

## **THE EFFECT OF USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) ON STUDENT'S VOCABULARY MASTERY**

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### **ABSTRACT**

*Vocabulary is one of the important elements in learning English that make students easy to master English skills; speaking, reading, listening and writing. However, many students lack of vocabulary mastery, so it was difficult for them to determine the meaning or words in context. Therefore, this research was intended to find out the significant effect of using vocabulary self-collection Strategy on student vocabulary mastery. This research used quantitative approach and design was pre-experimental with one group pre-test and post-test. The researcher used a total sampling technique because it only had one class with a total of 23 students in eighth grade at SMPN 2 Sorkam. Data was collected through a vocabulary test with a pre-test and post-test design of 30 questions. Based on the data analysis, the result exposed that t-obtain was 17.52 while the t-table was 1.717. It means that the hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected. Therefore, the finding of the data present that there is a significant effect of using self-collection strategy on student vocabulary mastery at eighth grade of SMPN 2 Sorkam.*

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

### **INTRODUCTION**

Vocabulary is a basic element for students in learning a foreign language that is integrated into four English skills. Students who have a lot of vocabulary will make be easier to build good communication and to learn other aspects of learning English. According to Hayati (2021), vocabulary is one of the important elements that must be taught to foreign language learners. Students who have a broad vocabulary will easily build good communication and improve their English skills. Therefore, vocabulary can encourage

students' knowledge to develop their English skills to make it easier.

Vocabulary is component that supports the four language skills beside grammar and pronunciation (Febrisera & Sugirin, 2021). Therefore, students should have stocks of vocabulary to make them master a language easily. Scott (2002) stated that without knowledge of grammar very little can be conveyed, but without having vocabulary nothing can be conveyed. It means that vocabulary is an important aspect that must be possessed to make it easier for students to improve their foreign language skills. Seprisa (2022) stated that vocabulary is essential for learning foreign language. Without proper and sufficient knowledge, learners cannot understand others or express their feelings. It means that vocabulary is an important competency in learning a new language.

One of the basics in learning a language that cannot be separated from learning English is vocabulary. It is hard to master the four language skills without master or understanding a number of vocabularies because it is fundamental in language learning. According to Schmitt (2010), vocabulary mastery is the ability to use vocabulary fluently in communication. Measures which tap into fluent and accurate usage are crucial. Furthermore, the teacher must teach vocabulary meaningfully to students so that students can memorize vocabulary and add new words.

Based on preliminary research on April 2022 at the eighth grade of SMPN 2 Sorkam through observation and interview with English teacher, it was found there were several problems on students' vocabulary mastery. First, students did not practice vocabulary in learning. The learning process carried out by the teacher in the classroom was still monotonous because the teacher only focused on explaining the material. In the result, the students got the difficulty in doing vocabulary assignment.

Second, students' vocabulary was limited. It was supported by an English teacher after conducting interviews. The teacher said that many students were still unfamiliar with English vocabulary and most of them got low scores on the vocabulary tests. As a result, students have difficulty understanding the meaning of the words in the text.

The last, the researcher found that the students' motivation in learning English was very low. It was because the learning process was less interesting and the students felt bored in class and made students lazy to learn English. So, the students are unmotivated to participate in the learning process.

To overcome the problem above, teachers must be able to create an interesting learning atmosphere with a variety of teaching creativity in the classroom that can encourage students'

motivation and enthusiasm in learning vocabulary. For young learners, the teacher can use game (Bakhsh, 2016), however one of the strategies that can be used for teaching vocabulary for junior high school students is the vocabulary self-collection strategy. Vocabulary self-collection strategy is a strategy in choosing interesting or unfamiliar words for students to discuss together in groups based on the prepared text sources.

Vocabulary Self-Collection Strategy can help students learn to be more active in cooperative learning where each student will participate in choosing words to be discussed in the group (Ali, 2017; Amalia, 2018; Febrisera & Sugirin, 2021; Juwita & Sunaryo, 2013; Rahman et al., 2019; Raungsawat & Chumworatayee, 2021; Sari & Sutopo, 2018; Viola et al., 2020). Additionally, according to Tierney R.J et. al., (2005), vocabulary self-collection strategy is vocabulary learning aimed at increasing students' vocabulary growth based on word choices found in a variety of reading materials and other texts. In other words, this strategy makes students remember new words based on the choice of words they want to learn and increase more effective learning activities.

