THE EFFECTIVENESS OF VOCABULARY SELF-COLLECTION STRATEGY (VSS) ON STUDENTS' VOCABULARY MASTERY

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Abstract

Abstract:
The aims of this research are to explain and analyze the effectiveness of the Vocabulary Self-Collection Strategy (VSS) on students' vocabulary mastery. VSS is a learning strategy that involves students in selecting unfamiliar or interesting words from texts, discussing their meanings, and recording them in a vocabulary list. Introduced by Haggard (1982), this strategy encourages students to take an active role in vocabulary learning by identifying and understanding new words based on context. It is designed to improve motivation, comprehension, and retention. The research was conducted at MTs Darul Hikam with seventh-grade students in the 2024/2025 academic year. A quantitative method was used with a pre-experimental design, applying a one-group pretest-posttest model. The sample consisted of 27 students who were given a pretest before and a posttest after the VSS strategy was applied. The results showed a notable improvement in students' vocabulary mastery. The average pretest score was 46.30, while the posttest average increased to 89.19. The Paired Sample T-Test showed a significance value of 0.000 (p < 0.05), indicating that the improvement was statistically significant. These results indicated that VSS is an effective strategy to improve vocabulary mastery, as it actively engages students in a meaningful and contextual learning process.

Abstrak:
Tujuan dari penelitian ini adalah untuk menjelaskan dan menganalisis efektivitas Strategi Vocabulary Self-Collection (VSS) terhadap penguasaan kosakata siswa. VSS adalah strategi pembelajaran yang melibatkan siswa dalam memilih kata-kata yang tidak dikenal atau menarik dari teks, mendiskusikan maknanya, dan mencatatnya dalam daftar kosakata. Diperkenalkan oleh Haggard (1982), strategi ini mendorong siswa untuk mengambil peran aktif dalam pembelajaran kosakata dengan mengidentifikasi dan memahami kata-kata baru berdasarkan konteks. Ini dirancang untuk meningkatkan motivasi, pemahaman, dan retensi. Penelitian ini dilakukan di MTs Darul Hikam dengan siswa kelas tujuh pada tahun akademik 2024/2025. Metode kuantitatif digunakan dengan desain pra-eksperimental, menerapkan model pretest-posttest satu kelompok. Sampel terdiri dari 27 siswa yang diberi pretest sebelum dan posttest setelah strategi VSS diterapkan. Hasilnya menunjukkan peningkatan yang nyata dalam penguasaan kosakata siswa. Skor pretest rata-rata adalah 46,30, sedangkan rata-rata posttest meningkat menjadi 89,19. Uji T-Sampel Berpasangan menunjukkan nilai signifikansi sebesar 0,000 (p < 0,05), yang menunjukkan bahwa peningkatan tersebut signifikan secara statistik. Hasil ini menunjukkan bahwa VSS merupakan strategi yang efektif untuk meningkatkan penguasaan kosakata, karena melibatkan siswa secara aktif dalam proses pembelajaran yang bermakna dan kontekstual.

Keywords: *Effectiveness, Vocabulary Self-Collection Strategy (Vss), Vocabulary Mastery*

INTRODUCTION

English is one of the most important international languages that is widely taught at all levels of education in Indonesia, from elementary school to university. As a global language, English proficiency is essential in accessing international information, education, and communication. Among the core components of language learning, vocabulary mastery is fundamental because it supports the development of the four key skills: listening, speaking, reading, and writing. without adequate vocabulary knowledge, learners may struggle to understand texts and express their ideas clearly.

Vocabulary serves as the foundation for effective communication and comprehension. Without sufficient vocabulary, students often face difficulties in understanding texts, expressing ideas, or engaging in classroom discussions. According to Richards and Renandya (2002), vocabulary mastery significantly affects students' ability to communicate and understand English. However, in many schools, especially in rural or under-resourced areas, vocabulary instruction is often limited to rote memorization and translation, leading to poor retention and low student engagement.

Such as the case at MTs Darul Hikam, observations and interviews with teachers revealed that seventh-grade students had low vocabulary mastery due to limited exposure to English outside textbooks and a lack of interactive learning strategies. where preliminary observation showed that students in grade VII lacked sufficient vocabulary, hindering their performance in English. Teachers often rely on textbooks and methods of repetition, memorization, and assignments that do little to motivate students or promote meaningful learning. This calls for innovative and student-centered strategies to teach vocabulary in ways that are engaging and contextually relevant.

