

**THE EFFECT OF VOCABULARY SELF
COLLECTION STRATEGY (VSS) ON STUDENTS'
VOCABULARY MASTERY
AT GRADE VII SMP N 4 ANGKOLA TIMUR**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fullfillment of the Requirement
of the Graduate Degree of Education (S.Pd) in English*

Written By:

NINA SAKINAH SIAGIAN

Reg. Num. 21 20300046

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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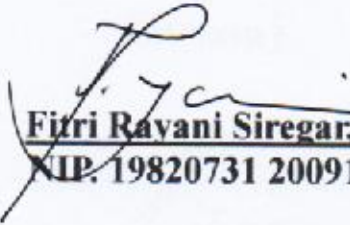


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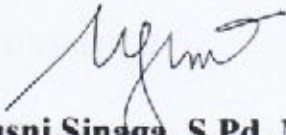
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LETTER OF AGREEMENT

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Padangsidempuan, 26 May 2025
to:
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Assalamu'alaikum Warahmatullahi Wabarakatuh,


After reading, studying and giving advice for necessary revise on thesis belongs to *Nina Sakinah Siagian*, entitled "*The Effect of Vocabulary Self Collection Strategy (VSS) on Students Vocabulary Mastery at Grade VII SMP N 4 Angkola Timur*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

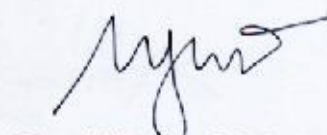
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The objectives of this research are 1) To determine students' vocabulary mastery before learning using the vocabulary self collection strategy. 2) To determine students' vocabulary mastery after learning using the self collection strategy. 3) To determine whether there is a significant effect of the Vocabulary Self Collection Strategy on vocabulary mastery. This research is a quantitative research with experimental method with a pre-test post-test control group design. The population of this research is the seventh grade students of SMP N 4 Angkola Timur. The sample of this research is 24 students. The instrument in this research is a multiple choice test. Data were analyzed with the assistance of SPSS version 25 software. The researcher found the mean score in pre-test is 62.71 and mean score the post-test is 76.67. There is an average increase of 13.96 from the pre-test and post-test results. The results of the t-test t_{count} is higher than t_{table} ($2.319 > 1.678$). It can be concluded, there is a significant effect of Vocabulary self collection strategy on vocabulary mastery at grade VII students of SMP N 4 Angkola Timur.

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

ABSTRAK

Nama : Nina Sakinah Siagian
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Judul Skripsi : Pengaruh Strategy Pengumpulan Kosakata Mandiri terhadap
Penguasaan Kosakata Siswa Kelas VII SMP N 4 Angkola Timur

Tujuan penelitian ini adalah 1) Untuk mengetahui penguasaan kosakata siswa sebelum pembelajaran menggunakan strategy pengumpulan kosakata mandiri. 2) Untuk mengetahui penguasaan kosakata siswa setelah pembelajaran menggunakan strategy pengumpulan kosakata mandiri. 3) Untuk mengetahui ada pengaruh signifikan strategy pengumpulan kosakata mandiri terhadap penguasaan kosakata. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen dengan desain pre-test post-test control group design. Populasi penelitian ini adalah siswa kelas VII SMP N 4 Angkola Timur. Sampel penelitian ini adalah 24 siswa. Instrumen dalam penelitian ini adalah tes pilihan ganda. Data dianalisis dengan bantuan perangkat lunak SPSS versi 25. Peneliti menemukan nilai rata rata pada pre-test adalah 62.71 dan nilai rata-rata pos-test adalah 76.67. Ada peningkatan sebesar 13.96 dari hasil pre-test dan post-test. Hasil uji-t diketahui t hitung lebih besar dari t tabel ($2.319 > 1.678$), dapat disimpulkan terdapat pengaruh yang signifikan strategy pengumpulan kosakata mandiri terhadap penguasaan kosakata siswa kelas VII SMP N 4 Angkola Timur.

Kata Kunci: *Strategy Pengumpulan Kosakata Mandiri, Penguasaan Kosakata*

خلاصة

إسم	:	نيناسكينة سيان
رقم القيد	:	٢١٢٠٣٠٠٠٤٦
عنوان البحث	:	تأثير إستراتيجيات جمع المفردات المستقلة على إثقان المفردات لدى الطلاب الصف السابعة في مدرسة الثانوية الحكومية أنخولا الشرقية

أهدف ه ذا البحث هي (لمع رفة إثقان المفردات لدى الطلاب قبل تعليم ب استخدام إستراتيجيات ج ع المفردات المستقلة. (لمع رفة إثقان المفردات لدى الطلاب بع د تعليم باستخدام إستراتيجيات ج ع المفردات المستقلة. (لمع رفة إذا كان هناك تأثير كبير جمع المفردات المستقلة ع لى إثقان المفردات. هذا البحث عبارة عن بحث كمي بطريقة التج ربة مع الت صميم مجموعة التحكم قبل الإختبار وبعد الإختبار. وكان مجتمع هذا البحث هو طلاب الصف السابعة في مدرسة الثانوية الحكومية ٤ أنخولا الشرقية. كانت عينة هذا البحث أربعة وعش رون طلاب. الأداة في هذا البحث هي إختبار الإختبار من متعدد. تم تحليل البيانات باستخدام صيغة لحظة منتج الشخص باستخدام بناء على نتائج الإختبار، من المعروف أن إثقان الطلاب للمفردات قبل التعليم باستخدام إستراتيجيات جمع المفردات المستقلة على إثقان المفردات ل دى الطلاب ال صف السابعة في مدرسة الثانوية الحكومية أنخولا الشرقية في فئة كفاية. و إثقان المفردات ل دى الطلاب باستخدام إستراتيجيات جمع المفردات المستقلة في فئة جيدة. نتائج الإختبار-ت يوجد تأثير كبير في تأثير إستراتيجيات جمع المفردات المستقلة على إثقان المفردات ل دى الطلاب الصف السابعة في مدرسة الثانوية الحكومية ٤ أنخولا الشرقية .

كلمة المفت اح : إستراتيجيات جمع المفردات المستقلة، إثقان المفردات.

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I realize that are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. It is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidempuan, May 2025

Nina Sakinah Siagian
2120300046

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In Indonesian schools, students must master four language skills to learn English. These skills are listening, speaking, reading, and writing, to support those skills students also need to master vocabulary and grammar because without vocabulary and grammar a language cannot be used or nothing. Vocabulary is a list of words including the meanings and is used to express ideas and feelings by communicating in a language and Grammar is a set of rules that govern how words are used in a language, including how they are combined, structured, and interpreted

Vocabulary includes collections of words. The words mean not only as individual words, but also as a group of words. The individual and the group of words are needed to know by students in supporting their comprehension. Vocabulary is an important component of communicative competence. It is crucial for the language production and comprehension.¹ Vocabulary means not only implied by definition, but also fits into the words. It means that the students need to know the words to communicate in order to learn vocabulary efficiently if they want to construct good sentences. Without vocabulary, language production and understanding are both impossible. Therefore, it is important to develop students' proficiency in all components of language especially into the vocabulary comprehension. Considering to the important of vocabulary, foreign language learners must master it.

¹ Muhammad Rochman, "The Implementation of the 5E Model Stages To Build Students' Vocabulary," *Journal on English as a Foreign Language*, 2015, p. 25. <https://doi.org/10.23971/jefl.v2i1>.

Considering to the important of vocabulary, foreign language learners must master it. Waro stated mastery of vocabulary entails the ability to comprehend the meaning of words and use them in context. In an academic, mastery of a word entails mastery of the components of word knowledge.² Comprehending words entails understanding both their form and meaning, because mastering form of a word means also mastering the meaning of the word.

Based on observation conducted by the researcher at SMP N 4 Angkola Timur, it was found that students had difficulty mastering vocabulary. According to the teacher, that was learned by researcher found that the student's difficulties in learning English stems from their inability to recall the material that have been given and their complaints about forgetting it quickly. Similar to the teacher, the researcher got information from the students at seventh grade SMP N 4 Angkola Timur about their problems in learning English that they are lack of vocabulary, feel difficult in memorizing, spelling, and lack of knowing the meaning of English Vocabulary.

Besides that, they feel a lack of vocabulary that they have due to a lack of motivation in learning English.³ So, it can be concluded that students at SMP N 4 Angkola Timur struggle with English vocabulary because they have difficulty remembering, spelling, and understanding words. Their lack of motivation also affects their vocabulary.

To overcome the problems above, the role of the teacher is important to provide the motivation for students to understand the meaning of vocabulary that has

² Chusnul Waro et al., *The Effectiveness of Vocabulary Self-Collection Strategy on Students' Vocabulary Mastery Faculty of Educational Sciences, PROJECT (Professional Journal of English Education)*, vol. 2, 2019, [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/47833/1/CHUSNUL WARO-FITK.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/47833/1/CHUSNUL%20WARO-FITK.pdf).

³ Lenggahari Siregar "Private Interview on June, 21st 2024"

been learnt in the classroom, the role of the teacher then becomes a provider of authentic, challenging situations in which the students interact and can choose strategies for extracting meaning when confronting a new word or phrase in the course of that interaction.

In teaching and increase students' need of vocabulary, teachers have to motivate the students by using some strategies and make the students learn more. An appropriate strategy of an English teaching strategy to students is very important because it determines the result of teaching vocabulary, that is, increase student's vocabulary mastery. Indeed there are some strategies can be used in teaching vocabulary such as mnemonic, think-pair-share, jigsaw, two stay two stray and vocabulary self-collection (VSS). In conclusion, the teacher will use the suitable and also interesting strategy to help students increase their vocabulary mastery. Although there are so many interesting strategies to increase student's vocabulary mastery, the writer was used Vocabulary Self Collection (VSS). Vocabulary Self Collection is an interactive learning strategy that encourages students to identify important words from their reading and then share them with the whole class.

The vocabulary self-collection strategy is an interactive learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class.⁴ The Vocabulary Self Collection Strategy (VSS) is most effective when is it used with small group of students working together. Fundamental to its success is the role that academic talk plays throughout this procedure as well as the teacher's own

⁴ P A Antonacci and C M O'Callaghan, Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners (SAGE Publications, 2011), p. 88. <https://books.google.co.id/books?>

demonstrative interest in words.⁵ This approach helps students learn new words while improving their thinking and communication skills through group discussions. Haggard in Hathaway books designed the Vocabulary Self Collection Strategy to help students create a list of vocabulary words they would be interested in learning and researching.⁶ The strategy is meant to stimulate vocabulary growth and help students determine or clarify the meaning of unknown words.

Antonacci stated vocabulary Self Collection (VSS) with middle school students has been an effective means for "increasing the depth and breadth of student vocabulary knowledge and for developing students' ability to be strategic, independent word learners".⁷ Based on the explanations above, Vocabulary Self-Collection Strategy affects students' vocabulary. Therefore, the researcher is interested to conduct research considering Vocabulary Self Collection Strategy, entitled "The Effect of Vocabulary Self Collection Strategy (VSS) on Students' Vocabulary Mastery at Grade VII SMP N 4 Angkola Timur".

B. The Identifications of the Problem

Vocabulary is very important to teach and be learned by students. Students cannot express a language if they do not understand and do not know what the meaning of the vocabulary. By having a lot of vocabulary, it will be easier for students to express what they want to convey when communicating.

⁵ P A Antonacci, C M O'Callaghan, and E Berkowitz, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms* (SAGE Publications, 2014), p. 27. <https://books.google.co.id/books?>

⁶ J Hathaway, *Writing Strategies for Fiction*, *Writing Strategies for the Content Areas and Fiction* (Shell Educational Publishing, 2014), <https://books.google.co.id/books?>

⁷ P A Antonacci, C M O'Callaghan, and E Berkowitz, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms* (SAGE Publications, 2014), . 26-27. <https://books.google.co.id/books?>

As mentioned above there are several factors for building vocabulary through strategy, they are word mapping, semantic mapping, repeated exposure strategy, interactive word walls, visual aid strategy, and vocabulary self collection strategy.

C. The Limitation of the Problem

Based on the Identification of the problem above, there are some factors influencing the students vocabulary mastery are media, teaching techniques, methods and strategies. In this research, not all the factors are discussed. This research only focuses on Vocabulary Self Collection Strategy (VSS) to teach vocabulary.

The reason why this research use Vocabulary Self Collection Strategy (VSS) is because this strategy is more effective in teaching vocabulary. Vocabulary Self Collection Strategy (VSS) could make learning process interesting and active, and developing students to be strategic and independent word learners.

D. The Definition (s) of Operational Variables

1. Vocabulary Self Collection Strategy

Vocabulary Self-Collection Strategies (VSS) is a teaching strategy that encourages students to actively select and learn new vocabulary, which involves students selecting words from their readings that are new and interesting, using context and other resources to determine the meaning of the words, and nominating the words to be learned by others in the group or class.

