

CHAPTER I

INTRODUCTION

This chapter gives an introduction to this research. It describes the background of the research, the research problem, the research purpose, the research significance, the research scope, the conceptual framework, and previous research.

A. Background of The Research

Vocabulary is one of the most significant aspects of a language learner. Schmitt (2000) argued that a large and varied vocabulary is essential for effective communication and second language learning. In line with this, McCharty (1990) said, "Communication in an L2 merely cannot happen in any meaningful way" if there aren't enough words to represent a wide range of meanings. Vocabulary aids pupils' ability to express themselves in conversation. John (2000) said that vocabulary was important because words constitute the foundation of language and the units of meaning from which sentences, paragraphs, and entire texts are constructed. It means that we need to know the words to communicate in order to learn vocabulary efficiently if we want to construct good sentences. Without vocabulary, language production and understanding are both impossible. Therefore, it is important to develop students' proficiency in all components of language.

Considering the important of vocabulary, foreign language learners must master it. Chusnul Waro (2019), stated Mastery of vocabulary entails the ability to comprehend the meaning of words and use them in context. In an academic, mastery of a word entails mastery of the components of word knowledge. According to Thornbury, comprehending words entails understanding both their form and meaning. Thus, mastering it is a form of a progressive process. To achieve good vocabulary mastery, one must adhere to the procedure. In addition, the complexity of languages may impede mastery.

Based on observation conducted by the researcher at MTs Darul Fikri Cipongkor, it was found that students had difficulty mastering vocabulary.

According to the teacher, the researcher learned that the pupil's difficulty in learning English stems from their inability to recall the material they have been given and their complaints about forgetting it quickly. Similar to the teacher, the researcher gets information from the students at seventh grade MTs Darul Fikri about their problems in learning English that they lack vocabulary, feel difficulty memorizing, spelling, know the meaning of English Vocabulary. Besides that, they feel a lack of vocabulary that they have due to a lack of motivation in learning English because learning is still teacher-centered, such as the lecture method.

Many researchers have conducted some research to solve this problem. One of them as mentioned by Wilkin (1986), teachers must identify techniques that are relevant to their student's interests, which will drive them to pay more attention during the teaching-learning process. It may also be claimed that creating an enjoyable learning environment is highly encouraged, as the achievement of students during the learning process is heavily influenced by the teachers' teaching strategies. There are numerous ways to fun vocabulary acquisition. One of them is the strategy of Vocabulary Self-Collection (VSS).

According to Manal (2017), VSS is an excellent technique for vocabulary development. This technique can motivate students to work in small groups to select terms whose synonyms and definitions they want to learn. Moreover, according to Syadinna Ali (2017), VSS is one of the most engaging and effective strategies for acquiring vocabulary. According to the findings of his study, pupils perceive that VSS aid them in acquiring difficult vocabulary and in recalling words they have learned.

Based on the explanation above, Vocabulary Self-Collection Strategies affect students' vocabulary. Therefore, the writer is interested to conduct research considering Vocabulary Self Collection Strategies using a pre-experimental research, entitled " The Effect of Vocabulary Strategy (VSS) on Students' Vocabulary Mastery at Seventh Grade of MTs Darul Fikri Cipongkor"

B. Research Question

The following questions are developed from the research background described above:

1. What is the students' vocabulary mastery before being taught with Vocabulary Self Collection Strategy at seventh grade of MTs Darul Fikri Cipongkor?
2. What is the students' vocabulary mastery after being taught with Vocabulary Self Collection Strategy at seventh grade of MTs Darul Fikri Cipongkor?
3. How significant is the difference between the student's vocabulary mastery before and after being taught with Vocabulary Self Collection Strategy at seventh grade of MTs Darul Fikri Cipongkor?

C. Research Purpose

The purpose is developed from the research question above:

1. To find out the students' vocabulary mastery before being taught with Vocabulary Self Collection Strategy at seventh grade of MTs Darul Fikri Cipongkor
2. To find out the students' vocabulary mastery after being taught with Vocabulary Self Collection Strategy at seventh grade of MTs Darul Fikri Cipongkor
3. To find out the significant difference between the student's vocabulary mastery before and after being taught with Vocabulary Self Collection Strategy at seventh grade of MTs Darul Fikri Cipongkor

D. Research Significance

The findings of this research are likely to benefit the teachers, the students, and the researchers elaborated in the following section.

1. For Teacher

This research provides inspiration and new information in carrying out English language learning, especially in teaching vocabulary, as an alternative so that

educators in carrying out learning are more creative and innovative through VSS to make it easier for students to learn and understand vocabulary.

2. For Students

Provide new experience in understanding the material, and also provide a new varied learning atmosphere. In addition, it can improve vocabulary utilizing VSS.

3. For Researcher

This research brings benefits to researchers, especially in knowing the effect of VSS on students' vocabulary, and can be used as experience in adding information that can be used as a provision for researchers in the future as prospective educators. And with the hope that it can be used for further research.

E. Research Scope

A piece of educational content such as the Vocabulary Self-Collection Method can be utilized to help pupils expand their command of the English language. A conceptual tool called the Vocabulary Self-Collection Strategy is provided to encourage pupils to increase their vocabulary through independent reading. Several studies have been published on Vocabulary Self-Collection Methods, with a focus on student's ability to think critically and take initiative. Thus, this study intends to investigate how different vocabulary self-collection strategies affect students' vocabulary mastery at seventh-grade Harapan Cibitung Junior High School.

