

**THE EFFECT OF VOCABULARY SELF-COLLECTION STRATEGY
ON VOCABULARY MASTERY AT SMP MUHAMMADIYAH
PALANGKA RAYA**

THESIS



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FACULTY OF AND TEACHERS TRAINING EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

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THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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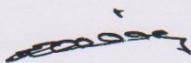
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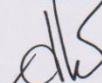
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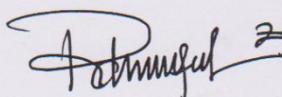
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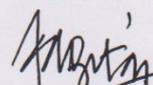
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MOTTO AND DEDICATION

Allah will not change the faith of a tribe until they change themselves.

(QS. Ar-Ra'd : 11)

This Thesis is dedicated to:

My beloved parents, M.Yamin and Nor Aidah.
Thanks for your love, affection, praying, struggle, and encouragement for my study that I could not replay with such a greatest things. My beloved brother, Rahma Dani who always give me support and spirit to finish my study. Thanks for my grandfather, my aunt, my uncle and my cousin. Thanks for my beloved friends Eni Andriani S.Pd, Ade Fitria Saderi Putri, S.Pd, Bona Lestari, S.Pd, and Nur Afriyani Dewi, S.Pd for your supports, helps, and suggestions during doing this thesis. Special thanks for my future husband Safrudin Robson for your support, helps and suggestions during doing this thesis.

DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 17th, 2017

Your faithfully


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ABSTRACT

Ismawati. 2017. *The Effect of Vacabulary Self-Collection Strategy On Vocabulary Mastery at SMP Muhammadiyah Palangka Raya*. Thesis, Department of Languange Education, Faculty of Teachers Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M.Pd.

Key words: word learning strategy, vocabulary self-collection strategy, vocabulary mastery.

A good learning strategy is required by the students to help them in acquiring, extending, and developing their English vocabulary knowledge. This study is aimed to measure the effect of vocabulary self-collection strategy on vocabulary mastery and students' percptions on the use of vocabulary self-collection strategy in English vocabulary learning classroom. The study was conducted at SMP Muhammadiyah Palangka Raya was used quantitative approach. The design of the study was quasi-experimental design, where the writer used nonrandomized control group pre-test post-test design with a kind of treatment.

The population of the study was the whole students of the seventh grade students at SMP Muhammadiyah Palangka Raya with the total number of the students were 44 students. They directly becoming subject of study namely VII A as experimental group (taught by vocabulary self-collection strategy) with the total number of 23 students and VII C as control group (taught without vocabulary self-collection strategy) with the total number of 21 students. The sample of the study was determined using cluster sampling technique.

The result of t test using manual calculation showed that the calculated value (t_{observed}) was greater than t_{table} at 5% and 1% significance level or $2.000 < 3.325 > 2.660$. The result of t-test using SPSS 16.0 calculation indicated that the calculated value (t_{observed}) was also greater t_{table} at 5% and 1% significance level or $2.000 < 3.061 > 2.660$. This indicated that the alternative hypotheses stating that the vocabulary self-collection strategy increases the students' English scores for the seventh grade students at SMP Muhammadiyah Palangka Raya was accepted and the null hypotheses stating that the vocabulary self-collection strategy does not increased the students' English scores for the seventh grade students at SMP Muhammadiyah Palangka Raya was rejected. The application of vocabulary self-collection strategy was positively correlated to the experimental class which was indicated by the students' perceptions. Based on the results of the study, it was shown that the vocabulary self-collection strategy gives effect on vocabulary mastery at the seventh grade students at SMP Muhammadiyah Palangka Raya.

ABSTRAK

Ismawati. 2017. *Pengaruh Vacabulary Self-Collection Strategy Terhadap Penguasaan Kosakata di SMP Muhammadiyah Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd., (I) Aris Sugianto, M.Pd.

Kata kunci: strategi pembelajaran kata, vocabulary self-collection strategy, penguasaan kosakata.

Strategi pembelajaran kosakata yang baik dibutuhkan oleh pembelajar untuk mereka dalam memperoleh, memperluas, dan mengembangkan pengetahuan kosakata bahasa Inggris mereka. Penelitian ini bertujuan untuk mengukur pengaruh vocabulary self-collection strategy pada penguasaan kosakata dan mengetahui pendapat para pembelajar tentang vocabulary self-collection strategy dalam pembelajaran kosakata di kelas. Penelitian ini dilakukan di SMP Muhammadiyah Palangka Raya dengan menggunakan pendekatan kuantitatif. Rancangan penelitian ini adalah desain kuasi eksperimental, dimana penulis menggunakan rancangan pre-test post-test kelompok nonrandomized control dengan jenis perlakuan.

Populasi penelitian adalah seluruh siswa kelas tujuh SMP Muhammadiyah Palangka Raya dengan jumlah sebanyak 44 siswa. Mereka langsung menjadi subyek penelitian yaitu kelas VII-A sebagai kelompok eksperimen (diajarkan dengan strategi pengumpulan kosakata) dengan jumlah 23 siswa dan kelas VII-C sebagai kelompok kontrol (diajarkan tanpa strategi pengumpulan kosakata) dengan jumlah 21 siswa. Sampel penelitian ditentukan dengan teknik cluster sampling.

Hasil uji t dengan hitungan manual menunjukkan bahwa nilai hitungan (t_{observed}) lebih besar dari t_{tabel} pada tingkat signifikansi 5% dan 1% atau $2.000 < 3.325 > 2.660$. Hasil uji t dengan menggunakan hitungan SPSS 16.0 menunjukkan bahwa nilai yang dihitung (t_{observed}) juga lebih besar dari t_{tabel} pada tingkat signifikansi 5% dan 1% atau $2.000 < 3.061 > 2.660$. Hal ini menunjukkan bahwa hipotesis alternatif yang menyatakan bahwa vocabulary self-collection strategy meningkatkan nilai Bahasa Inggris siswa kelas tujuh di SMP Muhammadiyah Palangka Raya telah diterima dan hipotesis nol yang menyatakan bahwa vocabulary self-collection strategy tidak meningkatkan nilai bahasa Inggris siswa kelas tujuh di SMP Muhammadiyah Palangka Raya ditolak. Penerapan dari vocabulary self-collection strategy ditanggapi secara positif oleh pembelajar kelompok eksperimen dilihat dari persepsi siswa. Berdasarkan hasil penelitian, dapat dilihat bahwa vocabulary self-collection strategy memberi efek pada penguasaan kosakata pada siswa kelas tujuh di SMP Muhammadiyah Palangka Raya.

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Palangka Raya, October 17th, 2017

The writer,

Ismawati
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LIST OF ABBREVIATIONS

Df	: Degree of freedom
SD	: Standart Deviation
SE	: Standart Error
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
SPPS	: Statistical Package for the Social Sciences
SMP	: Sekolah Menengah Pertama

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objectives of the study, hypotheses of the study, assumption of the study, limitation of the study, significance of the study, and definition of key terms.

A. Background of the Study

Communication cannot be avoided. Everyone communicates with others by using a language. Language is used to express their ideas, feelings, and emotions. Therefore, language is important we need it for daily activity, because in every interaction we need a language.

Teaching English in our country has been developed extensively because English is an International language in the world. Therefore, the Indonesian government has brought it as a local content at the elementary school. For schools in Indonesia, there are four language skills that have to be mastered by the students to learn the English subject. The four language skills are listening, speaking, reading and writing, with all its aspects such as grammar, vocabulary, and sounds as the elements of language, which support the development of those skills. Therefore, one of the points which shall be learned by students is vocabulary.

Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that have to mean (Sulastri, 2011, p. 103). Vocabulary is an important component of communicative competence. Coady and Huckin in Rochman (2012, p. 25) It is crucial for

language production and comprehension. Vocabulary meaning is not only implied by definition, but also fits into the world. According to Thornbury (2002, p. 13) that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. From this statement, vocabulary as an element of language is considered the most important factor.

Vocabulary is an important element which has to be mastered in learning a language. “We never separate from mastery of vocabulary, because whenever we think of language learning, we usually think of mastering the vocabulary or learning the word...” Fries in (Laila, 2013, p. 22). Hence, the writer concludes that vocabulary mastery is someone’s ability to understand or to use words in a language. If the learners want to learn a particular language, such as English, they shall develop their vocabulary mastery first because it will influence every step of the process in learning the language itself.

According to Brown (2000, p. 7), “teaching” is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques. Based on this definition, teaching vocabulary is an activity where the teacher gives knowledge to students about vocabulary using our teaching style, strategy and techniques and how to use it in daily life.

In this study, the writer chooses seventh grade of SMP Muhammadiyah Palangka Raya because the English teacher said the seventh grade have problems when learning vocabulary, from the problems writer interested in doing this research to solving the problems.

Based on interview with Hj. Huzaimah the English teacher seventh grade of SMP Muhammadiyah Palangka Raya on February, 23 2017, she said there are several reasons why students have difficulties in learning vocabulary. First, students are difficult to understand the meaning of vocabulary. Second, students are difficult to remember all of the vocabulary materials. The last, some of the students when the elementary school has never learned English.

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 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” (Bridgman, 2005, p. 122). So, in teaching and increase students’ need of vocabulary, teachers have to motivate the students with some methods or techniques and make the students learn more. An appropriate method of an English teaching technique to students is very important because it determines the result of teaching vocabulary, that is, increase student's vocabulary mastery.

In conclusion, the teacher shall use the suitable and also interesting technique to help students increase their vocabulary mastery. Although there

are so many interesting techniques to increase students' vocabulary mastery, the writer was used Cooperative Learning Method. Cooperative learning method is a successful strategy in which small teams, each with students of different levels of ability, use a variety of learning to improve their understanding of a subject.

According to Slavin in Isjoni, (2011: 15) states that in cooperative leaning method, students work together in four member teams to master material initially present by the teacher. From this statement we can conclude that cooperative learning is a method where learning and working in a small group consist of 4 until 6 members collaboratively be able to stimulate students more interest in learning process. In this research one of cooperative learning method techniques that the writer used vocabulary self-collection strategy.

According to Haggard (2003, p. 634), this strategy is “designed to help students expand their vocabulary by relating the new vocabulary words to their experiences that have to mean in their own lives”. In this case, the students are allowed to learn the words that they are interested in. The students are also allowed to find the meaning of the new words. This strategy focuses on the words that the students want and need to know, the words that they are curious about and gets interested in.

There are some previous studies that discuss the similar object with the writer's study. First, by Mandasari (2013), it was used combining vocabulary self-collection strategy and used possible sentence strategy. The results show that by using strategy, it can motivate students because students enjoy the

lesson and they do not feel bored in the learning process. Second, by Artoni (2013), it was combined vocabulary self-collection strategy and cubing strategy to teach reading. The results show that can make the students be active and interested in the new vocabulary. Third, by Juwita (2013), in this study, it was used vocabulary self-collection as a strategy to teach vocabulary. The result can help the students to understand the meaning of new words from the context and to integrate them with other sources that make them able to learn. Fourth, by Putri (2013), it was used vocabulary self-collection strategy and questioning strategy to teach and to achieve the students' reading comprehension. The result shows that the students who had taught by using vocabulary self-collection strategy have a high score in reading than the students who had taught by using questioning strategy. The last, by Rahayu (2014), it was combined exclusion brainstorming and vocabulary self-collection strategy to teach vocabulary. The results show that can enrich students vocabulary for young learners and the students can have fun in the learning process.

Considering the explanation above, a writer interested in conducting an experimental study to prove the effect of vocabulary self-collection strategy as a strategy in teaching vocabulary to increase students' vocabulary mastery.

B. Research Problem

Based on the background of the study, the research problems of this study can be stated as follows:

1. What is the effect of vocabulary self-collection strategy on vocabulary mastery at seventh grade students of SMP Muhammadiyah Palangka Raya?
2. What are the students' perceptions using vocabulary self-collection strategy on vocabulary mastery at seventh grade students of SMP Muhammadiyah Palangka Raya?

C. Objective of the Study

Based on the statement of the problems, the objectives of this study can be stated as follows:

1. To know the effect vocabulary self-collection strategy on vocabulary mastery at seventh grade students of SMP Muhammadiyah Palangka Raya.
2. To know the students' perceptions using vocabulary self-collection strategy on vocabulary mastery at seventh grade students of SMP Muhammadiyah Palangka Raya.

D. Hypothesis of the Study

There are two hypotheses in the present study, alternative hypothesis (Ha) and the null hypothesis (Ho).

1. Alternative Hypothesis (Ha): There is significant difference between the students' vocabulary mastery taught using vocabulary self-collection

strategy without using vocabulary self-collection strategy at seventh grade students of SMP Muhammadiyah Palangka Raya.

2. Null hypothesis (Ho): There is no significant difference between the students' vocabulary mastery taught using vocabulary self-collection strategy without using vocabulary self-collection strategy at seventh-grade students of SMP Muhammadiyah Palangka Raya.

E. Assumption

There are some variables assumed that the writer wants to concern in this study. They are as follows.

1. The students under study are assumed to have the same motivation in learning English.
2. The English teacher seventh grade students of SMP Muhammadiyah Palangka Raya is assumed to have been qualified enough in teaching English.

F. Scope and Limitation

Based on the background of the study there were some problems related to teaching and learning process. This study belonged to quasi-experimental, especially the effect of vocabulary self-collection strategy to seventh grade. The limitation of this studies was content word which includes nouns, verb, adjective, and adverbs belong to open classes of word. Contrast with function word, the writer decided the using vocabulary self-collection strategy on vocabulary mastery at seventh grade students of SMP Muhammadiyah Palangka Raya.

There were some reasons why writer chose vocabulary self-collection strategy to increase students' vocabulary mastery. First, as other learning strategies, the vocabulary self-collection strategy can be used in any part of the lesson as an effective way of teaching language. Second, to help the students develop an important connection between new words and their meaning so that it is more completely understood and remembered by the students. Third, the vocabulary self-collection strategy increases the students' enthusiasm to learn and collect the words. Fourth, the vocabulary self-collection strategy helps the students understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those words. Five, the vocabulary self-collection strategy can make the students able to determined the meaning of many words by context and decide what words are more important than others. So, it will increase the students' understanding of the words and the text that they have read. Finally, the vocabulary self-collection strategy can motivate them in learning new words because it is an interesting strategy to be introduced for junior high school students and also suitable for them in learning a foreign language.

