THE USE OF VOCABULARY SELF-COLLECTION STRATEGY IN TEACHING VOCABULARY FOR THE TENTH GRADE STUDENTS AT SMA ISLAM HIZBUL WATHAN

Nurfitrah Ardiansyah[1*], Abdul Muis Said[1], Nur Aliyah Nur[1]
[1]Universitas Islam Negeri Alauddin Makassar
*e-mail: nurfitrahardiansyah@gmail.com

ABSTRACT

The objective of this research is to find out if the use of Vocabulary Self-Collection Strategy (VSS) can improve students' vocabulary mastery of the tenth grade students at SMA Islam Hizbul Wathan. This research used quasi-experimental design that consisted of two groups; experimental and control group. The samples of this research were the first grade students of SMA Islam Hizbul Wathan; X IPS with 18 students as the experimental group and X IPS 18 students asthe control group that selected by using purposive sampling. The data was collected by administering a vocabulary test consisted of a pre-test and post-test that conducted at first and last meetings. Then the treatment was only given to the experimental group. The result of experimental group's pre-test is 44.07, whilecontrol group is 51.85. The result of experimental group's post-test is 78.15, while control group is 67.41. By applying 0.05 level of significance, the researcher found that the value of the t-test (3.37) is higher than the t-table (1.697). In conclusion,the use of Vocabulary Self-Collection Strategy (VSS) in teaching vocabulary is effective to improve students' vocabulary mastery of SMA Islam Hizbul Wathan. Based on these results, it implies that Vocabulary Self-CollectionStrategy (VSS) can be applied by teachers in teaching and learning process as one of effective strategy to improve students' vocabulary mastery, especially for the first-grade students of senior high school.

Keywords: *Vocabulary, Self-Collection Strategy, Teaching*

1. INTRODUCTION

Vocabulary is the foundation of human language and is made up of three fundamental language components: grammar, vocabulary, and pronunciation. Vocabulary instruction is one of the key components that foreign language learners need to be taught, according to Hayati & Syahrul, (2021). In addition to grammar and pronunciation, vocabulary is a component that supports the four language skills (Febrisera & Sugirin, 2022). One of the most challenging things a teacher must accomplish when teaching a language is teaching vocabulary, as these lessons are typically tedious for the students and require time to acquire (Croll, 1971). According to Seprisa et al., (2022), vocabulary is crucial for learning a new language. Without appropriate and sufficient information, students are unable to communicate their emotions or comprehend others. It implies that vocabulary is a crucial skill.

Based on initial observations made at SMA Islam Hizbul Wathan, the researcher discovered a number of issues with students' vocabularies, particularly with first-graders. One of the most prevalent issues observed is students' inadequate vocabulary in terms of terms and their

comprehension of how to use words in sentences. Furthermore, according to the researcher's interviews, one of the first-graders at SMA Islam Hizbul Wathan claims that while the teachers' methods of instruction were enjoyable, they did not significantly improve the vocabulary of the students because the way in which students and teachers communicate during the learning process still frequently combines Indonesian and English—at times, teachers even use only Indonesian to explain concepts. In the classroom, teachers will occasionally simply convey the content in Indonesian. As a result, the researcher concluded that there would be no appreciable development in the students' vocabulary because of the teachers' pedagogical approach, which made the students unfamiliar with the language.

The objective of this research is to find out if the use of Vocabulary Self-Collection Strategy (VSS) can improve students' vocabulary mastery of the tenth grade students at SMA Islam Hizbul Wathan.

Research Question

According to the background, the researcher formulates the following research question: Is the use of vocabulary self-collection strategy effective in teaching vocabulary for the tenth grade students at SMA Islam Hizbul Wathan?

Previous Related Research Findings

First, the article was written by Karall (2022) entitled "The Influence of Vocabulary Self-Collection Strategy (VSS) Towards Students' Reading Comprehension at the Tenth Grade of SMA Negeri 1 Menggala in 2021/2022", it was found that the students were active and teaching learning process was effective. This strategy helped the students comprehend main idea, supporting idea, inference, reference and vocabularies of the text. The researcher used experimental method. The sample was taken by using random sampling strategy. The similarities with the current research are the same as using the vocabulary self-collection strategy. The research that will be carried out using a value comparison strategy using a test containing multiple choice questions.

