

**IMPROVING VOCABULARY MASTERY USING
VOCABULARY SELF-COLLECTION STRATEGY (VSS) AT
EIGHTH GRADE STUDENTS OF MTs HUDATUL MUNA
PONOROGO IN ACADEMIC YEAR 2015/2016**

THESIS

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ABSTRACT

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Key word : Vocabulary Self-Collection Strategy (VSS) *and Students' Vocabulary Mastery*

Vocabulary is the important elements to be learned in English language. It is one the aspects of language proficiency that becomes the basis of how well students listening, reading, speaking and writing. English language ability is not complete without having enough vocabulary. In order to make students easily in mastering vocabulary, some possible ways should be applied and one of strategy is by using vocabulary self-collection strategy (VSS). VSS is one of strategy that can be applied in learning process.

This research aimed to improve students' vocabulary mastery using vocabulary self-collection strategy (VSS) on the eighth grade students at MTs Hudatul Muna Ponorogo in academic year 2016/2017. In this research, researcher formulated the problems as: 1) How is the implementation of vocabulary self-collection strategy (VSS) in teaching vocabulary at eighth grade students of MTs Hudatul Muna Ponorogo in academic year 2016/2017?. How can students' vocabulary mastery be improved by using vocabulary self-collection strategy (VSS) at eighth grade students of MTs Hudatul Muna Ponorogo in academic year 2016/2017?.

This research used classroom action research as the design. It included two cycles to enrich students' vocabulary mastery. Each cycle covered four steps: planning, acting, observing and reflecting. The data were collected by observation, interview and documentation.

Analysis the action in the form of teaching vocabulary by using vocabulary self-collection strategy revealed that it could improve in two cycles. It could be seen from based standard of minimal English subject score especially in mastering vocabulary at MTs Hudatul Muna Ponorogo was 70, and standard minimal of students' activeness was 75 %. The results of the action aimed increase students' activeness in learning from 68.75 % of 16 students in the first cycle to 85.45 % of 16 students in the second cycle. Moreover, the students' vocabulary mastery improved from 62.5 % of students in the first cycle to 93.75 % of 26 students in the second cycle.

Based on the results above, it can be concluded that the implementation of vocabulary self-collection strategy (VSS) can improve students' vocabulary

mastery at eighth grade students' of MTs Hudatul Muna Ponorogo in academic year 2016/2017.

CHAPTER I

INTRODUCTION

A. Background of Study

English has become an international language because many people in the world use it as a means of communication. It has been learnt by the Indonesian students as a foreign language and it serves as a compulsory subject or local content subject starting at elementary school up to university level. As a foreign language, it is seriously learnt by many people to have a good prospect to be community of international world.

Generally, English is very difficult to understand for Indonesian students. This language is required to master four basic language development tasks, development of vocabulary, stringing words, say words and language skills including listening, reading, speaking and writing. Students can master these four skills if they can master some of English basic knowledge, such as vocabulary, grammar, morphology, phonology. Vocabulary becomes the first English basic knowledge to be mastered. Without mastering vocabulary, students may be discouraged in making use of language learning change round them such as watching English program, reading some kinds of English book.

Therefore, teaching vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. In fact, vocabulary mastery has become a big problem for most Indonesian students. If

students do not have sufficient number of vocabulary, they will not be able to communicate with other students.

In teaching and learning English, vocabulary is considered as the most important factor in improving the four language skills. These four skills are not able to be mastered if students are lacking of vocabulary. Students cannot express their communicative needs to someone clearly because of their insufficient vocabulary. Shortly, it is hard for students to improve their language skills without understanding and acquiring vocabulary.

Problems faced by students are lacking vocabulary, because of teacher's strategy in teaching vocabulary. In teaching vocabulary, teacher gives vocabulary and its meaning. And students have to understand and memorize that vocabulary without any practicing. In fact, students need to know what is the function of it and why they should memorize that vocabulary. Perhaps, they will memorize it for a while, but they will forget it as fast as they memorize it.

Based on the observation, conducted at MTs Hudatul Muna 2 Ponorogo in May 2016, it revealed that students had problems in learning vocabulary because of some factors, for instances they were lack of practice, did not use sustained vocabulary, and were not supported with appropriate spaces or facilities for practicing vocabulary. There was no specific lesson for vocabulary in teaching learning English. It means that there was no well-organized lesson for vocabulary lesson. Moreover, there were some factors that made students difficult to master vocabulary. First, students were less of practices in using vocabulary in the context of classroom communication. Second, vocabulary which they got was not

used sustainable. Third, the area was not supported for students in practicing vocabulary.

The English teachers should know very well how important vocabulary is. They should be able to find out solution in vocabulary teaching by creating various efficient and effective techniques. Teacher's role in applying interesting strategy is one of important factors in creating a good atmosphere in classroom activities. They should know how to improve student's interest and achievement during the class and know how to design materials which are easy to be understood by students. They should be able to develop any kind of material that makes learning vocabulary will not become such boring and monotonous thing. One of strategy that can be applied by the teacher to enrich student's vocabulary mastery is that by using vocabulary self-collection strategy (VSS).

Vocabulary self-collection strategy (VSS) is an interactive-learning instructional strategy that promotes word awareness, activeness of students are needed in identifying important words from their reading to share with members of their class.¹ Students can increase student's vocabulary from some new words that they find in their reading. This strategy also always offer much opportunity for students to practice and save vocabulary in long term memory, because they need that vocabulary and they look for that vocabulary by themselves. It can help teacher to teach material easily and can help students to memorize and understand quickly.

¹ Haggard, M. R. (1982), The Vocabulary Self-Collection Strategy: An active approach to word learning. *Journal of Reading*, 27(3), 203-207.

Therefore, teacher's quality should be improved by conducting classroom action research during teaching and learning process. Teachers do not only teaches students, but also observes all of students in learning activities. Research through vocabulary self-collection strategy, it is conducted for getting the best goal.

Based on the background above, researcher conducted a classroom action research entitle "Improving vocabulary mastery using vocabulary self-collection strategy (VSS) at eighth grade students of MTs Hudatul Muna Ponorogo in academic year 2015/2016."

B. Limitation of Study

To avoid a far ranging discussion, this study focuses on some concern identified as follow:

1. Subject of this study is eighth grade students of MTs Hudatul Muna Ponorogo in academic year 2015/2016.
2. Object of this study is improving vocabulary mastery using vocabulary self-collection strategy (VSS).

C. Statements of the Problem

Regarding limitation of study, this study promotes some problems formulated into:

1. How is the implementation of vocabulary self-collection strategy (VSS) in teaching vocabulary at eighth grade students of MTs Hudatul Muna Ponorogo in academic year 2015/2016?

2. How can students' vocabulary mastery be improved by using vocabulary self-collection strategy (VSS) at eighth grade students of MTs Hudatul Muna Ponorogo in academic year 2015/2016?

D. Objectives of Study

Concerning with problem statements, this study has some objectives described as follows:

1. To know the implementation of vocabulary self-collection strategy (VSS) in teaching vocabulary at eighth grade students of MTs Hudatul Muna Ponorogo in academic year 2015/2016.
2. To improve students' vocabulary mastery by using vocabulary self-collection strategy (VSS) at eighth grade students of MTs Hudatul Muna 2 Ponorogo in academic year 2015/2016.

E. Significance of Study

The result of this study is expected to give benefits for students, teacher and future researcher.

1. Students

Result of study is expected to increase students' vocabulary mastery. Especially, to eighth grade of MTs Hudatul Muna Ponorogo in academic year 2015/2016.

2. Teacher

Result of study is expected to be an input for teachers, Especially English teacher to motivate their students to pull attention in English vocabulary.

3. Future Researcher

This study is expected to give contribution to the readers, particularly the students of English Department of STAIN Ponorogo, in enriching references concerned with this strategy.

F. Organization of Study

This study consists of five chapters, as follows. First chapter is Introduction which covers background of the study, identification of the problems, limitation of the problems, statement of the problems, objective of the study, significant of the study and organization of the thesis.

Second chapter is review of related literature which discusses about the theoretical analysis, theoretical framework and hypothesis of the thesis.

Third chapter is research methodology. This chapter deals with the research design, population and sample and respondent, instrument of data collection, technique of data collection.

Fourth chapter is research result. This chapter describes and interprets about the research location, data description: data analysis and discussion. The fifth chapter or the last chapter is statements about conclusion and recommendation based on research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

G. Theoretical Background

1. Vocabulary

a. Definition of Vocabulary

According to Richards, vocabulary is one of the most important components of language and one of things that to be noticed by the linguists.² Another expert stated that vocabulary can be defined as the words which taught in foreign language. However, a new item of vocabulary may be more than a single word: for example, post office, swimming pool, which are made up of two or three words but express a single ideas. There are also multi-word idioms such as no pain no gain, where the meaning of phrase cannot be deduced from an analysis of component words.³

Vocabulary is all words in a language which is used by people to convey ideas or feeling. It refers to word which is used to communicate in oral and written language. In order that, students must be able to be flexible in using words that they recognize and understand. It is not only confined to meaning of words but also includes how vocabulary in a language is structured. Students' aim to be reached in learning vocabulary process is primarily their ability to recall word at will and to recognize it in its spoken and written form.

² Jack C. Richards, *Curriculum Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2002), 4.

³ Penny Ur, *A Course in Language Teaching, Practice and Theory* (New York: Cambridge University Press, 1996), 60.

b. Important of Vocabulary

Vocabulary can be defined as words that must be known to communicate effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary), an extensive body of research exists on teaching and learning vocabulary. This research clearly about point of vocabulary has always been continuous to be a significant goal in literacy and learning.⁴

Vocabulary is one of most important aspects to master English. By mastering it, students will be able to improve their knowledge, especially English language. Moreover, vocabulary is a group of words in a language. People use vocabulary which is arranged into sentences to express their opinion, thinking and also idea in their society.

