

CHAPTER I

INTRODUCTION

This chapter explains the background, why this research needs to be researched, and how it relates to the topic in research fields. This chapter includes the background, research questions, purposes, significance, conceptual framework, and previous studies.

A. Background

English vocabulary mastery becomes vital for EFL students to understand English properly. According to Richard & Renandya (2002), vocabulary is a core component of language proficiency and provides many bases for how well learners speak, listen, read, and write. Besides, productive and receptive skills require many vocabularies to understand texts and dialogues; therefore, students are expected to produce good words in speaking, writing, reading, and listening (Utomo, 2020). Hence, this condition requires students to communicate well to filling the objectives of the English subject outlined in the 2013 curriculum (Waro, 2019). On the other hand, vocabulary is an essential skill that everyone should have in learning their second language, especially English.

Moreover, vocabulary development is significant for EFL students to make communication more directed (Kilickaya & Krajka, 2010). Additionally, (Ghazal, 2007) states that words are the building blocks of a language. Therefore, EFL students must acquire a substantial vocabulary to communicate effectively (Dolati & Mikaili, 2011). Conversely, as the need for advanced literacy skills increases, so does the importance of collecting and using vocabulary accurately (Scott & Ytreberg, 2001). It shows how students must acquire knowledge of word meanings, word concepts, and vocabulary interpretations to understand different forms of reading (Chen, 2014). However, problems related to Indonesian students' English vocabulary mastery are still low. This problem has been proven by research conducted by (Siska,

2006). She found that students vocabulary retention among Indonesian learners were still below the standard curriculum: under 100 vocabulary words.

On the other hand, Educators must be more aware of the significance of vocabulary mastery. In order to solve problems in the English classroom, they must be capable of developing a variety of efficient and effective methods. The role of the educator is to select learning strategies and methods and to foster a positive environment to help them master four language skills: listening, speaking, reading, and writing according to (Zawil, 2016).

Furthermore, teaching is one of the most discussed matters. Especially in teaching vocabulary, a teacher must be able to embrace students in collecting interesting words for students (Martha). Martha Rapp Haggard offers the concept of teaching vocabulary with VSS (Vocabulary Self-Collection Strategy). VSS is an interactive learning instructional method in which students actively identify keywords from their reading to share with their classmates. This way helps students become more aware of words. Martha Rapp Haggard was the first to introduce this strategy, which was adapted for many levels, levels and instructional contexts. Using context and other sources to determine the meaning of words, students select interesting words from their readings and nominate them for study by other students in their group or class. Teachers use self-collection vocabulary as word collection processes, guided practice in reading groups and other instructional settings to encourage students to consistently use strategies when reading independently. The most significant advantage of using the VSS method is encouraging students to participate actively in their education. As a result, students expand their vocabulary and become more familiar with words as students learn to recognize and become attracted to new words from their reading (Febrisera & Sugirin, 2021).

However, vocabulary retention becomes problem in Indonesian students' context. A limited observation conducted by the researcher in one of the Islamic senior high schools in West Java – Indonesia, shows that students had difficulty with vocabulary. The students still have some difficulties

learning the vocabulary; when the researcher asked them to read the passage in the book and translate it, they found it difficult to recognize the words; the students seemed not to understand new words. This problem indicates the need for more vocabulary among the students. Therefore, teachers must choose a suitable English vocabulary teaching strategy to develop students' vocabulary retention ability, especially for EFL students. One of the vocabulary strategies that can be applied is using Vocabulary Self-Collection Strategy.

There are several related studies about Vocabulary Self-Collection Strategy. The first is a research conducted by (Febrisera & Sugirin, 2021) on how vocabulary self-collection strategy improves students' reading and vocabulary achievement in an ESL context. VSS was applied in the class. The result showed that VSS significantly improves students' reading comprehension and vocabulary achievement. It means VSS allows the students to comprehend the text easily.

The second is conducted by (Idriani, 2018). The research discusses whether the VSS improves students' vocabulary mastery and their motivations for economic accountant students. The researcher used random cluster sampling to select the sample. The finding of this research showed that the mean score of students who were taught by using Vocabulary Self-Collection Strategy is higher than the students were taught by using memory strategy

Based on the explanation above, it can be understood that variables are variables which can improve students' vocabulary mastery. This attracts researchers to find out more about using the Vocabulary Self-Collection Strategy to increase students' vocabulary and

To fill the gap, this study focuses on developing students' vocabulary retention in the EFL context. Besides, this research nurtures senior high school students, especially those who will continue to a higher level. Also, this research could foster students' vocabulary retention to be ready to face the post-school world and foreign people.

