

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents any reviews of related literature, including the vocabulary, vocabulary mastery, Vocabulary Self-Collection Strategy (VSS), and previous study.

A. Vocabulary

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. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). From Cameron's statement we know that vocabulary is regarded as a key in learning English. Most of students who have enough stock of vocabulary, they will express their ideas easily. On the other hand, the students who have no enough stock of vocabulary, they have some difficulties to express their ideas.

From the statement above, it is clear that vocabulary has the most important role. There are the kind of vocabulary's definition :

- a. Noun is a word which can function as the subject or object of verb, or the object of preposition. (Hornby 1988: 429)
- b. Verb is a word showing the performance or occurrence of an action, the existence of a states or condition etc. (Hornby 1988: 695)

- c. Adjective is a word giving information about a noun or pronoun. (Hornby 1988: 10)
- d. Adverb is a word giving information (how, when, where) about adverb such as happily, today, well. And also giving information about adjectives or other adverb, such as: very fast, really dirty. (Hornby 1988: 12)
- e. Synonym is a word with the same meaning as another in the same language. (Hornby 1988: 640)
- f. Antonym is a word that is contrary in another in meaning to another. (Hornby 1988: 27)

B. 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 7th 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.

Mastery vocabulary is very important on learning English. Cameron (2001) states that vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. So, it can conclude

that, if the students can mastery vocabulary they will get good achievement on learning English, and if they don't mastery vocabulary they will difficult on learning English.

C. Vocabulary Self- Collection Strategy (VSS)

1. Definition

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) and since then has been adapted for various grade levels and instructional contexts.

A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005) led them to claim that struggling readers learn vocabulary when teachers “encourage independent learning by allowing students to self-select terms to be studied” (p. 275). They pointed to VSS as an approach to encourage students to select and study words that they feel are important to learn. Research conducted by Calderon et al. (2005) with English language learners demonstrated that, in addition to teaching vocabulary before reading, their discourse around the text after reading leads to students' vocabulary development.

Vocabulary Self-Collection Strategy (VSS) (Haggrad[now Ruddell]1982, 1985, 1986; Ruddell 1992) is an instructional strategy

intended to foster long-term acquisition and development of the vocabulary of academic disciplines.

Vocabulary Self-Collection Strategy (VSS) lets the students choose new words that they want to learn. This strategy helps the students to understand the meaning of new words from the context and to integrate them with other sources that make them enable to learn. VSS also helps the students to make connection of the meaning of new word with other skills. The students can integrate the meaning of new words in their reading. They will get many new words by sharing their the words each other to the whole groups in the class. So, it will highly motivate the students to learn vocabulary because they can interact with their classmate to learn more about the unfamiliar words. This is the Steps of Vocabulary Self-Collection Strategy (VSS).

2. Steps

Ruddell and Shearer (2002) described the step of VSS as follow ;

- a. Step 1 student are asked to search their viewing, reading, and home environment for a word to nominate for the weekly class vocabulary list. The nomination process involves telling: a) where they found the word; b) what they think it means and; and c) why they think it should be on the class list. The teacher also nominates a word each week, giving the same information.
- b. Step 2 In discussing each word, definition are refined, and dictionaries or other sources are consulted as needed.

- c. Step 3 When the final list of words has been selected, students record the words in their vocabulary journals.
- d. Step 4 The words are further studied through the week, using discussion, semantic mapping, semantic feature analysis, and other interactive activities.
- e. Step 5 At the end of each week, students are tested on their ability to spell each word, explain its meaning, and use it in a sentence.
- f. Step 6 Every three weeks, past word list are reviewed, and students are tested on five randomly selected words from pas weekly lists.

From the steps above, the writer makes the modification steps as follow :

Table 2.1 The Activity of VSS

Steps	Teacher's Action	Students' Activity
1st	Teacher introduce the purpose of VSS to students	The students listen carefully
2nd	Teacher model how to select and nominate important words from the readings	
3rd	Teacher demonstrate how to use context and other resources to learn the meaning of the word	
4th	Teacher write the word, the context in which it was used, its meaning, and the reason for selecting the word on the whiteboard	
5th	Teachers engage students in the process of Vocabulary Self-	
		Students work in groups and they read a short passage from

