THE VOCABULARY MASTERY OF THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH KUDUS IN THE ACADEMIC YEAR 2017/2018 TAUGHT BY USING VOCABULARY SELF-COLLECTION STRATEGY (VSS)

By
MOH REZA ANHAR
NIM. 201232029

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2018

UNIVERSITAS MURIA KUDUS

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SKRIPSI
Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education

By:
MOH REZA ANHAR
NIM 201232029

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MOTTO AND DEDICATION

Motto :

- Love Your Job and Do Your Job With Your Heart.
- Believe that Allah is beside you.
- There is No Terms to Get the Happiness except Having a sincere.

Dedication :

This skripsi is dedicated to:

- Muria Kudus University
- SMA Muhammadiyah Kudus
- His beloved parents
- His spesial one
- All of his friends in English Education Department 2012

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Moh Reza Anhar (2012-32-029) has been approved by the *skripsi advisors* for futher approval by the Examining Committee.

Kudus, January 2018

Advisor I

Dr. H. A. Hilal Madjdi, M.Pd. ,
NIDN. 0603076101

Advisor II

Nuraeningsih, S.Pd, M.Pd ,
NIDN. 0612077901

Acknowledged by
English Education Department
Head of Department,

Nuraeningsih, S.Pd, M.Pd ,
NIDN. 0612077901

v

EXAMINERS' APPROVAL

This is to certify that the *skripsi* of Moh Reza Anhar (2012-32-029) has been approved by the Examining Committee as a requirement for completing the Sarjana Program in English Education.

Kudus, 24 February 2018

Skripsi Examining Committee:

Dr. H. A. Hilal Madjdi, M.Pd. , ,Chair person
NIDN. 0603076101

Nuraeningsih, S.Pd, M.Pd , ,Member
NIDN. 0612077901

Drs. Muh Syafei, M.Pd ,Member
NIDN. 0013046201

Rismiyanto, S.S, M.Pd ,Member
NIDN. 0622067301

Acknowledged by
The Faculty of Teacher Training and Education
Dean,

Dr. Slamet Utomo, M.Pd ,
NIDN. 0019126201

vi

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Kudus, January 2018

Moh Reza Anhar

ABSTRACT

Anhar, Moh Reza. 2017. *The Vocabulary Mastery of Tenth Grade Students of SMA muhammadiyah Kudus in the Academic Year 2017/2018 taught by Using Vocabulary Self-Collection Strategy (VSS). Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dr. H. A. Hilal Madjdi, M.Pd. (ii) Nuraeningsih, S.Pd, M.Pd

Key words: *vocab, vocabulary self collection strategy (VSS)*

Vocabulary has an important role in communication activity. Without vocabulary, communication will not occur in the daily life. Vocabulary as one of the properties that is specific to language that has to be learned. Teaching vocabulary should be done in appropriate ways and joyful for the students. The vocabulary way teaching vocabulary really influences the student's achievement in learning vocabulary. Now days, the method of teaching vocabulary in Indonesia is still teacher centered and the teacher prepares the vocabulary in a list with its meaning in the students' first language. Moreover in the high school, the students learn the vocabulary in incindental learning.

This research uses Vocabulary Self-Collection Strategy (VSS) as the method of teaching vocabulary.VSS is a strategy which involves the activeness of the students in communication process. VSS involves the use of direct vocabulary instruction by allowing students to self-select terms to be studied and learning words in the context of knowledge acquisition. The objective of this research is To find out whether there is a significant different in the students' vocabulary mastery of the tenth grade students of SMA Muhammadiyah Kudus in the academic year 2017/2018 before and after being taught by using Vocabulary Self-Collecting Strategy (VSS).

This research belongs to quantitative experimental research with the subject of the research is the tenth grade students of SMA Muhammadiyah Kudus in the academic year 2017/2018. This research study involves two variables. First is independent variable that is Vocabulary Self -Collection Strategy (VSS) and the dependent variable is students' vocabulary mastery. The sample of this research is thirty four students of tenth grade students. The writer gave pre-test before taught VSS and continued to post-test after giving the treatment to the sample.

The data analysis shows that before being taught by using VSS, the minimum score is 25, the maximum score is 90, the mean score is 51.6 and standard deviation is 12.4. It indicates that the mastery of vocabulary is categorized as low. Meanwhile, after being taught by using VSS the minimum score is 65, the maximum score is 95, the mean score is 71,8 and standard deviation is 6.5. It indicates that the mastery of vocabulary is categorized as good. The mean of the post test is better than pretest (51.6 > 71.8). therefore, the hypothesis of the research that states that there is a significant different between the vocabulary mastery of tenth grade students before and after being taught by using VSS is confirmed.