Several studies have been conducted about vocabulary self-collection strategy in learning vocabulary. Haggard (2014), Vocabulary Self-Collection Strategy is an effective instructional process in vocabulary learning that can stimulate interest and enthusiasm and expand word knowledge in building a wider student vocabulary by identifying words in developing active students. This strategy increases the effective learning process in the classroom and makes students think critically in finding the meaning of the words they choose from any source. Whereas Patricia A Antonacci and Catherine M. O (2012), vocabulary self-collection strategy (VSS) is an interactive learning alternative that promotes awareness of several words in a text and students identify important words from their reading to discuss and share with class members. It can deepen students understand of words and increase students interest in new words. Besides that, according to Ruddell and Shearer (2002) stated that the purpose of the self-collection strategy is to improve students' understanding of new words by promoting long-term acquisition and development of academic discipline vocabulary with the aim of increasing students' motivation in learning new vocabulary. Based on the result of their research, the vocabulary self-collection strategy is an effective strategy in increasing vocabulary knowledge and developing strategies for students' ability to become independent word learners.

Based on the previous studies above, it shows that the vocabulary self-collection strategy is an effective strategy that can be used in teaching vocabulary to students. In this

study, the researcher used VSS and focused on increasing students' vocabulary based on the text so that students were able to understand the word and meaning in the text they had studied and increasing student' learning motivation toward learning English for junior high school students. Therefore, this research aimed to increase student' vocabulary mastery and motivate to learn English by providing opportunities for students to identify a word they choose themselves through the text to make students more familiar or easy to remember the vocabulary so that students think critically in solving a problem and the learning process in class more effective.

## **METHOD**

### **Research design**

This research applied quantitative approach. According to Craswell (2012), quantitative research is a means to test theories objectively between several variables. In this research, the researcher used a pre-experimental consisting of one group pre-test and post-test. According to Sugiyono (2015), pre-experimental design is a design that includes only one group or class that receives a pre-test and post-test. It means that this study only used one class without a control group. The pre-test was given at the beginning of the meeting before the treatment and post-test was given after the treatment.

### **Population and Sample**

The population of this research was all of the eighth grade students of SMPN 2 Sorkam in academic years 2022/2023. There were one class of eighth grade and the researcher used a total sampling technique because there was only one class with a total of 23 students in eighth grade at SMPN 2 sorkam.

### **Instrumentations**

The researcher used vocabulary test as the tools in this study for submitting data, the researchers designed as pre-test and post-test with consist 30 questions in the forms of multiple choice and gap filling. The researcher conducted three meetings with descriptive text material. In this study students were asked to identify words in the text then presented in the front of class so that each student' recorded the words that have present by the group.

#### *Validity*

The researchers used content validity and expert validity. Content validity was used to measure the test whether it was suitable with the material being taught or not. Experts validity was checked the instrument and make a judgment about how well items represent

the intended content area. The validators were the lecturers of UIN Sjech M. Djamil Djambek Bukittinggi.

**Table 1: Expert agreement coefficients**

Items	Validator			SI	SII	SIII	$\sum S$	n(c - 1 )	CVI	Criteria
	I	II	III							
1	4	3	4	1	2	3	6	9	0,666667	MV
2	4	4	4	3	3	3	9	9	1	HV
3	4	3	3	3	2	2	7	9	0,777778	MV
4	3	4	4	2	3	3	8	9	0,888889	HV
5	4	4	4	3	3	3	9	9	1	HV
6	4	3	4	3	2	3	8	9	0,888889	HV
7	4	4	4	3	3	3	9	9	1	HV
AVERAGE									0,888889	HV

### *Reliability*

Reliability is the measurement of a test with consistent or the same results at different times. According to Craswell (2012), reliability means the score of an instrument that is obtained in a stable and consistent manner. The score obtained must be the same and consistent at different times.

