**CHAPTER I**

**INTRODUCTION**

In this chapter, the writer presents some points related to this research. Those include background of the research, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms, and organization of the study.

1. **1 Background of the Research**

In learning a language, one of language components that should be obtained by learners is vocabulary. Stated by Richard and Renandya (2002) that vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write. Then, Harmer in Sarosdy (2003) states that language structures make up the skeleton of a language while vocabulary is the flesh which means that both are equally important and independent. It is important for the student to get some new words from the teaching and learning process in the class. In this case, the teachers need to introduce some words using a particular strategy to the students.

Considering the importance of the language, Indonesia government has drawn up English as a foreign language that should be mastered by the students. Mastering the foreign language means insisting the students to know both its skills and components. There are four skills of English covering Listening, Speaking, Reading, and Writing. Meanwhile, the three crucial components of English are vocabulary, pronunciation, and grammatical and structure. All of them need to be learned well during the teaching and learning process. The context of English foreign language instruction is also similar in Thailand. All of learners in Thailand have to be able to learn English. Even though the national language of Thailand is not English, but it is important to learn the language. In Thailand, English as an international language and it is expected that the learners are able to master both skills and components. Regarding to the importance of English both the government of Indonesia and Thailand teach English lesson in education program.

Thailand government totally supports the teaching and learning process. For instance, in English foreign language instruction, the government provides some books and gives them to all of schools freely. However, the materials sometimes are not appropriate with the students’ ability when they are given to the students at Addirasat Islamiah School Laddua, Panarea, Pattani, South of Thailand. In teaching vocabulary, the English teacher sometimes uses pictures related to the topic. It is expected to minimize the students’ problem in getting new vocabulary. Practically, the English teacher does not ask the students to make list of new vocabulary in students’ notebook. Consequently, the students often forget when they are asked by the English teacher to mention the learned vocabularies.

Based on the results of preliminary observation, it was found that many students still had difficulties in mastering vocabulary. Basically, at Addirasat Islamiah School, English is treated as a foreign language. The learners were reluctant in how to learn and master English. They could not understand the meaning of words when the teacher gave the text and asked them to translate the text. Their scores also could not pass the predetermined standard. Moreover, they lacked of focus when they were learning English. They seemed boredom, lazy, unmotivated, incurious, and effortless. They thought that English is not to be important in their daily life. The practical problems above made the students hard to master English. As a result, the students could not focus and difficult in the learning English. Up to now, most of first grade students got hard to practice the skills like Speaking, Listening, Reading, and Writing even the components such as, Grammatical, Pronunciation, and Vocabulary. From the real problem, the researcher concluded that the basic problem was they knew less about vocabulary. Without vocabulary, it is going to be difficult for the learners to apply the skills of language in learning English. Hence, the students need innovative instructional strategy related to their interest and comprehension.

To overcome the problems, the writer conducts Classroom Action Research (CAR) by employing Vocabulary Self Collection Strategy (VSS). Applying the strategy is aimed to improve the students’ vocabulary mastery. The strategy is an interesting strategy that can be used to teach vocabulary especially in junior high school students. In this strategy, the students are asked to be active in teaching and learning process in the class. This vocabulary activity is also designs to help students work together to determine the meaning of words that they do not know from the text. In doing this activity, the students work in groups, they are expected not only to be able to determine the meanings of some words by context, but also decide the words which are more important than others. The advantages of using this strategy are to help the students enlarge their vocabulary mastery and enjoy interesting learning process. By using this strategy, the researchers are able to attract the students’ interest in learning new words because this strategy emphasizes on the students choice in deciding the words they want to learn and for this case, students’ experiences in learning vocabulary can be used as the basis to determine the meaning of the words.

**1.2 Formulation of the Research Problem**

Based on the background above, the formulation of the research problem is how can the modified Vocabulary Self Collection Strategy (VSS) improve English vocabulary mastery of the first grade students of Muttawasith at Addirasat Islamiah School Laddua, Panarea, Pattani, South of Thailand?

* 1. **Objectives of the Research**

In general, this stuy aims to know how the first grade students of Addirasat Islamiah School Laddua, Panare, Pattani, South of Thailand in can master use vocabularies when they are learning English.

Besides, in particular this study aims to describe how the improved Vocabulary Self Collection Strategy employed in teaching vocabulary to the first grade students of Addirasat Islamiah Laddua, Panare, Pattani, south of Thailand.

* 1. **Significance of the Study**

Referring to the highlight of study is should give contribution, it is necessary for everyone to get the good benefit of this study. Particularly, the good contribution can be obtained for the learners, the English teacher, the readers, and even the future researchers.

First for the learners, it can help them to improve their vocabulary mastery and their interest in learning English. Moreover, it absolves the learners to get some new vocabularies based on their interest.

Secondly, it is expected to help the English teacher gives new reference of innovative instructional strategy when she/he is teaching English. Then, the English teacher can apply it in the class.

Thirdly, it is useful for the readers to get some new knowledge, especially in learning vocabulary by using Vocabulary Self Collection Strategy (VSS).

Finally for the future researchers, it will be useful for them to apply the strategy. Perhaps, for the research, the future researcher can apply this strategy not only in improving vocabulary mastery, but also using vocabulary in making a paragraph based on the vocabulary they learned. So, this strategy can improve both skill and component automatically.

* 1. **Definition of Key Terms**

To avoid misunderstanding, some terms used in this study need to be defined as follows:

1. Vocabulary Self Collection Strategy

The Vocabulary Self-Collection strategy (VSS) introduced by Haggard (1982) 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. Moreover, Farstrup & Samuel (2008) said that the Vocabulary Self-Collection Strategy is a cooperative structure that provides practice in identifying unfamiliar words in reading assignment.

In the implementation of Vocabulary Self-Collection Strategy (VSS), the teacher needs good cooperation with the learners. From its steps, the activities can well if the learners understand what the teacher commands. Vocabulary Self-Collection Strategy is a complete strategy and helpful in progressing learning English. Complete strategy means that the learners have to combine both skills and components of language. The skills are Listening, Speaking, Reading, and Writing. Meanwhile, the components are Vocabulary and Pronunciation exactly. From that, the learners do not only get new words from the passage, but also increase the other skills and components.

1. Vocabulary Mastery

Vocabulary deals with words and meaning. Mastery is derives from master, who is someone knowledgeable about a subject. Mastery refers to a similar power or ability. Mastery itself means the comprehensive knowledge. According to John (2000:16), vocabulary is knowledge involves knowing the meanings of words. Moreover, Kareem (2003) states vocabulary mastery is the ability to know the meaning of the words for expressing the text in using both receptive and productive skills.

From the explanation above, it could be concluded that vocabulary mastery is ability contains comprehensive knowledge to recognize, understand, and produce stock of words and their meaning in order to keep active in learning language. That is why, vocabulary mastery is the crucial matter in the EFL class.

1. Muttawasith

Muttawasith is really same with junior high school. It is called muttawasith because it derives from Melayu Pattani language. Here, Muttawasith grade can be divided into six grades. It starts from Muttawasith 1 up to Muttawasith 6. However, in Thai it is only called Matiyum.

1. Vocabulary

Based on E-Cambridge Advance Learner’s Dictionary 3rd edition, it is states that all the words which exist in a particular language or subject. Then, Richards & Renandya (2002) dealvocabulary is a core component of language proficiency and provides much of the basic for how well learners listen, speak, read, and write.

* 1. **Organization of the Study**

This study consists of 5th chapter. Chapter I covers the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms, and organization of the study.

Chapter II presents review of related literature. Here, the researcher tells everything about Vocabulary Self Collection Strategy in improving vocabulary mastery.

Chapter III talks about research method. In the research method, some topics presented are research design, subjects and setting of the study, procedures of the study covering preliminary observation (reconnaissance), planning, implementing, observing, and reflecting. In planning, the researcher shows socializing the research program, providing the strategy, designing the lesson plan, preparing the criteria of success, and training the collaborator teacher.

Chapter IV deals with findings and discussion. It explains about the result of chapter III.

Chapter V is the final chapter that consists of conclusion and suggestion.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter describes theoretical framework which covers definition of vocabulary, kinds of vocabulary, testing vocabulary mastery, the teaching of vocabulary mastery, English education in Thailand, the nature of Vocabulary Self Collection Strategy (VSS), the implementation of Vocabulary Self Collection Strategy, and the advantages of using Vocabulary Self Collection Strategy (VSS).

1. **1 Definition of Vocabulary**

According to Harmer (2003), language structures make up the skeleton of a language while vocabulary is the flesh which means that both are equally important and independent. Then, Richards (2002:255) states that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999:101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000:11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002:580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms. Moreover, Brewster & Ellis in Hughes and Taylor (2005:85) state that vocabulary refers to as noun, verb, and so forth words which carry meaning out of context.Furthermore, in the New Glorier Webster International Dictionary of English Language in Laila (2013:11) it is stated that vocabulary is the stock of words used by a people or by a particular class or person, a list of collection of word of language, book, author, branch of science or the like.

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook Hornby (1995). Meanwhile, Kufaishi (1988:47) states that vocabulary is a vehicle of thought, self-expression, interpretation, and communication. Kareem (2003:49), on the other hand, says that vocabulary is not syllabus, i.e., a list of words that teachers prepare for their learners to memorize and learn by heart. In using English, one needs to have a great number of vocabularies so that she/he could easily express her/his thoughts in communication. In addition, Wilkins (1972:111) cited in Thornbury (2002:13) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

The vocabulary of language always changes and grows. As life becomes more complex, people devise or borrow new words to describe man’s activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, it can be concluded that vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen,and write; and has similarities with the term “lexis and lexicon”.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. Another definition of vocabulary is also stated by vocabulary, Lehr et al. in Kamil and Hiebert (2005:3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to “the kind of word that students must know to read increasingly demanding text with comprehension.” In addition, Harmer (1991:158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Meanwhile, according to Cameron (2001), vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

From the definitions above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English.

* 1. **Kinds of Vocabulary**

As it is stated by Jackson (2002:28) in Grammar and Vocabulary, there are two kinds of vocabulary that is active and passive vocabulary. To know the differences between them, let see the following explanation:

1. Active Vocabulary

Active vocabulary means the words that you use in your own speech and writing. It can be used either oral or written form by the students.

