The Vocabulary Self-collection Strategy (VSS): Enrich Meaning and Use of Students' Vocabulary Learning

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Abstract— This research was exposed to examine if The Vocabulary Self-collection Strategy (VSS) can improve students' vocabulary mastery in which is limited in meaning and use. Quasi-experimental design was implemented and the first grade students of SMP Negeri Model Terpadu Madani Palu, Central-Sulawesi became a sample in which VII Lamalonda with 25 students as the experimental group and VII Sis Aljufri with 26 students as the control group that selected by using cluster random sampling. The result of this study revealed that there is a statisticaly rapid change after applying treatment by using VSS in the experimental group. There is an increasing score about 36.14 from the initial score. In addition, by applying 0.05 level of significance, the researchers also found that the value of the t-counted (6.35) is higher than the t-table (1.678). It implies that Vocabulary Self-collection Strategy (VSS) can be aplied by teachers in teaching and learning process as one of effective strategy to improve students' vocabulary mastery, especially for first grade students of junior high school.

Keywords— *Improve, Meaning, Use, Vocabulary, Vocabulary Self-collection Strategy (VSS).*

I. INTRODUCTION

Vocabulary is one of the language components needed by students in learning English as a foreign language. It supports EFL students to express and understand ideas and opinions both in oral and written form. The less vocabulary is mastered by students, the more difficult for them to communicate with each other and vice versa. Students can use language more effectively if they have strong vocabulary (Juwita and Sunaryo, 2013). In short, vocabulary plays a crucial role in learning a language and in communicating a topic. Regarding to the 2013 curriculum as the applicable curriculum in Indonesian education system, the learning syllabus of the first grade of junior high school in basic competencies 3.5 and 4.5 explains that students are expected to be able to master vocabulary to compose simple texts and express their opinions and responses by paying attention to the structure of the text and language features according to context. This clarifies that to achieve these basic competencies, students must improve their vocabulary mastery not only in form but also in meaning and use.

Based on the preliminary observation at SMP Negeri Model Terpadu Madani Palu, the researchers found several problems related to students' vocabulary mastery, especially for first grade students. The common problems found is students have a limited stock of vocabulary and seem misunderstanding about the meaning and the use of vocabulary especially in term of nouns and adjectives in a sentence. In addition, based on the interviews conducted by the researchers, one of the first grade students of SMP Negeri Model Terpadu Madani Palu states that the way of teacher in teaching was fun but not effective in helping students improve their vocabulary mastery because the teacher still often combines Indonesian and English, sometimes teacher only uses Indonesian in explaining learning material in the classroom. Therefore, the researcher indicated that the teachers' strategy in teaching caused students were unfamiliar with English so that there would be no significant change in their vocabulary mastery.

In teaching and learning process, there are many learning strategies that teachers can implement in the classroom to improve students' vocabulary mastery, one of them is the vocabulary self-collection strategy (VSS). After knowing the fact that the students' vocabulary mastery is still low, the researchers chose to apply the vocabulary self-collection strategy (VSS) as a learning strategy that is used in the classroom to improve the vocabulary mastery of the first grade students of SMP Negeri Model Terpadu Madani Palu. Besides being able to create a fun class, this strategy is also effective to be used because it familiarizes students with finding new words independently. Therefore, they can use English well. The researchers hope that by using this strategy, students can improve their vocabulary and enjoy learning English as a foreign language.

Vocabulary Self-collection Strategy (VSS). It is an interactive learning strategy that encourages students to identify important words from their reading and then share them with the whole class. Amalia (2018) explains that the purpose of using a vocabulary self-collection strategy (VSS) is to help students improve their vocabulary mastery, foster internal motivation to learn English, and encourage them to be independent. This strategy also allows students to retain the vocabulary they are learning for a long time. Vocabulary self-collection strategy (VSS) is a strategy that was first proposed by Martha Rapp Haggard in 1982. This strategy focused on creating student-centered activities in which students chose the words they were interested in learning on their own. The teacher's role in implementing this method is as a facilitator who helps students perform tasks and achieve vocabulary learning objectives.