Therefore, the writer suggests that Vocabulary Self Collection Strategy (VSS) as one of methods can be used to improve the students' vocabulary mastery. Besides getting better achievement, students also become more active and involve in the process of learning. Students engage in their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious.

ABSTRAK

Anhar, Moh Reza. 2018. *Penguasaan Kosa Kata Siwa Kelas Sepuluh SMA Muhammadiyah Kudus Tahun Ajaran 2017/2018 Diajar Dengan Menggunakan Vocabulary Self-Collection Strategy (VSS). Skripsi.* Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dr. H. A. Hilal Madjdi, M.Pd. (ii) Nuraeningsih, S.Pd, M.Pd

Kata kunci: kata, vocabulary sel-collection strategy (VSS)

Kosa kata mempunyai peran penting dalam kegiatan berkomunikasi. Tanpa kosa kata, komunikasi tidak akan terjadi dalam kehidupan sehari-hari. Kosa kata merupakan satu komponen spesifik dalam bahasa yang harus dipelajari. Pengajaran kosa kata harus dilakukan dengan cara yang tepat dan menyenangkan bagi siswa. Cara mengajar kosa kata sangat mempengaruhi pencapaian siswa dalam pembelajaran kosa kata. Sekarang ini metode pengajaran kosa kata di Indonesia masih berpusat pada guru dan guru dengan mempersiapkan daftar kosa kata beserta artinya dalam bahasa pertama. Terlebih di sekolah menengah siswa mempelajari kosa kata secara tidak sengaja.

Penelitian ini menggunakan *Vocabulary Self Collection Strategy (VSS)* sebagai metode pengajaran. *VSS* adalah strategi yang melibatkan keaktifan siswa dalam komunikasi. *VSS* merupakan penggunaan pembelajaran kosa kata langsung dengan mengijinkann siswa memilih sendiri kosa kata yang akan dipelajari dan mempelajarinya dalam konteks kemahiran pengetahuan. Tujuan penelitian ini adalah untuk mengetahui ada tidaknya perubahan yang signifikan dalam penguasaan kosa kata siswa kelas sepuluh SMA Muhammadiyah Kudus tahun ajaran 2017/2018 sebelum dan sesudah diajar dengan munggunakan *Vocabulary Self-Collecting Strategy (VSS).*

Sementara itu, penelitian ini termasuk dalam penelitian kuantitatif dengan subjek penelitian siswa kelas sepuluh SMA Muhammadiyah Kudus tahun ajaran 2017/2018. Penelitian ini terdiri dari dua variable. Pertama, variabel bebas yaitu *Vocabulary Self Collection Strategy (VSS)* dan variabel terikat yaitu penguasaan kosa kata. sampel penelitian ini adalah 34 siswa kelas sepuluh. Penulis memberikan pre-test sebelum mengajar menggunakan *VSS* dan melanjutkan post-test setelah memberikan pengajaran menggunakan *VSS* pada sampel.

Analisis data menunjukan bahwa sebelum diajar menggunakan *VSS,* skor terendah adalah 25, skor maksimal 90, rata-rata skor 51.6 dan standar deviasi 12.4. Hal itu mengindikasikan bahwa penguasaan kosa kata siswa tergolong rendah. Sementara setelah diajar menggunakan *VSS,* skor terendah 65, skor tertinggi 95, rata-rata skor 71.8, dan standar deviasi 6.5. Hal itu mengindikasikan penguasaan kosa kata siswa tergolong baik. Rata-rata post tes lebih baik daripada pre tes (51.6 > 71.8). sementara hipotesa penelitian yang menyatakan bahwa ada perubahan signifikan antara penguasaan kosa kata kelas sepuluh siswa SMA Muhammadiyah tahun ajaran 2017/2018 sebelum dan sesudah diajar menggunakan *Vocabulary Self-Collection Strategy (VSS)* dikonfirmasi.

Oleh karena itu penulis menyarankan bahwa *Vocabulary Self-Collection Strategy (VSS)* sebagai satu metode dapat digunakan untuk meningkatkan penguasaan kosa kata siswa. Di samping mendapat hasil yang lebih baik, siswa juga menjadi lebih aktif dan terlibat dalam proses pembelajaran. Siswa turut serta dalam pembelajaran mereka, menemukan bagaimana mengenali kosa kata yang belum diketahui dan menyenangkan dari wacana menngembangkan kosa kata mereka dan menjadi sadar akan kosa kata.