1. Passive Vocabulary

Passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people. In *Applied Linguistics I for BA Students in English,* Sarosdy et al. (2006:71) mention that by passive knowledge we mean that students are able to recognize the word but they are not able to produce it. The latter is, of course always greater than the former. In passive vocabulary, the size of either will depend on a number of factors; your age, the level of education you have achieved, the subjects that you are studying, the hobbies and leisure pursuits that you engage in, how widely and often you read, and so on.

At beginner and elementary levels most words are active. As students’ vocabulary is limited they learn only words which are frequently used and have a broad meaning so they will constantly reappear, students will practice them frequently. At more advanced levels some words are active and some words will belong to the students’ passive vocabulary. The status of vocabulary items is not permanent because if words are not frequently used, they may slip into the passive store and a passive word may become active as well. So that, a word is passive or active also depends on how memorable word for the students.

* 1. **Testing Vocabulary Mastery**

Interest in testing vocabulary is not always focused solely on an interest in vocabulary itself. Both the relative of isolating words and testing them are also attractive. According to Isnawati (2013:48) knowledge of vocabulary is essential to the development and demonstration of linguistic skills. It is needed for the teacher to give some tests in order to measure the students’ mastery. Thus, it is quite important to test vocabulary as an achievement test of vocabulary after teaching it.

To achieve vocabulary achievement, the test should be based on the materials given by the teacher in teaching foreign language. It could help the students’ strengthening their memory of word lists.

Actually, the testing vocabulary productively is so difficult. Isnawati (2013:48) states that information on receptive ability is regarded as sufficient. The terms of testing vocabulary are pictures, definitions, matching key words, gap filling, and so forth. As stated by Madsen in Nikmah (2013:21) that there are four general kinds of vocabulary test. Those are limited response, multiple-choice completion, multiple-choice paraphrase, and simple completion (word). In limited response, the test items require either a simple physical action just like pointing at something or very simple verbal answer, for instance “YES” or “NO”. It is appropriate for beginner level. Next, multiple choice completion is a test in which sentence with a missing word is presented, students choose one or four vocabulary items to complete the sentence. Further, multiple choice paraphrase is a test in which sentence with one word underline given. Students choose which four words is the closest in meaning to the underline item. The last, simple completion (word) is students write in the missing part of words that appear in sentences.

On the other hand, Richards (2000:20) mentions that vocabulary is also measured in terms of multiple-choice test. He states that vocabulary items set in a multiple-choice format tended to behave consistently and predictably, and they were considered relatively easy to write. Hence, words seem as a language unit particularly suited to objective testing. In addition, Spolsky in Richards (2000:19) believes that the first modern language tests were published by Daniel Starch in 1916. This was the time when psychometrics was beginning to establish itself. Vocabulary was one of the language elements commonly measured in these psychometric tests, and Starch’s tests measured vocabulary by having testees match a list of foreign words to their English translation.

* 1. **The Teaching of Vocabulary Mastery**

Zimmerman in Coady and Huckin (1997:5) states that vocabulary is central to language and of critical importance to the typical language learner. It is one of necessary components in the language mastery. It helps the students being able to endorse English foreign language. To learn English, we should not focus on skills only. The other components, like grammar, pronunciation is also attractive to be learned.

Teaching English Vocabulary is also an important area worthy of effort and investigation (Kareem, 2003:49). Moreover, he states that linguists emphasize and recommend teaching vocabulary because its importance in language teaching. In journal of *The Teaching of Vocabulary in the Indonesian Context* written by Whemeier in Cahyono and Widiati (2008), state that vocabulary is as all the words in a particular language (Wehmeier, et al., 2005:1707), whereas vocabulary teaching according to Furneaux (1999) deals with the selection and presentation of words (lexis) for learners. Cahyono and Widiati (2008:1) states that vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use 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).

Some learners have to know that learning vocabulary is not only about learning the words or new vocabulary, but also about how to use the vocabulary into the correct usage. However, it is not always easy to construct good sentences. According to Seal in Cahyono and Widiati (2008:2), there was even a period when “too much vocabulary learning was regarded as a positively dangerous thing”. This means that combine learners have a rich repertoire of English words, they might not be able to produce coherent sentences to convey ideas. Even if teacher believes that the words are worth explaining and learning, then it is important that they should do this effectively (Kareem 2003:52). Thus, in teaching vocabulary, some teachers attempt to find some innovative strategies to deliver the message of the study for the learners. Vocabulary presents in the familiar context and systemized manner with visual support seems important for memorization. It can use senses, games songs, stories, and rhymes which are effective ways of practicing the language (Brewster et al. in Wippern and Dochart, 2010). Other ways of enhancing word memorization include repetition (Nation in Wippern and Dochart, 2010), usefulness, definitional, and contextual information (Osborne and Armbruster in Wippern-Dochart, 2010) and actively finding out the meaning of words (Laufer&Hulstijn in Newton in Wippern-Dochart, 2010). So, the innovative instructional strategy above is in the line of Nation in Cahyono and Widiati (2008 :3) who says that vocabulary growth is such an important part of language acquisition that it deserves to be planned for, deliberately controlled and monitored. Learning vocabulary is thus not to be left to look after itself. It receives greater attention in many textbooks and language programs (Furneaux in Cahyono and Widiati, 2008).

In the teaching of vocabulary mastery, the teacher could be either center or supernumerary. As the center, the teachers could decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Besides, the teacher can decide which words are useful and should be taught to their learners on the basis of semantics. It means that the word is more useful if it covers more things than if it only has one very specific meaning. Additionally, teachers could help their learners enrich and increase their vocabulary. They could also help the learners build a new store of words to select when they want to express themselves. As a result, teachers’ vocabulary work can be directed toward useful words and can give learners practice in useful skills (Nation in Kareem 2003:1).

On the contrary, the teacher as supernumerary when the teacher lets the learners to find the unfamiliar new words in a passage based on their interest, for example then the teacher only guide the student to find the meaning related to the context. If the learners attempt to expose the vocabulary they need, it could give the chance for them to be free and more aware what words they think is important.

Nunan (1999:103) says that the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. It means that English should be taught only as language not as literature because on this stage, student does not understand the literary sense of English (Patel&Jain 2008:51). Nunan (1999:103) also states that this is partly due to the influence of comprehension-based approach. Additionally, proponents of comprehension-based approach to language acquisition argue that the early development of an extensive vocabulary can enable learners to “outperform their competence”. In other words, if one has an extensive vocabulary, it is possible to obtain meaning from spoken and written texts, even though one does not know the grammatical structures in which the texts are encoded.

Finally, the teaching of vocabulary mastery is one of the most crucial and hard fields in the teaching and learning process. As Kareem (2003) states that teachers should learn how to handle this field properly and let their learners handle words to be involved with them. When teachers select the words to be taught to their learners, they should be aware of the vocabulary their learners need. In this way, learners could use words effectively. Even if the English teacher let the learners to expose the vocabulary they need and the teachers give them the chance to practice the words, then they will remember some or all of them. Teachers also have to know that the teaching of vocabulary is not just conveying the words meaning to the students and asking them to learn those words by heart. Hence, the learners’ involvement is essential way to any activity in order to obtain a high learning yield.

* 1. **English Education in Thailand**

Related to English in *English Language Teaching Methods, Tools, and Technicques* (Patel&Jani 2008 :6) state that English is the language of the world and the knowledge of the language makes a person, a citizen of the world. It means that English belongs to the international language. International language means the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. International English sometimes refers to English as actually being used and developed in the world; as a language not only owned by native speakers, but also anyone who come to use it.

Thailand is a country where the national language is Thai only. English is first foreign language for the society actually. Especially, for the learners should learn in the schools to obtain the knowledge of English education completely. In this country, it could be said that the people proficiency in English is lower than another people in Asia, for instance Malaysia. The people seem low-thinking in which English is not important enough. Whereas, English is an international language even everyone should comprehend to communicate not only write Thais but also all people in the world. It can be seen from the result of Test of English as a Foreign Language (TOEFL) that in 2010 Thailand ranked 116th out of 163 countries. In addition, in the most recent Education First English Proficiency Index (EF EPI, 2012) released in October 2012, Sweden and Denmark ranked first and second, Singapore twelfth, and Thailand 53rd – the world’s second-lowest rank (above only Libya) – with an average score of 43.36 and labeled ‘very low proficiency’ (Noom-ura, 2013 :139).

English in Thailand ought to improve to be better. It will be difficult for Thais not only in education point-of-view but also in the other aspects, such as business, sciences, tourism even technology to achieve the good progress in the competitive world. In *English Language Teaching and Learning in Thailand in This Decade*, Wiriyachitra (2010) states that there are some comments concerning the importance of English and the problems of teaching English as a foreign language in Thailand. Hiranyapruek, director of Thai Software Park, stated that “English is important in the domain of information technology as other infrastructures. Thais have high proficiency in technology but because of our below average English competence, we cannot make much progress in terms of science and technology.” Meanwhile, Sastramitri, director of the Academic Training Section of the Tourist Authority of Thailand, revealed that tourism is the main source of income in our country. However, Thai graduates who are in the tourism industry have a poor command of English. This has contributed to misunderstanding and a negative attitude towards Thailand. In addition Asisah Sulong as English teacher in one of schools at Thailand states that teaching English in Thailand is quite difficult. There are some factors, such as English is not the learners’ mother tongue, the lack of motivation to learn English, the overload of the total of students in the class, and so forth.

