The Effectiveness of Vocabulary Self-Collection Strategy (VSS) Towards Students' Vocabulary Enhancement

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Abstract

The purpose of this study is to find student's vocabulary enhancement using VSS strategy. This study used quantitative research method and experimental design. The sample of the study was the students of SMAN 1 Parongpong, Bandung in academic year 2016/2017. There were two classes in ten grades which were divided into the VSS group and conventional group with a total of 74 students. The result of this research was: normalized gain of VSS group is 0.423 while the group not taught by VSS is 0.385. And the data from T-Test found that the p-value Sig (tailed).$(0.850) \geq \alpha(0.05)$. It means that Ho is accepted, Ha is rejected. Based on the result of the data there is no difference in student's vocabulary enhancement between students who were taught using VSS group and students who were taught using conventional group.

Keywords: *Vocabulary Self-collection Strategy*

Introduction

Vocabulary holds important role in English language learning. Based on the researcher's experience as a student majoring English without vocabulary the learner could not listen, speak, read and write well, because vocabulary is an essential part to learn English language. Katemba & Tampubolon (2011) Stated that "In communication, students need vocabulary which can support them to produce and use meaningful sentences. That is why vocabulary is very important to be mastered. Students sometimes experience difficulties in using vocabulary which have been studied for some reasons.

Stahl and Nagy (2006) explained that someone who understands the usage and meaning of many words can speak fluently, and even think, broad about variety of topics. Vocabulary is one of the primary challenges to non-native speakers. In order to have confidence in speaking they should have the ability to enhance their vocabulary. According to Song and Fox (2008) "research in vocabulary learning for EFL students has been prominent, and many research findings showed that poor vocabulary frequently led to incorrect inferences or misunderstanding of the content when reading English materials in academic studies." (p. 290). Erkaya and Drower (2012) wrote that "One of the most vital components in learning a language is vocabulary, but many students find problems in vocabulary enhancement." (p.81)

According to Ali, Bazergan and Imran (2011)' based on the research conducted at Islamic University of Hasanuddin Makassar, that most of English students in this university difficult to memorize new words, students quickly forget words that have been learnt or memorized. Furthermore, Takac (2008) cited by

Sihombing (2010) said that English learners have problem in learning and developing vocabulary, because sometimes they forget vocabulary that their teacher gave.

From the explanation above the researcher concluded that the problem in learning English is they do not understand the meaning, usage and context. According to Nugroho, Nurkamto and Sulistyowati (2012),"In teaching and learning process of English, students do not understand the meaning of the vocabulary. The researchers find several problems, such as: difficulties to understand the meaning of the words, to pronounce word correctly, to spell the words and even to properly use and understand the word." (p.89)

Through the importance and problems in learning vocabulary, one of the strategies that researcher chose to help teachers in teaching vocabulary and to help students in learning, is through the use of Vocabulary Self-collection Strategy (VSS). Ruddlle and Shearer (2002) said that Vocabulary Self-Collection Strategy is an effective means both for increasing the depth and breadth of student's vocabulary knowledge and for developing student's ability to be strategic and independent words learners. (p.361)

In Indonesia there has been a research entitled "The Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to Improve Students' Vocabulary Mastery" in SMP Negeri Ungaran Semarang done by Meiningsih (2015). In this study, it was proven that Vocabulary Self-collection Strategy (VSS) succeeded to help the students to enhance their vocabulary through a deeper conceptual knowledge by finding the meaning of word through figure it out. Through this strategy, the students were asked to brainstorm and figure out many words related to the main word. In addition a research entitled, "Improving English Vocabulary Mastery through Vocabulary Self-collection Strategy of the First Grade Students of Muttawasith" conducted at Addirasat Islamiah School Laddua Panarea Pattani South of Thailand by Aisyiyah (2015), found out that VSS is one of effective methods for students to increase, strengthen, and enhance their vocabulary skill.

Statement of the Problem

This study aimed to find out the effectiveness of vocabulary self-collection strategy towards students' vocabulary enhancement. The following is the research questions to be answered: Is there any significant difference in the students' vocabulary enhancement between students who were taught using Vocabulary Self-collection Strategy and students who were taught using conventional strategy.

Scope and Limitation of the Study

There were many kinds of methods that used to teach vocabulary. In this research the researcher focused only on Vocabulary Self-collection Strategy. The researcher has chosen two classes of grade ten students of senior high school in SMAN1 Parongpong. The total sample of this study was 78 students: 39 students from class X MIA1 and 39 students from X MIA2. The researcher used learning material from the students' text book and focused on vocabulary, particularly: noun,

verb, adjective and adverb.

Hypothesis of the Study

      1. Null Hypothesis

Ho: There is no significant difference in the students' vocabulary enhancement between students who were taught using Vocabulary Self-collection Strategy and students who were taught using Conventional Strategy.

