

**A COMPARATIVE STUDY BETWEEN THE USE OF VSS
(VOCABULARY SELF-COLLECTION STRATEGY) AND
SVES (STEPHENS VOCABULARY ELABORATION
STRATEGY) ON STUDENTS' VOCABULARY MASTERY AT
SMPN I BANTAN IN BENGKALIS REGENCY**

Leni Nurpitasari¹

UIN Sultan Syarif Kasim Riau, Indonesia¹

Leninurpitasarinurbi21@gmail.com¹

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ABSTRAK

Tujuan utama dari penelitian ini adalah untuk mengetahui perbedaan yang signifikan penguasaan kosakata siswa antara menggunakan VSS (Strategi Pengumpulan Kosakata Sendiri) dan SVES (Strategi Elaborasi Kosakata Stephens) terhadap penguasaan kosakata siswa di SMPN I Bantan Kabupaten Bengkalis. Desain penelitian ini adalah studi banding dengan desain quasi eksperimen komparatif. Penelitian ini menggunakan tes pilihan ganda dan angket. Data dianalisis dengan menggunakan Paired Sample T-test, Independent Sample T-test dan Effect Size. Hasil penelitian ini adalah; pertama, pengaruh signifikan penggunaan VSS terhadap penguasaan kosakata siswa. Peneliti menemukan signifikansi $0,00 < 0,05$. Kedua, peneliti juga menemukan pengaruh yang signifikan dari penggunaan SVES pada penguasaan kosakata siswa. Peneliti menemukan signifikansi $0,00 < 0,05$. Terakhir, peneliti menemukan perbedaan yang signifikan dalam penguasaan kosakata antara siswa yang diajar dengan menggunakan VSS dan SVES. Nilai signifikansi $0,022 < 0,05$. Kesimpulannya, VSS lebih efektif daripada SVES untuk meningkatkan penguasaan kosakata siswa. Rerata skor gain VSS lebih tinggi dari mean gain skor SVES ($18,48 > 15,87$).

Kata Kunci: VSS (Strategi Pengumpulan Kosakata Sendiri), SVES (Strategi Elaborasi Kosakata Stephens), Penguasaan Kosakata

A COMPARATIVE STUDY BETWEEN THE USE OF VSS (VOCABULARY SELF-COLLECTION STRATEGY) AND SVES (STEPHENS VOCABULARY ELABORATION STRATEGY) ON STUDENTS' VOCABULARY MASTERY AT SMPN I BANTAN IN BENGKALIS REGENCY

ABSTRACT

The main purpose of this research was to find out the significant difference on students' vocabulary mastery between using VSS (Vocabulary Self-Collection Strategy) and SVES (Stephens Vocabulary Elaboration Strategy) on students' vocabulary mastery at SMPN I Bantan in Bengkalis Regency. The design of this research was a comparative study with a comparative quasi-experimental design. This research used multiple choice test and questionnaire. The data were analyzed by using Paired Sample T-test, Independent Sample T-test and Effect Size. The results of this research were; first, the significant effect of using VSS on students' vocabulary mastery. The researcher found the significant $0.00 < 0.05$. Second, the researcher also found the significant effect of using SVES on students' vocabulary mastery. The researcher found the significant $0.00 < 0.05$. Last, the researcher found the significant difference in vocabulary mastery between students taught by using VSS and SVES. The significant value was $0.022 < 0.05$. In conclusion, VSS is more effective than SVES to improve students' vocabulary mastery. The mean gain score of VSS was higher than the mean gain score of SVES ($18.48 > 15.87$).

Key Word: *VSS (Vocabulary Self-Collection Strategy), SVES (Stephens Vocabulary Elaboration Strategy), Vocabulary Mastery.*

INTRODUCTION

Teaching is an active process in which one person share information to make behavioral changes. Learning is the process of assimilating information with behavior. On the other hand, learning is the cognitive process of acquiring a skill or knowledge Lewis in Romirez, (2008:14). The teaching and learning process is an important part of language classes.

English has a very important in major aspects of life. It is the most widely spoken language in the world so that English today is fast becoming a lingua franca of international trade and commerce. With the challenges posed by globalization and technology advanced, Information and Communication Technology (ICT) has become the most crucial one in gathering scientific information available on

electronic media. He also observed that most of the books of science and technology are written in English Abdullah Hasan, (2018:123).

In English, one of the aspects that support four skills is vocabulary. Vocabulary is the most important thing that must be learned before others because language consists of words. A linguist Wilkins in Thornbury, (2002:13) said that the learning vocabulary is very important “without grammar very little can be conveyed, without vocabulary, nothing can be conveyed”. Consequently, learning English vocabulary has become the most important thing for English students. Only with sufficient vocabulary, one can express his ideas effectively; can understand the language task and foreign language conversation. With the limited vocabulary, the students will have difficulties in learning and understanding the foreign language. Vocabulary is a set of words for which we know the meaning when we speak or read orally Hiebert and Kamil, (2005:3). It is central to English language teaching because without sufficient vocabulary students cannot understand others express their own ideas. Nunan, (2003:134) explains that vocabulary not only is known it must be readily available for use. It is important to see fluency as being related to each of the four skills of writing, speaking, reading, and listening.

