

USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO INCREASE MASTERY THE JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY

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Abstrak

Makalah ini bertujuan untuk memaparkan salah satu strategi pengajaran vocabulary di Sekolah Menengah Pertama (SMP) dengan menggunakan *Vocabulary Self-Collection Strategy* (VSS). Strategy ini dapat digunakan untuk meningkatkan pengetahuan kosakata siswa dan menumbuhkan motivasi internal siswa dalam belajar Bahasa Inggris. Dalam strategy 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 strategy ini dapat bermanfaat bagi guru dalam peningkatan motivasi anak-anak dalam belajar Bahasa Inggris. Selain itu, strategy ini juga dapat menumbuhkan ketertarikan siswa terhadap Bahasa Inggris dan hal ini dapat memberikan dampak positif dalam proses belajar mengajar.

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A. Introduction

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 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 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 is by using Self-Collection Strategy. According to Haggard (1986) this strategy is designed to help the students expand their vocabulary by relating the new vocabulary words to their experiences that have meaning in their own lives. In this case, the students are allowed to learn the words that they are interested in. The students are also allowed to find the meaning of the new words. This strategy focuses on the words that the students want and need to know, the words that they are curious about and get interested in.

In addition, Readence et.all (2001) also state that the purpose of Vocabulary Self-Collection Strategy (VSS) is to help students to generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their vocabulary. This strategy can be used to develop word knowledge. Since the list is self-generated, an internal motivation is utilized. This strategy can help the students become interested in the language. Thus, it can increase the students' enjoyment of the subject.

To sum up, Vocabulary Self-collection Strategy (VSS) lets the students choose new words that they want to learn. This strategy helps the students to understand the meaning of new words from the context and to integrate them with other sources that make them enable to learn. VSS also helps the students to make connection of the meaning of new words with other skills. The students can integrate the meaning of new words in their conversation, their writing and their reading. They will get many new words by sharing their words each other to the whole groups in the class. So, it will highly motivate the students to learn vocabulary because they can interact with their classmates to learn more about the unfamiliar words.

B. Discussion

1) Preparation

In order to achieve good result of implementation of VSS as a strategy to enhance junior high school students' vocabulary, teacher should do some preparations before teaching and learning process.

1. Material

Material is an important component in teaching and learning process. Material should be appropriate with the level of students' intelligence, ages, students' need and the condition of the students. It is necessary to help the students to be comfortable in the learning process. The teacher also can provide the material interestingly so that the students' motivation fully increases. In addition, the material must be based on curriculum and syllabus. Hence, the teacher will not be confused of what she/he should teach to the students.

In applying Vocabulary Self-Collection Strategy, teacher should prepare the topic and the text that are appropriate with syllabus and also have synchronization with students' interest and environment. The material can be encountered from written text surrounding the students, various content fields, fads, people/places/thing in the news and text book given by the teacher.

2. Lesson plan

Lesson plan is a guide for teacher in teaching and learning process. The teacher should prepare the lesson plan before they teach the material in the class. Lesson plan must include some components such as subject, school, semester, time allocation, topic, standard of competence, basic competences, indicators, objectives, teaching method, learning experiences, teaching materials, teaching media, and so on.

2) The Implementation of Vocabulary Self-Collection Strategy to Increase Junior High School Students' Vocabulary

The implementation of teaching strategy is an important part in the teaching process. Teacher can implement teaching strategy and find out whether the strategy is appropriate for the students or not. If the treatment of the strategy can make the students enjoy to study and it can enlarge their knowledge, so the strategy is successful. On the other hand, if the students feel bored and it cannot increase their comprehension during and after the class, so the teacher has to find another appropriate strategy. Without the implementation of teaching strategy, it is impossible that the teaching goal will be achieved.

The Implementation of Self-Collection Strategy in teaching vocabulary for junior high school students can increase the students' vocabulary mastery. Vocabulary Self-Collection Strategy (VSS) is an approach to teach vocabulary by using the students' ability in collecting and generating words list and it emphasizes on the students' personal experiences and general knowledge. This strategy is started with the assignment for both students and teacher to bring words that they believe whole members of class should learn.

The students are allowed to find out the words based on their daily experiences, the words that they find in their own environment related to the topic given by the teacher. For example, the teacher gives a topic for the next meeting about "communication". The students should figure out kinds of communication that they and other people that they know use every day and the list of words that deals with communication. Then, the students try to determine the meaning of the words as best as they can base on the context. They do not have to look up the words in dictionary before class.

In the class meeting, whole members of the class discuss about the words list that each of them has. In this case, the topic has been told by the teacher in the previous meeting. So, they already have a new word that they get from their viewing, reading, and environment.

In the pre-teaching activities, each student writes the words on the board and tells where they can find the words, the definition of the words based on their own perception and also the reason why their classmate should learn the words. For example, a student present about word related to communication. The student

present about the word “*broadcast*”, he have to tell where they found the word, what he think “*broadcast*” mean, and why the word should on the class list or why the class should know the meaning of the word. In presenting the word, students may use English as good as they can. If they cannot present in English fluently, they can combine with their first language. The teacher as the leader of discussion guides the students in clarifying the definition of the words. The teacher can add more information or extend the meaning of the words. Other students can give their own perception about the definition of the words and more information needed.

