



## Exploring EFL High School Student's Experience In Using VSS In Learning General Vocabulary Through TED-Talk Captioned Video-Assisted: Classroom Action Research.

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### Abstract

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*Over the years, even though there has been a lot of study on vocabulary learning strategies, the usage of the Vocabulary Self-Collected Strategy integrated with video viewing activity as an approach is still underreported. Therefore, to fill this void, this study aims to find out students experience and their responses in incidental vocabulary learning through video-viewing activities and to what extent the integration of VSS and video viewing help students in learning general vocabulary on high school students in Karawang. In this research, classroom action research is used. The information is collected through observation, interviews, and reflective journals. By examining the result of data from the meeting, the researcher came to the opinion that using VSS to teach vocabulary in combination with a video viewing activity helped the students comprehend the text more easily. By investigating students' responses to general vocabulary learning within VSS and video viewing activity, the current study contributes to the existing literature by providing insights into its potential to improve EFL students' vocabulary mastery.*

**Keywords:** *Incidental Vocabulary Learning, Vocabulary Self-Collecting Strategy, General Vocabulary*

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## INTRODUCTION

The very essential aspects in learning vocabulary are increasing the vocabulary mastery and learning the context use of the vocabulary. Learning a new language would be very difficult without knowing the words of the previous language. Vocabulary is the main key that someone must have in learning a language. Because the richer a person's vocabulary, the more likely a person is to be skilled in language and the easier it is for him to convey and receive information either orally, in writing or using certain signs. Basically, vocabulary is learned by students so that they can improve their listening, speaking, reading and writing skills well. No exception in learning English. Therefore, students need an appropriate learning system or strategy to easily receive and store vocabulary. vocabulary is a basic foundation that everyone must have in understanding and conveying information from that language. Vocabulary is a component of language that is used by everyone to convey ideas or feelings. People cannot give ideas or opinions if someone does not have more vocabulary about what they hear or what they see (Schmitt., 1997; Schmitt., 2000; Sonbul & Schmitt., 2013).

Therefore, students need an appropriate learning system or strategy to easily receive and store vocabulary. In teaching vocabulary, Wilkin (1983) states that the

teacher's role is so that students can feel happy and be able to understand and remember vocabulary easily. Interesting learning strategy can make students more interested in the learning material provided by the teacher, so that it can make it easier for students to accept the material (Oxford., 1990; O'Malley & Chamot., 1990; Brown., 2000; Thornbury., 2004). To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long-term memory is organized (Teng & Zhang, 2021). Based on Vygotsky's (1978) sociocultural theory, teachers can design a teaching technique that allows students to learn vocabulary on their own through incidental vocabulary learning. This theory claims that language acquisition can occur through social contact and collaborative activity. The process of learning will go better and more quickly if there are more collaboration and collaborative activities with others.

One of the efforts to get students interested in learning vocabulary is by using multimedia such as captioned-video assisted. Captioning is one method of presenting visual texts in the same language as audio (Teng, 2020). Captioned-video has various benefits for education especially in learning vocabulary. The availability of visual input together with word definitions may aid students in learning vocabulary more effectively. One explanation for this is because having a word available in a variety of input modalities may motivate students to actively find up the word's definition, which would reinforce learning and retention (Teng, F., & Zhang, D. 2021). The results of the study by Karami (2019) highlight the significant role that watching videos might play in incidental vocabulary learning in a second or foreign language. The study's conclusions demonstrate that watching videos helps speakers of second or foreign languages acquire new words more quickly. Teng (2023) claims that the use of captioned video, particularly in the caption-gloss mode, significantly increased students' awareness of unknown words and word meaning recall while reinforcing the associations between new words' first forms and their meanings. Students may benefit by expanding their vocabulary knowledge because the mix of video, audio, captions, and glosses may draw learners' attention to analyzing language patterns in videos.

In addition, vocabulary self-collection method (VSS), is used with the aid with video viewing activities to help students learn more vocabulary. Vocabulary Self-Collection Strategy (VSS) is one method for teaching technical or discipline vocabulary in an engaging way. Martha Rapp Haggard was the one who came up with the concept first. In this interactive technique, students choose terms from texts that they feel should be learned. Students reduce the list of suggested words from five to eight terms that the entire class will learn through discussion and teacher direction. They write and pronounce the words down after recording them (Haggard., 1982). VSS is an interactive technique since it involves teacher and student collaboration, which refers to Vygotsky's theory of the Zone of Proximal Development (ZPD), which emphasizes social engagement in learning activities.

