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THE USE OF "VOCABULOUS: VOCABULARY VARIOUS" AS A MEDIA WITH VSS TECHNIQUE TO IMPROVE VOCABULARY FOR SEVENTH GRADERS

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Abstract : Vocabulary is one of the language skills that relates with word their meanings, glossaries, and some of word used in language which the students are quite familiar with and used to communicate with others. It consists of eight parts of speech which are adjective, adverb, conjuction, interjection, noun, preposition, pronoun and verb. It becomes vital element to learn and acquire language.Vocabulary mastery is needed to develop their four aspects of communication namely, listening, reading, writing and speaking.

The research used Quantitative research that was Experimental design to find and measure the improvement of the vocabulary from the test result. The design of this study was one group pre-posttest design. So this study used one class to be applied with the treatment. The data for this research was collected using test and the result of the learners' tasks. The researcher made conclusion from the result of the test and tasks which showed the improvement of their vocabulary mastery.

The findings showed that the learners have improved their vocabulary mastery after this study conducted. The score of the posttest was higher than the pretest. In the first meeting, the learners still faced the difficulty to follow the step in analyzed vocabulary with the chart in VSS, then they could follow all the steps easily in the second meeting. And, the result of the learners' task in the second meeting showed the improvement than the first meeting.

This study concluded that this study was succesfull to improve the vocabulary through vocabulous. The researcher suggest that this media can applied in the class to engage the learners to remember than improve their vocabulary through vocabulous.

Keywords: *Vocabulous, Vocabulary, VSS,* media,

1   INTRODUCTION

Vocabulary as the one of the aspect of languages has a important part to make easy understand and collect the words as many as both in listening and reading. And, also to product and select the words as variaty as both in speaking and writing. As Nathaniel Hawthorne's quotes that " words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them". It means that anyone who has wide words knowledge will be able to use the words maximumly and will be able more competence in each skills of the language well.

Pikulski and Templeton (2004) conclude in their research that the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. Therefore, people who has large vocabulary will has deeper understanding about what they have read.

Krashen (2004) states about vocabulary through reading that vocabulary is best developed through real encounters with the words in context, over time, and in small doses. She also states that time spent teaching vocabulary lists better spent doing free voluntary reading—more likely to result in word acquisition.

From those some states above, that is very strong and clear that the vocabulary has strongest relationship with reading skill, because with reading a text will be improve the vocabularies size and have deep understanding in words meaning than the other skills. It depends on how often spent time for reading, find the new words in contexts, and use them in other skills. It is support from Anderson and Freebody (1979) in their research, to build vocabulary knowledge depends on why it relates so strongly to reading. Moreover, the more people read the greater their vocabulary and the better their cognitive skills (Cunningham and Stanovich, 2003).

Based on the personal observation, the condition of the learners in mastering English is low. They always feel bored, lazy and not interesting at all to read which made them have a small and limit vocabulary in English. Therefore, they get difficult or hard to understand English because of lack vocabularies. They did not know the English teacher said and instructions in the class which made hard to understand in communication between them. It is also wasting time to explain and translate to Indonesia to make the learners understand in the class.

Next, the way of teaching the materials in the class during the teaching leraning process take the part of this case. Most of the teachers there uses monotonous style to teach. This phenomenon is similar to Azra's findings (2002) that the significant role of teachers in the classroom, many Indonesian teachers have been found to lack teaching competence. It has been observed by Bjork (2005) and ascribed to the long tradition of teacher-centred teaching and rote learning in the Indonesian classroom. The teachers there just follow the syllabus and the books without any innovation to get the learners interest. So, what the learners got in the learning class was the uninterested and minimum contains materials teaching media in reading texts. They just read the texts, answer the questions without any understanding in word contexts and acquisitions. Then for teaching the vocabulary in the class, they just used vocabulary list technique which was not give a good enough result to improve the vocabulary for the learners without using the words at all.

2 THEORY

2.1 Vocabulous (Vocabulaary various)

According to Nation (2001) that word knowledge or vocabulary learning has divided into two kinds, they are receptive vocabulary and productive vocabulary. Receptive vocabulary is a words that appeared or produce from reading and listening activities so that the reader or the listener can receive, accept, and get the words whether the words that they have read or heard before and even the new words for them. Then, Productive voabulary is a words that they produce and make in written and oral form activities after they get receptive vocabulary before.

