CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presents some theories related to Voacbulary Self-Collection Stategy and vocabulary which consist of definition of vocabulary, Vocabulary Self-Collection strategy, and previous study.

A. Vocabulary

1. The Definition of Vocabulary

According to Richard (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Dupuis et al (1989: 67) state that vocabulary refers to "a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material". Nunan (1999: 101) states that vocabulary is a list of target language words. In addition, Richard and Schmidt (2002:580) state that vocabulary is a set of lexeme, including single words, compound word, and idioms.

Vocabulary is all word in a language which is used by people to convey ideas or feeling. Cameron (2001:72) states that building up a useful vocabulary is central to learning of a foreign language at primary level. Those definitions can conclude that vocabulary is the first element that the

English learners should have an adequate vocabulary in order to master English well besides the others English component and skills.

In language learning, vocabulary mastery is great skill of knowledge in language proficiency. The objective of the vocabulary mastery is to make the students have a good proficiency in the language skills. According to Tarigan (2004: 2) the quality of someone's language skills depend on their quality and quantity of the vocabularies. It shows that vocabulary has a great role to get the better skill in language learning.

Furthermore, Ur (1998) states: "vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. Then, Zimmerman cited in Coady and Huckin (1998) 'vocabulary is central to language and of critical importance to the typical language learning.

From the definitions above, it can be concluded that vocabulary is the total numbers that are needed to communicate ideas and express the speakers' meaning. It is important because without vocabulary there is no language can be built. Therefore, learning vocabulary is a crucial matter in developing their English.

2. Types of Vocabulary

The learners' vocabulary is divided into two types: active and passive vocabulary. Sometimes they called *productive* and *receptive* vocabulary. According to Stuart Webb (2005) receptive vocabulary is the words that learners recognize and understand when they are used in context, but they cannot produce. Receptive vocabulary sometimes called passive vocabulary; it is words that learners understand when they hear or read them but do not use it in speaking and writing. Then, Harris (1969: 48) argues productive vocabulary is the words that learners should be used in their speech and writing. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express themselves. Teacher can help the learner by giving them opportunities to practice using new vocabulary items in spoken communication. As the learners learn more and more words is useful because they will have many vocabularies that help them to understand in reading context or listening material.

Beside divided into active and passive vocabulary, vocabularies can be categorized as a part of speech based on its function as classified as follows:

1) Noun: a word that refers to a person, thing, place, plant, animal. Example: John, Janie, cat, mouse, police, table, house, happiness.

2) Pronoun: a word that is used instead of a noun or noun phrase. Example: he, she, it, hers, them, me.

3) Adjective: a word that describes noun. Example: red, strong, sad, happy, tall, good, hungry.

4) Verb: a word or phrase that express 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, between, in on, about.

7) Conjunction: a word that join words, phrases or sentences. Example: and, but, for, yet, nor.

8) Interjection: a short sound, word or phrase spoken suddenly to express an emotion. Example: WAW!, OWH!, look out!, oh my god!,.

3. Vocabulary Mastery

In order to understand the language, vocabulary is one of the aspects which should be learnt. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. It is important because when the learners will able to master English, they have to know the vocabulary first. It means that in learning vocabulary, learners have to know the meaning of the words and also understand and can use it in sentence context. Hornby (1995) defines mastery as complete knowledge or complete skill. It refers to great skill in processing of learning language that makes someone a master of it. In learning vocabulary, every student

has different ability to receive the new words or information. The specificity of any individual's vocabulary knowledge depends on the person, and his motivation, desires, and need for the word (Hatch and Brown, 1995). The success of increasing the vocabulary mastery requires their own motivation and interest on the words of a language.

The vocabulary mastery is not a spontaneous process which is easy to be done. The students need to learn the vocabulary in order to have large number of words which is useful for them to support successfulness of English language. Yang Zhihong (2000,p.38) says "words are the basic unit of language from supports it without vocabulary, one cannot communicate to the effectively or express idea".

It means that without an adequate of the numbers of words they will difficult to understand the meaning and express their idea in their life. Based on the explanation above, we can conclude that vocabulary mastery plays an important role the process of achieving the language skills (listening, speaking, reading and writing) and the students are expected to be able to increase their ability especially in vocabulary mastery and their interest in English.

To master English teacher needs to know the limitation of total words of his students in each level. It will make easy for the teacher in learning and teaching process because he knows the target of words which must the students has. According to Richard (2001: 154), typical vocabulary targets for general English course are different, there are:

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.

