

**THE EFFICACY OF USING VOCABULARY SELF-COLLECTION  
STRATEGY (VSS) TO INCREASE STUDENTS' VOCABULARY AT THE  
EIGHTH GRADE OF MTs SATU TAP DATOK SULAIMAN PALOPO**



**IAIN PALOPO**

**A THESIS**

*Submitted as a Part of the Requirements for S.Pd. Degree  
in English Language Education Study Program*

**Written by**

**SARI A. MUDENG  
REG. NUMBER: 15.0202.0081**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2019**

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## THESIS APPROVAL

This thesis, entitled "The Efficacy of Using Vocabulary Self-Collection Strategy (VSS) to Increase Students' Vocabulary At the eighth Grade of MTs Satu Atap Datok Sulaiman" written by Sari A. Mudeng, Reg. Number 15 0202 0081, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Monday, September 16<sup>th</sup> 2019 M, coincided with Muharram 16<sup>th</sup> 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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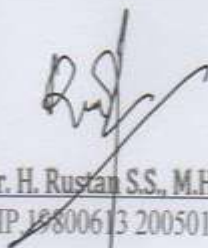
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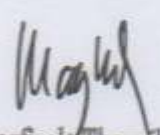
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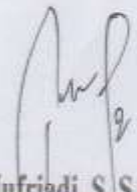
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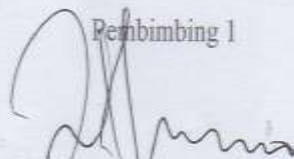
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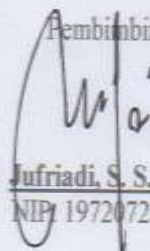
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Palopo, 24<sup>th</sup> August 2019

The Researcher

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## ABSTRACT

**SARI A. MUDENG**, 2019. The Efficacy of Using Vocabulary Self-Collection Strategy (VSS) To Increase Students' Vocabulary at The Eight Grade of Mts 1 Atap Datok Sulaiman Palopo. Thesis, English Study Program Educational Department in State Institute for Islamic Studies (IAIN) Palopo. Supervised by Dr. Masruddin, .S., M. Hum and Jufriadi, S.S., M. Pd.

**Keywords** : *Increase Vocabulary, Vocabulary Self-Collection Strategy (VSS).*

This thesis about increase Students' vocabulary trough Vocabulary Self-collection Strategy (VSS) at MTs 1 Atap Datok Sulaiman Palopo. This aimed at finding whether or not Vocabulary Self-collection Strategy (VSS) is effective to improve students vocabulary at MTs 1 Atap Datok Sulaiman Palopo. The researcher used pre-experimental study applied in VIII class. The study had be done in seven meetings that were designed. First meeting for the pre-test, 4 meetings were for treatments and the last meeting was for post-test.

As the quantitative method, the writer analyzed the data by using t-test. The result showed that there was significant difference in the students' vocabulary achievement taught with Vocabulary Self-collection Strategy (VSS). The students' mean score of pre-test's score of experiment class was 50,2800. Then in post-test, the mean score of experiment class was 76.5600. Based on the result of this study, the researcher concluded that Vocabulary Self-collection Strategy (VSS) improve the students' vocabulary.

The computation showed that the alternative hypothesis ( $H_a$ ) stating "there was a significant difference in students' vocabulary achievement who are taught by using vocabulary self-collection strategy was accepted. Based on the proven hypotheses, the researcher concluded that vocabulary self-collection strategy was effective to be implemented in teaching students' vocabulary.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Vocabulary is one of the important parts of the language. The importance of vocabulary, people can communicate with other people. Base vocabulary is one of the important skills for improving language such as grammar, vocabulary, pronunciation. Moreover, all of the difficult if communicating without vocabulary.

Vocabulary not only memorize but understood. In everyday life, often meet words or phrases in English like is television, radio, advertising, writing in the brochure of the drug, or meet with a foreigner who speaks English. Among the English words that there are certainly one or two or many words that do not know what that means. If want to try to find out a means, by way of guessing the meaning through the context of the sentence or to open the dictionary, then means have been storing it in our brain.

In junior high school, students usually have problems learning English especially in learning vocabulary or lack of vocabulary. In learning vocabulary, the teacher only gave vocabulary and meaning without practice. Moreover, the teaching process relies heavily on teacher presentation. The teacher presents the new words into their notebook and memorize the words at home. When the teacher asks the students about the meaning of the next meeting, most of them



keep silent. It is because they cannot comprehend the meaning words. Furthermore, it makes them that feel the lesson is not interesting and they have low motivation to study.

The problems are the students cannot understand the content of the text because they get difficulties in understanding new vocabulary. They do not recognize it well, and sometimes, they do not know the use of them; whether it is a noun or a verb or the context of it (when the word is used). They just open a dictionary searching for meaning. When they have found the meaning, they just knowing without try to comprehend the word. They want to enrich the amount of vocabulary, but they seem do not have the interest to know deeper about those words.

To reach the goal of language learning and specifically to acquire new words or unfamiliar words for the students, appropriate strategies for teaching vocabulary can improve the students' vocabulary. The strategies should make use of the students' daily life. Then, the students can acquire some new and unfamiliar words by their selves. It can be the words that they ever hear or see. If the strategy is not effective, there may be no attention from the students. Furthermore, without attention, the teaching and learning process in the classroom will not work well.

Based on the observation at eight grades MTs Satu Atap Datok Sulaiman in Palopo, students had problems in learning vocabulary because of some factors; they were the lack of practice vocabulary in classroom communication.

Teachers should be finding out the solution in vocabulary teaching by creating various efficient and effective strategies. They should make students interest in vocabulary learning to not boring and monotonous. So, one of the strategy that exacts for teaching in the classroom is Vocabulary Self-collection Strategy (VSS).

Vocabulary Self-Collection Strategy (VSS) is an interactive Learning instructional strategy that promotes word awareness, activeness of students are needed in identifying important words in this strategy, can help students to increase vocabulary. This strategy the first time introduced by Haggard. The Students can increase their vocabulary from some new words that they find in their reading. Its stages are the researcher ask the students to divide the group consist of 4-5 students for each group. then, ask students to read a text and find the interest word. The researcher ask a student to representation a group for presentation the word in front of the class with questions as follow; where are they find the word, what they think defines the word, why they choose the word. After that, the researcher discusses with students the word that had found. It can also build students' self-confidence because this strategy doing with the group.

Therefore the researcher should be improved by experiment research during the teaching and learning process. The researcher do not only teaches students, but also observes all of the students in learning activities. Research through vocabulary self-collection strategy, it is conducted for getting the best goal.

Based on the background above, the researcher conducted in experiment research entitle "The Efficacy of Vocabulary Self-Collection Strategy (VSS) to

Increase Students' Vocabulary At the eight Grade of MTs Satu Atap Datok Sulaiman".

### ***B. Problem Statement***

Based on the background above the researcher the research question as follow : is Vocabulary Self-Collection Strategy (VSS) effective to teach vocabulary at the Eight Grade of MTs Satu Atap Datok Sulaiman?

### ***C. Objective of the research***

Based on the problem statement above, the objective of this research is to test whether the Vocabulary Self-Collection Strategy (VSS) is effective at the Eight Grade of MTs Satu Atap Datok Sulaiman.

### ***D. Significance of the research***

#### 1. Practically

can be used as a model to improve the students' vocabularies

- a. For students, can improve their motivation and vocabulary achievement in learning English.
- b. For teachers, can be teaching vocabulary by using Vocabulary Self-Collection Strategy (VSS).

#### 2. Theoretically

The purpose this research find out the way encourage the students in learning vocabulary by using Vocabulary Self-Collection Strategy (VSS). Furthermore, the writer hopes that this work will be useful for the English teachers in developing their teaching method and further will revolutionize their teaching.

### ***E. Scope of the Research***

The scope of the research is focusing on the implementing of Vocabulary Self-Collection Strategy (VSS) in teaching vocabulary. The materials of vocabulary focus on Adjective, noun and verb.

### ***F. Operational Definition***

#### 1. Definition vocabulary

Vocabulary is the basic that must be learnt first by learners. It will help the learner in learning English language well.

#### 2. Definition Vocabulary Self-Collection Strategy (VSS)

Vocabulary Self-Collection Strategy (VSS) is one of the strategy that can be used by all of a teacher to increase students' vocabulary.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. *Previous Studies*

The writer finds some researchers which are closely related to this research, that research are:

1. Fitria Ayu Meiningsih use quasi experiment research to improve eight grade students' vocabulary mastery by using vocabulary self-collection and interactive cloze strategy at SMP Negeri 3 Ungaran in academic year 2014/2015. This study revealed that vocabulary self-collection strategy succeeded helping students' vocabulary mastery can be improved by applying vocabulary self-collection strategy (VSS)<sup>1</sup>. Based on this study, it was suggested that vocabulary self-collection strategy can improve students' vocabulary mastery .

2. Zulfirman Zani and Jordi Kasdi, use Quasi Experimental entitled "The Effect of Using Vocabulary Self-Collection Strategy on Students' Reading Comprehension and Their Motivation". Result of this research, teaching using vocabulary self-collection strategy gave significccant effect. This strategy also makes students motivate in reading comprehension and they do not get bored<sup>2</sup>.

