

Effectiveness of Using Self Collection Strategy towards Students' English Vocabulary Mastery on English Subject

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Abstract: This research purposed to prove whether Self Collection Strategy gives significant effect on the students' Vocabulary Mastery on English Subject Economic Class. This research was quasi-experimental research by using the post-test-only control group design. The population was the students at Economic Accountant Department Bung Hatta University in academic year of 2016/2017. The writer used cluster random sampling to select the samples. To collect the data, the researcher used vocabulary test. The data was analyzed manually by t-test formula. The findings of this research showed that the mean score of students who were taught by using Self Collection Strategy was 84. The mean score of students who were taught by using memory strategy was 76. It means that Self Collection Strategy gave significant effect toward their vocabulary mastery on English Subject. The elements of Self Collection Strategy such as heterogeneous group, individual accountability and group reward are considered as the effort for the findings. It indicated that Self Collection Strategy could be used as one of innovative strategy in teaching English subject at Economic Department to increase the students' vocabulary mastery.

1 INTRODUCTION

MEA (Asean Economic Community) has been released since December 2015, MEA is expected to create new jobs and improve living standards for Asian. Hasan (2016) says in her Scientific Lecture "to reach various opportunities in order to be competent with other countries in ASEAN, the major aspect must be mastered well by fresh graduated in looking a job is English". Therefore, University should pay serious attention to the teaching and learning process of English. As a result, students who graduate from the university will be easy in searching job.

One of important element in Learning English is vocabulary. Vocabulary must be mastered by students in learning a foreign language. Specifically, for students in Economic major, students need Mastering vocabulary and applying the right strategy. Many literatures related with economy aspects written in English. It will be found by them in work places later on.

Broadly defined, vocabulary is knowledge of words and word meanings. Vocabulary is more complex than its definitions. Vocabulary mastery is the ability to give meaning of words, to recognize

the sound and the meaning of the words that appear in the written material, and use those words in the appropriate context. It is supported by Nation (2001) that says vocabulary mastery as the ability in understanding vocabulary items which defined as the words found in the textbooks. Students should master the vocabulary in teaching and learning process in order to help them comprehending the language skills such as reading, listening, writing and speaking.

Based on the observation, interview and experiences in teaching English at Economic major, the students have many problems in studying English related to mastering vocabulary. The first problem was the students have difficulties in understanding the meaning of the words. If they read a text, they only know some meanings of words. They mostly tended to focus on unfamiliar words and found them in dictionary. When they did not find the meaning, they felt bores to do the exercise. As the result, they could not finish the exercise correctly and completely. Moreover, their vocabularies are less increased; they can't master the spelling, meaning and using the words into a simple sentence.

The second problem was the lecturer used monotonous strategy almost all over teaching and learning process. Lecturer only explains the material in the book, gives the students some examples and ask them to do exercises. Lecturer do not try to expand the students' vocabulary or to give more chance to determine the meaning of the word in the text. As the result, students difficult to learn new vocabulary, they felt that learning vocabulary is hard to acquire.

In accordance to the problem above lecturer must be creative in teaching learning process. She/he must make teaching activity which can gain students' vocabulary mastery. Self-Collection Strategy was assumed as more suitable strategy to solve those problems.

Ruddel and Shearer (2002) says that Self Collection Strategy help the students in identifying and learning terms that are the keys to a text or passage. Students' rationale for selecting certain words adds to their understanding of the process in learning. Students can build their vocabulary knowledge through active participation in "word discussion" and activities related to word learning. This strategy can help students to learn independently and to create teaching learning became active, to stimulate growth of word knowledge, to help students construct the meaning of unfamiliar words, and to understand the words faster with less boredom.

The students' score in vocabulary test had significant progress by applying Self Collection Strategy. According to Antonacci (2011: 88) "Vocabulary Self-Collection Strategy is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class".

Furthermore, Coelho (2007) states "the purpose of Vocabulary Self-Collection Vocabulary which students learn to gather information about a foreign word or concept based on context clues and reference guides". This strategy is especially helpful for English-Language Learners as explanation between words and word meanings. All students can gain a greater understanding of texts and improve their long-term acquisition of vocabulary as it relates to academic texts.

From definition above it can be concluded that the major benefits of using Vocabulary Self-Collection Strategy are that students engage in their own learning, discover how to recognize unfamiliar or interested words from their readings, develop

their vocabularies become familiar word. There are several steps in applying Self Collection Strategy based on experts' view:

1. Lecturer asks the students to work in a group (3 person)
2. Lecturer introduces the definition, purpose and steps of Vocabulary Self-Collection Strategy to students.
3. Lecturer explains how to use context and other resources to learn the meaning of the word. For example, lecturer may use the context or they may refer to the dictionary to find the word meaning.
4. Lecturer writes the word, the context in which it was used; it's meaning, and the reason for selecting the word on the chart paper.
5. Lecturer engages students in the process of Vocabulary Self-Collection. Students in small group of three, and they read the text.
6. After students are familiar with the strategy, lecturer provides guided practice to support the use of vocabulary self-collection strategy during reading.
7. Students in small groups discuss the words they wish to nominate. Within their small groups, they talk about each word and why they think the class should learn the word.
8. Students write the two words on the chart. Each group presents its two words to the class, give the meaning and reason for selecting the word.

2 METHODS

The research design is an experiment that aims to find out the influence of Self Collection Strategy toward students' English Vocabulary Mastery on English Subject of Economic Class. The population of the research is the second years students of Economic management major Bung Hatta University. The sampling technique used is cluster random sampling. Hypotheses test is done by using SPSS program version 16.00 and by using t-test technique.

