

Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery Of The Junior High School Students' Vocabulary

PAPER

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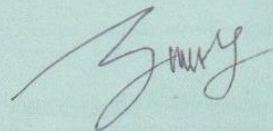
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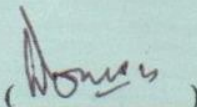
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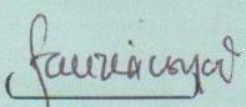
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ABSTRAK

Juwita, Indrian. 2013. Using Vocabulary Self Collection Strategy to Increase Mastery The Elementary School Students' Vocabulary. Paper. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Makalah ini bertujuan untuk memaparkan salah satu strategi pengajaran vocabulary di Sekolah Menengah Pertama (SMP) dengan menggunakan *Vocabulary Self-Collection Strategy* (VSS). Strategi ini dapat digunakan dalam pengajaran kosakata Bahasa Inggris. Strategi ini dapat digunakan untuk meningkatkan pengetahuan kosakata siswa dan menumbuhkan motivasi internal siswa dalam belajar kosakata Bahasa Inggris. Dalam strategi ini, siswa diberi kepercayaan untuk dapat menemukan arti dari kosakata sulit yang mereka anggap penting dan menarik untuk mereka ketahui berdasarkan topik yang telah diberikan guru pada akhir pelajaran sebelumnya. Pada pertemuan berikutnya, satu persatu siswa diminta untuk menulis kata di papan tulis dan mempresentasikan kata tersebut di depan kelas. Dalam presentasi, siswa menjelaskan dimana mereka menemukan kata tersebut, apa arti kata tersebut menurut pendapat mereka dan mengapa dia dan siswa lain harus tahu arti kata tersebut. Setelah presentasi, guru dan seluruh siswa memberikan informasi tambahan mengenai kata-kata yang telah dipresentasikan. Dalam diskusi ini, dilakukan penyisihan terhadap kata-kata yang muncul lebih dari satu kali dan kata-kata yang dianggap seluruh siswa sudah mengetahui artinya. Kata-kata yang terpilih pada akhirnya akan ditulis kembali ke dalam daftar kata pribadi mereka. Peran guru adalah memantau dan menilai hasil kerja siswa dan mendiskusikan kata-kata baru tersebut bersama-sama di dalam kelas. Penulis yakin bahwa strategi ini dapat bermanfaat bagi guru dalam peningkatan motivasi anak-anak dalam belajar Bahasa Inggris. Selain itu, strategi ini juga dapat menumbuhkan ketertarikan siswa terhadap Bahasa Inggris dan hal ini dapat memberikan dampak positif dalam proses belajar mengajar.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary mastery will help students to succeed in using the language. By having the vocabulary mastery as the basic unit in learning English, the students are helped to understand how words work in written and spoken forms. The students will be able to understand what particular words means, how to say the words in the foreign language, how to read the words and also how to put them in a paper. Hence, the first step in studying English is learning vocabulary.

Vocabulary, as a language component, is taught in junior high school. However, it is not easy to teach the children at this age. Cameron (2005) delivers an idea that in teaching a new language for the students at this level, teachers have to concern with some factors. First, the teacher needs to take account of the first language background to know what will work and what may be difficult for students. Second, many of the words may link to the first language words and concept in the process of learning. For this reason, the teacher should engage the students with fun and familiar atmosphere in the learning process so they can enjoy to learning English.

Vocabulary development is important for all students. Furthermore, as the Junior High School students the development of vocabulary knowledge must be a priority. Through vocabulary students can do communication well because it is refers to a concept which exists in the memory of the listeners' mind when they do speech

or active speaking. Sometimes, the concepts are produced by informal education experience. For instance, when students see a fruit that has red color and it tastes sweet which other people called “apple”, so this is able to form their concept of “apple”.