Students need to master vocabulary to improve their English language. Because vocabulary is basic language skill for how well students listen, speak, read and write.⁵ If students are lacking of vocabulary, they will be difficult in understanding material from their teacher.

c. Kinds of Vocabulary

To develop language skills, students must take into account vocabulary. The more words they know, the better they may achieve comprehension and production of language. A students' knowledge of words is divided into two broad types of vocabulary: active and passive vocabulary.

⁴ William P. Bintz, Teaching Vocabulary across the Curriculum (Middle School Journal, 2011) <http://littedkit.pbworks.com/f/middle%2520school%2520vocabulary%2520strategies.pdf> pg 2, 12/05/2016, 10.00 pm.

⁵ Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching, (United Kingdom: Cambridge University Press, 2002), Pg 255.

Active vocabulary is words which students need to understand and use. Passive vocabulary refers to words which people need to understand but they do not use. Simply concluded, active vocabulary is a set of words which people need to understand other's messages and to convey their own messages. Passive vocabulary is a set of words which people need to understand other's messages only.

Beside divided into active and passive vocabulary, vocabularies which used in a sentence are divided into functions of each word named parts of speech as classified as follows:⁶

- 1) Noun: a word that refers to a person, thing, place, plant, animal. Example: John, Rose, cat, doctors, table, house, happiness.
- 2) Pronoun: a word that is used instead of a noun or noun phrase. Example: he, she, it, hers, me, them.
- 3) Adjective: a word that describes noun. Example: red, strong, sad, tall, happy, good, beautiful.
- 4) Verb: a word or phrase that expresses an action, an event or a state. Example: come, play, read, study, eat.
- 5) Adverb: a word that adds information to a verb, adjective, phrase or another adverb. Example: quickly, carefully, already, soon.
- 6) Preposition: a word that is used before noun or pronoun to show place, position, time or method. Example: at, about, among, in, on.

⁶ Fuad Mas'ud, *Essential of English Grammar a practical guide* (Yogyakarta: BBFE-YOGYAKARTA, 2005), 44.

7) Conjunction: a word that joint words, phrases or sentences. Example: and, but, for, nor, yet.

8) Interjection: a short sound, word or phrase spoken suddenly to express an emotion. Example: ow!, look out!, oh my god!.

d. Aspect of Studying Vocabulary

According to Gower, there are three aspects for studying vocabulary. They are form, meaning and use word or vocabulary.⁷

1) Form.

- ✓ Part of speech.
- ✓ Spelling.
- ✓ Family of words.
- ✓ Word collocation with surrounding word.

2) Meaning.

- ✓ Word has more than one meaning. It is according to context of focus on.
- ✓ Connotation item.
- ✓ Vocabulary item has different meanings for different people.
- ✓ Many words have several meanings each word, study the meaning of words and part of speech.

3) The Use.

Study words in context: apply what you learn by writing sentences with your words.

⁷ Roger Gower, et al, Teaching Practice Handbook, .

e. Teaching Vocabulary

Teaching process generally is teacher work to make some conditions or to regulate area, it would make an interaction between students and their area include teacher and tools of lesson, so that the purpose of study would be achieve.⁸ Perhaps, teacher has a good strategy for teaching vocabulary and students will be interested in joining vocabulary lesson. Moreover, students can enjoy their learning as long as teacher is teaching vocabulary lesson. Researcher can conclude that teaching is a way and a process of interaction between students and teacher does something together.

Teacher should facilitate vocabulary learning by teaching strategies to help students figure out meanings on their own. Students need to acquire vocabulary strategy learning in order to discover meaning of new words. Strategy should be useful within classroom as well as students are in a situation where they encounter new and unfamiliar words on their own. Strategy should also help students acquire new vocabulary words that they hear and see.

The National Reading Panel's identified eight specific findings that can provide a scientifically based foundation for the design of rich, multi-faceted vocabulary instruction. They are:⁹

- a. There is need for direct instruction of vocabulary items required for a specific text.
- b. Repetition and multiple exposures to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.

⁸ Nasution, *Teknologi Pendidikan* (Jakarta: Bumi Aksara, 1994), 43.

⁹ Elfrieda H. Heibert and Michael L. Kamil, *Teaching and learning vocabulary: Bringing Research to Practice* (London: Lawrence Erlbaum Associates, Publisher, 2005), 7.

- c. Learning in rich context is valuable for vocabulary learning. Vocabulary words should be those that learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas.
- d. Vocabulary tasks should be restructured as necessary. It is important to be certain that students fully understand what is asked of them in the context of reading, rather than focusing only on the words to be learned. Restructuring seems to be most effective for low-achieving or at-risk students.
- e. Vocabulary learning is effective when it entails active engagement in learning tasks.
- f. Computer technology can be used effectively to help teach vocabulary.
- g. Vocabulary can be acquired through incidental learning. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context and motivation may also add to the efficacy of incidental learning of vocabulary.
- h. Dependence on a single vocabulary instruction method will not result in optimal learning. A variety of methods was used effectively with emphasis on multimedia aspects of learning, richness of context in which words are to be learned, and the number of exposures to words that learners receive.

This conclusion also means that educators need to design classrooms experiences that are multi-faceted, if students are to acquire new words and increase the depth of their word knowledge.

f. Increasing Vocabulary

To increase vocabulary mastery much way such as:¹⁰

1) Look and listen for new words

Keep your eyes and ears for words that you do not know. You will see them in reading. You will hear them in talking with other people, in watching movies and listening radio or television.

2) Write down your new words

When you get new words, you can remember and write in your note book.

3) Find the meaning of new words

In dictionary, look up meanings new words that you have written in your vocabulary notebook.

4) Make new words your own

Use each new word in talking with your family or friends.

5) Enter several new words in your vocabulary notebook each day

Keep building your word power. At the ended of the week, quickly review new words you entered during seven-day period just ended. Review will help you remember meaning of these words.

g. Vocabulary Mastery

Vocabulary mastery is receiving process of foreign language that happened intentionally or unintentionally. Students' vocabulary mastery is effort

¹⁰ Thesis of Mr. Sipur, Improving Students Vocabulary By Using Guessing Technique to The Seventh Grade Students of SMP Negeri 2 Sooko Ponorogo, (Ponorogo, 2011), Pg 21-22.

and performance of students' to gain or reach English vocabulary that is supposed through media in teaching and learning process.

In learning vocabulary, if students learn new words individually, it will not increase their vocabulary mastery. Asking students to memorize a list of word of English is wasting time and it may not be an effective way to master vocabulary. It is caused when students memorize many words quickly, they will lose that vocabulary quickly too. They just need learn a new word that used with context and with referring something that will be expressed.

Students' mastery between one students and another is different. It is caused by different of students' abilities. Therefore, students' mastery is capabilities of students to receive new information form subject or study.

Vocabulary mastery plays an important role in process of achieving in language teaching objectives that is mastery of language skills (listening, speaking, reading and writing).

Vocabulary mastery of language will be added, because of students experience in communication on every day. Moreover, vocabulary is an important thing to learn English language where vocabulary mastery will support successfulness of students in English language.

Researcher also needs to know limitation of total words that must be mastered by students. in order to make easy to finish this research. According to Robert Lado, an American linguist, he was approximated number of words which must be mastered by English students in order to speak English fluently are 2000

words, to listen and write are 3000 words and about 7000 words to be able to understand English literatures propitiously.¹¹

According to Richards, typical vocabulary targets for general English course are different, there are:¹²

- a. Elementary level (Elementary School) : 1.000 words
- b. Intermediate (Junior High School) : 2.000 words
- c. Upper intermediate level (Senior High School) : in additional 2.000 words
- d. Advanced level (College) : in additional 2.000 + words

Especially at Junior High School is intermediate level. They must master vocabulary at least 2.000 words. It seem difficult to them, moreover they should practice their vocabulary in their daily activity. In addition, teacher should make a strong attempt to show students what they still need to learn without being discouraging.

Sometime, vocabulary mastery cannot be reached optimally. It needs a long time and determination of students to be mastered. In particular, this study only deals with some aspects of vocabulary, such as verb, adjective, noun and adverb.

2. Vocabulary Self-Collection Strategy (VSS)

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

Vocabulary self-collection strategy (VSS) is an interactive-learning instructional strategy that promotes word awareness, activeness of students are

¹¹ M. R. Mulkan, *Kita dan Bahasa Inggris*, (Jakarta: Balai Pustaka, 1996), 178.

¹² Jack C Richards, *Curriculum Development in Language Teaching*, 154.

needed in identifying important words from their reading to share with members of their class.¹³ This strategy can be used for increasing students' vocabulary knowledge and students' internal motivation in learning English language. Moreover, trust is given to students for finding meaning of difficult vocabulary that they consider it is interesting and important for them to know.

VSS is a strategy where students centered is the main subject of this strategy than teacher centered. It would make students interesting in learning vocabulary, because they choose vocabulary that should be studied by them. However, they must have a reason why a new item of vocabulary is important and recommended to be studied for them and their classmate.

VSS should be introduced before reading and used by students. Teacher should explain this strategy as clear as possible, in order that students will understand and know what they must do in this strategy for improving their vocabulary mastery.

b. Advantages of Vocabulary Self-Collection Strategy (VSS)

There are some advantages of Vocabulary Self-Collection Strategy (VSS), those are:

- 1) To enhance students' motivation and achievement in learning new words.
- 2) Students' rationale for selecting certain words adds to their understanding of process learning of them.

¹³ Haggard, M. R. (1982), The Vocabulary Self-Collection Strategy: An active approach to word learning. *Journal of Reading*, 27(3), 203-207.

- 3) Students can build their vocabulary knowledge through active participant in 'word discussion' and active related to word learning.

Another advantage of Vocabulary Self-Collection Strategy (VSS) are to increase students' vocabulary and appropriate for pre and post reading and help students to determine a purpose of reading.¹⁴ This strategy also can motivate students by selecting new word that makes them active in reading.

Therefore, it can be concluded that Vocabulary Self-Collection Strategy (VSS) is strategy that focus on meaning of word in specific context. This strategy is done not only to present vocabulary but also to answer three questions above.

