**THE EFFECTIVENESSOF VOCABULARY SELF-COLLECTION STRATEGY AND ROUND TABLE ACTIVITY IN TEACHING WRITING OF RECOUNT TEXT**

A Quasi Experimental Study of the Eight Grade Students of SMP N 30 Semarang

in the Academic Year of 2015/2016

A final project

submitted in partial fullfilment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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**SEMARANG STATE UNIVERSITY**

**2016**

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# DECLARATION OF ORIGINALITY

The writer, Desy Pergerina hereby declare that this final project entitled *The Effectiveness of Vocabulary Self-Collection Strategy and Round table Activity in Teaching writing of recount text* is her own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography. Even though this final project has been approved by the examiners and the dean of faculty of languages and arts, all of the contents in this final project still become my responsibility. Therefore, if in the future this final project is proven consisting in plagiarism, she will utterly take the responsibility.
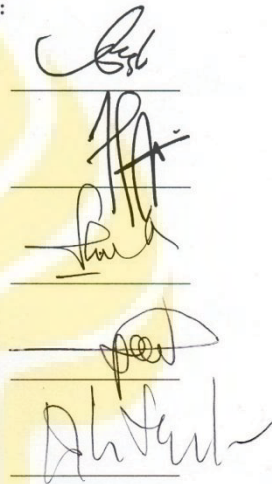
Semarang, 3$^{rd}$ August 2016

Desy Pergerina

## APPROVAL

This final project entitled *The Effectiveness of Vocabulary Self-Collection Strategy and Round table Activity in Teaching writing of recount text* has been approved by board of examination and officially verified by the Dean of English Department of Faculty of Languages and Arts of Semarang State University on 14th of September, 2016.
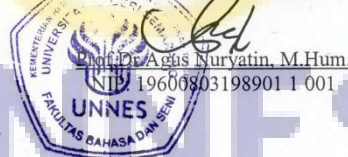
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# MOTTO AND DEDICATION

"If you're grateful I will give you more."

"You only live once, but if you do it right, once is enough."
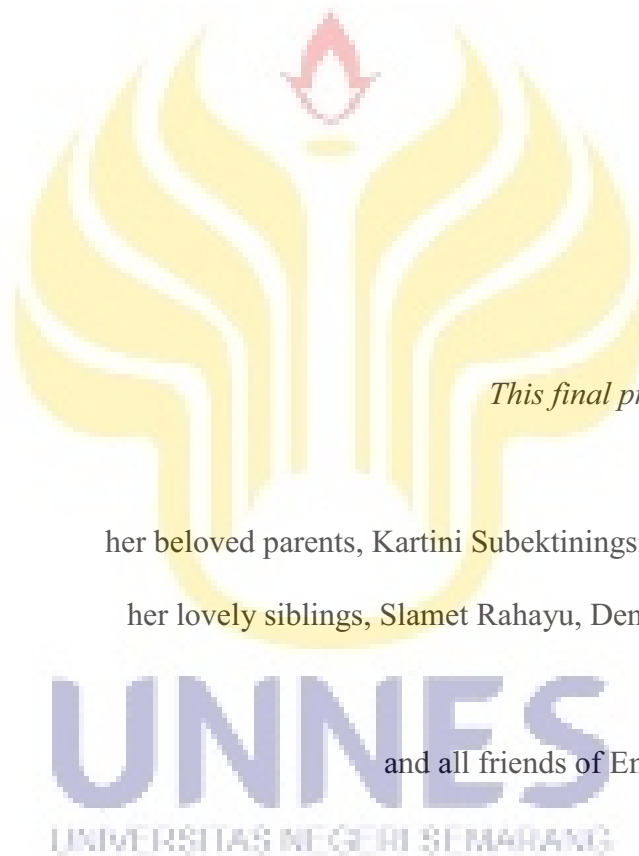
*This final project is dedicated to:*

Allah S.W.T,

her beloved parents, Kartini Subektiningsih and Edy Pergerina,

her lovely siblings, Slamet Rahayu, Dentar Pergerina, Aprilia

Pergerina,

and all friends of English Department 12.

# ACKNOWLEDGMENT

First and foremost, the writer would like to express her gratitude to Allah SWT, the Almighty for the endless blessing and mercy given to her in every single of her life, seconds, for the health and power so thatthe writer could finally complete her final project, then, for the prophet Muhammad, may Allah bless him and give him peace.

The writer also would like to express her deepest appreciation to the team of examineers, especially Dr. Alim Sukrisno, M.A., my first examiner, Dr. Djoko Sutopo, M.Si., my second examiner, and Drs. Ahmad Sofwan, M.A., Ph.D., my third examiner who had provided invaluable guidance, support, corrections, suggestions, and encouragements in completing my final project. Her special honor goes to the chairperson of the examination, the secretary of the examination, and the team of examiner.

The writer also wants to express her thankfulness to Dra. Hj. Ida Nurlaila Candra, M.Pd., the headmaster of SMP N 30 Semarang, Sri Rahayu, S.Pd., the English teacher of grade VIII, and the students of VIII E and VIII F for the cooperation and help in conducting her research in their school. Countless appreciation goes to all lecturers of English Department for sharing the experience, knowledge and dedication in teaching, caring and guiding. Her deepest gratitude goes to her beloved parents, Bapak Edy Pergerina and Ibu Kartini Subektiningsih, her siblings, Dentar Pergerina and Aprilia Pergerina who always give her never ending support, love, and pray, her brother and sister-in-law, Aditya Irwansyah and

Atik Sunarsih, her cuttiest nephew and nieces, Alika, Almer, and Kanaya.Last but not least, the writer would say special appreciation to my best friends (Ninda, Iik, Ayu, Ghani, Yoko, Nanda, Suci, Bety, Cucu, Citra, kak Riris Elin, Zunas, Ryan, Safira, Indah, and Aliva) and for all of my friends in English Department who always support me in finishing my final project.

Semarang, 3rd August 2016

Desy Pergerina

# ABSTRACT

**Pergerina, Desy.** 2016. *The Effectiveness of Vocabulary Self-Collection Strategy and Round table Activity in Teaching writing of recount text.* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Dr. Djoko Sutopo, M.Si.; Second Advisor: Drs. Ahmad Sofwan, M.A., Ph.D.

**Key words**: Vocabulary Self-Collection Strategy, Round Table, Writing, Recount Text.

This final project aimed to describe the effectiveness of Vocabulary Self-Collection Strategy and Round Tablein teaching writing of recount text. It was conducted by quasi-experimental study as the research design.

