

**THE EFFECTIVENESS OF SELF COLLECTION STRATEGY ON  
STUDENTS' VOCABULARY MASTERY At SMP Negeri 16 Kota  
Bengkulu Academic Year 2018/2019**

**THESIS**

**Submitted as A Partial Requirement for “Sarjana Degree“ (S.Pd) in  
Study Program of English Education**



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RATIFICATION

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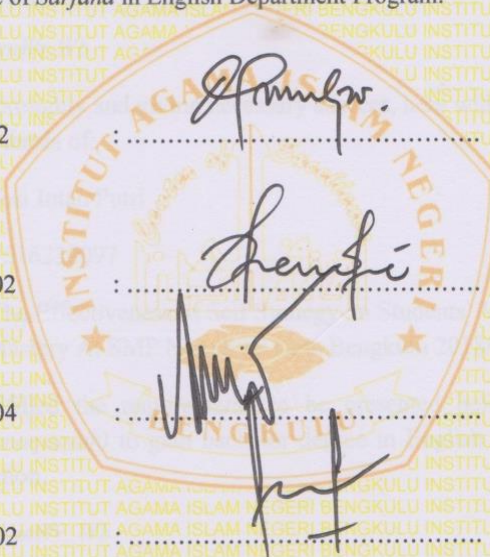
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MOTTO

**THE MIRACLE IS ANOTHER NAME OF HARD WORK**

*(yosi intan putri)*

## DEDICATION

The thesis was dedicated to :

- Foremost, Allah SWT. All praise and gratitude to be him who has given strength, patience, and perseverance to finish this thesis, and Prophet Muhammad SAW.
- My everything parents, Nizar Junaidi and Misnawati, who never stop giving me love, endless encouragement and support. Thank you for your sacrifice, you changed my live without even trying, and I do not think I could ever told you how much I love you and how lucky I am being your daughter, Thank you so much for everything my happiness life.
- My beloved brothers, Yoan Refly and Yuda Rama Putra, who always have supported and encouraged me to achieve success in my higher education. Thank you for praying me and loving me. Thank you for always carrying me so much. Thank you for always being fun even when we are not having fun. Thank you for your asking” When did you graduation ?” I know it was not only asked but it was supported for me who made me always spirit to finish my thesis.
- My great Supervisors, Mr. Riswanto, Ph.D and my Co-Supervisor Dr. Ali Akbarjono, M.Pd, Thank you for the sacrifices you have made to teach me to the best of your ability, Thank you so much for kindness, advices, suggestions, and everything that you had done to guide and help me in finishing my thesis.
- My awkward friends, Putri Nur Ilhami, thank you for always beside me when I was feeling so alone. Putri Tria Pratiwi, thank you for giving your time for this research when you are so busy with your world. Yosi Puspita Sari, Thank you for always told me that “ You can graduation on this year!!” It made spirit energy for my down feeling. Thank you for not judging me when I did something really stupid guys.
- All of my friends in English Department IAIN Bengkulu, especially in TBI C, I love you guys
- My Almamater.

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## ACKNOWLEDGMEN

Bismillahirrahmanirrahim

In the name of Allah SWT the most Gracious and Merciful. *Alhamdulillah*, all praise be to Allah the most Graceful and Merciful, after such a hard work, finally the writer could finish researcher and finish the report in the form of the minor thesis ( skripsi), entitled : **THE EFFECTIVENESS OF SELF COLLECTION STRATEGY ON STUDENTS' VOCABULARY MASTERY At SMP Negeri 16 Kota Bengkulu in academic Year 2018/2019**). Good wishes to our Prophet Muhammad SAW who has brought us from the darkness period to the lightness period. The researcher realizes that there are many people who had helped the researcher in arranging and writing this thesis directly and indirectly, in this chance the researcher would like to express deeper appreciation to:

- 1 Prof.Dr.H. Sirajuddin, M,M.Ag ,MH as a Rector of State Islamic for Instute ( IAIN) Bengkulu
- 2 Dr.Zubaedi,M.Ag as the dean of Tarbiyah and Tadris faculty of IAIN Bengkulu
- 3 Feny Martina,M.Pd as the chief of English Department of IAIN Bengkulu
- 4 My thesis Supervisor Riswanto,Ph.D
- 5 My thesis Co-Supervisor Dr. Ali Akbarjono, M.Pd
- 6 All the lecturers and staffs of IAIN Bengkulu
- 7 My beloved parents, Nizar Junaidi and Misnawati
- 8 My beloved Brothers and all of my friends
- 9 My Almamater.

The researcher hopes that this thesis will be useful for all of the English teacher' and English learners who focus in teaching and learning English Vocabulary especially. The researcher also realize that this thesis is not perfect yet, since there were some limitation on the problem that researcher faced during the researcher . Because of that, the researcher expect the critics, corrections, and advice from the readers to make it better

Bengkulu, August  
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## ABSTRACT

**Putri, Yosi Intan July 2019. The Effectiveness of Self Collection Strategy on Students' Vocabulary Mastery At SMP Negeri 16 Kota Bengkulu Influence In Academic Years 2018/2019)**

**Advisor : 1. Riswanto, Ph.D**  
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**Key Word : *Self Collection Strategy, Vocabulary Maatery***

The Objective of this research was to get empirical evidence about the effectiveness of self collection strategy on students' vocabulary mastery. This research used quasi-Experimental method. This research had been conducted at SMP Negeri 16 Kota Bengkulu. The Population of this research was the seventh grade students of SMP Negeri 16 Kota Bengkulu which consisted of 199 students into seven classes, namely VIIA-VII G. After ensuring with the purposive sampling, two classes were finally chosen as the sample of this research: VII E as the experimental class and VII G as the control class. Both of classes consisted of 31 students with almost homogenous score. The experimental class treated by using self collection strategy, while the control class was using the conventional ways. The pre-test was given to the two groups before giving the treatment.

The result of pre-test showed the mean score of experimental class was 50.17 and the control class was 47.50. After giving the treatment, post-test was given. The result of post-test showed the mean score of experimental class was 61.83 and the control class was 50.67. In addition, the result of independent sample T-test ( 3.317 ) showed that t-count was higher than t-table (1.671) and sig ( 2-tailed) was smaller than 0.05 (0.002 < 0.05). In other words,  $H_0$  was rejected and  $H_a$  was accepted. In summary, It could be stated that students' who were taught vocabulary by using self collection strategy was more effective than using the conventional ways. So, it can be concluded that self collection strategy has positive effect to the Seventh Grade Students at SMP Negeri 16 Kota Bengkulu in Vocabulary Mastery.



## ABSTRAK

Putri, Yosi Intan. Juli 2019. Pengaruh Strategi Self Collection Terhadap Penguasaan Kosakata Siswa (Penelitian Quasi-Eksperimental pada Siswa Kelas VII di SMP Negeri 16 Kota Bengkulu Tahun Akademik 2018/2019)

Pembimbing : 1. Riswanto, Ph.D  
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Kata Kunci : *Strategi Self Collection, Penguasaan Kosakata*

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang pengaruh Strategi *Self Collection* terhadap penguasaan kosakata siswa. Penelitian ini menggunakan Quasi-experimental method. Penelitian ini telah dilakukan oleh di SMP Negeri 16 Kota Bengkulu. Populasi penelitian ini adalah seluruh siswa kelas VII di SMP Negeri 16 Kota Bengkulu yang berjumlah 199 siswa, yang terbagi menjadi tujuh kelas, yaitu kelas VIIA-VIIG. Setelah melakukan dan menggunakan teknik Purposif sampel, akhirnya dua kelas dipilih sebagai sampel untuk penelitian ini: VII E sebagai kelas eksperimen dan VII G sebagai control kelas. Keduanya terdiri atas 30 siswa dengan nilai rata-rata pada mata pelajaran Bahasa Inggris yang hampir sama. Kelas eksperimen mendapatkan pengajaran menggunakan Strategi *Self Collection* sedangkan kelas kontrol diajarkan dengan cara biasa. Pre-test diberikan kepada kedua kelas sebelum diberikan treatment.

Hasil dari pre-test menunjukkan nilai rata-rata pada kelas eksperimen adalah 50.17 dan kelas kontrol 47.50, Setelah memberikan treatment. Post-test diberikan kepada kedua kelas. Hasil dari post-test menunjukkan nilai rata-rata pada kelas eksperimen adalah 61.83 dan kelas kontrol adalah 50.67. Selain itu, hasil dari T-test sample bebas (3.317) menunjukkan bahwa t-hitung lebih besar daripada t-tabel (1.671) dan sig (2-tailed) lebih kecil daripada 0.05 ( $0.002 < 0.05$ ). Dengan kata lain,  $H_0$  ditolak dan  $H_a$  diterima. Singkatnya, dapat dinyatakan bahwa mengajar kosakata kepada siswa dengan menggunakan strategi *Self Collection* lebih efektif daripada menggunakan cara biasa. Jadi, dapat disimpulkan bahwa strategi *Self Collection* berpengaruh positif dalam penguasaan kosakata siswa kelas VII di SMP Negeri 16 Kota Bengkulu.

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# CHAPTER I

## INTRODUCTION

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

Language is a tool of communication used to transfer a message and information with one and another. According to Siahaan, language is a unique human culture that plays very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others.<sup>1</sup> If we want to communicate with people from different country we should know their languages.

There are a lot of languages used in this world. Every country has different language. Even, one region has a language that differs from another. Considering those functions of language both formal or informal or outside the class. In globalization era, people should be able to communicate well in order to compete in international world. We have to master an international language to communicate with every people in the world. It means, communication used internationally is English. Since English is an international language, almost all aspects in life use English.

English has an important role around the world and many aspects of life. It is widely used in mass media and oral communication as mean of exchanging information including science, education, and technology reasons. English should be learned by the students in some part of the world, such as in Indonesia. The Students learning English from elementary school, junior high school until university level. The goal of teaching and learning English especially at junior high school is to develop students' mastery in four language skill. There are four skill which have important role in mastery English, namely; listening, speaking, writing and reading.

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<sup>1</sup> Siahaan, Sanggam. Issues in Lingusitics. Pematang siantar: Graha Ilmu.2007.p.1

One of the essential language components in studying English is vocabulary. It is obligatory in the sense that words are the basic building of language, the unit of meaning which larger structures such as paragraphs, sentences, and whole text are formed.<sup>2</sup> If we want to make a good sentence we must know the words to communicate on learning vocabulary effectively. Another name, ,learning vocabulary is one of the most important elements without which neither comprehension nor production of language is possible. Therefore it is important tolerant to improving student competency in all areas of communication among users for a language. From this statement, vocabulary as an element or language is considered the most important factor.

Therefore, teaching vocabulary has very essential role in enabling Indonesian students to master English as their foreign language. In fact, vocabulary mastery has become a big problem for most Indonesian students. If students do not have sufficient number of vocabulary , they will not be able to communicate with other students. In addition, knowing words and their meanings, the majority know also how to words work together in English sentences. It concludes that in teaching vocabulary is not only to give the meaning of the words that have multiple meanings. In the case the grammar should be taught together with the vocabulary to the language learners to avoid many problems in learning English language.

The English teachers should know very well how important vocabulary is. They should be able to find out solution in vocabulary teaching by creating various efficient and effective techniques. Teacher's role play in applying interesting strategy is one of important factors in creating various a good atmosphere in classroom

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<sup>2</sup> Jhon Read, Assesing Vocabualry ( Cambridge: Cambridge university Press.2000), p.1



activities. They should be know how to develop students' interest and achievement during the class and know how to design materials which are easy to be understood by student. They should be able to develop any kind of materials that make learning vocabulary will not become such boring and monotonous thing.

Strategy is the art of planning and directing overall military operations and movements in a war or battle which has effect to learning and teaching in the classroom. There are several strategies that can be learned for vocabulary such as; using vocabulary card, interactive cloze strategy, listening song and so on. One of the strategies that can be used to teach vocabulary is Vocabulary Self-Collection strategy (VSS).

According to Elih SutisnaYanto, Vocabulary self-collection strategy is various technological tools to cope with the requirements of learning in our recent digital era and to enable students to achieve deep comprehension of the terms provided in the selected text<sup>3</sup>. In here, the teacher asking students to read a text then students nominate one word or term that they would like to learn or to know more about and that they think should appear on a class vocabulary list. Therefore, this strategy could help the students to memorize some new words easily and effectively.

According to Zulfirman Zani concluded that using Vocabulary self collection strategy is effective to enhance students' reading comprehension and motivation<sup>4</sup>. Using vocabulary self collection strategy has a great and positive influence in teaching reading comprehension. The students who are taught using vocabulary self

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<sup>3</sup> Yanto, Elih Sutisna. Implementing vocabulary Self-Collection Strategy in the EFL College Classroom in Engaging Students' Communicative Classroom Vo. 1, No.4, January 16<sup>th</sup>, 2019. Received from [https://www.researchgate.net/publication/318479728\\_Using\\_the\\_Vocabular\\_y\\_Self-Collection\\_Strategy\\_Plus\\_to\\_Develop\\_University\\_EFL\\_Students'\\_Vocabulary\\_Learning](https://www.researchgate.net/publication/318479728_Using_the_Vocabular_y_Self-Collection_Strategy_Plus_to_Develop_University_EFL_Students'_Vocabulary_Learning) P.136

<sup>4</sup> Zani, Zulfirman. The Effect of using vocabulary self collection strategy on students' Reading comprehension and their motivation . IJIELT, April, 29<sup>th</sup> 2019.

collection strategy have higher score than students who are taught without vocabulary self collection strategy, and reading comprehension has relation of vocabulary because vocabulary is micro of reading.

Based on the observation of students of seventh grade of SMP Negeri 16 Kota Bengkulu on February 7<sup>th</sup> 2019 , the researcher found some information about situation in this junior high school and the students' activities<sup>5</sup>. Firstly , the building is very good for the student to study, such as; the big library, and many class for each major. Secondly, the researcher also saw the media were not adequate. So, the researcher could conclude that this school using do not god infrastructure. The problem was in teaching strategies, The teacher still used monotonous strategies in the classroom. The students said that all It was found of teaching and learning in English process is good but it is still needed improvement to get detailed information, the researcher interviewed both teacher and students. According to information of the teacher<sup>6</sup>, the problems such as : 1). The students' motivation in learning English still needed improvement although they were some of the students were talented in English lesson, 2). The students had low participation in the class interaction, especially in English class, 3). Their English vocabulary mastery must be improved to get better standard of English, 4). They could not remember material that have been given, they complaint that they forgot the vocabulary easily, 5). The facilities that supported the teaching and learning English process like dictionaries were not sufficient, only some *Inggris-Indonesia* and *Indonesia-Inggris* dictionaries available , and the student could not borrow them into the classroom.

