

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Definition of Vocabulary

Vocabulary cannot be separated from the language. Ur (2009:60) has defined vocabulary roughly as the words we teach in the foreign language. Nunan (1999:101) also says that vocabulary is a list of target language words. Cambridge Advanced Learners Dictionary Third Edition broadens the definition of Ur and Nunan by stating that vocabulary is all the words which exist in a particular language or subject. Hornby (1995) agrees that 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.

According to lexical field theory, vocabulary is regarded as a set of *lexemes*, including single words, *compound words* and *idioms* (Richard *et.al.*, 1985:307). Vocabulary of a language is essentially a dynamic and well-integrated system of lexemes structured by relationships of meaning. (Howard, 2000: 14). Therefore, Halfield (2011:45) asserts that vocabulary item is frequently recognized as lexical item.

No one knows the number of vocabulary of English. Jackson and Amvela (2000:119) share the nature of English vocabulary established by Oxford English Dictionary (OED) as follows:

Figure 2.1 The nature of English vocabulary according to the Oxford English Dictionary



Based on the figure it can not even be imagined how great number of words should an English speaker have. However, it can be guaranteed that the success of learning a foreign language depends on the quality and quantity of vocabulary one has mastered because “A person who knows more words can speak, and even think, more precisely about the world” (Willingham, 2009:91).

According to Harmer (in Sarosdy, 2006:69), language structures make up the skeleton of a language while vocabulary is the flesh which means that both are equally important and independent. However, Wilkins (1972:111) cited in Thornbury (2002:13) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vacca (1998:314) also says that vocabulary is as unique to a content area as fingerprints are to a human being. Richards and Renandya (2002:255) even reveal that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Kufaishi (1988:47) found it true as he proposes that vocabulary is a vehicle of thought, self-expression, interpretation, and communication. Kareem (2003:49)

supports the idea that he strongly conveys that in using English, one needs to have a great number of vocabulary so that she/he could easily express her/his thoughts in communication.

From the definitions proposed by some experts above, it can be concluded that vocabulary is the core component of language proficiency consisting of a set of lexemes, including single words, compound words and idioms whose function is to express one's thoughts as well as become the basis for how well learners speak, listen, read, and write. It proves that vocabulary is a very important component of English language learning and has to be taught firstly before the other language components and skills. However, Cameron (2001) warns that learning 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. Therefore, it is needed to be emphasized that vocabulary is the knowledge of words and word meanings. It is indeed a crucial element for improving one's English proficiency.

B. Kinds of Vocabulary

According to Jackson (2002), there are two kinds of vocabulary. Those are active vocabulary and passive vocabulary.

Active vocabulary is also recognized as working vocabulary or functional vocabulary. It consists of words one uses for a speech or writing as he fully understands the meaning of the words. This kind of vocabulary enables students to perform either in oral or written form of English skills.

On the other hand, passive vocabulary consists of words a person encounters in speech or writing of other people. Sarosdy *et al.* (2006:71), promotes that by passive knowledge we mean the students are able to recognize the word but they are not able to produce it. That's why passive vocabulary is also known as recognition vocabulary.

The status of vocabulary items is not permanent because if active words are not frequently used, they may slip into the passive store and a passive word may become active as well. Thus, a word is passive or active depends on how students apply the words in practice. The application of the words itself is the manifestation of students' memorization of words.

C. The Teaching of Vocabulary Mastery

Kareem (2003:49) states that teaching English vocabulary is an important area worthy of effort and investigation. He says that the linguists also emphasize and recommend teaching vocabulary because of its importance in language teaching. Quoted in journal of *The Teaching of Vocabulary in the Indonesian Context* written by Whemeier (in Cahyono and Widiati, 2008), vocabulary is all the words in particular language. Meanwhile, the teaching of vocabulary aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes (Cahyono and Widiati, 2008:1). Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (Listening and Reading) and productive (Speaking and Writing).