The subjects of the study werethe eighth graders of SMP N 30 Semarang in the academic year of 2015/2016. There were two groups that were given different treatments. The experimental group, VIII F, consists of 32 students was taught by using Vocabulary Self-Collection Strategyand Round Table, and the control group, VIII E, consists of 32 students was taught by Interactive Cloze Strategy. The study was started by giving pre-test, treatments, and post-test to both groups. The results of the tests were analyzed by using $t$-test formula to find out the significant difference of the students' achievement in writing of recount text between two groups.

The results of this study showed that the mean score of the pre-test in the experimental group was 49.31 while in the control group was 48.62. However, the result of post-test improved. In the post-test, the mean score of the experimental group was 75.25 and the control group got 54.21. Moreover, the result of the $t$-test was 3.923 and $t_{table}$ was 1.671. Moreover, from the $t$-test result $t_{value}$16.710 with the significant difference level 0,00. Since Sig value is $0.000 < 0.05$, it can be concluded that there is significant difference from both of groups, experimental and control group. The research findings of this study revealed that the results of the post-test and $t$-test calculation were contrary to the null hypothesis and were in line with the working hypothesis which stated "there is significant difference between the students taught by using Vocabulary Self-Collection Strategy and Round Tablewith those who were not".

In conclusion, according to the post-test result in the experimental group and $t$-test calculation, it could be proven that Vocabulary Self-Collection Strategy and Round Table was effective to be used in teaching writing of recount text. The writer suggested to english teachers that Vocabulary Self-collection Strategy and Round table can be alternative technique to teach writing of recount text.

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# CHAPTER I

# INTRODUCTION

This chapter presents the background to the study, reason for choosing the topic, the statement of the problem, the objective of the study, the significance of the study, the hypotheses of the study, andthe outline of the study.

## 1.1 Background to the Study

Teaching English in our country has been developed extensively. There are four skills that should be mastered. They are listening, speaking, reading, and writing. Listening, speaking, and reading are easier than writing. Gerot and Wignell (1994:158) stated that "written language is not simply speech written down." It means writing is not as simple as others. In teaching writing, it considers a lot of aspects such as grammar, lexicogrammatical features, generic structures are needed. Therefore,the Indonesian government has brought it as a local content at the elementary school.

Learning English vocabulary of a foreign language seems difficult for some Indonesian students to master as it is completely different from Indonesian language. They find difficulty to memorize new words and to enlarge their vocabulary knowledge. In fact, having low vocabulary proficiency will cause an obstacle for the students in learning English. On the other hand, students have limited vocabulary mastery so that they are not able to use language properly. The lack of vocabulary creates a barrier that discourages the students in learning

English. Thus, it is a big challenge for the teachers to find an effectiveand efficient strategy in teaching vocabulary so that the teachers can help the students to memorize words better to improve their vocabulary achievement.

When the writer was doing PPL program *(Praktek Pengalaman Lapangan)* in Junior High School, the writer met problems with students` vocabulary mastery and memorization when they were studying recount texts. After analyzing the problems, the writer found some factors which caused why the students lack vocabulary. It was influenced by One teacher`s strategy in teaching vocabulary. Some teachers might still use conventional strategy called Interactive Cloze Strategy (ICS)which cannot challenge the students to learn vocabulary independently.The teacher only asks students to fill in the gaps. As a result, the students cannot explore their vocabulary knowledge which they have not known before, and they are accustomed to learn vocabulary passively.

ICS is a strategy that helps students make sense of extracting meaning from texts that are read for information or enjoyment. In this strategy, the learners are given a text with some words deleted and asked to fill in the gaps. In this type of cloze procedure, subject-specific words are not deleted because the focus in on deleting words that contribute to the general meaning or structure of the text. Through this strategy, the teachers usually ask the students to know the meaning of the word by filling the gaps. It is helpful for students to remember new words. However, it is difficult, since the students are not only supposed to know the meaning of the words, but also matching the words with the content of the text.

According to School Based Curriculum (KTSP), students of junior high school are demanded to comprehend recount texts. It is one of the text types of writing for students. When they are asked to write a recount text, they face difficulties in vocabulary mastery. They do not have enough list of words which they can rely on in order to write a text, in this case recount text. In addition, their teachers rarely use various techniques in teaching their students. They tend to use a conventional method of teaching, Interactive Cloze Strategy (ICS) which makes students lack vocabulary mastery followed by writing recount text problems. This shortage of vocabulary will create problems in writing. Writing problems can be anticipated by making group discussions, so that students can share their opinion with their friends. They can help each others while study about writing recount text. It will be better rather than letting them do their work through internet or their handout book then copy paste it as their work individually.The conventional method, ICS, which is used by teachers only by explaining something without letting students get involved in the process. The students only listen to the teachers without proper comprehension. In this way, ICS requires the teachers only to explain, so that the teaching and learning process become monotonous.This situationautomatically influences the atmosphere of the class. The students all get bored. To avoid the feeling of boredom on the part of students, the teacher should find a media and teaching techniques which are more interesting. For example, the use of media and techniques which involvingstudentsto find out words in a recount texts and asking them to work in a group. In this way, it is expected that the teaching learning process will be more

various. If the students are motivated and interested in learning vocabulary and writing recount,students will easier to follow the learning process, since they learn the vocabulary from the beginning and they can share their idea together in a group work.Then, the writer combined VSS with RT activity. RT is a form of academic discussion. It is a conference or discussion involving several participantswhich one ofcooperative learning techniques that can be used by the teacher as the appropriatetechnique for improving student's English skills. One of them is writing skill. This combination, VSS and RT is used for brainstorming, reviewing, and practicing writing skill. After giving the treatment of VSS, teachers conduct this RT activity. Students will work in groups to make a recount text with the vocabulary they have already learnt before in VSS. Therefore, this combination strategy can help the students to memorize some new words easily and effectively to write a recount text.

That is about the one of problem in learning vocabulary and writing recount. In this study, the writer considers Vocabulary self-Collection Strategy (VSS) and Round Table(RT) activity to help and solve the problems dealing with teaching technique.Vocabulary is an important aspect in teaching language.This isconfirmed by Thornbury (2002:13) who says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" and Laufer (1997:140) who also stated "learning vocabulary is one of the most important elements without which neither comprehension nor production of language is possible." From Thornbury and Laufer statements, it can be conluded vocabulary

as an element of language which  is considered very substantial in developing writing.