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<sup>5</sup> Observation of English teaching learning process of Seventh Grade at SMP Negeri 16 kota Bengkulu observed on February, 7<sup>th</sup> 2019 at 12:00 pm

<sup>6</sup>Susilawati , English teacher at SMP Negeri 16 Kota Bengkulu, interviewed on February, 7<sup>th</sup> 2019 at 10:37 pm

According to student at Seventh Grade student<sup>7</sup>, the researcher got information such as : 1). It was difficult to memorize English vocabulary , and forget it rapidly, 2). They could not pronounce the word correctly, 3). The students know very little about English vocabulary, when the teacher is saying the words, the students are confused because they do not to know what the teacher said, 4) The student felt bored in English classroom.

The lack of vocabulary created a barrier that discourages the students in learning English. Thus, it is a big challenge for the teachers to find an effective and efficient strategy in teaching vocabulary so that the teachers can help the students to memorize words better to improve their vocabulary achievement. They mentioned that they were always not motivated to learn new vocabulary. The pointed out they felt confused when they tried to give to correct meaning of new vocabulary and were unable to write the correct spelling of words in correct sentences. Moreover, they assured that their vocabulary weakness might stem form the unsuitable methods of teaching vocabulary provided to them by their instructions.

Considering the explanation above, The researcher is interested in conducting an experimental research to prove *The Effectiveness of Self-Collection Strategy on Students` Vocabulary Mastery at Seventh Grade Student on SMP Negeri 16 Kota Bengkulu* . The researcher wanted to compare the result of the students“ vocabulary achievement who are taught by using self-collection strategy as a conventional one.

## **B. The Identification Of the Problems**

Based on the background above, the researcher found some information about the problem of English in teaching and learning process at *SMP Negeri16 Kota*

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<sup>7</sup> Sartika Ramadhan, Seventh Grade student at SMP Negeri 16 Kota Bengkulu , interviewed on February, 7<sup>th</sup> 2019 at 11 :13 pm

*Bengkulu*. The problem could be identified as follows : First, The students were difficult to remember the words that have been taught. Second, Some students were lacks of English vocabulary. Third, Some students were difficult to memorize or master English vocabulary. Fourth, The students were hard to express their ideas or other. Fifth, The students could not use English to interact with their teacher in the classroom. Sixth, students could not remember materials that have been given. Seventh, The students had low motivation in learning English vocabulary. Eighth, The students felt bored in English classroom.

### **C. Limitation Of The Problems**

The researcher will focus on the result of students' vocabulary mastery that are taken self collection strategy on classify of word and word meaning.

### **D. Research Question**

The problem is formulated as follow; is there any effectiveness of self collection strategy toward students' vocabulary mastery at seventh grade of SMP Negeri 16 Kota Bengkulu ?

### **E. Objective of the Research**

The objective of the research are to find out whether or not there is any effectiveness of self collection strategy toward students' vocabulary mastery at seventh grade of SMP Negeri 16 Kota Bengkulu

### **F. The significance of the study**

Based on the objective above, the significance of the study can be stated as follows : For researcher ,the researcher hopes this study can be used as references, and it will help future researchers to get inspiration to follow up the result of this study to improve the quality of English learning teaching process, especially in

teaching vocabulary to improve students` vocabulary mastery more better in the future. For teacher, by doing this research teachers hopefully will get new suggestion to improve their strategy in teaching English vocabulary, especially English teacher who teach at Seventh grade students at SMP Negeri 16 Kota Bengkulu , and motivate them to use vocabulary self-collection strategy as an alternative way in teaching vocabulary to improve students` vocabulary mastery. The result of this study is also expected can help the reader to enrich their knowledge about interesting strategy to teach vocabulary. For students`, It is hoped that this study can help the students become independent learners who have their own strategy to organize and memorize vocabulary in an interesting way through vocabulary self-collection and motivate them to improve their interest to learn English.

#### **G. Definition of the Key Terms**

1. Vocabulary Self-collection Strategy is an interactive-learning instructional strategy that promotes word awareness, activeness of students are needed identifying important words from their reading to share with member of their class.
2. Vocabulary is regarded as an important aspect in language learning, and as a necessary component ( classify of word) for improving competency in all areas of communication among users of a language.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Vocabulary

##### 1. Definition of Vocabulary

Based on Selfa Andrianni, Vocabulary is an element of language which considered as one of important thing to be mastered by students in learning a foreign language.<sup>8</sup> Especially in learning English, there were many kinds of specific vocabularies that should be mastered by students .Vocabulary is all words in a language which is used by people to convey ideas or feeling. It refers to word which is used communicate in oral and written language. In order that, students should be able to be flexible in using words that they recognized and understood . It is not only confined to meaning of words but also includes how vocabulary in a language is structured . Students' aim to be reached in learning vocabulary process is primarily their ability to recall word at will and to recognize it in written and spoken form.

Vocabulary is defined as a large numbers of words that students have to know, not only memorizing the form of the word but also understands the meaning.<sup>9</sup> Vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured, how people used the word, and how they learn of words. If people have less vocabulary, they could not understand of other's saying. But also they could not make a sentence to transfer their message to the other people. Thus, they will understand English expression if they have vocabularies.

##### 2. Importance of Vocabulary

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<sup>8</sup> Indriani, Selfa. *The Effectiveness of Self Collection Strategy and Motivation on Students' English Vocabulary Mastery*. 2016. P. 13

<sup>9</sup> Sutrisna, Hani. *Vocabulary for daily conversation*. Yogyakarta: kawah Media, 2012,P.12

Vocabulary can be defined as words that must be known to communicate effectively; word in speaking ( expressing vocabulary ) and words in listening ( receptive vocabulary ), an extensive research body exists on teaching and learning vocabulary. <sup>10</sup> This research clearly about point of vocabulary has always been continuous to be a significant goal in literacy and learning.

Vocabulary is one of most important aspects to master English. By mastering it, students will be able to improve their knowledge, especially English language, Moreover, vocabulary has a group of words in a language . People are vocabulary which is arranged into sentences to express their opinion, thinking and also idea in this society. Students need to master vocabulary to improve their English language. Because vocabulary is basic language skill for how well students listen, speak, read and write. If student are lacking of vocabulary, they will be difficult in understanding material from their teacher.

### **3. Classification of word**

The Students way to developed language skills, student should take into account vocabulary. The more words they know, the better they may achieve comprehension and production of language. A students' knowledge of words is divided into two broad types of vocabulary; active and passive vocabulary . Active vocabulary is words which students need to understand and use. Passive vocabulary refers to words which people need to understand but they do not use. Simply concluded, active vocabulary is a set of words which people need to understand other's messages only.

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<sup>10</sup> Wiiliam P. Bintz, Teacching Vocabulry across the curriculum ( Middle School Journal,2011)<http://littedkit.pbworks.com/f/middle%2520schoo%2520vocabulary52520strategies.pdf> page 2, accesed on February 27<sup>th</sup>, 2019 at 14:19 p.m

Beside divided into active and passive vocabulary , vocabularies which used in a sentence are divided into functions of each word named parts of speech as classified as follows:<sup>11</sup> *First*, Noun is a word that refers to a person, thing , place, plant, animal. Example; Jhon, Rose, dog, table, house, happiness. *Second*, Pronoun is a word that is used instead of noun or noun phrase. Example: he , she , hers, me , them. *Third*, Adjective is a word that describes noun, Example ; red, strong, sad, tall, happy, good, beautiful. *Fourth*, Verb is a word or phrase that expresses an action, an event or a state. Example: come, play, read, study , eat.

*Fifth*, Adverb is a word that adds information to a verb, adjective, phrase or another adverb. Example: quickly, carefully, already, soon. *Sixth*, Preposition is a word used before non or pronoun to show place, position, time or method, Example: at, about among, in, on. *Seventh*, Conjunction is a words that joint words, phrase or sentences. Example: and, but, for, not, yet. *Eighth*, Interjection is a short sound, word or phrase spoken suddenly to express an emotion , Example: ow!, look out! , oh my god!.

#### 4. Teaching vocabulary

Teaching process generally is teacher work to make some conditions or to regulate area. It would make an interaction between student and their area include teacher and tools of lesson, so that the purpose of study would be achieve. Perhaps, teacher has a good strategy for teaching vocabulary and students will be interested in joining vocabulary lesson. Moreover, students can enjoy their learning as long as teacher is teaching vocabulary lesson. Researcher can conclude that teaching is a way and a process of interaction between students teacher does something together.

Teacher should facilities vocabulary learning by teaching strategies to help

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<sup>11</sup> Fuad Mas'ud, Essential of English Grammar a practical Guide ( Yogyakarta: BBFE Yogyakarta,2005 ) P.44



student figure out meanings on their own. Students need to acquire vocabulary strategy learning in order to discover meaning of new words. Strategy should be useful within classroom as well as students are in a situation where they encounter new and unfamiliar words on their own. Strategy should also help students acquire new vocabulary words that they hear and see. The National Reading Panel's identified eight specific finding that can provide a scientifically based on foundation for the design of rich , multi-faceted vocabulary instruction,<sup>12</sup> such as ; *First*, There is need for direct instruction of vocabulary items required for a specific text. *Second*, Repetition and multiple exposures to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.

*Third*, Learning in rich context is value able for vocabulary learning. Vocabulary words should be those that learner will find useful in many contexts. When vocabulary items are derived form context learning materials, the learner will be better equipped to deal with specific reading matter in content areas. *Fourth*, Vocabulary tasks should be restructured as necessary. It is important to be certain that students fully understand what id asked of them in the context of reading, rather than focusing only on the words to be learned. Restructuring seems to be most effective for low-achieving or at risk students. *Fifth*, Vocabulary learning is effective when it entails active engagement in learning task. *Sixth*, Computer technology can be used effectively to help teach vocabulary. *Seventh*, Vocabulary can be acquired through incidental learning. Some students' vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition richness of context and motivation may also add to the efficacy of incidental learning of vocabulary.

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<sup>12</sup> Elfreida H. heibert and Michael L. Kamil, Teaching and learning vocabulary: Bringing Research to practice London: Lawrence Erlbaum Associates, Publisher, 2005 p.7.

*Eighth*, Dependence on a single vocabulary instruction method will not result in optimal learning. A variety of methods was used effectively with emphasis on Look multimedia aspects of learning, richness of context in which words are to be learned, and the number of exposures to words that learners receive. *Ninth*, This conclusion also means that educators need to design classrooms experiences that are multi-faceted. If students are to acquire new words and increase the depth of their word know

## 5. Increasing Vocabulary

To increase vocabulary mastery much way such as <sup>13</sup>; Firstly, Look and listen for new words, it means keep your eyes and ears for words that you don not know them in reading. You will hear them in talking with other people, in watching movies and listening radio or television. *Secondly*, Write down your new words. When you get new words, you can remember and write in your note book.

*Thirdly*, Find the meaning of new words In dictionary, look up meanings new words that you have written in your vocabulary note book. *Fourthly*, Make new . words your own Use each new word in talking with your family of friends. *Fifthly*, Enter several new words in your vocabulary notebook each day. Keep building your word power. At the ended of the week, quickly review new words you entered during seven-day period just ended. Review will help you remember meaning of these words.

## 6. Vocabulary Mastery

Vocabulary mastery is receiving process of foreign language that happened intentionally or unintentionally. Students' vocabulary mastery is effort and performance of students' to gain or teach English vocabulary that is supposed through media teaching and learning process. In learning vocabulary, if students learn new words

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<sup>13</sup>Sipur, Improving students vocabulary By using Guessing Technique to The Seventh Grade Students of SMP Negeri 2 Sooko Ponogoro, Ponogoro, 2011 p. 21

individually, it will not increase their vocabulary mastery. Asking to student memorize a list of English word is wasting time and it may not be an effective way to master vocabulary. It is caused when students memorize many words quickly, they will lose that vocabulary quickly too. They just need learn a new word that used with context and with referring something that will be expressed.

Students' mastery between one student and another is different. It is caused by different of students' abilities. Therefore, students' mastery is capabilities of students to receive new information from subject of study. Vocabulary mastery of language will be added, because of students experience in communication on every day. Moreover, vocabulary is an important thing to learn English language where vocabulary mastery will support successful of students in English language.

The researcher also needed to know limitation of total words that must be mastered by students , in order to make easy to finish this research. According to Robert Lado, an American linguist, he was approximated number of words which must be mastered by English students in order to speak English fluently are 2000 words, to listen and write are 3000 words and about 7000 words to be able to understand English literatures propitiously.

Based on Richard, typical vocabulary targets for general English course are different, there are:<sup>14</sup> In Elementary level ( Elementary school) were 1.000 words, In Intermediate ( Junior high school ) were 2.000 words, In Upper Intermediate (Senior high school) were additional 2.000 words and in advanced level ( College ) were additional 2.000+ words

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<sup>14</sup> Jack C. Richards, Curriculum Development in Language Teaching p. 154

Especially at Junior high school is intermediate level. They must master vocabulary at least 2000 words. It saw difficult of them, moreover they should practice their vocabulary in their daily activity. In addition, teacher should make a strong attempt to show students what they still need to learn without being discouraging. Sometimes, vocabulary mastery could not be reached optimally. It needs a long time and determination of students to be mastered. In particular, this study only deals with some aspects of vocabulary, such as verb, adjective, noun, and adverb.

## **7. Testing Vocabulary**

In the vocabulary test activity ( the words they should be able to use in speaking and writing ) or their passive vocabulary ( the words they should be able to recognize and understand when they are listening to someone or when they are reading ). Obviously, in this kind of the test the method use to select the vocabulary items ( sampling ) is the most important.

There are several types of testing vocabulary as follow: 1) Multiple choice, is useful to distinguish between the following two major kinds of multiple choice vocabulary items.2) Sets ( associated words), in this case, many of difficulties arising from the testing of collocations are avoided by the testing of words sets. In such test the students familiarity with range of association as measured. 3) Matching items, one of the matching items is a mixed bag tense form.4). Completion technique, It looks like cloze procedure and modified fill-in passage, where the students required to complete the omission letter to make words or to fill in blank with words.

## **B. Vocabulary Self Collection Strategy**

### **1. Definition Of Vocabulary self Collection Strategy**

Based on Haggard vocabulary self collection strategy is an interactive-learning instructional strategy that promotes word awareness, activeness of students are needed in identifying important words from their reading to share with members of their class<sup>15</sup>. This strategy can be used for creasing students' vocabulary knowledge and students' internal motivation in learning English language. Moreover, trust is given to students for finding meaning of difficult vocabulary that the consider it is interesting and important for them to know.

Vocabulary self collection strategy is a strategy where students centered is the main subject of this strategy than teacher centered. It would make students interesting in learning vocabulary, because they choose vocabulary that should be studied by them. However, they must have a reason why a new item of vocabulary is important and recommended to be studied for them and their classmate. Self collection strategy should be introduced before reading and used by students. Teacher should explain this strategy as clear as possible, in order that students will understand and know what they must do in this strategy for improving their vocabulary mastery.