Vocabulary Self-Collection Strategy (VSS) was originally introduced by Haggard (1982), VSS empowers learners by involving them directly in the vocabulary learning process, allowing them to collect, share, and discuss words they find meaningful. This student-centered strategy is expected to enhance vocabulary acquisition and retention while also increasing motivation and collaboration in the classroom. which actively involves students in identifying, selecting, and learning new words from reading texts. VSS encourages students to select unfamiliar or interesting words, discuss them in groups, and present them to the class. This method promotes autonomy, contextual learning, and collaborative discussion, which can enhance students' understanding and retention of vocabulary.

Previous studies (e.g., Maghfuri, 2017; Juwita & Sunaryo, 2013) had shown that VSS is effective in increasing vocabulary mastery and student motivation. Unlike traditional vocabulary teaching strategies, VSS fosters active learning by making students responsible for word selection and meaning exploration. These findings collectively support the potential of VSS to enhance vocabulary learning. They also indicated that VSS promotes not only vocabulary development but also critical thinking and peer collaboration.

Based on this background, the researcher was motivated to investigate the effectiveness of the Vocabulary Self-Collection Strategy (VSS) in improving the vocabulary mastery of seventh-grade students at MTs Darul Hikam. This research seeks to

determine whether the application of VSS can significantly enhance students' vocabulary acquisition and serve as an effective alternative strategy in English language teaching. The research is expected to provide empirical evidence of VSS's impact and contribute to the development of more interactive and student-centered vocabulary teaching practices in secondary education.

RESEARCH METHODOLOGY

This research employed a quantitative method using a one-group pre-test and post-test design. This design was selected to investigate the effectiveness of the Vocabulary Self-Collection Strategy (VSS) in improving students' vocabulary mastery without comparing it to a control group. The research focused on a single class of seventh-grade students at MTs Darul Hikam during the academic year 2024/2025.

The participants of the research were 27 students consisting of 14 females and 13 males. This class was chosen based on the recommendation of the English teacher, who indicated that the students were in the early stage of formal English learning and showed significant vocabulary learning difficulties. The implementation of the Vocabulary Self-Collection Strategy was expected to address these challenges by involving students more actively in the vocabulary learning process.

The instruments used in this research included a vocabulary test (consisting of 25 multiple-choice questions) administered both as a pre-test and post-test, and an interview guide used to gather supporting qualitative data from the English teacher. The test was aimed to assess students' vocabulary knowledge before and after the treatment. To ensure the validity and reliability of the test items, expert judgment from English language lecturers was sought. The construct validity and content validity were confirmed, and inter-rater reliability was employed during the scoring process.

The research procedure began with a pre-test to determine students' initial vocabulary mastery, followed by the implementation of the VSS treatment in four meetings. During the treatment phase, students were guided through the VSS steps: identifying unfamiliar words from reading texts, discussing them in groups, analyzing their meanings, and presenting their findings to the class. After the treatment, a post-test was conducted to evaluate vocabulary improvement.

For data analysis, the researcher used descriptive statistics and the Wilcoxon Signed-Rank Test via SPSS software, as the post-test data were not normally distributed. This test was used to determine the significance of the difference between pre-test and post-test scores. The overall research process was conducted over a period of three months, ensuring a systematic approach to data collection, treatment, and evaluation

RESEARCH FINDING AND DISCUSSION

This chapter consists of description data based on the result of the data analysis. This section presents the findings of the research aimed at evaluating the effectiveness of the Vocabulary Self-Collection Strategy (VSS) on students' vocabulary mastery. The results are based on the analysis of students' pre-test and post-test scores, supported by normality and significance tests using SPSS. In addition to the quantitative analysis, qualitative data gathered through observation and teacher interviews were used to enrich the interpretation of the findings.

