

CHAPTER I

INTRODUCTION

A. Background of Study

There are four aspects of language skills that can be used to communicate, namely listening, speaking, reading and writing. Listening is the skill of understanding spoken language receptive. What is meant by listening skills here this doesn't mean just listening to the sounds of language through a tool hearing, but also understanding the meaning.¹ Reading is an activity that can be done in every time and wherever it is. There are many purposes of reading in our daily life. That purposes are used for helping understand the content of a text.² Writing skills are active-productive skills. This skill is seen as the most complex of the hierarchy and complex among other types of language skills.³

In this research, the writer will focus on speaking skills. Speaking is a form of oral communication that is used to convey information through words using speech tools.⁴ Speaking is a means of conveying ideas that are structured and developed according to the needs of the listener. To talk, you need at least two people to start interacting. Speaking skills occupy an important place in language learning, because speaking skills represent the

¹ Yeti Mulyati, "Hakikat Keterampilan Berbahasa Keterampilan Berbahasa Indonesia SD," *Keterampilan Berbahasa Indonesia SD* (2015): 1–34.

² Wallace Tucker, "Theoretical Review of Reading," *Highlights of Astronomy* 1 (1968): 210–215.

³ Mulyati, "Hakikat Keterampilan Berbahasa Keterampilan Berbahasa Indonesia SD."

⁴ Elnida Saldaria, Vina Anggia Nastitie Ariawan, and Isah Cahyani, "Speaking Skill of Elementary Students Reviewed by Gender," *Jurnal Prima Edukasia* 7, no. 1 (2019): 20–27.

learner's communication skills. In other words, the ability to speak fluently not only plays a role in language learning, but also plays an important role for other people. Achieving meaningful learning is determined by one of the students' speaking skills. Speaking skill is an aspect that needs to be developed.

The writer made observations when the writer was doing assignments at school when the writer was doing integrative teaching at school and teaching in several classes, it turned out that there were still many students who were less interested in learning English. Students' always think that learning English is difficult and boring and students do not enjoy and are active when learning English. After the writer made observations and interviewed several teachers there, teachers often still had difficulty with what methods were suitable to apply when teaching in class. Therefore the writer wants to know and find out what method is suitable, the writer tries to use this vocabulary self-collection method strategy to teach vocabulary to students' at MTsN 1 Pandeglang, especially for seventh grade.

Many students there are still not proficient in speaking English, because students' still don't have enough vocabulary to speak. Therefore, as a writer, the writer want to experiment whether the teaching method, the writer chose is able to help English teachers in schools to teach more effectively or not. This method suitable and interesting to use in the classroom so that students' can be interested and understand when they learn English, especially learning vocabulary to improve their speaking skills. The writer conducted an interview

with one of the English teachers at the school that if the teacher wants to teach speaking, just follow the directions from the English book and be assisted with teaching styles such as making teaching materials, namely several dialogues and reading, by students and practiced in front of them. To teach vocabulary, the teacher uses several games to teach, such as making cards by writing down several vocabulary words and then memorizing them by the students and the students' are asked to describe the words in the notebooks and then explain them in front of their friends. Students have been studying English for approximately 3 years since elementary school, ideally students should be able to speak English, but in reality they are not fluent and still have difficulty speaking English. Therefore, the writer wants to try to carry out learning using the vocabulary self-collection strategy in this research, whether it will make students' prefer to learn English so that students' are able and can improve their speaking skills.

With this, the writer will use one instructional method, namely vocabulary self-collection strategy. Therefore, the writer were interested in implementing this strategy. The Vocabulary Self- Collection Strategy is an interactive learning teaching strategy that demonstrates vocabulary awareness, students can select new terms they want to learn. Use of this technique, children are better able to acquire new words by deriving their meaning from the context and integrating them with relevant information from other sources. In addition, Vocabulary Self-Collection Srtaregy helps students' connect the meaning of new terms with other competencies. Children are able to

incorporate definitions of new words into their reading, writing, and discussions. By exchanging words with each other in front of the whole class, students' will learn many new words. Students' are free to take and collect some vocabulary from both the books and the shows they see. As a writer of this research, the writer will give them several story books that they can read or videos that they can watch. Students' can collect some vocabulary that they think is interesting and important to learn and memorize so that it can help improve their English speaking skills. The students' may communicate with their classmates to learn more about unknown words, this will greatly motivate children to master vocabulary.⁵

In this research the writer used classroom action research methods. Action research is a process in which educators systematically and carefully examine their own practice using research techniques.⁶ In this study the writer used an vocabulary self collection strategy as a learning strategy in the classroom according to what has been explained above., this strategy can make students' more active and more independent when learning. Therefore, the writer hopes that by using this strategy students' will become more motivated to learn English, especially learning to speak.

