

**The Influence of Vocabulary Self-Collection Strategy on the Vocabulary  
Mastery of the Seventh Grade Students at SMP YKPP Pendopo**

**THESIS**

**BY**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PALEMBANG  
AUGUST 2022**

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**THESIS**

**Presented to**

**Universitas Muhammadiyah Palembang  
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**By**

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## Surat Pernyataan Keaslian Karya

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Menyatakan bahwa skripsi berjudul :

The Influence of Vocabulary Self-Collection Strategy on The Vocabulary Mastery of The Seventh Grade Students at SMP YKPP Pendopo, beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 22 Agustus 2022

Yang menyatakan,  
  
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## MOTTO AND DEDICATION

### Motto

- “Time won’t make you forget, it will make you understand things and do your best at any moment that you have”

This thesis is dedicated to:

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## ABSTRACT

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**Keywords** : Influence, Vocabulary Self-Collection Strategy (VSS), Vocabulary Mastery

The objective of the study was to find out there was a significant influence of using vocabulary self-collection strategy on the vocabulary mastery of the Seventh Grade Students at SMP YKPP Pendopo. The method was pre-experimental. The population of this study was the seventh grade students of SMP YKPP Pendopo with totaling 105 students. The sample selected by using convenience method with the total 31 students. The data collected by mean of tests, namely pretest and posttest. The data analyzed by Matched t-test. The score of  $t_{obtained}$  was  $0.0083 < 1.697$  at the significant level  $p < 0.05$  for two tailed and degree of freedom was 30,  $t$  table was 1.697. It means, the alternative hypotheses ( $H_a$ ) was accepted and the null hypotheses ( $H_o$ ) was rejected. It indicates that the used of vocabulary self-collection strategy on the vocabulary mastery of the seventh grade students at SMP YKPP Pendopo was significant influence.

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The researcher realizes that the thesis is far from being perfect. There are still many mistakes and weakness. Therefore, the researcher hopes for suggestions and expect that this thesis will be useful for all of us.

Palembang, August 2022

The researcher

ICO



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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: background of the study, formulation of the study, objective of the study, significance of the study, and hypotheses of the study.

#### **A. Background of the Study**

Listening, speaking, reading, and writing are the four components of language skills in English. Talking about the four language skills in English, it will be never far from vocabulary mastery. It was because without a good vocabulary mastery, someone would be difficult to speak or even understand a short text. According to Brown (2001), A good vocabulary mastery was one of the most important aspects in learning foreign language because the ability of the language learners to read and to comprehend the subject was relative determine by their vocabulary mastery. According to Linse (2005), The vocabulary was the first step that must be teach before teaching other aspects of language. When students learn a foreign language, they must had the ability to be master in vocabulary. To master English skills, students must know the vocabulary of the language because it supports their skills' improvement.

Vocabulary was the types of words, namely nouns, adjectives, and verbs where they were used in language use. According to Manurung (2003, p. 13), vocabulary mastery and grammar was important for speaking, listening, reading, and writing English. In the school, the ability to learn vocabulary was important. Katemba & Tampubolon (2011) Stated that "In communication, students need vocabulary which could support them to produce and used meaningful sentences. That is why vocabulary was very important to be master. Students sometimes experience difficulties in used vocabulary which had been study for some reasons. Vocabulary was not just a collection of words that we memorize

and know their meanings but also the process of learning in assembling these words. Without mastering an adequate vocabulary, students not only had difficulty communicating, but even cannot communicate all.

One of the strategies used to make students master vocabulary is the Vocabulary Self-Collection Strategy. This strategy involved students to choose foreign and interesting words that was they want to learn. Farstrup & Samuel (2008), say that Vocabulary Self-Collection Strategy was a cooperative structure that provides practice in identified foreign words. The purpose of the vocabulary self-collection strategy was to teach students to made decisions about the importance of concepts and how to used context to determined the meaning of words, so that it could help students become more aware of words in general and pay particular attention to unfamiliar things. words.

