SKRIPSI

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH VOCABULARY SELF-COLLECTION STRATEGY (VSS) AT DORMITORY OF STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

By

ANITA ANGGRAENI SAINUDDIN
Reg Num. 14.1300. 051

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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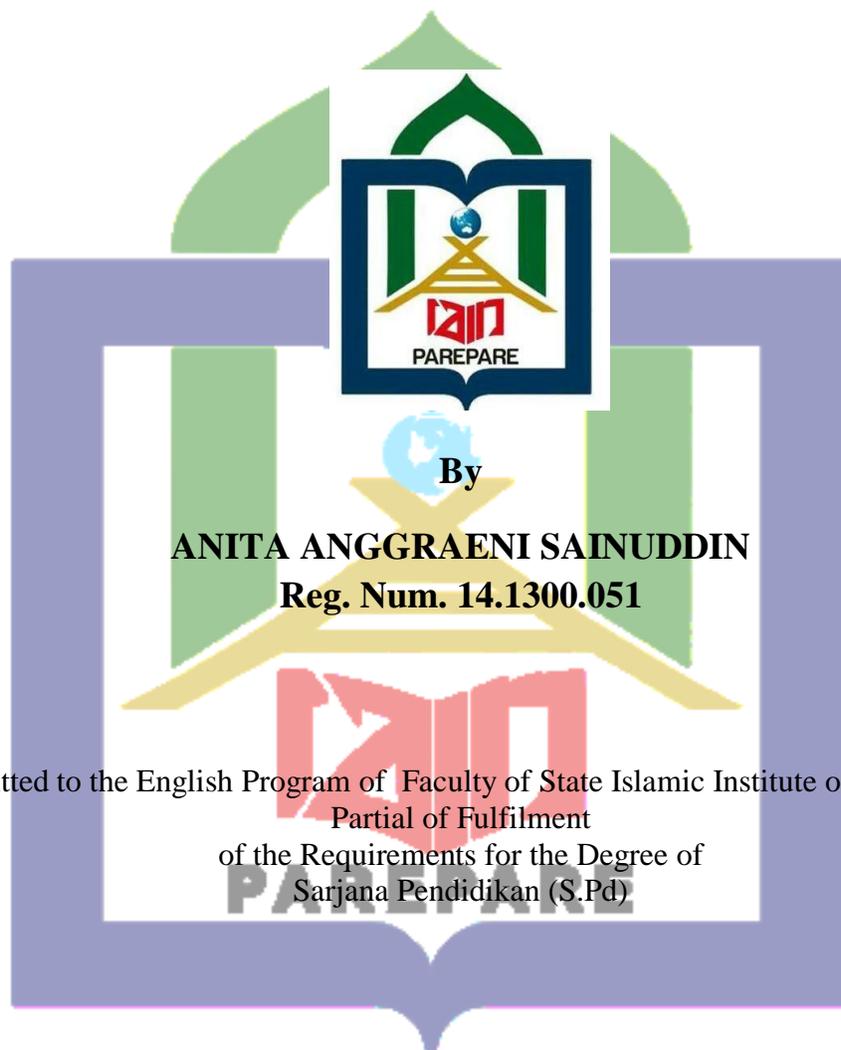
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Submitted to the English Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfilment
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ENGLISH PROGRAM

TARBIYAH FACULTY

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Skripsi

As Partial Fulfillment of the Requirement for the Attainment of the Degree

"Sarjana Pendidikan (S.Pd.)"

English Program

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to

ENGLISH PROGRAM
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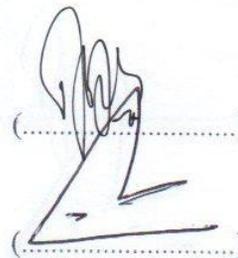**STATE ISLAMIC INSTITUTE (IAIN)**
PAREPARE

2019

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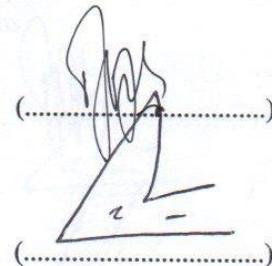that it fulfilled the requirements

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Nanning, M.Pd., therefore, the writer would like to express her sincere gratitude for their help in submitting this skripsi.

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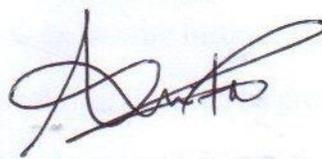
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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that she herself conducted this skripsi. If it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, December 24th 2019

The Writer

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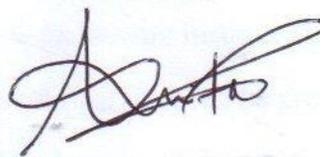
ABSTRACT

Anita Anggraeni Sainuddin, 2019, "*Improving Students' Vocabulary Mastery through Vocabulary Self-Collection Strategy (VSS) at Dormitory of State Islamic Institute (IAIN) Parepare*" (Supervised by Muzdalifah Muhammadun and Hj. Nanning).

Vocabulary is an important part in a language and also for all the people to interact each other. This research aimed to know how the Vocabulary Self-Collection Strategy (VSS) can improve students' vocabulary mastery at Dormitory of State Islamic Institute (IAIN). Vocabulary Self-Collection Strategy (VSS) is a cooperative vocabulary activity that allows both teacher and students to share words that they wish to learn and remember.

The researcher used the pre-experimental design to study about this case. By purposive sampling, the researcher determined the object of the research. Among four categories of study group, finally the researcher decided to choose a group that consisted 18 students in the Dormitory as the object of the research.
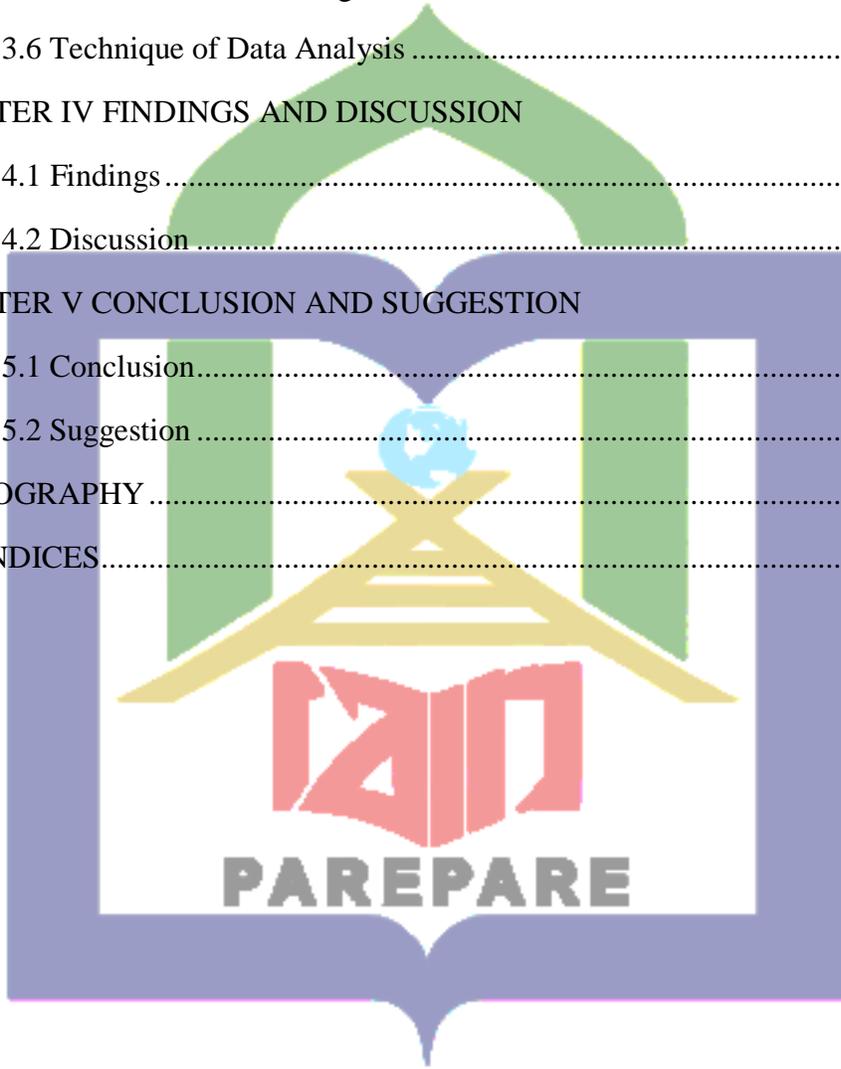
The researcher gave treatment for four times, then the researcher found out that the VSS was able to improve the students' vocabulary mastery. It was based on the comparison between the result of the pre-test and post-test. By analyzing the pre-test and post-test value, the researcher found that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.The result of this research indicated that students' English vocabulary mastery significantly improved, it can be seen from the mean score of post-test (77.35) was higher than the mean score of pre-test (62.57).There is improvement about 14.78 point. It showed that students' vocabulary mastery could be improved by using Vocabulary Self-Collection Strategy (VSS). After analyzing the data by using t-test value (8.25) was greater than t-table value (1.740). It mean H_1 was accepted and H_0 was rejected.

Keywords: Vocabulary mastery, Vocabulary Self-Collection Strategy (VSS)

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CHAPTER I

INTRODUCTION

1.1 Background

Language is a tool to communicate or interact with others. Human cannot escape from language, such as its use for daily conversation, of course there is the role of language that makes each other able to communicate, convey each other's intentions. Not only in oral form, of course language also used in the form of writing. Language learning is essential learning to communicate.

English as an international language in the world used by many people in a lot of countries. English takes an important role as communication language used in many sector of life such as, trading, science, technology, and education. English has become the language used by many people all over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

Vocabulary is an important part in a language and also for all the people to interact each other. Vocabulary can be formed of four basic language skills. Vocabulary will help students to succeed in using the language. The students are helped to understand how words work in written and spoken forms. Through vocabulary students can do communication well because it is refers to a concept which exists in the memory of the listeners mind when they do speech or active speaking. The problem is the students cannot understand the content of the text because they get difficulties on understanding new vocabulary.

In learning a foreign language, vocabulary plays an important role. It is one of component that links the four language skill of speaking, listening, reading and writing. Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed. This is how the linguist David Wilkins summed up the importance of the vocabulary learning.[1] In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. So that the vocabulary is the body of words that make up a language. In listening, students' vocabulary influences their understanding toward teachers' speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

It is not easy to teach English as a foreign language for teacher. Therefore every teacher should be able to find out the best activity in teaching English. There are many method, strategy and techniques that teacher use in teaching vocabulary. But the result is the students' still low in mastery of vocabulary. The teacher have many interest strategies in teaching vocabulary that will motivate the students' to improve their vocabulary.

Teaching English needs some strategy that make the students' interest and easy to understand. One of strategy to improve student vocabulary through Vocabulary Self-Collection Strategy (VSS). In this case, the writer emphasis the way

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[1]Scott Thornbury, *How To Teach Vocabulary* (England: Pearson Education Limited,2002), p.13.

to overcame the problems that the students' feel when studying vocabulary in learning English.

The writer proposes to take this strategy, because the writer wants if the students' not just know the meaning of vocabulary but students' also can find out by themselves. The writer interest to introducing a new strategy which is called Vocabulary Self-Collection Strategy (VSS) at Dormitory of State Islamic Institute (IAIN) Parepare.

1.2   Problem statement

1.2.1   How are the students' vocabulary mastery before and after applying Vocabulary Self-Collection Strategy (VSS) at Dormitory of State Islamic Institute (IAIN) Parepare?

1.2.2   Is the Vocabulary Self-Collection Strategy (VSS) able to improve vocabulary mastery at Dormitory of State Islamic Institute (IAIN) Parepare?

1.3   The Objective of the Research

The objective of this research is:

1.3.1   To find out students' vocabulary mastery as before and after applying Vocabulary Self-Collection Strategy (VSS) at Dormitory of State Islamic Institute (IAIN) Parepare.

1.3.2   To find out whether there is a significant improving of students' vocabulary mastery as a result of using Vocabulary Self-Collection Strategy (VSS).

1.4   Significance of the Research

The writer hopes that this research will have some benefits in the English teaching learning process, especially in teaching vocabulary.

The writer hopes that the results of the research will provide the useful contributions for:

1.4.1 For the writer, to add more knowledge about discourse study especially about this research.

1.4.2 For the students, it will be helper for students to enjoy more in learning English especially vocabulary by Vocabulary Self-Collection Strategy (VSS).