According to research by Viola et al. (2020), the vocabulary self-collection approach, which teachers might use when instructing students in English as they learn new words, they feel are essential for them and their classmates to grasp, has been found to be beneficial. They added that they had personally benefitted from this tactic. Students were encouraged to learn new terms independently, which

helped them get familiar with them and allowed them to use them in circumstances where their meanings were comparable in other contexts. To boost the students' interest and enjoyment in learning English, utilize this strategy both individually and in groups. With the assistance of the teacher or adults, students in the VSS engage to learn language. They begin a group discussion by choosing the words they believe to be significant. This method helps students learn new words from any disciplinary subject's literature that contains both technical and non-technical terminology (Harmon, J. M., Hedrick, W. B., & Wood, K. D., 2005). It is widely accepted that incidental learning, or "picking up" new words while engaging in meaning-focused activities, is a crucial aspect of developing one's vocabulary in a second language (Webb & Nation, 2017).

The previous research (Jasmin, A., & Yanto, E. S. 2021) about the perceptions of senior high school students regarding the use of the Vocabulary Self-collection Strategy (VSS) and watching videos to learn technical vocabulary from TED-Ed video. Demonstrates that students like the video viewing method used in the VSS process because it helps them learn technical vocabulary better. Therefore, this study aims to find out students experience and their responses in learning vocabulary through VSS and video-viewing activities by using TED-Talks video and to what extent the integration of VSS and video viewing help students in learning vocabulary. Since mostly students are attracted by video (Teng, 2023).

Based on the previous research about the use of VSS in vocabulary teaching method, demonstrated that the usage of VSS might produce a positive learning environment by motivating students to participate in teaching and learning activity (Yanto & Nugraha, 2018; Utomo 2020; Arisman 2021; Raungsawat, & Chumworatayee 2021; Jasmin & Yanto 2021). However, there is currently a lack of information regarding the integration of VSS and video use especially in learning general vocabulary. To add the literature in the field of the study, this research intends to exploring the integration of VSS with the usage of video in general vocabulary learning on high school students. In order to close this gap, the current study incorporates the utilization of TED-Talks channel video as a medium for teaching general vocabulary through VSS.

## **METHOD**

Kemmis & McTaggart (1999)'s classroom action research was used in this study. The problem to be solved comes from classroom learning practices in an effort to enhance learning and student abilities, therefore the classroom action research approach was chosen. In conducting this study, classroom action research approach was adapted from (Yanto et al. 2022). This study was carried out at SMAN 5 Karawang High School.

The instructional procedure was adapted from (Yanto & Nugraha 2018). The implementation includes three phases of learning activities, including scaffolding, small group discussion, and in-class presentation. This research started by discussing the importance of students learning vocabulary to the students. The teacher next gives the students instructions on how to pick out new and interesting terms from their readings. The second instruction is for the students to access a TED-Talks video on YouTube on their own smartphones,

open the English captions, and play the *"The Habit That Could Improve Your Career"* video. The teacher then shows the VSS chart adapted from (Yanto & Nugraha 2018). Examples of how to complete the VSS chart are given by the teacher. Every pupil must choose one unknown vocabulary they learned from the video in which the teacher instructs. Finally, tell the students to submit their VSS personal chart. The words on the VSS class chart were noted by the teacher and the students. The teacher then gave an explanation of the terms that had gathered, including their definitions, word families and classes, contexts in which they were used, pronunciations, etc.

Students were asked about their experiences using VSS to learn vocabulary through watching videos in reflective journals, semi-structured interviews, and field notes. The participants write a record on their reflective journal once the study is finished. The goal of the reflective journals is to collect information on how students find learning vocabulary on VSS while watching videos. The scripts for the students' reflective journals are first translated into English from Indonesian. Following the completion of the reflective journal, the students were then interviewed. The data from the reflective notebook is to be supported by the semi-structured interview. Additionally, the teacher takes field notes while observing the students in the classroom to see how they interact with one another and how they follow the lesson plans. The research adapted (Braun & Clarke., 2006) six stages of thematic analysis to analyze the data. (1) Familiarizing oneself with the data, (2) Coding, (3) Finding themes, (4) Reviewing the themes, (5) Identifying and naming themes, & (6) Writing up.

## **RESULTS AND DISCUSSION**

### **Results**

The result of the data from reflective journals, field notes and interview with students revealed three key themes: (1) The efficiency of integrating captioned video with Vocabulary Self-Collecting Strategy (VSS), (2) Vocabulary Self-Collecting Strategy (VSS) to helps students to comprehend text, and (3) Students constrain in learning general vocabulary through VSS and video viewing

*The efficiency of integrating captioned video with Vocabulary Self-Collecting Strategy (VSS).*

The student vignettes demonstrate that learning vocabulary using the Vocabulary Self-Collecting Strategy (VSS) may increase learners' comprehension. Students also noted in their reflective journals that the caption of the video displayed the clear and comprehensive spoken language of the video. Additionally, the VSS increased student engagement in vocabulary learning and helped them comprehend the context of their reading.