F. Conceptual Framework

Due to a problem that has been discovered as a consequence of field observations, this research will be carried out. The problem is that the method of teaching English is still teacher-centered, which makes students less interested in learning the language, particularly vocabulary, and makes it challenging for them to grasp vocabulary.

According to Nurmayani (2018), teachers who continue to utilize traditional learning approaches in which the teacher remains at the center of the learning process are responsible for pupils' low vocabulary mastery. Pupils are therefore

inactive during the learning process since they just listen to the teacher. Also, it diminishes students' desire to increase their knowledge and creativity. Thus, the teaching-learning process must be modernized by adopting a more diverse manner of instruction.

According to Tierney (1990), VSS is a sort of self-directed learning where students are requested to select and gather the word they want to learn so that it might support student-centered learning. Thus, utilizing this technique can improve pupils' vocabulary understanding based on individual vocabulary development.

In addition, according to Manal (2017), VSS is an effective strategy for expanding students' vocabulary. This strategy can encourage students to work in small groups to choose synonym terms and definitions they would like to learn. This strategy can broaden students' understanding and motivate them to learn English, especially vocabulary.

The steps of the VSS strategy, as outlined by Chusnul Waro (2019), are first, discussed for teachers who wish to introduce VSS to their pupils. Secondly, the teacher illustrates how to identify and organize essential concepts inside a text by providing examples. Next, the teacher demonstrated how to apply VSS. Fourth, the teacher emphasizes the importance of expanding students' vocabularies. At last, the teacher divided the class into smaller reading groups. Students then meet in smaller groups to talk about the phrases they've chosen and how they plan to organize them.

Furthermore, Chusnul Waro (2019) also spoke about the benefits of VSS. The primary objective is to pique the interest of students in expanding their vocabularies. Second, the language students use to describe the educational process can have an impact on how well they grasp it. third, pupils who actively engage in class have a better chance of acquiring a broader vocabulary. last, it can help students create reading goals before and after reading experiences, which can expand their vocabulary and improve their reading comprehension. In conclusion, VSS is a method for evaluating the significance of words in a particular situation.

G. Hypothesis

The research's hypotheses, based on the problem's earlier description, were:

1. H₀: Vocabulary Self-Collection Strategy did not affect students' vocabulary mastery
2. H_a: Vocabulary Self Collection Strategy affected students' vocabulary mastery

H. Previous Research

The writer discovered some previous research undertaken by other researchers on the same topic. The writer considers other research to be helpful information in writing this thesis. This research includes:

First, Arisman (2021) conducted research titled "Self-collecting Vocabulary Strategy: Is it Helpful for Enhancing Vocabulary Mastery Performance in High School Students?". The goal of this research was to see if there are substantial differences in vocabulary acquisition between students who use VSS and those who utilize more traditional approaches. The research methodology is purely quantitative. After that, the vocabulary quiz served as a guide. The participants were 12th-year students from SMAN 4 BauBau. First, the research sample is divided into two groups: the experimental group and the control group. For the N-Gain test, the value of Asym sig (2-tail) is 0.001, which is significantly lower than (0.05). The results show that VSS is superior to the gold standard.

Second, Sayidina Ali (2017) conducted research titled "Student Interest in Using the Vocabulary Self-Collection Method in Learning English Vocabulary". The purpose of this study is to describe the students' perspectives on the use of VSS. A survey was used as an instrument. Students from the English Department of STKIP Muhammadiyah Bulukamba who are in their first semester participate in this research. There is only one class in the sample. Most of the students who answered the questionnaire agreed or strongly agreed. Students who strongly agreed received the highest average score (56.6%), followed by students who strongly disagreed

(0.2%), who scored 35.5% and 0.5% respectively. In conclusion, VSS is a fun method to learn vocabulary.

Third, Sarif (2017) conducted research titled "Using the Vocabulary Self-Collection Strategy (VSS) to Enhance the Vocabulary Mastery of Class X Pupils of SMA Negeri 16 Makassar". The purpose of this research is to determine if students' vocabulary may be enhanced through the practice of self-collecting vocabulary. Participating in the study were students in Class X at SMA 16 in Makassar for the 2016-2017 school year. Statistics such as the T-test are used by analysts. The results demonstrated that the pupils' vocabulary knowledge at SMA Negeri 16 Makassar improved after they used vocabulary collection strategies (VSS). The t-value of 5.928, obtained with a total of 29 degrees of freedom (df), is greater than the value of the t-table (2.045). Hence, we accept H1 and reject H0. Students in grade ten at SMA Negeri 16 Makassar have found great success with the autonomous vocabulary collecting approach (VSS).

Last, Manal (2017) conducted research titled "Using the Vocabulary Self-Collection Technique Plus to Improve the Vocabulary Learning of University EFL Students". The purpose of this research was to examine VSS's effectiveness in helping university EFL students acquire a broader vocabulary. New students at North Borer University who planned to study languages or translation participated in the study. The sample is split in half: half will participate in the experiment, while the other half will serve as a control. Findings from this study indicated that the experimental group fared better than the control group. The post-VAT score for the experimental group was 37.92, while the score for the control group was only 23.53%. The outcomes of the experimental group were much higher than those of the control group. Because the VSS group shows considerable vocabulary improvement compared to the control group.

According to the four previous studies mentioned above, the differences between this study and other studies on the methodology and the research sample. Of the four previous studies, three studies used quantitative research methods with a quasi-experimental study, and one other study used a qualitative research method,

meanwhile this study will use a quantitative method with a pre-experimental study. For the sample study the two previous studies above used samples from college students and two from seniors in high school, meanwhile the sample for this study was taken from junior high school.