2. Vocabulary Mastery

Vocabulary mastery is the ability to know and use words well. It means understanding what words mean, how to say correctly, and how to use in the right way in different situations.

E. The Formulations of the Problem

The formulation of the research problems can be formulated as follows:

1. How is students' vocabulary mastery before learning using Vocabulary Self Collection Strategy at Grade VII SMP N 4 Angkola Timur?
2. How is students' vocabulary mastery after learning using Vocabulary Self Collection Strategy at Grade VII SMP N 4 Angkola Timur?
3. Is there any significant effect students' vocabulary mastery before and after learning using Vocabulary Self Collection Strategy at Grade VII SMP N 4 Angkola Timur?

F. The Objectives of the Research

Based on the formulation above, the objectives of the research can be followed as:

1. To describe students' Vocabulary mastery before using Vocabulary Self Collection Strategy at grade VII SMP N 4 Angkola Timur.
2. To describe students' vocabulary mastery after using Vocabulary Self Collection Strategy at grade VII SMP N 4 Angkola Timur.
3. To examine there is or there no significant effect of using Vocabulary Self Collection Strategy on vocabulary mastery at grade VII students of SMP N 4 Angkola Timur.

G. The Significances of the Research

The researcher aims to contribute to the improvement of vocabulary teaching through this study. This research provides benefits for headmaster, teachers, students, and the researcher.

1. For the Headmaster

This research provides evidence to headmaster about the effectiveness of Vocabulary Self Collection Strategy, which they can implement to prove students' vocabulary mastery in their school.

2. For the Teacher

This research helps teachers teach vocabulary more effectively and choose the best strategies for teaching vocabulary.

3. For the Researcher

The researcher gains deeper knowledge about the Vocabulary Self-Collection Strategy and its implementation in teaching and learning vocabulary.

H. The Outline of the Research

The researcher is going to organize this research paper in order to make the reader easier to understand:

Chapter I introduction that consists of the background of the problem, the identification of the problem, the limitation of the problem, the definition of the operational variable, the formulation of the problem, the objectives of the research, and the last the significances of the research.

Chapter II consists of theoretical description which explain about Vocabulary Self Collection Strategy, vocabulary, review the related finding, conceptual framework, and hypothesis.

Chapter III discusses the research methodology and consists of time and location of the research, research design, population and sample, research instrument of data collection are: pre- test and post test, validity and

reliability of the instrument, researcher procedure, and the last of techniques for analyzing the data.

Chapter IV result of the research, it consists of data description, hypothesis, testing, and the treats of the research.

Chapter V consists of the conclusion of the research result research and suggestions provided by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary Mastery

a. Definition of Vocabulary Mastery

Vocabulary is a collection of words, usually alphabetically arranged and defined it is the stock of word in language of group or individual.¹ This means that a person's vocabulary consists of the number of complete words he has to express himself in a language through a medium of communication. Vocabulary has an important role in teaching and learning English. Without understanding the meaning of words, students will have difficulty understanding what they see, read, and learn

Furthermore, vocabulary includes collection of words. The words mean not only as individual words but also a group of words, the individual words and the group of words are needed to know by students in supporting their comprehension. Vocabulary is important in learning English, because it is related to other English skills, without having vocabularies, someone cannot speak well.² From the statement vocabulary mastery, is one of the important aspects of language learning, as well as English. It is the good understanding of English vocabulary. The researcher points that vocabulary mastery is the complete skill or comprehension to understand the stock of

¹ J Simpson, *The Routledge Handbook of Applied Linguistics*, Routledge Handbooks in Applied Linguistics (Taylor & Francis, 2011). <https://books.google.co.id/books?id>

² Fitri Rayani Siregar and Eka Sustri Harida, "Building a Better Vocabulary by Word Formation Process" (Kencana, 2021), <http://repo.uinsyahada.ac.id/980/>.

words and their meanings of a particular language. It also can be said vocabulary mastery is the good understanding about the words and the meaning of the words.

So, vocabulary mastery is a very good skill to apply to students. By mastering vocabulary, students can interpret words more and interact with someone. Mastering vocabulary is also one way for teachers to teach students to understand the meaning of vocabulary. The students also need to know the parts of vocabulary including the kinds of vocabulary and classification of vocabulary to support their knowledge. It will be discussed in the explanation below.

b. Purpose of Vocabulary

In general, vocabulary is very important for people learning a second language because having only a few words can make it hard to communicate well. According to Miller, There are four reasons why vocabulary is very important for students' success in master English, they are:

- 1) Vocabulary growth is directly related to school achievement.
- 2) The size of a child's vocabulary in kindergarten predicts the ability to learn to read.
- 3) Vocabulary helps children to think and learn about the world.

- 4) Expanding the child's knowledge of words gives unlimited access to new information.³

Vocabulary plays an important role in student learning. The teaching practice handbook explains that vocabulary has several purposes:

- 1) To express their opinion thinking
- 2) To express idea in their society
- 3) Particular in early stages when students are motivated
- 4) To learn the basic words they need to get by in language
- 5) To understand nuances of meaning
- 6) To become more proficient in their own choose of words and expression.⁴

In conclusion, vocabulary is an essential part of language learning. A strong vocabulary supports communication, reading, and thinking skills. Vocabulary helps learners understand the world, access new information, and express ideas clearly. Teaching vocabulary with purpose helps build confidence and supports progress in both spoken and written language.

Based on the purpose above, understanding the meaning of words and helping students understand through context means teaching students not just to memorize definitions, but to use clues from surrounding words and sentences to figure out a word's meaning.

³ Jody B Miller, *The Importance of Vocabulary* (Chicago: JCFS Chicago, 2020), <https://www.jcfs.org/blog/importance-vocabulary>.

⁴ Gower and Walters, "Teaching Practice Handbook."

c. Kinds of Vocabulary

Vocabulary is the important part in learning English language because it is related to other skills, without vocabulary someone cannot learn English well. There are two kinds of vocabulary, they are active or productive vocabulary and passive or receptive vocabulary.⁵

- 1) Productive vocabulary (Active) is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others. It can be recognized and understood in speaking and writing context.
- 2) Receptive vocabulary (Passive) is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. Receptive or passive vocabulary refers to words that students assign some meaning, even if they do not know their full definitions.⁶ It's the ability to understand and comprehend spoken language that you hear or read.

In conclusion, productive vocabulary is the words we can use in speaking and writing, while receptive vocabulary is the words we can understand when we hear or read them. Both are important for learning a

⁵ Sonia castro, Marcia Chiluisa, Elbert Tandalla. "Lexical Chunks for Promoting Explicit Learning Vocabular".2018. <https://books.google.co.id/books?id>

⁶ Sonia castro, Marcia Chiluisa, Elbert Tandalla. "Lexical Chunks for Promoting Explicit Learning Vocabular".2018. <https://books.google.co.id/books?id>

language, receptive vocabulary helps us understand, and productive vocabulary helps us communicate.

d. Aspect of Vocabulary

In teaching vocabulary there are several important aspects that must be considered. In curriculum the junior high school there are several aspects of vocabulary assessment including “identifying, spelling, and meaning”.

- 1) Identifying : Student recognize words, including recognizing new or unfamiliar words by using contextual clues around the word.
- 2) Meaning : Student understand and know the meaning of words, which can be obtained through various means such as using the context of the sentence
- 3) Spelling : Student spell words correctly according to the rules of the language.
- 4) Memorizing : Student remember or memorize words and their meanings so that they can be remembered and used actively.⁷

This research not discuss about all of the aspects in assessing vocabulary in teaching and learning process. The researcher will focus on three aspects, they are meaning, spelling, and memorizing. It means, the teacher will assess the student's vocabulary using the three aspects above, to evaluate the student's understanding of the vocabulary being learned.

⁷S P Eusibia Asih Prihatmi, Buku Siswa Bahasa Inggris SMP/MTs Kelas 7 (Gramedia Widiasarana Indonesia, 2021), hlm.160-166.
<https://books.google.co.id/books?id=RoArEAAAQBAJ>.

e. Teaching Vocabulary

Teaching vocabulary is an educational process that aims to introduce and expand students' understanding of words and phrases in a language. Susanto stated that Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.⁸ When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to again satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.

Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. Because vocabulary is one of the success keys in learning, teaching vocabulary is one of the methods that a person who is learning English can enhance their English competency. This is because teaching vocabulary is one of the ways that vocabulary is one of the success keys in learning. A student's ability to master vocabulary will help them master all aspects of language learning, including listening, speaking, reading, and writing. In teaching vocabulary there are also principles that must be known when teaching vocabulary.

f. Materials of Vocabulary

There are many materials in teaching vocabulary. From topics in English book that used for the seventh grade students of SMP N 4 Angkola

⁸ Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182, <https://doi.org/10.22216/jk.v1i2.2136>.

timur. It is divided into eight chapters, they are: (chapter I) Good morning. How are you?, (chapter II) My name is Irma! , (chapter III) What time is it? , (chapter IV) This is My World, (chapter V) It's a Beautiful Day, (chapter VI) What do you do, (chapter VII) I'm Proud of Indonesia, (chapter VIII) That's What Friends are Supposed To Do. And then, the researcher took (chapter VII) I'm Proud of Indonesia. In this chapter is learn about some examples of text, its text about describing animal, thing, and person.



Figure I. 1 Material of Vocabulary

Conjunction **'but'** shows contrary among two things/sides.

- I can do the English test **but** I am not sure about Physics.
- Your dog looks fierce **but** it is actually very nice and cute.
- Today I have no classes **but** we still go to school to finish our tasks.

Conjunction **'or'** means a choice between two or more conditions or items.

- Prima is not really sure whether she will have soto or chicken porridge for breakfast.
- Which one do you like, tea **or** coffee?

Read some examples of descriptive text below.
Discuss with your partner.

My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. But I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink. He does not like fresh water. I'm often worried about his health.

Adopted from: Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII Edisi Revisi Cetakan Ke-2, Jakarta, Kementerian Pendidikan dan Kebudayaan, 2016

1. What is the text about?
2. What is he like?
3. Does the writer love him?
4. Does he have something the writer like? What is it?
5. Does he have something the writer does not like? What is it?

I have a cat. I name it Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.

Adopted from: Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII Edisi Revisi Cetakan Ke-2, Jakarta, Kementerian Pendidikan dan Kebudayaan, 2016

Source : Textbook in SMP N 4 Angkola Timur⁹

⁹S P Eusibia Asih Prihatmi, Buku Siswa Bahasa Inggris SMP/MTs Kelas 7 (Gramedia Widiasarana Indonesia, 2021), hlm.160-166.
<https://books.google.co.id/books?id=RoArEAAAQBAJ>.

2. Vocabulary Self Collection Strategy (VSS)

a. Definition of Vocabulary Self Collection Strategy

Haggard in Hathaway books designed the Vocabulary Self Collection Strategy to help students create a list of vocabulary words they would be interested in learning and researching.¹⁰ The strategy is meant to stimulate vocabulary growth and help students determine or clarify the meaning of unknown words. The Vocabulary Self-Collection Strategy focuses on creating student-centered activities in which students select the words they are interested in learning themselves. The teacher's role in implementing this strategy is to act as a facilitator who assists students in completing tasks and achieving the objectives of vocabulary learning. This means that the Vocabulary Self-Collection Strategy allows students to experience their vocabulary learning process individually. This strategy is also considered a cooperative vocabulary learning strategy because the activities are designed for group work. All students are encouraged to engage actively in the process of nominating words.

Antonacci and Callaghan in their book point out that “Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with member of

¹⁰ Hathaway, *Writing Strategies for Fiction*. 2014, hlm. 42
<https://books.google.co.id/books?id=uqV5DwAAQBAJ>

the class”.¹¹ This strategy can create active participation among students in learning vocabulary through context that will be used or being discussed. The main purposes of implementing this strategy are to make the students understand with the new words, promote their interest to the new words and provide a strategy to learn new words.

Based on the explanation above, the researcher infers that through this strategy, students can select the words from instructional reading, discuss it with their group and explore and learn it together with the member of the class. From those activities, students could grow their interest in learning a new word and motivate them in the process of learning. As for this strategy, it has characteristics and principles that support the implementation of the learning process. These characteristics and principles will be discussed in the following explanation.

b. Characteristics and Principles of Vocabulary Self Collection Strategy

The goal of VSS is to encourage vocabulary mastery and development in the long term. This strategy or model has the following two main characteristics: *First*, this model focuses on the words or terms that are important to learners, namely the words they want and need to know. *Second*, this model encourages students to become independent word learners. Students have the opportunity to choose words that are relevant to the text and that they feel are important to add to the vocabulary list provided by the teacher. In conclusion, the VSS model helps students build

¹¹ P A Antonacci and C M O’Callaghan, Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners (SAGE Publications, 2011), hlm. 88. <https://books.google.co.id/books?id=MtByAwAAQBAJ>.

vocabulary for the long term. It focuses on words that are important to students and encourages them to take charge of their learning. By letting students choose words that matter to them, the model makes learning vocabulary more meaningful and helps them become independent learners.

