

CHAPTER II

VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO IMPROVE VOCABULARY MASTERY

A. Vocabulary

This part focuses on reviewing of vocabulary namely definition of vocabulary, the importance of vocabulary and aspect of vocabulary.

1. Definition of Vocabulary

Vocabulary is one of English language components which has to be mastered by the students. Vocabulary is everything in English and cannot be separated from other English language skills. Mastering extensive vocabulary will make the students easy to understand what they hear and read in English. Having lack of vocabulary will make the students have some difficulties during teaching and learning process. It is important to define the term of vocabulary based on the experts' theory to support this research.

According to Kamil and Hiebert (2005:3), "Vocabulary is the knowledge of meaning of words". Then, according to Takac (2008:4), "Vocabulary could be defined as a 'dictionary' or a set of words". Furthermore, Adolphs and Schmitt in Bogaards and Laufer (2004:40), stated, "Vocabulary is an essential part of language learning".

The researcher concluded that vocabulary is about meaning of words or set of words which is needed in all part of language learning. The

students should have the knowledge of the meaning in order to make them easy to acquire the new words because all English language components need vocabulary. Without vocabulary, nothing the students can do. Vocabulary will make the students understand all things about English because vocabulary is important.

2. The Importance of Vocabulary

Vocabulary is very important in learning English, without having vocabulary the students will be unable to learn English. The students will not understand the topic they learn in the school when they do not have vocabulary. According to Thornbury (2002:13), “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that vocabulary is important in English because without mastering vocabulary, the students cannot convey their aim when they want to talk about something to others. Rivers in Nunan (1991:117), added that the acquisition of an adequate vocabulary is essential for succesful second language use because, without an extensive vocabulary, the students will be unable to use the structures and functions they may have learned for comprehensible communication. Mastering vocabulary will make the students be able to use it in structures and functions. It is different when the students have lack of vocabulary, they will be unable to use it in structures and functions because it is needed in the communication.

According to Texa Education Agency in Kamil and Hiebert (2005:1), “One way of illustrating some of the challenges that readers can have with vocabulary is to provide a real-life example from instructional materials. Having extensive vocabulary will make the students success in their learning activity. The more they extensive vocabulary the better they will be easy to master English.

Based on Adolphs and Schmitt in Bogaards and Laufer (2004:41), “Vocabulary is necessary to reach viable levels of coverage in each of the context types”. Furthermore, Kumaravadivelu (2006:142-143), “In the absence of any explicit focus on grammar, vocabulary gains importance because with more vocabulary, there will be more comprehension and with more comprehension, there will be, hopefully, more language development”. The students’ level will be increasing with having extensive vocabulary because they should comprehend the lesson. When the students have the extensive vocabulary, they will much easier to understand the lesson they learn in the school.

3. Aspects of Vocabulary

Learning English means the learners should use the language they learn in their daily life in order to make them easy to master it. “Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language” (Cameron, 2001:74). Learning English not only know about

the meaning the word itself but also know how to use the word. When the students know how to use the word, it will make them much easier to use it in their daily activity. Teaching vocabulary not only just tell the meaning of the word but also there are some aspects which have to know and it can help the teacher when they teach vocabulary to students.

There are several aspects of vocabulary which should be known by the students. According to Qian (2005:35), “The dimension of depth of vocabulary knowledge comprises various aspects of lexical characteristics such as phonemic, graphemic, morphemic, syntactic, semantic, collocational, and phraseological properties. Then Ur (1999:23), “The aspects which need to be taught such as form (pronunciation and spelling), grammar, collocation, aspects of meaning (denotation, connotation, appropriateness), aspects of meaning (meaning relationship), and word formation.

Ellis (1995:2-3) on her journal entitled “*The Psychology of Foreign Language Vocabulary Acquisition: Implications for CALL*” explained some aspects of vocabulary.

