

**STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS IN
LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)**

SKRIPSI

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2019**

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LEARNING ENGLISH THROUGH VOCABULARY SELF-COLLECTION
STRATEGY**

SKRIPSI

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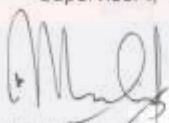
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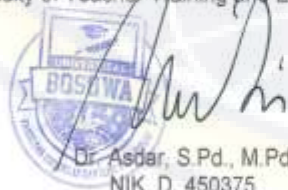


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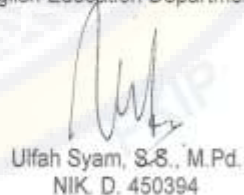
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Yang membuat pernyataan



Suci Arnita Rahim

ABSTRACT

Suci Arnita Rahim. 2019. *Students' Achievement of EFL Young Learners in Learning English through Vocabulary Self-Collection Strategy (VSS).* Skripsi. Supervised by (Dahlia D. Moelier and Restu Januaryty).

This research aims to determine whether there is achievement on the students' vocabulary development using Vocabulary Self-Collection Strategy.

This research was conducted at SMPN 8 Makassar. The writer applied pre-experimental with one group pre-test and post-test. The population of the research was the eight grade students of SMPN 8 Makassar in academic year 2018/2019. The writer used total sampling technique. The total number of sample was 30 students from class VIII-10. In analyzing the numerical data, the writer used SPSS 16.0.

The result of the study showed that the use of Vocabulary Self-Collection Strategy (VSS) in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students' in pre-test and posttest. The mean score of the pre-test before the treatment was 58.50 and after the treatment the students gained score 83.83. From the result of data analyzed, it was concluded that there is an improvement of students' achievement in vocabulary development at the eight grade of SMPN 8 Makassar.

Keyword : Vocabulary Self-Collection Strategy, Students' Achievement

ABSTRAK

Suci Arnita Rahim. 2019 *Students' Achievement of EFL Young Learners in Learning English through Vocabulary Self-Collection Strategy (VSS)*. Skripsi. Dibimbing oleh (Dahlia D. Moelier dan Restu January).

Penelitian ini bertujuan untuk mengetahui apakah ada pencapaian pengembangan kosa kata siswa dalam menggunakan *Vocabulary Self-Collection Strategy*.

Penelitian ini dilakukan di SMPN 8 Makassar. Penulis menerapkan metode pra eksperimen dengan satu kelompok pre-test dan post-test. Populasi penelitian ini adalah siswa kelas delapan SMPN 8 Makassar pada tahun akademik 2018/2019. Peneliti menggunakan teknik *total sampling*. Jumlah sampel adalah 30 siswa dari kelas VIII-10. Dalam menganalisis data numerik, penulis menggunakan SPSS 16.0.

Hasil penelitian menunjukkan bahwa penggunaan *Vocabulary Self-Collection Strategy (VSS)* dalam pengajaran kosa kata bahasa Inggris dapat memperkaya kosa kata siswa; Hal ini dibuktikan dengan skor rata-rata siswa pada pre-test dan post-test. Nilai rata-rata siswa pada pre-test (sebelum treatment) adalah 58,50 dan post-test (setelah treatment) para siswa memperoleh skor 83,83. Dari hasil analisis data, disimpulkan bahwa terdapat peningkatan prestasi siswa dalam penguasaan kosakata di kelas delapan SMPN 8 Makassar.

Kata kunci : Vocabulary Self-Collection Strategy, Pencapaian Siswa

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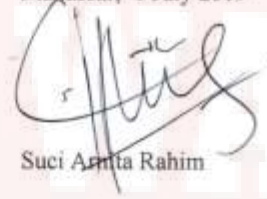
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UNIVERSITAS

Makassar, 8 July 2019

BOSO



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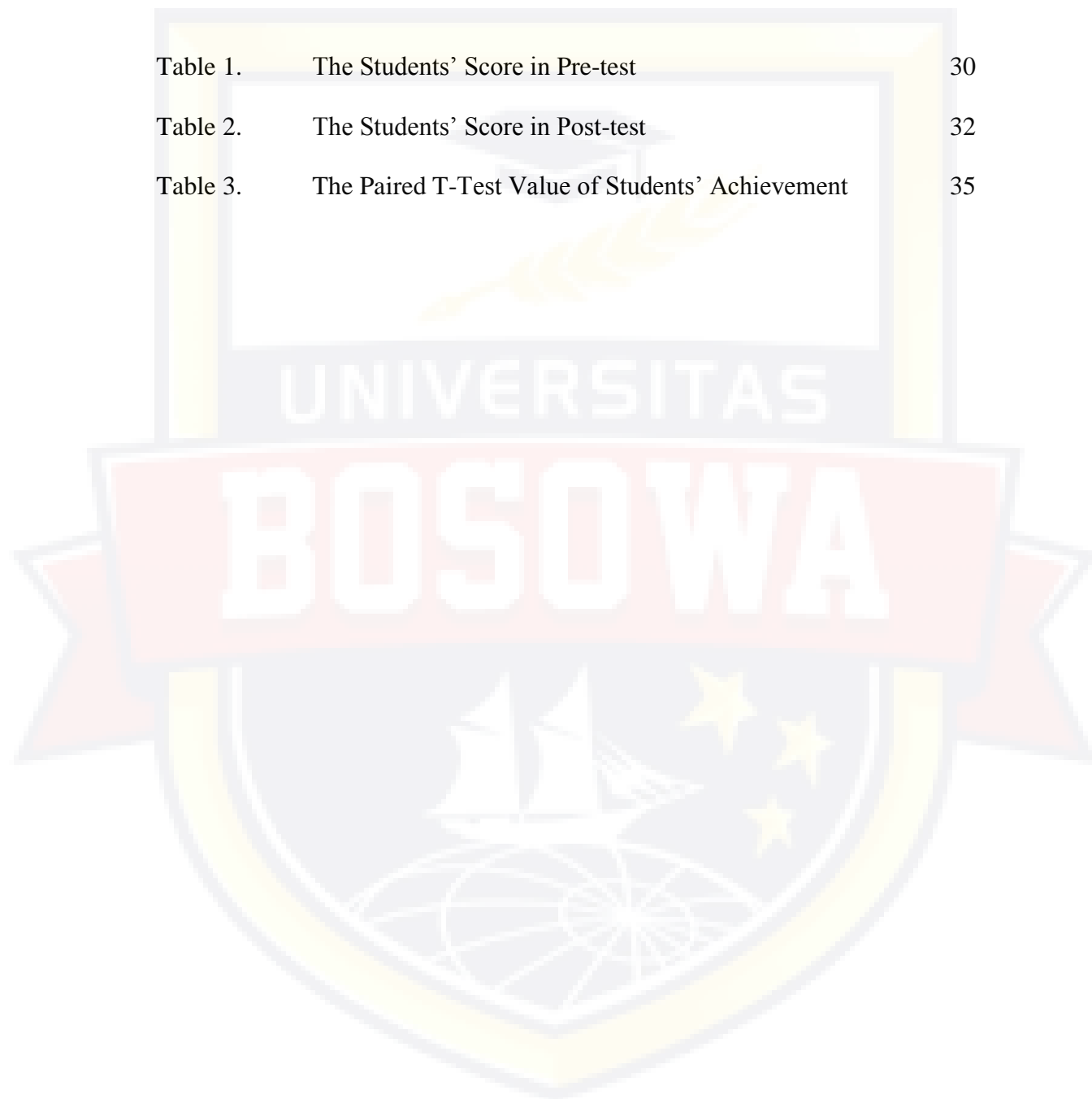
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CHAPTER I

INTRODUCTION

This chapter discusses about background, identification of problem, problem statement, objective of the research, significant of the research, and scope of the research.

A. Background

English is an international language used by the world community as a means of communication both orally and in writing. English is one of the most widely used languages in many aspects of human life that have a vital role in intellectual, socio-cultural, economic and educational development. In the world of education is so important in learning English with the aim that students gain knowledge and skills in language and able to realize EFL young learners to compete globally.

In Indonesia, English is a foreign language. English is learned seriously by many students to have a good prospect in the community of international world. English as a foreign language in Indonesia is acquired through learning process. Learning is acquired or getting of knowledge of a subject or a skill by study, experience, or instruction.

English is taught widely at formal schools starting from junior high schools up to universities, even at informal school i.e. courses. Therefore the government compels all of teachers to find a good way to make students to master English easily. In learning English there are four skills that must be mastered are:

Listening, Speaking, Reading and Writing. By mastering four skills in the language then the students are able to communicate and to discourse in English. However, among the four skills above there are fundamental things that need to be mastered by students in learning that is Vocabulary. Without recognizing some vocabulary in English, students will find it difficult to learn deeper about the four language skills. Juwita (2013:128) prompts that by having the vocabulary mastery as the basic unit in learning English.

In Teaching and Learning English, vocabulary is regarded as an important aspect in language learning. It is also considered as a necessary component for improving competency in all areas of communication among users of a language (Khodary, 2017:135). Vocabulary is part of relationships on language. It is the main element of language because human will do nothing for increasing language into practice without any words or vocabulary. Therefore, the students cannot bring up their communicative needs to someone clearly because of their inadequate vocabulary. It is hard for students to improve their knowledge of language without understanding vocabulary.

Based on research conducted by (Juwita & Sunaryo, 2013:128) stated that the student cannot understand the content of the text because they get difficulties on understanding new vocabulary. Therefore the teachers should facilitate the vocabulary learning for the students by teaching using strategies to help EFL young learners figure out the meaning of useful words by the their selves, and the students was motivated to learning English. The useful words are supposed to be the words that the EFL young learners get motivated to know. The writers have

solution of the teachers' strategy to teach vocabulary that is proposed is by using Vocabulary Self-Collection Strategy. This strategy can be applied the teacher to enrich their students vocabulary. According to Haggard this strategy is designed to help the students expand their vocabulary by relating the new vocabulary words.

Vocabulary Self-collection Strategy is a strategy that can be used in teaching Vocabulary for EFL young learners. According to Martin 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. This strategy makes the students active in teaching and learning process. They can find the important word through teacher's instructions. Then, they can interact each other to share the words with their classmates. The teacher also takes a role in the process of implementing the strategy in which he or she can give examples of how to do the task.

Based on the explanation above the writer take the title "**Students' Achievement of EFL Young Learners in Learning English Through Vocabulary Self Collection Strategy (VSS).**"

B. Identification of Problem

The research problem that the writer propose can be identified as follows:
lack of students' vocabulary and monotonous learning strategy.

C. Scope of the Research

The writer limit this research to the achievement of students' in teaching vocabulary through Vocabulary Self-Collection Strategy to the eight grade students at SMPN 8 MAKASSAR.

D. Problem Statement

Based on the background of the study above, the writer have formulated the problem in the form of questions as follow:

Is there any achievement on the students' vocabulary development by using Vocabulary self-collection strategy ?

E. The Objective of the Research

Based on the formulation of the problems, the objective of this research aims to determine whether there is or not achievement on the students' vocabulary development using Vocabulary self-collection Strategy.

F. Significant of the Research

This research is expected to give practical significances for relevant parties:

1. For English teachers.

The result of the research could be an alternative in teaching vocabulary.

2. For researchers.

The researchers are able to use the research findings to study more about Vocabulary Self-Collection Strategy and as their reference in make a research.

3. For Students.

It is expected to increase students vocabulary mastery.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer discusses about theoretical review, previous related findings, conceptual framework and hypothesis.

A. Theoretical Review

1. Definition of vocabulary

Kurnia (2017:43) stated that English consists of some elements such as; expressions, vocabularies, pronunciation, and grammar or structure. Introducing vocabulary is important because it is one of the languages to be acquired if the speakers want to have really good skills in English. Vocabulary is regarded as an important aspect in language learning. It is also considered as a necessary component for improving competency in all areas of communication among users of a language (Khodary, 2017:135). Vocabulary cannot be separated from the language. Ur (2009:60) has defined vocabulary roughly as the words we teach in the foreign language.