According to Pikulski and Templeton (2004), they state that the major way in which we "use" vocabulary is when we speak and write; the term *expressive vocabulary* is used to refer to both since these are the vocabularies we use to express ourselves. We "understand" vocabulary when we listen to speech and when we read; the term *receptive vocabulary* is used to refer to listening and reading vocabularies. Finally, to round out the terminology, *meaning or oral vocabulary* refers to the combination of listening and speaking vocabularies, and *literate vocabulary* refers to the combination of our reading and writing vocabularies. So, there are four kind of vocabularies which is one skill related to other skills. To make clearly, there is an image which represent the points from Pikulski and Templeton stated.
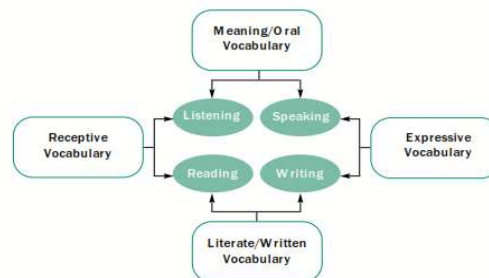

Figure 2.1 Relationship of the Eight Different Terms

2.2 Teaching Vocabulary

From Pikulski and Templeton (2004), there are some approach to teaching vocabulary. Therefore, a comprehensive approach consisting of the following components needs to be in place. They are :
• Use *"instructional" read-aloud events.*
• *Provide direct instruction in the meanings of clusters of words and individual words.*
• *Systematically teach students the meaning of prefixes, suffixes, and root words.*
• *Link spelling instruction to reading and vocabulary instruction.*
• *Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works.*
• *Teach, model, and encourage the application of a word-learning strategy.*
• *Encourage wide reading.*
• *Create a keen awareness of and a deep interest in language and words.*

The other approaches for teaching vocabulary is *Vocabulary Self-Collection*

strategy (VSS). This strategy was first introduced by Haggard (1982, 1986). VSS is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class (Antonacci and O'Callaghan, 2012).

From those techniques and approaches to teach vocabulary, the reasearcher adapted some theories from the experts to make a suitable frameworks to apply *Vocabulous* as a media with a VSS technique in the class to improve vocabulary of the 10th graders.

2.3 Vocabulary Self-Collection strategy (VSS)

Vocabulary Self-Collection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. This strategy was first introduced by Haggard (1982, 1986).

The major benefits of using VSS are that students engage in their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious. A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005) led them to claim that struggling readers learn vocabulary when teachers "encourage independent learning by allowing students to self-select terms to be studied" (p. 275). They pointed to VSS as an approach to encourage students to select and study words that they feel are important to learn.

When to use the strategy: VSS should be introduced before reading and used by students during and after reading. VSS has been used with intermediate, middle, and secondary students within cooperative group settings, but the strategy may be modified for students in the primary grades as the teacher directs and guides them through the process. Primary-grade students would benefit from the use of VSS after group read-alouds, when they return to the book to select new and interesting words. VSS works well with intermediate and middle school students.

2.4 Implementing the Vocabulary Self-Collection strategy (VSS) :

1. Teachers introduce the purpose of VSS to students. They tell students that they will be expected to find new and interesting words from their readings that they will learn through a group nomination process.

2. Teachers model how to select and nominate important words from the readings. Teachers show why the word they selected is important by providing a strong rationale. For example, they may show students that without knowing the word they may not understand the sentence or surrounding sentences. They may also nominate the selected word because it is interesting and would be useful in their own writing.

3. Teachers demonstrate how to use context and other resources to learn the meaning of the word. For example, they may use the context or they may refer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of the word.

4. Teachers write the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper. Using a chart, teachers write the word, the sentence or phrase in which the word was used, the meaning, and the reason for selecting the word.

5. Teachers engage students in the process of vocabulary self-selection. Students work in small groups of three to five, and they read a short passage from the book with the teacher. They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write

the word, the sentence from the text in which the word was found, the meaning, and the reason for selecting the word.

6. After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading. Teachers organize students in small groups for reading. They introduce the book and provide a brief overview of the strategy. To help them recall the steps in the process for nominating one or two words to learn, students are given the following questions, which may appear as a reminder on a classroom wall chart :

• What is the word that I believe is important to learn?

• Why would I select it as an interesting or important word to learn?

• How was the word used? Write the sentence in which the word was used.

• What is the meaning of the word? Can I get the meaning of the word from the context, dictionary, glossary, or some diagram in the book?

7. Students in small groups discuss the words they wish to nominate. Within their small groups, they talk about each word and why they think the class should learn the word. Through consensus, they nominate two words.

8. Students write the two words on a chart. Each group presents its two words to the class. On a class chart, one member of the group writes the word, the sentence in which the word was used, its meaning, and the reason for selecting the word.