Practically, teaching English as a foreign language potentially needs professional skills. Thai’s teachers are aware that English is not the learners’ mother tongue. It brings the impact of the learners’ ability in English. Furthermore, an English teacher has to know that learning vocabulary is one of the major challenges that foreign language learners face during the process of learning a language (Ghazal in Boonkongsaen & Intaraprasert, 2014 :1). In the international journal of scientific and research publications of *English Vocabulary Learning Strategies Employed by Thai Tertiary-Levels Students with Different Genders and Levels of Vocabulary Proficiency* written by Boonkongsaen and Intaraprasert taken from Harmon, Wood, and Kiser (2014) it is stated that learning vocabulary is a continual process of encountering new vocabulary items in meaningful and comprehensible language contexts. Further, it is a more complex process than simply memorizing the meanings of words because it encompasses seeing, hearing and using words in meaningful contexts (Bintz et al. in Boonkongsaen & Intaraprasert, 2014). In the context of English teaching in Thailand, some Thais’ students are taught to repeat the English words spoken and memorize the words, spelling and meanings in a teaching method which seems to be passive (Khuvasanond et al. in Boonkongsaen & Intaraprasert, 2014). This may account for the inadequacy of vocabulary knowledge among some Thai secondary school students, which is then passed on through their tertiary-level education. However, there are other students who can tackle the vocabulary problems on their own. They seem to have sufficient vocabulary knowledge and are considered better English language learners. For these students, vocabulary learning strategies (VLSs) may help facilitate their vocabulary learning (Boonkongsaen & Intaraprasert, 2014).

According to Biayem in Wiriyachitra (2010) both teachers and learners reputed have some difficulties. For teachers, there are many obstacles such as, heavy teaching loads, too many students in a class (45 – 60), insufficient English language skills and native speaker cultural knowledge, inadequately equipped classrooms and educational technology. In addition, for the learners, they wish to master English easily but most of them think that English is too challenging for them to learn competent because of some difficulties, for instance interference from the mother tongue (Thai), lack of opportunity to use English in their daily lives, unchallenging English lessons, being passive learners, and lack of responsibility for their own learning. All of them could hamper not only the progress of learners in English mastery, but also the teacher to deliver English material. Even though there are some obstacles in teaching English, an English teacher should become a professional teacher and learn to solve the problem in the fields.

Due to the importance of English as a world language, the Thailand Education reform the implementation of English teaching between 1996 and 2007 which emphasized teacher development, and teachers would be offered continuous training with some form of training such as attending seminars, workshops, or conferences every two years (Wiriyachitra in Noom-ura, 2013:2). Colbert et al. in Noom-ura (2013) also stated that improving teacher quality is both common and necessary, and it depends on professional development, which should create meaningful learning experiences for teachers. Not only the teacher development needs some treatments but also the curriculum need more than treatment. As stated by Wiriyachitra (2010) that in the new curriculum, English will be a compulsory foreign language subject starting from level 1 in primary education (6 years of age). The students have to take in the core and elective courses. It is to be divided into four levels. Level 1 (Preparatory Level) and 2 (Beginning Level) are in primary education; level 3 (Expanding Level) is in lower secondary education and level 4 (Expanding Level) is in upper – secondary education.

There are three objectives in either core or elective English courses. Those are knowledge, skill, and positive attitude towards English. Knowledge involves how to use English language in communication, learning and understanding the culture of native speakers, knowing the differences between Thai and the English language, being able to use English to gain information in other subjects, being able to use English to do lifelong learning, to find pleasure and to use it in their work. Skill involves communication strategies, thinking skills, critical and creative thinking, self-evaluation, learning skills, knowledge seeking skills, technology skills and how to work with others. A positive attitude includes appreciating the English language and its culture.

Based on the explanation above, it could be concluded that English education in Thailand need more attention. It involves the government in deciding the curriculum, the teachers in applying material, even the learners in learning English. All of them have to be able to be going on in a straight way to obtain the victory of teaching English as a foreign language especially in Thailand.

* 1. **The Nature of Vocabulary Self Collection Strategy (VSS)**

According to Haggard (1982), Vocabulary Self Collection Strategy (VSS) is an interactive strategy in which students select from their texts words that they believe are important for the class to learn. The strat­egy was first introduced by Haggard (1982, 1986) and since then it has been adapted for various grade levels and instructional contexts. Taken from Farstrup & Samuel (2008), the Vocabulary Self-Collection Strategy by Haggard is a cooperative structure that provides practice in identifying unfamiliar words in reading assignment. Students select words from their read­ings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. Teachers use the VSS to give a (1) model the process of collecting words, (2) provide guided practice within reading groups and other instructional contexts, and (3) offer consistent encouragement to students to use VSS during independent reading. The major benefits of using VSS are that students engage in their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabular­ies, and become word conscious.

A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005:275) led them to claim that struggling readers learn vocabulary when teach­ers “encourage independent learning by allowing students to self-select terms to be studied”. They pointed to VSS as a strategy to encourage students to select and study words that they feel 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.

In addition, VSS serves a number of urgent purposes. First, it supports comprehension by developing both knowledge of the definition of words and knowledge of the context in which the words are found (Haggard, 1982). Second, it requires elaboration and discussion of words and opportunities for practice, making it more likely that meaningful learning will take place (Beck &McKeown, 1991; Stahl & Fairbanks, 1986). Third, VSS promotes students’ choice in learning. Students’ choice has been shown to be motivational and to promote self-efficacy: students’ belief that they can accomplish their learning goals (Haggard, 1986; Ruddell & Shearer, 2002). Students who used VSS more likely to choose more challenging words and to develop their own systematic independent word learning strategies that enabled them to learn more words quickly (Fisher et al. 1991; Haggard, 1986). In addition, VSS enables the long-term acquisition of vocabulary. It can be happened because the students generate both the vocabulary and the meaning from a text they are currently using, not only they learn the vocabulary in context but they also learn to use a useful reading strategy that will help them better understand their current text and others in the future.

* 1. **The Implementation of Vocabulary Self Collection Strategy**

According to Orson Scott Card, the implementation of using Vocabulary Self-collection Strategy consists of some stages. They are:

1. The class is divided into nominating teams of three up to four students. Together the students on a nominating team decide which word to select for emphasis in the text selection.
2. Teacher gives each group the simple text related to the topic. Teacher reads aloud the text and students just listen. While listen, the students pay attention to the text that already given by the teacher. Then, teacher reads aloud the text then followed by the students.
3. Teacher asks the students to read anymore 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 just for demonstration purpose.
4. Teacher gives the time for students to discuss it. The students have to use context clues to determine what their word means. Yet, the teacher should not allow the students to use their dictionary to confirm the word’s meaning.
5. Teacher asks the students to choose one member of group to write down the word and to be spokesperson.
6. The spokesperson has to answer the following questions:
7. Where is the word found in the text? The spokesperson reads the passage in which the word is located or describes the context in which the word is used.
8. What do the team members think the word means? The team decides on what the word means in the context in which it is used. They must use information from the surrounding context and may also consult reference resources.
9. Why did the team think the class should learn the word? The team must tell the class why the word is important enough to single out for emphasis.
10. During the team presentations the teacher facilitates the discussion, writes the nominated words on the board with their meanings, and invites class member to contribute additional clarifications of the words.
11. Students write all the nominated words and definitions down in their notebook. They use both Thai and Melayu Pattani as their own language. In the future the teacher can use these words for reviewing the taught materials.

In the implementation of Vocabulary Self-collection Strategy (VSS), the teacher needs good cooperation with the learners. From its steps, the activities can well if the learners understand what the teachercommands. Vocabulary Self-Collection Strategy is a complete strategy and helpful in progressing learning English. Complete strategy means that the learners have to combine both skills and components of language. The skills are Listening, Speaking, Reading, and Writing. Meanwhile, the components are vocabulary and pronunciation exactly. From that, the learners do not only get new words from the passage, but also increase the other skills and components.

Furthermore, Vocabulary Self-collection Strategy (VSS) use the other way to learn vocabulary. This strategy acquaints “find out from the context” as a creative way to know the meaning of the words. In *TEFL/TESL: Teaching English as a Foreign or Second Language* created by Corps (1989) it is state that it is easier to learn and remember vocabulary when it is presented within a context, rather than in a list or in a set of flash cards. “Context” means the other words in a text which surround the unknown words, and also the nonlinguistic situation in which the words are used. Hence, it is possible at least to guess at the meaning of unknown words and later to recall their meanings by mentally associating them with the context in which they were first seen.

* 1. **The Advantages of Using Vocabulary Self Collection Strategy (VSS)**

There are some advantages of using Vocabulary Self Collection Strategy to increase student’s vocabulary mastery:

* Vocabulary Self Collection Strategy (VSS) helps the students develop important connection between new words and their meaning so that it is more completely understood and remembered by the students.
* Vocabulary Self Collection Strategy (VSS) can help the students work together to determine the words they do not know from the text.
* Vocabulary Self Collection Strategy (VSS) increases the students’ enthusiasm to learn and collect the words.
* Vocabulary Self Collection Strategy (VSS) helps the students 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.
* Vocabulary Self Collection Strategy (VSS) could make the students able to determine the meaning of many words by context and 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.
* Vocabulary Self Collection Strategy (VSS) can motivate them in learning new words because it is an interesting strategy to be introduced for junior high school students and also suitable for them in learning a foreign language.
* For the teachers, this strategy is not too hard to apply in teaching in the classroom.

**CHAPTER III**

**RESEARCH METHOD**

This chapter discusses the research methodology employed in the study. In general, the discussion covers research design, setting and subject of the research, and procedures of the research.

* 1. **Research Design**

The design of this research was Classroom Action Research (CAR). Based on Hermida in Mettetal (2001) Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. Latief (2011) states that Classroom Action Research is an effective media in improving the quality of English teachers’ performance in instruction as well as students’ achievement in learning English in classrooms. There are some definitions of Classroom Action Research quoted from Prendergast in Arifin (2012) based on the fourth of teachers’ competences as follows: Lewin says that “Classroom Action Research is way of teachers to organize the teaching and learning process based on either their own experiences or their collaboration practice with the others.” Meanwhile, Calhoun and Glanz explain that “Classroom Action Research is a method to empower the teachers to be able to support creative performance school (professional competence).” Cole and Knowles assert that “Classroom Action Research could aim at the teachers to collaborate, reflect, and ask to the others with the purpose not only about program and teaching method, but also help them to develop personal relationships (personality competence).” Noffke also mentions that “Classroom Action Research could boost the teacher to reflect toward teaching practice to build comprehension exhaustively and develop personal relationships and social with the teachers (personality and social competence).” Then, Whitehead states that “Classroom Action Research could facilitate the teachers to develop pedagogy comprehension in order to improve the teaching and learning process (pedagogy competence).” Additionally, Prendergast says that “Classroom Action Research is a facility for the teachers to reflect and act systematically to reform the process of teaching.” Hopkins in Wiriaatmadja (2010:11) also gives the definition that Classroom Action Research is a research that combines research procedure with substantive action, means that an action was done by using discipline inquiry or an effort to understand what is it doing and involve in the process of reparation and change. Based on the theories of Classroom Action Research from some experts, the researcher concludes that Classroom Action Research is a research aiming at developing innovative instructional strategy to improve the teaching and learning process. It is reflective way for the teacher especially to increase their duty and also to repair their teaching and learning process in the class.