	Collection	the book with the teacher. They are guided by the teacher to identify a word they wish to select. And 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, and each small group moves to nominate one word for learning. Students use their own papers to write the word, the sentence from the text in which the word was found, the meaning, and the reason for selecting the word.
6 th	Teacher divides the students into several groups for reading. Each group consists of six students maximum. The teacher gives each group a reading text. Teacher reads aloud the text	The students just listen. While listen, the students pay attention to the text that already given by the teacher. The teacher reads aloud the text then followed by students.
7 th	Teacher asks the students to read again and discuss the text. Teacher also asks the group to pick one word that is unfamiliar or one word that they are more curious to know about. The teacher also picks one word from the text. It is for demonstration purpose. And the teacher gives the students	The students have to use context clues to determine what their word means.

	sometime for discussion	
8 th	Teacher asks the students to choose one member of the group to be the speaker	<p>Students as Spokesperson from each group should write down the word in the whiteboard and present their word by answering the following question;</p> <ul style="list-style-type: none"> • Where is the word in the text? • What do members of group think the meaning of the word? • Why do members of group decide on that word and why do other students need to learn the word? <p>Other groups present their words</p>
9 th	The teacher asks the students to review the list of new words	After the words to selected the students write the words into their own personal words list

3. Principles of Vocabulary Self-Collection Strategy (VSS)

- a. Activities should allow students to use content words in a meaningful way
- b. Activities should allow students opportunities to associate new content words and concepts with their own experience
- c. Activities should develop associations with other content words
- d. Activities should encourage higher-order thinking

- e. Activities should lead students to many different resources
- f. Activities should acknowledge and capitalize on the social nature of learning

There are many advantages of Vocabulary Self-collection Strategy which are believed by some experts. According to Haggard (1998), there are three advantages of Vocabulary Self-Collection Strategy.

- 1) Vocabulary Self-collection Strategy (VSS) helps students develop important connection between new words and their meaning so that it more completely understood and remembered.
- 2) Vocabulary Self-collection Strategy (VSS) stimulates students interest related to the new term, which is a motivating factor for learning new vocabulary.
- 3) Vocabulary Self-collection Strategy (VSS) increases students' enthusiasm for learning and collecting words.
- 4) Vocabulary Self-Collection Strategy (VSS) can help the students to work together to determine the words they do not know from the text.
- 5) Vocabulary Self-Collection Strategy (VSS) can make the students be able to determine the meaning of many words by context and to decide what words are more important than others. So, it will increase the students' understanding about the words and the text they have read.

- 6) Vocabulary Self-Collection Strategy (VSS) helps the students' to understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those word.

D. Previous Studies

This section is devoted to review some result of the previous studies, which is related to present study like Vocabulary Self-Collection Strategy (VSS). Some related studies concerning the effectiveness of Vocabulary Self-Collection Strategy (VSS) have been conducted by some researches. 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 design of his research is quasi-experimental design.

To analyze the data used independent t-test formula by SPSS. His research found that there was significant effect of Vocabulary Self Collection Strategy on students' Reading Comprehension at Islamic Senior Boarding School Al- Kautsar Pekanbaru, where *t Observed* shows 5.589 at significant level of 5%, *t table* shows 2.00, and at level of 1%, *t table* shows

2.65. Thus, Null Hypothesis (H_0) is Rejected, and Alternative Hypothesis (H_a) is Accepted. Which shows $2.00 < 5.589 > 2.65$. In conclusion, using Vocabulary Self-Collection Strategy (VSS) has given better effect for students' reading comprehension at Islamic Senior Boarding School AL-Kautsar Pekanbaru.

Haryani Rizka, (2014), *The Vocabulary Mastery Of Seventh Grade Students Of SMP 4 KUDUS In Academic Year 2013/2014 Taught By Using Vocabulary Self-Collection Strategy (VSS)*. Her study applies quantitative experimental research with the subject of the research is the seventh grade students of SMP 4 Kudus in academic year 2013/2014. This research study involves two variables. First is independent variable that is Vocabulary Self Collection Strategy (VSS) and the dependent variable is students' vocabulary mastery. The sample of this research is thirty four students of seventh grade students. The writer gave pre-test before taught VSS and continued to post-test after giving the treatment to the sample.

The data analysis shows that before being taught by using VSS, the minimum score is 25, the maximum score is 90, the mean score is 49,08 and standard deviation is 12,1. It indicates that the mastery of vocabulary is categorized as low. Meanwhile, after being taught by using VSS the minimum score is 65, the maximum score is 100, the mean score is 81,72 and standard deviation is 8,32. It indicates that the mastery of vocabulary is categorized as good. The mean of the post test is better than the pretest ($81,72 > 49,08$). Therefore, the hypothesis of the research that states that

there is a significant difference between the Vocabulary Mastery of seventh grade students before and after being taught by using VSS is confirmed.