

**UTILIZING VOCABULARY SELF-COLLECTION
STRATEGY(VSS) FOR TEACHING READING ENGLISH
TEXT : A CASE STUDY IN A JUNIOR HIGH SCHOOL**

A THESIS

**Submitted for Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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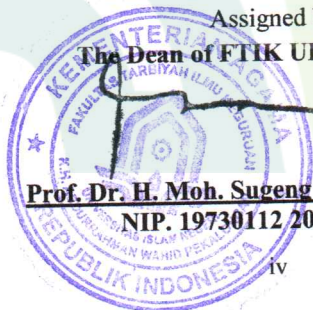
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MOTTO

Indeed, with difficulty there must be ease."

(QS. Al-Insyirah 94:6)

"Never put off until tomorrow what you can do today"

(Benjamin Franklin)

'And that man only gets what he has worked for."

(QS. An-Najm (53:39))

ABSTRAK

Penelitian ini mengeksplorasi penggunaan Vocabulary Self-collection Strategy (VSS) sebagai metode pengajaran bahasa Inggris untuk mengembangkan penguasaan kosakata siswa di sebuah Sekolah Menengah Pertama di Pemalang, Jawa Tengah. Dengan menggunakan metode kualitatif, penelitian ini melibatkan observasi dan wawancara dengan seorang guru bahasa Inggris untuk mengumpulkan data. Dengan menggunakan Pendekatan Studi Kasus Deskripsi, penelitian ini bertujuan untuk memahami penerapan VSS oleh guru. Temuan menunjukkan atau mengindikasikan bahwa VSS mampu menciptakan lingkungan belajar yang berpusat pada siswa, interaktif, dan kolaboratif, di mana siswa aktif dalam memilih dan mempelajari kosakata baru. Strategi ini juga menunjukkan fleksibilitas dan adaptabilitas dalam berbagai konteks belajar, serta fokus pada penggunaan kosakata, yang mendukung pemikiran kritis siswa. Melalui penerapan VSS, terlihat adanya perkembangan yang baik dalam penguasaan kosakata siswa, diiringi dengan peningkatan keterampilan kerja sama melalui aktivitas yang kolaboratif. Namun demikian, peneliti juga menemukan beberapa tantangan yang muncul selama implementasi Vocabulary Self-collection Strategy (VSS) termasuk waktu pelaksanaan yang relatif panjang dan potensi kebosanan siswa karena aktivitas metode yang kurang bervariasi. Secara keseluruhan, penelitian ini menegaskan bahwa VSS dapat memberikan manfaat bagi perkembangan kosakata dan keterampilan kolaboratif siswa, meskipun diperlukan upaya untuk mengatasi tantangan agar proses pembelajaran tetap efektif dan menarik.

Kata Kunci: Pengajaran Membaca, Strategi Pengumpulan Kosakata (VSS), Teks Bahasa Inggris

ABSTRACT

This research explores the use of the Vocabulary Self-collection Strategy (VSS) as a method for teaching English to develop students' vocabulary mastery at a Junior High School in Pemalang, Central Java. Employing qualitative methods, this study involves observations and interviews with an English teacher to gather data. Using a Description Case Study Approach, the research aims to understand teachers' implementation on VSS. The findings show or indicate that VSS is able to create a student-centered, interactive and collaborative learning environment, where students are active in selecting and learning new vocabulary. This strategy also shows flexibility and adaptability in various learning contexts, as well as a focus on the use of vocabulary, which supports students' critical thinking. Through the implementation of VSS, it can be seen that there is good progress in students' vocabulary mastery, accompanied by increased cooperation skills through collaborative activities. However, researchers also found several challenges that emerged during the implementation of the Vocabulary Self-collection Strategy (VSS) including relatively long implementation times and the potential for student boredom due to lack of varied method activities. Overall, this research confirms that VSS can provide benefits for the development of students' vocabulary and collaborative skills, although efforts are needed to overcome challenges so that the learning process remains effective and interesting.