Considering the explanation above, the writer interested in conducting an experimental study to prove the effectiveness of vocabulary self-collection strategy and round table activity as a strategy in teaching writing of recount text. The writer want to compare the result of the students writing achievement who are taught by using vocabulary self-collection strategy and round table activitywith those who are taught by using the conventional one.

## 1.2 Reason for Choosing the Topic

The topic in this study is the use of technique and media in teaching writingis choosen based on the following reasons.

First, the success of teaching learning process depends on the techniques used in delivering the materials to students. It is important to use an appropriate technique related to the topic which will be taught in making successful teaching and learning process. It will make the explaining materials become easier. In addition, it is also good if the teachers use a proper media.VSS and RT is an effective teaching technique to teach writing. Moreover, VSS and RT is still used rarely teaching process.

Second, among the four skills of learning English such as listening, reading, speaking, and writing. Writing is considered to be the most difficult skill to acquire. It is hard even to write in our native language. Therefore, the writer wants to find out whether teaching hortatory exposistion to students by using

roundtable technique will be useful for improving their writing skills, especially in writing recount text.

Third, students are always interested in using different techniques to improve their skills because their teacher always use conventional way. They can catch the point of the lesson easier in fun way. Roundtable technique is one of the techniques of Cooperative Learning Method to improve writing skill for the students.

However, in the writer's experience as a trainee teacher during PPL program*(Praktek Pengalaman Lapangan)* in junior high school, the writer found some problems inteaching and learning vocabulary process to teach recount text. The students had difficulty in memorizing new words that had been taught. They easily forgot the words that had been learnt before. After analyzing the problem, the writer found that the reason for the students" low vocabulary mastery and memorization could be influenced by teacher`s strategy in teaching vocabulary. Based on the case, in the present study, the writer try to introduce vocabulary self-collection startegy combined with round table activity as an alternative strategy in teaching writing of recount text.

**1.3 Statements of the Problems**

Based on background to the study, there are some questions come up in conducting this study. The questions are as follows:

1. How can the VSS and RT activity be applied to improve students' writing recount text mastery at the eighth grade students of SMP N 30 Semarang in the academic year 2015/2016?

2. How effective is the use of VSS and RT activity in teachingwriting of recount

textcompared to ICSin the subject of the study?

## 1.4 Objectives of the Study

Based on the statements of the problem, the objectives of this study are to:

1. describe how the VSSand RT activity can be applied to improve students`

    writing recount text at the eighth grades students, and

2. measure the effectiveness of using VSS and RT activity in teaching writing of

    recount text to improve students` writing recount text compared to ICS.

## 1.5 Significance of Study

The results of this study are expected to give some benefits related to pedagogical,

practical and theoretical significance. Pedagogically, it is hoped that this study

can help the students become independent learners who have their own strategy

toorganize and memorize vocabulary in an interesting way through VSS and RT

activity can alsomotivate them to improve their interest to learn English.

Practically, teachers hopefully will get new suggestion to improve their

strategy in teaching English vocabulary in teaching writing of recount texts, and

motivate them to use VSS and RT activity as an alternative way in teaching

vocabulary to improve students` writing of recount text mastery. The writer hope

that this study can help the readers to enrich their knowledge about interesting

strategy in teaching writing of recount text.

Theoretically, the writer hopes this study can be used as a reference for

future researchers who might want to conduct research of similiar types,

especially in teaching writing of recount texts.

## 1.6 Hypotheses of the Study

There are three hypotheses in the present study, alternative hypothesis ($H_a$) and null hypothesis ($H_0$).

1.  $H_{a1}$: The students who are taught using VSS and RT activitywill get better vocabulary than those who useICS.

2.  $H_{a2}$: The students who are taught usingthe ICS will get better vocabulary than those who use VSS and RT activity.

3.  $H_0$: The students who are taught using VSS and RT activities do not get better vocabulary than those being taught using ICS.

## 1.7 Limitation of the Study

The limitations of this study are:

1.  The present study only focuses on the vocabulary achievement of subject of the study.

2.  This study is focused on the effectiveness of VSS and RT activity as a strategy to improve students`writing of recount text mastery of subject of the study.

## 1.8 Outline of the Study

This final project consists of five chapters. It can be described as follows :

Chapter I presents the introduction of the study. It consists of background of the study, reasons for choosing the topic, statements of the problems, purposes

of the study, hypotheses, significance of the study, limitation of the study, and outline of the report.

Chapter III discusses research methodologies. This chapter deals with research design, object of the study, subject of the study, research variables, type of data, instrument for collecting data, condition of the test, method of collecting data, and method of analyzing data.

Chapter IV describes the results of the study followed by the discussion of the findings. It covers the use of VSS and RT activity that can be an effective technique to teach writing a recount text, the significant difference of the students' achievement in writing a recount text between the students who taught by using the integration of VSS and RT activity and those who taught by using ICS, the advantages and disadvantages of using VSS and RT activity in writing ofrecount text at the eighth grade students junior high school.

Chapter V presents the conclusions and suggestions. It contains the conclusionsof the study together with the suggestions for the students in upgrading students ability in writing a recount text, the teacher in teaching a recount text, and the next researchers in conducting the research about teaching writing of recount texts.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this chapter, the writer present reviews of the previous study, theoritical review; and theoritical framework. The review of previous studies contain the study that have already been done. Theoritical review contains the theories that related with this research. Theoritical framework contains the summary of reviews of previous studies and theoritical reviews as the background the writer choose this topic.

## 2.1 Reviews of the Previous Study

Reviews of the previous studies mention of some researches which have done in the same topic. They can be used as references in this study. The researchers in this topic include the researchers below.

Juwita (2013) conducted a research entitled "*Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students'Vocabulary*". In this study, she used VSS as a strategyto teach vocabulary. VSS is an approach to teach vocabulary by using students" ability in collecting and generating words list and it emphasizes on the students" personal experiences and general knowledge.This strategy was started with the assignment for both students and teacher to bring words that they believe the whole members of class should learn.