1.4.3 For the teacher, as an additional reference that may be useful for the teacher to make the teaching and learning process more interesting and effective.

1.4.4 For educational institution, this research also to be reference for those who want to conduct a research related to improve vocabulary students' through Vocabulary Self-Collection Strategy (VSS).
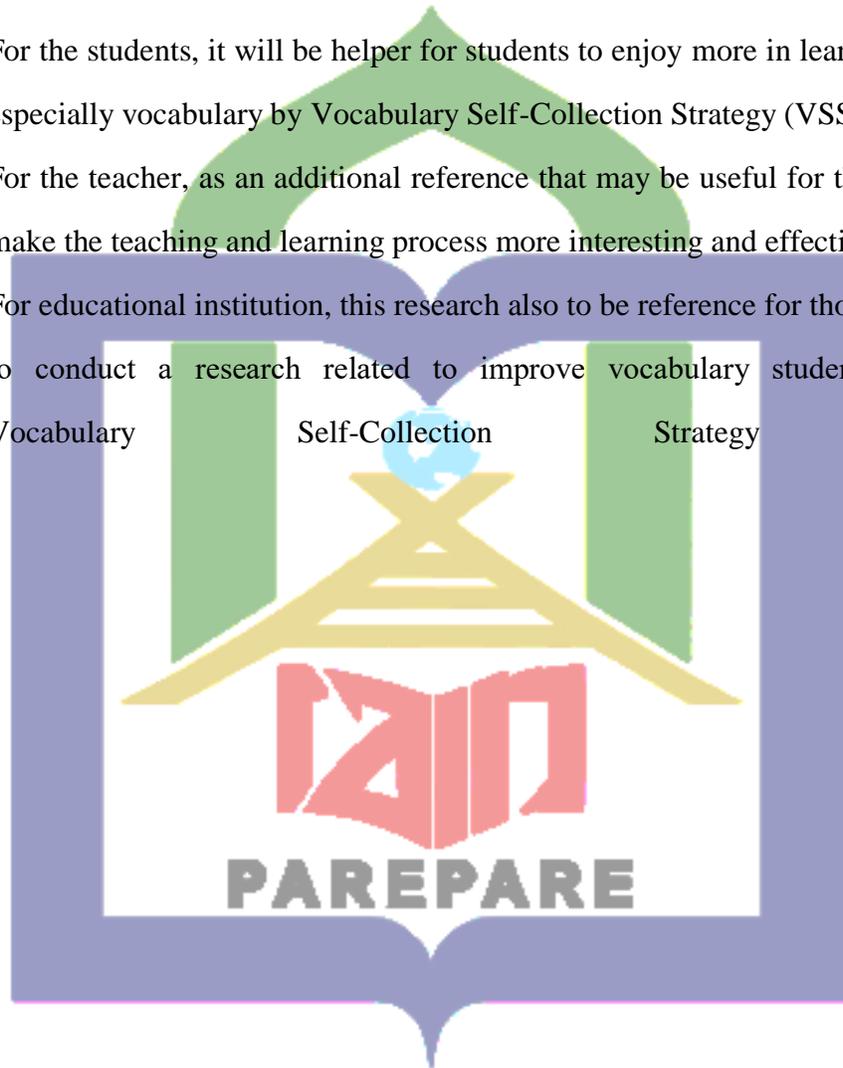
CHAPTER II

RIVIEW OF RELATED LITERATURE

2.1 Previous Research Findings

There have been some finding related to this study, some of them are:

The first research which relates with this study is Erni's research under the title "Improving Students' Vocabulary Mastery through Teaching the Form of a Word Visually at Seventh Grade of SMPN 4 Patampanua Kabupaten Pinrang". The researcher use pre-experimental design and determined 25 students as the research subject. The researcher found that this teaching strategy is an effective way to improve students' vocabulary mastery. It is because the hypothesis is accepted by looking at the t-test value (15,21) is greater than t-table (1,761)[2].

The second research which relates with this study is Windy Eka Putri's research under the title "The Effect of Using Vocabulary Self-Collection Strategy (VSS) to Reading Achievement of Elementary School Students"[3]. Her research aim to improve students' reading achievement by using Vocabulary Self-Collection Strategy. She used the experiment method which has experimental and control group. The researcher determine the research subject by students' reading score. Then, she found 44 students that will be divided in two experimental group and control group. The researcher found that this strategy, Vocabulary Self-Collection Strategy is

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[2]Erni, "Improving Students' Vocabulary Mastery Through Teaching the Form of a Word Visually at Seventh Grade of SMPN 4 Patampanua Kabupaten Pinrang" (Unpublished Skripsi STAIN Parepare, 2017)

[3] Windy Eka Putri, "The Effect of Using Vocabulary Self-Collection Strategy (VSS) to Reading Achievement of Elementary School Students" (Unpublished Skripsi Sarjana: STKIP Sumatra Barat)

effective in improving students' reading achievement by looking at the t-test value (2,94) which is greater that t-table value (2,01).

Fitria Ayu Meiningsih in her research "The Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to Improve Students' Vocabulary Mastery**"** concluded that the use of vocabulary self-collection strategy is more effective than interactive cloze strategy to improve students` vocabulary mastery. It is proven by the mean scores differences of post-test result, and t-test result. After getting the treatment, the mean scores between the experimental group and the control group were gradually increased. The experimental group got 77.50 and the control group got 70.78. The result of t-value in post-test result obtained 3.549 and t-table was 1.997. It means that t-value was higher than t-table (3.549>1.997). So, it can be concluded that there is a significant improvement in vocabulary achievement between experimental group and control group.[4]

Basically, it is necessary for each research have differences. So, the writer explains the difference of her study with the other study especially for three related researches which is presented above. First, the difference of Erni's research with this study is that Erni's research use difference teaching strategy in improving students' vocabulary mastery. Then, for the second related research by Windy Eka Putri, the difference of the study is that Windy used the Vocabulary Self-Collection Strategy in improving reading achievement while in this study the researcher will use Vocabulary Self-Collection Strategy to improve students' vocabulary mastery. The difference between the last related research with this study is that the researcher of the last

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[4]Fitria Ayu Meiningsih, "The Effectiveness of Vocabulary Self-collection and Interactive Cloze Strategy to Improve Students` Vocabulary Mastery**"** (Unpublished Skripsi Sarjana: English Department Faculty of Languages and Arts Semarang State University, 2015)

related research, Fitria Ayu Meiningsih, combined the Vocabulary Self-Collection Strategy with Interactive Cloze Strategy to Improve Students' Vocabulary Mastery. While in this research, the writer only focus to study the using of the Vocabulary Self-Collection Strategy to improve vocabulary mastery.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Vocabulary

2.2.1.1 Definition of vocabulary

Vocabulary is one of most important components of language and one of things that to be noticed by the linguists.[5] Vocabulary is a treasury or a collection of words in grammar, the vocabulary is a vocabulary or set of words that it takes to make verbal sentences, as well as writing.[6]

According to *Oxford English Dictionary*, vocabulary are:

1. All the words that a person knows or use
2. All the words in a language
3. List of words with their meanings, especially in a book for learning a foreign language.[7]

According to Jack C. Richards and Willy A. Renandya, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write"[8] Its means that the first thing we have to learn

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[5]Jack C. Richards, *Curriculum Development in Language Teaching*, (United Kingdom, Cambridge university Press, 2001) p.4

[6]Thursan Hakim, *English Vocabulary dalam percakapan sehari-hari,* (Jakarta Barat: PT Bhuana Ilmu Populer, 2011) p.1.

[7]Oxford LEARNER'S POCKET Dictionary (Oxford: Oxford University Press, 2011), p.495

[8]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching,* (New York: Cambrige University Press, 2002), p. 255.

English is we have to mastery the vocabulary, because with vocabulary we can learn Language skill easier and if we lack vocabulary will face a lot of problems. Generally, vocabulary is the knowledge of meaning of words.[9]

From the explanation above we know that vocabulary is a list or collection of words or explained that using the people in a language.

2.2.1.2 The Types of Vocabulary

1. Listening Vocabulary:

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

2. Speaking Vocabulary:

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions.

This number is much less than our listening vocabulary most likely due to ease of use.

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[9]Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice,(* USA: Lawrence Erlbaum Associates, 2005), p. 3.

3. Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

4. Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.[10]

2.2.1.3 The Importance of Vocabulary

There are five importance of vocabulary to use in English, *the first* is an extensive vocabulary aids expression and communication. *The second* is Vocabulary size has been directly linked to reading comprehension. *The third* is linguistic vocabulary is synonymous with thinking vocabulary. *The fourth* is a person may be judged by others based on his or her vocabulary. *The fifth* is Wilkins once said, without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.[11]

2.2.1.4 Vocabulary Mastery

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[10]Judy K, *Montogmery's The Bridge of Vocabulary: Evidence Based Activities for Academic Success* (NSC Pearson Inc,2007) http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf (accessed 4-5-2018)

[11]Sthal. Steven A. *Vocabulary Development*. Cambridge: Brookline book, (accessed on March 9 2018), p. 3.

Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word. They are:

1. The meaning of the word;

2. The written form of the word;

3. The spoken form of the word;

4. The grammatical behavior of the word;

5. The collocations of the word;

6. The register of the word;

7. The associations of the word;

8. The frequency of the word.[12]

In this present research the writer only focus on three kinds. They are, the meaning of the word, the written from the word and the spoken from the word. The writer also needs 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 America linguist, he was approximated number of the 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.[13]

According to Richards, typical vocabulary targets for general English course are different, there are:

Elementary level   : 1000 words

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[12]Norbert Schmitt, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2000), p. 5.

[13]M. R. Mulkan, *Kita dan Bahasa Inggris*, (Jakarta: Balai Pustaka, 1996), 178.

Intermediate level   : an additional 2000 words

Upper intermediate level   : an addition 2000 words

Advanced level   : an additional 2000+ words[14]

Vocabulary mastery will help students to succeed in using the language. By having the vocabulary mastery as the basic unit in learning English, the students are helped to understand how words work in written and spoken forms. The students will able to understand what particular words means, how to say the words in the foreign language, how to read the words and also how to put them in a paper. Hence, the first step in studying English is learning vocabulary. [15]

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. One of the keys elements in learning a foreign language is mastering the second language vocabulary, it is probably safe to assume that three has been interest vocabulary from the earliest times in which foreign languages were formally studied.[16]

2.2.2   Vocabulary Self-Collection Strategy (VSS)

2.2.2.1 Definition of Vocabulary Self-Collection Strategy (VSS)

Vocabulary Self-Collection Strategy (VSS) can be seen as the type of independent learning which is able support students-center learning method (SCL),

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[14]Jack C Richards, *Curriculum Development in Language Teaching*, p.154.

[15]Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary", *Jurnal of English Language Teaching,* Vol.2 No. 1 (tahun 2013), http://ejournal.unp.ac.id/index.php/jelt/article/view/2597 (accessed 4/27) p.128.

[16]Norbert Schmitt, *Vocabulary in Language Teaching* (New York; Cambridge University press, 2000) p.19.

where the students are empowered to choose, select, and collect words that they want and need to learn. According to Tierney *et al* (1990), VSS is designed to promote growth in either students general or content area word knowledge which is based on their prior experience and encourage independent vocabulary development. VSS includes one of examples of active learning because of it does not only engage cognitive-based learning but also social or affective-based learning where the students are cooperatively working with peers to obtain feedback. Vocabulary Self-Collection Strategy (VSS) was developed by Martha Rapp Haggard in 1982. In this learning strategy, "the students are required to choose and select a word in a text or other sources based on their choice to learn".[17]

VSS is a cooperative vocabulary activity that allows both teachers and students to share words that they wish to learn and remember. The strategy begins after students read an assignment. Each member of the class, including the teacher, is asked to bring a word that is perceived as important for the class to learn. Words usually come from the content area textbook but also may come from what students have heard within or outside the classroom. Students share their words in class, defining and elaborating on the presented words as the teacher writes them on the chalkboard. Then as a whole class, students decide which words are most important and should be learned by the class. The students record the chosen words in Vocabulary notebooks. Class discussions ensue in which students use the words in purposeful sentences.