The principles of vocabulary self collection strategy that the teacher helps students in searching, finding, and solving problems related to vocabulary or terms in the text, but that does not mean doing everything on their own while students are passive. The teacher keeps the activity in the reading process. More specifically, the teacher required by the VSS Model is: *first*, the teacher may not determine his response to students. *Second*, the teacher must create a cooperative atmosphere, and not be competitive. *Third*, teachers must raise awareness among students to formulate tentative study results that are open for improvement. *Last*, the teacher must wisely advise students to change the results of their study.¹²

So, from the principles of the Vocabulary Self-Collection Strategy (VSS), the teacher helps students find and understand vocabulary but doesn't do everything for them. The teacher creates a cooperative and open learning environment, encourages students to improve their work, and gives helpful advice when needed. This way, students stay active and involved in their learning.

¹² Muhammad Fauzi Rahman, Rendi Rinaldi, and Iman Santoso, "The Use of Vocabulary Self-Collection Strategy To Improve Students' Vocabulary Mastery," *PROJECT (Professional Journal of English Education)* 2, no. 2 (2019): 194, <https://doi.org/10.22460/project.v2i2.p194-200>.

Based on the characteristics above VSS makes it easier for students to learn vocabulary, not only that the learning process will be more interesting. So by using VSS in the learning process will provide benefits and advantages for us.

c. Advantages and Disadvantages of Vocabulary Self Collection (VSS)

Vocabulary Self-Collection strategy directly supplies beneficial impact on students' vocabulary achievement. It can be seen when students do all the activities with joyful learning. The process of cooperative learning along vocabulary self- collection strategy makes students active in the class. Indriani state among its applied benefits are maximize students' motivation to engage keenly with interested words through reading a context, activate students' participation in decision-making on selected words with their group, and improving students' word consciousness.¹³ Vocabulary Self-Collection Strategy has several advantages as follows:

- 1) Engaging students in collaborative learning
- 2) Motivating students to guess the words meaning in a text before they look up at the dictionary
- 3) Creating a well-organized learning process
- 4) Gaining a large number of incidental vocabulary of the chosen text
- 5) Creating an active learning
- 6) Enhancing students' long-term memory.

¹³ Selfa Idriani, "The Effectiveness of Self Collection Strategy and Motivation on Students' English Vocabulary Mastery," *Jurnal Basis* 5, no. 1 (2018): 13, <https://doi.org/10.33884/basisupb.v5i1.318>.

Besides Vocabulary Self Collection Strategy also has some weakness during its implementation. Those weakness are; first, the use of vocabulary self- collection strategy needs a long time because it is time-consuming to complete the planned activity. Second, students cannot focus on specific information about the text because the strategy emphasizes only on the important vocabulary found in a text.

d. Procedures of Vocabulary Self Collection (VSS)

In implementing vocabulary self collection strategy there are several steps that must be taken, here are several teaching steps using vocabulary self-collection strategy. Vocabulary self-collection strategy by Antonacci they are:

- 1) The class is divided into some groups four up to five students.
- 2) Teacher gives each group the simple text related to the topic.
- 3) Teacher asks the students to discuss the text. The teacher also asks the group to pick some word that is unfamiliar or some word that they are more curious to know about. The teacher also picks one word from the text. It is just for demonstration purpose.
- 4) Teacher gives the time for students to discuss it.
- 5) Teacher asks the students to choose one member of the group to be a spokesperson.
- 6) The spokesperson has to answer the following questions: (a) Where is the word found in the text? The spokesperson reads the passage in which the word is located or describes the context in which the word is used. (b)

What do the team members think the word means?. (c) Why did the team think the class should learn the word? The team must tell the class why the word is important enough to single out for emphasis.

- 7) During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings, and invites a class member to contribute additional clarifications of the words.
- 8) The students write all the nominated words and definitions down in their notebook. They use Bahasa as their own language. In the future, the teacher can use these words for reviewing the previously taught materials.¹⁴

As for several learning steps using vocabulary self collection strategy from Juwita and Sunaryo, 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 then 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 to know about. The teacher also picks one word from the text. It is for demonstration purpose.

¹⁴Patricia A. Antonacci, Catherine M. O'Callaghan, *Promoting Literacy Development: 50 Research-Based strategies for K-8 Learners* (Thousand Oaks, CA: SAGE Publications, 2011), p. 89-90.

- 4) Teacher gives the students some time for discussion. The students have to use context clues to determine what their word means. Yet, the teacher should not allow the students to use their dictionary to confirm the word's 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:
 - a) Where is the word in the text?
 - b) What do members of the group think the meaning of the word?
 - c) Why do members of the group decide on that word and why do other students need to learn the word?

In presenting the word, student combine English with their first language if they cannot speak English fluently.
- 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.¹⁵

In this research, the researcher use procedures from Antonacci.

e. Teaching vocabulary by using Vocabulary Self Collection

In teaching there are three procedure that must be completed. They are pre-teaching, while-teaching, and post teaching. Pre-teaching is a way that involves teaching students prior to a lesson, teacher starts the class with greeting. While-teaching is the core of learning lesson, teacher use Vocabulary Self Collection Strategy to teach vocabulary. Post-teaching involves going over them after the lesson, teacher closes the learning proses. Teaching vocabulary by using Vocabulary Self Collection Strategy can be describe as follows:¹⁶

Table II. 1
Teaching Vocabulary Using
Vocabulary Self Collection Strategy (VSS)

Teacher Activities	Procedures	Student Activities
A. Pre-Teaching		
1. Teacher open the class by greeting and prepare the students to pray before learn.		1. Student answer the teacher's greeting and pray before learn.
2. Teacher checks the student attendance list.		1. Student listen to the teacher. 2. Students state the attendance by saying present.

¹⁵ Indrian Juwita and Drs.Sunaryo, "Using Vocabulary Sel-Collection Strategy (VSS) To Increase Mastery The Junior High School Students Vocabulary," *Journal of English Language Teaching*, Vol 2, no. 1 (2013). <https://ejournal.unp.ac.id/index.php/jelt/article/download/2597/2197>

¹⁶Patricia A. Antonacci, Catherine M. O'Callaghan, *Promoting Literacy Development: 50 Research-Based strategies for K-8 Learners* (Thousand Oaks, CA: SAGE Publications, 2011), hlm. 89-90.

Teacher Activities	Procedures	StudentActivities
3. Teacher ask the students about last material and relate it with the new material.		1. Student answer 2. the teacher questions.
4. Teacher tells about the new material.		1. Students listen carefully to the teacher.
B.While-Teaching		
1. The teacher prepare to use VSS strategy.	1. The teacher divided the students into nominating teams of four up to five students.	1. Students follow the instruction from the teacher 2. Students find their groups and sit on the chair with their group.
2. Teacher gives each group the simple text related to the topic.	2. The teacher asks students to read anymore and discuss the text.	1. Students read the text that the teacher has given. 2. Students discuss with their friend in the group.
3. Teacher tells and explain what students need to do.	3. The teacher ask the group to pick some word that is unfamiliar or one word curious to know about.	1. Students pick some word. 2. Students write the word on the piece of paper.
4. The teacher gives the time for students to discuss it.	4. Allow students to discuss.	1. Students complete the instructions. 2. Students discuss with group member. 3. Students write all the words from each group member on a one piece of paper.
5. The teacher asks the students to choose one member of the	5. One member of the group becomes the spokesperson.	1. Students choose one member of the group to be spokesperson.

Teacher Activities	Procedures	Students Activities
group to write down the word.		2. Students prepare to present the results of their discussion in front of the class.
6. The teacher asks the students to choose one member of the group to write down the word and to be a spokesperson.	6. The spokesperson must write and answer the question.	1. Students present the result of discussion. 2. The spokesperson answer the following questions (a) Where is the word found in the text? (b) What do the team members think the word means? (c) Why did the team think the class should learn the word?
7. The teacher facilitates the discussion	7. Teacher writes the nominated words on the white board.	1. Students pay attention. 2. Another group present their result discussion.
8. Teacher makes additional clarifications	8. Students write all the words on their notebook.	1. Students write all the word. 2. Students use Bahasa as their own language.
C.Post-Teaching		
1. Teacher ask the students about their understanding about the material.		1. Students answer the teacher's question and tell their problem.
2. The teacher conclude and summarize the lesson by himself or together with		1. Listen to the teacher.

Teacher Activities	Procedures	Students Activities
the students		
3. The teacher closes the class with greeting.		1. Students respond teacher's greeting

B. The Related Findings

This research is not a beginner in this title, but there is the researcher had researched which relevant with title. There have been some finding related to this study. Some of them are:

The first, was from Al Maghfuri. This research was conducted using a classroom action research with two cycles. The research finding was showed that the implementation of vocabulary self-collection strategy can improve students' vocabulary mastery. It can be proved from the progress of the students' mean score of every cycle. The result of action cycle I, the mean score of students' activeness is 68.75% of 16 students and the mean score of students' vocabulary mastery 62.05%. And the result of action cycle II the mean score of students' activeness is 85.45% of 16 students and the mean score of students' vocabulary mastery is 93.75%. Regarding to this percentage, it can be stated that this strategy can improve students' vocabulary mastery and can improve students' vocabulary mastery and can improve students' activeness in the class.¹⁷

The second was from Simbolon, the researcher used quantitative data from the students' observation sheets and questionnaire to analyze the data. The findings of this study indicated that the implementation of the Vocabulary Self-collection Strategy in teaching vocabulary to eighth-grade students was a success.

¹⁷ Masrukhan Al Maghfuri, "The Effect of Vocabulary Self-Collection Strategy on Students' Vocabulary Mastery: A Classroom Action Research," *journal*, January (2023): 45–46, https://id.wikipedia.org/wiki/Universitas_Islam_Negeri_Sayyid_Ali_Rahmatullah_Tulungagung.

The progression of the mean score from cycle I to cycle II demonstrates this. The mean score in the period I was 71.20%, and the rating in cycle II was 78.80%. This research aimed to know whether Vocabulary Self-collection Strategy can improve students' vocabulary mastery and how far it can be useful for the students' vocabulary mastery. The research found that implementing the Vocabulary Self- collection Strategy as a learning strategy increased not only students' mean scores but also students' motivation and behaviour.¹⁸

The last was from Rosyadah, the study was conducted a using quasi experimental research. The subjects of this study were 48 students of eighth grade at MTs Al-Hidayah Mangli where 24 students of VIII A and 24 students of VIII B. Class VIII A was chosen as the control group which was taught using lecturing method while VIII B was chosen as the experimental group which was taught using Vocabulary Self-collection Strategy (VSS). Based on the result, it can be concluded that there is a significant effect in the students' vocabulary mastery of the students who are taught using Vocabulary Self-collection Strategy (VSS) and who are taught using lecturing method at the 0.000 level of significance. It means that the use of Vocabulary Self-collection Strategy (VSS) has significant effect on the students' vocabulary mastery.¹⁹

¹⁸ Putri Anita Simbolon et al., "Using Vocabulary Self-Collection Strategy (VSS) to Improve Mastery Student's Vocabulary," *Linguistic, English Education and Art (LEEAA) Journal* 3, no. 2 (2020): 287–95, <https://doi.org/10.31539/leea.v3i2.1010>.

¹⁹ Amrina Rosyadah, "The Use of Quasi-Experimental Research Design on Eighth Grade Students at MTs Al-Hidayah," *Nucleic Acids Research* 6, no. 1 (2023): 12, <http://dx.doi.org/10.1016/j.gde.2016.09.008><http://dx.doi.org/10.1007/s00412-015-0543-8><http://dx.doi.org/10.1038/nature08473><http://dx.doi.org/10.1016/j.jmb.2009.01.007><http://dx.doi.org/10.1016/j.jmb.2012.10.008><http://dx.doi.org/10.1038/s4159>.

The conclusion, from the above description Vocabulary Self Collection Strategy (VSS) has the good effect to students' vocabulary. It known from above related findings that the showed the positive result of the research. So, the researcher hopes vocabulary self collection strategy has the effect and can improve students' vocabulary mastery. This research will be do in SMP N 4 Angkola Timur.