G. Significance of the Study

There were two kinds of significances, namely theoretical and practical significances.

1. Theoretical Significance

Theoretically, the writer hopes this study can be used as a reference and will help future researchers to get inspiration to follow up the result of

this study to improve the quality of English learning-teaching process, especially in teaching vocabulary to improve students' vocabulary mastery better in the future.

2. Practically Significance

This writer hopefully will give some contributions to the process of teaching English. There are some expect benefits of the study for English teacher, students, and other researchers.

- a. For the teachers, hopefully, will get new suggestion to improve their strategy in teaching English vocabulary, especially English teacher who teaches at seventh grade students of SMP Muhammadiyah Palangka Raya, and motivate them to use vocabulary self-collection strategy as an alternative way of teaching vocabulary to increase students' vocabulary mastery.
- b. For the students, this study is expected to help the students increase their vocabulary mastery, the students will not feel to be forced into learning English, but they will feel happy to learn since they are put in an enjoyable situation.
- c. For the readers, to get some new knowledge, especially in learning vocabulary by using vocabulary self-collection strategy.

H. Definition of Key Terms

Some definitions included in important terms are used in this study:

1. The effect is change produced by an action or cause that will give a result or an outcome. In this study, the effect means using the vocabulary of self-collection strategy can increase students' vocabulary mastery.
2. Vocabulary self -collection strategy is designed to help students expand their vocabulary by relating the new vocabulary words to their experiences that have to mean in their own lives (Haggard, 2003, p. 634). In this study, vocabulary self-collection strategy is a method used to help students increase their vocabulary mastery.
3. Vocabulary is the collection of words that an individual knows (Nunan, 2005, p. 121). In this study vocabulary is a list of words that are used by students.
4. Vocabulary Mastery is knowledge of knowing the meanings of words. (John, 2000, p. 16). In this study, vocabulary mastery is the ability of students to understand or to use words in a language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related studies, the definition of vocabulary, kinds of vocabulary, teaching vocabulary, the definition of vocabulary mastery, the teaching of vocabulary mastery, the definition of vocabulary self-collection strategy, purposes of vocabulary self-collection strategy, advantages of using vocabulary self-collection strategy and procedure of teaching vocabulary using vocabulary self-collection strategy.

A. Related Studies

There were some previous studies that discuss the similar object with the writer's study. They can be used as references in this study. The writer on this topic included the researchers below.

The first was thesis by Mandasari (2013), in this study, it used combining two strategies in teaching reading. Firstly, she used vocabulary self-collection strategy. Vocabulary self-collection strategy is a strategy that can share words they wish to learn and remember, can motivate students in learning vocabulary. Secondly, she uses possible sentence strategy. Possible sentence is a strategy that used in learning vocabulary that asking students make a prediction about vocabulary key and used in sentences. Along with made the students understand about more contain words in the text with gives assume sentences to students.

The results showed that by using strategy, it could motivate students because students enjoyed the lesson and they did not feel bored in the learning

process. From the explanation above, it means that these strategies can be used to teach English in the classroom so that the students do not feel bored.

Therefore, writer conducted research with using the same method that is vocabulary self-collection strategy to determine the effect of these methods in vocabulary mastery seventh grade students of SMP Muhammadiyah Palangka Raya and knew about the perception of students to methods of self-collection strategy.

The second was thesis by Artoni (2013), Vocabulary is one of the students' problems in the learning process of English. In this study, he combined vocabulary self-collection strategy and cubing strategy to teach reading. He explained that vocabulary self-collection strategy is a strategy that guides students to make a list of vocabulary. List of vocabulary depends on unfamiliar and interest words of students' perception and this strategy can increase students' vocabulary, and this strategy is appropriate to apply before going to teach reading.

Next is cubing strategy. Cubing strategy is a strategy that teachers use the question to help the students to gain information. The question should be created by teacher and it makes students easy in comprehending text. Cubing strategy gives advantages for students to know the meaning of the text. Teacher and students had roles in applying this strategy. The teacher gave questions to lead students to know information from text and students will answer the question to make them understand the content of the text.

From this study, writer though the strategies that used is good for the teacher to teach reading. The combination of vocabulary self-collection and cubing strategy can make the students be active and interested in the new vocabulary. Then, the students could measure their comprehension and developed their opinion about the material. The last, the students could share their knowledge each other. So, the writer interested in doing research on the effect of vocabulary self-collection strategy on vocabulary mastery, the writer wanted know is whether there is a difference before and after teach using vocabulary self-collection strategy on students mastery of vocabulary.

The third was thesis by Juwita (2013), in this study, it used vocabulary self-collection as a strategy to teach vocabulary. Vocabulary self-collection strategy is an approach to teaching vocabulary by using students' ability in collecting and generating words list and it emphasized on the students' personal experiences and general knowledge. This strategy started from the assignment for both students and teacher to bring words that they believed whole members of the class should learn.

The results showed that vocabulary self-collection strategy, it is a good strategy, because it can help the students to understand the meaning of new words from the context and to integrate them with other sources that make them able to learn, vocabulary self-collection strategy increases the students' enthusiasm to learn and collect the words and vocabulary self-collection strategy helps the students develop an important connection between new

words and their meaning so that it is more completely understood and remembered by the students.

So, the writer interested in deeply about this strategy and the effect vocabulary self-collection strategy on vocabulary mastery and also students' perceptions about this strategy.

The fourth was thesis by Putri (2013), in this study, it used vocabulary self-collection strategy as a strategy to teach reading. It used vocabulary self – collection strategy to teach and to achieve the students' reading comprehension. There were two strategies and two classes used in this study, namely vocabulary self-collection as an experimental class and questioning strategy as a control class. 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. The same steps used in this strategy.

Questioning strategy is essential to the growth of critical thinking skills. In another word, by asking several questions to the students thinking critically and their knowledge will develop greatly. Students were also given chance to ask several questions to the teachers and to their friends. This strategy made the students could share their knowledge about the material. In this study, it combined vocabulary self-collection strategy and questioning strategy to teach reading comprehension.

The result in this study showed that the students who had teach by using vocabulary self-collection strategy have the highest score in reading than the

students who had to teach by using questioning strategy. It meant that teaching reading using vocabulary self-collection strategy gave significant effect.

From the explanations above, it was well-combining strategies. It gave chance the students thinking critically and asked the words unknown yet, and gave them are motivated to read and to learn vocabulary in reading comprehension. So that, get the writer interested to doing research using the same method that the vocabulary of self-collection strategy, but here writer has examined the effects of these methods and students' perceptions to the methods that I use.

The last was thesis by Rahayu (2014), it explained that using two strategies to teach vocabulary. It combined exclusion brainstorming and vocabulary self-collection strategy to teach vocabulary. Exclusion brainstorming strategy is an instructional strategy used to utilize students' prior knowledge and expand their understanding of a social studies or science topic. Vocabulary self-collection strategy is practicing the use of context to determine word meanings. There are some steps for combining procedures.

The results showed that using exclusion brainstorming strategy and vocabulary self-collection strategy in teaching vocabulary could enrich students vocabulary for young learners and the students could have fun in the learning process. It means that these strategies are good to teach vocabulary. So, in doing this research, the writer used one method for teaching vocabulary is the vocabulary of self-collection strategy. In this study, the writer has known

know whether the method writer used to give effect to the students' vocabulary mastery.

From some previous studies above, a writer interested in the know whether there effect vocabulary self-collection strategy on vocabulary mastery after teach using these methods, as well as the perception of students, want to know about the vocabulary of self-collection strategy.

B. Vocabulary

1. Definition of Vocabulary

There are some experts who give definitions of vocabulary. Nunan (2005, p. 121) explained that vocabulary is the collection of words that an individual knows. Furthermore, Jackson and Amvela (2000, p. 11) said that “the terms vocabulary, lexis, and lexicon are synonymous”. In addition, Richards and Willy (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Moreover, in the New Glorier Webster International Dictionary of English Language in Laila (2013, p. 11) it is stated that “vocabulary is the stock of words used by a people or by a particular class or person, a list of collection of word of language, book, author, branch of science or the like”.

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby,

2000). Igbaria (2003, p. 49), on the other hand, said that “vocabulary is not a syllabus, i.e., a list of words that teachers prepare for their learners to memorize and learn by heart”. In using English, one needs to have a great number of vocabularies so that she/he could easily express her/his thoughts in communication. In addition, Wilkins in Thornbury (2002, p. 13) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

2. Kinds of Vocabulary

As it is stated by Jackson (2002, p. 28) in *Grammar and Vocabulary*, there were two kinds of vocabulary that are active and passive vocabulary. To know the differences between them, let see the following explanation.

a. Active Vocabulary

Active vocabulary means the words that you use in your own speech and writing. It can be used either oral or written form by the students.

b. Passive Vocabulary

Passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people. In *Applied Linguistics I for BA Students in English*, Sarosdy et al. (2006, p. 71) mentioned that by passive knowledge we mean that students are able to recognize the word but they are not able to produce it. The latter is, of course always

greater than the former. In passive vocabulary, the size of either will depend on a number of factors; your age, the level of education you have achieved, the subjects that you are studying, the hobbies and leisure pursuits that you engage in, how widely and often you read, and so on.

According to Qodir in Sulastrri (2013, p. 16-23) vocabularies are varieties. Vocabulary is divided into :

1. Content word

Content word is words that have to mean. They are words we would look up in a dictionary. Free morphemes fall into two categories. The first category is that set ordinary nouns, adjectives and verbs that we think of as the words carry the 'content' of the messages we convey.

a. Noun

The noun is naming words such as persons, places, things, feelings, ideas, emotions, qualities, and activities. Types of the noun are:

1. Proper nouns; they are names people, place, times, organization etc which refer to unique individuals, start with capital letters and most are not found in the dictionary. Example: Susi, Jakarta, Singapore etc.
2. Common nouns; all nouns which are not proper nouns are common nouns and a few examples are a cop, art, paper, work, frog, bicycle, atom, familiar examples are a cop, art, paper, work, frog, bicycle, atom, family, and mind.

3. Countable nouns; the nouns that can be accounted and can be made plural: a tree... two trees; a man... men a pony... ponies. In the singular, they may have the determiner an or an: a sausage; an asterisk.
 4. Uncountable nouns; the nouns, which cannot be accountable and cannot be made a plural. We cannot say two fans, three advice or five furniture. Besides, we never use an or a with them.
 5. Concrete nouns; they are mostly the names of objects (countable) and substances or materials (uncountable). Example: food, oxygen, iron, girl, cat, book, glass, pomegranate, earthworm, and window.
 6. Abstract nouns; they name ideas, feelings and qualities. Most though not all, is a uncountable noun. Example: health, happiness, honesty, freedom, etc.
- b. Verbs

A verb is a word that expresses action or state of being, which means that it makes a statement about the subject :

1. Finite verbs; they are ordinary verbs which their form are changed by tenses, has an infinitive, present participle, and gerund. Example: walk-walking-walked-walks.
2. Transitive verbs; the verbs are followed by word or phrase that answers the question what? or whom? It means that transitive verbs cannot complete their meaning without the help of a direct object. Example: bite – a lion bites the man. Modal.

3. Intransitive verbs; action verbs not followed by word or phrase that answers the question what? Or whom? It means that they not take a direct object, or to put it another.
 4. Auxiliary verbs; the verbs are used with the other verb to state action or condition. The most common and the most important is the verb *to be*- show a state of being (or existence) or a condition. The most common, after *too are-*, auxiliary, to do, and have.
 5. Linking verbs; the are used to relate to the subject and its complement. Commonly, linking verbs are to be, and verb of the senses: look taste, smell, feel.
 6. Regular verb; the simple past and past participle of the verbs end in –ed. Example: hoped, listened and studied.
 7. Irregular verbs; the simple past and simple participle of the verbs to not end in –ed. Broke – broken, came – come, hit – hit.
- c. Adjectives

An adjective describes or modifies nouns and pronouns. The types of adjectives are :

1. Adjective of Quantity; much, some, little, half, any, etc.
2. Adjective of Quality; small, fat, large, poor, short, etc.
3. Adjective of Numeral; one, second, single, two, first, double, etc.
4. Demonstrative Adjective; this, that, these, etc.
5. Interrogative Adjective; what, who, whose, which before noun.
6. Possessive Adjective; my, you're, his, its, her, they're, our.

7. Distributive Adjective; either, every, neither, each.

d. Adverbs

Adverbs describe verbs, adjectives, and other adverbs. The types of Adverbs are :

1. Adverb of manner; they tell “how?” or “in what manner?” an action has occurred. Example: quickly, neatly, sweetly, etc.
2. Adverb of place and Direction; they tell “where?” an action occurred. Example: here, down, abroad, anywhere.
3. Adverb of time; they tell “when?” an action occurs. Example: yesterday, today, soon, recently, last week, last year, etc.
4. Adverb of Degree; they are the hardest type of adverb to locate in a sentence. They tell “how much?” or “to what degree?” something occurs. Example: very, quite.
5. Adverb of frequency; they tell “how often?” an action occurs. Example: always, often, and some time.
6. Adverb of Quantity; they tell “how many?” an action occurs. Example: twice, once.
7. Interrogative adverb; they are used to ask a question. Example: where, why, when, how.
8. Relative adverb; they are used as a connector in the sentences. Example: therefore, besides.