B. Research Questions

As stated in the preceding description, the purpose of this study is to provide answers to the following questions:

1. How is the students' vocabulary retention before using Vocabulary Self-Collection Strategy at tenth grade of MA Ar-Rosyidiyah Bandung?
2. How is the students' vocabulary retention after using Vocabulary Self-Collection Strategy at tenth grade of MA Ar-Rosyidiyah Bandung?
3. How significant is the improvement of students' vocabulary retention before and after being taught by Vocabulary Self-Collection Strategy at tenth grade of MA Ar-Rosyidiyah Bandung?

C. Research Purposes

This research has several objectives that are in line with the problem formulation above as follows:

1. To find out students' vocabulary retention before using Vocabulary Self-Collection Strategy at tenth grade of MA Ar-Rosyidiyah Bandung.
2. To find out students' vocabulary retention after using Vocabulary Self-Collection Strategy at tenth grade of MA Ar-Rosyidiyah Bandung.
3. To find out the improvement of EFL students' vocabulary retention before and after used Vocabulary Self-Collection Strategy at tenth grade of MA Ar-Rosyidiyah Bandung.

D. Research Significances

The findings of this research are expected to provide several advantages theoretically and practically.

1. Theoretically, this study is expected to give significant input to both the English teacher and the students. The students are directly intended to develop their vocabulary by repeating the meaning of words.
2. Practically, this research is hoped useful for a teacher as an option to develop learning process especially in vocabulary, the result of this research give feedback to students, it can be used for developing the ability in mastering vocabulary.
3. The results of this research are expected can be used as a literature study on future research similar to this topic.

E. Research Scope

This is discussed developmental vocabulary retention, which focuses on developing EFL students' vocabulary retention. The student of the tenth grade at senior high school MA Ar-Rosyidiyah, Bandung, is the focus of this research.

As a result of previous suggestion research, the participant added that the teacher should obligate the students to memorize at least 3-4 words and be checked in the next meeting. The writer will consider this suggestion to apply in this research.

F. Conceptual Framework

Vocabulary is an essential part of learning English. Vocabulary plays an important role in mastering language. According to (Linse & Nunan, 2005), vocabulary is a group of words people know. Based on the statement above, EFL students have to develop their vocabulary. According to (Lelawati et al., 2018) Vocabulary is a group of words that are the disposal of speaker or writer.

The term of vocabulary can refer to all words and all languages, at the words or phrases used in particular varieties such as dialect, register, and terminology. Therefore, students must collect the vocabularies because they are essential in reading comprehension and other areas of academic performance.

According to Vocabulary Self-Collection Strategy (VSS), The VSS is introduced by (Haggard, 1986). The Vocabulary Self-Collection Strategy is an interesting and enjoyable method that gives students free learning opportunities by letting them choose which words to memorize. (Wulansari, 2016) shows the following steps of VSS: nominating the words, explaining the words, deciding the list of the words, and expanding the knowledge of words. According to (Farstrup & Samuels, 2008), the Vocabulary Self-Collection Strategy by Haggard is a collaborative design that provides an exercise in identifying unfamiliar words in reading passages. Learners choose words from their reading that are new and attractive, use the other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. Moreover, (Ruddel & Shearer, 2002) added that implementing Vocabulary Self-Collection Strategy (VSS) is better than the conventional method. It is because the VSS involves some steps, like choosing the word, defining the word, finalizing the list of words, extended the word knowledge, and it is supported by group class activity and discussion well. According to (Kang & Netto-Shek, 2016) VSS has been viewed as a cooperative structure that provides practice in identifying important terms and using context to predict the meaning. To sum up, VSS is a vocabulary learning strategy that promotes vocabulary acquisition, word consciousness, and long-term retention of academic vocabulary by selecting important words and share with their group as cited in (Raungsawat & Chumworatayee, 2021)

According to (Antonacci & O'Callaghan, 2012) Vocabulary Self-Collection Strategy is a student-centered learning basis that promotes students' awareness to collect vocabulary, as learners are actively engaged in identifying words needed to memorize in their reading to share with members of their class.

In line with Ruddell, (Antonacci & O'Callaghan, 2012) agree that VSS is better implemented in small groups therefore the students can work together. Vocabulary Self-Collection Strategy is a strategy that attracts students' interest in discovering new and essential vocabulary to learn, besides that vocabulary that is seen as consciously searched for will be easier to remember and will be stored in the head for a long time compared to vocabulary that is told or listened.