3. Mashrukhan Al-Maghfuri use classroom action research, this research aimed to improve students' vocabulary mastery using vocabulary self-collection strategy (VSS) on the eighth grade students at MTs Hudatul Muna Ponorogo in

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<sup>1</sup> Fitria Ayu Meiningsih. "The Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to Improve Students' Vocabulary Mastery" Final project ,(Semarang: UNNES 2014).<https://journal.unnes.ac.id> accessed September 18<sup>th</sup> 2018

<sup>2</sup> Zulfirman Zani and Jonri Kasdi. "The Effect of Using Vocabulary Self-Collection Strategy on Students' Reading Comprehension and Their Motivation 2016". <http://ejournal.uin-suska.ac.id/index.php/IJIELT/article/view/2464> accessed January 2019

academic year 2016/2017<sup>3</sup>. The result of this research is can increase students' activeness in learning and students' vocabulary mastery improved. It can be concluded that the implementation of vocabulary self-collection strategy (VSS) can improve students' vocabulary mastery.

Based on previous research findings, it is important to conduct research in describing "The Efficacy of using Vocabulary Self-Collection Strategy (VSS) to increase students vocabulary at the eight grade MTs Satap Datuk Sulaiman". The difference between previous study and this research and variable of this research is focused on increase in vocabulary and vocabulary self-collection strategy (vss).

## ***B. The Concept of Vocabulary***

### **1. Definition of Vocabulary**

Some experts try to define vocabualry in the followings are their defenition :

John M. Echols and Hassan Shadily states that vocabulary means that all of the words in the which registered<sup>4</sup>. While in Oxford Dictionary, vocabulary is the total number of words in a language, words known to a person, list of words with their meaning, especially at the back of a book used for improving skill a foreign language<sup>5</sup>.

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<sup>3</sup> Mashrukhan Al-Maghfuri, "Improve Students' Vocabulary Mastery Using Vocabulary Self-collection Strategy (VSS) on the Eighth Grade Students at MTs Hudatul Muna Ponorogo in academic year 2016/2017" etheses.iainponorogo.ac.id accessed November 15<sup>th</sup> 2018

<sup>4</sup> John M. Echols & Hassan Shadly, *Kamus Inggris-Indonesia*, (Jakarta;PT. Gramedia Pustaka Utama ,1997),p.631.

<sup>5</sup> Martin Manser, *Oxford Dictionary*, (New Edition; New York: Oxford University Press, 1995),p1331

According to Jeremy Harmer, Vocabulary is knowledge of words and word meaning<sup>6</sup>. So, Vocabulary is a part important to create a sentence and used by people to communicate. Know lot of vocabularies can help us to speed up to speaking us and more self confidence. Vocabulary is the stock of words used by a people or by a particular class or person.

## 2. Types of Vocabulary

There are four types of vocabulary, those are:

- a. Active speaking of vocabulary is words that the speakers are to use in speaking
- b. Passive listening vocabulary, words that the listener recognizes but cannot necessary produce when speaking,.
- c. Passive reading vocabulary refers to words that a reader recognizes would not necessarily be able to produce.
- d. Active writing vocabulary, words that a writer is able to use in writing<sup>7</sup>.

Harmer also divides vocabulary into two types, those are :

- a. Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.
- b. Active vocabulary refers to words that students have learned. They are expected to be able use by the students<sup>8</sup>.

There are seven types of vocabulary namely :

- a. Synonyms : what that have similar meanings

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York:Longman, 1991),p. 154.

<sup>7</sup> Kenji Kitao and S. Kathleen Kitao, *Testing Vocabulary* 1996, Online: <https://eric.ed.gov/?id=ED398254>, accessed on September 21<sup>st</sup> 2018

<sup>8</sup> Jeremy Harmer, *The practice of English Language Teaching a New Edition*, (New York: Longman Publishing,1992),p.159

- b. Homonyms and homographs : pairs that are often confused, and how to keep them straight.
- c. Foreign words : words that English has “borrowed” from other countries.
- d. Misleading words : ones that don’t mean what they sound like.
- e. Power words : words that evoke an emotional response when read or heard.
- f. Antonyms : knowing the antonym increase the chances of remembering a definition
- g. Verbal analogies: testing critical thinking through relationship<sup>9</sup>.

Stuart indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others<sup>10</sup>.

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<sup>9</sup> <https://dataworks-ed.com/blog/2014/vocabulary-development-part-1-types-of-vocabulary/> (Access on October 16<sup>th</sup> 2018)

<sup>10</sup> Stuart, W., *Receptive and productive vocabulary learning: The effects of Reading and Writing on word knowledge*, studies in second Language Acquisition/ Volume 27/ Issue 01/ March, 2005.p. 33-52



### 3. Part of Speech

Part of speech are the eight parts of words are used to make sentence in English. Among all them are noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection:

- a. Noun: is word used to appoint to name a person, an animal, a place, an abstract concept, or everything words is maid a noun. A noun can be function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective, or adverb.
- b. Pronoun: is word used to replace a noun. Pronoun is used to avoid a words of noun repeteadly in the sentence. Pronoun also can be function as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective, or adverb in a sentence.
- c. Verb: is word used to show the performance, work, action, event, or state of being. Simply , a verb shows what someone or something does.
- d. Adverb: is word used to explain the mean of a verb, an adjective, or other words except a noun and a pronoun. Also, it can be said as word is used to explain mean of part speech except a noun and pronoun too.
- e. Adjective: is word used to give characteristic to a noun. Also, it can be understood that is words which used to give limit meaning of noun.
- f. Preposition: is words is put in front of a noun, or pronoun, or everything words is maid a noun that located as a object and function to explain a noun, or pronoun, or everything words is maid a noun that located as a subject to

shows relation between the words in a sentence. Preposition sometimes called “connectives”.

- g. Interjection: is word or group of words used to show or express strong-feeling. Interjection can be an actual word or merely a sound and is followed by an exclamation mark(!).
- h. Conjunction: is word which function to connect same kind words, phrases, or clauses with other words, phrases, and clauses<sup>11</sup>.

#### **4. The Importance of vocabulary**

Learning vocabulary is a very important of learning a language. The more words you know, the more you will be able to understand what you hear and read and the better you will be able to say what to when speaking or writing. This research clearly about point of vocabulary has always been continuous to be a significant goal in literacy and learning<sup>12</sup>.

Vocabulary is critical to reading success for three reasons:

- a. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.
- b. Words are the currency of communication. A robust vocabulary improves all areas of communication- listening, speaking, reading, and writing

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<sup>11</sup> John Wiley & Sons. Parts of speech: *Diagnostic Tests Lesson and Activities*. English: 2007, p. 42

<sup>12</sup> William P. Bintz , *Teaching Vocabulary across the Curriculum* (Middle School Journal ,2011) <http://littedkit.pbworks.com/f/middle%2520school%2520vocabulary%2520strategies.pdf> pg 2, october 7<sup>th</sup> 2018

c. How many times have you asked your students or your own children to “use your words”? when children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too.

Students need to master vocabulary to improve their English language . because vocabulary is basic language skill for how well students listen,speak, read, and write<sup>13</sup>. If students are lacking of vocabulary, they will be difficult in understanding material from their teacher.

### **5. Teaching Vocabulary**

Teaching process generally is teacher work to make conditions or to regulate area, it would make an interaction between students and their area include teacher and tools of lesson, so that the purpose of study would be achieve<sup>14</sup>. Perhaps, teacher has a good strategy for teaching vocabulary and students will be interested in joining vocabulary lesson. Moreover, students can enjoy their learning as long as teacher is teaching vocabulary lesson. Researcher can conclude that teaching is a way and process of interaction between students and teacher.

The teacher should facilitate vocabulary learning by teaching strategy in order to students not bore. The strategy of vocabulary learning should help students facilitate in meaning new word, difficult words or unfamiliar words.

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<sup>13</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*,( United Kingdom: cambridge University Press, 2002), Pg 255

<sup>14</sup> Nasution, *Teknologi Pendidikan* (Jakarta: Bumi Aksara, 1994), 43.

The National Reading Panel's identified eight specific findings that can provide a scientifically based on foundation for the design of rich, multi-faceted vocabulary instruction. They are<sup>15</sup> :

- a. There is need for direct instruction of vocabulary items required for a specific text.
- b. Repetition and multiple exposures to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.
- c. Learning in rich contexts is valuable for vocabulary learning. Vocabulary words should be those that learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas.
- d. Vocabulary tasks should be restructured as necessary. It is important to be certain that students fully understand what is asked of them in the context of reading, rather than focusing only on the words to be learned.
- e. Vocabulary learning is effective when it entails active engagement in learning tasks.
- f. Computer technology can be effectively to help teach vocabulary.
- g. Vocabulary can be acquired through incidental learning. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context and motivation may also add to the efficacy of incidental learning of vocabulary.

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<sup>15</sup> Elfreida H. Heibert and Michael L.Kamil, *Teaching and learning vocabulary : Bringing Research to practice* (London: Lawrence Erlbaum Associates, Publiser, 2005), 7.

h. Dependence on a single vocabulary instruction method will not result in optimal learning. A variety of method was used effectively with emphasis on multimedia aspects of learning, richness of contexts in which words are to be learned, and the number of exposures to words that the learners receive.

According to Cross the procedure of teaching vocabulary can be divided into three stages, they are namely:

a. Presentation

In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity.

b. Practice

In the second stage, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, etc. Those are several types of exercise that can used by the teacher in this stage.

c. Production

In this stage the students are expected to apply the newly learn vocabulary through the speaking activities or writing activities<sup>16</sup>. This conclusion, educators also need design classroom experiences that are multi-faceted. If students are to acquire new words and increase the depth of their word knowledge.

## 6. Increasing Vocabulary

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<sup>16</sup> Croos, David. *A Practical Handbook of Language Teaching*. (London: Cassel. 1991),p. 11-15

To increase vocabulary mastery much way such as<sup>17</sup>:

- a. Look and listen for new words

Keep your eyes and ears for words that you do not know. You will see them in reading. You will hear them in talking with other people, in watching movies and listening radio or television.

