

USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO IMPROVE MASTERY STUDENT'S VOCABULARY

Putri Anita Simbolon¹
Universitas Prima Indonesia

Feber Anggelina Br Bangun²
Universitas Prima Indonesia

Sumianti Magdalena Pardede³
Universitas Prima Indonesia

Jelinta Br Tarigan⁴
Universitas Prima Indonesia

Sri Ninta Br Tarigan⁵
Universitas Prima Indonesia

[putrianitasimbolon6@gmail.com¹](mailto:putrianitasimbolon6@gmail.com)

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ABSTRACT

The research aims to know that Vocabulary Self-collection Strategy (VSS) can improve students' vocabulary mastery and to find out how far Vocabulary Self-Collection Strategy (VSS) can be useful for the students' vocabulary mastery at the second-grade students of SMP Sinar Husni Medan. The methodology of this research used Classroom Action Research. It was conducted on a two-cycle. In analyzing the data, the researcher used quantitative data. The implementation of Vocabulary Self-collection Strategy (VSS) in teaching vocabulary at eight grade students was successful. It can be seen from the progress of the mean score in cycle I to cycle II. Mean score in a period I 71.20 % and rating in cycle II 78.80 %. The implementation Vocabulary Self-collection Strategy (VSS) as a learning strategy was not only increasing students' mean score but also increase students' motivation and behavior. The students were more interested, happy, and active in teaching-learning English, especially vocabulary. Based on the result above, it could be concluded that Vocabulary Self - Collection Strategy (VSS) improved their students' vocabulary mastery.

Keywords: vocabulary mastery, vocabulary self-collection strategy (VSS)

INTRODUCTION

Mastering English is not as easy as taking something for granted. Learners have to go through many steps and parts of learning. One of those parts is learning and mastering the vocabulary in English. One aspect of language which plays a significant role in English ability is vocabulary. According to Brown (2010) says that words are the basic building blocks of language; names are used to create sentences, more large paragraphs, and whole texts. After observation, especially in class VIII-A, the researcher found some problems from the students. The first, the students still confused with the meaning of the word. Second, they were difficult to remember some names. Third, they are challenging to write the words in the sentences. Fourth, they were also challenging to translate the meaning of a word in sentences. Fifth, the students' motivation in English lesson was still less. The researcher predicted the possible causes of the problems.

The researcher found the factor of why the problem arose. First, mostly students' did not have a dictionary. It made them felt confused about knowing the meaning of words. Second, they rarely practiced speaking the words every day. So, their vocabulary was low. Third, they also did not have the right strategy to remember the words in the learning process. It made them forget many words they have in the learning process. Fourth, sometimes the teacher unclear when explaining the material in the learning process. Based on the description above, the researcher interested in using strategy to teaching vocabulary used Vocabulary Self-Collection Strategy (VSS) to improve the students' vocabulary mastery. According to Residence, Bean, and Baldwin (in Lester and Elliot, 2002) states that the purpose of the Vocabulary Self-Collection Strategy is to help students generate a list of words to explore and learned and to use their prior knowledge and interests to enhance their vocabulary. This strategy can be used to stimulate growth in word knowledge.

In this study, the researcher used five references to previous research. The first study was conducted by Muttahidah (2012) 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 scores from pre-test up to post-test. The second study was conducted by Fatonah (2015) 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 learning English texts, facilitate the students in defining the unfamiliar words based on the context of the book, and

improve interaction both among the students by employing small group discussion and between the students and the teacher during the class.