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

In implementing vocabulary self-collection strategy (VSS), there are some steps as follows:¹⁵

- 1) Teacher introduces the purpose of VSS to students. They will be expected to find new and interesting words from their readings that they will learn through a group nomination process.
- 2) Teacher's model how to select and nominate important words from the readings. Teacher shows why the word they selected is important by providing a strong rationale. For example, they may show students that without knowing the word, they may not understand the sentence or surrounding sentences. They may also nominate selected word because it is interesting and would be useful in their own writing.

¹⁴ Fitria Ayu Meiningsih, *The Effectiveness of Vocabulary Self-Collection and Interactive Students' Vocabulary Mastery*, (Semarang: 2004), 14.

¹⁵ Haggard, M. R. (1982), *The Vocabulary Self-Collection Strategy: An active approach to word learning*. *Journal of Reading*, 27(3), 203-207.

- 3) Teacher demonstrates how to use context and other resources to learn the meaning of word. For example, they may use the context or they may offer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of word.
- 4) Teacher writes the word. The context in which it was used, its meaning and the reason for selecting word on chart paper. Using a chart similar to the one shown in Figure 1.1, teacher writes word, sentence or phrase in which word was used, meaning and reason for selecting word.
- 5) Teacher engages students in process of vocabulary self-collection. Students work in small groups of three to five, and they read a short passage from book with teacher. They are guided by teacher to identify a word they wish to select. Teacher demonstrates how to use context and other resources to figure out meaning of the word. Together, students and teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, sentence from text in which word was found, meaning and reason for selecting word.
- 6) After students are familiar with the strategy, teacher provides guided practice to support the use of VSS during reading. Teacher organizes students in small groups for reading. They introduce book and provide a brief overview of the strategy. To help students recall the steps in process for nominating one or two words to learn, they are given the following questions which appear as a reminder on a classroom wall chart:
 - What is the word that I believe is important to learn?

- Why would I select it as an interesting or important word to learn?
- How was the word used? Write the sentence in which word was used.
- What is meaning of word? Can I get the meaning of word from context, dictionary, glossary or some diagrams in a book?

7) Students in small group discuss words they wish to nominate. Within their small groups, they talk about each word and why they think that class should learn this word. Through consensus, they nominate two words.

8) Students write two words on a chart similar to the one shown on Figure 1.1. Each group presents its two to the class. On a class chart, one member of group writes the word, sentence in which word was used, its meaning and reason for selecting word.

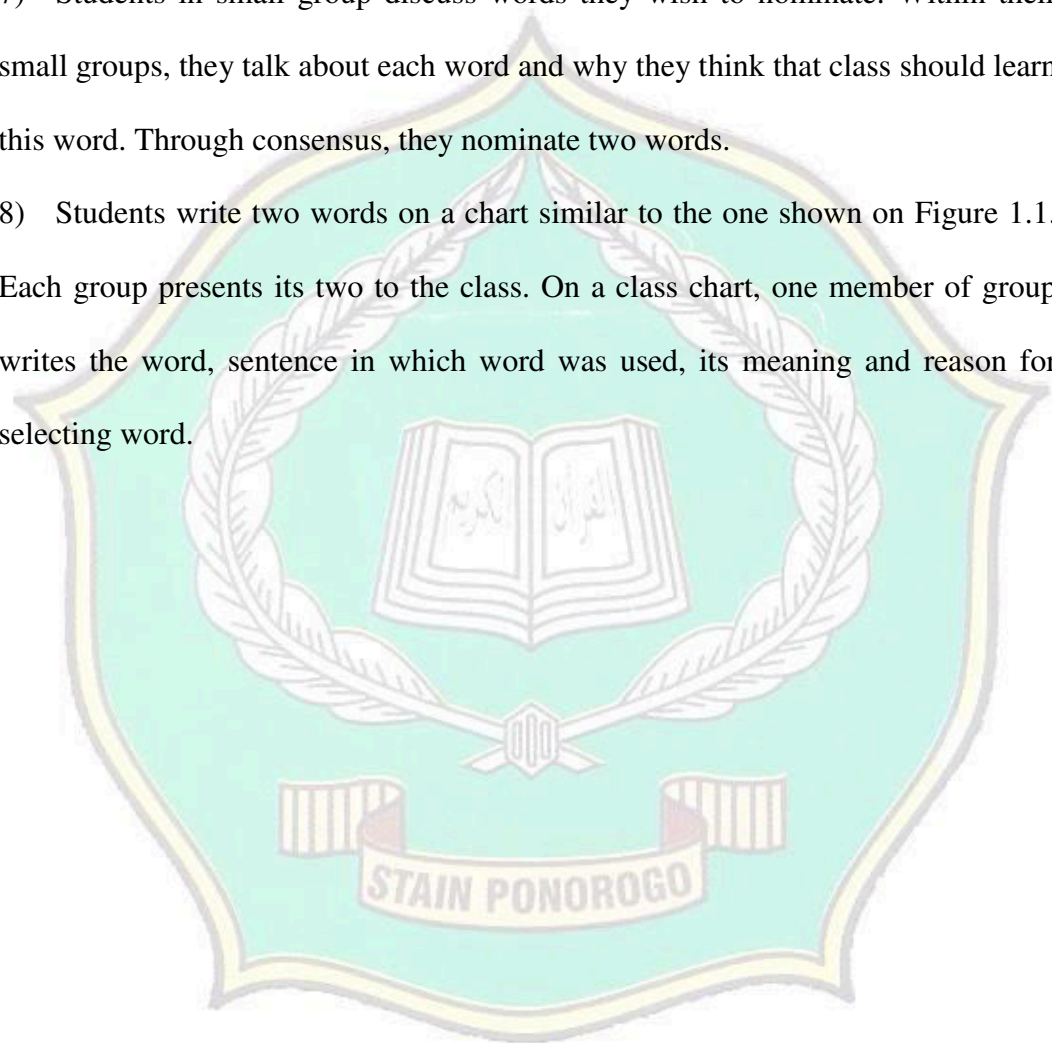
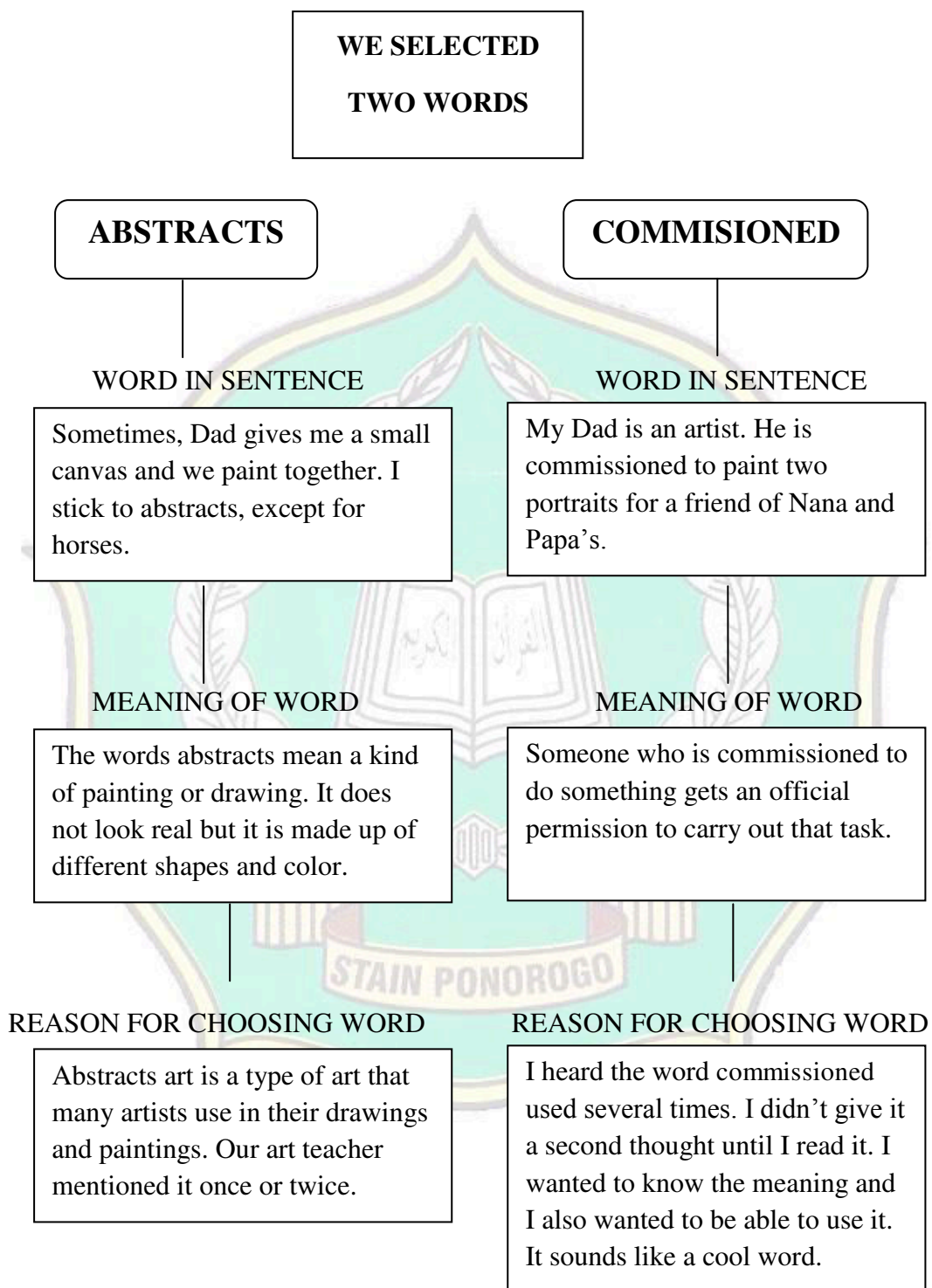


Figure 2.1 Vocabulary Self-Collection Strategy Graph



H. Previous Research Findings

There are some previous studies that have been conducted in relation with the implementation of vocabulary self-collection strategy (VSS) in teaching vocabulary. Those studies attempted to investigate effect on process of teaching vocabulary, to describe its application or problems faced by teacher in implementing that strategy, or to improve students' vocabulary mastery through this strategy. In particular, this subheading provides some review of related study.

