

# THE EFFECTIVENESS OF VOCABULARY SELF-COLLECTION STRATEGY ON STUDENTS' READING AND VOCABULARY ACHIEVEMENT: A QUASI-EXPERIMENTAL RESEARCH

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**Abstract:** Reading skill and vocabulary mastery become very pivotal for the ESL students to understand the English language-used properly. That condition should be achieved with the right ways; and one of which is using the VSS. Therefore, this study aims at investigating the effectiveness of Vocabulary Self-collection Strategy (henceforth VSS) on students' reading and the achievement of vocabulary. The quasi-experimental research was applied and the instruments were pretest-posttest. The VSS was used as the independent variable in this study while reading skill and vocabulary mastery were used as the dependent variables. The pretest-posttest was assigned to gather the data. Then, the test related to reading skill and vocabulary mastery were validated via the expert judgment and a validity of content. Additionally, the instruments regarding its reliability was measured by using the reliability of inter-rater. Afterwards, the parametric statistical technique of T-Test and MANOVA test using SPSS 22. Computer program was employed to analyze the data. The findings showed that VSS reveal a significant effect toward students' reading skill and vocabulary mastery. This means that the students get easy to understand the English texts given. It is due to their prior knowledge of vocabulary they have too. This study also proves that the use of VSS can be one of the ways of other strategies to teach the reading and vocabulary in the ESL context.

**Keywords:** vocabulary self-collection strategy (VSS), reading skill, vocabulary mastery

## **INTRODUCTION**

Recently, many ESL pupils are struggling in learning English because they put overmuch interest in the spoken language without realizing that reading skill is also mandatory in order to enable them to explore more vocabularies and expressions for their conversation purposes. Besides, English teachers are asked to introduce the students to interesting learning experiences in order to build their interest in the skill of reading as one of the 4 language skills, reading is needed to be enhanced in process of teaching a foreign language namely English. It has a significant contribution to the students' knowledge development (Walczyk & Griffith-Ross, 2007; Hargrave & Sénéchal, 2000). Through reading, the students get information, entertainment and can improve their knowledge. In this case, reading can be meant as the process of written-symbols such as letters, punctuation marks and spaces, and obtaining the meaning from them. The students look the written symbol and convert them into words, sentences, and paragraphs when they read some texts. Specifically, when they read English materials for their special subject.

Reading is an exercise for the mind (Walczyk, Kelly, Meche, & Braud, 1999). The more students read, the more imaginative they become. Besides, it can make students to be calm down and relax, showing ways of new insights to enlighten their minds. Moreover, the students tend to have better cognitive skills when they read. The students face lots of new words that they never really hear and learn when they read. They also come across with new words, phrases and some styles of writing. Students sometimes do not know how to pronounce the new words or what they mean. Therefore, students frequently and sometimes repetitively see them better in a context. The students urged to peruse at an early age have good understanding of something around them. They can develop critical thinking abilities and are able to be creative rather than other students. Subsequently, they

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become more significantly astute and mindful of their environmental factors than other students who do not peruse.

To support reading skill, the students need to learn many vocabularies since it is very crucial to English language learning because of less vocabulary can make them have difficulty to express some ideas. Wilkins (1972) writes that however without language exceptionally modest can be revealed, with no jargon, nothing can be conveyed. Wilkins' statement shows that even without having a grammar, by knowing any useful words as well as expressions, we are able to often manage to communicate with other people. Moreover, Laufer (1997) states that learning vocabulary can be meant as one of the most substantial elements. From this view, we can see that vocabulary is a language element that is considered the most important factor to start learning with.

In the implementation of English learning process, Based on researcher's preliminary study through interview with the teacher and the teacher's scores document, researcher found out that the students in SMP Negeri 1 Sanggau have low capability in reading comprehension and vocabulary mastery. For example, many of their English reading and vocabulary test scores were below minimum criteria of mastery learning (KKM). This can happen because the mastery of English vocabulary of the students and their reading comprehension were not sufficient. They often had difficulty in gaining the words' meaning in the text due to their less vocabulary. If students had difficulty in understanding the meaning of a word during the learning process, then the teacher was forced to give a shortcut solution for them by asking them to search for the word meaning in the dictionary or directly find the meaning of the word. Although such a way seems alright, if it is too often used, it will bring some negative effects because only some students had dictionaries, the students became dependent on the dictionary and not on the understanding of the word context and students often waited for the meaning of words that come from the teacher. Thus, they became passive and disinterest about the text and its meaning.

In response to this gap between the ideal condition and its real condition, it is realized that the teacher used conventional strategy (lecturing and practice strategy) to deliver the reading text and vocabulary to the pupils. After that, the teacher just gave explanation to the pupils by lecturing, as well as let them read the text and opened dictionary by themselves, and then later on tried to repeat the same vocabulary again in different context. Since the students were not really involved in determining the interesting words and they were not stimulated to suggest their own interesting words in the text. Hence, only some students who understand the text.