Second, the article was written by Febrisera & Sugirin (2022) entitled "The Effectiveness of Vocabulary Self-Collection Strategy on Students' Reading and Vocabulary Achievement: A Quasi-Experimental Research". It was found that the VSS has a significant effect on students' reading comprehension and vocabulary mastery only for the Eight grade level at SMPN 1 Sanggau Kapuas, West Kalimantan. The reason, it can be concluded that VSS can develop students' competence in reading and mastering vocabulary. This previous study also explained that VSS has an important role the ability of English learners related to their way of understanding a given reading text and to understand the new vocabulary in the text correctly. VSS stimulates students' interest in learning and collects words they believe are difficulty to understand.

Third, the article was written by Antang et al., (2022) entitled "Text Relationship (Etr) and Vocabulary Self-Collection Strategy (VSS) on The Students' Reading Comprehension of Narrative Text at the Eleventh Grade Students of SMA Negeri 3 Palangka Raya". The population of this study was the eleventh grade students of SMA Negeri 3 Palangka Raya in academic year 2015/2016. The number of sample was 30 students. In Reading Comprehension of Narrative text after using the Vocabulary Self-Collection (VSS) Strategy. The pre-test average was 65.00 and the posttest average was 75.67.

Fourth, the article was written by Damanik et al., (2021) entitle "The Use of vocabulary Self-Collection (VSS) Strategy in Increasing Student Reading Comprehension". It was found that the results have a positive impact. Namely, students have a good response to this strategy. It is also suggested by the percentage of student's scores between the first cycle and second cycle. In the first cycle, the percentage of students was 65.7% then continued to the second cycle. The researcher percentage was 86%. There are only 6 students who fail success in reading tests. It was 14% in the second cycle. Therefore, the researchers stopped this cycle. The difference with current research who carried out individually through questions containing synonyms for words in a short story. This previous study only search difficult words were written and discussed with the group and then written in a book.

2. METHOD

In this study, the researcher was used a quantitative method in which the design is a quasi-experimental research. The researcher employed experimental design because this research is formed to make casual inferences about the relationship between independent variables and a dependent variable (Creswell, 2020) that is to find whether there is an effect of vocabulary self-collection strategy on student's vocabulary mastery. Quasi-experimental research with non-equivalent control group design method is a method that has a control group, but cannot fully function to external variables that influence the implementation of the experiment (Sugiyono, 2019).

3. RESULTS

The researcher provided data from the investigation in this chapter. The research's data gathering period ran from February 7th, 2024, to March 6th, 2024. This study used tests with a pre-test and a post-test as its research tool. The researcher administered the medication twice a week, on Wednesdays and Fridays, between February 7th, 2024, to March 6th, 2024. The students were divided into five groups, each with six students, so that the researcher could teach the experimental group. During every meeting, the groups determined word categories from the text provided by the researcher, which included common nouns, descriptive adjectives, and quantitative adjectives. They then gave a presentation to the class on the outcomes of their group project. The researcher allocated an hour and a half to administer the treatment.

Result of Pre-test

The researcher conducted pre-test on February 7th, 2024 for the experimental and the control group. The results of the pre-test for both groups are presented in the following table:

Table 1. The Pre-test Result of Experimental Group

No	Initial Names	Maximum Score	Raw Score	Standard Score	Criteria
1	AS	30	10	33.33	Poor
2	AK	30	8	26.67	Poor
3	AAN	30	9	30	Poor
4	AM	30	9	30	Poor
5	A	30	8	26.67	Poor
6	AAY	30	15	50	Poor
7	DS	30	10	33.33	Poor
8	DSA	30	22	73.33	Average
9	DIS	30	10	33.33	Poor
10	IT	30	8	26.67	Poor
11	I	30	9	30	Poor
12	MP	30	15	50	Poor
13	M	30	12	40	Poor
14	M	30	15	50	Poor
15	MAB	30	20	66.67	Poor
16	MAM	30	15	50	Poor
17	MA	30	18	60	Poor

18	MF	30	25	83.33	Good
Total				793.33	
Mean Score of Pre-test				44.07	

Based on the table, it can be seen that the highest score is 83.33 and the lowest score is 26.67. Referring to the passing grade score of the school, there were only two students passed the pre-test and 16 students poor the test. The results showed one student achieved average criteria and one student achieved good criteria. After getting the students' individual scores of experimental group, the researcher calculated the mean score and it is 44.07.