## **2. Advantages of Vocabulary Self Collection Strategy**

There are some advantages of vocabulary self collection strategy.those are; *First*, To enhance students motivation and achievement in learning new words. *Second*, Students rationale for selecting certain words adds to their understanding of process learning of them. *Third*, Students can build their vocabulary knowledge through active particular through active participant in 'word discussion' and active related to word learning. *Fourth*, To increase students' vocabulary and appropriate for pre and post

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<sup>15</sup>Almaghuri,Masrukhan. *Improving vocabulary mastery using vocabulary self-collection strategy ( vss)*.( Ponorogo.2017),p.32

reading and help students to determine a purpose of reading<sup>16</sup>. Therefore It can be concluded that Vocabulary self collection strategy is a strategy that focus on meaning of word in specific context.

### **3. Procedure Of Vocabulary Self Collection Strategy**

In implementing vocabulary self collection strategy , there are some step as follows: *Firstly*, Teacher introduces the purpose of self collection strategy to students. They will be expected to find new an interesting words form their readings that they will learn through a group nomination process. *Secondly*, Teacher is model how to select and nominate important words form the readings. Teacher shows why the word they selected is important by providing a strong rationale. For example : they may show students that without knowing the word, they may not understand the sentence or surrounding sentences. They may also nominate selected word because it is interesting and would be useful in their own writing.

*Thirdly*, Teacher demonstrates how to use context and other resources to learn the meaning of word. For example, they may use the context or they may offer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of word. *Fourthly*, Teacher writes the word, The context in which it was used, its meaning and the reason for selecting word on chart paper using a chart similar to the teacher write word, sentence or phrase in which word was used, meaning and reason for selecting word. *Fifthly*, Teacher engages students in process of vocabulary self collection. Students work is small group of three to five, and they read a short passage from book with teacher. They are guided by teacher to identify a word they wish to select. Teacher demonstrates how to use context and other resources to figure out meaning of the word.

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<sup>16</sup> Fitria Ayu Meiningsih, *The Effectiveness of Vocabulary Self Collection and Interactive Students' Vocabualry Matery*, Semarang:2004p. 14

Together, students and teacher engage in a discussion of developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word. Sentence from text in which word was found, meaning and reason for selecting. *Sixthly*, After students are familiar with this strategy, teacher provides guide practice to support the use VSS during reading. teacher organizes students in small groups for reading. They introduce book and provide a brief overview of the strategy. To help students recall the steps in process for nominating one or two words to learn.

*Seventhly*, Students in small group discuss words they wish to nominate. Within their small groups, they talk about each word and why they think that class should learn this word. Through consensus, they nominate two words. And *Seventhly*, Students write two to the class. On a class chart, one member of group writes the word, sentence in which word was used, its meaning and reason for selecting word

### C. Strategy

Learning strategies is very important for students. It can improve their autonomy as learners. Moreover, it benefits university students because the generation, who will lead the future of one nation, they have to be independent not only in obtaining information but also in managing information they've got. As part of Asian and world community, Indonesian university students should prepare, manage or control and evaluate their learning process.<sup>17</sup> Thus, learning strategies is one of crucial things to recognize, use and improve in order to reach high achievement theoretically and practically (in all four language skills). To have those

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17 Tanjung, Firma Zona. Language Learning Strategies In English Foreign Language Classroom Indonesian Higher Education Context Vol.21 ( LLT Journal ) Download on <http://e-journal.usd.ac.id/index.php/LLT/article/view/966> accessed on April, 14th 2019. P. 15

ideal conditions, teachers should play their roles effectively in the process of developing students' awareness and improving the learning strategies they have already been using. Considering the need of teaching learning strategies, followings are several stages that can be implemented to help student aware of and utilize their own strategies optimally to learn English. In addition, Strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

According to Rebecca L Oxford, There are six groups of strategies, three of which are direct and three of which are indirect.<sup>18</sup> Direct and indirect strategies support each other, and each strategy group is capable of connecting with and assisting every other strategy group. Direct strategies involve working with the language itself in a variety of specific tasks and situations. Direct strategies include memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps.

Indirect strategies are used for general management of learning, including metacognitive strategies for coordination of the learning process, affective strategies for regulating emotions, and social strategies for learning with others. The learner will eventually use both types of strategies as s/he gradually becomes more responsible for her/his learning process.

#### **D. Relevant Previous**

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<sup>18</sup>McLaughlin, Sky. Language Learning Strategies, English Corner. Download on [http://qattanfoundation.org/sites/default/files/u2/language\\_learning\\_strategies\\_13\\_029.pdf](http://qattanfoundation.org/sites/default/files/u2/language_learning_strategies_13_029.pdf). Accessed on April, 14th 2019 at 11:42 pm. P. 2



The relevant of the previous study mention of some researches which have done in the same topic. They can be used as references in this study. The researchers in this topic include the researchers below :

*First*, Indrian Juwita (2013) conducted a research entitled “*Using Self-Collection Strategy) to Increase Mastery the Junior High School Students’ Vocabulary*”. In this study, Juwita used Self-Collection as a strategy to teach vocabulary. Self-Collection Strategy is an approach to teach vocabulary by using students’ ability in collecting and generating words list and it emphasizes on the students’ personal experiences and general knowledge. This strategy is started with the assignment for both students and teacher to bring words that they believe whole members of class should learn.

*Second*, Intan Rahayu (2014) with her research entitled “*Enriching Students Vocabulary by Using Combining Exclusion Brainstorming and Self-Collection Strategies for Young Learners*” explained that she used two strategies to teach vocabulary. She combined Exclusion Brainstorming and Self Collection Strategy to teach vocabulary. Exclusion Brainstorming Strategy is] an instructional strategy used to utilize students’ prior knowledge and expand their understanding of a social studies or science topic. Self Collection Strategy is practicing the use of context to determine word meanings.

*Third*, Yetti Mandasari (2013) conducted a research entitled “*Enriching Students’ Vocabulary by Combining Vocabulary Self-Collection Strategy and Possible Sentence Strategy in Teaching Reading at Junior High School*”. In this study, Mandasari used combining two strategies to teach reading. Firstly, she used Vocabulary Self-Collection strategy. Vocabulary Self-Collection Strategy (VSS) is a

strategy that can share words they wish to learn and remember, can motivate students in learning vocabulary. Secondly, she used Possible Sentence Strategy. Possible sentence is a strategy that use in learning vocabulary that ask students to make prediction about key vocabulary and use in sentences. Along with make students more understand about contain of words in the text with gives assume sentences to students.

### **E. Hypotheses of the study**

Based on the research above, the hypotheses of the research were

- a.  $H_a$  : There is effectiveness between students who taught by using vocabulary self collection strategy is better than the students who not taught toward students' vocabulary mastery.
- b.  $H_o$  : There is not effectiveness between students who taught by using vocabulary self collection strategy is better than the students who not taught toward students' vocabulary mastery

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

There are three types of experimental research; True-experimental, Quasi-experimental, and Pre-experimental. In this research, The researcher use a quasi-experimental research. Based on Creswell quantitative research is an approach for testing for testing theories by examining the relationship among variables. These variables in turn can be measured, typically on instruments so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussions. Like qualitative researchers, those who engage in this dorm of inquiry have assumption about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.<sup>19</sup> This study belongs to an experimental research. An experimental design is to test the impact of a treatment on an outcome, controlling for all other factors that might influence that outcome It is a quantitative research based on operational variables, statistics, computation and measurement. It concerns with finding out the effectiveness between two variables at the same time.

#### *1. Quasi Experimental Design*

Based on Creswell quasi-experimental is a form of experimental research in which individuals are not randomly assigned to groups. In this study, non-equivalent control group design was used. A non-equivalent groups design includes an existing group of participants who receive a treatment and another existing group of participants

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<sup>19</sup> Creswell, Jhon W .*Research Design: Qualitative, Quantative, and Mixed Methods Approaches. Third Edition.* Singapore: SAGE Publication, Inc. 2009. p.32

to serve as a control group.<sup>20</sup> Participants are not assigned to group, but rather are assigned to the treatment group or control group along with all the others in their existing group. This design was chosen because The researcher did not break the classes up to get the objects of the study.

**Tabel 3.1**  
**Research design of Quasi Experimental Study**

Non-equivalent Group Design	Class	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
Pre-test design	A	O1	X	O2
Post-test design	B	O3		O4

Where:

- A : The experimental class
- B : The control Group
- O1 : Pre-test for the experimental group
- O2 : Post-test for the experimental group
- O3 : Pre-test for the control Group
- O4 : Post-test for the control group
- X : Treatment using Vocabulary self collection strategy

In this research, The researcher is divide the subject of the study into two groups, an experimental group and a control group. Before and after the experiment, both of groups were given pre-test and post-test of vocabulary knowledge. Both of groups take pre-test (O<sub>1</sub>) and (O<sub>3</sub>) to measure their early vocabulary mastery before getting the experiment. During the experiment, the experimental group was taught by using Self-Collection Strategy (X), After the experiment, the same post-tests (O<sub>2</sub>) and

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<sup>20</sup> Louis Cohen, at all. Designing and Evaluating Quantitative Research in Education, USA: Routledge: 2007, p. 283

(O<sub>4</sub>) were administrated to investigate whether any significant differences in learning vocabulary between the two groups.

## B. Population and Sample

### 1. Population

Based on Ary, population is all members of any class of people, event or objects.<sup>21</sup> The population of this study is the Seventh grade students of SMP Negeri 16 Kota Bengkulu in the academic year of 2018/2019. There were 7 classes of Seventh Grade. On the average, each class consists of students

**Tabel 3.2 Population Data**

No	Class	Male	Female	Total	Average
1	VII A	9	20	29	57,8
2	VII B	13	18	31	64,32
3	VII C	17	14	31	66,0
4	VII D	12	18	30	43,2
5	VII E	10	19	29	55,4
6	VII F	9	21	30	48,3
7	VII G	18	12	30	55,2
	TOTAL	77	122	199	

*Source :  
English  
teacher  
SMP  
Negeri 16  
Kota  
Bengkulu  
Acad*

*emic Year 2018/2019*

### 2. Sample

According to Arikunto, sample is a part or the representative of population that is investigated<sup>22</sup>. In this research will use purposive sampling. Purposive sampling is a element judged to be typical, or representative, are chosen from the population. There are 60 students at the same level than is taken as sample. The researcher takes two classes as the sample, and divides into two group, 30 students for the experimental group and 30 students for the control group. The researcher takes sample based on the

<sup>21</sup>Ary, et al. 2010. Introduction to Research in Education. Ed. 8<sup>th</sup>. USA: Wadsworth P. 148

<sup>22</sup>Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006 p. 118

same criteria homogeneity from students such as average score 6-7 from previous semester scores of English, Age 12-13 years taught by the same teacher .

To determine which group belongs to experimental and which one belonged to control group, the same technique as the previous was applied. The result showed that VII E was assigned to be experimental group which consisted of 30 students and VII G to be the control group consisted of 30 students. Therefore, the total sample was 60 students.

**Table 3.3 Sample and Research**

No	Group	Class	Male	Female	Total
1	Experimental Group	VII D	12	18	30
2	Control Group	VII G	17	13	30
Total			27	34	60

### **C. Instruments for Collecting Data**

In the present study, The researcher used vocabulary test as the main instrument. There are two tests in this study, pretest and post-test which were conducted at the beginning and the end of the experiment. The aims of using pre-test and post-test were to see the students' vocabulary mastery before and after the treatment.

#### **1. Pre-test**

Pre-test was used to measure the student early vocabulary mastery in both of groups (experimental group and control group) before giving a treatment.

#### **2. Post-test**

Post-test is used to measure the students` vocabulary mastery after the treatment given. The purpose of giving post-test was to find out whether there was any significant differences between experimental group and control group or not

### 3. Documentation

The research was uses camera to take photos during teaching learning. It will used to documentation all the research process. from giving the try-out, the pre-test, during the treatment class, and giving the post-test.

### D. Data Collecting Technique

The researcher follow some steps in collecting the data, such as conducting a try-out, giving a pre-test, giving treatment, and giving a post-test.

The following is schedules of data collecting used in this study :

**Table 3.4 Schedule of Collecting Data**

N0	Activities	Meetings				
		I	II	III	IV	V
1	Try Out					
2	Pre-test					
3	Treatment					
4	Post-test					

#### 1. Try Out

In this study, try out is to measure the validity and reliability of the test before it is given to both of groups. After getting the result of try out test, then the data is analyzed to measure their validity and reliability. If a test item do not have validity and reliability, it has to be revised. The revision is made based on the analysis of the

try out result. The try out group was taken from other class in this school which consist of 30 students that has same competence. After being tried out, the instrument of research was them examined statistically. The instrument was analyzed by using SPSS statistic 16.

**(a) Validity**

According to Arikunto validity is a measure which shows levels of validity in the instrument<sup>23</sup>. A good test has to be valid. It can be called as a valid test when it can measure what to be measured. A test has validity if it has correlation between the test results with criteria. To test the validity of the instrument, the data from try out was analyzed by using IBM Statistics 1.6

From 30 items which were tried out, It was found that not all the items were valid. Based on the result of try out data analyze with  $df ( 30-2 )= 28$ ,  $\alpha= 0,05$ , and  $r= 0,361$ , the researcher found that there were 1,2,3,4,5,6,7,8,9,10,11,12,13,15,17,19,21,23,27,28,30.

**(b) Reliability**

Reliability is used to know the degree of stability of the instrument (Arikunto, 2006:178). A test is reliable if the tool of measurement shows the consistency and stability of the test scores when the test is used in another occasion.

To find the reliability of the instrument, the researcher also Cronbach's Alpha formula formula in IBM Statistics 16. After being analyzed, it was found that the reliability of the instrument was 0,736 . In other words, it could be judge that the vocabulary test used in the researcher was reliable since the reliability coefficient of vocabulary test obtained was 0,361.

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<sup>23</sup> Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta,2006 p.168



## **2. *Pre-Test***

The pretest in this study had a purpose to know the students' basic ability on vocabulary achievement between the experimental and control groups. So, both of groups were given the pre-test.

## **3. *Treatment***

The treatment form this study is teaching-learning process using vocabulary self-collection strategy in the class. The process of giving treatment to make sure that the self-collection strategy gave effect on students' vocabulary achievement and to know whether vocabulary self-collection strategy was more effective to teach vocabulary mastery.

## **4. *Post-Test***

The post-test is given after conducting the treatments. It purposed to measure the significant differences on the students' vocabulary achievement between the experimental group and the control group which used vocabulary self-collection strategy in teaching vocabulary.

