Vocabulary Self Collection Strategy to Increase Vocabulary Mastery

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Abstrak

Penelitian ini berfokus pada peningkatan penguasaan kosa kata dengan menggunakan Strategi Pengumpulan Kosakata Sendiri. Penelitian ini menggunakan desain PTK yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Penelitian ini memiliki 20 siswa (15 perempuan dan 5 laki-laki) sebagai subjek penelitian. Mereka adalah mahasiswa ESP (English as Specific Purpose) pendidikan bahasa dan sastra Indonesia semester dua. Hasil penelitian menunjukkan bahwa nilai rata-rata siklus pertama adalah 67 sedangkan pada siklus kedua adalah 94,3. Terjadi peningkatan sebesar 27,3 dari siklus satu ke siklus dua. Singkatnya, penerapan Vocabulary Self-Collection Strategy dapat diterapkan sebagai strategi untuk meningkatkan penguasaan kosakata pada siswa.

Kata Kunci: *Strategi Pengumpulan Kosakata Sendiri, penguasaan kosakata.*

Abstract

This research focused on increasing vocabulary mastery by using of Vocabulary Self-Collection Strategy. This research used CAR as the design which conducted in two cycles. Each cycle consisted of plan, implementation, observation and reflection. This research has 20 students (15 female and 5 male) as the subject research. They are the ESP (English as Specific Purpose) students of Indonesian language and literature education in the second semester. The result showed that mean score of the first cycle was 67 while in the second cycle was 94.3. There is 27.3 improvement from cycle one to cycle two. In short, the application of Vocabulary Self-Collection Strategy can be applied as the strategy to improve vocabulary mastery to the students.

Keywords: *Vocabulary Self-Collection Strategy, Vocabulary Mastery.*

INTRODUCTION

Language is the most significant means of communication within communication. Communication can be done by speaking, writing and so on. It is very important because it is a window to the world and knowledge knowledge of Nur'Aini, A., & Adhitama, E. (2015). Based on Rabiah Sitti (2012), she explained that language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others. In this case, the language cannot be separated from culture because language represent its nation and has close relation to the attitude or behavior of groups of speakers of the languages. Ilyosovna, N. A. (2020) added that Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. Suwanto (2017) also claimed that language is very important for everyone in this world, with language they are able to establish relationships with other people who come from different language backgrounds different. With language people can express feelings, ideas, and think of someone directly, with a piece of paper or with a gesture. Language is a tool used by humans to communicate in society.

It is very important to master language because it can be a medium of information. One of the languages that we must master is English. English as an international language, which is often used in the world as a means of communication. English is also the language of science and knowledge technology. Therefore, without the ability of English, a person will experience difficulties in world association that is increasingly open, fast, and uncontrollable (Yamin, 2017). Besides, English is very important for children who live in areas that is near tourism place. Because, local children's English skills are expected to introduce wealth regions to foreign tourists (Sutarsyah, 2017). The purpose of learning English at school is to develop language skills both orally and written. There were four skills of English; those are listening, speaking, reading, and writing skills. One skill depends on

another skill. The success of learning English is reflected in the ability to convey ideas both orally and written. This is in line with Basri (2014) which stated that students who learn English are essentially learn to use it in oral and written communication actively and effectively.

Vocabulary has a very crucial role in mastering a foreign language as the smallest unit to form a sentence. It can be defined as a collection of words understood by someone (Herlina, 2015). According to Xiqin (2008), vocabulary is interpreted as the entire stock of words belonging to a branch of knowledge or known by an individual. Generally, vocabulary is not only limited to the meaning of words but also includes how vocabulary in a language is structured, such as how people use words and store words and also how they learn words and the relationship between words, phrases, categories of words and phrases. This is shown that vocabulary is not only a collection of words that student have to memorize and know their meaning but it also become the learning process in uniting the words together.

