CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, the formulation of research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

As everybody knows that English is one of the dominating language of the world which is having its impact on every field like education, medicine, engineering and business. It is an international language that has becomes more important in facing globalization. Everyone has become master of English especially the young learners. They have to be ready as the next generation for their better future. So, we cannot avoid that English is has an important role. The importance of learning English could be seen from the fact that most scientific books are written in English and the students are supposed to comprehend those books.

According to Richard (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Moreover, it is one of the important aspects of learning foreign language. There are some reasons that explain why vocabulary is important for learning language. First, the ability to understand the target language depends on the knowledge of vocabulary. Second, vocabulary

acquisition is important aspect to master all language skills: listening, speaking, reading, and writing (Edge, 1993). Language skills require adequate vocabulary mastery in order the idea can informed well.

Vocabulary is also the first step that must be taught before teaching other aspects of language. When students learn a foreign language, they must have the ability to be master in vocabulary. To master English skills, students must know the vocabulary of the language because it supports their skills' improvement (Linse, 2005). It is also useful when students will improve their English achievement, so they will be easier in their study and learning process. Without an adequate vocabulary mastery, students will face some difficulties in their study. In addition, in the David Nunan (1991:117) River argued that acquisition of an adequate vocabulary is essential for successful second language use. Without an extensive vocabulary, they will be unable to use the structure and the function although they may have learned for comprehensible communication.

Vocabulary mastery is the basic unit in learning English for all students who wants to understand a reading, conversation, or writing English. Furthermore, as the Junior High School students the development of vocabulary knowledge must be a priority. Through vocabulary students can understand how words work in written and spoken forms. The students will be able to understand what particular word means, how to say the words in the foreign language, how to read the words and also how to put them in a paper. Without sufficient vocabulary is impossible to achieve that goal.

Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary.

The teacher can use many ways how to teach English to young language learners. To support teaching vocabulary, using strategy is needed to be used in the classroom. According to Oxford (1990), Suggests that language learners must be encouraged to use strategies in their process of learning. Nation (1990) believes that knowing and using vocabulary learning strategies is the most important way for language learning. It means that the teacher must find interesting and attractive ways to teach and make them enjoy. So, the strategy which will use to teach vocabularies must be interesting to find out students' motivation in learning English.

In this study, the researcher uses the Vocabulary Self-Collection Strategy to create a different style of teaching vocabulary. Education is supposed to become less stressful, more relaxed and more enjoyable. The researcher assumes that this strategy supports students' activities in the class, so that the students also enjoy their learning process. Activities in learning process should contain motivational aspects and increase students' interest in learning.

Vocabulary Self-Collection Strategy is one of strategy to teach vocabulary. 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. Through this strategy, the students are purposed to be more active during the teaching and learning process. According to Haggrad (1989) this strategy is designed to help the students expand their vocabulary by relating the new vocabulary words to their experiences that have meaning in their own lives. It also asks the students to cooperatively work with their friends in a small group to determine the meaning of the words that they do not know in the text, the words that they are curious about and get interested in. The advantage of this strategy is to help the students in enhancing their vocabulary mastery through the process of learning reading comprehension.

There are some researches that have been conducted about Vocabulary Self-Collection Strategy. A study by Al Maghfuri (2017) conducted about improving vocabulary mastery using Vocabulary Self-Collection Strategy. He use Classroom Action Research (CAR) with two cycles, the result of the first cycle was indicated an improvement from 68.75% of 16 students in the first cycle to 85.45% of 16 students in the second cycle. It can conclude that Vocabulary Self-Collection Strategy can improve students' vocabulary mastery.

The next studies by Fatonah (2015), the study is about using Vocabulary Self-Collection Strategy to improve reading comprehension. The research finding showed that reading comprehension of most students improved after the Vocabulary Self-Collection Strategy was used in the classroom. It was indicated by the differences of both students' scores in the

pre-test and post-test (58.9 to 78.0). It means that this strategy is believed to improve students' interest in reading English text.

The next is by Putri (2012), who conducted Vocabulary Self-Collection Strategy to reading achievement of Elementary School. The result showed that vocabulry self-collection strategy is effective to teach English especially in reading achievement especially at the fourth grade of Elementary School.

Vocabulary Self-Collection Strategy is a way to makes the teacher more creative. Teacher can prepare the teaching and the learning process well. This strategy creates an ideal condition because teacher explains the materials by fun learning activities in class. Furthermore, there are feedback and interaction between teacher and the students. Thus, the goals of education are easy to be reach. Based on the research above, this strategy is effective for most the researcher; so the purpose of this research is to find out whether the use of Vocabulary Self-Collection Strategy in English teaching vocabulary whether effective on SMP Negeri 1 Sumbergempol especially in the seventh grade.

