

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Mastering English is not as easy as taking something for granted. Learners have to go through many steps and parts of learning. According to Brown (2010) says “ Words are the basic building blocks of languages: names are used to create sentences more large paragraphs, and whole texts”. In order to understand vocabulary in English by means of understanding vocabulary, observations were made in class VIIA, to find some problems from students.

The researchers found the cause of the emergence of the problem in students. Sometimes the teacher was not clear when explaining the material in the learning process. So that the students' vocabulary were low. The students also did not have the right strategy to remember words in the learning process. It made them easy to forget some words in the learning process. Based on the description above, researchers were interested in using strategies to teach vocabulary using Vocabulary Self-Collection Strategy (VSS) to improve students' vocabulary mastery in SMP Sinar Husni Medan.

In this study, researchers used five references for previous research. The first study was conducted by Muttahidah (2013), “The researcher found that the students' vocabulary mastery achievement increased significantly after being taught by using vocabulary card”. The second study was conducted by Fatonah (2015), “The researcher finding showed that reading comprehension of most students improve after the vocabulary self-collection strategy was used in the teaching and the learning process”. According to Artoni (2013) says “ Vocabulary Self-Collection Strategy (VSS) is a strategy that is guiding students to make a list of vocabulary”. According to Juwita (2013) says “Used Vocabulary Self-Collection as a stategy to teach Vocabulary. Vocabulary Self-Collection Streategy (VSS) is an approach to teach vocabulary by using students”.

The advantage of Vocabulary Self-Collection Strategy (VSS) is to increase student vocabulary and is suitable for pre and post reading and helps students determine reading goals. This method can also stimulate students' interest in choosing the words they just saw and make students interested to read it. The research conducted above shows that the VSS Strategy was successfully carried out to increase student vocabulary learning. The researchers does not want to make the same research. In this research, the researchers applied the Vocabulary Self-Collection Strategy by attaching teaching reading comprehension to solve vocabulary problems that occur at the vocational high school level. Although VSS was originally developed for high school students (Gregersen, 2007), by looking at students' English awareness, researchers conducted research to improve students' vocabulary mastery. That's because researchers think that AK-2 class X students are cooperative in doing the strategy. In addition, the researcher intends to invite students to learn English vocabulary with pleasure through fun reading classes. Considering the actions taken in previous studies, it is hoped that the implementation of VSS in this study will also be successful.

### 1.2 Problem Of The Study

1. How to apply VSS in vocabulary teaching?
2. Does VSS succeed in increasing student vocabulary?

### **1.3 Objective of the Study**

1. To find out how VSS can add to student vocabulary.
2. To know the applying of VSS.

### **1.4 Limitation Of Study**

1. Eighth grade SMP SINAR HUSNI is subject of the study.
2. Improving student's vocabulary by VSS is object of the study.

### **1.5 Significance of Study**

#### 1. Students

The results of the study are expected to increase students' vocabulary mastery. Especially, eighth grade of Sinar Husni Medan Middle School.

#### 2. Teacher

Learning outcomes are expected to be an input for teachers, especially English teachers, to motivate their students to attract attention in English vocabulary.

#### 3. Future Researchers

This research is expected to be able to contribute to the reader, especially the English Department students from UNPRI MEDAN, in enriching references related to this strategy.