There are two activities to teach vocabulary using this strategy, namely pre-teaching activities and post-teaching activities. In the pre-teaching activities, students writethe words on the board and tell where they probably can find the words, thedefinition of the words based on their own perception and also the reason why their classmate should learn the words. For example, a student presents about word related to communication. The student presents about the word "*broadcast*", he/she have to tell where he/she found the word, what he/she thinks about the meaning of "broadcast", and why the word should be on the class list or why the class should know the meaning of the word. After a student finished presenting the word, the presentation is continued by other students. The rules are similar. After the final words have been selected, students and teacher will come to an agreement of the definition of the words and compare the definition on the dictionary. Then, the student can copy the words list into their own vocabulary list. In post-teaching activities, the teacher concludes the lesson and asks the students to make sentences based on the existing words at home. This exercise, make sentences, will make the students continue to learn about English vocabulary and understand new words at home.

From the activities above she wants to show that students' participation in learning process is important. Students's participationdeals with the final result of the students' comprehension about the material they have learnt.In this case, students are given freedom to choose any words they like so that they could learn more about it. This freedom will also encourage students to show their argument so that they can be more confident.

That was a good way to get the students interest in teaching process. Students are let to choose the words they like to know more. Then, students have to analzye more also about the meaning. Finally, they have to deliver to their classmate what they found about that word. By sharing others, students will memorize better than only do their teachers instruction to look up the meaning of words in a dictionary.

From the explanation in this study about VSS, it is a good strategy, because it can help the students to understand the meaning of new words from the context and to integrate them with other sources whichmake them enable to learn. Therefore,students want to know deeply about VSS and how effective VSSis to teach and to increase the students" vocabulary then followed with the students' writing of recount text.

Putri (2013) conducted a research entitled "*The Effect of UsingVocabulary Self-Collection Strategy (VSS) to Reading Achievement of Elementary School*". In this study, Putri used VSS as astrategy to teach reading. It is almost the same with Juwita"s study.However, Juwitaused VSS to teach and to increase the students" vocabulary but Putri used it to teach and to achieve the students" reading comprehension. There are two strategies and two classes used in this study, namely VSS as an experimental class and Questioning Strategy (QS) as a control class. 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.

QS is essential to the growth of critical thinking skills. In other word, by asking several questions to the students can train students to think critically.Their knowledge will also develop greatly. Students are also given chance to ask several questions to their teachers and friends. QS makes students share their knowledge about the lesson material. Since, students should be trained to be brave in delivering their arguments both in writing or speaking. By applying QS they will try to answer teachers' oral question. It can help students to connect with the related material they will learn. In this study, Putri combined VSS and QS to teach reading comprehension.

The result in this study shows that the students who had been taught by using VSS have high score in reading than the students who had been taught by using QS. It means that teaching reading using VSS gave significant effect.

From the explanations above, it is good combined strategies. It gives chance to the students to think critically and ask the unfamiliar words. This combination, VSS and QS motivates students to read and to learn vocabulary in reading comprehension.Therefore, related to her present study, the writer wonder if it is effective combining between VSS and RT activity to be taught in teaching writing of recount texts.

Rahayu (2014) with her research entitled "*Enriching StudentsVocabulary by Using Combining Exclusion Brainstorming and Vocabulary Self-Collection Strategies for Young Learners*" explained that she used two strategiesto teach vocabulary. She combined EB and Vocabulary VSS to teach vocabulary. EB Strategy is an instructional strategy used to utilize students' prior knowledge and

expand their understanding of a social study or science topic. VSS is practicing the use of context to determine word meanings. There are some steps for combining procedures.

First, the teacher writes the title and author of the book and EB list of words on the chalkboard or an overhead transparency. The words should be new vocabularies or phrases related to the key concept. These words or phrases should be listed randomly.

Second, the teacher explains to the students that they will work in groups of four to identify which words they think will most likely appear in the story and those which will not.

Third, the teacher asks the students to mark a line through words that they do not think will appear in the story, and remind them they will have to be prepared to discuss the reason for their choices.

Fourth, the teacher shows how to use context and other resources to figure out the meaning of the word.

Fifth, the teacher asks the students to generate their own selection related, unrelated, or ambiguous terms.

Sixth, the teacher asks students to work in small groups. Students discuss the words they wish to nominate. Next, the students write the words and the sentence from the text. After that, the teacher explains that allstudents should be prepared to justify choices.

Finally, each group presents it in two words to the class. On a class chart, a member of the group writes the words and the sentences that has meaning.

This is a fun way to teach young learners. Rahayu tries to get students'interest since from the very beginning. She also uses like a clue to stimulate students so that they can think more about the related words may be used in the texts.

The results show that using EB strategy and VSS in teaching vocabulary can enrich students' vocabulary for young learners and the students can enjoywhile learning process. It means that these strategies are good to teach vocabulary. Therefore, the writer want to know how effective these strategies to teach vocabulary by combining VSS with other strategy.

Nengsih (2013) conducted a research entitled "*Teaching Vocabulary ofDescriptive Text by Combining Vocabulary Self-Collection Strategy (VSS) and Word Walls Strategy in the Sixth Grade of Elementary School Students*". In thisstudy, she used combination betweenVSS and WW to teach vocabulary. She taught Descriptive text with combination VSSandWW strategy. There are six steps of VSS. First, the teacher divides students into several groups. Second, the teacher gives the text to the students. Third, teacher asks the students to read the text. Fourth, the teacher asks students to choose difficult or new words. Fifth, teacher asks the students to write difficult words on the board. Sixth, the teacher asks students to make sures the meaning of difficult words whether they are true or not by using dictionary.

The advantages of VSS are to help students to use their own learning. Second, for students this strategy can be used to stimulate growth in word knowledge. Third, it discovers how to recognize unfamiliar or interesting words

from their reading. Next, it develops students' vocabularies. Then, it can help students become fascinated to language so it can increase their enjoyment of the subject. The next strategy is WW. There are five steps of WW. First, the students read a text and identify any words that are new and unfamiliar for them. Second, when they finish reading, the students come together as a class to share some words that they identify as new or unfamiliar words. Third, the teacher records these words on a card. Fourth, the teacher discusses the meaning of the words with the students by using some pictures, gestures, and so on to translate the meaning of each word. Fifth, the teacher gives the chance to the students to take notes words with the meaning into their notebook. The advantages of WW are to help students to develop a common bank, or dictionary for their reading and writing. Second, it promotes the awareness of conventional spelling. Third, it provides emerging readers with constant exposure words that they will most frequently encounter in texts, and then it encourages children independent as word crafters.

From the explanation above, show that VSS and WW is a good combination startegy to be applied for elementary students. Since, in this study, students do in a group which is good to train them to be confident in expressing their ideas and also cooperative in having the other opinion coming from their friends. Students are also more excited if they are taught use new strategy by their teacher.

