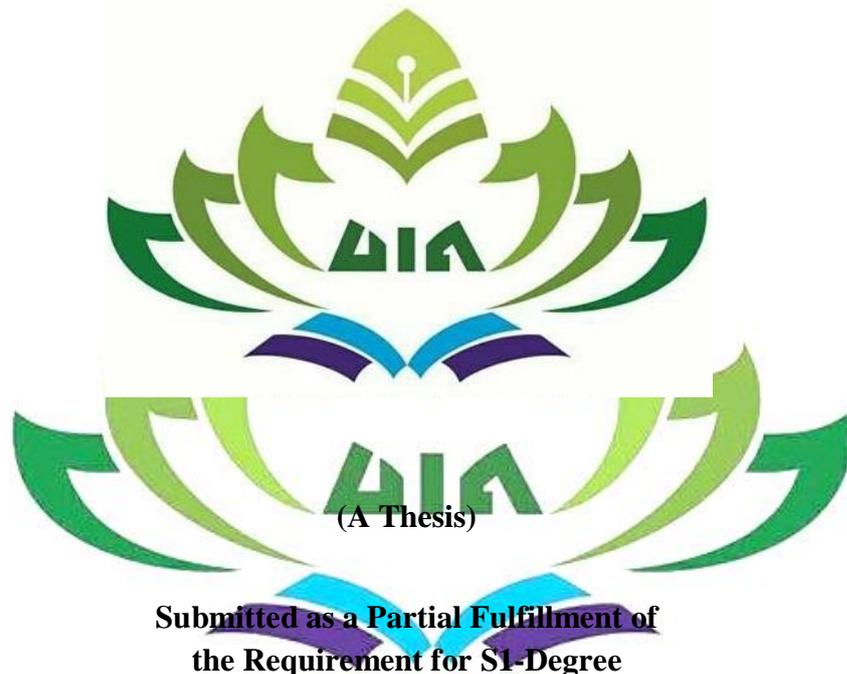


**TEACHING AND LEARNING VOCABULARY THROUGH
VOCABULARY SELF-COLLECTION STRATEGY (VSS) AT
THE SECOND SEMESTER OF THE EIGHTH GRADE
OF SMP NEGERI 3 JATI AGUNG IN THE
ACADEMIC YEAR OF
2018/2019**



By:

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1440H/2019M**

ABSTRACT

TEACHING AND LEARNING VOCABULARY THROUGH VOCABULARY SELF-COLLECTION STRATEGY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 3 JATI AGUNG IN THE ACADEMIC YEAR OF 2018/2019

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Vocabulary is one of the important components in the language because with vocabulary students can understand speech or writings of other. This research was about teaching and learning vocabulary by using VSS at the second semester of the eighth grade of SMPN 3 Jati Agung in the academic year 2018/2019. The objectives of the research were to know the teaching and learning vocabulary by using vocabulary self-collection strategy, to know the teacher's problem in teaching vocabulary by using vocabulary self-collection strategy, and to know the students' problem in learning vocabulary by using VSS.

This research was qualitative research. The researcher selected the people or participants who know the phenomenon of the problem. The researcher chose the English teacher and the students of the eighth grade of SMPN 3 Jati Agung as the participant of this research. There are two classes which consist of 64 students. The researcher used purposive sampling technique to determine the sample. The researcher chose class VIII B as the sample because class had the lowest score. The data were gained by doing observation, interviewing the teacher, and giving questionnaire to the students. The researcher used three major phases of the data analysis, they were: data reduction, data display and conclusion drawing verification.

After analyzing the data, there were three points of the result. The first, there were some points in teaching vocabulary by using vocabulary self-collection strategy that were skipped by the teacher. It could be seen from process in whilst activity the teacher did not model how to select and nominate important words from the readings, the teacher did not engage students in the process of vocabulary self-selection strategy. The second, the problems faced by the teacher were the teacher had difficulty in teaching vocabulary when her students have different level of learners, had difficulty when her students are likely familiarity with the words, had problem of the items, had difficulty in her teach ability, and had difficulty in manage the time. Third, the problems by the students were students had problem in pronunciations, had problem in spelling and pronounce the difficult world like melting words, had problem in length and complexity words, had problem in word grammar, and had problem with the word that has two meanings.

Keywords : Qualitative Research, Teaching and Learning, Vocabulary, Vocabulary self-collection strategy



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A Thesis entitled: **“TEACHING AND LEARNING VOCABULARY THROUGH VOCABULARY SELF-COLLECTION STRATEGY (VSS) AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 3 JATI AGUNG IN THE ACADEMIC YEAR OF 2018/2019.”**, by: **VITRIANJA AYU SARI, NPM: 1311040286**, Study Program: **English Education**, was tested and defended in the examination session held on: **Friday, Desember 20th 2019.**

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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

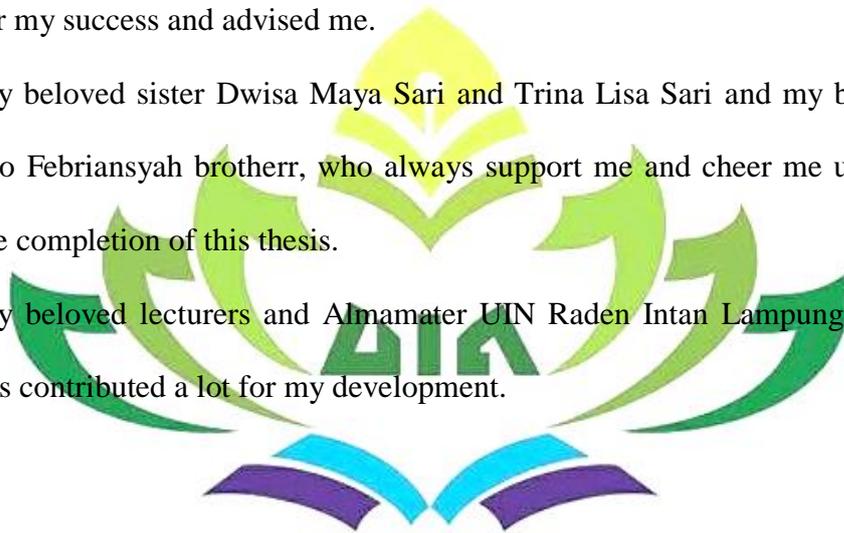
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DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, This thesis is dedicated to:

