

**THE EFFECTIVENESS OF USING VOCABULARY SELF-COLLECTION STRATEGY (VSS)  
ON STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE  
OF SMPN 23 KABUPATEN TEBO**

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**Abstrak**

Penguasaan kosakata sangat penting ketika belajar bahasa Inggris. Penguasaan kosakata menentukan empat keterampilan berbahasa karena tidak mungkin menggunakan keterampilan berbahasa secara penuh ketika siswa memiliki keterbatasan kosakata dalam pikirannya. Siswa merasa bingung dengan arti sebuah kata, kesulitan dalam mengingat beberapa kosakata dan juga peserta didik kurang berminat belajar mata Pelajaran Bahasa Inggris. Hal ini terjadi karena siswa kurang menguasai kosakata bahasa Inggris dengan baik. Sehingga penguasaan kosakata siswa masih tergolong rendah. Untuk mengatasi permasalahan tersebut, peneliti menggunakan VSS dalam pembelajaran Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui apakah terdapat keefektifan dalam penggunaan VSS terhadap penguasaan kosakata siswa. Data penelitian ini dikumpulkan pada tahun 2024 di semester kedua. Adapun sampel penelitian ini yaitu siswa kelas VIII berjumlah 26 siswa. Metode yang digunakan dalam penelitian ini yaitu metode kuantitatif dengan desain pre-eksperimental, one group pre-test post-test. Hasil dari post-test yaitu dengan rata-rata 78,65. Hasil ini dihitung menggunakan aplikasi SPSS yang mana uji yang dianalisis yaitu uji normalitas dan Wilcoxon. Berdasarkan uji Wilcoxon diperoleh hasil yaitu 0,000 yang mana nilai tersebut lebih kecil dari nilai 0,05. Dengan demikian, hasil dari penelitian yang telah dilakukan menyimpulkan bahwa VSS efektif untuk penguasaan kosakata siswa di kelas VIII SMPN 23 Kabupaten Tebo.

**Kata Kunci : Strategi Pengumpulan Kosakata Sendiri, Penguasaan Kosakata, Pembelajaran Bahasa Inggris**

**Abstract**

*Vocabulary mastery is very important when learning English. Vocabulary mastery determines four language skills because it is impossible to use language skills fully when students have limited vocabulary in their minds. Students feel confused about the meaning of a word, have difficulty remembering some vocabulary and students are less interested in learning English subjects. This happens because students do not master English vocabulary well. So students' vocabulary mastery is still relatively low. To overcome this problem, researchers used VSS in English language learning. This research aims to find out whether there is effectiveness in using VSS on students' vocabulary mastery. This research data was collected in 2024 in the second semester. The sample for this research was 26 class VIII students. The method used in this research is a quantitative method with a pre-experimental design, one group pre-test post-test. The results of the post-test were an average of 78.65. These results were calculated using the SPSS application where the tests analyzed were normality and Wilcoxon tests. Based on the Wilcoxon test, the result obtained is 0.000, which is a value smaller than 0.05. Thus, the results of the research that has been carried out conclude that VSS is effective for mastering the vocabulary of students in class VIII SMPN 23 Tebo Regency.*

**Keywords: Vocabulary Self-collection Strategy, Vocabulary mastery, English learning**

## Introduction

Vocabulary is the number of words a person owns and has meaning (Serliah Nur, Muthiah, 2020). Vocabulary is the main foundation to building language and has a fundamental role in communication. According to (Arisman, 2021), mastery of vocabulary has an important role in understanding every language. It means that the student needs vocabulary, because without vocabulary students cannot convey ideas, opinion, or anything else. Therefore, vocabulary is a core component aspect when learning English.

As mentioned above, vocabulary is a basic thing when learning English. Therefore, according to Schmitt & McCarthy Min as cited by (Alnoer et al., 2023) vocabulary acquisition strategies are efforts made by students to understand the meaning of words, learn them and store them for future use. Therefore, vocabulary is very important in the aspects of English besides reading, speaking, listening and writing skills. In learning English, students will have difficulty if they do not know and have sufficient vocabulary. So that, students have to learn vocabulary in order to understand English.