#### *Student Vignette 1*

*"Learning English vocabulary using VSS and videos is very fun. VSS really help me understand the text better. Apart from that, interesting video content makes the learning process less boring." (B. Reflective Journal)*

#### *Student Vignette 2*

*"With VSS help, I can more easily understand the message conveyed in the video. I can find out the meaning of words I have just encountered, so I can*

*comprehend the sentences spoken by the speaker better.” (V.A., Reflective Journal)*

*Student Vignette 3*

*“VSS and videos really helped me in learning vocabulary in more depth. Apart from knowing the meaning of the word, I can also know how to write it, how to pronounce it, and the context in which the word is used.” (A.A., Reflective Journal)*

The student vignettes demonstrate the students' participation throughout the video viewing-assisted VSS technique. The students took an active and independent role in what they were learning. Additionally, the students thought that the group discussion had significance for them. The group discussions had aided the students in finishing their VSS group charts and in better understanding the text, therefore they thought it to be important. Since they will come across more unfamiliar words than their more able classmates during reading, students with below average English skills will also find this practice beneficial for them.

The TED-Talks video viewing activity received positive feedback from the students. They thought that the TED-Talks video was interesting. Since the caption on the video transcribed what the speaker said into writing, it had improved their understanding of the content. The majority of students agreed and stated that, in addition to the narration and explanation, one advantage of the TED-Talks film was the captions.

*Student Vignette 4*

*“Regarding the activity of watching videos, because on how the speaker presents the content. I was better able to understand the content because of the speaker's technique. For instance, he explains the content slowly so that we can understand him completely, and the topic is also really interesting. Also, with the help caption on the video, it helps me to recognize the vocabulary of the speaker.” (A.F., Reflective Journal)*

*Student Vignette 5*

*“Learning English vocabulary using VSS and videos is very fun. VSS really help me understand the text better. Apart from that, interesting video content makes the learning process less boring.” (B. Reflective Journal)*

The students' vignettes show that watching videos helped them understand the material more easily. Since the video's text visualization prevented learners from becoming bored while they watched, they had fun in doing this activity. They found that, in contrast to other educational videos they had watched, the TED-Talks video narrated the explanation that was outstanding. The evidence demonstrates that the animated video gave the pupils a visual explanation for new words they encountered in the text. By picturing and guessing the meaning of the words, the students were able to learn their meanings thanks to the word visualizations. The students also thought that the TED-Talks captions had an impact on how long they perceived terms to have meaning in their vocabulary knowledge.

This data also demonstrates how an interesting teaching tool might influence students' learning outcomes. Because of the great accessibility of real language use in videos, they are an effective tool for language learners. The students get the chance to evaluate their comprehension in a variety of contexts

that might not be readily available in the classroom thanks to the video materials with captions. It can also be utilized to provide students a chance to demonstrate how much they understand. The potential of video resources in the EFL classroom may be able to optimize students' innate capacity for knowledge acquisition, processing, and application. Students are given more authentic resources when video content is used. Additionally, it can assist students in continuously developing vocabulary.

*Vocabulary Self-Collecting Strategy (VSS) to helps students to comprehend text.*

When working on the project, students' responses and impressions during the VSS process were overwhelmingly positive. They gained advantages from implementing this method in many different ways, one of which was how they understood the meaning of a text through the new words. This gives students the opportunity to pick up new words based on their own experiences and word awareness. This method was really beneficial, helpful, and valuable for teachers to employ when teaching and studying English to students. The similar argument was made by all of the students, who agreed that it was reasonable and that it need to be utilized more often when teaching English.

The students gained more vocabulary knowledge through the VSS process, but they also gained a deeper understanding of the text's content. With the help of VSS, the students claimed that reading comprehension improved because the list of tasks provided by VSS motivated them to search for terms that were crucial to grasping what they were reading. The following student vignettes serve as proof of the effectiveness of VSS in helping students increase their vocabulary knowledge and deepen their understanding of the text.