C. The Conceptual Framework

The students have to have many vocabularies. To have and master vocabulary the teacher should has the good strategy in teaching vocabulary, also students need the fun, enjoyable and easier strategy to help them understand. By using Vocabulary self collection as a strategy in teaching vocabulary, it can help teacher to teach vocabulary mastery interesting and easier. The conceptual framework can be seen as the figure below:

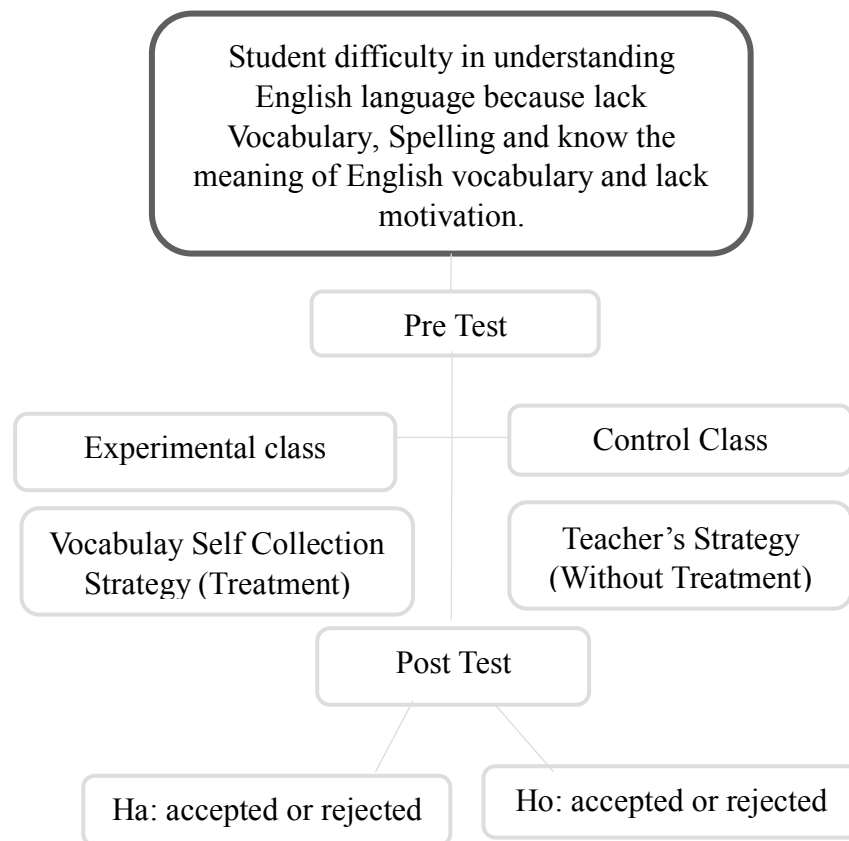


Figure II. 2: Conceptual Framework

From the draft above, the researcher used Vocabulary self collection as the strategy to solve the students' problem in vocabulary mastery. Before doing the strategy the researcher give pre test to experimental and control class. The researcher using Vocabulary self collection in experimental class. While, in control class, the reseracher does not use the strategy (use teacher's strategy). Then the researcher give post-test to both of class, and compare the result of the post test.

D. The Hypothesis

This study formulates the hypothesis of the research stated:

Ha: There is the significant effect of Vocabulary Self Collection Strategy (VSS) to the students' vocabulary mastery at VII grade SMP N 4 Angkola Timur.

Ho: There is no the significant effect of Vocabulary Self Collection Strategy (VSS) to the students' vocabulary mastery at the VII grade SMP N 4 Angkola Timur.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

The Location of the research is at SMP N 4 Angkola Timur, Desa Tabusira Kec. Angkola Timur, Kab. Tapanuli Selatan, North Sumatra. The time of this research was from June 2024 until finish.

B. The Research Design

The design of this research is quantitative research in experimental research. It is a research that can test hypothesis based on cause and effect relationship between one variable to other variable. This research is design using pre-test and post-test control group design. Thus, experimental research is research aims to looking for the effect of each variable. In this research, the researcher used two classes, as an experimental and control class. The experimental class is the class using vocabulary self collection strategy as treatment. The control class is the class using teacher's strategy or without treatment. Then both class experiment and control class get pre- test. Experimental and control class also get post-test with the same question. The design can be figure out as follow:

Table III. 1
Research Design

Group	Pre-test	Treatment	Post-test
R	O1	X	O2
R	O3	-	O4

In which:

R : The sample of the research

O1: Pre-test in experimental class

O2: Post-test in experimental class

X : Treatment using Vocabulary Self Collection

O3 : Pre-test in Control Class

O4 : Post-test in Control Class¹

C. The Population and The Sample

1. Population

Population is the total number of unit individual that the characteristic or subject of research. The population of this research is all students at VII Grade SMP N 4 Angkola Timur. There are 2 classes of seventh grade.

Table III. 2
The Population of VII Grade Students

NO	Grade	Total
1	VII A	24
2	VII B	24
Total		48

2. Sample

In this research, the researcher used Total sampling as the way to get the sample. The researcher takes all of the population as the sample. In this research the researcher chooses VII B as the experimental class and VII A as a control class because based on private interview with the English teacher in that school the teacher said that VII B has a lower score in vocabulary than VII A, thus the researcher chooses VII B as the experimental class. It can be seen from the table:

¹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: ALFABETA, cv, 2020).

Table III. 3
The Sample of The Research

NO	Group	Grade	Total
1	Experimental	VII B	24
2	Control	VII A	24
Total			48

D. The Instrument of Data Collection

The test was used as an instrument in this research. The instrument of this research was a vocabulary test that consisted of 40 questions, 20 questions for pre-test and 20 questions for post-test. This test was given to both classes, namely experimental and control class. In this research, the researcher used multiple choice tests as the instrument for collecting the data. To find out the scores of students' answer, the researcher gives 5 scores for each item. Thus, the maximum score of test is 100.

Table 111. 4
The Indicators of Research²

No	Topic	Indicators	Number of Items	Total items	score	Total score
1.	Simple Text (describing someone)	Meaning	1,2,3,4,5,6,7,8	8	5	40
		Spelling	9,10,11,12,13,14,15	7	5	35
		Memorizing	16,17,18,19,20	5	5	25
		Total		20		100

$$\text{Final Score} : \frac{\text{Students score}}{\text{Maximum Score}} \times 100$$

E. Validity and Reliability Instrument

1. Validity Instrument

²S P Eusibia Asih Prihatmi, Buku Siswa Bahasa Inggris SMP/MTs Kelas 7 (Gramedia Widiasarana Indonesia, 2021), hlm.160-166.
<https://books.google.co.id/books?id=RoArEAAAQBAJ>.

Validity is important in all forms of research and all types of tests and measurements. Every test should have valid, in other to prove it good or bad test. In this study, the researcher used content validity to ensure the accuracy of the research instrument and to measure the test was correlated with the domain or not. The test was administered based on the material that the students learned. The test was validated by an English teacher to confirm its relevance and appropriateness.

The researcher made 25 questions after being validated by the English teacher, there were 20 questions that were worthy of being tested and 5 questions not worthy of being tested because the questions is too simple and has been repeatedly used with the students and several test items were considered in appropriate for the participants' age, as they were too advanced relative to their cognitive development This may affect the content validity of the test.. So the questions given amounted 20 multiple choice questions for pre-test and post-test.

2. Reliability

The reliability test means that the test results shows similarity. It makes the result in the measurement consistent. In this study, the researcher used interrater reliability to measure reliability of multiple choice test. To do this, the researcher asked the teacher to correct. So that, the researcher concluded that the instrument that applied in this research was reliable and can be used to test the students at SMP N 4 Angkola Timur, because the test result demonstrated consistency and stability.

F. The Research Procedures

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

1. Pre-Test.

The pre-test was a test given before the treatment. It was given to both the experimental class and the control class. The pre-test assessed the students' basic knowledge before applying the strategy. The researcher followed these steps for the pre-test:

- a. The researcher prepared 20 items test for the pre-test.
- b. The researcher distributed the test to students in the experimental and control classes.
- c. The researcher explained what the students need to do.
- d. The researcher gave time to the students to answer the questions.
- e. The researcher collected the students' work.
- f. The researcher checked the test results and calculates the scores.
- g. The researcher found the mean scores of both the experimental and control classes.

2. Treatment

In this treatment session, the researcher conducted the treatment by using Vocabulary self collection strategy. The treatment was the application of Self collection strategy on student's vocabulary mastery in VII B class as the experimental class, and in control class using teacher's strategy.

1. The class was divided into some groups, one group consisted of 4 to 5 people.
2. Then researcher gave each group a simple text related to the topic.
3. The researcher gave students trust to be able to find meaning from difficult vocabulary that they thought was important and interesting for them to know based on the topic the teacher had given at the end of the previous lesson.
4. One by one groups were asked to write a word on the board and present the word in front of the class. In the presentation, students explained where they had found the word, what the word meant in their opinion and why they and other students needed to know the meaning of the word.
5. After the presentation, the researcher and all students provided additional information about the words that had been presented. In the last the students write all of the word in their notebook.

3. Post-Test

After the treatment, the researcher conducted a post-test. The purpose was to determine the score differences between the experimental and control classes and to evaluate the effect of the Vocabulary Self-Collection Strategy. The researcher followed these steps for the post-test:

- a. The researcher prepared a test for the students, consisting of 20 questions.
- b. The researcher gave the test to the students.
- c. The researcher explained what the students need to do.
- d. The researcher gave time to the students to answer the questions.

- e. The researcher collected the test papers.
- f. The researcher checked the students' answers and calculated the scores.

G. The Technique of Data Analysis

1. Requirement Test

Requirement test was an evaluation process that aimed to ensure that research requirements or needs had been met in accordance with the research objectives. There were 2 tests in the requirement test are:

a. Normality Test

Normality test is way to know whether the data of the research is normal or not. Test normality in this research used SPSS V.25 using Shapiro Wilk with a significant level of 5% or 0.05 with criteria. If the value is significant ($\text{sig} > 0.05$), the students' pre-test and post-test are normally distributed. If the significant value ($\text{sig} < 0.05$), the students' pre-test and post-test are not normally distributed.

b. Homogeneity test

Homogeneity test was used to see the data from two classes were same or different in variant case. Homogeneity test means to know whether control class and experimental class had same variant or not. The researcher used SPSS v.25 to calculated the data.

The test criteria are :

1. If the significant value ($\text{sig} > 0.05$), the data variance of two classes is gomogeneous.

2. If the significant value (sig)<0.05, the data variance of two classes is not gomogeneous.

c. Mean (Avarage)

The mean score was statistic measure that represented the average value of a set of numerical data points. This provided a central point that reflected the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable. The mean score identified by the interpretation of mean score, as follows:

Table III. 5
The Interpretation of Mean Score³

No	Interval	Predicate
1.	80-100	Very Good
2.	60-79	Good
3.	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

H. Hypothesis Test

The researcher used T-test to examine the hypothesis. The researcher used Independent Sample T-test by using SPSS v.25, the result could be seen from the mean score. The mean score would show whether there is significant difference between mean score of control class and experimental class.

The researcher formulated the hypothesis based on the data that had been analyzed by comparing the t-count to the t-table. The researcher can conclude that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected if the t-test value is greater than the t-table value.

³Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), p. 117

This indicates that the Vocabulary Self Collection Strategy (VSS) has a significant effect on the vocabulary mastery of students at SMAN 1 Angkola Timur.

The formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Description:

t = the value which the statistical significance

\bar{x}_1 = the average score of experimental class

\bar{x}_2 = the average score of control class

s_1^2 = deviation of the experimental class

s_2^2 = deviation of the control class

n_1 = number of experimental class

n_2 = number of control class⁴

If the t test is higher than t_{table} , it can be concluded that H_a is accepted and H_o is rejected. It means there is significant effect between using dominoes game toward students' vocabulary mastery.

⁴ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: ALFABETA, cv, 2020).

