

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

(A Thesis)

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2024**

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By
Syofian Hadi

A Thesis
Submitted in a Partial Fulfilment of
The Requirements for S-2 Degree



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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*

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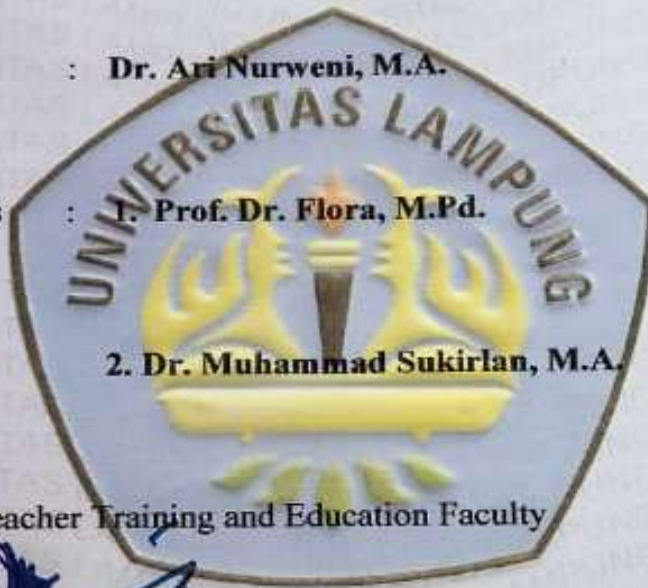
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CURRICULUM VITAE

Syofian Hadi was born in Bukit Kemuning, North Lampung, on October 31st, 1985. His formal education commenced at SDN 2 Bukit Kemuning in 1992, followed by SLTPN 1 Bukit Kemuning for junior high school, and SMAN 1 Bukit Kemuning for senior high school. In pursuit of his passion for English education, he pursued his education at the Teacher Training and Education Faculty of Lampung University in 2004, majoring English Education Program. In 2018, he furthered his education by undertaking the Teachers Professional Education Program at the same institution.

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QUOTATION

“Avoidance breeds larger adversities. Confront, resolve, and thrive.”
(Flora, 2023)

DEDICATION

To my beloved family,
To the institution I work for,
To the breadth of human knowledge,
To those who extend their kindness and steadfast belief in me.

ACKNOWLEDGMENTS

Bismillahirrahmaanirrahiim. Praise be to Allah SWT, the Almighty, Benevolent, and Merciful, for the unwavering love and amazing blessings throughout my life. I am especially grateful for the guidance in completing this thesis, which is titled "The Effect of Vocabulary Self-Collection Strategy Integrated with Peer Correction on Students' Vocabulary Mastery."

I would like to extend my deepest gratitude to Prof. Dr. Cucu Sutarsyah, M.A., and Dr. Ari Nurweni, M.A., as the advisors, and Prof. Dr. Flora, M.Pd., and Dr. Muhammad Sukirlan, M.A., as the research examiners, for their valuable feedback, support, and motivation. My sincere appreciation also goes to Dr. Muhammad Sukirlan, M.A., Chairperson of the Master Degree in English Language Teaching Study Program, for his unwavering support in the last stages of my study. I am also indebted to all of the lecturers in the Master of English Language Teaching Study Program for their important, and constructive teaching over these years.

I would like to acknowledge the generosity of all students of Master of English Language Teaching Study Program 2020, and I am incredibly grateful for their support and company during the most recent stage in my study.

My profound gratitude also goes to Prof. Dr. Ir. Abdul Kadir Salam, M.Sc., Chairperson of Yayasan Pendidikan Global Madani, for his vital role in facilitating my pursuit of study through his ongoing backing and invaluable opportunities.

Last but not least, I would like to acknowledge my family; mother and late father (I am sorry), wife and sons, brothers and sisters, for their everlasting affection, encouragement, and understanding. I must also appreciate others whose names are not on this paper for their support.

Bandar Lampung, March 21st 2024

Syofian Hadi

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I. INTRODUCTION

This chapter deals with some sub-points; they are background of the research, limitations of the problem, research questions, objectives of the research, use of the research, scope of the research, and definition of terms.

1.1. Background of the Research

Four skills required to be achieved in the English teaching-learning program must be taught to the students at SMA/MA; they are, listening, speaking, reading, and writing. The basis for those language skills is vocabulary. It is difficult to achieve any language proficiency without learning vocabulary because the foundation of acquiring a second language is vocabulary. Rohmatillah (2017) argues that communication in a second language becomes harder without learning the vocabulary. In addition, knowledge of vocabulary is an integral part of the language; it is central to communicative competence. Therefore, having low knowledge of vocabulary brings serious problems for the learners, which correspondingly prevents the English learning process (Alqahtani, 2015).

Schmitt (2002) argues that vocabulary plays a vital role in second language teaching and learning, as lexical knowledge is essential to effective communication. Without learning its lexis, language acquisition cannot take place with unlimited changes in significance caused by different contextual variables (Yang & Dai, 2012). The

language of human beings depends on the vocabulary that is used or acquired. The learners will thus be demotivated to use the language without vocabulary (Richards & Renandya, 2002).

Teaching vocabulary aims to allow learners to understand the concepts of unfamiliar words, acquire a greater number of words, and effectively use words for communicative purposes. Therefore, vocabulary mastery promotes the mastery of language skills, both receptive skills such as listening and reading and productive skills such as speaking and writing.

For instance, in reading, Nuttall (1989) in Cahyono & Widiati (2015) stated that the vocabulary size of the learners affects their comprehension of a reading text (Nuttall, 1989), while in writing, Hartfiel et al. (1985) in Cahyono & Widiati (2015) stated that vocabulary makes a contribution of up to 20% of the level of achievement to the performance in writing compositions. Having sufficient vocabulary allows learners to be easy to express their ideas freely in speaking, to be able to listen clearly to the point of the speaker, to be able to accurately understand the reading material, and to be able to write meaningfully with different words.

Vocabulary-learning is challenging, especially for nonnative speakers of English who face problems relating to the meanings of new words, spelling, pronunciation, correct use of words, guessing meaning through the context, and so on. Meara (1980) claims that many learners admit that vocabulary is considerably difficult for

them. In the acquisition of language, most learners even perceive vocabulary acquisition as their greatest barrier. It is because a lack of suitable vocabulary knowledge will seriously distort understanding. Furthermore, Cook (1991) stated that a traditional teaching technique was the memorizing of wordlists. Whereas learning the vocabulary of a second language is not just memorizing equivalent words between languages or learning the definition of the word or putting it in context, but learning the meaning relationship between a word and all other words in English within the full context.

Based on the personal observation, the researcher views the two reasons why the problem of learning vocabulary arises. First, in the learning process, the students lack prior knowledge or experience with the vocabulary, and they do not have the correct strategy for remembering and conceptualizing the words. Thus, they miss a lot of words that they have learned during the learning process. They only memorize words for a moment and cannot recall words at other times. Second, sometimes the teacher finds it difficult to ascertain when clarifying the material in the learning process. Thus, students feel uninterested in following the learning process. Bjork (2005) observes this phenomenon and ascribes it to the long tradition of teacher-centred teaching and rote learning in the Indonesian classroom. To get the learners interested, the teachers there just follow the syllabus and the books without any innovation.

In addition, Thornburry (2002) argues that certain factors make some words more difficult than others. These include:

1. Pronunciation; words that could be complicated are usually those that include sounds that some learner groups are not familiar with.
2. Spelling; errors are most likely the result of incorrect sound-spelling combinations. Silent letters are hugely difficult in words.
3. Length and complexity; dealing with lengthy and complex words is typically more stressful than dealing with short and simple words.
4. Grammar; as a word is tied to the grammar, it becomes problematic. The grammar of phrasal verbs is particularly difficult because some phrasal verbs are separable while others are not.
5. Meaning; students are likely to feel confused when two words have the same meaning or when a word has more than one meaning.
6. Range; words with a wide variety of context uses are commonly considered to be easier than their synonyms with a smaller range.
7. Connotation; Confusion caused by the connotations of certain words is also trouble.
8. Idioms; idiomatic words or expressions are more difficult to understand than words with obvious meanings.

In order to enhance one's vocabulary mastery, there are several approaches or strategies. One of the strategies is the Vocabulary Self-Collection Strategy (VSS). According to Haggard (1986:642), this strategy is designed to help students broaden their vocabulary by connecting new words that have meaning to their experiences in their own lives. The students are allowed to learn the words they are interested in and find the new word's meaning.

There have been previous studies dealing with the implementation of the Vocabulary Self-Collection Strategy (VSS). Masoudi (2017) found out that the results revealed positive effects of the Vocabulary Self-Collection Strategy on the vocabulary knowledge of the Iranian EFL learners. The Vocabulary Self-Collection Strategy fostered vocabulary learning. Similarly, Khodary (2017), in his research on the first-level students at the Languages and Translation Department, concluded that the experimental group performed better on the post vocabulary achievement test than the pre vocabulary achievement test because the VSSPlus helped them develop vocabulary. Correspondingly, the results of Sari & Sutopo's (2018) investigation into the comparative effectiveness of Word Mapping Strategy (WMS) and Vocabulary Self-Collection Strategy (VSS) for teaching vocabulary to maritime cadets with high and low metacognitive awareness showed that VSS was more effective for teaching both types of cadets.

However, Yanto (2017) found in his research that the Vocabulary Self-Collection Strategy had some weaknesses, particularly that it could not be effectively implemented for students with poor vocabulary mastery, as these students require good background knowledge. Therefore, the researcher tries to integrate the use of the Vocabulary Self-Collection Strategy and Peer Correction to address this issue. This integration combines active and personalized learning with collaborative support. While the Vocabulary Self-Collection Strategy fosters engagement, Peer Correction helps build the necessary background knowledge through shared ideas and clarifications.