Vocabulary is a main of the language. Without vocabulary, the language cannot be used to maintain all information in language. People cannot communicate effectively or express his ideas in both oral and written form. To support the speakers interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

Vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom. Vocabulary is defined as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language (James and Thomas in Febriani, 2016:7).

Some experts proposed various definition of vocabulary. According to Buckland in Rahmadhani (2015:3), vocabulary can be defined as the range (or repertoire) of values in any field of bibliographic description and, in a more extended sense, the range of types in a set at any level (word, field, collection, and library).

2. Kinds of vocabulary

According to Jackson in Fidiana (2016:11), there are two kinds of vocabulary. Those are active vocabulary and passive vocabulary.

Active vocabulary is also recognized as working vocabulary or functional vocabulary. It consists of words one uses for a speech or writing as he fully understands the meaning of the words. This kind of vocabulary enables students to perform either in oral or written form of English skills. On the other hand, passive vocabulary consists of words a person encounters in speech or writing of other people. Sarosdy *et al.*, promotes that by passive knowledge we mean the students are able to recognize the word but they are not able to produce it. That's why passive vocabulary is also known as recognition vocabulary.

Beside divided into active and passive vocabulary, Fuad in Maghfuri (2017:11) stated that vocabularies which used in a sentence are divided into functions of each word named parts of speech as classified as follows :

- a. Noun is a word that refers to a person, thing, place, plant, animal.
Example: John, cat, teacher, table, house, happiness.
- b. Pronoun is a word that used instead of a noun or noun phrase. Example: he, she, it, hers, me, them.
- c. Adjective is a word that describes noun. Example : red, sad, happy
- d. Verb is a word or phrase that expresses an action,an event or a state.
Example: come, play, read.
- e. Adverb is a word that adds information to a verb, adjective, phrase or another adverb. Example: quickly, carefully.
- f. Preposition is word that used before noun or pronoun to show place, position, time or method. Example: at, about, in, on.
- g. Conjunction is a word that joint words, phrases or sentences. Example: and, but, for, nor, yet.
- h. Interjection is a short sound, word or phrase spoken suddenly to express an emotion. Example: ow!, oh my god!.

Hatch and Brown in Alqahtani (2015:26), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

- a. 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 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 plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

3. Vocabulary Teaching and Learning

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015:24). It is almost impossible to learn a language without words; even communication between human beings is based on words.

Vocabulary learning is more than the study of individual words. Nattinger and DeCarrico in Anuthama (2010:10) have observed that a significant amount of the English language is made up of lexical phrases, which range from phrasal verbs (two or three words) to longer institutionalized expressions.

There are some English teachers who teach vocabulary by only learning it on the teaching of other English components or skills. However, Vacca in Fidiana (2016:13) believes that teaching vocabulary in content areas is too important to be incidental or accidental. Nevertheless, according to Seal in Fidiana (2016:13), there was even a period when “too much vocabulary learning was regarded as positively dangerous thing”. It means that by combining learners with a rich

repertoire of English words, they might not be able to produce coherent sentences to convey ideas.

Even if teacher believes that the words are worth explaining and learning, it is important that they should do this effectively (Kareem in Fidiana, 2016:13). In order to do this, the English teacher has to afford to find some innovative strategies to make the teaching and learning activities fit to students' ability and interest.

Teaching of a Foreign Language has recently focused on the use of the communicative approach which is based on the functions of language . Thus, vocabulary teaching has been directed to be applied in meaningful sets that emphasize student-centred classes rather than teacher-centred classes (D. Willis & J. Willis in Khodary, 2017:136). Moreover, vocabulary teaching should comprise of teaching learners particular words as well as training them by using strategies essential for expanding their vocabulary knowledge (Hulstijn in Khodary, 2017:136).

Technology can be used as an essential part of academic teaching, especially of vocabulary teaching. Many previous studies implemented technological devices such as computers, videos and tablets into the teaching of vocabulary and they revealed positive results on developing vocabulary among learners (Khodary, 2017:136). Vocabulary learning plays a major role in the academic achievement of English Foreign Language learners.

Learners learn the vocabulary which they need for use and which has importance and significance for them (Wolsey et al., 2015). Learning of

vocabulary happens as a consequence of frequent exposures to concepts represented by the words being selected, studied and thus their meanings could be comprehended (Eckerth & Tavakoli, 2012). It can also occur when students read about ideas beyond the selected words, write about them, present and discuss them with peers, think about the deeper inferences of vocabulary in particular contexts and depend on resources to support their thinking (Wolsey, Grisham, & Smetana, 2014).

Brewster and Ellis in Sadikin (2016:406) mention that there are two important techniques in teaching vocabulary. First is by verbal technique, and second is by demonstration. Verbal techniques are including: explaining, defining the context, eliciting, describing, and translating, while demonstration techniques are using realia or objects, drawings, illustrations, pictures, photos, flashcards, pointing, touching, testing, and using technology.

Thornbury in Febriani (2016:16) proposed, there are three stages in teaching vocabulary namely presenting, practicing and production.

a. Presenting Stage

The title of this very first stage has indicated clearly its function in introducing new lexical items to learners. As suggested by Thornbury, the learners should learn both the words meaning and the words form. It is pointing out that both these aspects of a word should be presented in close conjunction in order to ensure a tight meaning and fit to the form. Thornbury specifically emphasized the importance of cutting down the gap between the presentation of words meaning

and its form so that learners could possibly be at ease to make a mental connection.

There are some major factors, subject to which the number of words should be presented as follow:

- a) The learners level
- b) Learners familiar with the words
- c) Items difficulty
- d) Easily to be taught and explained
- e) Whether items are being learned for production skill or for recognition only.

After raising two most common questions in presenting new words in teaching vocabulary, Thornbury went further to notify a principle in introducing new vocabulary items, which was learners capacity. When the learners capacity to remember new words, the number of new words presented should be carefully considered and should not be overstretched.

b. Practicing

The students often need a little time for the new words to be understood. They may recognize new item but often delay putting it into active use. In this case, the use of planned activities for recycling and reactivate the new vocabulary is necessity. This kind of practice, as implied by Thornbury underlines the belief that practice makes perfect.

Additionally, in practice stage emphasized the action of moving words from short-term memory into permanent memory. Thornbury indicated the term of mental

lexicon, the new knowledge to be integrated into existing knowledge. This means in order to ensure the long-term retention and recall, words or lexical items need to be put to work, or into practice as it is often understood in many other contexts. Vocabulary need to be placed in working memory and subjected to different operations which would be mentioned intricately in the later part of techniques in practicing vocabulary.

c. Producing

In accordance with presenting and putting words into practice, checking students comprehension is a final important stage in teaching this specific field. This stage sound familiar and may be equated to the second one, however; as its name suggests, in this stage, students are advised to complete high-level tasks namely production tasks. In last stage, students are expected to use those new words in their activity even it is speaking or writing. In addition, to teach a word the teacher not only gives the meaning but also should teach how to use and how it is formed.

4. Vocabulary Learning Strategy

Strategies are communicative procedures that learners use in order to learn and use language. Strategies also involve mental in the learning process (Nunan in Susanto, 2017:188). Learning strategies are the thoughts and actions that individuals are using to accomplish a learning goal (Chamot in Susanto, 2017:188).

Teaching methods and learning strategies have been developed worldwide with the express purpose of improving students' English ability. Freeman in Ramadhaniarti (2016:383).

Schmitt and McCarthy in Alqahtani (2015:30) propose strategies to learn vocabulary as follows:

- a. Guessing from context.
- b. Using word parts and mnemonic techniques to remember words.
- c. Using vocabulary cards to remember foreign language-first language word pairs.

It is supported by Murcia who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks.

Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest lots more techniques that are claimed to be helpful for students to learn vocabulary in an easier way. What the researcher sees as better way to teach vocabulary is by learning in rich contexts. Students probably have to see a word more than once to place it firmly in their long-term memories. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts.

Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who are successful vocabulary language learners share their notebook methods. For students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words. If the notebook is not set up well, then learners are less likely to practice the words, which defeats the purpose of keeping the notebook in the first place. Moreover, in presenting one planned vocabulary item, the teacher usually combine more than one technique, instead of employing one single technique. Teachers are suggested to employ planned vocabulary presentations as various as possible (Pinter in Alqahtani, 2015:31).

5. The Nature of Vocabulary Self-Collection Strategy (VSS)

a. The definition of Vocabulary Self-Collection Strategy (VSS)

According to Haggard in Maghfuri (2017:18), 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. This strategy makes the students active in teaching and learning process. They can find the important word through teacher's instructions. Then, they can interact each other to share the words with their classmates.

Juwita and Sunaryo (2013: 130) stated that Vocabulary self-collection strategy (VSS) is a strategy to teach the vocabulary by using the students' ability in collecting and generating word list and it emphasizes on the students' personal

experience and general knowledge. Haggard in Fidiana (2016:16) states the VSS is significantly traditional instruction through its use of student generated word lists and its emphasis on students' personal experience and world knowledge. In short, the vocabulary self-collection is a strategy that guiding students to make list of vocabulary. List of vocabulary depend on unfamiliar and interest words of students' perception and this strategy can increase student vocabulary. Wagner and Quinn (2016) stated that the VSS is an effective approach to help students to understand the meanings of new words, use them in conversations and writing, and make personal connections with words while reading.

Based on explanation above, Vocabulary self-collection strategy (VSS) is an interesting strategy that can be used in teaching and learning vocabulary for EFL young learners. Because this strategy, the students are asked to be active in teaching and learning atmosphere in the classroom.

b. The Purpose of Vocabulary Self-Collection Strategy (VSS)

According to Readence, Bean, and Baldwin in Wulansari (2016:4) states that the purpose of Vocabulary Self-Collection Strategy is to help students generate a list of words to be explore and learned and to use their own prior knowledge and interests to enhance their vocabulary. This strategy can be used to stimulate growth in word knowledge. Because the list is self-generative, in internal motivation is utilized. This strategy can help students become fascinated with language and thus, increase their enjoyment of the subject.

Antonacci & O'Callaghan (2011:26) state that VSS has the purposes 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 and provide a strategy to learn the new words.

Based on the previous explanations, Vocabulary self-collection strategy (VSS) can help students to enrich their vocabulary and increase their motivation to learn English.

c. The advantages of Vocabulary Self-Collection Strategy (VSS)

The Vocabulary Self-Collection Strategy (VSS) gives benefits to the success of teaching and learning process. The primary benefits of using VSS are that the students can keep their own way of study, find the best way to identify the words from their readings, improve their vocabulary and be a word conscious. According to Juwita (2013:132), there are seven advantages of using Vocabulary Self Collection Strategy to increase student's vocabulary mastery:

- a. Vocabulary Self Collection Strategy (VSS) helps the students develop important connection between new words and their meaning so that it is more completely understood and remembered by the students.
- b. Vocabulary Self Collection Strategy (VSS) increases the students' enthusiasm to learn and collect the words.
- c. Vocabulary Self Collection Strategy (VSS) can help the students to work together to determine the words they do not know from the text.
- d. Vocabulary Self Collection Strategy (VSS) can make the students be able to determine the meaning of many words by context and decide what

words are more important than others. So, it will increase the students' understanding about the words and the text that they have read.

- e. Vocabulary Self Collection Strategy (VSS) helps the students understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those words.
- f. For the teachers, this strategy is not too hard to apply in teaching in the classroom.
- g. For the students, Vocabulary Self Collection Strategy (VSS) can motivate them in learning new words because it is an interesting strategy to be introduced for junior high school students and also suitable for them in learning a foreign language.

d. The Disadvantages of Vocabulary Self-Collection Strategy

Besides, the advantages of VSS there are also disadvantages of it.

According to Wulansari (2016:6) there are the weaknesses of VSS as follows:

- a. The procedures taken time because there was seven steps that teacher has to do, which are shown in the above sub chapter. Therefore, the researcher will give the limit time for the students to do the activity.
- b. VSS can only be used to teach intermediate or advanced learner of English because students will have some exposure of texts and find the meaning of the words through context clues. To anticipate this, the researcher will choose intermediate class.

e. The Procedure of Vocabulary Self-Collection Strategy

Ruddell in Fidiana (2016) states that the most effective way to implement the strategy is to make the students work in pairs or in 29 groups consisting of two to five students with three to five minutes to do the activity. Each group appoints the spokesperson who will present the result of their discussion and then it will be responded by the member of the other groups. In this part of the activity, the teacher should guide each student to explore their idea in defining the words by which they can interpret the meaning from the context of the text or based on their prior knowledge and experience.