Table 2. The Pre-test Result of Control Group

No	Initial Names	Maximum Score	Raw Score	Standard Score	Criteria
1	MI	30	24	80	Good
2	MI	30	18	60	Poor
3	MIJ	30	9	30	Poor
4	MR	30	18	60	Poor
5	MS	30	14	46.67	Poor
6	MT	30	17	56.67	Poor
7	M	30	14	46.67	Poor
8	NP	30	18	60	Poor
9	NAQ	30	16	53.33	Poor
10	NRA	30	22	73.33	Average
11	RR	30	10	33.33	Poor
12	RJ	30	12	40	Poor
13	R	30	13	43.33	Poor
14	SSY	30	16	53.33	Poor
15	SK	30	11	36.67	Poor
16	SN	30	10	33.33	Poor
17	U	30	22	73.33	Average
18	VU	30	16	53.33	Poor
Total				933.32	
Mean Score of Pre-test				51.85	

Based on the table, it can be seen that the highest score is 80 and the lowest score is 33.33. Referring to the passing grade of the school, three students passed the pre-test and 15 students failed it. The results showed two students achieved average criteria and one student achieved good criteria. After getting the students' individual scores of control group, the researcher calculated the mean score and it is 51.85.

After comparing the results of the two groups, the researcher that there is a difference of mean score of experimental and control group. The score of the experimental group is 44.07 and score of the control group is 51.85; then the difference is about 7.78 scores. It indicates that mean score of the pre-test of controlgroup is higher than experimental group. It can also be seen from the number of students passed the test, which is in the control group, two students achieved

average criteria and one student achieved good criteria, while in the experimental group, only one student achieved average criteria and one student achieved good criteria.

Result of Post-test

The researcher conducted post-test on March 6th, 2024 for the experimental and the control group. The results of the post-test for both groups are presented in the following table:

Table 3. The Post-test Result of Experimental Group

No	Initial Names	Maximum Score	Raw Score	Standard Score	Criteria
1	AS	30	20	66.67	Poor
2	AK	30	24	80	Good
3	AAN	30	29	96.67	Excellent
4	AM	30	27	90	Excellent
5	A	30	26	86.67	Good
6	AAY	30	20	66.67	Failed
7	DS	30	24	80	Good
8	DSA	30	26	86.67	Good
9	DIS	30	18	60	Poor
10	IT	30	21	70	Average
11	I	30	20	66.67	Poor
12	MP	30	24	80	Good
13	M	30	23	76.67	Average
14	M	30	23	76.67	Average
15	MAB	30	20	66.67	Poor
16	MAM	30	24	80	Good
17	MA	30	26	86.67	Good
18	MF	30	27	90	Excellent
Total				1406.7	
Mean Score of Post-test				78.15	

Based on the table, it can be seen that the highest score is 96.67 and the lowest score is 60.00. Referring to the passing grade of the school, 14 students passed the post-test and four students failed it. The results showed three students achieved average criteria, seven students achieved good criteria and three students achieved excellent criteria. After getting the students' individual scores ofexperimental group, the researcher calculated the mean score by using formula purposed by Arikunto (2013:315) and it is 78.15

Table 4. The Post-test Result of Control Group

No	Initial Names	Maximum Score	Raw Score	Standard Score	Criteria
1	MI	30	20	66.67	Poor
2	MI	30	21	70	Average
3	MIJ	30	21	70	Average
4	MR	30	26	86.67	Good

5	MS	30	20	66.67	Poor
6	MT	30	19	63.33	Poor
7	M	30	16	53.33	Poor
8	NP	30	25	83.33	Good
9	NAQ	30	18	60	Poor
10	NRA	30	20	66.67	Poor
11	RR	30	17	56.67	Poor
12	RJ	30	18	60	Poor
13	R	30	21	70	Average
14	SSY	30	18	60	Poor
15	SK	30	16	53.33	Poor
16	SN	30	17	56.67	Poor
17	U	30	28	93.33	Excellent
18	VU	30	23	76.67	Average
Total				1213.34	
Mean Score of Post-test				67.41	

Based on the table, it can be seen that the highest score is 93.33 and the lowest score is 53.33. Referring to the passing grade of the school, 8 students passed the post-test and 11 students failed it. The results showed four students achieved average criteria, two students achieved good criteria and one student achieved excellent criteria. After getting the students' individual scores of control group, the researcher calculated the mean score by using the same formula as previous and it is 67.41.