Artoni (2013) explained that the Vocabulary Self-Collection Strategy (VSS) is a strategy that is guiding students to make a list of vocabulary. List of vocabulary depends on unfamiliar, and interest words of students' perception, and this strategy can increase students' vocabulary. This strategy is appropriate to apply before going to teach reading. The advantages of Vocabulary Self-Collection Strategy (VSS) are to increase students' vocabulary and suitable for pre and post-reading and help students determine a purpose for reading. This strategy also can motivate the students by selecting the new word that makes them active in reading

Juwita (2013) used Vocabulary Self-Collection as a strategy to teach vocabulary. Vocabulary Self-Collection Strategy (VSS) is an approach to teach vocabulary by using students' ability in collecting and generating words list, and it emphasizes the student's personal experiences and general knowledge. This strategy is started with the assignment for both students and teachers to bring words that they believe whole members of the class should learn. Aisyiyah holds the latest previous study (2015) the result of the survey 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 in 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 research in the same field. What makes it different is that in this study, the researcher applies Vocabulary Self-Collection Strategy by attaching the teaching of reading comprehension to solve vocabulary problems that occurred in vocational high school level. Although originally VSS was developed for secondary students (Gregersen, 2007), 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 would also be successful.

LITERATURE REVIEW

The vocabulary self-collection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying essential words from their reading to share with members of their class. The plan was first to introduce by Haggard (1982,1986) and since then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the background and other resources to determine the meaning of the phrase, and nominate the name to be learned by others in the group or class. Teachers using the VSS (1) model the process of collecting signatures, (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 significant benefits of using VSS are that students engage in their learning, discover how to recognize unfamiliar or exciting words from their texts, develop their vocabularies, and become word conscious. A review of the research on vocabulary instruction conducted by Harmon *et al.* (2005) 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 an approach to help students to select and review words that they feel are 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.

Vocabulary Self-Collection Strategy (VSS) According to Residence, Bean, and Baldwin (in Lester & Elliot, 2002) states that the purpose of Vocabulary Self-Collection Strategy is to help students generate a list of words to explore and learned and to use their prior knowledge and interests to enhance their vocabulary. This strategy can be used to stimulate growth in word knowledge. Because the list is self-generative, internal motivation is utilized. This strategy can help students become fascinated with language and thus, increase their enjoyment of the subject. VSS (Vocabulary using Vocabulary Self-Collection Strategy) involves the following steps: 1) Selecting the words 2) Defining the phrase 3) Finalizing the terms list 4) Extending names knowledge According to Stoddard (2006), say that the purpose of the strategy enables the long-term acquisition of vocabulary. Because the students generate both the vocabulary and the meaning from a text they are currently using, not only do they learn the vocabulary in context.

The first research was conducted by Martono & Asrori (2012) tells that the most common problem is the difficulty of students using grammar, limited

vocabulary, and pain in spelling correctly. This study used different data collection methods from previous research. The quantitative data were obtained by calculating the score of the test. The researchers used oral text, written tests, and interviews to collect the data. To analyze the qualitative data, the researcher used steps to collect the data, gather the data from the scoring of the class, compare the students' scores, calculate the percentage of the students' scores, make the conclusion.

RESEARCH METHOD

This researcher used classroom action research {CAR} as the research design. Classroom action research is part of a broad movement that has been going on in education, generally for some time. In CAR, there is a cycling term that contains four stages of this research. The four steps are an action plan, implementation action, observation, reflection. The result of one cycle is used to determine the need for the following period until the problem gets solved by strategy.

FINDINGS

The researcher found that the students' mastery in vocabulary was low. It could be shown in the percentage of the class unsuccess was 47.3 %. It meant that the students who failed the vocabulary test on the preliminary study were 47.3%. It said that all students were unsuccessful. (see the table of students' score in Vocabulary test for each cycle) The result of the check-in period one and two was different. It had shown the improvement of the students continuously. The percentage of test 1 in cycle 1 was 71.20% and in cycle 2 was 78.80%. It showed that the teaching and learning process was successful. The result of students' score percentage also shows the significant improvement that is 78.80%, and that indicated higher than the minimal mastery criterion (70). The researcher concluded that improving students' vocabulary mastery using VSS strategy could increase the student's ability to master vocabulary. It means that developing students' vocabulary mastery using VSS strategy in SMP SINAR HUSNI is successful in the classical category.

