermediate level is very prevalent in junior high school. They need to know at least 2,000 terms in their vocabulary. They find it challenging, and they should also use their regular activities to develop their vocabulary. Additionally,

⁷ M. R. Mulkan, *Kita dan Bahasa Inggris*, (Jakarta: Balai Pustaka, 1996), 178.

⁸ Jack C Richards, *Curriculum Development in Language Teaching*, 154.

teachers must work hard to encourage pupils while still showing them what they still need to learn.

Sometimes it is impossible to achieve optimal vocabulary mastery. To be mastered, it takes a lot of practice and commitment from the pupils. Particularly, the verb, adjective, noun, and adverb are the only parts of vocabulary that are covered in this course.

2. Vocabulary Self-Collection Strategy (VSS)

a. Definition of Vocabulary Self-Collection Strategy (VSS)

Vocabulary Self-collection Strategy (VSS) was first introduced by Martha Rapp Haggard in 1982. The Vocabulary Self-Collection Strategy is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class (Antonacy & O'Callaghan, Martin, 2002:88). In this strategy, students are required to choose and select a word in a text or other resources based on their choice to learn (Ruddell, 2005). According to Haggard (1986), Vocabulary Self-Collection Strategy (VSS) enhanced students' vocabulary growth.

The Vocabulary Self-collection Strategy (VSS) is an interactive learning method that encourages students to actively identify key terms from their reading and share them with the class.⁹ This approach may be utilized to boost students' internal motivation for studying the English

⁹ Haggard, M. R. (1982), The Vocabulary Self-Collection Strategy: An active approach to word learning. *Journal of Reading*, 27(3), 203-207.

language as well as their vocabulary knowledge. Additionally, students are trusted to decipher challenging terminology that they believe is intriguing and crucial for them to understand.

VSS is a method where the emphasis is placed more on the students than the teachers. Students would find studying vocabulary more engaging since they get to pick the words they should focus on learning. They must, however, be able to articulate why a certain new word is significant and need to be studied by both them and a classmate.

Before reading, VSS should be introduced to the class. In order for pupils to comprehend and grasp what they must do in this approach for enhancing their vocabulary knowledge, the teacher should describe it as plainly as possible.

b. Advantages of Vocabulary Self-Collection Strategy (VSS)

There are some advantages of Vocabulary Self-Collection Strategy (VSS), those are:

- 1) To enhance students motivation and achievement in learning new words.
- 2) Students rationale for selecting certain words adds to their understanding of process learning of them.
- 3) Students can build their vocabulary knowledge through active participant in word discussion and active related to word learning.

The Vocabulary Self-Collection Strategy (VSS) has the additional benefits of increasing student vocabulary, being suited for pre- and post-reading, and assisting students in determining the goal of their reading.¹⁰ By using novel words that encourage reader engagement, this tactic can also inspire kids.

Thus, it may be said that the Vocabulary Self-Collection Strategy (VSS) focuses on the meaning of words in certain contexts. This tactic is used to address the three questions above as well as to teach vocabulary.

c. Procedure of Vocabulary Self-Collection Strategy (VSS)

In implementing vocabulary self-collection strategy (VSS), there are some steps as follows:¹¹

- 1) The teacher explains to the class the goal of VSS. Through a group nomination procedure, kids will be taught new and intriguing terms from their readings that they are expected to uncover.
- 2) Teachers set an example for students on how to choose and suggest key words from the readings. Teacher gives a

¹⁰ Fitria Ayu Meiningsih, *The Effectiveness of Vocabulary Self-Collection and Interactive Students' Vocabulary Mastery*, (Semarang: 2004), 14.

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

compelling justification for why the term they choose is significant. For instance, they could demonstrate to children that if they don't comprehend the term, they might not grasp the phrase or the words around it. They could also suggest a term because they think it's intriguing and would find it beneficial in their own work.

- 3) Teacher gives example of how to learn the meaning of a word by using context and other resources. For instance, they could utilize the context or provide a glossary, dictionary, diagram, or picture to explain a word's meaning.
- 4) The term is written by the teacher. The term's definition, the context in which it was used, and the rationale for the word choice on the chart paper. The instructor records the word, sentence or phrase in which the term was used, its definition, and the justification for using the word on a chart like the one in Figure 2.1.
- 5) Students participate in a process of vocabulary self-collection with the teacher. Students read a brief chapter from a book with the teacher while working in small groups of three to five. The teacher helps them choose the term they want to use. The teacher gives an example of how to determine a word's meaning by using context and other sources. The instructor and students discuss how to come up

with a good explanation for choosing their word, and then each small group chooses one word to study. The word, phrase from the text in which it was located, definition, and justification for choosing the term are all recorded by the students on their own charts.

