



Exploring Junior High School Students On Self-Collection Strategy In Learning Vocabulary; Classroom Action Research

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Abstract

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One of the main aspects in language acquisition is vocabulary. A good vocabulary allows students to understand, communicate and express themselves better. Therefore, the researcher aims to discover students' experiences while using the VSS strategy with the help of interactive film media. Researchers used a qualitative research approach with a classroom action research design. Research participants were junior high school students at one of the Karawang schools. Research data was obtained from observations and interviews with research participants. The research results show that the emphasis on affective and behavioral aspects of students learning English with the VSS strategy tends to be more dominant. Most research participants felt happy and motivated in learning. This triggers students to behave positively in class by paying attention to the teacher and actively discussing in class or groups. This research concludes that students' affective aspects can trigger student behavior in the classroom. Therefore, teachers need to have the ability to master engaging, active and interactive teaching, so that this can help students to achieve learning goals. The results of this research can provide objective evidence of students' experiences using the VSS strategy by utilizing film media in language learning.

Keywords: Learning Strategy, Motivation, Vocabulary, Vocabulary Self-Collection

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INTRODUCTION

Language learning at the junior high school (SMP) level is vital in developing students' language skills. One of the main aspects of language acquisition is vocabulary. Good vocabulary allows students to understand, communicate, and express themselves better (Juwita & Sunaryo, 2013). Vocabulary is fundamental to language learning (Roma et al., 2019; Viola et al., 2020). With a broad vocabulary, we can use appropriate and correct sentence functions and structures. Vocabulary is the factor that has the most influence on student achievement. Reading and writing activities can only run smoothly with good vocabulary mastery. Thus, vocabulary has a crucial role in students' language skills.

In the context of learning English at the junior high school level, mastery of English emphasizes a deeper understanding of the language. However, students often face challenges in expanding their vocabulary (Goundar, 2019). Therefore, a strong understanding of vocabulary is essential for students' ability to understand teaching material, write and speak.

In Indonesia, vocabulary learning strategies still need to be well utilized, even though this is an essential part of foreign language learning. While Indonesia is the most significant contributor of labor in ASEAN, people's English language

skills still need to improve significantly. Apart from that, students also expect interesting and interactive learning, which can increase students' learning motivation. Therefore, researchers chose to use a vocabulary learning strategy using the Vocabulary Self-collection Strategy (VSS) and utilizing film media as a tool to make learning more engaging, interactive, and active.

VSS is a language teaching strategy that focuses on vocabulary. In practice, students must collect vocabulary according to their abilities to make a list of foreign words whose meanings still need to be discovered. This strategy emphasizes students' personal experiences and general knowledge and is considered more effective than traditional strategies in teaching vocabulary in the curriculum (Roma et al., 2019). This strategy involves several steps, such as selecting words, defining words, compiling word lists, and expanding word knowledge, and is supported by small group activities and discussions in class. In short, VSS is a strategy that guides students to create a vocabulary list tailored to words that still need to be discovered and attractive according to the student's perception. This strategy has the potential to increase students' vocabulary mastery.

VSS encourages students to acquire new vocabulary actively, supporting their learning process. This strategy aims to enable students to understand and master new vocabulary better. VSS can help students to remember the new vocabulary they acquire (Afzal, 2019). At the same time, learning vocabulary using VSS can trigger students' feelings of joy during the lesson. In addition, VSS also makes it possible to help students identify foreign words from reading texts according to their preferences, as well as increase their mastery of vocabulary into words and sentences (Damanik et al., 2021).

Based on these problems, researchers utilized VSS as a learning strategy and used film as a learning medium in this research. The problems above triggered researchers to construct this research to find out what students' experiences were while using the VSS strategy with the help of interactive film media. The results of this research can provide objective evidence of students' experiences using the VSS strategy by utilizing film media in language learning.

METHODS

This research method carries a qualitative approach with a Classroom Action Research (CAR) research design in junior high schools. A qualitative approach was chosen because it allows researchers to explore students' experiences and perspectives more, creating space for rich interpretations related to the phenomenon under study. The design of this research is Classroom Action Research (CAR). The research location is at the junior high school level in Karawang.