1. The greatest inspirations in my life are my beloved parents, Mr. Nimbang Marga and Mrs. Raden Mah Dewi who have always prayed and supported for my success and advised me.
2. My beloved sister Dwisa Maya Sari and Trina Lisa Sari and my beloved Rio Febriansyah brother, who always support me and cheer me up until the completion of this thesis.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The researcher's name is Vitriana Ayu Sari. She is called Vitri. She was born in Tanah Abang on February 27th 1996. She is the fourth child of Mr. Nimbang Marga and Mrs. Raden Mah Dewi. She has one beloved sister and one beloved brother. Their names are Dwisa Maya Sari and Trina Lisa Sari and Rio Febriansyah. She lives in Tanah Abang, Kotabumi, North Lampung.

The researcher began her study in Elementary School at SDN 01 Tanah Abang in 2001 and graduated in 2006. She continued her study in Junior High School at SMPN 02 Bunga Mayang and finished in 2009. At the time, she joined PMR for about three years. After that, she went to Senior High School at SMAN 01 Sungkai Utara and graduated 2012. After completing her study in Senior High School, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.

ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The researcher realizes that she cannot complete this thesis without help from others. The researcher has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her staffs, who have given and opportunity and for bearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd., as the chairperson of English Education study program UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd., as first advisor, who always patiently guided the researcher until the completion of this thesis.

4. Septa Aryanika, M.Pd, as the Co-Advisor, for the patience in giving guidance and support for the finalization of the thesis.
5. Soetopo, S.Pd., the headmaster of SMPN 3 Jati Agung. Ita Meiriyanti, S.Pd, the English teacher, also teacher and staff there for allowing her to carry out this research in their instruction and for giving contribution while she was conducting the research there.
6. All the students of the second semester of the eighth grade of SMPN 3 Jati Agung in the Academic Year of 2018/2019. For giving nice participation and great attention during the process in this research.
7. All lecturers of the English Departement of UIN Raden Intan Lampung who have taught the researcher since the first year of her study.
8. The researcher's friends especially, Muhammad Nur Muqqodis, Ella Putri, Egi, Reci Adhya Fiscarina, Melisa Hertika putri, and others who cannot be mentioned individually here.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2019
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CHAPTER I INTRODUCTION

A. Background of the Problem

Vocabulary is one of the important components in the language because with vocabulary students can understand speech or writings of other. In communication, students need vocabulary which can support them to produce and use meaningful sentence because vocabulary provides organ of sentence. That is why, vocabulary is very important to be mastered.

Vocabulary is basic elements to learn a language and to make a communication with another people. It is impossible to learn English if the students are lack of vocabulary. Cameron says vocabulary is fundamental to using the foreign language as discourse.¹ Moreover, Thornbury says that vocabulary plays an important role in language; because without vocabulary it is impossible develop language.² Finally, to communication with another people we must master vocabulary, because without vocabulary we cannot communicate each other.

Vocabulary is the most important part in English; we cannot say anything without mastering vocabulary. Thornbury states without grammar very little can be conveyed, without vocabulary nothing can be conveyed.³ It means that vocabulary is one important aspect in learning language. We should have an adequate vocabulary to improve the four language skills. Only with sufficient vocabulary we can express our ideas effectively, can understand the language task and foreign language conversation. By having limited vocabulary the students will have the difficulties in learning and understanding the foreign language. That is

¹ Lyne Cameron, *Teaching Learning to Young Learning to young learners*, (London : Cambridge university press, 2002), p.4

² Thornbury, *Oxford Advance Learn Dictionary of Correct English*, (Oxford : 1984), p.5

³ Scoot Thornbury, *How to Teach Vocabulary* (London: Longmand, 2002),p.13

way the appropriate strategy in delivering lesson in the classroom should be considered. One of the strategy is vocabulary self-collection strategy.

Vocabulary self-collection strategy is first introduced by Haggard then has been adapted for various grade levels and instructional contexts.⁴ Vocabulary Self-Collection Strategy (can be applied every grade level.⁵In teaching and learning vocabulary, there are many kinds of media and games used to increase students' vocabulary. One of strategy is vocabulary self-collection strategy. The vocabulary self-collection strategy is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class.⁶ Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class.

Teachers using the vocabulary self-collection strategy (1) model the process of collecting words, (2) provide guided practice within reading groups and other instructional contexts, and (3) offer consistent encouragement to students to use vocabulary self-collection strategy during independent reading.⁷ The major benefits of using vocabulary self-collection strategy are that students engage in their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious.

After doing preliminary research, which was conducted at SMPN 3 Jati Agung, the researcher found that teaching and learning vocabulary by using vocabulary self-collection strategy had been applied there. On the contrary, the

⁴ Haggard, M. R. (1982). The Vocabulary Self-Collection strategy: An active approach to word learning. *Journal of Reading*, 27(3),pp. 88.

⁵ *Ibid*, p.88.

⁶ *Ibid*, p.88.

