

**ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH
VOCABULARY SELF-COLLECTION STRATEGY (VSS) AT TENTH
GRADE STUDENTS OF MAN 1 LAMPUNG TENGAH**

(Undergraduate Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH VOCABULARY SELF-COLLECTION STRATEGY (VSS) AT TENTH GRADE STUDENTS OF MAN 1 LAMPUNG TENGAH

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The purpose of this study was to determine whether there is a significant difference in students' vocabulary mastery after using the Vocabulary Self-Collection Strategy (VSS), as well as to learn about students' perceptions of the VSS's implementation. The researcher used the tenth grade students of MAN 1 Lampung Tengah. The sample was 34 students of the X MIA 1 class. This study employed a one-group pre- and post-test design. The results of the pre-test before treatment were compared to those of the post-test after treatment. A questionnaire was then used to investigate students' perceptions of VSS implementation. This researcher used the Wilcoxon signed-rank test in analyzing the data because the normality assumptions were not met in this instrument. The result of the normality test showed that the significance values were less than 0.05 or alpha (sig. > 0.05). Using the Wilcoxon signed-rank test, this study found a significant difference in students' vocabulary mastery in descriptive text after using VSS. The table shows that the Asymp.Sig value is <0.001. Besides, the result of this study showed that the mean score for the pre-test was 79.59 and the mean score for the post-test was 94.59. It meant that the improvement of students' vocabulary mastery after using VSS reached 15.00 points. Furthermore, the results of the investigation on students' perception revealed that the students had a positive perception since the gained percentage is 92%.

Keywords: *Vocabulary Self-collection Strategy (VSS), vocabulary mastery, descriptive text, perception*

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By:

Irgi Clareassa Anatasya Harend

(Undergraduate Thesis)

**Submitted in a Partial Fulfillment of the Requirement
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In

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2024**

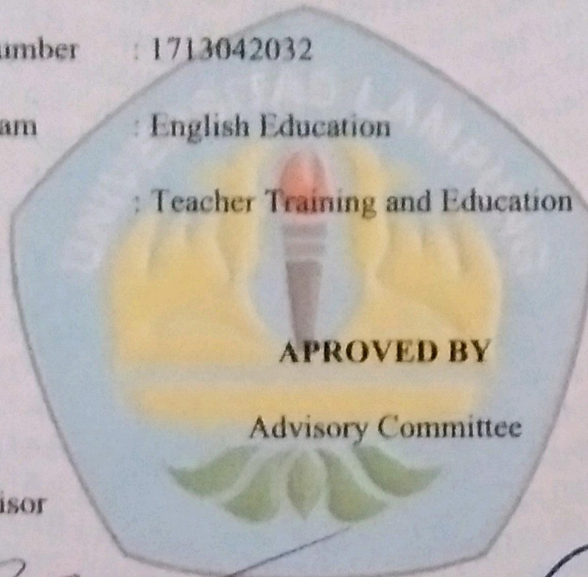
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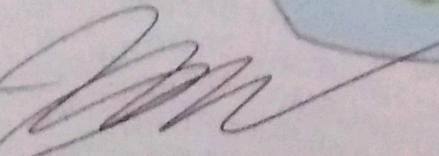
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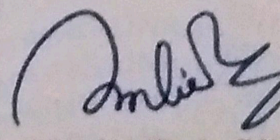
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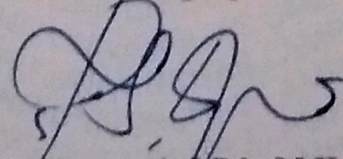
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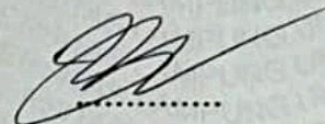
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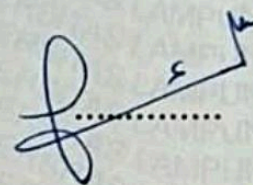
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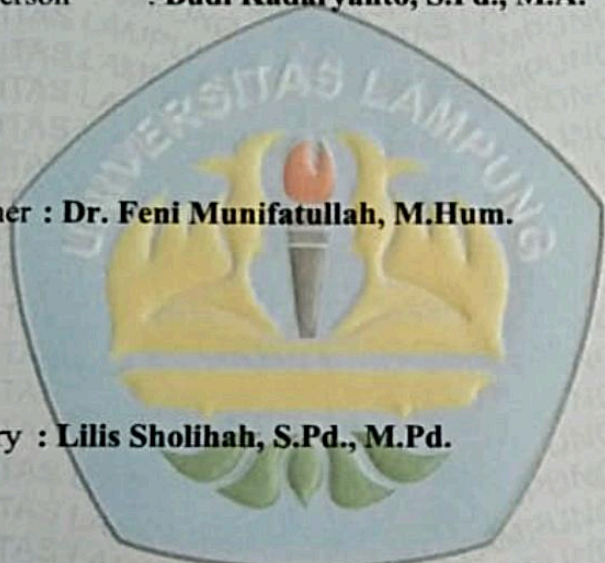
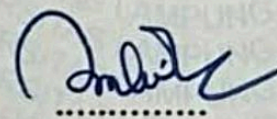
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Jurusan Skripsi : Enhancing Students' Vocabulary Mastery Through
Vocabulary Self-Collection Strategy (Vss) At Tenth Grade
Students Of Man 1 Lampung Tengah

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 20 Februari 2024



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CURRICULUM VITAE

Irgi Clareassa Anatasya Harend was born in Nambah Dadi on March 26, 2000. She is the daughter of Bambang Suharsono and Endang Lisnawati. However, they have divorced. Irgi has two brothers named Ahmad Alghany Raka Harend and Abdel Rauf Athala Prima Harend. She also has a sister named Sheren Muna Aulia Nisa.