Considerably that the teacher need to have appropriate ways in the process of teaching reading and vocabulary mastery, because a good way of reading is able to assist the pupils to reach the appropriate meaning of any text given, the detail information and theory of the text. One out of many strategies to attain the main aim of the teaching and learning of the process in a class run well, it can use the effective strategy. The VSS, therefore, can be seen as one of the best alternative ways to teach a text of reading and vocabulary better then support it with some related previous studies to strengthen to solve the typical problems (Haggard, 1986; Ruddell, & Shearer, 2002; Juwita, & Sunaryo, 2013).

Added to this, a number of researches that show the VSS promotes the reading achievement can be seen through many researches (e.g., Hasan, Gushendra & Yonantha, 2020; Rosnaeni, Dj. Zuhri & Nur 2020; Fatonah 2015; Sukisman 2013; Putri 2012) and also promote vocabulary mastery (Haggard, 1982; Martin, 2002; İlter, 2017; Fatonah, 2015; Sukisman, 2013; Putri, 2012; Rahman, Rinaldi, & Santoso, 2019). However, little is known any study related to the effectiveness of VSS in teaching reading especially for teaching a descriptive and vocabulary pertinent to a text given that had been conducted in Sanggau Regency in West Borneo, Indonesia. Hence, the quasi-experiment research on the use of VSS to see whether the strategy can cover the gap above and whether VSS that has been applied effectively in some other

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places at different times by other researchers can also be effective in SMPN 1 Sanggau, West Borneo, Indonesia or not.

## **LITERATURE REVIEW**

### **Definition of vocabulary**

Vocabulary plays an important role in learning English language. Students who master a lot of vocabulary can easily understand a language. Vocabulary has an essential role in learning a foreign language (Kabiri & Ghafoori, 2014), since it is a basic requirement that influence students' performance in learning English especially English as Foreign Language (EFL). Vocabulary is also known as the groups of words that is acquired by people (Nunan, 2005).

The total number of word, which makes up language, is known as vocabulary (Hornby, 1995). Neuman & Dwyer (2009) states the words that people must learn a lot of vocabulary in order to communicate well, both in speaking (expressive vocabulary) and listening (receptive vocabulary). Hiebert and Kamil (2005) state that vocabulary is the knowledge of meanings of words. Knowledge of words comes in at least two forms, oral and print. In addition, Hanson and Jennifer (2011) state that vocabulary refers to any words that is used to deliver a message one another orally and script language. Pikulski & Templeton (2004) and Santosa and Putra (2020) define vocabulary as the sum of words that are used and understood by language user. That is why the students cannot hold the information from the passage without having ability in vocabulary mastery. The goal of the vocabulary mastery is to increase students' language proficiency, which depends on the quality and quantity of the students' efforts.

From the experts' definitions above, it can be defined that vocabulary is a list of words that are essential elements for the people who use it in communication, which used to transfer the meaning and communicate with each other in a particular language. It also can be understood that the possessing of a

storage of words and expression will help people to nurture all of their communication capability because it is the core elements of language study (Godwin, 2010).

### **Issues of vocabulary development**

A solid vocabulary, both composed and spoken, requires in excess of a word reference. As per Texas Reading Initiative and Texas Reading Initiative (2002) indeed, it requires an instructive obligation to defeat a few hindrances; the extent of the undertaking or the quantity of words pupils requisite to study is really enormous, the contrasts among verbal and composed English, the restrictions of data sources including word references, and the intricacy of words information, since straightforward remembrance isn't sufficient.

Assisting pupils with fostering a solid reading vocabulary necessitates additional than having them gaze into words in a word reference. Maybe, pupils need directions that will assist them with procuring word information and foster procedures to empower them to expand the profundity of that information over the long haul. To assist pupils with creating word information in expansiveness, educators should initially perceive four principal hindrances and afterward foster encouraging practices to address those impediments.: (1) the size of the task, (2) the difference between spoken English and written English, (3) limitation of the source of information about words, and (4) word parts, context, and the complexity of word knowledge (Texas Education Agency, 2002).

Teaching English is an art that need a certain style, technique and strategy so that the teaching-learning process can be interesting and the learning materials can be acquired easily by the students. The teacher has to deliver the learning material well-prepared and clear. During the process of learning nowadays, the teacher's role is not only as spoon-feeder, but also as facilitator, conductor and motivator who can guide for the students to be active, reactive and explorative. Such class

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required a teacher who is energetic, creative, innovative, and can enliven the class, so that the students know what activity they need to do, and the class atmosphere will far away from boredom and the students can learn with enjoy and all of the English materials can be acquired easily by them.

