

The Effect of Vocabulary Self -Collection Strategy (VSS) On Student' Vocabulary Mastery at SMPN 8 Kota Bengkulu

Julia Afriani
SMPN 8 Kota Bengkulu

juliabkl24@gmail.com

Abstract

The objective of this study is to know whether there is any significant effect of students who are taught by VSS (Vocabulary Self-Collection) strategy in student vocabulary mastery. The researcher used a quasi-experimental research. In this study, the researcher divided the subject of the study into two groups, an experimental group, and a control group. The sample in this study was students of VIII-4 consisted of 31 students as experiment class and VIII-5 consisted of 31 students as the control class. Therefore, total sample were 62 students. The finding showed that there was a significant effect of applying Vocabulary self-collection strategy (VSS) on the students' vocabulary mastery at grade VIII of SMPN 8 Kota Bengkulu. In other words, the use of Vocabulary self-collection strategy (VSS) was generally effective to improve students' vocabulary mastery at grade VIII of SMPN 8 Kota Bengkulu. Vocabulary Self Collection Strategy (VSS) is one of teaching strategy that can be considered to be implemented in teaching vocabulary in the English classroom especially in teaching reading text. So, it is expected for the teacher to encourage the students' vocabulary mastery by implementing Vocabulary Self Collection Strategy.

Keywords: Vocabulary Self -Collection Strategy (VSS), Vocabulary Mastery

A. Introduction

Vocabulary is an important component that supports the four language skills beside grammar and pronunciation, it because the richer a person's vocabulary mastery is, the easier communication is made, both orally and reading. Therefore, students should have stocks of vocabulary to make them master a language easily. To have a broad vocabulary, the researchers as facilitator in learn and teaching vocabulary. According to Brown cited in (Sulfadli, 2020), "teaching" is guiding and facilitating learning, enabling learners to learn, setting conditions for learning. An understanding of how students learn will determine the educational philosophy, teaching styles, approaches, methods and classroom techniques. Based on this definition, teaching vocabulary is an activity where the researcher provides knowledge to students about vocabulary by using teaching styles, strategies and techniques, as well as how to use them in everyday life (Ismawati, 2017). Meanwhile, in teaching vocabulary it is now easily, there are some factors that influence students' vocabulary.

Based on interview with Mam. Dian Aprinita, S.Pd the English teacher eighth grade of SMP 8 Kota Bengkulu on October 2021, she said there are several reasons why students have difficulties in learning vocabulary. First, students are difficult to understand the meaning of vocabulary. Second, students are difficult to remember all of the vocabulary materials. The last, some of the students when the elementary school has never learn English. Therefore, the researcher needs strategy to help them students to understand in learning English. Strategy is the art of planning and

directing overall military operations and movements in a war or battle which has effect to learning and teaching in the classroom. There are several strategies that can be learned for vocabulary such as; using vocabulary card, interactive cloze strategy, listening song and so on, and Vocabulary self-collection. From all of the strategy, the researcher interest to implement Vocabulary Self-Collection strategy (VSS) in teaching vocabulary.

The strategy that used by the researcher to teach vocabulary is Vocabulary Self Collection Strategy (VSS). According to Maghfuri (2017), Vocabulary Self Collection Strategy 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. In here, the researcher asking students to read a text then students nominate one word or term that they would like to learn or to know more about and that they think should appear on a class vocabulary list. Hence, this strategy can help the students to memorize some new words easily and effectively. (Damanik et al., 2021)

