THE EFFECT OF USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO STUDENTS' VOCABULARY MASTERY AT MTs. Al-HIDAYAH MANGLI IN THE 2017/2018 ACADEMIC YEAR

Amrina Rosyadah
Muhammadiyah University of Jember
rosyadahamrinaa72@gmail.com

Abstract

This research is aimed to find the effect of using Vocabulary Self-collection Strategy (VSS) to students' vocabulary mastery at MTs. Al-Hidayah Mangli. It tries to reveal whether there is a significant difference in the students' vocabulary mastery of the eighth grade students who are taught using Vocabulary Self-collection Strategy (VSS) and who are taught by lecturing method in the academic year of 2017/2018.

This research is classified as a quasi experimental study. The subjects of this study were 48 students of eighth grade at MTs Al-Hidayah Mangli where 24 students of VIII A and 24 students of VIII B. Class VIII A was chosen as the control group which was taught using lecturing method while VIII B was chosen as the experimental group which was taught using Vocabulary Self-collection Strategy (VSS).

Based on the result, it can be concluded that there is a significant effect in the students' vocabulary mastery of the students who are taught using Vocabulary Self-collection Strategy (VSS) and who are taught using lecturing method at the 0,000 level of significance. It means that the use of Vocabulary Self-collection Strategy (VSS) has significant effect on the students' vocabulary mastery.

Key Word: Vocabulary mastery, Vocabulary Self-collection Strategy (VSS)

Introduction

Vocabulary is an important aspect in learning English. Wilkins in How to Teach Vocabulary (2005:13) stated "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". From this statement, We can know that vocabulary as an element of language is considered as the most important aspect to use language. If they have a lot of vocabularies, they will understand the content in English well.

According Thornbury (2002:26-27) there are factors that make some words more difficult than the others such as pronunciation, length and complexity, spelling, grammar, meaning, connotation, range, and idiomaticity. The students often forget the vocabulary that the teacher has explained before said that students forget the words; up to 80 percent of material is lost within 24 hours of initial learning.

According to Juwita (2013:128) "words study in school is taught in monotonous way". In learning process, the teacher asked the students to write and memorize some words from the text book and find the meaning of the words by themselves. The students found it from the dictionary without more explanation from the teacher. Then in the next meeting, the teacher repeated the word from the last meeting, but the students could not answer it because they did not understand about the content. Also, the teacher used one strategy for some skills. So, they could not focus on one skill. That is why the students felt so bored with the lesson. Finally, they got bad score.

As the students, they must mastered some skills and component of language especially in English. On Oxford Dictionary (2013:271) mastery is great skill or complete knowledge. The teacher should has various strategies to make students' insterest in learning teaching process especially in learning vocabulary. That is why, the reseacher have a good strategy to solve that problem by using Vocabulary Self-collection Strategy (VSS). According to Haggard in Alviah (2015:2) "this strategy is designed to help the students expand their vocabulary by relating the new vocabulary words that have meaning to their experiences in their lives". So, with this strategy is expected to effective on solve students' vocabulary mastery problem.

Based on the background of the study above, this research entitled "The Effect of Using Vocabulary Self-collection Strategy (VSS) to Students' Vocabulary Mastery at MTs Al-Hidayah Mangli in 2017/2018 Academic Year".

There are three major forms of vocabulary instruction are typical :
1. General Vocabulary development. It means the students find the word from thir environment such as from newspaper, TV, or internet.
2. Basal Reading Vocabulary development. It means the teacher gives the text to the students and they try to finding a word from the text.
3. Content area Vocabulary development. It means the teacher give a topic to the students. So, the students just try to finding the word appropriate a topic.

In this research used basal reading vocabulary development. So, Vocabulary Self-collection Strategy (VSS) can be used appropriate to the teachers' necessary in the learning process in classroom.

Adapted from Haggard (1982:204) there are some steps on Vocabulary Self-collection Strategy (VSS) as follows :
1. The teacher introduces and provides a brief overview of the strategy.
2. The students select the word. In this step, the teacher divides into some groups. Then the teacher gives a recount text. She asks the student to read and translate the text. In the same time, every students students and teacher choose one word.
3. The students define the word. The students write their own words on the board. Then, the teacher gives more explanation about the words.
4. The students finalize the word. They narrow the words which had been written based on how many the students already have known the words.
5. The students write the words on their vocabulary journal individually. The vocabulary journal aims to put the word. In this vocabulary journal included a word that has been discussed, the classification of the word, and the meaning of the word. When one of them want to delete the word from vocabulary journal, it is possible to them.