Peer correction is a strategy that can help students improve their ability to respond to the work of others by putting the coding based on aspects to be reviewed and providing comments or suggestions. Hansen & Liu (2005) stated that peer feedback or correction is a technique that focuses on the way of interaction between students to share or exchange information with each other. When someone makes a mistake and someone else corrects them, Peer Correction involves both parties in the process of exchanging ideas and learning the language as a group. Scharle and Szabo (2000) have strongly suggested peer feedback be applied for checking, especially students' written work. In addition, Gass and Selinker (2008) in Dilans (2010) argue that lexical errors impede the learner's ability to understand another speaker and to negotiate in a second language. Conversation, which triggers an interactive form of learning through a variety of tasks, responses, and cues, can definitely reinforce language use and link it to further learning. Oral corrective feedback is a common form of such interaction.

There have not been many studies that have investigated how Peer Correction affects vocabulary development. Sippel (2019) dealt with the impact of peer corrective feedback on vocabulary development. The results from the pre-test and post-test show that the experimental groups outperformed the control group on measures of productive and receptive vocabulary, grammatical genders, and noun plurals. The experimental groups were assigned to groups in which peer corrective feedback was performed with peer interaction and form-focused instruction. Thus, the researcher assumed that if the students were given more instruction in giving

feedback to one another concerning vocabulary, there might be more advantages to vocabulary development.

Additionally, the researcher also looked into how the students perceive the teaching and learning process. Students are often critical and usually have a good sense of whether the lesson is well-prepared, relevant, and appropriate. A student's perception is an opinion, belief, or impression as a result of noticing something, as it is a direct result of experiences that occurred during the learning process. In line with Goldstein (2010), who stated that perception occurs when the brain converts electrical signals that reflect objects into the experience of seeing things. Moreover, knowing students' perceptions makes the teacher more professional in teaching (Flora et al., 2020). In conclusion, students' perceptions of preparation for the lesson, relevance, and appropriateness have an important effect on teaching effectiveness and improve teacher professionalism. Thus, the researcher believes that the students' perceptions may be able to confirm the results of this research.

1.2. Limitations of the Problem

This research is about the effect of the Vocabulary Self-Collection Strategy integrated with Peer Correction on students' vocabulary mastery. The focus of this research was limited to the activities applying the integrated strategy, the process, and the achievement. The activities and process were viewed from the responses in the open-ended questionnaire to get the students' perceptions, while the achievement was viewed from the students' scores on the vocabulary mastery test.

1.3. Research Questions

In reference to the limitations of the problem above, the formulation of research questions is as follows:

1. Is there any significant difference in the students' vocabulary mastery between those who are taught using a Vocabulary Self-Collection Strategy integrated with Peer Correction and those who are taught using the original Vocabulary Self-Collection Strategy?
2. Which part of speech improves most significantly with the use of a Vocabulary Self-Collection Strategy integrated with Peer Correction?
3. How is the students' perception after being taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction?

1.4. Objectives of the Research

In relation to the formulation of the research questions above, the objectives of the research are as follows:

1. To find out whether there is a significant difference in the students' vocabulary mastery between those who are taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction and those who are taught using the original Vocabulary Self-Collection Strategy.
2. To find out which part of speech improves most significantly with the use of a Vocabulary Self-Collection Strategy integrated with Peer Correction.
3. To find out how the students' perceptions are after being taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction.

1.5. Use of the Research

The research is expected to have the following benefits:

1. Theoretically, this research is beneficially expected to provide a relevant contribution about teaching vocabulary strategy, especially in improving students' vocabulary mastery by implementing the use of Vocabulary Self-Collection Strategy integrated with Peer Correction.
2. Practically, the findings of the research are able to provide teachers with a model for fostering strategies in teaching vocabulary, especially in high school students.
3. The research is also expected to provide information and references for other researchers who intend to conduct research in a similar field.

1.6. Scope of the Research

This research was conducted in the eleventh grade of senior high school. The focus of this research is the implementation and effect of a vocabulary self-collection strategy integrated with Peer Correction on students' vocabulary mastery. In the activities, after getting the pre vocabulary mastery test, the students in the control group were taught about vocabulary through the use of the Vocabulary Self-Collection Strategy, while the students in the experimental class were taught about vocabulary through the use of the Vocabulary Self-Collection Strategy integrated with Peer correction. The last was the post vocabulary mastery test.

1.7. Definition of Terms

There are some specific terms used in this research that need clarifying, i.e., vocabulary mastery, Vocabulary Self-Collection Strategy, Peer Correction, and the student's perception.

- **Vocabulary mastery** in this research means having the knowledge to recognize and understand a list of words and their meanings.
- **Vocabulary Self-Collection Strategy** is an interactive-learning instructional strategy that promotes word consciousness as students actively engage in identifying important words in the reading passage and share their choices with other classmates.
- **Peer Correction** is a technique that focuses on the way of interaction between students to share or exchange information with each other.
- **Student's perception** is an opinion, belief, or impression of the student's response to the result of something.

In brief, this chapter has discussed several points explaining the reason for and importance of conducting this research. This chapter has also discussed the background of the research, limitations of the problem, research questions, objectives of the research, use of the research, scope of the research, and definition of terms.

II. REVIEW OF RELATED LITERATURE

This chapter deals with some explanations related to vocabulary mastery, teaching vocabulary, learning vocabulary, Vocabulary Self-Collection Strategy (VSS), advantages and disadvantages of Vocabulary Self-Collection Strategy, Peer Correction, advantages and disadvantages of Peer Correction, Vocabulary Self-Collection Strategy integrated with Peer Correction, theoretical assumptions, and hypothesis.

2.1. Vocabulary Mastery

Learning vocabulary is unavoidable in a foreign language. Having a great deal of vocabulary will fully assist learners in mastering English and its receptive and productive skills; listening, speaking, reading, and writing. It is also noted by Huyen & Nga (2003), who identified vocabulary as a language's essential aspect that relates the four language skills in learning a foreign language, such as listening, speaking, reading, and writing. Furthermore, the significance of vocabulary was also highlighted by Richards and Renandya (2002), who asserted that vocabulary plays a very important role in learning foreign languages and influences the learners' skills in speaking, listening, reading, and writing. Therefore, vocabulary should be preferably considered an essential aspect of language in the practice of teaching English as a foreign language and in the enhancement of vocabulary mastery.

Mastering vocabulary cannot be achieved without taking a series of actions. Nation (2001) asserted that vocabulary mastery is not a spontaneous process that is easy to do. In line with Richards & Renadya (2002) who defined mastering in language teaching as a learner's skill in a second language and foreign language as the termination of what has been taught or learned after some sessions of teaching and learning. Mastery learning is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their own pace in order to achieve a determined level of success (Richards & Schmidt, 2010). Furthermore, Hornby & Cowie (1977) defined mastery as great knowledge about or understanding of a particular thing.

From the definitions above, vocabulary mastery is great knowledge and skills in comprehending the words of language and in producing the words both in speaking and writing. In line with Thornbury (2002), who stated that vocabulary mastery means that students have comprehensive knowledge about the words, which includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word (speech and written), the connotation or associations of the word, and word frequency.

In measuring students' vocabulary mastery, Schmitt and McCharty (1997) stated that receptive and productive knowledge may prove to be the only realistic way to measure the depth of vocabulary knowledge. Receptive knowledge of vocabulary implies the ability to understand a word when it is heard or seen, while productive

knowledge implies the skill to produce a word when it is used in speaking and writing. In Zhong (2016), receptive vocabulary knowledge is often defined as the ability to recognize the form of a word (Laufer & Goldstein. 2004), perceive its meaning (Webb, 2008), or provide its synonym or translation in a learner's first language (L1) (Webb, 2009). Productive vocabulary knowledge is often defined as the ability to retrieve the form and meaning (Laufer & Goldstein; Webb, 2008) or to produce the word according to its L1 equivalent (Webb, 2009).

In this research, the definition of vocabulary mastery is specifically limited to the knowledge of recognizing and understanding a list of words and their meaning in context. Receptive vocabulary is the set of words from which learners can recognize the meaning of words while reading and listening. Nation (1990) stated that knowing a word receptively involves being able to recognize it, being able to distinguish it from words with a similar form, being able to judge if the word form sounds right or looks right, having an expectation of what grammatical pattern the word will occur in, having some expectation of the words it collocates with, and being able to recall its meaning when it is met. In summary, Nation's insights into receptive vocabulary show the importance of a designed teaching strategy to improve learners' ability to recognize and comprehend words within context, which aligns with the specified definition of vocabulary mastery in this research.

Furthermore, the experts outline some vocabulary specifications that students should understand. According to Frank (1972: 1), the words that form the central core of the sentence are the parts of speech known as nouns (or pronouns) and verbs;

the words that modify the central core words are the parts of speech called adjectives and adverbs; and the words that show a particular kind of connecting relationship between these four parts of speech are called prepositions and conjunctions. The researcher explains some parts of speech as the base for specification in the research instrument as follows:

1) Nouns

A noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core, which is essential to every complete sentence. Classified by meaning, some nouns may belong to more than one of the types given below.

a. Proper Nouns

A proper noun begins with a capital letter in writing. It includes personal names such as *John Smith*; names of geographic units such as *Holland*, *Paris*; names of nationalities and religions such as *Dutchman*, *Christianity*; names of holidays such as *Easter*, *Thanksgiving Day*; names of time units such as *Saturday*, *June*; words used for personification such as *Nature*, *Liberty*.

b. Concrete or Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses—we can see, touch, and smell the object, such as *flower*, *girl*.

An abstract noun is a word for a concept—it is an idea that exists in our minds only, such as *beauty*, *justice*, *mankind*.

c. Countable or Noncountable Nouns

A countable noun can usually be made plural by the addition of –s, such as *one girl, two girls*. A noncountable noun is not used in the plural. They are words for concrete objects stated in an undivided quantity, such as *coffee, iron*.

d. Collective Nouns

A collective noun is a word for a group of people, animals, or objects considered as a single unit, such as *audience, committee, class, family, government, group, majority, nation, public, team*.

It can be said that a noun is a word that is used to refer to entities as substances, such as the name of a person, place, or thing. It is an object that a person can sense or that a person cannot sense but can still think about. Moreover, a noun can act as a prepositional object, an indirect object, or the subject of a sentence.