2. Function Word

Function word is the words we use to make our sentences grammatically correct. Other types of free morphemes are called functional morphemes. This consists largely of the functional words in the language such as a pronoun, preposition, conjunction, interjection. Because we almost never add new functional morphemes to the language, they are described as a 'closed' class of words.

a. Pronouns

Pronouns take the place of nouns and can be used in the same places as nouns. Example: Susi gave John dictionary because he wanted her to write him when she could. Types of pronouns are:

1. Personal pronouns are used as:

- a. Nominative case pronouns are used as the subject of the sentence such as I, you, he, she, it, we, and they.
- b. Objective case pronouns are used as direct objects, objects of preposition, participle, gerunds or infinitives such as me, you, him, her, it, us, them.
- c. Possessive case pronouns show possessions such as my, mine, your, yours, his, hers, its, ours, their, theirs.
- d. Reflexive pronouns will never be subject; they show action reflected back to the person named: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

2. Relative pronouns; they are used to connect dependent clause to independent clause. They are who, whom, whose, which, and that.
 3. Interrogative pronouns; they are used to ask a question. They are who, whom, whose, which, and that.
 4. Indefinite pronouns; they do not refer to any specific person, place, thing, or idea. Many times, they are used to denote a quality.
 5. Plural; all, both, few, most, none, some.
 6. Singular; anybody, anything, anyone, each, either, everyone, everybody.
 7. Demonstrative pronouns; they point out such as this, that, these, and those.
- b. Proposition

Proposition is the words that show the relationship between the noun that takes as an object and some other word in the sentence. They show how one thing relates to something else or relate one idea to another. They are putting before the nouns. Types of prepositions are:

1. Proposition, which has a syllable; example: about, before, at, behind, until, without, since, etc.
2. The proposition which has two syllables or more; example: according to, instead, of, next to, upside of.

c. Conjunctions

Conjunctions are the words related word, phrase, or sentence to sentence. It means the words which “hock together” words, phrase, or sentences. Types of Conjunctions are :

1. Coordinating conjunctions; the words that relate two sentences or words and those sentences have same degree. Example: and, but, for, or, yet.
2. Subordinating conjunctions; the words which relate subordinate clause and main clause. Example: She trusts their word because they speak the truth.

d. Interjections

Interjections express excitement. They are words which show emotion or are “fillers” with no other function.

So, no matter how many experts classifying kinds of vocabulary, words are a part of language elements or language tools of communication which are used by a person for showing and telling their opinion and ideas. The writer concludes that the most important thing in learning vocabulary is the learners have to know vocabulary as many as possible in order to increase their ability in using the target language.

3. Teaching Vocabulary

Teaching vocabulary means teachers teach the meaning by translate the words and more than just presenting new words but there are other issues (Harmer, 1991, p. 159). According to West and Palmer in Carter (2012, p. 198) mentioned two main criteria of vocabulary selection for early stages of acquisition. First is adult person should indicate the frequency of each word in written English. Second, provide information about the fact of some kinds of meaning and uses of a word form. In addition, at the basic level of learning, knowing a word involves knowing its form and meaning (Thornbury, 2002, p. 15). It can be concluded that knowing vocabulary not only knowing the form but also we should understand the meaning because vocabulary has multiple meaning.

According to Brown (2000, p. 7), “teaching” is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques. Based on this definition, teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary using our teaching style, strategy and techniques and how to use it in daily life.

In the classroom, some techniques can be used by teachers to teach vocabulary. According to Penny in Chintiami (2015, p. 12-13) there are

many ways of teaching vocabulary and presenting the meaning of the new words such as:

- a. Concise definition (as in dictionary; often superordinate with some qualifications, for example, a cat is an animal which....)
- b. Description (of appearance, qualities, etc)
- c. Examples (hyponyms)
- d. Illustration (picture, object)
- e. Demonstration (acting, mime)
- f. Context (story of sentences in which item occurs)
- g. Synonyms
- h. Opposites (antonyms)
- i. Translation
- j. Associated ideas, collocation

In this part, writer taught vocabulary to students using the strategy. The writer used vocabulary self-collection strategy to teach vocabulary so that the students can enrich their vocabulary and increase their vocabulary mastery.

C. Vocabulary Mastery

1. Definition of Vocabulary Mastery

Vocabulary is one of the language aspects which should be learning. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it (Cameron, 2001:

75). It meant that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

Vocabulary is an important element which has to be mastered in learning a language. “We never separate from mastery of vocabulary, because whenever we think of language learning, we usually think of mastering the vocabulary or learning the word...” Fries in (Laila, 2013, p. 22).

Hence, the writer concludes that vocabulary mastery is someone’s ability to understand or to use words in a language. If the learners want to learn a particular language, such as English, they should develop their vocabulary mastery first because it will influence every step of the process in learning the language itself.

In the present study, the writer taught the vocabulary in using vocabulary self- collection strategy on vocabulary mastery. The writer made a better quality in students’ vocabulary mastery because without English vocabulary, students would get some difficulties in using English.

2. The Teaching of Vocabulary Mastery

In the teaching of vocabulary mastery, the teacher could be either center or supernumerary. As the center, the teachers could decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Besides, the teacher can decide which words are useful and should be taught to their learners on the basis of semantics. It means that the word is more useful if it covers more things than if it only

has one very specific meaning. Additionally, teachers could help their learners enrich and increase their vocabulary. They could also help the learners build a new store of words to select when they want to express themselves. As a result, teachers' vocabulary work can be directed toward useful words and can give learners practice in useful skills Nation in (Igbaria, 2003, p. 1).

On the contrary, the teacher as supernumerary when the teacher lets the learners find the unfamiliar new words in a passage based on their interest, for example when the teacher only guide the student to find the meaning related to the context. If the learners attempt to expose the vocabulary they need, it could give the chance for them to be free and more aware what words they think is important.

Nunan (1999, p. 103) said that the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. It means that English should be taught only as language not as literature because, on this stage, the student does not understand the literary sense of English (Patel & Jain, 2008, p. 51). Nunan (1999, p. 103) also states that this is partly due to the influence of comprehension-based approach. Additionally, proponents of comprehension-based approach to language acquisition argue that the early development of an extensive vocabulary can enable learners to "outperform their competence". In other words, if one has an extensive vocabulary, it is possible to obtain meaning

from spoken and written texts, even though one does not know the grammatical structures in which the texts are encoded.

Finally, the teaching of vocabulary mastery is one of the most crucial and hard fields in the teaching and learning process. The that teachers should learn how to handle this field properly and let their learners handle words to be involved with them. When teachers select the words to be taught to their learners, they should be aware of the vocabulary their learners need. In this way, learners could use words effectively. Even if the English teacher let the learners expose the vocabulary they need and the teachers give them the chance to practice the words, then they will remember some or all of them. Teachers also have to know that the teaching of vocabulary is not just conveying the words meaning to the students and asking them to learn those words by heart. Hence, the learners' involvement is an essential way to any activity in order to obtain a high learning yield.

D. Vocabulary Self-Collection Strategy

In this part, writer discussed the definition of vocabulary self-collection strategy, the purposes of vocabulary self-collection strategy, the advantages of using vocabulary self-collection strategy and procedure of teaching vocabulary using vocabulary self-collection strategy.

1. Definition of Vocabulary Self-Collection Strategy

According to Antonacci & O'Callaghan, in Martin (2002, p. 88) said that: "The vocabulary of self-collection strategy is an interactive-learning instructional strategy that introduces the word consciousness, as active

students will be directly involved in identifying the important words of a passage or text and then for them to share with their classmates”. Furthermore, Haggard (2003, p. 634) said “Vocabulary self-collection strategy is designed to help students expand their vocabulary by relating the new vocabulary words to their experiences that have to mean in their own lives”.

The vocabulary self-collection strategy is developed by Ruddell. It implements in the classroom consisting students from the seventh grade, high school and graduate school students. Ruddell (2005, p. 166) promotes that vocabulary self-collection strategy is a strategy for teaching that can be implemented as the pre-reading or post-reading activity in which the students can choose the words based on their interest and then they can define the words based on the context of the text. The activity lets the students nominate the word that they want to learn more and it is important to learn. In the practice, the students can be divided into some groups consist of two to five and the teacher can give three to five minutes to the students to find and define the words based on their rationale before presenting them to the class. The focus of the activity is to define the words in the specific context based on the content of the text.

According to Antonacci and O’Callaghan (2011, p. 26) state that vocabulary self-collection strategy has the purposes of promoting the students’ word awareness and to motivate them to learn new words so that it will support their academic success. They also say that the main purposes of

implementing this strategy are to make the students understand the new words, promote their interest to the new words and provide a strategy to learn the new words. From the explanation above the vocabulary self-collection strategy is better implemented in the small groups so that the students can work together.

From the literature explained above, we can conclude that vocabulary self-collection strategy is an effective strategy to teach vocabulary since it promotes the students with the word awareness that can be stored in long-term memory so that they can understand the words easily. Furthermore, the students can be motivated to read since the activity offers them to work in groups. It will give the advantages especially for the students who are worrying much in performing themselves, so it will help them to decrease their feeling of fear.

2. The Purposes of Vocabulary Self-Collection Strategy

The vocabulary self-collection strategy has the purpose of giving an opportunity to the students to understand the concept of a text and to determine the meaning of the words based on the context. According to Ruddell in Antonacci & O'Callaghan (2011, p. 26), it proposed that "The purpose of the vocabulary self-collection strategy is to motivate students to learn new words by promoting a long-term acquisition and development of the vocabulary of academic disciplines with the goal of integrating new content words into students working vocabularies."

It is quite clear that the purpose of vocabulary self-collection strategy is to promote the long-term acquisition in the context of vocabulary. The students are supposed to understand the concept of the text that will ease them to comprehend the text they read.

3. The Advantages of Using Vocabulary Self Collection Strategy

The vocabulary self-collection strategy gives benefits to the success of teaching and learning process. The primary benefits of using vocabulary self-collection strategy are that the students can keep their own way of study, find the best way to identify the words from their readings, improve their vocabulary and be a word-conscious (Martin, 2002, p. 88). According to Juwita (2013, p. 132), there are seven advantages of using vocabulary self-collection strategy to increase student's vocabulary mastery:

- a. Vocabulary self-collection strategy helps the students develop an important connection between new words and their meaning so that it is more completely understood and remembered by the students.
- b. Vocabulary self-collection strategy increases the students' enthusiasm to learn and collect the words.
- c. Vocabulary self-collection strategy can help the students work together to determine the words they do not know from the text.
- d. Vocabulary self-collection strategy could make the students able to determine the meaning of many words by context and decide what words are more important than others. So, it will increase the students' understanding of the words and the text that they have read.

- e. Vocabulary self-collection strategy helps the students understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those words.
- f. Vocabulary self-collection strategy can motivate them in learning new words because it is an interesting strategy to be introduced for junior high school students and also suitable for them in learning a foreign language.
- g. For the teachers, this strategy is not too hard to apply in teaching in the classroom.
- h. For the students, vocabulary self -collection strategy can motivate them in learning new words because it is an interesting strategy to be introduced for junior high school students and also suitable for them in learning a foreign language.

4. Procedure of Teaching Vocabulary using Vocabulary Self Collection Strategy

According to Ruddell (2005, p. 167), stated that the most effective way to implement the strategy is to make the students work in pairs or in 29 groups consisting of two to five students with three to five minutes to do the activity. Each group appoints the spokesperson who will present the result of their discussion and then it will be responded by the member of the other groups. In this part of the activity, the teacher should guide each student to explore their idea in defining the words by which they can interpret the

meaning from the context of the text or based on their prior knowledge and experience.

According to Card in Stoddard (2006, p. 138-139), the implementation of using vocabulary self-collection strategy consists of some stages. They are:

- a. The class is divided into nominating teams of three up to four students.

Together the students on a nominating team decided which word to select for emphasis in the text selection.

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

- c. Teacher asks the students to read anymore and discuss the text. The 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 just for demonstration purpose.

- d. Teacher gives the time for students to discuss it. 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.

- e. Teacher asks the students to choose one member of the group to write down the word and to be a spokesperson.

- f. 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? The team decides on what the word means in the context in which it is used. They must use information from the surrounding context and may also consult reference resources. (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.
- g. 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.
- h. 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.

Based on the explanation above, it can be concluded that the activity promotes the students to think critically. The activity does not just ask the students to define the meaning of the word, but also they have to think of the reason for selecting the word. Therefore, this activity could help the students to develop their high-order thinking skill. Besides, vocabulary self-collection strategy is a complete strategy and helpful in progressing learning English. Complete strategy means that the learners have to combine both skills

(Listening, Speaking, Reading, and Writing) and components (vocabulary, pronunciation, and grammar and structure) of language. In the long run, by using this strategy learners may get not only new words but also the better English proficiency.

E. Perception

1. Definition of Perception

According to Noerjannah (2011, p. 33) perception describes one's ultimate experiences of the world and typically involves further processing of sensory input. Perception is a process of how people select, organize and interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Perception, on the other hand, is a process of justice or organize the whole picture of the world.

Every people have different perception on the same thing. It because of the factors of the people knowing of the world and his feeling of that.

According to Rakhmad in Alex (2003, p. 446) stated the perception is the experience of objects, events, or the relations that are gotten by concluding the information and interpreting the message. Furthermore, Pareek in Alex (2003, p. 446) who states the perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving reaction to stimuli of the senses or data.

Based on the definitions above, it can be concluded that perception is a process of recognizing or receiving the stimuli in form of events, objects, or others through the senses, then those stimuli are organized and interpreted, and lastly giving reaction toward them. In this study, the writer has been known the perceptions of the students using vocabulary self-collection strategy as a strategy to teach vocabulary mastery.

2. Types of Perception

According to Walters in Walgianto (2004, p. 14), there are five types of perception. The five types include:

1. Self Perception

Self-perception is based on self-esteem, self-concept, and self-efficacy. It means that the perception occurs based on individual mind (intrinsic). For example, someone who has good self-esteem or good self-confidence, he/ she may have good perception too toward speaking subject that asks him/ her to talk in front of people.

2. Environmental Perception

Environmental Perception is that is form based on the context in which the information is received. Its example is the perception that is given by someone or group toward the effectiveness of using drama in developing the speaking ability. The information that is used in order to get the perception is based on the context where that situation applies.

3. Learned Perception

Learned Perception is a perception that is formed around personality, culture, and habit. For instance, a student who used to learn in an eastern atmosphere can give a negative perception toward the learning style of the western students who mostly raise their left hand to answer the teacher's question.