Keywords: *Teaching Reading, Vocabulary Self-collection Strategy (VSS), English Text*

PREFACE

Our prayers and thanks go out to Allah SWT, who has blessed us with His presence and dignity and given me wisdom, health, and patience to write my thesis, **“Utilizing Vocabulary Self-collection Strategy (VSS) For Teaching Reading English Text: A case Study In A Junior High School”** It is submitted to the English Education Department, UIN K.H Abdurrahman Wahid Pekalongan, to fulfill one of the Research thesis requirements. There is much support from many people, which enables this proposed study to be completed. Therefore, I would like to take this opportunity to thank the following people from the bottom of my heart:

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The Writer

TABLE OF CONTENT

LEMBAR PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGMENT	v
MOTTO	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENT	x
TABEL LIST	xii
LIST OF APPENDICIES	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Formulation of the Problem.....	3
1.3 Operational Definition.....	4
1.4 Significance of the Study.....	5
CHAPTER II THEORETICAL BACKGROUND	6
2.1 Literature Review.....	6
2.1.1 Theoretical Framework.....	6
2.2 Previous Study.....	10
CHAPTER III RESEARCH PROCEDURE	15
3.1 Research Design.....	15
3.2 Setting and Participants.....	15
3.3 Data Collection.....	16
3.4 Data Validition.....	17
3.5 Data Analysis.....	18
3.6 Research Steps.....	20
CHAPTER IV FINDINGS AND DISCUSSION	21

4.1 Findings.....	21
4.1.1 The implementation of Vocabulary Self-collection Strategy (VSS) for teaching reading English text in junior high school	21
4.1.2 Benefits and challenges in using Vocabulary Self-collection Strategy (VSS) as an instructional tool for teaching	28
4.2 Discussion	32
4.2.1 Implementing Vocabulary Self-collection Strategy (VSS) for teaching reading English text in junior high school.....	32
4.2.2 Benefiting and challenging in using Vocabulary Self-collection Strategy (VSS) as an instructional tool for teaching	39
CHAPTER V CONCLUSION.....	45
5.1 Summary of the Findings	45
5.2 Recommendation.....	46
REFERENCES.....	48
APPENDICES.....	50