### **Definition of reading comprehension**

Reading is one of the essential factors in 4 English expertise. Students need to learn English as the 2<sup>nd</sup> or 3<sup>rd</sup> language. Also, Linse (2005:69) characterizes that reading as a bunch of abilities that includes seeming well and good and getting importance from the printed structure. It implies that reading a book that prints for the readers as the medium to get what they need showing reading abilities to non-local speakers of English includes exceptional issues and difficulties at all possible degrees of guidance (Celce-Murcia, 2001). It is upheld by Nunan (1991) reading is typically thought about as singular action in which the reader associates with the content in disconnection. It implies that there is a connection between the reader and the content that their read to discover the method for text. Fillmore and Snow (2000) states that reading doesn't happen in a vacuum. It is accomplished for assurance. The reading action includes at least one purposes, some activity to handle the current content and the outcomes of playing out the movement. It implies that reading has the reason to cause the readers to comprehend the subject or fundamental thought in a content or section.

Besides, Johnson (2008) states that reading is the act of utilizing text to make meaning. The two watchwords here are making and which means. In the event that there is no importance being made, there is no reading occurring. Likewise, reading is a continually creating expertise. Additionally, as per Wallace (2003:7), the reading cycle has would in general be considered basically mental, intellectual, and person. In this way, the reading has a relationship with the common interaction. The factor that can impact the reading capacity is mental, emotional

and individual of the readers. Students' needs are the deliberation of construction of the language learning material so that it will facilitate the learning process well because they have various ways of language learning (Tomlinson, 2012).

Comprehension of reading text is a process of interaction to which the person who reads carries the specific viewpoints, interests and assumptions. Reading appreciation includes considerably more than the reader's reactions to the content. As indicated by Brown (1994), reading cognizance is essentially an issue of creating suitable, effective appreciation procedures. In this way, reading appreciation is the fundamental factor in educating English. Alluding to Klingner (2007), some reading perception systems that have been related with the most noteworthy impact extents for pupils with learning inabilities are those that show pupils techniques that expeditious them to screen and imitate previously, during and in the wake of reading.

As indicated by Healy (2002), reading appreciation is the comprehension of the composed word, the comprehension of the substance that is being read and the formation of implications of the content. It implies reading with appreciation has the implying that the reader can remove from the determination its fundamental realities and understanding, pictured subtleties and sense the availability of realities. Reading appreciation requires inspiration, mental systems for holding thoughts, fixation and great investigation methods or methodologies great readers perceive and get importance from the word they find on paper and utilize their insight into the design of the language to start shaping a psychological country of the theme.

### **The importance of descriptive text**

After knowing that reading is one of the essential aspects for the students, especially in English, in which they can get a lot of information and knowledge from reading, Ramelan (1990:1), perusing is a decent movement for students and furthermore something essential and crucial since the achievement of their



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investigation depends for the larger part on their capacity to peruse. Perusing likewise has a fundamental impact in our life. Through understanding books or articles on the web, we can investigate the world, nations that have never been visited, the personalities and thoughts of extraordinary individuals previously, all of which will develop our experience and information and widen our point of view. In case the understudies' perusing expertise is helpless they are probably going to come up short in their investigation, or possibly they will experience issues in gaining ground. Then again, on the off chance that they have great understanding abilities, they will have a superior possibility in their investigation at school.

The form of reading text in this case focuses on the descriptive one. The descriptive text means that the text describes what things are as they are or what things do as they do. In order words, descriptive text is a description of things as it is. It describes the size, shape and behavior. As indicated by Oshima and Hogue (2007), expressive composing requests the faculties, so it voices what somewhat appearances like, sensations, odors, flavors or potentially noises. Moreover, a fair depiction resembles a "word picture" in which the person who reads could envision the article, spot, or individual in the reader's psyche by utilizing words as it were. According to Husna (2013), Descriptive text usually has its own specific features as follows: First, the expressive content utilizes descriptive words and modifiers. Second, the elucidating text utilizes correlation with assistance picture it something is like something. Third, it utilizes understudies' five-sense how it feels, smells, looks, sounds and tastes. Elucidating text regularly utilizes Simple Present Tense. Be that as it may, once in a while it utilizes Past tense if what to be portrayed doesn't exist any longer. The huge syntactic highlights center around explicit members, utilization of Simple Present Tense, utilization of Simple Past Tense if Extinct, action words of being and having 'Social Processes', utilization of engaging modifiers, utilization of nitty gritty Noun Phrase to give data

about the subject, utilization of activity action words 'Material Processes', utilization of adverbials to give extra data about conduct, utilization of non-literal language.

### **The relationship between vocabulary and reading comprehension**

Research on the relationship between vocabulary knowledge and reading comprehension have been conducted so far recently. And it is found that there is a strong connection between reading skill and vocabulary mastery. Grabe & Stoller (2018) state jargon information is principal to generally understanding capacities and fundamental for understanding achievement. Following Grabe and Stoller, Boyer (2017) states that the more words that understudies know and comprehend through jargon guidance, the more probable they are to appreciate what they have perused. In Boyer's (2017) study the motivation behind the examination was to decide whether direct jargon guidance would prompt expanded perusing appreciation in 3rd grade understudies of English Language Learners whose perusing scores were underneath grade level. The outcome shows that the development pace of perusing perception was higher in understudies after they got immediate jargon guidance.