In Classroom Action Research, English teacher assess the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment. For English instruction, it is aimed at developing innovative instructional strategy that can help enhance the success in students’ learning English. Truly, the concept of Classroom Action Research is derived from the terms of Action Research itself. Kemmis and McTaggart in Sukardi (2013) only reveals action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to others. The subjects of action research could be classroom, industry, and society (Sudikin in Sukardi, 2013). Further, Rapoport in Samsudin & Damaianti (2011) said that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework. Then, Ebbutt in Samsyudin and Damaianti (2011) states that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions. Meanwhile, McNeiff in Arifin (2012) states that action research is a term which refer to a practical way of looking at your own work to see that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice. Talk about the definition of action research, Kemmis in Arifin (2012) also suggests that action research as a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (a) their social or educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out. Elliot in Arifin (2012) also comments that action research is a term of social situation within an action in order to improve the quality of situational in it.

Research design in Classroom Action Research refers to how the study is conducted. This research was done in collaboration between the researcher and the collaborative teacher. The researcher collaborated with the two of English teachers at Addirasat Islamiah Laddua, Panarea, Pattani, South of Thailand. The teachers as collaborator, were involved in the process of the research activities. The collaborator teachers completed an observation sheet and check lists given by the researcher.

In the Classroom Action Research, the researcher implemented the innovative instructional strategy. The researcher acted as English teacher who attempted to apply Vocabulary Self-Collection Strategy in the class. So, the researcher also observed students’ activities during the process of learning English all at once.

This research increased the quality of the teaching and learning process by using Vocabulary Self-Collection Strategy as strategy to improve English vocabulary master. The qualitative data were obtained from the results of classroom observation, field notes, and interview. Then, the quantitative data were taken from the students’ test scores of vocabulary.

* 1. **Setting and Subjects of the Research**

The classroom action research was conducted for the first grade students of Muttawasith at Addirasat Islamiah School Laddua, Panarea, Pattani, south of Thailand. It was done on August, 20th 2014 up to September, 09th 2014. The researcher chose the setting and subject of the study because the researcher found complicated problems during conducting preliminary observation before conducting the research. Actually, there were some problems related to teaching and learning English. The researcher, however, took vocabulary as the core problem to be solved. The students’ found it was difficult to understand everything related to English and most of them were unmotivated to learn. The case came from the lack of the students’ knowledge about English, the lack of student’s motivation in learning English, students’ shyness in improving English, and so forth.

* 1. **Procedures of the Study**

In this Classroom Action Research, the researcher had some stages in how the research was conducted. It covered planning, implementing, observing, and reflecting. In preliminary observation, it aimed to find out the practical problems of the class. Then planning, it could be divided into five steps, they were socializing the research program, providing a suitable strategy, designing a lesson plan, preparing the criteria of success, and training the collaborator teacher. All of them could help the researcher applied the innovative instructional strategy and to obtain the needed data.

Before describing one by one the forth procedures of CAR, it is necessary to elaborate the preliminary observation (reconnaissance). This step was done to find practical problems found in the classroom. Moreover, on the basis of the found practical problems, planning then could be made.

To obtain the data, the researcher got in touch with both of English teacher at Addirasat Islamiah School Laddua, Panarea, Pattani, South of Thailand who taught first grade student of Muttawasith. The main problem found they felt quite difficult to master vocabulary. The evidence of the case was the researcher observed the students’ understanding in learning English. Firstly, the researcher as the teacher taught the class and asked all of the students to make a simple paragraph using simple present tense. In the next meeting, the researchers invited them in listening section, reading comprehension, and also speaking class. In fact, most of them could not pass the skills. They got confused to compose the word because they lacked of vocabulary mastery. Based on the reality, the researcher concluded that the core problem was focused on the vocabulary. It was also supported by the English teacher’s identification that the students were lazy in learning English. For instance, when the English teacher explained the material and they could not understand about the material yet, they did not want to ask the English teacher. Even if the English teacher did not ask to write down what the English teacher had written on the white board, the students just kept silent or did the other activities. The phenomena seemed that they lacked of motivation how important it is. The researcher got that data based on the interviewing English teacher explicitly.

In addition, the researcher also observed any documents of students’ such as students’ file of scores in numerical data. The fact was the students’ scores was lower than standard. The standard was 50. Mostly they got score under 50. Moreover, when the English teacher gave homework to the students, they did not submit the work immediately. They tended late to submit it and almost the results were same. It means that the students did not complete by themselves. Besides, the researcher saw the atmosphere of the class. When learned English, the students could not focus in what they learned. They presented in the class, but their mind was outside of the class. The class was also flat and unserious. Additionally, in interviewing students implicitly, they told that they could not master in English because they were lazy, unmotivated, bored, and not interest. They said that English was quite difficult to be understood. It needed more time and high IQ to master it. Even the facility in the school did not supported yet for the students to learn English easily. English was still to be lesson, not to be habit.

Hence, in the preliminary observation of Classroom Action Research, the researcher found out the practical problem not only from interviewing the English teacher and students, but also saw the phenomena of the class and analyzing any documents (students’ file of scores and student’s work).

* + 1. **Planning**

According to Latief (2011:148), planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. It is made on the basis of the analyzed of “practical problems” found in the preliminary observation. Some possible activities included in planning are socializing the research program to the setting of the study, providing a suitable strategy which is going to apply (modify), designing a lesson plan, and setting the criteria of success.

* + - 1. **Socializing the Research Program**

 Prior to conducting the study, the researcher had some planning to obtain the success of the research. In this subheading, the researcher planned a meeting with the school master and English teacher at Addirasat Islamiah School Pattani – South of Thailand. Then, the researcher was going to share the main point of the research program, the activity in research, and also the time table of the research. Here, the researcher told the main point of the research program about solving the practical problems in the class by developing the innovative instructional strategy chosen by the researcher. The activities and time table to apply the innovative instructional strategy are presented in the following subheading. In the activity of socializing the research program, the researcher also shared the research planning with the collaborator teacher. The discussion focused on who would take a role as the teacher and observer. The collaborator teacher was the observer when the researcher employed the developed strategy.

* + - 1. **Providing a Suitable Strategy**

Hence, to overcome the case at Addirasat Islamiah School Laddua, Panarea, Pattani, south of Thailand, the researcher applied an innovative instructional strategy. Applying the strategy, the researcher collaborated with the English teacher. The chosen strategy was based on the problems occurred in the classroom through interviewing the English teacher and students related to the phenomena of the class, and analyzing any documents of students’ (students’ file of scores). The chosen innovative instructional strategy named Vocabulary Self Collection Strategy. The 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. The procedures of VSS are the students selected words from their read­ings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. In its application, there were some functions of Vocabulary Self Collection Strategy (VSS) used by the teachers in which:

1. The strategy was as a model the process of collecting words.
2. The strategy provided guided practice within reading groups and other instructional contexts.
3. The strategy offered consistent encouragement to students to use VSS during independent reading.

Meanwhile, the major benefits of using VSS were:

1. The students engaged in their own learning.
2. The students discovered how to recognize unfamiliar or interesting words from their readings.
3. The students could develop their vocabular­ies.

Regarding to the application, functions, and benefits above, the researcher believed that the modified strategy could solve the practical problems occurred in the classroom.

* + - 1. **Designing Lesson Plans Cycle-1**

The researcher prepared the steps and the activities applying the Vocabulary Self Collection Strategy (VSS) for the first grade students of Muttawasith at Addirasat Islamiah School Laddua, Panarea, Pattani, South of Thailand. In this section, the researcher tried to make a lesson plan as a guidance in the process of teaching and learning. The lesson plan may cover course identity, instructional objectives, procedures of teaching and learning employing the developed strategy (the scenario of teaching), and instructional material. However, before conducting the research, the researcher firstly gave preliminary test to know how far the students mastery in vocabulary. The followings lesson plan table was designed by the researcher:

**Table 3.1 Lesson plan for the first meeting Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School** | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **My Family** | **Time table** | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |
| **Time/****Duration** | **Teaching Activities** | **Resources****and their application**  |
| **5 minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
 | Modified materials and activities |
| **25 minutes** | **Main Activity** * Teacher prepared some text.
* Teacher asked the students to make a group. Each group consisted of 3 up to 4 students.
* Teacher distributed the text. Each group got 3 pieces of text. A group brought a text.
* The teacher gave a chance for each group to decide which one the chosen text to be the material in learning English.
* The teacher read aloud the chosen text.
* The students just listened and focus on the chosen text.
* The teacher repeated the text, but she/he read one by one of the sentence.
* The students repeated the teacher.
 |
| **10 minutes** | **Post Activity*** Teacher asked the students to read the chosen text at home anymore by themselves.
* Teacher ordered to each group to find word which interested them to know the meaning and able to learn it.
* Teacher explained the next activity in the next meeting.
 |

**Table 3.2 Lesson plan for the second meeting Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School** | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **My Family** | **Time**  | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |
| **Time/****Duration** | **Teaching Activities** | **Resources and their application** |
| **5 minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
* Giving warm-up activities.
* Reviewing the last material.
 | Modified materials and activities.  |
| **25 minutes** | **Main Activity** * Teacher invited the students to sit with their group.
* Teacher asked for each group to read the first and second paragraph of the chosen text.
* Teacher asked the group to find out one word anymore to see whether they open the dictionary at home or not.
* The students found the interesting word.
* The students wrote down some new word that they chose from the text.
* The representative of group wrote down on the white board.
* The teacher absolved the students to decide which group that would be the first to explain and get meaning.
* The first group came forward to the class.
* The representative of groups read the chosen word.
* The teacher prepared some questions based on the strategy.
* The students presented their word by answering the following questions:
1. Where is the word found in the text?
2. What do members of the group think of the meaning of the word?
3. Why do members of the group decide on that word and why do other students need to learn the word?
* The students should be banned to open the dictionary.
* If there was wrong answer, the teacher gave some clues related to the word.
 |