The vocabulary self-collection strategy (VSS) is a strategy that allows students to build a vocabulary list based on their background knowledge of words. In short, the

vocabulary self-collection strategy (VSS) allows students to process vocabulary learning individually. This strategy can also be called a "Collaborative vocabulary learning" because the activities are designed to work in groups, then they searched for vocabulary individually and discussed it with their respective group members (Damanik, 2021). All students were asked to be involved in the word selection process. This strategy is different from conventional learning methods, which require students to memorize and learn new words through explicit instructions from the teacher.

II. METHOD

In this study, the researchers used a quasi-experimental research design. The research design was a non-equivalent control group design, by using pre-test and post-test in the experimental and the control group. The following is the research design proposed by Sugiyono (2019, p. 110):

Experimental group: O1 X O2

Control group: O3   O4

The population of this research was the first grade students of SMP Negeri Model Terpadu Madani Palu. The number of students in this population is 135 students consisting of five classes. They are: VII Hasan Bahasuan, VII Sis Aljufri, VII Lamalonda, VII Karajalemba, and VII Erwin Sumampow. Based on the research design of this study, the researchers chose two classes as the research sample by applying cluster random sampling. To determine the experimental and the control group, the researcher used a lottery. After doing the lottery, VII Lamalonda was the experimental group and VII Sis Aljufri was control group. In this case, the researchers used the paper-and-pencil method to collect data and the instrument was test. The test consisted of a pre-test and a post-test. The researchers gave students a set of vocabulary test that aim to determine their vocabulary mastery before being given treatment. The test consisted of 10 identifying, 10 completions, and 10 true/false questions. The researchers also adapted the level of categorization from the school to see whether the students' score exceeds the passing grade or not. The passing grade of SMP Negeri Model Terpadu Madani Palu is 70, which means that if students get a score of 69 or below, they are categorized as failed.

In the data analysis technique, there were several steps that the researcher took, namely calculating the individual student scores, mean scores, squared deviations, and t-test. In this case, the researcher used the formula proposed by Arikunto (2013).

III. RESULT AND DISCUSSION

A. Result

The data collection for this research started from August 1st, 2022, to August 31th, 2022. The research instrument in this study were test consisting of a pre-test and a post-test. The treatment was given by the researchers twice a week on Wednesdays and Fridays, from August 10th, 2022, to August 26th, 2022. The researchers taught the experimental group by dividing the students into five groups, each group consisting of six students. In each meeting, each group identified word categories (common nouns, descriptive adjectives, and quantitative adjectives) of the text that has been given by the researchers. Then they presented the results of their group work in front of the class. In conducting the treatment, the researchers provided an hour and a half to teach. The results of pre-test and post-test for both groups are presented in the following table:

**Table 1 The Pre-test and Post-test Results of Both Group**

No	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
1	36.67	80.00	60.00	66.67
2	40.00	96.67	50.00	70.00
3	40.00	66.67	46.67	70.00
4	30.00	90.00	60.00	86.67
5	26.67	80.00	46.67	66.67
6	30.00	53.33	56.67	63.33
7	56.67	73.33	30.00	53.33
8	73.33	90.00	73.33	83.33
9	33.33	66.67	53.33	60.00
10	26.67	60.00	60.00	66.67
11	30.00	60.00	36.67	56.67
12	50.00	76.67	40.00	60.00
13	40.00	70.00	43.33	70.00
14	26.67	66.67	53.33	60.00
15	66.67	80.00	33.33	53.33
16	50.00	63.33	33.33	56.67
17	36.67	86.67	60.00	93.33
18	26.67	73.33	53.33	76.67
19	36.67	86.67	80.00	86.67
20	26.67	76.67	86.67	93.33
21	86.67	96.67	70.00	76.67
22	40.00	80.00	73.33	76.67
23	30.00	80.00	56.67	63.33
24	30.00	70.00	60.00	63.33
25	33.33	83.33	80.00	86.67
26	-	-	60.00	70.00
Total	1003.36	1906.68	1456.66	1830.01
Mean Score	40.13	76.27	56.02	70.38

Pre-test. The researchers conducted pre-test on August 5th, 2022 for the experimental and the control group. The highest score from the pre-test results of experimental group is 86.67 and the lowest score is 26.67. The mean score of a pre-test for experimental group is 40.13. Referring to the passing grade score of the school, there were only 2 students passed the pre-test with percentage 8% and 23 students failed the test with percentage 92%.