6) After becoming comfortable with the technique, the teacher gives the class guided exercise to encourage the usage of VSS while reading. For reading, the teacher divides the class into smaller groups. They introduce the book and give a quick rundown of the tactic. Students are given the following questions, which serve as a reminder on a classroom wall chart, to aid with their memory of the stages involved in choosing one or two words to learn:

- What is the word that I believe is important to learn?

- Why would I select it as an interesting or important word to learn?

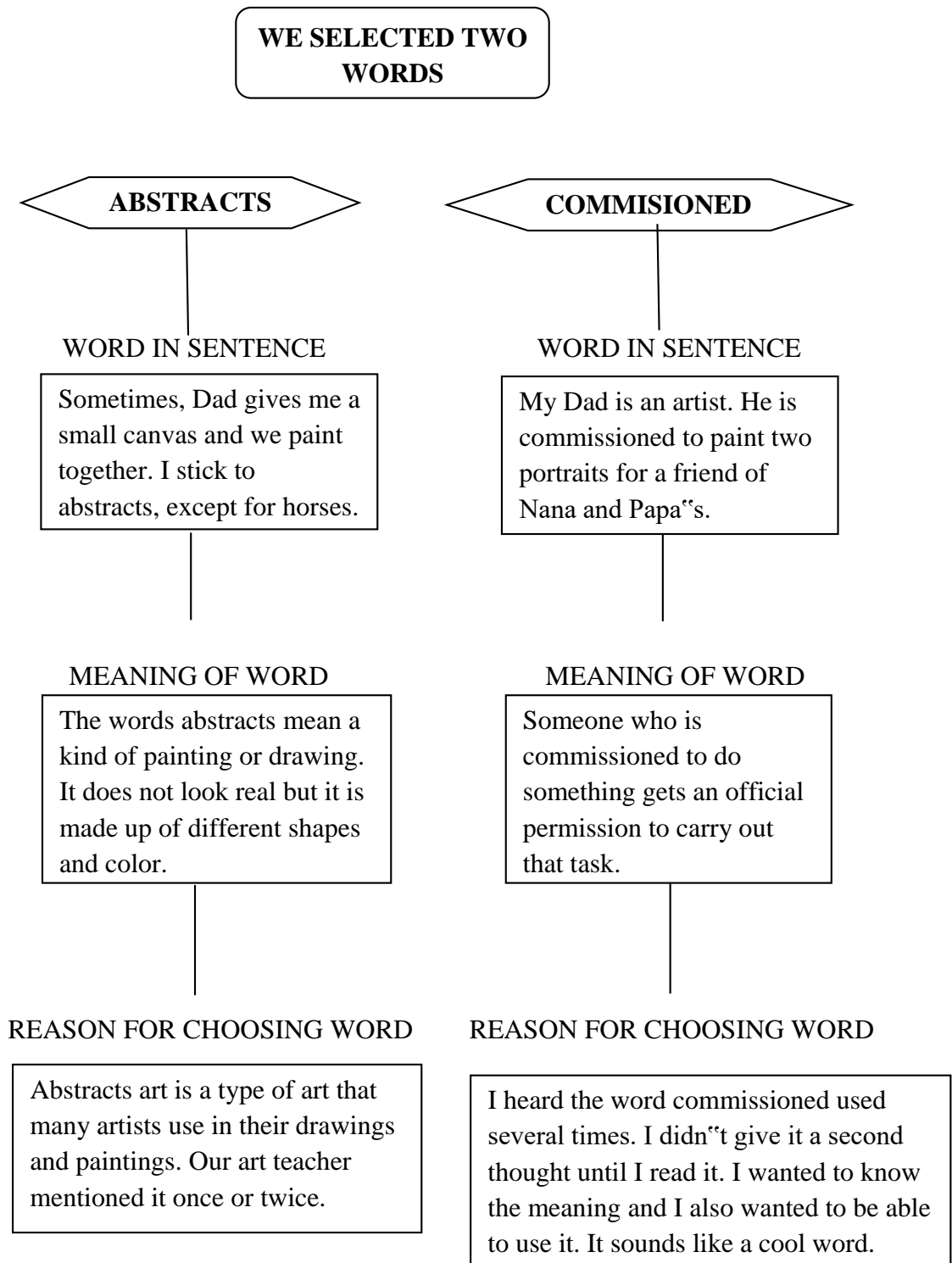
- How was the word used? Write the sentence in which word was used.