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[17]Syayidina Ali, *The Students' Interest on the Use of Vocabulary Self-Collection Strategy in Learning English Vocabulary,* Journal of Language Teaching & Literature, Vol.4 No.2 (August 2017), http://Journal.unpc.ac .id/index.php/ethicallingua/article/view/630 (accessed 11/5) p.166.

VSS can also be used as a cooperative assignment for groups. Each group member is expected to bring a word, and the groups decide what the words mean and which words are important enough for the entire class to learn. After working at length with their words, groups present their chosen words to the class. Words can be used for review and later study. A nice feature of VSS is that the vocabulary terms generated by this activity (with the exception of the one or two words suggested by the teacher) emanate from the students and are words in which they have shown interest.[18]

According to Haggard (1986) this strategy is design to help the students expand their vocabulary by relating the new vocabulary words to their experiences that have meaning in their own lives. In this case, the students are allowed to learn the words that they are interested in. The students are also allowed to find the meaning of the new words. This strategy focuses on the words that the students want and need to know, the words that they are curious about and get interested in.

Vocabulary Self-Collection Strategy (VSS) lets students choose new words that they want to learn. This strategy helps the students to understand the meaning of new words from the context and to integrate them with other sources that make them enable to learn. VSS also helps the students to make connection of the meaning of new words with other skill. The students can integrate the meaning of new words in their conversation, their writing and their reading. They will get many new words by sharing their words each other to the whole groups in the class. So, it will highly

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[18]Judy s. Richardson, Raimond F. Morgan, and Charlene E.Fleener, *Reading to Learn in the Content Areas* seventh edition (USA: Linda Schereiber-Ganster, 2012) p.323-324.

motivate the students to learn vocabulary because they can interact with their classmate to learn more about the unfamiliar words.[19]

2.2.2.2 The purpose of Vocabulary Self-Collection Strategy (VSS)

Ruddel stated as cited in Patricia that the purpose of Vocabulary Self-Collection Strategy (VSS) is motivate students' to learn new words by promoting a "long-term acquisition and development of the vocabulary of academic disciplines" with the goal of integrating "new content words into students' working vocabularies". As students' develop word consciousness, or an interest in words, as well as the strategy for becoming a word collector, they will increase their academic vocabularies when confronted with unknown words from varied disciplines. The primary purpose of the VSS is to deepen students' understanding of words, promote their interest in new words, and offer them a strategy to identify and learn new and fascinating words.[20]

Readence et.all (2001) also state that the purpose of Vocabulary Self-Collection

Strategy (VSS) is to help students to generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their vocabulary. This strategy can be used to develop word knowledge. Since the list is self-generated, an internal motivation is utilized. This strategy can help the students

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[19]Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary", *Jurnal of English Language Teaching,* Vol.2 No. 1 (tahun 2013), p.129

[20]Patricia A. Antonacci And Catherine M. O'Callaghan, *Developing Content Area Literacy* (United Kingdom: Sage Publication, 2011) p.26

become interested in the language. Thus, it can improve the students' enjoyment of the subject.[21]

2.2.2.3 Procedure of Vocabulary Self-Collection Strategy (VSS)

The VSS is most effective when it is used with small groups of students working together. Fundamental to its success is the role that academic talk plays throughout this procedure as well as the teachers' own demonstrative interest in words. Briefly, the strategy consist of selecting, defining, finalizing, and using words (Tierney & Readence, 2005).[22]

In whilst teaching activities, the lesson is introduced, delivered and practiced during the class. In implementing Vocabulary Self-Collection Strategy (VSS), this phase consist of some stages. They are:

1. Teacher divides the students into several groups. Each group consists of four students maximum

2. Teacher gives each group the simple text related to the topic. Teacher reads aloud the text and students just listen. While listen, the students pay attention to the text that already given by the teacher. Then, teacher reads aloud the text the followed by students.

3. Teacher asks the students to read again and discuss the text. Teacher also asks the group to pick one word that is unfamiliar or one word that they are more curious

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[21]Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary", *Jurnal of English Language Teaching,* Vol.2 No. 1 (tahun 2013), p.129

[22]Patricia A. Antonacci And Catherine M. O'Callaghan, Developing Content Area Literacy (United Kingdom: Sage Publication, 2011) p.27

to know about. The teacher also pick one word from the text. It is for demonstration purpose.

4. Teacher gives the student some time for discussion. The teacher should not allow the students to use their dictionary to confirm the words meaning.

5. Teacher asks the students to choose one member of the group to be the speaker.

6. A spokesperson from each group should write down the word in the white board and present their word by answering the following questions:

- Where is the word in the text?
- What do members of the group think the meaning of the word?
- Why do members of the group decide on that word and why do other students need to learn the word?

7. Teacher gives clear definition about the word and add some information related to the word.

8. Other groups present their words.

9. After all of presentations from each group, the teacher asks the students to review the list of new words. It is purposed to eliminate words duplication and unimportant words for the students to learn.

10. When the final words have been selected, the teacher asks the students to write the words into their own personal words list.[23]

2.2.2.4 The advantages of using Vocabulary Self-Collection Strategy (VSS)

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[23] Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary", *Jurnal of English Language Teaching,* Vol.2 No. 1 (tahun 2013), p.131-132

1. Vocabulary Self-Collection Strategy (VSS) helps students to develop important connection between new words and their meaning so that it is more completely understood and remembered by the students.

2. Vocabulary Self-Collection Strategy (VSS) increases the students' enthusiasm to learn and collect the words.

3. Vocabulary Self-Collection Strategy (VSS) can help the students be able to determine the words they not know from the text.

4. Vocabulary Self-Collection Strategy (VSS) can make the students be able to determine the meaning of many words by context and to decide what words are more important than others. So, it will increase the students' understanding about the words and the text that they have read.

5. Vocabulary Self-Collection Strategy (VSS) helps the students to understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those words.

6. For the teachers, this strategy is not too hard to apply in teaching in the classroom.

7. For the students, Vocabulary Self-Collection Strategy (VSS) can motivate them in learning new words because it is an interesting strategy to be introduced for elementary school students and also suitable for them in learning a foreign language.[24]

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[24]Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary", *Jurnal of English Language Teaching,* Vol.2 No. 1 (tahun 2013), p.132
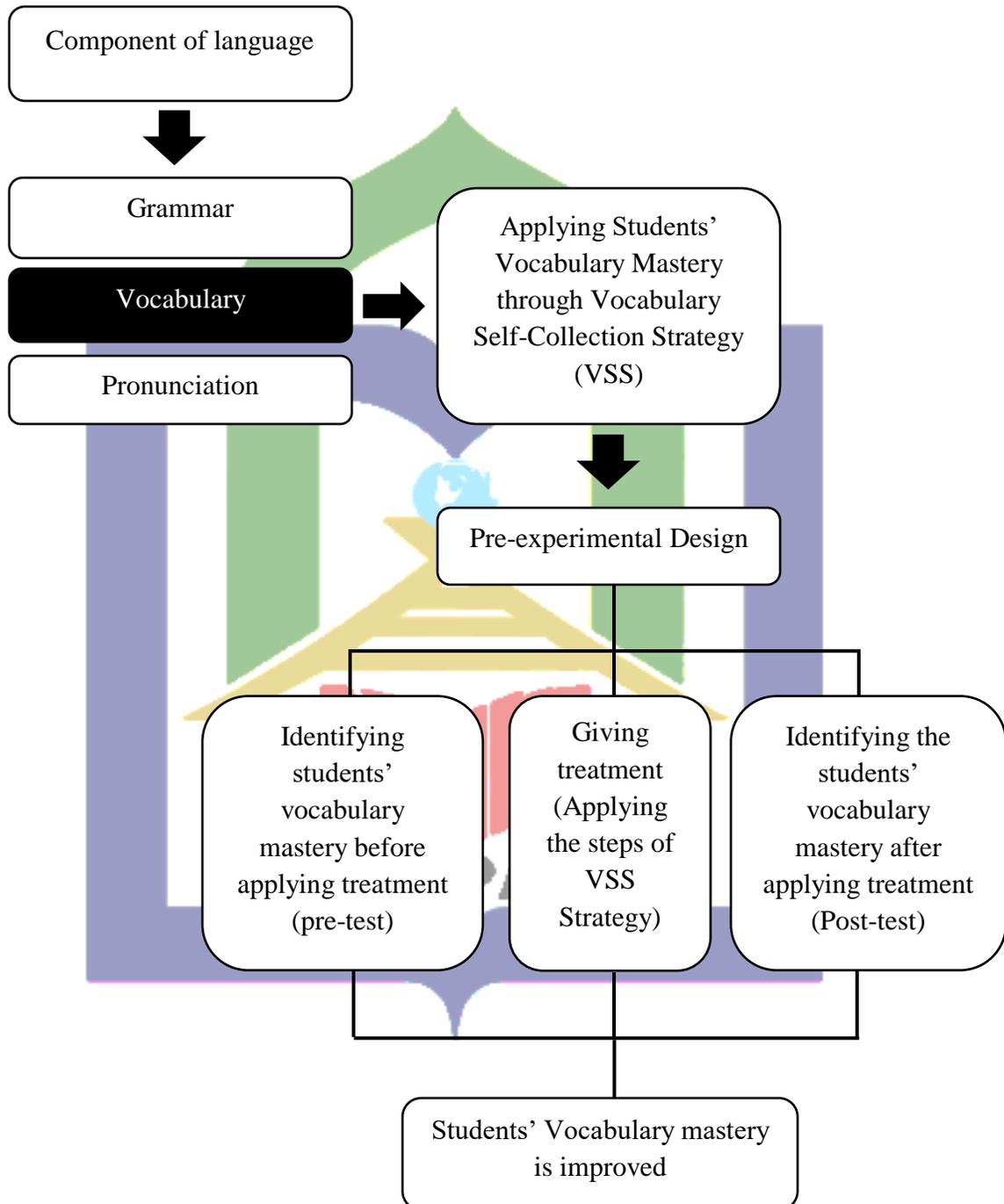
2.3 Conceptual Framework

The conceptual framework underlying this research given in the following diagram:

Component of language

↓

Grammar

Vocabulary

Pronunciation

→

Applying Students' Vocabulary Mastery through Vocabulary Self-Collection Strategy (VSS)

↓

Pre-experimental Design

Identifying students' vocabulary mastery before applying treatment (pre-test)

Giving treatment (Applying the steps of VSS Strategy)

Identifying the students' vocabulary mastery after applying treatment (Post-test)

Students' Vocabulary mastery is improved

2.4 Hypothesis

Based on the conceptual framework, the researcher formulated the hypothesis, namely:

H_0: the use of Vocabulary Self-Collection Strategy (VSS) cannot improve students' vocabulary.

H_1: the use of Vocabulary Self-Collection Strategy (VSS) can improve students' vocabulary.

2.5 Variable of the Research and Operational Definition of Variable

2.5.1   Variable of the research

This research has two kinds of variable, they are independent variable and dependent variable.

2.5.1.1   Independent variable is Vocabulary Self-Collection Strategy (VSS).

2.5.1.2   Dependent variable is Students' Vocabulary Mastery.

2.5.2   Operational variable

2.5.2.1 Vocabulary Self-Collection Strategy (VSS) is a strategy in teaching vocabulary that will drive the students more easier to master it and this strategy the students are asked to be active in teaching and learning process in the classroom. The students will find out the vocabulary by themselves.

2.5.2.2 Vocabulary mastery is one component to master English which is required to know words and meaning. In other words, vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

In this research, the strategy is applied by pre-experimental method with one group pre-test and post-test design, this presented as follow:

$$O_1 \ X \ O_2$$

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test[25]

3.2 Location and Duration of the Research

3.2.1 Location

The location of this research takes place at Dormitory of State Islamic Institute (IAIN) Parepare at class D for English subject.

3.2.2 Duration

The duration of the research was about one month.

3.3 Population and Sample

3.3.1 Population

The population of the research is the students at Dormitory of State Islamic

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[25]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p.110-111.

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Institute (IAIN) Parepare. All the population is illustration the table below.

Table 3.2

Class		Total
A		17
B	1	18
	2	19
	3	20
C	1	18
	2	20
	3	19
	4	19
	1	18
D	2	17
	3	18
Total		203

3.3.2   Sample

The writer will take class D1 which is consist of 18 students as a sample of this research. The writer used purposive sampling technique because the students have low ability of vocabulary mastery.

3.4 Instrument of The Research

The writer use a vocabulary test as the instrument. The test applied for pre-test and post-test. The pre-test intend to know the students' prior of vocabulary before giving the treatment, while the post-test intend to know the students' vocabulary after giving the treatment.