Fitria Ayu Meiningsih conducted quantitative, quasi experiment research to improve eight grade students' vocabulary mastery by using vocabulary self-collection and interactive cloze strategy at SMP Negeri 3 Ungaran in academic year 2014/2015. This study revealed that vocabulary self-collection strategy succeeded in helping students to explore their vocabulary through a deeper understanding conceptual knowledge by meaning word through figure it out. The conclusion presented that students' vocabulary mastery can be improved by applying vocabulary self-collection strategy (VSS). Based on this study, it was suggested that vocabulary self-collection strategy can improve students' vocabulary mastery.

Indrian Juwita conducted classroom action research to increase junior high school students' vocabulary mastery through vocabulary self-collection strategy (VSS). Result of this study revealed that vocabulary self-collection strategy is a good strategy, because it can help students to understand meaning of words from context and to integrate them with other sources that make them enable to learn.

Gusti Ningsih conducted a research entitled “Teaching Vocabulary of Descriptive Text by Combining Vocabulary Self-Collection Strategy (VSS) and Words Wall Strategy in The Sixth Grade of Elementary School Students”. Result of this study revealed that by using Vocabulary Self-Collection Strategy (VSS), teacher has given a freedom to the students to choose difficult word, where in this strategy there are three steps, those are choosing vocabulary, chatting vocabulary on the board to find the meaning with together, and collect the vocabularies and meaning of the words in notebook.

Salman Sofi Artoni conducted a research entitled “Teaching Reading by Combining Vocabulary Self-Collection Strategy (VSS) and Cubing Strategy at Junior High School”. This study revealed that Vocabulary Self-Collection Strategy (VSS) and Cubing Strategy are strategies that can make students to be active and interested in the new vocabulary. Students also can measure their comprehension and develop their opinion about material.

In addition, researcher also conducted a research of previous analysis thesis written by Windy Eka Putri entitled “The Effect of Using Vocabulary Self-Collection Strategy (VSS) to Reading Achievement of Elementary School”. Result of this research, teaching reading using vocabulary self-collection strategy (VSS) gave significant effect. This strategy also makes students motivate in reading comprehension and they do not get bored.

Based on previous research findings, it is important to conduct research in describing “Improving vocabulary mastery using vocabulary self-collection strategy (VSS) at eight grade students of MTs Hudatul Muna Ponorogo in

academic year 2015/2016”. The difference between previous study and this research is about variable. In previous study, there are some variables that are different with this research. And variable of this research is focused on vocabulary mastery and vocabulary self-collection strategy (VSS).

I. Theoretical Framework

Vocabulary has an important role in learning English language. Without enough vocabulary, people students cannot communicative effectively or express their ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes students from learning English. When they do not know how to enrich their vocabulary, they will be confused and difficult to understand in learning process.

In this study, researcher uses vocabulary self-collection strategy (VSS). Hopefully, by applying this strategy, students will be able to master vocabulary easily and give motivation to students in improving English vocabulary mastery at eighth grade students of MTs Hudatul Muna Ponorogo will be better than before.

J. Hypothesis

Based on limitation and statement of problems above, hypothesis is submitted as follow:

1. Vocabulary self-collection strategy (VSS) is effective in improving student's vocabulary mastery.
2. Students' vocabulary mastery on learning vocabulary is improved after implementing vocabulary self-collection strategy (VSS).

CHAPTER III

RESEARCH METHOD

A. Classroom Action Research Object

Based on the initial problems faced by students at MTs Hudatul Muna Ponorogo, it was found that they got difficulty to learn an acquire vocabulary. In accordance to this problem, it was important to help them resolve their problems by applying the appropriate a chance. In doing so, this study applied classroom action research to improve student's vocabulary mastery by using vocabulary self-collection strategy (VSS). The objects of this CAR are as follows:

1. Students' vocabulary mastery in English language during teaching and learning vocabulary by implementing vocabulary self-collection strategy (VSS) at eight grade students of MTs Hudatul Muna Ponorogo.
2. Students' activeness during teaching and learning vocabulary by implementing vocabulary self-collection strategy (VSS) at eight grade students of MTs Hudatul Muna Ponorogo.
3. Students' achievement during teaching and learning vocabulary at eight grade students of MTs Hudatul Muna 2 Ponorogo.

B. Setting and Research Subject

This research is held at MTs Hudatul Muna Ponorogo in VIII class. In this chapter, researcher describes research design applied in teaching vocabulary to eight grade students of MTs Hudatul Muna Ponorogo in academic year

2016/2017. Researcher chooses MTs Hudatul Muna Ponorogo as the research setting. Researcher found that students' vocabulary mastery needs improvement.

C. Research variables

In this study, the main research variables are:

1. Students' vocabulary mastery. In particular, this variable focuses on verb, noun and adverb.
2. Vocabulary self-collection strategy (VSS).

D. Classroom Action Research Procedure

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. It is related to the ideas of reflective practice and the teacher as researcher.¹⁶

According to Kemmis and McTaggart, classroom action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.¹⁷

Classroom action research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine need for the following cycle, until problems get solved by the strategy.

¹⁶ Anne Burns, *Doing Action Research in English Language Teaching A Guide for Practitionaries*, (New York : Routledge, 2010), 2.

¹⁷ Ibid, 7.

Kemmis and McTaggart's model is probably the best known. It is a kind of classic and it appears often in the literature on CAR. Despite the criticism, it is a usual model as it summaries very succinctly the essential phase of Classroom Action Research process.¹⁸ Fourth components will be described as follows:

Figure 3.1 Classroom Action Research Cycle

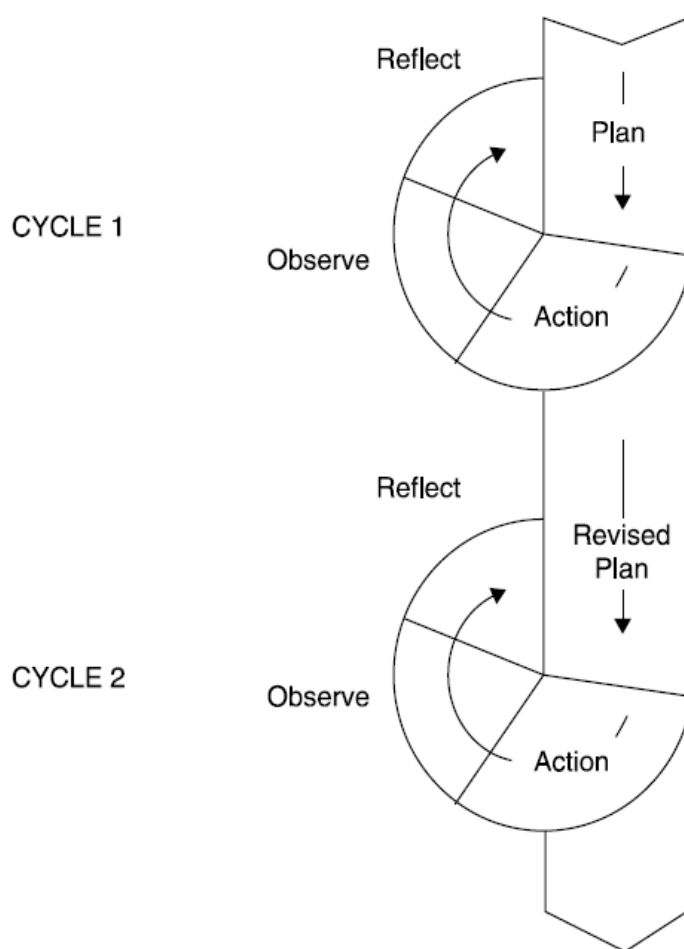


Figure 1.1 Cyclical CAR Model Based on Kemmis and McTaggart

According to figure 1.1 above, the procedure of Classroom Action Research (CAR) covers fourth components, there are as action plan, implementation action, observation and reflection.

¹⁸ Ibid, 9.

1. Action Plan

Planning is the step in which the researcher plans everything to be applied in the classroom.¹⁹ According to Suharsimi planning is the step which researcher explains about what, why, when, where, by whom and how that action will be done.²⁰ In this chapter researcher will explore the first steps in starting up a Classroom Action Research project. Researcher may already have some questions, ideas or puzzles for teaching and learning that researcher has been wondering about for some time.

For the first cycle, the activities will be done in planning phase are identifying the problem, choosing the subject material, making lesson plan and preparing teaching instrument.

2. Implementation Action

Implementation is the application of plan in the classroom.²¹ It is an activity which is done learning process that suitable within planning of learning process. In this chapter researcher will be looking at ways of collecting information, or to use the research term for CAR.

Researcher must do activities which prepared in lesson plan in actual situation, this stage include: pre-activity, main-activity and post activity.

- a. Pre-activity is an activity to know the characteristic of students beside that, it was make students interesting and focus in teaching learning activities.

¹⁹ Ibid, 22.

²⁰ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta : PT Bumi Aksara, 2008), 17.

²¹ Anne Burns, *Doing Action Research in English Language Teaching A Guide for Practitionaries*, (New York : Routledge, 2010), 54.

- b. Main-activity is an activity to give material to students by using appropriate methods and by using relevant lesson success.
- c. Post-activity is an activity to make a resume about activities which was done in main activities. Beside that, teacher should evaluate students' mastery about material.

3. Observation

Observation enabled teachers to develop a more objective understanding of what was happening in their classes. In this study, researcher used direct observation. Direct observation was where observation and note taking were done in place where the observation was happening. Researcher observed eight grade students of MTs Hudatul Muna 2 Ponorogo as subject because it was found many students were lack of vocabulary and their vocabulary achievement was low.

Beside that, the function of observation is an activity for collecting data. In this chapter, researcher turns to way of analyzing data and making sense of various types of information that have been collected.²²

Researcher will observe teaching learning process and note some activities in the class, such as students' activeness, students' cooperativeness and students' achievement. Researcher also observes all of teaching learning process which can improve students' vocabulary mastery by using vocabulary self-collection strategy (VSS).