She started her education at SDN 1 Nambah Dadi in 2005. After graduated from primary school, she continued her study at the SMPN 1 Terbanggi Besar and graduated in 2014. Then she went on to study at the MAN 1 Lampung Tengah and graduated in 2017. In the same year, she tried to continue her study to the university level by taking the SBMPTN test. Eventually, she was admitted to the University of Lampung for an English language education program.

During her study at the university, she gained a lot of experience besides studying in class. In the year 2020, she performed KKN in the village of Margo Makmur, Mesuji. After that, in the same year, she did PLP in MAN 1 Lampung Tengah with 5 other friends. Besides academic activities, she also gained many opportunities to be active in organizations inside or outside the university. She even had important roles in several organizations, such as general treasure of ETERNITY, general secretary of SEEDS FKIP Unila, and general treasurer of Madrasah Relawan. Besides, she was also active as a member in some organizations such as FPPI Unila FKIP and Birohmah. In the last year of her study at University of Lampung, to accomplish her study, she conducted her research at MAN 1 Lampung Tengah.

MOTTO

“ مَنْ جَدُّ وَجَدَ ”

“Who’s earnest will succeed”

DEDICATION

This script is dedicated to:

My beloved parents: Bambang Suharsono and Endang Lisnawati

My valuable people: My aunt, Yurlina and my uncle, Siswiyanto

All of the great teachers and lecturers

My friends who always support and help me

My alma mater, Lampung University

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In the name of Allah, the most gracious and merciful.

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During her undergraduate program and the completion of this work, the author has received support and help from some outstanding people. Therefore, the author would like to express her gratitude and honor to:

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11. The author's beloved husband, Iqbal Hatta Abdul Hafidz who always accompanies and supports the author at all times.
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The writers realize that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

The Author,

Irgi Clareassa

Anatasya Harend

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I. INTRODUCTION

This chapter discusses some points. Those are research background, research questions, objectives of the research, uses of the research, scope, and definitions of terms.

1.1 Background

Language is an important aspect in our life. It is because language is a tool of communication (Harmer, 2007). Language helps people to send and to receive some messages. People can communicate verbally, in writing, and in body language. Language can refer to either the ability of humans to acquire and use complex communication systems, or to a specific instance of such a system (Damayanti, 2014). According to Brown (2007), language is a systematic concept of communication or feeling expressed via the use of conventionalized signs, sounds, gestures, or marks with understood meanings.

We know that every country has its own language. Consequently, many people find it difficult when they are in a situation forcing them to talk to foreigners. To solve this problem, learning foreign language is the best way. Besides, learning foreign language is useful in every aspect of life. For example, in Indonesia, English is known as a foreign language. People learn English from the lowest level to the highest level of school. Eventually, most Indonesians can communicate well with foreigners by using English in all aspects of life.

Mastering foreign language is not a simple thing. Language is governed by various rules, styles, and constraints (Harmer, 2007). It means that when someone intends to master a new language, he/she should learn all aspects of

that language. In that case, a person needs to learn the basic aspect of language first if they want to master a foreign language. The basic aspect of language which can help humans to communicate a foreign language effectively is vocabulary. Wilkins and Lewis in Alfaki (2015) agreed if vocabulary is the core of language. Even people have good grammar but it will be useless if they do not know many vocabularies. It can be inferred that all aspects of language involve vocabulary in addressing an idea. Therefore, vocabulary is necessary for language mastery. People need to master sufficient vocabulary to understand others or express their own ideas. The good vocabulary supports mastery of all skills of language (listening, speaking, reading, and writing). Furthermore, vocabulary mastery is comprehensive knowledge which students need to recognize, understand, and produce all aspects of vocabulary as well.

According to Lado in Mardianawati (2012), vocabulary includes five components: meaning, spelling, pronunciation, word classes, and word uses. Given these factors, mastering vocabulary is likely to be one of the most difficult problems that students confront. Students are expected to understand the terminology both conceptually and practically.

Some previous research states that students face some difficulties in learning vocabulary. Ningrum (2015) analyzed that the students' difficulties are on spelling, pronunciation, use and meaning. These difficulties are caused by many factors, such as motivation in learning vocabulary, students' talent in language, students' interest, and students' experience in vocabulary mastery. Besides, Thompson (2017) added that practicing vocabulary in students' daily life is an additional problem of learning vocabulary. Most students do not practice the vocabularies that have been learned in their life. Even though students know that vocabulary is important in learning language, they learn vocabulary passively. Hence, many students lose the vocabulary that they have learned and get difficulty expressing their ideas in foreign language.

Khodary (2017) elaborated that such a lack of students' vocabulary was revealed in their inability to recognize the meaning of vocabulary which they heard and read. Besides, they had spelling mistakes when they wrote

vocabulary and they were unable to use new vocabulary to make correct sentences. Thus, most of them were not capable of expressing themselves, ideas and information because they did not have the enough understanding of vocabulary needed for good communication. He pointed out that students felt confused when they tried to give the correct meaning of new vocabulary and were unable to write the correct spelling of words in correct sentences. Moreover, he assured that students' vocabulary weaknesses might stem from the unsuitable methods of teaching vocabulary provided to them by their instructors.

In the book *Teaching English to Children in Asia*, Paul (2003) showed that learning vocabulary in many schools seems to be inappropriate. Some problems are emerging from vocabulary teaching. First, class activities appear to be monotonous. Teachers tend to use the same teaching method in each class. Students often get bored in class. Second, teachers overemphasize the grammar of vocabulary instead of the meaning itself. Third, the customary teacher-centered methods enjoy the priority in English teaching. Students are asked to follow teachers' orders or just repeat what teachers say. So, the problems offend students' vocabulary mastery.

Research conducted by Yanto (2017) found that the problems of students' vocabulary mastery were the strategy of teaching vocabulary and media used. The teaching of vocabulary needs more attention because vocabulary mastery is important in language proficiency. Teachers should prepare all the components of the teaching learning process well. The components are the media, the materials, and the teaching method. In fact, teachers do not prepare them well. It means that teachers usually ignore one or two components. For example, they prepare the materials which are based on the lesson plan well, but they do not use the media or teaching method properly. In this case, it will make the teaching and learning process ineffective and the students will get the consequences such as they did not know what the teacher explained.