3.5 Procedure of Collecting Data

The procedures of collecting data as follows:

3.5.1   Pre-test

Before giving treatment to the students, the writer gave some vocabulary test to

know the student ability before being treated.

3.5.2 Treatment

After giving pre-test to the students, the writer gave treatment for four meetings. The writer explained the material and what should be done by the students when giving treatment. After that the writer assign the task to the students.

3.5.2.1 The First Meeting

In the first meeting the writer opened the lesson and the writer introduced the material or one of the strategy that can be used to improve students' vocabulary namely Vocabulary Self-Collection Strategy (VSS). Then, the writer gave chance the students to give question that they do not understand about the strategy. The writer divides the students into several group. The writer gave a text under the title "You Can See the Moon from Here", the writer asked the students to discuss about the words that they did not know on the text. They looked for the meaning of the words by themselves. One of member from the group wrote down the words on the white board and explained the meaning in front of their friends. After all presentations from each group, the writer asks the students to review the list of new words. It is purposed to elimination words duplicated. Then, the writer closed the meeting.

3.5.2.2 The Second Meeting

In the second meeting the writer opened the lesson, and to make sure that the students have understood how to use the strategy. The writer gave a text under the title "Misunderstanding", the writer asked the students to discuss about the words that

they did not know on the text. They looked for the meaning of the words by themselves. One of member from the group wrote down the words on the white board and explained the meaning in front of their friends. After all presentations from each group, the writer asks the students to review the list of new words. It is purposed to elimination words duplicated. Then, the writer closed the meeting.

3.5.2.3 The Third Meeting

In the third meeting the writer opened the lesson. The writer gave a text under the title "The Blind Man and the Sun", the writer asked the students to discuss about the words that they did not know on the text. They looked for the meaning of the words by themselves. One of member from the group wrote down the words on the white board and explained the meaning in front of their friends. After all presentations from each group, the writer asks the students to review the list of new words. It is purposed to elimination words duplicated. Then, the writer closed the meeting.

3.5.2.4 The Fourth Meeting

In the fourth meeting the writer opened the lesson. The writer gave a text under the title "Bob High and Dicky Low", the writer asked the students to discuss about the words that they did not know on the text. They looked for the meaning of the words by themselves. One of member from the group wrote down the words on the white board and explained the meaning in front of their friends. After all presentations from each group, the writer asks the students to review the list of new words. It is purposed to elimination words duplicated. Then, the writer closed the meeting.

3.5.3 Post-test

After giving the treatment, the writer gave students post-test to find out the result of the treatment to measure students' vocabulary through Vocabulary Self-Collection Strategy (VSS).

3.6 Technique of Data Analysis

All of the data would be collected by pre-test and post-test, the following procedure was used:

3.6.1 Scoring the students' answer

$$Score = \frac{students\ correct\ answer}{The\ Total\ of\ Number} \times 100$$

Table.2 Classifying the score five levels classification

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39[26]

3.6.3 Calculating the rate precentage of students score :

$$P = \frac{F}{N} \times 100\%$$

Where:

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[26]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* : Edisi Revisi (Jakarta : PT. Bumi Aksara, 2009), p.245.

P : Percentage

F : Frequency

N : Total of number of sample.

3.6.4 Finding out the mean score will use the following formula

$$X = \frac{\sum X}{n}$$

Where :

X : Mean score

Σ : Total score

N : The total number of Students.

3.6.5 The writer determined the standard deviation of the students' score in pre-test and post-test, the writer used the formula:

$$SD = \sqrt{\frac{SS}{N}} \text{ Where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = Standard Deviation

SS = The square root of the sum of square

$\sum X^2$ = The sum of square

N = The total number of subject.[27]

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[27]L. R. Gay, *Educational Research; Competencies for Analyss and Applications* Second Edition (Colombus Ohio: Person Merril Prentice, 1981), p. 298.

3.6.6 Finding out difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula :

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where :

T   : test of significance

D   : the mean score of difference (X1 - X2)

∑D : the sum of the total score

∑D2: the square of the sum score of difference

N   : the total sample.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter exist of two parts namely findings and discussions of the research. The findings include about descriptions of the result of data collected from the test (pre-test and post-test) or explain the findings based on the research questions which are exist in chapter I. While, the discussion explains and interprets the findings. The result of the result of the research will be described in the following explanation.

4.1 Findings

The finding of this research consist of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know students' vocabulary mastery then post-test was given to know students' vocabulary mastery after doing the treatment. From the result of the post-test, it aimed to find out that used Vocabulary Self-Collection Strategy (VSS) is able to improve students' vocabulary mastery at Dormitory of State Islamic Institute (IAIN).

4.1.1 Students' vocabulary Mastery in used Vocabulary Self-Collection Strategy (VSS)

This section described the result of data analysis using Vocabulary Self-Collection Strategy (VSS) on students' vocabulary mastery at Dormitory of State Islamic Institute (IAIN):

4.1.1.1 The students' score in pre-test

After the writer gave pre-test before treatment, the writer found out the result of students' vocabulary mastery in pre-test. To know the last score of students pre-

test, the writer used this formula as below. The resulted in the information as shown

in the following table:

$$Score = \frac{students\ correct\ answer}{The\ Total\ of\ Number} \text{x } 100$$

Table 4.1 The students' score in pre-test

No	Name	The students' correct answer	Total item	Score (0-100)
1	N	19	30	63.3
2	NA	18	30	60
3	M	20	30	66.6
4	P	21	30	70
5	MM	21	30	70
6	S	15	30	50
7	NH	18	30	60
8	S	18	30	60
9	IM	21	30	70
10	N	22	30	73.3
11	K	16	30	53.3
12	M	20	30	66.6
13	N	19	30	63.3
14	KH	20	30	66.6
15	R	16	30	53.3
16	MS	21	30	70
17	RY	15	30	50

18	SR	18	30	60
Total		338	540	1126.3

(Data Source: The students' score in pre-test)

After knowing the students' score in pre-test, the writer following table the students' score to find out the mean score:

Table 4.2 The students' score in pre-test

No.	Name	Pre-Test of Students (X_1)			
		Max Score	Total Score (X_1)	$(X_1)^2$	Classification
1	N	30	63.3	4006.89	Fair
2	NA	30	60	3600	Fair
3	M	30	66.6	4435.56	Good
4	P	30	70	4900	Good
5	MM	30	70	4900	Good
6	S	30	50	2500	Poor
7	NH	30	60	3600	Fair
8	S	30	60	3600	Fair
9	IM	30	70	4900	Good
10	N	30	73.3	5372.89	Good
11	K	30	53.3	2840.89	Poor
12	M	30	66.6	4435.56	Good
13	N	30	63.3	4006.89	Fair
14	KH	30	66.6	4435.56	Good
15	R	30	53.3	2840.89	Poor

16	MS	30	70	4900	Good
17	RY	30	50	2500	Poor
18	SR	30	60	3600	Poor
Total			$\sum X=1126.3$	$\sum X^2=71375.1$	

(Data Source: The students' score in pre-test)

Based on the table above, showing the result of improving students' vocabulary score before giving treatment that using Vocabulary Self-collection Strategy (VSS), no one in very good classification, eight students in good classification, five students in fair classification and five students in poor classification. Total score in pre-test was 1126.3. It could be seen that most of the students' ability in vocabulary was low. Because most of the students gained fair score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of table 4.2.

Firstly, the writer calculated the mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1126.3}{18}$$

$$X = 62.57$$

So, the mean score (X_1) of pre-test is 62.57

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 62.57. From that analyzing it could be seen that most of the 18 students' ability in vocabulary was still low because most of the students gained poor score.

Secondly, the writer calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{SS}{N}}$$

Where:

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS = 71375.1 - \frac{(1126.3)^2}{18}$$

$$SS = 71375.1 - \frac{1268551.69}{18}$$

$$SS = 71375.1 - 70475.09$$

$$SS = 900.01$$

$$SD = \sqrt{\frac{900.01}{18}}$$

$$SD = \sqrt{50}$$

$$SD = 7.07$$

So, the result of the standard deviation of the pre-test is 7.07

After determining the mean score (X_1) of pre-test was 62.57 and standard deviation (SD) of the pre-test was 7.07, it could be seen that improving students' vocabulary were in low category.

4.1.1.2 The students' score in the Post-test

Meanwhile, the students' score on post-test would be presented in the following table:

Table 4.3 The students' score in post-test

No	Name	The students' correct answer	Total item	Score (0-100)
1	N	20	30	66.6
2	NA	24	30	80
3	M	23	30	76.6
4	P	23	30	76.6
5	MM	22	30	73.3
6	S	24	30	80
7	NH	20	30	66.6
8	S	23	30	76.6
9	IM	26	30	86.6
10	N	26	30	86.6
11	K	20	30	66.6
12	M	26	30	86.6
13	N	24	30	80
14	KH	23	30	76.6
15	R	25	30	83.3
16	MS	26	30	86.6
17	RY	20	30	66.6
18	SR	23	30	76.6
Total		420	540	1392.4

(Data Source: The students' score in post-test)

After knowing the students' score in post-test, the writer following table the students' score to find out the mean score:

4.4 The students' score in Post-test

No.	Name	Post-Test of Students (X_1)			
		Max Score	Total Score (X_1)	$(X_1)^2$	Classification
1	N	30	66.6	4435.56	Good
2	NA	30	80	6400	Very good
3	M	30	76.6	5867.56	Good
4	P	30	76.6	5867.56	Good
5	MM	30	73.3	5372.89	Good
6	S	30	80	6400	Very good
7	NH	30	66.6	4435.56	Good
8	S	30	76.6	5867.56	Good
9	IM	30	86.6	7499.56	Very good
10	N	30	86.6	7499.56	Very good
11	K	30	66.6	4435.56	Good
12	M	30	86.6	7499.56	Very good
13	N	30	80	6400	Very good
14	KH	30	76.6	5867.56	Very good
15	R	30	83.3	6938.89	Very good
16	MS	30	86.6	7499.56	Very good
17	RY	30	66.6	4435.56	Good
18	SR	30	76.6	5867.56	Good
Total			$\sum X = 1392.4$	$\sum X^2 = 108590$	

(Data Source: The students' score in pre-test)

The table above showed that was an improvement of students' score after giving treatment that using Vocabulary Self-Collection Strategy (VSS), nine students in very good classification and nine students in good classification. It means that the students' vocabulary has improved that using Vocabulary Self-Collection Strategy (VSS). The total score in post-test is 1392.4. It proved that there were improve of students' score in post-test.

In this, the writer analyzed the data of the students' score in post-test to know whether there is or there is no a significant difference of students' improvement before and after learning process that using Vocabulary Self-Collection Strategy (VSS) in vocabulary .

The first, to get the mean score of the post-test, used a formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1392.4}{18}$$

$$X = 77.35$$

So, the mean score (X_2) of post-test is 77.35

Based on the result of the post-test. The data showed that the mean score of the post-test was 77.35. From that analyzing, it could be seen that most of the 18 students' vocabulary was very good and good classification.

The second to get the standard deviation of the post-test, used a formula:

$$SD = \sqrt{\frac{SS}{N}}$$

Where:

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS = 108590 - \frac{(1392.4)^2}{18}$$

$$SS = 108590 - \frac{1938777.76}{18}$$

$$SS = 108590 - 107709.87$$

$$SS = 880.13$$

$$SD = \sqrt{\frac{880.13}{18}}$$

$$SD = \sqrt{48.89}$$

$$SD = 6.9$$

So, the standard deviation of the post-test is 6.9

After determining the mean score (X_2) of post-test was 77.35 and standard deviation (SD) of the post-test was 6.9, it could be seen that improving students' vocabulary were in a very good category.

4.1.1.3 The result of pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table

4.5 The mean score and Standard Deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	62.57	7.07
Post-test	77.35	6.9

(Data source: the mean score and standard deviation of the pre-test and post-test)

The data in table 4.5 indicates that there was improvement while doing pre-test up post-test, in the pre-test had score 62.57 and the post-test score improved become 77.35. The standard deviation of pre-test was 7.07 (SD) while the standard deviation of the post-test was 6.9 (SD).

As the result at this item was the mean score of the post-test was greater than the mean score in the pre-test. It mean that improving students' vocabulary had improvement after doing the learning process that used in class.

