The Effects of Vocabulary Self-Collection Technique toward Students’ Vocabulary Mastery at The Eighth Grade of SMP 1 Lasusua

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Abstract. This study was aimed to find out the effect of vocabulary self-collection strategy technique toward students vocabulary mastery. A further concern of this study was to investigate the significant difference of vocabulary mastery between two groups who were taught by using vocabulary self-collection strategy. The research design of this study was a quasi experimental research. The population was the eighth grade students of SMP Negeri 1 Lasusua in the academic year of 2018/2019. The samples consisted of 66 students. The data were obtained by giving vocabulary test to the VIII A as experimental group and VIII C as control group. The study was started by giving pre-test, treatments and post-test to both groups. Vocabulary self-collection strategy was used as treatment in the experimental group. The results of the test were analyzed by using t-test formula to know the difference of the students’ achievement in vocabulary mastery between two groups. In the pre-test result, the mean score of experimental group was 65 and the control group was 65.16. However, the result of post-test was increased. The analysis of the test result showed that the students’ improvement of experimental group was higher than control group. In the post-test, the mean score of the experimental group was 77.50 while the control group got 70.78. The result of the t-test of mean difference was 3.549 and t-table was 1.997. It means that t-value was higher than t-table (3.549 > 1.997). The computation showed that the alternative hypothesis (Hₐ) stating that “there is a significant difference in vocabulary mastery between the students who are taught by using vocabulary self-collection strategy. While, the null hypothesis (H₀) stating that there is no significant difference in vocabulary mastery between the students’ who are taught by using vocabulary self-collection. Based on the hypotheses the conclusion that vocabulary self-collection strategy is more effective to be implemented in teaching vocabulary to improve students’ vocabulary mastery.

1. Introduction
Vocabulary is an important aspect in teaching language, as stated by Thornbury that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” [1]. In same line Laufer also stated that learning vocabulary is one of the most important elements without vocabulary neither comprehension nor production of language is possible” [2]. From this statement, vocabulary as an element or language is considered the most important factor.

Learning vocabulary as a foreign language seems difficult for some Indonesian students to master, as it is completely different from Indonesian language itself. They find difficulty to memorize new words and to enlarge their vocabulary knowledge. In fact, having low vocabulary proficiency will
cause an obstacle for the students in learning English. While they have limited vocabulary in their minds, they are not able to use language accurately. It means that if the students are lack of vocabulary, it will circumscribe them to use language skill fully to express their ideas.

Based on the existing phenomenon, the researcher found that the students have a very finite vocabulary. This occurs of the possible lack of method of the teacher or perhaps the lack of attention of the students towards the subject especially English.

The lack of vocabulary created a barrier that discourages the students in learning English. Thus, it becomes a big challenge for the teachers to find an effective and efficient strategy in teaching vocabulary so that the teachers can help the students to their vocabulary mastery.

One of the strategies that can be used to solve the students’ problem in vocabulary is by using Vocabulary Self-Collection strategy (VSS). As Haggard revealed that vocabulary self-collection strategy is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class [3]. In here, the teacher asking students to read a text then students nominate one word or term that they would like to learn or to know more about and that they think should appear on a class vocabulary list. Hence, this strategy can help the students to memorize some new words easily and effectively.

This strategy was designed to help the students expand their vocabulary by relating the new vocabulary words to their experiences that have meaning in their own lives [3]. In this case, the students were allowed to learn the words that they are interested in. The students were also allowed to find the meaning of the new words. This strategy focuses on the words that the students want and need to know, the words that they were curious about and get interested in.

Vocabulary is one of language elements which important in English. Vocabulary was the main element for people, especially the students, in the process of learning, mastering and using language. Vocabulary is set of words in English that used to express our ideas, feeling and information to be others. Vocabulary is the knowledge of meanings of words. Students must master vocabulary to be able using language [4]. In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncounted by teaching of English is one vocabulary is foundation or a basic of a language.

Hiebert suggest that words come in at least two forms: oral and print [4]. Knowledge of words also comes in at least two forms, receptive that which students can understand or recognize and productive the vocabulary students use when students write or speak. Oral vocabulary is the set of words for which students know the meaning when students speak or read orally. Print vocabulary consists of those words for which the meaning is known when students write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently, conversely, receptive, or recognition, vocabulary is set of words for which and individual can assign meanings when listening or reading.

Students used vocabularies to express our ideas, feeling, motivation and information to the people clearly. Vocabulary is which one of English subject at school that learnt by students. In this study vocabulary means the students’ ability in mastering any kind of words or stock words of such as: noun, verb, adjective, adverb and others in teaching and learning process and the students know how to use in a particular way and regularly in their daily life.

Based on the explanation above, it can be concluded that vocabulary was a group of words which surround the learners and which help give them it is meaning. And the other vocabulary was a component of language and numbers of words by a person class, profession, etc. in the communication and every aspect of life such as in trade, education, business, social, politic, etc.

