# CHAPTER 1

# INTRODUCTION

This chapter consists of six sub-chapters. They are background of the study, research problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms

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## A. Background of the study

Language is one of the most important tool used to communicate among the nations in the world. Learning a foreign language, especially English is very useful in every aspect of life. English is used to know many kinds information of education, culture, science, etc.

In Indonesia, English is considered as a foreign language and taught formally in any levels from the lowest grade to the highest one, from the kindergarten to the university level. In learning English, there are four skills; listening, speaking, reading, and writing and also language component such as vocabulary, structure, pronunciation and spelling that should be mastered.

Vocabulary is a collection or list of words, usually in alphabetical order and defined (Barnhart 2008). Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron 2001). It means that in learning English, vocabulary has an important role  because it helps students to understand written or spoken

information. If the students do not have enough vocabulary they will get difficult in learning English so they must mastery vocabulary if they want good achievement in learning EnglishTo improve the student's vocabularies, teacher must have a good strategy to teach. Technique employed by teacher depend on some factors, such as the content, time availability, and its value for the learner (Takač, 2008). There are some strategies that can make the students interested in learning English such as by using Vocabulary Self-Collection Strategy (VSS).

Vocabulary Self-collection Strategy (VSS) was developed by Martha Rapp Haggard in 1982. According to Haggard (1986), vocabulary self-collection strategy enhanced students' vocabulary growth. The Vocabulary Self-collection Strategy, or VSS (Haggard, Now Ruddel 1982, 1986), is a fundamental way of opening students minds to the wealth of words they encounter in print and the oral language that surrounds them each day. From this statement we know that the purpose of Vocabulary Self-Collection Strategy (VSS) is to help students to generate a list of words to be explored and learned to use their own prior knowledge and interest to enhance their vocabulary. This strategy can be used to developed more knowledge. Since the list is self-generated, an internal motivation is utilized. This strategy can help the students become interested in the language. It can increase the student's enjoyment of the subject.

The previous study was written by . Khairin M (2014), *The Effect of using Vocabulary Self-Collection Strategy (VSS) On Reading Comprehension*

*At Islamic Senior Boarding School AL-KAUTSAR Pekanbaru.* His research was administered at Islamic Senior Boarding school Al-Kautsar Pekanbaru. His subject of the research was the first year students of Islamic Senior Boarding School Al-KautsarPekanbaru and the object of his research was the effect of using VSS (Vocabulary Self Collection Strategy). The conclusion of this study was by using Vocabulary Self-Collection Strategy (VSS) gave better effect for students' reading comprehension at Islamic Senior Boarding School AL-Kautsar Pekanbaru.

In this study, the researcher will do the experiment on eighth grade's students of SMPI Anharul Ulum. The reason of chose this school is because the researcher want to try the effectiveness of Vocabulary Self-collection Strategy (VSS) on eighth grade students' vocabulary mastery at SMPI Anharul Ulum.

Based on the statements above, the researcher is quite interested to analyze "The Effectiveness of Vocabulary Self-collection Strategy (VSS) on eighth grade students' vocabulary mastery at SMPI Anharul Ulum".

## B. Research problem

Based on the background of study, problem of study is:

1. Is Vocabulary Self-collection Strategy effective on eight grade students' vocabulary mastery at SMPI Anharul Ulum?

## C. Objectives of the study

Based on the problem study, the objectives of study are:

1. To investigate the effectiveness of Vocabulary Self – collection Strategy on eight grade students' vocabulary mastery at SMPI Anharul Ulum.

## D. Significance of the study

The significance of this study is addressed for:

1. Students

    The result of this study can help students' vocabulary mastery in learning process. The students can try to use this strategy if they feel that this strategy is useful and have some benefits for them.

2. Teacher

    The result of this study can be used by teachers in student's vocabulary mastery using Vocabulary Self-collection Strategy to improve the student's vocabulary and a good English achievement

3. Other researcher

    The finding result of this study may help them to study related with this topic by more interesting strategy and result. The researchers can also apply this strategy in any age and level of the students.

**E. Scope and limitation of the study**

The scope of this study is teaching strategy. This strategy focused on investigating the effectiveness of Vocabulary Self – collection Strategy, this research is limited only on vocabulary mastery and use VSS as teaching strategy at eighth grade of SMPI Anharul Ulum.

**F. Definition of Key Term**

To give clear information and reduce some misunderstanding of the terms and contents of this paper, it is necessary to clarify the following key terms. The definition of the key terms of this study are as follows:

1. Vocabulary Mastery

According Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

Mastery is great knowledge about or understanding or a particular thing (Oxford Learners Dictionary 7 □ □ Edition, 2005:944). So the meaning of vocabulary mastery is the students' understanding about the vocabularies based on understand the meaning, pronouns, and how it wrote. The students' can categorize as mastery if they understand many vocabulary.

2. Vocabulary Self-Collection Strategy (VSS)

Vocabulary Self-Collection Strategy (VSS) 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. The strategy was first introduced by Haggard (1982, 1986).