After comparing the results of the two groups, the researcher found that there is a difference of the mean score between the experimental and the control group after given treatment. The scores of the experimental group is 78.15 and the score of the control group was not given treatment is 67.41. It shows that the difference is about 9.73 scores. It is indicated that there is a significant difference of the students' mean scores before giving treatment, which the mean score of the experimental group on the pre-test is 42.40 while the mean score of the experimental group on the post-test is 78.15. There is a rapid change after treatment in the experimental group, in which there is an increasing score about 35.75 from the initial score. It can also be seen from the number of students passed the school's passing grade, which previously had only two students passed the test with average and good criteria, increased to 14 students with average, good, and excellent criteria.

Deviation and Square Deviation

After getting the mean score of the pre-test and post-test, the researcher continued to count the mean deviation and square deviation to determine if there wasa significant difference between the results of the pre-test and post-test of experimental and control group. The results are presented in the following table:

Tabel 5. Students' Score Deviation of Experimental Group

No	Initial Names	Students Score		Deviation	X2
		Pre-test (X1)	Post-test (X2)	(X1-X2)	
1	AS	33.33	66.67	33.34	1111.56
2	AK	26.67	80	53.33	2844.09
3	AAN	30	96.67	66.67	4444.89

4	AM	30	90	60	3600
5	A	26.67	86.67	60	3600
6	AAY	50	66.67	16.67	277.889
7	DS	33.33	80	46.67	2178.09
8	DSA	73.33	86.67	13.34	177.956
9	DIS	33.33	60	26.67	711.289
10	IT	26.67	70	43.33	1877.49
11	I	30	66.67	36.67	1344.69
12	MP	50	80	30	900
13	M	40	76.67	36.67	1344.69
14	M	50	76.67	26.67	711.289
15	MAB	66.67	66.67	0	0
16	MAM	50	80	30	900
17	MA	60	86.67	26.67	711.289
18	MF	83.33	90	6.67	44.4889
Total				613.37	26779.69

By looking at the table above, it can be seen that the highest score for deviation (D) is 66.67 and the lowest score for deviation is 0. Furthermore, the highest score for square deviation (D2) is 4444.89 and the lowest score for square deviation is 0.

Tabel 6. Students' Score Deviation of Control Group

No	Initial Names	Students Score		Deviation	X2
		Pre-test (X1)	Post-test (X2)	(X1-X2)	
1	MI	50	66.67	16.67	277.889
2	MI	60	70	10	100
3	MIJ	30	70	40	1600
4	MR	60	86.67	26.67	711.289
5	MS	46.67	66.67	20	400
6	MT	56.67	63.33	6.66	44.3556
7	M	46.67	53.33	6.66	44.3556
8	NP	60	83.33	23.33	544.289
9	NAQ	53.33	60	6.67	44.4889
10	NRA	73.33	66.67	6.66	44.3556
11	RR	33.33	56.67	23,34	544.756
12	RJ	40	60	20	400
13	R	43.33	70	26.67	711.289
14	SSY	53.33	60	6.67	44.4889
15	SK	36.67	53.33	16.66	277.556
16	SN	33.33	56.67	23.34	544.756
17	U	73.33	93.33	20	400
18	VU	53.33	76.67	23.34	544.756
	Total			310.02	7278.62

By looking at the table above, it can be seen that the highest score for deviation (D) is 26.67 and the lowest score for deviation is 6.66. Furthermore, the highest score for square deviation (D^2) is 711.289 and the lowest score for square deviation is 44.3556. After knowing the deviation and square deviation of the two groups, the researcher then calculated the mean deviation of each group and the result show that the mean deviation of control group is 17.22 and the mean deviation of experimental group is 34.08.

