THE EFFECT OF VOCABULARY SELF- COLLECTION STRATEGY TOWARDS STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This study was conducted to address several problems in students' English learning, particularly in vocabulary acquisition. First, students faced difficulties in learning and retaining vocabulary. Second, they had not received adequate English instruction at the elementary school level. The purpose of this research was to examine the effectiveness of the Vocabulary Self-Collection Strategy (VSS) in improving students' vocabulary mastery. A pre-experimental design with a one-group pretest-posttest approach was used. The population consisted of 8th-grade students at SMPN 1 Matur in the 2024/2025 academic year, with a total sample of 18 students selected through total sampling, as only one class was available. Data were collected using a vocabulary test comprising 20 items. The mean pretest score was 30.56, which increased significantly to 58.06 in the posttest. The hypothesis test showed that the alternative hypothesis (Ha) was accepted, with a significance value (Sig. 2-tailed) of 0.000, which is lower than α = 0.05. This indicates that the use of VSS had a statistically significant effect on students' vocabulary mastery. The posttest scores demonstrated clear improvement, confirming the effectiveness of the strategy. Therefore, it can be concluded that VSS is an effective method for enhancing vocabulary learning among 8th-grade students at SMPN 1 Matur.

Keywords : *Vocabulary mastery, vocabulary self-collection strategy*

INTRODUCTION

Vocabulary holds a crucial position in supporting four language skills, alongside grammar and pronunciation. Vocabulary refers to the words required to convey thoughts and express meaning (Alqahtani, 2015). The importance of vocabulary is that the more a person's vocabulary mastery is better than their communication. It shows that a learner is unable to understand others and cannot develop those skills without sufficient vocabulary (Syahrul, 2019). Therefore, people should have a stock vocabulary to master a language easily.

In English language learning, vocabulary is a strategic foundation that influences how students engage with various language skills.. A person will better understand a language (communicate) if they first learns the meaning of the vocabulary used (Sudrajat & Herlina, 2015). Moreover, Vocabulary plays a very important role in developing the four main language skills. Therefore, mastery of vocabulary is the basis for achieving proficiency in the language being studied.

In learning vocabulary, students not only remember but also understand it. Learning vocabulary is essential in mastering English as it helps people communicate more easily, especially for young learners who often lack the motivation to study the language (Irwandy et al., 2018). Developing long-term memory for the vocabulary learned is the main challenge to vocabulary learning (Hirschel & Fritz, 2013). Thus, the teacher is essential in helping students comprehend the meaning of the words they have learned. Success of teaching English as a foreign language depends on cooperation between teachers and students, because students have a key role in the learning process through understanding the importance and motivation behind learning English, while teachers facilitate and support the development of their communicative and support the development of their communicative abilities in both oral and written forms (Kardena, 2017). The teacher must guide the students through various strategies to help them learn more. Choosing an effective English teaching technique is critical since it affects the outcome of the lesson. To increase students' learning, teachers must conduct learning effectively and efficiently. In other words, teachers must be able to identify effective learning strategies.

Vocabulary Self-collection Strategy (VSS) is one strategy for vocabulary instruction. Several researchers have also used the VSS to increase students' vocabulary. Martha Rapp Haggard developed this strategy in 1982. Haggard (1982) describes the Vocabulary Collection Strategy as an interesting and interactive method to strengthen understanding of words. The primary benefits of using a vocabulary self-collection strategy are that students participate in their learning, learn how to recognize unfamiliar or interesting words in their readings, develop their vocabularies, and become word-conscious (Antonacci & O'Callaghan, 2012). This method encourages students to actively identify and select vocabulary they find significant, justifying their choices as part of their personalized vocabulary development. Through this process, learners take ownership of their language acquisition, fostering deeper comprehension and retention of new words. Engaging students in decision-making can enhance their participation and lead to positive outcomes (Syafitri, 2022). By emphasizing the

role of students in learning, it focuses on how they learn and giving them the opportunity to engage and build their own understanding (Kardena, 2014). In this case, the students can improve their understanding of words and some aspects of vocabulary such as understanding the meaning, form, and usage of the words.

