



The Influence of Vocabulary Self-Collection Strategy on the Vocabulary Mastery

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ABSTRACT

The objective of the study was to find out there was a significant influence of using vocabulary self-collection strategy on the vocabulary mastery of the Seventh Grade Students at SMP YKPP Pendopo. The method was pre-experimental. The population of this study was the seventh grade students of SMP YKPP Pendopo with totaling 105 students. The sample selected by using convenience method with the total 31 students. The data collected by mean of tests, namely pretest and posttest. The data analyzed by Matched t-test. The score of $t_{obtained}$ was 0.0083 < 1.697 at the significant level $p < 0.05$ for two tailed and degree of freedom was 30, t table was 1.697. It indicated that the used of vocabulary self-collection strategy on the vocabulary mastery of the seventh grade students at SMP YKPP Pendopo was significant influence.

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

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INTRODUCTION

Listening, speaking, reading, and writing are the four components of language skills in English. Talking about the four language skills in English, it will be never far from vocabulary mastery. It was because without a good vocabulary mastery, someone would be difficult to speak or even understand a short text. According to (Brown, 2001), A good vocabulary mastery was one of the most important aspects in learning foreign language because the ability of the language learners to read and to comprehend the subject was relative determine by their vocabulary mastery. According to (Linse, 2005), The vocabulary was the first step that must be teach before teaching other aspects of language. When students learn a foreign language, they must had the ability to be master in vocabulary. According to (Adawiyah, D. & Gumartifa, 2022), all students should be taught the English language. It is because learning the English language will be very useful for all individuals in the future. It meant that the students should master English to improve the knowledge and to make them well prepared in the future. To master English skills, students must know the vocabulary of the language because it supports their skills' improvement.

Vocabulary was the types of words, namely nouns, adjectives, and verbs where they were used in language use. According to (Manurung, 2003), vocabulary mastery and grammar was important for speaking, listening, reading, and writing English. In the school, the ability to learn vocabulary was important. (Katemba, C. & Tampubolon, 2011) Stated that "In communication, students need vocabulary which could support them to produce

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and used meaningful sentences. That is why vocabulary was very important to be master. Students sometimes experience difficulties in used vocabulary which had been study for some reasons. Vocabulary was not just a collection of words that we memorize and know their meanings but also the process of learning in assembling these words. Without mastering an adequate vocabulary, students not only had difficulty communicating, but even cannot communicate all.

One of the strategies used to make students master vocabulary is the Vocabulary Self-Collection Strategy. This strategy involved students to choose foreign and interesting words that was they want to learn. Farstrup & Samuel (2008), say that Vocabulary Self-Collection Strategy was a cooperative structure that provides practice in identified foreign words. The purpose of the vocabulary self-collection strategy was to teach students to made decisions about the importance of concepts and how to used context to determined the meaning of words, so that it could help students become more aware of words in general and pay particular attention to unfamiliar things. words.

In this case, students were allowed to learn the words that they were interest in. The students was allowed to find the meaning of the new words. This strategy focused on the words that the students want and need to know, the words that they were curious about and get interest in. According to Ruddlle and Shearer (2002, p. 361), Vocabulary Self-Collection Strategy was an effective means both to increase the depth and breadth of students' vocabulary knowledge and to develop students' ability to become strategic and independent word learners. Vocabulary Self-Collection strategy itself involved students choosed the words they want to learn, discussing their reasons for choosed these words. This strategy was an effective approach to help students understand the meaning of new words, used them in conversation and in writing.

According to (Juwita, I., 2013), the Vocabulary Self-Collection Strategy is a useful strategy for students since it help them understand words in context. According to (Ali, 2017), Vocabulary Self-Collection Strategy could enriches students' vocabulary knowledge and made the learning of vocabulary more interesting. It concluded that Vocabulary Self-Collection Strategy was a strategy that could help students to understand the meaning of new words from context and integrated them with other sourced that enable them to learn. Vocabulary Self-Collection Strategy also helped students to related the meaning of new words to other skills. Students could integrated the meaning of new words in their conversation, writing, and reading. So, it would be greatly motivated students to learned vocabulary because they could interacted with their classmates to learn more about foreign words.