After getting the mean deviation of experimental and control group, the researcher then calculated the number of squared deviations using the formula purposed by Arikunto (2013: 355) and it is:

a. Experimental group = 5878.43
b. Control group = 1939.05

By looking at the results above, it can be presented that the squared deviation score of the experimental group is 5878.43 and the squared deviation score of the control group is 1939.05. Next, the researcher applied the t-test formula to show how effective the treatment is. The researcher uses a formula purposed by Arikunto (2013) and it is t-test (3.37).

Hypothesis Testing

To determine whether the treatment is effective or not, hypothesis testing was carried out. If the t-test is higher than the t-table, it means that the hypothesis in this study is accepted or the use of vocabulary self-collection strategy (VSS) has a significant effect in teaching vocabulary. Meanwhile, if the t- count is lower than the t-table, it means that the hypothesis in this study is rejected orthe use of vocabulary self-collection strategy (VSS) has no significant effect in teaching vocabulary. In order to determine whether the hypothesis is either accepted or rejected, the researcher did the computation, and the result of calculations showed that the t-$_{table}$ was 1.6892.

The results of the data analysis show that the t-test is 3.337. Then, by using the 0.05 level of significance with the degree of freedom (df = 34), the researcher finds that the t-test (3.37) is higher than the t-table (1.697). This shows that the hypothesis in this study is successful or accepted. In short, the strategy used in this study (Vocabulary self-collection strategy or VSS) is effective in teaching vocabulary for the Tenth grade at SMA Islam Hizbul Wathan.

4. DISCUSSION

The objective of this research is to use the vocabulary self-collection strategy (VSS) to increase students' vocabulary mastery. The objective of this research is declared to have been accomplished when the test was distributed, the experimental group was given the therapy, and the data from both groups was calculated and found. If, on the pre-test, the experimental group's mean score was lower than the control group's, but, on the post-test, the experimental group's mean score was higher than the control group.

Additionally, in the experimental group, two students passed and sixteen failed the pre-test, while in the control group, three students passed and fifteen failed, based on the school's passing mark. Furthermore, two students in the control group met the average criteria and one student met the good criteria; in contrast, just one student in the experimental group met the average criteria and one student met the good criteria.

The post-test, however, revealed a notable shift. Thirteen students passed and five failed in the emperimental group, compared to eight students passing and eleven failing in the control group. Furthermore, only three students in the experimental group met the average criteria, seven met the good criteria, and three met the excellent criteria; in contrast, three students in the control group met the good criteria, one met the excellent criteria, and four students met the average criteria. It shown that more students in the experimental group than in the control group were able to complete the post-test and receive a passing grade.

According to the researcher, that happened as a result of the treatment's effects. When the vocabulary self-collection strategy (VSS) was first introduced, the researcher discovered that

students frequently struggled to distinguish between terms that belonged in descriptive and quantitative adjectives. Students' work from the first meeting to the fourth shows this; they were mostly incorrect in the adjective component and mostly correct in the noun part. This is a result of their frequent preference for nouns and verbs over adjectives. Furthermore, they are unaware that adjectives can be categorized as descriptive or quantitative for the first time.

On the other hand, the level of vocabulary self-collection strategy (VSS) application at the fifth meetings indicated that students' abilities to identify descriptive and quantitative adjectives had changed significantly. Their worksheet findings demonstrated that, similar to nouns, they were able to locate a large number of adjective words. Additionally, they are adept at using these terms in sentences. In light of this, it may be concluded that the experimental group's treatment by the researcher was successful in acclimating the students to the use of nouns and adjectives, leading to an increase in vocabulary knowledge when compared to the control group.

In addition, the researcher discovered a number of implementation flaws with the vocabulary self-collection strategy (VSS). Firstly, the strategy requires a lot of time to use, so the researcher needs to plan an organized set of tasks to ensure that learning proceeds as planned. Furthermore, because this strategy only highlights the crucial vocabulary contained in the text, Idriani (2018) noted that she had trouble focusing students' attention on certain content in the text during her research utilizing this strategy. Basically, the researcher encountered the same issue and had to provide additional explanations to the students in order for them to understand the specific content in the text.