Vacca (1998:314) promotes that learning vocabulary becomes an activity in itself –a separate one– rather than an integral part of learning academic content. He also convinces that content area vocabulary must be taught *well enough* to remove potential barriers to students' understanding of texts as well as to promote a long-term acquisition of the language of a content area. To be noted, teaching vocabulary is not merely about conveying words and the meaning to the students incidentally. As Richards and Rodgers (1986:6) prompts, word should be practice in meaningful context and in sentences and should not be isolated and disconnected elements. Hence, teaching words well means giving students multiple

opportunities to learn how words are conceptually related to one another in the material they are studying (Vacca, 1998:315).

Teaching vocabulary is frequently regarded easy by some people. There are some English teachers who teach vocabulary by only leaning it on the teaching of other English components or skills. However, Vacca (1998:318) believes that teaching vocabulary in content areas is too important to be incidental or accidental. Nevertheless, according to Seal (in Cahyono and Widiati, 2008:2), there was even a period when “too much vocabulary learning was regarded as positively dangerous thing”. It means that by combining learners with 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, it is important that they should do this effectively (Kareem, 2003:52). In order to do this, the English teacher has to afford to find some innovative strategies to make the teaching and learning activities fit to students’ ability and interest.

Vocabulary is usually taught by using senses, games songs, stories, and rhymes, which are considered as effective ways of practicing the language (Brewster *et al.* in Wipperfurth and Dochart, 2010). Other ways of teaching vocabulary include repetition (Nation in Wipperfurth and Dochart, 2010), usefulness, definitional, and contextual information (Osborne and Armbruster in Wipperfurth-Dochart, 2010) and actively finding out the meaning of words (Laufer & Hulstijn in Newton in Wipperfurth-Dochart, 2010). However, Nagy, Herman, and Anderson (1985) researched the role of context in vocabulary acquisition and found that learning from context accounts for significant vocabulary growth. In *TEFL/TESL: Teaching English as a Foreign or Second Language* (1989), Nation also states 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. Thus, in learning vocabulary students are supposed to not rely only on dictionary rather than actively define the new words by looking at the context.

In the teaching of vocabulary mastery, teacher is allowed to decide and select the words to be taught on the basis of how frequently those vocabularies are used by speakers of the language. Teachers can also suggest which words are useful and important to be taught to the learners on the basis of semantics. Yet, there is any time when the teacher lets the learners find the unfamiliar new words in a passage based on their interest. Here, teacher only guides the students to predict the meaning of the words by using the context given. When the students come to attempt exposing the vocabulary they need, it could give the chance for them to be free and more aware what words they think is important. By using appropriate strategies in teaching vocabulary, teacher takes a role in enriching students' vocabulary mastery.

In the end, it is known that the teaching vocabulary is not as easy as what people commonly assumed. It is one of the most crucial and hard fields in language teaching. 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 selecting the words to be taught to the learners, teachers should be aware of the vocabulary the learners need. By this way, learners could use the selected words effectively. Despite the English teacher lets the learners to expose the vocabulary they need and give them chance to practice the words, they will constantly remember some or all of them. One point to be noted by the teachers is that the teaching of vocabulary is not merely conveying the words meaning to the students. It needs some considerations in selecting the words related to students' need and interest. Hence, the learners' involvement is essential way to any activity in order to obtain a high learning yield.

D. The Nature of Vocabulary Self-Collection Strategy (VSS)

Vocabulary Self-Collection Strategy (VSS) was firstly developed by Martha Rapp Haggard in 1982. In this learning strategy, "the students are required to choose and select a

word in a text or other sources based on their choice to learn” (Ruddell, 2005). 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. Moreover, Ruddel and Shearer (2002) state that the use of Vocabulary Self-Collection Strategy (VSS) is better than traditional language arts curriculum words. It is because this strategy involves some steps; like selecting the word, defining the word, finalizing the list word, extending word knowledge, and it is supported by small group activity and class discussion as well.