Table 1. Table of Students' Score in Vocabulary Test for Each Cycle

No	Student's Name	Preliminary Test	Test 1 (Cycle 1)	Test 2 (Cycle 2)	Mean
1.	Abdul Dimas fares	40	67	76	61
2.	Arifin	56	65	78	66.3

3.	Bagas syahputra	50	67	78	65
4.	Egi Santika	50	70	75	65
5.	Nabila febrianti	48	67	77	64
6.	M. Rafi irawan	60	70	80	70
7.	Gisya hadaya s	45	68	75	62.7
8.	Kasyfiana	50	65	80	65
9.	Kasyfiani	50	67	87	68
10.	M. prastyo akbairih	65	70	85	73.3
11.	M. khadavi	30	75	90	65
12.	Zuanda	60	67	80	69
13.	M. alfikri	40	77	78	65
14.	Alfy Dindo miranti	40	70	69	59.7
15.	Fika Julia Dewi	50	70	90	70
16.	M. risky romo dhoni	50	68	75	64.3
17.	Dandy maisana saragih	40	67	75	60.7
18.	M. jonothan	45	60	78	61
19.	Abdul rojab	50	66	80	65.3
20.	Aldy Surya	40	76	76	64
21.	Dewi anggrani	30	75	80	61.7
22.	Lenoni umaros	35	78	80	64.3
23.	Yahtya	40	80	85	68.3
24.	Cheery	55	77	80	70.7
25.	Rei asahel	65	60	67	64
26.	Amando Dewi	50	69	75	64.7
27.	Ikchan m	50	79	80	69.7
28.	Haitun nisa	45	77	80	67.3
29.	Nabila fahrezi	40	78	80	66
30.	Nina hairani	40	78	80	66
31.	Jihan baby	40	80	80	66.7
32.	Intan anastasya	50	70	75	65
33.	Risma Siregar	50	70	75	65
34.	Siti aminah	50	78	80	69.7
TOTAL SCORE		1599	2421	2679	
MEAN		47.03	71.20	78.80	

From the data above, it could be seen that there were 13 students (38 %) in cycle 1, passing the minimal mastery criterion (≥ 70). And there were only two students who failed the test or got lower than the minimum mastery criterion. The

collecting data which was taken from the students' observation sheet and questionnaire could be said that VSS made the students interested. The students were more enthusiastic about learning difficult vocabulary. They looked enjoyable in the class that applied the VSS strategy. After using the VSS strategy, the researcher saw that there were good responses from the students. The students were more enthusiastic about studying English (vocabulary) by using a VSS strategy. Also, it could be used to avoid boredom in the class. In general, the researcher concludes that improving students' vocabulary mastery using a VSS strategy can increase the student's ability to master vocabulary.

DISCUSSION

Classroom action research was done in two cycles. It was because the researcher found some wanted to achieve the target score. Based on the study, the researcher found some weaknesses and strengths in applying vocabulary self-collection strategy as a way to improve students' vocabulary mastery.

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After the second cycle had finished, the researcher interviewed, but also the collaborator of this research, Sri Murningsih. Collaborator said that by using a vocabulary self-collection strategy, students were interested to learn English, and it helped them to improve their vocabulary mastery. The researcher considered that using a vocabulary self-collection strategy was able to upgrade the eighth-grade os Smp Sinar Husni Medan. It also helped students to improve their vocabulary mastery by themselves; it was also able to motivate students to learn English vocabulary. Conducted by Muttahidah (2012), 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 scores from pre-test up to post-test. The second study was conducted by Fatonah (2015) 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 learning English texts, facilitate the students in defining the unfamiliar words based on the context of the book, and improve interaction both among the students by employing small group discussion and between the students and the teacher during the class.

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CONCLUSION

. The researcher concludes that increasing students' vocabulary mastery using VSS strategy can improve students' ability in mastering vocabulary, and this can be seen from the tests that have been done there are two tests conducted by researchers and the results obtained by researchers from the comparison of the first test and the second test can conclude that in the second test the student's average score improved from the first test. The results of this study with the students' vocabulary test scores can be concluded that the application of VSS in vocabulary teaching for eighth-grade students in SMP Sinar Husni medan increased and can be proven from the progress of the average scores of students in the table that has been made.

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