4.1.1.4 The percentage of the frequency in pre-test and post-test.

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 The rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Very good	80-100	0	9	0	50%
2	Good	66-79	8	9	44.4%	50%
3	Fair	56-65	5	0	27.8%	0
4	Poor	40-55	5	0	27.8%	0
5	Very Poor	≤38	0	0	0	0
	Total		18	18	100 %	100 %

(Data' source: the Rate Percentage of the Frequency of the Pre-test and Post-test)

The data of the table above indicated that rate percentage of the pre-test no one student got very good classification, eight (44.4%) students got good classification, five (27.8%) students got fair classification and five (27.8%) students got poor score while the rate percentage of the post-test, nine (50%) students got very good classification and nine (50%) students got good classification. It showed that students were able to improve students' vocabulary after treatment that using the Vocabulary Self-Collection Strategy (VSS).

4.1.2 The Implementation of Vocabulary Self-Collection Strategy (VSS) to Improve Students' Vocabulary at Dormitory of State Islamic Institute (IAIN) Parepare.

This part discusses the result of data analysis about the implementation of Vocabulary Self-Collection (VSS) to improve students' vocabulary at Dormitory of State Islamic Institute (IAIN) Parepare.

4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Improving Students' vocabulary

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1	63.3	66.6	4006.89	4435.56	3.3	10.89
2	60	80	3600	6400	20	400
3	66.6	76.6	4435.56	5867.56	10	100
4	70	76.6	4900	5867.56	6.6	43.56
5	70	73.3	4900	5372.89	3.3	10.89
6	50	80	2500	6400	30	900
7	60	66.6	3600	4435.56	6.6	43.56
8	60	76.6	3600	5867.56	16.6	275.56
9	70	86.6	4900	7499.56	16.6	275.56
10	73.3	86.6	5372.89	7499.56	13.3	176.89
11	53.3	66.6	2840.89	4435.56	13.3	176.89

12	66.6	86.6	4435.56	7499.56	20	400
13	63.3	80	4006.89	6400	16.7	278.89
14	66.6	86.6	4435.56	7499.56	10	100
15	53.3	83.3	2840.89	6938.89	30	900
16	70	90	4900	8100	16.6	275.56
17	50	66.6	2500	4435.56	16.6	275.56
18	60	76.6	3600	5867.56	16.6	275.56
Total	$\sum X=1126.3$	$\sum X=1392.4$	$\sum X^2=71375.1$	$\sum X^2=108590$	266.1	4919.37

(Data' source: the of the Calculation of the Score on Pre-test and Post-test on the Improving Students' vocabulary that using Vocabulary Self-Collection Strategy (VSS))

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{266.1}{18} = 14.78$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{14.78}{\sqrt{\dfrac{4919.37 - \dfrac{266.1^2}{18}}{18(18-1)}}}$$

$$t = \frac{14.78}{\sqrt{\dfrac{4919.37 - \dfrac{70809.21}{18}}{18(17)}}}$$

$$t = \frac{14.78}{\sqrt{\dfrac{4919.37 - 3933.84}{306}}}$$

$$t = \frac{14.78}{\sqrt{\dfrac{985.53}{306}}}$$

$$t = \frac{14.78}{\sqrt{3.22}}$$

$$t = \frac{14.78}{1.79}$$

$$t = \mathbf{8.25}$$

So, the t-test value is 8.25. It was greater than t-table.

Table 4.8 TheTest of Significant

Variable	T-test	T-table value
Pre-test – Post-test	8.25	1.740

(Data' source: the Test of Significance)

According to statistical hypothesis, if t-table value is lower than t-test value, H_1 is accepted and H_0 is rejected. It means that implementing "Vocabulary Self-Collection Strategy (VSS) able to improve students' vocabulary mastery at Dormitory of State Islamic Institute (IAIN) Parepare. Based on the table of t-test and t-table value, the writer conclude that 8.25>1.740 means t-test value was higher than t-table

value. By the result of it, the writer is able to say that teaching vocabulary through "Vocabulary Self-Collection Strategy (VSS) is one of the good way to lead the students more interested in learning English.

4.1.2.2 Hypothesis Testing

To find out a degree of freedom (df) the researcher used the following formula:

Df $\quad = N$-1

$\quad = 18$-1

$\quad = 17$

For the level, significant (α) 5% and df=17, and the value of the table is 1.740, while the value of t-test 8.25. It means that the t-test value is greater than t-table (8.25$\geq$ 1.740). So, it can be concluded that the use of Vocabulary Self-Collection Strategy (VSS) to improve students' vocabulary is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

4.2 Discussion

This part explains the discussion about the result findings that showed in the previous chapter. This section of this research will provide insight about the students' English vocabulary before and after treatment through Vocabulary Self-Collection Strategy (VSS) and the improvement of students' Vocabulary Mastery after applying Vocabulary Self-Collection Strategy (VSS). It is based in the problem statement that exist in chapter I.

4.2.1 Before and After Applying Vocabulary Self-Collection Strategy (VSS)

Before applying "Vocabulary Self-Collection Strategy (VSS)" based on result finding, it found the students' vocabulary mastery was still low. The classification of students' in vocabulary mastery a lot of students got fair and poor. It proved that students' vocabulary mastery is not good enough, the students are still lack of vocabulary.

According to Richards, typical vocabulary targets for general English course are different, there are:

Elementary level   : 1000 words

Intermediate level   : an additional 2000 words

Upper intermediate level   : an addition 2000 words

Advanced level   : an additional 2000+ words[28]

This research study the vocabulary mastery on elementary level because their vocabulary mastery still low, although the sample of this research are the students of a university.

It seem difficult to students' to master the vocabulary, however, they should practice their vocabulary in their daily activity. The teacher should make a strong attempt to show students what they still need to learn without being discouraging. Sometimes, vocabulary mastery cannot be reached optimally. It needs a long time and determination of students to be mastered.

By the result of it, the way to solve the problems was used one of several strategies to improve students' vocabulary mastery. It was the Vocabulary Self-Collection Strategy (VSS). It supposed that this strategy able to improve students'

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[28]Jack C Richards, Curriculum Development in Language Teaching, 154.

vocabulary mastery. According to Haggard this strategy is design to help the students expand their vocabulary by relating the new vocabulary words to their experiences that have meaning in their own lives. In this case, the students are allowed to learn the words that they are interested in. The students are to find the meaning of the new word. This strategy focuses on the words that the students want and need to know, the words that they are curious about and get interested in. [29] This strategy make the students become interested in the language especially English. Vocabulary Self-Collection Strategy (VSS) lets the students choose new words by sharing their words each other to the whole groups in the class. So, it makes students' motivated to learn vocabulary because they can interact with their friends about unfamiliar words. Before giving treatment the pre-test is one meeting of the research. It held as the first meeting. The writer introduced herself in front of the students and gave the explanation about the purpose of the research. The result of improving students' vocabulary score before giving treatment that using Vocabulary Self-collection Strategy (VSS), no one in very good classification, eight students in good classification, five students in fair classification and five students in poor classification.

In that four meeting, the students were very happy and enthusiasm to learn English, because the situation in the class was enjoy and they like the material what the writer gave, as Jeremy Harmer assumes that one of the main task for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of the topic that may influence the student. [30]

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[29]Indrian Juwitaa and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary", (tahun 2013), p.129.

[30]Jeremy Harmer, *How to Teach English: an Introduction to the Practice of English Language Teaching* (Edinburgh Gate: Longman, 1998), p.20.

In this treatment there were four meetings, the first meeting the writer gave story under the title "You Can See the Moon from Here". The words that students did not know in the second meeting are only, standing, outside, also, added, can, replied, monument, already, could, since, decided, thought, and pointed. The second meeting "Misunderstanding". The words that students did not know in the third meeting are Wales, remote, place, said, clerk, Morrow, raised, eyebrows, getting, annoyed, temper, yelled, mean, quite, calmly, told, and lost. The third meeting "The Blind Man and the Sun". The words that students did not know in the fourth meeting are upon, blind, struck, brass, plate, stick, and candle. The fourth meeting "Bob High and Dicky Low". The words that students did not know in the fifth meeting are taller, though, reach, certainly, longer, toes, bill, grabbed, stopped, amazed, and founded.

In the last meeting the writer gave post-test to found out the result after giving treatment to measure students' vocabulary through Vocabulary Self-Collection Strategy (VSS). The result after giving treatment that using Vocabulary Self-Collection Strategy (VSS) was nine students in very good classification and nine students in good classification. It means that the students' vocabulary has improved that using Vocabulary Self-Collection Strategy (VSS).

After applying Vocabulary Self -Collection Strategy (VSS) the classification of students' in vocabulary mastery a lot of students got very good and good. In addition, to know the successful of this activity the writer described the improvement students' vocabulary by look at the data in post-test and pre-test. Based on the data, when the writer have given the treatment through Vocabulary Self -Collection Strategy (VSS), the students' vocabulary mastery found some improvement in different classification, because nobody got fair, poor and very poor after treatment.

But the point is, this treatment is said to succeed. After giving treatment through Vocabulary Self -Collection Strategy (VSS), the students' vocabulary is good and effective for students in learning process, because everybody wanted to participate in it.

4.2.2 The Improvement of Students' Vocabulary Mastery after the Application Vocabulary Self-Collection Strategy (VSS)

The Vocabulary Self- Collection Strategy (VSS) in improving the students' vocabulary mastery was success. The writer got the result from this research that through Vocabulary Self- Collection Strategy (VSS) gave influence for the students in learning. From the finding shows that the mean score of post-test was higher than the mean score of pre-test, it concluded that using Vocabulary Self-Collection Strategy improved students' vocabulary mastery. To find out the statistical hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_1), the writer applied t-test formula at the level of significance with $α$ = with degree of freedom is df = N – 1 (18-1=17). According to Sugiono if t-table was lower than t-test value it means H_1 is accepted and H_0 is rejected.

This research found the t-test value is 8.25 was greater than t-table value 1.740 (8.25>1740). It means that the use of Vocabulary Self-Collection Strategy (VSS) to improve students' vocabulary is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. After seeing the result, it found there were significant difference students' vocabulary mastery in pre-test and post-test. From the different result of mean score in post-test was greater than mean score in pretest (77.35>62.57). It was

caused use Vocabulary Self-Collection Strategy (VSS) during learning process made learning English become easy and interesting.

Based on the findings above and the theory in the second chapter, the writer concluded that using Vocabulary Self-Collection Strategy (VSS) able to improve students' vocabulary mastery at Dormitory of State Islamic Institute (IAIN) Parepare.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in the previous chapter, the researcher draw the conclusion and offer some suggestions based on the researcher that was done at Dormitory of State Islamic Institute (IAIN).

5.1 Conclusion

Based on the discussion in the previous chapter, the writer concluded that the use of Vocabulary Self-Collection Strategy (VSS) could improve students' vocabulary mastery. This study is categorized pre-experiment research design, the objective in this study is to find out whether the implementation of Vocabulary Self-Collection Strategy (VSS) was able or not to improve students' vocabulary mastery. Therefore, this study is using quantitative research.

The results of data analysis. The mean score of pre-test (62.57) and standard deviation (7.07). The mean score of post-test (77.35) and standard deviation (6.9). T-test result in which the value of t-test was 8.25. It was greater than t-table was 1.740 at the level significance 5% and degree of freedom (df) was 17. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

5.2 Suggestion

There some important things that can be suggested to readers and hopefully it can be useful to others, the suggestions are as follows:

5.2.1 In teaching vocabulary the English teacher should improve their creativity in teaching vocabulary, for example using methods, strategies or techniques so that students do not get bored.

5.2.2 The teachers can use Vocabulary Self-Collection Strategy (VSS) in teaching vocabulary and to create variety of teaching learning English process.

5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process, especially in the vocabulary class.