4. Physical Perception

Physical Perception is a perception that is tangible. For example, how the eyes see and the brain processes it. In other words, physical perception is related to the physical activity that can be measured.

5. Cultural Perception

Cultural Perception is the largest perception and this is different with one another city such as people's perception toward the importance of English subject at the elementary level. The perception about this one can be different from one city or place to others. It depends on the culture that is embraced in that place.

Based on the explanation above, it can be stated that there are five types of perception. Those types are classified based on the source of the perception coming. In other words, the types of perception can be seen from where the stimulus comes in order to build the perception itself.

CHAPTER III

RESEARCH METHOD

In this chapter, writer discussed the research method. This part consisted of research design, population and sample, research instrument, data collection procedure and data analysis procedure.

A. Research Design

This study used the quantitative research. Quantitative research is design which makes use of numbers and statistical data to analyze and presents the results. Quantitative research paradigm is looking at the use of social life and the mechanistic assumptions of statistical science positivism flow of nature. Quantitative paradigm saw the world as a composite variable, meaning that a quantitative approach assumed by observing the behavior of visible (surface behavior) and the spoken word to describe human and his world (Syamsudin & Damaianti, 2011, p. 128-129).

The writer investigated how the cause which would be an independent variable (vocabulary self-collection strategy) affects the dependent variable (vocabulary mastery). The writer used Experimental design because want to draw the cause-effect relationship between the dependent and independent variables.

There are three types of experimental research; True-experimental, Quasi-experimental, and Pre-experimental. In this research, the writer uses a quasi-experimental research. According to Ary (2010, p. 316), Quasi

experimental design is similar to randomized experimental design in that involves

manipulation of independent variable but differ in that subjects are not randomly assigned to treatments groups. Nunan (1992, p. 41) has characterized that “quasi-experiment has both pre-test and post-test experimental and control groups, but no random assignment of subjects”. A group that has a treatment is called experimental group, whereas the other group that has no treatment is called a control group (Kasiram, 2008, p. 211).

The writer used nonrandomized control group pre-test, post-test design with a kind of treatment because the subjects are not randomly assigned to group, but rather are assigned to the treatment group or control group along with all the others in their existing group. This design, writer chose it because not random assignment of subjects to the experimental and control groups.

Table 3.1. Research Design

Group	Pre-test	Treatment	Post-test
Experiment	Y ₁	X	Y ₂
Control	Y ₃	-	Y ₄

Where :

Y₁: *Pre-test of experiment class*

Y₂: *Post-test of experiment class*

Y₃: *Pre-test of control class*

Y₄: *Post test of control class*

X: *Treatment using Vocabulary Self-Collection Strategy*

In this study, writer divided the subject of the study into two groups, an experimental group, and a control group. Before and after the experiment, both of groups give pre-test and post-test of vocabulary knowledge. Both of groups take pre-test (Y₁) and (Y₃) to measure their early vocabulary mastery before

getting the experiment. During the experiment, the experimental group teach by using vocabulary self-collection strategy (X). After the experiment, the same post-tests (Y₂) and (Y₄) administrate to investigate whether any significant differences in learning vocabulary between the two groups.

B. Population and Sample

The object of this study are students of SMP Muhammadiyah Palangka Raya in the academic year 2017/2018. The writer determined the subject of the study consisting of the population and the sample.

1. Population

According to Ary (2010, p. 266), population is defined as all members of any well defined class of people, events, or objects. If someone wanted to research all of the elements in research area, his/her research is called population research on census study.

The population of this study was the seventh grade students of SMP Muhammadiyah Palangka Raya in the academic year of 2017/2018. There were five classes of seventh grades: VIIA–VIIE. On the average, each class consisted of 23 students. The number of population SMP Muhammadiyah Palangka Raya can be see in the following table:

Table 3.2. Number of Population Students

No	Classes	Male	Female	Total
1.	VII-A	9	14	23
2.	VII-B	16	7	23
3.	VII-C	15	7	22
4.	VII-D	13	10	23
5.	VII-E	15	8	23
The total number of students				114

2. Sample

According to Nunan (1992, p. 232), sample is a subset of individuals or case from within a population. The small group that is observed is called a sample (Ary, 2010, p. 129). There are five classes that they have gotten the same English material by the same English teacher. In selecting the sample, writer chose cluster sampling it used if the population not an individual but a group of individuals who were naturally together. The sample in this study was students of VII-A consists of 23 students as a experiment class and VII-C consisted of 21 students as the control class. Therefore, the total sample were 44 students. The number of sample SMP Muhammadiyah Palangka Raya can be see in the following table:

Table 3.3. Number of Sample Students

No	Grades	Groups	Male	Female	Total
1.	VII-A	Experiment	9	14	23
2.	VII-C	Control	14	7	21
The total number of students					44

C. Research Instrument

1. Research Instrument Development

Research instrument is what the writer uses to collect the data. It can be helpful tool to the researcher's study. In short, an instrument is a tool which used by a researcher in using method during conducting the research in order to get the data better. Thus, determining instrument depends on the method use in the research. In this study, the writer had been used two instruments they were test and questionnaire.

Table 3.4. The Instruments

No	Instruments	Form	Aims
1	Test	Vocabulary test	To know score the students' vocabulary mastery before and after the treatment.
2	Questionnaire	Mark ceklis	To know the students' preceptions using Vocabulary Self-Collection Strategy in the classroom.

a. Test

In the present study, writer used vocabulary test as the main instrument. According to Louis (2007, p. 414), the test is “ a method of measuring person ability, knowledge or a performance in a given domain”. There were two tests in this study, pretest and post-test which were conducted at the beginning and the end of the experiment. The aims of using pre-test and post-test to see the students' vocabulary mastery before and after the treatment.

Table. 3.5. Specification items of vocabulary test

No.	Items category	Words variety	Items number
1.	Noun	Content word	8,16,17,19,20,23,24,26,27, 28,29,30,31,32,33,34,35,36, 37,38,39,40,41,42,43,44,45, 46,47,48,49,50,51,52,54,55, 56,57,58,59,61,67,68,69,71, 72,73,74,75,78,79,80,81,82, 83,84,85,86,87,91,93,94,95, 96,97,98,99,100
2.	Verb	Content word	7,9,15,18,21,22,25,53,60,62, 65,66,70,77,92
3.	Adverb	Content word	90
4.	Adjective	Content word	1,2,3,4,5,6,10,11,12,13,14, 63,64,76,88,89,96,

1. Pre-test

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

2. Post-test

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

Table. 3.6. Aspect of Scoring for Students Vocabulary Test

No	Categories	Scoring
1.	Very Good	80-100
2.	Good	70-79
3.	Fair	60-69
4.	Poor	50-59
5.	Very Poor	1-49

b. Questionnaire

The questionnaire is a set of questions for gathering information from the subject of study. In this research, the writer used a questionnaire to get data related to the first research problem. There were thirty five statements in the questionnaire. It made in the form of mark ceklis. The questionnaire used Likert scale (Haris, 2010, p. 31). In addition, Dumas in Ali, Bazergan, and Imran (2003, p. 5) stated that "Likert scale is the most commonly use question format for assessing paerticipant's opinion of usability". Likert scale in this study was Strongly Agree (SA),

Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). It had been given to the experiment group at the end of the meeting to know the students' preceptions toward the treatment.

Table 3.7. Specification items of questionnaire

No.	Items category	Numbers of Statement
1.	Vocabulary self-collection strategy can increase student's willingness of learning vocabulary.	1,2,3,15,18,19,22,24,27,32,34,34.
2.	Vocabulary self-collection strategy give benifit for students.	4,5,6,7,16,17,20,23,25,28,29,30,33.
3.	Vocabulary self-collection strategy gives student's motivation.	8,9,10,11,12.
4.	Vocabulary self-collection strategy has intensity	13,14,21,26.

Each statement from the questionnaire would be labeled with each own score. The were five predetermined answers with scale 1-5 suggested by Likert scale.

Table 3.8. Range Score for statements

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The whole statements of questionnaire were written in Bahasa Indonesia to make sure that the respondents could understand all of the statements. In addition, to gain the trustworthy data, the respondents needed to put their name and class. According (Sugiono, 2007, p.136) to know the students' perceptions of vocabulary self-collection strategy can be seen as follows:

Interpretations

81 – 100 = Very Good

61 – 80 = Good

41 – 60 = Good Enough

21 – 40 = Moderate

Based on the students' perceptions questionnaire, the result obtained were 81,82 that was classified in very good category. From the data above can be concluded that students' perceptions when learning vocabulary using vocabulary self-collection strategy is very good.

2. Instrument Try Out

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

The try-out test was conducted on Saturday, July 22nd 2017. It held in another class beside the experimental group and control group. The class VII-E chose as the try out group. There were 23 students (see Appendix) and they had to completed the multiple choice test which consisted of 100 items in 80 minutes.

These were the procedures that in carrying out the try out:

- a. Preparing the instrument.
 - b. Showing to the students of VII-E class how they must do with the test of try out.
 - c. Giving the test items to the students.
 - d. Collecting to the student's work.
 - e. Scoring the student's works.
 - f. Calculating the result of the test using formula.
 - g. Analyzing the result of the test and enter to the table.
 - h. The writer analyzed the data obtained to know the instrument validity and instrument reliability.
 - i. If the result is valid, it means that the test item as the instrument of this study are suitable to be given.
3. Instrument Validity

The validity of a test is the extent to which it measures what is supposed to measure and nothing else (Heaton, 1998, p. 153). Validity is very important because one of main characteristic of test, without has this characteristic, a test there is not important (Soenardi, 2008, p. 164). The types of validity the will be use construct validity and content validity.

a. Construct validity

According to Gronlund in Soenardi (2008, p. 153) "construct validity is the process of determining the extent to which test performance can be interpreted in term of one or more construct". If a test have construct validity, it is capable of measuring certain specific

characteristic in accordance with a multiple choice. In this study, the test items was constructing based on syllabus the seventh grade students at SMP Muhammadiyah Palangka Raya.

b. Content validity

Content validity is the process of determining the extent to which a set of test tasks provides relevant and representative sample of the domain of tasks under consideration Gronlund in Soenardi (2008, p. 165). To fulfil the content validity, that each test item was prepare based on the material in the syllabus. The validity was also analyed statistically based on each item by using product moment correlation formula (Riduan, 2004, p. 110).

The formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where :

R_{XY} : The coeffecient of correlation

$\sum X$: Total value of score X

$\sum Y$: Total value of score Y

$\sum XY$: Multiplication result between Score X and Y

N : Number of students

Furthemore, it is calculate using Test-t calculation below:

$$t_{\text{observed}} = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where :

t = The value of t_{observed}

r = The coefficient of correlation of the result of t_{observed}

n = Number of students

4. Instrument Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as measuring instruments (Heaton, 1998, p 153). A test is reliable if the tool of measurement shows the consistency and stability of the test scores when the test is used on another occasion. According to Kuder and Richardson in Sudijono (2008, p. 252), how to determine the reliability of the test that is more appropriate where made directly against the grain of the test item in question.

According to Sudijono (2008, p. 252-253), the reliability testing using Kuder-Richardson (KR-20) formula as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum piqi}{St^2} \right)$$

Where :

r_{11} : Reliability of the test

n : The number of items

S_t^2 : The total variants

pi : The number of the students who answer the items correctly

qi : The number of the students who answer the items incorrectly

$\sum p_i q_i$: Amount by multiplying p_i and q_i

Interpretation :

a. If $r_{11} \geq 0,70$ = Means test are being tested reliability declared has a high reliability (= Reliable).

b. If $r_{11} < 0,70$ = Means test being tested reliability is otherwise not have reliability (= Unreliable).

5. Index of Difficulty

The Index of difficulty (or the facility value) of an item simply shows how easy or difficult the particular item proved in the test (Sujuno, 2013, p.252-253). To know the level of difficult of test, the writer used the formula as follows:

$$F.V = \frac{R}{N}$$

Where:

F.V = Facility value / level of difficulty.

R = Number of the students who get the right answer.

N = The total of students.

The result of formula above is connected the F.V value below:

FV = 0.00 – 0.03 = difficult

0.13 – 0.71 = Fair

0.71 – 1.00 = Easy

The result of index difficulty measurement the try out showed that there were 60 fair items, there were 23 easy items, and there were 17

difficult items. For the detail explanation, it was appended at appendix for the calculation of index difficulty.

D. Data Collection Procedures

In this study, the writer used objective test for pre-test and post-test. Before administering the pre-test, the writer analyzed the validity and reliability of pre-test instrument in order to find out whether the test is valid or good to be used. In collecting the data, it used the procedure as follow:

- a. The writer observed the school at SMP Muhammadiyah Palangka Raya, on (Tuesday, May 16th 2017 at 07.00 am.

The observation purpose to get specific data are:

1. The syllabus of the school (class VII).
 2. The number of class with total 114 students (VII-A :23 students, VII-B : 23 students, VII-C 22 students, VII-D : 23 students, and VII-E :23 students).
- b. The writer determined two classes from the population into experiment group (VII-A) and control group (VII-C).
 - c. The writer given try out test on the class VII-E on Saturday, July 22nd 2017 at 09.30-10.50 am. There were 23 students and they had to completed the multiple choice test which consisted of 100 items in 80 minutes. The purpose of try out is to measure the validity and reliability of the test before it is given to both of groups.
 - d. The writer has given a pre-test to the experiment group VII-A on July 26th 2017 at 09.55-11.15 am and control group VII-C on July 25th 2017 at 09.55-11.15 am.