There are some previous studies that discuss the similar object with the this present study. First, a study by (Zani & Kasdi, 2017) who found that using Vocabulary self-collection strategy is effective to enhance students' reading comprehension and motivation. Using vocabulary self-collection strategy has a great and positive influence in teaching reading comprehension collection strategy have higher score than students who are taught without vocabulary-self collection strategy, and reading comprehension has relation of vocabulary because vocabulary is micro of reading. Second, a study by (Yanto, 2019) who stated that vocabulary self-collection strategy is various technological tools to cope with the requirements of learning in our recent digital era and to enable students to achieve deep comprehension of the terms provided in the selected text. In here, the researcher asking students to read a text then students nominate one word or term that they would like to learn or to know more about and that they think should appear on a class vocabulary list. Therefore, this strategy could help the students to memorize some new words easily and effectively. Third, a study by (Waro, 2019). In this study, it was used vocabulary self-collection as a strategy to teach vocabulary. The result can help the students to understand the meaning of new words from the context and to integrate them with other sources that make them able to learn. Considering the explanation above, there are some problems that arise to the students in learner in mastering vocabulary. So, the researcher want to conduct Vocabulary self-collection strategy as experimental study to prove the effect of vocabulary self-collection strategy as a strategy in teaching vocabulary to students' vocabulary mastery at SMPN 8 Kota Bengkulu. The difference between previous study and this research and variable of this research is focused on (VSS).

B. Research Methodology

This study used a quantitative research. Quantitative research is design which makes use of numbers and statistical data to analyze and presents the results. In this research, the researcher uses a quasi-experimental research. The researcher use non-randomize control group pre-test, post-test design with a kind of treatment because the subjects are not randomly assigned to group, but rather are assign to the treatment group or control group along with all the others in their existing group. The population of this study was the eighth grade students of SMPN 8 Kota Bengkulu in the academic year of 2021/2022. There were 7 classes of Seventh grades: VIII.1–VIII.7. On the average, each class consist 32 of students. The sample in this study was students of VIII-4 consisted of 31 students as experiment

class and VIII-5 consisted of 31 students as the control class. Therefore, total sample were 62 students. The instruments of this research were vocabulary test and documentation. The steps of doing research were administering pretest, treatment, and administering posttest.

C. Findings and Discussion

1. Result of the Pre-Test

The result of this study was divided into two kinds, they were the result of pre-test (before giving the treatment) and the result of post-test (after giving the treatment). The result of the pre-test was found before the researcher gave the treatment to the students both in experiment and control class. The result of the pre-test between control and experiment class did not different significantly. The result can be seen in the table below.

Table 1
The Mean score of the Pre-Test

Group	N	Mean score
Experiment	31	48.40
Control	31	51.20

Table 1 showed that the mean score of experiment class was 48.40 with total sample was 31 students and the meanscore of control class was 51,20. Based on the result of the pre-test above, it can be seen that there was no significance difference of the students' meanscore between experiment and control. It was because the students both experiment and control have similar cognitive achievement and competence in vocabulary mastery skill. The similar score between those groups became the reason why the researcher chose these two classes as the sample of this research. Therefore, to know whether Vocabulary Self Collection Strategy (VSS) impact the students' vocabulary mastery, the researcher applied two different strategy. The researcher taught experiment class by using Vocabulary Self Collection Strategy (VSS) while the researcher taught control class by using conventional method.

2. Treatment

After giving pre-test to both groups, the researcher gave the treatment to the experimental group in two meetings. In teaching and learning proses, the researcher implemented Vocabulary Self Collection Strategy (VSS) as a treatment in experimental class while in control class taught by conventional technique. The treatment was consisted of two treatment, each meeting consisted of 80 minutes. The description of treatment activities by the researcher in experiment class was described as follows.

1. Experiment Class Treatment I

In the first treatment, the researcher implemented vocabulary self-collection strategy in some step as follows: Firstly, researcher introduced the purpose of VSS strategy to students. They were expected to find new an interesting words form their readings that they learned through a group nomination process. Secondly, the researcher was model how to select and nominate important words form the readings. Researcher showed 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 selected word because it is interesting and would be useful in their own writing.