- b. Write down your new words

When you get new words, you can remember and write in your note book.

- c. Find the meaning of new words

In dictionary, look up meanings new words that you have written in your vocabulary notebook.

- d. Make new words your own

Use each new word in talking with your family or friends.

- e. Enter several new words in your vocabulary notebook each day.

Keep bulding your word power. At the ended of the week, quickly review new words you entered during seven day period just ended. Review will help you remember meaning of these words.

## **7. The Principles of Learning and Teaching Vocabulary**

In learning and teaching vocabulary there are some principles as follows :

- a. Aims; the teacher should know the aims of the words taught.

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<sup>17</sup> Thesis of Mr. Sipur, *Improving Students Vocabulary By Using Guessing Technique to the Seventh Grade Students of SMP Negeri 2 Sooko Ponorogo*, (Ponorogo, 2011), Pg 21-22).

- b. Quantity; the number of new words which students should possess and learn, must clear.
- c. Need; it is necessary to select the words which teachers serve to students its selection process is based on the aims of the objective of the individual lesson, students background and language need.
- d. Frequency exposure and repetition; there is a need of a certain amount of repetition until there is evidence that students learn the target words.
- e. Meaningful presentation; in presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Its presentation should be perfect, meaningful and unambiguous.
- f. Situation Presentation; the way in presenting the words should be appropriate to students' situation.
- g. Presenting in Context; through reading material, new words or unfamiliar words can be presented as a medium in teaching vocabulary.
- h. Learning vocabulary in the mother tongue and target language; in teaching the target words, teacher may use words of the mother tongue as a tool of compare similarities and differences of the words.
- i. Guessing produce in learning vocabulary; guessing is a way in learning vocabulary. It leads students to think the meaning of the word taught<sup>18</sup>.

### ***C. Vocabulary Self-Collection Strategy***

#### **1. Definition of Vocabulary Self-collection Strategy (VSS)**

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<sup>18</sup> J. Michael Wallace, *Teaching Vocabulary*, (English Language Book Society: Heinemann Educational Books, 1982), p.22

Based on the term about Vocabulary Self-Collection Strategy, as follow :

1. According to Kent.edu, that the goal of VSS is to “promote long-term acquisition of language in a content area” and into students’ working vocabularies<sup>19</sup>.
2. According to Vacca et all state that students are given the task after having read the designated text<sup>20</sup>.
3. According to Hurst and Pearman state that VSS can be done before reading by skimming the text and having students select difficult words<sup>21</sup>.

The Vocabulary Self-Collection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard <sup>22</sup>. It has as its primary goal incorporation of new content words into students’ working vocabularies. Unlike the Dreaded Word List that Zena Logan’s teacher uses, VSS focuses on content words that students need to know, words that are important to them and about which they have expressed interest and curiosity. From the statements above, it can be concluded that the purpose of this strategy are to teach students how to make decisions about the importance of concepts and how to use

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<sup>19</sup> Kent.edu (2016). Retrieved from [http://literacy.kent.edu/eureka/strategies/vocab\\_self-collection09.pdf](http://literacy.kent.edu/eureka/strategies/vocab_self-collection09.pdf) (Accessed 4<sup>th</sup> october 2018)

<sup>20</sup> Vacca et all. *Content area reading: Literacy and learning across the curriculum*. United States : Pearson Education,Inc. 2016.

<sup>21</sup> Hurst,B.,& Pearman,C. J, (n.d). *Teach reading? But i’m not the reading teacher*.Missouri State University ,p.230. 2013.

<sup>22</sup> Martha Rapp Haggard..*Internal Reading Association. Journal of Reading*, Vol.29, No.7 April 1986. Pp 634-642 (1986). Retrieved November, 2012 from (<http://www.Jstor.org/stable/>)



context to determine word meaning and to promote long-term acquisition of language in a content area.

VSS begins following reading and discussion of text selection, and then the teacher asks teams of students to choose one word they would like to learn more about. The teacher also chooses a word.

## **2. Procedure of Vocabulary Self-collection Strategy**

This is procedures Vocabulary Self-Collection strategy, there are some steps as follow<sup>23</sup>:

1. Teacher introduces the purpose of VSS to student. They will be expected to find new and interesting words from their readings that they will learn through a group nomination process.
2. Teacher's model how to select and nominate important words from the readings. Teacher shows why the word they the word they selected is important by providing a strong rationale. For example, they may show students that without knowing the word, they may not understand the sentence or surrounding sentences. They may also nominate selected word because it is interesting and would be useful in their own writing.
3. Teacher demonstrates how to use context and other resources to learn the meaning of word. For example, they may use the contexts or they may offer to the glossary, dictionary, diagrams, or diagrams, or illustrations to unlock the meaning of word.
4. Teacher writes the word.

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<sup>23</sup> Haggard, M. R Vocabulary Self-collection Strategy: An Active approach to word learning . Journal of Reading, 27( 3), 203-207 (1982). (Accessed 4<sup>th</sup> october 2018).

5. Teacher engages students in process of vocabulary self-collection strategy. Students work in small groups of three to five, and they read a short passage from book with teacher. They are guided by teacher to identify a word they wish to select. Teacher demonstrates how to use context and other resources to figure out meaning of the word. Together, students and teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning.
6. After students are familiar with the strategy, teacher provides guided practice to support the use of VSS during reading. Teacher organizes students in small groups for reading. They introduce book and provide a brief overview of the strategy.
7. Students in small group discuss words they wish to nominate. Within their small groups, they talk about each word and why they think that class should learn this word. Through consensus, they nominate two words.
8. Each group presents word that find. Writes the word on the whiteboard, sentences in which word was used, its meaning and reason for selecting word.

Next, Students record all nominated words in their learning vocabulary notebooks. The teacher can then use these student generated vocabulary words in other activities. To introduce the activity, the teacher presents the word has chosen and as models how to respond to the three questions.

### **3. Advantage of Vocabulary self-collection strategy (VSS)**

There are some advantages of Vocabulary Self-Collection strategy, those are

1. To enhance students' motivation and achievement in learning new word
2. Students' rationale for selecting certain words adds to their understanding of the process for learning them.
3. Students can build their vocabulary knowledge through active participation in word discussions" and activities related to word learning.

According to Fitria, advantage of Vocabualry self-collection are to increase students' vocabulary and appropriate for pre and post reading and help students to determine a purpose of reading<sup>24</sup>.

Therefore, it can be concluded that Vocabulary Self-Collection strategy is the strategy that focus is on the meaning of the word in the specific context. This strategy is done not only to present vocabulary but also to answer the three questions above.

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<sup>24</sup> Fitria Ayu Meiningsih, *The Effectiveness of Vocabulary Self-Collection Strategy and Interactive Students' Vocabulary Mastery*, (Semarang:2004), 14. <https://journal.unnes.ac.id> accessed September 18<sup>th</sup> 2018

#### D. Theoretical Framework

The conceptual framework in this research which is served in the following diagram:

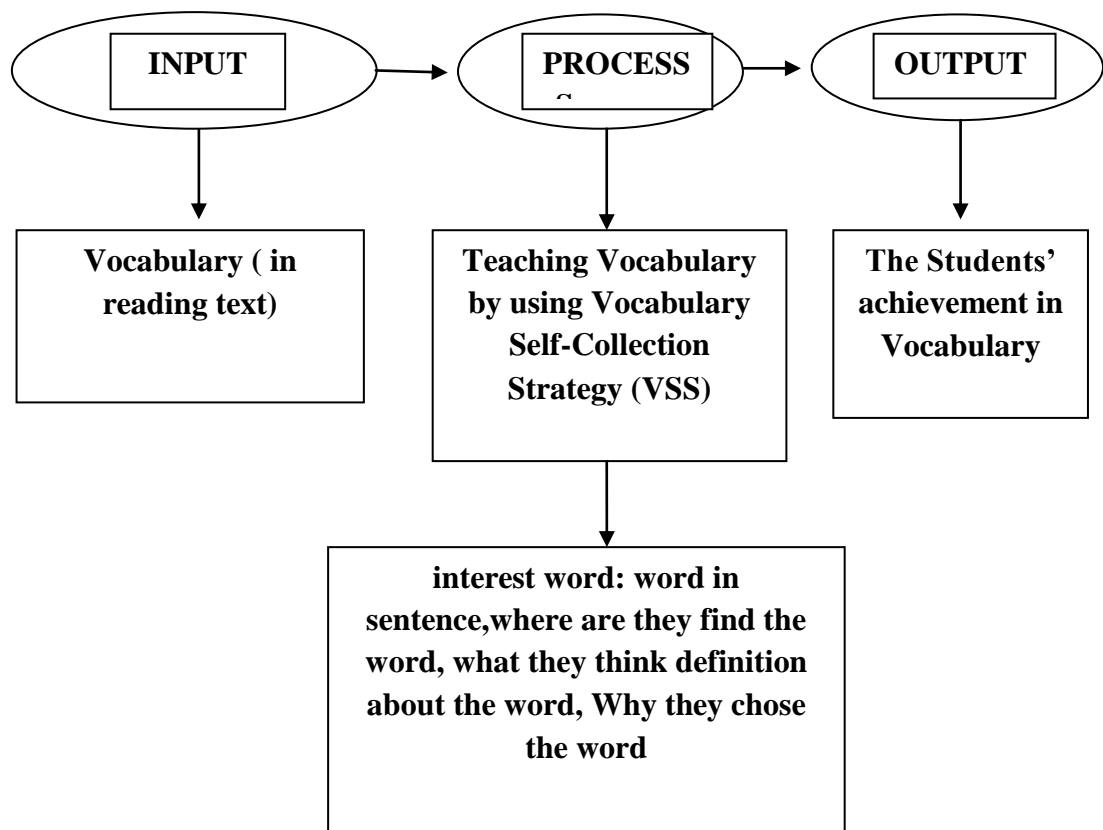


Figure 1. Theoretical Framework

The main component above will be described as follows:

**Input** : It refers to students' Vocabulary ability

**Process** : The students' will be given treatment by using Vocabulary self-collection strategy (VSS)

**Output** : The output is students' achievement in Vocabulary

The theoretical framework shows process of the researcher in using the vocabulary self-collection strategy to increase students' vocabulary. Vocabulary self-collection strategy is one of the strategies or ways for the teacher to teaching the students in learning English especially vocabulary, etc. The process of vocabulary self-collection strategy are the first, the researcher ask students to divide some group consists of 4-5 students for each group. The second, the researcher ask students to read a text and find an interest or unfamiliar word. The third, one of them presented their word that find in reading with the question as follow; what they think definition about the word?, where are they found the word?, and why they choose the word?. The last, the researcher discusses with students. Besides, vocabulary self-collection strategy can increase students' new vocabulary, and can also build students' self-confidence because this strategy doing with the group.