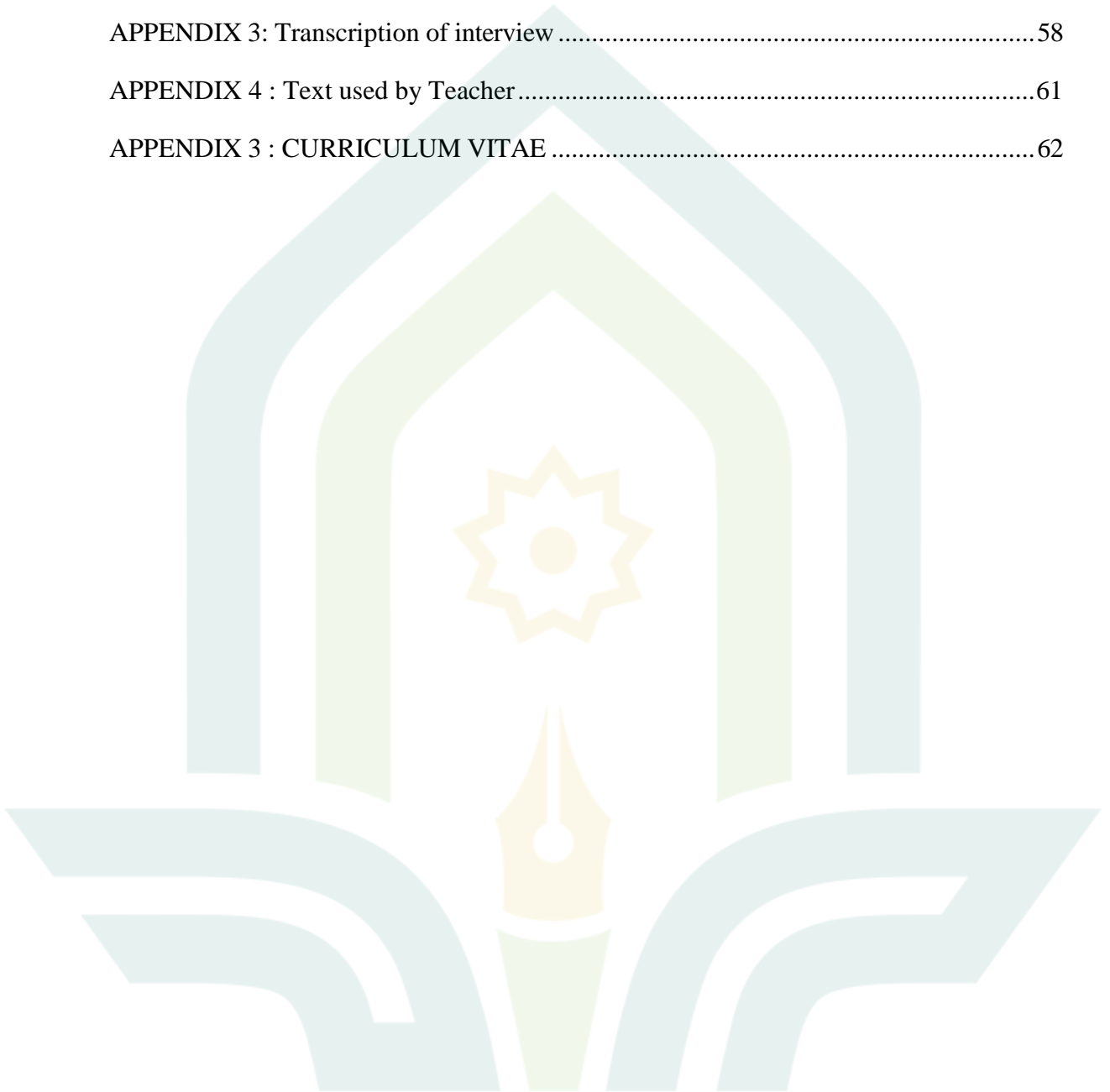
TABEL LIST

Figure 4.1 table list the vocabulary.....	24
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LIST OF APPENDICIES

APPENDIX 1: Sheet Observation	50
APPENDIX 2 : List of Interview Questions	55
APPENDIX 3: Transcription of interview	58
APPENDIX 4 : Text used by Teacher	61
APPENDIX 3 : CURRICULUM VITAE	62



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is a fundamental aspect that students must master when studying English. Vocabulary contains a collection of words. These terms are recognized not only as individual words but also as phrases that convey meaning (Sulastri 2011). Without English vocabulary, students will have difficulty learning these four language skills in depth. According to research conducted by Juwita and Sunaryo (2013) it was found that students experienced difficulty in comprehending the content of the text due to challenges in understanding new vocabulary. Consequently, it is essential for educators to facilitate students' vocabulary acquisition by employing teaching strategies that assist students in independently grasping the meanings of new words that they feel are important and encourage students to be enthusiastic when learning English.

One effective method for teaching vocabulary is the Vocabulary Self-collection Strategy (VSS), which was initially introduced by (Haggard 1986). VSS is an interactive learning strategy that can increase word awareness, requiring student activity in identifying important words in a text. VSS can facilitate the enhancement of students' vocabulary mastery, build self-confidence and can provide enthusiasm and motivation to students in learning English. Through this strategy students can expand their vocabulary with new words they discover while reading. The Vocabulary

Self-collection Strategy (VSS) can be implemented individually or in groups.

The choice of Vocabulary Self-collection Strategy (VSS) as the focus of this research is based on its effectiveness in increasing students' active participation in the vocabulary learning process. VSS allows students to independently identify and select words that are important to them, thereby encouraging deeper engagement and personal relevance in vocabulary learning. In addition, this method has been proven to strengthen critical thinking skills and improve students' verbal communication abilities (Graves 2006). Considering the importance of vocabulary mastery in learning English, this strategy is expected to make a significant contribution to improving student learning outcomes.

Teacher choose to use Vocabulary Self-collection Strategy (VSS) in teaching English because this strategy encourages students to be active and independent in enriching their vocabulary. With VSS, students are directly involved in the process of selecting words that they consider important or interesting, thereby increasing their motivation and involvement in learning. Additionally, VSS helps students develop critical thinking skills because they are asked to provide reasons why the words they choose are important and how they can be used in relevant contexts. Teachers also consider VSS to be a flexible method that can be easily adapted to various levels of student ability. Through this strategy, teachers can identify words that students find difficult and design more targeted follow-up activities.

Additionally, VSS allows teachers to create a collaborative learning environment.

The teaching method using the Vocabulary Self-collection Strategy has several advantages and disadvantages that need to be considered when applying it in the classroom. The main advantage of this method is that it can encourage active student involvement in choosing vocabulary, thereby increasing motivation and a sense of responsibility for their own learning. However, this method also has some disadvantages that must be considered. One drawback is that not all students have the same level of participation. There is a tendency for students who are quieter or less confident to be less active in discussions, so they are not fully involved in the learning process.

In previous research, the research that will be carried out lies in a more in-depth approach to teachers, such as how teachers perceive when teaching using the Vocabulary Self-collection Strategy. Apart from that, previous research has not explored the benefits and challenges faced by a teacher in implementing the Vocabulary Self-collection Strategy teaching method. This is the main focus of this research.