2) Verbs

The verb's varying arrangements with nouns determine the different kinds of sentences—statements, questions, commands, and exclamations. Classified by complement of verb, a verb may belong to more than one type, as below:

a. Predicating or Linking Verbs

A predicating verb is the chief word in the predicate that says something about the subject, such as *cry, write*. A linking verb is a verb of incomplete predication such as *become, remain, seem*.

b. Transitive or Intransitive Verbs

A transitive verb takes a direct object such as *read*, *send*; an intransitive verb does not require an object, such as *sleep*, *walk*. Only transitive verbs may be used in the passive voice.

c. Reflexive Verbs

A reflexive verb requires one of the compounds with *-self* (reflexive pronoun) as its object, such as *express oneself*, *wash oneself*.

It can be seen that verbs are words that describe actions or mental states. In addition, the relationship of verbs to time is one of their most important aspects. Verbs indicate whether a situation is currently taking place, has already taken place, or will take place in the future.

3) Adjectives

An adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well. The types of adjectives are explained below:

a. Determiners

Determiners consist of a small group of structure words without characteristic form.

1. Articles – *the*, *a*, *an*

2. Demonstrative adjectives – *this*, plural *these*; *that*, plural *those*

3. Possessive adjectives – from pronouns, such as *my, your, one's*; from nouns, such as *John's, the girl's*
4. Numeral adjectives – cardinal such as *four, twenty-five, one hundred*; ordinal, such as *fourth, twenty-fifth, one hundredth*
5. Adjectives of indefinite quantity – *some, few, all, more*
6. Relative and interrogative adjectives – *whose, what, which*

b. Descriptive Adjectives

Descriptive adjectives usually indicate an inherent quality, such as *beautiful, intelligent*, or a physical state, such as age, size, color. Some descriptive adjectives take the form of:

1. Proper adjectives – a *Catholic* church, a *French* dish
2. Participial adjectives – an *interesting* book, a *charming* view
3. Adjective compounds – with present participles, such as a *good looking* girl, a *heart-breaking* story; past participles, such as a *turned-up* nose, *new born* kittens; with –ed added to nouns, such as *absent-minded, ill-tempered*.

In summary, the qualities or states of being of nouns are conveyed by the adjectives. They add more details about a noun; it can be color, size, temperature, or even personality. Besides, the adjectives that modify pronouns can also come after a linking verb, such as “*My uncle is funny*”, “*She looks beautiful today*”.

4) Adverbs

The adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb or those that indicate such meanings as time and place) to those that are used merely for emphasis. The types of adverbs are explained below:

- a. Adverbs of manner – *quickly, neatly, awkwardly*
- b. Adverb of place and direction – *here, away, outside, left, straight*
- c. Adverb of time – definite time, such as *yesterday, today, tomorrow*;
indefinite time, such as *recently, nowadays, soon, already, before, later*
- d. Adverb of frequency – *usually, always, sometimes, never*
- e. Adverbs of degree – *very, too, quite, extremely, more, almost, entirely, partially, wholly*

It can be said that in order to give context in a sentence by conveying how, when, where, and to what extent something happens, adverbs can be used to modify verbs, adjectives, as well as other adverbs.

5) Verb-Preposition Combination

A preposition may combine with a verb to form a new word item. This verb-preposition goes by several names-two-part verbs, composite verbs, and phrasal verbs. For example, *bring about* (cause), *call up* (telephone), *give up* (surrender), *hand in* (submit), and *bear up under* (withstand).

It can be seen that a verb and a preposition are combined to create a new verb with a specific meaning in prepositional verbs, which are idiomatic expressions. In addition, the prepositional verbs are transitive because they typically have a noun or pronoun after the preposition.

Moreover, as the parts of speech play distinct roles in language and have different functions in communication, they are also classified into function words and lexical words. Biber et. al. (1999) explained that function words can be categorized in terms of word classes such as prepositions, coordinators, auxiliary verbs, and pronouns. They usually show the meanings between words and help us understand how words in a sentence relate to each other. While lexical words can be categorized in terms of word classes such as nouns, lexical verbs, adjectives, and adverbs. They are the primary conveyors of information in a text or speech. Typically, they are the words emphasized the most in speech.

In conclusion, vocabulary, with its specifications, is a component of language aspects that a person uses in communication to convey and show their ideas and opinions. Therefore, although the enhancement of vocabulary mastery is a big challenge in learning a second language, it plays a very important role. The more vocabulary that students understand, the better they will be able to use the language in speaking, listening, reading, and writing. In this research, the researcher focuses on three lexical or content words (noun, verb, and adjective).

2.2. Teaching Vocabulary

In view of what has been discussed in the previous section, vocabulary teaching refers to early developments in the basics of mastering language proficiency. The first and most crucial aspect of language learning is vocabulary. Brown (2007) described teaching as showing or helping someone to learn, giving instructions, guiding, providing knowledge, and causing them to know or understand. From this definition, teaching vocabulary can be described as showing the learners to have great knowledge and skills in comprehending the words of language and in producing the words both in speaking and writing through the approaches, methods, techniques, strategies, and teaching styles.

Haggard (1982) stated that teachers can more effectively promote vocabulary development if their teaching efforts satisfy two conditions. First, instruction should be directed towards those words students need to know (Goodman, 1976; Herber, 1978). This does not mean that the pool of words must be limited to a few highly specific technical terms. Rather, it means that the words to be taught must be important to students—words they are likely to encounter in daily communication, textbook reading, recreational reading, and in-class and out-of-class discussion. The second condition is that instruction should give students the skills necessary for continued, independent vocabulary growth (Herber, 1978; Haggard, 1982). Generally, immediate usefulness was school- or classroom-related; words were learned after hearing them in class, reading them in text, or using them to explain or label a new concept.

In addition, Nation (2005) suggested six principles in teaching vocabulary that should be fulfilled as follows:

1. Keep the teaching simple and clear. Don't give complicated explanations.
2. Relate the present teaching to past knowledge by showing a pattern or analogies.
3. Use both oral and written presentations; write them on the blackboard as well as explain them.
4. Give most attention to words that are already partly known.
5. Tell the learners if it is a high-frequency word that is worth noting for future attention.
6. Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Furthermore, in order to achieve the teaching objective and students' needs, Nation (2001) proposed nine aspects in vocabulary need to teach to language learners, they are:

1. Spoken form; What does the word sound like? How is the word pronounced?
2. Written form; What does the word look like? How is the word written and spelled?
3. Word parts; What parts are recognizable in this word? What word parts are needed to express the meaning?
4. Form and meaning; What meaning does this word form signal? What word form can be used to express this meaning?

5. Concept and referents; What is included in the concept? What items can the concept refer to?
6. Associations; What other words does this make us think of? What other words could we use instead of this one?
7. Grammatical functions; In what patterns does the word occur? In what patterns must we use this word?
8. Collocations; What words or types of words occur with this one? What words or types of words must we use with this one?
9. Constraints on use (register, frequency); Where, when, and how often would we expect to meet this word? Where, when, and how often can we use this word?

In conclusion, the role of teachers is very important to guide the students in learning vocabulary. Therefore, the teachers should be more sensitive to the learning problems faced by the students and more adaptive to implementing some suitable strategies.

2.3. Learning Vocabulary

As we have discussed in the previous section, mastering vocabulary cannot be achieved without taking a series of actions. In learning vocabulary, Brown & Payne (1994) in Hatch and Brown (1995) proposed five important steps in vocabulary learning that encompass what learners need to do. They are:

1. Encountering new words

This step includes guessing from contexts by activating background knowledge of parts of speech, parts of the sentence, and grammatical features.

2. Getting the word form

This step includes the use of dictionaries to learn the form of the new word. It also suggests that doing spoken and written repetition can help them get the pronunciation and spelling of new words.

3. Getting the word's meaning

This step includes the use of monolingual dictionaries and picture dictionaries. Reading the text and inferring word meaning through the context are also included.

4. Consolidating word form and meaning in memory

This step includes the use of verbal or written repetition in many various examples for the purpose of consolidating word form and meaning in memory.

5. Using the word

This final step includes the use of the new word with all its possible collocations as often as possible.

In addition, Schmitt & McCarthy (1997) defined the taxonomy of vocabulary learning strategies into the following classifications:

1. Discovery Strategies

In this strategy, learners attempt to conceive and find the meaning of unfamiliar words with the help of context, structural knowledge, and reference material.

It means that learners can find the meaning of words on their own.

2. Memory Strategies

In this strategy, learners correlate the words to be acquired with several prior knowledge points by using some form of imagery or clustering.

3. Cognitive Strategies

In this strategy, learners include reiteration and mechanical methods to study vocabulary, such as lists of words, flash cards, and word books. Repetition is the basic principle of this strategy.

4. Metacognitive Strategies

In this strategy, learners are able to consider which words are worth learning, organize intentionally, and determine the most efficient method of learning. It provides a conscious overview of the learning process.

In summary, learning vocabulary means not only learning about new words but also learning how to use them correctly. Learners can arrive at the meaning of a word, which is determined by the context in which it is formed as well as its relationship to other words. This process is guided by the vocabulary learning steps proposed by Brown & Payne (1994) in Hatch and Brown (1995). Additionally, vocabulary learning strategies defined by Schmitt & McCarthy (1997) are also instrumental in this process, which have all been discussed before.

2.4. Vocabulary Self-Collection Strategy

Vocabulary Self-Collection Strategy (VSS) was first introduced by Haggard (1982, 1986). Haggard came up with a new approach that is significantly different from traditional instruction. This strategy is based on the self-selection of words during

reading. Vocabulary Self-Collection Strategy, one of the top five strategies that most frequently appear in the recent textbook content area (Hedrick et al., 2008), is an interactive-learning instructional strategy that promotes word consciousness as students actively engage in identifying important words in the reading passage and share their choices with other classmates (Haggard, 1982). Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and recommend the words to be learned by others in the group or class.

The purpose of the Vocabulary Self-Collection Strategy (VSS) is to motivate students to learn new words by promoting “long-term acquisition and development of the vocabulary of academic disciplines” with the goal of integrating “new content words into students’ working vocabularies” (Ruddell, 2005, p. 166). As students develop word consciousness, or an interest in words, as well as the strategy for becoming word collectors, they will increase their academic vocabulary when confronted with unknown words from varied disciplines. Haggard (1986) asserted that self-motivation affected vocabulary learning. The students constructed their own structured and self-reliant strategies for learning words. They depended on the written texts as an important component for finding new words, and words for identifying or defining experiences were learned more quickly than some other words. One of the aspects of the Vocabulary Self-Collection Strategy is writing down the proposed words on the board. Writing on the board subconsciously makes students pay attention to what is written down. This feature widens the teacher’s

options on how to present or review language in a meaningful way (Ruddell & Shearer, 2002).