Especially at junior High School is intermediate level. They must master vocabulary at least 2000 words. It seems difficult to them, but they can have great skill of it if they always practice every day for example, in their daily activity. In addition, the teacher should give them a motivation and support them in order they interest in English and also know what students' needs to learn without being discouraging.

4. Teaching Vocabulary

According to Megaan (2014), teaching is the art and science of helping others to grow in their knowledge and understading. Teaching is gives information which the aim is to develop student's power or knowledge. To make some conditions in teaching and learning process, it would make an interaction between teacher and students. So that, the purpose of study would be achieve. To get the students' interest in learning English the teacher must has a good strategy for teaching vocabulary. As the teacher, we have to know about their characteristics, so when they enjoy their learning process they would be easy to understand the lesson.

The conclusion is teaching is a process of sharing the information between teacher and students that is useful for daily life.

The teaching vocabulary is not easy to do. The teacher should facilitate vocabulary learning by teaching strategies to help students figure out meanings on their own. Sometimes students also need different atmosphere in enjoying the process of learning vocabulary. Perhaps, the teacher can use several strategies in the classroom in order to get fun learning and not monotonous. Strategy should be useful and help them acquire new vocabulary words that they hear and see.

In addition, to achieve good result in learning process the teacher should prepare and find out the appropriate techniques which will be implemented to the students. A good teacher should prepare for himself or herself before they give material. The teacher needs to be master the material in order the students can understand about it. Teaching vocabulary is different for young learners and adult, the teacher have to know the characteristics of the students. Moreover, prepare good techniques and suitable material in order to gain the target of language teaching.

5. The Importance of Learning Vocabulary

Vocabulary learning is the important aspect in learning a foreign language. Students will have a lot of new vocabulary if they learn more words and also practice it. It will help them to understand meaning of other

people say and communicate with others. To use the language productively, the students must know certain amount of vocabularies, not only for communicating orally, but also in writing. As the British linguist David A. Wilkins (in Thornbury 2002:13) says "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This shows that learning vocabulary is almost important rather than learning. It can be realized teaching vocabulary must be interesting to students for it to reach the goal.

In addition, Stahl and Nagy (2005:5) states that a person who knows more words can speak, and even think, more precisely about the word. It shows that the students must improve their vocabulary mastery in order to have great skills, without it they will face the serious problem for the next level. Then, McCharty and O'Dell (1999: 4) explained that you already know hundreds of English words, but to speak and write in normal situations you need at least 1-2.000 words. The first thing that we have to remember is understand the meaning, without that we cannot do well in comprehension.

6. How to Teach Vocabulary

Vocabulary is basic that use in communication. If the people do not recognize meaning of the key words used by those who address them, they will not be able to participate in the conversation. When they want to express idea or ask for information, they must be able to produce words to

convey their meaning. Thus vocabulary learning is very crucial in developing competence in a second or foreign language.

In teaching vocabulary, the teachers are hoped to have some techniques in order to make the students understand and familiar with the vocabulary. So, they understand the meaning easily and make them happy to learn English. The English teachers can use some techniques to help teaching of vocabulary. However, Most English Teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. According to Takač & singleton (2008) stated that techniques employed by teachers depend on some factors, such as content, time availability and its value for the learners. The following are some techniques of teaching and learning vocabulary as stated by Brewster, et al (1992, in Alqahtani 2015: 26).

a) Using Object

This technique includes the use of realia, visual, aids and demonstration. The function is to help learners in remembering vocabulary better because real objects and pictures are visible to introduce new words. They will easy to memorize the vocabulary and the teacher can use the objects in the classroom to show the real objects.

b) Drawing

In learning process, the teacher can draw the objects in the blackboard or drawn on flash card. The media can be used again in different contexts if they are made with cards and covered in plastics.

They can help young learner easily understand because they can get the main points of it.

c) Using Illustration and Pictures

Pictures connect students' prior knowledge to new story, and in the process, help them to learn new words. By using illustration or picture can help learner to make the meaning of unknown words clear. Pictures can be used in many ways of contexts because it is possible to use it. Teaching vocabulary comes from many sources, such us: magazine, newspaper, internet etc. Using the colorful pictures can get learners' interest in learning vocabulary in the school.

d) Mime, expression and Gesture

Clipper (1994, in Alqahtani 2015:28) implies that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. Sometimes an action need mime or gesture to explain our expressing in order to make more clearly. When learner does not know the meaning of new words they can guess what their teacher says by looking his or her expression. Many words can be introduced through mime, expression and gesture, for example, adjectives: "sad", "happy" etc.

e) Contrast

In teaching vocabulary to students, contrast can be used to explain meaning, for instance the word "short" contrasted with the word "long", the word "good" contrasted with the word "bad" etc.