### ***E. Hypotesis***

To test the hypotesis, this research used statistic hypothesis, namely:

$H_0$  : Vocabulary Sel-Collection Strategy does not increase the students' vocabulary at MTs Satu Atap Datok Sulaiman Palopo.

$H_1$  : Vocabulary Sel-Collection Strategy increase students' vocabulary at MTs Satu Atap Datok Sulaiman Palopo.

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. *Research Design***

The researcher employed pre-experimental design with one group pre-test and post-test design. The comparison between the pre-test and post-test scores depends on the success of the treatment.

This research involved one class of students with pre-test, treatment, and post-test design. This design of research can be described as follow :

Pre-Test	Treatment	Post-Test
O <sub>1</sub>	X	O <sub>2</sub>

Notes :

O1: Pre-Test

X: Treatment

O2: Post-Test

**B. *Variables***

In this research, there were two categories of variables, namely:

**1. *Dependent Variable***

The dependent variable was the improvement of the students' vocabulary.

**2. *Independent Variable***

The independent variable was the vocabulary self-collection Strategy (VSS).

### **C. *Population and Sample***

#### **1. Population**

The population of the research was the eight class students of MTs 1 Atap Datok Sulaiman Palopo. The real numbers of the population were 55 for two classes.

#### **2. Sample**

This research used a purposive sampling technique where all of the students were one class taken as a sample of this research. And the total of the sample is 25 students.

### **D. *The Instrument of the Research***

Arikunto states that “research instrument was a tool that is used to collect data”. Based on this opinion, the instruments used to collect data are pre-test and post-test for improving vocabulary. Pretest used to measure the students` vocabulary ability before the treatment given by the teacher. After pre-test, the teacher gave the treatment 5 times to students for teaching material about vocabulary. Post-test used to measure the students` vocabulary after giving treatments. There were some types of questions that the researcher uses here, the test consist of 30 questions. Part A, finding words in reading the text then translate the words into Indonesia that they know consist of 15 words. Part B, translate words into English consist of 10. Part C, multiple choices consist of 5 questions.

## ***E. The Procedure of Collecting Data***

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

Before doing treatment, the researcher employed a pre-test. The steps pre-test were:

1. The researcher gave a question sheet in form reading the descriptive text for finding words, multiple choices and translates the word into English.
2. Then, the researcher gives 20 minutes for students to answer the question.
3. After that, the researcher asks students to collect the answer sheet.

### **2. Treatments**

The treatment in teaching Reading Descriptive Text by Using Vocabulary Self-Collection Strategy (VSS). Consist of some meetings. The steps in teaching Reading Descriptive Text were as follow:

1. The researcher gave the self-introduction the explained descriptive text for the students; explain to them what is descriptive text and purpose.
2. Then, the researcher explained the Vocabulary Self-Collection Strategy (VSS) and how to work it.
3. After that, the researcher gave an example of a descriptive text.
4. Then, the researcher asked the students to divide the group of four-five people of each group in applies Vocabulary Self-Collection Strategy (VSS).
5. The researcher asked the students to read the reading text that given with group them.
6. The researcher asked the students to find words unfamiliar or interest.



7. Then, the researcher asked each member of the group representation group them for presentation in front of the class the words that have found.
8. The researcher asked students to write down on the whiteboard and presentation the word with questions below;
  - 1.) *What is the meaning or definition of the word?*
  - 2.) *Where are you found the word?*
  - 3.) *Why do you choose the word?*
9. After finished, the researcher share information about vocabulary in reading the descriptive text about the text.

### **3. Giving Post-test**

After doing treatment, the researcher applied a post-test to find out the students' achievement and their progress. The steps were as follow :

1. The researcher gave a question sheet in form reading the descriptive text, multiple choices, and translate the word into English.
2. Then, the researcher gave 30 minutes for students to answer the question.
3. After that, the researcher asked students to the collected answer sheet.

### ***F. The Technique of Data Analysis***

The data obtained then analyzed using quantitative descriptive statistical analysis. Quantitative analysis the presentation of the data is in the form of frequency distribution tables which can be used categorization techniques by referring to the scale of numbers 0-100.

The data analysis technique involves some step as follows:

1. Analyzing the raw data of the vocabulary test. Each of the student's correct answer gets 1 and the wrong answer got 0.

2. Scoring Classification

The data analysis through percentage by using the formula as follows:

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

Where:

P = percentage

F = the cumulative frequency of subjects

N = total number of the subject.

3. Classifying the score into criteria interpretation score as follows:

Excellent : 95-100 is classified as excellent

Very Good : 86-95 is classified as very good

Good : 76-85 is classified as good

Fair Good : 66-75 is classified as fair good

Fair : 56-65 is classified as fair

Poor : 36-55 is classified as poor

Very poor : 0-35 is classified as very poor.

4. Determining the mean score, percentage, and test of significance use SPSS program version 20.

### ***G. Hypothesis Acceptability***

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

1. If probability value ( $p$ )  $>$  0,05;  $H_1$  is accepted and  $H_0$  is rejected. It means the use of Vocabulary Self-Collection Strategy (VSS) is effective to increase students' vocabulary.
2. If probability value ( $p$ )  $<$  0,05;  $H_0$  is rejected and  $H_1$  is accepted. It means the use of Vocabulary Self-Collection Strategy is not effective to improve students' vocabulary.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The finding research show the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standars deviation of the students' pre-test and posttest.

#### The analysis students' vocabulary score in pretest and posttest

##### a. Pre-test

in this section, the research shows the complete score of students in vocabulary (students correct answer) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in pre-test. The research presents the data in the tables and calculates the score by using SPSS 20 Program. Then, the research show the students' complete score students vocabulary in pre-test. It Tabulated by following table :

**Table 4.1**

**The Test Result of Pre-Test**

<b>Students</b>	<b>Students' Correct Answer</b>	<b>Scoring of the Students</b>
S1	20	66
S2	18	60
S3	15	50
S4	16	53

S5	15	50
S6	16	53
S7	15	50
S8	10	33
S9	17	56
S10	13	43
S11	11	36
S12	13	43
S13	15	50
S14	17	56
S15	13	43
S16	15	50
S17	14	46
S18	20	66
S19	14	46
S20	11	36
S21	16	53
S22	17	56
S23	15	50
S24	17	56
S25	17	56

---

On the table 4.1 shows that only two student got 66 as highest score and the percentage lowest score 33.

Furthermore, the research presented and tabulated the mean score of the students' correct answer. It can be seen table 4.2 :

**1.) Students correct answer**

**Table 4.2**

**The score of Students' correct answer in pre-test**

<b>Students</b>	<b>Students' Correct Answer</b>
S1	20
S2	18
S3	15
S4	16
S5	15
S6	16
S7	15
S8	10
S9	17
S10	13
S11	11
S12	13
S13	15
S14	17
S15	13
S16	15
S17	14

S18	20
S19	14
S20	11
S21	16
S22	17
S23	15
S24	17
S25	17

---

To calculate the mean score of students' correct answer, the research calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic it can be seen in table 4.3 :

**Table 4.3**

**The mean score of students' correct answer in pre-test**

**Descriptive Statistics**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>PRE-TEST</b>	25	33.00	66.00	50.2800	8.35923
<b>Valid N (listwise)</b>	25				

---

From the table 4.3, it shows that the highest score of students is 66.0 and the lowest score is 33.0. Besides, it also indicates that the mean score of students' accuracy in pre-test is 50.2800 and the standard deviation error is 8.35923.

In other side, the researcher also has written the students' score of correct answer before giving treatment by Vocabulary Self-collection Strategy (VSS) and it presents through the table rate percentage scores. It can be seen in table 4.4

**Table 4.4**

**The Rate Percentages Score of the Students' Accuracy in Pre-Test**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	95-100	0	0%
Very Good	86-95	0	0%
Good	76-85	0	0%
Fair Good	66-75	2	8%
Fair	56-65	6	24%
Poor	36-55	15	60%
Very Poor	0-35	2	8%
<b>TOTAL</b>		<b>25</b>	<b>100%</b>

The table 4.4 indicates that students' score in the frequency of pre-test. It shows that there was none students (0%) who got excellent, very good (0%), good (0%), there were 2 students (8%) who got fair good, there were 6 students (24%) who got fair, there were 15 students (60%) who got poor and there were 2 students (8%) who got very poor . Based on the data above, it can be seen on the table above there were only 2 students got fair good that indicated the vocabulary of the students still low.