⁷ *Ibid*, p.88.

researcher found that the students' vocabulary was still low although the teacher had used vocabulary self-collection strategy. By interviewing an English teacher there, Ita Meiriyanti, S.Pd, she said that she had used vocabulary self-collection strategy in teaching and learning vocabulary, but the students are still confused to read the material in English because lack vocabulary mastery, she added that the students' ability in vocabulary was still low.⁸

This case showed that applying this strategy still cannot improve the students' vocabulary ability. It can be seen as the following table of the students' score of vocabulary. It is described with the data. Here is the detail of the data:

Table 1
The Students' vocabulary Score at the Second Semester of the Eighth Grade of SMPN 3 Jatiagung in the Academic Year of 2018/2019

No	Class	Score		Number of Students
		<72	≥72	
1	VIII A	20	12	32
2	VIII B	18	14	32
Total		38	26	64
Percentage		59.4%	40.6%	100%

Source : The Score Data from English Teacher of SMPN 3 Jatiagung

The table shows that from the total of the students of eighth grade, there are 26 students achieved score above KKM, but more than it, 38 students got score under KKM, and the criterion of minimum mastery (KKM) at eighth grade of SMPN 3 Jati agung is 72. It could be inferred that most of students still had difficulties in their vocabulary although they had been taught by using self collection strategy. Moreover, by interviewing the students, they did not focus on their lesson because they lazy and lost motivation in learning and they felt so

⁸ Meiriyanti Ita,S.pd An English Teacher at SMPN 3 Jati Agung. *An Interview*, on Thursday, August 9, 2018, unpublished.

difficult to learn. Based on the background above, the researcher conducted a research entitled Teaching and Learning vocabulary through vocabulary self-collection strategy at the second semester of the eighth grade of SMPN 3 Jatiagung in 2018/2019 academic year.

There are some previous researcher about teaching and learning vocabulary through vocabulary self-collection strategy, one of the research was conducted by Safitri Noor Fatonah (2015) using vocabulary self-collection strategy to improve reading comprehension. The research findings showed that reading comprehension of most students improved after the vocabulary self-collection strategy was used in the teaching and learning process. It was indicated by the increase of the mean of students' reading comprehension scores in the pre-test and post-test (58.9 to 78.0). so, the research hypothesis is accepted. It can help the students to improve reading comprehension especially in vocabulary.⁹

The other previous research is a related in teaching and learning vocabulary through Vocabulary Self-Collection Strategy, one of the research was conducted by Masrukhan Al Maghfuri, he says on his thesis entitled "improving vocabulary mastery using vocabulary self-collection strategy".

He finds of the research 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 muna ponorogo was 70, and standard minimal of students' activeness was 75 %. The results of the action

⁹Safitri Noor Fatonah, *Using Vocabulary Self Collection Strategy to Improve Reading Comprehension of the Seventh Grade f SMPN 4 Kalasan*, S1 Thesis, Yogyakarta: Yogyakarta State University, Unpublished, 2015, p. 11

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 can improve students' vocabulary mastery at eighth grade students' of MTs Hudatul Muna Ponorogo in the academic year of 2016/2017.¹⁰

The current research vocabulary self-collection strategy will be conducted to teach reading comprehension by the teacher. The researcher only observes the teaching and learning process. The purpose of previous research is to know the influence of using vocabulary self-collection strategy towards students' vocabulary. Meanwhile, the purpose of current research is to know the process and also the problem of teaching and learning vocabulary by using vocabulary self-collection strategy.

Based on the background above, the researcher will conduct a research entitled Teaching and Learning Vocabulary through vocabulary self-collection strategy at the Second Semester of the Eighth Grade of SMPN 3 Jati Agung in the 20018/2019 Academic Year.

B. Identification of the Problem

Referring to the background of the problem above the research identifies the problems as follows:

1. The students' score in vocabulary was still low.

¹⁰ Masrukhan Al Maghafuri, *improving vocabulary mastery using vocabulary self-collection strategy*.(Stain Ponogoro. 2017)p.2

2. The students still get difficulties in mastery vocabulary.
3. The English teacher had used vocabulary self-collection strategy in teaching vocabulary but it was not effective and not maximal.

C. Limitation of the Problem

The researcher limits the problems that focuses on the process of teaching and learning vocabulary through vocabulary self-collection strategy and the problem faced by the teacher and the students at the second semester of the eighth grade of SMP Negeri 3 Jati Agung.

D. Formulation of the Problem

The researcher formulates the research problems as follows:

1. How is the process of teaching vocabulary through vocabulary self-collection strategy at the second semester of the eighth grade of SMP Negeri 3 Jati Agung?
2. What are the teachers' problems during the process of teaching vocabulary through vocabulary self-collection strategy at the second semester of the eighth grade of SMP Negeri 3 Jati Agung?
3. What are the students' problems during the process of learning vocabulary through vocabulary self-collection strategy at the second semester of the eighth grade of SMP Negeri 3 Jati Agung?

E. Objective of the Research

Based on the formulation of the problem above, the objectives of the research are as follows:

1. To know and describe the process of teaching vocabulary through vocabulary self-collection strategy at the second semester of eighth grade at SMP Negeri 3 Jati Agung 2018/2019 academic year.
2. To know and describe the teacher's problems in the process of teaching vocabulary through vocabulary self-collection strategy at the second of eighth grade at SMP Negeri 3 Jati Agung in 2018/2019 academic year.
3. To know and describe the students' problems in the process of learning vocabulary through vocabulary self-collection strategy at the second of eighth grade at SMP Negeri 3 Jati Agung in 2018/2019 academic year.

F. Uses of the Research

The researcher expects the result of the research can be used:

1. Theoretically, this research is expected to support the previous theories about teaching and learning vocabulary through vocabulary self-collection strategy and to develop knowledge of the researcher in practising the theories.
2. Practically
 - a. For students, it is expected to make students more interested and motivated to learn English so that their English vocabulary will be developed and will have a positive effect on their English achievement.
 - b. For the teacher, it is expected that to increase teacher's creativity in the teaching and learning process so that learning objectives can be achieved.