In learning vocabulary, students often have difficulty in mastering vocabulary and how to use the vocabulary they learn. Vocabulary encompasses more than simply memorizing words and understanding their definitions in putting together words and sentences (Olivia et al., 2022). Lacking sufficient vocabulary mastery not only hinders students' communication abilities, but also limits their capacity to express ideas comprehensively. Based on a statement from (Rahman et al., 2019), The mastery of vocabulary significantly influences the proficiency in all four language skills, as limited vocabulary impedes the ability to use language effectively. While mastering vocabulary is crucial, it poses a challenge for students and isn't easily achieved.

In this research, the researcher encountered several issues when learning in the classroom. Firstly, students experience confusion regarding the meaning of the word or vocabulary. It happens because students do not master English vocabulary well. So that, students' vocabulary mastery was still relatively low, there are only a few students who understand the meaning of a vocabulary in a sentence. The second, students have difficulty remembering some vocabularies. It happens because students are reluctant to open the dictionary. They are less interested in learning English and do not practice speaking English regularly. On the other hand, students' memory abilities also vary (Hamonangan, 2020). The third, the students are less interested in the English lessons. It happens because from the start, students were not interested because they thought English was difficult. Besides, the teacher also does not find the right strategy to learn English. Sometimes, the teachers taught the subject matter mostly using conventional learning, which makes students less interested in learning, especially when learning English vocabulary. How to teach is the most important factor influencing students achievement (Saputra, 2020). Therefore, strategies are needed to increase students' interest in learning English and can also improve students' vocabulary.

Therefore, to overcome this problem the teacher must prepare acceptable strategies that are acceptable in teaching vocabulary, this strategy namely vocabulary self-collection strategy. Therefore, The Vocabulary Self-Selection Strategy (VSS) is an engaging instructional strategy in which students selected the vocabulary from the text that they think need to be understood. According to (Olivia et al., 2022), this Strategy involves students in choosing words that are considered foreign and interesting to learn. Moreover, this strategy supports students in understanding the meaning of new words (Juwita & Sunaryo, 2013). So that students' active participation in vocabulary learning can be increased. With Vocabulary Self-collection Strategy (VSS) which has the potential to enable students active in the class, it is expected that from this strategy students can master vocabulary well. Therefore, the teacher should apply VSS in the classroom to create a fun class that attracts students' interest in English learning.

Based on the description above, there are types of hypotheses, namely Null Hypothesis (Ho) and Alternative Hypothesis (Ha). In Null Hypothesis or Ho, Researcher is trying to explain

relationship is by chance, there is no statistically significance. Meanwhile, Alternative Hypothesis or  $H_a$  the researcher trying to prove that there is a relation.

## Method

This research was quantitative research. (Sugiyono, 2023) explains that quantitative methods involve applying positivist principles to study populations or samples through data collection using research instruments, and carrying out statistical analysis of data which aims to test hypotheses. This research uses total sampling, where the entire population is sampled. The sample is eighth grade of SMPN 23 Kabupaten Tebo. The researcher used a pre-experimental, namely one group pre-test post-test design. The pre-test and post-test given have the same type of questions. The questions given are completion, translation and matching word questions. The place research was conducted at SMPN 23 Kabupaten Tebo, the location in Sekutur Jaya, Serai Serumpun. The area is in Tebo, Jambi. This location was chosen because researchers had made observations and service at that place, thus finding several problems that could be provided with solutions. One of the problems identified was students' difficulties in understanding. In this study, the researcher utilized a single class. In this study, the participants were eighth-grade students from SMPN 23 Kabupaten Tebo. That was consisted of 26 students.