**b. Post-test**

The research shows the students' complete score students' vocabulary in post-test. The tabulation of students' score in the post-test can be seen in the table 4.5.

**Table 4.5**

**The Score of Students' Vocabulary in the Post-test**

---

<b>Students</b>	<b>Correct Answer</b>	<b>Score</b>
S1	22	73
S2	24	80
S3	23	76
S4	25	83
S5	20	66
S6	26	86
S7	24	80
S8	25	83
S9	24	80
S10	26	86
S11	23	76
S12	21	70
S13	22	73
S14	24	80
S15	20	66
S16	22	73

S17	25	83
S18	23	76
S19	21	70
S20	24	80
S21	23	76
S22	22	73
S23	22	73
S24	23	76
S25	23	76

---

Table 4.5 shows that the lowest score was 66 there were two students got it beside, the highest score was 86 there were two students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.6 ;

## 2.) Students correct answer

**Table 4.6**

**The Score of Students' correct Answer in post-test**

<b>Students</b>	<b>Students' Correct Answer</b>
S1	22
S2	26
S3	23
S4	25
S5	20

S6	24
S7	24
S8	25
S9	24
S10	26
S11	23
S12	21
S13	22
S14	24
S15	20
S16	22
S17	25
S18	23
S19	21
S20	24
S21	23
S22	22
S23	22
S24	23
S25	23

---

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic it can be seen in table 4.7 :

**Table 4.7**

**The Mean Score of Students' Correct Answer in Post-Test**

**Descriptive Statistics**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>PRE-TEST</b>	25	66.00	86.00	76.5600	5.53835
<b>Valid N (listwise)</b>	25				

From the table 4.7, it shows that the highest score of students is 86.00 and the lowest score is 66.00. Besides, it also indicates that the mean score of students' accuracy in post-test is 76.5600 and the standard deviation error is 5.53835.

In other side, the researcher also has written the students' score of correct answer before giving treatment by Vocabulary Self-collection Strategy (VSS) and it presents through the table rate percentages scores. It can be seen in table 4.8

**Table 4.8**

**The Rate Percentages Score of the Students' Accuracy in Post-Test**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	95-100	0	0%
Very Good	86-95	2	8%
Good	76-85	15	60%
Fair Good	66-75	8	32%
Fair	56-65	0	0%
Poor	36-55	0	0%
Very Poor	0-35	0	0%
<b>TOTAL</b>		<b>25</b>	<b>100%</b>

The table 4.8 indicates that students' score in the frequency of post-test. It shows that there was none students (0%) who got excellent, there were 2 students (8%), there were 15 students (60%) who got very good, there were 8 students (32%) who got fair good, there was none students (0%) who got fair, there was none students (0%) who got poor and there was none students (0%) who got very poor . Based on the data above, it can be seen on the table above there were only 2 students got very good and there were 15 students got good that indicated the vocabulary of the students were increase.

Besides showing about the mean score in subject of students vocabulary, this research also will present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result of presented in to the table descriptive statistic. It can be seen in table 4.9.

**The Table 4.9**

**The Paired Samples Statistic of Pre-Test and Post-Test**

**Descriptive Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
<b>PRE-TEST</b>	50.2800	25	8.35923	1.67185
<b>Pair 1</b>				
<b>POST-TEST</b>	77.1200	25	5.65921	1.13184

The table 4.9 shows the mean score of the students pre-test was 50.2800 and the mean score of post-test was 77.1200. Standard deviation of pre-test was 8.35923 and the standard deviation of post-test was 5.65921. It means there is

increasing after using Vocabulary self-collection Strategy (VSS) improve students' vocabulary.

**Table 4.10**

**The Paired Samples Test of Pre-Test and Post-Test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test post-test	-26.84000	10.39503	2.07901	-31.13086	-22.54914	-12.910	24	.000

The hypothesis was tested by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between results of students' mean score in pre-test and post-test. Assuming that the level of significance ( $\alpha$ ) = 0.05, the only thing which is needed, the degree of freedom (df) = N - 1, where df = 24, than the t-test is presented in the following table.

**Table 4.11**

**The Probability Value of T-Test of The Students' Achievement**

Variable	P-Value	( $\alpha$ )
X2 - X1	0.00	0.05

The result of statistical analysis for level of significance 0.05 with degree of freedom ( $df = N - 1$ , where  $N = 25$ ,  $df = 24$ ). The probability value was smaller than  $\alpha$  ( $0.00 < 0.05$ ). It means, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. So, the conclusion is there was a significance difference in before and after using Vocabulary Self-Collection Strategy (VSS). Therefore, the researcher assumed that Vocabulary Self-Collection Strategy (VSS) can develop students' vocabulary of the students at the eight grade of MTs Satap Datok Sulaiman.

### ***B. Discussions***

Based on the research findings, it found that students who were taught using Vocabulary Self-collection Strategy (VSS) had built their vocabulary. It was proven by the average score between the students' pre-test and post-test. In collecting data, the researcher conducted several procedures, the procedure as follows;

The researcher observation in MTs 1 Atap Datok Sulaiman exact at the eighth grade. The researcher found problems that confronted students in English learning especially lack of vocabulary.

In pre-test, researchers asked students to answer vocabulary test. Based on thematic questions teach nouns, adjectives, and verbs. Of the 30 pre-test questions, students 1 answered the question correctly 20 numbers compared to the post-test questions, the student answered the question correctly as many as 22 numbers. The student 2 answered the correct pre-test questions of 24 numbers compared to when the pot-test question answered 26 questions. Most students

answer questions at the time pre-test in translating words, finding words, and multiple choice. As for the pre-test questions that students mostly wrong in answering question that finding words, translating word, and choosing the correct word. This is all because students' vocabulary is low.

The treatment, the researcher gave five times treatment with apply vocabulary self-collection strategy in the teaching-learning process in the classroom. Its stages are the researcher ask the students to divide the group consist of 4-5 students for each group. then, ask students to read a text and find the interest word. The researcher ask a student to representation a group for presentation the word in front of the class with questions as follow; where are they find the word, what they think defines the word, why they choose the word. After that, the researcher discusses with students the word that had found.

In post-test researchers gave the same vocabulary test at the pre-test. Post-test was done after giving five times the treatment to students to find out the score in post-test and increase students' vocabulary. It was found that post-test students achieved good classification. This proves that using this Vocabulary Self-Collection Strategy (VSS) is very effective in increasing students' vocabulary. It is suggested by some researchers namely; Meiningsih, this study revealed that vocabulary self-collection strategy succeeded helping students' vocabulary mastery can be improved by applying vocabulary self-collection strategy (VSS)<sup>25</sup>

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<sup>25</sup> Fitria Ayu Meiningsih. "*The Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to Improve Students' Vocabulary Mastery*" Final project ,(Semarang: UNNES 2014).<https://journal.unnes.ac.id> accessed September 18<sup>th</sup> 2018.



and Zulfirman, result of this research, teaching using vocabulary self-collection strategy gave significant effect<sup>26</sup>.

From the analysis, the researcher concluded that there was a significant difference between pre-test and post-test in teaching students vocabulary through Vocabulary Self-Collection Strategy (VSS). In other words, using Vocabulary Self-Collection Strategy (VSS) in teaching vocabulary could be used to increase the students' vocabulary.

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<sup>26</sup> Zulfirman Zani and Jonri Kasdi. "*The Effect of Using Vocabulary Self-Collection Strategy on Students' Reading Comprehension and Their Motivation 2016*". <http://ejournal.uin-suska.ac.id/index.php/IJIELT/article/view/2464> accessed January 2019.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### ***A. Conclusion***

Based on the findings and discussion at the previous chapter, the researcher can conclude that using Vocabulary Self-collection Strategy (VSS) is effective to improve students' vocabulary of eighth grade at MTs Satu Atap Datok Sulaiman Palopo. It is proven by the significant difference between the students' mean score of pre-test and post-test. In the pre-test, the students' mean score is 50.2800 and the students' score in the post-test is 77.1200.

#### ***B. Suggestions***

Based on the research that had been calculated, some suggestion are presented for the teacher, students and other researchers who are interested in this particular part.

For English teachers, in teaching-learning English, the English teacher should develop the strategy like the vocabulary self-collection strategy way divide 5 group consist of 5 to 6 students. Then, the teacher give the descriptive text to students and students asked to find the interest vocabulary. After that, the teacher asked each member of the group representation group them for presentation in front of the class the words that have found. Moreover, the English teacher should give a chance to students to looking for their new vocabulary.

For students should always be active in the learning process and not afraid or lazy especially on learning English students should develop their motivation

and keep their attitude when the teacher has explained the material. The students also should study harder to reduce they are difficult in learning English and self-confidence.

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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Zani,Zulfirman & Jonri Kasdi. 2016. “*The Effect of Using Vocabulary Self-Collection Strategy on Students’ Reading Comprehension and Their Motivation*”.<http://ejournal.uinsuska.ac.id/index.php/IJIELT/article/view/2464> accessed January 2019.