Research has also been conducted to discover the impact of utilizing jargon self-assortment system on understudies' understanding perception and their inspiration at the Language Development Center of UIN Suska Riau. In his examination, Zani (2017) presumed that there was a huge impact of the treatment on the understudies' perusing understanding in the experimental group. It demonstrates that by further developing members' vocabulary information (specifically vocabulary profundity), reading understanding would likewise be improved. This examination utilizes various angles based on what is utilized in the above research, yet both of the investigations give slivers of proof that vocabulary information and reading perception are fundamentally connected. Based on Antonacci and O'Callaghan

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(2011:10) say that vocabulary and reading understanding have a solid relationship that can be demonstrated by the instructors' encounters during showing them where the great consequence of spelling quiz will impact to the great aftereffect of reading cognizance test too. For this situation, the pupils' assertion information is the way to fathom the content.

### **The nature and effectiveness of vocabulary self-collection strategy (VSS)**

The capability to interference and giving good impact to the real population is the effectiveness (Schillinger, 2010). Other scholars state that the capability to reach the targeted purposes is the effectiveness (Seiler, 2017). From those definitions, it tends to be reasoned that adequacy is a fruitful method to quantify the match between expressed objective and the accomplishment.

Nowadays, English teachers should be able to use a good instructional strategy in teaching reading to enhance student's activity in the classroom to promote students-centered. VSS is one of effective reading strategy that can be used in the teaching of English reading for junior high school. It promotes students to be active in looking for the new words and their meaning. The purpose of instructional strategy is to nurture long-term acquisition and the vocabulary improvement in the academic disciplines (Ruddell, 2008). Ruddell (2005) also states that choosing a word in the text or other sources based on their interest are the task of the students in VSS.

Some researchers refer VSS as a collaborating education instructional strategy that may help students to be aware and understand words since pupils are effectively associated with distinguishing fundamental words from their reading to impart to individuals from their group. This technique makes the pupils dynamic in instructing and learning measure. They can track down the fundamental word through the educator's guidelines. Then, at that point, they could connect with one another to impart

the words to their colleagues (Haggard, 1982; Martin, 2002; Putri, 2012; Ilter, 2017).

VSS' activities are constructed to assist students collaborate in determining the unknown words and unfamiliar words through the given context (Juwita & Sunaryo, 2013). According to Thinley (2010) VSS goal is to push the students to study the novelty words through enhancement of acquisition of long-term and vocabulary improvement of academic discipline with the target of synthesizing new content words to students' vocabulary. Another experts also state that enhancing students' awareness and pushing them to study new words to support their academic performance is the target of VSS (Antonacci & O'Callaghan, 2011)

## **METHOD**

This study utilized the quasi-experimental research design along with non-randomized sampling method. This study was conducted to the eight grader students of *SMP 1 Sanggau Kapuas*, West Borneo Province, as the population. After that, the sample was taken by using cluster random sampling technique. The experimental class consisted of 31 students with 16 males and 15 females. While for the control group, it consisted of 31 students with 18 males and 13 females.

Regarding the instrument, this study used reading and vocabulary pre-test and post-test along with semi-structured interview guideline as the supporting instrument. A prior test namely a try-out was first employed. This was used to see the validity and reliability of the instrument. Afterwards, the pre-test and post-test were then conducted. For the former, it was used to measure the students' reading comprehension and vocabulary mastery before giving a treatment. While for the latter, it was used to measure the students' reading comprehension and vocabulary mastery after a treatment. Added to this, the purpose of giving the post-test is to find out whether there are any

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significant differences between experimental or control group or not.

Both groups obtained similar materials with different treatments of teaching steps and learning activities. For the experimental group, it was taught by using vocabulary self-collection strategy-based instruction (VSS), in opposite, the control group received the conventional teaching instruction or strategy.

### **Procedure of collecting the data**

In this study, the data were collected through some steps. First, the tryout of the instrument was done to the rest of the classes which did not include in experiment and control classes, to ensure the validity and reliability of each item in the test. Second, pre-test was carried out to find out students' prior knowledge related to the reading comprehension and vocabulary mastery for control class and experimental class. Third step is introducing how to implement the VSS learning model by referring to some VSS experts to the teacher. Fourth, the teacher did some treatments (application of VSS) to the experimental class and the conventional strategy to the control group in a particular period of time. The observation, check-list and reviewing the development of the treatments were done, while the teacher applied the VSS model in the experiment class properly. Last but not least, the post-test to the control class and experimental class were given.

