

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, and definition of key term. This part is made as an introduction to the study being conducted.

A. Background of Study

In English learning there are some special skills that must be mastered by a student. Among them are listening, speaking, reading, and writing. These skills are very important for English learner to achieve learning success. Therefore, English learning requires consistent practice and consistency in order to successfully master English well. Because, Although other factors such as intelligence and motivation affect performance, practice is necessary if not sufficient for acquiring expertise (Campitelli & Gobet, 2011). In addition to the four skills that English learners must master, English learners must also be able to master vocabulary. Vocabulary is the total number of word in a language, vocabulary is a list of words with their meaning (Hornby: 1995). Vocabulary is the most basic thing in language learning. Vocabulary has an essential role in mastering languages including English. Because vocabulary is central to language and of critical importance to the typical language learning (Zimmerman, 1998). The more vocabulary students have, will be easier for them to learn, memorize, or speak English. And vice versa without having a lot of vocabulary mastery, students will

have difficulty understanding and communicating. So, it can be concluded that vocabulary mastery has an important role in the process of English learning.

Vocabulary is an important component that supports the four language skills besides grammar and pronunciation (Julia Afriani, 2022). It's suitable with (Alphino, 2017) statement if a learner with insufficient vocabulary size will not perform well in every aspect of language. As in reading, students will more easily understand the meaning of a text they read if they know the meaning of the vocabulary in the text. Yang (1997) revealed that, even the main reason for college students who cannot read comprehensively is their limited vocabulary size. Then in speaking, students will be easier and more confident in conveying the desired message when they know words or sentences in English. As mentioned Keraf (2007) Vocabulary is a means of channeling ideas, which means that the more vocabulary that is mastered, the more fluently the idea is conveyed. Likewise in mastering English writing and listening skills. The less vocabulary they have, the more difficult it will be for them to learn it.

From what has been explained above, success in learning vocabulary can be measured by how long the vocabulary can be remembered by students in the long term and can be used in students' daily lives. Kamil and Hiebert (2005: 28) say that the effectiveness of teaching vocabulary must be achieved by considering the long-term proposition which means that students do not easily forget the vocabulary they have just learned. Allen

(1983: 33) said that teaching English for the beginner needs a particular technique. It's mean in teaching English, techniques, media, methods, or strategies are needed that can make it easier for students to learn English. Unique techniques, methods, media and strategies will be able to attract students' attention in learning English. So that students will more easily absorb the material that has been delivered. It's suitable with Lazarus Febrisera & Sugirin (2021) said in their Journal "Teaching English is an art that need a certain style, technique and strategy so that the teaching- learning process can be interesting and learning materials can be acquired easily by students". This will be more effective and efficient in teaching English, especially teaching vocabulary.

As mention earlier, in vocabulary learning, the right strategy is needed. One strategy that can be used to learn English, especially to improve English vocabulary skill, is to use the Vocabulary Self Collection Strategy (VSC). This strategy was introduced by Martha Rapp Haggrad (1982). Vocabulary Self Collection Strategy (VSC). Is an interactive strategy in which students choose word from within the text that they believe are important to learn or difficult for them to understand. In this strategy, students individually select difficult words or vocabulary in a paragraph and then add them to their personal vocabulary list. Students find out what the vocabulary means independently. Then students present the difficult words they have to their classmates. By using the Vocabulary Self Collection (VSC) strategy, students can be more active and interactive in learning English

because this learning is student-centered. Many opinions that student-centered learning is more effective, because this learning requires students to learn independently rather than trying to listen to the assimilation of information. So that indirectly this strategy can also foster student interest and enthusiasm in learning English.

There are studies about Vocabulary Self Collection Strategy. The first previous study entitled “The effectiveness of vocabulary self- collection strategy on students’ vocabulary Mastery” by Waro (2019). The study reveals if Vocabulary Self Collection Strategy moderately effective on Students’ Vocabulary Mastery at the tenth grade of SMA Islamiyah Ciputat in academic year 2019/2020. It’s supported by the gained score of students in both classes. The second previous study entitled “The effectiveness of vocabulary self- collection strategy on vocabulary Mastery at SMP Muhammadiyah Palangkaraya” by Isnawati (2017). The study reveals students who were taught using vocabulary self- collection strategy got higher score than students who where taught without vocabulary self- collection strategy. It’s mean teaching vocabulary self- collection strategy gives effect toward student.

Based on the background, in this research, the researcher focused on vocabulary mastery which is this strategy is applied. The researcher have difference subject of the research with the research subject of the previous study. The subjects in this study had experienced online learning, which influenced their vocabulary learning process. This is different from previous

studies where the research subjects carry out normal learning and had never experienced online learning. The researcher is interested in conducting a research by the titled “The Effectiveness of Using Vocabulary Self Collection (VSC) Strategy Toward Students’ Vocabulary Mastery at Seventh Grade of SMP Muallimin”. Here the researcher wants to know whether the strategy has an effect on the vocabulary mastery of the seventh grade SMP Muallimin students.

B. Formulation of Research Problem

Based on the background of the study above the research question can be formulated as follows : “is there any significant different score on Students’ Vocabulary Mastery before and after being taught by using vocabulary self- collection (VSC) strategy at seventh grade of SMP Muallimin Wonodadi Blitar?”

C. Objective of The Research

According to the research problem, it can be formulated that the Objective of the research problem is: To know whether there is any significant different score on Students’ Vocabulary Mastery before and after being taught by using vocabulary self- collection (VSC) strategy at seventh grade of SMP Muallimin Wonodadi Blitar.

D. Research Hypothesis

Based on the statement of the problems, the researcher proposed two hypotheses:

1. Null Hypothesis (Ho)

There is no significant different score on Students' Vocabulary Mastery before and after being taught by using vocabulary self- collection (VSC) strategy at seventh grade of SMP Muallimin Wonodadi Blitar.

2. Alternative hypothesis (Ha)

There is significant different score in Students' Vocabulary Mastery before and after being taught by using vocabulary self- collection (VSC) strategy at seventh grade of SMP Muallimin Wonodadi Blitar.

E. Significance of the Research

a) For students

This research, it is expected that can help students learn English by using interesting and fun learning methods that are different from traditional English learning methods. With this research, it is also expeted that students can be interested in learning English, especially in improving vocabulary mastery. So that students can master and expand vocabulary better.

b) For Teacher

This research, it is expected that it can help teachers to find vocabulary teaching methods with interesting and fun methods.

c) For next Researcher

This research is expected to be useful for next researchers who has the same topic so that it can be a reference for next researchers in developing their research.

F. Scope and Limitation

1. Scope

The scope of study covers teaching vocabulary using Vocabulary Self-Collection Strategy of the seventh grade at SMP Muallimin Wonodadi Blitar .

2. Limitation

The researcher limits the study on the effectiveness of teaching English by using vocabulary self- collection (VSC) strategy toward Students' Vocabulary Mastery at seventh grade of SMP Muallimin Wonodadi Blitar.

G. Definition of key- term

1. Vocabulary Self – Collection Strategy

Vocabulary Self-Collection is an effective tool both increasing the depth and breadth of students' vocabulary knowledge and for developing students' abilities to become strategic and independent word learners (Ruddlle & Shearer: 2002)

2. Vocabulary Mastery

Vocabulary Mastery is great skill and knowledge of words and meaning in both oral and print language and in productive and receptive form

Zulfikri (2017)