CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter describes theoretical framework which covers definition of vocabulary, kinds of vocabulary, the teaching of vocabulary mastery, the definition of Vocabulary self-Collection Strategy (VSS), the advantages of using Vocabulary Self-Collection Strategy (VSS), the disadvantages using Vocabulary Self-Collection Strategy (VSS), the implementation of Vocabulary self-Collection Strategy (VSS), and Previous Study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the crucial aspect in teaching and learning process. According to Richards (2002), vocabulary is one of the most important components of language and one of things that to be noticed by linguists. Another expert stated that vocabulary can be defined roughly as words we teach in the foreign language (Ur, 1991:60). However, a new item of vocabulary may be more than a single word for example: post office and swimming pool, which are made up of two words but express a single idea.

Nunan, (1999:101) stated that vocabulary is more than lists of target language words. Vocabulary can be defined as words that must be known to communicate effectively: word in speaking (expressive vocabulary) and word in listening (receptive vocabulary), an extensive body of research exists on teaching and learning vocabulary. This research clearly about point of vocabulary has always been continuous to be a significant goal in literacy and learning (Bintz, 2011).

Vocabulary is all words in a language which is used by people to convey ideas or feeling. People use vocabulary which is arranged into sentences to express their opinion, thinking and also idea in their society. Students need to master vocabulary to improve their English language, because vocabulary is basic language skill for how well students listen, speak, read, and write (Richard, and Renandya, 2002:255). By the reason of that vocabulary being a one of most important aspects to master English. By mastering it, students will be able to improve their knowledge, especially English language.

2. Kinds of Vocabulary

According to Jackson (2002), there are two kinds of vocabulary. Those are active vocabulary and passive vocabulary. Active vocabulary is the words that you use in your own speech and writing. While passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people.

Nation (2001) stated that, the distinction between active and passive vocabulary as being the result of the different types of association between words. Active vocabulary can be activated by other words, because it has many incoming and outgoing links with other words. Passive vocabulary consists of items which can only be activated by external stimuli. That is, they are activated by hearing or seeing their form, but not through associational links to other words.

In other words the status of vocabulary items is not permanent because if active words are not frequently used, they may slip into the passive store and a passive word may become active as well. Thus, a word is passive or active depends on how students

apply the words in practice. The application of the words itself is the manifestation of students' memorization of words.

3. Teaching Vocabulary

Teaching vocabulary is an important area worthy of effort and investigation. He says that the linguists also emphasize and recommend teaching vocabulary because of its importance in language teaching (Kareem, 2003:49). While Cahyono and Widiati (2008) stated that, the teaching vocabulary aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use the words successfully for communicative purposes. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing).

Teaching vocabulary is not an easy thing to do, in learning vocabulary if students learn new words individually it will not increase their vocabulary mastery. Asking students to memorize a list of word of English is wasting time and it may not be an effective way to master vocabulary. It is caused when students memorize many words quickly, they will lose that vocabulary quickly too. They just need learn a new word that used with context and with referring something that will be expected. As Richards and Rodgers (1986:6) said that word should be practice in meaningful context and in sentences and should not be isolated and disconnected elements. Hence, teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the material they are studying (Vacca, 1999:315).

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in the class. Word-learning strategies include;

1. Dictionary use, dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context.

2. Morphemic analysis, is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes.

3. Contextual analysis, it involves inferring the meaning of unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

    Another strategy to teach vocabularies are:

1. Fostering word consciousness, a more general way to help students develop vocabulary is by fostering word consciousness, an awareness of and interest in words. According to Graves (2000), if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest.

2. Multiple exposures in multiple contexts, according to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term

memories. This does not mean mere repetition or drill of the word, but seeing the word in different and multiple contexts.

3. Vocabulary self-collection strategy, based on Richardson (2012:198) vocabulary self-collection strategy is a cooperative vocabulary activity that allows both teachers and students to share words they wish to learn and remember. In other word, students asked to share words that they wish to learn and remember to make them easier in learning process.

4. Language Testing Items in Vocabulary

In learning foreign language, language testing is very important for the teacher and learner. One of them is vocabulary testing. A vocabulary test is to know how far effective a teaching sequence has been conducted. As Thornbury (2002:129) said that testing can gives us information about how well our students proceed in their learning of English. It gives a useful feedback to both teachers and students. In additional, when the teacher announces her students that a vocabulary test is coming in a period of time, they will probably start to study the vocabulary harder than before, so it will have a positive effect.