## Results and Discussion

### Result

**Table 1. The Pre-test and The Post-test Results**

<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>
AP	45	75
AM	65	85
AG	55	70
KA	60	80
DRW	50	75
DP	70	75
FDSR	80	85
HZA	85	95
HNL	65	75
MS	60	75
MJ	55	70
NA	75	75
N	75	85
PS	55	75
RA	80	90
RP	60	80
RS	50	70
R	65	75
RSS	55	85
RT	50	70
SL	55	80
SEP	70	85
SWDP	65	80
S	60	80
SP	70	80
TAS	75	80
<b>Sum</b>	<b>1650</b>	<b>2045</b>

<b>Mean</b>	<b>63,46</b>	<b>78,65</b>
<b>Max</b>	<b>85</b>	<b>95</b>
<b>Min</b>	<b>45</b>	<b>70</b>

In this study, there are three steps that must be taken, namely checking the normality the data, testing the hypothesis and calculate the N-Gain score. The analysis of the data process used SPSS application.

a. Normality Test

The data normality carried out for assess whether the data distribution normal or not normal. Normality test testing carried out on two values specifically, the pre-test and post-test (Ismail, 2022). In the study, data normality was computed using SPSS version 25 and the results are shown following in the table below:

**Table 2. Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	.133	26	.200*	.962	26	.426
POST_TEST	.173	26	.045	.919	26	.044
*. This represents the minimum level of the actual significance.						
a. Lilliefors Significance Correction						

Based on the table of normality test, the significance of pre-test is 0,426 and post-test is 0,044. According to (Suryani et al., 2019), criteria normality test if the significance value more than 0,05 data is normal whereas if the significance value less than 0,05 data is not normal distributed. So, it can be concluded that the data has not normally distribution.

b. Hypothesis Test

The next step is to test hypothesis, because the data does not come from a normally distributed population, hypothesis testing is carried out using non-parametric test. The test used is Wilcoxon test to answer research questions about the effectiveness of VSS in this study. The results will be presented as follows:

**Table 3. Wilcoxon Signed Rank Test**

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	25 <sup>b</sup>	13.00	325.00
	Ties	1 <sup>c</sup>		
	Total	26		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Based on the table of Rank above, in negative ranks this value of 0 in N value, mean rank and sum of ranks indicates that there is no decrease (reduction) from the pre-test score to the post-test score. In N of positive ranks is 25 which means that 25 students experienced an increase on students' vocabulary mastery with VSS from pre-test and post-test scores. The mean rank increase is 13,00 while the sum of ranks is 325.00.

Besides that, in ties value is 1. It means that there is 1 equal score between pre-test and post-test score.

**Table 4. Test Statistics**

Test Statistics <sup>a</sup>	
	Posttest – Pretest
Z	-4.396 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the Wilcoxon test results presented in table 4, the significance value of 0,00 is less than 0,05 which results in  $H_0$  being rejected. It means that the hypothesis is accepted. Therefore, it can be concluded that, there is any significant the effectiveness of using Vocabulary Self-collection Strategy (VSS) on students' vocabulary mastery at the eighth grade of SMPN 23 Kabupaten Tebo.

c. N-gain Score

After obtaining pre-test and post-test scores, the researcher conducted an analysis regarding the score obtained. The analysis used N-gain scores. This test used to determine the effectiveness of the treatment given (Oktavia et al., 2019). In the results of the N-Gain score is used to evaluate whether the use of VSS is effective on students' vocabulary mastery in learning English. The N-Gain score calculation used the SPSS application. The results of N-gain are shown following in the table below:

**Table 1. The N-Gain Score**

	N	Minimum	Maximum	Mean	Std. Deviation
N_GAIN_SCORE	26	.00	.67	.4058	.15202
N_GAIN_PERSENT	26	.00	66.67	40.5807	15.20162
Valid N (listwise)	26				

Based on the table of N-gain score, the mean N-gain score was 0,4058. It means that the data is medium because the mean 0,4058 is higher than 0,3. Besides that, the mean N-gain percent score was 40%. It can be concluded that the effectiveness of using vocabulary-self collection strategy (VSS) less effective on students' vocabulary mastery at the eighth grade of SMPN 23 Kabupaten Tebo.

**Descriptive Statistics Pre-test and Post-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRE_TEST	26	45	85	63.46	10.655
POST_TEST	26	70	95	78.65	6.566
Valid N (listwise)	26				

Based from the table, both the pre-test and post-test, the lowest value was 45 and 70, respectively. The highest score pre-test is 85 and post-test is 95. Standard deviation of the

pre-test is 10,655, and the post-test is 6.566. Therefore, from the data that had been obtained the result can be concluded that there was significance difference in students pre-test and post-test that used vocabulary self-collection strategy (VSS) in learning a process, especially learns vocabulary.