From the explanation above, it can be concluded that the problem commonly faced by students in mastering new vocabulary is the teaching technique

provided by the teacher. To solve the problems in students' vocabulary mastery, Vocabulary Self-collection Strategy can be applied. VSS is interactive-learning interactional strategy that involves the consciousness and the activeness of students needed in identifying words. Students can increase their new vocabulary that they get in their reading. Haggard in Maghfuri (2017) stated that VSS reinforces students' internal motivation in learning vocabulary. Students will find the meaning of difficult vocabulary that is interesting and important for them to know. However, teachers should introduce VSS to students before doing this strategy. He/she should explain the direction clearly, in order that students will understand and know what they must do in this strategy.

VSS has widely been used in enhancing students' vocabulary mastery. For example, Maghfuri (2017) declared that the use of VSS in MTs Hudatul Muna Ponorogo in Indonesia is effective. There was a significant difference between before using VSS and after using it. It can be looked at from the pre-test and the post-test of students. The mean score of the pre-test of students was 60.00%. It was completely opposite to the students' post-test. The mean score of students' post-test is 90.00%. It proves that VSS has a big impact on students' vocabulary mastery. Vocabulary Self-collection Strategy helps students to understand many meanings of new vocabularies. It was totally different when the teacher did not use VSS in teaching vocabulary. Besides that, students can classify new vocabulary words. In addition, Waro (2019) stated that VSS helps students to know the synonyms of new vocabulary. Essentially, VSS requires students to be active in learning new vocabulary. Hence, in previous research, students gave good attitudes towards learning vocabulary by using VSS. They were motivated and interested in many new words. The activeness of students appeared when students learned new vocabulary by using this strategy.

However, based on studies that have been mentioned, students are only able to understand meaning and word classes. They do not know the uses, the spelling and the pronunciation of new words. Consequently, students might fail in

using the new words written and orally because of the lack of students' ability in word uses.

During PLP in the year of 2020 at MAN 1 Lampung Tengah, the writer had found that many students had difficulty when they wanted to express their idea in an English context. The limited understanding of the words made them afraid to speak in English.

In this research, the researcher will investigate the implementation of Vocabulary Self-collection Strategy in enhancing students' vocabulary mastery. By applying this strategy, hopefully it can minimize the problems in students' vocabulary mastery and help students to master all aspects of vocabulary.

1.2 Research Questions

Based on the background of the problems above, the research questions are focused on:

1. Is there any significant difference in students' vocabulary after using Vocabulary Self-collection Strategy?
2. How is students' perception toward the use of VSS in enhancing students' vocabulary mastery?

1.3 Objectives

Based on the research questions above, the objectives of this research are as follows:

- a. To find out whether there is a significant difference of students' vocabulary mastery after using Vocabulary Self-collection Strategy, and;
- b. To investigate the students' perception toward the use of VSS in enhancing students' vocabulary mastery.

1.4 Uses

There are some uses that can be summarized from this research:

1. Theoretically, it can support and strengthen some previous research about the influence of using Vocabulary Self-collection Strategy to enhance students' vocabulary mastery.
2. Practically, it can be advantageous for language teachers to help their students to master vocabulary and enhance teachers' method of teaching by using VSS in teaching vocabulary.

1.5 Scope

To conduct the research, the researcher would make clear the scope of this research. This research adopted a quantitative method to process the data. It focused on teaching vocabulary by using VSS in order to find out whether it gives a significant difference in enhancing students' vocabulary mastery and to investigate the students' perception toward the use of VSS in enhancing students' vocabulary mastery. In conducting this research, the researcher would choose students of tenth grade of science-1 class in MAN 1 Lampung Tengah.

1.6 Definition of Terms

In this research, there are some terms that mostly appear in the explanation. To give clear information and to reduce misunderstanding of the terms in this research, it is necessary to clarify the following terms. The terms dealing with the core of this research are as follows:

1. Vocabulary

According to the Oxford dictionary, vocabulary has some definitions; 1) All the words that a person knows or uses, 2) All the words in a particular language, 3) The words that all people use when they are talking about a particular subject.

2. Vocabulary mastery

Vocabulary mastery is the great skill in processing words of language (Susanto and Fazlinda, 2016). It is such a complete knowledge or complete skill (Hornby, 1995).

3. Vocabulary Self-collection Strategy (VSS)

Vocabulary Self-collection Strategy (VSS) is an interactive-learning instructional strategy where students are actively engaged in identifying important words from their reading to share with members of their class.

The discussion of the terms has ended the first chapter. The strong theories and some previous research which support this research are discussed in the next chapter.

II. LITERATURE REVIEW

This chapter explains about previous researches and reviews theories which support this research. Those theories are definition of vocabulary, kinds of vocabulary, aspects of vocabulary, definition of vocabulary mastery, definition of teaching vocabulary, nature of Vocabulary Self-collection Strategy, advantages and disadvantages of Vocabulary Self-collection Strategy, teaching vocabulary by using Vocabulary Self-collection Strategy. Moreover, this chapter also explains theoretical assumptions and hypotheses.

2.1 Previous Researches

The writer found some preliminary studies conducted by other researchers related to the same topic. Those studies are considered as useful information that guides the writer in completing this research. Those studies are:

The first research is the research conducted by Chusnul Waro entitled "*The Effectiveness of Vocabulary Self-collection Strategy on Students' Vocabulary Mastery*". This study was aimed to prove the effectiveness of VSS on students' vocabulary mastery at tenth grade of MA Islamiyah Ciputat. In collecting the data, the writer used vocabulary test and interview. From this research, the researcher found that the use of VSS was moderately effective on students' vocabulary mastery at tenth grade of MA Islamiyah Ciputat.