- What is meaning of word? Can I get the meaning of word from context, dictionary, glossary or some diagrams in a book?

- 7) Students talk about the terms they want to nominate in small groups. They discuss each word in their small groups and the reasons why they believe the class should learn it. They choose two terms by consensus.

- 8) On a chart like the one in Figure 2.1, Students write two words. The class is shown the two from each group. One group member records the term, the phrase in which it was used, its definition, and the justification for choosing the word on a class chart.

Figure 2.1 Vocabulary Self-Collection Strategy Graph



B. Previous Research Findings

There have been some earlier research Complete in regard to the application of the vocabulary self-collection method (VSS) in vocabulary instruction. Those research made an effort to look into the impact of the vocabulary teaching method, to describe how it is used or the difficulties teachers have while using it, or to enhance students' vocabulary knowledge using it. This subsection in particular offers a survey of relevant research.

In the academic year 2014–2015, Fitria Ayu Meiningsih (2015) performed quantitative, quasi-experimental research to enhance vocabulary acquisition in eighth grade students at SMP Negeri 3 Ungaran by employing vocabulary self-collection and interactive cloze approach. The results of this study showed that using a vocabulary self-collection technique helped students explore their vocabulary by developing a deeper comprehension of conceptual knowledge and by figuring out the meaning of words. The study's findings suggested that by using a vocabulary self-collection technique, pupils' vocabulary knowledge might be enhanced (VSS). According to the findings of this study, students' vocabulary knowledge may be enhanced by using a self-collection technique.

Indrian Juwita (2013) conducted classroom action research to increase junior high school students' vocabulary mastery through vocabulary self-collection strategy (VSS). Result of this study revealed that vocabulary self-collection strategy is a good strategy, because it can help

students to understand meaning of words from context and to integrate them with other sources that make them enable to learn.

Salman Sofi Artoni (2013) conducted a research entitled “Teaching Reading by Combining Vocabulary Self-Collection Strategy (VSS) and Cubing Strategy at Junior High School”. This study revealed that Vocabulary Self-Collection Strategy (VSS) and Cubing Strategy are strategies that can make students to be active and interested in the new vocabulary. Students also can measure their comprehension and develop their opinion about material.

In addition, researcher also conducted a research of previous analysis thesis written by Windy Eka Putri (2013) entitled “The Effect of Using Vocabulary Self- Collection Strategy (VSS) to Reading Achievement of Elementary School”. Result of this research, teaching reading using vocabulary self-collection strategy (VSS) gave significant effect. This strategy also makes students motivate in reading comprehension and they do not get bored.

According to the results of previous research, it is crucial to carry out research on **"Improving Students' Vocabulary Mastery Using Vocabulary Self-Collection Strategy At MTsN 3 Kota Kediri."** The characteristic that separates this research from earlier studies. There are certain factors in this research that are distinct from those in earlier studies. The focus of this study's variable is on vocabulary mastery and vocabulary self-collection techniques (VSS).

C. Theoretical Framework

According to Haggard (1982), Vocabulary Self-collection Strategy (VSS) is an interactive strategy in which learners select from their texts words that they believe are important for the class to learn. The strategy was first introduced by Haggard (1986) and since then it has been adapted for various grade levels and instructional contexts.

The theoretical framework shows process of the researcher in using the vocabulary self-collection strategy to increase students' vocabulary. Vocabulary Self-collection Strategy (VSS) is one of the strategies or ways for the teacher to teaching the students in learning English especially vocabulary, etc. The process of vocabulary self-collection strategy are the first, the researcher ask students to divide some group consists of 4-5 students for each group. The second, the researcher ask students to read a text and find an interest or unfamiliar word. The third, one of them presented their word that find in reading with the question as follow; what they think definition about the word?, where are they found the word?, and why they choose the word?. The last, the researcher discusses with students. Besides, vocabulary self-collection strategy can increase students' new vocabulary, and can also build students' self-confidence because this strategy doing with the group.