The result shows that by using VSS, the teacher has given a freedom to the students to choose difficult words. This freedom, VSS,  is given in three steps,

those are choosing the vocabulary, chatting vocabulary on the board to find the meaning with together, and the collection vocabulary and meaning of the words in notebook. Furthermore, WW can encourage students' passion in learning process and help to master vocabulary. The teacher can help students to master their vocabulary by using these strategies.

The interest in the strategy that use by Nengsih which combined two strategies to teach vocabulary, namely VSS and WW. From the explanation above, the writerwant to know how effective VSS is to teach writing a recount text combined with round table activity.

Artoni (2013), investigated a study entitled "*Teaching Reading by Combining Vocabulary Self-Collection Strategy (VSS) and Cubing Strategy at Junior High School*". Vocabulary is one of the students' problems in learning process. In this study, the writer combined VSS and CS to teach reading. Artoni explained that VSS is a strategy that guide students to make list of vocabulary. A list of vocabulary depends on unfamiliar and interest words of students' perception and this strategy can increase students' vocabulary mastery and it is appropriate to beapplied before going to teach reading.

The advantages of VSS are to increase students' vocabulary in chosing appropriate words for pre and post reading and help student to determine a purpose for reading. This strategy can also motivate the students to select the new words that makes them active in reading.

CS is a strategy that is used by teachers. In CS, the teacher asks question to help the students to gain information. The question should be created by the

teacher. The teacher makes questions based on students competence to help themcomprehend the texts. CS gives advantages to students to know the text meaning. The teacher and students have roles in applying this strategy. Teacher gives questions to lead students to obtain information from the text and the students will answer the question to make them understand about the content of a text.

This is also a good combination between VSS and CS. Since, it is like the real following step after teacher do the VSS to students. They will try to find the meaning from the list of words they had made before with VSS. However, in this study, the teacher guides students with the several questions as a clue.

From this study, the strategies, VSS and CS is good for the teacher to teach reading. The combination of VSS and CS can make the students become active and interested in learning new vocabularies. Then, the students can measure their comprehension and develop their opinion about the material. The last, the students can share their knowledge each other.

Mandasari (2013) conducted a research entitled "*Enriching Students'Vocabulary by Combining Vocabulary Self-Collection Strategy and Possible Sentence Strategy in Teaching Reading at Junior High School*". In this study, she used combination of two strategies to teach reading. Firstly, she used Vocabulary VSS. VSS is a strategy that can share words they wish to learn and remember, can motivate students in learning vocabulary. Secondly, she used PSS. PSS is a strategy that used in learning vocabulary that ask students to make prediction about key vocabulary and use in sentences. After understanding about

contain of words, the students will assume about the sentences meaning.

There are some steps to combine these strategies. First, the teacher divides the students into six groups. Each group consists of six members. Second, the teacher distributes the text and asks each group to read the text. Third, the teacher asks each group to select the important words from the text. Fourth, after selecting the important words from the text, each group makes a list of vocabularies on the board. Fifth, the teacher encourages the students to use at least two important words to elicit sentences based on the text for each group. Sixth, after writing the sentences on the board, the teacher asks the students to read the text to check the accuracy of the sentences generated. The last, the original sentences have been evaluated and revised. The teacher asks the students for additional sentences. In practice, the teacher gives the text to the students in form of a group and the students are asked to choose the important words and then predict the meanings of the words. Next, the students come forward to share the chosen words.

That is an active learning process. The Students in group will discuss together about the words that they have to choose to make the most similar sentence with the text given the teacher. It also trains students to write sentences. At the end of the discussion the teacher can do correction with the students' writing. Therefore, besides gettingmore vocabularies the students will also know more how to write a sentence in a good order.

The results show that by using new kinds of strategies, it can motivate students because they enjoy the lesson and they do not feel bored in the learning process. From the explanation above, it means that these strategies can be used to

teach English in the classroom.

In accordance with those previous studies, there are similarities and differences between them and her study. The similarities are that the use of VSS to enrich students vocabulary mastery. In this case, vocabulary mastey that relate in writing a recount text. Meanwhile, the differences are that: first, the use of VSS to teach writing of recount text. Second, according to the previous studies, if we compare VSS only with explaining the words to teach writingwithout any combination such as cooperative learning, the students will not enrich their vocabularies. In addition, the students like to work in groups, since they can share and discuss teaching material with their classmate. The previous studies, VSS explores in reading skill rather than writing. Moreover, the text type used by the previous researchers is desriptive to enrich students' vocabulary. While in this study, the writer used VSSwhich were compared with RTto teach writing of recount texts. From some perevious studies above, the writerwants to know how effective VSS combined with RT activity to teach writing of recount text if it is compared with Interactive Cloze strategy.

## 2.2 Theoretical Review

Theoritical reviews consist of some theories that support this study. The writer takes some relevant theories related to the topic from many sources. The theories include general concept of the teaching vocabulary, RT activity as coperative learning strategy, teaching writing, VSS, ICS,improving students' mastery in teaching writing of recount text, and the effectiveness of Vocabulary Self-

Collection and Round Table activity compared with Interactive Cloze strategy to teach vocabulary.

## 2.2.1 Language Learning and Teaching

Language is always seen as something that is used for meaningful purposes and to carry out authentic functions. Language is used by people to express their feelings, ideas, thoughts, and convey message to others.

> "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of given community to communicate intelligibly with one another. Language is systematic Language is a set of arbitrary symbols. The symbols are primarily vocal, but may also be visual. The symbols have conventionalized meanings to which they refer. Language is used for communication and operates in a speech community or culture. it is essentially human, although possibly not limited to human. All people acquire language in much the same way; both language and language learning have universal characteristics" (Brown, 2000:5).

Learning is a process of knowing something and further knowing to do something. Brown (2000:7) stated that learning is "acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioural tendency and is the result of reinforced practice."

Learning could not be separated from teaching. Teaching can be defined as an activity of helping someone to learn something in the learning process.

> Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique (Brown, 2000:7).

Based on the theories above, it can be concluded that language learning and teaching are activities for carrying out meaningful tasks about language and a matter of guiding someone to know, understand, and comprehend everything about the language.