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effect of vocabulary self-collection strategy on the students' vocabulary mastery. This research has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Description of Data Before Using Vocabulary Self Collection Strategy

a. Score of pre-test in Experimental Class

This research used class VII B as the experimental class. This research calculated the students' scores based on their pre-test responses, then ranked the results in the form class intervals. The total score of experimental class in pre-test was 1.505, highest score was 75, lowest score was 50, range was 25, interval was 5, mean was 62.71, median was 62.50, mode was 60, variance was 58.65, standart deviation was 7.65. The score of pre-test in experimental class can be seen in the following table:

Table IV. 1
Score of Pre-Test in Experimental Class

No	Description	Statistics
1	Total Score	1.505
2	Highest Score	75
3	Lowest Score	50
4	Range	25
5	Interval	5
6	Mean	62.71
7	Median	62.50
8	Mode	60
9	Variant	58.65
10	Standard Deviation	7.65

After getting the result of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standart deviation, the next step was this research made it into percentages to see the dominant score of the students. The frequency distribution of the students score of experimental class in pre-test could be into table frequency distribution as follow:

Table IV.2
Frequency of Students Score (pre-test) Expermental Class

No	Interval	Mid-Point	Frequency	Percentage
1	50-54	52	3	12.50 %
2	55-59	57	3	12.50 %
3	60-64	62	6	25.00%
4	65-69	67	4	16.67%
5	70-74	72	6	25.00%
6	75-79	77	2	8.33%
I=5			24	100%

From the table, the students' score in class interval between 50-54 was 3 students (12.50%), class interval between 54-59 was 3 (12.50%), class interval between 60-64 was 6 (25.00%) class interval between 65-69 was 4 (16.67%), class interval between 70-74 was 6 (25.00%) class interval 75-79 was 2 (8.33%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

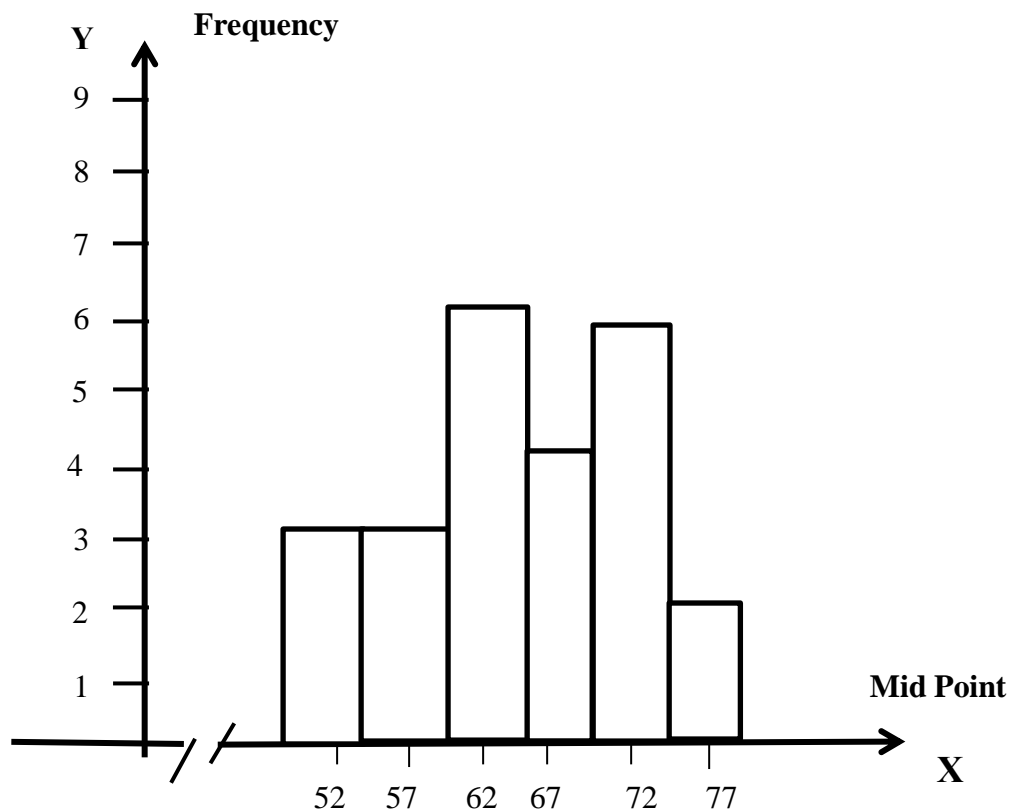


Figure IV.1 Data Description of Students' Vocabulary Mastery in Experimental Class (Pre-Test)

From the histogram IV.1, there is 3 students got mid-point 52 score in class interval between 50-54, there are 3 students got mid-point 57 score in class interval between 55-59, there are 6 students got mid-point 62 score in class interval between 60-64, there are 4 students got mid-point 67 score in class interval between 65-69, there are 6 students got mid-point 72 score in class interval between 70-74, there are 2 students got mid-point 77 score in class interval between 75-79.

b. Pre-test of Control Class

The pre-test in control class, this research choosed the VII A. The research has calculated the students score and arranged it from the total score until the standard deviation . The score of pre-test in control class can be seen in the table below :

Table IV. 3
The Score of Pre-Test in Control Class

No	Description	Statistics
1	Total Score	1.485
2	Highest Score	75
3	Lowest Score	50
4	Range	25
5	Interval	5
6	Mean	61.88
7	Median	60.00
8	Mode	60
9	Variant	51.76
10	Standard Deviation	7.19

Based on the data above, the total score of pre-test in control class was 1.485, the highest score was 75, the lowest score was 50, the range was 25, the interval was 5, the mean was 61.88, the median was 60.00, the modus was 60, the variant was 51.76, and the standard deviation was 7.19. After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

Table IV.4
Frequency of Students Score (Pre-test) Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	50-54	52	3	12.50%
2	55-59	57	3	12.50%
3	60-64	62	7	29.17%
4	65-69	67	6	25.00%
5	70-74	72	3	12.50%
6	75-79	77	2	8.33%
I=5			24	100%

From the table, the students' score in class interval between 50-54 was 3 students (12.50%), class interval between 55-59 was 3 (12.50%), class interval between 60-64 was 7 (29.17%), class interval between 65-69 was 6 (25.00%), class interval between 70-74 was 3 (12.50%), class interval 75-79 was 2 (8.33%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

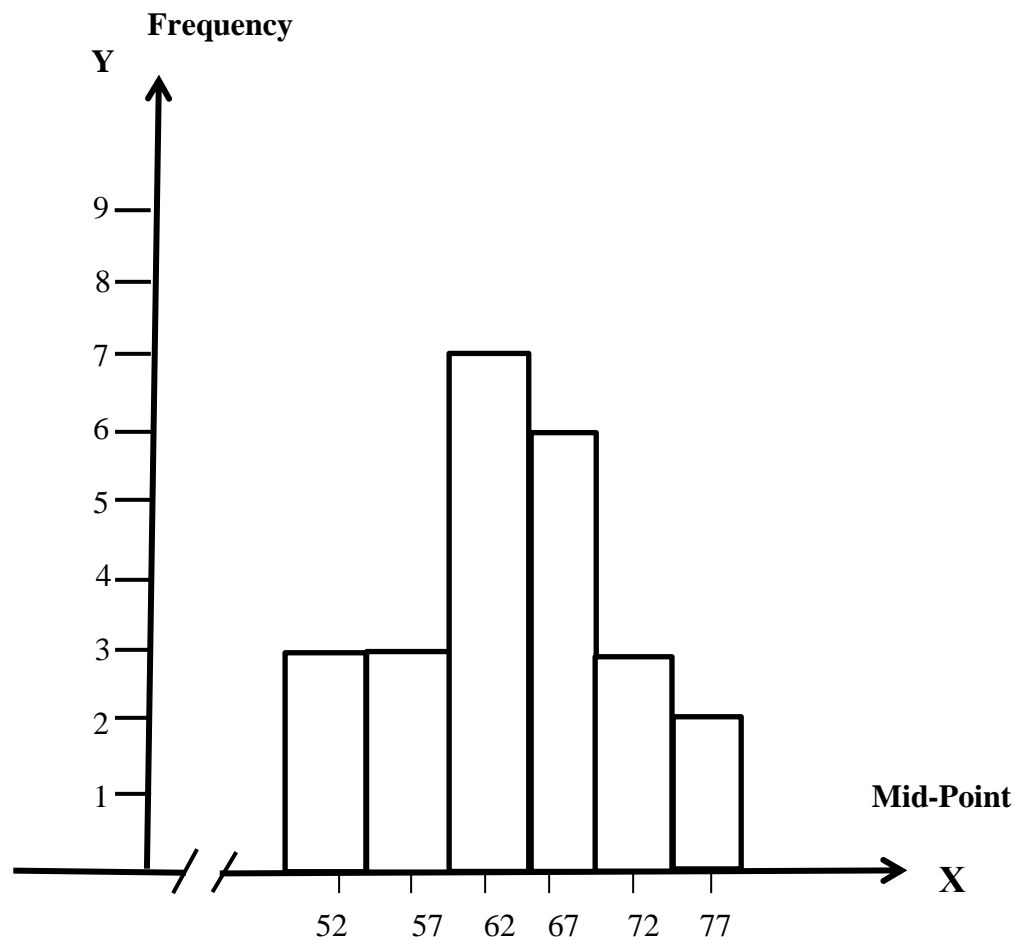


Figure IV.2 Data Description of Students' Vocabulary Mastery in Control Class (Pre-Test)

From the histogram IV.2, there is 3 students got mid-point 52 score in class interval between 50-54, there are 3 students got mid-point 57 score in class interval between 55-59, there are 7 students got mid-point 62 score in class interval between 60-64, there are 6 students got mid-point 67 score in class interval between 65-69, there are 3 students got mid-point 72 score in class interval between 70-74, there are 2 students got mid-point 77 score in class interval between 75-79.

2. Description of Data After Using Vocabulary Self Collection Strategy (VSS)

a. Post-Test Score of Experimental Class

After giving the Vocabulary Self Collection Strategy treatment, the students did the post-test to know the Vocabulary Self Collection Strategy effects to the students' vocabulary mastery. This research has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated using SPSS 25.

Table IV. 5
The Score of Post-Test in Experimental Class

No	Description	Statistics
1	Total Score	1.840
2	Highest Score	90
3	Lowest Score	60
4	Range	30
5	Interval	6
6	Mean	76.67
7	Median	77.50
8	Mode	80
9	Variant	73.18
10	Standard Deviation	8.55

Based on the data above, the total score of post-test in experimental class was 1.840, the highest score was 90, the lowest score was 60, the range was 30, the interval was 6, the mean was 76.67, the median was 77.50, the modus was 80, the variant was 73.18, and the standard deviation was 8.55. After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

Table IV.6
Frequency of Students Score (Post-test) Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	60-65	62.5	4	16.67%
2	66-71	68.5	4	16.67%
3	72-77	74.5	4	16.67%
4	78-83	80.5	6	25.00%
5	84-89	86.5	3	12.50%
6	90-95	92.5	3	12.50%
<i>I=6</i>			24	100%

From the table, the students' score in class interval between 66-65 was 4 students (16.67%), class interval between 66-71 was 4 students (16.67%), class interval between 72-77 was 4 student (16.67%), class interval between 78-83 was 6 students (25.00%) class interval between 84-89 was 3 students (12.50%), class interval 90-95 was 3 students (12.50%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

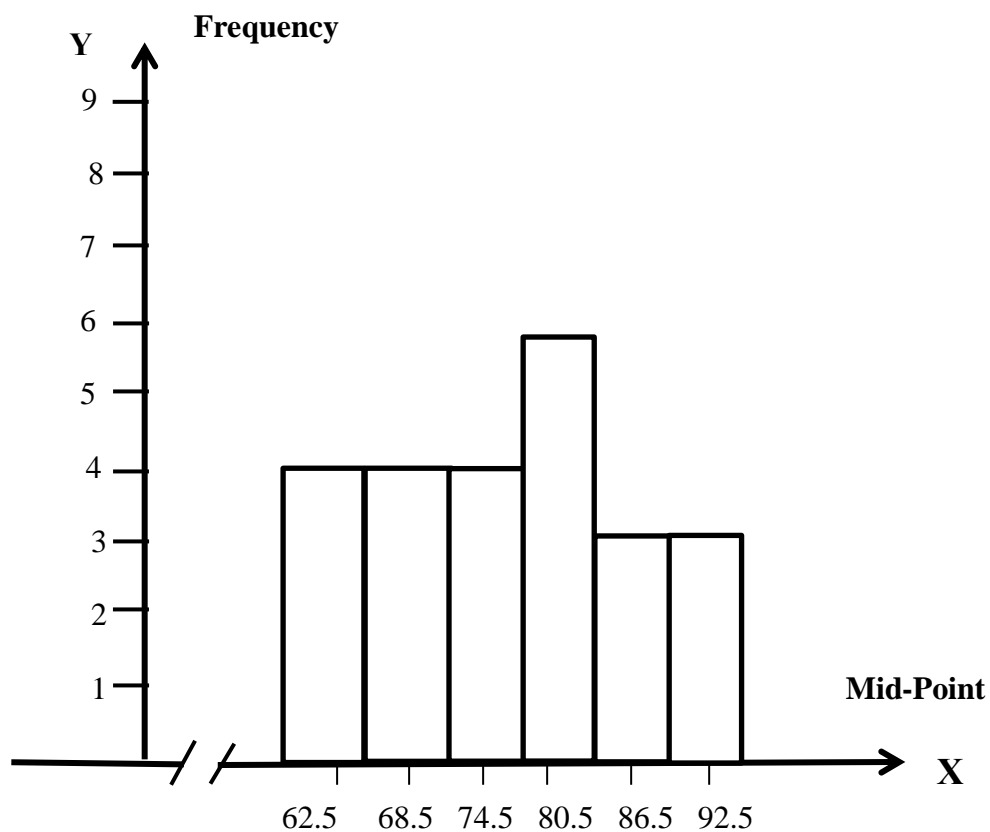


Figure IV. 3 Data Description of Students' Vocabulary Mastery in Experimental Class (Post-Test)