2.5 The Use of *vocabulous (vocabulary various)* as a Media with *VSS* technique to Teach Vocabulary.

The researcher makes the design of the framework suitable for this study to apply the *vocabulous* as a media with *VSS* technique in the class.

The researcher adapted the *Vocabulary Self-Collection startegy* (VSS) by Haggard (1982, 1986) as an approach to teach vocabulary in this study. VSS is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class by select and nominate the new and interesting word by theirselves (the learners).

In line with the curriculum 2013 to apply the researcher's framework in the class for this study. Curriculum 2013 has outlined class activities in five major steps. They are:

1. Observing

The first step is observing. In this study, the researcher asks the students to make a group concist of four students. Each group will be get one tetx. The texts are *Vocabulous* as a media in this study. Then, the researcher introduces the texts and *Vocabulary Self-Collection* (VSS) strategy rules to them. After that, the researcher asks them to read the texts while they find the new words and make a list of the new words that they do not know yet.

2. Questioning

The second step is questioning. In this step, each group has a time to make a question about the list of the new words of the texts. The groups, with the guidance from the researcher, have some opportunities to question of the new words that they do not know yet.

3. Collecting

The third step is collecting the data. The researcher asks to them to make vocabulary list from the words that they don't know the meaning yet in the class.

4. Analyzing

The fourth step is analyzing. In this step, the researcher asks them to make vocabulary chart analysis adapted from *Vocabulary Self-Collection* (VSS) graph which they would do in the group.
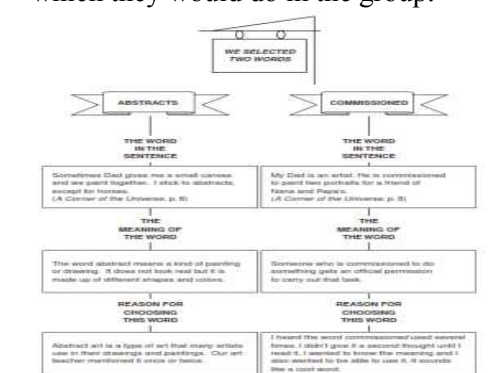

Figure 2.2 VSS Strategy Graph

The chart of the VSS strategy is only the guidance of making the Vocabulary analysis of this study. The researcher makes the vocabulary exercise to them with asked them to apply the nominated words

in the chart to the sentence. The step of making chart are : Find the words in the sentence of the texts, find the meaning of the word and the reason for choosing the words.

5. Communicating

The fifth step is communicating. In this step, the teacher asks the students to presents the answers of their activities. They explain their understanding of the new list words that they have made. Then, every students has a chance to conclude what they have learn of the new words. After that, the teacher gives feedback to the students.

Before the researcher begins to implement the media, the researcher needs to make a preparation by designing the lesson plan. It is a must have item for the researcher to have their own lesson plan because it will help them to arrange the teaching process. It is hoped that this study will improve students' vocabulary mastery.

3 METHODS

3.1 Research Design

This study was conducted to find out and prove that "The use of *Vocabulous : Vocabulary Various* as a media with *VSS* technique to improve vocabulary for seven graders ". The researcher used Quantitative research that was Experimental design to find and measure the improvement of the vocabulary from the test result. Then, answered the second research question that stated in the first chapter. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable (Ary, 2010).

The researcher focused on the improvement of the vocabulary mastery through vocabulous with VSS technique and introduced it to them. The researcher used One-group pretest-posttest design because the school gave one class only to be applied with the treatment of this study. Hatch and Lazaraton (1991) state that the pretest-posttest design for one group has many drawbacks that you can consider in your study group. So, the

researcher supported this design with the explanation and the evidence from the Qualitative data when the treatment applied so that it would make stronger result to this study. The one-group pretest-posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) admistering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores (Ary, 2010). The limitation of this design was no control group used. Based on the explanation, the design of the test in this study illustrated below:

Pretest	Independent	Posttest
Y1	X	Y2

Figure 3.1 One-Group Pretest-Posttest Design
Y1 : Administering the Pretest
X   : Giving the Treatment
Y2 : Administering the Posttest

The class is choosen by the English teacher who taught some classes in the seventh graders. The reason was that class has low mastery in vocabulary than the other classes. So, the class was appropriate to be applied for this study to prove the improvement of the learners in the class of their vocabulary mastery after this study done.

3.2 Population and Sample

As Ary (2010) states that a good strategy for shaping a felt problem or a vague notion of what you want to investigate into a researchable problem is to think in terms of population and variables. It is ussually easiest to identify the population as those people about whom you wish to learn something. The population of this study was the 7th graders of SMPN 2 Buduran. The school is located at Jl. Kesatria Buduran.