Subsequent to assigning a pre-test for the two classes, the following stage was assigned treatment. The treatment type of this investigation was simply the educating learning measure utilizing vocabulary assortment procedure in the examination class and addressing practice methodology in the control class. The reason for delivering treatment is to ensure that the vocabulary self-assortment methodology offered impact to work on pupils' reading and vocabulary accomplishment and to identify whether VSS was more compelling to work on pupils'

reading and vocabulary accomplishment contrasted with addressing practice technique.

The treatment was directed for 4 gatherings for each gathering. Each gathering required 160 minutes and had various materials identified with clear content. In this investigation, the scientist ensure that the instructor just centered on the pupils' vocabulary and understanding accomplishment. In the test bunch, the pupils were instructed about another idea of vocabulary identified with clear content through a vocabulary self-assortment procedure. Not the same as the exploratory gathering, in the benchmark group, the addressing practice system was directed in showing the material. Yet, the entirety of the learning resources both in the trial and the benchmark group had a similar difficulty level.

## FINDINGS

### First hypothesis

It is related to whether there is a significant difference of the students' reading achievement after being treated with VSS strategy and conventional strategy of teaching. It can be seen in Table 2.

**Table 2.** The Result of Reading Score of t-Test

		Paired Differences				T	d	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
		n		Mean	Lower	Upper	f	
<b>P</b>	Pre-Test	-	2.57	.463	-5.365	-3.473	-	3
	Reading in Experiment Class - Post-Test	4.4	9				9.5	0
<b>1</b>	Reading in Experiment Class	19					41	.000

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P a i r 2	Pre-Test	-	3.25	.585	-3.936	-1.548	-	3	.000
	Reading in Control Class - Post-Test Reading in Control Class	2.7	5				4.6	0	
		42					90		

Table 2 shows that there is a significant difference between students' pre-test reading scores and post-test reading scores in the experiment class. It can be seen through sig. value of .000, which is lower than 0.05. While for the control class, the sig. value of .000 is lower than 0.05. It means that there is also a significant difference between students' pre-test reading scores and post-test scores.

### Second hypothesis

It is related to whether there is a significant difference of the students' vocabulary achievement after being treated with VSS strategy and conventional strategy of teaching. It can be seen in Table 3.

**Table 3.** The Result of Vocabulary Score of t-Test

	Paired Differences	T	d	Sig. (2- tail ed)	Mean		Std. Devi ation	Std. Error Mea n	95% Confidence Interval of the Difference
					Lo	Up			
					wer	per			
P a i r 1	Pre-Test Vocabular y in Experime nt Class -	-1.839	1.899	.341	-2.535	-1.142	-5.391	30	.000

	Post-Test Vocabulary in Experiment Class								
<b>P</b>	Pre-Test	.387	1.453	.261	-.146	.920	1.483	30	.148
<b>a</b>	Vocabulary								
<b>i</b>	in Control								
<b>r</b>	Class -								
<b>2</b>	Post-Test								
	Vocabulary								
	in Control								
	Class								

Table 3 shows that there is a significant difference between students' pre-test vocabulary scores and post-test vocabulary scores in the experiment class. It can be seen through sig. value of .000, which is lower than 0.05. While for the control class, the sig. value of .000 is higher than 0.05. It means that there is no significant difference between students' pre-test vocabulary scores and post-test scores.

**Third hypothesis**

It is related to whether there is a significant difference of the students' reading comprehension and vocabulary mastery achievement after being treated with VSS strategy and conventional strategy of teaching. It can be seen in Table 4, 5, and 6.

**Table 4.** The Result of Manova Test

Effect		Value	F	Hypothesis df	Error df	Sig.
<b>Strategy</b>	Pillai's	.171	6.100 <sup>b</sup>	2.000	59.000	.004
	Trace					
	Wilks'	.829	6.100 <sup>b</sup>	2.000	59.000	.004
	Lambda					
	Hotelling's	.207	6.100 <sup>b</sup>	2.000	59.000	.004



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	Trace					
	Roy's	.207	6.100 <sup>b</sup>	2.000	59.000	.004
	Largest					
	Root					
<b>a. Design: Intercept + Class</b>		<b>b. Exact statistic</b>				

Based on Table 4, it is known that all sig. values which are tested by using *Pillar's trace*, *Wilka's Lambda*, *Hotellings Trace* and *Roy's Largest Root tests* are 0.004. Since the sig value is smaller than 0.05, it can be concluded that that Ho is rejected and Ha is accepted. In other words, there is a significant effect in student's vocabulary mastery and reading comprehension scores simultaneously between the classes which are taught by using VSS and conventional strategy.

**Table 5.** Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
<b>Strategy</b>	Vocabulary Mastery	34.129	1	34.129	7.371	.009
	Reading Comprehension	43.613	1	43.613	1.473	.014

Table five (5) shows the difference test pertinent to vocabulary mastery as well as reading comprehension in experiment and control class separately. Based on table 5 above, it is known that there has been a significant relation between the utilization of VSS as well as conventional teaching strategy with students' vocabulary mastery which is shown by sig value of vocabulary mastery .009 which is less than 0.05. It also concluded that there has been a significant relation between the utilization of VSS as well as lecturing-practice strategy with students' reading

comprehension which is shown by sig value of reading comprehension .014 that is less than 0.05.