From the histogram IV.3, there is 4 students got mid-point 62.5 score in class interval between 60-65, there are 4 students got mid-point 68.5 score in class interval between 66-71, there are 4 students got mid-point 74.5 score in class interval between 72-77, there are 6 students got mid-point 80.5 score in class interval between 78-83, there are 3 students got mid-point 86.5 score in class interval between 84-89, there is 3 students got mid-point 92.5 score in class interval between 90-95.

b. Post Test in Control Class

This research gave the teacher strategy to students for the treatment. Then,

students did the post-test. The researcher gave the test consists of 20 multiple choice. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standard deviation. The score of post-test in control class can be seen in the table below :

Table IV. 7
Score of Post-Test in Control Class

No	Description	Statistics
1	Total Score	1.720
2	Highest Score	85
3	Lowest Score	60
4	Range	25
5	Interval	5
6	Mean	71.67
7	Median	70.00
8	Mode	70
9	Variant	38.41
10	Standard Deviation	6.20

After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

Table IV.8
Frequency of Students Score (Post-test) Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	60-64	62	2	8.33 %
2	65-69	67	3	12.50%
3	70-74	72	9	37.50 %
4	75-79	77	6	25.50 %
5	80-84	82	3	12.50 %
6	85-89	87	1	4.17%
<i>I=5</i>			24	100%

From the table, the students' score in class interval between 60-64 was 2 students (8.33%), class interval between 65-69 was 3 students (12.50%), class interval between 70-74 was 9 students (37.50%), class interval between 75-79 was 6 students (25.50%), class interval between 80-84 was 3 students (12.50%), class interval 85-89 was 1 students (4.17%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

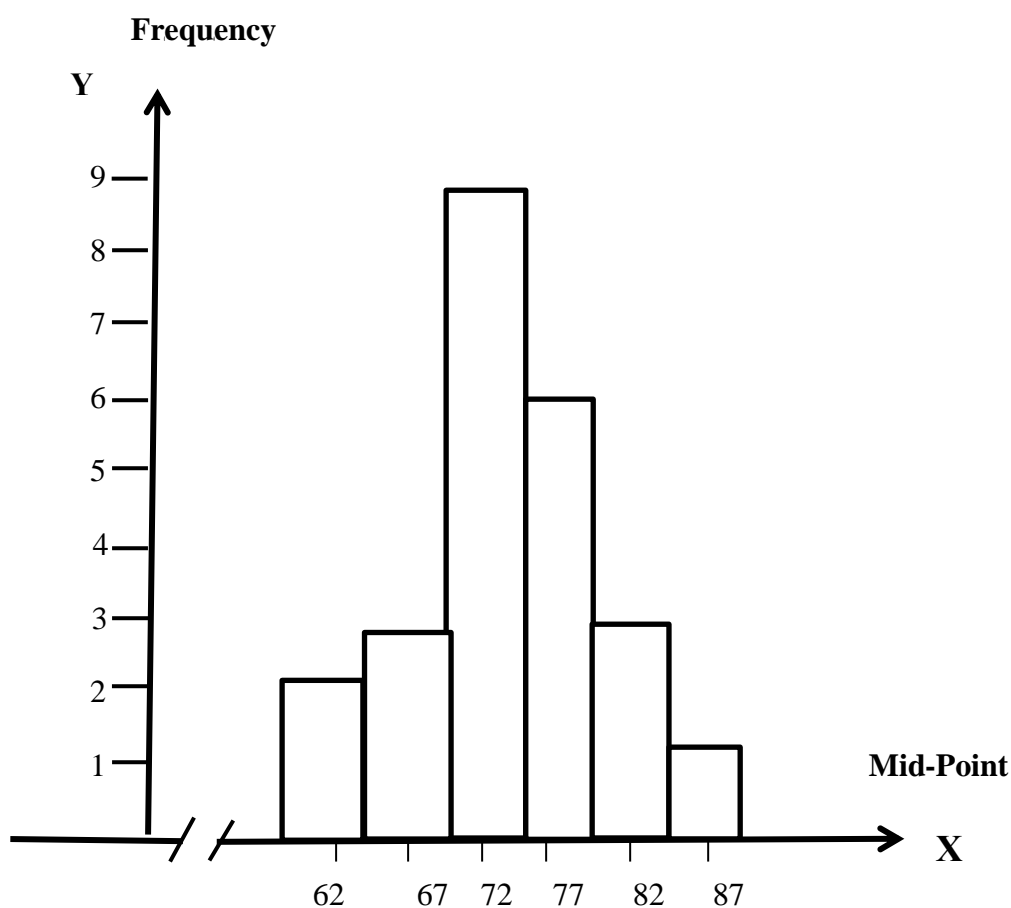


Figure IV.4 Data Description of Students' Vocabulary Mastery in Control Class (Post-Test)

From the histogram IV.4, there is 2 students got mid-point 62 score in class interval between 60-64, there are 3 students got mid-point 67 score in class

interval between 65-69, there are 9 students got mid-point 72 score in class
 interval between 70-74, there are 6 students got mid-point 77 score in class
 interval between 75-79, there are 3 students got mid-point 82 score in class
 interval between 80-84, there are 1 students got mid-point 87 score in class
 interval between 87-89.

3. Description of Comparison the Score of Pretest and Post test

a. Comparison Score of Pre-test and Post-test in Experimental

After getting the score of pre-test and post test in experimental class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below :

Table IV.9
Comparison of Score Pre-test and Post-test in
Experimental Class

No	Description	Pre-Test	Post-Test
1	Total Score	1.505	1.840
2	Highest Score	75	90
3	Lowest Score	50	60
4	Range	25	30
5	Interval	5	6
6	Mean	62.71	76.67
7	Median	62.50	77.50
8	Mode	60	80
9	Variant	58.65	73.18
10	Standard Deviation	7.65	8.55

Based on the table above, this research found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 50. But after got the

treatment the lowest score in post test was 60. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

b. Comparison of Score Pre-test and Post-test in Control Class

After getting the score of pre-test and post test in control class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in control class can be seen in the table below :

Table IV.10
Comparison of Score Pre-test and Post-test in Control Class

No	Description	Pre-Test	Post-Test
1	Total Score	1.485	1.720
2	Highest Score	75	85
3	Lowest Score	50	60
4	Range	25	25
5	Interval	5	5
6	Mean	61.88	71.67
7	Median	60.00	70.00
8	Mode	80	70
9	Variant	51.76	31.08
10	Standart Deviation	7.19	6.20

Based on the table above, this research found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 50 and the lowest score in post test was 60. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

B. Data Analysis

1. Normality Test

After got the score of pre-test and post test in experimental class and control class, this research calculated the normality test. The normality test in this research used Shapiro-Wilk, the data was calculated using SPSS 25. the result of normality can be seen in the table below :

Table IV. 11
Normality Test

Shapiro-Wilk			
Class	Statistic	Df	Sig.
Pre-test Experiment	,930	24	,096
Post-test Experiment	,950	24	,275
Pre-test Control	,942	24	,177
Post-test Control	,940	24	,167

In this research used the Shapiro-Wilk that the test is used for small samples (less than 50). If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances > 0.05 . So, $0.096 > 0.05$ it means that the data is normal.

2. Homogeneity Test

Homogeneity test is a statistical test used to determine whether two or more groups of data have the same or homogeneous variance. This test helps ensure that the variation in different groups of data is similar, allowing for valid comparisons between groups. In calculating the data, the researcher used SPSS 25 version. The result in calculating the data can be seen in the table below :

Table IV.12
Homogeneity Test

Result	Levence Statistic	df 1	Df 2	Sig
Based on Mean	3.427	1	46	.071
Based on Median	3.664	1	46	.062
Based on Median and with adjusted df	3.664	1	45.871	.062
Based on trimmed mean	3.441	1	46	.070

From the table of homogeneity test of the variance above, based on mean of post-test experimental class and post test control class, sig is 0.071. So, $0.071 > 0.05$. It means that there is no significant difference in the variances between the groups of data tested. In other words, the assumption of homogeneity of variance is met.

3. Hypothesis Test

From the results from the data analysis requairment test, it can be seen that the two classses after treatment are normal and have homogeneous variance, thus to test the hypothesis using Independent Sample T-test using SPSS v.25.

Table IV.13
Independent Sample T-test

		F	Sig	t
Students Learning Outcomes	Equal Variances Assumed	3.247	.71	2.319
	Equal Variances Assumed			2.319

The results of calculation using independent sample t-test, it was found that $t_{\text{count}} > t_{\text{table}}$ or $2.319 > 1.678$. Based on the test criteria, H_0 is rejected and H_a is accepted. Thus, there is significant effect of using Vocabulary Self Collection Strategy to the vocabulary mastery at grade seventh students of SMPN 4 Angkola Timur.

Table IV.14
The result of t-test

t_{count}	t_{table}
2.319	1.678

From the table above, it was found that $t_{\text{count}} > t_{\text{table}}$ or $2.319 > 1.678$. Based on the test criteria, H_0 is rejected and H_a is accepted. Thus, there is significant effect of using Vocabulary Self Collection Strategy to the vocabulary mastery at grade seventh students of SMPN 4 Angkola Timur.

In this case gain of mean score in pre test and post test in experimental class and control class can be seen in the table below:

Table IV.15
Gain of Score in Experimental Class and Control Class

	Pretest	Posttest	Enhancement	Gain Score
Experimental Class	62.71	76.67	13.96	4.17
Control Class	61.88	71.67	9.79	

The score of control class for pre test was 61.88 and post test 71.67. Then, the enhancement was 9.79. In experimental class it was 62.71 for pre test and 76.67 for post test. The, the enhancement value was 13.96 and the difference in scores between control class and experimental class was 4.17.

Based on the data above, it can be concluded that experimental class that used vocabulary self collection strategy as a strategy in learning had a positive effect of increasing students' grades.

C. Discussion

This research was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and H_a . The result of the research proved theory from Antonacci¹ and Haggard² which stated that Vocabulary Self Collection (VSS) with middle school students has been an effective means for "increasing the depth and breadth of student vocabulary knowledge and for developing students' ability to be strategic, independent word learners". In this research, found the result of experimental class in pre-test and post-test, before using the Vocabulary Self Collection Strategy, the mean score of pre-test in experimental class was 62.71, the highest score was 75, and the lowest score was 50. And after using Vocabulary Self Collection Strategy, the mean score of post-test in experimental class was 76.67, the highest score was 90, and the lowest score was 60. So, the post-test scores higher than pre-test score. From the score, it can be concluded that this research can prove the theory of Antonacci and Haggard.

Based on the result of this research, the researcher found that Vocabulary Self Collection Strategy has the significant effect taught vocabulary. The researcher discussed the result this research and compared with related findings.

¹ P A Antonacci, C M O'Callaghan, and E Berkowitz, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms* (SAGE Publications, 2014), . 26-27. <https://books.google.co.id/books?>

² J Hathaway, *Writing Strategies for Fiction*, *Writing Strategies for the Content Areas and Fiction* (Shell Educational Publishing, 2014), <https://books.google.co.id/books?>

The first the research by Maghfuri³ result of the research showed that the implementation of Vocabulary Self Collection Startegy can improve students' vocabulary mastery, this research was conducted by using classroom action research with 2 cycles, found the result of mean score in cycle 1= 62.05 became 93.75 in cycle 2. Then research which done by Simbolon⁴ points the positif effect in using Vocabulary Self Collection Strategy to students' vocabulary not only students' score but also students' motivation and behaviour. It found the mean score of the test was 71.20 became 78.80. Both related findings concluded that VSS gave good significant effect for students' vocabulary mastery which similiar with this research that found that Vocabulary Self Collection Strategi (VSS) gave goood significant effect for students vocabulay mastery.

From the pervious studies that have been presented, it can be concluded that VSS gave significant effect on students vocabulary mastery. It concluded from the gotten scores by the students that increased and also the used hypothesis formula.

D. Threats of The Research

The researcher found some threats of the research as follows:

1. The students were not focused when answering the test because noisy and annoyed each other.
2. Some of them were not interested in learning English and give the impact to their answer.

³ Masrukhan Al Maghfuri.

⁴ Putri Anita Simbolon.

3. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.

CHAPTER V

CLOSING AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' vocabulary mastery before using Vocabulary Self Collection Strategy at grade VII of SMP N 4 Angkola Timur was 62.71 in pre-test experimental class and mean score for control class was 61.88.
2. The students' vocabulary mastery after using Vocabulary Self Collection Strategy at grade VII of SMP N 4 Angkola Timur it was 76.67 in post-test experimental class, it means, score of post-test for control class taught by teacher's strategy was 71.67.
3. The result found that t_{count} was higher than t_{table} . T_{count} was 2.319 and t_{table} was 1.711 ($2.319 > 1.678$). It means, there is a significant effect of Vocabulary Self Collection Strategy at grade VII of SMP N 4 Angkola Timur.