According to (Juwita, I., 2013), There are some advantages of Vocabulary Self-Collection Strategy, those were : (1) to enhance students' motivation and achievement in learning new words (2) students' rationale for selecting certain words adds to their understanding of the process for learning them (3) students could build their vocabulary knowledge through active participation in 'word discussions' and activities related to word learning.

After the researchers conducted interviews and observations of seventh grade students in their neighborhood, the rresearchers found that there were still many students who did not understand English language well. Moreover, with the conditions and circumstances of online schools with a span of approximately three years, students were still left behind in the learning process, especially if it was not accompanied by additional learning. According to (Chatib, 2011), The abilities possessed by students were the main basic for students in achieving success, but the problem with educators was that they always misinterpret the word ability in a context that was not broad.

When the researchers asked about learning English, it turned out that students still did not understand basic learning such as how to introduce themselves, greetings and including mastering various kinds of vocabulary such as animal names, fruits, days, months, numbers, family members, body parts, names of surrounding objects and others. At the next meeting

the researchers asked to study together and gave examples of some vocabulary and the researchers asked them to collected the vocabulary in a pocket book, after that the researchers asked the students to memorized the vocabulary write in the book and finally made the researchers want to raised the problem to junior high school students about the lack of students in mastering vocabulary to be used as a research because of the need for innovation and creativity to improved students' ability to master vocabulary. (Cahyono, B. Y., & Utami, 2008), stated that was vocabulary learning aims to made students understand the concept of unfamiliar words, can get more words, and used words well for communicative purposes. For this reason, this study discussed the topic: was there any significant influence of using vocabulary self-collection strategy on the vocabulary mastery of the seventh-grade students at SMP YKPP Pendopo?

METHOD

The method in doing this research was the pre-experimental research, with a One-Group Pretest-Posttest Design model. (Sugiyono, 2014), stated that Pre-experimental design is a design that include only one group or class that was given pre and posttest without any control or comparison group. The population of the research was the seventh-grade students of SMP YKPP Pendopo. The real numbers of the population were 106 students for four classes. This research used a purposive sampling technique where all of the students were one class that would taken a sample of this research because they done with considerations that VII.2 class had enthusiasm in learning vocabulary. The total of the sample was 31 students.

The instruments of the reseach used to collect data were pretest and posttest to increase vocabulary. Pretest was used to measure students' vocabulary skills before being given treatment by the researchers. After the pretest, the researchers gave treatment 5 times to the students for teaching material about vocabulary. Posttest was used to measure students' vocabulary after being gave treatment. There were several types of questions that the researchers used here, the test consisted of 40 questions but questions were first tested for validity and reliability in try out test, so that from these questions only 30 questions were taken to be used as pretest and posttest questions. Part A, looking for words in the text reading then translating the word into Indonesian which consisted of 15 words. Part B, translating words into English consisted of 10. Part C, multiple choice consisted of 5 questions.

Technique for Collecting the data in this study used validity and reliability to collect the data. Validity was used to determined how much the instruments had reflect the results. It showed on the table below.

Table Test Specification

Objective of the Test	Indicators of the Test	Materials of the Test	Number Of Items	Kinds Of The Test
The students were to understand meaning of words	1. The students were able to choose adjective, noun and verb from the text	Descriptive text about Komodo Dragons	1-15	looking for words in the text reading then translating the word
	2. The students were able to match the words from Indonesian into English	Vocabulary about noun, adjective, verb	16-30	Matching Text
	3. the students were able to choose the correct answer	Vocabulary about the name of kitchen utensils	31-40	Multiple Choice Test

The second is reliability. It was an element that could determined the measuring instrument. The result of this study would be analyzed by using Kuder – Richrdson 21 (KR21). It was a statically formula used as a one on the estimations of the reliability of the test the mean score and it was standard deviation.

In analyzing obtain the data from the test answered by the students, the researchers was applied three techniques of analyzing the data needed. (Huber, 2011) notes that three techniques to analyze the data on doing research, they were individual score, conversion of percentage range and match t-test to find out the students' individual scores in vocabulary.