Based on preliminary research conducted at SMPN 1 Matur on July 20th, 2024, through interviews with teachers and students at eighth grade. Based on an interview with English instructor of the 8th grade of SMPN 1 Matur, the teacher emphasized that vocabulary instruction is inherently aligned with specific topics or materials, as vocabulary serves as a fundamental component that reinforces various language skills. Then, she said that vocabulary mastery of students is mostly low because in elementary school they do not learn English, this can be seen from the quiz results, that the teacher gave out of 18 students, none of the students scored above the standard score 70. Based on interviews conducted with 10 out of 18 eighth-grade students, it was found that students had problems with vocabulary. It was indicates that some students found it difficult to memorize new vocabulary. Based on pre-observation, some students forgot the vocabulary taught in the previous meeting and the teacher taught vocabulary by creating a list of words and translating their meaning, hence the strategy has not enhance students' vocabulary mastery. According to the problems above, students are very limited in mastering vocabulary.

Previous research, including studies by Lazarus (2021), Emeliya (2021), and Zulfirman (2016), has examined the effect of using VSS to improve students' reading skills and motivation. However, this study focused more on students' vocabulary mastery and was conducted on junior high school students with low vocabulary background.

Based on the explanation above, this study aims to examine the significant influence of implementing VSS on students' mastery of vocabulary. Additionally, it seeks to determine whether students' vocabulary proficiency improves after using VSS compared to their performance before its implementation.

METHOD

This research used the quantitative research method. Quantitative research was an approach for testing objective theories by examining the relationship among variables (Creswell & Creswell, 2018). This research adopted a pre-experimental design with a pre-test and post-test design in one group. This design allows for a more accurate evaluation of treatment effects by comparing student performance before and after the intervention. The

process involves one group taking a pre-test (O1), receiving treatment (X), and then undergoing a post-test (O2). The research population includes all students in class of SMP N 1 Matur in the 2024/2025 academic year, totaling 18 students in a single class. Given this, the study applied a total sampling technique, including the entire population as the sample due to the limited number of students in the grade.

According to Ur (1996), five aspects of vocabulary need to be learned by the students, they are: Form, grammar, collocation, meaning, and word Formation. In addition, Nation(2001) proposed three aspects of knowing a word: Form, meaning, and use. The theory by Ur, and Nation emphasizes several aspects of vocabulary, outlining the various aspects that students need to master for effective language use. From these perspectives, it is concluded that vocabulary mastery is a complex process that requires a deep understanding of the meaning and form of words. However, this research focuses on meaning and use, as preliminary research shows that students face particular difficulties in these aspects.

In this study, the research instrument was a b test designed to assess students' vocabulary mastery. According to John Read (2000), vocabulary assessment appears simple as word lists are readily available to select a set of words for testing. The test's validity was ensured through content validity, while its reliability was measured using Cronbach's Alpha. It consisted of 20 questions, including 15 multiple-choice items and 5 matching-word exercises. The test was administered both before and after the treatment, serving as the pre-test and post-test. A pretest was utilized to assess vocabulary of students before the teacher gave the treatment, and a posttest was used to assess their vocabulary after the treatment was administered. After that, the results of pretest and posttest were examined used SPSS (Statistical Package for the Social Sciences) version 20 using prerequisite tests, including normality test and homogeneity test, were conducted, followed by hypothesis test to answer research questions using the same software.

Multiple choice assessment helps to measure students' understanding of vocabulary comprehensively, as this type of question can cover various aspects such as definition, use in context, synonym, and antonym. Matching words is an effective assessment technique to measure students' ability to recognize the relationship between the vocabulary they have learned. It involves matching a word and its definition, or between a word and its synonym/antonym

The test was created by considering the validity and reliability test. This instrument consulted with experts who are English teacher at SMPN 1 MATUR and two lecturers of the

English education department of UIN SMDD Bukittinggi, Based on the results of validity analysis using Pearson correlation, it is obtained that out of 23 items, some questions were declared invalid and must be revised or deleted. This research used Cronbach's Alpha to assess instrument reliability. Cronbach's Alpha is used to measure the internal consistency of items and is used for multi-item (Cohen et al., 2018). The instrument was reliable because the Cronbach's Alpha score was 0.716.