**Table 2: Scale of Alpha Cronbach**

ICC Value	Reliability categorization
0.86-1.00	Very high
0.66-0.85	High
0.36-0.65	Low
0.20-0.35	Very low
0,00-0.19	Not reliable

### **Technique of data collection**

This study used a vocabulary test. The test was administered with 30 questions in a multiple-choice and gap-filling format for a test designed as a pre-test to determine the student's initial vocabulary, followed by three sessions of processing in the classroom and finally post-test to know the effect of students' vocabulary after treatment. The multiple choice test has 20 questions with a score of 3 points for correct answers and 0 point for incorrect answers. The maximum score for multiple choices was 60 points. Meanwhile, the

gap filling test has 10 items with a value of 4 points for correct answers and 0 point for incorrect answers and the maximum score for a gap filling were 40 points.

**Technique of data analysis**

In this research, the researchers used t-test formula to analyze the data and compared the differences of mean score between pre-test and post-test. The researchers used t-test to compare or found out whether the value of t-obtained indicated a significant difference between mean scores of both test and the researcher processed data used SPSS.

**FINDINGS AND DISCUSSION**

*Finding*

*Description of the Data*

**Table 3: Descriptive Statistics of students’ score**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
pretest	23	16	74	875	38,04	13,90	28,991
posttest	23	58	97	1.959	85,17	12,76	26,618
Valid N (listwise)	23						

Based on the table above it can be seen the total number of students in the eighth grade was 23 students. The score was the outcome of a pre- test given to the students prior to employing vocabulary self-collection strategy. While the results of post-test conducted after using vocabulary self-collection strategy. However, the mean score in pre-test was 34,04 while The mean score in post-test was 85,17. The differences score among pre-test and post-test was 51,13. It can be seen from the sum of all scores in pre-test got 875 was lower than post-test got 1.959. So that, the scores of students in post-test was higher than the scores of student in pre-test. Furthermore, after implementing vocabulary self- collection strategy, the mean score of post-test increase significantly. It can be concluded that using vocabulary self-collection strategy give a significant effect on students’ vocabulary mastery.

*Analysis of the Data*

In this research, there were two kinds of the data analyzed; pre-test and post-test. After getting the mean score and standard deviation, the researcher got the  $t_{obtained}$ . The data were calculated by using t-test.

$$Md = \frac{\sum d \sum d}{N N} = \frac{1.0841.084}{23 \ 23} = 47,13$$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} = \frac{47,13 \ 47,13}{\sqrt{\frac{3,637,6}{23(22)}\sqrt{\frac{3,637,6}{23(22)}}}} = \frac{47,13 \ 47,13}{\sqrt{\frac{3,637,6}{506} \sqrt{\frac{3,637,6}{506}}}}$$

$$= \frac{47,1347,13}{7,19 \ 7,19}$$

$$t t = \frac{47,1347,13}{2,69 \ 2,69} = 17,52$$

$$df = 22 df = 22$$

by using t 0.05 was found t-table = 1.717

$$t_{obtained} > t_{table} \quad t_{obtained} > t_{table} = 17,52 \ 17,52 > 1.717$$

Based on the analysis of t-test above, the mean score of pre-test and post-test was 47,12, the sum of gain (the differences between students' post-test and pre-test) was 1.084, and sum of quadratic deviation was 3,637,6. After getting those data, it was used to find the t-test of pre-test and post-test. The t-test of the scores was 17,52. After that, the researchers obtained the *t*<sub>table</sub> on 22 degree of freedom and alpha 0.05 level of significance. From the calculation, it was found that *t*<sub>obtained</sub> was higher than *t*<sub>table</sub> Where t-obtained was 17,52 while t-table was 1.717. It means the differences between pre-test and post-test was significant.

### *Testing the hypothesis*

From the calculation of the scores for both tests, the mean post-test score of 85.17 was higher than the mean pre-test score of 34.04. After that, it was analysis by using t-formula and the result of the *t*<sub>obtained</sub> was 17,52 on 23 degree of freedom and ( $\alpha$ ) 0.05 level of significance. Therefore, the *t*<sub>obtained</sub> (17.52) was higher than the value *t*<sub>table</sub> (1.717) on the same degree of freedom and level of significance. It could be concluded that the hypothesis of this research was:

1. Alternative hypothesis (Ha): There is significant effect of Vocabulary self-collection strategy on students' Vocabulary mastery

2. Null hypothesis (Ho) there is no significant effect of using Vocabulary self-collection strategy on students' Vocabulary mastery.