Moreover, based on Competency Standard- Standard Kompetensi (SK) and Basic Competency-Kompetensi Dasar (KD) of 2013 Curriculum, that explain specifically about students wanted to concern in linguistic element and vocabulary, the first grade are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and procedure to interact with people in their nearest environment Kemendikbud, (2013).

In fact, students’ mastery of English vocabulary was still lack. Most of the students were not understood the vocabulary. They did not know the meaning of the words. The students could not memorize a new word in English. They found difficult to pronounce the words. They had difficult to mention the word in English. The students also could not make a sentence by appropriate vocabulary. The students were also difficult to deliver their ideas because of their limitations in vocabulary. Besides, some students didn’t have self-confidence speaking using that vocabulary. As a consequence, students would be difficult to communicate each other or share their opinion. Based on the explanation above, the teacher must take more attention to the students. The students have to be active, and the teacher to be creative. There are many ways to learn and remember vocabulary. One of them is using the strategy. Therefore, the researcher tried to use the interactive strategy in teaching vocabulary. The strategy is VSS (Vocabulary Self-Collection Strategy). According to Martha Rapp Haggard, (1986:634) VSS (Vocabulary Self-Collection Strategy) is using student interest and world knowledge to enhance vocabulary growth. Readence, Bean, & Baldwin, (2001) state that the purpose of the VSS (Vocabulary Self-Collection Strategy) is to help students generate a list of words to be explored and

learned and to use their own prior knowledge and interests to enhance their vocabulary Haggard, (1982). This strategy can be used to stimulate growth in word knowledge. Because the list is self-generated, internal motivation is utilized. VSS can also help students become fascinated with language and thus, increase their enjoyment of the subject. So, the researcher wants to use the VSS (Vocabulary Self-Collection Strategy) and SVES (Stephens Vocabulary Elaboration Strategy) as a way to improve the students' vocabulary mastery. And the researcher also wants to know between using VSS (Vocabulary Self-Collection Strategy) and SVES (Stephens Vocabulary Elaboration Strategy) which one is more effective to improve the students' vocabulary mastery.

METHODE

The design of the research was a comparative study with a comparative quasi-experimental design. The comparative design involves selecting two groups differing on some independent variable and comparing them on some dependent variable Gay, (2000:353). According to Creswell, (2009:12), the experimental design seeks to determine if a specific treatment influences an outcome. This impact assessed by providing specific treatment to one group and with holding it from another and then determining how both groups scored on an outcome.

The design of the research was a comparative study with a comparative quasi-experimental design. The quasi-experimental design involved and comparing them to some dependent variable Gay, (2000:364). Creswell, (2009:160), quasi-experimental design with nonequivalent pre-test and post-test is the most frequent used by the researcher.

In this research, the researchers used mixed-method designs between quantitative and qualitative designs. It allows the researcher to better match the approach to gathering and analyzing data to the research questions, and relative emphasis given to any particular method varies widely Zulhidah, (42).

RESULTS

1. The First Hypothesis

Ho₂: There is a significant effect of using VSS on students' vocabulary mastery.

Paired Sample T_{test}
(Students' Vocabulary Mastery of Experimental Class I)

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	PRETEST. VSS POSTTEST. VSS	-15.870	7.332	1.529	-19.040	-12.699	-10.381	22	.000

Based on the output “paired sample t test” above, showed that t-test result was -10,381. The value of t was negative is due the average value of learning outcomes pre-test lower than post-test. In this context then the value of t is negative means positive. So, the value of t become 10,381. It is compared by getting the degree freedom (df)=22. T-table in degree of freedom of 5% and 1% significance was obtained 2,07 and 2,83. So, the researcher found that $2,07 < 10,381 > 2,83$. Therefore, $t_{test} > t_{table}$ (H_0 rejected, H_a accepted) that there is a significant effect of using VSS on students' vocabulary mastery.

The value sig.(2-tailed) is 0,000 and it is lower than significant probabilities. $0,000 < 0,05$, H_0 rejected and H_a accepted. In other words, there is significant difference of students' vocabulary mastery between pre-test and post-test of experimental class I by using VSS (Vocabulary Self-Collection Strategy).

2. The Second Hypothesis

Ho₂: There is no significant effect of using SVES on the students' vocabulary mastery in experimental II class.