*Student Vignette 6*

*"I find it very helpful to use VSS in understanding vocabulary in English. I can understand more deeply various aspects of the vocabulary I learn. The text in the video also helps me understand what the speaker is saying." (Z. A., Interview)*

*Student Vignette 7*

*"VSS is very useful and helps me learn English vocabulary in more interacting way. I can also use VSS in my daily activities. And also, I can look back at my VSS notes if I find a word I have studied before." (B., Reflective Journal)*

*Students Vignette 8*

*"VSS is very motivating in learning English vocabulary. After the learning process, I became aware of the importance of learning English to apply it in everyday life." (M.A.F., Reflective Journal)*

*Students Vignette 9*

*"Learning English vocabulary using VSS is very fun. After studying, I discovered a lot of new vocabulary. Using VSS can motivate me to study English vocabulary more broadly and in depth." (S., Reflective Journal)*

According to the student vignettes, the vocabulary self-collection strategy is a suitable teaching method for English since the students discover new words, they feel are crucial for themselves and their classmates to be familiar with. Additionally, they stated that they experienced the advantages of this method. Students were taught how to discover new words on their own, which

helped them become familiar with words and enable them to use them in contexts with similar meanings in different contexts. This method can be used both individually and in groups to increase the students' enjoyment and enthusiasm in learning English.

They learned new words since they had to choose words that were important. The important words they had chosen, in their opinion, helped them to comprehend what they had read. The students claimed that by using the essential words they discovered while working on VSS, VSS also assisted them in increasing their vocabulary. Additionally, the students' vignettes show that the VSS chart has inspired them to learn new words. According to their preferences, the students can collect as many words as they can on the VSS chart. The students can look up their own chart over and over and use it in the future.

*Students constrain in learning general vocabulary through VSS and video viewing.*

Even though most of the students agreed that using VSS integrated with video viewing activity helps them in learning vocabulary better and help them to comprehend the text better, there are still few constrain they faced during the process. Some students found it challenging and time-consuming to find the definitions of the words during the process of using this technique. They had never been taught that vocabulary in school or in an English class, so they had no idea what the words meant when they first encountered them. They find it difficult when they facing the word that have several meanings. They need to look up the meaning of the word that fits with the context of the text on the video. Some students actively questioned the researcher about certain difficult word. They questioned about the context use of the words they found. They how asked what the different between the meanings of the word. The following students vignette shown the challenges that students faced:

*Student Vignette 10*

*"I discovered a lot of new vocabulary that I didn't understand, which made it a little difficult for me to do VSS and understand the text in the video. This was due to my lack of English skills." (R. A. Interview)*

*Student Vignette 11*

*"During the learning process using VSS and videos, I discovered a lot of new vocabulary that I didn't know before. I found it difficult and took quite a long time to find the correct meaning of the word." (X. A. Interview)*

*Student Vignette 12*

*"The problem I experienced when learning to use VSS was that it took a lot of time. We must first look for the meaning and meaning of the word we just encountered using an online dictionary, after that we must discuss the appropriate meaning according to the context of its use." (A.F. Interview)*

Based on the vignette above, the students encountered difficulties because there were so many words in the text, and the students were unfamiliar with the process of looking up words in dictionaries. As a result, numerous unfamiliar words were discovered by the students. They lacked a vocabulary list, which is why there were so many words that were unfamiliar to them. The student found it challenging to read and comprehend the texts because there were so many new words in them. Additionally, it took a lot of time because when the words they

had already translated into Indonesian were quite difficult to understand. By using Google to search for the words, or by questioning their friends and teachers, they could confirm that they are using the correct meanings.

Also, a few of students had trouble understanding certain words when they heard them while watching and listening to the speaker. The students had difficulties with spelling, understanding meaning, pronouncing, and using the terms in context. Students were unable to differentiate between English's spoken and written forms due to language barriers. The little exposure to English itself is the root of these difficulties. They struggle to understand English words since they haven't had much contact with it in their life.

## **Discussion**

### *The benefits of integrating VSS with video viewing activity*

According to the explanations of the findings, the study's participants had positive opinions about the use of TED-Talks videos in the video assisted VSS for learning technical terminology. First of all, they claimed that VSS had made the language simpler to understand. This claim was made in the earlier VSS study as well. According to Yanto and Nugraha (2018), the application of VSS also improved the students' comprehension of the text. Students are not needed to comprehend every word in the text in order to read through the VSS. If not, the students are instructed to record the words they select based on the book's important terms or words that catch their attention in order to comprehend the material. The students could comprehend the text more easily and effectively by choosing key words, significant words, and interesting words (Rahman et al., 2019).

VSS is a useful technique for improving student vocabulary through active and independent word acquisition (Viola et al. 2020). The students participated in a number of activities during the implementation that encouraged them to complete the processes of individual reading, group discussion, and group presentation. They actively chose words that were significant or unfamiliar, explained why they were chosen, independently searched up the definitions, and then provided their own, unique definitions. Due to their participation in the learning process, the participants found the VSS process to be advantageous.