Researcher takes three kinds of techniques in order to get data easily and valid, they are as follows:

²² Ibid, 103.

a. Observation

The instrument used to collect data that had been an observation sheet. Observation sheet was intended to get information the condition of teaching learning process and to know what problems were faced. Observation was conducted at eight grade students of MTs Hudatul Muna 2 Ponorogo. In this research, observation sheet is used to know the condition of result research's observation toward teaching and students activities in the classroom. Direct observation is done in the classroom.

b. Interview

Interview is process of asking and answering with two persons or more orally in the research to get information or explanation.²³ Interview enabled teachers to learn more about their students' perceptions or attitudes towards their own learning, approaches, methods and materials used by the teachers.

Researcher planned to interview some students of eight grades and the English teacher of MTs Hudatul Muna 2 Ponorogo. Researcher expects to get information about their feeling, attitude and opinion toward English teaching learning process in general and particularly after the research conducted by the researcher done.

c. Vocabulary test

Test is used to measure students' vocabulary mastery. According to Suharsimi Arikunto, Test is a group of questions, exercise or other tools which is

²³ Cholid Narbuko dan Abu Ahmadi, Metodologi Penelitian, (Jakarta: Bumi aksara, 2006), 83.

used for measuring skill, intelligence knowledge, ability or talent that was belong to individual or group.²⁴

Based on the object that will be evaluated, researcher uses achievement test that was used to measure of students' achievement after studying of lesson. Test helped teachers to learn more about their students' needs and progress and about effectiveness of their teaching.

In this study, test will be carried out in the end of each cycle. Test will be analyzed by students' score in target achievement. The result of test is classified into categories of extremely good, good, fair, low and extremely low. The levels of students' score are as follows:

- a. Extremely good : 80 – 100
- b. Good : 70 – 79
- c. Fair : 60 – 69
- d. Low : 50 – 59
- e. Extremely low : 0 – 49

4. Reflection

Reflection is the final phase of classroom action research. In this chapter, researcher should analyze the action that has been done.²⁵ The result of it is important to do three possibilities below:

- a. Stop action
- b. Modify action

²⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta. 2006), 150.

²⁵ Anne Burns, *Doing Action Research in English Language Teaching A Guide for Practitionaries*, (New York : Routledge, 2010), 141.

c. Continue action to the next cycle.

In this study, researcher focuses on analyzing four kinds of part of speech. They are verb, adjective, noun and adverb. There are two major indicators as the criteria of success in this study. They are: (1) Students' activeness in learning vocabulary reaches 75% of them. (2) Minimum score of every student are 70.

After data had been collected, researcher analyzed data by using different techniques stated. The data analyzing are qualitative and quantitative data. Result of analysis is to improve students' vocabulary mastery using vocabulary self-collection strategy is successful or not, so that the decision to stop or continue the next cycle can be taken.

Student's involvement and test are classified as quantitative data and field notes are classified as qualitative data. Data obtained from result of observation of students' responses from teaching activities using vocabulary self-collection strategy.

The data from test is analyzed by using calculating the mean, and the formula is.²⁶

$$X = \sum \frac{fx}{n}$$

Where:

X : Mean

\sum : Sum of the score

n : Total numbered of students

f : Frequently

²⁶ Retno Widyaningrum, Statistik Pendidikan. (Ponorogo: Stain Ponorogo Press, 2007), 20, 49.

x : Total score

It is also analyzed by using percentage method, it is as follows:

$$P = \frac{f}{n} \times 100\%$$

Where:

P : Percentage

f : Frequency of answer

n : The number of respondent

This step would then move on the next step of re-planning, acting, observing, reflecting until success in a whole series step.²⁷ Before beginning the study, researcher will give pre-test to students. This pre-test will make researcher understand the problem faced by them. Researcher also gives a questionnaire in order to know students' feeling in learning English especially vocabulary. After researcher has gotten the result of pre-test and questionnaire, he would begin to do this study based on the cycles.

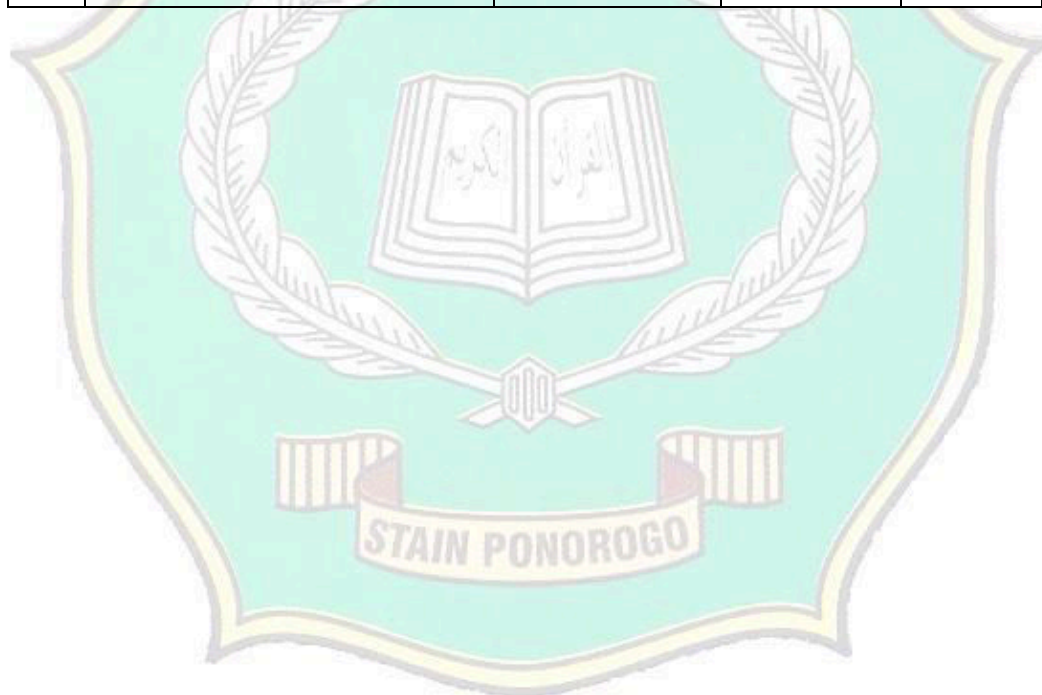
E. Research Schedule

Researcher follows some steps in collecting data, such as giving a pre-test, giving treatment and giving a post-test. In order to make easy for arranging this study, researcher needs a schedule. The following is schedules of data collecting used in this study.

²⁷ Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: PT. Bumi Aksara, 2008), 19.

Table 3.1 the schedule of CAR

NO	PLANS	MONTH	DATE	YEAR
1.	Conducting the research	May	20-30	2016
2.	Analysis of the research <ul style="list-style-type: none"> • Cycle I 	November	1-12	2016
3.	Analysis of the research <ul style="list-style-type: none"> • Cycle II 	November	14-26	2016
4.	Reporting the research	December	4-10	2016



CHAPTER IV

RESEARCH FINDING

This chapter presents the result of preliminary study and action cycle that had been done for about one month in MTs Hudatul Muna Ponorogo in academic year 2016/2017. Those two headings are discussed respectively as follows.

A. Result of Preliminary Study

Before conducting classroom action research, it was done a preliminary study to find out the problems faced by students in learning English, particularly vocabulary. This sub heading highlights the research setting used in this study and problem identification. Besides, this heading loads detail information which consisted of the action of teaching vocabulary by using vocabulary self-collection strategy applied in this CAR.

1. Research Setting

MTs Hudatul Muna Ponorogo was built in 2003. This Islamic Junior High School institution is situated at Yos Sudarso street number 2B, Jenes, Brotonegaran, Ponorogo City. This village is situated at a kilometer in the south of the city. This school is under the shelter of “Yayasan Pondok Pesantren Hudatul Muna 2”. This is one of the schools that applies competence based curriculum. This school’s vision is the realization of human Qur’ani, good attitude and achievement.

To realize the vision, this school has several missions such as the following:

- a. Organize learning Al-Qur'an as it has been taught the Prophet SAW.
- b. Civilize tadarus and musyafahah Al-Qur'an till the last.
- c. Cultivate and practice the values akhlakul karimah in everyday life.
- d. Organize pesantren based education.
- e. Improving the quality of teachers and education personnel.
- f. Organizing active learning, creative and innovative.
- g. To cultivate the spirit of academic and non academic achievement.

This school was chosen as the research setting under particular reasons. Firstly, MTs Hudatul Muna was not too far from the center of Ponorogo government in order to make researcher easier to reach this place. Besides, researcher could be thrift time, economical and energy. More importantly, this school was used in this study because, the students as research subject had problems in learning vocabulary, and the teacher wanted to conduct collaborative action vocabulary to improve their mastering in vocabulary.

Nowadays, MTs Hudatul Muna has 7 office staff and 24 teachers. This school also has 137 students which consist of 62 male and 75 female students. Most of them came from outside area of Ponorogo, and about half of them were dispersed from various provinces in this country. The development of this school was growing very fast in every aspect of the structure and the infrastructure.

This research was done in MTs Hudatul Muna Ponorogo. It was for the eighth grade students in academic year 2016/2017. According to this school, especially eighth grade students enhanced the most problems in learning English, especially vocabulary. For this vocabulary, researcher used vocabulary self-

collection strategy in teaching vocabulary. Moreover, researcher gave more attention for the way of teaching in this level and the students were very active in studying vocabulary lesson by using this strategy in order to improve their vocabulary mastery.

2. Problem Identification

Depend on the observation which was done on October 2016, the problems in learning English were faced by students were understanding the sentence or text which was given to them. It caused lack of vocabulary that they had. It was not only their lacking of vocabulary, but also the facility and support from their school. With all of that limitedness, teaching learning English vocabulary would not be maximal.

Eighth grade students of MTs Hudatul Muna Ponorogo became the subject of this research. Because the score of students eighth grade in English especially vocabulary mastery was low. It could be seen from the mean score of them that was founded before applying this strategy, and the mean score of their activeness was 52.08 % of 26 students, and the mean score of students' vocabulary mastery was 57.37 %. It caused from teachers' strategy in teaching English was teacher center which was made students were mixed up with teaching learning English.

