ABSTRACT

THE EFFECT OF VOCABULARY SELF-COLLECTION STRATEGY INTEGRATED WITH PEER CORRECTION ON STUDENTS' VOCABULARY MASTERY

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Abstract: This research aimed to find out the difference in students' vocabulary mastery between those taught using the Vocabulary Self-Collection Strategy (VSS) integrated with Peer Correction (PC) and those taught using the original VSS, the part of speech that improves most significantly with the integrated strategy, and the students' perceptions of the integrated strategy. Conducted with 11th-grade students at SMA Global Madani in Bandar Lampung, the research used mixed research and employed random sampling to select two classes with similar English proficiency levels: one experimental class and one control class. Quantitative data were gathered using pre- and post-tests to measure vocabulary mastery, while qualitative data were collected through open-ended questionnaires to capture students' perceptions. The results showed a significant improvement in vocabulary mastery for the experimental group, with verbs showing the highest gains. Students perceived the integrated strategy as easy, relaxing, interesting, motivating, confidence-boosting, and beneficial to their learning outcomes. These findings suggest that VSS integrated with PC not only enhances vocabulary mastery but also creates a positive and supportive learning environment. It highlights the potential of integrating VSS with PC as an effective strategy for teaching vocabulary that supports both language improvement and student motivation.

Key words: *Vocabulary Mastery, Vocabulary Self-Collection Strategy (VSS), Peer Correction (PC), Student's Perception, Part of Speech*