Harmer (2001:36) states Vocabulary classified based on their functional catagories, they are called as part of speech include are noun, pronoun, verb, adjective, adverb, preposition, determiner, and conjunction. In this research will

be focused on four material of vocabulary include are noun, verb, adverb and adjective based on K-13 *(Kurikulum 2013)* to eighth grade students in junior high school.

Method
Kind of the research
Based on Arikunto (2014:9) "experimental is one of way to look for causality among two factor which intend in generating by the researcher with lesson or cast aside other factor-factor which bother". Moreover, according Ary (2002:276) "experiment is a science investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulation on the dependent variable (s)". It is useful to describe and find out the significance of the knowing the effect between two different variables, such as X variable and Y variable. In this research, those variables are Vocabulary Self-collection Strategy (VSS) and vocabulary mastery.

Design of the Research
This research is quantitative research design, so it uses quantitative approach. This research is using quasy experimental design with nonrandomized control group pretest post test. This research is using quosy experimental design 9 that is nonrandomized control group pretest-posttest.

Group	pretest	independent variable	posttest
E	Y_1	X	Y_2
C	Y_1	–	Y_2

(Donald Ary, 2010:316)

Notes:
E : Experimental group
C : Control group
Y_1 : Pretest for experimental group and control group
X : Treatment by using line webtoon to experimental group
Y_2 : Posttest for experimental group and control group

Technique of Collecting Data
In this research, the researcher used the test of the teacher made. The total items of test are 30 items with question of noun 8 items, adverb 8 items, verb 7 items, and adjective 7 items. The time to did the test is 60 minutes and the maximum score of the test is 100.

$$\text{Score} = \frac{X}{N} \times 100$$

Notes:
x : the total number of correct answer
N : the total number of items

(Purwanto 2010:112)

Result and Discussion
Description of The Research Data
This research was held in MTs. Al-Hidayah Mangli at eighth grade students started on 31th May until 2st June 2018. In teaching learning process, VIII A as control group, a group that taught by using non- Vocabulary Self-collection Strategy (VSS) especially lecturing method and VIII B as experimental group, a group that taught by Vocabulary Self-collection Strategy (VSS).

The Result of Data Analysis
The statistics used in this calculation are test of normality, test of homogeneity of varians, and hypotesis testing.

Test of Normality
It is used to know whether or not has normal distribution between data of pre-test (experimental and control group) and data of post-test (experimental and control group). The null hypotesis (H_0) states "the distribution of data is normal". In normality test by using *Shapiro-Wilk* to analyze data of pre-test and post-test because the sample less than 50 sample.

If the significant $> \alpha$ (0,05), it means the null hypotesis (H_0) is accepted and the distribution of data is normal. But, if the significant $< \alpha$ (0,05) , the null hypotesis (H_0) is rejected and the distribution of data is not normal.

The Result Normality Pre-test Experimental

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai ujian	,130	24	,200[*]	,935	24	,127

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

a. Lilliefors Significance Correction

The Result Normality Pre-test Control

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai ujian	,137	24	,200[*]	,970	24	,665

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

a. Lilliefors Significance Correction

Based on the table test of normality above, the result of pre-test experimental group is 0,127 while control group is 0,665. In conclusion, the result of pre-test experimental and control group are normal distribution because the both of the data had significant more than > α (0,05).

The Result Normality Post-test Experimental

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai ujian	,206	24	,010	,932	24	,109

a. Lilliefors Significance Correction

The Result Normality Post-test Control

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	,237	24	,001	,879	24	,008

a. Lilliefors Significance Correction

Based on the table test of normality above, the result of post-test experimental group is 0,109 while control group is 0,008. In conclusion, the result of post-test experimental and control group are normal distribution because the both of the data had significant more than > α (0,05).

Homogeinity of Variance Test
It is used to know whether the sample variance is homogeneous or equal for the purpose of conducting t-test. Homogeinity also used for read table of T-test result. The null hypothesis (H$_0$) states "There is no different variance between experimental and control group". The data was compared asymp.sig with the level of significance (0,05). If the significant > α (0,05), it means the null hypotesis (H$_0$) is accepted and there is no different variance between experimental and control group. But, if the significant < α (0,05), the null hypotesis (H$_0$) is rejected and there is different variance between experimental and control group. The result of homogeinity of variance test as follows :

The Result Homogeinity Post-test Experimental and Control

Test of Homogeneity of Variances

nilai

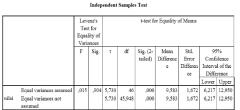| Levene Statistic	df1	df2	Sig.
,015	1	46	,904

Based on the table test of homogeneity of variance above, the result of post-test is 0,904. In conclusion of homogeinity of variance test from post-test H$_0$ is accepted. It can be concluded the data from experimental and control group had the same variance or homogenous.

