

THE USE OF VOCABULARY SELF-COLLECTION STRATEGY TO IMPROVE STUDENTS' VOCABULARY MASTERY

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Abstract

Generally, problems faced by the students in learning English is the difficulty to learn vocabulary. Any learners or teachers aware that vocabulary is the important element of language proficiency. The practical problem was faced by the 8th grade students of SMP PLUS YPP DARUSSURUR CIMAHL. Based on facts, the Vocabulary Self Collection Strategy (VSS) is a creative teaching and learning strategy to improve students' vocabulary mastery. VSS is an interactive learning method where students choose words from a text, use contexts and other resources to find out the meaning of the words, and give those words to be learned by others students. The research design of the research was Classroom Action Research (CAR). The results of the study indicate that VSS could improve learning in a class based on a qualitative or quantitative perspective. Based on the results of the qualitative, it could be seen from the classroom situation, the atmosphere of teaching and learning, students participation, and students responses during teaching and learning activities. Meanwhile, quantitative results could be examined from the scores of students in doing the exercises. Thus this research stated that VSS was an effective technique for solving students' practical problems in mastering vocabulary.

Keywords : *Improve, Vocabulary mastery, VSS, CAR*

INTRODUCTION

Language is a system, what is formed by many components regularly patterned. According to Santoso et al. (2014) language is a tool to interact or tools to communicate, in the sense of a tool to convey thoughts, ideas, concepts or feelings. Some aspect in language is vocabulary. English vocabulary is core component of English language. This statement is supported by theories from Meiningsih (2015), Vocabulary is very important element in learning English, because with limited vocabulary caused communication more difficult. Based on statement from Hidayat (2017), English foreign language has been taught from elementary school to university. And ideal condition of vocabulary aspect in Junior High School, they must have to know a lot of vocabulary, because for nowadays students have started to learn English from elementary school and ideally when stepping on Junior High School must have mastered some aspect.

Vocabulary is important to be learned since it became a crucial element in written and spoken communication for the students. According to Cameron (2001) in Alqahtani (2016), Vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. The mastery of vocabulary for determines four language skills as it is

impossible to use language skill-fully when the students have limited vocabulary in their minds. In Argawati, Learning English vocabulary seems difficult for some Indonesian students, such as difficult to memorize new words and to expand their vocabulary knowledge, because there are many different factors from their mother language, such as grammar, pronunciation, vocabulary, and cultural background. When they have limited vocabulary in their memories, they can not use the language correctly. The students had difficulty in memorizing new words that had been taught. They easily forgot the words that had been learned before. Some teachers might still use conventional strategy which cannot challenge the students to learn vocabulary independently. Students learn vocabulary through the text. The teacher asks students to fill in the gaps. They cannot find out their vocabulary knowledge they have learned before, and they are used to learning vocabulary passively.

The strategy that used by the researcher to teach vocabulary is Vocabulary Self Collection Strategy (VSS). According to Maghfuri (2017), Vocabulary Self Collection Strategy 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. In here, the teacher asking students to read a text then students nominate one word or term that they would like to learn or to know more about and that they think should appear on aclass vocabulary list. Hence, this strategy can help the students to memorize somenew words easily and effectively.

METHOD

This Research uses 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 this study, the researcher used the model of Classroom Action Research (CAR) proposed by Kemmis and McTaggart in Maghfuri (2017). It covered planning, implementing, observing, and reflecting. However, before planning the activities for implementing the strategy, the researcher was firstly carrying out a preliminary observation.

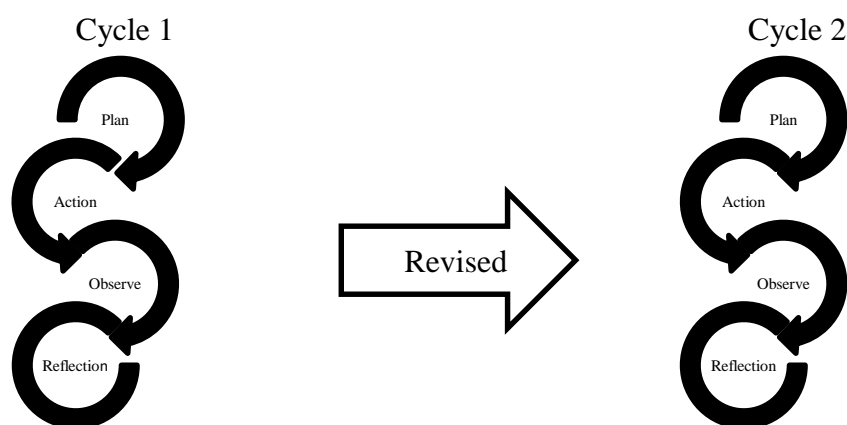


Figure 1. Steps of Classroom Action Research

Pre-eliminatory observation, is aimed to find out practical problems in the classroom. To determine the key to the problem, observe the teaching and learning process in the classroom; conducting interviews with several students to get more information about what they think about English. Finally the researcher concluded that the main problem faced was the lack of mastery of vocabulary. Based on the results of observations, the researchers found that most of students had great difficulty in mastering vocabulary. They didn't know how to deal with

English. Therefore, students need innovative teaching strategies to make them willing to deal with English words.