Manzo et. al. (2005, p. 175) explained that the Vocabulary Self-Collection Strategy is usually introduced after learners have read the text, but its ultimate goal is to teach them "to identify essential key terms as they read and to access suitable sources, from context to dictionary and other people, in order to derive meaningful definitions." In other words, they are taught not only word skills but also develop strategies to unlock key words in a text that will give them access to content knowledge in the text. Haggard (1982) outlines the two conditions under which more effective vocabulary development could be promoted. First, the words that are taught should be directed towards those words students need to know. That means the words to be taught must be important to students. They can be any words that students find in their daily lives. Second, the instruction given should help students develop the skills necessary for "continued, independent vocabulary growth" (Haggard, 1982, p. 203). That is to say, an effective method for the teaching of vocabulary should enable students to build up an autonomous skill in acquiring vocabulary, or, simply stated, it should direct students to become active, autonomous, and independent vocabulary learners.

Antonacci et al. (2015) proposed the procedure to present what the teacher and students do before, during, and after reading using the Vocabulary Self-Collection Strategy (VSS) in content area classrooms, as follows:

a. Before Reading

The teacher selects the reading that is appropriate for the topic that will be developed and decides on the words that students need to know to comprehend the text. Through modelling the process of using the VSS, the teacher demonstrates how to use the strategy.

1. The teacher reads the first paragraph aloud to the students.
2. The teacher then projects a copy of the reading on the screen and uses a think-aloud as a way of modelling how to select words that are important for understanding the reading. The teacher indicates his interest in a word that may result from his not knowing the word or finding it difficult or interesting. He shares with the class the need to know something more about the word to understand the text.
3. The teacher then projects a graphic organizer that includes a box for the word, the reason for selecting the word, and the definition of the word in the Vocabulary Self-Collection Strategy Chart (Table 2.1). He writes the word in the appropriate box, says the word, and asks the students why they think he chose this word as an important one for learning. He then writes the reason in the appropriate box. Finally, the teacher defines the word, writing the definition in the next box.

Table 2.1. Vocabulary Self-Collection Strategy Chart

VOCABULARY SELF-COLLECTION STRATEGY CHART			
Name:		Date:	
Topic:		Page:	
No	Word	Reason for Selection	Meaning

b. During Reading

The teacher directs the students to read selected passages from the text. After reading the passages, the students do the following:

1. Revisit the text and select at least five words that they think are important to their understanding of the readings or that they found interesting or challenging.
2. Complete the VSS Student Chart in Table 2.1 that directs them to write the word, the reason for selecting the word, and a definition of the word if they know it.

c. After Reading

Students are divided into small groups that include students with varying reading abilities, ELL students, and those from different cultures. The groups will focus their discussions on the words they have selected and their reasons for choosing them. Using their texts and completed VSS charts, each group is directed to do the following:

1. The group appoints one student to act as a leader, whose role is to keep the discussion moving as they focus their talk on the words they have selected.
2. Each student submits one word he or she has selected and provides the reason for choosing the word that becomes the focus of the discussion. The discussion may center on the word's meaning, the importance of the word in understanding the text, whether the members of the group selected the word, or another reason. The group then decides whether the word should be selected for the group chart.

3. The group leader uses the group chart to record the word, the reason it has been selected by the group, and the word's contextual definition. Each group limits the number of words included on the VSS chart to five.
4. Writing the contextual meaning of each word is the last step in using the VSS. Students then validate the meaning of each word through the use of the dictionary or the glossary that may be found in the text.
5. After the small-group discussion, the teacher brings the groups together for a class discussion. Each group leader reports to the class, providing the list of words selected by the small group. The teacher or student records the words on the VSS class chart, along with reasons for choosing the word and the contextual meanings.
6. The teacher may list additional words overlooked by students that are required for understanding the text. For words with a high difficulty level that students do not understand, the teacher provides direct instruction, focusing on the words' contextual meanings.

To extend the Vocabulary Self-Collection Strategy, Antonacci et al. (2015) suggested the students use personal dictionaries to add the words and meanings selected by the groups and the teacher. They are encouraged to add their own words, whether they are considered key words needed to understand the text or simply words of interest. Another extension of VSS includes the use of selected words by the teacher to create a thematic or topical word wall. One way that students make the word their own is through frequent use and exposure to the word. The teacher

makes reference to the words during class discussions and encourages students to use the words in their writing assignments, discussions, and projects.

Harmon et al. (2008) also conducted the instructional framework, which consists of four major phases and requires at least five class periods or more to complete, as follows:

a. Phase 1: Individual reading of the text.

After dividing the class into two large groups and then further subdividing each large group into two subgroups, the teacher assigns passages to each subgroup. At this point, all students read their assigned passage independently and code the text by underlining important ideas and circling critical words and phrases. The teacher circulates the room, clarifying confusion and answering student questions. The students then complete Worksheet 1 (Table 2.2), on which they list the circled words and provide a reason why each word is important for understanding the passage.

Table 2.2. Worksheet 1

WORKSHEET 1		
Representative word selected by the subgroup that read passage ‘X’		
	Words readers need to know to understand this passage	Why readers need to know these words
Student A		
Student B		
Representative word selected by the subgroup that read passage ‘Y’		
	Words readers need to know to understand this passage	Why readers need to know these words
Student C		
Student D		

b. Phase 2: Same text small subgroups

After reading the passage and completing their lists of important words, the students meet with other students who have read the same passage. These

subgroups compare their lists of words and then decide as a group which words to teach to the class, noting, in particular, which words have been selected by more than one group member. Through discussion and negotiation, they collectively decide which of the words is most valuable for understanding the passage. When they agree upon the five to eight words, the students then completed Worksheet 2A (Table 2.3), on which they write the words and provide a reason the subgroup consider each to be important. Having students address the reasons a word is important to help them think more deeply about the concept and, in turn, become more engaged in learning about the concept. Furthermore, the subgroup completes Worksheet 2B (Table 2.4), which requires them to write down information that they feel everyone needs to know about the topic based on their reading of the passage.

Table 2.3. Worksheet 2A

WORKSHEET 2A	
Representative word of subgroup for passage ‘X’	
Words readers need to know to understand this passage	Why readers need to know these words
Representative word of subgroup for passage ‘Y’	
Words readers need to know to understand this passage	Why readers need to know these words

Table 2.4. Worksheet 2B

WORKSHEET 2B	
Collective information provided by subgroups. Information everyone will learn from this passage.	
Passage ‘X’	
•
•
•
•
•

Paassage ‘Y’	
•
•
•
•
•

c. Phase 3: Same topic large groups

After the subgroups complete their work, the students who read about the same topic meet as a large group. Each subgroup selects a spokesperson to share the words and information about their passage. The group then compares the words and information about the topic, noting any important overlaps as well as new information. At this point, the group members have to decide which words and information to include in their teaching presentation. They have to list the words and, once again, their reasons for selecting the words on Worksheet 3 (Table 2.5). Also, on Worksheet 3, the students write down the important information about the topic.

Table 2.5. Worksheet 3

WORKSHEET 3	
Large-group information sheet	
Words to include in the presentation	Why they are important

d. Phase 4: Teaching-the-class activities

The participants in each large group volunteer to work on one of two tasks: (a) developing a PowerPoint presentation or (b) creating a review game. The PowerPoint groups use the information on Worksheet 3 to create a PowerPoint presentation for the class. The review game groups also use the information on Worksheet 3 to create a game to help their classmates review the vocabulary

words. Once the students complete these tasks, each group presents their PowerPoint presentations and conducts their review games of the words.

The actual process of selecting, thinking about, and evaluating the importance of a word used in a passage requires students to think metacognitively as they make these word selections. Using a focus on word meanings within a conceptual framework empowers students to take control of their own learning and that of others.

Based on the explanation above, it can be concluded that the activity encourages the students to think critically. The activity does not just ask the students to define the meaning of the word, but also have to think of the reason for selecting the word. Therefore, this activity could help the students develop their high-order thinking skills since they would be able to solve the problem (in this context, the students are trained to define the words after observing the text, and they need to explain the reason for selecting the words). The group work will encourage the students' motivation to learn since they can communicate to share ideas with the teacher and their friends in the same or different groups.

2.5. Advantages and Disadvantages of Vocabulary Self-Collection Strategy

One of the major advantages of using the Vocabulary Self-Collection Strategy is that students engage in their own learning, discover how to recognize unfamiliar words from their readings, develop their vocabulary knowledge, and become word-conscious. According to Haggard (1982), Vocabulary Self-Collection is a structure

that makes students independent over time. The learners get a key role to play in promoting their independence in vocabulary learning by making a decision about which words are worth learning. They also learn how to use words in a given context.

There are documented studies that support vocabulary self-collection as a practical instructional tool for encouraging the learning process. For instance, Ruddell & Shearer (2002) used the Vocabulary Self-Collection Strategy with middle school students and achieved positive results in terms of word learning. Fisher et al. (1991) in Harmon et al. (2008) also had positive results in their investigation of vocabulary self-collection when students assumed the role of vocabulary researcher as part of a book discussion group.

Vocabulary Self-Collection Strategy has the potential not only to reduce the limitations of traditional word learning instruction with regard to student choice and motivation (e.g., de-contextualized wordlists, definitions by synonym-explanation, "learning" by rote memorization), but also to increase learners' word awareness, sensitivity towards words around them, and strategic abilities for independent vocabulary learning. Learners would become sophisticated in their ability to seek out opportunities for vocabulary learning and to reflect on themselves as word learners. Further, a Vocabulary Self-collection Strategy can foster an increase in their intrinsic interest in vocabulary acquisition (Ruddell and Shearer, 2002).