The researcher choose one class of the 7th graders in the school. The sample were both the teacher and the learners of the class when the study conducted. As Gorard (2001) states the main reason that samples are used to save time and money for the researcher. Sampling is a useful short cut, leading to results that can be almost as accurate as those for a full census of the population being studied but for a fraction of the cost.

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3.3 Variables

In this study the variables were classified into two, they were :

a. Independent variable is a variable that the researcher suspects may relate to or influence the dependent variable (Hatch & Lazaraton, 1994). The independent variable was the *Vocabulous as the media with VSS technique.*

b. Dependent variable is the major variable that will be measured in the research and will be influenced by other variables (Hatch & Lazaraton, 1994). The dependent variable was the *improvement of the learners' vocabulary mastery*.

3.4 Data and Sources of the Data

The researcher collected the data to answer the three research questions that previously mentioned in the first chapter. The first research question was "What vocabulary do learners select and nominate in *vocabulous* using *VSS* technique ?". The source of data was the learners, who will do the tasks during the study conducted. The researcher got the data from the learners' tasks result. The data was in the form of list of words by selected and nominated the new and insteresting words from the texts by the group of learners.

Next, the second research question was "Do learners increase their number of vocabulary that they learn during teaching and learning process ?". The researcher gave pretest (beginnig) and posttest (ending) in this study to know that the learners had increase their number of vocabulary that they learnt during the study conducted as the source of the second data. Then, the data was in the form of test results that was scores or numbers.

Then, the third research question was "What is their vocabulary mastery of their words that they have select and nominate after using VSS technique ?". The source of the third data was the learners' activity in the class after selected and nominated the new and insteresting words during the study conducted. The data was in the form of analyzed words and sentences that made from them to prove their vocabulary mastrey.

3.5 Research Instruments

1. Learners' Picture Task Result

Learners' picture Task was done by each group of the learners in the class. They read *text*. There would be 15 pictures. After that, the teacher introduced *VSS* technique to show how to select and nominate the new and interesting words in the pictures. Then, the learners made a list of the selected words. The researcher described and showed the result of the pictures task with *VSS* technique with the form of list words that choosen by each group.

2. Test

a. Pre test was administered in the beginning of the study. This test was used to measure the learners' vocabulary mastery in reading narrative texts before the study conducted.

b. Post test was administered in the end of the study. This test was used to measure the learners' vocabulary mastery in reading narrative texts after the study conducted.

c. Try out test was given to the other class before the pretest administered in the sample class. It was measure the validity, reability and the allocation time of the test.

d. Validity.

4 RESULTS

4.1The Vocabulous that the Learners Select and Nominate in *picture*

In this part, the researcher showed what the vocabulary that the learners select and nominate in picture with VSS technique. The result was in form of the list of the words that they have made after looking the picture in a group.

Each Group consist of 4-5 learners. There were 31 learners so they divided into five groups in the class. Here are the list of the words in picture 1 until the last.after that fill in the blank for a sentences. When the learners made a words list, the researcher ask to them whether they have the difficulties to select the words. Then, the learners answered that they didn't know almost the words in that text. They stated that there were some words that they ever know but didn't know the meaning and many words that they never know or unfamiliar, never heard and seen before in the text. Then, the researcher help to guide them to make a word list based on theirselves as followed the step in the VSS technique. So, they chose the words in a group after disccused first to select the words that they feel strange, interest, curious, new and feel need to learn by theirselves.

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4.2 Increasing of the Learners Vocabulary Number during Teaching and Learning Process

In this part the researcher showed the increasing of the learners vocabulary number during teaching and learning process in the class through pretest and posttest. The ressearcher conducted the test to prove and measure whether the learners have increased their vocabulaty mastery or not after the treatment was applied in the class. The were 31 learners who took the test.

The result of the pretest, there were no learners who got the high or good score. All of them got the low score, where 20 was the lowest score and the highest core was 62.

And, the result of the posttest all of the learners had achieved the high or good score after the treatment conducted and applied in the class. All of them got the better score from the pretest, where 68 was the lowest score and the highest core was 96. So, there was significant different score between the pretest and the posttest. It can conlude that the learners had increase their vocabulary mastery from before and after the treatment.