The second research is a study conducted by Elih Sutisna Yanto entitled "*Implementing Vocabulary Self-collection Strategy in the EFL College Classroom in Engaging Students' Communicative Classroom*". This research focuses on the way of implementing VSS in growing and developing tertiary students' vocabulary in terms of second language and the investigation of students' perception towards VSS. The data was collected by questionnaire.

The results of this research are 1) steps of implementing VSS in the classroom, 2) the use of VSS can build students' vocabulary knowledge.

The last previous research is "*The Effectiveness of Self Collection Strategy and Motivation on Students' English Vocabulary Mastery*" written by Selfa Idriani in the Economic Accountant class of Bung Hatta University. The purpose of this research is to find out the effect of implementing VSS. The instruments of this research are test and questionnaire. This research concluded that there is a significant effect of students' vocabulary mastery after implementing Vocabulary Self-collection Strategy. This research stated that VSS gives a large opportunity for students to explore their ability.

From the whole previous researches, it can be found that the difference between this study and the previous study is on the sample. This study will take the sample from students at Senior High School grade, meanwhile, the two previous samples were from college students. Then, this study will focus on descriptive text. Besides, the researcher will elaborate the use of Vocabulary Self-collection Strategy in enhancing students' vocabulary mastery related to all aspects of vocabulary, namely word use, meaning, and form.

2.2 Vocabulary

2.2.1 Definition of Vocabulary

Vocabulary is one of the language components that have a big influence on someone's ability to produce words. Mostly by vocabulary, people are engaged to communicate with each other, share ideas both in writing and speaking, and understand what someone's talking about. According to Hatch and Brown (1995), vocabulary refers to a list or set of words for a particular language. It can be inferred that vocabulary is a set of words that individual speakers of language might use. Vocabulary cannot be separated from language. Richards and Renandya (2002) emphasize, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Furthermore, vocabulary is highly needed by language learners to

facilitate them in developing communication. Without a comprehensive vocabulary and strategy of acquiring new vocabulary, learners would not be able to master a language. They will get into trouble when they have to talk to native speakers or understand some information.

Many experts have put forward several interpretations on the definition of vocabulary. According to Takac (2008), vocabulary is defined as a dictionary or a set of words. It indicates that vocabulary is related to the list of words and surely it has a meaning. Meanwhile, Alizadeh (2016) states that vocabulary is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. In addition, vocabulary is dealing with the words for better communication such as in speaking and listening. It means that when people want to speak or listen with someone else's, vocabulary is required so it will be easier for them to communicate. Moreover, it is quite obvious that vocabulary becomes central in language learning because it can help students to master language skills.

Ur (1996) defines vocabulary as the words which are taught in the foreign language. In addition, Brown (2007) views vocabulary items as a boring list of words that must be defined and memorized by the students. The lexical forms of vocabulary are seen in their central role in contextualized, meaningful language. Meanwhile, Nation (2001) describes the correlation between vocabulary knowledge and language use as a complementary unit. The skill of vocabulary enables language use and conversely.

In brief, from the definition above, it can be concluded that vocabulary is a set of words which is used to express or to utter the speakers' intention. Vocabulary has an important role because it appears in every language skill. For that reason, it is highly significant for students who learn a foreign language to know and master it to improve their language skills.

2.2.2 Kinds of Vocabulary

Vocabulary has been discussed and divided into various types. Some are divided into two types: active and passive vocabulary. Harmer (2007) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Stuart (2008) indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive vocabulary

Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. This is the type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive vocabulary

Productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

In addition, Graves (2006) expands the kinds of vocabulary from both productive and receptive into four classifications, they are:

- a. Productive oral (words produced in speaking)
- b. Productive written (words produced in writing)
- c. Receptive oral (words heard from listening)
- d. Receptive written (words obtained from reading)

According to Thornburry (2002), kinds of vocabulary are:

a. Noun

It is one of the most important parts of speech. The arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of a person, place, thing or idea.

Example:

- a. It is a **book**.
- b. There is an **umbrella**.

b. Adjective

It is the word used to qualify a noun or pronoun.

Example:

- a. Mr. Herman is **clever**.
- b. This magazine is **expensive**.

c. Verb

It is the word which expresses an action or a help to make a statement.

Example:

- a. Budi **studies** mathematics.
- b. The students **play** football.

d. Adverb

It is a word used for qualifying the meaning of a verb, adjective, or another adverb.

Example:

- a. Mrs. Janny is teaching in **the classroom**.
- b. I go to campus at **nine o'clock**.

e. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example:

- a. I called her, **but** I didn't get any response.
- b. Ica **and** I are students.

f. Pronoun

It is the word which can take the place of a noun.

Example:

- a. **They** are my lecturers.
- b. **He** goes to the office.

g. Determiner

A determiner is a modifier of a noun that modifies or provides more information about the noun, such as how much or by whom.

h. Preposition

A preposition is a word that tells you where or when something is in relation to something else.

Examples:

- a. After
- b. Before
- c. On
- d. Under
- e. Inside
- f. Outside.

Moreover, Nation (2001) divides vocabulary into high frequency words, academic words, and technical words.

a. High frequency words

The high frequency words of English have some characteristics. First, each word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are a relatively small group

of words that could be covered in a school teaching program over three to five years.

b. Academic words

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

c. Technical words

Technical vocabulary is additionally important but this is often likely best earned whereas considering the substance matter of the specific specialist area.

d. Low frequency words

There are some characteristics in low frequency words. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency makes up a very small proportion of the running words in a text, once proper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

The point of those elaborations is that there are various kinds of vocabulary that need to be learnt in order to use language effectively. Hence, teachers must know them on purpose, giving consideration of which is suitable to be taught to the students to help them in learning vocabulary.