The research participants consisted of five 9th-grade students, providing the opportunity to gain a deeper understanding of data collection. Observation techniques allow researchers to observe student interactions in the learning context directly. At the same time, interviews provide opportunities for students to express their thoughts, experiences, and perceptions of the self-vocabulary collection strategies used.

Using thematic analysis techniques based on Braun & Clarke's theory (2022) provides a clear framework for understanding and organizing qualitative data from observations and interviews. The thematic analysis allows researchers to

identify, analyze systematically, and report patterns that emerge from the data, enabling rich and in-depth findings related to students' experiences of self-collection vocabulary strategies.

RESULTS & DISCUSSION

Results

In this discussion, the researcher describes all the findings obtained from the field. The findings of this research emphasize aspects of students' behaviour and perspectives based on their feelings during learning during the research. Based on the analysis results, observation data shows that all research participants felt happy learning the VSS strategy using English film media. The results of these observations are also supported by the statements of the research participants in the interview session conducted after the end of the research. The following research data shows the student's perspective on the affective aspects of students:

F : “Indeed, this is so interesting for me. Using this strategy and media, we are frequently open the dictionary. So, we can explore our vocabulary”

D : “I am enjoying during the class. Besides that, working together with friends is also fun”

I : “I think this class is easier understand than other strategy. This is so interesting, because there are many pictures and we know the pronunciation. When we didn't get the meaning of the word, we are motivated to search the meaning.”

Based on the data above, the data shows that the research participants felt happy learning the VSS strategy using film media. The film has interesting audiovisuals. Therefore, research participants tend to like learning using audiovisual media. This feeling of happiness also influences the participant's sense of motivation. The motivation that arises in students can also be related to student behavior during learning. As evidenced in the data above, research participants who are happy and have high motivation influence their behavior in learning. They tend to try harder to find new vocabulary.

At the same time, this research shows that the VSS learning strategy can influence student behavior positively. As mentioned in previous findings, these findings regarding student behavior can also be seen in the results of observations. They are active in discussions and build communication with teachers to ask questions. Research participant statements from the interview sessions then supported these observations' results. Below, the researcher describes relevant data regarding student behavior during research using the VSS strategy with film media:

F : “Indeed, this is so interesting for me. Using this strategy and media, we are frequently open the dictionary. So, we can explore our vocabulary”

I : “I didn't open the dictionary for searching the vocabulary. However, using this strategy and media, it triggers me to open the dictionary. I am motivated to search the meaning. At the same time, I can share it with the others.”

A : “This is more interesting rather than others strategies. This strategy also triggers me to search the meaning of words. This strategy doesn't list the word for the whole class. However, I can collect the vocabulary private for myself that I didn't know the meaning. So, I can share with others and vice versa.”

K : “It was fun. I prefer this strategy to learn vocab. The discussion is very helpful for me. We can share the vocab and we also actively participate the discussion”

Based on the data above, researchers found that the behavior of these students tends to be active and initiative in learning in class. Students show that they often open the dictionary to obtain the meaning of unfamiliar words. This behavior helps students explore more vocabulary than when students are passive and lazy when opening a dictionary. Research participants also enjoyed the vocabulary collection process they carried out. They can look for unfamiliar vocabulary based on their understanding, so they do not just write the vocabulary the teacher has prepared and then look for the meaning. Some research participants felt that what the teacher did was less likely to help them explore vocabulary because the vocabulary obtained by all students in the class would be the same. Some students felt they already knew the meaning of the vocabulary beforehand. At the same time, student activity also supports students' behavior in sharing the "collection results" they have. It also helps students to expand their vocabulary further.

In addition, this research shows that there are obstacles to its implementation. Researchers found that there were internal and external constraint factors in this research. The following research data shows that there are obstacles to implementing learning in the classroom:

F : "I think the obstacle is from facilities and infrastructure, especially the internet connection. We should have more prepared"

D : "We watched English movie. It is difficult for me to listen and understand their pronunciation. So, when I didn't get the point, I usually look for the subtitle. However, the subtitle is so fast. It was hard for me."

