



## Exploring Vocabulary Self-collection Strategy (VSS) Learning of EFL Junior High School Students in Vocabulary Classes

Allysa Putri Alnoer<sup>1</sup>, M. Reza Pahlevi<sup>2</sup>, Wahyudin Fitriyana<sup>3</sup>

<sup>1,2,3</sup>Universitas Singaperbangsa Karawang

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### Abstract

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*Students often do not understand or know the meaning of foreign language vocabulary, especially English. Usually, they only learn English vocabulary from the material the teacher taught them. Therefore, this study explores another teaching strategy, the vocabulary self-collection strategy (VSS). This study employs qualitative research and descriptive case studies. The study involved with 33 participants. However, of the 33 volunteers recruited, 6 were recruited for interviews. Use thematic analysis as well as data analysis techniques. The results show that VSS serves learning activities that make students self-directed learners, encouraging them to learn new vocabulary with enthusiasm. On the other hand, student collaboration in learning becomes a challenge because it requires support and equip students to learn vocabulary correctly.*

**Keywords:** Vocabulary Self-collection Strategy, VSS, Vocabulary, Practices

(\*) Corresponding Author: [allysaputria@gmail.com](mailto:allysaputria@gmail.com)

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## INTRODUCTION

Particularly in education, vocabulary is merely one component of language, which is much more than just the words themselves. The vocabulary consists of words, sentences, and phrases containing several words, each with a distinct meaning. Student achievement depends on their capacity to understand what they read and hear as well as to express ideas to other students. It is essential for students to have a sizable vocabulary because they cannot communicate with one another outside of the classroom without it. Being able to enunciate or speak in complete sentences, especially in English, is undoubtedly more difficult than being fluent, particularly for junior high school pupils for whom English is a second language. Junior high school students must learn how to use words to explore what they relate to

Studying foreign vocabulary especially English in education, of course, should learn starting from the basic first. moreover vocabulary can as a tool for cognition, idea, translation, and communication Wu (2009, p. 131). The vocabulary has many meanings and meanings, then should keep sharpening and developing the vocabulary skills that students have. Like what Roma et al (2019) state vocabulary in education is the most crucial part of learning a language because it covers all words, and students need to understand and recognize context in order to learn, express ideas, and communicate effectively. They also need to do this in order to understand new concepts. Simply put, vocabulary is the language's resource. This is especially true in English language instruction, where

students who lack sufficient vocabulary struggle to comprehend and communicate.

It has been suggested that rather than teaching specific phrases, vocabulary instruction should strive to provide students with the skills they need to improve their vocabulary theory by Morin & Goebel (2001). Also, learning is regarded as a cognitive process through which students acquire new knowledge. Argue to Wilson and Peterson (2006), learning is an ongoing construction process that incorporates social phenomena as well as personal experience. Furthermore, it is well known that various discussions and studies have taken place about the strategies used by students to learn vocabulary. Vocabulary learning strategies are the processes a learner takes to understand the meaning of words, learn them, and retain them for future usage (Schmitt, 1997 & McCarthy, Min, 2013)

The vocabulary self-collection strategy (VSS) is an interactive learning strategy that increases word awareness by having students actively participate in identifying key terms from their reading material to share with their classmates. The timetable was initially introduced and has since been modified for various grade levels and instructional scenarios (Yanto, 2017). According to Haggard (1986), this method should assist students in expanding their vocabulary by associating new terminology with situations that have relevance in their own lives. Furthermore, Juwita et al (2013) argue that the purpose of the Vocabulary Self-Collection Strategy (VSS) is to assist students in creating a list of words they are investigating and learning as well as their own prior knowledge and interests that they may use to build their vocabulary. Rahman et al (2019) assert Vocabulary Self-Collection Strategy (VSS), an interactive learning strategy that promotes word awareness as students actively participate in identifying important words from their reading material to share with members of their class.

## **METHODS**

The current study is concerned with exploring EFL junior high school students' learning in vocabulary self-collection strategy in vocabulary classroom using case study design. The researcher used a semi-structured interview, which provides interviewers with certain questions and instructions and can result in accurate, consistent qualitative data (Yin, 2018). This study utilized interviews adapted from Saman Ebadi and Saha Bashiri (2018) prior research to assess students' responses to learning using a vocabulary self-collection strategy. Out of thirty students only six of students volunteer to be recruited in each group. This decision also derives from students' demography information. By analyzing six students who have high English scores and are active in class, then from these six people are representatives from each group in one class to become participants in this study, who are at the second level of grade junior high school. And then the data analysis technique was be conducted by the researcher using thematic analysis of Braun and Clark (2006). The following are the six steps in data analysis: (1) Familiar with the data, (2) Initial Coding, (3) Search by subject, (4) Review the topic, (5) Define and name themes, (6) Write it down.