- c. For other researcher, it is expected that other researcher would be as a reference to another relevant research by using team vocabulary self-collection strategy.
- d. For the school, it is expected that research could provide useful input in improving the quality of learning in the school.

G. Scope of the Research

The researcher will divide the scope of the research into four parts, they are:

1. Subject of the Research

Subject of the research will be students and the English teacher at the second semester of the eighth grade student at SMP Negeri 3 Jati Agung in 2018/2019 academic year.

2. Object of the Research

Objects of the research will be teaching and learning vocabulary and vocabulary self-collection strategy.

3. Time of the Research

The research will be conducted in 2018/2019 academic year.

4. Place of the Research

The research place will be conducted at SMP Negeri 3 Jati Agung.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of language components that plays an important role in learning a language. If the students English vocabulary mastery is limited, they will find some difficulties in using English for the aim of communication. Vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.¹¹ In order to be able to communicate in English, the students will master adequate personal English vocabularies that cover needs for communication in real life situation.

Vocabulary is basic to learn a language and make communication with each other fluently, it is impossible to learn a language without vocabulary.¹² The explanation above, vocabulary is fundamental to sing the foreign language as discourse. Furthermore, it would be impossible to learn a language without vocabulary.¹³ It means that they will do nothing for interaction if they do not know vocabulary is a vital aspect of the language.

Based on explanation above vocabulary is language, so, vocabulary is the base of language communication. Through vocabulary, we can know the

¹¹ Elfrida. H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary, Bringing Research to Practice*. Lawrence Erlbaum Associate, New Jersey, Mahwa Publisher, 2005.p.10.

¹² Lyne Cmeron, *Teaching Language to Young Learners*, London. Cambridge University Press. 2002.p.45.

¹³ Michael Wallace, *Teaching Vocabulary*, New York. Henemen Education Book.1998.p.123.

meanings when we speak or read the text. In other words, the students will get some vocabularies as the introduction of a language.

1. Types of Vocabulary

There are two kinds of vocabulary. According to Haycraft, they are receptive vocabulary and productive vocabulary.¹⁴ The receptive vocabulary is words that the students recognize and understand when they occur. In another word, this vocabulary depends on the context. The productive vocabulary is the words which the students understand, pronounce correctly, and use constructively in writing ability.

On the other hand, Hiebert and Kamil vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak.¹⁵ It can be said that oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings may be known in writing or reading. Kamil and Heibert also say:

The productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in writing and speaking; in contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening.¹⁶

¹⁴ J Haycraft, *An Introduction to English Language Teaching*, (Singapore: Longman Publishers Pte Ltd: 2007), p.156

¹⁵ Michael L. Kamil and Elfrieda H. Hiebert, *Teaching and Learning Vocabulary*, (New Jersey: Mahwah), 2005, p. 3

¹⁶ *Ibid*, p.3

It can be said kind of vocabulary are receptive or the passive vocabulary and productive is the active vocabulary. There are some words in making a text and those collections of words include to the vocabulary because vocabulary is a list or collection of words arranged in alphabetical order and explain.

Fromkin, Rodman, and Hyams classify words in a language into two terms, i.e. content and function words. The content word is such as actions, objects, attributes, and ideas. It consists of noun, verb, adjective, and adverb. Meanwhile, the function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of preposition (such as *in, on*), article (such as *a/an, the*), and pronoun (such as *he, she, it*).¹⁷

Based on the explanation above, it can be concluded that vocabulary may be categorized based on the division of the language skills. In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills which consist of listening and reading. Besides, other categories of vocabularies, oral and print vocabularies, refers to the forms of vocabulary of which meaning may be obtained in speaking or reading loudly or orally (in the case of the oral vocabulary) as well as may be obtained in reading writing or reading silently (in the case of the print vocabulary). Besides, it may be categorized or classified based on its parts of speech or word classes.

According to Thornburry, in learning vocabulary there are classification of word. They are noun, verb, adjective, adverb, conjunctions, determiner, pronoun, and preposition.¹⁸ These will explain clearly as follows :

¹⁷ Victoria Fromkin, et.al, *An Introduction to Language, (7th Ed)*, (Boston: Wadsworth engage learning, 2003), pp. 73-74

¹⁸ Scott Thornburry, *How to Teach Vocabulary*, (Essex: Longman Pearson Education Limited, 2002), p.3

a. Noun

According to Frank, noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence care which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.¹⁹

There are some main types of nouns, namely common nouns (words for people, place, and things are called common noun), proper nouns (the names of particular people, place, and things), countable noun and uncountable noun, and plural noun.

1). Common Nouns

These are names of everyday things that we can see, hear, and touch.²⁰ These kinds of common noun:

a) Common nouns are words for things

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table, saw, calculator, crayons, sofa, axe, truck, television, pencil, loyalty, drill, ferry, fridge, book, lamp, ladder, train, cooker, dictionary, carpet, lawnmower, bus, computer, courage, telephone, spade, laziness printer, etc.*

b) Common nouns are words for animals

These common nouns are words for animals: *dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole, etc.*

c) Common nouns are words for places

¹⁹ Marcella Frank, *Op. Cit*, p. 7

²⁰ Dykes Barbara, *Grammar for Everyone*, (Victoria Acer Press, 20011), p. 22

These common nouns are words for places: *bank, airport, hotel gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital, nursery, etc.*

d) Common nouns are words for people who do certain things

The common nouns are words for people who do certain things: *singer, manager, sailor, gardener, dancer, secretary, pilot, police, officer, etc.*²¹