Paired Sample T_{test} (Students' Vocabulary Mastery of Experimental Class II)
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 PRETES T.SVES - POSTTE ST.SVES	-18.478	10.273	2.142	-22.921	-14.036	-8.626	22	.000

Based on the output “paired sample t test” showed that t-test result was -8,626. The value of t was negative is due the average value of learning outcomes pre-test lower than post-test. In this context then the value of t is negative means positive. So, the value of t become 8,626. It is compared by getting the degree freedom (df)=22. T-table in degree of freedom of 5% and 1% significance wa obtained 2,07 and 2,83. So, the researcher found that $2,07 < 8,626 > 2,83$. Therefore, $t_{test} > t_{table}$ (H_0 rejected, H_a accepted) that there is a significant effect of using SVES on students' vocabulary mastery.

The value sig.(2-tailed) is 0,000 and it is lower than significant probabilities. $0,000 < 0,05$, H_0 rejected and H_a accepted. In other words, there is significant difference of students' vocabulary mastery between pre-test and post-test of experimental class I by using SVES(Stephens Vocabulary Elaboration Strategy).

3. The Third Hypothesis

H_{a3} : There is a significant difference in vocabulary mastery between students taught by using VSS and SVES.

The Gain Score of Experimental I and Experimental II

	Gain Score	
	Experimental Class I (VSS)	Experimental Class II (SVES)
TOTAL	425	365
MEAN	18,48	15,87

From the data at the previous page (p:192), the gain score of experimental class I 425 and the mean score 18, 48. Meanwhile, the gain score of experimental class II 365 and the eman score 15, 87.

So, it can be concluded that students' vocabulary mastery of improvement score in experimental class I is higher than students' vocabulary mastery of improvement score in experimental class II.

To know is there a significant difference on the improvement of students' vocabulary mastery between experimental I class and experimental II class, researcher used SPSS 16.

Independent Sample T-Test (Improvement of Experimental I Class and Experimental II Class)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POSTTE ST.ALL	Equal variances assumed	.667	.418	-2.379	44	.022	-4.565	1.919	-8.432	-.698
	Equal variances not assumed			-2.379	43.325	.022	-4.565	1.919	-8.434	-.696

Based on the value of sig. Levene's Test for Equality of Variances is 0,418 > 0,05. It can be interpreted that the variance of the data between group A and Group B are homogeneous or the same. So, the interpretation of the data output table independent sample t test based on the values contained in the tale "Equal Variances Assumed".From the table above, the value of sig. (2-tailed) is 0,022 and it is lower than significant probabilities. $0,022 < 0,05$, H_0 rejected and H_a accepted. In other words, there is significant different the improvement of students' vocabulary mastery.

The output of independent sample t test showed that t-test result was -2,379. The value of t was negative is due the average value of learning outcomes group A lower than group B. In this context then thr value of t is negative means positive. So, the value of t become 2,379. It is compared by getting the degree freedom (df)=44. T-table in degree of freedom was obtained 2,02. So, the researcher found that $2,379 > 2,02$. Therefore, $t_{test} > t_{table}$ (H_0 rejected, H_a accepted) that there is a significant different the improvement on students' vocabulary mastery.

DISCUSSION

The research has a purpose to identify the effect of using Vocabulary Self-Collection Strategy (VSS) and SVES (Stephens Vocabulary Elaboration Strategy) toward the students' vocabulary mastery of the seventh grade at SMPN I Bantan in the Bengkalis Regency. The research finding shown that there was significant difference of students' vocabulary mastery between pre-test and post-test of experimental class. The use of VSS (Vocabulary Self-Collection Strategy) is more effective than SVES (Stephens Vocabulary Elaboration Strategy) to improvement on students' vocabulary mastery. It is proven by the mean scores differences of gain score between VSS and SVES.

According to Antonacci and O'Callaghan (2011:26) in Safitri (2015:26) state that Vocabulary Self-Collection Strategy is to promote the students word awareness and to motivate them to learn new words so that it will support their academic success. They also say that the main purposes of implementing this strategy is to make the students understand with the new words, promote their interest to the new words. Referring on the data, students' were very active. At least, score of students' activeness in their vocabulary mastery also got improved. By using strategy in teaching, students were interested to learn English and it helped them improve their vocabulary master

CONCLUSION

Based on the data analysis which was explained at chapter IV, finally the researcher made conclusion of the research about the comparison between VSS and SVES on students' vocabulary mastery; 1) There was significant difference of students' vocabulary mastery between pre-test and post-test of experimental class I by using VSS. The effectiveness of VSS in improving on students, vocabulary mastery in SMPN I Bantan is categorized in moderate effect; 2) There was significant difference of students' vocabulary mastery between pre-test and post-test of experimental class II by using SVES. The effectiveness of SVES in improving on students' vocabulary mastery in SMPN I Bantan is categorized in moderate effect; 3) There was significant difference in vocabulary mastery between students' taught by using VSS and SVES. The students' vocabulary mastery of improvement score in experimental class I is higher than students' vocabulary mastery of improvement score in experimental class II.

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