## **E. Research Procedure**

Research procedures is used in this research were divided into three stages, namely pre-test, treatment, and post test. All three of these steps may be described as follows :

### **1. Pre-Test.**

The researcher observed the location and population carried out. Before applying self collection strategy , the researcher gave pre-test. This test gave to see the student pre-ability in vocabulary. The pre-test used to take two groups that have similar background of subject competence. They are experimental and

control groups. The test is vocabulary test and the students are given some difficult words to read. The researcher took the data how many correct answer and incorrect answer each student.

## 2. Treatment

### *a. Experimental group*

In this treatment session, the researcher do the treatment on two meetings. The treatment is the application of Self collection strategy on students vocabulary mastery in VII E class as the experiment class. First, the researcher come to the classroom to tell the purpose what the researcher came for. Second, the researcher clarify about what self collection strategy is. Third, the researcher do some following steps for teaching vocabulary to the students at classroom. Fourth, the researcher give them narrative text. Fifth, the researcher asked some students to read it out loud, and then the researcher make some correction by doing these steps: 1). The researcher heed students' utterance difficulty of word, 2). The researcher explain. Sixth, The teachers give students are trusted to be able to find meaning from difficult vocabulary that they think is important and interesting for them to know based on the topic the teacher has given at the end of the previous lesson.

In the second meeting, one by one students are asking to write a word on the board and present the word in front of the class. In the presentation, students explain where they found the word, what the word means in their opinion and why he and other students must know the meaning of the word. After the presentation, the researcher and all students provide additional information about the words that have been presented. In this discussion, the provision of words that appear more than once and words that are considered by all students already know the meaning. The selected

words will eventually be rewritten into their personal list of words. The role of the researcher is to monitor and assess the work of students and discuss the new words together in the classroom.

*b. Control Group*

In the control class, the researcher give some topic with experiment class without using self collection strategy. In the control group, the treatment was application in VII G class using modified fill-in passage. First, the researcher give explanation about modified fill- in passage exercise students. Second, The students will give the sample of modified fill-in passage which had related to narrative text. Fourth, The research ask the students to answer the test. Last, The researcher give the correct answer of the test.

3. Post-Test

After the researcher give treatment to the experimental class, the research give post-test to experimental and control class. The purpose of post-test is to know effect of self collection strategy in students vocabulary mastery in order to get the data. The researcher uses the same format of test for both of class.

**F. Data Analysis Technique**

Data analysis of this research is a quantitative in which the data is measured in the form of numbers. After collecting the data, The researcher will analyzing them statistically. In the present study, there are some steps of analyzing data, such as analyzing normality, homogeneity, and analyzing *t*-test result and independent T-test.

**a. Normality**

According to Arikunto normality test is a way to determine whether the data obtained are normal or not<sup>24</sup>. In this study, The researcher use the normality to prove whether the pre-test and post-test of each group is normally distributed or not

First, the maximum score and minimum score of both groups are calculated. Then, the range score, class interval and class with are determined. If the value of  $X^2_{hitung} < X^2_{table} (\alpha)(dk)$ , the test for each group is said to be normally distributed to compute normality

**b. Homogeneity**

Based on Arikunto homogeneity is a condition in which all the variables in a sequence have the same finite or limited, and have a variant.<sup>25</sup> To find out the homogeneity of data, If the  $F_{value} < F_{table}$ , it can be conclude that the data of the test is homogeny.

**c. T-test Statistical Analysis**

In order to determine whether there is a significance difference between the students' vocabulary achievement of the experimental and the control groups, the t-test formula applied However, the standard should be computed before counting the t-test.

After getting the result of t-test, the hypotheses of the study is tested by the following criteria :

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<sup>24</sup> Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta,2006 p.290

<sup>25</sup> Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta,2006 p.320

- a. Rejecting null hypothesis (  $H_0$  ) and accepting alternative hypothesis (  $H_a$  ) if  $t_{table}$  was higher than  $t_{value}$  ( $t_{table} < t_{value}$  )
- b. Accepting null hypothesis (  $H_0$  ) and rejecting alternative hypothesis (  $H_a$  ) if  $t_{value}$  was higher than  $t_{table}$  ( $t_{value} < t_{table}$  )

***d. Independent Sample T-test***

The last, in independent T-test, the researcher will be compare or find out the difference mean score in unrelated of two samples. According to Halvanes and Caputi also use to know whether there are effects or not. The post-test conducted by give a question and the students give their answer with focus.

Then the result of the students score in pre test and post test would be classification based on scale interval categories

**Table 3.5**

**Scale Interval Categories**

<b>Interval</b>	<b>Qualification</b>
0-29	Very Poor
30-55	Poor
56-75	Good
76-84	Very Good
85-100	Excellent

**CHAPTER IV**  
**RESULT AND DISCUSSION**

**A. Result**

This chapter discuss about the result of students' test in vocabulary mastery at Seventh grade students of SMP Negeri 16 Kota Bengkulu was increased. The finding of this study were obtained based on data analysis as presented in chapter III. The finding was as follow

**1. The Result of Vocabulary test.**

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given the students before the experimental was conducted and the post-test was given at the end of the experiment.

**a. The description of pre-test and post-test scores in experimental class**  
**Students' Pre-Test and Post-Test in Experimental Class.**

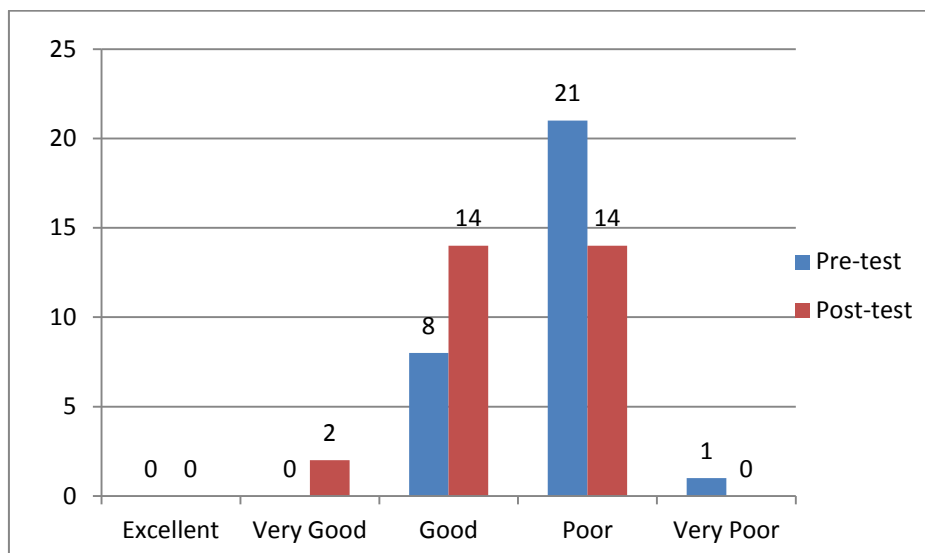
Graphically, the total score of the students pre-test and post-test in the experimental class can be seen in the appendix, In addition, it also shows the progress ( gain) occurring to each students.

**Table 4.1**  
**Description of Pre-test and Post-Test in the Experimental Class**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestExperiment	30	25	75	50.17	11.256
PosttestExperiment	30	40	85	61.83	12.140
Valid N (listwise)	30				

In the experimental class ( VII E ) the lowest score of pre-test was20, then the highest score was 75. And then, In the post-test scores, the lowest score was 40 and the

highest score was 85 . These can be seen in the from the descriptive statistic of the pre-test and the post-test scores show in Table 4.1 was found that the average of pre-test was 50.17 and the average score of post-test was 61.83



**Figure 4.1**  
**Graph for Pre-test and Post-test Scores in Experimental Class**

Based on figure 4.1, the post test score was higher than Pre-test score. It means teaching vocabulary by using self collection strategy could increase the student' vocabulary mastery score.

**b. The distribution of pre-test and post-test scores in the experimental class can be seen on figure 4.2**

**Table 4.2**  
**The Distribution in Experimental class**

Score Interval	Category	Pre-Test		Post-test	
		Frequency ( Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	0	0%
76-84	Very Good	0	0%	2	6.6% %
56-75	Good	8	26,6%	14	46,6%

30-55	Poor	21	70%	14	46,6%
0-29	Very Poor	1	3,3 %	0	0%

Based on the table 4.2, the pre-test in the experimental group, there was 0(0% ) students in excellent category, 0(0%) students were in very good category, 8(26,6%) students were good category, 21(70%) students were poor category, and 1 ( 3,3%) were very poor category. While, in post-test, there was 0(0%) students in excellent category, 2(6,6%) students were in very good category, 14(46,6%) students were in good category, 14(46,6%) students were in poor category, and 0 (0%) students were very poor category

### c. The description of Pre-test and Post-test Scores in the Control Class

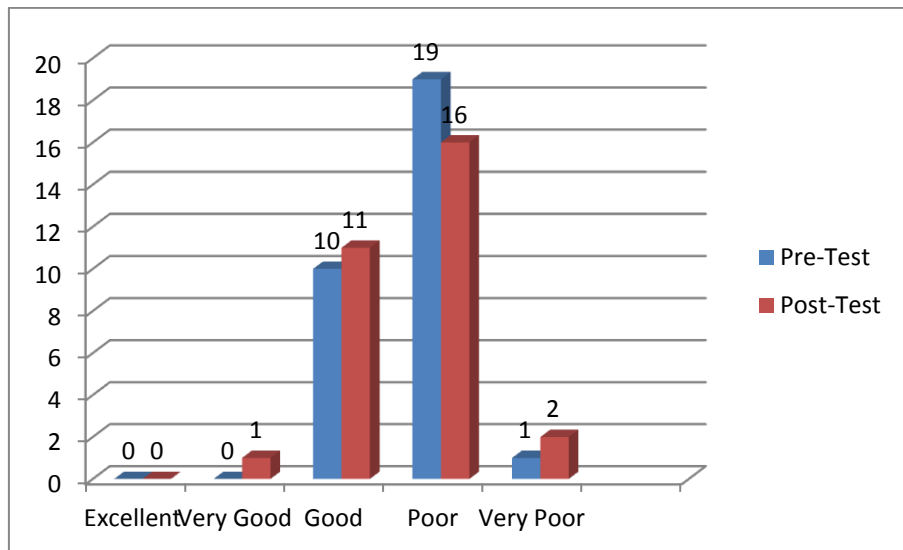
**Table 4.3**  
**Description of Pre-test and Post-Test in the Control Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestControl	30	25	70	47.50	10.887
PosttestControl	30	20	80	50.67	13.880
Valid N (listwise)	30				

In the experimental class ( VII G ) the lowest score of pre-test was 25, then the highest score was 70. And then, In the post-test scores, the lowest score was 20 and the highest score was 80 . These can be seen in the from the descriptive statistic of the pre-test and the post-test scores show in Table 4.3 was found that the average of pre-test was 47.50 and the average score of post-test was 50.67

Graphically the total score of students pre-test and post-test in the control class can be seen on figure 4.2





**Figure 4.2**

**Students' Pre-test and Post-test in Control Class**

Based on Figure 4.2, it was showed that the pre-test score and the post-test were relatively same. It means the score of students' vocabulary mastery increased gradually.

The distribution of pre-test and post-test scores in the control class can be seen on table.

4.4

**Table 4.4**  
**The Distribution in Class Control**

Score Interval	Category	Pre-Test		Post-test	
		Frequency ( Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	0	0%
76-84	Very Good	0	0%	1	3,3%
56-75	Good	3	10%	7	23.3%
30-55	Poor	26	86,6%	20	66,6%
0-29	Very Poor	1	3,3 %	2	6,6%

Based on the table 4.4, the pre-test in control class there was 0(0%) students in excellent category, 0(0%) students were in very good categoriy,3 (10%) students in

good category, 26(86,6%) students were in poor category, and 1 ( 3,3%) students were in very poor category. While in post-test there was 0 (0%) students were in Excellent category, 1( 3,3%) students were in very good category, 7(23,3%) students were in good category, 20( 66,6%) students were in poor category, and 2(6,6%) students were in very poor category.

## **2. The Normality and Homogeneity of the Data Score**

Before analyzing the data, homogeneity and normality of the data should be measured. In determining homogeneity and normality of the data kolmogorov-smirnov test used .

### **a. The Result of Normality Data of Pre-test Score**

In analyzing the normality of the data test of Pre-test scores, one sample Kolmogorov-Smirnov test was used since the data of group less than 60 data. The test of normality and histogram of pretest scores of the experimental group and pre-test scores of the control group can be seen on appendix 4.

The kolmogorov-smirnov test of the pre-test of the experimental class showed that significance were 0,269. Therefore, the significant value was higher than  $\alpha$  0,05 (  $0.269 > 0.05$  )  $H_0$  was accepted and it means the data was normality distributed.

In addition, The kolmogorov-smirnov test of the pre-test on control class showed that significance were 0,446. Therefore, the significant value was higher than  $\alpha$  0,05 (  $0.446 > 0.05$  )  $H_0$  was accepted and it means the data was normality distributed.

### **b. The Result of Normality Data Test of Post Test Scores**

In analyzing data the normality of the data post-test scores, one sample Kolmogorov-Smirnov test used since the data of each group less than 60 data. The test of

normality and histogram of post test scores on Experimental Class and Control Class can be seen on appendix 5.

The kolomogrov-smirnov test of post-test on experimental class showed that significance were 0,634. Therefore, the significant value was higher than  $\alpha$  0,05 (  $0.634 > 0.05$  )  $H_0$  was accepted and it means the data was normality distributed.

Since, The kolomogrov-smirnov test of the post-test of the experimental group showed that significance were 0,251. Therefore, the significant value was higher than  $\alpha$  0,05 (  $0.251 > 0.05$  )  $H_0$  was accepted and it means the data was normality distributed.

### c. The Result of Homogeneity of Variances Test

The result of variances test can be seen on appendix 6.

#### 1) Homogeneity of the Pre-Test

The homogeneity test of variances above that the *Levene Statistic* value shows 0.025 with the significant value were 0,875. The result of homogeneity test was significant value was higher than 0.05 (  $0.875 > 0.05$  ). It means the sample in experimental class and in control class were homogeneous.

#### 2) Homogeneity of the Post-Test

The homogeneity test of variances above that the *Levene Statistic* value shows 0.06 with the significant value were 0,938. The result of homogeneity test was significant value was higher than 0.05 (  $0.938 > 0.05$  ). It means the sample in experimental class and in control class were homogeneous.

### 3. The Statistically analysis Result

In order to verify the hypothesis proposal, the statistical analyses were applied . The T-test and independent sample, t-test in which paired t-test was used to find out

whether there are significant differences in students' vocabulary mastery before and after the treatment in the experiment class and control class, meanwhile independent sample t-test using SPSS 1.6 program for window was applied in order to find out whether or not there was significance in students' vocabulary mastery between the experimental class and control class.