Thirdly, the researcher demonstrated how to use context and other resources to learn the meaning of word. They may use the context or they may offer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of word. Fourthly, the researcher wrote the word, the context in which it was used, its meaning and the reason for selecting word on chart paper using a chart similar to the researcher write word, sentence or phrase in which word was used, meaning and reason for selecting word. Fifthly, the researcher engaged students in process of vocabulary self-collection. Students worked in small group of three to five, and they read a short passage from book with teacher. They were guided by the researcher to identify a word they wish to select. The researcher demonstrated how to use context and other resources to figure out meaning of the word. Together, the students and researcher engaged in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students used their own charts to write the word. Sentence from text in which word was used, meaning and reason for selecting. Sixthly, After students are familiar with this strategy, researcher provided guide practice to support the use VSS during reading. Then researcher organized students in small groups for reading. They introduce book and provide a brief overview of the strategy. To help students recalled the steps in process for nominating one or two words to learn.

Seventhly, the students in small group discuss words they wish to nominate. Within their small groups, they talk about each word and why they think that class should learn this word. Through consensus, they nominate two words. And Seventhly, Students write two to the class. On a class chart, one member of group writes the word, sentence in which word was used, its meaning and reason for selecting word. Next, the students record all nominate words in their learning vocabulary notebooks. The researcher then asked the students to generate vocabulary words in other activities. To introduce the activity, the researcher presented the word has chosen and as models how to respond to the three questions.

In the first treatment process, the students seems enthusiast to collect the vocabulary in the group work. This approach can encourage the students to be more active in group discussing.

Treatment II

In the second treatment, the researcher did similar steps to treatment 1. Firstly, researcher introduced the purpose of VSS strategy to students. They were expected to find new an interesting words form their readings that they learned through a group nomination process. Secondly, the researcher was model how to select and nominate important words form the readings. Then researcher showed 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 selected word because it is interesting and would be useful in their own writing.

Thirdly, the researcher demonstrated how to use context and other resources to learn the meaning of word. They may use the context or they

may offer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of word. Fourthly, the researcher wrote the word, the context in which it was used, its meaning and the reason for selecting word on chart paper using a chart similar to the researcher write word, sentence or phrase in which word was used, meaning and reason for selecting word. Fifthly, the researcher engaged students in process of vocabulary self-collection. Students worked in small group of three to five, and they read a short passage from book with teacher. They were guided by the researcher to identify a word they wish to select. The researcher demonstrated how to use context and other resources to figure out meaning of the word. Together, the students and researcher engaged in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students used their own charts to write the word. Sentence from text in which word was found, meaning and reason for selecting. Sixthly, After students are familiar with this strategy, teacher provided guide practice to support the use VSS during reading. Teacher organized students in small groups for reading. They introduce book and provide a brief overview of the strategy. To help students recalled the steps in process for nominating one or two words to learn.

Seventhly, the students in small group discuss words they wish to nominate. Within their small groups, they talk about each word and why they think that class should learn this word. Through consensus, they nominate two words. And Seventhly, Students write two to the class. On a class chart, one member of group writes the word, sentence in which word was used, its meaning and reason for selecting word. Next, the students record all nominate words in their learning vocabulary notebooks. The researcher then asked the students to generate vocabulary words in other activities. To introduce the activity, the researcher presented the word has chosen and as models how to respond to the three questions.

Then, the researcher asked each member of the group representation group them for presentation in front of the class the words that have found. The researcher asked students to write down on the whiteboard and presentation the word with questions below;

- 1.) What is the meaning or definition of the word?
- 2.) Where are you found the word?
- 3.) Why do you choose the word?

After finished, the researcher share information about vocabulary in reading the descriptive text about the text. In the last treatment, the researcher found that the students' vocabulary mastery was improved better rather than treatment 1 and 2. The students became more active to use the vocabulary. They also knew the meaning of vocabulary better than before.

2. Control Class

Treatment in the control group is different from experiment group. In control group the researcher just teaches the students as the way the researcher teach. There is no modified strategy for control group. The researcher applied conventional teaching method in the control class. The stages of the treatment were as follows: first, the researcher greets the students and gives them apperception about descriptive text. The researcher introduced what will be discussed in the class. The researcher

divided the students into team which consists of four or five students in a team. The researcher gives text. The researcher asked the students to answer the questions. And the last, the researcher expresses her gratitude for the participation of students in making the project. The researcher and the students reflect on the activities and the discussion they have done.