Based on Brewster, Ellis & Girard (2004), there are four ways to understand vocabulary. Those are form, pronunciation, word meaning, and usage. Form is learning through: (a) listening and repeating, (b) listening for specific phonological information (consonant, vowel sounds, syllable sources, stress pattern), (c) looking at or observing the written for shape, first and last letters, letters clusters, spelling, (d) noticing grammatical information, and 5) copying and organizing. pronunciation is pronunciation or pronunciation. Word meaning is learning the meaning of vocabulary and how relation to other material concepts and vocabulary. Meanwhile usage is learning how to use the vocabulary itself

This represents that vocabulary is not just a collection of words that students can memorize and know the meaning but also the learning process in assembling these words. Without mastering related vocabulary, students not only have difficulty in communicating each other, but also they are able to communicate in all. Besides, without an understanding of vocabulary, students will face problems in accessing information and operating their electronic devices. Related with the importance of English, according to Ulya (2016), learning English in the classroom is a must subject to be mastered and it can be a good strategy to attract and involve students, so that the language competence can be mastered optimally. One of the purpose of learning English at school is to develop language skills both orally and written. Based on Ariastuti (2014), some factors that can affect students' interest in learning are students themselves, learning tools, teacher abilities, the average ability of students is low, students are not responsible for the task, and often English is still considered too difficult. However, they need to master English too. It is not just because of the credit they will pass but also they are able to meddle with technology easily.

In carrying out the process of learning English, based on the results of observations, the researcher found that Indonesian language and literature education students in at SMPN 1 experienced it difficulties in achieving good scores. They cannot form a sentence, still hard to translate Indonesia to English or vice versa. Their score is also in low level. They also do not have any interest in learning English although it is an obligatory subject. However, the students who experience difficulty in understand the meaning of a word during the learning process, the teacher must not give them some shortcuts by looking up the meaning of the word in the dictionary or even telling it directly. This method is considered less effective. If it is used frequently, the result is not good for students.

In short, the researcher here tried to find a strategy to improve students' mastery in English vocabulary. One of the strategy that is claimed to be effective is by using vocabulary self-collection. This strategy can be used to increase students' vocabulary to foster students' score in learning English. Based on Juwita (2013), by using this strategy, the students are given confidence to be able to find the meaning of vocabulary that they find important and interesting for them to know based on the topics that the teacher has given at the end of the previous lesson. The researcher here is interested in using this because the vocabulary self-collection strategy can encourage students to become independent word learners. Learners have opportunity to select relevant words in the text that they feel are important to added to the vocabulary list of students. Based on the previous research, the researcher is very sure to raise the title "Vocabulary Self Collection Strategy to Increase Vocabulary Mastery".

METHOD

This research was conducted to 20 students (15 female and 5 male) of Indonesian language and literature education in the second semester at Hayim Asy'ari University. This research used class action research (CAR). Based on Cohen et al., (2007: 304), they stated that classroom action research is used to investigate, where the benefits of this type of research are to change learning attitudes, increase teacher competency, generate self-confidence and develop research subject knowledge. According to Kemmis and McTaggart (in Burns, 2010: 7-8) class action research is characterized by four phases in a research cycle. Those are plan, implementation, observation and reflection. In the planning phase, the researcher begins by identifying the problem which is then developed into an action plan that is developed in a specific area. Implementation is the phase where the researcher implements what has been planned into the learning process in the classroom. Observation is a stage to observe the effect of the given action. The final phase is reflection, namely the reflection, evaluation and explanation phase of the effects of the actions taken in order to understand the problems that occur. In this research, there were two cycles in it.

The data collection procedures used in this study are doing observations, delivering tests, and giving questionnaire. The observation is used to previewing the research subjects and related how the strategy can influence student activities and whether the learning activities carried out are in accordance with the plan. The test is used to measure students' improvement in vocabulary mastery. This used pre-test and post-test. Next is giving questionnaires. It purposed to find out student responses regarding learning using the strategies applied.