#### **a. Paired Sample t-test Analysis**

##### **1) Statistically Analysis on the result of pre-test and post-test in the experimental class.**

Based on the paired sample statistic ( appendix 7) the mean of Vocabulary mastery pre-test in the experimental class was 50,17 and the standard deviation was 11,256 The mean of Vocabulary mastery post-test in the experimental class was 61,83 And the standard deviation was 12.140

The result of the paired sample t-test, paired sample difference in mean between pre-test of vocabulary achievement in the experimental class was -11.667 with standard deviation of 19,090 with standard and t-obtained was -5.762 at the significant level of 0,05 and the degree of freedom 29 and the critical value of t-table for tailed test was 1,699

From the table 4.10, it can be seen that t-obtained -5,762 was higher than the critical value of t-table 1,699 it can be stated that the research hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It means that there was significant different difference is vocabulary achievement within the students in experimental class.

##### **2) Statistically Analysis on the Result of Pre-Test and Post-Test of Control Class**

Based on the paired sample statistic ( appendix 7) the mean of Vocabulary mastery pre-test in the control class was 47,50 and the standard deviation was

10,887 The mean of Vocabulary mastery post-test in the control class was 50.67 And the standard deviation was 13,88

The result of the paired sample t-test, paired sample difference in mean between pre-test of vocabulary achievement in the control class was -3.167 with standard deviation of 11.483 with standard and t-obtained was -1.510 at the significant level of 0,05 and the degree of freedom 29 and the critical value of t-table for tailed test was 1,699

From the above , it can be seen that t-obtained -1,510 was higher than the critical value of t-table 1,699 it can be stated that the research hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was significant different difference is vocabulary achievement within the students in experimental class.

It was showed the variables of this researcher. There were two variables of the research, which were dependent and independent variable. From the table above, dependent was vocabulary mastery and independent variable was title Self Collection Strategy.

#### **b. Independent Sample T-test Analysis of Students' Vocabulary Mastery**

In order to find out whether or not there was significant different in Vocabulary Mastery between the students who were taught by using self collection strategy and those who were not, the result of post –test and the control group were compared by using independent sample T-test

Based on the appendix 8, the value t-obtained was 3,317. At the significant level 0,05 in two tailed testing with df was 58. Where critical value of t-table was 1,671 5 since the value t-obtained 3,317 higher than the critical value of t-table (1,671), Ha was accepted and Ho was rejected . It means that there was significant differences in

Vocabulary mastery within the students in experimental class, who were taught by using Self Collection Strategy and those who were not.

## **B. Discussion**

From the description of the research result above, there were some discussion that the researcher gave in this research some of them are about how self collection strategy toward students' vocabulary mastery. Experiment and control class were the same in their initial level of vocabulary mastery. It was also proved by the researcher by indicating the initial level of vocabulary mastery by conducting the pre-test that as given before the treatment. The mean score of pre-test in experimental class was 50,17 and the mean score of pre-test in control class was 50,67 statistically analysis has revealed that there is was no significant effect in their pretest scores of vocabulary mastery.

Based on the result of the research, the following interpretations are presented strengthen the value of the research. *Firstly*, After doing the post-test, the result showed a statistically significant effect of self collection strategy toward students vocabulary mastery. The mean score of post-test in experimental class was 61,83 which was higher than the mean score of post test in control class which was 50,67. It showed that self collection strategy gave significant effect to students' vocabulary mastery.

*Secondly*, Self collection strategy gave opportunities the students to develop their vocabulary through a deeper understanding conceptual knowledge, and they can enrich their vocabulary and remember the words easily, by these strategy, the students would not feel bored in learning because they did not get the monotonous process of teaching and learning in classroom, specially in learning vocabulary which consider by them as difficult and boring lesson.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result and discussion in the previous chapter, some conclusions are arisen, After doing the research, collecting the data, and the analyzing them, the researcher found that the result of this study showed a statistically significant effect of Self Collection Strategy on students' vocabulary mastery.

The students, better achievement toward vocabulary mastery can be seen on the mean score of the post-test of experimental class was 61,83 which was higher than the mean score of post test in control class which was 50,67. It showed that self collection strategy gave significant effect to students' vocabulary mastery.

There were some reasons why self collection strategy gave significant effect to increase students' vocabulary mastery in experimental class. *First*, The students in experimental class were provided the situation where they did so discovery activities which actively involved then in analysis and application. *Second*, During the treatment was conducted self collection strategy succeeded in helping the students to explore their vocabulary through a deeper understanding conceptual knowledge by meaning word through figure it out. Through this strategy, the students were asked to brainstorm and to figure out as many as words related to the central word. Therefore, it could help the students to enrich the vocabulary and to remember words easily. Moreover, the students become active participation both individually or in group while vocabulary self-collection strategy was applied in teaching vocabulary.

While the students in control class that only got conventional strategy which was usually used by the teacher were not significantly improved. They students in control class got lower post test scores than post-test score of experimental class.

It can be concluded that the self collection strategy is able toward students' vocabulary mastery. Most of the seventh grade students in the experimental class had better development and post-test scores than their score in pre-test. As students in the control class scored lower in the post-test. The result of this research indicate that using self collection strategy provides a significant different toward students' vocabulary mastery of what they found meaning word, and contributed to students for part of speech background knowledge before they even got questions. Therefore, In this research it means that Self Collection Strategy

can toward students' vocabulary mastery at Seventh Grade Student in SMP Negeri 16 Kota Bengkulu 2018/2019.

## **B. Suggestion**

For English teachers, they should vary different strategy to avoid the students' boredom in teaching learning process. They should find out appropriate strategy for teaching vocabulary. Moreover, they should be able to create teaching and learning process more interestingly, enjoyably, and educative in the classroom. Hence, it is highly recommended for the teachers to use vocabulary self-collection strategy in teaching vocabulary because of its effectiveness to help the students to improve their vocabulary mastery. It aids the students to develop their vocabulary through a deeper understanding conceptual knowledge. Therefore, they can enrich their vocabulary and remember the words easily. The teacher should has more selective in preparing the



interesting activities, must provide a great variety of them and the teacher must creative.

For the students, they should be active, creative, and good work team on study. And then, they should ask the teacher if they find some difficulties in learning teaching, dare to answer questions , and pointing their friend. For the researcher, the result of this study can be used as reference or basic information to do further investigation, and can be apply this strategy on learning teaching in the class.

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**A  
P  
P  
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D  
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C  
E  
S**



## Item-Total Statistics

<b>No</b>	<b>r-amount</b>	<b>r-table</b>	<b>Validity</b>
Q1	0.829	0.361	Valid
Q2	0.852	0.361	Valid
Q3	0.518	0.361	Valid
Q4	0.720	0.361	Valid
Q5	0.660	0.361	Valid
Q6	0.607	0.361	Valid
Q7	0.447	0.361	Valid
Q8	0.420	0.361	Valid
Q9	0.928	0.361	Valid
Q10	0.786	0.361	Valid
Q11	0.447	0.361	Valid
Q12	0.717	0.361	Valid
Q13	0.419	0.361	Valid
Q14	0.199	0.361	Invalid
Q15	0.806	0.361	Valid
Q16	0.294	0.361	Invalid
Q17	0.464	0.361	Valid
Q18	0.213	0.361	Invalid
Q19	0.878	0.361	Valid
Q20	0.186	0.361	Invalid
Q21	0.477	0.361	Valid
Q22	0.183	0.361	Invalid
Q23	0.928	0.361	Valid

<b>Q24</b>	<b>0.012</b>	<b>0.361</b>	<b>Invalid</b>
<b>Q25</b>	<b>0.058</b>	<b>0.361</b>	<b>Invalid</b>
<b>Q26</b>	<b>0.235</b>	<b>0.361</b>	<b>Invalid</b>
<b>Q27</b>	<b>0.707</b>	<b>0.361</b>	<b>Valid</b>
<b>Q28</b>	<b>0.715</b>	<b>0.361</b>	<b>Valid</b>
<b>Q29</b>	<b>0.158</b>	<b>0.361</b>	<b>Invalid</b>
<b>Q30</b>	<b>0.429</b>	<b>0.361</b>	<b>Valid</b>

## Reliability Analysis Of Instrument

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.739	31

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	45.8667	121.223	.816	.722
Q2	45.9333	120.340	.839	.720
Q3	45.8000	124.855	.488	.731
Q4	45.8000	123.131	.697	.727
Q5	45.8333	123.178	.641	.727
Q6	45.8000	124.028	.588	.729
Q7	45.7667	125.771	.419	.733
Q8	45.7333	126.340	.394	.734
Q9	45.8667	120.257	.921	.720
Q10	45.9333	120.961	.776	.722
Q11	45.7667	125.771	.419	.733
Q12	46.0000	121.379	.696	.723
Q13	45.8333	125.523	.378	.733
Q14	45.7333	127.789	.182	.737
Q15	45.9667	120.585	.790	.721
Q16	45.9333	132.340	-.319	.749



Q17	45.8333	125.040	.432	.732
Q18	45.9000	131.403	-.239	.746
Q19	45.9000	120.369	.868	.720
Q20	45.8000	130.855	-.215	.745
Q21	45.8000	125.131	.455	.732
Q22	45.9000	127.334	.158	.737
Q23	45.8667	120.257	.921	.720
Q24	45.8333	129.316	-.037	.742
Q25	45.7333	128.823	.032	.740
Q26	45.8000	127.200	.210	.736
Q27	45.9333	121.857	.686	.724
Q28	45.9000	122.024	.695	.724
Q29	45.9000	131.059	-.206	.746
Q30	46.0000	124.552	.397	.731
TOTAL	23.3333	33.057	.998	.872

Name :

Class :

Number :

**A. Write in the letter of the meaning (Indonesian Language) on the right that matches the word on the left.**

- |     |           |         |                |
|-----|-----------|---------|----------------|
| 1   | Hungry    | : ..... | a. Bersama     |
| 2.  | Together  | : ..... | b. Bangun      |
| 3.  | Turn off  | : ..... | c. Dingin      |
| 4.  | Wake up   | : ..... | d. Mengendarai |
| 5.  | Cold      | : ..... | e. Berjalan    |
| 6.  | Walk      | : ..... | f. Lapar       |
| 7.  | Face      | : ..... | g. Kebun       |
| 8.  | Ride      | : ..... | h. dinding     |
| 9.  | Driver    | : ..... | i. Tetap       |
| 10. | Rubbish   | : ..... | j. wajah       |
| 11. | Wall      | : ..... | k. Mematikan   |
| 12. | Garden    | : ..... | l. Dompet      |
| 13. | Far       | : ..... | m. sampah      |
| 14. | Permanent | : ..... | n. jauh        |
| 15. | Wallet    | : ..... | o. Sopir       |

**B. Read the following sentences and decide the word in the bracket belongs to the specified part of speech.**

1. What did he (tell) you about me?
  - a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
2. Today is so ( hot ) for swimming
  - a. Adverb
  - b. Verb

- c. Noun
  - d. Adjective
3. On Sundays, I (swim) from six to eleven in the morning.
    - a. Adjective
    - b. Verb
    - c. Noun
    - d. Adverb
  4. I will go to one of beautiful (islands) in Indonesia this month.
    - a. Adjective
    - b. Verb
    - c. Adverb
    - d. Noun
  5. I don't (believe) him because he has lied to me for many times.
    - a. Adjective
    - b. Verb
    - c. Noun
    - d. Adverb
  6. Yesterday was ( beautiful ) sunset
    - a. Adjective
    - b. Verb
    - c. Noun
    - d. Adverb
  7. Who is the( cleaned up ) this class ?
    - a. Adjective
    - b. Noun
    - c. Verb
    - d. Adverb
  8. Tara cooked (chicken) soup, but that was not delicious.
    - a. Adjective
    - b. Verb
    - c. Noun
    - d. Adverb
  9. In Bengkulu, there are many (wonderful) tourism places such as panjang beach , Forth Malborough and Dendam Tak Sudah lak.
    - a. Adjective
    - b. Verb
    - c. Noun
    - d. Adverb
  10. Beside of ( tourism ) places, Bengkulu also has unique traditional food like pendap and Bay Tat Cake.
    - a. Noun
    - b. Verb
    - c. Adjective
    - d. Adverb
  11. In the future, I want to be a ( president )
    - a. Adjective
    - b. Verb

- c. Adverb
  - d. Noun
12. Rendang is the ( popular ) meat food in Indonesia.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
13. Rendang ( comes ) from West Sumatera.
- a. Noun
  - b. Verb
  - c. Adjective
  - d. Adverb
14. He is (smart), but is he professional?
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
15. I am not ready to get married this (year).
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb

## KEY TERM

1. F
2. A
3. K
4. B
5. C
6. E
7. J
8. D
9. O
10. M
11. H
12. G
13. N
14. I
15. L
16. B
17. A
18. B
19. D
20. D
21. A
22. D
23. C
24. A
25. A
26. C
27. C
28. B
29. A
30. B

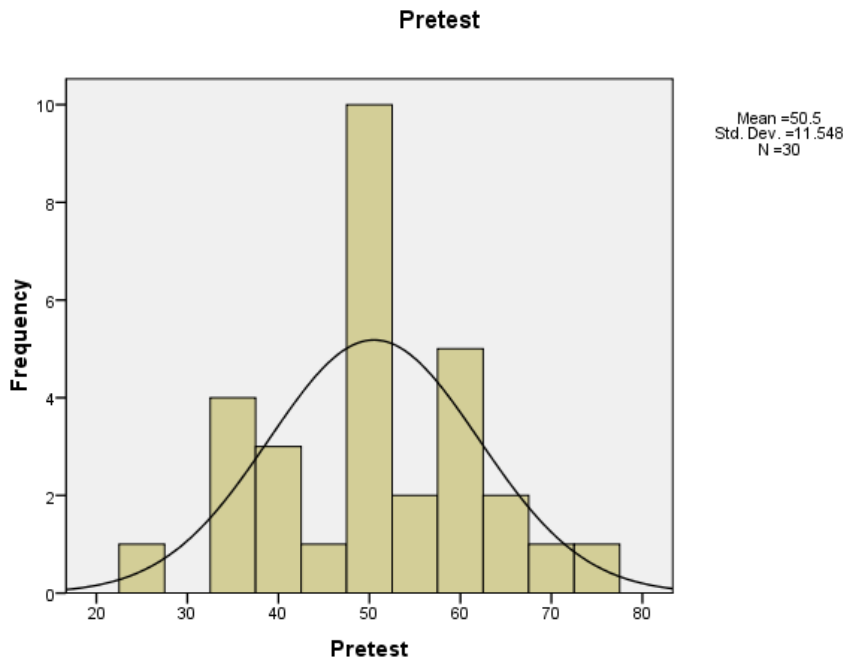
Appendix 4 : The Result of Normality of Pre-test Score