2). Proper Noun

As mentioned before the proper noun is word that showed about names of particular people, places, and things. According to Sargeant, there are some kinds of proper noun such as:

- The people's names are proper nouns. Such as: *Robbin Hood, Florence, etc.*
- The names of the days of the week and the months of the year are proper nouns.
- The names of special days and celebrations are also proper nouns.
- The names of people who live in a particular country are also proper nouns.²²

3). Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept, it is an idea that exists in our minds only (beauty, justice, mankind).²³

²¹ Howard Sargeant, *Basic English Grammar*, (Essex: Saddleback Educational Publishing, 2009), p. 7-8

²² *Ibid*, Pp. 8-9

²³ Marcella Frank, *Op.Cit*, Pp. 6-7

4). Countable and Uncountable Nouns

Countable noun (singular noun) can be singular or plural: oven(s), exercise(s), etc. We use countable noun separate individual things such as ovens and exercises, things we can count. Many countable nouns are concrete: table(s), car(s), but some are abstract: situation(s), idea(s).²⁴

b. Verb

Verb usually denote processes, actions or states.²⁵ In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find) and states (know, love, have).

For example in sentence :

We *walked* to the store yesterday

The kinds of verbs are :

1) Intransitive Verbs

Intransitive verbs are verb that do not take an object or subject attribute in the sentence.²⁶ Example in sentence: he is reading

2) Transitive Verbs

Transitive verbs are verbs that take a direct object in the sentence.

Example in sentence :

He has read a book

He turned the page

3) Ditransitive Verbs

²⁴ Howard Sargeant, *Op.Cit*, p. 11.

²⁵ Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory Course* (Amsterdam : John Benjamins Publishing Company, 2000), p.91

²⁶ *Ibid*, P.65

Ditransitive verbs are verbs that take two objects in the sentence : a direct object telling “what” or “whom” and indirect object telling “to” or “for whom“ the direct object is sent, give, buy, and so on.²⁷

Example :

He gave me a book

He gave a book to me

From the statement above, the researcher concludes that verbs is a word that the most complex part of speech and show measure and condition of a thing. Verbs has the grammatical properties of person and number, properties which require agreement with the subject.

c. Adjective

Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun.²⁸

The types of adjective are :

1) Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third), and adjectives of indefinite quantity (some, few, all).

2) Descriptive adjectives

They usually indicates an inherent quality (old, young, new) or a physical state (blue, red, yellow), size or age.

²⁷ *Ibid*, p.67

²⁸ Andrew Radford, et.al, *Linguistics : An introduction* (2nd Ed), (New York : Cambridge University Press, 2009), p.130

From the definitions above, it can be conclude that adjectives is a word tht describe noun and has the grammatical property of comparison . for example : beautiful, good,small, and others.

d. Adverbs

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to which a property characterizes an individual or event.²⁹

Examples :

Ken snores *loudly*

The baby cried *continually*

There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.³⁰

1) Adverb of Manner

Adverb of manner is explain how the action of the verb is done. The manner adverb has the most characteristic adverbial form (an – ly ending added to a descriptive adjective) example :

Ana drives *slowly*

The music played *loudly*

2) Adverb of Time

These adverb have a fixed boundary in time, yesterday, tomorrow, next, soon, late, and early.

For example :

²⁹ *Ibid*

³⁰Mark Lester, *English Grammar Drills*, (New York: The Mc-Graw Hill Companies, 2009), p.206-207

He arrived *last night*

She went to Malang *yesterday*

3) Adverb of Place

Adverb of place usually answer the question *where* about the action of the verb, and come after the verb common of place are, *here, there, far, near, over there, away, and far away.*

From the definition above, the researcher concludes that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen.

e. Conjunction

Conjunctions are the word “joins”. A conjunctions join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunctions : they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal.

Example : and, but, or, nor, for, yet, so

Subordinating conjunctions are used to join subordinate.

Example : Although, because, since, unless.

f. Preposition

Preposition belong to small group or class of word which express relations of place, direction, time, or possession. Words belonging to this include : *in, on, of, at, to, from, till, with, for, beside, against, by, towards, and so on.*

g. Determiners

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

- 1) Definite and indefinite articles: a, an, the.
- 2) Demonstratives : this, that, those, these.
- 3) Quantifiers : a few, a little, much, many, a lot of, most, some, any and enough.
- 4) Possessive : my, your, his, her, its, our, their.
- 5) Numbers : cardinal, ordinal number.

h. Pronouns

A pronoun is a word that takes the place of a noun.³¹

- 1) Subjective pronoun

A subjective pronoun acts as the subjects of a sentence. The subjective pronoun are she, he, I, you

- 2) Objective pronouns

An objective pronouns acts as the object of the sentence. It receives the action of the verb. The objective pronouns are, her, him, it, me, them, us, and you.

- 3) Reflexive pronouns

A reflexive pronouns refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, themselves, and yourself.

- 4) Possessive pronouns

A possessive pronoun tells you who own something. The possessive are her, his, its, mine, our theirs, and yours.

- 5) Demonstrative pronouns

Demonstrative pronouns point out a noun. The demonstrative pronoun are that, these, this, those.

- 6) Interrogative pronouns

³¹ *Ibid*, p.67

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in “ever”, such as whatever, whichever, whoever, whomever.

7) Indefinite pronouns

An indefinite pronouns refers to an indefinte, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some, and somebody.

Based on the long explanation above, the researcher concluded that vocabulary mastery is people’s ability to use or to understand basic form of words of language that they have learned in certain situation. In the form of noun, verb, adjective, adverb, conjunction, preposition, determiner and pronoun. In this research, the researcher will focus on verb because verb is one of the parts of speech and the parts of language feature of hortatory exposition.