## Discussion

This research focuses on strategies that support students in overcoming difficulties learning English, especially in terms of vocabulary mastery. According to (Wahyuni, 2020), vocabulary is most important element in a person's ability to succeed in learning a language, because without adequate vocabulary, effective communication cannot be achieved. Moreover, according to (Rosyadah, 2018), vocabulary is key elements in language that is considered very important in its use. If the students have a broad understanding, they will be able to understand English content well. So, vocabulary is very important.

Based on the research, this research proved that statistically there is an increase on students' vocabulary mastery with VSS. VSS can apply in learning process to make the students active and interest in English learning thus helping students in mastery vocabulary. Moreover, with mastered vocabulary students can understanding English easily. There are several advantages Vocabulary Self-collection Strategy (VSS), it maximizes student motivation to be actively involved interesting words, activating student participation in making decisions on the words chosen with their group, and improving students' abilities word consciousness.

Besides that, in this research there was an effect on students' vocabulary mastery, but after being calculated and analyzed using SPSS. N-gain data obtained that the use VSS is classified as less effective on students' vocabulary mastery. This could be caused by among other things, Vocabulary Self-collection Strategy (VSS) needs long time because it is time-consuming to settle with the activity planned and the strategy is less suitable to be implemented to young learners since the implementation which required critical thinking of the students.

The last, VSS engages students in collaborative learning. So that, in this case, it creates an active learning atmosphere, because students learn to work together with groups to achieve the goals they want to achieve and indirectly this makes students remember some vocabulary better and much. So that, the conclusion of the research results with the title the effectiveness of using Vocabulary Self-collection Strategy (VSS) on students' vocabulary mastery at the eighth grade of SMP Negeri 23 Kabupaten Tebo in 2023/2024 academic years. Null hypothesis ( $H_0$ ) was rejected where it can be concluded that, there was no effect of using VSS. Besides that, alternative hypothesis ( $H_a$ ) was accepted. So, it can be concluded that there was a significance effect of using VSS on students' vocabulary mastery at the eighth grade of SMP Negeri 23 Kabupaten Tebo.

## Conclusion

Referring to the research that has been carried out, the researcher focused on effect of Using Vocabulary Self-Collection Strategy (VSS). There was positive effect using vocabulary self-collection strategy (VSS) on students' vocabulary mastery at the eighth grade of SMPN 23 Kabupaten Tebo at 2023/2024 academic years. VSS can be applied in the learning process to make students active and interested in learning English to help students master vocabulary. What's more, by mastering vocabulary students can understand English easily.

It can infer that Vocabulary Self-collection Strategy (VSS) is able to increasing on students' vocabulary mastery at the eighth grade of SMPN 23 Kabupaten Tebo. It can be proven from the results which show a significant increase in students' average scores during pre-test and post-test that we're given. The researcher concludes that the Vocabulary Self-collection Strategy (VSS) was effectiveness on students' vocabulary mastery. This is supported by the results of the Wilcoxon statistics test which shows 0,000, between the pre-test post-test. The significance value in this

research is less than expected significance level, 0,05. Furthermore, because significance value 0,000 is lower than 0,05, it can be concluded that there was significance statistics.

The conclusion of this research, VSS was a give positive effect for students' vocabulary mastery which the result alternative hypothesis ( $H_a$ ) is supported and accepted while the null hypothesis ( $H_0$ ) is not supported and rejected. So that, there is any significant the effectiveness of using vocabulary self-collection strategy (VSS) on students' vocabulary mastery at the eighth grade of SMP Negeri 23 Kabupaten Tebo. Based on analyzed of the research, the researcher can give the suggest. The first, Vocabulary Self-collection Strategy or VSS can give the effect for students' vocabulary mastery in learning process. The second, the students have to practice vocabulary so that they can continue to remember the vocabulary they have acquired. The third, the teacher have to choose the strategy than can make the students interest in learning English. The last, this research is not perfect yet, but the researcher hope that this research can help other researchers. Either for reference or information.

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