Continued

|  |
| --- |
| Continuation |
| **Time/****Duration** | **Teaching Activities** | **Resources and their application** |
| **10 minutes** | **Post Activity*** The students wrote down the meaning of the word in their own notebook.
* Teacher gave easy way for the students to write the meaning by using Thai and their own language.
* Teacher concluded the lesson.
* Teacher asked the students to read and try to find the meaning at home.
 | Modified materials and activities. |

**Table 3.3 Lesson plan for the third meeting Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School**  | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **My Family** | **Time**  | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |
| **Time/****Duration** | **Teaching Activities** | **Resources and their application** |
| **10 minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
* Giving warm-up activities.
* Reviewing the last material
 | Modified materials and activities. |

 Continued

|  |  |  |
| --- | --- | --- |
| **Time/** Continuation**Table 3.3 Lesson plan for the third meeting Cycle 1****Duration** | **Teaching Activities** | **Resources and their application** |
| **20 minutes** | **Main Activity** * Teacher asked the group to see the chosen text.
* The teacher asked the groups to read third up to fifth paragraph of the text with the subtitle “My Family”.
* Each group had to find the word as many as the students in the group.
* Teacher invited the representative of group (one by one) to come forward and answer VSS’s question.
* If there was wrong answer, the teacher gave some clues related to the word and corrected it.
* The students wrote the correct answer.
* The teacher pronounced the words.
* The students repeated the words together.
 | Modified materials and activities. |
| **10 minutes** | **Post Activity*** The students wrote down the meaning of the word in their own notebook.
* Teacher gave easy way for the students to write the meaning by using Thai and Bahasa language.
* Teacher concluded the lesson.
* Teacher asked the students to read again and tried to find the interest word at home.
 |

**Table 3.4 Lesson plan for the fourth meeting Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School**  | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **My Family** | **Time**  | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |
| **Time/****Duration** | **Teaching Activities** | **Resources and their application** |
| **5 minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
* Giving warm-up activities.
 | Modified materials and activities. |
| **25 minutes** | **Main Activity** * Teacher reviewed all of the material about “MY FAMILY”
* The students asked some questions related to the material.
* The teacher distributed “Vocabulary Self Collection – Students Recording Form” to each students.
* The teacher gave instruction to complete the questions based on some words that they wrote in their notebook.
* The teacher gave an example before complete the form.
* The teacher offered the students to ask before do the task.
* The students tried to complete it with their group.
* The students had to write down by using triple language, they were Bahasa, Thai, and English.
 |
| **10 minutes** | **Post Activity** * Teacher asked the students to read the form.
* Each group read 3 numbers that they completed.
* The teacher observed the students’ progress in using VSS.
* The teacher finished the class and told that the next meeting would like to conduct POST-TEST.
 |

**Table 3.5 Lesson plan for the fifth meeting Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School**  | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **Post Test 1** | **Time**  | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |
| **Time/****Duration** | **Teaching Activities** | **Resources and their application** |
| **5 minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
 | Modified materialsand activities. |
| **30 minutes** | **Main Activity** * The teacher conducted post-test.
* The teacher wrote down the questions on the white board.
* The students wrote the questions on the piece of paper.
* The collaborator teacher helped the students to understand the questions in Thai.
* The students listened the instruction and explanation carefully.
* The teacher reminded to finish it without cheating.
* The students did the post-test by themselves.
 |
| **5 minutes** | **Post Activity** * The students submitted the post-test.
* The teacher finished the class.
 |

**3.3.1.4 Designing Lesson Plans Cycle-2**

In this study, the researcher conducted the research within two cycles, henceforth the researcher also arranged lesson plans for cycle two. The lesson plans made in the cycle -2 were for the purpose of improving the modification of the applied strategy. Some found weaknesses of the activities in the cycle – 1 were improved in this cycle. The following were the design of lesson plans used in cycle - 2:

**Table 3.6 Lesson plan for the first meeting Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School** | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **My House** | **Time table** | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |
| **Time /****Duration** | **Teaching Activities** | **Resources and their application** |
| **5 minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
 | Modified materials and activities. |
|  |  |
| **25 minutes** | **Main Activity** * Teacher prepared some text.
* Teacher distributed the text. Each student got the text. It means that a text for a student.
 |

 Continued

|  |  |  |
| --- | --- | --- |
| **Time/**Continuation**Duration** | **Teaching Activities** | **Resources and their application** |
|  | * Teacher asked the students to make a group. Each group consisted of 3 up to 4 students.
* Teacher distributed the text. Each group got 3 pieces of text. A group brought a text.
* The teacher gave a chance for each group to decide which one the chosen text to be the material in learning English.
* The teacher read aloud the chosen text.
* The students just listened and focus on the chosen text.
* The teacher repeated the text, but she/he read one by one of the sentence.
* The students repeated the teacher.
 | Modified materials and activities. |
| **10 minutes** | **Post Activity*** Teacher asked the students to read the chosen text at home anymore by themselves.
* Teacher ordered to each group to find word which interested them to know the meaning and able to learn it.
* Teacher explained the next activity in the next meeting.
 |

**Table 3.7 Lesson plan for the second meeting Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School** | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **My House** | **Time**  | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |

 Continued

|  |  |  |
| --- | --- | --- |
| **Time /** Continuation**Duration** | **Teaching Activities** | **Resources and their application** |
| **5** **minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
* Giving warm-up activities.
* Reviewing the last material.
 | Modified materials and activities. |
| **25 minutes** | **Main Activity** * Teacher invited the students to sit with their group.
* Teacher asked for each group to read the first and second paragraph of the chosen text.
* Teacher asked the group to find out one word anymore to see whether they open the dictionary at home or not.
* The students found the interesting word.
* The students wrote down some new word that they chose from the text.
* The representative of group wrote down on the white board.
* The teacher absolved the students to decide which group that would be the first to explain and get meaning.
* The first group came forward to the class.
* The representative of groups read the chosen word.
* The teacher prepared some questions based on the strategy.
* The students presented their word by answering the following questions:
1. Where is the word found in the text?
2. What do members of the group think of the meaning of the word?
3. Why do members of the group decide on that word and why do other students need to learn the word?
* If there was wrong answer, the teacher gave some clues related to the word.
 |
| **10 minutes** | **Post Activity*** The students wrote down the meaning of the word in their own notebook.
* Teacher also divided up the students recording form directly for each student in each group.
* Teacher asked them to complete it based on they wrote in their notebook.
* Teacher gave easy way for the students to write the meaning by using Thai and Bahasa language.
* Teacher asked the students to read the form.
* Each group read 3 numbers that they completed.
* The teacher checked it the work.
* Teacher asked the students to read and try to find the meaning at home.
 |

**Table 3.8 Lesson plan for the third meeting Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School**  | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **My House** | **Time**  | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |
| **Time /****Duration** | **Teaching Activities** | **Resources and their application** |
| **10 minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
* Giving warm-up activities.
* Reviewing the last material.
 | Modified materials and activities. |
| **20 minutes** | **Main Activity** * Teacher asked the group to see the chosen text.
* The teacher asked the groups to read the paragraph (third up to fifth paragraph) of the text with the subtitle “My House”.
* Each group had to find the word as many as the students in the group.
* Teacher invited the representative of group (one by one) to come forward and answer VSS’s question.
* If there was wrong answer, the teacher gave some clues related to the word and corrected it.
 |

 Continued

|  |  |  |
| --- | --- | --- |
| **Time/** Continuation**Duration** | **Teaching Activities** | **Resources and their application** |
|  | * The teacher distributed three dictionaries. Each group got a dictionary to check the meaning of the word that they chose.
* The students wrote the correct answer.
* The teacher pronounced the words in English, Thai, and Bahasa.
* The students repeated the words together.
 | Modified materials and activities. |
| **10 minutes** | **Post Activity*** The students wrote down the meaning of the word in their own notebook and students recording form from the teacher.
* Teacher gave easy way for the students to write the meaning by using Thai and Bahasa language.
* Teacher asked the students to read the form.
* Each group read 3 numbers that they completed.
* Teacher asked the students to read again and tried to find the interest word at home.
 |

**Table 3.9 Lesson plan for the fourth meeting Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School**  | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **My House** | **Time**  | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.
 |

 Continued

|  |  |  |
| --- | --- | --- |
| **Time /** Continuation**Duration** | **Teaching Activities** | **Resources and their application** |
| **5** **Minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
* Giving warm-up activities.
 | Modified materials and activities. |
| **30 minutes** | **Main Activity** * Teacher reviewed all of the material about “MY FAMILY and MY HOUSE”
* The students asked some questions related to the material.
* The teacher told the type of the post-test later.
* The teacher mentioned the total of the questions.
* The students listened carefully.
 |
| **5 Minutes** | **Post Activity** * The teacher finished the class and told that the next meeting would like to conduct POST-TEST 2.
 |

**Table 3.10 Lesson plan for the fifth meeting Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Firdha Yunita N.A.** | **School**  | **Addirasat Islamiah School** |
| **Subject**  | **English**  | **Class** | **M-1** |
| **Material** | **Post Test 2** | **Time**  | **1 x 40 minutes** |
| **Basic Competence:** |
| 1. To master vocabularies based on the text.
2. To build up their interest in learning English.
3. To instruct the students to get new vocabularies from the text that they chose.
 |
| **Instructional Objectives****By the end of the lesson, learners should be able to:** |
| 1. Get some new vocabularies.
 |
| 1. Use the strategy in learning English later.
 |
| 1. Answer some questions related to the text.