⁵ Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Stratey (VSS) to Increase Mastery the Junior High School Students' Vocabulary," *Jelt* 2, no. 1 (2013): 1-9.

⁶ Siti Khasinah, "Classroom Action Research," *Jurnal Pionir; Volume 1, Nomor 1*, 1, no. 2 (2013): 33-61.

B. Identification of Problem

Based on the explanation of the background study above, the identification of problems are following below :

1. Many students' consider English lessons to be difficult lessons, and consider speaking in English lessons to be very difficult.
2. Some teachers still find it difficult to determine what learning methods are suitable for students'.

C. Scope and Limitation of Problem

This research will only focus on finding problems and solutions in learning English for speaking skills, using the Vocabulary Self Collection Strategy (VSS) strategy. In this study, the researcher will analyze whether the VSS strategy is suitable for students' at seventh grade D of MTsN 1 Pandeglang.

D. Research Questions

Based on the Background of Study above, the problem can be identified as follow:

1. How the implementation vocabulary self-collection strategy to improve students' speaking skill at seventh grade?
2. What vocabulary self-collection strategy can improve students' speaking skill?

E. The Objective Of Study

The writer determines the research objective based on the formulation of problem as follows:

1. To describe the implementation of vocabulary self-collection strategy to improve students' speaking skill at seventh grade.
2. To increase vocabulary self-collection strategy can improve students' speaking skill.

F. Significance of Study

The researcher hopes that the present study will be helpful to society as a whole, particularly for the need of teaching and learning in English education, and that the results will have theoretical and practical implications. The researcher divides the study's importance into theoretical and practical components.

1. Theoretically

Theoretically, the present study will be beneficial as a reference for developing knowledge about the use of the Vocabulary Self-Collection Strategy (VSS).

2. Practically

Practically, the result of this present study will be expected to provide significances for teacher, students', and the researcher herself.

a. For the students ‘

Through an efficient method, in this case the challenging of listening to employ VSS, the current study seeks to help students’

build and develop their resilience during listening activities. The writer believes that by adopting a positive outlook, kids can overcome their reading challenges.

b. For the teachers'

The teacher can implement and assess this VSS after learning about its efficacy; nevertheless, if the teacher wishes to employ this VSS technique in teaching, they must do it as effectively as feasible.

c. For the writer

The writer can assess instructional strategies by employing a self-collection vocabulary technique. If this VSS technique proves to be successful, researchers will create it for their pupils in the future. In addition, this research will serve as a review for future studies.

G. The Previous Research

Before conducting this research, the writer had searched for several previous studies that were relevant to the title of this research. There are several the writer who research Vocabulary Self-Collection Strategy in this research, the writer has four relevant previous studies.

The previous research was entitled "*The Effectiveness of Self Collection Strategy and Motivation on Students' English Vocabulary Mastery*"⁷ Indriani Selfa. Author of this work is Bung Hatta University. The goal of this study was to demonstrate whether or not students' motivation and self-collection strategy had a meaningful impact on their mastery of the English language vocabulary. The use of a control group that was solely for the post-test made this study quasi-experimental. During the 2016–17 academic year, the population consisted of Bung Hatta University students enrolled in the Economic Accountant Department. The samples were chosen by the author using cluster random sampling. The researcher employed a vocabulary exam to gather data. The t-test and SPSS 16.0 were used to examine the data.

"*The Use Of Vocabulary Self Collection (Vss) Strategy In Increasing Student Reading Comprehension*"⁸ Meliya Sukma The authors of the study were Dara Damanik, Shobayarul Hamidah Daulay, Rora Rizky Wandini, and Isnaini Siagian from the State Islamic University of North Sumatra. The purpose of this study is to offer a self-sufficient method for acquiring language in order to tackle the problems that pupils encounter. Some researchers look into how instruction in language learning is impacted by autonomous vocabulary acquisition. The results of the study attest to the method's efficacy in helping students acquire a language. The author was therefore inspired to employ this strategy. independent lexicon

⁷ Selfa Idriani, "*The Effectiveness of Self Collection Strategy and Motivation on Students' English Vocabulary Mastery*," *Jurnal Basis* 5, no. 1 (2018): 13.