**Table 6.** Pairwise Comparisons

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
						Lower Bound	Upper Bound
Vocabulary Mastery	Experiment Class	Control Class	1.484*	.547	.009	.391	2.577
	Control Class	Experiment Class	-1.484*	.547	.009	-2.577	-.391
Reading Comprehension	Experiment Class	Control Class	1.677*	.659	.014	.359	2.996
	Control Class	Experiment Class	-1.677*	.659	.014	-2.996	-.359

**Based on estimated marginal means**

**\*. The mean difference is significant at the .05 level.**

**b. Adjustment for multiple comparisons: Bonferroni.**

Based on table 6, it is known that there is a significant difference between the score of students' vocabulary mastery who have been taught by VSS and the score of students' vocabulary mastery who have been taught by conventional teaching strategy which is shown by sig value of vocabulary mastery .009 which is less than 0.05. It is also concluded that there is a significant different between the scores of students' vocabulary mastery who have been taught by VSS and the scores of students' reading comprehension who have been taught by lecturing-practice strategy which is shown by sig value of reading comprehension 0.014 that is less than 0.05.

**DISCUSSION**

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The outcomes of the data analysis as well as the research findings could answer the research questions that the use of VSS had significant effects to both the students' vocabulary mastery and reading skill. Furthermore, prior to receiving treatment for employing vocabulary self-collection approach in teaching reading and vocabulary, the kids in the experimental and control groups had similar levels of vocabulary and reading achievement. The findings of the pre-test between the two groups revealed this. The findings of the control group's pre-test was not identical to the experimental group. The experimental group's mean score was 65, while the control group's was 65.16. Additionally, this significant effect of VSS towards students' reading and vocabulary mastery in eight grader students of *SMP 1 Sanggau* was also supported by the previous several findings. Hirsch (2003:16) argues that the comprehension of reading can be reached by anyone with the minimum of 90% to 95% words in a passage. In the same view with Hirsch, Antonacci and O'Callaghan (2011:10) state in which the mastery of vocabulary and the comprehension of reading have a great connection that can be seen by the teachers' experiences when they teach that show the result of the good result related to the mastery of vocabulary test has influenced to the good result of the comprehension of reading test too. In this case, the students' word hindsight is the fundamental key to understand the text. In this study, students have learnt reading as well as obtaining new words.

In addition, this study had three parts of model that was adopted from Antonacci and O'Callaghan (2011) in implementing VSS toward reading and vocabulary mastery successfully. The model of implementing VSS by Antonacci and O'Callaghan (2011) are parted into three ways, they are "before reading", "during reading" and "after reading". These parts of ways really support the learning process. Each step of VSS had been concerned to be evaluated by the teacher via some feedbacks from the researcher. The observation check list was used to

ensure the application of VSS was correct in the experiment class. Furthermore, in VSS application during the treatment, the students needed to choose their interesting or difficult words, and discuss it with their friends based on the context to find the meaning of the selected words. Thus, students can actively engage and be the center in learning process. It was because it is possible for them to select their own interesting or difficult words and discuss about them with their friends. It was supported by the teacher and some students of SMPN 1 Sanggau, who says that they like the discussion and selecting their own interesting words during the post treatment interview. Another expert, Martin (2002:88) states that the main functions of using VSS are students can keep their own ways to study, to find the easiest way to find the difficult words from their readings, to increase their vocabulary that can be a word consciousness.

In presenting final work of VSS, students created a list of intriguing terms to be investigated and learned, as well as the opportunity to expand their vocabulary by drawing on their own existing knowledge and interests. This method can be used to encourage the acquisition of new vocabulary. Because it is a self-generated list by the students, their own internal motivation is put to good use. This method can help students develop an interest in language and, as a result, boost their enthusiasm for the English subject. This idea is supported by Haggard (1998:16) who states that there are three advantages of VSS. First, VSS aids children in making essential connections between new words and their meanings, allowing them to understand and retain them better. Second, VSS piques students' interest in the new phrase, which is a powerful motivator for learning new words. Finally, VSS stimulates kids' interest in learning and collecting words. Moreover, from the students' post implementation interviews show that they are really interested VSS due to their enthusiasm for learning and collecting words. Thus, the application of VSS is used to teach reading as well as vocabulary.