Percentage of Experimental Group's Pre-test Result

Percentage of Control Group's Post-test Result
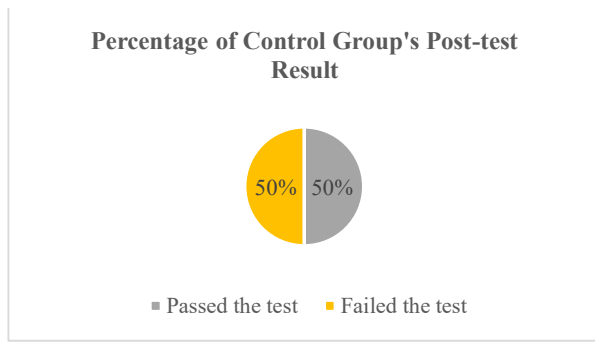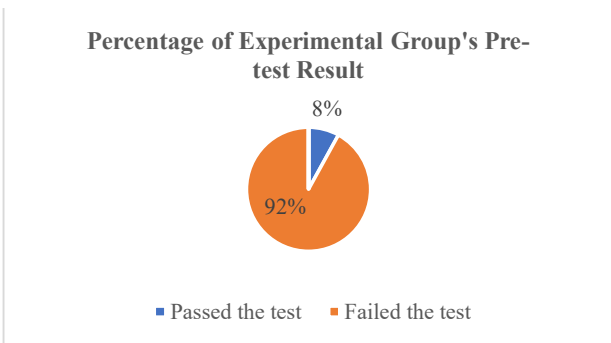
Then for the control group, the highest score in the pre-test is 86.67 and the lowest score is 30.00. The mean score of a pre-test for control group is 56.02. Referring to the passing grade of the school, 6 students passed the pre-test with percentage 23% and 20 students failed the test with percentage 77%.

Percentage of Control Group's Pre-test Result

The researchers then continued to count the mean deviation and square deviation to determine if there was a significant difference between the results of the pre-test and post-test of experimental and control group.
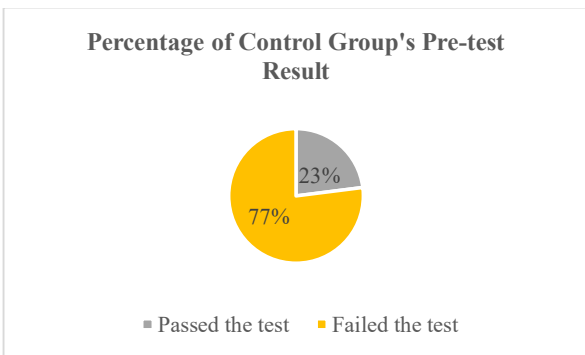
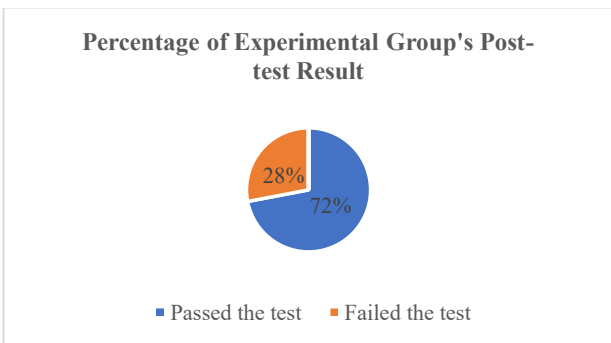**Table 2 Students' Score Deviation of Experimental Group**

Test	Deviation Score	Square Deviation Score
Pre-test & Post-test	903.32	38010.27

Table 3 Students' Score Deviation of Control Group

Test	Deviation Score	Square Deviation Score
Pre-test & Post-test	373.35	7378.27

Post-test. After applying the treatment, the researchers conducted a post-test on August 26th, 2022 for the control group and August 31th, 2022 for the experimental group. The highest score from the post-test results of experimental group is 96.67 and the lowest score is 53.33. The mean score of a post-test for experimental group is 76.27. Referring to the passing grade of the school, 18 students passed the post-test with percentage 72% and 7 students failed the test with percentage 28%.

After analyzing the data of the test, the result showed that the t-counted value was 6.35. It showed that the mean score of the post-test for the experimental group also had a significant change from the mean score of the pre-test. Then, by using the 0.05 level of significance with the degree of freedom (df = 49), the researchers find that the t-count (6.35) is higher than the t-table (1.678). This shows that the hypothesis in this study is successful or accepted. In short, the strategy used in this study (Vocabulary self-collection strategy or VSS) can improve students' vocabulary mastery of SMP Negeri Model Terpadu Madani Palu.