Heaton (1988:9) states that vocabulary test measures the students' knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. Heaton (1990:79) also said that test of vocabulary are often connected with reading skill and should avoid grammatical structures which the students may find difficult to comprehend it. Types of vocabulary test are follows:

a. Multiple choice task (Heaton, 1988:55) multiple choice test are a popular way of testing in that they are easy to score, and they are easy to design. Moreover, the format of multiple choices can be used with isolated word, words in a sentence context, or words in whole text.

b. Completion test (Heaton, 1988:62) this test which present such items in a context are generally preferable to those which rely on single words or on definitions.

c. Gap-fill task (Thornbury, 2002:133) gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it.

5. Descriptive Text

Based on Anderson (1998:27), descriptive text is a text which describes a particular person, place or things. The purpose of descriptive text is to tell about the subject by describe, represent or reveal a person or an object, without including personal opinions in specific ways.

The generic structures of descriptive text are:

- Identification, contains about the introduction of person, place or thing will be described.

- Description, contains a description of something such as person, place or thing by describing its features, form, colors, or anything related to what the writer describe.

Grammatical features:

- Using simple present tense, the sentence pattern used is simple present because it tells the fact of the object described.

- Using specific noun, the text has a certain object, is not common and unique (only one)

- Using adjective, an adjective used to clarify the noun.

- Using action verb, the text use verbs that show an activity.

B. Vocabulary Self-Collection Strategy

1. Definition of Vocabulary Self-Collection Strategy

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 enhanced students' vocabulary growth.

Ruddell and Shearer (2002) stated that the use of Vocabulary Self-Collection Strategy is better than traditional language arts curriculum words. This because the strategy involves some steps; like selecting the word, defining the word, finalizing the list word, extending word knowledge, and it is supported by small group activity and class discussion as well. Theoretically, Vocabulary Self-Collection Strategy can be seen as the

type of independent learning which is able to support students-center learning method (SCL), where the students are empowered to choose, select, and collect words that they want and need to learn (Ali, 2017:166). Moreover in Vocabulary Self-Collection Strategy, trust is given to students for finding meaning of a word they consider it is interesting and important for them to know. Based of that, this strategy can be used for increasing students' vocabulary knowledge and students' internal motivation in learning English language.

Antonacci & O'Callaghan (2011:26) state that the purpose of the Vocabulary Self-Collection is to motivate students to learn new words by promoting a "long-term acquisition and development of the vocabulary of academic disciplines" with the goal of integrating "new content word into students' working vocabularies". As students develop word consciousness, or an interest in words, they will become a word collector and they will increase their academic vocabularies when confronted with unknown word from varied disciplines. She also says that primary purpose of the Vocabulary Self-Collection Strategy is to deepen students' understanding of words, promote their interest in new words, and offer them a strategy to identify and learn new and fascinating words.

2. **Advantages of Vocabulary Self-Collection Strategy**

The Vocabulary Self-Collection Strategy (VSS) gives benefits to the success of teaching and learning process. The primary benefits of using Vocabulary Self-Collection Strategy are that the students can keep their own way of study, find the best way to identify the words from their readings, improve their vocabulary and be a word conscious

(Martin, 2002:88). According to Juwita (2013:132), there are seven advantages of using Vocabulary self-Collection Strategy to increase students' vocabulary:

1. Vocabulary Self-Collection Strategy (VSS) helps the students to develop important connection between new words and their meaning so that it is more completely understood and remembered by the students.

2. Vocabulary Self-Collection Strategy (VSS) increases the students' enthusiasm to learn and collect the words.

3. Vocabulary Self-Collection Strategy (VSS) can help the students to work together to determine the words they do not know from the text.

4. 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 that they have read.

5. 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 words.

6. For the teachers, this strategy is not too hard to apply in teaching in the classroom.

7. For the students, Vocabulary Self-Collection Strategy (VSS) can motivate them in learning new words because it is an interesting strategy to be introduced for senior high school students and also suitable for them in learning a foreign language.

3. The Implementation of Vocabulary Self-Collection Strategy

Antonacci & O'Callaghan (2011:25) states that the Vocabulary Self-Collection Strategy is most effective when it is used with small groups of students working together. Fundamental to its success is the role that academic talk plays throughout this procedure as well as the teacher's own demonstrative interest words. Briefly, the strategy consists of selecting, defining, finalizing, and using words (Tierney & Redence, 2005).