TABLE OF CONTENTS

Page

COVER ..... **i**
LOGO ..... **ii**
TITLE ..... **iii**
MOTO AND DEDICATION ..... **iv**
ADVISORS' APPROVAL ..... **v**
EXAMINERS' APPROVAL ..... **vi**
ACKNOWLEDGMENT ..... **vii**
ABSTRACT ..... **ix**
ABSTRAK ..... **x**
TABLE OF CONTENT ..... **xi**
LIST OF TABLE ..... **xiv**
LIST OF FIGURE ..... **xv**
LIST OF APPENDICES ..... **xvi**

CHAPTER I INTRODUCTION

1.1 Background of the Research 1
1.2 Statement of the Problems 3
1.3 Objectives of the Research 3
1.4 Significance of the Research 3
1.5 Scope of the Research 4
1.6 Operational Definition 4

CHAPTER II REVIEW TO RELATED LITERATURE

2.1 Teaching English in SMA Muhammadiyah Kudus 5
2.1.1 Curriculum of Teaching English in SMA Muhammadiyah Kudus 5
2.1.2 Material of Teaching English in SMA Muhammadiyah Kudus 6
2.2 English Vocabulary 6
2.3 Kinds of Vocabulary 7
2.2.2 Vocabulary Mastery 7
2.3 Approach, Method, Technique, and Strategy in Teaching 8
2.3.1 Strategy in Teaching Vocabulary 8
2.4 VSS (Vocabulary Self Collection Strategy) 9

2.4.1 The Characteristic of VSS 9
2.4.2 The Procedure of Teaching English Vocabularies by VSS 10
2.5 Previous Research..... 10
2.6 Theoretical Framework..... 11
2.7 Hypothesis 12

CHAPTER III METHOD OF THE RESEARCH

3.1 Design of the Research 13
3.2 Population and Sample 14
3.3 Instrument of the Research 15
3.4 Data Collection 17
3.5 Data Analysis..... 18

CHAPTER IV RESEARCH FINDING

4.1 Research Finding 22
4.1.1 The Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 before Being Taught by Using Vocabulary Self-Collection Strategy (VSS) 22
4.1.2 The Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 after Being Taught by Using Vocabulary Self-Collection Strategy (VSS) 24
4.1.3 The Significant Difference of Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 before and after Being Taught by Using Vocabulary Self-Collection Strategy (VSS) 26
4.2 Hypothesis Testing 27

CHAPTER V DISCUSSION

5.1 The Mastery of Vocabulary of The Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 before Being Taught by Using VSS 29

5.2 The Mastery of Vocabulary of The Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 after Being Taught by Using VSS 30

5.3 The Significant Difference between the Mastery of Vocabulary of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 before and after Being Taught by Using VSS 31

CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion 32

6.2 Suggestion..... 32

REFERENCES..... 34
APPENDICES..... 35
STATEMENT 68
CURRICULUM VITAE..... 69

LIST OF TABLE

Table		Page
2.1	The Concept of Theoretical Framework	11
3.1	The population of the Tenth Grade Students of SMA Muhammadiyah Kudus in academic Year 2017/2018	15
3.2	The Validity of the Correction Coefficient of the Test Uses Interpretation of Correlation Coefficient	17
3.3	The criteria of English vocabulary score	18
4.1	The Vocabulary Mastery Score of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 before being Taught by Using VSS.	23
4.2	Frequency Distribution of the Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 Before being Taught by Using VSS.	23
4.3	The Vocabulary Mastery Score of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 After being Taught by Using VSS.	25
4.4	Frequency Distribution of the Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 after Being Taught by Using VSS	25
4.5	The Summary of T-test Result of Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018.....	27

LIST OF FIGURE

Figure Page

3.1. The Design of Experimental Research 14

3.2 The Formula to Calculate reliability..... 16

4.1. The Bar Chart of Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 before Being Taught by Using Vocabulary Self Collection Strategy (VSS) 24

4.2. The Bar Chart of Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 after Being Taught by Using Vocabulary Self Collection Strategy (VSS) 26

LIST OF APPENDICES

Appendix		Page
1	The Name of the X IPA 2 Class Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018…….....	36
2	Syllabus…….....	37
3	Lesson Plan…….....	41
4	The Items of the Test for Measuring the English Vocabulary Mastery of the Students of SMA Muhammadiyah Kudus 2017/2018…….....	51
5	Answer Key……	55
6	The Calculation of Try Out Reliability……...	56
7	The Calculation of Mean and Standard Deviation of the Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 before Being Taught by Vocabulary Self Collection Strategy (VSS)……..	59
8	The Calculation of Mean and Standard Deviation of the Vocabulary Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 after Being Taught by Vocabulary Self Collection Strategy (VSS)……..	61
9	The Calculation of T-test of the Mastery of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2017/2018 by Using Vocabulary Self Collection Strategy (VSS)……..	63
10	The Value of t-table ……..	65
11	Keterangan Selesai Bimbingan……...	66
12	Permohonan Ujian Skripsi……...	67