The researcher analyzed the result of pre and posttest with Paired Sample T-Test formula in SPSS 16.0. The result of the analyzed were :

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Score	45.94	31	10.627	1.909
	Posttest Score	80.39	31	7.544	1.355

Table 4.1 The result of Paired Sample Statistic

From the table 4.1 above. It shows the mean of the posttest was higher from the pretest. From 45.94 in pretest to be 80.39 in posttest. Then n showed that 31 learners took the test. It conclude that the study was succesful to improve the learners' vocabulary mastery.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Score Pretest - Score Posttest	-34.452	7.056	1.267	-37.040	-31.863	-27.185	30	.000

Table 4.2 The result of Paired Sample Test

From the table 4.2 above shows of the result Paired Samplet test in Paired differences. The differences of the mean of pre and posttest was -34.452. It proved with the pretest mean was 45.94 and posttest mean was 80.39. So, there was increase score of the mean from pretest to posttest. This table proved and showed that there was a significant difference between two scores where the Sig. (2-tailed) value is .000 in the column. So, there is a significant differnce when the value of the Sig. (2-tailed) is less than .05 (Pallant, 2010).

To measure the improvement of the learners' vocabulary mastery. The researcher calculating the effect size for Paired Sample T-Test, used *eta squared* formula :

$$Eta\ squared = \frac{t^2}{t^2 + (N-1)}$$

$$Eta\ squared = \frac{(-27.185)^2}{(-27.185)^2 + (31-1)}$$

$$= \frac{739.024}{739.024 + 30} = 0.96$$

The guidelines (proposen by Cohen, 1988, pp, 284-7) for interpreting this value are :
.01 = small effect, .06 = moderate effect, .14 = large effect (Pallant, 2010). The result of Eta squared value is 0.96 so it means has large effect before and after the treatment of the score in the pre and posttest. So, the learners had improved their vocabulary mastery after this study conducted in the class.

From the result showed that there was a significant difference between pretest and posttest score. The mean of the score was increase from pre to posttest and proved with Eta squared the improvement of the learners' vocabulary mastery had improved and the

study was giving the large effect to them. So, the researcher concluded that this study was succesful to improve the learners' vocabulary mastery.

6 DISCUSSIONS

In this part, the researcher disscusssed the result and finding were found related to this study. This study was conducted to improve the vocabulary mastery through vocabulous with VSS techniques to the seventh graders of SMPN 2 Buduran.

First, from this study found that there was a significant difference of the learners' vocabulary mastery before and after the study conducted. The researcher showed the result of the analyzed with Paired Sampe T-Test formula in SPSS 16.0 in order to showed and proved that the study was a significant difference before and after study conducted. The result of the analyzed showed that the differences of the mean of pre and posttest was -34.452. It proved with the pretest mean was 45.94 and posttest mean was 80.39. So, there was increase score of the mean from pretest to posttest. Then, the result showed that there was a significant difference between two scores where the Sig. (2-tailed) value is .000 in the column. So, there is a significant differnce when the value of the Sig. (2-tailed) is less than .05 (Pallant, 2010). So, from the result showed that there was a significant difference between pretest and posttest score. The mean of the score was increase and proved that this study was succesful to increase the learners' vocabulary mastery.

From the figures and explanations above, it showed that this study could improve the learners' vocabulary mastery through vocabulous with VSS technique. This result supported by Pikulski and Templeton (2004) who state that the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of vocabulary achievement. Thus, this study could improve the learners' vocabulary mastery in Narartive text. This study consist of the new media that is Anime fan fic and the technique that is VSS to improve the vocabulary mastery. This new framework had successful to improve the learners' vocabulary mastery. It showed and

prove from the score of the pre and posttest and the learners activity during the treatment.

This study gave the advantages and positive impact to improve the learners' vocabulary mastery. This result is similar with Martin (2002) her study is applying The *Vocabulary Self-Collection Startegy* (VSS) to eighth-grade lesson. She concludes that this strategy was succesful to improve vocabulary through picture a book with give the learners to select and nominate the words that are new and interesting of their reading from the book to learn. Her study has one similarities of this study, that is the concept of this study to improve vocabulary through reading with VSS technique.

7 CONCLUSION

First, the learners increase of their vocabulary number in the teaching and learning process. The learners had increased their vocabulary mastery after this study conducted proved with the result of the test and the analyzed from Eta squared. The result from Eta squared shows that there is an large effect of this study to the learners. The VSS graph that the learners used to analyzed their new words after they remember the vocabulary on the picture helped them to understand and increase their vocabulary mastery.Second, the learners vocabulary mastery after they selected and nominated the words. From the result of the figures in the previous chapter, the researcher concludes that the learners nominated the two words based on the reason of choosing the words were strange and interesting to them so they were curious to find out the meaning of the words. Then, for the learners' sentences, actually they now the idea of the words was but they still have difficulty to make a right sentence. Some of them have make the right sentence but some haven't. From the learners activities in the second treatment has prove and increase their vocabulary mastery than the first treatment through their sentences in the picture 2 were almost to be right sentence than the first.

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