- e. The writer has given a treatment for the experiment group VII-A on July 28th 2017 at 08.40-10.00 am, August 2nd 2017 at 09.55-11.15 am, August 4th 2017 at 08.40-10.00 am, and August 9th 2017 at 09.55-11.15 am. The treatment form of this study was teaching-learning process using vocabulary self-collection strategy in the class. The process of giving treatment was to make sure that the vocabulary self-collection strategy gave effect to increase students' vocabulary mastery. The treatment was conducted for IV meeting for each group, each meeting needed 80 minutes. However, in this study the writer only focused on the students' vocabulary mastery. In experimental group, the students was taught about new concept of vocabulary related to material through vocabulary self-collection strategy. Different from the experimental group, in controlled group conducted on by class VII-C on July 31st 2017 at 11.50 am -13.10 pm, August 1st 2017 at 09.55-11.15 am, August 7th 2017 at 11.50 am -13.10 pm and August 8th 2017 at 09.55-11.15 am, without used vocabulary self-collection strategy. But all of the materials both in the experimental and the controlled group had the same difficulty level.
- f. The writer has given a post-test to experiment group VII-A on August 11th 2017 at 08.40-10.00 am and control group VII-C on August, 14th 2017 at 11.50 am -13.10 pm .
- g. The writer has given score to the main data from experiment group VII-A and control group VII-C.

- i. The writer has interpreted the analysis result. Based on the scores obtained from pre-test and post-test, it analyzed by finding the mean of the students' pos-test score to test the hypothesis with manual statistical calculation and SPSS statistical calculation.

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

The following is schedules of data collecting used in this :

Table 3.9. Data collection procedures

No	Activities	Meetings						
		I	II	III	IV	V	VI	VII
1	Try Out							
2	Pre-Test							
3	Treatment							
4	Post-Test							

In this research, the writer has given try out test to try out group VII-E was conducted on Saturday, July 22nd 2017. The writer has given a pre-test to the experiment group VII-A was conducted on July 26th 2017 and control group VII-C was conducted on July 25th 2017. The writer has given a treatment for the experiment group VII-A was conducted on July 28th 2017, August 2nd 2017, August 4th 2017, and August 9th 2017. The writer has given a treatment for the control group VII-C was conducted on July 31st 2017, August 1st 2017, August 7th 2017 and August 8th 2017. The writer has given a post-test to the experiment group VII-A was conducted on August 11th 2017 and control group VII-C was conducted on August, 14th 2017.

Table 3.10. Teaching procedures of vocabulary self-collection strategy for experimental class

Meeting 1

No.	Learning Activity	Activities
1.	Pre-Activity	1. The teacher open learning activities with greetings and pray . 2. The teacher checking students attendance . 3. The teacher introduce themselves to the students before the lesson begins. 4. The teacher convey explicit purpose of learning or basic competencies to be achieved.
2.	While-Activity	5. The teacher explain the materials. 6. The class is divided into nominating teams of three up to four students. 7. Teacher gives each group the simple text about describing human. 8. The teacher asks the students to read anymore and discuss the text. The 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 just for demonstration purpose. 9. The teacher gives the time for students to discuss it. 10. The teacher asks the students to choose one member of the group to write down the word and to be a spokesperson. 11. The spokesperson has to 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?. 12. 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. 13. The students write all the nominated words and definitions down in their notebook. They use Bahasa as their own language.
3.	Post-Activity	15. The teacher and students together make conclusions about the material that has been learned.

Table 3.11. Teaching procedures of vocabulary self-collection strategy for experimental class

Meeting 2

No.	Learning Activity	Activities
1.	Pre-Activity	1. The teacher open learning activities with greetings and pray . 2. The teacher checking students attendance . 3. The teacher convey explicit purpose of learning or basic competencies to be achieved.
2.	While-Activity	4. The teacher explain the materials. 5. The class is divided into nominating teams of three up to four students. 6. Teacher gives each group the simple text about describing animal. 7. The teacher asks the students to read anymore and discuss the text. The 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 just for demonstration purpose. 8. The teacher gives the time for students to discuss it. 9. The teacher asks the students to choose one member of the group to write down the word and to be a spokesperson. 10. The spokesperson has to 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?. 11. 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. 12. The students write all the nominated words and definitions down in their notebook. They use Bahasa as their own language.
3.	Post-Activity	13. The teacher and students together make conclusions about the material that has been learned.

Table 3.12. Teaching procedures of vocabulary self-collection strategy for experimental class

Meeting 3

No.	Learning Activity	Activities
1.	Pre-Activity	1. The teacher open learning activities with greetings and pray . 2. The teacher checking students attendance . 3. The teacher convey explicit purpose of learning or basic competencies to be achieved.
2.	While-Activity	4. The teacher explain the materials. 5. The class is divided into nominating teams of three up to four students. 6. Teacher gives each group the simple text about describing things. 7. The teacher asks the students to read anymore and discuss the text. The 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 just for demonstration purpose. 8. The teacher gives the time for students to discuss it. 9. The teacher asks the students to choose one member of the group to write down the word and to be a spokesperson. 10. The spokesperson has to 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?. 11. 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. 12. The students write all the nominated words and definitions down in their notebook. They use Bahasa as their own language.
3.	Post-Activity	13. The teacher and students together make conclusions about the material that has been learned.

Table 3.13. Teaching procedures of vocabulary self-collection strategy for experimental class

Meeting 4

No.	Learning Activity	Activities
1.	Pre-Activity	1. The teacher open learning activities with greetings and pray . 2. The teacher checking students attendance . 3. The teacher convey explicit purpose of learning or basic competencies to be achieved.
2.	While-Activity	4. The teacher explain the materials. 5. The class is divided into nominating teams of three up to four students. 6. Teacher gives each group the simple text about describing places. 7. The teacher asks the students to read anymore and discuss the text. The 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 just for demonstration purpose. 8. The teacher gives the time for students to discuss it. 9. The teacher asks the students to choose one member of the group to write down the word and to be a spokesperson. 10. The spokesperson has to 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? . 11. 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. 12. The students write all the nominated words and definitions down in their notebook. They use Bahasa as their own language. 14. The teacher give students a questionnaire to determine their perceptions of the method applied.
3.	Post-Activity	15. The teacher and students together make conclusions about the material that has been learned.

E. Data Analysis Procedures

To analyze the data of the research, the writer have some steps to analyzing the data. They are:

1. Collecting the Data

In the first steps, the writer collected the data to analyze the data. The step is used to collect all of the data from the sample of research.

2. Identifying the Data

After the data is collected, the writer identified the students' score from the result of the test given.

3. Classifying the Data

In this step, the writer collected the classification of the result of the test and the writer analyzed the effect of vocabulary self-collection strategy on students' vocabulary mastery.

4. Explaining

In this step, the writer explained the result of the classifying of the data.

5. Tabulating

In this step, the data had obtained put in the table, so that students can be clearly seen. The table prepares for the data distribution is the name of the students and the students' vocabulary score.

6. Evaluating

The writer evaluated and analyzed the result of the test and the students' study result from the table.

To answer the problem of the study is being used by calculation using statistical t_{test} . After collecting the data, writer analyzed them statistically. In the present study, there were some steps of analyzing data, such as analyzing normality, homogeneity, and analyzing t-test result and hypotheses.

1. Normality

It used the normality to prove whether the pre-test and post-test of each group are normally distribute or not. For the normality test used SPSS 16.0 program.

2. Homogeneity

It used to know whether experimental group and control group that are decide, come from population that has relatively same variant or not. For the calculation used SPSS 16.0 program.

3. T-test Statistical Analysis

It determined whether there was a significance difference between the students' vocabulary mastery of the experimental and the control groups. The researcher uses t-test which adepated by Sudijono (2004. p, 314-316) to find the result. There were several steps before applying the t-test formula. The formula of t-test which used in this research is:

$$t_o = \frac{M1 - M2}{SEM1 - SEM2}$$

Where :

M1 = Mean of experimental group (Variable X)

M2 = Mean of control group (Variable Y)

SEM1 = Standard error of mean Variable X

SEM2 = Standard error of mean Variable Y

The procedures of calculation as follows:

Variable X : teaching vocabulary used vocabulary self-collection strategy.

Variable Y : teaching vocabulary without vocabulary self-collection strategy.

a. Determining Mean of Variable X, with formula:

$$M_1 = \frac{\sum X}{N_1}$$

b. Determining Mean of Variable Y, with formula :

$$M_2 = \frac{\sum y}{N_2}$$

c. Determining Standard of Deviation Score of Variable X, with formula:

$$SD_1 = \sqrt{\frac{\sum X^2}{N_1}}$$

d. Determining Standard of Deviation Score of Variable Y, with formula:

$$SD_2 = \frac{\sum y^2}{N_2}$$

e. Determining Standard Error of Mean of Variable X, with formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_2-1}}$$

f. Determining Standard Error of Mean of Variable Y, with formula:

$$SE_{M2} = \frac{SD2}{\sqrt{N2-1}}$$

- g. Determining Standard Error of Difference of Mean of Variable X and Variable Y,, with formula:

$$SE_{M1-M2} = \sqrt{SEM1^2 + SEM2^2}$$

- h. Determining t_0 with formula:

$$t_0 = \frac{M1-M2}{SEM1-SEM2}$$

- i. Determining t-table in significance level 5% with Degree of Freedom:

$$df = (N1+N2)-2$$

To measure the effect size to know the effect vocabulary self-collection strategy on the students' vocabulary mastery, the measure of the effect size use with the t-test is called *Cohen's d*. The formula for this effect size can be see as follows:

According to Daniel (2004, p. 136-139) Determining d (Cohen's d)

$$d = \frac{M_1 - M_2}{\left(\frac{SD_1 + SD_2}{2}\right)}$$

The criteria of the effect size are as follows:

$d = 0 - 0.20$ = weak effect

$d = 0.21 - 0.50$ = modest effect

$d = 0.51 - 1.00$ = moderate effect

$d = >1.00$ = strong effect

4. Testing Hypothesis:

- a. Alternative Hypothesis (Ha): There is a significance effect after vocabulary self-collection strategy is used for students' vocabulary mastery at seventh grade students of SMP Muhammadiyah Palangka Raya.
- b. Null hypothesis (Ho): There is no significance effect after vocabulary self-collection strategy is used for students' vocabulary mastery at seventh grade students of SMP Muhammadiyah Palangka Raya.

Interpretation

Sudijono (2004, p. 308) stated:

If $t_o > t_t$: The null hypothesis (Ho) is rejected, on the contrary the alternative hypothesis (Ha) is accepted. It means that between variable x and y is significance.

If $t_o < t_t$: The null hypothesis (Ho) is accepted and the the alternative hypothesis (Ha) is rejected. It means that between variable x and y is not significance.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data which had been collected from the research in the field of study. The data are the result of English vocabulary score of experimental and control group and students' perceptions, the result of pre-test post-test experiment and control group, and the result of data analysis.

A. Data Presentation

In this section, it would be described the obtained data of improvement the students' vocabulary mastery after and before taught by using vocabulary self-collection strategy.

1. The Distribution of Pre-Test Scores of Experiment and Control Group

The pre-test scores of experiment and control group were presented in the following table.

Table 4.1 Pre-Test Scores of Experiment and Control Group

Experiment Group			Control Group		
Code	Score	Predicate	Code	Score	Predicate
B1	38	VERY POOR	C1	48	VERY POOR
B2	46	VERY POOR	C2	38	VERY POOR
B3	46	VERY POOR	C3	44	VERY POOR
B4	44	VERY POOR	C4	42	VERY POOR
B5	42	VERY POOR	C5	34	VERY POOR
B6	66	FAIR	C6	38	VERY POOR
B7	32	VERY POOR	C7	30	VERY POOR
B8	50	POOR	C8	42	VERY POOR
B9	38	VERY POOR	C9	46	VERY POOR

B10	42	VERY POOR	C10	40	VERY POOR
B11	66	FAIR	C11	44	VERY POOR
B12	46	VERY POOR	C12	36	VERY POOR
B13	36	VERY POOR	C13	56	POOR
B14	34	VERY POOR	C14	40	VERY POOR
B15	64	FAIR	C15	56	POOR
B16	56	POOR	C16	54	POOR
B17	40	VERY POOR	C17	60	FAIR
B18	48	VERY POOR	C18	46	VERY POOR
B19	52	POOR	C19	64	FAIR
B20	46	VERY POOR	C20	42	VERY POOR
B21	48	VERY POOR	C21	52	POOR
B22	60	FAIR			
B23	36	VERY POOR			
TOTAL	1078		TOTAL	952	
MEAN	46.86		MEAN	45.33	
Lowest Score	32		Lowest Score	30	
Highest Score	66		Highest Score	64	
Std. Deviation	9.728		Std. Deviation	8.339	
Std. Error	2.074		Std. Error	1.864	

The table above showed us the comparison of pre-test score achieved by experiment and control group students. First of all, the highest score experiment group was 66 and the lowest score was 32 in where there were sixteen students whose scores were at the *very poor* category with 69.56 %, there were three students whose score were at the *poor* category with percentage 13.04 %, there were four students whose scores were at the *fair* category with percentage 17.39%. And also, it can be seen that the mean was 46.86 , the standard deviation was 9.728 and standard error of was 2.074.