The vocabulary self-collection strategy has been shown to be effective in increasing students' vocabulary mastery, despite certain drawbacks in its application. The results are consistent with earlier research; Arisman (2021) asserts that senior high school students' vocabulary mastering might be greatly enhanced by employing a vocabulary self-collection strategy (VSS) during the learning process. Additionally, Idriani (2018) reveals that university students' vocabulary mastering can be enhanced by using a vocabulary self-collection strategy (VSS). Karral (2022) stated that the students were active and teaching learning student was effective. This strategy helped the students comprehend main idea, supporting idea, inference, reference and vocabulary of the text. Febrisera et al, (2021) stated that the VSS has a significant effect on students' reading comprehension and vocabulary mastery only for the Eight grade level at SMPN 1 Sanggau Kapuas, West Kalimantan. The reason, it can be concluded that VSS can develop students' competence in reading and mastering vocabulary.

These elucidate that the use of a vocabulary self-collection strategy seems to be efficacious in enhancing students' vocabulary knowledge across multiple educational levels, specifically SMP, SMA, and University.

5. CONCLUSION

The Vocabulary Self-Collection Strategy (VSS) is a useful teaching method at SMA Islam Hizbul Wathan that enhances students' vocabulary mastery. The data analysis results demonstrate that the experimental group's post-test mean score of 78.15 is higher than the control group's post-test mean score of 67.41. There was a noteworthy shift in the experimental group's post-test mean score (34.08) compared to the pre-test mean score. Furthermore, the fact that the t-test (3.37) is greater than the t-table value (1.697) further supports this claim. It denotes the acceptance of the researcher's hypothesis for this investigation.

Based on the above-mentioned result, the researcher would like to offer some recommendations for students and teachers in order to enhance the teaching and learning of English, especially in vocabulary. Students must first be able to understand the researcher's shared material and become comfortable with the process of discovering new words. Next, in order for students to retain language, they need to be able to explain their decision to learn it. Next, students rehearse being bold enough to raise their hands in class. As a result, the researcher in this study also gave the students practice presenting their vocabulary lists in front of the class by speaking in

front of them.

Secondly, educators need to incorporate active learning and teaching strategies that engage students. Because it works to increase students' vocabulary, the researcher in this study advises English teachers to employ a vocabulary self-collection strategy with junior high school students. English teachers can encourage their students to look up words on their own that pique their interest, which can help them feel more comfortable learning a large vocabulary. Teachers must also be able to establish a dynamic learning environment in the classroom in order to prevent students from becoming bored while learning. Through group talks, the researcher in this study attempted to prevent students from becoming bored while studying English.

REFERENCES

Amalia, N. (2018). Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy. *Journal of Education Aaction Research*.

Andersone, R. (2018). Character Education in Curriculum. *Proceedings of the Multidisciplinary Academic Conference*.

Antang, H. A., Usadiati, W., Luardini, M. A., & Compound, J. (2022). *1 , 2 , 3. 10*(1), 13–18.

Arikunto Suharsimi. (2013). Prosedur penelitian suatu pendekatan praktik. In *Jakarta: Rineka Cipta*.

Arisman, R. (2021). Vocabulary Self-Collection Strategy: Is It Effective to Improve Vocabulary Mastery Achievement on Senior High School Students? *J-SHMIC : Journal of English for Academic*. https://doi.org/10.25299/jshmic.2021.vol8(2).7446

Brown, H. D. (2000). 04. Teaching By Principles. *Teaching by Principles: An Intéractive Approach to Language Pedagogy*.

Creswell, J. W. (2020). Penelitian Kualitatif & Desain Riset : Memilih di Antara Lima Pendekatan. In *Mycological Research*.

Croll, C. (1971). Teaching Vocabulary. *College Composition and Communication*. https://doi.org/10.2307/356214

Damanik, E. S. D., Daulay, S. H., Wandini, R. R., & Siagian, I. (2021). the Use of Vocabulary Self-Collection (Vss) Strategy in Increasing Student Reading Comprehension. *Getsempena English Education Journal*, *8*(1), 54–64. https://doi.org/10.46244/geej.v8i1.1228

Danial, A. (2017). Fungsi Internal Dan Kategori Frase Nomina Dalam Journal Of The Poetic And Linguistic Association Vol 11 (Analisis Sintaksis). *Jurnal Skripsi*.

Farrant, J. (1980). Principles and Practice of Education. *Essex England: Longman Group Limited*.