1.2 Formulation of the Problem

According to the background, the research questions can be formulated as follows:

1. How is Vocabulary Self-collection Strategy (VSS) implemented by the teacher for teaching reading English text in junior high school?

2. What are the benefits and challenges that teacher perceived when using Vocabulary Self-collection Strategy (VSS) as an instructional tool for teaching ?

1.3 Operational Definition

To prevent any misinterpretation of the terms used in this research, the researcher provides the following definitions:

1. Vocabulary Self-collection Strategy (VSS): According to Haggard (1986) VSS is an interactive learning strategy that can increase word awareness, requiring student activity in identifying important words in a text.
2. Teaching Reading: Based on Grabe and Stoller (2002) teaching reading is a process of helping students develop the ability to understand texts efficiently and effectively, with a focus on understanding meaning, as well as improving word processing skills, vocabulary and text structure.
3. English Text: According to Halliday (1985) text is a language unit used to convey meaning in a certain context. At the Junior High School level, English texts cover a variety of genres narrative, descriptive, expository, etc. that are adapted to students' level of understanding to improve their language skills.

1.4 Significance of the Study

The importance of this research is elucidated as follows:

- 1.4.1 Theoretical: This research is anticipated to provide clear details about teacher practices on teaching vocabulary using Vocabulary Self-collection Strategy (VSS) method for junior high school students. This research involves theories related to teaching ability.
- 1.1.2 Empirical: The conclusion of this research are able to provide an empirical perspective on teachers' practices when using the Vocabulary Self-collection Strategy (VSS) method in teaching vocabulary in junior high schools.
- 1.1.3 Practical: The study provides information to readers about the perceptions faced by teacher when implementing the Vocabulary Self-collection Strategy (VSS) method in teaching vocabulary in junior high school.

CHAPTER V

CONCLUSION

This section is divided into two main parts. The first part contains conclusions from the research results described previously. The second part contains suggestions for students, lecturers and future researchers.

5.1 Summary of the Findings

This research aims to examine the application of Vocabulary Self collection Strategy (VSS) in vocabulary learning in junior high schools. The results of observations and interviews revealed a number of important findings among others:

First, VSS is student-centered, where students are given the freedom to choose words that they consider important, thereby increasing their active involvement and independence in the learning process. Second, this strategy is interactive and collaborative, encouraging discussion and sharing understanding among students in groups, which enriches their understanding through the perspectives of their peers. Third, VSS also has high flexibility and can be adapted to various levels of student ability and learning material, making it a flexible and adaptive strategy. Fourth, vocabulary use oriented VSS focuses on the use of vocabulary in real contexts, VSS facilitates students in applying new words meaningfully. Fifth, encourage critical thinking VSS can develop students' analytical skills when they choose words, define and discuss relevant words.

This research shows that the use of Vocabulary Self-collection Strategy (VSS) provides main benefits, including: vocabulary development and teamwork development. Through VSS, students are actively involved in selecting and analyzing new vocabulary, which supports independent vocabulary development and deeper understanding of new terms. Additionally, VSS encourages students to work together in groups, which strengthens teamwork skills and positive interactions in the classroom.

However, several challenges also arise in the implementation of VSS. The main challenge is the time required to implement this strategy which is relatively long and requires patience from students and teachers. Additionally, some students experience boredom during the repetitive process, which may hinder their engagement in these activities. These findings indicate that although VSS provides significant benefits, additional strategies are needed to overcome challenges related to long implementation periods and student boredom.

5.2 Recommendation

Based on research on the implementation of Vocabulary Self-collection Strategy (VSS) conducted in junior high schools, there are several suggestions that need to be considered. First, it is recommended that teachers provide more comprehensive training and guidance regarding the effective use of VSS. Second, teachers should introduce variety in vocabulary selection activities to overcome possible student boredom. For example, teachers can

incorporate technology-based games or activities that involve interactive vocabulary selection.

Next, it is important to involve students in selecting learning topics related to the vocabulary to be studied. By giving students the opportunity to choose themes or contexts that interest them, their motivation to engage in discussion and vocabulary exploration will increase. This will make them feel more involved and responsible for their own learning process. Through these suggestions, it is hoped that the use of the Vocabulary Self-collection Strategy will be more effective in increasing vocabulary mastery and student engagement in junior high school, thereby supporting the development of their overall language skills.



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APPENDIX 5 : CURRICULUM VITAE

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