5.2.4 The students should practice their vocabulary in English and always enjoy the vocabulary class.

5.2.5 This skripsi can be a reference for other writer to conduct the next research.

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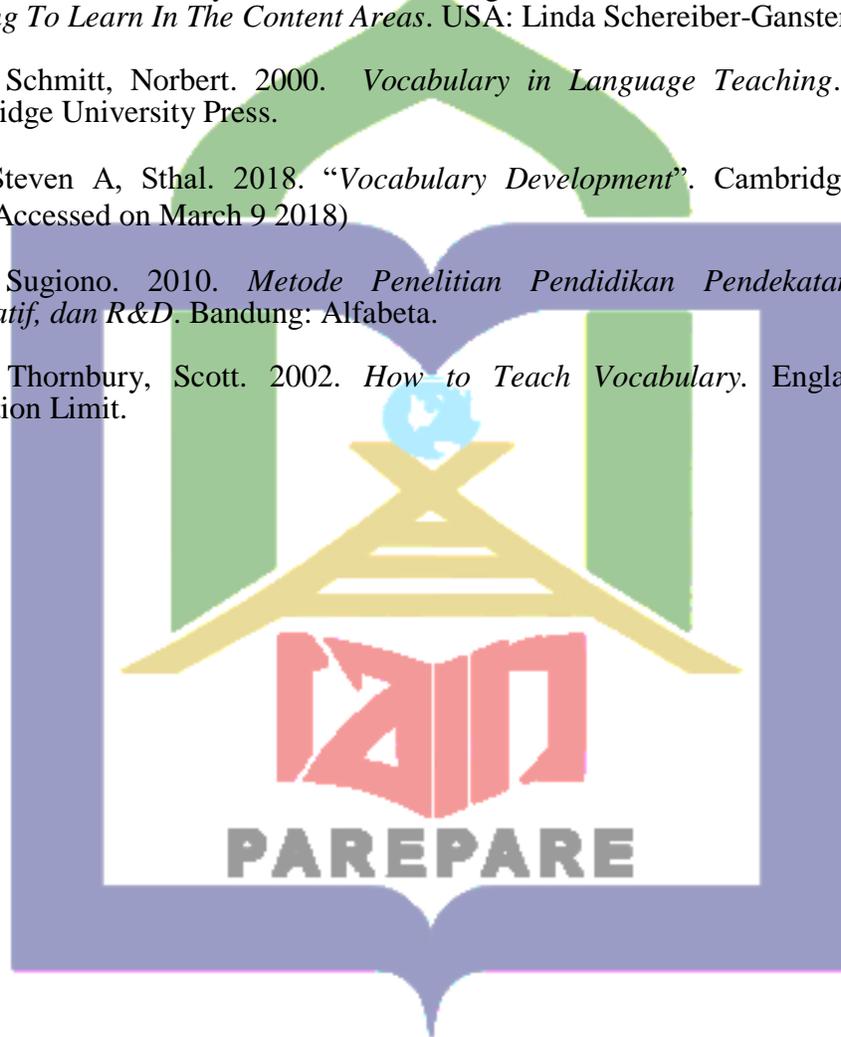
APPENDICES

APPENDIX 1

Pre-test

Name	
Class	

I. Choose the best answer based on the picture!

a. Clerk
b. Chef
c. Artist
d. House wife

a. Run
b. Swim
c. Walk
d. Fly

a. Pilot
b. Driver
c. Seller
d. Teacher

a. Happy
b. Cry
c. Laugh
d. Smile

a. Happy
b. Enjoy
c. Angry
d. Laugh

a. Tall
b. Fat
c. Short
d. Big
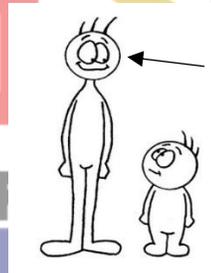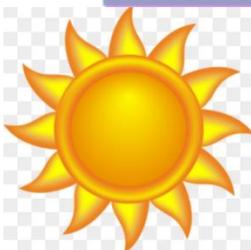
a. Planet
b. Sun
c. Moon
d. Earth

a. Laugh
b. Sad
c. Cry
d. Angry

a. Farmer
b. Headmaster
c. Traveller
d. Lecturer
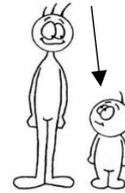
a. Short
b. Fat
c. Tall
d. Big

II.   Translate the word into English!
1.   Rajin   :
2.   Jelek   :
3.   Lupa   :
4.   Otak   :
5.   Buta   :
6.   Menyapu   :
7.   Mengepel   :
8.   Membersihkan   :
9.   Menulis   :
10. Menggambar   :

III. Write down the meaning of the word!
1. Crazy   :
2. Diligent   :
3. Lazy   :
4. Dirty   :
5. Cook   :
6. Sleep   :
7. Leader   :
8. Tidy   :
9. Work   :
10. Sleep   :

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : Asrama Ma'had IAIN Parepare

Kelas/ Tingkatan   : Kelas D

Mata Pelajaran   : Bahasa Inggris

Waktu   : 4 x 60 menit (4 pertemuan)

A. Kompotensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapain Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksana kan fungsi sosial *menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan,* sesuai dengan konteks penggunaannya

4.2 Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan,* sesuai dengan konteks penggunaannya

2. Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D.   **Materi Pembelajaran**

You Can See the Moon from Here, Misunderstanding, The Blind Man and the Sun, and Bob High and Dicky Low.

E.   **Metode Pembelajaran**

Diskusi

F.   **Media, alat dan sumber pembelajaran**

Teks, papan tulis, siswa, dan spidol.

G.   **Langkah-langkah Kegiatan Pembelajaran**

Pertemuan Pertama :

Kegiatan Awal (10 menit)

a.   Guru memberi salam kepada siswanya

b.   Guru mengabsen dan menanyakan keadaan siswanya

c.   Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti (40 menit)

Guru menjelaskan tentang strategi pembelajaran yang akan diajarkan. Setelah siswa mengerti, siswa dibagi dalam 4 kelompok. Guru membagikan teks yang berjudul "You can See the Moon from here" kepada setiap kelompok. Guru mebacakan teks di depan siswa dan siswa memperhatikan guru membaca. Kemudian guru membaca teks dengan keras dan diikuti oleh siswa. Setiap kelompok menentukan 1 orang yang akan menjadi pembicara dan akan digilir setiap pertemuan. Setiap kelompok mendiskusikan tentang teks yang diberikan oleh guru, setiap kelompok memilih kata

yang belum mereka ketahui atau yang mereka anggap menarik sesuai dengan jumlah anggota kelompok. Setelah mendiskusikan kata yg mereka pilih, pembicara akan memaparkan kosa kata sesuai intruksi dari guru.

Kegiatan Akhir (10 menit)

a. Guru memberikan kesimpulan pembelajaran
b. Guru menutup pembelajaran.

Lesson 1

YOU CAN SEE THE MOON FROM HERE

One day, a tourist wanted to take pictures of the "Monumen Nasional". He was only a kilometre away and could already see the top of the monument from where he was standing.

Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this was too much and said, "That's too much!" He pointed to the top of the monument and added, "You can already see it from here".

"Yes sir", the becak driver replied, "You can see it from here all right, but you can also see the moon from here".

From Bahasa Inggris

Cepat & Tepat 2, P.83

By Nababan Ph.D, et al.

Pertemuan Kedua:

Kegiatan Awal (10 menit)

a. Guru memberi salam kepada siswanya

b. Guru mengabsen dan menanyakan keadaan siswanya

c. Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti (40 menit)

Guru menjelaskan tentang strategi pembelajaran yang akan diajarkan. Setelah siswa mengerti, siswa dibagi dalam 4 kelompok. Guru membagikan teks yang berjudul "Misunderstanding" kepada setiap kelompok. Guru mebacakan teks di depan siswa dan siswa memperhatikan guru membaca. Kemudian guru membaca teks dengan keras dan diikuti oleh siswa. Setiap kelompok menentukan 1 orang yang akan menjadi pembicara dan akan digilir setiap pertemuan. Setiap kelompok mendiskusikan tentang teks yang diberikan oleh guru, setiap kelompok memilih kata yang belum mereka ketahui atau yang mereka anggap menarik sesuai dengan jumlah anggota kelompok. Setelah mendiskusikan kata yg mereka pilih, pembicara akan memaparkan kosa kata sesuai intruksi dari guru.

Kegiatan Akhir (10 menit)

a. Guru memberikan kesimpulan pembelajaran

b. Guru menutup pembelajaran.

Lesson 2

MISUNDERSTANDING

In a remote part of Wales there is a place called Morrow. One day, at London train station, a traveller said to the booking-clerk, "I want a ticket to Morrow, please". The clerk raised his eyebrows, saying, "If you want a ticket tomorrow, why don't you come for it tomorrow?"

"But I want a ticket to Morrow today", the traveller replied. "I told you", the clerk said, "you can't have a ticket tomorrow today. You'll have to come tomorrow for it".

By this time, the traveller was getting more and more annoyed and finally lost his temper and yelled, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!"

Finally understanding what the traveller really wanted, the clerk said quite calmly. "Why didn't you say so in the first place? Here's your ticket".

From Berlitz

Pertemuan Ketiga:

Kegiatan Awal (10 menit)

a. Guru memberi salam kepada siswanya

b. Guru mengabsen dan menanyakan keadaan siswanya

c. Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti (40 menit)

Guru menjelaskan tentang strategi pembelajaran yang akan diajarkan. Setelah siswa mengerti, siswa dibagi dalam 4 kelompok. Guru membagikan teks yang berjudul "The Blind Man and the Sun" kepada setiap kelompok. Guru mebacakan teks di depan siswa dan siswa memperhatikan guru membaca. Kemudian guru membaca teks dengan keras dan diikuti oleh siswa. Setiap kelompok menentukan 1 orang yang akan menjadi pembicara dan akan digilir setiap pertemuan. Setiap kelompok mendiskusikan tentang teks yang diberikan oleh guru, setiap kelompok memilih kata yang belum mereka ketahui atau yang mereka anggap menarik sesuai dengan jumlah anggota kelompok. Setelah mendiskusikan kata yg mereka pilih, pembicara akan memaparkan kosa kata sesuai intruksi dari guru.

Kegiatan Akhir (10 menit)

a. Guru memberikan kesimpulan pembelajaran
b. Guru menutup pembelajaran.

Lesson 3

THE BLIND MAN AND THE SUN

Once upon a time, there lived a blind man who had never seen the sun. He asked a friend to tell him what it was like. "It's like a brass plate", his friend said. The blind man struck a brass plate with a stick and listened to the sound. Every time he heard a similar sound, he thought it was the sun.

His friend explained that "The sun is like a candle". The blind man felt a candle with his hand. He believed it was the same shape as the sun. Then his friend

told him that the sun is like a great ball of fire. Later that winter, whenever the blind man sat in front of a fire, he thought it was the sun.

The sun is really quite different from all these things, but the blind man did not know this because he could not see it. In the same way, the truth is often hard to see. If you cannot see it when it is right in front of you, then you are just like the blind man.

From: Favorite stories from Asia

By: Leon Comber, p.2

Pertemuan Keempat:

Kegiatan Awal (10 menit)

   a. Guru memberi salam kepada siswanya
   b. Guru mengabsen dan menanyakan keadaan siswanya
   c. Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti (40 menit)

Guru menjelaskan tentang strategi pembelajaran yang akan diajarkan. Setelah siswa mengerti, siswa dibagi dalam 4 kelompok. Guru membagikan teks yang berjudul "Bob High and Dicky Low" kepada setiap kelompok. Guru mebacakan teks di depan siswa dan siswa memperhatikan guru membaca. Kemudian guru membaca teks dengan keras dan diikuti oleh siswa. Setiap kelompok menentukan 1 orang yang akan menjadi pembicara dan akan digilir setiap pertemuan. Setiap kelompok mendiskusikan tentang teks yang diberikan oleh guru, setiap kelompok memilih kata

yang belum mereka ketahui atau yang mereka anggap menarik sesuai dengan jumlah anggota kelompok. Setelah mendiskusikan kata yg mereka pilih, pembicara akan memaparkan kosa kata sesuai intruksi dari guru.

Kegiatan Akhir (10 menit)

a. Guru memberikan kesimpulan pembelajaran
b. Guru menutup pembelajaran.

Lesson 4

BOB HIGH AND DICKY LOW

Once there lived a very tall man. His name was Bob High. Bob was taller than his father and his older brothers. He was the tallest man in his village.

Once day, while he was walking with some of his friends, he saw a very short man. Though the man looked old, he was no taller than a boy of 9. He was unusually and exceptionally short. He was the shortest man Bob and his friends had ever seen.

Though he was short, he was very intelligent. His name was Dicky Low. Dicky was shorter than any of his friends but more intelligent than all of them. He was known in his village as the most intelligent and quickwitted man and, of course, the shortest.