FINDINGS AND DISCUSSION

The test has been tried out its reliability. In this case, this tested gave to seventh grade students of SMP YKPP Pendopo. In order to know whether the test was reliability or valid before the revised test was given to the sample students. (Frankel, 2012) states reliability means the extent to which a given finding is consistently reproduced. the reliability of the test materials was evaluated through the internal consistency of reliability. It is a measure of the degree to which the items or parts of a test are consistent. The result of students' scores in the try out test of instrumen showed in table 4.1:

Table 1. Students' Scores in the Try Out

Students number	Item Number	True	False	Score (X)	Score Square (X ²)
1	40	24	16	6	36
2	40	28	12	7	49
3	40	25	15	62.5	39.06
4	40	31	9	77.5	60.06
5	40	20	20	5	25
6	40	27	13	67.5	45.56
7	40	27	13	67.5	45.56
8	40	25	15	62.5	39.06
9	40	24	16	6	36
10	40	40	0	10	100
11	40	26	14	65	42.25
12	40	16	24	4	16
13	40	24	16	6	36
14	40	21	19	52.5	27.56
15	40	25	15	62.5	39.06
16	40	35	5	87.5	76.56
17	40	25	15	62.5	39.06
18	40	23	17	57.5	33.06
19	40	28	12	7	49
20	40	28	12	7	49
21	40	26	14	65	42.25
22	40	28	12	7	49
23	40	22	18	55	30.25
24	40	22	18	55	30.25
25	40	24	16	6	36
26	40	27	13	67.5	45.56
27	40	40	0	10	100
28	40	24	16	6	36
29	40	24	16	6	36
30	40	25	15	62.5	39.06
31	40	25	11	72.5	52.56
				$\Sigma X =$	$\Sigma x^2 =$
				120	1380.31

From the table Mean an SD were calculated:

$$\text{Mean (M)} = \frac{\Sigma X}{N}$$

$$\begin{aligned}
 &= \frac{120}{31} \\
 &= 3.87096 \\
 SD &= \sqrt{\frac{\sum x^2}{N}} \\
 SD &= \sqrt{\frac{1380.31}{31}} \\
 &= \sqrt{44.526} \\
 &= 6.6727805299
 \end{aligned}$$

Then, the value of the Mean and the value of SD were inserted in the formula of KR-21 as showed below:

$$K=40$$

$$\begin{aligned}
 KR-21 &= \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K(SD)^2} \right] \\
 &= \frac{40}{40-1} \left[1 - \frac{3.87(40-3.87)}{40(6.67)^2} \right] \\
 &= 1.02 \left[1 - \frac{3.87(36.13)}{40(44.48)} \right] \\
 &= 1.02 \left[1 - \frac{139.8231}{1779.2} \right] \\
 &= 1.02 [1 - 0.0785] \\
 &= 1.02 \cdot 0.922 \\
 &= 0.94 \text{ (reliable)}
 \end{aligned}$$

The result of the reliability coefficient of the test was 0.94. It was clear that the test items were reliable because it was higher than 0.70. (Frankel, 2012) stated that for research purposes, a useful rule was that reliability should be at least 0.70 or preferably higher.

There were 31 students in the class who took part in the pretest. Before the students being taught by using vocabulary self-collection strategy as a teaching method. The pretest in class was given to find out students influence in vocabulary mastery. It showed in table below:

Table 2. Pretest Scores

Students' Number	Number of Item	Correct Answer	Incorrect Answer	Scores	Level competency
1	30	6	24	20	Poor
2	30	12	18	40	Lack
3	30	13	17	43	Lack
4	30	10	20	33	Very lack
5	30	18	12	60	Enough
6	30	7	23	23	Poor
7	30	13	17	43	Lack
8	30	19	11	63	Enough
9	30	7	23	23	Poor
10	30	20	10	67	Enough
11	30	18	12	60	Enough
12	30	18	12	60	Enough
13	30	7	23	23	Poor
14	30	7	23	23	Poor
15	30	20	10	67	Enough
16	30	10	20	33	Very lack
17	30	18	12	60	Enough
18	30	23	7	77	Good enough
19	30	20	10	67	Enough
20	30	8	22	27	Poor
21	30	18	12	60	Enough
22	30	18	12	60	Enough
23	30	9	21	30	Very lack