 Continued |
| **Time /** Continuation**Duration** | **Teaching Activities** | **Resources and their application** |
| **5** **minutes** | **Pre-Activity*** Greeting, praying, and checking attendances.
 | Modified materials and activities. |
| **30 minutes** | **Main Activity** * The teacher conducted post-test 2.
* The teacher divided the class to sit in their own seat.
* The teacher distributed the paper test to them.
* The teacher told the instruction before doing thetest.
* The teacher gave chances for the students to ask something that they still confused.
* The students asked the test that they did not understand yet.
* The teacher reminded to finish it without cheating.
* The students did the post-test by themselves.
 |
| **5 minutes** | **Post Activity** * The students submitted the post-test.
* The teacher finished the class.
 |

* + - 1. **Preparing Criteria of Success**

The researcher as the English teacher determined the criteria of success. It should be done before the teacher conducts the research. The criteria of success are limitation for the researcher when continue or stop the study if the criteria have been accomplished.

In this Classroom Action Research, the researcher prepared the criteria of success in term of quantitative and qualitative. For quantitative terms, it could be seen from the student’s score. The minimal score that the researcher determined was 50. If the student as the subject of the research could achieve the score 50 and/or more than 50, it means that the research was well done and it was success.

The researcher determined 50 as the standard score is based on the result of interview with the English teacher and also the result of preliminary test. It seems that most of them could not pass the preliminary test. Their score was less than 50. Hence, the discussion between the researcher and the collaborative teacher produced that the criteria of success in this research was fifty (50) to see whether the students can achieve it or not and the researcher could end the research.

Besides, for qualitative terms, it could be seen from classroom situation, teaching and learning atmosphere, students’ participation (motivation), and students’ responses (from doing observation by the researcher). In classroom situation, the classroom was clean enough, calm, and conditional to conduct the teaching and learning process. The teaching and learning atmosphere could be alive. It means that the teacher and the students really focus in the class. The facilities to learn English was provided. The students also were not shy to show their skills in front of the class. They gave good participation during the process of teaching. Moreover, it can be supported by the students’ attendance in the class. In students’ responses, the students could be active in the teaching and learning process. Based on the result of preliminary observation there were many kinds of weakness as found in the classroom. Hence, the researcher would like to improve by using the chosen innovative instructional strategy. Then, the researcher checked the progression. Actually, all of the progress could be achieved after the innovative instructional strategy applied.

* + - 1. **Discussing with the Collaborator Teacher**

In this Classroom Action Research, the researcher would be accompanied by the collaborative teacher. It had to know that the researcher was not the real English teacher yet. Hence, the researcher needed a collaborator to conduct the research.

Due to the researcher knew more about the innovative instructional strategy and the procedures in employing the strategy, the researcher herself who implemented the strategy in the classroom even though the researcher was not an English teacher yet.

 In addition, the researcher also conducted discussion to the collaborative teacher. It told that the collaborator teacher helped the researcher to be observer when the researcher implemented the strategy. Then, the collaborator teacher should make a note while the strategy implemented. It needed to see the students’ responses, the classroom situation, the teaching and learning atmosphere, the students’ participation when conduct the research. The researcher also prepared a piece of observation sheet and check lists in term of statements to help the collaborator teacher.

* + 1. **Implementing**

In this stage, everything has been planned in the previous stage was implemented. The researcher implemented the Vocabulary Self Collection Strategy to increase student’s vocabulary mastery. The researcher as the English teacher managed the class based on the lesson plan. The class was organized by applying the Vocabulary Self Collection Strategy and the material which was taught was some simple text about my family, my house, and my sphinx cat. It can be seen in the lesson plan, the instructions, steps, time allocation, and activities of the teacher and the students’ were stated clearly.

* + 1. **Observing**

The next step in Classroom Action Research was observing. According to Latief (2011:149), observing is the process of collecting data indicating the success of the strategy in solving the classroom problems. It was the next stage after planning and implementing. It was intended to know the result of implementation of the strategy in the research. Moreover, it was also intended to find out the weakness of the implementation of the strategy and improvement in it. To collect the data, the researcher employed some methods of collecting data, such as interviewing both the English teacher and students, doing observation, making field notes, and documentation.

* + 1. **Reflecting**

Reflecting was the final of these stages. The objective of the reflecting was to analyze the result of the observing phase. This phase was intended to show whether the practical problem was solved or not and whether there was new problem found during the implementation phase. The main point of this phase was making decision whether stopped the research or continued to the next cycle.

In this section, the data analysis was done by getting the data of students’ score from test administered at the end of the meeting of every cycle. The researcher expected the students’ score would increase if the innovative instructional strategy used was suited applied in the class. To analyze the data, the researcher attempted to compare the students’ score with the criteria of success. As mentioned above that the students’ could pass the test if their score was more or equal to 50. In the fact, however, there were some students’ got the score less than 50 based on the result of post-test. From 11 students in the class, 4 students’ can pass the test, but not to the others. It happened because the students’ knowledge and mastery were low. Not only their knowledge and mastery, but also their effort to complete the test was quite lazy. Finally, their scores were poor.

**Table 3.11 The result of post-test 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **NAME** | **SCORE** | **PASS** | **FAIL** |
| 1 | Asmak Khadey | 80 | √ | - |
| 2 | Nurfadia Ibrahim | 50 | √ | - |
| 3 | Haifat | 30 | - | √ |
| 4 | Rusmeeni Awma | 90 | √ | - |
| 5 | Asmani Hayiaisa | 40 | - | √ |
| 6 | Haneeta Daobe | 30 | - | √ |
| 7 | Sofeea | 30 | - | √ |
| 8 | Sumeeyah Ali | 60 | √ | - |
| 9 | Suraida Poteh | 0 | - | √ |
| 10 | Hasamee Matiyah | 40 | - | √ |
| 11 | Sobariah Wado | 40 | - | √ |
| **Total** | **11** | **4** | **7** |
| **Percentage** | **100%** | **36.36%** | **63.63%** |
| **Mean Score** | **44.54%** |

Furthermore, in the qualitative data, it could be seen from the classroom situation, teaching and learning atmosphere, the students’ participation, and the students’ responses during the English as a Foreign Language teaching. In the classroom situation, it was so crowded, unconditional, and dirty. It really disturbed during the teaching and learning process. The same condition could be seen in the teaching and learning atmosphere that the students could not increase yet their activeness in the class. Even they seemed hard to focus in learning English. In the students’ participation, however, it seemed the difference. It could be shown from the students’ attendance that they followed the lesson every day. Lastly, in the students’ responses, only 1 or 2 students were brave to ask and answer some questions.

Based on the interpretation above, the researcher decided to do the second cycle consists of reflecting, planning, acting, and observing to get good progress rather than first cycle. In this research, the indicator of success could be in form of quantitative and qualitative criteria. Moreover, the researcher had to be selective when give the teaching material by using Vocabulary Self Collection Strategy (VSS) and also tried to control the students’ in order to students’ can active in the teaching and learning process and absolutely both the process and the result can be better from the first cycle.

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSIONS**

As the researcher stated in the previous chapter that the research design used was Classroom Action Research. The study was done in two cycles. This part presents the findings of the study done in the two cycles.

**4.1. Research Findings**

Applying Classroom Action Research in this study involved four steps in each cycle. The steps were planning, implementing, observing, and reflecting. However before presenting findings of each of cycle, this chapter is initiated by presenting the results of preliminary study. It is crucial for from the results of preliminary study, the planning of the first cycle could be arranged. It was done by observing the activities of the learning English in the classroom, interviewing the English teacher, interviewing the students, and administering preliminary test. The following is the presentation of the results of preliminary observation.

1. **The Results of Observing the Activities of the Learning English in the Classroom**

The activity was conducted within the teaching and learning process before the implementation of innovative instructional strategy. It was held at first grade students of Addirasat Islamiah School Laddua, Panarea, Pattani, South of Thailand in 2014/2015. The class consisted of 24 students, they were 11 girls and 13 boys. The preliminary observation was held on Wednesday, August 13th 2014.

Based on the result of conducting observation, the researcher found that the students still had difficulties in mastering vocabulary. The learners were reluctant in how to learn and master English. They could not understand the meaning of words when the teacher gave the text and asked them to translate the text. Their scores also could not pass the predetermined standard. Moreover, they lacked of focus when they were learning English. They seemed boredom, lazy, unmotivated, incurious, and effortless. They thought that English was not important in their daily life. The practical problems above made the students hard to master English. As a result, the students could not focus and difficult in the learning English.

1. **Result of Interviewing the English Teacher**

The interview was held on Wednesday, August 13th 2014. The researcher mentioned some questions to the English teacher related to the point of the research. Those were about the general condition of English learning in the class, the technique implemented during the process of teaching, and asked about Vocabulary Self Collection Strategy.

The first point was about the general condition of English learning in the class. In the beginning, the English teacher told that it was conditional. Here, conditional meant that for day to day, the students could not keep attention toward the lesson. For instance, on Monday, the students kept attention and they were really active in the class. However, their activeness was reflected in the teaching and learning process, in which they ran, left out the class, even they could not focus with the material given by the English teacher. So, they could be said as the trouble makers. The condition would be different in the next day. Sometimes, they seemed so passive in the class. They also felt so sleepy and lazy paying attention on the teacher’s explanation. The case was often found for the boys. However, there were also found that some students were really focused on the lesson.

The second point was about the technique implemented by the teacher. The English teacher explained that she used picture cards and word card as media to help the students got new vocabularies. Even the English teacher ever applied games to increase the students’ interest in learning process.

The last topic of interviews was about Vocabulary Self Collection Strategy. The English teacher said that she did not know about the strategy. After the researcher told the procedures how the Vocabulary Self Collection Strategy would be implemented, the English teacher said that it almost similar with how to find a meaning of word explicitly.

1. **Result of Interviewing the Students**

The researcher conducted an interview with the students after the class finished. The interview activity was held on Wednesday, August 20th 2014. From the students’ interpretation related to learning English at Addirasat Islamiah School Laddua, it was found that the students really got terrible trouble. They said that their English was not good. They could not write the English word or sentence correctly, they have difficulty to understand the text that they read, they could not speak with English, and even they lacked of vocabulary. Moreover, the students still hard to mention the meaning of the word either in English to their native language or from their native language to English. The description above implied that most of them faced problems in vocabulary mastery when they were learning English.