B. Discussion

The purpose of this research is to examine if the students' vocabulary mastery can improve by using vocabulary self-collection strategy (VSS). After distributing the test, implementing the treatment to the experimental group, calculating and finding the data both of group, the objective of this research is indicated achieved. If in the pre-test, the mean score of the experimental group is lower than the control group, but vice versa, in the post-test, the mean score of the experimental group is higher than the control group. Furthermore, when conducting pre-test and referring to the passing grade of the school, in the experimental group; 2 students passed and 23 failed, while in the control group, 6 students passed and 20 failed. In addition, in the control group, three students achieved average criteria and three students achieved good criteria, while in the experimental group, only one student achieved average criteria and one student achieved good criteria. It indicates that for the pre-test, the number of students in the control group was more

Percentage of Experimental Group's Post-test Result

Then for the control group, the highest score in the post-test is 93.33 and the lowest score is 53.33. The mean score of a post-test for control group is 70.38. Referring to the passing grade of the school, 13 students passed the post-test and 13 students failed the test with each showing a percentage of 50%.

successful in achieving the passing grade than students in the experimental group.

However, the post-test showed statistically significant differences. In the experimental group, 18 students passed and seven failed, while in the control group, 13 students passed and 13 failed. In addition, in the experimental group, six students achieved the average criteria, eight students achieved the good criteria, and four students achieved the excellent criteria, while in the control group, only six students achieved the average criteria, four students achieved the good criteria, and three students achieved the excellent criteria. It showed that in post-test, the number of students in the experimental group is more successful in achieving the passing grade than students in the control group. The researchers indicates that it is occurred because the effect of the treatment. In the early of implementation of the vocabulary self-collection strategy (VSS), the researcher found that students tended to feel confused in determining which words were included in descriptive and quantitative adjectives. This is evidenced from the results of students' work in the first meeting until the fourth meeting; they were most wrong in the adjective part and most correct in the noun part. This is because they often use nouns and verbs more than adjectives. Moreover, this is the first time they have heard that adjectives are classified into descriptive and quantitative adjectives.

However, the intensity of implementation of vocabulary self-collection strategy (VSS) at the fifth and sixth meetings showed that students have a significant change in their ability to determine descriptive and quantitative adjectives. The results of their worksheets showed that they managed to find many adjective words, just like nouns. They also know how to use these words in a sentence. Therefore, this proves that the treatment carried out by the researcher in the experimental group is success in making students accustomed to using nouns and adjectives so that their vocabulary mastery could be said increase compared to when they have not received treatment. Furthermore, in the implementation of the vocabulary self-collection strategy (VSS), there are several weaknesses found by the researchers; namely, that this strategy takes a long time to use, so the researcher must prepare a structured arrangement of activities so that learning can run according to the estimated time. In addition, Idriani (2018) stated that during the research using this strategy, she had difficulty in getting students' focus on specific information in the text because this strategy emphasizes only the important vocabulary found in the text. Basically, the researcher also got the same problem, so the researcher had to explain the specific information in the text separately so that the students understood it.

Even though there are some weaknesses in its use, the vocabulary self-collection strategy has proven to be successful in improving students' vocabulary mastery.The indication of the result are supported by previous studies; Arisman (2021) claims that the learning process using a vocabulary self-collection strategy (VSS) could significantly improve the vocabulary mastery of senior high school students. Furthermore, Idriani (2018) also exposes that the use of a vocabulary self-collection strategy (VSS) can improve vocabulary mastery of university students. Those clarify that the use of a vocabulary self-collection strategy is effective in improving students' vocabulary mastery at various levels of education, namely SMP, SMA, and University.

IV. Conclusion

Vocabulary self-collection strategy (VSS) is effectively used in teaching vocabulary to improve students' vocabulary mastery at SMP Negeri Model Terpadu Madani Palu. It can be seen from the results of the data analysis that the mean score of the post-test for the experimental group (76.27) is higher than the mean score of the post-test for the control group (70.38). The mean score of the post-test for the experimental group also had a significant change from the mean score of the pre-test (40.13). In addition, it can also be proven by looking at the t-count value (6.35), which is higher than the t-table value (1.678). It means that the researcher's hypothesis in this study is accepted.

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