The Vocabulary Self-Collection strategy (VSS) is an interactive- learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class [4]. It has as its primary goal incorporation of new content words into students’ working vocabularies. From the statements before, it can be concluded that the purpose of this strategy are to teach students how to make decisions about the
importance of concepts and how to use context to determine word meaning and to promote long-term acquisition of language in a content area. VSS begins following reading and discussion of text selection, and then the teacher asked teams of students to choose one word they would like to learn more about. The teacher also chooses a word. The following steps can be used for the Vocabulary Self-Collection strategy activity.

Firstly, students are divided into teams of two to five. Each team decides on a word to emphasize from the text selection. Then, a spokesperson from each team presents the word they have chosen to the rest of the class and answers the following questions: (a) where is the word found in the text? (b) What do the team members think the word means? (c) Why did the team think the class should learn the word?

Next, students record all nominated words in their learning vocabulary notebooks. The teacher can then use these student generated vocabulary words in other activities. To introduce the activity, the teacher presents the word has chosen and as models how to respond to the three questions.

There are some advantages of Vocabulary Self-Collection strategy, those are: (1) To enhance students’ motivation and achievement in learning new words (2) Students’ rationale for selecting certain words adds to their understanding of the process for learning them (3) Students can build their vocabulary knowledge through active participation in word discussions and activities related to word learning.

Therefore, it can be concluded that Vocabulary Self-Collection strategy is the strategy that focus is on the meaning of the word in the specific context.

2. Methods

In this research, researcher used a quasi-experimental research. The type design of the present study was a quantitative research. Quantitative research is a mean for testing objective theories by examining the relationship among variables [5]. This study belongs to an experimental research. An experimental designed was to test the impact of a treatment on an outcome, controlling for all other factors that might influence that outcome [5]. It was a quantitative research based on operational variables, statistics, computation and measurement. It concerns with finding out the effect between two variables at the same time. In my study, researcher tried to find out the effect of the use of Vocabulary Self-Collection Strategy (VSS).

A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied [5]. On the other word, variable is the condition that a researcher manipulates controls or observes in the study. There are two main variables of the present study; independent variable and dependent variable:

- Independent variable
  Independent variables were those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated or predictor variables. The independent variable in the present study is Vocabulary Self-Collection as a strategy in teaching vocabulary.

- Dependent variable
  Dependent variable was that depend on the independent variable; it is are the outcome or results of the influence of the independent variable. Other name of dependent variable is criterion, outcome, and effect variable. The dependent variable in this study was the students’ achievement in mastering English vocabulary.

The population of this study was the eighth grade students of SMP Negeri 1 Lasusua in the academic year of 2018/2019. There were seven classes of eighth grades: VIII A – VIII G. On the average, each class consisted of 66 students.

A sample is a part or the representative of population that is investigated. There were six classes that they get the same English material by the same English teacher [6]. In selecting the sample, researcher used simple random sampling. Firstly, the names of classes are written down on small pieces of paper. Secondly, the papers were put on a small box. Thirdly, two small pieces of
paper are taken randomly. Finally, class VIII A and VIII C are chosen to be samples of the study. To determine which group belongs to experimental and which one belongs to control group, the same technique as the previous is applied. The result showed that VIII A is assigned to be experimental.

3. Results and Discussions
This research was primarily aimed at revealing there was a significance difference between the vocabulary mastery of grade VIII A and VIII C students who taught using the vocabulary self-collection mastery and those who taught without using it. After conducting the pre-test, treatment, and the post-test for both the experiment and control group, the researcher gained the data score of the students’ vocabulary mastery.

In reference to the data analysis of both groups, the increase of the control group’s mean score is lower than the experimental group (15.76<20.67). The mean score of the pre-test and the post-test of experimental group increased from 58.84 to 79.51 and those of control group increased from 60.48 to 76.24. Then, because of the data set of the control group’s post-test deviated from normal distribution, the researcher employed the Mann-Whitney T-Test to test the hypothesis. The level significance was set on 0.05 or 5%. If the value of the level of significance is lower 0.05, the hypothesis is theoretically accepted. The result of Mann-Whitney T-Test identified that the level of significance was lower than 0.05 (0.014<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. It means there is an effect of using Vocabulary Self-Collection Strategy towards students’ vocabulary mastery in experimental group (VIII A) and control group nothing effect (VIII C) at the first grade SMP Negeri 1 Lasusua.

4. Conclusion
As mentioned in the formulation of the problems previously, this research is aimed at finding out whether there is a significant difference between students who are taught using vocabulary self-collection technique. Based on the research findings in the previous chapter, the research proposes some conclusions below.

The mean score of the pre-test of the experimental group before the treatment was given is almost in the same category with that of the control group. Furthermore, the mean score of the post-test of the experimental group after treatment was given is clearly higher than of the control group. The hypothesis that there was a significance difference on vocabulary mastery between students who are thought using VSS. It can be seen of the level of significance of the T-Test that it is shows that value of significance is 0.000. In brief, it can be concluded that there is significance between the vocabulary mastery of grade VIII A and VIII C students of SMP Negeri 1 Lasusua who are taught using the VSS group which consisted of 17 students and VIII C to be the control group consisted of 20 students. Therefore, the total sample is 37 students.

Reference
[3] Haggard. 1986. It has as its primary goal incorporation of new content words into students’ working vocabularies.