The Vocabulary Self-Collection Strategy is adaptable and simple. It can be used for general vocabulary development or applied to a specific content area. It is equally adaptable to small, special classes and groups of 30 or more. Teachers only need to adapt instruction to the goals, needs, abilities, achievements, and characteristics of the students. It can be used in the classroom immediately, with no additional costs or curriculum revision (Haggard, 1982).

The Vocabulary Self-Collection Strategy stimulates independent, continued vocabulary growth; primarily, the strategy closely resembles words because learning occurs outside the classroom. Word meanings are immediately accessible, and the classroom becomes a low-risk environment for practice and experimentation with the new words. Dictionaries and other reference books are the source for more information and refined definitions; teachers and students alike look for opportunities to use their new words; and exploration, experimentation, and discussion of new words begin to go beyond the classroom.

However, there are some disadvantages of the Vocabulary Self-Collection Strategy. First, the procedures take time because there are seven steps that the teacher has to do, which are shown in the sub-chapter above. Therefore, there is limited time for the students to do the activity. Moreover, the Vocabulary Self-Collection Strategy seems effective to be used to teach intermediate or advanced learners of English because students will have some exposure to texts and find the meaning of the words through context clues. Then, the Vocabulary Self-Collection Strategy can merely be used as a pre-requisite to master the content of the text before students

try to do another task in the text, e.g., finding the stated and unstated meaning in the text.

2.6. Peer Correction

Peer correction, also known as peer feedback or peer review in class, happens when a student gives a response, “We ask a class, *do you think that’s right?* ... or tell them to add a written comment to a piece of written work they have completed” (Harmer, 2007). According to Brown (2004), Peer Correction is a technique that allows students to exchange ideas with one another. The student can exchange worksheets with other students to see what they have created from the perspective of others and how their words affect the readers’ thinking. Students can not only receive feedback from their classmates, but they can also provide feedback. Thus, Peer Correction is the practice of reading and commenting on a student's written work in front of their peers. It encourages greater class participation from the students since they can exchange knowledge and collaborate.

Sultana (2009) stated that regardless of the language teachers’ knowledge of learning theories, most of them use Peer Correction in the classroom. Harmer (2007) in Sultana (2009) gave an example of Peer Correction in the language classroom, which is presented below:

Monica : Trains are safer planes.
Teacher : Safer planes? (*with surprised questioning intonation*)
Monica : Oh... Trains are safer than planes.
Teacher : Good, Monica. Now, ‘comfortable’ ...Simon?
Simon : Trains are more comfortable. Planes are.
Teacher : Hmm. Can you help Simon, Bruno?
Bruno : Er... Trains are more comfortable than planes.
Teacher : Thank you. Simon?

Simon : Trains are more comfortable than planes.

Peer Correction was used by the teacher when Bruno was chosen to "help" Simon. The teacher could have provided the correct response themselves, but by doing so, they have made sure that:

1. More students have the opportunity to speak in class.
2. Students acquire the ability to assist one another.
3. The teacher defers some of the decision-making to the students.
4. As individual students, both Simon and Bruno have learned the language skill.

As outlined by Rollinson (2005), the guiding principles for using Peer Correction are as follows:

1. Being corrected by classmates causes less anxiety than being corrected by teachers because students feel more convenience with friends.
2. The use of peer feedback reduces the teacher's authority in the classroom. When friends correct them, the students are not merely passive recipients of the information.
3. The classroom atmosphere improves when students take part in the corrective process. It becomes more friendly and encouraging.

In addition, Jiang (2011) stated three stages in using peer feedback, as follows:

1. Pre-peer feedback

The teacher helps students understand peer feedback by using brainstorming or introducing the process of peer feedback to them.

2. While-peer feedback

The students begin their peer feedback strategy using the initial brainstorming or teacher explanation about peer feedback, and the teacher directs the students through the process.

3. Post-peer feedback

During the teaching and learning process, the teacher served as a monitor, evaluator, and trainer, using peer feedback as a learning strategy.

In conclusion, based on the ideas above, Peer Correction is a technique that offers suggestions, comments, and error correction that results from individual discussions between two students. During teaching and learning, students take on roles that are normally carried out by teachers, such as commenting on or criticizing their own works or performances.

2.7. Advantages and Disadvantages of Peer Correction

Peer Correction in the classroom has a number of significant advantages, such as sharing the responsibility of learning among the students in which their viewpoint is recognized, gaining insights by teachers as well as learners into the learning process, and students' active involvement in the activity of correction. In line with Pishghadam & Kermanshahi (2011) in Balderas & Cuamatzi (2018) stated that Peer Correction provides a more supportive atmosphere as the feedback received from classmates is less threatening, and as a result of this, the authoritative role of the teacher is no longer reinforced. In addition, Miao et al. (2006) in Balderas & Cuamatzi (2018) added that Peer Correction saves time and effort for many EFL instructors.

However, there are some problems with using Peer Correction. Rollinson (2005) reported that students from certain cultures may feel uncomfortable with certain aspects of the social interaction demanded by peer review. Since many students may not readily accept the notion that their peers are qualified to act as substitutes for the teacher and critique their writing, it may take a significant amount of initial persuasion to convince them of the characteristics and value of peer feedback. In addition, Rollinson (2005) also found that it might be challenging for the teacher to delegate a significant amount of responsibility to the students since the teacher will not be able to supervise every group at once, especially if the response groups are giving oral feedback.

2.8. Vocabulary Self-Collection Strategy Integrated with Peer Correction

Based on the theories about Vocabulary Self-Collection Strategy and Peer Correction, the researcher tries to adapt and integrate the procedures of Vocabulary Self-Collection Strategy and Peer Correction into a modified procedure as shown in the following table:

Table 2.6. Procedures of Vocabulary Self-Collection Strategy Integrated with Peer Correction

NO	STEPS
	Phase 1: Individual reading text
1	The teacher assigns the texts to each student and reads them aloud. Students just listen and pay attention to the passages.
2	The teacher directs the students to read the texts individually and select at least five words that they think are important, interesting, or challenging to their understanding of the readings by completing the chart in Table 2.7.
	Phase 2: Same text small subgroups (Peer Correction)
3	Students meet in pairs with other students who read the same text.
4	Students analyze, ask, and comment on their friend's chart.
5	Students discuss and compare their lists of words while pronouncing the list of words, then report their correction by completing the chart in Table 2.7.

6	Students decide which words to teach the class or are most valuable for understanding the passage by completing the chart in Table 2.3.
	Phase 3: Same topic large groups
7	Students who read the same topic meet as a large group of no more than four.
8	Students in large groups decide which words and information to include in their presentation by completing the chart in Table 2.5.
	Phase 4: Teaching-the-class activity
9	Each group selects a spokesperson to share the words and information about their passage. A spokesperson from each group writes down the words (Table 2.5) on the white board or presents a PowerPoint presentation. Questions and answers by the students are allowed.
10	The teacher defines the word in detail and adds some additional information.

In order to see the integration of Peer Correction into the Vocabulary Self-Collection Strategy so that the activity of applying Peer Correction can be observed as well, the researcher modifies the chart in Table 2.1. into the following chart (Table 2.7.). Although the form of interaction during this activity is most likely oral, the students are suggested to write their comment, suggestion, or correction so that their friends can benefit from the reviews.

Table 2.7. Vocabulary Self-Collection Strategy Integrated with Peer Correction Chart

VOCABULARY SELF-COLLECTION STRATEGY CHART			
Name:		Date:	
Topic:		Page:	
No	Word	Reason For Selection	Meaning
1			
2			
3			
4			
5			
Reviewer: <u>Comment/Suggestion/Correction:</u>			

As the researcher discussed in the previous chapter, the Vocabulary Self-Collection Strategy seems effective to be used to teach intermediate or advanced learners of English, and in order to activate the students' background knowledge, the students are allowed to complete the chart VSS and Review in Table 2.7, chart in Table 2.3., and chart in Table 2.5. by using Indonesian language.

2.9. Theoretical Assumptions

Vocabulary plays a very important role in learning foreign languages, which influences the learners' skills in speaking, listening, reading, and writing. Therefore, vocabulary should be preferably considered an essential aspect of language in the practice of teaching English as a foreign language and in the enhancement of vocabulary mastery. Meanwhile In the practice of teaching English as a foreign language and in the enhancement of vocabulary mastery, vocabulary should be preferably considered as an essential aspect of language such as listening, speaking, reading, and writing.

As the researcher discussed in the previous section, mastering vocabulary cannot be achieved without taking a series of actions that include the strategy of teaching and learning vocabulary. Meanwhile, based on the literature review, the Vocabulary Self-Collection Strategy encourages the students' long-term acquisition and development of the vocabulary of academic disciplines with the goal of integrating new content words into their working vocabulary. Students develop word consciousness, or an interest in words, as well as the strategy for becoming word

collectors. Therefore, they will increase their academic vocabulary when confronted with unknown words from varied disciplines.

In addition, Peer Correction encourages greater class participation from the students since they can exchange knowledge, collaborate, and make the atmosphere of the class more comfortable. Therefore, it is assumed that a Vocabulary Self-Collection Strategy integrated with Peer Correction can facilitate the students' activities in vocabulary learning and mastery.

2.10. Hypothesis

The following hypotheses are proposed in order to answer the research questions. From the theory and some previous research, the researcher proposed some hypotheses as follows:

1. There is a significant difference in the students' vocabulary mastery between those who are taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction and those who are taught using the original Vocabulary Self-Collection Strategy.
2. There is a certain part of speech that improves most significantly with the use of a Vocabulary Self-Collection Strategy integrated with Peer Correction.
3. There is a significant difference in the students' vocabulary mastery based on their perceptions after being taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction.

In this research, SPSS was used to find out the significant difference between the treatments. The hypothesis was analyzed at a significance level of 0.05, and the hypothesis was approved if $\text{Sig} < \alpha$. It means that the probability of error in the hypothesis was only about 5%. For the other research questions, which involved descriptive analysis and qualitative data, the researcher explained the results descriptively.

In brief, this chapter has discussed several points of theory about vocabulary mastery, teaching vocabulary, learning vocabulary, Vocabulary Self-Collection Strategy (VSS), advantages and disadvantages of VSS, Peer Correction, advantages and disadvantages of Peer Correction, VSS integrated with Peer Correction, theoretical assumptions, and hypothesis.