1. **Result of Administering Preliminary Test**

The preliminary test was done before the implementation of the innovative instructional strategy. It was administered on Wednesday, July 23rd 2014. There were 25 questions. For questions number 1 up to 10, the students should fill the letter blanks and insert the word to the available sentences. For example, \_ a \_ h e \_ 🡪 My ……’s name is Muhammad. Next, for questions number 11 up to 20, the students had to mention some activities based on the picture. It was intended to know how many vocabularies the students had. Meanwhile, for 5 questions, the test asked the students to mention 5 vocabularies related to verb. The researcher gave 40 minutes to complete the preliminary test. The students’ scores in the preliminary test were presented in the following table.

**Table 4.1 Students’ Scores in Preliminary Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **STUDENTS’ NAME** | **PRELIMINARY TEST** | **PASS** | **FAIL** |
| 1 | Asmak Khadey | 36 | - | √ |
| 2 | Nurfadia Ibrahim | 64  | √ | - |
| 3 | Haifat | 16 | - | √ |
| 4 | Rusmeeni Awma | 40 | - | √ |
| 5 | Asmani Hayiaisa | 04 | - | √ |
| 6 | Haneeta Daobe | 04 | - | √ |
| 7 | Sofia | 04 | - | √ |
| 8 | Sumeeyah Ali | 60 | √ | - |
| 9 | Suraida | 16 | - | √ |
| 10 | Hasamee Matiyah | 0 | - | √ |
| 11 | Sobariah Wado | 0 | - | √ |
| **Total** | **11** | **2** | **9** |
| **Percentage** | **100 %** | **18.18 %** | **81.81%** |
| **Mean Score** | **22.18 %** |

 Note: the passing grade minimum is **50**

From the table above, it could be seen that 2 out of 11 students could pass the minimum grade and there were 9 students could not pass the minimum grade because their scores were less than 50. In other words, there were 18.18% of students passed and 81.81% failed in the test.

Based on the findings in the preliminary study, the researcher supposed that the students at the first grade of Addirasat Islamiah School need an innovative instructional strategy to minimize their practical problems in learning English. The offered innovative instructional strategy was Vocabulary Self Collection Strategy (VSS). The implementation of the technique was conducted in two cycles. Every cycle was conducted in five meetings. The results of applying the developed innovative instructional strategy are presented as follows:

1. **Findings of Cycle – 1**

In the Cycle – 1, the researcher found that 36.36% of the students or 4 out of 11 students got the score under the Minimum Mastery Criteria. It has not given great result yet in the improvement of students’ mastery. The Minimum Mastery Criteria was designed that the students could pass the test if they got ≥ 50.

Another perception came from classroom situation, teaching and learning atmosphere, the students’ participation, and the students’ responses during the English as a foreign language teaching. In the classroom situation, it was so crowded, unconditional, and dirty. It really disturbed during the teaching and learning process. The same condition could be seen in the teaching and learning atmosphere that the students could not increase yet their activeness in the class. Even they seemed hard to focus in learning English. In the students’ participation, however, it seemed the difference. It could be shown from the students’ attendance that they followed the lesson every day. Lastly, in the students’ responses, only one or two students brave to ask and answer some questions. Therefore, the planning in the Cycle – 1 needed to be revised before implementing to the next cycle to achieve the criteria of success.

From the explanation above, the researcher and the collaborator analyzed that there were some obstacle in the Cycle – 1. Those were the students’ scores in the post test could not achieve the criteria of success yet, the students still have difficulty to focus in learning English, and so forth. On the basis of the weaknesses above, some revision were made to be implementation in the Cycle – 2 as follows:

1. The researcher distributed the text not a text for a group, but a text for a student. So, each student got the text.
2. The researcher divided up the students recording form (form was available especially for Vocabulary Self Collection Strategy only) directly for each student in each group.
3. The researcher asked the students to complete the form based on what they have written in their notebook.
4. The researcher asked the students to read the form.
5. The researcher distributed dictionaries to the groups. Each group got a dictionary to check the chosen meaning of the word.
6. The researcher instructed the class to have sit on their own seat to get the post-test.
7. The researcher gave brief explanation and instruction.
8. The post-test used bilingual language in the paper directly (English-Thai). For the researcher, it was really helpful to increase the students’ understanding the sentences point of the test. It can be shown from the results of post-test 1 which the students could not achieve the Minimum Mastery Criteria due to lack of English understanding. Hence, the researcher tried to develop the VSS by using bilingual language even though in the post-test only. It expected that the students could understand the sentence point and complete the test briefly.
9. The researcher gave more times to finish the post-test.

All of the revisions above could be seen in the lesson plan of Cycle-2 which is stated in Chapter 3.

1. **Findings of Cycle – 2**

In the Cycle-2, it was found that 81.81% of the students or 9 out of 11 students got the score more than or equal to 50 related to the Minimum Mastery Criteria. It has given satisfactory result in the improvement of students’ vocabulary mastery. Therefore, it could be concluded that the planning in the Cycle – 2 was implemented successfully.

**Table 4.2 The result of post-test 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **NAME** | **SCORE** | **PASS** | **FAIL** |
| 1 | Asmak Khadey | 80 | √ | - |
| 2 | Nurfadia Ibrahim | 90 | √ | - |
| 3 | Haifat | 60 | √ | - |
| 4 | Rusmeeni Awma | 100 | √ | - |
| 5 | Asmani Hayiaisa | 50 | √ | - |
| 6 | Haneeta Daobe | 30 | - | √ |
| 7 | Sofeea Mama | 70 | √ | - |
| 8 | Sumeeyah Ali | 100 | √ | - |
| 9 | Suraida Poteh | 50 | √ | - |
| 10 | Hasamee Matiyah | 80 | √ | - |
| 11 | Sobariah Wado | 40 | - | √ |
| **Total** | **11** | **9** | **2** |
| **Percentage** | **100%** | **81.81%** | **18.18%** |
| **Mean Score** | **68.18%** |

Another perception came from classroom situation, teaching and learning atmosphere, the students’ participation, and the students’ responses during the English as a foreign language teaching. In the classroom situation, it showed the progression well. It can be seen, the classroom was clean enough, calm, and conditional. Thus, the teaching and learning process can be run well. More interesting classroom activities could be seen in the teaching and learning atmosphere that the students’ could increase their activeness in the class step by step. The students seemed more serious to keep attention in learning English. The students were eager to learn English. It could be shown from the students’ attendance that they followed the lesson every day. The last talked about the students’ responses. Here, more than 4 students were brave to ask and answer some questions.

From the explanation above, the researcher and the collaborator teacher analyzed that almost the obstacles in the Cycle – 1 could be handled in the Cycle-2. The students’ scores in the Post-Test 2 could release the criteria of success. The students involved themselves in learning English, the students accepted the materials in which the teacher drilled for those days, and so forth. On the basis of the good results in the Post-Test 2, the researcher did not need to continue her study.

**4.2 Discussion**

The focus of this study is to improve the first grade Muttawasith students’ vocabulary mastery at Addirasat Islamiah School Laddua, Panarea, Pattani, south of Thailand in academic year 2014/2015 by solving their practical problems.

The data are taken from observation phase. It is conducted during the EFL class. During the EFL class, observation phase was intended to know the effect of applying the Vocabulary Self-Collection Strategy. The findings show that the students obtained some new vocabularies. They could apply the mastered vocabularies when they have to complete the sentences. During the teaching and learning process, they participated actively. It could be seen from the fulfilled students’ recording form by the students during the teaching and learning process, the documentation of their interest when answer the teacher’s questions, and so forth. In addition, it is also supported by the result of making field notes that the students showed their effort to learn English. Hence, it could be concluded that the teaching of vocabulary by using Vocabulary Self-Collection Strategy run well.

The next method in collecting data is by using interview. The researcher prepares some interview guidelines to facilitate the collaborator teacher. However, for the students, the researcher only prepares the interview guidelines without showing to them. The reason is the students do not know that they are to be the subject of the research. Hence, the researcher decides it is better to ask them directly. The interview activity here was given to English teacher and students. After the implementation of the VSS, it indicates that the learners obtain some luckiness. It reveals that when the teacher says a word in English, the students can write the word on their notebooks correctly. Besides, the students also get some new vocabularies from the EFL activity and they are more active to show their ideas.

Furthermore, the data also are taken from the results of administering preliminary test, Post-Test 1, and Post-Test 2. From the preliminary test, it reveals that most of students can not achieve the Minimum Criteria Score. The Minimum Criteria Score is ≥ 50. It means that the students can pass the test if they can achieve the score at least 50. The fact, however, shows the students who can pass the test are 2 students and the others are failed. Hence, it really needs the Vocabulary Self-Collection Strategy to improve the students’ vocabulary mastery. After implementing the VSS and conducting the Post-Test 1, the progress can be identified. If in the preliminary test there are only 2 students who pass, in the Post-Test 1 there are 4 students who pass the test. However the students’ progress is not really satisfied yet. Hence, it needs more modification in applying the VSS, and the effect is, then, seen through administering the Post-Test 2. Finally, based on the result of Post-Test 2, it can be seen that most of students can achieve the criteria of success. Here, 9 students get score ≥ 50 and only 2 students get score under 50. It means that the Vocabulary Self-Collection Strategy (VSS) is applied successfully.

The progress of students’ scores can be seen in the following figure:

**Figure 4.1 Diagram the result of applying VSS**

To modify the application of Vocabulary Self-Collection Strategy, there are some improved activities for the learners. The activities are grouping students, proposing classroom questioning, doing modeling and simulation, using of dictionary, and reviewing the material. In implementing Vocabulary Self-Collection Strategy (VSS), the grouping students into some small groups are the first activity done by the researcher. As stated in the lesson plan either in the Cycle 1 or Cycle 2, grouping students is stated in the first meeting. The researcher divided the class into groups that consists of 3 up to 4 students each group. After the group was made, the researcher continued the activity. In applying the VSS, small group is quite needed because it can attract the learners to cooperate with others. It is in line with Jacques’ statement in Vicky (2007) that teaching and learning in small groups has a valuable part to play in the all-round education of students. It allows them to negotiate meanings, to express themselves in the language of the subject, and to establish more intimate contact with academic staff than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas and persuading’.