B. Suggestion

After finishing the research, this research got many information in English teaching learning. Therefore, from that experience, this research shows some things need to be proven. It makes the researcher give some suggestions, as follow:

1. For Head Master of school, as the information and knowledge about Vocabulary Self Collection Strategy to vocabulary mastery in learning English.
2. For English Teacher, as the information and knowledge about Vocabulary Self Collection Strategy to Vocabulary Mastery and can be applied in their class.

3. For Researcher, as a reference to the next reserachers who are interested in taking the same title related to Vocabulary Self Collection Strategy as a factor in Vocabulary Mastery.

C. Research Implications

Based on research conducted on Vocabulary Self Collection Strategy to Students Vocabulary Mastery at grade VII SMP N 4 Angkola Timur. Then some of the implications obtained from the results of the study include:

1. Vocabulary Self Collection Strategy (VSS) can be used as an alternative in creating a fun learning strategy for students because this strategy creates a group, so students are more active in the class and more interesting and fun. So students don't get bored in participating in learning.
2. Based on the analysis of the experimental class and the control class, it can be seen that the scores obtained in the experimental class during the post- test were higher, this indicates that students are interested and easier to understand vocabulary using this strategy.
3. This research can be used as input for English teachers in junior high schools using this strategy, which can increase learning activity, and is easy to understand, and there needs to be an appropriate time setting in using this strategy.

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APPENDIX 1

EXPERIMENTAL CLASS

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP N 4 Angkola Timur

Kelas / Semester : VII B

Subjek : Bahasa Inggris

Aspek/sub skill : Vocabulary

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
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.
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.
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

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait arti dari kata dan cara penulisannya.

2. Menyusun teks interaksi transaksional, yang melibatkan tindakan memberi dan meminta informasi terkait arti dari kata, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator

1. Siswa mampu mengidentifikasi kata dari teks bacaan dan mengetahui arti kata tersebut.
2. Siswa diharapkan mampu mengingat kata sesuai yang diajarkan.
3. Siswa mampu menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Vocabulary about describing people

Contoh Teks:

My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. But I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink. He does not like fresh water. I'm often worried about his health.

E. Media Pembelajaran

1. Buku mata Pelajaran Bahasa Inggris kelas VII SMP N 4 Angkola Timur.
2. Spidol
3. Papan tulis

F. Metode Pembelajaran

Vocabulary Self collection strategy

G. Langkah-langkah pembelajaran

Aktivitas Guru	Prosedur	Aktivitas Siswa
A. Pre-Teaching 1. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk berdoa sebelum belajar.		1. Siswa mendengarkan guru. 2. Siswa menjawab salam dari guru dan berdoa sebelum belajar.
2. Guru memeriksa daftar kehadiran siswa.		1. Siswa mendengarkan guru. 2. Siswa menyatakan kehadiran dengan mengatakan hadir.
3. Guru bertanya kepada siswa tentang materi terakhir dan menghubungkannya dengan materi baru.		1. Siswa menjawab pertanyaan guru.
4. Guru menjelaskan tentang materi baru.		1. Siswa mendengarkan guru dengan saksama. 2. Siswa mencatat point penting yang guru sampaikan.
B. While-Teaching 1. Guru bersiap menggunakan strategi VSS.	1. Guru membagi siswa ke dalam beberapa tim nominasi yang beranggotakan empat hingga lima siswa.	1. Siswa mengikuti instruksi dari guru. 2. Siswa menemukan Kelompoknya dan duduk di kursi bersama kelompoknya.
2. Guru memberikan setiap kelompok teks sederhana berkaitan dengan topik.	2. Guru meminta siswa untuk membaca lagi dan mendiskusikan teks tersebut.	1. Siswa membaca teks yang diberikan guru 2. Siswa mendiskusikannya dengan teman kelompok
3. Guru memberitahu dan menjelaskan apa yang perlu dilakukan siswa.	3. Guru meminta kelompok untuk memilih beberapa kata yang tidak dikenal atau satu kata yang ingin mereka ketahui.	1. Siswa memilih beberapa kata. 2. Siswa menulis kata tersebut dalam selembar kertas.

Aktivitas Guru	Prosedur	Aktivitas Siswa
4. Guru memberikan waktu kepada siswa untuk mendiskusikannya.	4. Membiarkan siswa untuk berdiskusi.	<ol style="list-style-type: none"> 1. Siswa melengkapi instruksi. 2. Siswa berdiskusi dengan kelompok. 3. Siswa menulis semua kata dari semua anggota kelompok pada selembar kertas.
5. Guru meminta siswa untuk memilih satu anggota kelompok untuk menuliskan kata tersebut.	5. Salah satu anggota kelompok jadi juru bicara.	<ol style="list-style-type: none"> 1. Siswa memilih salah satu anggota kelompok untuk menjadi juru bicara. 2. Siswa bersiap untuk mempresentasikan hasil diskusi di depan kelas.
6. Guru meminta siswa untuk memilih satu anggota kelompok untuk menuliskan kata tersebut dan menjadi juru bicara.	6. Juru bicara harus menulis dan menjawab pertanyaan.	<ol style="list-style-type: none"> 1. Siswa mempresentasikan hasil diskusi. 2. Juru bicara harus menjawab pertanyaan-pertanyaan berikut: <ol style="list-style-type: none"> (a) Di mana kata tersebut ditemukan dalam teks? (b) Apa menurut anggota tim arti kata tersebut? (c) Mengapa tim tersebut berpikir kelas harus mempelajari kata tersebut?
7. Guru memfasilitasi diskusi.	7. Guru menulis kata-kata yang dinominasikan di papan tulis disertai artinya, dan mengundang anggota kelas untuk memberikan klarifikasi tambahan tentang kata-kata tersebut.	<ol style="list-style-type: none"> 1. Siswa memperhatikan. 2. Kelompok lain mempresentasikan hasil diskusinya.
8. Guru memberikan klarifikasi tambahan.	8. Siswa menulis semua kata di buku catatan mereka.	<ol style="list-style-type: none"> 1. Siswa menulis semua kata. 2. Siswa menggunakan Bahasa Indonesia sebagai bahasa

Aktivitas Guru	Prosedur	Aktivitas Siswa
		mereka sendiri
3. Post-Teaching 1. Guru bertanya kepada siswa tentang pemahaman mereka terhadap materi tersebut.		1. Siswa menjawab pertanyaan guru dan memberitahu apa yang kurang dimengerti.
2. Guru menyimpulkan dan merangkum pelajaran bersama-sama dengan siswa.		1. Siswa mendengarkan guru.
3. Guru menutup kelas dengan salam.		1. Siswa menanggapi ucapan salam guru

Mengetahui,
Guru Bahasa Inggris

Sipirok, 2025
Peneliti

Lenggahari, S.Pd

Nina Sakinah Siagian

APPENDIX 2

CONTROL CLASS

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP N 4 Angkola Timur
Kelas/Semester : VII/ Ganjil
Subjek : Bahasa Inggris
Aspek/sub skill : Vocabulary
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

- 1 . Menghargai dan menghayati ajaran agama yang dianutnya.
- 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.
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.
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

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait arti dari kata dan cara penulisannya.

2. Menyusun teks interaksi transaksional, yang melibatkan tindakan memberi dan meminta informasi terkait arti dari kata, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator

1. Siswa mampu mengidentifikasi kata dari teks bacaan dan mengetahui dari arti kata tersebut.
2. Siswa dapat mengucapkan kata-kata dengan benar.

D. Materi Pembelajaran

Contoh Teks:

My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. But I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink. He does not like fresh water. I'm often worried about his health.

E. Media dan sumber belajar

1. Buku mata pelajaran bahasa Inggris kelas VII
2. Spidol
3. Papan tulis

F. Metode pembelajaran

Teacher's Strategy

G. Langkah-langkah pembelajaran

Proses pengajaran	Aktivitas Guru	Prosedur	Aktivitas siswa
Pre-Teaching	1. Guru membuka kelas dan meminta siswa untuk berdoa sebelum memulai pelajaran dan memeriksa daftar kehadiran.		1. Siswa mendengarkan instruksi guru. 2. Siswa berdoa Bersama. 3. Siswa mendengarkan

	Aktivitas guru	Procedures	Aktivitas Siswa
			nama mereka.
	2. Guru meminta siswa untuk membuka buku mata Pelajaran mereka.	1. Guru memberi siswa sebuah text dari buku mata pelajaran tersebut dan meminta siswa untuk membacanya.	1. Siswa membaca teks tersebut.
While-Teaching	1. Guru meminta siswa untuk mencari kata yang mereka ketahui dalam teks tersebut beserta dengan artinya satu orang 10 kata.		1.Siswa mengikuti perintah guru.
	2.Guru menulis kata yang telah siswa kerjakan di papan tulis.		
	2.Guru menyebutkannya dengan cara pengucapan yang benar dan di ikuti oleh siswa.		
	3.Guru bertanya kepada siswa yang ingin bertanya tentang kosa kata yang tidak	2.Periksa pemahaman siswa.	1. Beberapa siswa bertanya kepada guru tentang materi yang tidak mereka mengerti.

	dimengerti.		
	4.Guru menjawab pertanyaan siswa.		1.Siswa mendengarkan jawaban guru.
Post- Teaching	1.Guru menyimpulkan dan merangkum pelajaran bersama-sama dengan siswa.		1.Siswa mendengarkan guru
	2. Guru menutup kelas dengan salam.		1. Siswa menjawab salam.

Mengetahui,
Guru Bahasa Inggris

Sipirok,
Peneliti

2025

Lenggahari S.pd

Nina Sakinah Siagian

APPENDIX 3

Instrument Vocabulary Pre-test

Name :

Class :

Petunjuk Umum:

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Jawab dan pilih jawaban yang benar dengan menandai (x) pada pilihan (a,b,c,d)!

Choose the correct answer from the meaning of the vocabulary!

1. What is the meaning of “polite” ...
 - a. Baik
 - b. Ramah
 - c. Sopan
 - d. Pintar
2. What is the meaning of “tall” ...
 - a. Tinggi
 - b. Pendek
 - c. Gemuk
 - d. Langsing-
3. What is the meaning of “Fat” ...
 - a. Gemuk
 - b. Tinggi
 - c. Langsing
 - d. Pendek

4. What is the meaning of “Beautiful” ...
 - a. Cantik
 - b. Jelek
 - c. Pintar
 - d. Sopan
5. What is the meaning of “Lazy” ...
 - a. Baik
 - b. Rajin
 - c. Pintar
 - d. Malas
6. What is the meaning of “Blonde hair” ...
 - a. Rambut pirang
 - b. Rambut keriting
 - c. Botak
 - d. Rambut lurus
7. What is the meaning of “skin” ...
 - a. Tangan
 - b. Kulit
 - c. Rambut
 - d. Mata
8. What is the meaning of “friendly” ...
 - a. Sombong
 - b. Ramah
 - c. Bijak
 - d. Pintar

Arrange the words below with a good vocabulary spelling!

9. English spelling of “Pintar”
 - a. S-R-M-A-T
 - b. S-T-A-R-M
 - c. S-M-A-R-T
 - d. S-M-A-T-R

10. English spelling of “Pendek”

- a. S-H-O-R-T
- b. S-O-R-T-H
- c. S-H-O-T-R
- d. S-O-R-H-T

11. English spelling of “Ganteng”

- a. H-O-N-D-E-S-M-A
- b. H-A-N-D-S-O-M-E
- c. H-E-N-D-S-O-M-A
- d. H-A-N-D-S-E-M-O

12. English spelling of “Rajin”

- a. D-I-L-I-G-E-N-T
- b. D-I-L-I-G-E-T-N
- c. L-I-D-I-G-E-N-T
- d. L-I-I-D-G-E-N-T

13. English spelling of “Langsing”

- a. L-I-S-M
- b. S-I-L-M
- c. S-L-I-M
- d. L-I-M-S

14. English spelling of “Lucu”

- a. F-U-N-N-Y
- b. F-Y-N-N-U
- c. F-U-N-Y-N
- d. F-Y-U-N-N

15. English spelling of “Remaja”

- a. T-E-N-A-G-E-E-R
- b. T-E-E-N-A-G-E-R
- c. N-A-G-E-R-T-E-E
- d. R-E-T-E-E-G-N-A

Look at the picture and choose the correct vocabulary!