FINDINGS AND DISCUSSION

Findings

Description of the Data

After getting the pretest and post test results, the results were computed using the SPSS software. These results were calculated to determine the mean, standard deviation, and the highest and lowest score of the pretest and posttest. The findings can be seen below:

Table 1: The Results of Calculating Score Pretest and Posttest

Test	N	The lowest	The highest	Mean	Standard Deviation
Pretest	18	10	50	30.56	9.835
Posttest	18	45	75	58.06	9.258

Based on the data above, which presents students' vocabulary scores before the implementation of the Vocabulary Self-Collection Strategy, the average pre-test score was 30.56. After applying VSS, the post-test results showed an increased mean score of 58.06. This indicates a significant improvement in students' vocabulary mastery following the treatment, as evidenced by the notable rise in their scores.

Testing Hypothesis

The First Hypothesis

This research used paired sample t-test to determine the significance difference between students' pretest and posttest scores. Based on the test results, the sig.(2-tailed) was 0.000, which is less than the α (0.05), indicating that the alternative hypothesis (Ha) was accepted. Therefore, the study determined that implementing the Vocabulary Self-Collection Strategy (VSS) had significantly improved the vocabulary mastery of eighth-grade students at SMPN 1 Matur.

Based on the data above, this hypothesis was derived from the pretest and posttest scores of students. The data was taken from the students' average scores.

Table 2: The Results of Calculating Score Pretest and Posttest

Test	Mean Score
Pretest	30.56
posttest	58.06

As it can be seen in the table above, the difference in scores between the pretest and posttest is 27.5 (58.6 – 30.56). It was possible to draw the conclusion that students' scores increased from the pretest to the posttest, so the students' vocabulary mastery after using VSS was better than before using VSS.

Discussion

Based on the previous discussion, the research results indicate that implementing the Vocabulary Self-Collection Strategy (VSS) significantly influence the improvement of vocabulary mastery in class VIII students. This supports the acceptance of the alternative hypothesis (Ha), which states that VSS significantly increases students' vocabulary mastery, whereas the null hypothesis (Ho) is rejected. These findings are consistent with the study conducted by Ali, which concluded that students consider VSS to be an interesting and effective strategy for acquiring vocabulary in class. It is supported by the theory provided by Antonacci & O'Callaghan (2012) stated that the purpose of VSS is to help students to grow their vocabulary over time by progressively introducing new topic-related words into their academic vocabulary. Thus, implementing independent vocabulary collection strategies in teaching English vocabulary can support increasing students' vocabulary mastery in an interactive learning approach.

The second finding shows that students' vocabulary mastery has increased after participating in learning using VSS compared to before its implementation. The post-test results demonstrated a significant increase in students' scores, indicating that their vocabulary proficiency had enhanced following the use of VSS. This proves that using VSS is giving effect in improve students' vocabulary mastery. This result aligns with previous research by Olivia et al.(2022) which demonstrated a significant difference between the before and after test results in teaching students' vocabulary using VSS. This finding is also supported by previous research which concluded that VSS was effective in increasing students' vocabulary mastery (Saputra et al., 2024). It is also supported by the theory which was provided by

Haggard (1982) Vocabulary Collection Strategies can accelerate students' vocabulary development. This shows that students' vocabulary mastery has increased after participating in learning with VSS, and students' average scores also increased after implementing this strategy. The difference between this research and some of the previous studies above is the difference in the dependent variable because in the previous studies did not use vocabulary self-collection strategy for student vocabulary but for language skills such as reading and to increase student motivation while this research used of vocabulary self-collection strategy to improve student vocabulary mastery in eighth grade junior high school students who have the low vocabulary and uses only one class as a sample using quantitative research.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, it can be concluded that the implementation of the Vocabulary Self-Collection Strategy (VSS) was effective in improving students' vocabulary mastery. The results showed that VSS significantly contributed to the vocabulary development of eighth-grade students at SMPN 1 Matur. This strategy encouraged students to read texts more attentively, identify unfamiliar or important words, and engage in collaborative discussions with their peers. As a result, students not only improved their vocabulary but also developed critical thinking skills and became more actively involved in their learning. VSS promoted a sense of ownership over the learning process, shifting students from passive recipients to active participants. In light of these findings, it is recommended that English teachers, particularly at the junior high school level, consider incorporating the Vocabulary Self-Collection Strategy (VSS) into their teaching practices. This strategy not only enhances vocabulary acquisition but also fosters student engagement and collaboration. Teachers should provide structured opportunities for students to select, share, and reflect on new vocabulary items. Moreover, it is suggested that future researchers explore the long-term impact of VSS on students' vocabulary retention and investigate its application across different language skills or educational levels to further validate its effectiveness.

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