“There are several lexicons specialised for different channels of Input/Output (I/O). To understand speech the auditory input lexicon must categorise a novel sound pattern (which will be variable across speakers, dialects, etc.); to read the word the visual input lexicon must learn to recognise a new orthographic pattern (or, in an alphabetic language, learn to exploit grapheme-phoneme correspondences in order to access the phonology and hence match the word in the auditory input lexicon); to say the word the speech output lexicon must tune a motor programme for its pronunciation; to write it the spelling output lexicon must have a specification for its orthographic sequence. We must learn its syntactic properties. We must learn its place in lexical structure: its relations with other words. We must learn its semantic properties, its referential properties, and its roles in determining entailments. We must learn the

conceptual underpinnings that determine its place in our entire conceptual system. Finally we must learn the mapping of these I/O specifications to the semantic and conceptual meanings.

Ellis divided the aspects of vocabulary into two; input and output. In input, it shows how the students understand the word which they hear or get from some speech or some article they read. In output, it shows how the students can say the word which they will use to speech and how they write the word which they will use. Both input and output have different usage. It depends on the user how they will use the word. They can use the input when they will understand the word while the output when they will use the words.

Coxhead (2010:2) mentioned three aspects of vocabulary, namely:

- a. Form
 - 1) Written
What does the word look like?
 - 2) Words parts
What word parts are recognisable in this word?
- b. Meaning
 - 1) Form and meaning
What meaning does this word form signal?
 - 2) Concepts and referents
What is included in this concept?
 - 3) Associations
What other words does this make us think of?
- c. Use
 - 1) Grammatical function
In what patterns does the word occur?
 - 2) Collocations
What words or types of words occur with this one?
 - 3) Constarints of use (register, frequency...)
Where, when and how often would-we expect to meet this word?

The aspects of vocabulary will help the teacher in teaching the students in order to make the teacher easy to choose the words that

should be acquired by the students. On the other hand, the students will get some benefits when they know the aspects of vocabulary and it really help them in mastering English as the foreign language. That aspects really help them in knowing how to use the words, what the word meaning is, how to spell the word, the structure of the word based on the explanation above. In order to make the indicator of creating the instrument of the test, the researcher used three aspects from Coxhead (2010:2) namely form, meaning, and use. The aspects of vocabulary which were used make the researcher and collaborator easy to decide what should be taught to the students in order to improve their vocabulary mastery by using Vocabulary Self-Collection Strategy (VSS).

4. Types of Vocabulary

Knowing the types of vocabulary is one of the parts in teaching vocabulary. Types of vocabulary is very important for the researcher that will conduct the research. The researcher and the collaborator will know what type of vocabulary that the teacher should teach to the students based on the students' level. It is important to know the types of vocabulary based on the experts' theory.

Shepherd in Setiawan (2010:12) classified vocabulary into two kinds: a receptive vocabulary and productive vocabulary. The receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner

only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Meanwhile, the productive vocabulary is defined as the words used when the learner speaks and writes. Furthermore, Haycraft (1978:44) divided two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is the words that the student recognises and understands when they occur in a context, but which he cannot produce correctly himself. Meanwhile, the productive vocabulary is the words which the student understands, can pronounce correctly and uses constructively in speaking and writing. The suitable skills which can give to the receptive vocabulary are reading and listening.

As the novice students, the students of junior high school can be classified as receptive vocabulary. The students only receive thought from others and they cannot use it in speaking and writing. The researcher and the collaborator used receptive vocabulary (reading and listening) in teaching vocabulary. In teaching vocabulary, the researcher and the collaborator decided to choose reading as skill which was used to teach the students by using Vocabulary Self-Collection Strategy (VSS).

B. Vocabulary Self-Collection Strategy (VSS)

This part focuses on reviewing of vocabulary namely definition of Vocabulary Self-Collection Strategy (VSS), procedure of Vocabulary Self-

Collection Strategy (VSS) and advantage of Vocabulary Self-Collection Strategy (VSS).