2.2.3 Aspects of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be mindful of and focus on are form, meaning, and use. According to Nation (2001), the form of a word contains three components i.e. spoken form which involves pronunciation of a word, written form that is spelling of a word, and

any word parts that make up a particular word (such as a prefix, root, and suffix). The meaning of a word covers the ways that form and meaning work together, in other words, the concepts and referents of the word, and the associations that come to mind when people think about a specific word or expression. In use, Nation explained that this aspect involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of register, frequency, level, and so on. Nation (2001) concluded that all aspects of word (form, meaning, and use) have a receptive and productive dimension. Thus, knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge in aspects of receptive and productive knowledge.

In brief, in teaching vocabulary, the teacher attempts to assist the students to master 18 lexical knowledge of vocabulary in both receptive and productive dimensions.

2.3 Vocabulary Mastery

Vocabulary mastery refers to the great skill in processing words of a language (Susanto and Fazlinda, 2016). While Hornby (1995) defines mastery as complete knowledge or complete skill. In order to understand the language, vocabulary is crucial to be mastered by the learner. Mastering a word means mastering the aspects of word knowledge. Thornbury (2002) summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word – spoken and written, the connotation of the word, and word frequency. Vocabulary mastery plays an important role in achieving objectives of learning language. It will support the success of students in learning language (Maghfuri, 2017).

According to Webster (1992) mastery refers to:

(1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and,

(2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession for that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest in the words of a language.

According to Richards (2002), typical vocabulary targets for English language courses are different. There are:

- a. Elementary level (Elementary School) : 1.000 words
- b. Intermediate (Junior High School) : 2.000 words
- c. Upper intermediate level (Senior High School): In additional 2.000 words
- d. Advanced level (College) : In additional 2.000 words

Unfortunately, sometimes, vocabulary mastery cannot be reached optimally in each level. It takes a long time and determination of students to be mastered.

In conclusion, mastery means complete knowledge or great skill that makes someone a master in using words of a language, which is acquired based on their own interests, needs, and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

2.4 Teaching Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. It is almost impossible to learn a language without words; even communication between

human beings is based on words. Teaching vocabulary is an interaction between students and teacher in order to help students to acquire new vocabulary and to understand all aspects of vocabulary (Maghfuri, 2017). It is about *context* and *repetition*– what they need to know about the words they are using, and using them multiple times.

However, teaching vocabulary may be problematic. Perhaps the teacher has a good strategy for teaching vocabulary and students will be interested in joining vocabulary lessons. Moreover, students can enjoy the lesson as long as the teacher is teaching the lesson. Teachers should facilitate students in vocabulary lessons by teaching strategies to help them figure out meanings on their own. Strategy should assist students acquire new vocabulary that they hear and see. Unfortunately, many teachers are not confident about the best strategies in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Alqahtani, 2015). Consequently, teachers and students cannot achieve the goals of vocabulary lessons. Most students only remember the meaning of words, but they do not know how to use the appropriate words to express their ideas.

Therefore, there are a few things that have to be remembered by most language teachers if they want to present a new vocabulary or lexical items to their students as follows (Heibert and Kamil, 2005):

- a. Clear instruction from teacher
- b. Repetition and multiple exposures to vocabulary items
- c. The uses of various contexts in teaching vocabulary
- d. Vocabulary tasks
- e. The competences of teacher
- f. The condition of learning environment
- g. Methods

From the explanation above, it can be inferred that teaching vocabulary is a complicated way to help students mastering new vocabulary. Teaching vocabulary means teaching all aspects of vocabulary without any exception.

Teachers need to make sure that they have been ready to teach considering all aspects of teaching vocabulary.

2.5 Vocabulary Self-collection Strategy (VSS)

2.5.1 Nature of VSS

Vocabulary Self-collection Strategy is a strategy that was first initiated by Martha Rapp Haggard. The VSS is an approach which should be done after reading a selected reading material (Khodary, 2017). This strategy focuses on student-centered activities in which students will be able to select the words they are interested in learning by themselves. The role of teacher in this strategy is as a facilitator who assists the students to do the task and achieve the objective of learning vocabulary. According to Haggard in Waro (2019), Vocabulary Self-collection Strategy is a strategy that will enable students to arrange vocabulary lists based on their words' background knowledge. It means that Vocabulary Self-collection Strategy is allowing the students to experience their vocabulary learning process individually. This strategy also can be said as a cooperative vocabulary learning strategy because the activity is designed to work in a group. All students will be demanded to be engaged in the process of understanding words.

Furthermore, this strategy can be used to develop students' word knowledge. As stated by Ruddell and Shearer (2002) that vocabulary self-collection focuses on words that students want to know, that are important to them and about which they have expressed interest and curiosity. So that students will have motivation for discovering the meanings of unknown words. This strategy is different from the traditional strategy in which students asked for rote memorization, learning new words through teachers' explicit instruction. In contrast, students in this strategy will do their way in memorizing words through context in reading and keep the words in their memory for longer.

Based on Haggard (1982), Vocabulary Self-collection Strategy involves the following steps:

1. Selecting the words
2. Defining the words
3. Finalizing the word lists
4. Extending word knowledge.

Students are divided into groups and asked to go through the assigned reading (for example, a chapter in their book) to identify words that they believe should be studied further. Students must locate words that are critical to understanding the content of a specific text selection. Before sharing the words with the entire class, cooperative groups can discuss their meaning and significance.

Following that, a word class list is created. Each team presents one word from their list to the class, explaining its meaning and why they believe it is significant. The word is saved for future reference. Each subsequent group submits a different word. This process is repeated until all of the selected words are displayed. The teacher then facilitates a discussion to clarify and expand on the meanings of the terms. When necessary, a dictionary or the text's index can be used to look up word meanings. The discussion makes use of the students' prior knowledge.