The details of the steps in applying the VSS based on Ruddell are; after reading (or other learning event), ask the student groups to find a word or term that they would like to study or learn more about. Students are to be prepared to:

- a. Identify the word/term in context.
- b. Tell where they found it in the text.
- c. Tell what they think the word/term means.
- d. Tell what they think the word/term is important to the topic and should be on the class vocabulary list.

With more vivid information about the implementation of using Vocabulary Self-Collection Strategy, Orson Scott Card in Fidiana (2016) formulates some steps. The steps are:

- a. The class is divided into nominating teams of three up to four students. Together the students on a nominating team decide which word to select for emphasis in the text selection.

- b. The teacher gives each group the simple text related to the topic. The teacher reads aloud the text and students just listen. While listen, the students pay attention to the text that already given by the teacher. Then, the teacher reads aloud the text then followed by the students.
- c. The teacher asks the students to read anymore and discuss the text. The teacher also asks the group to pick one word that is unfamiliar or one word that they are more curious to know about. The teacher also picks one word from the text. It is just for demonstration purpose.
- d. The teacher gives the time for students to discuss it. The students have to use context clues to determine what their word means. Yet, the teacher should not allow the students to use their dictionary to confirm the word's meaning.
- e. The teacher asks the students to choose one member of group to write down the word and to be spokesperson.
- f. The spokesperson has to answer the following questions:
 - g. Where is the word found in the text? The spokesperson reads the passage in which the word is located or describes the context in which the word is used.
 - h. What do the team members think the word means? The team decides on what the word means inthe context in which it is used. They must use information from the surrounding context and may also consult reference resources.
 - i. Why did the team think the class should learn the word? The team must tell the class why the word is important enough to single out for emphasis.

- j. During the team presentations the teacher facilitates the discussion, writes the nominated words on theboard with their meanings, and invites class member to contribute additional clarifications of the words.
- k. The students write all the nominated words and definitions down in their notebook. They use Bahasa as their own language. In the future the teacher can use these words for reviewing the previously taught materials. It means students have created their own dictionary.

B. Previous Related Findings

Vocabulary is important in learning English. Any language in the world, including the English language has thousands of words. In many ways even many native speakers who do not know all the words because it is too much to be learned. In fact, according to many sources that have more or less the researcher find there's 800 words you need to know to be used in English conversation. Another problem faced in learning English vocabulary is that they learn a new vocabulary, but they tend to forget what they have learned after learning because the strategy used in learning is inadequate.

There were many previous research findings which has exposed the identification of Vocabulary Self Collection Strategy (VSS) and students achievement in learning English. They are as follows: Al Maghfuri M (2017) his research investigated that Vocabulary Self Collection Strategy (VSS) is effective to improve vocabulary mastery. It can be proved from both of students' involvement and students' achievement.

Juwita Indrian & Sunaryo (2013) in their research stated that Vocabulary Self Collection Strategy (VSS) has many purposes to help the students' to enlarge their vocabulary. The strategy can be applied in teaching vocabulary because the strategy is interesting and enjoyment for the students. The students' vocabulary will be enhanced and increased by using the strategy. Then, this strategy also helps the students to understand the words based on context.

Wulansari (2016) in her research stated that Vocabulary Self-Collection Strategy is effective and appropriate strategy to teach English vocabulary and also could increase to improve the students' vocabulary mastery. And also the students became enthusiastic, excited and happy during teaching and learning process. The students paid more attention to the lesson and they were very attractive to do the task during the teaching and learning process. The activities in Vocabulary Self-collection Strategy (VSS) attracted the students to motivation and interest to join the lesson.

The three research that had been conducted above showed that the Vocabulary Self-Collection Strategy (VSS) was successfully implemented to increase the students' vocabulary learning and also can motivate students' during teaching and learning processes. Based on the three previous studies, the researcher applies Vocabulary Self-Collection Strategy in teaching English for EFL young learners to improve students' vocabulary mastery.

C. Conceptual Framework

The conceptual framework of this research is given in the following diagram.

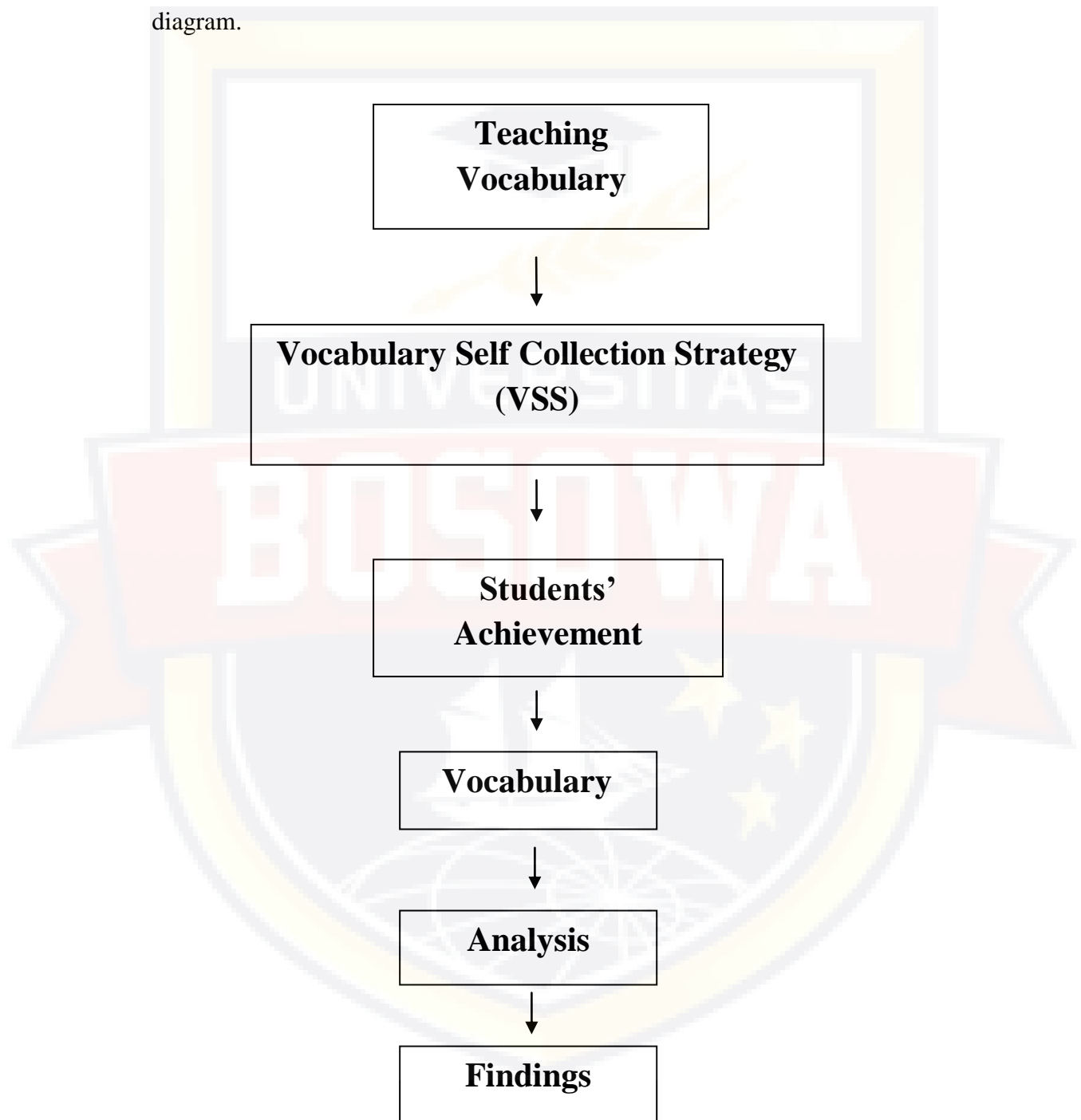


Figure 2.1 Conceptual Framework

In teaching vocabulary at SMPN 8 MAKASSAR, the writer has taught vocabulary to increase the students' achievement of vocabulary. The students were treated by using Vocabulary Self-Collection Strategy. The writer had got the result after conduct the research and continued with data analyze. The use of Vocabulary Self-Collection Strategy improved the students' vocabulary mastery.

D. Hypothesis

The researcher put forward the hypothesis that:

H₀: Vocabulary self-collection strategy can't Improved EFL Young Learners Vocabulary.

H₁: Vocabulary self-collection strategy can Improved EFL Young Learners Vocabulary.

CHAPTER III

METHODOLOGY

This chapter consists of research design, location and time of the research, variable and operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

Research design is a strategy to arrange the setting of the research in order to get valid data. It is better to know what research is before discussing more about the topic. Creswell in Damayanti (2014:20) states that research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. From definition above, it is clear that research method is the way to conduct a research. So, research method can be defined as a method to look for and discover the scientific truth, which is done in valid and reliable work.

The design of this research is pre experimental research design. It aims at finding out students' achievement in learning English through Vocabulary Self Collection Strategy (VSS).

B. Location and Time of the Research

The research has been conducted at SMPN 8 Makassar Jl. Batua Raya, kota Makassar. The research has been done on May in Academic Year 2018/2019.

C. Population & Sampel

1. Population

The population of the research were eighth grade of students of SMPN 8 Makassar in the academic year of 2018/2019. The second grade consists of 15 classes. Every class has 30 students. Total number of population consists of 540 students with different total of each class.

2. Sample

The writer has used total sampling technique. The subjects of this research are 30 students' consist of one class at the eighth grade of SMPN 8 Makassar.

D. Variable and Operational Definition

1. Variable

The variable of this research consists of two variables. Independent variable and dependent variable. Independent variable is Vocabulary Self-Collection Strategy and dependent variable is EFL young Learners vocabulary.

2. Operational Definition

The operational definitions of the involve variables are formulate as follows:

Vocabulary is regarded as an important aspect in language learning. It is also considered as a necessary component for improving competency in all areas of communication among users of a language.

According to Readence, Bean, and Baldwin the purpose of Vocabulary Self-Collection Strategy is to help students generate a list of words to be explore

and learned and to use their own prior knowledge and interests to enhance their vocabulary.

E. Instrument of the Research

The instrument of this research is vocabulary test. The writer got the data about student achievement from collecting the data of students' vocabulary mastery Vocabulary Self-collection Strategy (VSS). The vocabulary tests were conducted two times. Those are before the action (pre-test) and after implementing the strategy (post-test). In the pre-test, the test involved 30 students at the eight grade. The result of the test became the consideration to arrange the appropriate activities to be used during the action in order to improve the students' vocabulary. Therefore, the post-test was done to check the students' improvement after implementing the strategy.

F. Procedure of Collection Data

The technique of collecting data was done in order to achieve the goal of the study. The technique of collecting data of this study is filed research; the writer came directly to the school to conduct the study to obtain accurate data. The research instrument that was used in this research is vocabulary test. About the describing, the researcher carried out the instruments to collect the data.

In this research, the writer gave the vocabulary test sheets and answer questions. Vocabulary Test used to measure the result of students' score in English subject was objective test with the kind of question is multiple choices that consists of 20 questions. Each questions has one (1) point for the correct

answer and zero (0) point for the wrong answer. This test conducted in pre-test and post-test.

The pre-test for the students is carried out to get their score. The students were given a multiple choice test about vocabulary. This test did to know students' ability about vocabulary. The post-test was given in multiple choices also. This test did to know improving students' ability in vocabulary after the writer taught the vocabulary by using Vocabulary self-collection Strategy (VSS).

G. Technique of Data Analysis

The researcher used statistical data analysis technique to know the difference between the students' scores before and after being taught by Vocabulary self-collection strategy VSS. There are many kinds of the formula of data analysis technique in quantitative research, i.e.: correlation product moment which is usually used to analyze the correlation between two intervals, and the other is t-test (experiment research). T test is used to test for significance. T test is used to analyze experiment data which use pretest and posttest.