Regarding to the data above, eighth grade students of MTs Hudatul Muna Ponorogo had many problems in learning English especially in mastering vocabulary. They needed a new strategy for solving those problems. Concerning to the problems above, researcher was interested in solving those problems by using vocabulary self-collection strategy (VSS).

B. Result of Action Cycles

This sub heading, discussed the result of cycles in this study. Every cycle has three meetings, first and second meeting are acting the planning, and the third meeting is for test of vocabulary. Each cycle describes four components of classroom action research. They are planning, acting, observing and reflecting. All of these results were presented respectively as follows:

1. Cycle I

a. Implementation of Action Cycle I

In the first cycle, researcher planed about everything for this research. Researcher did two meetings done in 2 x 40 minutes. In order to make teaching and learning process easier, it is needed to make lesson plan. In making lesson plan, researcher shared with English teacher or collaborator. Both researcher and collaborator discussed about material in lesson plan and how to implementation of these material by using VSS.

Collaborator agreed and supported of the material and strategy that researcher brought. She also gave some suggestions in making a lesson plan. For instance, researcher should manage the time during teaching learning process. Because of time allotment in teaching learning English was limited. Every week, English lesson just has two meetings. Meanwhile, this strategy needs a lot of time in practicing it.

This material was taken from internet. It was used for this research because it was suitable for eighth grade students and the vocabularies were not difficult enough depend on them in understanding it. By using vocabulary self-

collection strategy, this material would be interesting for students. Because they would choose the important vocabulary that should be discussed from the text which was given.

After making a lesson plan, researcher started to use vocabulary self-collection strategy in teaching learning process. Students' response was enthusiasm in learning this material. They were active in looking for new important vocabularies. Their duties were not only to look for vocabularies, but also explain the reason why they should choose those vocabularies for studying in the class in order to enrich their vocabulary mastery.

Besides, researcher prepared research instrument for completing this research. The instrument was needed by researcher were: (1) Observation sheet which would be used in observing the activities of students in the class. (2) Assessment sheet which would be used in scoring the students' achievement.

In pre activity, researcher started lesson by greeting the students and checking attendance list. Then, researcher did warming up activity by asking material to students. Researcher also introduce the topic namely apperception. It takes 10 minutes. In this activity, students' response was conscious in learning English because they got a new teacher and new strategy in learning English. However, they would get new material in English vocabulary.

In the main activity, researcher did activities such as: Researcher explained material narrative text in the first meeting of cycle I entitled "Two Sister and the Cat" and also narrative text in the second meeting of cycle I entitled "Rabbit and

Bear” with vocabulary self-collection strategy. Students were listening and pay attention to the explanation.

Researcher asked students to make a group. Each group was divided into 4 students. Directly, every students count one until four. And students who got number one would be in the first group, students who got number two would be the second group and so on.

After dividing a group, researcher gave hand out material of narrative text entitled “Two Sister and the Cat” and “Rabbit and Bear”. Researcher asked students to analyze the difficult words in the text then figure out of the meaning of the text. Then, students started to look for the difficult vocabulary and tried to analyze it. In analyzing vocabulary, students had to know the meaning and explain the meaning in English language, for instance, Bed: large rectangular piece of furniture, often with four legs, which is used for sleeping on.

Each group presented the difficult words in front of the class. After getting and analyzing the difficult vocabulary, they presented their work in front of their friends. Researcher compared students’ work with dictionary. While students presented their work, researcher also paid attention to their answer to compare with dictionary and correct it when their answer was getting wrong.

Researcher asked to every student to make a sentence from the difficult vocabulary that presented by every group. Then, students took note the words and make a sentence using those words. After students had finished their presentation, an evaluation was done about those materials in the post activity. In order to

enrich their knowledge, researcher gave clarification and conclusion from students' activities.

Moreover, observation was done while teaching vocabulary using vocabulary self-collection strategy. Research variable had to be observed was students' vocabulary. Students' activeness was scored through students' attention, enthusiasm and answer of question. Then students' vocabulary mastery was observed by examination.

b. Evaluation and Reflection of Action Cycle I

In this evaluation and reflection, all of teaching learning process which has been done was observed to overcome the weakness in cycle I in order to be better in the next cycle. The second cycle would bring new material with the same strategy. Hopefully, students could enjoy this strategy and understand the difficult vocabulary easily.

Process of teaching learning English vocabulary was done effectively. But students' activeness and students' vocabulary mastery in this cycle was not satisfying yet. It could be seen from the data. Students' activeness include of three activities, there were attention, answer question and enthusiasm. Students' vocabulary mastery could be seen from the score that they got in the vocabulary test of cycle I.

Table 4.1
Data Analysis of Students' Activeness of Cycle I

No	Activity	F (Total of Students)	Percentage
1.	Attention	12	75 %
2.	Answer question	10	62.5 %
3.	Enthusiasm	11	68.75 %
	Total	33	68.75 %

Interpretation:

In particular, table 4.1 highlights the summary of students' activeness in cycle I and generally the result can be seen in appendix 8. By using formula $P = \frac{f}{n} \times 100\%$, it was known that 75 % of 16 students paid attention, 62.5 % of 16 students took participant in answering question, and 68.75 % of 16 students were enthusiasm. Therefore, it could be said that only 68.75 % of 16 students were active in this cycle.

After main activity was over, researcher gave evaluation to students. In this evaluation, students could be said that they passed evaluation if they got minimum score 70. Because the limitation of the achieved score had been decided by school were 70 for English subject. The following table showed the test result of students' vocabulary mastery:

Table 4.2**The Result of Students' Vocabulary Mastery of Cycle I**

No	Criteria	Range	Total Students	Percentage	Success/ Unsuccessful
1.	Excellent	80 – 100	2	12.5 %	Success:10 = 62.5 %
2.	Good	70 – 79	8	50 %	
3.	Fair	60 – 69	2	12.5 %	Unsuccessful : 6 = 37.5 %
4.	Low	50 – 59	3	18.75 %	
5.	Fail	0 – 49	1	6.25 %	

To know the average score, the data analyzed using formula $P = \frac{f}{n} \times 100\%$ and students' average score of vocabulary mastery in the first cycle was 67 %. In the first cycle, it was known that at least 6 students did not pass the examination. Only 62.5 % of 16 students had success in this cycle. Could be seen in formula:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{10}{16} \times 100\%$$

$$= 62.5 \%$$

Students unsuccessful in this cycle:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{6}{16} \times 100\%$$

$$P = 37.5 \%$$

Interpretation:

Based on standard of minimal English subject score at MTs Hudatul Muna Ponorogo, that standard score was 70. The result of cycle I had not reached that

standard of minimal English subject score. The implementation of Vocabulary Self-Collection Strategy to improve students' vocabulary mastery at eight grade students of MTs Hudatul Muna Ponorogo in cycle I should be revised in cycle II.

Based on the observation above, it can be concluded that the implementation of Vocabulary Self-Collection Strategy in improving vocabulary mastery in cycle I was not satisfying yet. It can be seen from the data that students' activeness was only 68.75 % of 16 students were active in the first cycle. Meanwhile, standard of students' activeness of this research should be minimally 75 % of students had to be active in the class. And the average score of students' vocabulary mastery was 62.5 % of 16 students were passed the examination. However, standard score of students' vocabulary mastery of this research should be minimally 70 % of students had to pass the examination. Regarding to data above, the cycle I did not successfully and should be revised to the next cycle. It caused of a few reasons that faced by students. Such as: they still felt strength with this strategy, they were difficult in describing a new word which found in the text. In order to make this research will be successfully, researcher gave some solutions to solve those problems. Such as: giving interesting material in the next cycle, familiarize them in using vocabulary self-collection for mastering vocabulary.

2. Cycle II

The cycle II was conducted to observe the enchantment of teaching learning using Vocabulary Self-Collection Strategy in teaching vocabulary for eight grade students of MTs Hudatul Muna Ponorogo. The steps of classroom action research cycle II were:

a. Implementation of Action Cycle II

In this sub heading, the first activity that researcher done was making a lesson plan. And the planning of action cycle II was done on the result of evaluation and reflection on the first cycle. In making lesson plan, researcher shared with English teacher or collaborator and discussed about material in lesson plan and how to implementation of these material by using VSS.

Collaborator agreed and supported of the material and strategy that researcher brought. She also gave some suggestions in making a lesson plan. For instance, researcher should use new property (projector, laptop) for applying VSS. In order to make students interested in learning process.

This material was taken from internet. It was used for this research because it was suitable for eighth grade students and the vocabularies were not difficult enough depend on them in understanding it. By using vocabulary self-collection strategy, this material would be interesting for students. Because they will choose the important vocabulary that should be discussed from the texts which were given.

After making a lesson plan, researcher started to use vocabulary self-collection strategy in teaching learning process. Students were enthusiasm in

learning this material. They were very active in looking for new important vocabularies. Their duties were not only look for vocabularies, but also explain the reason why they should choose those vocabularies for studying in the class in order to enrich their vocabulary mastery.

Besides, researcher prepared research instrument for completing this research. The instrument was needed by researcher were: (1) Observation sheet which would be used in observing the activities of students in the class. (2) Assessment sheet which would be used in scoring the students' achievement.

In the pre activity, researcher started lesson by greeting to students and checking the students' attendance list. Then, researcher did warming up activity by asking material to students. Researcher also introduce the topic namely apperception. It takes 10 minutes. In this activity, students' response was conscious in learning English because they got a new teacher and new strategy in learning English. However, they would get new material in English vocabulary.

In the main activity, researcher did activities such as: Researcher explained material descriptive text in the first meeting of cycle II entitled "My Lovely School" and also recount text in the second meeting of cycle II entitled "A Study Tour to Bali" with Vocabulary Self-Collection Strategy. Students were listening and pay attention to the explanation.

Researcher asked students to make a group, each group divided into 4 students. Directly, every students count one until four. And students who got number one would be in the first group, students who got number two would be the second group and so on.