      2. Alternative Hypothesis

Ha: There is significant difference in the students' vocabulary enhancement between students who were taught using Vocabulary Self-collection Strategy and students who were taught using Conventional Strategy.

Vocabulary Self-Collection Strategy

English teacher should be creative in teaching vocabulary because words are very important in learning a language. Vocabulary is also the foundation of language. Through words people can express their feelings, ideas and emotions. Teacher must involve the students in learning process, enjoy the lessons and give an understandingconceptual knowledge by selecting words from their text that they believe are important for the class to be studied. The learning method refers to Vocabulary Self- collection Strategy (VSS).

Wagner and Quinn (2016) stated that the VSS is an effective approach to help students to understand the meanings of new words, use them in conversations and writing, and make personal connections with words while reading. Moreover Sukisman (2013) said Vocabulary Self-collection Strategy (VSS) is an alternative technique, it motivates students to be active in learning and it helps the students to be more interested in learning English.

From the explanation above that VSS method can help the students to understand the meaning of the new words from the context. According to Haggard (1982), Vocabulary Self-collection Strategy (VSS) is an interactive strategy in which learners select from their texts words that they believe are important for the class to learn. The strategy was first introduced by Haggard (1986) and since then it has been adapted for various grade levels and instructional contexts.

Taken from Farstrup and Samuel (2008), the Vocabulary Self-collection Strategy by Haggard is a cooperative structure that provides practice in identifying unfamiliar words in reading assignment. 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 nominate the words to be learned by others in the group or class. From the definition above, it can be concluded that Vocabulary Self-collection Strategy (VSS) is a method of teaching and learning that helps teachers to guide the students in learning English language and motivate students to be more

interested in learning process.

Research Methodology

This study used quantitative study using experimental design in testing comprehension of the students through pre-test, giving the treatments and post-test with purpose to see whether VSS Method gave a significant difference towards students' vocabulary enhancement.

Groups	Pre-test	Treatment	Post-test
Experimental	A	X	A
Control	A	O	A

Note:

X   : VSS
O   : Conventional Strategy
A   : Students' vocabulary scores in pre-test and post-test

Population and Sample

In this research, the population was taken from 10th grade students of eight sections (X MIA 1 - 4 and X IPS 1 - 4). The sample was taken from two groups of 10th grade student SMAN1 Parongpong, Bandung. Grade X MIA 1 as the VSS group and grade X MIA 2 as the conventional group. There were 37 students in the VSS class and there were 37 students in the Conventional class. The total of students of the two classes were 74 students. The sample that was used in this research was taken randomly.

Instrument of Research

The instrument of this research was the pre-test and the post-test. The pre-test was used to measure the student early vocabulary mastery before applying the vocabulary self-collection strategy. The post-test was used to see the result of the students' vocabulary enhancement after the applying vocabulary self-collection strategy. The vocabulary test was taken in the form of multiple choices questions with total number of 49 questions. Pre-test and post-test was made by researcher and adapted from the student's textbook.

Treatment of VSS and Conventional Strategy

After administrating the pre-test, the researcher gave the treatment to the experimental class. But in the control class the researcher used conventional method.

Both classes learned the materials from the same English textbook of the school and additional material from the researcher.

Treatments of using VSS Strategy (Adopted from Antonacci & O'Callaghan 2012)		Treatments of using conventional Strategy	
1	The students were introduced the lesson by teacher and asked them that they were expected to find new and interesting words from their readings	1	The students were greeted by teacher before starting the class and explained the lesson for that day about vocabulary
2	The students were divided by teacher into several groups. Each group consists of four students	2	The students were divided by teacher into group. Every group consists of four students
3	The teacher modeled how to select and nominate important words from the readings	3	The students were asked by teacher to open the textbook and asked students to identify the vocabulary from the textbook
4	The teacher demonstrated how to use context and other resources to learn the meaning of the word. And students used the context or they referred to the glossary, dictionary, diagram, or illustrations to unlock the meaning of the word	4	And the students were asked by teacher to see the vocabulary around the class to add their vocabulary. Students were freely to choose the word that they wanted
5	The students wrote the word, context in which it was used, its meaning, and the reason for choosing the word on chart paper	5	Every student picked up 2 words from their text and 2 words from around their class
6	The students were engaged by teacher in the process of Vocabulary Self-collection Strategy. Students were guided by the teacher to identify a word they wished to select. The steps in the process for nominating one or two words to learn, students were given the following questions, which may appear as a reminder on a classroom wall chart: What is the word that I believe is important to	6	The students were asked by teacher to translate the word into Indonesia language. Then the students must find the synonyms and the antonyms of words that they choose to complete their activity in the class. Students used the dictionary to translate the vocabulary into Indonesian or English. Then the students categorized the