According to Arikunto (2010: 349), to analyze the data, the result of experiment that used is pretest and posttest one group design, so the researcher decided to use T-test as formulated below.

The formula as follows:

□ T – test

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

$$MD = \frac{\sum D}{N}$$

Note:

T = test observation

MD = mean differences

$\sum d$ = number of individual deviation

N = number of cases

$\sum D$ = total score

The data obtained through vocabulary test. The writer used statistical data analysis technique to know the difference between the students' scores before and after being taught by Vocabulary self-collection strategy VSS. The data collected through the test was analyzed by using SPSS and compared through paired-sample t-test.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The writer discussed about finding and discussion the research. The findings are correlated with the problem statements stated in the introduction part. The findings presented in this part consists of the data obtained through the test in order to see the students' vocabulary achievement after giving them the treatments, using Vocabulary Self-Collection Strategy (VSS). In this discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the writer reported in this chapter were based on the analysis of data collection and the application of the technique elaborated in the previous chapter

A. Findings

This section presented the result of data analysis of Students Achievement in learning English thorough Vocabulary Self Collection Strategy at second grade students of SMPN 8 Makassar. The data has taken from 30 students and elaboration of data about pre-test and post-test.

The presentation of the data in this part was obtained through the vocabulary test interpretations. The interpretations were analyzed in three stages: Scoring the students' vocabulary test, classifying the students' score, and calculating the mean score, standard deviation, frequency and any other supporting source of statistical elements.

1. The Students' Score and Classification in Pre-test

Below is the tables show the students vocabulary score in pre-test:

Table 4.1 The Students' Score in Pre-test

No	Students' Initial	Score	Classification
1.	AZAR	60	Fair
2.	SKNAP	60	Fair
3.	ANBM	55	Very poor
4.	DEBL	50	Very poor
5.	FAZ	60	Fair
6.	RAS	60	Fair
7.	NDPS	60	Fair
8.	ANP	60	Fair
9.	AR	70	Fairly Good
10.	SR	45	Very Poor
11.	NUP	60	Fair
12.	ANN	50	Very Poor
13.	NS	60	Fair
14.	NKS	55	Very Poor
15.	ZAB	65	Fair
16.	FFH	45	Very Poor
17.	RZ	55	Very Poor
18.	AMI	40	Very Poor
19.	MF	50	Very Poor

20.	ST	55	Very Poor
21.	SNM	60	Fair
22.	SSAH	80	Good
23.	AMV	55	Very Poor
24.	AP	65	Fair
25.	YAG	65	Fair
26.	MTWR	75	Fairly Good
27.	MIFA	70	Fairly Good
28.	AD	55	Very Poor
29.	AASM	50	Very Poor
30.	AR	65	Fair
Total		1755	
Mean Score		58.5	Fair

Source : SMP Negeri 8 Makassar

Based on the table above, pre test showed that out of 30 students, there was none student of them categorized as very good. There were 1 student was classified as good, 3 students classified as fairly good, 13 students were classified as fair and 13 students were classified as very poor.

2. The Mean Score and Standard Deviation of Students' Pre-Test

The writer was given pre-test before the treatments were performed. It is done to know the students' prior knowledge. Furthermore, the purpose of the test was find out whether the students at the same level or not.

After calculating the result of the students' pre-test and based on the classification of vocabulary test, the mean score of the pre-test (58.5) was considered fair with the standard deviation (8.823). It indicates that the points of the classification reached by the students are still low.

3. The Students' Score and Classification in Post-Test

Below is the tables show the students vocabulary score in post-test:

Table 4.2 The Students' Score in Post-test

No	Students' Initial	Score	Classification
1.	AZAR	85	Good
2.	SKNAP	80	Good
3.	ANBM	75	Fairly Good
4.	DEBL	85	Good
5.	FAZ	85	Good
6.	RAS	80	Good
7.	NDPS	85	Good
8.	ANP	90	Very Good
9.	AR	95	Very Good
10.	SR	85	Good
11.	NUP	85	Good
12.	ANN	80	Good
13.	NS	80	Good
14.	NKS	80	Good

15.	ZAB	80	Good
16.	FFH	80	Good
17.	RZ	85	Good
18.	AMI	80	Good
19.	MF	85	Good
20.	ST	85	Good
21.	SNM	85	Good
22.	SSAH	90	Very Good
23.	AMV	85	Good
24.	AP	85	Good
25.	YAG	80	Good
26.	MTWR	90	Very Good
27.	MIFA	90	Very Good
28.	AD	85	Good
29.	AASM	70	Fairly Good
30.	AR	90	Very Good
Total		2515	
Mean Score		83.83	Good

Source : SMP Negeri 8 Makassar

From the classification the score of the post-test, there were 6 students classified as very good, 22 students classified as good and 2 students classified as fairly good.

Based on the description above, it is distinct that there are more significant improvement of vocabulary reached out by the students' in post test through treating those students using Vocabulary self-collection strategy during the research.

4. The Mean Score and Standard Deviation of Students' Post-Test

The result of the post-test was interpreted as a way to find out the mean score and the standard deviation.

Based on the classification of vocabulary test, the mean score of the post-test (83.83) and the standard deviation obtained (5.032). It can be indicated from the description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher achievement that turns from 58.50 pretest to 83.83 in posttest or fair classification to good classification.

5. Test of Significance (t-test)

T-test is a test to know whether or not there is a significant difference between the results of the students' mean scores in the pre-test and the post-test. Therefore, the pre-test and post-test were conducted to see the students' increase in vocabulary.

To find out the significant t-test for analysis of vocabulary mastery test, the writer calculated by using SPSS version 16, the significant differences can be easier to analyze. The level of significance (α)= 0,05 and found degree freedom (df)= 29, N1-1, the number of students (each 30) minus 1. Below the following table illustrates the t-test value result:

Table 4.3 The Paired T-Test Value of Students' Achievement

Variables	Probably value	A	Remarks
Pre-test and post-test	0,00	0,05	Significantly different

Based on the result of data analysis, the writer found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. . It is indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted and very appropriate. It showed that the using Vocabulary self-collection strategy was very influential to enrich students' vocabulary.

B. Discussions

This research has a purpose to increase the students' achievement of vocabulary by using Vocabulary Self-Collection Strategy (VSS). There were some steps in applying the VSS based on Ruddell are; after reading (or other learning event), ask the student groups to find a word or term that they would like to study or learn more about. Students are to be prepared to: Identify the word/term in context, tell where they found it in the text, tell what they think the word/term means, and tell what they think the word/term is important to the topic and should be on the class vocabulary list.

There were various ways and efforts have been completed to build the students interest in vocabulary learning. The writer provided topics that were relevant to their daily lives in the form of the text and gave worksheets to each group to provide opportunities for discussion with their respective group friends. Therefore students can be more active in learning English.

This research is conducted in three steps. The first step was giving pre test to know the extent of the students' vocabulary before giving a lesson by using Vocabulary self-collection strategy. The next step were treatment and the implementation of Vocabulary self-collection strategy. And the last, was giving post-test to find out the students' development of the vocabulary and to know how the vocabulary self-collection strategy in teaching can affect the students' achievements.

From the result of this research, the mean score of the pre-test before the treatment was 58.50 and after the treatment the students gained score 83.83. In the pretest, there was none student of them categorized as very good. There were 1 (3,3%) students yielded good. In the next level categorized as fairly good which was by 3 (10%) students. There were 13 (43,3%) students positioned in category of fair and the students' were categorized as very poor by 13 (43,3%) students'.

Relating to the data collected in the pre-test, it show that the students' vocabulary mastery of the second year of SMP Negeri 8 Makassar was fair. There are some factors that can influence students' achievement, those are teaching procedure, motivation, physical condition, students interest, student intelligence, attitude, language aptitude, and concentration. In hence, pretest was given to find

out prior knowledge of students, so the writer should give treatment for the students by using Vocabulary self-collection strategy as one technique to overcome the low mastery of students.

The data show that the result of rate percentage of the students post-test is higher than pre-test after giving treatment. Teaching by using vocabulary self-collection strategy gives progress significantly for students vocabulary achievement.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the experimental group is lower than alpha (α) in which ($0.00 < 0.05$). It means that the H_1 of the hypothesis was accepted.

Based on the findings of the research above, the difficulties that the students faced are especially to remember the meaning and the spelling. Furthermore, from the writer observation during the treatments conducted for six meetings in different topics that implementation the vocabulary self-collection strategy in the class, the students could improve their ability to master vocabulary and increase their motivation in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer discussed about conclusion and suggestion.

A. Conclusion

In this chapter, a conclusion has been taken from the experimental research, which was done in eighth grade students of SMP NEGERI 8 MAKASSAR with 30 students as the subjects of this research. There are three steps : pre-test, treatment and post test. The writer concludes that using of vocabulary self-collection strategy in teaching English can improve the students' motivation in learning English and increase the students' vocabulary. That is proven with the mean score of the students' in pre-test and post-test. The mean score of the pre-test before the treatment was 58.50 and after the treatment the students gained score 83.83. The students' score in post-test were higher than that in pre-test. The mean scores of the two tests also improved significantly.

B. Suggestion

Based on the research result above, the writer put forwards some suggestions and recommendation as follows:

1. For students

The researcher suggests for students to remain passionate in learning English to increase their vocabulary mastery and continue to use the strategy to improve insights into vocabulary. The students are hoped to be

more active and interested in learning English especially in learning vocabulary through this strategy.

2. For Teacher

In teaching and learning English, the English teacher should have many ideas and strategy to make students interested in learning English. In order to make the class atmosphere more active, surely the teacher must be more creative in providing an attractive and non-monotone learning strategy.

English teacher should give attention to the teaching of English particularly the teaching of vocabulary because it is the basic and very principle requirement to learn English.

3. For the other researcher

For the other researchers who want to conduct a research about EFL young learners in learning English through Vocabulary Self-Collection Strategy, the result of the study can be used as an additional reference for further research with different discussion.

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APPENDICES

BOSOWA



APPENDIX 1**Vocabulary Test (Pre & Post Test)****Instrument Penelitian**

**JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS
IN LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)**

Keterangan :

1. Tujuan penelitian ini yaitu sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama :

Nis :

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday . They went to Jakarta on Sunday morning by (4) _____ . They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____ . Desi and her (10) _____ went home town on Thursday morning.

1. a. english c. scout
b. basketball d. football
2. a. trip c. competition
b. bussiness d. fight
3. a. finished c. ended
b. started d. entered
4. a. teacher c. club
b. money d. bus
5. a. train station c. hotel
b. post office d. hospital
6. a. attended c. moved
b. arrived d. lived
7. a. stood c. loved
b. slept d. lost
8. a. ticket c. uniform

- b. drink d. prize
9. a. happy c. curious

- b. fear d. sad
10. a. brother and sister c. club
- b. prize d. Car

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

- **Descriptive**

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.