Traditionally, words study in junior high school is taught in monotonous way. Teacher asks the students to memorize some lists of words in the text book and let them figure out the meaning of the words from dictionary. Moreover, teaching process relies heavily on teacher presentation. Teacher presents the new words in front the class. Then teacher ask the students to write down the words into their notebook and memorize the words at home. When the teacher asks the students about the meaning of the new words in the next meeting, most of them keep silent. Actually it is because they cannot comprehend the meaning the words. Furthermore, it makes them that feel the lesson is not interesting and they have low motivation to study.

In other hand, students have to comprehend their reading material. Vocabulary knowledge is exactly needed in order to achieve that. The problem is the students cannot understand the content of the text because they get difficulties on understanding new vocabulary. They do not recognize it well, and sometimes, they do not know the use of them; whether it is a noun or a verb or the context of it (when the word are used). They just open dictionary searching for the meaning. When they have found the meaning, they just knowing without try to comprehend the word. They

want to enrich the amount of vocabulary, but they seem do not have interest to know deeper about those words.

Teacher should facilitate the vocabulary learning for the students by teaching using teaching strategies to help learners figure out the meaning of useful words by the their selves. The useful words are supposed to be the words that the students get interested to know. For instance, for the students who are interested in “music”, the word *tone* and *musician* will be useful and meaningful; for students who likes “drawing”, the word “*painting*” and “*color pencil*” also valuable. In addition, teacher needs to create good learning atmosphere to make students enjoy and interested to study. The teacher can make various learning activities in order to make students get the feeling of achievement and success. So, the students’ motivation will highly increase.

In order to reach the goal of language learning and specifically to acquire new words or unfamiliar words for the students, appropriate strategies for teaching vocabulary can improve the students’ vocabulary mastery. The strategies should make use of the students’ daily life. Then, the students can acquire some new and unfamiliar words by their own selves. It can be the words that they ever hear or see. If the strategy is not effective, there may be no attention from the students. Furthermore, without attention, teaching and learning process in the classroom will not work well.

Based on explanation above, the solution of the teachers’ strategy to teach vocabulary that is proposed in this paper is by using Self-Collection Strategy. The

Explanation about what this strategy is and how this strategy is used will be explained in chapter 2 and chapter 3.

B. Limitation of the Problem

Based on the background of the problem, the choice of the strategy used by the teacher to teach vocabulary to junior high school students as beginners in language learning really need to be concerned. Due to some problems faced by them because of their lack of vocabulary, the students cannot develop their oral and written language skills. They face difficulties in listening, speaking, reading and writing. For instance, the students will get hard to comprehend the text; they find it hard to communicate and express their feeling or idea; they face difficulty when they want to write their thought in a piece of paper.

There are some strategies that can be used in teaching vocabulary for junior high school students. They are formatting, word wall and vocabulary self collection strategy. According to Kagan (1995), formation is a teaching strategy that is used in vocabulary development and review of content. The next strategy is word wall. Cunningham (1995) states that word wall provide a way for students to repeat vocabulary and allow the student to recycle the previous learned words. The last is Vocabulary Self-Collection Strategy (VSS). Haggard (1986) mentions that with Vocabulary Self-Collection Strategy, the students rather than the teacher, generate vocabulary words to be explored and learned.

In this paper, the writer focuses on using Vocabulary Self-Collection Strategy to increase the mastery of the junior high school students' vocabulary.

C. Formulation of the Problem

In accordance to the limitation of the problem above, the problem is formulated as follow “How to apply self-collection strategy in teaching vocabulary to junior high school students? “.

D. Purpose of the Paper

In this paper, the writer explains how teacher applies Vocabulary Self-Collection Strategy to teach vocabulary to junior high school students. Hopefully, this paper will give positive contributions to the teachers, students and the writer in using Self-Collection Strategy in their teaching and learning process. For the teacher, it will help them to find an appropriate strategy in teaching vocabulary. For the students, it can increase their vocabulary mastery. It can also increase their motivation in learning English as a foreign language. For the writer, she will get more knowledge about self-collection strategy and how to apply it in teaching and learning process. Finally, the writer expects that this paper can give information to the readers that this strategy can be used in teaching and learning process.