Meanwhile, the highest score control group was 64 and the lowest score was 30 where there were fifteen students whose scores were at the *very poor*

category with percentage 71.42% , there were four students whose score were at the *poor* category with percentage 19.04 % , there were two students whose scores were at the *fair* category with percentage 9.52 %. And also, it can be seen that the mean was 45.33 , the standard deviation was 8.339 and standard error of was 1.864. It meant that the experiment and control group have different level in vocabulary score before getting the treatment.

a. The Result of Pre-Test Score of Experiment Group

Based on the data above, it can be seen that the students' highest score was 66 and the students' lowest score was 32. However, based on the Evulation Standard of English Subject, all of students who failed since they got fower than 70. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follow:

$$\text{The Highest Score (H)} = 66$$

$$\text{The Lowest Score (L)} = 32$$

$$\begin{aligned} \text{The Range of Score (R)} &= H - L + 1 \\ &= 66 - 32 + 1 \\ &= 34 + 1 \\ &= 35 \end{aligned}$$

$$\begin{aligned} \text{The Class Interval (K)} &= 1 + (3,3) \times \text{Log } 23 \\ &= 1 + (3,3) \times 1.361727836 \\ &= 1 + 4.493701859 \\ &= 5.493701859 \\ &= 5 \end{aligned}$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{35}{5} = 7$$

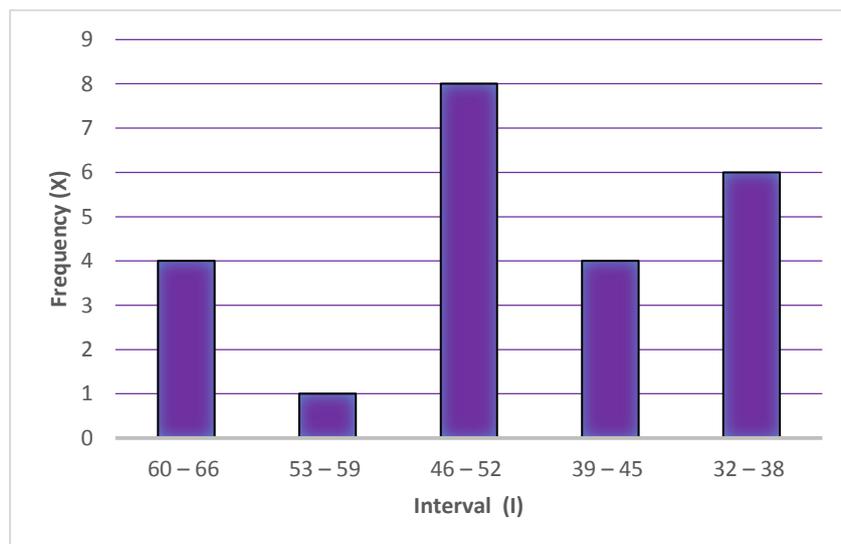
So, the range of score was 35, the class interval was 6, and interval of temporary was 7. It was presented using frequency distribution in the following table :

Table 4.2 The Frequency Distribution of Pre-Test Score of Experiment

Group

No	Interval (I)	Frequency (X)	Mid Point (X)	FX
1.	60 – 66	4	63	252
2.	53 – 59	1	56	56
3.	46 – 52	8	49	392
4.	39 – 45	4	42	168
5.	32 – 38	6	35	210
TOTAL		$\Sigma F = 23$		$\Sigma FX = 1.078$

The distribution students' pre-test score can also be seen in the following figure.



**Figure 4.1 Histogram of Frequency Distribution of Pre-Test Score for
Experiment Group**

The table and figure above showed the students' pretest score of the experimental group. It could be seen that there were six students who got score 32-38. There were four students who got score 39-45. There were eight students who got score 46-52. There was one student who got score 53-59 and there were four students who got score 60-66. In this case, all of students got score under 70. The process calculated of mean, median, modus, standard deviation and standard error are available at Appendix.

b. The Result of Pre-Test Score of Control Group

Based on the data above, it can be seen that the students' highest score was 64 and the students' lowest score was 30. However, based on the Evaluation Standard of English Subject, all of students who failed since they got fower than 70. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follow:

$$\text{The Highest Score (H)} = 64$$

$$\text{The Lowest Score (L)} = 30$$

$$\begin{aligned} \text{The Range of Score (R)} &= H - L + 1 \\ &= 64 - 30 + 1 \\ &= 34 + 1 \\ &= 35 \end{aligned}$$

$$\begin{aligned} \text{The Class Interval (K)} &= 1 + (3,3) \times \text{Log } 21 \\ &= 1 + (3,3) \times 1.3222192995 \end{aligned}$$

$$= 1 + 4.36332369$$

$$= 5.36332369 = 5$$

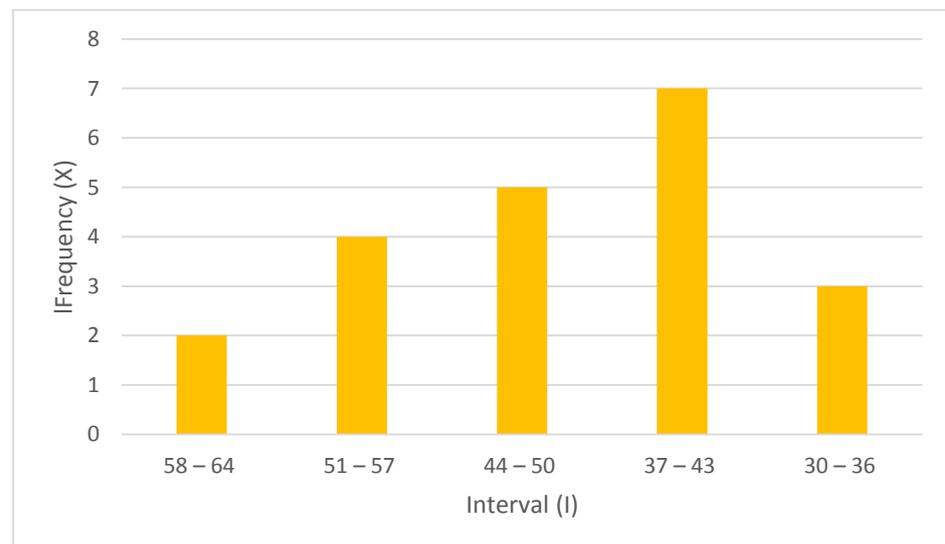
$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{35}{5} = 7$$

So, the range of score was 35, the class interval was 5, and interval of temporary was 7. It was presented using frequency distribution in the following table :

Table 4.3 The Frequency Distribution of Pre-Test Score of Control Group

No	Interval (I)	Frequency (X)	Mid Point (X)	FX
1.	58 – 64	2	61	122
2.	51 – 57	4	54	216
3.	44 – 50	5	47	235
4.	37 – 43	7	40	280
5.	30 – 36	3	33	99
TOTAL		$\sum F = 21$		$\sum FX = 952$

The distribution students' pre-test score can also be seen in the following figure.



**Figure 4.2 Histogram of Frequency Distribution of Pre-Test Score
for Control Group**

The table and figure above showed the students' pre-test score of the control group. It could be seen that there were three students who got score 30-36. There were seven students who got score 37-43. There were five students who got score 44-50. There were four students who got score 51-57 and there were two students who got score 58-64. In this case, all of students got score under 70. The process calculated of mean, median, modus, standard deviation and standard error are available at Appendix.

2. The Distribution of Pre-Test Scores of Experiment and Control Group

The post-test scores of experiment and control group were presented in the following table.

Table 4.4 Post-Test Scores of Experiment and Control Group

Experiment Group			Control Group		
Code	Score	Predicate	Code	Score	Predicate
B1	62	FAIR	C1	74	GOOD
B2	76	GOOD	C2	58	POOR
B3	74	GOOD	C3	68	FAIR
B4	82	VERY GOOD	C4	66	FAIR
B5	76	GOOD	C5	50	POOR
B6	84	VERY GOOD	C6	62	FAIR
B7	76	GOOD	C7	52	POOR
B8	78	GOOD	C8	60	FAIR
B9	70	GOOD	C9	78	GOOD
B10	66	FAIR	C10	56	POOR
B11	88	VERY GOOD	C11	68	FAIR
B12	76	GOOD	C12	54	POOR

B13	70	GOOD	C13	80	VERY GOOD
B14	74	GOOD	C14	70	GOOD
B15	80	VERY GOOD	C15	76	GOOD
B16	70	GOOD	C16	62	FAIR
B17	78	GOOD	C17	70	GOOD
B18	70	GOOD	C18	54	POOR
B19	72	GOOD	C19	84	VERY GOOD
B20	58	POOR	120	66	FAIR
B21	78	GOOD	C21	66	FAIR
B22	80	VERY GOOD			
B23	54	POOR			
TOTAL		1696	TOTAL		1365
MEAN		73.73	MEAN		65
Lowest Score		54	Lowest Score		50
Highest Score		88	Highest Score		84
Std. Deviation		7.651	Std. Deviation		9.201
Std. Error		1.631	Std. Error		2.057

The table above showed us the comparison of post-test score achieved by experiment and control group students. First of all, the highest score experiment group was 88 and the lowest score was 54 in where there were two students whose score were at the *poor* category with percentage 8.69%, there were two students whose scores were at the *fair* category with percentage 8.69%, there were fourteen students whose scores were at the *good* category with percentage 60.86%, there were five students whose scores were at the *very good* category with percentage 21.73%. And also, it can be seen that the mean was 73.73 , the standard deviation was 7.651 and standard error of was 1.631.

Meanwhile, the highest score control group was 84 and the lowest score was 50 in where there were six students whose score were at the *poor* category with percentage 28.57%, there were eight students whose scores were at the

fair category with percentage 38.09%, there were five students whose scores were at the *good* category with percentage 23.80%, there were two students whose scores were at the *very good* category with percentage 9.52%. And also, it can be seen that the mean was 65 , the standard deviation was 9.201 and standard error of was 2.057.

a. The Result of Post-Test Score of Experiment Group

Based on the data above, it can be seen that the students' highest score was 88 and the student's lowest score was 54. However, based on the Evulation Standard of English Subject, there were nineteen students who passed since they got more than 70. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follow:

$$\begin{aligned}
 \text{The Highest Score (H)} &= 88 \\
 \text{The Lowest Score (L)} &= 54 \\
 \text{The Range of Score (R)} &= H - L + 1 \\
 &= 88 - 54 + 1 \\
 &= 34 + 1 \\
 &= 35 \\
 \text{The Class Interval (K)} &= 1 + (3,3) \times \text{Log } 23 \\
 &= 1 + (3,3) \times 1.36172784 \\
 &= 1 + 4.49370187 \\
 &= 5.49370187 \\
 &= 5
 \end{aligned}$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{35}{5} = 7$$

So, the range of score was 35, the class interval was 5, and interval of temporary was 7. It was presented using frequency distribution in the following table :

Table 4.5 The Frequency Distribution of Post-test Score of the Experiment Group

No	Interval (I)	Frequency (X)	Mid Point (X)	FX	Frequency Relative (%)	Frequency Cumulative (%)
1.	82 – 88	3	85	255	13.043478	100
2.	75 – 81	9	78	702	39.130435	86.956522
3.	68 – 74	7	71	497	30.434783	47.826087
4.	61 – 67	2	64	128	8.695652	17.391304
5.	54 – 60	2	57	114	8.695652	8.695652
TOTAL		$\Sigma F = 23$		$\Sigma FX = 1696$		

The distribution students' post-test score can also be seen in the following figure.

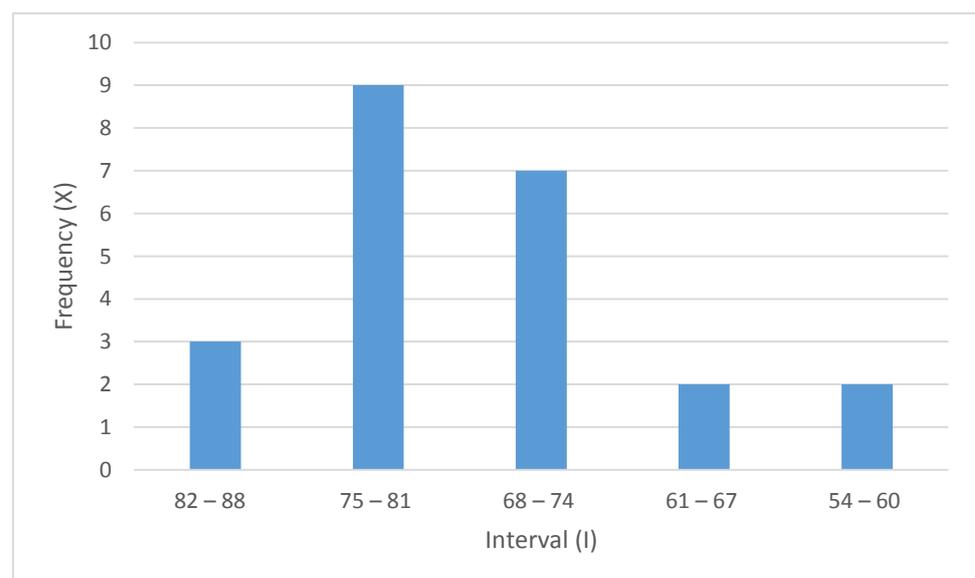


Figure 4.3 Histogram of Frequency Distribution of Post-test Score for Experiment Group

The table and figure above showed the students' posttest score of the experimental group. It could be seen that there were two students who got score 54-60. There were two students who got score 61-67. There were seven students who got score 68-74. There were nine students who got score 75-81 and there were three students who got score 82-88. In this case, many students got score up to 70. The process calculated of mean, median, modus, standard deviation and standard error are available at Appendix.

b. The Result of Post-Test Score of Control Group

Based on the data above, it can be seen that the students' highest score was 84 and the students' lowest score was 50. However, based on the Evaluation Standard Of English Subject, there were seven students who passed since they got more than 70. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follow:

$$\begin{aligned}
 \text{The Highest Score (H)} &= 84 \\
 \text{The Lowest Score (L)} &= 50 \\
 \text{The Range of Score (R)} &= H - L + 1 \\
 &= 84 - 50 + 1 \\
 &= 34 + 1 \\
 &= 35
 \end{aligned}$$

$$\begin{aligned}
 \text{The Class Interval (K)} &= 1 + (3,3) \times \text{Log } 21 \\
 &= 1 + (3,3) \times 1.32221929 \\
 &= 1 + 4.36332366 \\
 &= 5.36332366 \\
 &= 5
 \end{aligned}$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{35}{5} = 7$$

So, the range of score was 35, the class interval was 5, and interval of temporary was 7. It was presented using frequency distribution in the following table :

Table 4.6 The Frequency Distribution of Post-test score of the Control Group

No	Interval (I)	Frequency (X)	Mid Point (X)	FX	Frequency Relative	Frequency Cumulative
1.	78 – 84	3	81	243	14.285714	100
2.	71 – 77	2	74	148	9.52381	85.714286
3.	64 – 70	7	67	469	33.333333	76.190476
4.	57 – 63	4	60	240	19.047619	42.857143
5.	50 – 56	5	53	265	23.809524	23.809524
TOTAL		$\Sigma F = 21$		$\Sigma FX = 1365$		

The distribution students' post-test score can also be seen in the following figure.