III. RESEARCH METHODS

In this chapter, research methods are discussed to answer the research questions and achieve the objectives of the research. The research method consists of the research design, source of the data, variables, instruments, data collecting technique, validity and reliability, level of difficulty, discrimination power, data treatment, scoring system, data analysis, research procedure, and hypothesis.

3.1. Research Design

This research used mixed research because it was aimed at finding out whether there was a significant difference in the students' vocabulary mastery between those who were taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction and those who were taught using the original Vocabulary Self-Collection Strategy, to find out which parts of speech improved most significantly by the use of the Vocabulary Self-Collection Strategy integrated with Peer Correction, and to find out how the students' perceptions after being taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction are.

The researcher collected both quantitative and qualitative data, which means that the researcher engaged them in using the Vocabulary Self-Collection Strategy integrated with Peer Correction in order to fully grasp how students went through

the process. The quantitative data evaluated the effect of treatment on results, while, the qualitative data processed the responses to the questionnaires.

The following is the research design:

K1 T1 X T2

K2 T1 0 T2

Notes:

K1 : Group 1 (Experimental Group)

K2 : Group 2 (Control Group)

T1 : Vocabulary Pre-test

T2 : Vocabulary Post-test

X : Treatment (VSS and Peer Correction)

0 : Treatment (VSS)

(Setiyadi, 2006)

3.2. Source of Data

The population of this research were the 11th grade students of SMA Global Madani, Bandar Lampung. The total number of populations is 94, which are divided into five classes. The number of students in each class is around 18-20. In relation to the research design, the researcher took two classes: the experimental class and the control class. In this research, the researcher used random sampling. The samples of this research were XI IPA.4 and XI IPA.1, which possessed similarities in English accomplishment and competence. The use of two classes was to see the difference between the integrated strategy and the original one.

3.3. Variables

According to Hatch and Farhady (1982), in research, there are two types of variables, i.e., an independent variable (variable X) and a dependent variable

(variable Y). Setiyadi (2006) explained that an independent variable in research is one that acts as a cause or influences another variable. In other words, the high or low value of the dependent variable can be affected by the high or low value of the independent variable. In this research, there are two independent variables. The first one is the Vocabulary Self-Collection Strategy integrated with Peer Correction (X1), and the second one is the original Vocabulary Self-Collection Strategy (X2).

In addition, Setiyadi (2006) also explained that the dependent variable (Y) is the main variable in research and is measured after all the research treatments have been completed. This variable is the product of the interaction of all the variables involved in the research. In this research, there are two dependent variables. The first one is the different result of vocabulary mastery between two classes (Y1), and the second one is the students' perception after being taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction (Y2).

3.4. Research Instruments

There are two instruments that were used in this research, they are a vocabulary test and a questionnaire.

3.4.1. Vocabulary Test

In this research, a vocabulary test was used to determine the students' vocabulary mastery. There were two tests; the pre-test and the post-test, which were both the same. The pre-test was used to measure the students' early vocabulary mastery before applying the Vocabulary Self-Collection Strategy for the control class and the Vocabulary Self-Collection Strategy integrated

with Peer Correction for the experimental class. Meanwhile, the post-test was used to see the result of the students' vocabulary enhancement after applying the Vocabulary Self-Collection Strategy for the control class and the Vocabulary Self-Collection Strategy integrated with Peer Correction for the experimental class.

Considering the validity of the assessment, in determining the scoring rubric, the teacher is concerned about which parts of speech are measured. In this research, the parts of speech that were deliberately measured were nouns, verbs, and adjectives, while excluding adverbs. Adjectives are an essential aspect of descriptive speech and frequently act as the foundation from which adverbs are formed. Adverbs can be considered an additional lexical category that extends from main forms because they are usually understood and used through a morphological process from adjectives. Moreover, the inclusion of adverbs may not significantly alter the assessment of a learner's functional vocabulary since their usage patterns, especially in academic contexts, are strongly correlated with those of adjectives (Hinkel, 2003). Thus, by focusing on nouns, verbs, and adjectives, the test tries to capture the essential parts of speech while avoiding the redundancy that would result from separately accumulating adverbial knowledge, which frequently resembles or supplements adjective use.

In addition, the scoring criteria were based on the number of correct answers the students responded to. The test items were written using a multiple-choice

format (choosing an answer from a set of options) because, according to Sasao (2013), 1) they are easily completed and graded; 2) they are sensitive to partial knowledge (recognition tends to be easier than recall) (Laufer & Goldstein, 2004); 3) they are familiar to learners with various L1 backgrounds; and 4) poorly written items can be identified based on item analysis. All of the part-of-speech questions had a fixed set of four options.

The researcher provided 45 questions for a vocabulary test that consisted of 15 questions measuring nouns, 15 questions measuring verbs, and 15 questions measuring adjectives. The questions were one of the multiple-choice vocabulary items suggested by Heaton (1988), i.e., choosing the letter of the word that is closest in meaning to the word in italics (see Appendix 3). The vocabulary test was mostly adopted from the Vocabulary Level Test (the 14000-version) by Nation and Beglar (2007), which was designed to measure both first-language and second-language learners' written receptive vocabulary size in English. According to them, the test also measured knowledge of written word form, the form-meaning connection, and concept knowledge. The test-takers were required to select the best definition or translation of each word from four choices.

The researcher adopted the Vocabulary Size Test from the First 1000 to the Fifth 1000. Hirsh and Nation (1992) in Nation (2006) tried to find out how much vocabulary was needed to know in order to make certain uses of English, like read a newspaper, read a novel, watch a movie, or take part in a

conversation. Their estimate was that a vocabulary of around 5,000 words would be needed.

The distribution of parts of speech in the pre-test and post-test is shown in Table 3.1. Questions No. 1–9 were adopted from the First 1000; questions No. 10–18 were adopted from the Second 1000; questions No. 19–27 were adopted from the Third 1000; questions No. 28–36 were adopted from the Fourth 1000; and questions No. 37–45 were adopted from the Fifth 1000. The post-test questions were the same as the pre-test questions, but the serial number was randomized without changing their level.

Table 3.1. Distribution of Parts of Speech in Pre-test and Post-test

No	Part of Speech	Number	Total	Percentage
1	Noun	1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43	15	33,33%
2	Verb	2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44	15	33,33%
3	Adjective	3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45	15	33,33%

3.4.2. Questionnaire

In order to describe the students' perceptions about the use of the Vocabulary Self-Collection Strategy integrated with Peer Correction, the researcher provided the students with some questions to answer according to the principles of using the Vocabulary Self-Collection Strategy integrated with Peer Correction. The questionnaire helped the researcher answer the third research question mentioned in the previous chapter.

Learners' perceptions were adopted from the instruments used by Flora et al. (2021) in their research on exploring foreign language learners' perceptions during the negotiation of meaning: unfocused task and focused task. They adapted the instrument used by Mahpul (2014), who divided the perception into five categories, i.e., Level of Difficulty, Degree of Stress, Confidence, Interest, and Motivation. Flora et al. (2021) added one category, i.e., Learning Outcomes. The researcher also added this category following the previous categories in order to get the students's perceptions of the contribution of the Vocabulary Self-Collection Strategy integrated with Peer Correction to their vocabulary mastery when they were engaged in the process of learning.

The questionnaire was distributed to the students after they had used the Vocabulary Self-Collection Strategy integrated with Peer Correction in their learning. The questionnaire began with the personal data section. The questionnaire consisted of six questions, as stated in the following table.

Table 3.2. Open Ended Questionnaire

No	Categories	Questions
1	Level of Difficulty	What do you think about the learning activity? Was it easy? Why?
2	Degree of Stress	How did you feel when you were expressing your ideas during the discussion? Relaxed or stressed? Why?
3	Confidence	Did you feel confident while sharing your ideas during the discussion? Why?
4	Interest	What do you think of the learning process, was it interesting? Why?
5	Motivation	Does such activity motivate you to learn vocabulary? Why?
6	Learning Outcomes	Does such activity give you benefits from learning vocabulary? Can you give example(s)?

Source: Adopted from Flora et al. (2021)

In addition, before the students started to fill out the questionnaire, they reviewed the items with the other students and had the opportunity to ask if they found something difficult to understand or confusing. The researcher believed that students could understand all the questions and how to answer them.

3.5. Data Collecting Technique

This research aimed to obtain data about the students' learning process through the Vocabulary Self-Collection Strategy integrated with Peer Correction. It also focused on the students' vocabulary mastery scores before the treatment (pre-test) and after the treatment (post-test), as well as their perceptions of the strategy. Therefore, paper-based tests, which included pre-test and post-test sections, were conducted along with distributing a questionnaire to the students. Both tests provided some separate categories intended to measure students' vocabulary mastery in terms of parts of speech such as noun, verb, and adjective, which focused on aspects of vocabulary such as form, meaning, and use.

The overview of the vocabulary test and questionnaire procedures can be seen as follows:

1. Pre-test

The pre-test had been conducted before the treatment was administered. It was used to know the students' vocabulary mastery before they were given the treatment. The students were asked to answer the questions about the vocabulary related to the topic given. The pre-test was conducted in one meeting.

2. Post-test

The post-test was conducted after the treatment had been administered. It was used to measure the improvement of the students' vocabulary mastery. The post-test had the same items as the pre-test. It was also conducted in one meeting.

3. Questionnaire

Based on the third research question, a set of open-ended questionnaires was used. All students were asked to answer the questions related to their feelings of difficulty level, degree of stress, confidence, interest, motivation, and learning outcomes. In order that the students did not spend a long time and could feel comfortable conveying their true experiences and feelings completely, the researcher distributed the questionnaires in Indonesian to students and allowed them to answer in Indonesian as well.

3.6. Validity and Reliability

Validity and reliability indicate whether the test meets the standard and is considered usable. Therefore, the validity and reliability of measurement tests are very important to obtain valid and reliable data.