Antonacci & O’Callaghan (2011:26) state that VSS has the purposes to promote the students’ word awareness and to motivate them to learn new words so that it will support their academic success. They also say that the main purposes of implementing this strategy is to make the students understand with the new words, promote their interest to the new words and provide a strategy to learn the new words. In line with Ruddell, Antonacci & O Callaghan (2011) agree that VSS is better implemented in the small groups so that the students can work together. Newton (in Nunan, 2001:62) found that when learners discussed the meanings of words from a worksheet with each other, the vast majority of discussions resulted in useful and accurate information being provided about the words. Additionally, R. Ellis (in Nunan, 2001:65) says that simple definitions were the most effective. It shows that the idea of VSS in posing the students to work cooperatively in a small group to construct simple definition of words through looking at the context is considerably well to be applied.

Vocabulary Self-Collection Strategy (VSS) is applied for some essential purposes. Firstly, it activates students’ memory of word and world because this strategy encourages students to connect the knowledge of words definition and the knowledge of understanding

context where the words are found (Haggard, 1982). Secondly, it requires discussion to elaborate the words and opportunities for practice, making it more likely the meaningful learning will take place (Beck & McKeown, 1991; Stahl & Fairbanks, 1986). Next, VSS emphasizes students' choice in learning. Students' words 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 have accustomed to use VSS are eager to choose more challenging words and to develop their own systematic independent word learning strategies that enable 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. They are not only learning the vocabulary in context but they also learning to use a useful reading strategy that will help them understand better about their current text and other texts in the future.

E. The Implementation of Vocabulary Self-Collection Strategy

Ruddell on her book (2005:167) states that the most effective way to implement the strategy is to make the students work in pairs or in 29 groups consisting of two to five students with three to five minutes to do the activity. Each group appoints the spokesperson who will present the result of their discussion and then it will be responded by the member of the other groups. In this part of the activity, the teacher should guide each student to explore their idea in defining the words by which they can interpret the meaning from the context of the text or based on their prior knowledge and experience.

The details of the steps in applying the VSS based on Ruddell (2005:180) are:

After reading (or other learning event), ask the student groups to find a word or term that they would like to study or learn more about. Students are to be prepared to:

1. Identify the word/term in context.
2. Tell where they found it in the text.

3. Tell what they think the word/term means.
4. Tell what they think the word/term is important to the topic and should be on the class vocabulary list.

With more vivid information about the implementation of using Vocabulary Self-Collection Strategy, Orson Scott Card (2006) formulates some steps. The steps 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. The teacher gives each group the simple text related to the topic. The 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, the teacher reads aloud the text then followed by the students.
3. The teacher asks the students to read anymore and discuss the text. The 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. The 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. The 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:
 - a. 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.

- b. 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.
 - c. 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.
7. During the team presentations the teacher facilitates the discussion, writes the nominated words on the board with their meanings, and invites class members to contribute additional clarifications of the words.
 8. The students write all the nominated words and definitions down in their notebook. They use Bahasa as their own language. In the future the teacher can use these words for reviewing the previously taught materials. It means students have created their own dictionary. Thomas (in Gebhard, 2000:211) found that by having students make their own dictionary is indeed increasing their lexicon and a deeper discernment about the uses of words.

Based on the explanation above, it can be concluded that the activity promotes the students to think critically. The activity does not just ask the students to define the meaning of the word, but also they have to think of the reason for selecting the word. Therefore, this activity could help the students to develop their high-order thinking skill. Besides, 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 (Listening, Speaking, Reading, and Writing) and components (vocabulary, pronunciation, and grammar and structure) of language. In the long run, by using this strategy learners may get not only new words but also the better English proficiency.