Moreover, Malvis and Ken (1993) state that small group work provides opportunities for intellectual and personal growth which can not be achieved so easily in the standard lecture situation. Because the small group is a more personal situation, it provides opportunities for interaction between tutor or lecturer and students and among students. Such interaction can foster active learning and learning at a high conceptual level, and can help students to achieve a sense of independence and responsibility for their own learning. In addition, David and Patrick (2003) added that small group activities are not defined by numbers. They define it as any teaching situation in which dialogue and collaboration within the group are integral to learning. The key strengths of small group teaching consist of flexibility, interaction, and reflexivity and engagement indeed. Hence, the chosen strategy to develop the VSS by using small group teaching is quiet useful in being successfully teaching and suited with the theories of some expert above.

The next activity done in applying the VSS is classroom questioning. In the lesson plan, almost at the second meeting up to fourth meeting, the researcher employed the classroom questioning. The questions are proposed to stimulate the learners’ mind in the EFL classes. Even the researcher often added some clues made by the researcher herself. It can be seen when the teacher asked the students to answer some questions. The students got some difficulties to understand what the teacher’s said, so the teacher proposes some clues to stimulate the learners’ mind. Finally, the learners can answer the questions after through clues to clues done by the teacher. The classroom questioning is the second technique employed by the researcher. The consideration is this activity will able to stimulate the learners how to be critical thinking. This technique, furthermore, can make the EFL classes alive and active. Moreover, this activity also obtains to intrigue the learners curiosity, and even the technique can create the good cooperation among the learners in group. As Kathleen argued in classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. The present review focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis.

Practically, there are many advantages for the learners exactly when classroom questioning applied in the EFL teaching and learning. Those are (1) Develop interest and motivate students to become actively involved in lessons. (2) Evaluate students’ preparation and check on homework or seatwork completion. (3) To develop critical thinking skills and inquiring attitudes. (4) To review and summarize previous lessons. (5) To nurture insights by exposing new relationships. (5) To assess achievement of instructional goals and objectives. (6) To stimulate students to pursue knowledge on their own. From all of the benefits, either the teachers to be or classroom teacher should insert this activities to assist the learners comprehend the material toward the teaching process. Even it can be able to enlarge the teacher’s point-of-view when deliver the knowledge to the learners.

Besides applying the grouping students and the classroom questioning, the researcher also uses modeling and simulation activity. In teaching activity, the researcher (teacher) also takes a role as the model of the teaching and learning process. Modeling means to give short highlight as image both how to do and what should the learners do. Whereas, simulation used in this study function as a direction. It was given before the students make their creativity when they explore their understanding in the classroom. As stated in the lesson plan too that the teacher as model and simulator give direction to follow the instructions of VSS implementation. For example when the researcher asked the group to present the result of their group work, the researcher tries to show the correct way in presenting previously.

Supported by Vangheluwev (2001) deals that model gives an accurate description of a system within the context of a given experimental frame. The term “accurate description” needs to be defined precisely. Usually, certain properties of the system’s structure and/or behavior must be reflected by the model within a certain range of accuracy. Due to the diverse applications of modelling and simulation, terminology overlap is very common. Then, simulation, which mimics the real-world experiment, can be seen as virtual experimentation, allowing one to answer questions about (the behaviour of) a system. A simulation model is a tool for achieving a goal (design, analysis, control, optimisation, . . . ). From the expert said and even supported by Wiley & Sons (1998) that simulation is one of the most powerful activity available for studying large and complex system. So, the researcher is fully agree that modeling and simulation are important activities used in applying Vocabulary Self-Collection Strategy (VSS) as strategy to improve vocabulary mastery in EFL classes.

When the learners learn a new subject, it is possibly difficult to understand the entire of the passage. To understand what the passage talks about, they start from understanding the most easiest words. When they get some difficult words, they can use alternative ways. There are many alternatives way to help them, such as guessing the meaning, giving the marks of the difficult words by underlining and then skipping the difficult words. The last idea done by the students is by looking up the words in the dictionary. If the learners open the dictionary, they can find the meaning of the difficult word directly and they do not skip the difficult word. So, the use of dictionary is a simple way to solve the problem when everyone wants to know the meaning of the unknown words.

In applying of VSS in EFL classes, the researcher also uses the dictionary. Usually, the use of dictionary is aimed to help the learners find the meaning of the difficult word from the passage, find the part of speech of some words, and so forth. The use of dictionary in applying VSS, however, is not always intended to know the meaning of the words, but it is practically, used for checking the correct meaning. It means that before opening the dictionary, the learners have to guess the meaning of the difficult word. Then, if they are still doubt with the meaning, the researcher gives some clues to reassure the learners and their guessing is strengthened by opening the dictionary. The use of dictionary in employing the VSS is done in the third meeting of the lesson plan Cycles-2. It is supported by Urquhart in Songhao who states that although the literature is full of pedagogical advice on what to do about unknown vocabulary, there is comparatively little empirical evidence as to what L2 readers actually do. It is also true that little is known about what actually happens when L2 learners use a dictionary. The literature seems to indicate that the use of the dictionary is very simple. Marchkward in Bensoussan, et all. (1984) also informed that dictionaries often supply information about the language not found elsewhere. It supplies information about grammar, usage, status, synonym, discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in textbooks, even in a rudimentary fashion.

Specifically, dictionary can be divided into two terms, namely monolingual and bilingual dictionary. A preference for the monolingual dictionary is expressed by Baxter in Bensoussan, et.all. (1984) that whereas a bilingual dictionary tends to encourage the employment of a single lexical item, the monolingual dictionary demonstrates that definition is an alternative. It means that the learners could use the monolingual dictionary to find the meaning too. As stated in Marchkwardt' s article (1973) that the dictionary is written entirely in English, and aims to deal with the entire language. Yet the little known is the use of monolingual dictionary is difficult enough if the learners ability in English still beginner or intermediate. Hence, to anticipate the learners who still beginner and even a new comer to learn new language, it is excluded bilingual dictionary. The important point is that students use the dictionary to work within the target language. Based on Rainsbury in Bensoussan, et.all (1984) that bilingual dictionaries are the places where the players of the synonym games get their ammunition. Dictionaries with definitions in the target language are often written with such exquisite care that it takes one who already knows the meaning of the word to understand the definition. So, a good bilingual dictionary contains the information mentioned above, although it may not be as detailed. Based on the addition information from the expert, it showed that the use of dictionary technique is a best chosen to obtain the teacher in delivering the material, especially in applying VSS.

Finally, the last activity done to teach the learners by using VSS is reviewing the materials. The aim is strengthening the learners to all of the teaching material they learned. Sometimes, the teacher (here means researcher) reviews the material in the following meeting after the teaching and learning process done. But, it also can be done in the last meeting before conducting post-test. It is very useful for the learners to remind, to stimulate, and also to create their critical thinking related to the material. Here, in this research, the researcher applies the reviewing material technique in both sessions. It can be seen from the lesson plan in Cycles-2, especially in the second, third, and fourth meeting. Based on the good benefit from the use of reviewing material, the researcher is interested to do that activity to help the applying of Vocabulary Self-Collection Strategy in the EFL classes.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter presents the conclusions from the findings and discussions. On the basic of those findings, the suggestion then could be made.

* 1. **Conclusions**

The study employed the Classroom Action Research (CAR) design. Classroom Action Research is a research aiming at developing innovative instructional strategy to improve the teaching and learning process through some following steps, those are planning, acting, observing, and reflecting. It is common case that in EFL classes the students will face some problems. It also occurs at Addirasat Islamiah School Laddua, Panarea, Pattani, south of Thailand. They have a practical problem related to how to master the vocabulary. To solve the problem, the researcher offered the innovative instructional strategy. The applied innovative instructional strategy is Vocabulary Self-Collection Strategy (VSS). VSS is an interactive strategy in which students select from their texts words that they believe are important for the class to learn. Students select words from their read­ings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. Practically, VSS is effective used to solve the problem through the following steps:

1. Teacher prepares some text.
2. Teacher distributes the text. Each student gets the text. It means that a text for a student.
3. Teacher asks the students to make a group. Each group consists of 3 up to 4 students.
4. The teacher gives a chance for each group to decide which one the chosen text to be the material in learning English.
5. The students try to find the interesting word.
6. The students write down some new words that they choose from the text.
7. The representative of group writes down on the white board.
8. The teacher absolves the students to decide which group that would be the first to explain and get meaning.
9. The first group comes forward to the class.
10. The representative of groups read the chosen word.
11. The teacher prepares some questions based on the strategy.
12. The students present their word by answering the following questions:
13. Where is the word found in the text?
14. What do members of the group think of the meaning of the word?
15. Why do members of the group decide on that word and why do other students need to learn the word?
16. The teacher applies classroom questioning technique in the terms of clues.
17. Teacher asks the group to see the chosen text.
18. Each group has to find the word as many as the students in the group.
19. Teacher invites the representative of group (one by one) to come forward, present they have gotten and answer VSS’s question.
20. The teacher distributes three dictionaries. Each group gets a dictionary to check the meaning of the word that they chose and guess the meaning.
21. Teacher reviews all of the materials.

For all of the steps above, the researcher can apply around 40 minutes for fifth meeting.

* 1. **Suggestions**

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. This strategy enables the long-term acquisition of vocabulary. Due to students generate both the vocabulary and the meaning from a text they are currently using, not only do they learn the vocabulary in context but also increase their vocabularies collection that will help them understand their current text and others in the future. As a result, it could be known that the students felt comfort in the process of learning English, especially on increasing vocabulary.

Based on the findings of the Vocabulary Self Collection Strategy implementation, some suggestions are addressed to:

1. The teacher.

It could give new reference of innovative instructional strategy for the teacher when she/he is teaching English. The teacher can also implement the strategy to deliver the material.

1. The students.

The students are hoped to be more active in learning English. It should be better for the students to attract their interest to find new word in English passage. Even, it could invite the students’ to be single fighter when try to find the meaning of the word. Hence, it absolves them to get some new vocabularies based on their interest.

1. The next researcher.

It is really expected to the next researcher that Vocabulary Self Collection Strategy is an innovative instructional strategy to improve the students’ vocabulary mastery. The next researcher could apply the strategy in the class and make it fun in the teaching and learning process. Moreover, the next researcher not only increases the students’ vocabulary mastery, but also using the vocabularies in making a paragraph based on the vocabularies they learned. So, the strategy could improve both skill and component automatically.

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