After dividing a group, researcher gave hand out material of descriptive text entitled “My Lovely School” and also recount text entitled “A Study Tour to Bali”. Researcher asked students to analyze the difficult words in the text then figure out of the meaning of the text. Then, students started to look for the difficult vocabulary and tried to analyze it. In analyzing vocabulary, students had to know the meaning and explain the meaning in English language, for instance, Whiteboard: a board with a smooth white surface, often fixed to a wall, on which you can write and draw using special pens.

Each group presented the difficult words in front of the class. After getting and analyzing the difficult vocabulary, they presented their work in front of their friends. Researcher compared students’ work with dictionary. While students presented their work, researcher also paid attention to their answer to compare with dictionary and correct it when their answer was getting wrong.

Researcher asked to every student to make a sentence from the difficult vocabulary that presented by every group. Then, students took note the words and make a sentence using those words. After students had finished their presentation, an evaluation was done about those materials in the post activity. In order to enrich their knowledge, researcher gave clarification and conclusion from students’ activities.

Moreover, observation was done while teaching vocabulary using vocabulary self-collection strategy. Research variable had to be observed was students’ vocabulary. Students’ activeness was scored trough students’ attention,

enthusiasm and answer of question. Then students' vocabulary mastery was observed by examination.

b. Evaluation and Reflection of Action Cycle II

All of teaching learning process in cycle II which had been done was observed and could be concluded that improving vocabulary mastery using vocabulary self-collection for eight grade students of MTs Hudatul Muna Ponorogo brought a success, because there is significance improved score vocabulary test from cycle I to cycle II.

Process of teaching learning English vocabulary was done effectively. And also students' activeness and students' vocabulary mastery in this cycle was getting improved. It could be seen from the data. There were two aspects that were evaluated, students' activeness and students' vocabulary mastery. Students' activeness include of three activities, there were attention, answer question and enthusiasm. Students' vocabulary mastery could be seen from the score that they got in the vocabulary test of cycle II.

Table 4.3

Data Analysis of Students' Activeness of Cycle II

No	Activity	F (Total of Students)	Percentage
1.	Attention	14	87.5 %
2.	Answer question	13	81.25 %
3.	Enthusiasm	14	87.5 %
	Total	41	85.45 %

Interpretation:

There was significance improvement in students' activeness. By using formula $P = \frac{f}{n} \times 100\%$, it was known that 87.5 % of 16 students paid attention, 81.25 % of 16 students took participant in answering question, and 87.5% of 16 students were enthusiast. Therefore, it could be said that 85.45 % of 16 students were active in this cycle.

After main activity was over, researcher gave evaluation to students. In this evaluation, students could be said that they passed evaluation if they got minimum score 70. Because the limitation of the achieved score had been decided by school were 70 for English subject. The following table showed the test result of students' vocabulary mastery:

Table 4.4
The Result of Students' Vocabulary of Cycle II

No	Criteria	Range	Total Students	Percentage	Success/ Unsuccessful
1.	Excellent	80 – 100	7	43.75 %	Success: 15 = 93.75 %
2.	Good	70 – 79	8	50 %	
3.	Fair	60 – 69	1	6.25 %	Unsuccessful: 1 = 6.25 %
4.	Low	50 – 59	-	-	
5.	Fail	0 – 49	-	-	

To know the average score, the data analyzed using formula $P = \frac{f}{n} \times 100\%$ and students' average score of vocabulary mastery in the second cycle was 78.25. In the second cycle, it was known that there were 15 students had passed

evaluation. And 93.75 % of 16 students had success in this cycle. Only one student got unsuccessful in this cycle. It could be seen in formula:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{15}{16} \times 100\%$$

$$= 93.75 \%$$

Student unsuccessful in this cycle:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{1}{16} \times 100\%$$

$$P = 6.25 \%$$

Interpretation:

The table showed students' vocabulary toward English by using Vocabulary Self-Collection Strategy in cycle II. According to the result of evaluation of students' vocabulary mastery of two cycles, it was indicated an improvement was reached.

Based on the observation above, could be concluded that the implementation of Vocabulary Self-Collection Strategy in improving vocabulary mastery in cycle II was successfully. It can be seen from the data that students' activeness was 68.75 % of 16 students were active in the first cycle. Meanwhile, standard of students' activeness of this research should be minimally 75 % of students had to be active in the class. And the average score of students' vocabulary mastery was 62.5 % of 16 students were passed the examination. Whereas, standard score of students' vocabulary mastery of this research should be minimally 70 % of students had to pass the examination. Regarding to data

above, the cycle I did not successfully and should be revised to the next cycle. In order to make this research will be successfully. The following table showed the result of cycle I and II.

Table 4.5
The Profile of Research Result

Activeness	Cycle	I	33	68.75 %
	Cycle	II	41	85.45 %
Vocabulary	Cycle	I	10	62.5 %
Mastery	Cycle	II	15	93.75 %

Percentage of students' activeness in the first cycle achieved score 68.75 %, while in the second cycle, it showed score 85.45 %. Students' vocabulary mastery in the second cycle showed better result than cycle before. In the first cycle only 62.5 % of 16 students passed the evaluation. Then, in the second cycle 93.75 % of 16 students passed the examination.

C. Discussion

In this study, classroom action research was done in two cycles. It was because researcher wanted to achieve the target score. Based on the research, researcher found some weakness and strength in applying vocabulary self-collection strategy as a way to improve students' vocabulary mastery. Some of the strength of this strategy was learning process became interesting and enjoyable because the students decided the vocabularies that should they learn by

themselves. Besides, through vocabulary self-collection strategy, they just needed to find the difficult vocabulary in the text given. Then, they would discuss it in front of the class. While some of disadvantages, of course the class became noisy because all of students discussed material at the same time with their own group. Moreover, there were some students that did not have a dictionary. It would make the class noisier. But it was a good noise, meant that they were active.

In the first cycle, researcher was not satisfied enough with the result. Because of students were not active in learning English vocabulary. It caused of the new strategy that the researcher brought. Moreover, their vocabulary mastery was not improved well. They also got confused in understanding the difficult vocabulary. It could be seen from data that students' activeness during teaching learning process was 68.75. And students' vocabulary mastery was just 62.5 %. From this data, researcher decided to continue to the next cycle with a hope that researcher got better score in the next cycle.

In the second cycle, researcher used the new material with the same strategy. Hopefully, students could understand that material by discussing the new vocabularies. And the result of this cycle was increased although there were some who did not pass the target score. Referring to the data, students' were very active. At least, score of students' activeness in this cycle was more than enough of standard activeness in this research. The score of students' activeness of this second cycle was 85.45 %. Moreover, their vocabulary mastery also got improved. It caused that this strategy was not strange anymore for them. And they

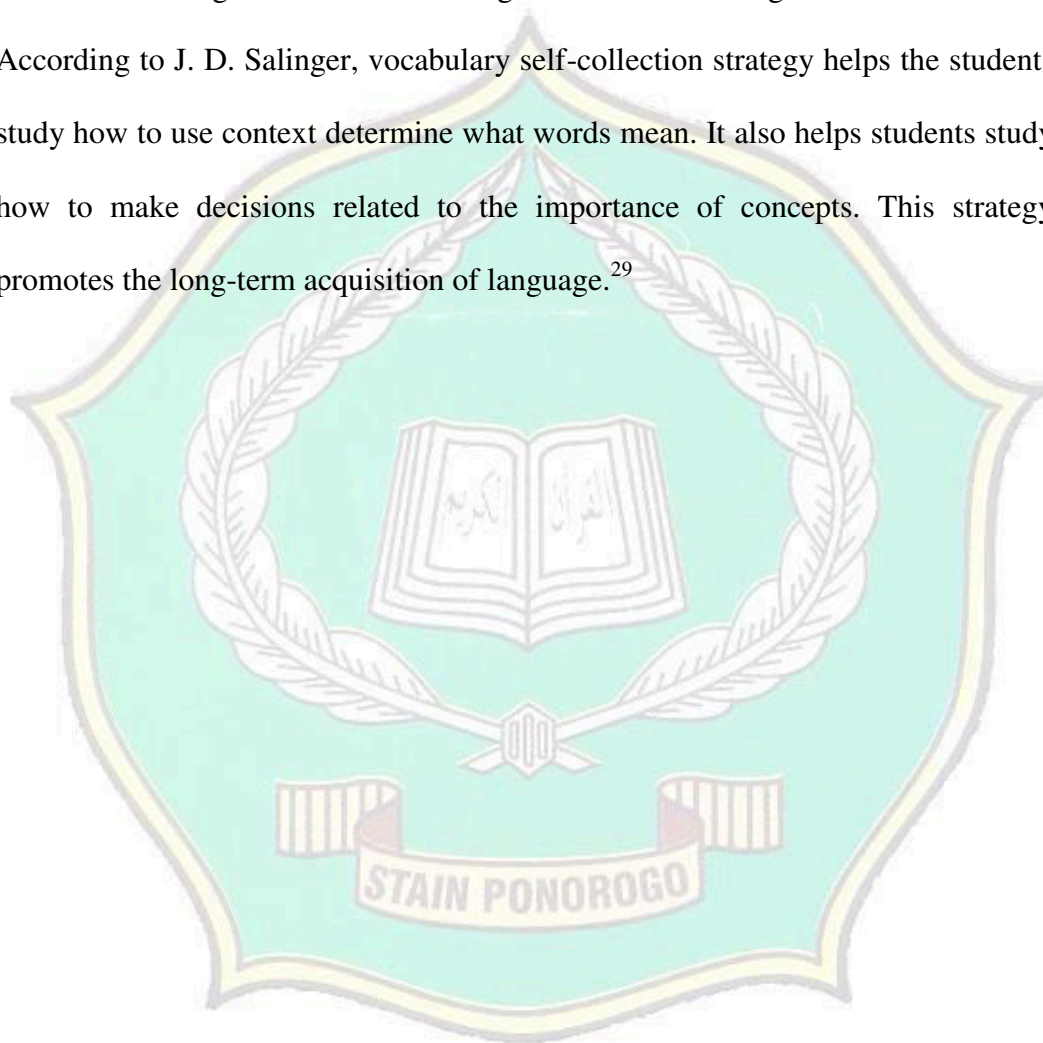
could use this strategy well for improving their vocabulary mastery. The score of students' vocabulary mastery in this second cycle was 93.75 %.