In this case, students were allowed to learn the words that they were interest in. The students was allowed to find the meaning of the new words. This strategy focused on the words that the students want and need to know, the words that they were curious about and get interest in. According to Ruddlle and Shearer (2002, p. 361), Vocabulary Self-Collection Strategy was an effective means both to increase the depth and breadth of students' vocabulary knowledge and to develop students' ability to become strategic and independent word learners. Vocabulary Self-Collection strategy itself involved students choosed the words they want to learn, discussing their reasons for choosed these words. This strategy was an effective approach to help students understand the meaning of new words, used them in conversation and in writing.

According to Juwita (2013), the Vocabulary Self-Collection Strategy is a useful strategy for students since it help them understand words in context. According to Ali (2017), Vocabulary Self-Collection Strategy could enriches students' vocabulary knowledge and made the learning of vocabulary more interesting. It is concluded that was Vocabulary Self-Collection Strategy is a

strategy that could help students to understand the meaning of new words from context and integrated them with other sources that enable them to learn. Vocabulary Self-Collection Strategy also helps students to relate the meaning of new words to other skills. Students could integrate the meaning of new words in their conversation, writing, and reading. So, it would be greatly motivated students to learn vocabulary because they could interact with their classmates to learn more about foreign words.

According to Juwita (2013), There are some advantages of Vocabulary Self-Collection Strategy, those were : (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 could build their vocabulary knowledge through active participation in 'word discussions' and activities related to word learning.

After the researchers conducted interviews and observations of seventh grade students in their neighborhood, the researchers found that there were still many students who did not understand English language well. Moreover, with the conditions and circumstances of online schools with a span of approximately three years, students were still left behind in the learning process, especially if it was not accompanied by additional learning. According to Chatib (2011), The abilities possessed by students were the main basic for students in achieving success, but the problem with educators was that they always misinterpret the word ability in a context that was not broad. When the researchers asked about learning English, it turned out that students still did not understand basic learning such as how to introduce themselves, greetings and including mastering various kinds of vocabulary such as animal names, fruits, days, months, numbers, family members, body parts, names of surrounding objects and others. At the next meeting the researcher asked to study together and gave examples of some vocabulary and the researcher asked them to collect the vocabulary in a pocket book, after that the researcher asked the students to memorize the

vocabulary write in the book and finally made the researcher want to raised the problem to junior high school students about the lack of students in mastering vocabulary to be used as a research because of the need for innovation and creativity to improved students' ability to master vocabulary. Cahyono and Widiawati (2008, p. 1), stated that was vocabulary learning aims to made students understand the concept of unfamiliar words, can get more words, and used words well for communicative purposes.

Based on the description above, the researcher would know and explore the influence of using self-collection strategy in students' vocabulary mastery. Furthermore, the research entitled : *The Influence of Vocabulary Self-Collection Strategy on the Vocabulary Mastery of the Seventh Grade Students at SMP YKPP Pendopo.*

### **B. Formulation of the Study**

The formulation of this study was formulated in the following question: was there any significant influence of using vocabulary self-collection strategy on the vocabulary mastery of the seventh grade students at SMP YKPP Pendopo?

### **C. Objective of the Study**

The objective of this study was to find out there was a significant influence of using vocabulary self-collection strategy on the vocabulary mastery of the seventh grade students at SMP YKPP Pendopo.

### **D. Significance of the Study**

The significance of the study were:

#### 1. For the teacher

The results were expected to be able to provided information about Vocabulary Self-Collection Strategy as one of the ways to teach vocabulary which can be applied in the classroom.



2. For the students

The results were expected to be able to give significant effect for students to motivate them to improve their vocabulary.

3. For the writer

The writer was expected to gain more knowledge about vocabulary self-collection strategy and the way to implement it in teaching and learning vocabulary.

### **E. Hypotheses of the Study**

The hypotheses were formulated as follows

1. Alternative Hypothesis ( $H_a$ ) : There was a significant effect of vocabulary self-collection strategy on the vocabulary mastery.
2. Null Hypothesis ( $H_o$ ): There was no significant influence of vocabulary self-collection strategy on the vocabulary mastery.

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