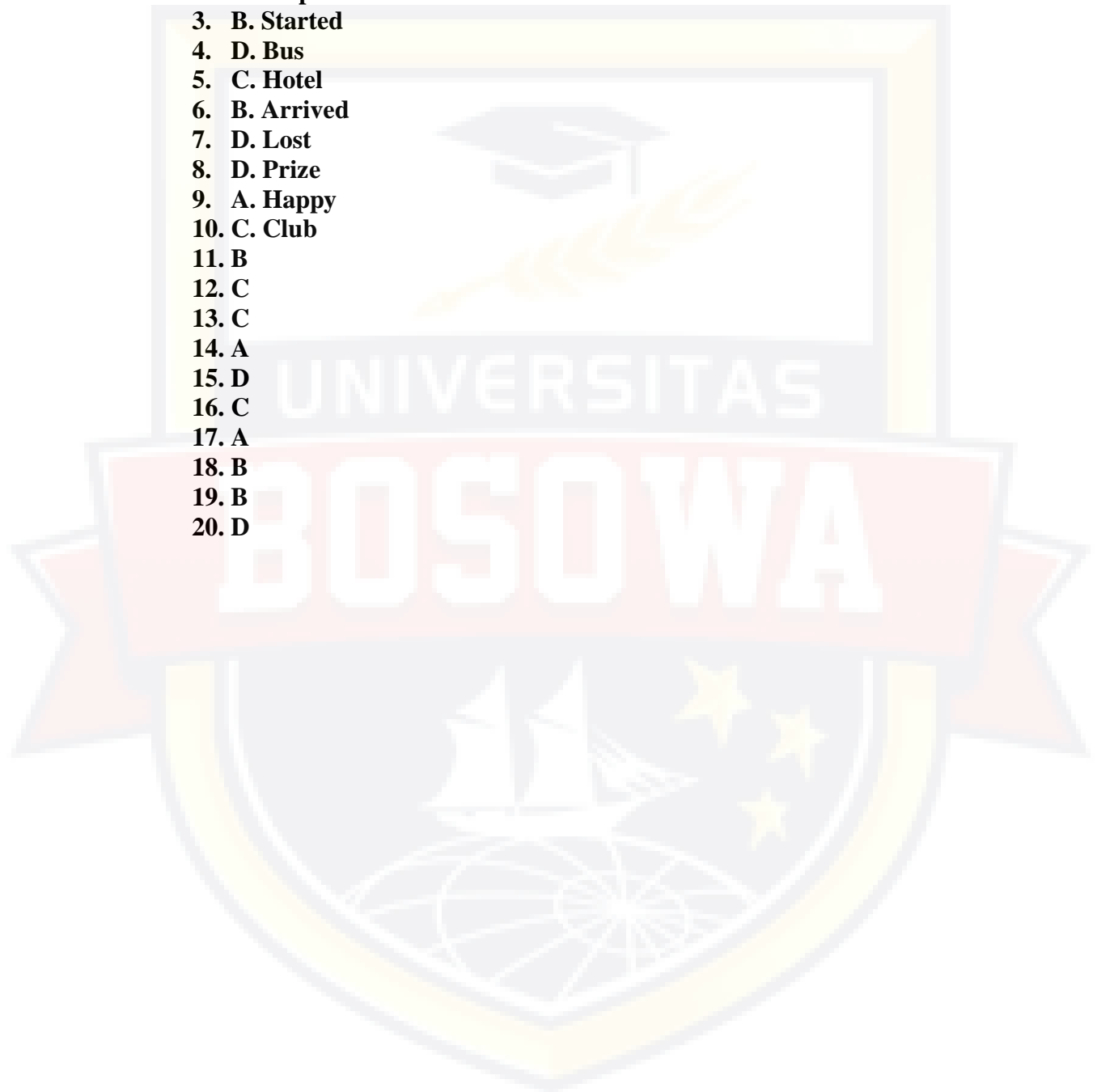
(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.
- Four
 - Fourteen
 - Forty
 - Ten
12. The writer is ... years old.
- Fourteen
 - Sixteen
 - Eighteen
 - Nineteen
13. Which of the following statement is not true about Peter?
- He has long and straight hair.
 - He has bright eyes.
 - He is not interested in sports.
 - He plays football and tennis.
14. According to the passage, we know that Peter is
- The writer's youngest brother
 - The writer's elder brother

- c. A naughty boy
d. A friendly boy
15. It is implied in the passage that
a. Peter is naughty.
b. Peter is lazy.
c. Peter is unfriendly.
d. Peter is diligent.
16. From the text, we may conclude that....
a. Many people do not like Peter.
b. People is older that the writer.
c. Peter is a welcoming person.
d. Peter is not diligent at all.
17. What is the text mostly about?
a. Peter
b. Peter's hobby
c. Peter's family
d. Peters' elder brother
18. "He is fourteen years old . . . Than me."
The underlined word refers to
a. Peter
b. The writer
c. The writer's brother
d. the writer's family
19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
a. Dislike sport
b. Really likes sport
c. Hates sport very much
d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
The underlined phrase means ...
a. He does anything he wants.
b. He always asks.
c. He is lazy.
d. He is diligent.

Answer key:

1. **B. Basketball**
2. **A. Trip**
3. **B. Started**
4. **D. Bus**
5. **C. Hotel**
6. **B. Arrived**
7. **D. Lost**
8. **D. Prize**
9. **A. Happy**
10. **C. Club**
11. **B**
12. **C**
13. **C**
14. **A**
15. **D**
16. **C**
17. **A**
18. **B**
19. **B**
20. **D**



APPENDIX 2
LESSON PLAN

School : SMPN 8 MAKASSAR
Subject : **English**
Grade/Semester : **VIII**
Subject Matter : *Teks Lisan dan Tulis untuk
Menyatakan dan Menanyakan Sifat
Orang, Binatang, dan Benda*
Number of Session (s) : 2 meetings (4 hours lesson)

A. Core Competencies (*Kompetensi Inti*)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competencies and Indicators of Competence Achievement

No	Basic Competencies <i>(Kompetensi Dasar)</i>	Indicators of Competence Achievement <i>(Indikator Pencapaian Kompetensi)</i>
1	1.1Mensyukuri kesempatan dapat mempelajari bahasa	1.1.1 Having enthusiasm to do every

	<p>Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>activity in English learning. <i>(Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris).</i></p> <p>1.1.2 Having seriousness to do every activity in English learning. <i>(Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris).</i></p>
2	<p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>2.2.1 Having a sense of responsibility for the action of his or her members when he or she becomes a leader of the group. <i>(Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok).</i></p> <p>2.2.2 Admitting when he or she makes a mistake. <i>(Mengakui ketika membuat kesalahan).</i></p>
3	<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada</p>	<p>3.7.1 Determining the communicative purpose of the text.</p>

	<p>teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>(Menentukan tujuan komunikatif teks).</p> <p>3.7.2 Identifying structure of the text.</p> <p>(Mengidentifikasi struktur teks).</p> <p>3.7.3 Identifying the language features of the text.</p> <p>(Mengidentifikasi unsur kebahasaan dalam teks).</p>
<p>4.</p>	<p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.8.1 Asking the nature and physical characteristics of animals orally, accurately, fluently, and appropriately.</p> <p>(Menanyakan sifat dan ciri fisik binatang secara lisan dengan akurat, lancar dan berterima).</p> <p>4.8.2 Stating the nature and physical characteristics of animals orally, accurately, fluently, and appropriately.</p> <p>(Menyatakan sifat dan ciri fisik binatang secara lisan dengan akurat, lancar dan berterima).</p> <p>4.8.3 Asking the nature and</p>

		<p>physical characteristics of animals in written language, accurately, coherently, and appropriately. (<i>Menanyakan sifat dan ciri fisik binatang secara tertulis dengan akurat, runtut dan berterima</i>).</p> <p>4.8.4 Stating the nature and physical characteristics of animals in written language, accurately, coherently, and appropriately. (<i>Menyatakan sifat dan ciri fisik binatang secara tertulis dengan akurat, runtut dan berterima</i>).</p>
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C. Objectives

Meeting 1

After carrying out a series of learning activities, the students can:

1. have enthusiasm to do every activity in English learning.
2. have seriousness to do every activity in English learning
3. have a sense of responsibility for the action of his members when becoming a leader of the group;
4. identify the suitable words (adjectives) to describe animals;
5. identify the meaning of the words to describe the parts of animals' body.
6. match the words with the picture provided.

7. fill the gap-sentences with the words provided.
8. identify the verbs found in the sentences;
9. identify the verb phrase found in the sentences;
10. identify the adverbs found in the sentences;
11. guess the name of animals based on the sentence description provided.

Meeting 2

1. Identify the communicative purpose of the text.
2. Identify the structure of the text.
3. Identify the language features of the text.
4. Identify the meaning of the unfamiliar words based on the context.
5. Define the unfamiliar words into the Indonesian expressions by using Vocabulary Self-Collection Strategy (VSS).
6. Answer the questions related to the text.
7. Present their answers orally.

D. Materials

Social Function : Describing and identifying the animals

Text Structure :

- An introduction to the subject of the description;
- Characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

Language features:

- Adjectives (*big, small, tall, short, fast, long, sharp, etc.*)
- Adverbs (*very, so, really, extremely, etc.*)
- Short Form (*It's, they're, etc.*)
- Sentence/Expression (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Question words (*what, which, how*)
- Pronouns (*this, that, those, these, it, they, etc.*)
- Introductory there (*there is, there are*)

- Names of animals
- Verbs in the form of *the simple present tense: have, has, be, etc.*
- Expression, stress, intonation, and spelling.

E. Teaching and Learning Method

- Scientific Approach

F. Media, Tools, and Learning Resources

1. Media

Worksheet

2. Tools

Whiteboard, laptop, LCD and board marker.

G. The Steps of Learning Activities

Meeting 1

Introduction (10 minutes)

1. The teacher greets the students.
2. The teacher invites the students to begin the activities with prayer.
3. The teacher checks the students' attendance.
4. The teacher asks the students about the materials learned before.
5. The teacher explains the objective of the study or the basic competence that will be achieved.
6. The teacher explains the range of the materials and the description of the activities based on the lesson plan.

The Core Activity (60 minutes)

Observing

1. The students observe the picture of animals.
2. The students interact with the teacher to ask the things that they do not know yet or want to know.
3. The students write the important things related to the picture.

Formulating Questions

1. The students ask the questions about how to describe animals based on the picture, and the other things that they want to know in the simple way.

2. The students ask the questions about how to ask the nature of animals.
3. The students ask the questions about how to state the nature of animals.

Collecting the Data

1. In group of four, the students define the words provided to describe the animals.
2. In group of four, the students match the words with the part of the animals' body in the picture.
3. In group of four, the students fill the gap-sentences by matching them with the words provided.
4. In group of four, the students guess the name of the animal based on the description provided.
5. In group of four, the students write the unfamiliar words in their notebook.

Closing (10 minutes)

- 1) The teacher and the students make a summary of the materials that have been learnt in this meeting.
- 2) The teacher asks questions to the students to help them reflect on the learning activities that they have done.
- 3) The teacher explains the lesson plan of the upcoming activities.

Meeting 2

Introduction (10 minutes)

- 1) The teacher greets the students.
- 2) The teacher invites the students to begin the activities with prayer.
- 3) The teacher checks the students' attendance.
- 4) The teacher asks the students about the materials learned before.
- 5) The teacher explains the objective of the study or the basic competence that will be achieved.
- 6) The teacher explains the range of the materials and the description of the activities based on the lesson plan.

The Core Activity (60 minutes)

Collecting the Data

- 1) The students are divided into some groups consisting of four students for each group.
- 2) The teacher gives a text describing an animal to each group.
- 3) Each group lists some unfamiliar words in the table provided and the teacher writes those words in the whiteboard.
- 4) The students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text (the implementation of VSS).

Associating

- 1) The students identify the function and kind of words defined in the simple way.
- 2) The students receive a feedback from the teacher and friends about the social function and language features used.

Communicating

- 1) The students answer the questions related to the text.
- 2) Each leader of the group presents their answers.

Closing (10 minutes)

- 1) The teacher and the students make a summary of the materials that have been learnt in this meeting.
- 2) The teacher asks questions to the students to help them reflect on the learning activities that they have done.
- 3) The teacher explains the lesson plan of the upcoming activities.

H. Assessment

1. Spiritual Competence

Indicators :

1. Having enthusiasm to do every activity in English learning.
2. Having seriousness to do every activity in English learning.

No	Students' Name	Spiritual Indicator Score (1-4)		Total of Score Acquisition	Final Score
		Indicator 1	Indicator 2		
1					
2					
3					
4					
4	Etc				

Note :

4 = If ALWAYS do the behavior observed

3 = If OFTEN do the behavior observed

2 = If SOMETIMES do the behavior observed

1 = If NEVER do the behavior observed

2. Social Competence

Indicators:

1. Having a sense of responsibility for the action of his or her members when he or she becomes a leader of the group.
2. Admitting when he or she makes a mistake.