**Test of Normality of Pre-test Scores of the Experimental Class.**

**One-Sample Kolmogorov-Smirnov Test**

		EC
N		30
Normal Parameters <sup>a</sup>	Mean	50.50
	Std. Deviation	11.548
Most Extreme Differences	Absolute	.183
	Positive	.151
	Negative	-.183
Kolmogorov-Smirnov Z		1.001
Asymp. Sig. (2-tailed)		.269
a. Test distribution is Normal.		
b. Calculated from data		

**The Histogram of the Students' Pre-test of The Experimental Class**

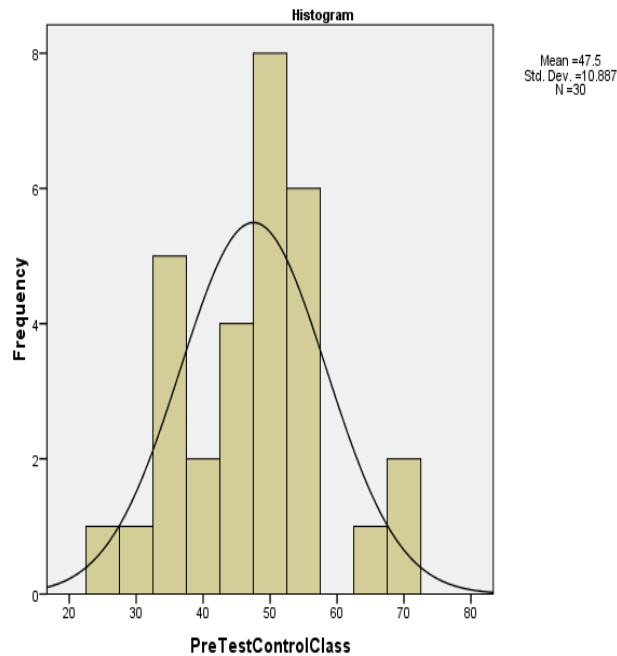


## Test of Normality Test of Pre-Test Scores of the Control Class

### One-Sample Kolmogorov-Smirnov Test

		PostTestContr olClass
N		30
Normal Parameters <sup>a</sup>	Mean	47.50
	Std. Deviation	10.887
Most Differences	Extreme Absolute	.157
	Positive	.145
	Negative	-.157
Kolmogorov-Smirnov Z		.863
Asymp. Sig. (2-tailed)		.446
a. Test distribution is Normal.		
b. Calculated from data.		

### The Histogram of Students' Pre-Test Control Class



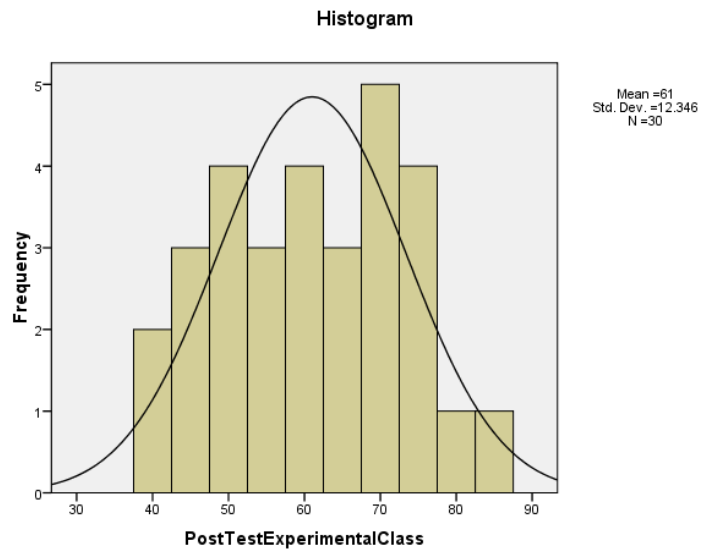
Appendix 5 : The Result of Normality Data Test of Post Test Scores

## Test of Normality of Post-Test Scores of the Experimental Class

### One-Sample Kolmogorov-Smirnov Test

		PosttestExperimental
N		30
Normal Parameters <sup>a</sup>	Mean	61.83
	Std. Deviation	12.140
Most Extreme Differences	Absolute	.136
	Positive	.113
	Negative	-.136
Kolmogorov-Smirnov Z		.746
Asymp. Sig. (2-tailed)		.634
a. Test distribution is Normal.		
b. Calculated from data.		

### The Histogram of The Students' Post-Test Experimental



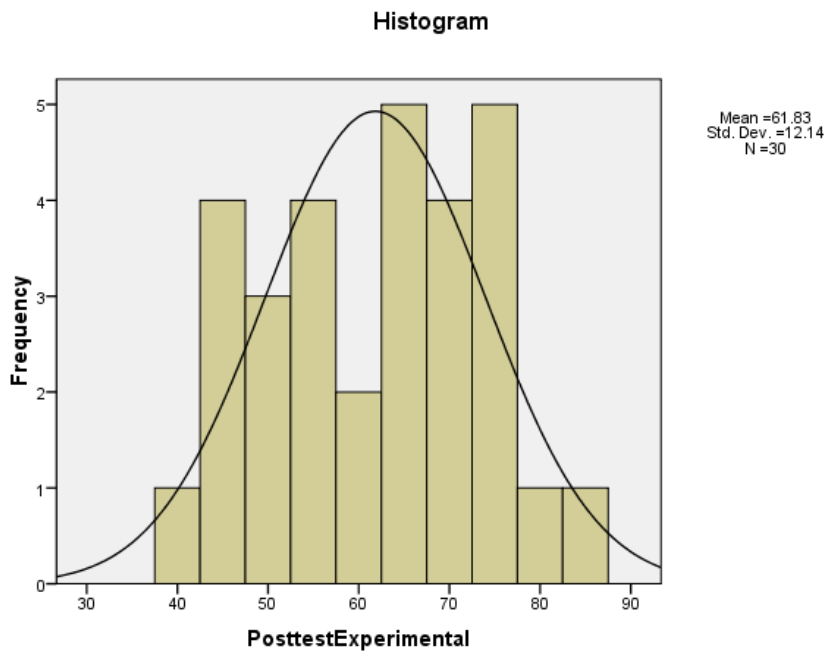
### Test of Normality Test of Post-Test Scores of the Control Class



### One-Sample Kolmogorov-Smirnov Test

		PostTestContr oClass
N		30
Normal Parameters <sup>a</sup>	Mean	50.67
	Std. Deviation	13.880
Most Extreme Differences	Absolute	.186
	Positive	.186
	Negative	-.142
Kolmogorov-Smirnov Z		1.018
Asymp. Sig. (2-tailed)		.251
a. Test distribution is Normal.		
b. Calculated from data		

### The Histogram of the Students' Post-Test of the Control Class



Appendix 6 : The Result of Homogeneity of Variances Test

**Homogeneity of the Pre-Test**

**Test of Homogeneity of Variances**

**Test of Homogeneity of Variances**

Hasil

Levene Statistic	df1	df2	Sig.
.025	1	58	.875

**Homogeneity of the Post-Test**

**Test of homogeneity of Variances.**

**Test of Homogeneity of Variances**

Hasil

Levene Statistic	df1	df2	Sig.
.006	1	58	.938

Appendix 7 : Paired Sample t-test Analysis

**Statistically Analysis on the result of pre-test and post-test in the experimental class.**

**Paired Samples Statistics**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PretestExperiment t	50.17	30	11.256	2.055

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PretestExperiment	50.17	30	11.256	2.055
PosttestExperiment	61.83	30	12.140	2.216

### Paired Sample 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 PretestExperiment - PosttestExperiment	-11.667	11.090	2.025	-15.808	-7.526	-5.762	29	.000

### Statistically Analysis on the Result of Pre-Test and Post-Test of Control Class

#### Paired Samples Statistics

#### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error
Pair 1 PretestControl	47.50	30	10.887	1.988
PosttestControl	50.67	30	13.880	2.534

#### Paired Sample 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 PretestControl - PosttestControl	-3.167	11.483	2.097	-7.455	1.121	-1.510	29	.142

### Appendix 8 : Independent Sample T-test Analysis of Students' Vocabulary Mastery

#### Independent Sample T-test

#### 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
Result Equal variances assumed	.006	.938	3.317	58	.002	11.167	3.367	4.428	17.906
			3.317	56.990	.002	11.167	3.367	4.425	17.908

**DAFTAR HADIR SISWA KELAS CONTROL**

**KELAS VII E**

No	NAME	GENDRE	MEETING					
			1	2	3	4	5	6
1	Adelia Putri	Female						
2	Aldo Christian Ekkiasia S.	Male						
3	Asy Syifa Aulya Putri R.	Female						
4	Aulia Fitri Fransmilla	Female						
5	Deno Armanda Puta	Male						
6	Darpia Sulendry	Male						
7	Dewi Aisyah EBT	Female						
8	Dewi Sartika	Female						
9	Dian Natalia	Female						
10	Dinras Alfarisi	Male						
11	Dwi As Farianti	Female						
12	Enya Chintya Dewi	Female						
13	Emilia	Female						
14	Fanwa Dwi Ivana	Female						
15	Fengki Jusera	Male						
16	Fitra Wahyu	Male						
17	Fitri Aisyah	Female						
18	Geovany Juniarty Nadapdap	Male						
19	I Putu wira Wardana	Male						
20	Kevin Juliendra Pradana	Male						
21	Manik Askar	Male						
22	Muhammad Exbal	Male						
23	M. Qodri Arihi	Male						
24	M.Zikri Prayoga	Male						
25	Nabila Viola Ananta	Female						
26	Nadia Puspita Sari	Female						
27	Rizki Hidayat	Male						
28	Sandi Asa Novika	Female						
29	Shakila Trinwati P	Female						
30	Sity Aisyah Lubis	Female						

**DAFTAR HADIR SISWA KELAS CONTROL**

**KELAS VII G**

No	NAME	GENDRE	MEETING					
			1	2	3	4	5	6
1	Aditya Pratama	Male						
2	Alifky Satrio Wibowo	Male						
3	Alya Amanda	Female						
4	Apri Dinata	Male						
5	Aulya Dina Jayanti	Female						
6	Barley Andrean	Male						
7	Bintang Setiawan Qutni	Male						
8	Daniel Kurniawan A.	Male						
9	Devi Darmila	Female						
10	Dia Anjelita	Female						
11	Fajrsyah	Male						
12	Fhelisa Tina Ila Safitri	Female						
13	Hanopan	Male						
14	Marhandika Saputra	Male						
15	Milinda Pitriani	Female						
16	M. Hamdani	Male						
17	Nidia Dwi Zhelva	Female						
18	Nur Salsabila	Female						
19	Rasya Astrawardhana	Male						
20	Resti Anindia	Female						
21	Sheirly Nur Ramadhani	Female						
22	Sigit Adi Purnama	Male						
23	Suci Deswita M	Female						
24	Tri Wahyuni	Female						
25	Vionasya Angelita V.	Female						
26	Windi Adelia Putri	Female						
27	Yulanda	Female						
28	Yusuf Hidayat	Male						
29	Zahra Dwi Cahya	Female						
30	Rafidis Umi Hardiani	Female						

**DAFTAR NILAI SISWA KELAS KONTROL****KELAS VII G**

<b>No</b>	<b>Nama</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>1</b>	<b>Aditya Pratama</b>	<b>50</b>	<b>50</b>
<b>2</b>	<b>Alifky Satrio Wibowo</b>	<b>45</b>	<b>45</b>
<b>3</b>	<b>Alya Amanda</b>	<b>55</b>	<b>55</b>
<b>4</b>	<b>Apri Dinata</b>	<b>55</b>	<b>50</b>
<b>5</b>	<b>Aulya Dina Jayanti</b>	<b>50</b>	<b>55</b>
<b>6</b>	<b>Barley Andrean</b>	<b>25</b>	<b>45</b>
<b>7</b>	<b>Bintang Setiawan Qutni</b>	<b>35</b>	<b>25</b>
<b>8</b>	<b>Daniel Kurniawan A.</b>	<b>40</b>	<b>35</b>
<b>9</b>	<b>Devi Darmila</b>	<b>30</b>	<b>20</b>
<b>10</b>	<b>Dia Anjelita</b>	<b>50</b>	<b>80</b>
<b>11</b>	<b>Fajrsyah</b>	<b>50</b>	<b>50</b>
<b>12</b>	<b>Fhelisa Tina Ila Safitri</b>	<b>65</b>	<b>70</b>
<b>13</b>	<b>Hanopan</b>	<b>45</b>	<b>50</b>
<b>14</b>	<b>Marhandika Saputra</b>	<b>35</b>	<b>45</b>
<b>15</b>	<b>Milinda Pitriani</b>	<b>70</b>	<b>75</b>
<b>16</b>	<b>M. Hamdani</b>	<b>35</b>	<b>65</b>
<b>17</b>	<b>Nidia Dwi Zhelva</b>	<b>45</b>	<b>45</b>
<b>18</b>	<b>Nur Salsabila</b>	<b>55</b>	<b>35</b>
<b>19</b>	<b>Rasya Astrawardhana</b>	<b>40</b>	<b>45</b>
<b>20</b>	<b>Resti Anindia</b>	<b>50</b>	<b>40</b>
<b>21</b>	<b>Sheirly Nur Ramadhani</b>	<b>55</b>	<b>60</b>
<b>22</b>	<b>Sigit Adi Purnama</b>	<b>35</b>	<b>40</b>
<b>23</b>	<b>Suci Deswita Mahari</b>	<b>45</b>	<b>50</b>
<b>24</b>	<b>Tri Wahyuni</b>	<b>70</b>	<b>65</b>
<b>25</b>	<b>Vionasya Angelita V.</b>	<b>50</b>	<b>50</b>
<b>26</b>	<b>Windi Adelia Putri</b>	<b>35</b>	<b>45</b>
<b>27</b>	<b>Yulanda</b>	<b>50</b>	<b>75</b>
<b>28</b>	<b>Yusuf Hidayat</b>	<b>55</b>	<b>60</b>
<b>29</b>	<b>Zahra Dwi Cahya</b>	<b>55</b>	<b>45</b>
<b>30</b>	<b>Rafidis Umi Hardiani</b>	<b>50</b>	<b>50</b>