B. Teaching and Learning Vocabulary

1. Teaching Vocabulary

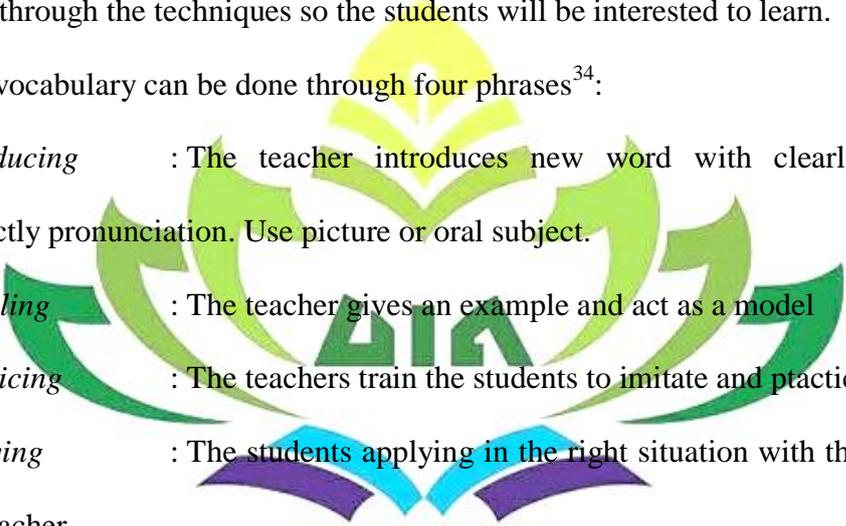
Vocabulary is basic element of language to understand the language. The learner should know the complexity of words, and the teacher should decide how to teach vocabulary on the class. According to thornbury, there are five factors that are related to teaching set of words that must be considered by the teacher:

- a. The level of the learner
- b. The learner likely familiarity with words
- c. The difficulty of items
- d. Their teaching ability

e. In listening and reading.³²

Teaching vocabulary is clearly more than just presenting new words. Teaching has to be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how it talks about language at various points during learning and teaching.³³ Teaching learning process is better for the teacher not only presents the material but also makes teaching learning activity lively and enjoyable through the techniques so the students will be interested to learn.

Teaching vocabulary can be done through four phrases³⁴:

- 
- a. *Introducing* : The teacher introduces new word with clearly and correctly pronunciation. Use picture or oral subject.
 - b. *Modeling* : The teacher gives an example and act as a model
 - c. *Practicing* : The teachers train the students to imitate and practice.
 - d. *Applying* : The students applying in the right situation with the help the teacher.

In teaching vocabulary, teacher should realize that learning a language always deals with a large number of words that it is difficult for the students to memorize such a large number of words. Knowing how words are described and categorize can help us understand that syllabus planners, material writers and teachers make when it comes to the teaching of vocabulary.

In teaching vocabulary, the students will know that some words more difficult than others, they are: pronunciation, spelling, length and complexity,

³² *Ibid*, p.75-76

³³ Jeremy, Hermer, *How to Teach English*, (New England: Longman, 1998). P.34

³⁴ Scott Thornbury, *Op.Cit*, p.29

grammar, meaning, range, connotation, and idiomaticity.³⁵ Those are can be described as follows:

- a. Pronunciation; research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
- b. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. Length and complexity; long words seem to be no more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
- d. Grammar; also problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e. Meaning; when two words overlap in meaning, learners are likely to confuse them. Words with multiple meaning can also be troublesome for learners.
- f. Range, connotation, and idiomatically; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.

³⁵ *Ibid*, pp.27-28

2. Learning Vocabulary

Vocabulary learning is more than the study of individual words. There are significant amount of English is made up of lexical phrases, which range from phrasal verb (two or three words) to longer institutionalized expression. So teaching the students about the detailed vocabulary will truly help them to have a good achievement in English especially in the class. When learning a word, students need to see it in context and learn how its meaning relates to the words around it. An approach that includes definitions as well as context can generate a full and flexible knowledge of word meanings. When students are given several sentences that use a word in different ways, they begin to see how a word's meaning can change and shift depending on its context.³⁶

McCarte states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Repetition is an important aid to learning and having to actively recall or "retrieve" a word is a more effective way of learning than simple exposure or just seeing a word over and over. Writers also agree that repeating words aloud helps students remember words better than repeating them silently.³⁷

³⁶ Cynthia, et.al. *Why Teach Vocabulary?* P.3 Available at www.epsbooks.com

³⁷ Jeanne McCarten. *Teaching Vocabulary, Lessons From the Corpus, Lessons for the Classroom*. New York: Cambridge university press. 2007. P.21

3. Teacher's Problem in Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary that he/she will teach. According to Thurnbury the five factors that are related to teaching set of words taht must considered by the teacher:

- a. The level of the learners (whether beginners, intermediate, or advanced)
- b. The learner's likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).
- c. The difficulty of the items (whether for example, they express abstract rather than concrete meaning or whether they are difficult to pronounce).
- d. Their 'teach ability' - whether, for example they can be easily explained or demonstrated.
- e. Whether items are being learned for production (in speaking and writing) or for recognition only (as listening and reading). Since more time will be needed for te former, the number of items is likely to be fewer than if the aim is only recognition.³⁸

From the explanation above it is clear that students have different level and teacher should encourage their students to gain success in learning the language. Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting the vocabulary that he/she was taught. All of those problems should be solved to make the teaching process successful in the class.