F. The Advantages of Using Vocabulary Self-Collection Strategy (VSS)

The Vocabulary Self-Collection Strategy (VSS) gives benefits to the success of teaching and learning process. The primary benefits of using VSS are that the students can keep their own way of study, find the best way to identify the words from their readings, improve their vocabulary and be a word conscious (Martin, 2002:88). According to Juwita (2013:132), there are seven advantages of using Vocabulary Self Collection Strategy to increase student's vocabulary mastery:

1. 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.
2. Vocabulary Self Collection Strategy (VSS) increases the students' enthusiasm to learn and collect the words.
3. Vocabulary Self Collection Strategy (VSS) can help the students to work together to determine the words they do not know from the text.
4. Vocabulary Self Collection Strategy (VSS) can make the students be able to determine the meaning of many words by context and decide what words are more important than others. So, it will increase the students' understanding about the words and the text that they have read.
5. Vocabulary Self Collection Strategy (VSS) helps the students understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those words.
6. For the teachers, this strategy is not too hard to apply in teaching in the classroom.
7. For the students, Vocabulary Self Collection Strategy (VSS) can motivate them in learning new words because it is an interesting strategy to be introduced for junior high school students and also suitable for them in learning a foreign language.

G. Previous Study

In the previous research, Ruddell & Shearer (2002) emphasized that the students in the middle school becomes energetic and enjoy learning the vocabulary by using Vocabulary Self-Collection Strategy (VSS). They feel curious to study the words chosen from the text since they can explore the ideas to find the meaning of the words. In Indonesia, there are also some previous studies about improving student's vocabulary mastery conducted by former researchers. In this study, the researcher used three references of previous research to help her in constructing the thesis.

The first study was conducted by Muttahidah (2011) from Syarif Hidayatullah State Islamic University entitled "Improving Student's Vocabulary Through Vocabulary Card". This study was conducted using a classroom action research in the first grade students of MTs. Nurul Falah School at Pondok Ranji Ciputat Tangerang. She found that the students' vocabulary mastery achievement increased significantly after being taught by using Vocabulary Card. It was proven by the improvement of students' vocabulary mastery score from pre-test up to post-test 2.

The second study was conducted by Fatonah (2015) from Yogyakarta State University entitled "Using Vocabulary Self-Collection Strategy (VSS) to Improve Reading Comprehension of the Seventh Grade Students of SMPN 4 Kalasan in the Academic Year of 2014/2015". The design of the study is Classroom Action Research with two cycles. The research findings showed that reading comprehension of most students improved after the Vocabulary Self-Collection Strategy was used in the teaching and learning process. It was indicated by the increase of the mean of students reading comprehension scores in the pre-test and post-test (58.9 to 78.0) and several other improvements i.e. improve the students' interest in reading English texts, facilitate the students in defining the unfamiliar words based on the

context of the text, and improve interaction both among the students by employing small group discussion and between the students and the teacher during the class

The latest previous study is held by Aisyiah (2015) from IAIN Tulungagung entitled “Improving English Vocabulary Mastery through Vocabulary Self-Collection Strategy of the First Grade Students of Muttawasith at Addirasat Islamiah School Laddua Panarea Pattani South of Thailand”. The design of the study is also Classroom Action Research with two cycles. The result of the study found that vocabulary mastery of most students improved after the Vocabulary Self-Collection Strategy was used in the teaching and learning process. It was indicated by the increase of the number of students who passed the criteria of success from Pre-Test – Post-Test 1 – Post-Test 2.

The three research that had been conducted above showed that the Vocabulary Self-Collection Strategy (VSS) was successfully implemented to improve the students’ vocabulary learning. By basing on those three previous studies, the researcher does want to conduct a research in the same field. What makes it different is that in this study, the researcher applies Vocabulary Self-Collection Strategy by attaching on the teaching of reading comprehension to solve vocabulary problems occurred in vocational high school level.

Although originally VSS was originally developed for secondary students (Gegersen, 2007:3), by looking up the students’ English awareness, the researcher conducts a study to improve vocabulary mastery of the students of Vocational High School of Bandung. It was because the researcher thought that the students of class X AK-2 were cooperative to do the strategy. Besides, the researcher intended to invite the students to learn English vocabulary joyfully through an enjoyable reading class. Considering the actions conducted in the previous studies, it was expected that the implementation of VSS in this study will also be successful.