Based on Antonacchi & 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:

a. Before Reading

- The teacher selects the reading that is appropriate for the topic.

- The teacher choosing the key vocabularies that are important to comprehend the text.

- The teacher reads the first paragraph aloud to the students.

- The teacher projects a copy of the reading on the screen and uses a think-aloud as a way of modeling how to select words that are important for understanding the reading.

- The teacher projects a graphic organizer that includes a box for the word, the reason for selecting the word, and the definition of the word.

Vocabulary Self-Collection Strategy Chart

Name: …		
Topic: …		
WORD	REASON FOR SELECTING	DEFINITION

b. During Reading

- Asking the students to read the selected passage.

- Asking the students to revisit the text and select at least five words that they think are important to their understanding, interesting, or challenging.

- Asking the students to complete the Vocabulary Self-Collection Strategy chart.

c. After Reading

- Dividing the students into some groups.

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

- Asking each student to mention the words that he or she has selected.

- Asking the student to write the meaning of the selected words.

- Bringing up the small-group discussion to guide the students in comprehending the text.

Based on the explanation above, it can be concluded that the activity promotes the students to think critically. The activity does not just ask the students to define the meaning of the word, but also they have to think of the reason for selecting the word. Therefore, this activity could help the students to develop their high-order thinking skill since they would be able to solve the problem.

C. Previous Study

There are some previous studies that have been conducted in relation with the implementation of vocabulary self-collection strategy in teaching vocabulary. Those studies attempted to investigate effect of process of teaching vocabulary, to describe its application or problems faced by teacher in implementing that strategy or to improve students' vocabulary mastery through this strategy. In particular, this subheading provides some review of related study.

The first study was conducted by Indriana Juwita (2013) from FBS State University of Padang entitled "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary". This study was conducted using a classroom action research. She found that vocabulary self-collection strategy can be applied in teaching vocabulary because this strategy is interesting and enjoyment for the students. The students' vocabulary will be enhanced and increased by using this strategy. Then, this strategy also helps the students to understand the words based on the context.

The second study was conducted by Zulfirman Zani and Jonri Kasnadi (2016) from UIN Sultan SyarifKasim Riau entitled "The Effect of Using Vocabulary Self-Collection Strategy on Students' Reading Comprehension and Their Motivation". This study was conducted using a quasi-experimental research. The research findings showed that by using Vocabulary Self-Collection Strategy can improve student reading comprehension and their motivation. This result can be proved from the progress of the improvement in each research, in the class that using VSS the reading comprehension can improve 70% and in the non VSS increase 66,2%. Moreover, in the class of using VSS the students' motivation improve 50,3% and in the non VSS just improve 28,8%. Regarding to this percentage, it can be stated that this strategy can improve both students' reading comprehension and students' motivation.

The third study was conducted by Masrukhan Al Maghfuri (2017) from State Islamic College of Ponorogo entitled "Improving Vocabulary Mastery Using Vocabulary Self-Collection Strategy (VSS) At Eight Grade Students of MTs Hudatul Muna Ponorogo in Academic Year 2015/2016". This research was conducted using a classroom action research with two cycles. The research finding was showed that the implementation of vocabulary self-collection strategy can improve students' vocabulary mastery. It can be proved from the progress of the students' mean score of every cycle. The result of action cycle I, the mean score of students' activeness is 68,75% of 16 students and the mean score of students' vocabulary mastery 62,5%. And the result of action cycle II the mean score of students' activeness is 85,45% of 16 students and the mean score of students' vocabulary mastery is 93,75%. Regarding to this percentage, it can be stated that this strategy can improve students' vocabulary mastery and can improve students' activeness in the class.

The additional study was conducted by Syayyidina Ali (2017) from STKIP Muhammadiyah Bulukumba entitled "The Students' Interest on the Use of Vocabulary Self-Collection Strategy in Learning English Vocabulary". Result of this study revealed that the students' perceptions described that VSS helps the students in learning new words, helps them in learning difficult words, and helps them in re-remembering words they have learnt and memorized. That can be said that VSS could enriches students' vocabulary knowledge and makes the learning of vocabulary more interesting.

Based on previous research findings, it is important to conduct research in describing "The Effectiveness of Vocabulary Self-Collection Strategy on Students' Vocabulary Mastery at the First Grade of MA MA'ARIF UDANAWU". The difference between previous study and this research is about the research design and the subject of the study. In previous study, there are uses classroom action research as the research design different with this research. And research design of this research is quantitative research.