## RESULTS & DISCUSSION

### Results

This chapter elaborates the result of interview Based on data selective analysis, there are three general pattern findings of this study. It represents an essential phase in practicing VSS in vocabulary classroom. It consists of seeking vocabulary increases students autonomy in learning; difficulty working in groups and a lack of basic vocabulary make it difficult for students to use VSS effectively; students feel assisted and inspired to learning vocabulary using VSS. The following are the detailed findings:

#### **1. Seeking vocabulary increases students' autonomy in learning.**

Students have the ability to study independently by looking for words related to their interests. Working in groups, they decide and justify assigning vocabulary from textbooks. They find word nouns, verbs, adjectives, but most of them find word nouns and choose simple words that may be used every day, when students learn choosing the vocabulary they are seeking for and have not known before using a table chart. The chart they created is as follows:

Student's Vignette 1

*My opinion on collecting vocabulary or VSS is that it is incredibly fascinating since we have to locate vocabulary that we do not yet know.*

Student's Vignette 2

*This strategy is highly enjoyable, therefore we as students are interested in utilizing it to increase our vocabulary.*

Student's Vignette 3

*Learning vocabulary about VSS, in my opinion is really valuable because it can aid those of us who are still learning English by understanding the words.*

Based on the interview transcription, it is obvious that the students' vignette above implicitly says that utilizing VSS, that is, most of them can help to develop vocabulary in English and can utilize it; additionally, they love and like the exercise. The column addresses students' requests for vocabulary development practice, particularly in the context of vocabulary lessons. They have been involved in expanding their knowledge of the words they have studied without even realizing it. It is assumed that when students select language from a textbook, they select vocabulary that they are unfamiliar with but frequently see. It is assumed that when students select words from a textbook, they select vocabulary that they are unfamiliar with but frequently see. They will not examine the terminology they encounter if they do not use VSS. When they study in vocabulary class with the teacher, they do acquire new language, but not as thoroughly as when they learn to practice using VSS. The research additionally found that students had favorable sentiments toward utilizing VSS. When researchers interviewed students, the majority of them stated that they were satisfied when learning with this VSS because it was a novel teaching style that they only discovered when practicing vocabulary at the time. Furthermore, students advised that VSS be used in English lessons, particularly in vocabulary learning, because VSS was highly effective as assistance in learning new language in their experiences. This VSS is utilized in every vocabulary lesson in English class if necessary.

## **2. Difficulty working in groups and a lack of basic vocabulary make it challenging for students to use VSS effectively.**

Doing VSS practice in stages, from discovering words to translating them from English to Indonesian, as well as doing practice together to form groups in the class to make it easier and more efficient while practicing, but it turns out that researchers discovered distinct and diverse answers from The interview responses collected are identical to those in the student's vignette 4 and 5 remarks.

Student's Vignette 4

*My difficulty when learning using VSS is if working in groups, only those who want to do it, the rest are just waiting for it to be done even though they have been invited or told to search, for example looking for words but still in my opinion it is quite difficult.*

Student's Vignette 5

*My difficulty is when looking for the words, I have to open the textbook, the dictionary, wow what else is the dictionary, there are so many. Hhmm what's difficult is to find the reason, well that's the most difficult, finding a reason is really difficult but by making a group so working together, sis, we work together, even though there are those who don't work too.*

There are two student vignettes mentioned above that argue that building discussion groups when utilizing vocabulary with VSS is difficult and challenging for students. Researchers discovered in the field that when working with their individual groups, kids who were active and had strong English grades did not want to be paired with peers who did not have good grades like them. Some students even informed researchers that it was preferable to work alone, but after seeing other students, they had no trouble conducting the practice with a group because they felt like they were working together. However, there were also groups that only recognized friends who had higher English grades, so some of them did not take responsibility for the learning outcomes of practicing using this VSS. These groups involved those in charge of finding foreign vocabulary, those in charge of writing sentences, thinking about the reasons for choosing the word, and those who translated it. Therefore, Students should practice vocabulary skills to enhance their abilities independently, utilizing various methods and strategies to apply new vocabulary independently, whether in small groups or individually.

## **3. Students feel assisted and inspired to learning vocabulary using VSS.**

Find out how students respond while using the package book to search for unfamiliar terms while developing their vocabulary with VSS. With their own prior knowledge and curiosity, they receive a favorable response and expand their vocabulary. In the vocabulary self-collection technique (VSS), students actively participate in identifying key terms from their reading material to share with their classmates. This interactive learning method improves word awareness. The following student vignettes served as proof of the students' responses to the previous assertion:

Student's Vignette 6

*I think VSS needs to be practiced, because as a student I think our learning method is just like that, nothing interesting. With this learning method students have a new and different way of learning*

Student's Vignette 7

*In my opinion, I can't defend this foreign vocabulary because I just know this, so I have to study and read this vocabulary more and hone it so that it can be better remembered and used in everyday life so that I get used to it and don't forget.*