1. Definition of Vocabulary Self-Collection Strategy (VSS)

The students who learned English as one of the lesson in their school should mastering lot of vocabulary in order to make them easy in learning process. The problem which was faced by the students in acquiring the new words because the teacher always uses the traditional strategy. The appropriate and interesting strategy will stimulate and give some effects to the students. In this research, the researcher used Vocabulary Self-Collection Strategy (VSS). Wood and Harmon (2001:43) stated that vocabulary self-collection strategy is a strategy in which students involvement is high” and it will “developed a simple way for helping students become more involved with, and aware of, words” (Zyouris-Coe, 2015:161). The students will be helped in mastering their vocabulary and make them really mastering the words they do not have. The Vocabulary Self-Collection Strategy (VSS) “has the advantages of being interactive and being based on authentic reading experiences” (Cooper *et al*, 2015:235). It will make the students become more active during the learning process because they are involving in the learning process. This advantage will make the teacher easy to use the strategy in learning process because it makes them more active.

The students will be interested in learning process when the teacher gives some responsibility to them. Brassell (2011:116) stated that

Vocabulary Self-Collection Strategy (VSS) is an instructional strategy that places the responsibility for learning words on the students. When the teacher applies it, they will feel the strategy is appropriate and interesting because they will think the strategy will help them. Furthermore, in learning process the students need some motivations whether from their parents, teacher or the strategy. Motivation is important for the students in order to stimulate them in acquiring the new words. The Vocabulary Self-Collecton Strategy (VSS) will “motivate students to learn new words by promoting a “long-term acquisition and development of the vocabulary of academic disciplines” with the goal of integrating “new content words into students’ working vocabulary” (Antonacci *et al.*, 2015:29).

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” (Antonacci and O’ Callaghan, 2012:88). The students will get some advantages when using this strategy. Using Vocabulary Self-Collection Strategy (VSS), their vocabulary will be increased through their friends because they will get the others from their friends. Antonacci and O’ Callaghan (2012:88) continuing that 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.

2. Procedure of Vocabulary-Self Collection Strategy (VSS)

Based on Brassell (2011:116-117), there are some procedures in using this strategy;

- a. Organize students into small groups of three to five.
- b. Ask students to reread or review a text and identify one word that they believe should be studied. Each group should nominate a word. The teacher should choose a word, as well. For younger students, the teacher can reread the text and ask student groups to pay careful attention to words they would like to choose.
- c. Provide students with no more than 5 minutes to select a word, determine its definition from the text, and provide a rationale for learning the word.
- d. Ask a student representative from each group to nominate a word, describe where the group found the word, explain what the group believes the word means, and tell why the group chose the word.
- e. Write words on the chalkboard or on an overhead transparency one word at a time.
- f. Discuss each word as a whole class. Expand on each word's meaning by adding whatever personal knowledge or experience students have with the word.
- g. Focus on the definition of each word in context and compare and contrast that definition with meaning given from students' prior personal experiences.
- h. After the discussion is completed, finalize the word list by eliminating duplicate words, words that students already know, and/or words that students do not want to learn.
- i. Hand out VSS sheets to students so that they may individually record the final list words with their definitions.
- j. Use the final vocabulary list to facilitate follow-up activities like word sorts, crosswords, and so on.

Table 2.1 Vocabulary Self-Collection Strategy Chart

Name :		
Topic :		
Word	Student Definition	Rationale

Adopted from Brassel (2011:119)

3. Advantage of Vocabulary Self-Collection Strategy

The good strategy will give some advantages for the students. The advantage will help the students to know what they should learn in vocabulary. When they have already known it, they will give some attention to the strategy. According to Brassell (2011:116), this strategy is used to (a) help students generate vocabulary words to be explored and learned by focusing on words that are important to them, (b) simulate word learning that occurs naturally in students' lives, and (c) guide students in becoming independent word learners by capitalizing on their own experiences.