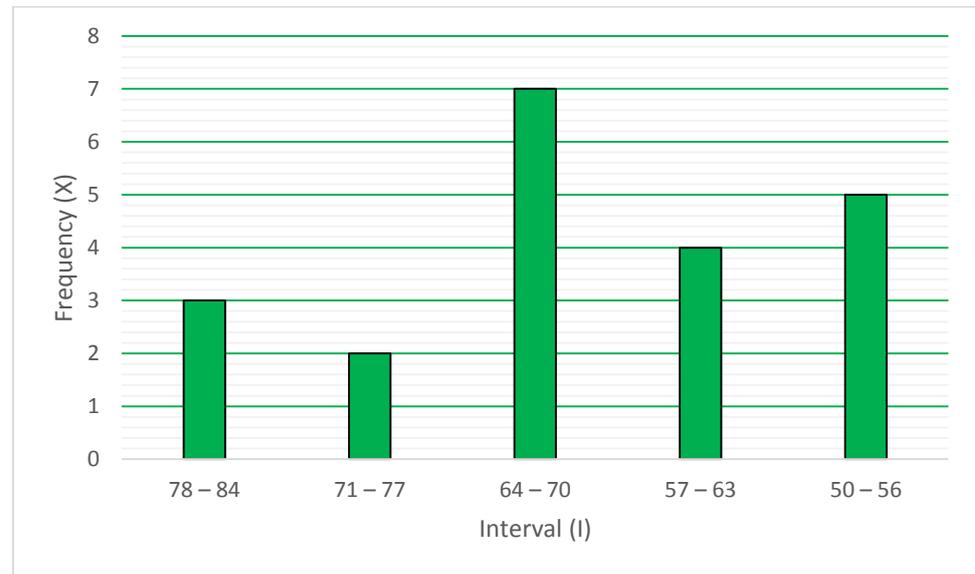


Figure 4.4 Histogram of Frequency Distribution of Post-test Score for Control Group

The table and figure above showed the students' posttest score of the control group. It could be seen that there were five students who got score 50-56. There were four students who got score 57-63. There were seven students who got score 64-70. There were two students who got score 71-77 and there were three students who got score 78-84. In this case, many students got score under 70. The process calculated of mean, median, modus, standard deviation and standard error are available at Appendix.

3. The Comparison Result of Pre-Test and Post-Test Scores of Experiment and Control Group

Table. 4.7 The Comparison Score of Pre-Test and Post-Test

EXPERIMENT GROUP							CONTROL GROUP							
No	C	Score					No	C	Score					
		Pre Test	P	Post test	P	Dif			Pre Test	P	Post test	P	Dif	
1	B1	38	VP	62	F	24	1	C1	48	VP	74	G	26	
2	B2	46	VP	76	G	30	2	C2	38	VP	58	P	20	
3	B3	46	VP	74	G	28	3	C3	44	VP	68	F	24	
4	B4	44	VP	82	VG	38	4	C4	42	VP	66	F	24	
5	B5	42	VP	76	G	34	5	C5	34	VP	50	P	16	
6	B6	66	F	84	VG	18	6	C6	38	VP	62	F	24	
7	B7	32	VP	76	G	44	7	C7	30	VP	52	P	22	
8	B8	50	P	78	G	28	8	C8	42	VP	60	F	18	
9	B9	38	VP	70	G	32	9	C9	46	VP	78	G	32	
10	B10	42	VP	66	G	24	10	C10	40	VP	56	P	16	
11	B11	66	F	88	VG	22	11	C11	44	VP	68	F	24	
12	B12	46	VP	76	G	30	12	C12	36	VP	54	P	18	
13	B13	36	VP	70	G	34	13	C13	56	P	80	VG	24	
14	B14	34	VP	74	G	40	14	C14	40	VP	70	G	30	
15	B15	64	F	80	VG	14	15	C15	56	P	76	G	20	
16	B16	56	P	70	G	14	16	C16	54	P	62	F	8	
17	B17	40	VP	78	G	38	17	C17	60	F	70	VG	10	
18	B18	48	VP	70	G	22	18	C18	46	VP	54	P	8	
19	B19	52	P	72	G	20	19	C19	64	F	84	VG	20	
20	B20	46	VP	58	P	12	20	C20	42	VP	66	F	24	
21	B21	48	VP	78	G	30	21	C21	52	P	66	F	14	
22	B22	60	F	80	VG	20								
23	B23	36	VP	54	P	18								
Total		1078		1696					952		1365			
Mean		46.86		73.73					45.33		65			
SD		9.728		7.651					8.339		9.201			
SE		2.074		1.631					1.864		2.057			
H		66		88					64		84			
L		32		54					30		50			

NOTE :

C : Code P : Poor
P : Predicate G : Good
Dif : Difference VG : Very Good

VP : Very poor

The table above showed us the score of pre-test and post-test score achieved by experiment group, with mean 46.86 and 73.73 standard deviation were 9.728 and 7.651, standard error were 2.074 and 1.631, the highest score were 66 and 88, the lowest score were 32 and 54. In the pre-test there were sixteen students whose scores were at the *very poor* category with 69.56 %, there were three students whose score were at the *poor* category with percentage 13.04 %, there were four students whose scores were at the *fair* category with percentage 17.39%.

Meanwhile, in post-test there were two students whose score were at the *poor* category with percentage 8.69%, there were two students whose scores were at the *fair* category with percentage 8.69%, there were fourteen students whose scores were at the *good* category with percentage 60.86%, there were five students whose scores were at the *very good* category with percentage 21.73%.

In addition, score pre-test and post-test score achieved by control group, with mean 45.33 and 65, standard deviation were 8.339 and 9.201, standard error were 1.864 and 2.057, the highest score were 64 and 84, the lowest score were 30 and 50. In the pre-test there were fifteen students

whose scores were at the *very poor* category with percentage 71.42% , there were four students whose score were at the *poor* category with percentage 19.04 % , there were two students whose scores were at the *fair* category with percentage 9.52 % .

Meanwhile, in post-test there were six students whose score were at the *poor* category with percentage 28.57% , there were eight students whose scores were at the *fair* category with percentage 38.09% , there were five students whose scores were at the *good* category with percentage 23.80% , there were two students whose scores were at the *very good* category with percentage 9.52% .

4. The Result of Students' Perceptions of Vocabulary Self-Collection Strategy

The questionnaire result of experiment group was presented in the following table :

Table 4.8 The Result of Students' Perceptions of Vocabulary Self-Collection Strategy by Experiment group

No	Statements	SA	%	A	%	U	%	D	%	SD	%
1	Statement 1	6	27,3	11	50	5	22,7	-	-	-	-
2	Statements 2	6	27,3	8	36,4	8	36,4	-	-	-	-
3	Statements 3	7	31,8	10	45,5	5	22,7	1	4,55	-	-
4	Statements 4	5	22,7	9	40,9	6	27,3	-	-	-	-
5	Statements 5	5	22,7	11	50	6	27,3	-	-	-	-
6	Statements 6	7	31,8	11	50	1	4,55	-	-	-	-
7	Statements 7	7	31,8	6	27,3	7	31,8	1	4,55	-	-

8	Statements 8	5	22,7	15	68,2	3	13,6	-	-	-	-
9	Statements 9	7	31,8	10	45,5	5	22,7	-	-	-	-
10	Statements 10	13	59,1	9	40,9	1	4,55	-	-	-	-
11	Statements 11	9	40,9	6	27,7	6	27,7	-	-	1	4,55
12	Statements 12	9	40,9	6	27,7	8	36,4	-	-	-	-
13	Statements 13	7	31,8	10	45,5	6	27,3	-	-	-	-
14	Statements 14	6	27,3	10	45,5	5	22,7	-	-	1	4,55
15	Statements 15	9	40,9	7	31,8	4	18,2	2	9,09	2	9,09
16	Statements 16	8	36,4	12	54,5	4	18,2	-	-	-	-
17	Statements 17	10	45,5	6	27,3	6	27,3	-	-	-	-
18	Statements 18	11	50	10	45,5	3	13,6	-	-	-	-
19	Statements 19	8	36,4	10	45,5	3	13,6	1	4,55	1	4,55
20	Statements 20	4	18,2	8	36,4	7	31,8	1	4,55	1	4,55
21	Statements 21	4	18,2	8	36,4	7	31,8	3	13,6	1	4,55
22	Statements 22	6	27,3	10	45,5	7	31,8	1	4,55	-	-
	Mean		54,5 %		95,5 %		54,5 %		4,55 %		0%

Based on Table 4.8 showed the result of student's perceptions of vocabulary self-collection strategy. (Statement 1) there were 6 students (27,3%) declare strongly agree, there were 11 students (50%) declare agree, there were 5 students (22,7%) declare uncertain, there was no student (0%) declare disagree and strongly disagree. (Statements 2) there were 6 students (27,3%) declare strongly agree, there were 8 students (36,4%) declare agree, there were 8 students (36,4%) declare uncertain, there was no student (0%) declare disagree and strongly disagree.

(Statements 3) there were 7 students (31,8%) declare strongly agree, there were 10 students (45,5%) declare agree, there were 5 students (22,7%) declare uncertain, there was 1 student (4,55%) declare disagree and there was no student (0%) declare strongly disagree. (Statements 4) there were 5 students (22,7%) declare strongly agree, there were 9 students (40,9%) declare agree, there were 6 students (27,3%) declare uncertain, there was no student (0%) declare disagree and strongly disagree.

(Statements 5) there were 5 students (22,7%) declare strongly agree, there were 11 students (50%) declare agree, there were 6 students (27,3%) declare uncertain, there was no student (0%) declare disagree and strongly disagree. (Statements 6) there were 7 students (31,8%) declare strongly agree, there were 11 students (50%) declare agree, there were 1 students (4,55%) declare uncertain, there was no student (0%) declare disagree and strongly disagree.

(Statements 7) there were 7 students (31,8%) declare strongly agree, there were 6 students (27,3%) declare agree, there were 7 students (31,8%) declare uncertain, there was 1 student (4,55%) declare disagree and there was no student (0%) declare strongly disagree. (Statements 8) there were 5 students (22,7%) declare strongly agree, there were 15 students (68,2%) declare agree, there were 3 students (13,6%) declare uncertain, there was no student (0%) declare disagree and strongly disagree.

(Statements 9) there were 7 students (31,8%) declare strongly agree, there were 10 students (45,5%) declare agree, there were 5 students (22,7%) declare uncertain, there was no student (0%) declare disagree and strongly disagree. (Statements 10) there were 13 students (59,1%) declare strongly agree, there were 9 students (40,9%) declare agree, there was 1 student (4,55%) declare uncertain, there was no student (0%) declare disagree and strongly disagree.

(Statements 11) there were 9 students (40,9%) declare strongly agree, there were 6 students (27,7%) declare agree, there were 6 students (27,7%) declare uncertain, there was no student (0%) declare disagree and there was 1 student (4,55%) declare strongly disagree. (Statements 12) there were 9 students (40,9%) declare strongly agree, there were 6 students (27,7%) declare agree, there were 8 students (36,4%) declare uncertain, there was no student (0%) declare disagree and strongly disagree.

(Statements 13) there were 7 students (31,8%) declare strongly agree, there were 10 students (45,5%) declare agree, there were 6 students (27,3%) declare uncertain, there was no student (0%) declare disagree and strongly disagree. (Statements 14) there were 6 students (27,3%) declare strongly agree, there were 10 students (45,5%) declare agree, there were 5 students (22,7%) declare uncertain, there was no student (0%) declare disagree and there was 1 student (4,55%) declare strongly disagree.

(Statements 15) there were 9 students (40,9%) declare strongly agree, there were 7 students (31,8%) declare agree, there were 4 students

(18,2%) declare uncertain, there were 2 students (9,09%) declare disagree and there were 2 students (9,09%) declare strongly disagree. (Statements 16) there were 8 students (36,4%) declare strongly agree, there were 12 students (54,5%) declare agree, there were 4 students (18,2%) declare uncertain, there was no student (0%) declare disagree and strongly disagree.

(Statements 17) there were 10 students (45,5%) declare strongly agree, there were 6 students (27,3%) declare agree, there were 6 students (27,3%) declare uncertain, there was no student (0%) declare disagree and strongly disagree. (Statements 18) there were 11 students (50%) declare strongly agree, there were 10 students (45,5%) declare agree, there were 3 students (13,6%) declare uncertain, there was no student (0%) declare disagree and strongly disagree.

(Statements 19) there were 8 students (36,4%) declare strongly agree, there were 10 students (45,5%) declare agree, there were 3 students (13,6%) declare uncertain, there was 1 student (4,55%) declare disagree and there was 1 student (4,55%) declare strongly disagree. (Statements 20) there were 4 students (18,2%) declare strongly agree, there were 8 students (36,4%) declare agree, there were 7 students (31,8%) declare uncertain, there were 3 students (13,6%) declare disagree and there was 1 student (4,55%) declare strongly disagree.

(Statements 21) there were 4 students (18,2%) declare strongly agree, there were 8 students (36,4%) declare agree, there were 7 students

(31,8%) declare uncertain, there were 3 students (13,6%) declare disagree and there was 1 student (4,55%) declare strongly disagree. (Statements 22) there were 6 students (27,3%) declare strongly agree, there were 10 students (45,5%) declare agree, there were 7 students (31,8%) declare uncertain, there was 1 student (4,55%) declare disagree and there was no student (0%) declare strongly disagree.

Based on the explanation above, that the highest rank of the mean score is 95,5% of agree students, 54,6% of strongly agree students, 54,5% of uncertain students, 4,55% of disagree students, and 0% of strongly disagree to the statements on the questionnaire. The result obtained are 81,82 that are classified in very good category. According (Sugiono, 2007, p.136) to know the students' perceptions of vocabulary self-collection strategy can be seen as follows:

Interpretation

81 – 100 = Very Good

61 – 80 = Good

41 – 60 = Good Enough

21 – 40 = Moderate

From the data above can be concluded that students' perceptions when learning vocabulary using vocabulary self-collection strategy is very good.