Planning, a step to act, looking forward and critical information in terms of : recognition of real obstacles ; and the potential for more effective action. In this step, the researcher identify, formulate, and resolve problems. After that, the researcher planned the steps to be taken, prepared the VSS method, prepared the video, and other supporting tools for teaching, and also provided pre-test and post-test to be examined in the classroom.

Actions, carried out to make an improvement or change. In this step, the researchers apply what has been prepared to fit the goals to be achieved in suitable with what has been planned before.

Observation, responsive but also looking forward where the documents actions that are critically informed, their effects, and the context of the situation, using plans, categories, and measurements of 'open-eyed' and 'open-minded' observations. In this step the researcher collect data about the vocabulary obtained by students after conducting VSS, and analyze the influence of student attitudes in the class.

Reflection, steps to develop perspective or understanding of problems and circumstances in which problems arise. In this step we evaluate the methods we use so that we can correct weaknesses and maintain what has worked. There are following the cycles that has done in the classroom :

Table 1. Schedule activity

Meeting	Topic	Activities
1.	Pretest	Give student pre test vocabulary.
2.	Treatment I (cycle I)	Viewing slideshow during teaching learning activity.
3.	Treatment II (cycle I)	Post reading activity VSS.
4.	Post test	Give student test vocabulary.
5.	Treatment I (cycle II)	Same as cycle I but with video.
6.	Treatment II (cycle II)	Post reading activity and sharing.
7.	Post test	Give student post test vocabulary

RESULTS AND DISCUSSION

Results

The problems encountered by the students actually touched all of English skills and components. However, after doing through observation and interview with the English teacher and the students, the researcher finally pointed vocabulary mastery as the core problem to be solved. The students“ found it was difficult to understand everything related to English.

The students couldn't even understand the common classroom commands like "Please rise your hand if you know the answer!" or "Come forward !" What made the researcher impressed was that the students of 8-C were actually easy to be motivated and had a great passion in learning. Yet, unluckily, they found that English was difficult. Therefore, the researcher intended to conduct the research to afford an improvement for their English proficiency, especially for their vocabulary mastery.

Meeting Topic Activities :

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5. Treatment I (cycle II) Same as cycle I but with video.
6. Treatment II (cycle II) Post reading activity and sharing.
7. Post test Give student post test vocabulary In the pre-test there are only 10 of 34 students who pass the Minimum Mastery Criteria (KKM).

The KKM was designed that the students could pass the test if they got score ≥ 70 . Due to the study is in the form of CAR, the findings could be seen from the cycles. In cycle 1, the researcher discover that 70.60 % or 24 out of 34 students got the score under KKM. It was not given good results in increasing student mastery. Hence, planning in Cycle-1 requires to be repaired so that the next cycle can achieve the success criteria. From the explanation above, the researcher analyzed that there were several problems in the Cycle - 1. That was the post test 1 score has not reach the criteria of success, students still had difficulty focusing on learning English, and so on.

Based on the above weaknesses, several revisions are made to be implemented in Cycle-2 : a) The researcher give the text for a student, not for a group. So, each student got the different text, b) The researcher directly distributes the form (a special form for the Vocabulary Collection Strategy) for each student in each group, c) The researcher asks students to fill out forms based on what they have written in their books, d) The researcher shares the dictionary into the group. Each group gets a dictionary to check the meaning of the selected word, e) The researcher instructs the class to sit in their own chair to get a post-test, f) The Researchers provide shorter explanations and instructions, g) Post-tests use bilingual language in direct papers (English-Indonesian).

For the researcher, it was really helpful to improve students' understanding of the test points. This can be seen from the results of post-test 1 which the students cannot reach the KKM because lack of vocabulary. Therefore, the researcher tried to apply the VSS method by using bilingual language only on posttest. It is expected that students can understand the sentence points and complete the test briefly. Furthermore, the revisions of Cycle-1 have been applied in the Cycle-2. It was found that 86.20% of the students or 25 out of 29 students got the score more than or equal to 70 related to the Minimum Mastery Criteria. It has given good result in improving students' vocabulary mastery. Therefore, it could be concluded that the planning in the Cycle – 2 was implemented successfully.

