

IMPROVING STUDENTS' VOCABULARY UNDERSTANDING BY USING VOCABULARY SELF-COLLECTION STRATEGY

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Abstract

This study aimed at finding out the implementation of vocabulary self-collection strategy in improving students' vocabulary mastery. The research design used Classroom Action Research with qualitative and quantitative approaches. The subjects of this research was students of VIII A class of SMPN 4 Selong in academic year 2021/2022 with total number of the subject 25 students. The research used multiple choice test as the instrument of the research. The data collecting procedure used four steps such; planning, acting, observing, and reflecting. The data analysis used minimum criteria with standard score 75 by taking classical completeness analysis. Based on the data analysis of the research analysis was gotten the score of the students' improvement from first to the second cycles with the average score 75 to 93,2. Therefore, it took conclusion that there was improvement of students' vocabulary mastery by using Vocabulary Self-Collection Strategy.

Keywords: *Vocabulary Self-Collection Strategy, Vocabulary Mastery.*

Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi strategi vocabulary self-collection strategy dalam meningkatkan penguasaan kosakata siswa. Desain penelitian menggunakan Penelitian Tindakan Kelas dengan pendekatan kualitatif dan kuantitatif. Subjek penelitian ini adalah siswa kelas VIII A SMPN 4 Selong tahun ajaran 2021/2022 dengan jumlah subjek 25 siswa. Penelitian ini menggunakan tes pilihan ganda sebagai instrumen penelitian. Prosedur pengumpulan data menggunakan empat langkah seperti; merencanakan, bertindak, mengamati, dan merefleksikan. Analisis data menggunakan kriteria minimum dengan skor standar 75 dengan mengambil analisis kelengkapan klasikal. Berdasarkan analisis data hasil analisis penelitian diperoleh skor perbaikan siswa dari siklus I sampai siklus II dengan skor rata-rata 75-93,2. Oleh karena itu, diambil kesimpulan bahwa ada peningkatan penguasaan kosakata siswa dengan menggunakan Strategi Pengumpulan Diri Kosakata.

Kata kunci: *Vocabulary Self-Collection Strategy, Kosakata.*

INTRODUCTION

Vocabular is one of the language aspects that should be understand by whole students in learning process to support their ability in English subject (John, 2000:23). Harmer, (2000:1) stated that when the grammar or structure of one language play role to build up the sector of language, then it is vocabulary component that provide the vital organ and the flash. This statement may support our understanding that vocabulary has very important role in building the students capacity and knowledge about language. Every single student demanded to understand and mastery English vocabulary to help them to express their

ability in every aspect of English subject (Meiningsih, 2015).

Vocabulary is one of an important mikroskill for language element in studying English language, without having vocabulary, every students cannot arrange good English sentence in speaking (Ruddell & Shearer, 2002:45). That way mastering of vocabulary may influence the student's ability in understanding whole component of English learning. For instance, students are required to be able to produce words to communicate because receptive skills necessitate a lot of vocabulary in order to understand text and instruction in dialogue. If the students lack

vocabulary, they will automatically experience difficulties when interacting with other people. In short, vocabulary is a significant part for students to understand the text, to gain success in academics and to use language for communicative purposes (Richards & Renandya, 2002:161).

By doing an observation at SMPN 4 Selong the students commonly stuck in expressing their English because of their English vocabulary understanding and mastery was very limit or under standard capacity. Beside that some vocabulary problems related on students did not understand synonyms form in a word so that why the students could not translate the meaning of the word, they were still confused to put suitable meaning that available between the picture and name to make matching, and then the second problem was that students could not able to arrange the simple sentence properly and correctly related on the picture available because their understanding, mastering vocabulary still lack and didn't understand to arrange good English sentences, furthermore the third problem was that students were less to pronounce the word because the students were not able to give spelling of the word so that why, most of the students could not pronounce the word correctly. By doing the observation, the researcher got the Criteria Minimum Score (CMS) at the school in the rank number of 75.

The problems accrued because of the strategy the used by the English teacher was not suitable with material level that is needed by the students at the school (Endayani, 2011:89). So that way, it needs various method or strategies in teaching learning process to make the students achievement becoming improved especially in teaching English vocabulary as the core point of the research. The standard CMS of English language material at the school with 75 score value. Its need more attention for researcher in overcoming the problems by finding out the alternative solution by traying new teaching

strategies and take the title "vocabulary self-collection strategy in improving students' vocabulary mastery".

RESEARCH METHODS

This research was Classroom Action Research. according to Creswell (2012: 592) action research as an informal process of research in which educators engage in a study of their own practice of particular activities and procedures.