I : "The character in the movie talked too fast and there is different the language accent."

N : "I think the obstacle is from me, because I must focus on the movie. If I lost my focus, I don't get the meaning of my unfamiliar word in movie. So, I need the movie to be stopped when I write the vocab."

A : "I am too focus and enjoy on the movie. So, I am not paying attention the words. When I found the unfamiliar word, sometimes, I difficult to write or remember it, whereas my task is searching the unfamiliar word"

Based on the data above, it is known that the obstacles experienced during ongoing learning come from two sources, namely external and internal. From external sources, data shows that the facilities and internet access required are inadequate, affecting classroom learning continuity. Meanwhile, internal sources are obstacles experienced by students from within themselves. Minimal English language skills and vocabulary trigger these internal obstacles. At the same time, films can also distract students. Therefore, students need to focus on paying attention to the vocabulary that appears in the film.

Discussion

This research's findings illustrate the positive influence of using the Vocabulary Self-Selection (VSS) strategy with film media on research participants. The results show that students feel satisfaction in learning with audiovisual media such as films, which triggers a high sense of motivation. The findings of this research are supported by research by Goctu (2017) who found that film media in language learning can help increase student learning motivation. This increase in motivation is triggered by using interactive and interesting media for students. At

the same time, films can also represent everyday life conversations. Therefore, films can provide students with comfort and pleasure, thus forming student involvement in the learning process. In line with Juwita and Sunaryo (2013), who found that using the VSS strategy can help increase students' motivation in learning vocabulary. Students explore vocabulary freely.

This motivation impacts students' positive behavior during learning, especially in significant efforts to explore new knowledge. Students' active behavior is also observed through their involvement in discussions and interactions with the teacher. This is similar to Lockl et al. (2021), which states that there is a relationship between the feelings students feel in learning and the behavior they show in class. The positive behavior in this study also included students' activeness in using dictionaries to understand unfamiliar words and their enjoyment in collecting their knowledge, showing deeper participation in the learning process.

However, there were obstacles identified in implementing this strategy. These obstacles are divided into external obstacles (related to inadequate facilities and internet access) and internal obstacles (related to English language skills and minimal understanding). In this context, films as a learning medium also have the potential to be a distraction for students, requiring high focus to understand the understanding presented. Palupi (2021) supports this research's findings, who believes that films can be an ineffective and inefficient learning medium. This is because students' linguistic abilities are limited, and film subtitles are often challenging to understand and too fast. It causes students to have difficulty learning foreign languages through films, so they prefer films as entertainment only in learning.

Corresponding the result, it is essential to consider several things. There needs to be a more flexible approach to gathering student insights, allowing students to explore understanding more individually and according to their respective levels. Finally, there is a need for more focused strategies to help students overcome distractions that may arise from using film media in learning, such as through teaching techniques that involve concentration and reflection. By identifying and overcoming the obstacles faced, VSS strategies using film media can be used more optimally in increasing motivation and developing students' understanding of the learning environment.

CONCLUSION

This research reveals that using self-collection strategies in vocabulary learning positively impacts students' participation and motivation in secondary schools. The findings show that the research participants were active in class learning and discussions involved in various activities such as communicating with the teacher, sharing opinions from vocabulary collections, and using interactive media, which increased students' interest and motivation to learn.

Students' activeness in discussions, searching for word meanings, and sharing vocabulary with their peers directly result from their satisfaction with interactive learning media. However, constraints are divided into two types: external and internal. External obstacles include a need for optimal preparation of facilities and infrastructure and limited internet access, which affects the learning process. Meanwhile, internal obstacles involve students' lack of English language

skills and minimal possession of L2 vocabulary, which affects their understanding when listening to material presented by native speakers.

In conclusion, although students show good learning activeness, some challenges related to learning facilities and their need for language skills need to be overcome. More comprehensive strategies to improve facilities, address internet access, and improve students' English comprehension and L2 vocabulary would help increase the effectiveness of these self-collection vocabulary strategies in learning.

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