From the statement above, the researcher analyzed that almost the problems in the Cycle – 1 can be corrected in the Cycle- 2. The students' scores in the Post-Test 2 could reach the criteria. The students involved themselves in learning English, the students received the

materials in which the teacher uses on that days, and so on. On the basis of the good results in the Post-Test 2, the researcher did not need to continue the research.

Table 2. Improvement on attitude and behaviour

No	Point	Before	After
1	Classroom situation	it was a little crowded, unconditional, and dirty	It can be seen, the classroom was clean enough, calm, and conditional
2	Teaching and learning atmosphere	The students could not increase yet their activeness in the class. Even they seemed hard to focus in learning English	The teaching and learning process run well. More interesting classroom activities could be seen by the students' could increase their activeness in the class
3	Students responses	only one or two students brave to ask and answer some questions.	More than 4 students were brave to ask and answer some questions

Discussion

The focus of this study is to improve the 8th grade students vocabulary mastery at Junior High School in Cimahi by solving their practical problems. Through the EFL class, remark point was planned to see the result of applying the Vocabulary Self-Collection Strategy. The results expression that the students obtained some new vocabularies. They possibly will apply the understood vocabularies when they have to whole the sentences. Through the learning and teaching process, they participated enthusiastically.

It perhaps will be become from the content students' footage form by the students during the learning and teaching process, the documentation of their interest when answer the teacher's questions, and so on. In addition, it is also maintained by the effect of creation field transcripts that the students presented their strength to study English. Hence, it might be decided that the lessons of vocabulary by using Vocabulary Self-Collection Strategy was run well.

The next technique in gathering facts is by using interview. However, for the students, the researcher only makes the conversation rules without showing to them. The aim is the students do not see that they are to be the topic of the research. Hence, the researcher chooses it is improved to ask them straight. After the application of the VSS, it directs that the students get some luckiness. It exposes that when the teacher says a word in English, the students can inscribe the word on their pads properly. Also, the students too become some new words from the EFL activity and they are more dynamic to show their concepts.

Furthermore, the data also are taken from the consequences of managing first exam, Post-Test 1, and Post-Test 2. From the first test, it discloses that most of students can not accomplish the Minimum Criteria Score. The Minimum Criteria Score is ≥ 70 . It means that the students can pass the test if they can achieve the score at least 70. The fact, however, shows the students who can pass the test are 10 students and the others are failed. Hence, it truly wants the Vocabulary Self-Collection Strategy to increase the students' vocabulary mastery. After applying the VSS and showing the Post-Test 1, the development can be identified. If in the first test there are only 10 students who permit, in the Post-Test 1 there are 19 students who permit the exam. However the students' progress is not really satisfied yet. Hence, it wants

more change in relating the VSS, and the effect is, then, seen through managing the Post-Test 2. Finally, based on the result of Post-Test 2, it can be seen that most of students can achieve the criteria of success. Here, 25 students get score ≥ 70 and only 4 students get score under 70. It means that the Vocabulary Self-Collection Strategy (VSS) is applied successfully.

CONCLUSION

The education hired the Classroom Action Research (CAR) scheme. Classroom Action Research is a study directing at emerging advanced instructional scheme to increase the learning and teaching process concluded some subsequent stages, those are plan, acting, observing, and reflecting. It is common case that in EFL classes the students will face some problems. To solve the difficult, the researcher obtainable the innovative instructional strategy.

The practical innovative instructional strategy is Vocabulary Self-Collection Strategy (VSS). VSS is an interactive plan in which students choice from their scripts arguments that they trust are significant for the lesson to study. Students choice arguments from their interpretations that are new and stimulating, use the setting and other resources to control the denotation of the arguments, and propose the arguments to be educated by others in the collection or lesson.

Based on the findings of the Vocabulary Self Collection Strategy implementation, some suggestions are addressed to the teacher. It could give new reference of innovative instructional strategy for the teacher when she/he is teaching English. The teacher can also tool the plan to bring the substantial. Moreover, it is dedicated to the students. They are hoped to be more active in learning English. It should be better for the students to attract their interest to find new word in English passage. Even, it could invitation the students' to be lone combatant when try to find the sense of the term. Hence, it excuses them to get certain fresh arguments based on their attention. The last one is the next researcher. It is really predictable to the next investigator that Vocabulary Self Collection Strategy is an innovative instructional strategy to increase the students' vocabulary mastery. The next researcher can smear the strategy in the lesson and kind it enjoyable in the learning and teaching process. Moreover, the next researcher not only rises the students' vocabulary mastery, but also using the vocabularies in creation an article grounded on the words they educated. So, the plan possibly will increase in cooperation skill and section mechanically.

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