3. Result of Post-test

After collecting the result of the pre-test, the researcher gave a treatment to control and experiment class. To find out the difference score between experiment and control class, the researcher gave a post-test to both experiment and control class. The pre-test was given at the end of the treatment. The questions of post-test both experiment and control class were similar. After giving the post-test, the researcher calculated the score and mentioned it in the following table.

Table 2
The Mean score of the Post-Test

Group	N	Mea n score
Experiment	31	67.70
Control	31	57.90

Regarding to table 2 the students' mean score of the experiment class in post-test was improved better from the pre-test score. While the score of post-test in control class did not show an improvement in post-test result. The improvement of students' score in experiment class from pre-test to post-test may be caused by the treatment did by the researcher. The researcher applied Vocabulary Self Collection Strategy (VSS) in teaching vocabulary in experiment group. However, to know whether the hypothesis was accepted or not, the researcher did hypothesis testing.

3. Hypothesis Testing

After doing normality and homogeneity test, the researcher did an independent sample t-test. The independent sample t-test was used to examine the hypotheses proposed. The hypotheses of this research are:

Alternative Hypothesis (H1): There is significant difference between the students' vocabulary mastery taught using vocabulary self-collection strategy without using vocabulary self-collection strategy at eighth grade students of SMPN 8 Kota Bengkulu.

Null hypothesis (Ho): There is no significant difference between the students' vocabulary mastery taught using vocabulary self-collection strategy without using vocabulary self-collection strategy at eighth-grade students of SMPN 8 Kota Bengkulu.

The result of hypothesis testing of hypothesis was as follow.

Table 3
Hypothesis Testing on Post-Test

Group	N	Min	Max	Mean	SD
Control	31	24	96	57.90	21.213
Experiment	31	20	96	67.70	21.229
Df	60				
Mean difference	9.74				
t-count	3.905				
t-table	1.807				
Sig. (2-tailed)	0.006				

Table 3 obtains the value of t-count 3.905. For the degree of freedom (df) is 60 then the value of t-table at a 0.05 is 1.807. Since the t-count value is 3.905 more than t-table value so that H_0 was rejected which means that hypothesis H_1 that stated there was any effect of applying Vocabulary Self Collection Strategy (VSS) on the students' vocabulary mastery at grade VIII of SMPN 8 Kota Bengkulu was accepted. To be concluded, Vocabulary Self Collection Strategy (VSS) was effective to be used in teaching vocabulary since there was a significant difference of students mean score after doing the treatment by using Vocabulary Self Collection Strategy (VSS).

Discussion

The finding of this research showed that there was any effect of applying Vocabulary Self Collection Strategy (VSS) technique on the students' vocabulary mastery at grade VIII of SMPN 8 Kota Bengkulu. In other words, the use of Vocabulary Self Collection Strategy (VSS) was generally more effective on students' vocabulary mastery at grade VIII of SMPN 8 Kota Bengkulu. Based on the treatment activities, the researcher found that Vocabulary Self-Collection strategy directly supplies beneficial impact on students' vocabulary achievement. It can be seen when students do all the activities with joyful learning. As students develop word consciousness, or an interest in words, they will become a word collector and they will make their academic vocabularies when confronted with unknown word from varied disciplines. She also says that primary purpose of the Vocabulary Self-Collection Strategy is to deepen students' understanding of words, promote their interest in new words, and offer them a strategy to identify and learn new and fascinating words.

The process of cooperative learning along vocabulary self-Collection strategy make students active in the class while treatment activity. Among its applied benefits are maximize students' motivation to engage keenly with interested words through reading a context, activate students' participation in decision-making on selected words with their group, and improving students' word consciousness. It was supported by theory from Antonacci & O'Callaghan in (Ismawati, 2017) who stated that the purpose of the Vocabulary Self-Collection is to motivate students to learn new words by promoting a "long-term acquisition and development of the vocabulary of academic disciplines" with the goal of integrating "new content word into students working vocabularies".