**A**

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PEMERINTAH KOTA PALOPO  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat: Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 325048



**IZIN PENELITIAN**  
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**DASAR HUKUM :**

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2. Peraturan Menteri Nomor 64 Tahun 2011 tentang Pedoman Penetapan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : SARI A. MUDENG  
Jenis Kelamin : Perempuan  
Alamat : Jl. Cempaka Balandi Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 15 0202 0081

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE EFFICACY OF USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO INCREASE STUDENTS' VOCABULARY AT THE EIGHTH GRADE OF MTs 1 ATAP DATOK SULAIMAN PALOPO**

Lokasi Penelitian : MTs 1 ATAP DATOK SULAIMAN PALOPO  
Lamanya Penelitian : 15 Juli 2019 s.d. 14 Oktober 2019

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
  3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
  4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  5. Surat izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 15 Juli 2019

Kepala Dinas Penanaman Modal dan PTSP



**FARID KASIM, S.S., SH., M.Si**

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**Tembusan**

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5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
YAYASAN PESANTREN MODERN DATOK SULAIMAN PALOPO  
**MADRASAH TSANAWIYAH SATU ATAP DATOK SULAIMAN PALOPO**



Jl. Dr. Ratulangi No. 16 (Komp. PMDS Putra) Kel. Balandai Kec. Bara Kota Palopo Sulsel Telp.0471-21476

SURAT KETERANGAN TELAH MENELITI  
NOMOR: B.082/A-PST\_DS/PLP/MTs/VIII/2019

Yang bertanda tangan di bawah ini, saya :

Nama : Sudarwin, S.Kom.I  
NIP. : -  
Jabatan : Kepala Sekolah  
Alamat : Jl. DR. Ratulangi No. 16 Komp. PMDS Putra Palopo

Menerangkan bahwa :

Nama : Sari A. Mudeng  
NIM : 15.02.02.0081  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Tarbiyah

Mahasiswa tersebut diatas telah melakukan penelitian sehubungan dengan judul Skripsi: "The Efficacy of Using Vocabulary Self-Collection Strategi (VSS) to Increase Students Vocabulary At The Eight Grade Of MTs. Satu Atap Datok Sulaiman Palopo".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.



Palopo, 20 Agustus 2019

Kepala MTs-SA Datok Sulaiman Palopo

Sudarwin, S.Kom.I

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 1 )**

**Sekolah** : MTs 1 Atap Datok Sulaiman Palopo

**Mata pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII/I

**Pertemuan** : Pertama

**Alokasi waktu** : 2x40 menit

### **A. Standar kompetensi**

Menemukan kosakata yang menarik, memahami makna kosakata dan mengungkapkan kosakata didalam teks.

### **B. Indikator**

1. Menemukan kosakata yang menarik
2. memahami makna kosakata dalam teks
3. mengungkapkan kosakata dalam teks

### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu menemukan kosakata yang menarik pada teks
2. Siswa mampu mengungkapkan kosakata yang berkaitan dengan tema.
3. Siswa mampu mempresentasikan kosakata dalam bacaan

## **D. Materi Pembelajaran**

### **PETER**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family

- 1. The word in sentence**
- 2. Where do you found the word?**
- 3. What do you think it means?**
- 4. Why do you choose the word?**

## **E. Metode Pembelajaran**

- Vocabulary Self-Collection Strategy (VSS)

## **F. Media Pembelajaran**

- Paper
- Softcopy

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Kegiatan awal (15 menit)**

- Menyapa siswa
- Cek kehadiran dan berdoa

- Membahas apa definition dari Vocabulary dan Vocabulary self-Collection Strategy (VSS)
- Menyampaikan cakupan materi
- Menyampaikan tujuan pembelajaran

## 2. Kegiatan inti (60 menit)

- Siswa mendengarkan materi
- Mengadakan Vocabulary self-Collection Strategy (VSS)
  1. Membagi siswa kedalam 5 kelompok, setiap kelompok terdiri dari 5 siswa.
  2. Peneliti mengeluarkan sebuah kertas yang berisikan teks deskriptive.
  3. Siswa diminta untuk membaca bacaan dan menemukan kata yang menurut mereka menarik.
  4. Setiap kelompok diminta mewakili kelompoknya untuk mempresentasikan kata yang ditemukan.
  5. Siswa diminta maju kedepan kelas untuk menuliskan sebuah kata di papan tulis yang ditemukan dalam bacaan dan kemudian mempresentasikan kata tersebut dengan pertanyaan yang diberikan oleh peneliti, sebagai berikut :
    - a. Word in sentence
    - b. Where are you found the word?
    - c. Why do you think it means?
    - d. Why do you choose the word?

6. Siswa boleh menggunakan kamus dan bisa bertanya pada anggota kelompok lain.
7. Setelah semua pertanyaan sudah terjawab, guru dan semua siswa akan berunding bersama-sama.

### 3. Kegiatan penutup (15 menit)

- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.
- Menugaskan siswa untuk menulis kosakata
- Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

### **H. Sumber Belajar**

- English Pocket Dictionary by Herpinus S.
- Fitrah Book By Wijaya

### **I. Penilaian**

- Instrument = Teks

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 2 )**

**Sekolah** : **MTs 1 Atap Datok Sulaiman Palopo**

**Mata pelajaran** : **Bahasa Inggris**

**Kelas/Semester** : **VIII/I**

**Pertemuan** : **2**

**Alokasi waktu** : **2x40 menit**

### **A. Standar kompetensi**

Menemukan kosakata yang menarik, memahami makna kosakata dan mengungkapkan kosakata didalam teks.

### **B. Indikator**

1. Menemukan kosakata yang menarik
2. memahami makna kosakata dalam teks
3. mengungkapkan kosakata dalam teks

### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu menemukan kosakata yang menarik pada teks
2. Siswa mampu mengungkapkan kosakata yang berkaitan dengan tema.
3. Siswa mampu mempresentasikan kosakata dalam bacaan

## **D. Materi Pembelajaran**

### **My Laptop**

I have a laptop. My father bought it for me last month. It is a nice laptop with black color. It has a 14 inch screen. This is the latest product from Asus. The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it and the most important thing is that I can typing using. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop. I really like this new laptop. Because it always be helpful to me in various situations.

- 1. The word in sentence**
- 2. Where do you found the word?**
- 3. What do you think it means?**
- 4. Why do you choose the word?**

## **E. Metode Pembelajaran**

- Vocabulary Self-Collection Strategy (VSS)

## **F. Media Pembelajaran**

- Paper
- Softcopy

## **G. Langkah-langkah Kegiatan Pembelajaran**

### 1. Kegiatan awal (15 menit)

- Menyapa siswa
- Cek kehadiran dan berdoa
- Membahas apa definition dari Vocabulary dan Vocabulary self-Collection Strategy (VSS)
- Menyampaikan cakupan materi
- Menyampaikan tujuan pembelajaran

### 2. Kegiatan inti (60 menit)

- Siswa mendengarkan materi
- Mengadakan Vocabulary self-Collection Strategy (VSS)
  1. Membagi siswa kedalam 5 kelompok, setiap kelompok terdiri dari 5 siswa.
  2. Peneliti mengeluarkan sebuah kertas yang berisikan teks deskriptive.
  3. Siswa diminta untuk membaca bacaan dan menemukan kata yang menurut mereka menarik.
  4. Setiap kelompok diminta mewakili kelompoknya untuk mempresentasikan kata yang ditemukan.
  5. Siswa diminta maju kedepan kelas untuk menuliskan sebuah kata di papan tulis yang ditemukan dalam bacaan dan kemudian



mempresentasikan kata tersebut dengan pertanyaan yang diberikan oleh peneliti, sebagai berikut :

- 1.) Word in sentence
- 2.) Where are you found the word?
- 3.) Why do you think it means?
- 4.) Why do you choose the word?

6. Siswa boleh menggunakan kamus dan bisa bertanya pada anggota kelompok lain.
7. Setelah semua pertanyaan sudah terjawab, guru dan semua siswa akan berunding bersama-sama.

### 3. Kegiatan penutup (15 menit)

- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.
- Menugaskan siswa untuk menulis kosakata
- Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

## **H. Sumber Belajar**

- English Pocket Dictionary by Herpinus S.
- Fitrah Book By Wijaya

## **I. Penilaian**

- Instrument = Teks

## RENCANA PELAKSANAAN PEMBELAJARAN

( RPP 3)

**Sekolah** : MTs 1 Atap Datok Sulaiman Putra Palopo

**Mata pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII/I

**Pertemuan** : 3

**Alokasi waktu** : 2x40 menit

### A. Standar kompetensi

Menemukan kosakata yang menarik, memahami makna kosakata dan mengungkapkan kosakata didalam teks.

### B. Indikator

1. Menemukan kosakata yang menarik
2. memahami makna kosakata dalam teks
3. mengungkapkan kosakata dalam teks

### C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu menemukan kosakata yang menarik pada teks
2. Siswa mampu mengungkapkan kosakata yang berkaitan dengan tema.
3. Siswa mampu mempresentasikan kosakata dalam bacaan

### D. Materi Pembelajaran

#### **My Name is Lizzie**

Hi, my name is Lizzie and my surname is Brown. I am ten years old and i am American. I live in 27 Lincoln Street in New York. It is a big city in the USA. I am tall and thin. I have got long brown hair, black eyes, a small nose and a big

mouth. I am wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today i have got two nice bunches with two yellow ribbons in my hair. I am good-temperate, polite and happy. My favorite food is pizza and my favorite drink is coke. I like cats very much. I can play tennis, but i cannot play basketball.