**DAFTAR NILAI SISWA KELAS EXPERIMENTAL****KELAS VII E**

<b>No</b>	<b>Nama</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>1</b>	<b>Adelia Putri</b>	<b>25</b>	<b>50</b>
<b>2</b>	<b>Aldo Christian Ekkiasia S.</b>	<b>40</b>	<b>65</b>
<b>3</b>	<b>Asy Syifa Aulya Putri R.</b>	<b>35</b>	<b>55</b>
<b>4</b>	<b>Aulia Fitri Fransmilla</b>	<b>50</b>	<b>65</b>
<b>5</b>	<b>Deno Armanda Puta</b>	<b>55</b>	<b>75</b>
<b>6</b>	<b>Darpia Sulendry</b>	<b>60</b>	<b>45</b>
<b>7</b>	<b>Dewi Aisyah EBT</b>	<b>60</b>	<b>85</b>
<b>8</b>	<b>Dewi Sartika</b>	<b>55</b>	<b>75</b>
<b>9</b>	<b>Dian Natalia</b>	<b>60</b>	<b>80</b>
<b>10</b>	<b>Dinras Alfarisi</b>	<b>50</b>	<b>65</b>
<b>11</b>	<b>Dwi As Farianti</b>	<b>35</b>	<b>45</b>
<b>12</b>	<b>Enya Chintya Dewi</b>	<b>35</b>	<b>40</b>
<b>13</b>	<b>Emilia</b>	<b>40</b>	<b>45</b>
<b>14</b>	<b>Fanwa Dwi Ivana</b>	<b>50</b>	<b>60</b>
<b>15</b>	<b>Fengki Jusera</b>	<b>75</b>	<b>70</b>
<b>16</b>	<b>Fitra Wahyu</b>	<b>50</b>	<b>75</b>
<b>17</b>	<b>Fitri Aisyah</b>	<b>50</b>	<b>50</b>
<b>18</b>	<b>Geovany Juniarty Nadapdap</b>	<b>60</b>	<b>65</b>
<b>19</b>	<b>I Putu wira Wardana</b>	<b>50</b>	<b>55</b>
<b>20</b>	<b>Kevin Juliendra Pradana</b>	<b>65</b>	<b>60</b>
<b>21</b>	<b>Manik Askar</b>	<b>55</b>	<b>55</b>
<b>22</b>	<b>Muhammad Exbal</b>	<b>60</b>	<b>70</b>
<b>23</b>	<b>M. Qodri Arihi</b>	<b>50</b>	<b>75</b>
<b>24</b>	<b>M.Zikri Prayoga</b>	<b>35</b>	<b>45</b>
<b>25</b>	<b>Nabila Viola Ananta</b>	<b>45</b>	<b>70</b>
<b>26</b>	<b>Nadia Puspita Sari</b>	<b>40</b>	<b>55</b>
<b>27</b>	<b>Rizki Hidayat</b>	<b>50</b>	<b>50</b>
<b>28</b>	<b>Sandi Asa Novika</b>	<b>70</b>	<b>70</b>
<b>29</b>	<b>Shakila Trinwati P</b>	<b>50</b>	<b>75</b>
<b>30</b>	<b>Sity Aisyah Lubis</b>	<b>50</b>	<b>65</b>



## LESSON PLAN

### ( EXPERIMENTAL GROUP )

School	: SMP Negeri 16 Kota Bengkulu
Subject	: English
Class semester	: VII E
Time Allocation	: 40 Minutes ( 2 meetings )
Theme	: Vocabulary ( meaning )

#### I. Standard Competence

Reading

Reading the meaning of a short essay is simple in the form an account to interact with surrounding environment.

#### II. Basic Competence

I I Responding to the meaning and stepping in a simple short essay accurately, smoothly, and acceptable with those related to the sorrudning environment in narrative text. .

#### III. Indicators.

1. Students are able to memorize some difficult words in the text given
2. Students are able to comprehend the meaning of the text.

#### IV. Learning Material

##### First meeting

Teacher give students the first text entitled” Long beach “ then students list the vocabulary.

### LONG BEACH

There are many natural attractions in the area of Bengkulu province that can bring visitors to feel the effect of the tour unforgettable. Bengkulu City in the Long Beach is a beautiful and unique, far more beautiful than the beach in Bali or places other beach reaction. “ Pantai Panjang Bengkulu “ is the area of coastal beaches stretch out in the coastal West Sumatera Island along the more than 10 kilometers decorated pine trees line the beach so beautiful, romantic and different atmosphere form the beach anywhere I the world. The beach which is located in western enables us to enjoy the moment ‘sun-set’ is so beautiful every day,

Traditional fishing activities in the morning and evening will add the charming taste of each visitor pro-recreation in th is beach. We can also play with the water bath on the beach, surfing, canoeing, duck train, jet-skiing and various games and other water sport.

Travelers can also enjoy the sensation to ‘jogging’ along the coast in the ‘jogging Track’ which becomes a unit of infrastructure ‘ Regions International Tour’ which is built by the Government of the Province of Bengkulu.

### List of vocabulary

Words	Parts of speech	Meaning
Infrastructure	Noun	Prasarana, Rangka Dasar
Government	Noun	Pemerintah
Traditional	Adjective	Tradisional
Island	Noun	Pulau
Unique	Adjective	Unik
Atmosphere	Noun	Suasana
Romantic	Adjective	Romantis
tour	Noun	Mengelilingi
Located	Adverb	Menempatkan
Western	Adjective	Barat
Decorated	Adverb	Menghiasi

#### V. Technique/Method of Study

- Lecture
- Discussion
- Question and answer

#### VI. Steps of Learning Activity

##### First Meeting

##### a. Opening

- 1) The teacher greets the students
- 2) The teacher check the students attendance list
- 3) The teacher asks some question related to the material will be addressed

##### b. Main Activities

- 1) The teacher asks the students to make a group, each group divided into 4 students.
- 2) The teacher give the first text entitled” Long Beach” to the group, the group, then students discuss about the text
- 3) The teacher asks the students to analyze the difficult word in the text then figure out the meaning of the text.
- 4) Each group present the difficult word in front of the class

- 5) The teacher compare the students' answer with the dictionary.
  - 6) The students take note the words and make a sentence using those words
  - 7) The teacher checks students' work
- c. Closing
- 1) The teacher asks the students whether they find difficulties during the lesson or not.
  - 2) The teacher concludes the lesson
  - 3) The teacher greets the students to close the lesson

## Second Meeting

- a. Opening
- 1 The teacher greets the students
  - 2 The teacher check the students' attendance list
  - 3 The teacher asks the students the previous lesson
  - 4 The teacher asks some questions related to the material will be addressed
- b. Main Activities
- 1) The teacher as The teacher asks the students to make a group, each group divided into 4 students.
  - 2) The teacher give the first text entitled" Long Beach" to the group, the group, then students discuss about the text
  - 3) The teacher asks the students to analyze the difficult word in the text then figure out the meaning of the text.
  - 4) Each group present the difficult word in front of the class
  - 5) The teacher compare the students' answer with the dictionary.
  - 6) The students take note the words and make a sentence using those words
  - 7) The teacher checks students' work
- c. Closing
- 1) The teacher asks the students whether they find difficulties during the lesson or not.
  - 2) The teacher concludes the lesson
  - 3) The teacher greets the students to close the lesson

## VII. Source/Media of the study

- ✓ Internet
- ✓ Text Book
- ✓ Cambridge Dictionary

VIII. Evaluation

Part I

Match the words in group A with their meaning in group B

1. Island	1. Dunia
2. Beach	2. Rumput Laut
3. Place	3. Cabe
4. Clean	4. Unik
5. Beautiful	5. Kejadian
6. Seaweed	6. Laut
7. Unique	7. Bersih
8. World	8. Pulau
9. Moment	9. Cantik
10. Chili	10. Tempat

**Scoring Guidance**

Indicator of the Evaluation	Number of Question	Score for Each Number	Max Score
1. Students are able to match the words with their meaning	10	1	10
2. Students are able to change to words in the brackets correctly.	10	1	10

Bengkulu, .. Juney 2019

English Teacher

Researcher

Susilawati, S.Pd  
Nip.

Yosi Intan Putri  
NIM 1516230097

**LESSON PLAN**  
**( CONTROL GROUP )**

School : SMP Negeri 16 Kota Bengkulu  
Subject : English  
Class semester : VII D  
Time Allocation : 40 Minutes ( 2 meetings )  
Theme : Vocabulary

**I. Standard Competence**

Reading

Reading the meaning and Membaca makna dalam makna essay pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

Merespon makna dan langkah dalam essay pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount and narrative.

**III. Indicators.**

- 1 Students are able to memorize some difficult words in the text given
- 2 Students are able to comprehend the meaning of the text.

**IV. Learning Material**

**First meeting**

Teacher give students the first text entitled” Long beach “ then students list the vocabulary.

**LONG BEACH**

There are many natural attractions in the area of Bengkulu province that can bring visitors to feel the effect of the tour unforgettable. Bengkulu City in the Long Beach is a beautiful and unique, far more beautiful than the beach in Bali or places other beach reaction. “ Pantai Panjang Bengkulu “ is the area of coastal beaches stretch out in the coastal West Sumatera Island along the more than 10 kilometers decorated pine trees line the beach so beautiful, romantic and different atmosphere form the beach anywhere I the world. The beach which is located in western enables us to enjoy the moment ‘sun-set’ is so beautiful every day,

Traditional fishing activities in the morning and evening will add the charming taste of each visitor pro-recreation in th is beach. We can also play with the water bath on the beach, surfing, canoeing, duck train, jet-skiing and various games and other water sport.

Travelers can also enjoy the sensation to ‘jogging’ along the coast in the ‘jogging Track’ which becomes a unit of infrastructure ‘ Regions International Tour’ which is built by the Government of the Province of Bengkulu.

### List of vocabulary

Words	Parts of speech	Description
Infrastructure	Noun	Prasarana, Rangka Dasar
Government	Noun	Pemerintah
Traditional	Adjective	Tradisional
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Unique	Adjective	Unik
Atmosphere	Noun	Suasana
Romantic	Adjective	Romantis
tour	Noun	Mengelilingi
Located	Adverb	Menempatkan
Western	Adjective	Barat
Decorated	Adverb	Menghiasi

#### V. Technique/Method of Study

- Lecture
- Discussion
- Question and answer

#### VI. Steps of Learning Activity

##### First Meeting

##### a. Opening

- 1) The teacher greets the students
- 2) The teacher check the students attendance list
- 3) The teacher asks some question related to the material will be addressed

##### b. Main Activities

- 1) The teacher give the first text entitled” Long Beach” to the group, then students discuss about the text
- 2) The teacher asks the students to fill in the gaps in text
- 3) The teacher compare the students’ answer with the dictionary
- 4) One of the students in each group read the text
- 5) The teacher check the students’ work

**c. Closing**

- 4) The teacher asks the students whether they find difficulties during the lesson or not.
- 5) The teacher concludes the lesson
- 6) The teacher greets the students to close the lesson

**Second Meeting**

**a. Opening**

- 1) The teacher greets the students
- 2) The teacher check the students' attendance list
- 3) The teacher asks the students the previous lesson
- 4) The teacher asks some questions related to the material will be addressed

**b. Main Activities**

- 1) The teacher as The teacher asks the students to make a group, each group divided into 4 students.
- 2) The teacher give the first text entitled" Long Beach" to the group, the group, then students discuss about the text
- 3) The teacher asks the students to fill in the gaps in text
- 4) The teacher compare the students' answer with the dictionary
- 5) One of the students in each group read the text
- 6) The teacher check the students' work

**c. Closing**

- 1) The teacher asks the students whether they find difficulties during the lesson or not.
- 2) The teacher concludes the lesson
- 3) The teacher greets the students to close the lesson

**VII. Source/Media of the study**

- ✓ Internet
- ✓ Text Book
- ✓ Cambridge Dictionary

**VIII. Evaluation**

Match the words in group A with their meaning in group B

1. Island	Dunia
2. Beach	Rumput Laut
3. Place	Cabe

4. Clean	Unik
5. Beautiful	Kejadian
6. Seaweed	Laut
7. Unique	Bersih
8. World	Pulau
9. Moment	Cantik
10. Chili	Tempat

### Scoring Guidance

Indicator of the Evaluation	Number of Question	Score for Each Number	Max Score
1. Students are able to match the words with their meaning	10	1	10
2. Students are able to change to words in the brackets correctly.	10	1	10

English Teacher

(.....)

Bengkulu, .. June 2019

Researcher

( Yosi Intan Putri )



## LESSON PLAN

### ( EXPERIMENTAL GROUP )

School : SMP Negeri 16 Kota Bengkulu  
Subject : English  
Class semester : VII E  
Time Allocation : 40 Minutes ( 2 meetings )  
Theme : Vocabulary ( Part of speech )

#### I. Standard Competence

Reading

Reading the meaning of a short essay is simple in the form an account to interact with surrounding environment.

#### II. Basic Competence

I I Responding to the meaning and stepping in a simple short essay accurately, smoothly, and acceptable with those related to the sorrudning environment in narrative text. .

#### III. Indicators.

- 1 Students are able to memorize some difficult words in the text given
- 2 Students are able to comprehend the meaning of the text.
- 3 Students know what is the part of speech in the text.

#### IV. Learning Material

##### First meeting

Teacher give students the first text entitled” Linau Harbor “ then students list the vocabulary.

#### LINAU HARBOR

This tourism object is Linau Harbor.It is located in Maje area. It is on the end of Linau village. The harbor is about 300 to 500 meters from the center of Linau. It can be reached easily by any vehicles, two wheel bicycles or a car.

You can take some picture some pictures from the harbor port. It has a very beautiful scenery. The white and fine sand and calm and blue sky. You can also find some birds flying around the port. Another object is a bay with its white sand beach and under the sea of view.

Linau harbor is used to be the place where some big vessels shored docked. They came to the port in about twice a month. They took the procedures or commodities from Linau such as fishes, cloves, salts, and other plant procedures.

Not far from the beach, there is a fort site that is a British Heritage, It is famous known as Linau Fort. It is located on a high-land that is not far from the beach. There os a tomb of a sacred person at the fort. His name was Maje. The people called it Keramat Maje ( Magic Maje). This name, then, became the name Linau sub district. Linau itself is named after British colony. It derived from the word “ Line” and “New”. This word is

pronounced as “ Lin” and “Nyu” in native tongue in Kaur area which then changed into “ Linau”.