			synonym and antonym word into the cart before they used the vocabulary into the sentences and short dialog
7	Students in small groups discussed the words they wished to nominate. Within their small groups, they talked about each word and why they think the class should learn the word	7	The students were asked by teacher to categorize the vocabulary such as: noun, verb, adjective and adverb on the cart and students can choose the vocabulary freely
8	Students wrote the two words on a chart, each group chose spokesperson to present its two words in front of the class. On a class chart, one member of the group writes the word, the sentence in which the word was used, its meaning, and the reason for selecting the word.	8	The students were asked by teacher to make sentences out of words that they found. Students can ask their teacher about the vocabulary that they did not understand how to use it into the sentence.
9	In presenting the word, student can combine English with their first language if they cannot speak English fluently	9	Every group asked to use the words into a short dialogue. And they must choose the good topic so that the words that they used would be related with other.
10	The teacher gave the clear definition about the word and added some information related to the word	10	Students presented their short dialogue in their seats
11	When each group already presented their words, teacher asked students to write the words into their own personal words list.	11	And teacher graded how students can put those words into dialogue, whether suitable or not.
12	After that teacher asked students to use the word into the short sentences individually and the teacher came to the students' seat to grade their work.	12	Finally teacher improved the wrong sentence that they wrote in their paper so that they can learn it in their house.

Result and Discussions

In analyzing the data, the researcher used Microsoft Excel and Statistical Program, SPSS 16.0

Result of Pre-test, Post-test, Standard Deviation and Normalized Gain

	Conventional		VSS	
	Mean	St. Deviation	Mean	St. Deviation
Pre-test	68.03	9.70	65.05	12.38
Post-test	81.39	6.36	82.02	3.99
Gain score	0.385	0.202	0.423	0.205

Based on the result of the data, it showed that student's vocabulary enhancement between VSS group and conventional group was not significant increased even though the normalized gain of VSS group is 0.423 is better than conventional group 0.385. But from the data of St.Deviation from the pre-test and post-test of both the groups have a good vocabulary enhancement.

Normality Test of Normalized Gain

	Class	Kolmogorov-Smirnov		
		Statistic	Df	Sig.
Gain	Conventional Group	.134	13	.200[*]
	VSS Group	.099	38	.200[*]

Based on the data table above, both data was normally distributed because the significant score of gain for VSS group is 0. 200 > 0.05 and the significant of the normalized gain for Conventional group is 0.200 > 0.05.

The Result of Independent Sample T-Test of Normalized Gain

	Levene's Test for Equality of Variances				
	F	Sig.	T	Df	Sig. (2-tailed)
Nilai Equal variances assumed	.029	.865	-.190	49	.850
Nilai Equal variances not assumed			-.187	20.125	.854

According to the data above, the researcher used the data of equal variances assumed concern that the sample data was distributed homogenous and sig (2-tailed). Based on the result of the data, it is shown that the Equal Variances assumed $0.850 \geq 0.05$, it means that Ho is accepted and Ha is rejected. For that reason the researcher concluded that there is no significant difference between students who were taught using VSS and students who were taught using conventional strateg

Discussion of the Research Finding

Based on the result of the data, it showed that student's vocabulary enhancement between VSS group and conventional group was not significant increased even though the normalized gain of VSS group is 0.423 is better than conventional group 0.385. However, during the research process of researcher in the school, the researcher saw some problems especially in the conventional group. The conventional group had their class in the morning. The researcher found obstacle while teaching this class. The main problem in this class is that most of the students joined extracurricular and the program was going on before English class started, and they are called to join the class while the researcher is teaching. So when they face difficulties due to their late attendance.

Another challenge was found by the researcher while teaching was that, students got bored especially towards the end of the class. One of the class , the VSS group started at 02.00 pm- 04.15 pm. Many of the students were sleepy, bored and further they had no break time. As Ruddell and Shearer 2002) said it takes a long time to do the activity, students tend not to want to learn in groups. For teacher, it requires a lot of preparation (material and effort) and teacher tend to find difficulties in classroom.

So, when the researcher has seen all the problems in both classes, then the researcher added other ways to handle these conditions during the teaching and learning process of the conventional group and the VSS group. In the conventional group the researcher asked students to choose the vocabulary freely not only from

their classroom but also the vocabulary that the students have seen outside the classroom. In VSS group, the students were asked by the researcher to categorize the vocabulary such as: noun, verb, adjective and adverb. And in presenting to the class, students can mix English and their native language if they cannot speak English fluently. After that students were asked to use the word that they have learned into to form a short sentence. Sometimes when students were seen bored, the researcher invited all students to stand up and sing an English song that is related to the lesson.

Conclusion

After calculating the data, researcher drew a conclusion that there is no significant difference between students who were taught using Vocabulary Self-collection Strategy and students who were taught using Conventional Strategy. It means both of the groups got moderate score.with the other methods

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