Parametric Test
According Lestari, et al (2010:280) Parametric test is a test used if the both of data has normal distribution. Then, it is continued by using *independent sample test.*

Hypotesis Test
The hypotesis test is used to know whether the alternative hypotesis of the research is acceptable or not. In this research, it is used *independent sample test* because there are two different groups and for compare the post-test result after gave the treatment, there is different significant vocabulary mastery or not between experiment and control group. The null hypotesis (H$_0$) state "There is no significant different on vocabulary mastery between students who taught Vocabulary Self-collection Strategy (VSS) and those who are not. While the alternative hypothesis (Ha) state "There is significant different on vocabulary mastery between students who taught Vocabulary Self-collection Strategy (VSS) and those who are not". Then, compared the result have been found from SPSS (significant 2-tailed) with α (0,05). The test criterion is if the significant > α (0,05), it means that the null hypotesis (H$_0$) is accepted. But, if the significant < α (0,05) , the null hypotesis (H$_0$) is rejected. The result of *t-test* posttest as follows :
The Result T-Test Post-test Experimental andControl

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
nilai	Equal variances assumed	,015	,904	5,730	46	,000	9,583	1,672	6,217	12,950
	Equal variances not assumed			5,730	45,948	,000	9,583	1,672	6,217	12,950

It is used the first row because the data is homogenous. The significance result is 0,00. The

data had a significant less than $< \alpha$ (0,05). It means the null hypothesis (H_0) is rejected and the alternative hypotesis is accepted which mean there is significant different vocabulary mastery between students who taught Vocabulary Self-collection Strategy (VSS) and those who are not after given the treatment.

Discussion

This research used quasi experimental design with design 9 (non-randomized control group, pretest posttest design). This reseach was held in MTs. Al-Hidayah Mangli. VIII A as control group, a group that taught by using non-Vocabulary Self-collection Strategy (VSS) especially lecturing method and VIII B as experimental group, a group that taught by Vocabulary Self-collection Strategy (VSS). The purpose of the research is to solve the problem had been explained on background of the research. The hypotesis of the research there is significant different vocabulary mastery between students who taught by using Vocabulary Self-collection Strategy (VSS) and who taught by using lecturing method.

In this research, the reseacher give three meeting to treatment the experimental group by using Vocabulary Self-collection Strategy (VSS) and control group by using lectruring method. Before the reseacher give the treatment, it needed to give pretest the both of the groups. The purpose of the pre-test is to know earlier knowledge of the students' on vocabulary mastery before the reseacher gave the treatment. Then, the reseacher give recount text as the material in 2 x 40 minutes in every meeting. In the last meeting, the researcher end the class with give the students post-test. The purpose of post-test to compare knowledge of the student on vocabulary mastery after given the treatment. The post-test items is same with the pretest items consist 30 items with four options in each number.

On Vocabulary Self-collection Strategy (VSS) the student try to find the important or insteresting words in text, collect and put their own words to vocabulary journal. It makes the students insteresting with the lesson. Sometimes, the teacher make one strategy to some skill. So, the students can not be focused to increase one of skill they have. Based on Martin, et al (2002:34) Vocabulary Self-collection Strategy (VSS) has three keywords. First is the students learn new vocabulary based on their experience and knowledge. Second, VSS can increase students ' interest in collecting the words. Finally, when the

students have interest in collecting the word, they will enthusiastic in learning vocabulary process.

In the analysis data of pre-test and post-test, the researcher analyze by using test of normality and homogenity of variance. In the result of these analysis are experimental and control group was normal distribution. Also, the result of homogeneity analysis are variance of the result was homogenous. It needed to continued by using T-test (Independent sample tests) in post-test. The result of T-test of post-test is 0,00 and H_0 is rejected. It means there is significant different vocabulary mastery between students who taught by using Vocabulary Self-collection Strategy (VSS) and who taught by using lecturing method. In conclusion, Vocabulary Self-collection Strategy (VSS) can solve students' vocabulary mastery problem.

Conclusion

In this research, the reseacher found there is significant different between experimental and control group between score pretest on posttest. The main score of posttest from experimental group is 90, while control group is 80. So, it can be concluded that the experimental group had better achievement by using Vocabulary Self-collection Strategy (VSS) than control group on eighth grade students at MTs. Al-Hidayah Mangli 2017/2018 academic year.

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