No	Students' Name	Social Indicator Score (1-4)		Total of Score Acquisition	Final Score
		Indicator 1	Indicator 2		
1					
2					
3					
4					
5	Etc				

Note :

4 = If ALWAYS do the behavior observed

3 = If OFTEN do the behavior observed

2 = If SOMETIMES do the behavior observed

1 = If NEVER do the behavior observed

3. Knowledge Competence

a. Assessment Technique :Written Test

b. Instrument Form : Matching and Multiple Choice Questions

c. *Kisi-kisi* :

No	Indicators	Number of Questions
1.	Presented some pictures of animals, the students can mention some words describing the animal in the picture.	Activity 1
2.	Presented some words about the parts of animals' body, the students can define the meaning and match the words with the picture.	
3.	Presented some gap-sentences, the students can fill the sentences by matching them with the provided words.	
4.	Presented some sentences describing the animals, the students can guess the name of animal.	
5.	Presented a dialogue talking about a pet, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).	
6.	Presented a text describing an animal, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS)	

$$\text{Final Score} = \frac{\text{Total Score Achievement}}{\text{Maximum Score}} \times 4$$

$$\text{Maximum Score} = \text{Total of Indicator} \times 4$$

d. Instrument: see the worksheet

4. Skill Competence

a. Assessment Technique : Practice

b. Instrument Form : Reading Comprehension Test

c. *Kisi-kisi*:

No	Indicators	Number of Questions
1.	Presented a dialogue text, the students can answer some questions related to the dialogue.	Activity 1
2.	Presented a text describing an animal, the students can answer the true-false questions related to the text.	

$$\text{Final Score} = \frac{\text{Total Score Achievement}}{\text{Maximum Score}} \times 4$$

$$\text{Maximum Score} = \text{Total of Indicator} \times 4$$

d. Instrument: see the worksheet

The Conversion of Attitude, Knowledge, and Skill Competence

Rating Conversion:

Very Good $3 < \text{score} \leq 4$

Good $2 < \text{score} \leq 3$

Fair $1 < \text{score} \leq 2$

Less $\text{score} < 1$

Makassar, 11 February 2019

Researcher

Suci Arnita Rahim

NIM : 4515101017

(Sourch by Safitri Noor Fatonah, Universitas Negeri Yogyakarta)

APPENDIX 3

The Result of Students Pre-test and Post-Test

1. The Result of Students Pre-Test

8 salah
12 benar

60

APPENDIX I Vocabulary Test (Pre & Post Test)

Instrument Penelitian

JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS IN LEARNING ENGLISH THROUGH VOCABULARY SELF COLLECTION STRATEGY (VSS)

Keterangan :

1. Tujuan penelitian ini yaitu sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : Azzahra Aulia Ramadhani ♡

Nis :

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday . They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

1. a. english c. scout ✓
~~X~~.basketball d. football
2. ~~X~~ trip c. competition ✓
 b. bussiness d. fight
3. a. finished c. ended ✓
~~X~~.started d. entered
4. a. teacher c. club
 b. money ~~X~~ bus ✓
5. a. train station ~~X~~ hotel ✓
 b. post office d. hospital
6. a. attended ~~X~~ moved ✓
 b. arrived d. lived
7. a. stood c. loved ✓
 b. slept ~~X~~ lost
8. ~~X~~ ticket c. uniform ✓

b. drink d. prize

9. a. happy c. curious

fear d. sad

10. a. brother and sister c. club

b. prize Car

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

• **Descriptive**

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.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.

- a. Four
 b. Fourteen
 c. Forty
 d. Ten

12. The writer is ... years old.

- a. Fourteen
 b. Sixteen
 c. Eighteen
 d. Nineteen

13. Which of the following statements is not true about Peter?

- a. He has long and straight hair.
 b. He has bright eyes.
 c. He is not interested in sports.
 d. He plays football and tennis.

14. According to the passage, we know that Peter is

- a. The writer's youngest brother
 b. The writer's elder brother
 c. A naughty boy
 d. A friendly boy

15. It is implied in the passage that
- a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.
16. From the text, we may conclude that....
- a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
17. What is the text mostly about?
- a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. Peters' elder brother
18. "He is fourteen years old . . . Than me."
- The underlined word refers to
- a. Peter
 - b. The writer
 - c. The writer's brother
 - d. the writer's family
19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- a. Dislike sport
 - b. Really likes sport
 - c. Hates sport very much
 - d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
- The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

6 salah
4 benar

70

APPENDIX I Vocabulary Test (Pre & Post Test)

Instrument Penelitian

**JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS
IN LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)**

Keterangan :

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2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : Muh. Ivan Fadhlul Ananta

Nis :

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday. They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

1. a. english c. scout
~~X~~ basketball d. football ✓
2. ~~X~~ trip c. competition ✓
 b. bussiness d. fight
3. a. finished c. ended
~~X~~ started d. entered ✓
4. a. teacher c. club
 b. money ~~X~~ bus ✓
5. a. train station ~~X~~ hotel ✓
 b. post office d. hospital
6. a. attended c. moved
~~X~~ arrived d. lived ✓
7. a. stood c. loved
~~X~~ slept d. lost X
8. a. ticket c. uniform

b. drink prize ✓

9. a. happy c. curious

b. fear sad ✓

10. a. brother and sister club ✓

b. prize d. Car ✓

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

• **Descriptive**

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.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.

- a. Four
- Fourteen ✓
- c. Forty
- d. Ten

12. The writer is ... years old.

- a. Fourteen
- b. Sixteen
- Eighteen ✓
- d. Nineteen

13. Which of the following statements is not true about Peter?

- a. He has long and straight hair.
- b. He has bright eyes.
- He is not interested in sports. ✓
- d. He plays football and tennis.

14. According to the passage, we know that Peter is

- The writer's youngest brother ✓
- b. The writer's elder brother
- c. A naughty boy
- d. A friendly boy

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- a. Peter is naughty.
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The underlined phrase means ...
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 - d. He is diligent.

9 Salah
11 Benar

SS

APPENDIX I Vocabulary Test (Pre & Post Test)

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Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : A. Nabila Bunga Maharani

Nis :

class : VIII.10

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

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1. a. english c. scout
~~b. basketball~~ d. football ✓

2. a. trip ~~c. competition~~ ✗
 b. bussiness d. fight

3. a. finished c. ended
~~b. started~~ d. entered ✓

4. a. teacher ~~c. club~~ ✗
 b. money d. bus

5. a. train station ~~c. hotel~~ ✗
 b. post office d. hospital ✓

6. ~~a. attended~~ c. moved
 b. arrived d. lived ✗

7. a. stood c. loved
 b. slept ~~c. lost~~ ✗

8. a. ticket c. uniform

- b. drink prize ✓
9. a. happy curious ✓
- b. fear d. sad ✗
10. a. brother and sister club ✓
- b. prize d. Car ✓

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

• **Descriptive**

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(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.
- a. Four
- Fourteen ✓
- c. Forty
- d. Ten
12. The writer is ... years old.
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- He is not interested in sports. ✓
- d. He plays football and tennis.
14. According to the passage, we know that Peter is
- a. The writer's youngest brother
- The writer's elder brother ✓
- c. A naughty boy
- d. A friendly boy ✗

15. It is implied in the passage that
- a. Peter is naughty.
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 - c. Peter is unfriendly.
 - d. Peter is diligent.
16. From the text, we may conclude that....
- a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
17. What is the text mostly about?
- a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. Peters' elder brother
18. "He is fourteen years old ... Than me."
- The underlined word refers to
- a. Peter
 - b. The writer
 - c. The writer's brother
 - d. the writer's family
19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- a. Dislike sport
 - b. Really likes sport
 - c. Hates sport very much
 - d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
- The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

S

lo salah
lo benar

50

APPENDIX I Vocabulary Test (Pre & Post Test)**Instrument Penelitian**

**JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS
IN LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)**

Keterangan :

1. Tujuan penelitian ini yaitu sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : *Abdullah Saiful M.*

Nis :

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday. They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

1. a. english c. scout
~~b. basketball~~ d. football ✓

2. ~~a. trip~~ ~~a. competition~~ ✗
 b. bussiness d. fight

3. a. finished c. ended
~~a. started~~ d. entered ✓

4. a. teacher c. club
 b. money ~~a. bus~~ ✓

5. a. train station ~~a. hotel~~ ✓
 b. post office d. hospital

6. a. attended c. moved
~~a. arrived~~ d. lived ✓

7. a. stood c. loved
 b. slept ~~a. lost~~ ✓

8. a. ticket c. uniform

- b. drink prize ✓
9. a. happy curious ✓
 b. fear d. sad ✓
10. a. brother and sister c. club ✓
 b. prize Car ✓

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

• **Descriptive**

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.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.
 a. Four
 b. Fourteen ✓
 c. Forty
 d. Ten
12. The writer is ... years old.
 a. Fourteen ✓
 b. Sixteen
 c. Eighteen
 d. Nineteen
13. Which of the following statement is not true about Peter?
 a. He has long and straight hair.
 b. He has bright eyes.
 c. He is not interested in sports. ✓
 d. He plays football and tennis.
14. According to the passage, we know that Peter is
 a. The writer's youngest brother
 b. The writer's elder brother ✓
 c. A naughty boy
 d. A friendly boy ✓

15. It is implied in the passage that
- a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.
16. From the text, we may conclude that
- a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
17. What is the text mostly about?
- a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. Peters' elder brother
18. "He is fourteen years old . . . Than me."
The underlined word refers to
- a. Peter
 - b. The writer
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 - d. the writer's family
19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- a. Dislike sport
 - b. Really likes sport
 - c. Hates sport very much
 - d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

5 salah
15 benar

APPENDIX I Vocabulary Test (Pre & Post Test)

Instrument Penelitian

JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS
IN LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)

Keterangan :

1. Tujuan penelitian ini yaitu sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : M. Thifoi Muwaffaq R

Nis : 003550421

Class : VIII. 10

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday . They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

1. a. english
~~X~~ basketball
 c. scout
 d. football ✓

2. ~~X~~ trip
 b. bussiness
 c. competition ✓
 d. fight

3. a. finished
~~X~~ started
 c. ended
 d. entered ✓

4. a. teacher
 b. money
 c. club
~~X~~ bus ✓

5. a. train station
 b. post office
~~X~~ hotel ✓
 d. hospital

6. a. attended
~~X~~ arrived
 c. moved
 d. lived ✓

7. a. stood
 b. slept
 c. loved
~~X~~ lost ✓

8. a. ticket
 c. uniform

b. drink prize ✓

9. happy c. curious

b. fear d. sad ✓

10. a. brother and sister club ✓

b. prize d. Car

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

• Descriptive

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.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.

- a. Four
 Fourteen ✓
 c. Forty
 d. Ten

12. The writer is ... years old.

- a. Fourteen
 b. Sixteen
 Eighteen ✓
 d. Nineteen

13. Which of the following statements is not true about Peter?

- a. He has long and straight hair.
 b. He has bright eyes.
 c. He is not interested in sports. ✓
 d. He plays football and tennis.