After a student finish presenting their word, presentation is continued by other students. The rules are similar like before. After the final words have been selected, it will come to an agreement of the definition of the words. To make sure about it, the students may compare the definition that they get with the existing definition on the dictionary if it is needed. Then, the teacher and the students discuss which words are common or they have already known and which words that they want to learn. The list of the words will be narrowed in approximate numbers.

The students can copy the words list into their own vocabulary list. The teacher can use these class words lists to develop other teaching activities, such as writing down some sentences based on the existing words, knowing how to pronounce the words and so on. The test will be given at the end of the week. The test is about the spelling and the meaning of the words and how to use them in sentences. Haggard (1986) mentions some steps in implementing Self Collection Strategy to increase students’ vocabulary (see appendix 1).

In whilst teaching activities, the lesson is introduced, delivered and practiced during the class. In implementing Self Collection Strategy, this phase consists of some stages. They are:

1. Teacher divides the students into several groups. Each group consists of four students maximum.
2. Teacher gives each group the simple text related to the topic. Teacher reads aloud the text and students just listen. While listen, the students pay attention to the text that already given by the teacher. Then, Teacher reads aloud the text then followed by students.
3. Teacher asks the students to read again and discuss the text. Teacher also asks the group to pick one word that is unfamiliar or one word that they are more curious to know about. The teacher also picks one word from the text. It is for demonstration purpose.
4. Teacher gives the students some time for discussion. The students have to use context clues to determine what their word means. Yet, the teacher should not allow the students to use their dictionary to confirm the word’s meaning.
5. Teacher asks the students to choose one member of the group to be the speaker.
6. A spokesperson from each group should write down the word in the white board and present their word by answering the following questions:
 - Where is the word in the text?

- What do members of the group think the meaning of the word?
- Why do members of the group decide on that word and why do other students need to learn the word?

In presenting the word, student combine English with their first language if they cannot speak English fluently.

7. Teacher gives clear definition about the word and add some information related to the word.
8. Other groups present their words.
9. After all of presentations from each group, the teacher asks the students to review the list of new words. It is purposed to eliminate words' duplication and unimportant words for the students to learn.
10. When the final words have been selected, the teacher asks the students to write the words into their own personal words list.

In post teaching activities, the teacher concludes the lesson. The teacher also asks the students' problem in learning new words, but it will be homework for the students because of the limited time in teaching and learning process. The teacher asks the students to make sentences based on the existing words at home. It will make the students continue to learn about English vocabulary and understand the new words at home. The last, the teacher closes the lesson. That is the end of the class.

3) The advantages of Using Vocabulary Self-Collection Strategy (VSS)

There are some advantages of using Self Collection Strategy to increase Elementary school students' vocabulary:

1. Vocabulary Self-collection Strategy (VSS) helps the students to develop important connection between new words and their meaning so that it is more completely understood and remembered by the students.
2. Vocabulary Self-collection Strategy (VSS) increases the students' enthusiasm to learn and collect the words.
3. Vocabulary Self-collection Strategy (VSS) can help the students to work together to determine the words they do not know from the text.
4. Vocabulary Self-collection Strategy (VSS) can make the students be able to determine the meaning of many words by context and to decide what words are more important than others. So, it will increase the students' understanding about the words and the text that they have read.
5. Vocabulary Self-collection Strategy (VSS) helps the students to understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those words.
6. For the teachers, this strategy is not too hard to apply in teaching in the classroom.
7. For the students, Vocabulary Self-collection Strategy (VSS) can motivate them in learning new words because it is an interesting strategy to be introduced for elementary school students and also suitable for them in learning a foreign language.

C. Conclusion and Suggestion

Vocabulary Self Collection Strategy (VSS) is an interesting strategy that can be used to teach vocabulary for junior high school students. In this strategy, the students are asked to be active in teaching and learning process in the classroom. They are asked to bring one word that unfamiliar and interesting for them. In the next meeting, each of the students have to present the new word in front of the class with answering the questions where they found the word; what they think the word means; and why the class should learn about the word. After the presentation, class members and teachers add more information they can to each words' definition. The discussion include eliminate the duplication, words that all of the students already known about its meaning or words the students do not desire to study. The definitions of the final vocabulary list are discussed for any needed clarification and then recorded in the students' individual journals.

This vocabulary activity is also designed to help students work together to determine words they don't know from the text and the words that they can't directly decide their meaning through context. In doing this activity, the students work in groups, they not only can to determine the meanings of some words by context, but also will be able to decide what words are more important than others.

So, Vocabulary Self-Collection Strategy (VSS) has many purposes to help the students to enlarge their vocabulary. This strategy can be applied in teaching vocabulary because this strategy is interesting and enjoyment for the students. The students' vocabulary will be enhanced and increased by using this strategy. Then, this strategy also helps the students to understand the words based on context.

Based on the previous explanations, Vocabulary Self-Collection Strategy (VSS) is a valuable strategy to be applied in order to increase elementary school students' vocabulary. This is a recommend strategy to be used by English teacher to teach elementary school students. By using this strategy, the teachers are able to attract the students' interest in learning new words because this strategy emphasizes on the students choice in deciding the words they want to learn and for this case, students experiences are the basis to determine the words' meaning.

Note: This article is written based on the writer's paper whose advisor is Drs. Sunaryo.

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