After they greeted each other, Bob said "I don't think you can reach the tip of my nose with your fingers, you are so short, Dicky Low. But if you can, I will give you $ 20". Dicky though for a while then said, "Certainly, I can. I'm positively and absolutely sure. It's no problem at all. I have to admit that I'm short and I'm not

denying that fact, but my hands are longer than yours. If you can touch my toes with your hands I will give you this 10 dollar bill right away".

The tall man burst into laughter and stopped slowly to touch the short man's toes. At the moment, Dicky grabbed Bob's nose and said calmly, "I may be short but I know how to use my brain better than you. Please, give me the money you promised".

After receiving the money, Dicky Low walked off in the direction of the village marked. Amazed and dumb-founded, Bob and his friends watched him go.

H. PENILAIAN HASIL BELAJAR

    1. Teknik Penilaian   : Unjuk kerja

    2. Bentuk   : Tes Lisan meminta perhatian dan responnya
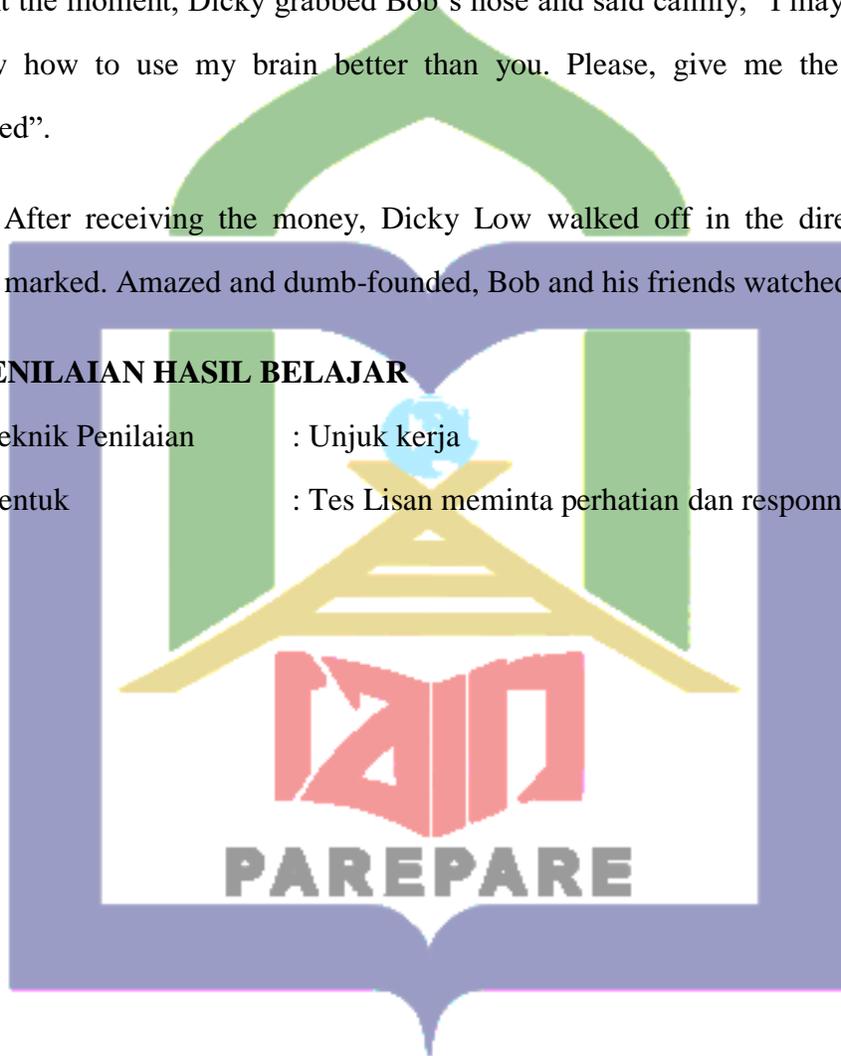
APPENDIX 3

Post-test

Name	
Class	

I. Choose the best answer based on the picture!

a. Nose
b. Hand
c. Eyebrows
d. Eye

a. Brain
b. Eye
c. Fingers
d. Ear

a. Train
b. Ship
c. Plane
d. Car

a. Watch
b. Dance
c. Cook
d. Run

a. Sun
b. Moon
c. Earth
d. Star

a. Candle
b. Lamp
c. Fire
d. Air

a. Nose
b. Lip
c. Eye
d. Head
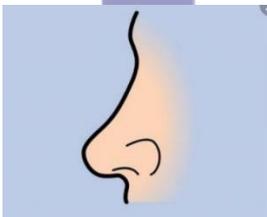
a. Stick
b. Knife
c. Spoon
d. Broom

a. Fingers
b. tooth
c. Eyebrows
d. Face

a. Short
b. Thin
c. Tall
d. Big

II. Write down the meaning of the word!
1. Top :
2. Driver :
3. Reply :
4. Misunderstanding :
5. Tomorrow :
6. Clerk :
7. Place :
8. Listen :
9. Plate :
10. Intelligent :

III. Translate the word into English!
1. Matahari :
2. Tiket :
3. Kebenaran :
4. Melihat :
5. Tinggi :
6. Menjelaskan :
7. Pendek :
8. Menyentuh :
9. Buta :
10. Uang :
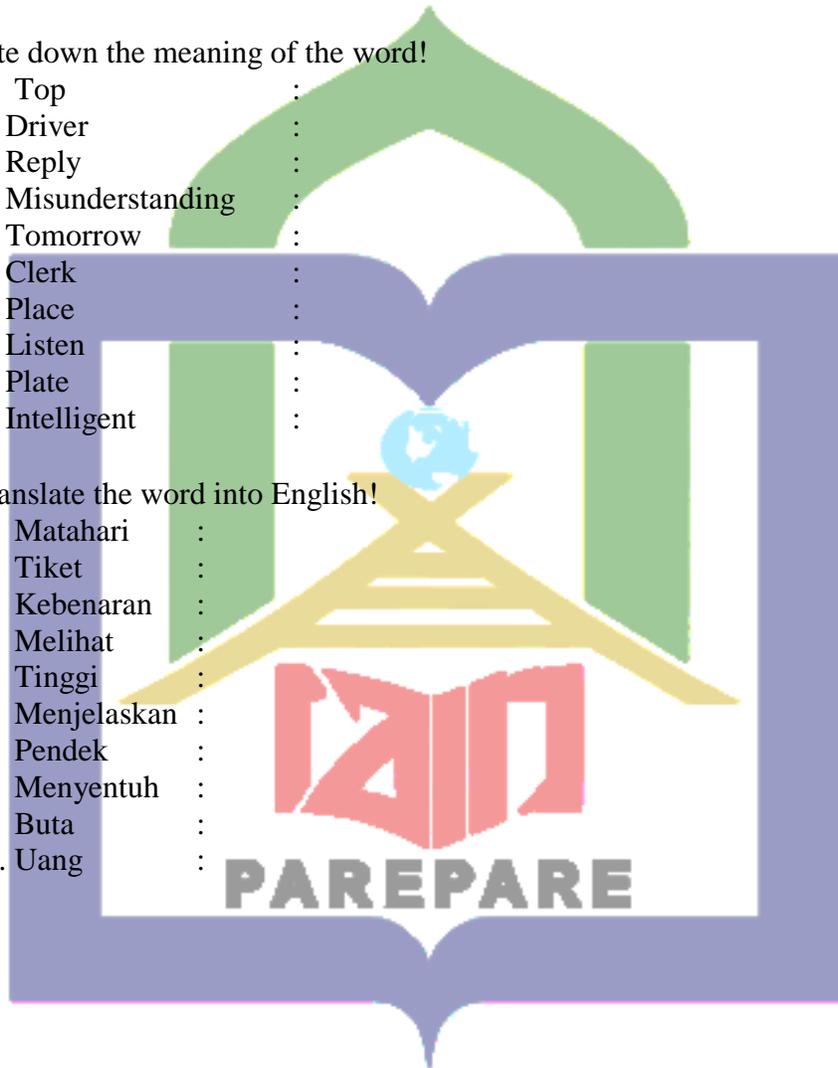
APPENDIX 4

The students' pre-test

Pre-test

Name	MUH. MASLAN
Class	

I. Choose the best answer based on the picture!

a. Clerk
b. Chef
c. Artist
ⓓ House wife

ⓐ Run
b. Swim
c. Walk
d. Fly

a. Pilot
ⓑ Driver
c. Seller
d. Teacher

a. Happy
ⓑ Cry
c. Laugh
d. Smile

a. Happy
b. Enjoy
ⓒ Angry
d. Laugh

ⓐ Tall
b. Fat
c. Short
d. Big

a. Planet
ⓑ Sun
c. Moon
d. Earth

ⓐ Laugh
b. Sad
c. Cry
d. Angry

a. Farmer
b. Headmaster
ⓒ Traveller
d. Lecturer

ⓐ Short
b. Fat
c. Tall
d. Big

II. Write down the meaning of the word!

1. Top : atas ✓
2. Driver : supir ✓
3. Reply : mengulang
4. Misunderstanding : akan memahami
5. Tomorrow : besok ✓
6. Clerk :
7. Place : tempat ✓
8. Listen : mendengar ✓
9. Plate : piring ✓
10. Intelligent :

III. Translate the word into English!
1. Matahari : sun ✓
2. Tiket : ticka
3. Kebenaran : ~~the~~ true
4. Melihat : see ✓
5. Tinggi : short ✓
6. Menjelaskan : explain ✓
7. Pendek : tall
8. Menyentuh : touch ✓
9. Buta : blind ✓
10. Uang : money ✓

Pre-test

Name	KURNIA.
Class	

I. Choose the best answer based on the picture!

a. Clerk ✗ ✓
b. Chef
c. Artist
d. House wife

a. Run
b. Swim ✗
c. Walk
d. Fly

a. Pilot
b. Driver
c. Seller
d. Teacher ✗ ✓

a. Happy
b. Cry ✗ ✓
c. Laugh
d. Smile

a. Happy
b. Enjoy
c. Angry ✗
d. Laugh

a. Tall ✗
b. Fat ✓
c. Short
d. Big

a. Planet
b. Sun ✗ ✓
c. Moon
d. Earth

a. Laugh ✗
b. Sad ✓
c. Cry
d. Angry

a. Farmer
b. Headmaster
c. Traveller ✗
d. Lecturer

a. Short ✗ ✓
b. Fat
c. Tall
d. Big

II.   Translate the word into English!

1. Rajin   : Diligent ✓
2. Jelek   :
3. Lupa   :
4. Otak   :
5. Buta   :
6. Menyapu   :
7. Mengepel   :
8. Membersihkan   :
9. Menulis   :
10. Menggambar   : Drawin

III. Write down the meaning of the word!

1. Crazy   : gica   ✓
2. Diligent : rajin   ✓
3. Lazy   :
4. Dirty   : kotor   ✓
5. Cook   : masak.   ✓
6. Sleep   : Tidur   ✓
7. Leader   :
8. Tidy   :
9. Work   :
10. Sleep   : Tidur   ✓