14. According to the passage, we know that Peter is

- a. The writer's youngest brother
 b. The writer's elder brother ✓
 c. A naughty boy
 d. A friendly boy

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 - c. Peter is unfriendly.
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 - d. Peters' elder brother
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 - b. Really likes sport
 - c. Hates sport very much
 - d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

2. The Result of Students Post-test

3 Salah
17 Benar



PreVocabulary Test (Post Test)

Instrumen Penelitian

JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS IN LEARNING ENGLISH THROUGH VOCABULARY SELF COLLECTION STRATEGY (VSS)

Keterangan :

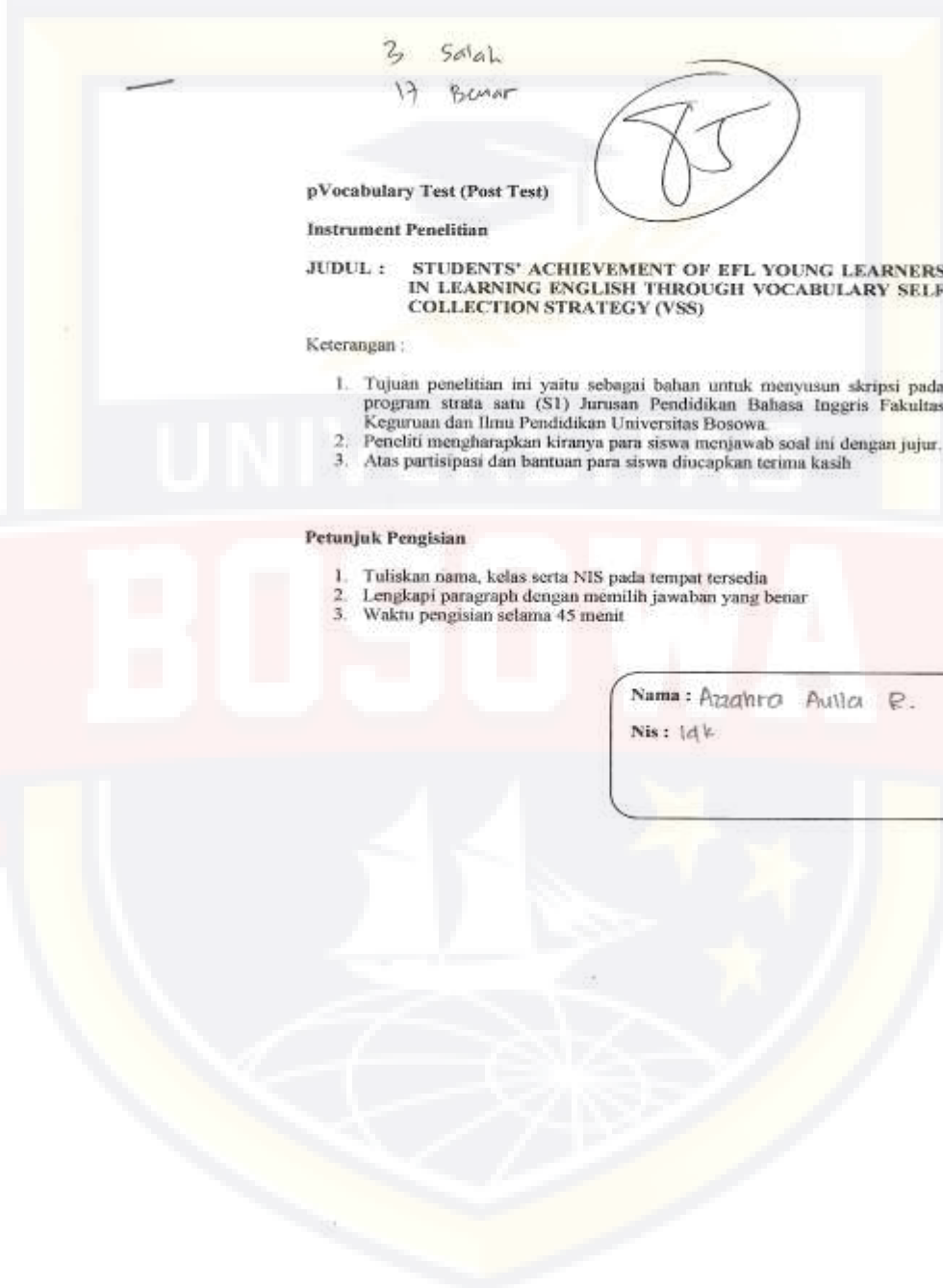
1. Tujuan penelitian ini yaitu sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : Azzahra Aulia R.

Nis : 1416



Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday. They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

1. a. english c. scout

~~b.~~ basketball d. football

2. trip competition

b. bussiness d. fight

3. a. finished c. ended

~~b.~~ started d. entered

4. a. teacher c. club

b. money bus

5. a. train station hotel

b. post office d. hospital

6. a. attended c. moved

arrived d. lived

7. a. stood c. loved

b. slept lost

8. a. ticket c. uniform

- b. drink ~~✓~~ prize ✓
9. a. happy ~~✓~~ curious ✗
- b. fear d. sad
10. a. brother and sister ~~✓~~ club ✓
- b. prize d. Car

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

• **Descriptive**

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.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.
- a. Four
- ~~✓~~ ~~✗~~ Fourteen ✓
- c. Forty
- ~~✗~~ Ten
12. The writer is ... years old.
- a. Fourteen
- b. Sixteen ✓
- ~~✗~~ Eighteen
- d. Nineteen
13. Which of the following statement is not true about Peter?
- a. He has long and straight hair.
- b. He has bright eyes.
- ~~✓~~ c. He is not interested in sports. ✓
- d. He plays football and tennis.
14. According to the passage, we know that Peter is
- ~~✗~~ a. The writer's youngest brother
- b. The writer's elder brother
- c. A naughty boy ✓
- d. A friendly boy

15. It is implied in the passage that
- a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.
16. From the text, we may conclude that....
- a. Many people do not like Peter.
 - b. People is older than the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
17. What is the text mostly about?
- a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. Peter's elder brother
18. "He is fourteen years old . . . Than me."
The underlined word refers to
- a. Peter
 - b. The writer
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- a. Dislike sport
 - b. Really likes sport
 - c. Hates sport very much
 - d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

2 salah
18 benar



Pre-Vocabulary Test (Post Test)

Instrument Penelitian

**JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS
IN LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)**

Keterangan :

1. Tujuan penelitian ini yaitu sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : M. Ivan Fadhih A

Nis :

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday. They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

1. a. english c. scout

basketball d. football

2. a. trip competition

b. bussiness d. fight

3. a. finished c. ended

started d. entered

4. a. teacher c. club

b. money bus

5. a. train station hotel

b. post office d. hospital

6. a. attended c. moved

arrived d. lived

7. a. stood c. loved

b. slept lost

8. a. ticket c. uniform

- b. drink ✗ prize ✓
9. ✗ happy c. curious ✓
b. fear d. sad ✓
10. a. brother and sister ✗ club ✓
b. prize d. Car ✓

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

• **Descriptive**

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.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.
a. Four
✗ b. Fourteen ✓
c. Forty
d. Ten
12. The writer is ... years old.
a. Fourteen
b. Sixteen ✓
✗ c. Eighteen ✓
d. Nineteen
13. Which of the following statements is not true about Peter?
a. He has long and straight hair.
b. He has bright eyes.
✗ c. He is not interested in sports. ✓
d. He plays football and tennis.
14. According to the passage, we know that Peter is
✗ a. The writer's youngest brother ✓
b. The writer's elder brother ✓
c. A naughty boy
d. A friendly boy

15. It is implied in the passage that
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The underlined word refers to
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 - c. Hates sport very much
 - d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

5 salah
15 benar

75

pVocabulary Test (Post Test)

Instrument Penelitian

JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS
IN LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)

Keterangan :

1. Tujuan penelitian ini yaitu sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
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3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : A. Nabila Bunga Maharani

Nis :

Class: VIII - 10

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday. They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

1. a. english c. scout

basketball d. football

2. a. trip competition

b. bussiness d. fight

3. a. finished c. ended

started d. entered

4. a. teacher c. club

b. money bus

5. a. train station hotel

b. post office d. hospital

6. attended c. moved

b. arrived d. lived

7. a. stood c. loved

b. slept lost

8. a. ticket c. uniform

b. drink prize ✓

9. happy c. curious

b. fear d. sad ✓

10. a. brother and sister club ✓

b. prize d. Car

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• **Descriptive**

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.

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11. How old is Peter? He is ... years old.

- a. Four
 b. Fourteen ✓
 c. Forty
 d. Ten

12. The writer is ... years old.

- a. Fourteen
 b. Sixteen ✓
 c. Eighteen ✓
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- a. He has long and straight hair.
 b. He has bright eyes.
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- a. The writer's youngest brother ✓
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 d. A friendly boy

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20. "But he usually does what he is asked to do"
The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

6 salah
14 benar

70

pVocabulary Test (Post Test)

Instrument Penelitian

**JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS
IN LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)**

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Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : Ahmad Sgani VL

Nis :

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday. They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

- | | |
|----------------------------|--------------------------|
| 1. a. english | c. scout |
| X b. basketball | d. football |
| 2. a. trip | X competition |
| b. bussiness | d. fight |
| 3. a. finished | c. ended |
| X b. started | d. entered |
| 4. a. teacher | c. club |
| b. money | X bus |
| 5. a. train station | X hotel |
| b. post office | d. hospital |
| 6. a. attended | c. moved |
| X b. arrived | d. lived |
| 7. a. stood | c. loved |
| b. slept | X lost |
| 8. X ticket | c. uniform |

b. drink d. prize

9. happy c. curious ✓

b. fear d. sad

10. a. brother and sister club ✓

b. prize d. Car

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• **Descriptive**

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.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

11. How old is Peter? He is ... years old.

- a. Four
 b. Fourteen ✓
 c. Forty
 d. Ten

12. The writer is ... years old.

- a. Fourteen
 b. Sixteen
 c. Eighteen ✓
 d. Nineteen

13. Which of the following statements is not true about Peter?

- a. He has long and straight hair.
 b. He has bright eyes.
 c. He is not interested in sports. ✓
 d. He plays football and tennis.

14. According to the passage, we know that Peter is

- a. The writer's youngest brother ✓
 b. The writer's elder brother
 c. A naughty boy
 d. A friendly boy

15. It is implied in the passage that
- a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.
16. From the text, we may conclude that
- a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
17. What is the text mostly about?
- a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. Peters' elder brother
18. "He is fourteen years old . . . Than me."
The underlined word refers to
- a. Peter
 - b. The writer
 - c. The writer's brother
 - d. the writer's family
19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- a. Dislike sport
 - b. Really likes sport
 - c. Hates sport very much
 - d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

2 salah
18 benar

90

pVocabulary Test (Post Test)

Instrument Penelitian

**JUDUL : STUDENTS' ACHIEVEMENT OF EFL YOUNG LEARNERS
IN LEARNING ENGLISH THROUGH VOCABULARY SELF
COLLECTION STRATEGY (VSS)**

Keterangan :

1. Tujuan penelitian ini yaitu sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Petunjuk Pengisian

1. Tuliskan nama, kelas serta NIS pada tempat tersedia
2. Lengkapi paragraph dengan memilih jawaban yang benar
3. Waktu pengisian selama 45 menit

Nama : M-Thifail Muddafiq . R

Nis : 0058558471

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Fill the blanks with suitable words (number 1-10)

Trip to Bandung

Desi and her (1) _____ club had a (2) _____ to Bandung for a national junior basketball match. The match (3) _____ from Monday to Wednesday. They went to Jakarta on Sunday morning by (4) _____. They stayed at a (5) _____ after they (6) _____ in Bandung. Desi and her team (7) _____ in semi final match. They didn't get any (8) _____ from all the matches, but they felt (9) _____. Desi and her (10) _____ went home town on Thursday morning.