³⁸ Scoot Thonbury, *How to Teach Vocabulary*, (London: Person Education Limited, 2002), p.75 76

4. Students' Problem in Learning Vocabulary

A student is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. In learning vocabulary, students may have problems. They include:

- a. Pronunciations, research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
- b. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. Length and complexity, long words seem to be more difficult to learn than short ones. Dealing with complex words seems to be more difficult than the simple one.
- d. Grammar, also problematic is grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e. Meaning, when two words overlap in meaning, learners are likely to confuse them. Words with multiple meanings can also be troublesome for learners.³⁹

According to the theory above the researcher can conclude that the student's problem of learning vocabulary is: pronunciation, spelling, length and complexity, grammar, and meaning. From my explanation above, it can be concluded that in learning vocabulary, the students may have some problems and

³⁹ *Ibid.* p.27 28

difficulties. Some of those problems are the students felt that the teacher explanation for meaning or definition, pronunciation, spelling, and grammatical function is boring, students only learning as knowing the primary meaning of new words. Students usually only acquire new vocabulary through new words in their textbooks or when they are given by teachers during classroom lessons and they do not want to take risk in applying what they have learnt.

C. The Self-Collection Strategy

1. Definition of the Self-Collection Strategy

The vocabulary self-collection strategy is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard in 1982-1986, and since then has been adapted for various grade levels and instructional contexts.⁴⁰ Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class.

Teachers using vocabulary self-collection strategy (1) model the process of collecting words, (2) provide guided practice within reading groups and other instructional contexts, and (3) offer consistent encouragement to students to use vocabulary self-collection strategy during independent reading.⁴¹ The major benefits of using vocabulary self-collection strategy are that students engage in

⁴⁰Haggard, M. R. (1982). The Vocabulary Self-Collection strategy: An active approach to word learning. *Journal of Reading*, 27(3), p. 88

⁴¹*Ibid*, p.88.

their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious.

Vocabulary self-collection strategy should be introduced before reading and used by students during and after reading. Vocabulary self-collection strategy has been used with intermediate, middle, and secondary students within cooperative group settings, but the strategy may be modified for students in the primary grades as the teacher directs and guides them through the process. Primary-grade students would benefit from the use of vocabulary self-collection strategy after group read-alouds, when they return to the book to select new and interesting words.⁴²

Vocabulary self-collection strategy works well with intermediate and middle school students. However, the strategy may be modified for use with primary-grade students. Teachers in the primary grades would simply add more modeling techniques and think-alouds and incorporate scaffolding to help students select new and unfamiliar words. In other words, vocabulary self-collection strategy can be effective for young children if the teacher (1) uses it as a whole-group activity, (2) directs the group in selecting the new and interesting words from a group reading such as a read-aloud, and (3) guides the students in a discussion around the meanings of the words.

2. Procedure of the VSS in Teaching Vocabulary

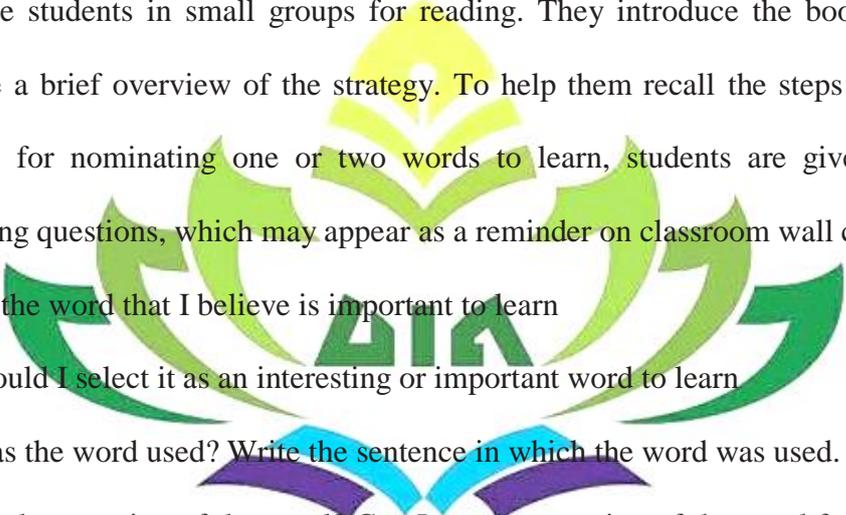
According to Haggard the procedure of teaching vocabulary by using vocabulary self-collection strategy as follows :