## 2.2.2 Teaching Vocabulary

There are some experts who give definitions of vocabulary. According to Richards (2002:255), vocabulary is "the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write." Hatch and Brown (1995:24) define that vocabulary as "a list of words for a particular language or a list or set of word that individual speakers of language might use." Nunan (2005:121) explains that vocabulary is "the collection of words that an individual knows." Hornby (1995:1331) said that vocabulary is "the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook." So, vocabulary is a list of words that are essential elements for the individual speakers that used to convey the meaning and communicate with each other in a particular language.

Vocabulary is the first and foremost important step in language acquisition but teaching vocabulary is not easy to do. According to Brown (2000:7),teaching is "guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques." Based on this definition, teaching vocabulary

is an activity where the teacher gives the student knowledge about vocabulary using teaching style, strategy and techniques and how to use it in daily life.Vocabulary has the criterion that should be taught, as mentioned by Haycraft (1983:52) include : (1) Commonest words which refer to useful words used by students to communicate in their life (2) Words that students need by considering characteristic of students.

From these criterions, the teacher should give the students useful words that used in their daily life, in order that they can remember the words. There are some key principles that we can follow to help students learn vocabulary more effectively: First, the teacher has to focus on vocabulary that will be taught. Second, the teacher does not do and should offer variety of vocabulary to the students so that the students do not feel bored with the words. Third, the teacher must repeat the words in lesson material so that the students remember the it easily. Fourth, the teacher use strategic vocabulary in class.

In this part, the writer teach vocabulary to students using VSS. The writer use VSS and ICS to teach vocabulary so that the students can enrich their vocabulary and improve their vocabulary mastery.

### 2.2.3 Round Table Activity Cooperative Learning Strategy

RT activity is a conference or discussion involving several participants in which one of cooperative learning technique used by the teacher as the appropriate technique for improving student's English skills. One of them is writing skill. The reason is,it is used for brainstorming, reviewing, or practicing a skill. In this study, RT will be done after students do the VSS.

## 2.2.4 Teaching Writing

There are various definitions of writing stated by some experts. Boardman and Frydenberg (2002:11) stated that "writing is a continuous process of thinking and organizing, rethinking and reorganizing".

> Writing is much like speaking—a way to discover and communicate your ideas. Unlike speaking, however it doesn"t happen all at once. You cannot see and hear your readers, so you must think about their reactions. You must choose a subject that will interest them and try to present it in an interesting way. You must present your ideas in a logical order. You must read what you write and then rewrite it until you express your meaning strongly and clearly. You cannot do all of these things at once (Meyers, 2005:2).

> Sokolik (in Nunan, 2003:88) stated:

> Writing is both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. The process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product—an essay, letter, story, or research report.

From the definitions theories above, it can be concluded that writing is a process of communicating, generating, and organizing ideas or messages in a logical order, that are comprehensible to readers.

According to Harmer (2004:4-5), there are four steps on the writing process. They are:

a)  Planning

Before starting to write, a writer plans what they are going to write. Some writers may note it down in detail, the others may only note it simply. Some others may not note it down at all, but they do the planning in their heads.

b)    Drafting

Harmer (2004:5) stated that "We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version."

c)    Editing (reflecting and revising)

After a writer produces a draft, usually he readswhat he has written to see whether it works or not. Perhaps the order of information is not clear, if there is something ambiguous or confusing. He may then moves paragraphs around or write a new introduction. He may changes the choice if words for a particular sentence.

The reflecting and revising step may be done by other persons (editors) who comment and make suggestions. This step, reflecting and revising will help the author to make appropriate revisions.

d)    Final version

After a writer edited his draft, then, he changes what they consider to be necessary is, he produces his final version. This may look really different from both original plan and the first draft because it has been changed through editing process. The writer is now ready to send or publish his writing to its intended audience.

From that explanation, we can formulate the steps into the following way:

planning → drafting → editing → final draft

**2.2.4.1 Components of Good Writing**

A writing consists of some paragraphs, so a good writing has to be constructed from good paragraphs. Each paragraph needs to be both cohesive and coherent.

1. Cohesion

One of two characteristics of a good paragraph is cohesion. "When a paragraph has cohesion, all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive" (Boardman and Frydenberg, 2002:11).

2. Coherence

The second characteristic of a good paragraph is coherence. Boardman and Frydenberg (2002:31) stated that a coherent paragraph is "made up of sentences that are ordered according to a principle".

3. Unity

A paragraph has unity when all the supporting sentences relate to the topic sentence. By fulfilling unity, readers will understand that the paragraph just discusses one topic.

4. Completeness

The last component is called completeness. The completeness of a paragraph can be achieved when all the major supporting sentences fully explain the topic sentence, and all the minor supporting sentences explain each major supporting sentence.

Based on the explanation above, it can be concluded that a product of writing is considered to be a good one if there are coherence, cohesion, unity and completeness in it. Therefore, it is to be readable and comprehensible.

### 2.2.4.2 General Concept of Recount Text

"Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers" (Siahaan and Shinoda, 2008: 9). Recount text tells a series of events and evaluate their significance in some way.

Generic Structure of Recount:

1. orientation: Introducing the participants, place and time,

2. ovents: Describing series of event that happened in the past, and

3. reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount Text:

• introducing personal participant; I, my group, etc.,

• using chronological connection; then, first, etc.,

• using linking verb; was, were, saw, heard, etc.,

• using action verb; look, go, change, etc., as well as

• using simple past tense.

### 2.2.5 Vocabulary Self-Collection Strategy

In this part, the writer discussesabout the definition of VSS, the steps of VSS and the advantages of VSS.

VSS is an "interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class." The strategy was first introduced by Haggard (1982, 1986). It has a primary goal incorporation of new content words into students" working vocabularies. Unlike the Dreaded Word List (DWL) that Zena Logan"s teacher uses, VSS focuses on content words that students need to know, words that are important to them and about which they have expressed interest and curiosity. From the statements above, it can be concluded that the purpose of VSS are to teach students how to make decisions about the importance of concepts and how to use context to determine word meaning and to promote long-term acquisition of language in a content area.

VSS begins with reading and discussing of text selection, and then the teacher asks the students to choose one word they would like to learn more about. The teacher also chooses a word. The following steps can be used for the VSS activity. Firstly, students are divided into groups of two to five. Each group decides on a word from the text selection. Then, a spokesperson from each groups presents the word they have chosen to the rest of the class and answers the following questions:

(a) Where is the word found in the text?

(b) What do the group members think the word means?

(c) Why did the team think the class should learn the word?