B. Research Findings

Before calculated the t-test, the writer test the normality and the homogeneity of the data. After found the normality and the homogeneity of the data, the writer calculated the t-test. The writer used both manual calculation and SPSS 16.0 program calculation. Both results are expected to support the correct calculation each other.

1. Testing Normality and Homogeneity

a. Testing Normality

In this study, the writer used SPSS 16.0 program to calculated the normality. The testing of normality used to know that the distribution of the data was normal or not. The result of testing the normality using SPSS 16.0 program could be seen as follows:

Table 4.9 Testing the Normality Using SPSS 16 Program

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.133	23	.200*	.973	23	.798
.095	21	.200*	.973	21	.790

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the result of testing the normality, it was found that the value of the significance of the experiment group was 0.798 and the value of the significance of the control group was 0.790. It meant that the distribution of the data was normal because the value of the significance was greater than 0.05.

Where:

- If respondent > 50 , so we used the Kolmogorov-Smirnov
- If respondent ≤ 50 , so we used the Shapiro-Wilk

b. Testing Normality

The writer used SPSS 16.0 program to calculated the homogeneity. The testing of homogeneity used to know that the data was homogeneous or not. The result of testing the homogeneity using SPSS 16.0 program could be seen as follows:

Table 4.10 Testing the Homogeneity Using SPSS 16 Program

Test of Homogeneity of Variances					
EXPERIMENT					
	Levene Statistic	df1	df2	Sig.	
	2.767	5	9	.088	

ANOVA					
EXPERIMENT					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	525.986	13	40.460	.406	.932
Within Groups	897.667	9	99.741		

ANOVA

EXPERIMENT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	525.986	13	40.460	.406	.932
Within Groups	897.667	9	99.741		
Total	1423.652	22			

From the table above can be known the significance about 0,088. Because the value of significance higher than 0,05 so can be concluded that the data of both group have the same variance or homogene.

2. Calculate T-test Using Manual Calculation

The writer chose the significance level on 5%, it meant the significance level of refusal of null hypothesis is 5%. The writer decided the significance level at 5% due to the hypothesis type stated on non-directional (two-tailed test). It meant that the hypothesis can't direct the prediction of alternative hypothesis. Alternative hypothesis symbolized by " H_1 ". This symbol could direct the answer of hypothesis, " H_1 " can be ($>$) or ($<$). The answer of hypothesis could not be predicted whether on more than or less than.

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the error of X_1 and X_2 at the previous data presentation. In could be seen on this following table:

Variable	The Standard Deviation	The Standard Error
X ₁	7.651	1.631
X ₂	9.201	2.057

X₁ = Experiment Group

X₂ = Control Group

The table Showed the result of the standard deviation calculation of X₁ was 7.651 and the result of standard error mean calculation was 1.631. The result of the standard deviation calculation of X₂ was 9.201 and the result of the standard error mean calculation was 2.057.

The next step, the writer calculated the standard error of the differences mean between X₁ and X₂ as follows:

Standard error of mean of score difference between Variable I and Variable II

$$\begin{aligned}
 SE_{M1} - SE_{M2} &= SE_{M1}^2 + SE_{M2}^2 \\
 SE_{M1} - SE_{M2} &= \sqrt{(1.631)^2 + (2.057)^2} \\
 SE_{M1} - SE_{M2} &= \sqrt{2.660161 + 4.231249} \\
 SE_{M1} - SE_{M2} &= \sqrt{6.89141} \\
 SE_{M1} - SE_{M2} &= 2.62514952 \\
 SE_{M1} - SE_{M2} &= 2.625
 \end{aligned}$$

The calculation above showed the standard error of the differences mean between X₁ and X₂ was 2.625. Then, it was inserted to the t_o formula to get the value of t observed as follows:

$$t_o = \frac{M1 - M2}{SMm1 - SE_{m2}}$$

$$t_o = \frac{73.73-65}{2.625}$$

$$t_o = \frac{8.73}{2.625}$$

$$t_o = 3.32521429$$

$$t_o = 3.325$$

Which the criteria:

If t-test (t-observed) \leq t-table, H_a is accepted and H_0 is rejected

If t-test (t-observed) $<$ t-table, H_a is rejected and H_0 is accepted

Then, the writer interpreted the result of t-test; previously, the writer accounted the degree of freedom (df) with the formula:

$$\begin{aligned} \text{Df} &= (N_1 + N_2) - 2 \\ &= 23 + 21 - 2 \\ &= 42 \end{aligned}$$

5%	t_o	1%
2.000	<3.325>	2.660

The writer chose the significant levels at 5%, it meant the significant level of refusal of null hypothesis at 5%. The writer decided the significance level at 5% due the hypothesis typed stated on non-directional (two-tailed test). It meant that the hypothesis can't direct the prediction of alternative hypothesis. Alternative hypothesis symbolized by "1". This symbol could direct the answer of hypothesis, "1" can be ($>$) or ($<$). The answer of hypothesis could not be predicted wheather on more than or less.

The calculation above showed the result of t-test calculation as in the table follows:

Variable	T observed	T table		Df/db
		5%	1%	
$X_1 - X_2$	3.325	2.000	2.660	42

Where:

X_1 = Experiment Group

X_2 = Control Group

T observed = The Calculation Value

T table = The Distribution of t Value

Df/db = Degree of freedom

Based on the result hypothesis test calculation , it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 1% and 5% significance level or $2.000 < 3.325 > 2.660$. It meant H_a was accepted and H_0 was rejected.

It could be interpreted based on the result of calculation that H_a stating that vocabulary self-collection strategy gives effect on the students' vocabulary mastery score was accepted and H_0 stating that vocabulary self-collection strategy does not give effect on the students' vocabulary mastery score was rejected. It meant that teaching vocabulary with vocabulary self-collection strategy gave significant effect on the students' vocabulary mastery score of the seven grade students at SMP Muhammadiyah Palangka Raya.

3. Testing Hypothesis

EXPERIMENT	Equal Variances assumed	1.028	.316	3.061	42	.004	8.13665	2.65781	2.77298	13.5003 2
	Equal Variances not assumed			3.037	39. 263	.004	8.13665	2.67921	2.71859	13.5547 0

The table showed the result of t-test calculation using SPSS 16.0 program. Since the result of post-test between experimental and control group had difference score of variance, it meant the t-test calculation used at the equal variances not assumed. It found that the result of t_{observed} was 3.061, the result of mean difference between experimental and control group was 8.136, and the standard error difference between experimental and control group was 2.657.

4. Interpretation

To examine the truth or the false of null hypothesis stating that vocabulary self-collection strategy does not give effect on the students' vocabulary mastery score, the result of t-test was interpreted on the result of degree of freedom to get the t_{table} . The result of the degree of freedom (df) was 42, it found total number of the students in both group minus 2. The following table was the result of t_{observed} and t_{table} from 42 df at 5% and 1% significance level.

Table 4.13 The Result of T-Test Using SPSS 16.0 Program

Variable	T observed	T table		Df/db
		5%	1%	
$X_1 - X_2$	3.061	2.000	2.660	42

The interpretation of the result of t-test using SPSS 16.0 program, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 1% and 5% significance level or $2.000 < 3.061 > 2.660$. It meant H_a was accepted and H_0 was rejected.

It could be interpreted based on the result of calculation that H_a stating that vocabulary self-collection strategy gave effect on the students' vocabulary mastery score was accepted and H_0 stating that vocabulary self-collection strategy does not gave effect on the students' vocabulary mastery score was rejected. It meant that teaching vocabulary with vocabulary self-collection strategy gave significant effect on the students' vocabulary mastery score of the seven grade students at SMP Muhammadiyah Palangka Raya.

C. Discussion

In teaching learning process, the writer takes two groups as the participant of the study, the first group experimental group who are taught by vocabulary self-collection strategy and second group as control group who are taught by using conventional method which is used by the teacher. Conventional method is concerned with the teacher being the controller of the learning environment. Teaching english vocabulary with vocabulay self-collection strategy is a tool using by the writer to teach the students.

The result of data findings showed that teaching vocabulary mastery by vocabulary self-collection strategy gives effect toward the seventh grade students. It can be seen from the result of pre-test score for experiment and control group. In the pre-test of experiment group there were sixteen students who got *very poor* predicate, there were three students who got *poor* predicate, there were four students who got *fair* predicate. Then, in the pre-test score of control group there were fifteen students who got *very poor* predicate, there were four students who *poor* predicate, and there were two students who got *fair* predicate.

Based on the result of post-test for experiment and control group showed in the experiment group there were two students who got *poor* predicate, there were two students who got *fair* predicate, there were fourteen students who got *good* category predicate, and there were five students who got *very good* category predicate. In the control group, there were six students who got *poor* predicate, there were eight students who got *fair* category with predicate, there were five students who got *good* predicate, and there were two students who got *very good* predicate.

It can be conclude the students who were taught using vocabulary self-collection strategy got higher score than students who were taught without vocabulary self-collection strategy. It was proved by the difference the mean score between Pre-test and Post-test. The mean score of Post-test reached higher score than the mean score of Pre-test ($X = 46.86 < Y = 73.73$). It indicated that the students' score increased after conducting treatment. In

other words, teaching vocabulary by vocabulary self-collection strategy gave significant effect toward the students' vocabulary mastery.

Meanwhile, after the data was calculated using the t_{test} formula using manual calculation showed that the t_{observed} was 3.325. By the comparing the t_{observed} with the t_{table} it was found that the t_{observed} was higher than t_{table} at 5% level significance or $t_{\text{observed}} = 3.325 > t_{\text{table}} = 2.260$.

It is suitable with the result of students' perception using vocabulary self-collection strategy for experiment group, that the highest rank of the mean score is 95,5% of agree students, 54,6% of strongly agree students, 54,5% of uncertain students, 4,55% of disagree students, and 0% of strongly disagree to the statements on the questionnaire. The result obtained are 81,82 that are classified in very good category.

This finding confirm Juwita (2013) and Mandasari (2013) Vocabulary self-collection strategy can help the students to understand the meaning of new word, vocabulary self-collection strategy increases the students' enthusiasm to learn and collect the words, vocabulary self-collection strategy helps the students develop an important connection between new words and their meaning and could motivate students because students enjoyed the lesson and they did not feel bored in the learning process. It meant vocabulay self-collection strategy are good strategy to teach vocabulary.

There are some several reasons of the importance and benefits why teaching vocabulary mastery using vocabulay self-collection strategy was

more effective in the experiment group, the students enjoyed the teaching and learning activities given by the teacher because this strategy focuses on the word that the students want and need to know, the word that they are curious about and gets interested in.

The next reason after the students have been taught by using vocabulary self-collection strategy it can be seen from the improvement of the students score in the pre-test and post-test. Those the result of pre-test compared with post-test experiment group and control group at seventh grade students of SMP Muhammadiyah Palangka Raya.

Based on the theories and the writer result vocabulary self-collection strategy gave significance effect for the students vocabulary mastery scores. Vocabulary self-collection strategy are easy strategy to helps students and teacher in learning process, especially to teach vocabulary the students of junior high school.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The problem of the study as stated in Chapter I was “Is there any significance effect by vocabulary self-collection strategy on vocabulary mastery at seventh grade students of SMP Muhammadiyah Palangka Raya”. It could be answered by testing the research findings.

Based on the result of research findings from vocabulary scores which gained by students before and after conducting treatment, there were significantly different ($t_{\text{observed}} = 3.325 > t_{\text{table}} = 2.260$ at 5% level significance. This indicated that teaching vocabulary by vocabulary self-collection strategy gives significant effect toward the students' vocabulary mastery. It implicated, if the students were taught vocabulary by vocabulary self-collection strategy therefore, the students' vocabulary score would be higher than without using vocabulary self-collection strategy. On the contrary, if the students were taught vocabulary without vocabulary self-collection strategy, the students' score of vocabulary would be lower than the use of vocabulary self-collection strategy. It can be proved by difference of Pretest and Posttest score.

Based on the students' perceptions questionnaire also, that the highest rank of the mean score is 95,5% of agree students, 54,6% of strongly agree students, 54,5% of uncertain students, 4,55% of disagree

students, and 0% of strongly disagree to the statements on the questionnaire.

Based on the explanation above, the result obtained are 81,82 that are classified in very good category. From the data above can be concluded that students' perceptions when learning vocabulary using vocabulary self-collection strategy is very good.

Next, the implementation of vocabulary self-collection strategy in teaching vocabulary can improve students' vocabulary mastery. During the treatment was conducted, vocabulary self-collection strategy succeeded in helping the students to explore their vocabulary through a deeper understanding conceptual knowledge by meaning word through figure it out. Through this strategy, the students were asked to brainstorm and to figure out as many as words related to the central word. Therefore, it could help the students to enrich the vocabulary and to remember words easily. Moreover, the students become active participation both individually or in group while vocabulary self-collection strategy was applied in teaching vocabulary.

Based on the Evulation Standard of English Subject. It can be concludes that the students pass the test if they get score seventy or more indecating that the students master the material. Meanwhile, the students do not pass the test if they get score under seventy which indicate that they still do not master the material.

Teaching learning process English vocabulary where supported by vocabulary self-collection strategy at the seventh grade students of SMP Muhammadiyah Palangka Raya improvement of students English

Vocabulary. Nevertheless, there were only four students who still got score below the standard and other obtained improvement in their scores.

B. Suggestion

In line with the conclusion, the writer would like to propose the following suggestions that hopefully would be great to use for the seventh grade students at SMP Muhammadiyah Palangka Raya, the teacher, students and next researcher.

1. For the teachers

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

2. For the students

For the students, they should enrich their vocabulary knowledge from many kinds of sources to improve their vocabulary mastery better. They can read English story books, English magazines, dictionary and many more as their materials for learning vocabulary. Besides, they are suggested to apply vocabulary self-collection in organizing and memorizing vocabulary.

3. For the other researcher

For future researchers, they can use this study as a reference to guide them to conduct similar research. Hopefully, the result of this study can help them to find out a new strategy about teaching vocabulary by using interesting strategies. Although this study has been done, it still has some weaknesses and hoped there will be an improvement for the next study.

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