When the list is finished, the class may decide to delete some words for a variety of reasons, such as duplication, words already known, or words that the students do not want to study. The final vocabulary list definitions are discussed for clarification and then recorded in the students' individual journals. Students can choose to include some of the deleted words in their personal journals. Following activities can help to refine and expand the meanings of the words you've collected. As content is addressed, the words can be referred to. A chapter evaluation may include the spelling, application, and definition of new vocabulary terms.

The main purposes of implementing this strategy are to make the students understand the new words, promote their interest in the new

words and provide a strategy to learn new words. This strategy can be applied in teaching vocabulary because this strategy is interesting and enjoyable for the students (Juwita and Sunaryo, 2013). Then, this strategy also helps students to understand the words based on context.

Based on the explanation above, the researcher infers that through this strategy, students can select the words from instructional reading, discuss it with their group and explore and learn it together with the members of the class. From those activities, students could grow their interest in learning a new word and motivate them in the process of learning.

2.5.2 Advantages and Disadvantages of VSS

Vocabulary Self-collection Strategy specifically supplies a useful effect on students' vocabulary achievement. Some previous research stated that this strategy stimulates interest and enthusiasm, builds upon and expands word knowledge, and establishes independent learning behaviors. These instructional features are critical in developing students who are active, enthusiastic word learners. VSS incorporates two features which differ from traditional instruction: use of student-generated (as opposed to pre-selected) word lists, and emphasis on student experience and world knowledge. Students are asked to log their vocabulary development as it occurred. In addition, this strategy allows students to do reflection and self-analysis of word learning.

Moreover, Yanto (2017) states Vocabulary Self-collection Strategy has several advantages as follows:

- a. Engaging students' in collaborative learning
- b. Motivating students to guess the words meaning in a text before they look up at the dictionary
- c. Creating a well-organized learning process
- d. Gaining a large number of incidental vocabulary of the chosen text
- e. Creating an active learning
- f. Enhancing students' long term memory

However, this strategy also has some weaknesses. Those weaknesses are; first, Vocabulary Self-collection Strategy is time-consuming. Second, to implement this strategy, students need a good background knowledge and guidance from the teachers who are able to implement VSS. Third, it is difficult to implement for young learners because it requires critical thinking during the process. Fourth, students cannot focus on specific information about the text because this strategy emphasizes only on the important or difficult vocabulary found in a text.

It can be concluded that through this strategy, students will be more enthusiastic to find a new word. Naturally, activities in this strategy directly minimize students' boredom on the material presented. It is also one of the solutions to keep the class interested and engaged during the learning time spent in all of the activities. Besides, the disadvantages of this strategy will also be found in the learning process such as time-consuming, less suitable for young learners, and only focusing on vocabulary.

2.5.3 Teaching Vocabulary by Using VSS

For some teachers, teaching vocabulary is a big challenge. It is because teachers need to provide effective strategies to support students' motivation in learning vocabulary. Further, to help teachers in teaching vocabulary, Vocabulary Self-collection Strategy can be one of alternative ways in teaching vocabulary to the students. Vocabulary Self-collection Strategy involves rightly defining the words meaning of specific context. To develop a successful strategy, the stages of the activity must be well-organized. In implementing VSS, a teacher will associate the activity with reading activity.

According to Wulansari (2016), the main following steps of this strategy are:

- 1) Nominating the words,
- 2) Giving explanation about the words,
- 3) Completing the list of words,

4) Expanding knowledge of words.

Furthermore, in implementing this strategy, the researcher will conduct some steps in the process of teaching vocabulary, they are:

1. Teacher divides the students into some groups.
2. Teacher gives a text to each group
3. Students analyze important or interesting words
4. After having discussion in the group, students fulfill VSS chart
5. Each group presents the result of their discussion about vocabulary in class. The result will answer the following questions:
 - Where is the word in the text?
 - What do the members of your group think of the meaning of the word?
 - What class does the word belong to?
 - Why do you decide on that word and why do other students need to learn that word?
6. The teacher compares students' answer with the dictionary
7. The teacher writes list of word on board
8. Students take notes the words
9. Students will get some tasks from the teacher to encourage students' understanding of unfamiliar words.

In summary, the steps of VSS allow the students to work in their group where the members are selected by the teacher. Then the teacher will ask them to read a text to be discussed and nominate the important words they want to present with others. The chosen words will be written down on a vocabulary chart. Students are also not expected to not only be conscious of the words but also the reason why the words are important to be learned. Then, the students present the result of the discussion done by the volunteer of each group. After presenting the result of students' discussion, students listen to the teacher's explanation about the unfamiliar words gotten by the students. The activity ends up answering tests given by the teacher.

2.6 Theoretical Assumption

Teaching vocabulary is essential in order to enhance students' vocabulary mastery. Therefore, an appropriate method or strategy such as VSS should be applied in the teaching and learning process. Those can help in enhancing students' vocabulary mastery effectively. Students will be able to produce their words when they speak with others. Students also might be able to receive the intention of the speaker because they understand every word that is uttered by the speaker. Therefore, the researcher assumes that there is a significant difference in students' vocabulary mastery after using the VSS.

2.7 Hypothesis

Hypothesis is a temporary answer to a problem faced and needs to be tested for its truth with more complete data. In this research, the researcher has stated the hypothesis related to the research problems:

1. Is there any significant difference in students' vocabulary mastery after using Vocabulary Self-collection Strategy?

Formulation:

H_0 : there is no significant difference in students' vocabulary mastery after using Vocabulary Self-collection Strategy.

H_1 : there is a significant difference in students' vocabulary mastery after using Vocabulary Self-collection Strategy.

Thus, this chapter has reviewed theories which support this research; definition of vocabulary, kinds of vocabulary, aspects of vocabulary, definition of vocabulary mastery, definition of teaching vocabulary, nature of Vocabulary Self-collection Strategy, advantages and disadvantages of Vocabulary Self-collection Strategy, teaching vocabulary by using Vocabulary Self-collection Strategy. The way of conducting the researcher is covered in the next chapter.