- 1. The word in sentence**
- 2. Where do you found the word?**
- 3. What do you think it means?**
- 4. Why do you choose the word?**

#### **E. Metode Pembelajaran**

- Vocabulary Self-Collection Strategy (VSS)

#### **F. Media Pembelajaran**

- Paper
- Softcopy

#### **G. Langkah-langkah Kegiatan Pembelajaran**

##### 1. Kegiatan awal (15 menit)

- Menyapa siswa
- Cek kehadiran dan berdoa
- Membahas apa definition dari Vocabulary dan Vocabulary self-Collection Strategy (VSS)
- Menyampaikan cakupan materi
- Menyampaikan tujuan pembelajaran

##### 2. Kegiatan inti (60 menit)

- Siswa mendengarkan materi
- Mengadakan Vocabulary self-Collection Strategy (VSS)
- Membagi siswa kedalam 5 kelompok, setiap kelompok terdiri dari 5 siswa.

- Peneliti mengeluarkan sebuah kertas yang berisikan teks deskriptive.
- Siswa diminta untuk membaca bacaan dan menemukan kata yang menurut mereka menarik.
- Setiap kelompok diminta mewakili kelompoknya untuk mempresentasikan kata yang ditemukan.
- Siswa diminta maju kedepan kelas untuk menuliskan sebuah kata di papan tulis yang ditemukan dalam bacaan dan kemudian mempresentasikan kata tersebut dengan pertanyaan yang diberikan oleh peneliti, sebagai berikut :
  1. Word in sentence
  2. Where are you found the word?
  3. Why do you think it means?
  4. Why do you choose the word?
- Siswa boleh menggunakan kamus dan bisa bertanya pada anggota kelompok lain.
- Setelah semua pertanyaan sudah terjawab, guru dan semua siswa akan berunding bersama-sama.

### 3. Kegiatan penutup (15 menit)

- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.
- Menugaskan siswa untuk menulis kosakata
- Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

## H. Sumber Belajar

- English Pocket Dictionary by Herpinus S.
- Fitrah Book By Wijaya

## I. Penilaian

- Instrument = Teks

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 4)**

**Sekolah** : MTs 1 Atap Datok Sulaiman Palopo

**Mata pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII/I

**Pertemuan** : 4

**Alokasi waktu** : 2x40 menit

### **A. Standar kompetensi**

Menemukan kosakata yang menarik, memahami makna kosakata dan mengungkapkan kosakata didalam teks.

### **B. Indikator**

1. Menemukan kosakata yang menarik
2. memahami makna kosakata dalam teks
3. mengungkapkan kosakata dalam teks

### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu menemukan kosakata yang menarik pada teks
2. Siswa mampu mengungkapkan kosakata yang berkaitan dengan tema.
3. Siswa mampu mempresentasikan kosakata dalam bacaan

### **C. Materi Pembelajaran**

#### **PANDA**

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I have ever seen. It has little eyes with black spots around them. His body is almost look alike with bear. Panda looks like tame animals but it is actually not. Panda eats bamboo and they almost eat 40kg bamboo in just one day. Panda is animal from China. I like Panda beause they are cute.

- 1. The word in sentence**
- 2. Where are you found the word?**
- 3. What do you think it means?**
- 4. Why do you choose the word?**

### **D. Metode Pembelajaran**

- Vocabulary Self-Collection Strategy (VSS)

### **E. Media Pembelajaran**

- Paper
- Softcopy

### **F. Langkah-langkah Kegiatan Pembelajaran**

#### **1. Kegiatan awal (15 menit)**

- Menyapa siswa
- Cek kehadiran dan berdoa

- Membahas apa definition dari Vocabulary dan Vocabulary self-Collection Strategy (VSS)
- Menyampaikan cakupan materi
- Menyampaikan tujuan pembelajaran

## 2. Kegiatan inti (60 menit)

- Siswa mendengarkan materi
- Mengadakan Vocabulary self-Collection Strategy (VSS)
  1. Membagi siswa kedalam 5 kelompok, setiap kelompok terdiri dari 5 siswa.
  2. Peneliti mengeluarkan sebuah kertas yang berisikan teks deskriptive.
  3. Siswa diminta untuk membaca bacaan dan menemukan kata yang menurut mereka menarik.
  4. Setiap kelompok diminta mewakili kelompoknya untuk mempresentasikan kata yang ditemukan.
  5. Siswa diminta maju kedepan kelas untuk menuliskan sebuah kata di papan tulis yang ditemukan dalam bacaan dan kemudian mempresentasikan kata tersebut dengan pertanyaan yang diberikan oleh peneliti, sebagai berikut :
    - a. Word in sentence
    - b. Where are you found the word?
    - c. Why do you think it means?

d. Why do you choose the word?

6. Siswa boleh menggunakan kamus dan bisa bertanya pada anggota kelompok lain.

7. Setelah semua pertanyaan sudah terjawab, guru dan semua siswa akan berunding bersama-sama.

3. Kegiatan penutup (15 menit)

- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.
- Menugaskan siswa untuk menulis kosakata
- Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

#### **H. Sumber Belajar**

- English Pocket Dictionary by Herpinus S.
- Fitrah Book By Wijaya

#### **I. Penilaian**

- Instrument = Teks



## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 5)**

**Sekolah** : MTs 1 Atap Datok Sulaiman Palopo

**Mata pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII/I

**Pertemuan** : 5

**Alokasi waktu** : 2x40 menit

### **A. Standar kompetensi**

Menemukan kosakata yang menarik, memahami makna kosakata dan mengungkapkan kosakata didalam teks.

### **B. Indikator**

1. Menemukan kosakata yang menarik
2. memahami makna kosakata dalam teks
3. mengungkapkan kosakata dalam teks

### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- a. Siswa mampu menemukan kosakata yang menarik pada teks
- b. Siswa mampu mengungkapkan kosakata yang berkaitan dengan tema.
- c. Siswa mampu mempresentasikan kosakata dalam bacaan

## **D.Materi Pembelajaran**

### **My lovely Cat**

I have a stray cat as my pet. He is really palyful, he loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep

- 1. The word in sentence**
- 2. Where do you found the word?**
- 3. What do you think it means?**
- 4. Why do you choose the word?**

## **E. Metode Pembelajaran**

- Vocabulary Self-Collection Strategy (VSS)

## **F. Media Pembelajaran**

- Paper
- Softcopy

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Kegiatan awal (15 menit)**

- Menyapa siswa
- Cek kehadiran dan berdoa

- Membahas apa definition dari Vocabulary dan Vocabulary self-Collection Strategy (VSS)
- Menyampaikan cakupan materi
- Menyampaikan tujuan pembelajaran

## 2. Kegiatan inti (60 menit)

- Siswa mendengarkan materi
- Mengadakan Vocabulary self-Collection Strategy (VSS)
  1. Membagi siswa kedalam 5 kelompok, setiap kelompok terdiri dari 5 siswa.
  2. Peneliti mengeluarkan sebuah kertas yang berisikan teks deskriptive.
  3. Siswa diminta untuk membaca bacaan dan menemukan kata yang menurut mereka menarik.
  4. Setiap kelompok diminta mewakili kelompoknya untuk mempresentasikan kata yang ditemukan.
  5. Siswa diminta maju kedepan kelas untuk menuliskan sebuah kata di papan tulis yang ditemukan dalam bacaan dan kemudian mempresentasikan kata tersebut dengan pertanyaan yang diberikan oleh peneliti, sebagai berikut :
    - a. Word in sentence
    - b. Where are you found the word?
    - c. Why do you think it means?

- d. Why do you choose the word?
- e. Siswa boleh menggunakan kamus dan bisa bertanya pada anggota kelompok lain.
- f. Setelah semua pertanyaan sudah terjawab, guru dan semua siswa akan berunding bersama-sama.

### 3. Kegiatan penutup (15 menit)

- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.
- Menugaskan siswa untuk menulis kosakata
- Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

### **H. Sumber Belajar**

- English Pocket Dictionary by Herpinus S.
- Fitrah Book By Wijaya

### **I. Penilaian**

- Instrument = Teks

### Pre-Test

Name :

Class :

**A. Find each 5 words noun, verb and adjective in reading text then translate into Bahasa!**

#### KOMODO DRAGONS

Komodo Dragons in native animals of Indonesia. They are very big. People sometimes calls them gians lizard. It is very dangerous. They eats deer, wild pigs and other komodo dragons.

Komodo Dragons are reptille. It has cool of blood and it lays eggs. A Komodo Dragons can't run but it can climb a tree. It can lives without eating for weeks or even months.

Adjective	Noun	Verb
1. Big = Besar	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

**B. Note the words below and translate them into English !**

- a. Perawat =
- b. Guru =
- c. Bahagia =
- d. Marah =
- e. Menyanyi =
- f. Memberi =
- g. Bosan =
- h. Kursi =

- i. Meja =
- j. Minum =

**C. Multiple choice**

*Choose the correct answer a, b, c, or d !*

- 1.) Sugar is .... but honey is sweeter than sugar
  - a. salty
  - b. small
  - c. sweet
  - d. smooth
- 2.) A : Can you help me, please?  
B : Yes, of course. What can I do for you?  
A : Please,..... this bag to my room  
B : Yes, sir.
  - a. Bring
  - b. Help
  - c. Give
  - d. Has
- 3.) The teacher's duty is to ..... the students in the school
  - a. Teach
  - b. Play
  - c. make
  - d. work
- 4.) Mia : Adi, your shoes are so fit in your ..... . You look gorgeous.  
Adi : Thank you
  - a. Finger
  - b. Lip
  - c. hand
  - d. Feet
- 5.) The gardener ..... the grass every Monday and Thursday.
  - a. Cuts
  - b. Plans
  - c. Trains
  - d. Comes

## Post-Test

Name :

Class :

**D. Find each 5 words noun, verb and adjective in reading text then translate into Bahasa!**

### MICHAEL JORDAN

If you are a sports fan, you sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come. Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

Adjective	Noun	Verb
6.	6.	11.
7.	7.	12.
8.	8.	13.
9.	9.	14.
10.	10.	15.