The Influence of Vocabulary Self-Collection Strategy on the Vocabulary Mastery

24	30	21	9	70	Good enough
25	30	11	19	37	Very lack
26	30	18	12	60	Enough
27	30	18	12	60	Enough
28	30	20	10	67	Enough
29	30	6	24	20	Poor
30	30	20	10	67	Enough
31	30	8	22	27	Poor
				$\Sigma X^2 = \frac{1470}{31}$	
$\Sigma \bar{X}^2 = 47.4$					

From the table showed the result of pretest, there was only one student got a score of 77, and the percentage with the lowest score was 20 with the Mean was 47.4.

The researchers showed the students' vocabulary in posttest. The table of students' score in the posttest showed in the table below:

Table 3. Posttest Scores

Students' Number	Number of Item	Correct Answer	Incorrect Answer	Scores	Level competency
1	30	20	10	67	Enough
2	30	24	6	80	Good
3	30	21	9	70	Good enough
4	30	28	2	93	Very good
5	30	20	67	67	Enough
6	30	26	87	87	Good
7	30	23	77	77	Good enough
8	30	21	70	70	Good enough
9	30	30	100	100	Excellent
10	30	23	77	77	Good enough
11	30	18	60	60	Enough
12	30	21	70	70	Good enough
13	30	18	60	60	Enough
14	30	21	70	70	Good enough
15	30	28	93	93	Very good
16	30	21	70	70	Good enough
17	30	20	67	67	Enough
18	30	23	77	77	Good enough
19	30	24	80	80	Good
20	30	24	80	80	Good
21	30	24	80	80	Good
22	30	18	60	60	Enough
23	30	19	63	63	Enough
24	30	21	70	70	Good enough
25	30	24	80	80	Good
26	30	30	100	100	Excellent
27	30	21	70	70	Good enough
28	30	23	77	77	Good enough
29	30	21	70	70	Good enough
30	30	24	80	80	Good
31	30	18	60	60	Enough
				$\Sigma X^1 = \frac{2325}{31}$	
$\Sigma \bar{X}^1 = 76.93$					

From the table showed that the highest score was 100 and the lowest score was 60. Besides, it also indicated that the Mean score of students vocabulary in posttest was 76.93.

To compare pretest and posttest, the researchers used matched t-test. The calculation of the score between pretest and posttest showed on table below:

Table 4. Calculation between The Pretest and Posttest

Students' Number	Pretest (X2)	Posttest (X1)	D (X1-X2)	D2
1	20	67	47	2.209
2	40	80	40	1600
3	43	70	27	729
4	33	93	60	3600
5	60	67	7	49
6	23	87	64	4.1
7	43	77	34	1.156
8	63	70	7	49
9	23	100	77	5.929
10	67	77	10	100
11	60	60	0	0
12	60	70	10	100
13	23	60	37	1.369
14	23	70	47	2.21
15	67	93	26	676
16	33	70	37	1.37
17	60	67	7	49
18	77	77	0	0
19	67	80	13	169
20	27	80	53	2.81
21	60	80	20	400
22	60	60	0	0
23	30	63	33	10.89
24	70	70	0	0
25	37	80	43	1.849
26	60	100	40	1600
27	60	70	10	100
28	67	77	10	100
29	20	70	50	2500
30	67	80	13	169
31	27	60	33	10.89
			$\Sigma D = 855$	$\Sigma D^2 = 13402.413$
			$\Sigma X_2 = \frac{1470}{31}$	$\Sigma X_1 = \frac{2325}{31}$
			$\Sigma \bar{X}_2 = 47.4$	$\Sigma \bar{X}_1 = 76.93$

Based on the table above, it showed that the mean score of pretest was 47.4, the mean score of posttest was 76.93, the differences of X1 and X2 was 855, the square of D was 13402.413. In the posttest, the average of the students score was higher than the average pretest. Since there was a significant influence in the students' scores before and after treatment, and their vocabulary mastery using vocabulary self-collection strategy, they went from performing at a "poor" to "excellent", as indicated by the difference between the pretest and posttest averages.