RESULT AND DISCUSSION

Cycle 1

Here is a table consisting the data from cycle 1. The data included was the students' score that is less and more than 70. 70 is the standard score. It also included the highest and lowest score the students can get. The last is the average score. In the table there was also the percentage of the students' score that is less and more than 70. This table is showed like that to make the reader easy to understand in reading the table.

Table 1. Data on student learning outcomes with standard score 70 in cycle 1

Score	Percentage	Score
Students' score ≥ 70	60%	13
Students' score ≤ 70	40%	7
The highest score		100
The lowest score		30
Average score		67

Based on the table above, it can be seen that there is improvement in students' learning outcomes although just a little. From the preliminary phase, the students get improvement in their score. For an average score, it rises from 46.6 in the pre-cycle to 67 with 60% mastery learning, an increase from 40% pre-cycle. In this cycle the highest score obtained by participants is 100 and the lowest score is 30.

By these results, it can be seen that students' mastery of vocabulary has increased in the number of students who have completed according to the standard score which is 70. However, in this cycle the level of mastery of students has not met the criteria of completeness. For this reason, the next stage is needed which is summarized in cycle 2.

Cycle 2

Here is a table consisting the data from cycle 2 which was conducted after finishing cycle 1. Because the data gotten from cycle 1 doesn't reach the standard score, so the researcher need to do cycle 2. The data included in cycle 2 was similar with cycle 1. Those are the students' score that is less and more than 70, the highest score, the lowest score and the average score. In the table there was also the percentage of the students' score that is less and more than 70. This table is showed like that to make the reader easy to understand in reading the table.

Table 2. Data on student learning outcomes with standard score 70 in cycle 2

Score	Percentage	Score
Students' score ≥ 70	96.8 %	19

Students' score ≤ 70	3.2 %	1
The highest score		100
The lowest score		60
Average score		94.3

The table above shows the average class score increased by 94.3 from the first cycle which got 67. It also got 94.3% of average score comparing to cycle 1 which get the learning completeness of 60%. In this cycle the highest score obtained by participants is still 100 and the lowest score is increased to 60 from 30.

Based on the data above, it can be concluded that the average learning outcomes in the vocabulary mastery of students is 94.3 and have achieved the criteria. The average score of students who get ≥ 70 according to the standard score and in this cycle students who complete it according to the standard score has reached 96.8%. The students who get the score ≥ 70 were also increased from 13 to 17. It is as proven that the strategy can improve the students' score. The number of students who get ≤ 70 is also decreased from 7 students to only 1 student.

As an addition, students' responses to the application of Vocabulary Self-collection strategy showed a positive response. It means that students agree that the application of the Vocabulary Self-collection Strategy can improve the vocabulary mastery of Indonesian language and literature education students in the second semester. This research is in line with Putri's research (2013) which stated that Vocabulary Self-collection Strategy can have a significant effect on English results, especially in reading, for sixth grade students at SDN 05 Jaruai, Bungus Tl. mourning.

CONCLUSSION

According to the results of the data analysis and discussion above, it can be concluded that the vocabulary mastery of students in Indonesian language and literature education students in the second semester increased by using the Vocabulary Self-Collection Strategy. It is shown on the table 1 consisting cycle 1 data and table 2 consisting cycle 2 data. First is from the students who get ≥ 70 as their score, in cycle 2 it met 96.8% out of 60% in cycle 1. Second is from the students who get ≤ 70 as their score, data in cycle 2 met 3.2% out of 40 % which means that students who get score ≤ 70 is less. Third is from the student who get low score, the data in cycle 2 represent 60 out 30 in cycle 1. It means that there is no more student who get core 30 anymore. It increased to score 60. The last is from the average score which show 96.3 out of 67 which means it met improvement in students' score. In short, there is improvement of students score after practicing Vocabulary Self-Collection Strategy.

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