Therefore, the hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected because the value of  $t_{obtained} > t_{table}$ . It can be concluded that the student who were taught by using Vocabulary self- collection strategy gives better effect on students' vocabulary mastery.

### ***Discussion***

This research was done out whether the use of Vocabulary self- collection strategy is effective on vocabulary mastery in the eighth grade of SMPN 2 Sorkam. Based on the analysis data and research findings, researchers have found the effect of using vocabulary self-collection on students' vocabulary mastery. The researcher found that the post-test scores were higher than the students' pre-test scores. Based on the analyzed data, the result of both tests were gained would be calculated by comparing the score and using t-test. It was found that there was significant effect of Vocabulary self-collection strategy on student's vocabulary mastery. It was supported by Patricia Antonacci and Catherine stated that vocabulary Self-Collection Strategy (VSS) is an interactive learning alternative that promotes awareness of several words in a text and students identify important words from their reading to discuss and share with class members. This strategy can increase student' new vocabulary and understand word in the text. Therefore, according to Ruddell, M. R. (2002) stated that the purpose of the Self-Collection Strategy is to improve students' understanding of new words by promoting long-term acquisition and development of academic discipline vocabulary with the aim of increasing students' motivation in learning new vocabulary.

Based on previous studies that carried out by Rahman, Rinaldi, and Santoso (2019) "The use of Vocabulary Self- Collection Strategy to improve student vocabulary mastery". It showed that Vocabulary Self-Collection Strategy can improve students' vocabulary mastery. The second study was conducted by Viola, Yanto, and Mobit (2020) "Students' perception on learning technical vocabulary through vocabulary self-collection strategy". In her research, she proved that using vocabulary self-collection strategy has a positive impact on vocabulary size and understanding of the text. The third researcher was conducted by Tiara Putri Utomo (2020) "Improving vocabulary mastery using intralingua subtitle and vocabulary self-collection strategy". The result of this research was the vocabulary self-collection strategy improved students' vocabulary mastery by using intralingua subtitles. The fourth researcher was conducted by Rizal arisman "Vocabulary self-collection strategy : Is it effective to

improve vocabulary mastery achievement on Senior High School?” It show that vocabulary self-collection strategy was more effective then the conventional method. The fifth researcher was conducted by Manal mohamed khodary “using the vocabulary self-collection strategy plus to develop university EFL students vocabulary learning” The result of this research was the experimental group performed better on on the post VAT than the pre VAT because the VSSplus help them develop vocabulary. The sixth researcher was conducted by Lazarus febrisera and Sugirin “The effectiveness of vocabulary self-collection strategy on students reading and vocabulary achievement: Quasi-experimental research” this study proves that the use of VSS can be one of the ways of other strategies to teach the reading and vocabulary in the ESL context. The last researcher by Emeliya, et.al “The use of vocabulary self-collection strategy (VSS) strategy in increasing student reading comprehension” The result of this research vocabulary self-collection strategy can improve student reading skills”.

Based on previous studies that carried out the same research as this study, it can be seen that the use of vocabulary self-collection strategy has a significant effect on increasing students' vocabulary and increase vocabulary list in understanding new words in learning vocabulary using vocabulary self- collection strategy as same as previous research that also have positive results for students. In this research, the researcher was able to prove that there was a significant effect of use the Vocabulary self-collection strategy on students' vocabulary mastery as was the opinion of previous researchers.

## CONCLUSION AND SUGGESTION

The researcher used a pre-experimental consisting of one group pre-test and post-test to investigate there was significant effect of using Vocabulary self-collection strategy on students' vocabulary mastery at eighth grade of SMN 2 Sorkam. Therefore, it can be proved by the data findings and discussion. Through comparing the  $t_{obtained}$  (17.52) to the  $t_{table}$  (1.717) on the same degree of freedom and level of significant, it was found that the value of  $t_{obtained}$  was higher than the value of  $t_{table}$ . It means that the hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected because the value of  $t_{obtained} > t_{table}$ . It can be conclude that students taught with vocabulary self-collection strategies have a better effect on students' vocabulary mastery.

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