f) Enumeration

An enumeration is a collection of items that is complete, ordered listing of all of the items in that collection. For the example the word "clothes", the teacher can lists (or enumerates) a various items. This technique can explain some difficult word.

g) Guessing from Context

Knowing the meaning is the basic to understand text. This technique is useful when students in reading activity, when they do not know the meaning they can guess it based on the reading context. Teacher can give some clues to determine the meaning. It helps them to build-up their self-confidence because they can easily determine the meaning.

h) Eliciting

The teacher can use to get information about what students know and do not know. The teacher can also use synonym and antonym to elicit vocabulary.

i) Translation

In some situation translation is needed for teacher, because the teacher can check her or his student's comprehension, it can be used to aid learning, and practice what has been learned. It will give a lot of effect for students.

When the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

7. Problems in Learning Vocabulary

There some problems that faced by students in learning vocabulary. To get successful in teaching vocabulary is the ultimate purpose for teacher. Thornbury (2004: 27) proposes some factors that make word more difficult as follow:

a. Pronunciation

Research shows that word that difficult to pronounce are more difficulty to learn. Potentially difficult word is the words that contain sounds that are unfamiliar to some group or learners such as *colonel* for French speakers.

b. Spelling

Error usually occurs in Sound-spelling. Most of students may difficult to pronounce or spelling words that they do not know about it. Some words that contain silent letters are particular problematic, such as *cupboard, muscle, headache, listen, know etc.*

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its language equivalent.

Remembering whether a verb like *enjoy, love, or hope* is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: You *make breakfast* and *make an appointment,* but you *do the housework and do a questionnaire.*

f. Range, connotation and idiomatic

Word that can be used in a wide range of contexts will generally be perceived as easier than synonym with a narrower range. Thus, *put* is a very wide ranging verb, compared to *impose, place, position.* Uncertainty as to the connotation of some words may cause problem too, for the example, *propaganda* has negative connotation in English but its equivalent may simply mean *Publicity.* Then, words or expression that are idiomatic (like *make up your mind, keep an eyes on…)* will generally be more difficult than words whose meaning is transparent (*decide, watch*).

Learning vocabulary needs a process. It is not simply thing in learning a language, but it is also one of the hardest things to do. It does not only learn about the meaning of word, but the students will also learn other aspects of word such as usage, pronunciation, grammatical and so

on. So, the students must understand the word to gain comprehension of its use.

B. Vocabulary Self-Collection Strategy

1. Definition of Vocabulary Self-Collection Strategy

The Vocabulary Self-Collection Strategy was developed by Rudell in 2005. Rudell (2005:166) promotes that Vocabulary Self-Collection Strategy is a strategy for teaching that can be implemented as pre-reading or post-reading activity in which the students can choose the words based on their interest and then they can define the words based on the context of the text. It is an approach to teach vocabulary by using the students' ability in collecting and generating words list and it emphasizes the students' personal experiences and general knowledge. The activity lets the students nominate the word that they want to learn more and it is important to learn. This strategy can be used for increasing students' vocabulary knowledge and students' internal motivation in learning the English language. In the practice, the students can be divided into some groups consist of two to five and the teacher gives three to five minutes to the students to find and define the difficult words that they consider it is interesting and important for them to know.

According to Martin (2002:88), Vocabulary Self-Collection Strategy is an interactive-learning instructional strategy that promotes word awareness, activeness of students are needed in identifying important

words from their reading to share with members of their class. The purpose of implementing this strategy is to make the students understand with the new words, promote their interest to the new words and provide a strategy to learn the new words.

From the explanation above, we can conclude that Vocabulary Self-Collection Strategy is an effective strategy that makes students active in teaching and learning process. However, it is a strategy where students centered is the main subject of this strategy than teacher centered. They can find the important word through teacher's instructions. Then, they can share the words with their classmates.

2. **The Purposes of Vocabulary Self-Collection Strategy**

The Vocabulary self-Collection strategy has purposes to increase the student motivation on vocabulary acquisition and development. Caelho (2007) states "the purposes of Vocabulary Self-Collection Strategy which students learn to gather information about a foreign word or concept based on context clues and reference guides". It is especially help students to determine word meaning based on the context.

It is quite clear that Vocabulary Self-Collection Strategy is to promote the long term acquisition of vocabulary. It teaches the students how to make decision about the important words that they do not know from the text. Therefore, the students will understand the concept of the text that they read and also improve their vocabulary mastery.