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The VSS was also conducted as the way to increase the students' reading skill. This way consisted of several actions. Those are the cultivating students' attention as well as interest, the gaining as well as exploring the fundamental key of vocabulary which are found in a kind of text, the creating a relationship between an essential key of vocabulary and the content in the text, and the understanding of the complete text. In the practice, the observation and formulation about questions are involved some actions to build the students' attention as well as interest. To collect the data as well as associate are inserted the actions to collect as well as to explore the pivotal key of vocabulary found in a sort of text; to build a relationship between the fundamental key of vocabulary and the content of a kind of text. On the other sides, to comprehend the complete text was collaborated the step of communication. In each steps, the students need to be aware and conscious in reading so that they can gather the interesting vocabulary and connect the context in order to predict the meaning of each vocabulary. Afterwards, the teacher need to provide some attracting questions to assist the students to collect the important information about the new words. These steps' view are the same with Fatonah' hindsight (2015) in which VSS pushes the students to have a better learning to new words through enhancement of the acquisition of long-term and vocabulary improvement of academic discipline with the target of synthesizing new content words to students' vocabulary which lead to good reading comprehension. Other experts also support that the improvement of vocabulary mastery will lead to the good reading achievements (Furqon, 2013; Ali 2010; Hayati 2016; Ibrahim, Sarudin & Muhamad, 2016). Thus, this research showed that VSS can help students to build reading comprehension.

The students' progress in reading perception may be seen as a result of their interest in the teaching and learning measure, as well as the pre- and post-test effects. The students participated actively in class and demonstrated their ability and consideration

in reading the English texts. When they were requested to compose their chosen words on the board, they were ecstatic. They were also expected to work in groups so that they could share the plans with their friends, according to the technique. They may also figure out the meaning of new words based on the context of the content. They realized they didn't have to avoid the new words when reading English publications. They attempted to link those terms with the surrounding words in order to get the correct meaning. This claim is supported by Ruddell (2005:90), who claims that throughout the time spent appreciating the content, the readers will use their prior knowledge and experience to associate with the new data contained in the content, resulting in the content's comprehension. Furthermore, the understudy's post-test scores were greater than the pre-test levels. The two exams' mean scores improved significantly as well. As a result, it is reasonable to assume that the VSS was successful in further developing the learners' understanding and appreciation.

The execution of the VSS greatly affected the pupils' understanding scores. This assertion is upheld by Putri (2012) who says that there is a critical relationship between the utilization of VSS and pupils' understanding accomplishment. It had two effects on the students: first, it influenced their decision to join the class, and second, it influenced their ability to comprehend cognition. The first was that the advantage and consideration of the understudy enhanced, especially when they were reading English publications. They were weary when reading in nature, however the VSS implementation improved their reading perspective. For example, the gathering movement was effective in making students more active and confident in class since they were able to discuss difficulties with their peers. They were also more ready to join the movement as it progressed. Similarly, the distribution of worksheets to each group focused the students' attention and allowed them to give their whole attention to the task at hand, particularly when reading a book because the

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materials were close by. Furthermore, the topic was easier to comprehend for the students. The use of the VSS graph to collect and characterize the key vocabulary aided students in successfully understanding the entire content. They might characterize the new words identified in the content as indicated by the content's setting during the training. Their high-request thinking abilities additionally improved since they were acclimated to utilize their earlier information to be associated with the new materials. This hypothesis is upheld by Haggard (1986:642) who says that VSS is intended to assist the pupils with extending their vocabulary by relating the new vocabulary words that have importance to their encounters in their own lives. Besides, the pupils previously comprehended the significance of words as the way to grasping the entire content. Therefore, the pupils couldn't skirt the new words when reading. Likewise, the pupils could address the inquiries identified with the content simpler since they had altogether fathomed the content.

On the other hand, in the lecturing-practice strategy, students are not required to build their knowledge based on their interest, but the information is mostly based on the explanation given by the teacher (Sudjana, 2010; Sutikno, 2009). The teacher provides almost all the explanations to assemble pupils' information on the content they learn. Accordingly, pupils just adhere to the educator's guidance and data identified with the content that has been picked by the instructor. In short addressing practice methodology generally is instructor focused which is interestingly with VSS which is understudy focused since it permits pupils to pick their own words they need to examine and talk about the words with their companions (Antonacci and O'Callaghan, 2011). As the outcome, in light of the main speculation of this investigation, it was discovered that there is a critical distinction in pupils reading accomplishment among pupils educated by utilizing VSS and those instructed by utilizing addressing and practice system to the eighth-grade pupils of middle school. The thing that matters was seen by the

aftereffect of the pairwise correlation table that the importance worth of VSS is lower than 0.05 or  $p < 0.05$  that shows the speculation is acknowledged and since the sig worth of VSS is 0.009 lower than the sig of the benefit of addressing practice system 0.014, that implies VSS has more critical impact than addressing practice methodology. Additionally, the mean score of pupils who picked up reading utilizing VSS is higher than the individuals who learned through addressing and practice technique. Furthermore, the improvement of mean score between pre-test and post-trial of analysis class is higher than the improvement of mean score between pre-test and post-trial of the control class. This finding is upheld by Putri (2012) that states exercises in VSS had effectively further developed pupils' understanding cognizance. To put it plainly, this procedure can be executed effectively to further develop pupils' understanding abilities.