16. Which word best describe the picture?



- a. Curly hair
- b. Straight hair
- c. Blonde hair
- d. Dark hair

17. Which word best describe the picture?



- a. Muscular
- b. Slim
- c. Fat
- d. Tall

18. Which word best describe the picture?



- a. Friendly
- b. Grumpy

c. Calm

d. Shy

19. Which word best describe the picture?



a. Baby

b. Teenager

c. Child

d. Elderly

20. Which word best describe the picture?



a. Blue eyes

b. Brown eyes

c. Green eyes

d. Black eyes

APPENDIX 4

Instrument Post-test

Name :

Class :

Petunjuk Umum:

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Jawab dan pilih jawaban yang benar dengan menandai (x) pada pilihan (a,b,c,d)!

Look at the picture and choose the correct vocabulary!

1. Which word best describe the picture?



- a. Muscular
- b. Slim
- c. Fat
- d. Tall

2. Which word best describe the picture?



- a. Baby
- b. Teenager
- c. Child
- d. Elderly

3. Which word best describe the picture?



- a. Curly hair
- b. Straight hair
- c. Blonde hair
- d. Dark hair

4. Which word best describe the picture?



- a. Blue eyes
- b. Brown eyes

- c. Green eyes
 - d. Black eyes
5. Adverb Which word best describe the picture?



- a. Friendly
- b. Grumpy
- c. Calm
- d. Shy

Choose the correct answer from the meaning of the vocabulary!

6. What is the meaning of “skin” ...
- a. Tangan
 - b. Kulit
 - c. Rambut
 - d. Mata
7. What is the meaning of “polite” ...
- a. Baik
 - b. Ramah
 - c. Sopan
 - d. Pintar
8. What is the meaning of “Beautiful” ...
- a. Cantik
 - b. Jelek
 - c. Pintar
 - d. Sopan

9. What is the meaning of “Blonde hair” ...

- a. Rambut pirang
- b. Rambut keriting
- c. Botak
- d. Rambut lurus

10. What is the meaning of “tall” ...

- a. Tinggi
- b. Pendek
- c. Gemuk
- d. Langsing

11. What is the meaning of “Fat” ...

- a. Gemuk
- b. Tinggi
- c. Langsing
- d. Pendek

12. What is the meaning of “friendly” ...

- a. Sombong
- b. Ramah
- c. Bijak
- d. Pintar

13. What is the meaning of “Lazy” ...

- a. Baik
- b. Rajin
- c. Pintar
- d. Malas

Arrange the words below with a good vocabulary spelling!

14. English spelling of “Ganteng”

- a. H-O-N-D-E-S-M-A
- b. H-A-N-D-S-O-M-E
- c. H-E-N-D-S-O-M-A
- d. H-A-N-D-S-E-M-O

15. English spelling of “Remaja”

- a. T-E-N-A-G-E-E-R
- b. T-E-E-N-A-G-E-R
- c. N-A-G-E-R-T-E-E
- d. R-E-T-E-E-G-N-A

16. English spelling of “Pintar”

- a. S-R-M-A-T
- b. S-T-A-R-M
- c. S-M-A-R-T
- d. S-M-A-T-R

17. English spelling of “Langsing”

- a. L-I-S-M
- b. S-I-L-M
- c. S-L-I-M
- d. L-I-M-S

18. English spelling of “Pendek”

- a. S-H-O-R-T
- b. S-O-R-T-H
- c. S-H-O-T-R
- d. S-O-R-H-T

19. English spelling of “Lucu”

- a. F-U-N-N-Y
- b. F-Y-N-N-U
- c. F-U-N-Y-N
- d. F-Y-U-N-N

20. English spelling of “Rajin”

- a. D-I-L-I-G-E-N-T
- b. D-I-L-I-G-E-T-N
- c. L-I-D-I-G-E-N-T
- d. L-I-I-D-G-E-N-T

APPENDIX 5

Key answer for pre-test

- | | |
|-------|-------|
| 1. C | 11. B |
| 2. A | 12. A |
| 3. A | 13. C |
| 4. A | 14. A |
| 5. D | 15. B |
| 6. A | 16. A |
| 7. B | 17. A |
| 8. B | 18. B |
| 9. C | 19. D |
| 10. A | 20. A |

APPENDIX 6

Key answer for post-test

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. D | 12. B |
| 3. A | 13. D |
| 4. A | 14. B |
| 5. B | 15. B |
| 6. B | 16. C |
| 7. C | 17. C |
| 8. A | 18. A |
| 9. A | 19. A |
| 10. A | 20. A |

APPENDIX 7

Score of Experimental Class and Control Class in Pre-Test

A. Score of Experimental Class

No	Student's initial name	Score
1.	ALH	50
2.	DCH	50
3.	SDN	50
4.	NSS	55
5.	BNM	55
6.	CH	55
7.	ERH	60
8.	KYH	60
9.	BIN	60
10.	GSS	60
11.	SAR	60
12.	DAH	60
13.	PA	65
14.	RT	65
15.	MN	65
16.	LRH	65
17.	FSA	70
18.	IM	70
19.	TDS	70
20.	APS	70
21.	IS	70
22.	ZK	70
23.	SN	75
24.	APN	75
	Total	1.505

B. Score of Control Class

No	Student's initial name	Score
1.	AR	50
2.	YD	50
3.	VNS	50
4.	AS	55
5.	YS	55
6.	HBH	55
7.	SDF	60
8.	UIS	60
9.	ORH	60
10.	HMN	60
11.	RM	60
12.	IKL	60
13.	S	60
14.	WS	65
15.	JKW	65
16.	TSS	65
17.	NYS	65
18.	CL	65
19.	NR	65
20.	AL	70
21.	ZA	70
22.	DH	70
23.	F	75
24.	ED	75
	Total	1.485

APPENDIX 8

Score of Experimental Class and Control Class in Post-Test

A. Score of Experimental Class

No	Student's initial name	Score
1.	ALH	60
2.	DCH	65
3.	SDN	65
4.	NSS	65
5.	BNM	70
6.	CH	70
7.	ERH	70
8.	KYH	70
9.	BIN	75
10.	GSS	75
11.	SAR	75
12.	DAH	75
13.	PA	80
14.	RT	80
15.	MN	80
16.	LRH	80
17.	FSA	80
18.	IM	80
19.	TDS	85
20.	APS	85
21.	IS	85
22.	ZK	90
23.	SN	90
24.	APN	90
	Total	1.840

B. Score of Control Class

No	Student's initial name	Score
1.	AR	60
2.	YD	60
3.	VNS	65
4.	AS	65
5.	YS	65
6.	HBH	70
7.	SDF	70
8.	UIS	70
9.	ORH	70
10.	HMN	70
11.	RM	70
12.	IKL	70
13.	S	70
14.	WS	70
15.	JKW	75
16.	TSS	75
17.	NYS	75
18.	CL	75
19.	NR	75
20.	AL	75
21.	ZA	80
22.	DH	80
23.	F	80
24.	ED	85
	Total	1.720

APPENDIX 9

Result Score of Experimental Class and Control Class in Pre-test

Pre-test Experiment :

Statistics

pretest		
N	Valid	24
	Missing	0
Mean		62.71
Median		62.50
Mode		60
Std. Deviation		7.658
Variance		58.650
Range		25
Minimum		50
Maximum		75
Sum		1505

a. Multiple modes exist. The smallest value is shown

Pre-test Control

Statistics

pretestcontrol

N	Valid	24
	Missing	0
Mean		61.88
Median		60.00
Mode		60
Std. Deviation		7.195
Variance		51.766
Range		25
Minimum		50
Maximum		75
Sum		1485

APPENDIX 10

Result Score of Experimental Class and Control Class in Post-test Post-test Experiment

Statistics

posttestexperiment		
N	Valid	24
	Missing	0
Mean		76.67
Median		77.50
Mode		80
Std. Deviation		8.555
Variance		73.188
Range		30
Minimum		60
Maximum		90
Sum		1840

Post test Control

posttestcontol		
N	Valid	24
	Missing	0
Mean		71.67
Median		70.00
Mode		70
Std. Deviation		6.197
Variance		38.406
Range		25
Minimum		60
Maximum		85
Sum		1720

APPENDIX 11

Result of Normality Test and Homogeneity Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretestexperimental	.163	24	.100	.930	24	.096
pretestcontrol	.147	24	.193	.942	24	.177
posttestexperiment	.152	24	.161	.950	24	.275
posttestcontrol	.189	24	.026	.940	24	.167

a. Lilliefors Significance Correction

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	3.427	1	46	.071
	Based on Median	3.664	1	46	.062
	Based on Median and with adjusted df	3.664	1	45.871	.062
	Based on trimmed mean	3.441	1	46	.070

APPENDIX 12

Hypothesis Test

	Pretest	Posttest	Enhancement	Gain Score
Experimental Class	62.71	76.67	13.96	4.17
Control Class	61.88	71.67	9.79	

Independent Samples T-Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result from students study	Equal variances assumed	3.427	.71	2.319	46	.025	5.000	2.156	.660	9.340
	Equal variances not assumed			2.319	41.927	.025	5.000	.2156	.648	9.340

APPENDIX 13

T-table

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX 14

DOCUMENTATION

1. Pre-Test Experimental Class

Picture 1 : Give Pre-test to the students in Experimental Class



2. Pre-Test Control Class

Picture 2: Give Pre-test to the students in Control Class



3. Treatment 1



4. Treatment 2



5. Post-Test Experimental Class



6. Post-Test Control Class





**PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH**

SMP NEGERI 4 ANGKOLA TIMUR

Alamat : Kelurahan Batangtara Sirumambe Kode Pos : 22733
Email : smpn4.angkolatimur@gmail.com. NPSN: 10220881. NSS: 201071003004. NIS : 200080

Nomor : 072/ 77 / SMP / 2025 Tabusira, April 2025
Lampiran : -
Perihal : Pelaksanaan Riset Penyelesaian Skripsi

Yth . Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri
Syekh Ali Hasan Ahmad Addary Padangsidempuan
Di –
Padangsidempuan

Dengan Hormat ,

Menindak lanjuti surat saudara/i Nomor : 1260 / Un. 28 /E.1 / TL...00.9/04/2025 perihal surat diatas dengan ini kami menyatakan nama tersebut dibawah ini telah selesai melaksanakan riset untuk keperluan penyelesaian skripsi di SMP Negeri 4 Angkola Timur , atas nama mahasiswa :

Nama : Nina Sakinah
NIM : 2120300046
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Vocabulary Self Collection Strategy on Students' Vocabulary Mastery at Grade SMP N 4 Angkola Timur

Demikian Surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya .

Kepada Kepala SMP Negeri 4 Angkola Timur



MOCHRIAL RAMBE S.Pd
NIP. 19810414200901 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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Nomor : 1260 /Un.28/E.1/TL.00.9/04/2025

17 April 2025

Lampiran : -

Hal : Riset

Penyelesaian Skripsi

Yth. Kepala SMPN 4 Angkola Timur

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nina Sakinah Siagian

NIM : 21203000046

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Tiangaras

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Vocabulary Self Collection Strategies (VSS) on Students' Vocabulary Mastery at Grade VII SMPN 4 Angkola Timur"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 16 April 2025 s.d. tanggal 16 Mei 2025 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Dr. M. Nurhanti Syafrida Siregar, S.Psi, M.A

NIP 19801224 200604 2 001

**SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN
TUGAS AKHIR SKRIPSI**

Saya yang bertanda tangan dibawah ini :

Nama : Lenggahari, S.Pd

NIP : -

Jurusan : Bahasa Inggris

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Nina Sakinah Siagian

Nim : 2120300046

Prodi : Tadris Bahasa Inggris

Judul Penelitian : The Effect Of Vocabulary Self Collection Strategy (VSS) on
Students' Vocabulary Mastery at Grade VII SMP N 4 Angkola
Timur

Setelah dilakukan kajian atas instrumental penelitian dengan mempertimbangkan beberapa aspek diantaranya topic, soal, jumlah item dan model soal bervariasi sesuai dengan indikatornya. Instrument ini layak digunakan untuk penelitian dan dapat diujikan diantaranya :

Jumlah Item	Soal yang layak diuji kan	Soal yang tidak layak diuji kan
25	1,2,3,4,5,6,7,8,9,13,14,16,17,18,19 20,22,23,24,25.	10,11,12,15,21
Total	20	5

NB:

- Adapun beberapa soal yang tidak layak digunakan karena soal tersebut dianggap terlalu simpel dan sudah sering digunakan peserta didik terdapat dalam soal no 10,12,15.
- Adapun beberapa soal yang tidak layak digunakan karena soal tersebut mengandung materi yang belum dipelajari atau belum sesuai dengan usia mereka terdapat dalam soal no 11,21.

Demikian agar dapat digunakan sebagaimana mestinya.

Tabusira, 15 Januari 2025

Validator,



Lenggahari, S.Pd