Student's Vignette 8

*Learning with VSS can make me more motivated to know foreign words in English that I have never known before*

Students are motivated to learn independently using the new techniques they utilized because their answers in the Vignette show that they are engaged in the subject and that the VSS helps them learn vocabulary. This is in keeping with VSS's objective, which is to promote the long-term growth of vocabulary. Students have the option to add terms they believe are significant to the text to the vocabulary list that has been provided, either by the teacher or in a book. When students learning, this barrier still persists because they are unfamiliar with the word and may be the reason why they feel unable to remember it. Students that possess particular talents and demonstrate how all these actions work together to succeed while acquiring vocabulary are those who are inspired and desire to practice and apply at school. The ability of each learner to consistently perform and repeat these exercises is key to developing proficiency in learning English.

### **Discussion**

This phase interprets the collected data in relation to the study question: What are students' responses to acquiring vocabulary using the vocabulary self-collection Strategy? Based on the research interview, this research intends to investigate in length and depth the questions with research objectives. The following are the findings of the results in this section:

#### **1. Seeking vocabulary increases students' autonomy in learning.**

In addition to learning the chapter-by-chapter material assigned by the teacher when learning English, students are more likely to explore their textbooks and what they learn in class by looking for new vocabulary that they deem important. They are also more likely to be helped and recognize vocabulary that they have just encountered and that they just know will improve their English proficiency and skills. Due to a recent study by Yanto (2017), students who actively engage in their own learning are better able to recognize novel or intriguing words in their readings, expand their vocabularies, and acquire word awareness. Additionally, learning the basics of English, especially knowing vocabulary, is essential for junior high school students who are EFL students, and they need tools or strategies that can make it simpler for students to practice. They can preserve and enhance their understanding of the vocabulary they learn in English vocabulary classes as a result of feeling supported by this VSS facilitation. According to Hulstjin (1993), Morin & Goebel (2001), and Zahedi et al (2012), this is accurate. Vocabulary instruction should, it has been argued, concentrate on providing students with the resources they require to increase their vocabulary rather than just teaching them specific phrases.

#### **2. Difficulty working in groups and a lack of basic vocabulary make it challenging for students to use VSS effectively.**

Working in groups for vocabulary practice with VSS can be challenging for students, as some feel they are not working together. Others believe they are capable and can excel in because the students were actively participating in the

group discussions. Contrary to Vygotsky's (1978) statement, small group conversations can encourage students to use critical thinking since they can share and examine ideas and show interest while talking about the new language in a context with group members. Students struggle with vocabulary due to English being not their second language and not their mother tongue. As junior high school students, they need to expand their vocabulary and explore more to effectively learn English as an EFL. According to Sedita (2005, p. 33) cite in Roma et al (2019), vocabulary education is the most significant component of language acquisition since it covers all words, and children must grasp and recognize context in order to learn, express ideas, and communicate effectively. They must also do this in order to grasp new concepts. Simply put, vocabulary is a resource for a language. This is especially evident in English classes, where students with a limited vocabulary difficulty to understand and communicate.

### **3. Students feel assisted and inspired to learning vocabulary using VSS.**

In general, students responded well, stating that they felt supported, assisted, and interested in learning English vocabulary through the vocabulary self-collection strategy approach, and that they could also develop the vocabulary they had just encountered. The same may be said about Haggard (1986), who claims that VSS is an approach that can help pupils grasp their vocabulary by relating new terms to personal experiences. Students should also be encouraged to hunt for terminology on their own so that they can follow English teachings both in and out of the classroom. According to Calderon et al. (2005) and Viola et al. (2020), this influences students' excitement and motivation to acquire language. The goal of the Vocabulary Self-Collection Strategy (VSS), according to Readence et al. (2001), cited in Juwita et al. (2013), is to assist students in cataloging the terms they study and learn, as well as their past knowledge and interests, which they can utilize to extend their vocabulary. Students are thus helped to learn autonomously, influence decisions, and create reasons for assigning vocabulary by searching for word that they are interested in.

## **CONCLUSION**

Vocabulary self-collection strategy (VSS) is an approach that may encourage students to be self-directed learners. It increases students' interest in studying vocabulary and makes it easier for them to acquire new language in a meaningful way. There are certain phases of VSS that help students learn vocabulary. The first step, seeking vocabulary, fosters students self-directed learning. This phase assists students in discovering new and meaningful words in their English textbook. The second problem is cooperating and missing vocabulary, which makes it difficult for students to use VSS efficiently. Students in this phase acquire vocabulary cooperatively through small group discussions. Students' vocabulary capacity creates difficulties in learning vocabulary. Furthermore, the VSS supports pupils in the vocabulary class. In this situation, the researcher discovered that the students responded favorably to the VSS because it allowed them to accumulate vocabulary on their own.

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