**List of vocabulary**

Words	Parts of speech	Meaning
Harbor	Noun	Pelabuhan
Village	Noun	Desa
Vehicle	Noun	Kendaraan
Bay	Noun	Teluk
Sacred	Adjective	Keramat
Commodity	Noun	Komoditas
Famous	Adjective	Terkenal
District	Noun	Daerah
Native	Noun	Penduduk asli
Pronounce	Adverb	Pengucapan
Vessel	Noun	Bejana

**V. Technique/Method of Study**

- Lecture
- Discussion
- Question and answer

**VI. Steps of Learning Activity**

**First Meeting**

a. Opening

- 1 The teacher greets the students
- 2 The teacher check the students attendance list
- 3 The teacher asks some question related to the material will be addressed

b. Main Activities

- 1 The teacher asks the students to make a group, each group divided into 4 students.
- 2 The teacher give the first text entitled” Long Beach” to the group, the group, then students discuss about the text

- 3 The teacher asks the students to analyze the difficult word in the text then figure out the meaning of the text
  - 4 The teacher asks the student to analyze some words to know part of speech in words
  - 5 Each group present the difficult word in front of the class
  - 6 The teacher compare the students' answer with the dictionary.
  - 7 The students take note the words and make a sentence using those words
  - 8 The teacher checks students' work
- c. Closing
- 1 The teacher asks the students whether they find difficulties during the lesson or not.
  - 2 The teacher concludes the lesson
  - 3 The teacher greets the students to close the lesson

## **Second Meeting**

- a. Opening
- 1 The teacher greets the students
  - 2 The teacher check the students' attendance list
  - 3 The teacher asks the students the previous lesson
  - 4 The teacher asks some questions related to the material will be addressed
- b. Main Activities
- 1 The teacher as The teacher asks the students to make a group, each group divided into 4 students.
  - 2 The teacher give the first text entitled" Long Beach" to the group, the group, then students discuss about the text
  - 3 The teacher asks the students to analyze the difficult word in the text then figure out the meaning of the text.
  - 4 Each group present the difficult word in front of the class
  - 5 Students explained what is the part of speech they got in the text.
  - 6 The teacher compare the students' answer with the dictionary.
  - 7 The students take note the words and make a sentence using those words
  - 8 The teacher checks students' work
- c. Closing
- 1 The teacher asks the students whether they find difficulties during the lesson or not.
  - 2 The teacher concludes the lesson
  - 3 The teacher greets the students to close the lesson

## **VII. Source/Media of the study**

- ✓ Internet
- ✓ Text Book

✓ Learning style based book

### VIII. Evaluation

#### Part I

Match the words in group A with their Part of speech in group B

A	B
1 Conect	a) Adjective
2 Harbor	b) Noun
3 Beautiful	c) Noun
4 Comes	d) Adverb
5 Vessel	e) Verb
6 Sleep	f) Adjective
7 District	g) Noun
8 Big	h) Verb
9 Far	i) Adverb
10 Read	j) Adjective

#### Scoring Guidance

Indicator of the Evaluation	Number of Question	Score for Each Number	Max Score
1. Students are able to match the words with their meaning	10	1	10
2. Students are able to change to words in the brackets correctly.	10	1	10

English Teacher

Susilawati, S.Pd  
Nip.

Bengkulu, .. Juney 2019  
Researcher

Yosi Intan Putri  
NIM 1516230097

## LESSON PLAN

### ( CONTROL GROUP )

School : SMP Negeri 16 Kota Bengkulu  
Subject : English  
Class semester : VII D  
Time Allocation : 40 Minutes ( 2 meetings )  
Theme : Vocabulary ( Part of speech )

#### I. Standard Competence

Reading

Reading the meaning of a short essay is simple in the form an account to interact with surrounding environment.

#### II. Basic Competence

I I Responding to the meaning and stepping in a simple short essay accurately, smoothly, and acceptable with those related to the sorrudning environment in narrative text. .

#### III. Indicators.

1. Students are able to memorize some difficult words in the text given
2. Students are able to comprehend the meaning of the text.
3. Students understand what is the part of speech

#### IV. Learning Material

##### First meeting

Teacher give students the first text entitled” Linau Harbor “ then students list the vocabulary.

#### LINAU HARBOR

This tourism object is Linau Harbor.It is located in Maje area. It is on the end of Linau village. The harbor is about 300 to 500 meters from the center of Linau. It can be reached easily by any vehicles, two wheel bicycles or a car.

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Linau harbor is used to be the place where some big vessels shored docked. They came to the port in about twice a month. They took the procedures or commodities from Linau such as fishes, cloves, salts, and other plant procedures.

Not far from the beach, there is a fort site that is a British Heritage, It is famous known as Linau Fort. It is located on a high-land that is not far from the beach. There os a tomb of a sacred person at the fort. His name was Maje. The people called it Keramat Maje ( Magic Maje). This name, then, became the name Linau sub district. Linau itself is named after British colony. It derived from the word “ Line” and “New”. This word is pronounced as “ Lin” and “Nyu” in native tongue in Kaur area which then changed into “ Linau”.

#### List of vocabulary

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Sacred	Adjective	Keramat
Commodity	Noun	Komoditas
Famous	Adjective	Terkenal
District	Noun	Daerah
Native	Noun	Penduduk asli
Pronounce	Adverb	Pengucapan
Vessel	Noun	Bejana

**V. Technique/Method of Study**

- Lecture
- Discussion
- Question and answer

**VI. Steps of Learning Activity**

**First Meeting**

a. Opening

- 1 The teacher greets the students
- 2 The teacher check the students attendance list
- 3 The teacher asks some question related to the material will be addressed

b. Main Activities

- 1 The teacher give the first text entitled” Linau Harbor” to the group, then students discuss about the text
- 2 The teacher asks the students to fill in the gaps in text
- 3 The teacher compare the students’ answer with the dictionary
- 4 One of the students in each group read the text
- 5 The teacher check the students’ work

c. Closing

- 1 The teacher asks the students whether they find difficulties during the lesson or not.
- 2 The teacher concludes the lesson

- 3 The teacher greets the students to close the lesson

## Second Meeting

### a. Opening

- 1 The teacher greets the students
- 2 The teacher check the students' attendance list
- 3 The teacher asks the students the previous lesson
- 4 The teacher asks some questions related to the material will be addressed

### b. Main Activities

- 1 The teacher as The teacher asks the students to make a group, each group divided into 4 students.
- 2 The teacher give the first text entitled" Long Beach" to the group, the group, then students discuss about the text
- 3 The teacher asks the students to fill in the gaps in text
- 4 The teacher compare the students' answer with the dictionary
- 5 One of the students in each group read the text
- 6 The teacher check the students' work

### c. Closing

- 1 The teacher asks the students whether they find difficulties during the lesson or not.
- 2 The teacher concludes the lesson
- 3 The teacher greets the students to close the lesson

## VII. Source/Media of the study

- ✓ Internet
- ✓ Text Book
- ✓ Learning based style book

## VIII. Evaluation

Match the words in group A with their Part of speech in group B

A	B
1 Conect	a) Adjective
2 Harbor	b) Noun
3 Beautiful	c) Noun
4 Comes	d) Adverb
5 Vessel	e) Verb
6 Sleep	f) Adjective

7 District	g) Noun
8 Big	h) Verb
9 Far	i) Adverb
10 Read	j) Adjective

### Scoring Guidance

Indicator of the Evaluation	Number of Question	Score for Each Number	Max Score
1. Students are able to match the words with their meaning	10	1	10
2. Students are able to change to words in the brackets correctly.	10	1	10

Bengkulu, .. July 2019

English Teacher

Researcher

(.....)

( Yosi Intan Putri



**PRE-TEST**

Name :

Class :

Number :

**C. Write in the letter of the meaning (Indonesian Language) on the right that matches the word on the left.**

- 1 Hungry : .....
- 2. Together : .....
- 3. Turn off : .....
- 4. Wake up : .....
- 5. Cold : .....
- 6. Walk : .....
- 7. Face : .....
- 8. Ride : .....
- 9. Driver : .....
- 10. Rubbish : .....
- 11. Wall : .....
- 12. Garden : .....
- 13. Far : .....

**D. Read the following sentences and decide the word in the bracket belongs to the specified part of speech.**

- 16. Today is so ( hot ) for swimming
  - a. Adverb
  - b. Verb

- c. Noun
- d. Adjective
- 17. I will go to one of beautiful (islands) in Indonesia this month.
  - a. Adjective
  - b. Verb
  - c. Adverb
  - d. Noun
- 18. Yesterday was ( beautiful ) sunset
  - a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
- 19. Tara cooked (chicken) soup, but that was not delicious.
  - a. Bersama
  - b. Bangun
  - c. Dingin
  - d. Mengendap
- 20. Rendang is the ( popular ) meat food in Indonesia.
  - a. Berjalan
  - b. Lapar
  - c. Kebun
  - d. dindin
- 21. Rendang ( comes ) from West Sumatera.
  - a. Jauh
  - b. wajah
  - c. Mematikan
  - d. Sopir
- 22. I am not ready to get married this (year).
  - a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb

## POST-TEST

Name :

Class :

Number :

### E. Read the following sentences and decide the word in the bracket belongs to the meaning of words.

1. Wall..

- a. Dingin
- b. Dinding
- c. Berjalan
- d. Tidur

2. Together...

- a. Bersama
- b. Makan
- c. Makna
- d. Keanggotaan

3. Rubish...

- a. Sungai
- b. Kebun
- c. Sampah
- d. Berantakan

4. Wake Up...

- a. Meletakkan
- b. Tidur
- c. Bangun
- d. Merasakan

5. Cold..

- a. Jalan
- b. Tidur
- c. Dingin
- d. Udara

6. Far..

- a. Gemuk
- b. Tangan

- c. Jauh
- d. Dekat

7. Face

- a. Teliga
- b. Kepala
- c. Wajah
- d. Dagu

8. Ride...

- a. Sepeda
- b. Mengendarai
- c. Melaju
- d. Bersepeda

9. Driver

- a. Mobil
- b. Sopir
- c. Montir
- d. Mengendarai

10. Turn off...

- a. Mematikan
- b. Menghdupkan
- c. Meniup
- d. Mendengar

11. Hungry...

- a. Lapar
- b. Haus
- c. Terlihat enak
- d. Jatuh

12. Garden ....

- a. Sungai
- b. Kebun
- c. Halaman
- d. Kebun binatang

13. Walk...

- a. Dinding
- b. Jam
- c. Berjalan
- d. Penyanyi

**F. Read the following sentences and decide the word in the bracket belongs to the specified part of speech.**

14. I am not ready to get married this (year).  
a. Adjective  
b. Verb  
c. Noun  
d. Adverb
15. Today is so ( hot ) for swimming  
a. Adverb  
b. Verb  
c. Noun  
d. Adjective
16. Rendang is the ( popular ) meat food in Indonesia.  
a. Adjective  
b. Verb  
c. Noun  
d. Adverb
17. I will go to one of beautiful (islands) in Indonesia this month.  
a. Adjective  
b. Verb  
c. Adverb  
d. Noun
18. Tara cooked (chicken) soup, but that was not delicious.  
a. Adjective  
b. Verb  
c. Noun  
d. Adverb
19. Yesterday was ( beautiful ) sunset  
a. Adjective  
b. Verb
- c. Noun  
d. Adverb
20. Rendang ( comes ) from West Sumatera.  
a. Noun  
b. Verb  
c. Adjective  
d. Adverb

## POST-TEST

Name :

Class :

Number :

### **G. Read the following sentences and decide the word in the bracket belongs to the meaning of words.**

21. Wall..

- e. Dingin
- f. Dinding
- g. Berjalan
- h. Tidur

22. Together...

- e. Bersama
- f. Makan
- g. Makna
- h. Keanggotaan

23. Rubish...

- e. Sungai
- f. Kebun
- g. Sampah
- h. Berantakan

24. Wake Up...

- e. Meletakkan
- f. Tidur
- g. Bangun
- h. Merasakan

25. Cold..

- e. Jalan
- f. Tidur
- g. Dingin
- h. Udara

26. Far..

- e. Gemuk
- f. Tangan

- g. Jauh
- h. Dekat

27.

- Face
- e. Teliga
- f. Kepala
- g. Wajah
- h. Dagu

28.

- Ride...
- e. Sepeda
- f. Mengendarai
- g. Melaju
- h. Bersepeda

29. Driver

- e. Mobil
- f. Sopir
- g. Montir
- h. Mengendarai

30. Turn off...

- e. Mematikan
- f. Menghidupkan
- g. Meniup
- h. Mendengar

31. Hungry...

- e. Lapar
- f. Haus
- g. Terlihat enak
- h. Jatuh

32. Garden ....

- e. Sungai
- f. Kebun
- g. Halaman
- h. Kebun binatang

33. Walk...

- e. Dinding
- f. Jam
- g. Berjalan
- h. Penyanyi

**H. Read the following sentences and decide the word in the bracket belongs to the specified part of speech.**

34. I am not ready to get married this (year).  
a. Adjective  
b. Verb  
c. Noun  
d. Adverb
35. Today is so ( hot ) for swimming  
a. Adverb  
b. Verb  
c. Noun  
d. Adjective
36. Rendang is the ( popular ) meat food in Indonesia.  
a. Adjective  
b. Verb  
c. Noun  
d. Adverb
37. I will go to one of beautiful (islands) in Indonesia this month.  
a. Adjective  
b. Verb  
c. Adverb  
d. Noun
38. Tara cooked (chicken) soup, but that was not delicious.  
a. Adjective  
b. Verb  
c. Noun  
d. Adverb
39. Yesterday was ( beautiful ) sunset  
a. Adjective  
b. Verb
- c. Noun  
d. Adverb
40. Rendang ( comes ) from West Sumatera.  
a. Noun  
b. Verb  
c. Adjective  
d. Adverb

**KEY TERM**

<b>PRE-TEST</b>	<b>POST-TEST</b>
<b>1 F</b>	<b>1 B</b>
<b>2 A</b>	<b>2 A</b>
<b>3 K</b>	<b>3 B</b>
<b>4 B</b>	<b>4 C</b>
<b>5 C</b>	<b>5 C</b>
<b>6 E</b>	<b>6 C</b>
<b>7 J</b>	<b>7 C</b>
<b>8 D</b>	<b>8 B</b>
<b>9 L</b>	<b>9 B</b>
<b>10 M</b>	<b>10 A</b>
<b>11 H</b>	<b>11 A</b>
<b>12 G</b>	<b>12 B</b>
<b>13 I</b>	<b>13 A</b>
<b>14 D</b>	<b>14 C</b>
<b>15 D</b>	<b>15 D</b>
<b>16 A</b>	<b>16 A</b>
<b>17 C</b>	<b>17 C</b>
<b>18 A</b>	<b>18 C</b>
<b>19 B</b>	<b>19 A</b>
<b>20 C</b>	<b>20 B</b>

## DOCUMENTATIONS

### Pre-test In Experimental Class



( Students did pre-test )

### Treatments in Experimental Class



( Students were discussion and finding a difficult word )



**( Students explained the difficult words that they got)**

**Post –Test in Experimental Class**



**( Students did pre-test)**

**Pre- Test of Control Class**



**( Students did pre-test)\**



### Treatment of Control Class



( The students paid attention teacher's explanation carefully)



( Students did treatment by teacher )



( The teacher explained the material )

**Post-test In Control Class**



( Students did post-test )