III. RESEARCH METHODS

In this chapter, the researcher discusses the research method that was used in the research. Research method is aimed to give a direction on how the research was conducted. The research method is used to make the writer accomplish the study easily.

3.1 Research Design

This research is quantitative research to find out the enhancement of students' vocabulary mastery through VSS. In this study, the researcher used The One Group Pre-test – Post-test Design. By this way, the result of the pre-test before treatment was compared with the result of the post-test after treatment. Then, the students' perception towards the implementation of VSS was investigated by using questionnaire.

The research design which is stated by Setiyadi (2018) could be presented as follows:



T1 : Pre-test (Pre-test was given before the researcher teaches vocabulary by using VSS in order to measure the students' ability before they are given the treatment).

X : Treatment (teaching vocabulary using combination of VSS)

T2 : Post-test (Post-test was given after students have been taught by using VSS).

(Setiyadi, 2018)

3.2 Variables of the Research

Variable is a characteristic of a group of people, behavior, or environment which varies from one individual to another (Setiyadi, 2018). There are two kinds of variables named independent variable and dependent variable. The independent variable of this research was Vocabulary Self-collection Strategy which was expected to enhance students' vocabulary mastery. Besides, the dependent variable was the achievement of students' vocabulary mastery.

3.3 Population and Sample

The population of this research was the Tenth Grade of MAN 1 Lampung Tengah. There were 11 classes. In this research, the researcher chose class X MIA 1 as the sample with the number of samples was 34 students. The sample was chosen by using random sampling so that all the population class had the same opportunity to be a research sample.

The sampling technique in this research used cluster random sampling, namely by randomizing groups, not individual subjects. Random is also a sampling technique by randomizing the existing population and does not differentiate between one subject and another.

Based on the initial random research results, the class that will be used was class X which consisted of 2 majors, namely MIA (science) and IIS (social), which had a total of 11 classes. From these two majors, the researcher conducted randomization again, because it was not possible for the researcher to take all the majors, of which there were too many. After randomizing again, the researcher took 1 major, namely MIA, which consists of 8 classes. Then the researcher did a cluster and got 1 class consisting of 34 students, namely X MIA 1.

3.4 Research Instruments

In this study, the researcher used pre-test and post-test to know the achievement of the students. Besides, a questionnaire was used in this research to investigate students' perception towards the implementation of VSS in enhancing students' vocabulary mastery.

a. Pretest

Pretest is an evaluation that is conducted to examine the achievement of students before giving treatments. The writer gave a pretest at the first meeting, before conducting the research. The purpose of this test was to find out the students' initial knowledge and skill before being taught by the teacher. Before starting the test, the researcher explained to the students what they needed to do in this test.

b. Posttest

Posttest is an evaluation that is conducted to know the goal. It can be used as input to the text situation of analysis. The writer conducted a posttest based on treatments that had been given to know the use of VSS in the learning and teaching process. Posttest was employed at the end of the research. It had been done after giving treatments and exercises to the students which were investigated. The result of the post-test was used to compare the data of the pre-test and to analyze the use of VSS in enhancing students' vocabulary mastery.

c. Questionnaire

Questionnaire is given to the students after the post-test has been conducted. This is done in order to get information from students' which covers about their perception on the use of VSS. In this research, researcher used close-ended questions. The students were provided with 10 closed-ended questions and used 4 scales (strongly disagree, disagree, agree, and strongly agree). The questionnaire was written in Indonesian to avoid the students' misunderstanding.

3.5 Research Procedures

In conducting the research, there were some procedures used as the guidelines as follow:

1. Identifying the problems

The first step in this research was identifying the problems. The researcher did observation in MAN 1 Lampung Tengah. The observation was conducted during PLP.

2. Determining the population and selecting the sample

The population of this research was the first grade students in MAN 1 Lampung Tengah in 2020/2021 academic year. The sample was one class in which consisted of approximately 34 learners.

3. Selecting materials

In selecting the writing materials, the writer had seen the newest syllabus of the first year of SMA based on the School Based Curriculum of 2013. The topic of this material was descriptive text.

4. Administering pre-test

A pretest was conducted to determine the students' vocabulary mastery achievement before treatment. After delivering the test, the researcher found out the score of the students.

5. Conducting the treatments

The treatments were conducted in online meetings. Each meeting consisted of 90 minutes. The researcher gave a different topic in each meeting. Firstly, VSS was applied in the class. The students were asked to find out the difficult words from the descriptive text given by the teacher. Furthermore, the students wrote the words on a piece of paper. Then, they looked for the meaning of those words. After finding the meaning of those words, the researcher provided some questions related to those words.

6. Administering post-test

After all the treatments, the researcher gave the post-test to know whether there was a significant difference after using VSS or not.

7. Distributing questionnaire

At the end of the meeting, the questionnaire was distributed to the students. It aimed to investigate the perception of students' after learning vocabulary by using VSS.

8. Scoring

In scoring students' result of the test, Percentage Score was used. The ideal highest score was 100. The score of vocabulary size was calculated by using as follows:

$$S = \frac{r}{n} \times 100$$

Where:

S = the score of the test

r = the total of the correct answer

n = the total of test items

9. Analyzing the data

The last step of this research was analyzing the data. The researcher analyzed the result of the test before and after implementing VSS by using SPSS 23 version 20. The result of the questionnaire was also analyzed by the researcher to see the perception of students toward the implementation of VSS.

Those were the procedures in doing this research. Another thing that needed to be considered in this research was the scoring system and whether the instrument was valid and reliable so that the result could be accepted.

3.6 Scoring System

To determine the extent of the students' vocabulary mastery, the certain criteria referred to Assessment of Standards Reference

3.1 Scoring System Percentage

Number	Score Interval	Frequency	Percentage	The Quality	Category
4	85 – 100			A	Very high
3	70 – 84			B	High
2	60 – 69			C	Enough
1	50 – 59			D	Low
0	0 – 49			E	Very low
Total					

3.7 Try out the Instrument

Before administering the test, the researcher tried it out in order to see the validity and reliability of the test.