APPENDIX 5

List of Vocabulary

List of Vocabulary
1. "you can see The Moon From Here"
only : hanya
standing : Sedang berdiri
outside : di luar
Also : Juga
Added : Menambahkan
Can : bisa
Replied : membalas
Manument : Tugu
Already : Sudah
Could : bisa
Since : Sejak
Decided : memutuskan
Thought : Menganggap
pointed : Menunjukkan
2. "Misunderstanding"
Wales : Wales (Nama Daerah)
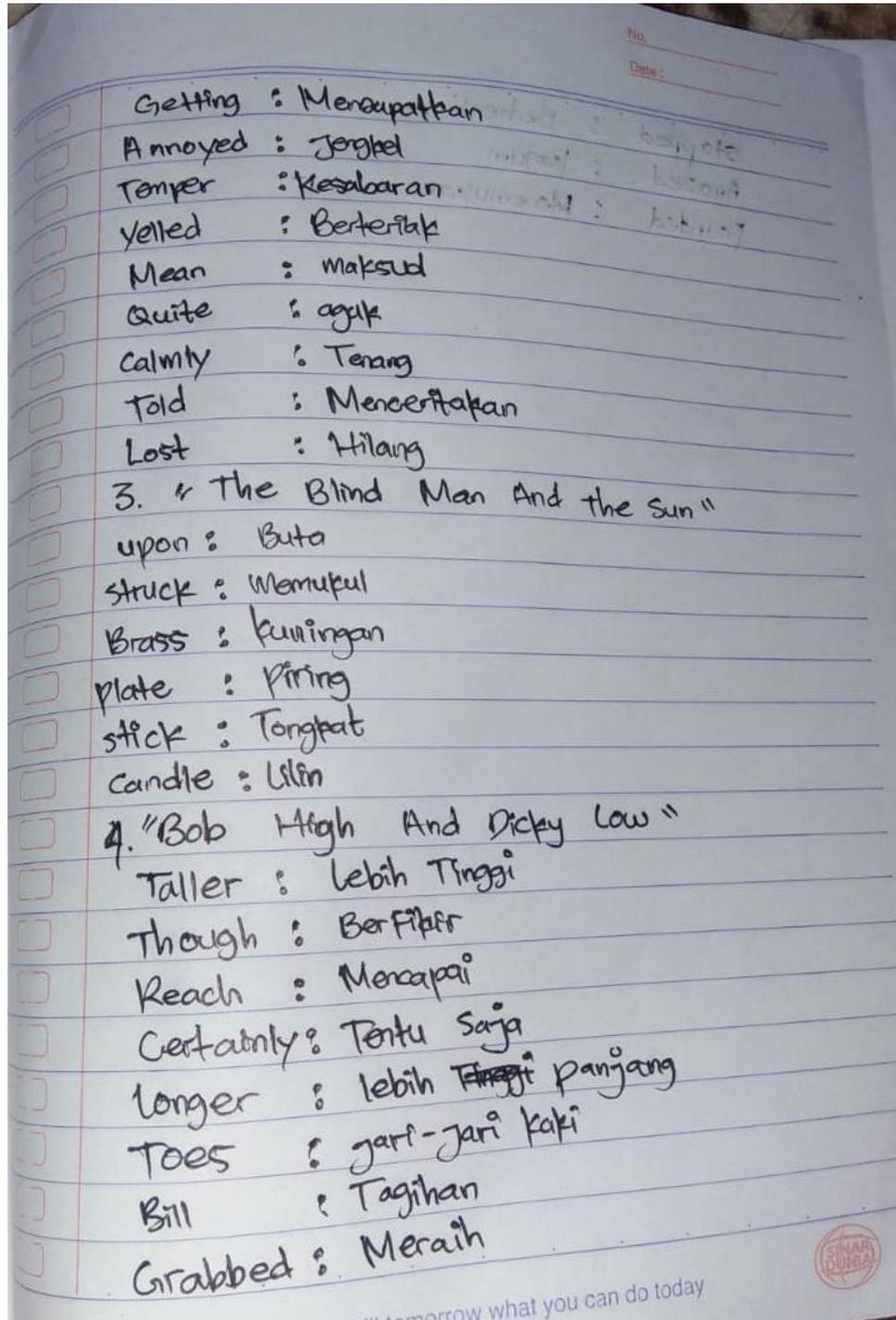Remote : Terpencil
Please : Silahkan
Said : Berkata
clerk : Penjual Tiket
Morrow : (Nama Daerah)
Raised : Menaikkan
Eyebrows : alis

Practice makes perfect

Getting : Mendapatkan
Annoyed : Jengkel
Temper : Kesabaran
Yelled : Berteriak
Mean : maksud
Quite : agak
Calmly : Tenang
Told : Menceritakan
Lost : Hilang

3. " The Blind Man And the Sun "

upon : Buta
struck : Memukul
Brass : kuningan
plate : Piring
stick : Tongkat
Candle : Lilin

4. "Bob High And Dicky Low "

Taller : lebih Tinggi
Though : Berfikir
Reach : Mencapai
Certainly : Tentu saja
longer : lebih ~~Tinggi~~ panjang
Toes : jari-jari kaki
Bill : Tagihan
Grabbed : Meraih

No.

Date :

Stopped : Berhenti

Amazed : kagum

Founded : Menemukan

APPENDIX 6

The students' post-test

II. Translate the word into English!

1. Rajin   : diligent

2. Jelek   : bat

3. Lupa   : Forget

4. Otak   : brain

5. Buta   :

6. Menyapu   :

7. Mengepel   :

8. Membersihkan   : claining

9. Menulis   : write

10. Menggambar   : drawing

III. Write down the meaning of the word!

1. Crazy   : gila

2. Diligent   : rajin

3. Lazy   : malas

4. Dirty   :

5. Cook   : masak

6. Sleep   : tidur

7. Leader   :

8. Tidy   :

9. Work   :

10. Sleep   : tidur

Post-test

Name	*Kurnia.*
Class	

f. Choose the best answer based on the picture!

a. Nose
b. Hand
c. Eyebrows ✓
d. Eye

a. Brain ✗
b. Eye
c. Fingers
d. Ear

a. Train ✓
b. Ship
c. Plane
d. Car

a. Watch
b. Dance
c. Cook
d. Run ✗

a. Sun
b. Moon ✗
c. Earth
d. Star

a. Candle ✓
b. Lamp
c. Fire
d. Air

a. Nose ✗
b. Lip
c. Eye
d. Head

a. Stick ✓
b. Knife ✗
c. Spoon
d. Broom

a. Fingers ✗
b. tooth
c. Eyebrows
d. Face

a. Short
b. Thin
c. Tall
d. Big ✗

II. Write down the meaning of the word!

1. Top : popucel
2. Driver :
3. Reply : ulang
4. Misunderstanding :
5. Tomorrow : Besok
6. Clerk :
7. Place : Tempat
8. Listen : mendagarkan
9. Plate : piring
10. Intelligent :

III. Translate the word into English!
1. Matahari : sun
2. Tiket :
3. Kebenaran :
4. Melihat : see
5. Tinggi : Tall
6. Menjelaskan :
7. Pendek : sor
8. Menyentuh : touch.
9. Buta :
10. Uang : many

APPENDIX 7

Distribution of T-table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX 8

DOCUMENTATION
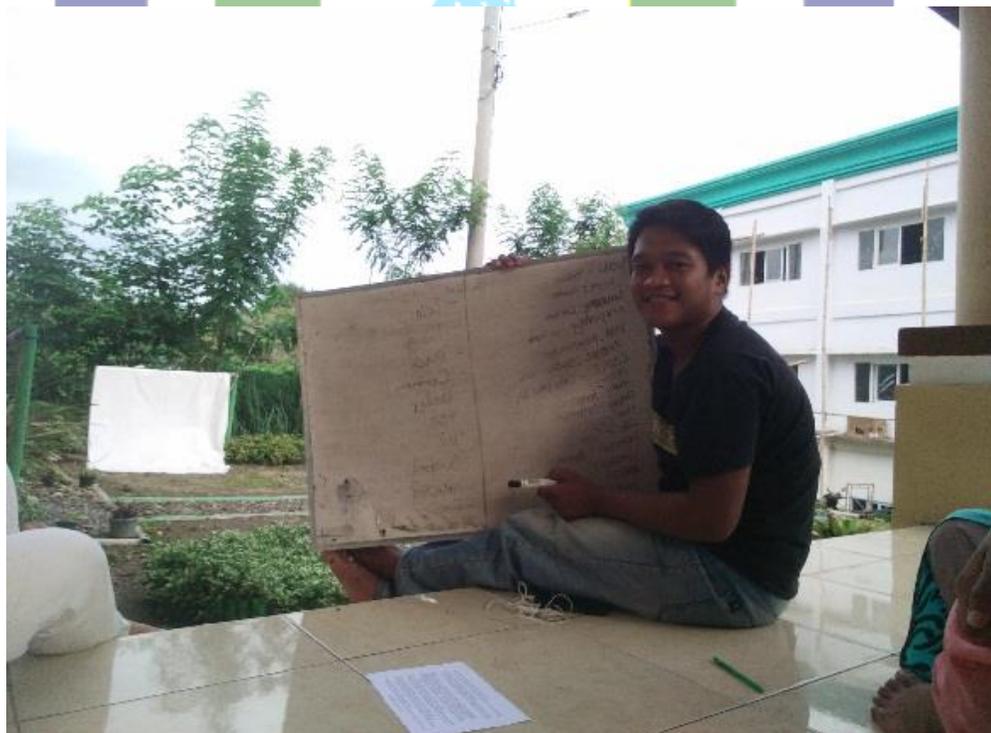
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor   : B 3708 /In.39/PP.00.9/12/2018
Lampiran : -
H a l   : Izin Melaksanakan Penelitian

Kepada Yth.

Kepala Daerah KOTA PAREPARE

Cq. Badan Perencanaan Pembangunan Daerah

di

   KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: ANITA ANGGRAENI SAINUDDIN
Tempat/Tgl. Lahir	: MAROANGIN, 24 Oktober 1996
NIM	: 14.1300.051
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. DR. RATULANGI NO 148, KEL.. BANGKALA, KEC. MAIWA, KAB. ENREKANG

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH VOCABULARY SELF-COLLECTION STRATEGY (VSS) AT DORMITORY OF STATE ISLAMIC INSTITUTE (IAIN) PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

17 Desember 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KOTA PAREPARE

BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

PAREPARE

Nomor	: 050/1038/Bappeda	Parepare, 18 Desember 2018	
Lampiran	: --	Yth.	Rektor Institut Agama Islam Negeri
Perihal	: **Izin Penelitian**		(IAIN) Parepare

Di -

Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 3708/In.39/PP.00.9/12/2018 tanggal 17 Desember 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a	:	Anita Anggraeni Sainuddin
Tempat/Tgl. Lahir	:	Maroangin / 24-10-1996
Jenis Kelamin	:	WANITA
Pekerjaan	:	Mahasiswa
A l a m a t	:	Jl. DR. Ratulangi No. 148, Kec. Maiwa, Kab. enrekang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :

Improving Students' Vocabulary Mastery through Vocabulary Self-Collection Strategy (VSS) at Dormitory of State Islamic Institute (IAIN) Parepare

Selama	:	TMT **17-12-2018 S/D 16-01-2019**
Pengikut/Peserta	:	**Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi / Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "Penelitian" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

an. KEPALA BAPPEDA
SEKRETARIS

E. W. ARIYADI S. ST., MT
Pangkat Pembina Tk.I
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN
Nomor : B- 448 /In.39/PP.00.9/2/2019

Yang bertanda tangan dibawah ini, Rektor Institut Agama Islam Negeri (IAIN) Parepare menerangkan sesungguhnya bahwa :

Nama	: ANITA ANGGRAENI SAINUDDIN
Tempat/Tanggal Lahir	: Maroangin, 24 Oktober 1996
Nim	: 14.1300.051
Fakultas / Prodi	: Tarbiyah /Pendidikan Bahasa Inggris
Alamat	: Jl. Dr. Ratulangi No.148, Kel. Bangkala, Kec. Maiwa, Kab. Enrekang

Yang bersangkutan telah melakukan penelitian di IAIN Parepare dengan Judul Skripsi :

"IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH VOCABULARY SELF-COLLECTION STRATEGY (VSS) AT DORMITORY AO STATE ISLAMIC INSTITUTE (IAIN) PAREPARE"

Mulai Bulan Desember 2018 s/d. Pebruari 2019

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

06 Pebruari 2019
a.n. Rektor,
Kabag Akademik Kemahasiswaan
dan Kerja sama

Naharuddin

CURRICULUM VITAE

Anita Anggraeni Sainuddin, the daughter of couple Mr. Sainuddin & Mrs. Muliati, was born on October 24, 1996 in a village of Enrekang Regency South Sulawesi, called Maroangin. She is the third child from five siblings. She started her formal education in 2002 precisely at elementary school SDN 107 Bangkala and graduated in 2008. Then, she graduated from the Junior High School at SMPN 1 Maiwa in 2010 Senior High School at SMAN 1 Maiwa in 2014 transformed to SMAN 4 ENREKANG in 2018.

In 2014, she decided to continue her formal education in a university. At the time, she finally choose STAIN Parepare transformed to IAIN Parepare in 2018 as the university to get a scholar degree. She focused on studying the English at Tarbiyah Faculty IAIN Parepare. During she study at IAIN Parepare, the writer was a memberof one of organization in State Islamic Institute (IAIN) Parepare, Lintasan Imajinasi Bahasa Mahasiswa (LIBAM). She finally completed her study in 2019 with fulfilling the final requirements, conducting research titling Improving Students' Vocabulary Mastery through Vocabulary Self-Collection Strategy (VSS) at Dormitory of State Islamic Institute (IAIN).