The Result of Matched t-test Calculation showed below:

$$\begin{aligned}
 SD &= \sqrt{\frac{\Sigma D^2 \left(\frac{1}{n}\right) (\Sigma D)^2}{n-1}} \\
 &= \sqrt{\frac{1340 \left(\frac{1}{30}\right) (855)^2}{31-1}} \\
 &= \sqrt{\frac{13402.413 - (0.03)(731.025)}{30}}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{13402.413 - 2193}{30}} \\
&= \sqrt{\frac{11209.413}{30}} \\
&= \sqrt{3736471} \\
SD &= 1.9329 \\
S_D &= \frac{SD}{\sqrt{n}} \\
&= \frac{1.9329}{\sqrt{30}} \\
&= \frac{1.9329}{547} \\
&= 3531
\end{aligned}$$

$$\begin{aligned}
t &= \frac{\bar{x}_1 - \bar{x}_2}{S_D} \\
&= \frac{76.93 - 47.4}{3531} \\
&= \frac{29.53}{3531} \\
&= 0.0083
\end{aligned}$$

$$t_{obt} = 0.0083 < t_{table} = 1.697$$

$$\begin{aligned}
Df &= (n-1) \\
&= (31-1) \\
&= 30, \text{ so } df = 1.697
\end{aligned}$$

The result of matched t-test showed the score standard deviation was 1.9329, the score of standard of difference between two means was 3531, the score of obtained was 0.0083 at the significant level $p < 0.05$ for two tailed and degree of freedom was 30, t table was 1.697. Therefore, the t obtained was greater than the t table. It could be concluded that there was an influence of the vocabulary mastery using the vocabulary mastery of the seventh grade students of SMP YKPP Pendopo.

Based on the research findings, it was found that students who were taught using the Vocabulary Self-collection Strategy (VSS) their vocabulary improved. This was evidenced by the average score between the students' pretest and posttest. In collecting data, the researchers carried out several procedure as followed; the observations of the researchers at SMP YKPP Pendopo, specially in grade VII.2. The researchers found problems faced by students in learning English, especially the lack of vocabulary.

In the pretest, the researchers asked 31 students to answered the vocabulary test. Based on the questions given in the form of nouns, adjectives, and verbs. The pretest questions gave amounted to 30 questions, with the pretest results obtained there was one student who answered the question with the correct number of 6 with a value of 20 and another student answered with the correct number of 10 with a value of 33. By looking at the results of the pretest, it could be concluded that students still did not understand very well vocabulary mastery and there were still many students who made mistakes in finding words, translating words, and choosing the right words.

In conducting the treatment, the researchers gave treatments by applied the vocabulary self-collection strategy in the teaching and learning processed in the classroom. At this stage the researchers asked the students to divided into several groups consisting of 5-6 students for each group. Then, the researchers asked the students to read a descriptive text and then the students had to find an interested word. The researchers asked one student to represent a group to presented the word in front of the class with the followed questions; the word in sentence and what is the meaning of the word, where did you find the word, why did you choose the word. After that, the researchers discussed with the students for the words that had been found.

In the posttest, the researchers given the same vocabulary test as the pretest. The posttest was carried out after gave treatments to students to see the development of students'

vocabulary. After given the posttest, it showed that the students achieved good classification scores. This proved that the used of Vocabulary Self-Collection Strategy (VSS) was very effective in influence students' vocabulary. Suggested by several researchers, namely; Untari, this study revealed that the self-collection vocabulary strategy succeeded in helped students' vocabulary mastery to be improved by applied vocabulary self-collection strategy.

CONCLUSIONS

Vocabulary Self-Collection Strategy (VSS) was an effective in increasing the vocabulary of seventh-grade students at SMP YKPP Pendopo. It was evidenced by the significant difference between the student's pretest and posttest mean scores. In the pretest, the student's average score was 47.4 and the posttest the students' average score was 76.93. The score of tobtained was $0.0083 < 1.697$. The probability score was smaller than α ($0.00 < 0.05$). The result showed that there was a significant difference between pretest and posttest in teaching students' vocabulary through Vocabulary Self-Collection Strategy (VSS). In other words, there was a significant influence of using vocabulary self-collection strategy on the vocabulary mastery of the seventh grade students at SMP YKPP Pendopo.

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