3.7.1 Validity

A good instrument must meet two important and valid requirements. According to Arikunto (2010) validity is a measure that shows the validity or validity of an instrument. An instrument valid or valid has high validity, while the instruments are less valid means having low validity. A test is said to be valid if it measures accurately what is intended to measure. There are some types of validity; content validity, constructs validity, and face validity (Hughes, 1989). The validity of the test of this research related to:

1) Content Validity

Heaton (1988) mentions that content validity depends on a careful analysis of the language being tested and the particular course objectives. In this research, the researcher made the test based on the curriculum and the syllabus.

2) Construct Validity

A test, part of a test, or a testing technique is said to have construct validity. It can be demonstrated that it measures just the ability which it is supposed to measure (Hughes, 1989). If the test has construct validity, it is capable of measuring the students' vocabulary mastery. It means the test can be measured in certain aspects based on the indicator.

In conducting research, researcher paid attention to the instruments which were used. The validity and reliability of the instruments had been confirmed. The measurement of validity and reliability cannot be separated from each other (Setiyadi, 2018).

In this research, SPSS is used to find out the validity of the instruments. 60 questions were distributed to the students to try out the instrument. Based on the analysis of SPSS, 8 questions of the test are not valid. The questions are questions number 5, 7, 12, 14, 16, 22, 24, and 27. The 8 invalid questions were dropped from the instrument. There were 50 questions used in this research instrument.

3.7.2 Reliability

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982). It means that a test is reliable if it has a stable score from one test to another test. The researcher analyzed the coefficient of reliability with the standard of reliability, as follows:

A very low reliability (ranges from 0.00 – 0.19)

A low reliability (ranges from 0.20 – 0.39)

An average reliability (ranges from 0.40 – 0.59)

A high reliability (ranges from 0.60 – 0.79)

A very high reliability (ranges from 0.80 – 1.00)

(Hatch and Farhady, 1982)

In this study, the researcher used Cronbach's alpha to measure the reliability of the test. Cronbach's alpha measures the extent to which the items in the instrument correlate and measure the same construct.

3.2 Reliability Statistics

Cronbach's Alpha	N of Items
,946	50

The Cronbach's alpha value of this instrument is 0.946. it can be concluded that the items in this instrument have very high consistency and are reliable in measuring the desired construct. This shows that the instrument has an excellent reliability level, and the instrument's measurement results can be concluded very accurate and consistent.

3.8 Data Analysis

In analyzing the data, the researcher compared the result of pre-test and post-test of the sample. This was done to answer the first research question that is "Is there any significant difference in students' vocabulary mastery after using the combination of VSS?". The improvement of the students' score in vocabulary mastery after implementing VSS also can be seen from the mean

of the students' score during the research. The writer applied the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = the mean of the students

$\sum x$ = the total score

N = the number of the students

In analyzing the result of the questionnaire, the researcher used a Paired Sample T-test in SPSS. The result of the questionnaire was analyzed to know the frequency, the percentage and the mean for each statement. The researcher had classified the students' level of perception towards the implementation of Vocabulary Self-collection Strategy with the criteria as follow:

3.3 Students' Perception Criteria

Percentage	Criteria
$P_c \geq 85\%$	Very positive
$70\% \geq P_c \geq 84\%$	Positive
$55\% \geq P_c \geq 69\%$	Moderate
$40\% \geq P_c \geq 54\%$	Negative
$P_c \leq 39\%$	Very negative

(Ratminingsih, Artini, and Padmadewi, 2017)

V. CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the research which implements Vocabulary Self-collection Strategy (VSS) on students' vocabulary mastery. Here are also the recommendations which are directed for English teachers and other researchers.

5.1 Conclusion

VSS has been found to significantly improve students' vocabulary mastery, including their understanding of word meanings and their ability to use words appropriately in different contexts. The positive benefits of VSS encompass increased collaboration among classmates, improved focus and engagement during learning activities, enhanced comfort in learning and understanding new words, and heightened motivation to acquire and utilize vocabulary. By actively involving students in the vocabulary learning process, VSS empowers them to take ownership of their vocabulary development, expand their knowledge of words, build confidence in using new vocabulary, and develop creative and effective strategies for vocabulary acquisition. Overall, VSS proves to be an effective and valuable method for enhancing students' vocabulary skills, offering a learner-centered approach that fosters active engagement, deeper understanding, and meaningful application of vocabulary, thus contributing to students' overall language proficiency and communication competence.

5.2 Recommendation

Based on the conclusion, the following recommendations can be made; as follows:

5.2.1 Recommendation for English teacher

Here are the recommendation for the English teacher:

1. Embed the Vocabulary Self-Selection (VSS) method into the official curriculum at the school and higher education levels. This will ensure that the benefits of VSS can be accessed by all students and become an integral part of the learning process.
2. It is also important for teachers to explain the concept of Vocabulary Self-collection Strategy in a brief and simple way to make sure that there is no misunderstanding among the students.
3. It is necessary for the teacher to consider the students' point of view to see the students' needs and the weaknesses of the technique as the objective data to evaluate the process of teaching and learning activities.
4. Apply VSS in extracurricular activities, such as study groups or literary clubs. This allows students to interact with words in a relaxed and immersive environment.
5. VSS is better to do in an offline class than online to make the class conducive because VSS is such a time-consuming strategy. If the strategy is applied to an offline class, the teacher does not need to wait for all the students to attend the class.
6. Award and acknowledge students who demonstrate significant word development through VSS. This can motivate students to engage in the word learning process actively.

5.1.2 Recommendation for further research

This research can give basic information related to the VSS. Although, this study needs to be completed. The writer hopes that further research can try to investigate the implementation of VSS to different levels of students, or different types of context since study was conducted at the senior high school level.

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