⁴²*Ibid*, p.89

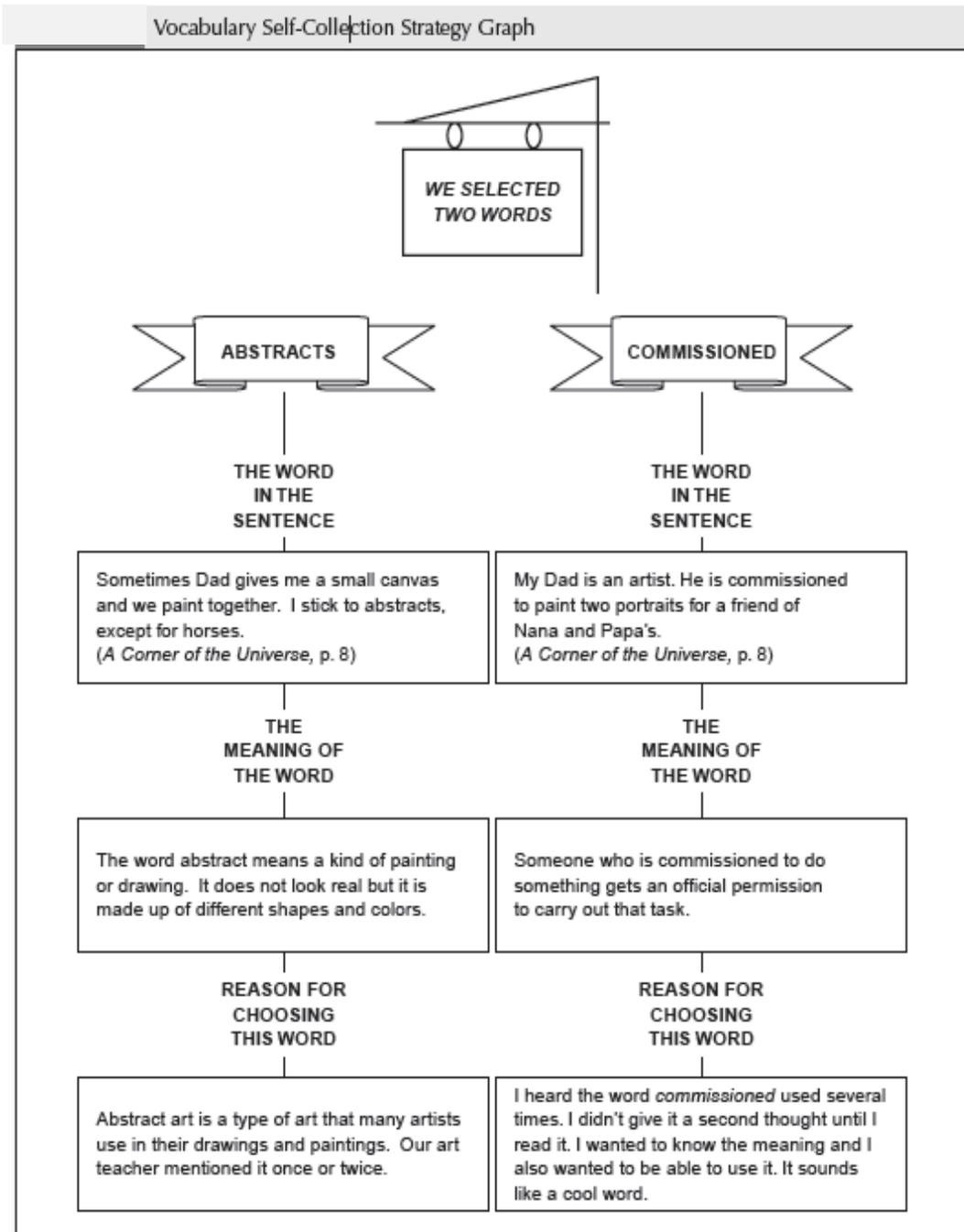
- a. Teachers introduce the purpose of vocabulary self-collection strategy to students. They tell students that they will be expected to find new and interesting words from their readings that they will learn through a group nomination process.
- b. Teachers model how to select and nominate important words from the readings. Teachers show 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 the selected word because it is interesting and would be useful in their own writing.
- c. Teachers demonstrate how to use context and other resources to learn the meaning of the word. For example, they may use the context or they may refer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of the word.
- d. Teachers write the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper. Teachers write the word, the sentence or phrase in which the word was used, the meaning, and the reason for selecting the word.
- e. Teachers engage students in the process of vocabulary self-selection. Students work in small groups of three to five, and they read a short passage from the book with the teacher. They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the

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, the sentence from the text in which the word was found, the meaning, and the reason for selecting the word.

f. After students are familiar with the strategy, teachers provide guided practice to support the use of vocabulary self-collection strategy during reading. Teachers organize students in small groups for reading. They introduce the book and provide a brief overview of the strategy. To help them recall the steps in the process for nominating one or two words to learn, students are given the following questions, which may appear as a reminder on classroom wall chart:

- 
- a. What is the word that I believe is important to learn
 - b. Why would I select it as an interesting or important word to learn
 - c. How was the word used? Write the sentence in which the word was used.
 - d. What is the meaning of the word? Can I get the meaning of the word from the context, dictionary, glossary, or some diagram in the book
- g. Students in small groups discuss the words they wish to nominate. Within their small groups, they talk about each word and why they think the class should learn the word. Through consensus, they nominate two words.
- h. Students write the two words on a chart similar. Each group presents its two words to the class. On a class chart, one member of the group writes the word, the sentence in which the word was used, its meaning, and the reason for selecting the

word.⁴³ After the new and interesting words have been selected and discussed, they may be posted on a wall chart for students use.⁴⁴



Source : Haggard, *The Vocabulary Self-Collection strategy: An active approach to word learning. Journal of Reading*

⁴³*Ibid*, p. 90

⁴⁴*Ibid*, p. 90.

3. Strengths Vocabulary Self-Collection Strategy

There are some advantages of vocabulary self-collection strategy, those are:

- a. To enhance students' motivation and achievement in learning new words.
- b. Students' rationale for selecting certain words adds to their understanding of process learning of them.
- c. Students can build their vocabulary knowledge through active participant in 'word discussion' and active related to word learning.⁴⁵

Another advantage of vocabulary self-collection strategy are to increase students' vocabulary and appropriate for pre and post reading and help students to determine a purpose of reading.⁴⁶ 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 is strategy that focus on meaning of word in specific context. This strategy is done not only to present vocabulary but also to answers three questions above.

4. The Weakness of Vocabulary Self-Collection Strategy

The weakness of vocabulary self-collection strategy as follows:

- a. First, the procedures taken time because there was seven steps that teacher has to do, which are shown in the above sub chapter. Therefore, the researcher gave the limit time for the students to do the activity.

⁴⁵*Ibid*, p.92.

⁴⁶Fitria Ayu Meaningsih, *The Effectiveness of Vocabulary Self Collection and Interactive Students' Vocabulary Mastery*, (Semarang: 2004), p.14

- b. Vocabulary self-collection strategy can only be used to teach intermediate or advanced learner of English because students will have some exposure of texts and find the meaning of the words through context clues.⁴⁷



⁴⁷ *Ibid.* p.15

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