The subject of this research was students at eight grade (VIII A) of SMPN 4 Selong with total number of the subject 25 students. The class taken by looking the students' standard capacity in mastering English vocabulary. The design of this research used Classroom Action Research (CAR) by purposing students' improving vocabulary mastery (Sugiyono, 2010:76; Arikunto & Suharsimi, 2010:103). The model adopted from Burns (1999: 32) & Kemmis and McTaggart, (2007:131) the model included four steps namely planning, acting, observing, and reflecting. This research design was applied to find out the implementation of Vocabulary Self-Collection Strategy in improving students' vocabulary mastery at SMPN 4 Selong.

The subject of the research was eight A grade students of SMPN 4 Selong with total number of the subject 25 students. The instrument that used in this research was test in the form of multiple choice. The instrument consists of 20 questions, every single correct answer will get 5 point and each point times with total number of the question. So that way, the total score of the instrument items 100.

RESULTS AND DISCUSSION

Cycle 1

In this finding, the researcher showed up the result of analyzing the data by explaining briefly the socre from first and second cycle. The data found by followings steps realated on the class room action research proecdure. To get the data of the research, the researcher used instrument to

collect the data of the students ability. The procedure of research procedure explained as follows:

• **Planning**

Before the researcher conducted the study, the researcher prepared lesson plan to create the teaching and learning process run well. The researcher made 2 lesson plan for two meetings. Furthermore the researcher prepared lesson plan related to the research pouprose by identifying word meaning, word spelling, and word classes. vocabulary test as a main instrument that consisted of twenty questions dealing with the learning theme.

• **Acting**

In this steps, the researcher explained the the activities process that the researcher did during the treatment in teaching English. The following were stages in each meeting :

1. Teacher divided the students into several groups. Each group consisted of four students.
2. Teacher provided each group the simple text related to the topic. Teacher read aloud the text and students just listen. While listen, the students pay attention to the text that already provided by the teacher. Then, teacher read aloud the text that wad followed by students.
3. Teacher requested the students to read again and discuss the text. Teacher also asked the group to select one word that was unfamiliar or one word that they were more curious to know about. The teacher also selected one word from the text. It was for demonstration purpose.
4. Teacher provided the student some time for discussion. The teacher should not allow the students to use their dictionary to confirm the words meaning.
5. Teacher asked the students to choose one member of the group to be the speaker.
6. A spokesperson from each group have to write down the word in the white board and

provide their word by answering the following questions:

- a. Where was the word in the text?
 - b. What did members of the group think the meaning of the word?
 - c. Why did members of the group determine on that word and why did other students need to learn the word?
7. Teacher provided clear definition about the word and added some information related to the word.
 8. Other groups presented their words.
 9. After all of presentations from each group, the teacher requested thr students to review the list of new words. It was purposed to wipe out words duplication and unimportant words for the students to learn.
 10. When the final words had been chosen, the teacher asked the students to write the words into their own personal words list.

• **Observing**

In this steps, the researcher explained about the data obtained from the research instrument, that was vocabulary test. The instrument explained as follow:

Table 1. Students' Vocabulary Test Score

No	Names	CMS	Test
1.	AD	75	90
2.	SF	75	90
3.	MS	75	95
4.	HA	75	95
5.	M	75	95
6.	HH	75	95
7.	TH	75	90
8.	RF	75	90
9.	AD	75	95
10.	IA	75	90
11.	ZC	75	95
12.	AB	75	95
13.	MD	75	90
14.	AK	75	95
15.	NPP	75	95
16.	R	75	95
17.	RD	75	95
18.	LAR	75	90

No	Names	CMS	Test
19.	AK	75	90
20.	MFA	75	100
21.	RAP	75	95
22.	S	75	90
23.	MHP	75	95
24.	NKAP	75	90
25.	JD	75	95
Total			93,2

Based on the table, it revealed that the English minimum score of SMPN 4 Selong especially VIII A class was 75. Form the table analysis above. It concluded total number of the students had pass the classical completeness standard that is determined by the government role. So that way, in this analysis the researcher gave clear statement that the strategy used was effective in improving students' vocabulary mastery.