After the second cycle had finished, researcher interviewed the collaborator of this research; Sri Murningsih. Collaborator said that by using vocabulary self-collection strategy students were interested to learn English and it helped them to improve their vocabulary mastery. If the activities are done regularly, it will help to improve the vocabulary mastery of students even more.

It was not only collaborator that researcher interviewed, but also the students of the class; Salsabila Farhana. She said that by using this strategy she was very spirit in learning English vocabulary and it helped her in improving her vocabulary mastery. Another students; Devi Nurjannah said that by using this strategy students do not need to memorize every single word that their teacher give to improve their vocabulary mastery. They just need to overwrite the difficult word that they find in the text then discuss it together in the class. And vocabulary mastery will be improved consciously.

After doing the classroom action research, researcher considered that by using vocabulary self-collection strategy was able to improve the eighth grade of MTs Hudatul Muna Ponorogo. It also helped students to improve their vocabulary mastery by themselves. Besides, it was also able to motivate students in learning English vocabulary. It was supported from some experts such as: Haggard and J. D. Salinger.

According to Haggard, a significant contribution that English language students may make to the class is sharing their language with other friends.²⁸ When a word was nominated as an interesting and new word to learn and use, the word translated in a whole-group activity. They would benefit from learning words or making connections for a greater understanding of the new words. According to J. D. Salinger, vocabulary self-collection strategy helps the students study how to use context determine what words mean. It also helps students study how to make decisions related to the importance of concepts. This strategy promotes the long-term acquisition of language.²⁹



²⁸ Haggard, M. R. (1986), The Vocabulary Self-Collection Strategy: Using student interest and word knowledge to enhance vocabulary growth. *Journal of Reading*, 29(7), 634-642.

²⁹ J. D. Salinger. (2006) Vocabulary Self-Collection Strategy (VSS) the Catcher in the Rye. *Journal of Reading*.

CHAPTER V

CONCLUSION

F. Conclusion

In this chapter, a conclusion has been taken from the action research. It was done to solve the problems faced by students. A CAR has been done in two cycles. As written in the statements of the study, researcher has concluded some main points related to this classroom action research.

1. Vocabulary self-collection strategy is effective to improve vocabulary mastery. It can be proved from both of students' involvement and students' achievement. It can be seen from the procedure of teaching vocabulary by using VSS. And the procedure of this strategy is as follows.

Teacher introduces the purpose of VSS to students. They will be expected to find new and interesting words from their readings that they will learn through a group nomination process. Then, Teacher's model how to select and nominate important words from the readings. Teacher shows why the word they selected is important by providing a strong rationale. For example, they may show students that without knowing the word, they may not understand the sentence or surrounding sentences. They may also nominate selected word because it is interesting and would be useful in their own writing. After that, Teacher demonstrates how to use context and other resources to learn the meaning of word. For example, they may use context or they may offer to the glossary, dictionary, diagrams, or illustrations to unlock

the meaning of word. Then, Teacher writes the word. Teacher writes word, sentence or phrase in which word was used, meaning and reason for selecting word.

In addition, Teacher engages students in process of vocabulary self-collection. Students work in a small groups of three to five, and they read a short passage from book with teacher. They are guided by teacher to identify a word they wish to select. Teacher demonstrates how to use context and other resources to figure out meaning of the word. Together, students and teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, sentence from text in which word was found, meaning and reason for selecting word. Then, after students are familiar with the strategy, teacher provides guided practice to support the use of VSS during reading. Teacher organizes students in small groups for reading. They introduce book and provide a brief overview of the strategy. To help students recall the steps in process for nominating one or two words to learn, they are given the following questions which appear as a reminder on a classroom wall chart:

- What is the word that I believe is important to learn?
- Why would I select it as an interesting or important word to learn?
- How was the word used? Write the sentence in which word was used.
- What is meaning of word? Can I get the meaning of word from context, dictionary, glossary or some diagrams in a book?

Moreover, students in a small group discuss words they wish to nominate. Within their small groups, they talk about each word and why they think that class should learn this word. Through consensus, they nominate two words. After that, students write two words on a chart similar to the one shown on Figure 1.1. Each group presents its two to the class. On a class chart, one member of group writes the word, sentence in which word was used, its meaning and reason for selecting word.

The implementation of vocabulary self-collection strategy (VSS) in teaching vocabulary at eighth grade students was successful. It can be seen from the progress of mean score in cycle I to cycle II. The result of action cycle I was students' activeness 68.75 % and students' vocabulary mastery 62.5 %, and the result of action cycle II, students' activeness 85.45 % and students' vocabulary mastery 93.75 %.

2. The result of this study with the students' vocabulary test score could be concluded that the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching vocabulary for the eighth grade students of MTs Hudatul Muna Ponorogo can improve students' vocabulary mastery.

It can be proved from the progress of the students' mean score of every cycle. And the minimum score of English lesson in this school is 70 for vocabulary mastery, and the minimum score of students' activeness is 75 % of all of students. The result of action cycle I, the mean score of students' activeness is 68.75 % of 16 students and the mean score of students' vocabulary mastery 62.5 %. Concerning to the percentage above, it can be stated that students

have poor activeness and do not reach minimal score. Based on the fact, researcher decides to continue to the next cycle. The result of action cycle II, the mean score of students' activeness is 85.45 % of 16 students and the mean score of students' vocabulary mastery is 93.75 %. Regarding to this percentage, it can be stated that the second cycle was done successfully.

G. Suggestions

Based on the research result of using Vocabulary Self-Collection Strategy in improving vocabulary mastery, researcher purposes the following suggestions:

1. For the students

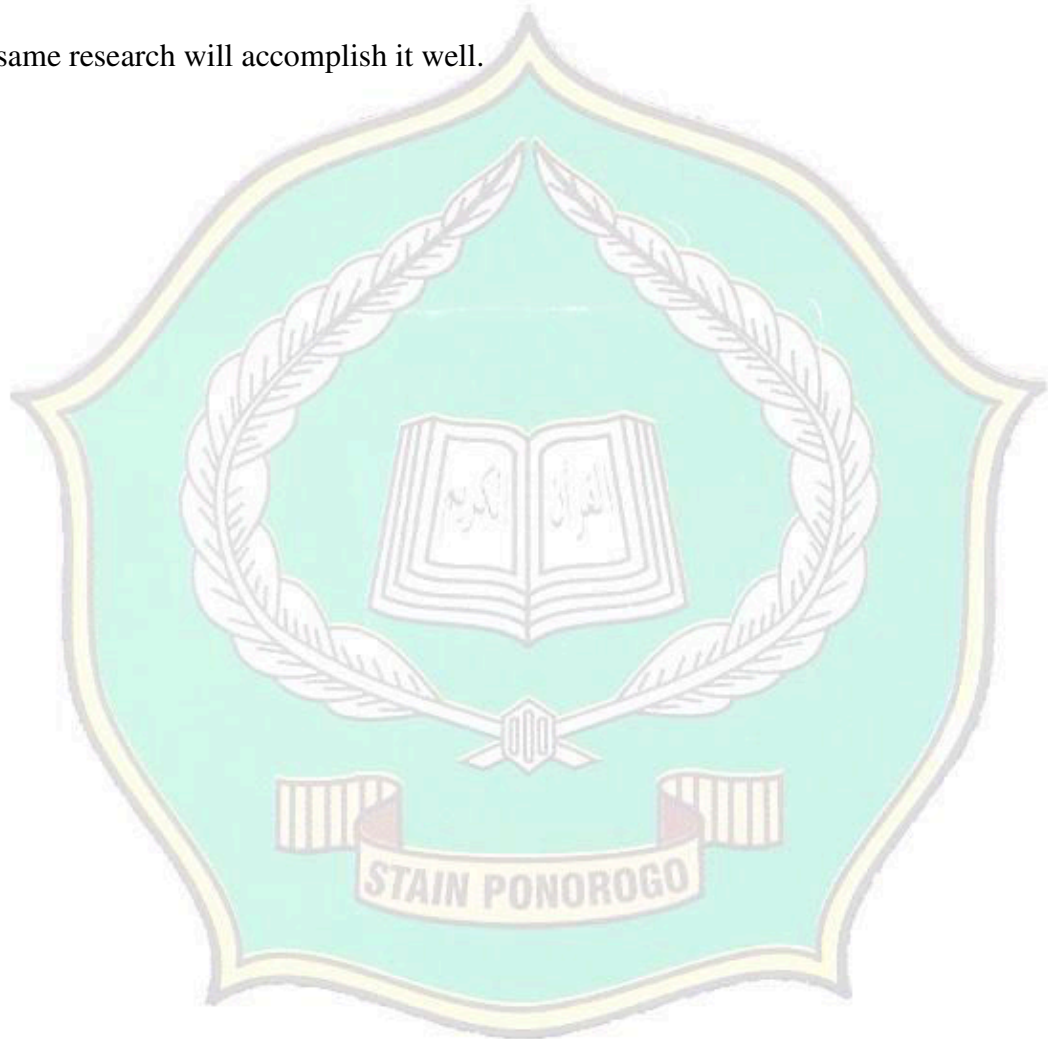
Researcher suggests for the students to study and improve their vocabulary mastery continuously. The students should love vocabulary and took a note when they get some new vocabularies. By their own learning, they will have many vocabularies and will be easily in understanding English lesson.

2. For the English teacher

In teaching learning English, the English teacher should develop the strategy to motivate students in improving their English vocabulary mastery. Moreover, The English teacher should give a chance to students in looking for new vocabularies. In this case, the time should not be taken by the teacher in giving new vocabularies but should be used by students in looking for their own new vocabularies.

3. For the other/next researcher

This thesis can be a reference for those who would like to continue this research or conduct research with the same case. In addition, due to limitation of time, this research has not been accomplished perfectly so that there are still some weaknesses of it. So, it is expected to the other / next researchers who conduct the same research will accomplish it well.



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