Moreover, this study also proved that the implementation VSS strategy can motivate the students' in learning English. Vocabulary self-collection strategy is a strategy that focus on meaning of word in specific context. It was also supported by Antonacci & O'Callaghan in (Ismawati, 2017) who mentioned some advantages of using VSS strategy in teaching vocabulary. First, to enhance

students motivation and achievement in learning new words. Second, students rationale for selecting certain words adds to their understanding of process learning of them. Third, students can build their vocabulary knowledge through active particular through active participant in „word discussion“ and active related to word learning. Fourth, to make students“ vocabulary and appropriate for pre and post reading and help students to determine a purpose of reading.

Furthermore, the finding also found that VSS is an effective approach to help students to understand the meanings of new words, use them in conversations and writing, and make personal connections with words while reading. It was in line with Sihotang et al (2018) who said that Vocabulary Self-collection Strategy (VSS) is an alternative technique, it motivates students to be active in learning and it helps the students to be more interested in learning English. From the explanation above that VSS method can help the students to understand the meaning of the new words from the context.

This research finding was also in line with some previous studies. The first was study by (Zani & Kasdi, 2017) who concluded that using Vocabulary self-collection strategy is effective to enhance students' reading comprehension and motivation. Using vocabulary self-collection strategy has a great and positive influence in teaching reading comprehension collection strategy have higher score than students who are taught without vocabulary-self collection strategy, and reading comprehension has relation of vocabulary because vocabulary is micro of reading. The results show that by using strategy, it could motivate students because students enjoyed the lesson and they did not feel bored in the learning process. From the explanation above, it means that these strategies can be used to teach English in the classroom so that the students do not feel bored.

The second, a study by (Yanto, 2019) who found that list of vocabulary depends on unfamiliar and interest words of students“ perception and this strategy can make students“ vocabulary, and this strategy is appropriate to apply before going to teach reading. He explained that vocabulary self-collection strategy is a strategy that guides students to make a list of vocabulary. Therefore, this strategy could help the students to memorize some new words easily and effectively. Along with make students more understand about contain of words in the text with gives assume sentences to students. Third, a study by (Waro, 2019) who used vocabulary self-collection as a strategy to teach vocabulary. The result can help the students to understand the meaning of new words from the context and to integrate them with other sources that make them able to learn.

Vocabulary Self-collection Strategy (VSS) is an interactive strategy in which learners select from their texts words that they believe are important for the class to learn. Based on the findings of this research, it can be concluded that Vocabulary Selfcollection Strategy (VSS) is a method of teaching and learning that helps teachers to guide the students in learning English language and motivate students to be more interested in learning process. However, this research was limited by the time, number of meeting, and the number of students while learning by using Vocabulary Self Collection Strategy (VSS). This limitation became the weaknesses of this study. Thus, the researcher suggested for the further researcher to conduct the similar study in another language skill using Vocabulary Self Collection Strategy (VSS) technique for other text types, such as narative text and recount text.

D. Conclusion

Regarding to the finding of this research, it can be concluded that H1 was accepted and H0 was rejected which means that there was a significant effect of applying Vocabulary Self Collection Strategy (VSS) on the students' vocabulary

mastery at grade VIII of SMPN 8 Kota Bengkulu. In other words, the use of Vocabulary Self Collection Strategy (VSS) was generally effective on students' vocabulary mastery at grade VIII of SMPN 8 Kota Bengkulu. There are some suggestions offered by the researcher to the followings:

1. Special for English teacher, Vocabulary Self Collection Strategy (VSS) is one of teaching technique that can be considered on the students' vocabulary mastery in the classroom especially in reading text. So, it is expected for the teacher to encourage the students in reading activity in the classroom.
2. The use of Vocabulary Self Collection Strategy (VSS) is useful to organize the students' vocabulary mastery. The researcher's guidance while teaching and learning was needed to get better achievement.
3. More research studies with EFL readers should be executed to further investigate the effectiveness of Vocabulary Self Collection Strategy (VSS) on vocabulary mastery.

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