The presentation of the results is organized into several key points: (1) descriptive analysis of pre-test and post-test scores, (2) normality test to determine the distribution of data, (3) hypothesis testing using the Wilcoxon Signed-Rank Test. All statistical data were processed using SPSS. After treatment, the researcher performed a pos-test as the final research. The result of data showed the descriptive statistic of the pre-test and post-test in table below:

Table 1 The Descriptive Statistic of Pre-Test and Post-Test Descriptive Statistics

Descriptive Statistics

		Minimum	Maximum	Mean	Std. Deviation
pretest	27	24	76	46,30	13,482
posttest	27	80	96	89,19	4,683
Valid N (listwise)	27				

Based on the results of the descriptive statistical analysis, the pre-test scores of the 27 students showed a minimum score of 24, a maximum score of 76, and a mean score of 46.30. After the treatment using the Vocabulary Self-Collection Strategy (VSS), the post-test scores ranged from a minimum of 80 to a maximum of 96, with a mean score of 89.19. These values describe the distribution of students' scores before and after the implementation of VSS, providing a numerical overview of their performance in each test session.

Analysis of Prerequisites Testing
Normality Test

The normality test was conducted to determine whether the students' pre-test and post-test scores were normally distributed. This analysis is crucial in deciding the appropriate statistical method for hypothesis testing. If the data are normally distributed, a parametric test such as the paired sample t-test can be used; otherwise, a non-parametric test like the Wilcoxon Signed-Rank Test is more suitable. In this research, the normality test was carried out using both the One-Sample Kolmogorov-Smirnov method through SPSS software. The decision rule is based on the significance value (Sig.): if the Sig. value

is greater than 0.05, the data are considered normally distributed; if the Sig. value is less than 0.05, the data are considered not normally distributed.

Researchers used One-Sample Kolmogorov-Smirnov to test for normality. SPSS was used to analyze the data. The results can be seen as follows:

Table 2 Table of Normality Tests

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4,12838432
Most Extreme Differences	Absolute	,100
	Positive	,100
	Negative	-,092
Kolmogorov-Smirnov Z		,521
Asymp. Sig. (2-tailed)		,949

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the One Sample Kolmogorov-Smirnov Test, the Asymp. Sig. (2-tailed) value obtained was 0.949, which exceeds the significance level of 0.05. This indicates that the data are normally distributed, thus the null hypothesis (H0) states that the data following a normal distribution is accepted. Consequently, the assumption for conducting parametric statistical analysis is fulfilled, and the paired sample t-test is deemed appropriate for further analysis.

Hypothesis Testing

After collecting the data, the researcher entered the scores into the SPSS program to determine whether there was a significant difference between the pre-test and post-test results. Since the data is normally distributed based on the results of the One-Sample Kolmogorov-Smirnov test, the paired sample t-test is used for further analysis. The statistical test results using SPSS are presented in the following table:

Table 3 Paired Sample T-Test
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-42,889	12,004	2,310	-47,638	-38,140	-18,565	26	,000

The Paired Samples Test shows a significant difference between pretest and posttest scores, with a mean difference of -42.889. This negative value indicates that posttest scores were significantly higher than pretest scores, suggesting improvement. The 95% confidence interval (-47.638 to -38.140) does not include zero, further confirming this improvement.

The significance value (p = .000) is less than 0.05, meaning the difference is statistically significant. Thus it can be concluded that the intervention had a meaningful and positive effect on participants' performance. Therefore, it can be concluded that Ha is accepted and H0 is rejected. In other words, the use of the Vocabulary Self-Collection Strategy (VSS) had a significant effect on students' vocabulary mastery

The Paired Sample T-Test Test showed a significant value of 0.000 (p <0.05), indicating that the increase did not occur by chance, but rather as a result of the implementation of VSS. This strategy has proven effective because it actively involves students in selecting and understanding vocabulary based on the context they encounter, thereby strengthening the retention and understanding of word meanings. Thus, VSS can be considered an appropriate and efficient method in helping students improve their English vocabulary mastery.

CONCLUSION AND SUGGESTIONS

Based on the findings of this research, it can be concluded that the use of the Vocabulary Self-Collection Strategy (VSS) is effective in improving students' vocabulary mastery. This was evidenced by the significant difference between the pre-test and post-test scores, as analyzed using the Paired Sample t-Test. The statistical results showed that the improvement in students' scores was not due to chance, indicating the success of the strategy in enhancing vocabulary learning. The implementation of VSS allowed students to actively engage in selecting, sharing, and discussing new vocabulary, which helped deepen their understanding and retention of words. This interactive and student-centered approach proved to be both effective and motivating. Therefore, VSS can be considered a beneficial strategy for vocabulary instruction in English language classrooms, especially at the junior high school level.

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