• **Reflecting**

In this final steps, the researcher evaluated whole activities that have been done during the researcher process to measure the achievement of the data analysis. This result of analysis proved the data the elaborated above. The elaboration included first and second cycles of the research. The data is explained below:

The data of vocabulary test was evaluated using the mean formula in order to know the everage score of the class;

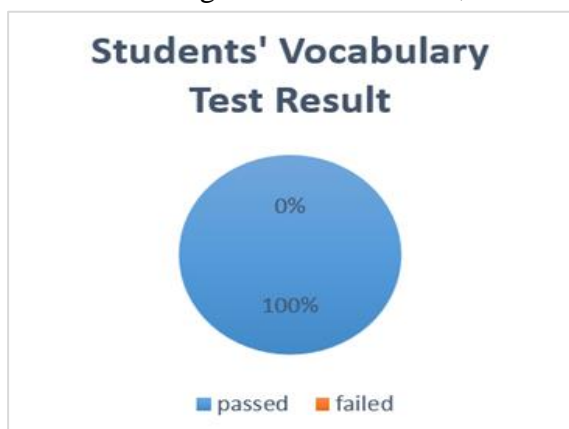


Figure 1. Student vocabulary test data

Figure 1. presented the score analysis result of the students vocabulary test, where in this chart available two colors blue and red. The blue color indicated students achieve criteria minimum score and read color indicated students failed the criteria. The blue color was dominating with 100% compare with red that only have 0%. It showed that all of the students who took the test could achieve the CMS.

On the overview, it can be concluded that this cycle was success and running well because all of the students who took the test had fulfilled the indicator of success where students could pass the target score of the minimal mastery level criteria on. The score of minimum passing grade of this school was 75. The students who attended the teaching process reached the minimum, optimum or even maximum score. Based on the overview, the researcher concluded that this cycle was success and decided to finish this study.

Cycle 2

In this cycle the researcher reflecting whole activities that have been done in the first cycle by evaluating the students did not achieve the CMS. By understanding the condition and the score values in first cycle, the researcher rearranges the process of teaching. The process following the process in the first cycle. Some revision related to the proses of implementing steps in teaching and some ambiguous of instruction.

Based on the implementation process in cycle II by implementing direct instruction method. The data analysis showed that the improvement of the students where the classical percentage till 100% with the average result score 87,5. This result indicted that direct instruction was effective to improve student reading comprehension.

DISCUSSION

Based on the research findings, this research was considered successful because it had fulfilled the indicator of success of CAR itself where all of students in the class who took and attended the teaching and learning process could achieve the score of minimal passing grade (CMS). The score of minimal passing grade (CMS) of this school was 75. The percentage of the students who passed the minimum score (CMS) was 100% so this research was only held in one cycle without continuing to the next cycle. Here means that there was improvement of students' vocabulary mastery through Vocabulary Self-collection Strategy at SMPN 4 Selong especially at VIII A class. This statement proved from the data analysis that explained above.

Because of this, the researcher used Vocabulary Self-Collection Strategy to solve this problem. According to Lunceford (2010: 20), Vocabulary Self-collection Strategy is an active learning for uncovering important and meaning words from the reading to share with members of their group or classmate and grasp the text. After the treatment using Vocabulary Self-Collection strategy, the students could know the synonym about the word, make sentences accurately and they were able to give spelling of the word (Damanik et al, 2021:23). According to Haggard (1986: 642), Vocabulary self-collection strategy is an affective instructional alternative to improve the students' vocabulary mastery. Meanwhile According to Juwita and Sunaryo (2013: 132), there are some advantages of vocabulary self-collection strategy:

1. Vocabulary self-collection strategy (VSS) helps students expand significant connection between new words and their meaning so that it is more completely comprehended and remembered by the students
2. Vocabulary self-collection strategy (VSS) upgrades the students' enthusiasm to learn and gather the words.

3. Vocabulary self-collection strategy (VSS) can assist the students to be able to decide the words they do not know from the text
4. Vocabulary self-collection strategy (VSS) can make the students to be able to determine the meaning of many words by context and to establish what words are more necessary than others. So, it will intensify the students' understanding about the words and the text they have read
5. Vocabulary self-collection strategy (VSS) aids the students to understand the meaning of words more than what they have known before. So, they can utilize the words in other situation that is appropriate to the meaning of those words.
6. For the teachers, this strategy is not too tough 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 attractive strategy to be introduced for elementary school students and suitable for them in learning a foreign language.

This strategy, the students given opportunity at finding out the meaning of difficult vocabulary related on the topic given by the teacher. In the next meeting the students ask by the teacher to write the words one by one in the white board and then the teacher asked the students where they find the difficult words. So that way, the students will answer the question based on their fact where they find the words and try to find the meaning. The election words will be kept by the students for self-collection

CONCLUSIONS

The used of vocabulary self-collection strategy effective in improving student vocabulary mastery. This conclusion taken out from the data analysis above, where students achieve the students' criteria minimum score. The score standard adopted from the government role 75 minimum score. The result

analysis showed the students 100% achieve the criteria.

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