Next, students record all of the nominated words in theirvocabulary notebooks. The teacher can then use these students to generate vocabulary words

in other activities. In the beginning of the activity, the teacher presents the word has chosen and as models how to respond to the three questions.

There are some advantages of VSS; those are:

(1) to enhance students" motivation and achievement in learning new words,

(2) students" rationale for selecting certain words adds to their understanding of the process for learning them, and

(3) students can build their vocabulary knowledge through active participation in "word discussions" and activities related to word learning.

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

**2.2.6 Interactive Cloze Strategy**

In this part, the writer discuss the definition of ICS, the steps of Interactive ICS and the advantages of ICS.

There are some definitions about ICS. According to Smith (1975) stated that "children learn of categories through an elaborate yet innate scheme of hypothesis testing which children will take part intuitively if given the right opportunity." With this theory in mind, a strategy has been developed called the ICS. ICS was first used in teaching and learning by Taylor (1958) who studied the effectiveness of cloze as an instrument for assessing the relative readability of written materials for school children. Cloze is now often used to measure comprehension in English readability.

These are the steps of ICS. First, select a paragraph from the text that is

about to be taught or assigned. Second, delete the important key words and duplicate copies for students. The teacher may also create the worksheet. Third, ask students to read the selection quietly. After that, have students complete the Interactive Cloze activity on their own or with a partner. Next, allow them to discuss their answers with a partner. The last, students can then reread the actual text to find out if their answers are correct.

There are some advantages of ICS. First, ICS gives students the ability to use context clues to construct meaning. Second, ICS can encourage students to look for the greater meaning of a passage. Then, help students to comprehend to think more critically about text and content using vocabulary appropriately and help student to develop their comprehension, fluency, sequencing, spelling and mastering their vocabulary. The last, ICS gives students instant feedback to their ability to understand and comprehend the passage.

**2.2.7 Improving Student's Mastery in Writing of Recount Text**

In this part, improving students" mastery in vocabulary consists of improving students mastery and writing mastery.

**2.2.7.1 Improving Student's Mastery**

There are some definitions about improve. According to Cooper (2005:104), improve is "the continuity of development to make the condition better and to achieve a better standard or quality in comparison." Mc Milan (1998:51) says that improve is "some improvements to increase something in a better way with better results than before." Furthermore, Hornby (1995:198) states that improve

means"to become or to make something better." Therefore, improve is to make the condition and something become better, and to achieve a better standard or quality in comparison.

**2.2.7.2 Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy**

There are some definitions related with effectiveness.The effectiveness of a strategy used in teaching process can help the teacher to achieve the goal of teaching. The effectiveness itself has some meanings as follows:

According to Schillinger (2010:2), effectiveness refers to "the intervention"s ability to do more good than harm for the target population in a real world setting." Next, Seiler and Et Al (2013:97) state that effectiveness is "the ability to achieve stated goals."

From those definitions, it can be concluded that effectiveness is a successful way to measure the match between stated goal and the achievement. In the present study, the writer try to find out the effectiveness of VSS and RT activity in teaching writing of recount text to improve students writing mastery. It is conducted to know which one is more effective between VSS and RT activity compared withICS as a conventional way of teaching vocabulary.
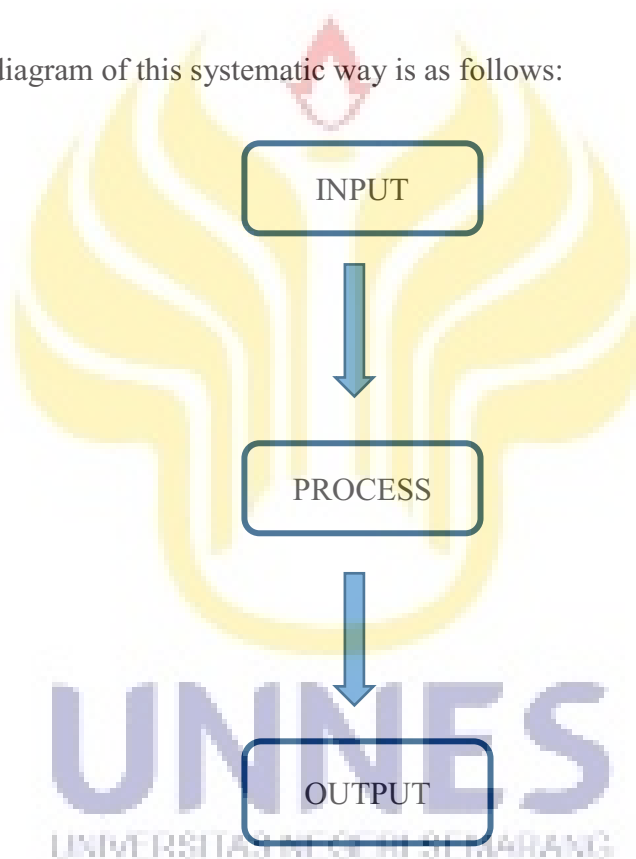
**2.3 Theoretical Framework**

Writing comprehension is an important skill students have to master well. In making a good writing, students should have a good bank of vocabulary. It helps them to use various words in writing something. In order to help students to learn

and enrich vocabulary, teacher should have a various teaching tecniques as well. Combining VSS and RT activity in teaching writing of recount text will be one of the alternative ways.

The writer used a quasi-experimental research to conduct this study. A systematic way of doing experimental research is started with input, process, and then output.

The diagram of this systematic way is as follows:

```
┌─────────────┐
│    INPUT     │
└─────────────┘
       │
       ▼
┌─────────────┐
│   PROCESS    │
└─────────────┘
       │
       ▼
┌─────────────┐
│   OUTPUT     │
└─────────────┘
```

Input indicates the initial condition of the students. The writer would give them a pre-test to know the initial ability of the students' writing skill. Then, after doing a pre-test, she gives a treatment. In this process, she would apply VSS and RT activity in writing recount texts. After giving a treatment, the writer gets the output. The output here is the result of this study that she expected whether VSS

and RT activityis effective copared with ICS in teaching writing of recount text. Those processes would be implemented in two classes as the experimental group and control group. The writer uses two classes of the eighth grade students of SMP N 30 Semarang.

In this study, the writer use a quasi-experimental design. The writer divides the subject of the study into two groups, experimental group and control group. In experimental group, the writer teaches students by using VSS and RT, while in control group, the writer teaches the students by using ICS. In conducting the study, the writer design vocabulary test as a main instrument to collect the data between both groups and to compare the effectiveness of two strategies in improving students` writing of recount text.