3. Advantages of Vocabulary Self-Collection Strategy

According to Haggrad (1998:16), there are three advantages of Vocabulary Self-Collection Strategy, those are:

a) Making important connection between new words and their meaning so that they are easy to understand and remember new vocabulary.

b) Stimulating students interest related to new term, which motivate them for learning new vocabulary.

c) Increasing students' enthusiasm for learning and collecting words.

It seems that this strategy enhance students' motivation and achievement in learning new words. It also makes students active in learning process because they can select certain words which add their understanding about the text. Students will be more fun and enjoyable during in the class. In addition, the role of the teacher is the essential effect in guiding students to do the tasks in order to get successful learning.

4. The Step of Vocabulary Self-Collection Strategy

Based on the research, there are some steps which are explained by experts. Gibbons (2009) states there are eight steps in applying Vocabulary Self-Collection Strategy, those are: Teacher introduces the purpose of Vocabulary Self-Collection Strategy to students. Then, teachers model how to select and nominate important words from the readings. Next, teachers demonstrate how to use the context and other resources to learn the meaning. After that, the teacher writes the word, the context in which it

was used, its meaning, and the reason for selecting the word on chart paper (shown in figure 1.1). Next, teachers engage students in the process of vocabulary self-collection strategy. After students are familiar with the strategy, teachers provide guided practice to support the use of vocabulary self-collection strategy, teacher provide guided practice to support the use of vocabulary self-collection strategy during reading. Then, students in small group discuss the words that they chose. Finally, students write the two words on chart.

Then, Antonacci & O'Callaghan (2011:27-29) models the steps of using the vocabulary self-collection strategy that are divided into three parts, those are before reading, during reading, and after reading as follows.

1) **Before reading**

   a) Selecting the appropriate topic that would be used.

   b) Choosing the important words to comprehend the text.

   c) Modeling how to choose the important words for understanding the text.

   d) Distributing a graphic organizer including a box for the word, the reason for selecting the word, and the definition of the word.

2) During reading

    a) Asking the students to read the selected paragraph.

    b) Asking the students to revisit the text and select at least five words that they think those is important, interesting, or challenging to comprehend the text.

    c) Asking the students to complete the vocabulary self-collection strategy chart.

3) After reading

    a) Dividing the students into some groups.

    b) Guiding the students to choose a leader for each group to control the discussion.

    c) Asking each student submits one word he or she has selected and provides the reason for choosing the word that becomes the focus of the discussion.

    d) The group leader uses the group chart to record the word, the reason and the word's definition. Each group limits the number of words include on the vocabulary self-collection strategy chart.

    e) Then students validate the meaning of each word by using the dictionary.

    f) After the small group discussion, the teacher leads the groups together for a class discussion that guide them in comprehending the text.

In using these steps, teachers should active to help students using this strategy. Teachers help students for choosing important word which has big influence to comprehend the text. Then, ask them to discuss in group work which encourage their internal motivation to learn the new words and share ideas with teacher and their friends.

Figure 2.1 Vocabulary Self-Collection Strategy Chart

Name: _____		
Topic: _____		
WORD	DEFINITION	REASON FOR SELECTION

C. Review of Previous Studies

There are some previous studies that have been conducted in relation with the implementation of Vocabulary Self-Collection Strategy. In particular, this subheading provides some review of related study, those are:

Putri (2012) conducted Vocabulary Self-Collection Strategy in terms of reading achievement. It is an experimental study at the fourth grade elementary school. The result of this study is good study, because it can help students to understand meaning of words from context. It means that this strategy can improve students' achievement in reading comprehension.

Another reseracher, Fatonah (2015) conducted Classroom Action Research study (CAR), to improve students' reading comprehension by implementing Vocabulary Self-Collection Strategy at the seventh grade of SMPN 4 Kalasan. Result of this study, it gave significant effect and also make students motivate in reading comprehension and they do not get bored.

In addition, Al Maghfuri (2017) conducted a research entitled "Improving Vocabulary mastery Vocabulary Self-Collection Strategy at the Eight Grade Students of MTS Hudayatul Muna Ponorogo (Classroom action research). The students can more active to collect and find the key vocabularies found in the text. It can conclude that the strategy can improve students' vocabulary mastery.

Based on the previous studies, the study of Vocabulary Self-Collection Strategy states that it can improve students' interest in learning vocabulary. This strategy facilitates the students in defining unfamiliar word based on the context of the text. The difference between previous study and this study is about variable. This research uses quantitative approach and pre-experimental as a research design with one group pre-test and post-test. The sample of research is seventh grades students of Junior High school. The researcher tries to find out the effect of using Vocabulary Self-Collection Strategy toward students' vocabulary mastery.