⁸ Emeliya Sukma Dara Damanik et al., "*The Use of Vocabulary Self-Collection (Vss) Strategy in Increasing Student Reading Comprehension*," *Getsempena English Education Journal* 8, no. 1 (2021): 54–64.

The collecting strategy is an interactive learning method that shows word awareness. The author uses classroom action research to implement this strategy. He adheres to the four suggestions made by Kemmis and Taggart: planning, acting, observation, and reflecting. 36 students from Mas Al Ulum in Medan served as the study's sample. These two cycles make it clear that cycle II has a better average score. The average value for the first cycle is 65.7%. Furthermore, failing the reading exam is seen to need it. There is a discernible difference between this diagnostic exam and previous ones. In addition to improving students' reading comprehension, the use of independent vocabulary acquisition strategies increases their passion and excitement for reading English literature. can be seen from the observations that investigators and partners have made so far on the use of this technique. They seem more lively than previously. Students appreciate this strategy since it can help with reading comprehension and word memorization.

*“The Effectiveness of Vocabulary Self-Collection Strategy (VSS) Towards Students’ Vocabulary Enhancement”*⁹ Debora Simanjuntak, Nelson Panjaitan, and Rosita Sihotang from Advent Indonesia University are the researchers on this project. The purpose of this study is to determine students' vocabulary enhancement using the VSS technique. In this work, both the quantitative research approach and the experimental design were applied. Students from SMAN 1 Parongpong, Bandung who were enrolled in the 2016–17 school year made up the

⁹ Rosita Sihotang, Nelson Balisar Panjaitan, *“The Effectiveness of Vocabulary Self-Collection Strategy (VSS) Towards Students Vocabulary Enhancement,”* *Acuity: Journal of English Language Pedagogy, Literature and Culture* 3, no. 1 (1970): 24–34.

study's sample. In the past, many methods were used to teach vocabulary. In this study, the researcher's exclusive attention was on the vocabulary self-collection technique. The researcher has chosen two senior high school classes in grade 10 at SMAN 1 Parongpong. The study's sample consisted of 78 students in total: 39 from class X MIA1 and 39 from class X MIA2.

Another previous study is “*The Effectiveness Of Vocabulary Self-Collection Strategy On Students' Vocabulary Mastery*”¹⁰ Chusnul Waro conducted research for his thesis in 2019–2020 while enrolled in the English education program at the Syarif Hidayatullah State Islamic University in Jakarta's Faculty of Science Education. In class X MA islamiyah ciputat, this study employed a quasi-experimental methodology. It was discovered that the vocabulary self-collection technique was successful in raising students' vocabulary knowledge after processing was done and results were obtained. The grades that the students in both classrooms received support that.

From several previous studies that the writer has obtained and written in this research. For the differences between several previous studies and the research that the writer wrote to examine the problem of the population object to be studied. From previous research, the writer examined students from campus and students from high school, whereas in this research the writer has the object and population to be studied, namely, seventh grade students from MTsN 1

¹⁰ Chusnul Waro et al., *The Effectiveness of Vocabulary Self-Collection Strategy on Students' Vocabulary Mastery Faculty of Educational Sciences, PROJECT (Professional Journal of English Education)*, vol. 2, 2019, [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/47833/1/CHUSNUL WARO-FITK.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/47833/1/CHUSNUL%20WARO-FITK.pdf).

Pandeglang. Other than that for the difference between this research and previous research is that the writer have their own focus on the skills to be improved, by using vocabulary self-collection strategy, for teaching strategies or techniques in the classroom. In terms of similarities, this research and previous research are both using vocabulary self-collection strategies for teaching.

The novelty that was obtained between this research and previous research is that previous the writer used a vocabulary self-collection strategy for high school students and college students, while the writer in this study wanted to examine whether this vocabulary self-collection strategy could and was suitable for application to junior high school students, therefore the writer conducted this research with the object and population of seventh grade students at MTsN 1 Pandeglang.