Before the writer give a treatment, the writer do the pre-test analysis. The writer uses Expert Judgement in which the writer creates exercises or tests that were shown to the advisor and the English teacher before it is given in pre-test and post-test. It was done in order to make sure whether the exercises or tests were appropriate (valid and reliable) with the topic of this study.

The pre-test was given toboth groups to measure students' basic ability on vocabulary achievement dealing with the recount text materials. After giving the treatment, the writer gave a post-test to both groups to measure the significant differences of students` vocabulary achievement of experimental group and control group.

After finding the result of the test, the writer calculates the computation of the mean score using the t-test formula. The mean scores are compared in order to

know whether or not there is a significant difference between pre-test and post-test between the two groups and to know which strategy is more effective to teach vocabulary.

# CHAPTER V

# CONCLUSSION AND SUGGESTION

In this final chapter, the writer presents conclusions derived from the whole discussions and analyses conducted in the previous chapters of the study. This chapter also covers some suggestions concerning the study for the students, English teachers, and the next researchers.

## 5.1 Conclusion

Based on the results of the analyses in the previous chapter, the writer concludes that using VSS and RT in teaching writing recount text can helps students of the eight grade students of SMP N 30 Semarang in the academic year 2015/ 2016 to improve their achievement in the recount text writing. Based on the statistical analysis, the writer also concludes that by using the integration of VSS and RT gives contribution to improve students' achievement in writing of recoun text. It can be seen from the mean scores differences between pre-test and post-test of experimental and control groups. The mean scores difference between pre-test and post-test of control group was lower than experimental group. By comparing the mean scores differences of both groups and the scores achieved by each group in two tests, pre-test and post-test, the writer comes to conclusion that VSS and RT was effective to be used in teaching writing of recount text.

and it gave higher significant difference of the experimental group's achievement in writing of descriptive text than the control group.It also can be seen from the t-test calculation result, the writer got $t_{value}$16.710 with the significant difference level 0,00. Since Sig value is $0.000 < 0.05$, it can be concluded that there is significant difference from both of groups, experimental and control group. It shows that the alternative hyphotesis of this research is accepted. This means that there is a significant difference in the achievement of recount text writing between the students who were taught by using VSS and RT in teaching writing compared with those who were taught by using the conventional method, ICS.

Next, the implementation of VSS and RT in teaching writing of recount can improve students writing. During the treatment was conducted, VSS and RT succeeded in helping the students to explore their vocabulary through a deeper understanding conceptual knowledge by meaning word through figure it out. Through this strategy, the students were asked to brainstorm and to figure out as many as words related to the central word. Therefore, it could help the students to enrich the vocabulary and to remember words easily. Moreover, the students become active participation bothindividually or in group while vocabulary self-collection strategy was combined with round table activity.

## 5.2 Suggestion

Based on the study that has been discussed above, the writer convey some suggestions that can be offered:

1. For the English Teachers

Teachers should be creative in choosing strategy and technique in teaching

writing of descriptive text. It will be better if they use an interesting technique and media to teach writing of recount text, so that it can avoid the students' boredom in teaching learning process. Moreover, they should make the teaching learning process more ineteresting, enjoyable, and educative in the classroom. The teacher should be creative to encourage the students' motivation to enrich new vocabulary from the very first step. Since it will be their modal in writing recount text at the end of the teaching learning process. The writer found that the study conducted shows that VSS and RT gave some positive effects on the students' ability in writing recount text, the researcher recommended the English teacher to apply VSS and RT as an alternative technique in teaching written recount text.

2.      For the Next Researcher

This reseach can be a reference to conduct in the same field. They are hoped to make a better research in the future. This is also expected that the students' ability in writing recount text will be more excellent than ever. The wrietr also suggest he next researchers to use this technique to conduct their research but for teaching another text like descriptive text. For further, the writer also expects that this study can be developed and improved by the next researchers, considering it still has some weaknesses.

3.      For the Students

The students should not think that writing is difficult and boring. They should make writing as the part of their life. They should continously practice about how to write an English text starting from their daily life because what they write is actually an example of recount text. Besides, they should consider some

criterion to make a good writing recount text. They are supposed to know the generic structures and the language features of recount text, practice a lot in making sentences using Simple Past Tense and use the appropriate vocabulary relate in writing a recount text. Since it is applied in writing recount text as the language features. It is also useful for the students to improve their organization, content, grammar, punctuation, and style in writing recount text, so their writing product will be better. If they face difficulties, they can see and ask to the teachers or look references from books and the internet.
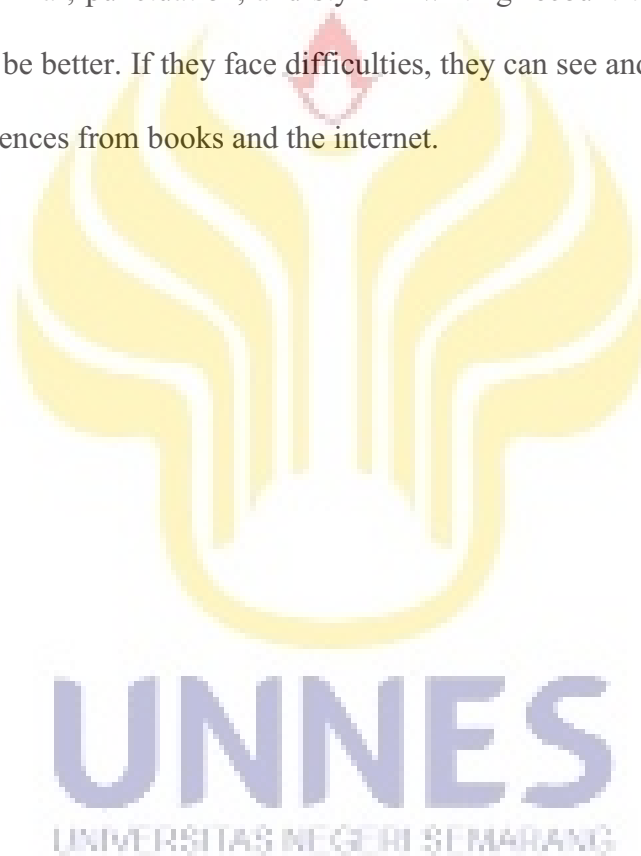
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