**E. Note the words below and translate them into English !**

- |                                   |   |
|-----------------------------------|---|
| 16. keluarga                      | = |
| 17. Takut                         | = |
| 18. bermain                       | = |
| 19. gambar                        | = |
| 20. Rajin                         | = |
| 21. Menggambarkan/mendeskripsikan | = |
| 22. Makanan                       | = |
| 23. Pintar                        | = |
| 24. Menonton                      | = |
| 25. Membawah                      | = |

**F. Multiple choice**

*Choose the correct answer a, b, c, or d !*

26. My father always reads .... every morning.
- |             |               |
|-------------|---------------|
| a. Radio    | c. television |
| b. Computer | d. newspaper  |
27. Bimo is celebrating his birthday. Now Bimo feels ....
- |          |           |
|----------|-----------|
| a. Happy | c. angry  |
| b. Easy  | d. hungry |
28. A man who plays guitar is called ...
- |             |              |
|-------------|--------------|
| a. Vocalist | c. guitarist |
| b. Pianist  | d. drummer   |
29. Ali : what is your father's job?  
Boy : he is a ... He flies the plane.
- |           |            |
|-----------|------------|
| a. Doctor | c. postman |
| b. Farmer | d. pilot   |
30. Coca cola, beer, tea and milk. They are called ...
- |               |           |
|---------------|-----------|
| a. Vegetables | c. fruits |
| b. Food       | d. drink  |



DOING PRE-TEST



## Giving Material about Descriptive Text



While doing a Vocabulary Self-collection Strategy (VSS)





## DOING POST-TEST

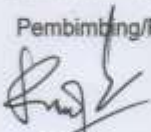


## CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Sari & Mudang  
NIM : 15 0202 0081  
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris  
Hari/Tanggal Ujian : Senin / 16 September 2019  
Judul Skripsi : The Efficacy of Using Vocabulary Self Collection Strategy (VSS) to Increase Students' Vocabulary at the Eight Grade of MTs 1 Atap Datok Sulaiman Palopo

1. Make sure grammatical construction had been composed properly.
2. It needs proof reading.

Pembimbing/Penguji,

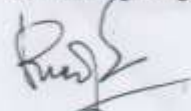
  
Dr. Rusli  
NIP.

## CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Sari A.Mudeng  
NIM : 15 0202 0081  
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris  
Hari/Tanggal : Kamis / 05 September 2019  
Judul Skripsi : The Efficacy of Using Vocabulary Self-Collection Strategy (USS)  
Increase Students' Vocabulary at the Eighth Grade of MTs 1 Atar  
Datok Sulaiman Palopo

1. Pay attention to the missing word in some sentences.
2. Make sure to master the concept of self collection strategy.

Pembimbing/Penguji,

  
Dr. Pustono  
NIP. \_\_\_\_\_

Pre-Test

Name : ADITYA AL FACHREZI

Class : VIII

A. Find each 5 words noun, verb and adjective in reading text then translate into Bahasa!

KOMODO DRAGONS

Komodo Dragons in native animals of Indonesia. They are very big. People sometimes calls them gians lizard. It is very dangerous. They eats deer, wild pigs and other komodo dragons.

Komodo Dragons are reptille. It has cool of blood and it lays eggs. A Komodo Dragons can't run but it can climb a tree. It can lives without eating for weeks or even months.

Adjective	Noun	Verb
1. Big = Besar	6. eggs = telur	11. eat = makan
2. dangerous = bahaya	7. Lizard = cicak	12. run = lari
3. cool = dingin	8.	13.
4.	9.	14.
5.	10.	15.

B. Note the words below and translate them into English !

- a. Perawat = Doctor
- b. Guru = teacher
- c. Bahagia = Happy
- d. Marah = Angry
- e. Menyanyi = singing
- f. Memberi =
- g. Bosan =
- h. Kursi = chair





### Pre-Test

Name : Tasya

Class : VIII

A. Find each 5 words noun, verb and adjective in reading text then translate into Bahasa!

#### KOMODO DRAGONS

Komodo Dragons in native animals of Indonesia. They are very big. People sometimes calls them gians lizard. It is very dangerous. They eats deer, wild pigs and other komodo dragons.

Komodo Dragons are reptille. It has cool of blood and it lays eggs. A Komodo Dragons can't run but it can climb a tree. It can lives without eating for weeks or even months.

Adjective	Noun	Verb
1. Big = Besar	6. Animals = Binatang	11.
2.	7. People = orang	12.
3.	8. Dragons = naga	13.
4.	9.	14.
5.	10.	15.

B. Note the words below and translate them into English !

- a. Perawat = suster
- b. Guru = teacher
- c. Bahagia = Happy
- d. Marah = sing
- e. Menyanyi =
- f. Memberi =
- g. Bosan = Boring
- h. Kursi =

i. Meja =

j. Minum =

### C. Multiple choice

*Choose the correct answer a, b, c, or d!*

1.) Sugar is .... but honey is sweeter than sugar

- a. salty  sweet  
b. small d. smooth

2.) A : Can you help me, please?

B : Yes, of course. What can I do for you?

A : Please,..... this bag to my room

B : Yes, sir.

- a. Bring  Give  
b. Help d. Has

3.) The teacher's duty is to ..... the students in the school

- Teach c. make  
b. Play d. work

4.) Mia : Adi, your shoes are so fit in your ..... You look gorgeous.

Adi : Thank you

- a. Finger c. hand  
b. Lip  Feet

5.) The gardener ..... the grass every Monday and Thursday.

- Cuts c. Trains  
b. Plans d. Comes



## Post-Test

Name : *Julia*

Class : *VIII. A.*

A. Find each 5 words noun, verb and adjective in reading text then translate into Bahasa!

### MICHAEL JORDAN

If you are a sports fan, you sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come. Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

Adjective	Noun	Verb
1. Friendly (ramah)	6. basketball (bola basket)	11. support (dukungan)
2. Probably (kemungkinan)	7. sport (olahraga)	12.
3. great (Bagus)	8. clothes (pakaian)	13.
4. successful (berhasil)	9. person (seseorang)	14.
5.	10. dream (mimpi)	15.

**B. Note the words below and translate them into English !**

16. Family = keluarga  
17. Afraid =  
18. Play = memulai  
19. Picture = lukisan / gambar  
20. Diligent = rajin  
21. Describe = mendeskripsikan  
22. Food = makanan  
23. Smart =  
24. Watch = menonton  
25. Bring =

**C. Multiple choice**

*Choose the correct answer a, b, c, or d !*

26. My father always reads .... every morning.  
a. Radio  
b. Computer  
c. television  
d.  newspaper
27. Bimo is celebrating his birthday. Now Bimo feels ....  
a.  Happy  
b. Easy  
c. angry  
d. hungry
28. A man who plays guitar is called ...  
a. Vocalist  
b. Pianist  
c.  guitarist  
d. drummer
29. Ali : what is your father's job?  
Boy : he is a ... He flies the plane.  
a. Doctor  
b.  Farmer  
c. postman  
d. pilot
30. Coca cola, beer, tea and milk. They are called ...  
a. Vegetables  
b. Food  
c. fruits  
d.  drink

## Post-Test

Name : maharomi

Class : V 11

A. Find each 5 words noun, verb and adjective in reading text then translate into Bahasa!

### MICHAEL JORDAN

If you are a sports fan, you sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come. Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

Adjective	Noun	Verb
1. Smart = Pintar	6. basketbol bola basket	11. Player = bermain
2. brown - coklat	7. money uang	12. <del>sports</del>
3. wonder wanita	8. Person Pemburu	13. Come kemari
4. boys Lelaki	9. Clothes Pakaian	14. made buatan
5. Like Suka	10. Sport olahraga	15. great bagus

support  
~~support~~  
Menjengemiti

**B. Note the words below and translate them into English !**

16. Family = keluarga  
17. Afraid = takut  
18. Play = main  
19. Picture = Foto  
20. Diligent = rajin  
21. Describe = jelaskan / deskripsikan  
22. Food = makanan  
23. Smart = Pintar  
24. Watch = menonton  
25. Bring = membawa

**C. Multiple choice**

*Choose the correct answer a, b, c, or d !*

26. My father always reads .... every morning.  
a. Radio  
b. Computer  
c. television  
 d. newspaper
27. Bimo is celebrating his birthday. Now Bimo feels ....  
 a. Happy  
b. Easy  
c. angry  
d. hungry
28. A man who plays guitar is called ...  
a. Vocalist  
b. Pianist  
 c. guitarist  
d. drummer
29. Ali : what is your father's job?  
Boy : he is a ... He flies the plane.  
a. Doctor  
b. Farmer  
c. postman  
 d. pilot
30. Coca cola, beer, tea and milk. They are called ...  
a. Vegetables  
b. Food  
c. fruits  
 d. drink





## **CURRICULUM VITAE**

**SARI A. MUDENG**, she was born 19<sup>th</sup> Mei 1995 in Belopa. Her father's name is A. Mudeng and her mother's name is Rahmawati. She have a young brother. She strated her study Elementary School (SDN 24 Kampung Tangnga) in 2003.

She graduated in 2008 and continued her study at SMP Khadijah Makassar, she graduated in 2011 and continued her study at SMAN 1 Belopa, she graduated in 2014. After that in 2014 she continued her study at state institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2019.

In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is *“The Efficacy of Using Vocabulary Self-Collection Strategy (VSS) at the Eighth Grade of MTs Satu Atap Datok Sulaiman Palopo”*.