- | | |
|---|---|
| 1. a. english | c. scout |
| <input checked="" type="checkbox"/> b. basketball | d. football |
| 2. <input checked="" type="checkbox"/> trip | c. competition |
| b. bussiness | d. fight |
| 3. a. finished | c. ended |
| <input checked="" type="checkbox"/> started | d. entered |
| 4. a. teacher | c. club |
| b. money | <input checked="" type="checkbox"/> bus |
| 5. a. train station | <input checked="" type="checkbox"/> hotel |
| b. post office | d. hospital |
| 6. a. attended | c. moved |
| <input checked="" type="checkbox"/> arrived | d. lived |
| 7. a. stood | c. loved |
| b. slept | <input checked="" type="checkbox"/> lost |
| 8. a. ticket | c. uniform |

b. drink prize ✓

9. happy c. curious ✓

b. fear d. sad ✓

10. a. brother and sister club ✓

b. prize d. Car ✓

<http://www.bigbanktheories.com/contoh-soal-vocabulary-test-smp-dalam-bentuk-incomplete-text/>

• **Descriptive**

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.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

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- a. Dislike sport
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 - c. Hates sport very much
 - d. Finds sport not really entertaining
20. "But he usually does what he is asked to do"
The underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

APPENDIX 4

The Students Score and Data SPSS 16.0

A. *The Score of Pre-test and Post-test for Students*

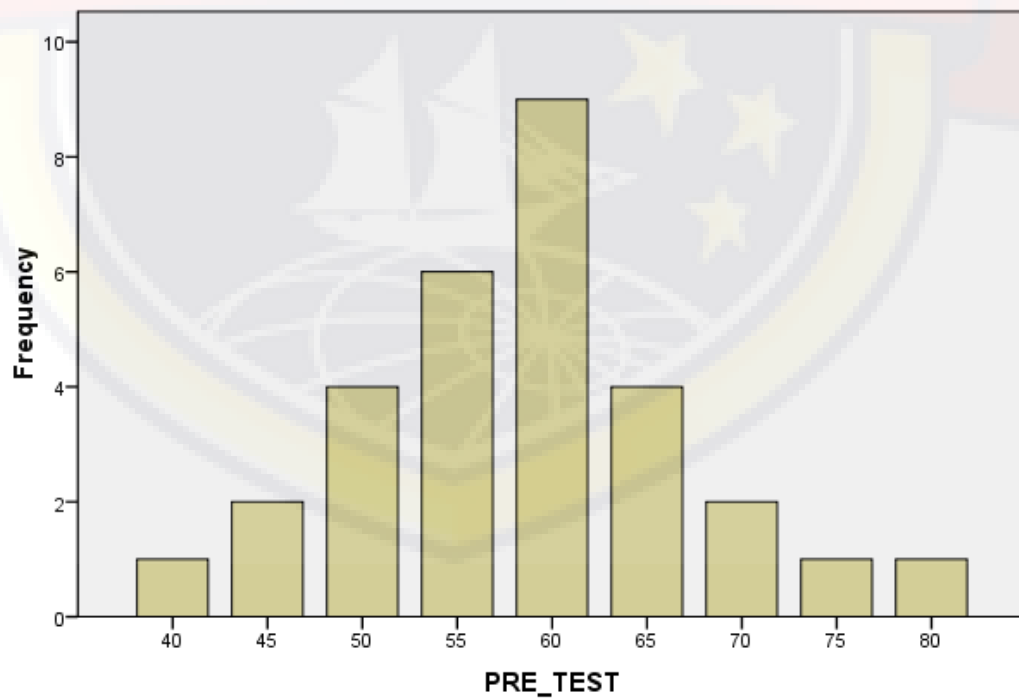
		Statistics	
		PRE_TEST	POST_TEST
N	Valid	30	30
	Missing	0	0
Mean		58.50	83.83
Std. Deviation		8.823	5.032
Minimum		40	70
Maximum		80	95
Sum		1755	2515

		PRE_TEST			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.3	3.3	3.3
	45	2	6.7	6.7	10.0
	50	4	13.3	13.3	23.3
	55	6	20.0	20.0	43.3
	60	9	30.0	30.0	73.3
	65	4	13.3	13.3	86.7
	70	2	6.7	6.7	93.3
	75	1	3.3	3.3	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

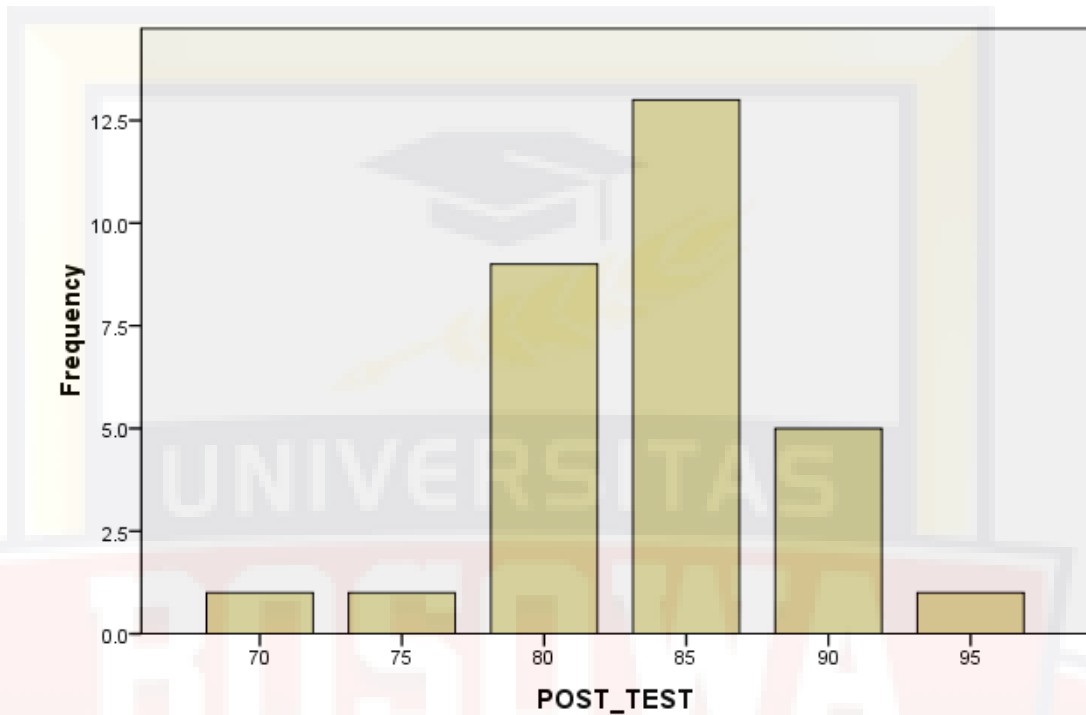
POST_TEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	1	3.3	3.3	3.3
75	1	3.3	3.3	6.7
80	9	30.0	30.0	36.7
85	13	43.3	43.3	80.0
90	5	16.7	16.7	96.7
95	1	3.3	3.3	100.0
Total	30	100.0	100.0	

PRE_TEST



POST_TEST



B. Paired t-test analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	58.50	30	8.823	1.611
	POST_TEST	83.83	30	5.032	.919

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	30	.542	.002

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	-25.333	7.420	1.355	-28.104	-22.563	-18.700	29	.000





UNIVERSITAS

BOSOWA



APPENDIX 5

Administration

 PEMERINTAH KOTA MAKASSAR DINAS PENDIDIKAN		
Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222 Website: http://www.dikbud_makassar.info : e-mail: dikbud.makassar@yahoo.com		
IZIN PENELITIAN NOMOR : 070/0156/DP/IV/2019		
Dasar	: Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar Nomor : 070/1012-II/BKBP/IV/2019 Tanggal 10 April 2019 Maka Kepala Dinas Pendidikan Kota Makassar :	
MEN G I Z I N K A N		
Kepada	Nama : SUCI ARNITA RAHIM NIM / Jurusan : 4515101017/ Pend. Bahasa Inggris Pekerjaan : Mahasiswa (S1) Alamat : Jl. Urip Sumoharjo Km. 14, Makassar	
Untuk	: Mengadakan <i>Penelitian</i> di <i>SMP Negeri 8 Kota Makassar</i> dalam rangka <i>Penyusunan Skripsi</i> di <i>UNIV. BOSOWA</i> dengan judul penelitian:	
"STUDENTS ACHIEVEMENT OF EFL YOUNG LEARNERS IN LEARNING ENGLISH THROUGH VOCABULARY SELF COLLECTION STRATEGY (VSS) DI SMP NEGERI 8 KOTA MAKASSAR"		
Dengan ketentuan sebagai berikut :		
<ol style="list-style-type: none"> 1. Harus melapor pada Kepala Sekolah yang bersangkutan 2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah 3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku 4. Hasil penelitian 1 (satu) exemplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar 		
Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya		
Dikeluarkan di : Makassar Pada Tanggal : 11 April 2019		
An. KEPALA DINAS Sekretaris Sub KASUBAG UMUM DAN KEPEGAWAIAN		
  A. SITI DJUMHARIJAH, SE		



**PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8**

Batua raya No.1 Tlp. 0411-499722 Fax. 497320 Email- spendelmakassar@yahoo.com



SURAT KETERANGAN

Nomor : 420 /085/ SMP.08 / IV / 2019

Yang bertanda tangan dibawah ini , Kepala SMP Negeri 8 Makassar menerangkan bahwa

N A M A : SUCI ARNITA RAHIM
NIM : 4515101017
JURUSAN /PROG.STUDI : Pend. Bahasa Inggris (S1)
ALAMAT : Jl. Perintis Kemerdekaan Km. 14, Makassar

Benar yang tersebut namanya di atas telah melaksanakan penelitian pada SMP Negeri 8 Makassar dalam rangka Penyusunan skripsi di Universitas Bososwa Makassar, dengan Judul : ***"STUDENTS ACHIEVEMENT OF EFL YOUNG LEARNERS IN LEARNING ENGLISH THROUGH VOCABULARY SELF COLLECTION STRATEGY (VSS) DI SMP NEGERI 8 KOTA MAKASSAR"***.

Berdasarkan surat Izin Penelitian Dinas Pendidikan Kota Makassar Nomor : 070/0156/DP/IV/2019 Tanggal 11 April 2019.

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 28 April 2019
 A.n Kepala SMP Negeri 8 Makassar
 Wakil Kurikulum

Drs. MUSTAKIM
 Pangkat : Pembina Tk.1
 Nip.19610723 198412 1 003

APPENDIX 6**Documentation**

Picture 1. The students were doing the pre-test



Picture 2. The researcher was explaining about Vocabulary Self-Collection Strategy (VSS)



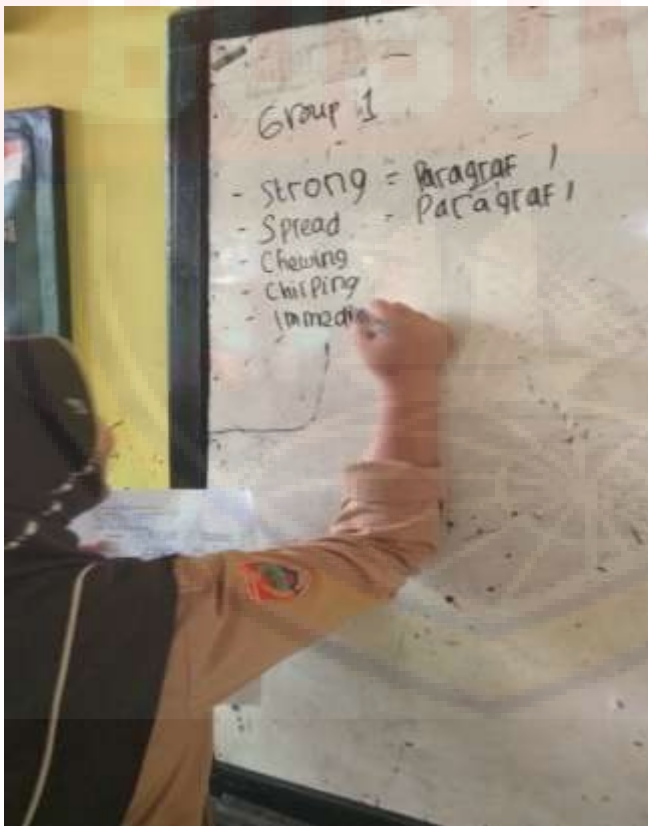
Picture 3. One of the groups was asking about how to use the VSS chart.



Picture 4. The student ask the researcher how to answer the task



Picture 5. The students were discussing the task



Picture 6. The student was writing the unfamiliar words on the board from the text



Picture 7. The student was presenting the result of their discussion



Picture 8. The students were doing the post-test.

BIOGRAPHY



Suci Arnita Rahim was born in Gantarang, Jenepono Regency, South Sulawesi on August 24th, 1998. She is the second children from H. Abd Rahim, S.Pd and Hj. Sumarni. She has one sister named Suci Ariska Rahim, S.Pd, and one brother named Tri Al Ikram Muhammad Rahim and in 2003, she entered elementary school of SD Inpres 239 Gantarang Buleng and finished in 2009. Then, she continued her study at SMPN 2 Bissappu and finished in 2012. Then, she continued her study at SMKN 3 Bantaeng in 2012 and finished in 2015. In the same year, she continued her study in English Education Department of Teacher Training and Education Faculty at Bosowa University and finished her study in 2019.