The use of VSS in vocabulary instruction can help pupils enhance their vocabulary mastery. During the treatment, VSS was successful in assisting the students in expanding their vocabulary through a greater understanding of conceptual knowledge by figuring out the meaning of words. Students were encouraged to brainstorm and come up with as many terms as they could relating to the key word using this technique. As a result, it may assist kids in expanding their vocabulary and remembering words more quickly. Furthermore, when the vocabulary self-collection technique was used in teaching vocabulary, the students became active participants both individually and in groups.

Next, in teaching vocabulary through VSS, students are provided with vocabulary activity, such as choosing and interpreting the interesting words, because they are needed to find as well as connect the information to build and collect a list of new words that they want to acquire. Then, they could interact each other to share the words with their classmates (Haggard, 1982; Martin, 2002; Putri, 2012; İlter, 2017). Then, the teacher need



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to provide some attracting questions that will assist students to collect the important information about the new words that they attained.

Besides, in lecturing-practice strategy, students does not need to build their own hindsight based on their interest, but the vocabulary mostly based on the explanation given by the teacher (Sudjana, 2010; Sutikno, 2009 :). Teacher provides almost all the vocabularies to elevate students' hindsight of the text they have learnt. Thus, students only get the vocabulary that is related to the text which has been chosen by the teacher. Students in VSS are obliged to choose and select a word from a text or other source based on their desire to learn it (Ruddell, 2005). VSS increased students' vocabulary acquisition, according to Haggard (1986). VSS is also superior than typical language arts curriculum words, according to Ruddel and Shearer (2002), Since this technique entails some processes, such as selecting the word, defining the term, completing the list of words, and expanding word knowledge, and it is backed up by small group activity and class discussion, in other words VSS promotes deep learning and long term memory of new words. In short VSS cover deep understanding towards the vocabularies, while in lecturing-practice strategy only cover surface understanding towards the vocabularies.

The adoption of a vocabulary self-collection technique was found to be more effective than a lecture and practice strategy in improving students' vocabulary competence in this study. The difference in mean scores between the post-test and t-test results proves it. Following treatment, the difference in mean scores between the experimental and control groups gradually grew. The experimental group received 77.50 points, whereas the control group received 70.78. The t-value in the post-test result was 9.541, and the t-table was 2.04841. It signifies that the t-value ( $9.541 > 2.04841$ ) was higher than the t-table. As a result, it may be argued that the experimental group outperforms the control group in terms of vocabulary achievement. Along these lines, it

very well may be reasoned that there is a critical enhancement in vocabulary accomplishment between the exploratory gathering and the benchmark group. This assertion is upheld by Antonacci & O'Callaghan (2011:26) who express that VSS has the reasons to advance the pupils' statement mindfulness and to inspire them to acquire novel words so it will uphold their scholarly achievement.

As the outcome, in view of the second speculation of this examination, it was discovered that there is a huge contrast in pupils' vocabulary accomplishment among pupils educated by utilizing VSS and those instructed by utilizing addressing practice methodology in the eighth-grade pupils of SMPN 1 Sanggau. The thing that matters was seen by the aftereffect of between-subject impacts in a multivariate investigation that the importance esteem is lower than  $p < .0005$  that demonstrates the theory is acknowledged. Additionally, the mean score of pupils who learned vocabulary utilizing VSS is higher than the individuals who learned through addressing and practice technique. This finding is supported by Juwita & Sunaryo (2013) that states activities in VSS had successfully improved students' vocabulary mastery.

In short, the strategy in this study can be implemented to develop students' vocabulary mastery in the level of junior high school in Indonesia. However, there have been found several limitations of this study related to the variables used since in this study, the use of VSS is only to improve students' reading and vocabulary. In other words, there are several aspects which can give influences the outcome of the students' reading as well as vocabulary such as their creativity, good motivation, a nice interest, a lovely learning style, social and culture, curiosity, as well as self-esteem. Besides, the outcomes of this study cannot be generalized to a broader population of students in West Borneo or Indonesia or other EFL places. A larger study would have been enabled greater quantitative data to be collected related to more

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participants from any public schools and/ or even private ones so that it can provide a wider angle on the problem.

## CONCLUSION

To sum up, the application of the vocabulary self-collection strategy has a significant effect towards the students' reading comprehension and vocabulary mastery for only the eight-grader level specifically in *SMPN 1 Sanggau Kapuas*, West Kalimantan. In other words, it can be meant that this VSS could develop the competence of the students in terms of reading and mastering the vocabulary. This recent study also implies that the VSS plays an important role to cultivate the EFL learners' ability related to their skill of comprehending the text given and to master or understand the new vocabulary in the text correctly. Pedagogically, the EFL teachers also should select the best way of teaching in order to be able to assist their students' English skills pertinent to reading and vocabulary mastery. In short, this strategy can be used and implemented as one of the best ways to develop the EFL students' reading skill and vocabulary mastery.

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