3.6.1. Validity

The validity of a test is the extent to which it measures what it is supposed to measure (Heaton, 1988). According to him, there are two basic types of validity, such as content validity and construct validity. These two types exist because they address different aspects of what makes a test valid: content validity ensures the test covers the appropriate content area comprehensively,

while construct validity verifies that the test actually measures the theoretical construct it claims to measure. Therefore, in order to measure whether the test has good validity, the validity of these two types will be analyzed.

3.6.1.1. Validity of The Test

Heaton (1988) asserted that content validity depends on a careful analysis of the language being tested and of the particular course objectives. It means that content validity is used to determine whether a test is sufficiently representative and comprehensive. In line with Setiyadi (2006), who stated that for content validity, the material provided must be in accordance with the curriculum, the test should contain a representative sample of the course, with the relationship between the test items and the course objectives always being apparent. In order to achieve this validity, the teaching materials were the ones that suited the Curriculum 2013 for teaching English to senior high school students. The topic in teaching was supposed to be well-comprehended by the eleventh graders of senior high school, i.e., explanation text.

For construct validity, Heaton (1988) defined it as the ability of a test to measure specific characteristics in accordance with a theory of language behavior and learning. It means that construct validity is related to whether the test conforms to the theory that should be measured. In this research, the scoring criteria for vocabulary mastery will be based on the number of correct answers responded by the students related to parts of speech, such as nouns, verbs, adjectives, and adverbs. The aspects of

vocabulary are focused on form, meaning, and use. In order to be valid, the vocabulary test in this research is mostly adopted from the Vocabulary Size Test (the 14000-version) by Nation and Beglar (2007). Furthermore, the researcher also asked for suggestions from the advisors as the expert judgments on the test in order to verify that the test was valid and appropriate for the students.

3.6.1.2. Validity of The Questionnaire

In this research, ensuring that the questionnaire accurately measures what it is supposed to measure is really important. There are two main types of validity, such as face validity and content validity. Face validity is about how clear and understandable the questions are to the students, while content validity checks if the questions actually match what they are learning. Setiyadi (2002) stated that face validity is not related to content validity because it is primarily concerned with how ordinary individuals respond to a measuring instrument and not with the measuring ability of a measuring instrument. Therefore, when conducting a questionnaire survey, for face validity, the researcher asked for suggestions from the advisors to check it first and then found whether the items in the questionnaire were clear, readable, and understandable for students to answer. Meanwhile, for content validity considerations, the items in the questionnaire were compiled to be equivalent to the activities of the Vocabulary Self-Collection Strategy integrated with Peer Correction that students obtained in the process.

Moreover, in order to be valid, the researcher used a questionnaire that was constructed using the questionnaire modified by Mahpul (2014) and Flora et al. (2021) that focused on level of difficulty, degree of stress, confidence, interest, motivation, and learning outcomes. In addition, the construct validity of the questionnaire also involved the theory of what the Vocabulary Self-Collection Strategy integrated with Peer Correction was. This means that the questionnaire measured certain aspects related to the process of using the Vocabulary Self-Collection Strategy integrated with Peer Correction.

3.6.2. Reliability

Heaton (1988) suggested that a test must be consistent in its measurements to be reliable. It means that reliability is an essential feature of any good test. In order to make a test valid at all, it must first be reliable as a measurement. Reliability indicates the degree of marking by two or more different examiners or the same examiner on different occasions. In brief, if a test gives the same repeated result under the same conditions, it is considered reliable.

In order to ensure the reliability of the data and to avoid the subjectivity of the research, inter-rater reliability was conducted. This score was used when the test score was independently estimated by two or more judges or raters. Therefore, there were two raters in examining the students' vocabulary mastery through the Vocabulary Self-Collection Strategy integrated with Peer

Correction. The two raters were the researcher and another English teacher from his school. By obtaining scores from two different raters, the reliability of the vocabulary mastery test could be ensured.

Furthermore, the Cronbach Alpha in SPSS was used in this research to determine the reliability of the vocabulary test. **Cronbach's alpha, α** (or *coefficient alpha*), developed by Lee Cronbach in 1951, measures reliability or internal consistency.

Table 3.3. Reliability Statistic

Case Processing Summary			
		N	%
Cases	Valid	18	78.3
	Excluded ^a	5	21.7
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.839	45

The criteria of reliability are:

$\alpha \geq 0.9$: excellent

$0.9 > \alpha \geq 0.8$: good

$0.8 > \alpha \geq 0.7$: acceptable

$0.7 > \alpha \geq 0.6$: questionable

$0.6 > \alpha \geq 0.5$: poor

$0.5 > \alpha$: unacceptable

Cronbach Alpha > 0.80 (0.839), the data reliability is considered good.

3.7. Difficulty Level

According to Shohamy (1985), difficulty level refers to how easy or difficult the item is from the perspective of the students as the test-takers. The majority or all of the students will get the correct answer if the item is too easy. On the contrary, it is likely that the majority or all of the students will get it incorrect if the item is difficult. It can be said that the test questions, which are too easy, cannot reveal any differences in the test population.

To see the level of difficulty, the researcher used the formula by Bachman (1990) as follows:

$$P = \frac{NP}{N}$$

In which,

P : Index of difficulty level

NP : Number of test-takers answering correctly

N : Number of test-takers responding to that item

The criteria of difficulty level are:

< 0.30 : difficult

$0.30 - 0.70$: average

> 0.70 : easy

(Shohamy, 1985)

After categorizing the difficulty level (see Appendix 6), the categories are as follows:

Difficult : 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20, 22, 23, 24,
25, 26, 27, 28, 31, 33, 34, 35, 36, 37, 39, 40, 41, 42

Average : 3, 10, 15, 21, 29, 30, 38, 44

Easy : 32, 43, 45

3.8. Data Treatment

The researcher used the procedures to treat the data as follows:

3.8.1. Normality Test

A normality test is used to test whether the data has a normal distribution. According to Setiyadi (2006), one of the assumptions that should be fulfilled when using the T-test is that the data should have a normal distribution.

The hypothesis for the normality test is:

H_0 : the data is distributed normally

H_1 : the data is not distributed normally

The criteria are as follows:

H_0 is accepted if alpha level is higher than 0.05 ($p > 0.05$).

H_1 is accepted if alpha level is lower than 0.05 ($p < 0.05$).

Table 3.4. Results of Normality Tests

Tests of Normality						
Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest 1	.139	18	.200*	.957	18	.549
2	.176	18	.147	.936	18	.252
posttest 1	.121	18	.200*	.947	18	.387
2	.153	18	.200*	.965	18	.698

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The data is considered to be normally distributed if the Sig. value > 0.05 . As can be seen from the table, Sig. > 0.05 (0.549, 0.252, 0.387, and 0.698), the pre-test and post-test scores are considered to be normally distributed.

3.8.2. Homogeneity Test

This test determines if two or more populations (or subgroups of a population) have the same distribution of a single categorical variable. To see the homogeneity of the test, here is a table with an explanation.

Table 3.5. Result of Homogeneity Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	1.298	.263	.022	34	.983	.10556	4.83010	-9.71039	9.92150
	Equal variances not assumed			.022	32.296	.983	.10556	4.83010	-9.72950	9.94062
posttest	Equal variances assumed	.420	.521	-2.046	34	.049	-8.63333	4.21925	-17.20787	-.05879
	Equal variances not assumed			-2.046	33.429	.049	-8.63333	4.21925	-17.21327	-.05339

The data is assumed to be homogenous if the Sig. value is > 0.05 . Since all Sig. values are > 0.05 (0.263 and 0.420), it means that the data variants are all homogenous.

3.9. Scoring System

Each of the correct items in both the pre-test and post-test was scored 1, and the item that was incorrectly answered was scored 0. Then the score for each test was changed to a scale of 1–100. It is based on Arikunto's (2002) formula, in which the ideal higher score is 100. Therefore, the scoring system formula is as follows:

$$S = \frac{R}{N} 100$$

In which,

S : the score of the test

R : the total of the correct answer

N : the total items

3.10. Data Analysis

Analyzing the data means systematically collecting, classifying, explaining, tabulating, evaluating, and summarizing in order to address the research question. This research employed the independent sample T-test to address the first research question and the N-gain to address the second research question.

3.10.1. Data Analysis of the Test

The students are considered successful if they show significant vocabulary enhancement in the post-test. Therefore, the vocabulary test, which consisted of nouns, verbs, and adjectives, was scored. In analyzing the data of the students' mean score in the pre-test and post-test, the researcher used the following formula:

$$M = \frac{X}{N}$$

In which,

M : Mean (the average score)

X : Students score

N : Total number of students

(Arikunto, 2002)

Then, to see whether there was significant improvement in the students' vocabulary mastery after being taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction, the researcher compared the mean of the pre-test to the mean of the post-test by using the formula as follows:

$$I = M2 - M1$$

I : the improvement in students' vocabulary mastery

M2 : the average score in the post-test

M1 : the average score in the pre-test

For the purpose of finding out the significant difference in the students' vocabulary mastery between those who are taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction and those who were taught using the original Vocabulary Self-Collection Strategy, the improvement between the control class and the experimental class was compared by the researcher. It was analyzed in SPSS using the independent sample t-test.

3.10.2. Data Analysis of the Questionnaire

In order to answer the third research question, the researcher analyzed the results of the questionnaire about the students' perceptions. The open-ended questionnaires were analyzed using descriptive statistics.

The following steps were used in accordance with the concept of qualitative data analysis suggested by Bogdan and Biklen (1992) in Flora et al. (2020):

- a. The students' answers were read comprehensively.
- b. The data was then interpreted and coded as (+) or (-).
- c. Those codes were grouped based on the categories of perception.
- d. All the codes were counted for each category and were calculated by dividing the number of students.
- e. Finally, the average score was calculated.

It is in line with the general view of qualitative analysis outlined by Miles & Huberman (1994) as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcription. Data display refers to the organized, compressed assembly of information that permits conclusion drawing and action. Finally, conclusion drawing and verification refers to synthesizing the findings from the data reduction and data display stages to draw meaningful conclusions.

In short, the researcher followed the systematic steps of qualitative data analysis, from comprehensive reading to coding, categorization, and calculation of averages, effectively engaging in data reduction and display. This process allowed for the transformation of raw data into organized and interpretable insights, facilitating the drawing of meaningful conclusions about students' perceptions.