Febrisera, L., & Sugirin. (2022). The Effectiveness of Vocabulary Self-Collection Strategy On Students' Reading And Vocabulary Achievement: A Quasi-Experimental Research. *JEELS (Journal of English Education and Linguistics Studies)*. https://doi.org/10.30762/jeels.v8i2.2949

H. Douglas Brown. (2007). Principles of language learning and Teaching, Fifth Edition. In *Pearson Longman*.

Haggard, M. R. (1986). The vocabulary self-collection strategy: Using student interest and world knowledge to enhance vocabulary growth. *Journal of Reading*.

Hayati, N. N., & Syahrul, S. (2021). The Development of Matching Game as Media to Teach Vocabulary for Elementary School Students. *EduBasic Journal: Jurnal Pendidikan Dasar*. https://doi.org/10.17509/ebj.v3i2.32630

Hendri, H. (2014). Students Ability To Use Descriptive Adjective In Sentence. *Anterior Jurnal*. https://doi.org/10.33084/anterior.v14i1.227

Idriani, S. (2018). The Effectiveness Of Self Collection Strategy And Motivation On Students' English Vocabulary Mastery. *Jurnal Basis*. Https://Doi.Org/10.33884/Basisupb.V5i1.318

Ismailova, K. E., Bondareva, O. V., Beloglazova, L. B., & Pokrovskiy, G. B. (2018). Teaching reading skills to foreign non-philology students using internet resources during pre-university training. *Espacios*, *39*(21).

Karall, W. R. (2022). the Influence of Vocabulary Self-Collection Strategy (Vss) Towards Students'

Reading Comprehension At the Tent Grade of Sma Negeri 1 Menggala in 2021/2022. *Journal of English Education Students (JEES)*, *4*(1), 1–9. http://www.stkippgribl.ac.id/eskripsi/index.php/jees/article/view/270

Kusumawardhani Bahasa Inggris Akademi Bahasa Asing Bsi Jakarta Jl Salemba Raya Tengah No, P., & Pusat, J. (2015). *the Analysis of Morphology in Writing an English Narrative Composition*. *VII*(01), 32–40.

Maskor, Z. M., & Baharudin, H. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important? *International Journal of Academic Research in Business and Social Sciences*. https://doi.org/10.6007/ijarbss/v6-i11/2395

Mulyatiningsih, E. (2012). Metodologi Penelitian Terapan. In *Alfabeta. Yogyakarta.*

Pertiwi, C. M., Rohaeti, E. E., & Hidayat, W. (2021). the Students'Mathematical Problem-Solving Abilities, Self-Regulated Learning, and Vba Microsoft Word in New Normal: a …. *Infinity Journal*, *10*(1), 17–30. http://e-journal.stkipsiliwangi.ac.id/index.php/infinity/article/view/2032

Ranjit, K. (2019). Research Methodology: A Step-by-Step Guide for Beginners - Ranjit Kumar - Google Books. In *Sage.*

Rumokoy, T. R. (2018). Kata Sifat Bahasa Inggris dalam Jurnal English Teaching Forum. *Jurnal Budaya*, *2*(1), 1–12.

Seprisa, S., Dewi, M. P., Reflinda, R., & Safitri, W. (2022). The Correlation Between Students Vocabulary and Speaking Ability at Seventh Grade in SMPN 2 Dua Koto Kabupaten Pasaman. *Journal of Educational Management and Strategy*. https://doi.org/10.57255/jemast.v1i1.49

Sudjianto, D. A., & Dahidi, A. (2004). Pengantar linguistik bahasa jepang. *Jakarta: Kesaint Blanc.*

Sugiyono. (2019). Sugiyono (2019. In *JKPD (Jurnal Kajian Pendidikan Dasar).*

Vulliamy, G., & Webb, R. (1991). Teacher Research and Educational Change: an empirical study. *British Educational Research Journal*. https://doi.org/10.1080/0141192910170302

Waro, C., Rahman, M. F., Rinaldi, R., & Santoso, I. (2019). The Effectiveness of Vocabulary Self-Collection Strategy on Students ' Vocabulary Mastery Faculty of Educational Sciences. In *PROJECT (Professional Journal of English Education).*