If $T_{count} > T_{table}$ H_0 will be rejected and H_1 will be accepted (there is an influence)

If $T_{count} < T_{table}$ H_1 will be rejected and H_0 will be accepted.

3 RESULTS AND DISCUSSION

3.1 The Effectiveness of Self Collection Strategy towards Students' English Vocabulary Mastery

This research was conducted for four meetings in experiment and control classes. The experiment class was given the treatment of Vocabulary Self-Collection Strategy while the control class was treated by memory strategy. After got the treatment, both classes were given the test. It was to know which one of them was more effective. Based on the test result and data analysis, it could be seen that students who were taught by Vocabulary Self-Collection Strategy got higher score than memory strategy.

In the first activity of Vocabulary Self-Collection Strategy, students were not so interested because they were still adapted with it. The result of their sheet showed that only few words that they were able to be understood. Beside that they made some mistakes in defining several words. In the second activity, the students were better than first activity. They were made fewer mistakes in defining the words. That condition was more improved in the third and fourth activity. Students were very interested in learning. Heterogeneous group, individual accountability and group reward are considered as the effort for the findings.

3.2 The Result of Post-test Students' Vocabulary Mastery

The students' vocabulary mastery in English Subject of Economic Class can be seen from students' posttest. The experiment group is given treatment by using Self collection strategy while control group is given memory strategy (common strategy).

Table 1: Post test result for both Experiment and Control Classes.

Class	N	Maximum Score	Minimum Score	Varians	Standar Deviation
Experiment	30	84	56	76,51	8,75
Control	30	76	44	111.89	10,58

Based on the table above, the highest score of students' vocabulary mastery after got the treatment by using Vocabulary Self-Collection Strategy in experimental class was 84, while the lowest score

was 56, the mean was 73.33 variance was 76.51 and standard deviation was 8.75. On the contrary, the control class by using memory strategy the highest score was 76, the lowest score was 44, the mean was 59.20 the variance was 111.89, and the standard deviation was 10.58. From the post test result above, the diagram can be described as follow:

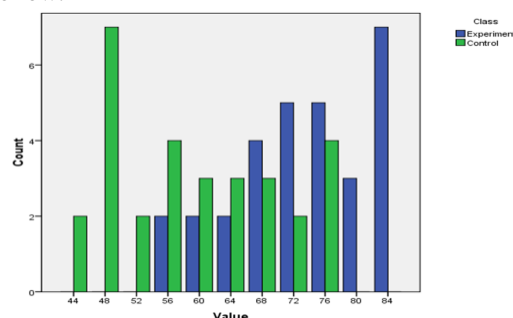


Figure 1: Students score of experiment and control class in posttest.

Hypotheses testing of this research were done by t-test. The result of hypothesis in this research showed that there is significant effect of students' vocabulary mastery which was taught through Vocabulary Self-Collection Strategy and memory strategy.

Table 2: Result of hypothesis

Classification	Class	
	Experiment	Control
N	30	30
\bar{x}	73.33	59.20
S^2	76.51	111.89
S	8.75	10.58
t_{score}	5.640	
t_{table}	1.676	

The result of hypothesis testing was: $t_{observed}$ 5.640 and t_{table} 1.676 with $\alpha = 0.05$. Since $t_{observed}$ was higher than t_{table} ($T_o > T_t$), so null hypothesis (H_o) was rejected. It meant that there is significant effect of students' vocabulary mastery which was taught by using Vocabulary Self-Collection Strategy.

The result of the research is also in line with related studies by Anhar (2010). He conducted a research about "Teaching Vocabulary through Vocabulary Self-Collection Strategy to the Second Year Students of SMPN 2 Kuta in Academic Year 2010/2011. In this research, he found that scores showing the progress of students' vocabulary mastery. Next, Martin (2011) conducted a research about "The Vocabulary Self-Collection Strategy in the ESL Classroom for Middle and Secondary

School in United States. In his research, this model increased the skill of natural process, developed creativity; encourage being autonomous learner, tolerance of ambiguity, and word consciousness.

Based on the experts' opinion and the result of the research hypotheses test, it could be concluded that Vocabulary Self-Collection Strategy has significance influences on students' vocabulary mastery. It is a strategy as fundamental way of opening students' minds about word in printed. It was used to teach students how to decide the important ideas, and how to use context clues to determine word meaning.

4 CONCLUSIONS

Based on the result of hypothesis, it could be seen the mean score of experiment class which was taught through Vocabulary Self-Collection Strategy was bigger than control class which was taught through memory strategy. It can be concluded that the Vocabulary Self-Collection Strategy gave significant effect toward students' vocabulary mastery. In conclusion, this strategy was an effective approach to help students understand the meaning of new words. This hypothesis has supported by Ruddel and Shearer theories (2002), they stated that Vocabulary Self-Collection Strategy enhances students' achievement in learning new words. Students' rationale for selecting certain words adds to their understanding of the learning process. In this strategy, students worked in groups and be able to determine the meaning of many words in the context. In addition, the students are able to decide what words more important than others.

Based on the discussion and the conclusion, the researcher offered several suggestions that may be useful for the lecturers especially the English lecturers in teaching English vocabulary. First, vocabulary Self-Collection Strategy can be applied in teaching learning process. Especially, if it purposes to improve students' achievement and motivation for lecturer, in teaching vocabulary, it is better for English lecturer, applying Vocabulary Self-Collection Strategy. Second, for students, it can motivate students to enrich and to learn English vocabulary. They can build their vocabulary knowledge through active participation in word discussion and can select certain words to their understanding of the learning process. Third, for further researchers, it is suggested to develop this research on larger population and sample in order to get the knowledge and the empirical data. Besides

that, they also suggested to conduct the same research for other skill.

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