3.11. Research Procedure

The following procedures will be used by the researcher to collect and process data:

1. Determining the research problem

Based on the personal observation, the researcher identified two reasons why the problem of learning vocabulary arose. First, in the learning process, the students lacked prior knowledge and did not have the correct strategy for remembering and conceptualizing the words. Second, sometimes the teacher was difficult to ascertain when clarifying the material in the learning process, which made the students feel uninterested in following the learning process.

The Vocabulary Self-Collection Strategy is designed to help students broaden their vocabulary by connecting new words that have meaning to their experiences in their own lives. However, the Vocabulary Self-Collection Strategy could not be implemented for students who are poor in vocabulary background knowledge. Therefore, in order to make the Vocabulary Self-Collection Strategy more effective in improving the students' vocabulary mastery, the researcher proposed to integrate the Vocabulary Self-Collection

Strategy with Peer Correction; a technique that focused on the way of interaction between students to share or exchange information with each other.

2. Determining the subject of the research

This research used a quasi-experimental method with a control group pre-test and post-test design. Through random sampling, the researcher took two classes of SMA Global Madani, Bandar Lampung, which possessed similarities in English accomplishment and competence as the samples: 18 students of XI IPA.1 as the control group and 18 students of XI IPA.4 as the experimental group.

3. Administering the pre-test

The pre-test had been done a week before conducting the treatments. The pre-test was used to measure the student's early vocabulary mastery before being taught through the original Vocabulary Self-Collection Strategy in the control class and the Vocabulary Self-Collection Strategy integrated with Peer Correction in the experimental class. The parts of speech that were measured were nouns, verbs, and adjectives. The multiple-choice vocabulary test consisted of 45 questions and had to be finished in 45 minutes.

4. Conducting the treatments

There were four meetings, with two meetings for each class in the treatment. Each meeting lasted 90 minutes. Both control and experimental classes got the same material, i.e., explanation text. In the first meeting, there were 3

objectives, i.e., 1) identifying and 2) explaining the social function, text structure, and linguistic features of the explanation text, and 3) explaining the meaning of words in the explanation text. Then, in the second meeting, there were also 3 objectives, i.e., 1) interpreting the main idea, 2) information in the explanation text, and 3) inferring the meaning of words, meaning, and expression in the explanation text (see Appendices 1 and 2).

In each activity of objective 3 in these two meetings, the control class was taught through the original Vocabulary Self-Collection Strategy, while the experimental class was taught through the Vocabulary Self-Collection Strategy integrated with Peer Correction.

5. Administering the post-test

A week after the treatments were conducted, the post-test was done. The post-test was used to see the result of the students' vocabulary enhancement after being taught through the original Vocabulary Self-Collection Strategy in the control class and the Vocabulary Self-Collection Strategy integrated with Peer Correction in the experimental class. The post-test questions were the same as the pre-test, but the serial number was randomized. The test had to be finished in 45 minutes.

6. Administering the questionnaire

After the treatments were conducted, the questionnaire was shared with the students in both the control class and the experimental class. In the

questionnaire, which was in the form of an open-ended question, each student was given the same questions. There were six questions about how the students perceived the practical use of the vocabulary-learning strategy. The questionnaire had to be finished in 30 minutes.

7. Analyzing the overall data

Analyzing the overall data was the last step in the research procedure. In this step, the researcher made inferences based on the tabulated test and questionnaire results that had been collected.

Those were the steps that the researcher took to carry out this research.

3.12. Hypothesis Testing

Hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not for quantitative data. In this research, SPSS was used to find out the significant difference between the treatments. The hypothesis was analyzed at a significance level of 0.05, and the hypothesis was approved if $\text{Sig} < \alpha$. It means that the probability of error in the hypothesis was only about 5%.

The hypotheses are stated as follows:

H_1 = There is a significant difference in the students' vocabulary mastery between those who are taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction and those who are taught using the original Vocabulary Self-Collection Strategy.

H_0 = There is no significant difference in the students' vocabulary mastery between those who are taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction and those who are taught using the original Vocabulary Self-Collection Strategy.

The results of hypothesis testing serve as the foundation for the acceptance criteria. If the T-value is greater than the t-table, H_0 is rejected, and H_1 is accepted.

In brief, this chapter has discussed several points about research methods, i.e., research design, source of the data, variables, instruments, data collecting technique, validity and reliability, level of difficulty, discrimination power, data treatment, scoring system, data analysis, research procedure, and hypotheses.

V. CONCLUSIONS AND SUGGESSTIONS

This chapter discusses the study's findings and offers guidance to English teachers and other researchers who wish to study the Vocabulary Self-Collection Strategy, particularly those that incorporate Peer Correction.

5.1. Conclusions

The researcher makes the following conclusions about the study's data analysis based on its findings and discussions:

1. Integrating the Vocabulary Self-Collection Strategy with Peer Correction has a significant effect on students' vocabulary mastery. The significant difference in gain scores between the students who are taught using the Vocabulary Self-Collection Strategy integrated with Peer Correction and the students who are taught using the original Vocabulary Self-Collection Strategy indicates the effectiveness of this integrated strategy. The Vocabulary Self-Collection Strategy encourages students to actively engage with new vocabulary, which fosters a deeper understanding and personal connection to the words. When it is combined with Peer Correction, this strategy benefits from the active exchange of knowledge facilitated by peer interactions, which provide students with diverse perspectives and additional language feedback. The experimental group's better performance on vocabulary tests indicates that the integrated strategy not only promotes individual learning but also provides a more

engaging and supportive learning environment. As a result, this integrated strategy fosters the collective intelligence of the students, which encourages their active participation and continuous improvement. Therefore, integrating the Vocabulary Self-Collection Strategy with Peer Correction appears to be a potential interactive and cooperative learning strategy for improving language learning and vocabulary acquisition, which promotes both academic achievement and collaborative skills among students.

2. Integrating the Vocabulary Self-Collection Strategy with Peer Correction has a significant effect on improving students' mastery of various parts of speech, with the most significant improvement observed in verb acquisition. This significant progress indicates the effectiveness of integrating the Vocabulary Self-Collection Strategy with Peer Correction, especially for improving the understanding and use of action words in contextualized settings. Furthermore, the use of explanation texts in the activity helps students understand the use of verbs. By embedding verbs in these texts, students are given the opportunity to engage extensively with the verbs and gain a better knowledge of their use.

In conclusion, integrating the Vocabulary Self-Collection Strategy with Peer Correction provides a comprehensive strategy for encouraging varied vocabulary improvement and language proficiency. Students are enabled to actively engage with language in meaningful ways by taking advantage of the interactions between individual learning, contextual instruction, and collaborative feedback, resulting in improved language skills.

3. Integrating the Vocabulary Self-Collection Strategy with Peer Correction based on students' perceptions is considered easy, relaxing, interesting, motivating, making students confident, and giving benefits to the students. It provides a very effective and easy-to-use strategy for vocabulary learning. The students perceive the activities as easy and relaxing, which significantly reduces anxiety and fosters a conducive learning environment. When the students feel at ease, they are more likely to engage actively with the material and participate in discussions, which leads to greater confidence in their language abilities. This confidence is important as it encourages students to explore new vocabulary, which enhances their language proficiency. This integrated strategy not only facilitates the learning process but also makes it interesting and motivating. The students reported that these activities are beneficial, which helps them stay engaged and enthusiastic. The motivation gained from this strategy is very important since it encourages students to keep going with their efforts and strive for higher results. Students' active participation in vocabulary selection and peer evaluation develops a sense of ownership in their learning, which is important in maintaining a long-term interest and enthusiasm in the subject.

In conclusion, the supportive and interactive environment created by integrating the Vocabulary Self-Collection Strategy with Peer Correction fosters a positive and welcoming classroom atmosphere. The students benefit from the feedback and insights shared during peer discussions, which helps them recognize and correct their mistakes in a way that is not intimidating. This process not only improves their

language skills but also builds their confidence and encourages them to actively engage in further learning activities.

5.2. Suggestions

The following recommendations are made for teachers and future researchers interested in English language teaching and learning.

1. Suggestions for English Teachers

Since it needs more time to implement the strategy in accordance with the procedure, it will be better for the teachers to take specific time for the vocabulary class. This dedicated time will allow for a structured introduction, practice, and reinforcement of new vocabulary words. Additionally, by allocating specific time slots for vocabulary instruction, teachers can ensure that students have ample opportunities to engage in activities such as the Vocabulary Self-Collection Strategy and Peer Correction. This approach not only enhances students' vocabulary mastery but also promotes a collaborative learning environment where students can actively participate in the learning process.

The teachers should also consider the students' prior knowledge of the vocabulary since some of them still have less. It takes time for the students to look for the meaning of the new words they get in the dictionary, so the higher level of proficiency of the students should be taken into account. To address varying levels of vocabulary proficiency among students, teachers can implement differentiated instruction strategies. This may involve pre-assessment to evaluate students' existing vocabulary

knowledge, providing additional support and resources for students with limited vocabulary proficiency, and offering extension activities for higher-level students. By customizing instruction to meet the diverse needs of students, teachers can create a more inclusive learning environment where all students have the opportunity to improve their vocabulary mastery effectively.

2. Suggestions for Further Researchers

The researcher recommends further research when implementing this strategy. The implementation of the Vocabulary Self-Collection Strategy integrated with Peer Correction should be done in situations where the students are related to their prior knowledge. The researcher can choose another type of text to support this, such as academic articles, literary texts, or technical manuals, to examine the effectiveness and generalizability of the strategy across different genres and subject areas. Furthermore, based on the questionnaire analysis, the researcher also recommends further research to better understand the reasons behind the perceptions. It might be helpful to conduct follow-up interviews, focus groups, or additional questions to gather qualitative data and insights on what aspects of the learning activities contribute most significantly to students' perceived effectiveness and satisfaction with the strategy. Additionally, exploring the long-term effects of implementing the Vocabulary Self-Collection Strategy integrated with Peer Correction on students' vocabulary retention

and language proficiency could provide valuable insights into the sustainability and durability of the strategy's impact over time.

Those are the suggestions that can be considered for the English teachers and also the further researchers.

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