SMP Negeri 1 Sumbergempol is one of the junior high school in Sumbergempol Tulungagung which implies the English lesson in Curriculum 2013. According to Curriculum 2013 there are some purposes of learning English that help students in make their good abilities in learning English; students are able to understand the communicative purposes of the text in oral or written. Students are able to communicate based on the context. Students are able to make a simple text based on the context that is used in daily life.

Especially, Vocabulary has important thing which help students in understanding the text. To support their understanding in reading comprehension, they must have a lot of vocabulary. On the other hand, they will be difficulty to understand about the text if the students have limited vocabulary knowledge. In addition Sternberg and Powell (1983) suggested that the relationship between reading comprehension, vocabulary and general intelligence may be mediated by the ability to acquire new information from context.

Based on the explanation above, the students should have good mastery in vocabulary. Based on the observation at the first grade of SMP Negeri 1 Sumbergempol, it is clearly that the students have good motivation in English but they have limited vocabulary.

Based on the problem and the explanation above, the researcher is interested in conducting a research by the titled "*The Effectiveness of Using Vocabulary Self-Collection Strategy toward Students' Vocabulary Mastery at the Seventh Grade of SMP Negeri 1 Sumbergempol*".

B. Formulation of Research Problem

As stated in the background, the researcher finds the problems to be solved as follows: Is there any significant difference on students' vocabulary mastery before and after being taught by using Vocabulary Self-Collection Strategy at the seventh grade students of SMP Negeri 1 Sumbergempol?.

C. Objective of the study

Based on the formulation of research problem, the objective of this study is to find out the effect of using Vocabulary Self-Collection Strategy toward students' vocabulary mastery before and after being taught using Vocabulary Self-Collection Strategy of the Seventh grade students in SMP Negeri 1 Sumbergempol.

D. Significance of the Study

This research is expected to give some advantages for relevant parties, those are explained as below:

a. For the seventh grade of SMP Negeri 1 Sumbergempol as the subject of this research, it can motivate them to increase students' vocabulary mastery and also make them to get more enjoyable situation and fun learning activities. So, they will be easy to memorize the vocabulary easily, especially taught by using Vocabulary Self-Collection strategy.

b. For the teacher, the result of this study is expected to be useful to give alternative solution in teaching English vocabulary, especially taught by using Vocabulary Self-Collection Strategy.

c. For the next researchers, this study is expected to give some information about English teaching. It can inspire them to improve the new finding by this strategy as the alternative reference in teaching vocabulary.

E. **Research Hypothesis**

       Hypothesis is tentative answer of variable in which the truth must be tested based on the previous statement (Dantes: 2012), there are two kinds of hypothesis:

1. Null Hypothesis (H_0)

    H_0: the students' vocabulary mastery after being taught using Vocabulary Self-Collection Strategy is less than or equal to their vocabulary mastery before being taught by using Vocabulary Self-Collection Strategy at the seventh grade SMP Negeri 1 Tulungagung.

2. Alternative Hypothesis (H_a)

    H_a: students' vocabulary mastery after being taught using Vocabulary Self-Collection strategy is higher than their vocabulary mastery before being taught using Vocabulary Self-Collection Strategy at the seventh grade of SMP Negeri 1 Tulungagung.

F. **Scope and Limitation of the Research**

       In reference to the background of the study and identification of the problem, the focus of the study is on the use of a teaching strategy, particularly known as Vocabulary Self-Collection Strategy. The reason for the limitation is the students have limited number of vocabulary that can be improved by using Vocabulary Self-Collection Strategy. This problems related to teacher (strategy and media), student (motivation, confidence, interest), and process (classroom activities, interaction, language practices).

For that reason, this research would be conducted by focusing on students' vocabulary mastery of the seventh grade students in SMP Negeri 1 Sumbergempol by using Vocabulary Self-Collection Strategy.

G. Definition of Key Terms

The purpose of key terms is to avoid misunderstanding on the reader. This study uses some terms that need to be defined as follow:

1. Effectiveness

Effectiveness is an attainment from the target which measured, and can give an expected result. The effectiveness of this research means the significant development of students' vocabulary mastery after being taught by using Vocabulary Self-Collection Strategy

2. Vocabulary Mastery

Vocabulary mastery refers to the number of words someone knows. It means that students should know the meaning of the words through the context that given in the text to understand the message of the whole text. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary is a principal issues for English learning because it comprises the basic building blocks of English sentences.

3. Vocabulary Self-Collection Strategy

       Vocabulary Self-Collection Strategy is defined as a strategy that encourages the students to determine important words from the texts that they read. Through modeling and discussion teacher assists students in learning how to identify key vocabulary in the texts (Ruddell, 2005). The words are then nominated to the class. The teacher adds some important word from the text then teacher ask them to write the meaning on their notebook and record all the important word that they have written.