To explain a broader view (Fatonah, 2015) explains that Vocabulary Self-Collection increases motivation and achievement in learning vocabulary. For this research report, Vocabulary Self-Collection introduces an approach where students must discover and construct new vocabulary knowledge, by working with themselves. In such a way, The Vocabulary Self-Collection allows students to choose the vocabulary they are interested in, discuss it, and analyse it. The last will be a collection of notes that will be studied in class.

Therefore, the researcher will investigate the effectiveness of Vocabulary Self-Collection Strategy on students' vocabulary retention. The researcher would like to determine if this strategy can become an option for students' vocabulary mastery problems.

G. Hypothesis

According to the background, the explanation will be stated as: the teaching vocabulary retention can be developed through Vocabulary Self-Collection Strategy at tenth grades of MA Ar-Rosyidiyah. According to (Creswell, 2012), the hypothesis is prediction that researcher makes about the expected relationships between variables. This research has two variables: the first is vocabulary retention as the "X" or independent variable and the second is Vocabulary Self-Collection strategy as the "Y" or dependent variable. The relationship of the research hypothesis is as follow: "DEVELOPING EFL STUDENTS' VOCABULARY RETENTION BY USING VOCABULARY

SELF-COLLECTION STRATEGY (A Pre-Experimental study at tenth grade of MA Ar-Rosyidiyah Bandung)'.

The hypothesis in this research is alternative hypothesis (H_a) and the null hypothesis (H_0). The formulated hypothesis as follows:

H_a : Vocabulary Self-Collection Strategy has a significant impact on students' vocabulary retention

H_0 : Vocabulary Self-Collection Strategy did not have a significant effect on the development of students' vocabulary retention

H. Previous Studies

Several studies have been conducted on improving students' vocabulary retention using Vocabulary Self-Collection Strategy. First, a study by (Ali, 2017) discusses VSS as interesting strategy to make students enjoyable and interested in learning English vocabulary. VSS has been applied to improve English vocabulary mastery, to understand the using of VSS. This study's objectives are to investigate and describe the students' perceptions towards the use of the Vocabulary Self-Collection Strategy in learning English vocabulary. The results of students' perceptions indicated that Vocabulary Self-Collection Strategy is an interesting strategy used in learning vocabulary in the classroom. The difference between my research and this research is my research will investigate my research use quantitative approach with pre-experimental design, whereas this research also uses a quantitative approach and uses descriptive analysis aim to finding the students' perceptions on the use of VSS.

The second, a research was conducted by (Rahman et al., 2019), was about finding out the students' responses and what extended in vocabulary mastery on Vocabulary Self-Collection Strategy. The research design was Classroom Action Research (CAR). From the qualitative results can be seen from student participation, atmosphere, and student's activity, and from

quantitative can be seen from the recap of student's exercise score means. The research gap of my research with this research is that this research uses a quantitative approach with Class Action Research (CAR) study to measure the improvement of students' vocabulary mastery.

The third, a study by (Sari & Sutopo, 2018) discusses effective strategy for improving maritime cadets' English vocabulary and can be applied in class. This study has aimed the effectiveness of the Vocabulary Self-Collection Strategy (VSS) and Word Mapping Strategy (WMS) for teaching vocabulary to maritime cadets with high and low metacognitive awareness. The research findings showed that both VSS and WMS effectively improve student's English maritime vocabulary with high and low metacognitive awareness. But when compared to WMS, VSS is more effective than the use of WMS. The different between of this research is this research uses a method as a comparison to VSS, whether may research only investigate the effectiveness of VSS.

The fourth, a research by (Khodary, 2017), the research was about the effectiveness of Vocabulary Self-Collection Strategy Plus (VSS plus) to developing students' vocabulary learning Language and Translation Department, Arar faculty of Education and Arts, Northern Border University Kingdom Saudi Arabia. This research is examined the effectiveness of using Vocabulary Self-Collection Strategy Plus in developing students' vocabulary mastery. The research uses a quasi-experimental design, the writer uses Vocabulary Achievement Test to collect the data and the participant was the first level at Language and Translation department. The research findings show a significant difference between the mean scores of the experimental group and control group. The different my research between my research is this research investigate the effectiveness of Vocabulary Self-Collection Strategy Plus (VSS Plus), whereas my research investigate VSS only.