The participants also claimed that the VSS chart provided them with a chance for potential application in the future. The student is given words from the VSS chart that they chose and discussed with their group. Additionally, the dictionary definitions and the student's original words are shown on the chart. They were able to remember the words since the definition process had improved their understanding of the word. This is in keeping with the aim of VSS, which is to encourage the long-term development of vocabulary with the intention of inserting unfamiliar words into students. This indicates that the VSS procedure and tool, in this instance the VSS chart, were seen as valuable and significant.

In line with this research, Jasmin & Yanto, (2021) according to their research, the study's participants had a favorable opinion of the use of VSS for learning technical vocabulary. They claim that the text is now easier to read and understand thanks to VSS. Furthermore, VSS is able to expand students' English vocabulary capacity. The participants believed that VSS had assisted them in

learning new or crucial words. The students' vocabulary was expanded by the key words they had chosen

The advantage of including video viewing activities into the learning process can provide students access to more information than they could absorb by simply reading through text. The captioned text on the TED-Talks video can assist viewers with visualizing the unfamiliar words they hear while viewing the speaker's speech. Additionally, it is noted that the mediation of video viewing activities included in the VSS process is enjoyable and beneficial. This result is in line with a study by Nugraha and Yanto (2018) that found that watching videos increased students' interest in learning words from real-world contexts. This suggests that such an activity might encourage students to actively participate throughout the VSS process.

Similar with the research above, Utomo (2020) also discovered that the students displayed positive responses to the use of the vocabulary self-collection strategy and intralingual subtitles. The questionnaire's outcome demonstrates the positive response. The use of intralingual subtitles and vocabulary self-collection strategy was favored by the majority of participants, according to the study. They also assumed that the tactic produced fruitful vocabulary learning. Following the execution of the technique, the students also had a greater vocabulary.

When captions are included, word recognition can be improved. One reason is that on-screen text enabled students to break up continuous speech into words and recognize the shapes of unknown words, which were the first steps in vocabulary learning (Teng, 2020). As a result, word identification was made easier. According to Hsieh (2019), learning from multimedia content that combines captions, visuals, and sounds can benefit from multi-modality, which makes input available across several channels. In line with the statement before, according to Montero (2020), which supports the previous assertion, receiving audio-visual information boosts knowledge of word form and meaning.

The participants agreed that the captioned TED-Talks video had piqued their attention and improved their understanding of the text. Using video helped the information become conceptualized easily remembered, and helped students form images in their minds of the target words. Because it creates a visualization for unknown words or processes that are being conveyed, the video caption helps viewers understand the content of the video. Additionally, the caption's role helps kids become enthusiastic and motivated learners. The participant stated that they did not feel sleepy or bored as a result of the caption and explanation in the TED-Talks video.

#### *The challenges in using VSS integrated with video viewing activity*

The time-consuming procedure of looking up the definitions of words was one of the constraints that students encountered when employing this method, as was already mentioned in the findings. When they were choosing new words, the majority of them found it difficult to understand the words in their mother tongue, and when they translated the words that were foreign to them, it left them confused about the words' meaning. In order to overcome of these challenges, it is necessary to work on improving students' vocabulary acquisition and English-language learning skills. The only thing that can be done is to improve the standard of learning by using efficient learning techniques. If a strategy focuses

on students and the Vocabulary Self-collection Strategy is an appropriate strategy for them, then learning strategies are correct.

Due to their limited vocabulary and contextual word understanding, students encounter difficulties when trying to use language effectively. As a result, this issue prevents them from using language effectively. Lack of sufficient information concerning vocabularies, such as textual definitions and still images, is yet another possible obstacle to acquiring unknown vocabulary. In line with this research, Vachiera (2023) the results about factor affecting reading comprehension of secondary school students, it was found that students lost interest in reading, because the length of the reading material offered was too long, and background knowledge affected their reading comprehension. To understand a text, readers must be able to recognize and understand word meanings. Since readers with a greater vocabulary are better equipped to recognize and comprehend new words, the reader's vocabulary might affect decoding and linguistic comprehension.

In addition, Students must also possess fundamental knowledge in order to comprehend vocabulary because those who read frequently will acquire more terms. Additionally, translating into Indonesian requires a lot of time because translators must check the word's definition in a dictionary. Compared to students who have no reading experience, students who have vocabulary knowledge can increase their skills. Through the involvement load methods, such as exposure to target words through a dictionary may accidentally influence vocabulary acquisition outcomes (Teng, et al. 2023).

However, VSS seems difficult to be applied to students whose vocabulary mastery is lacking and it can take a lot of time. This is due to the lack of vocabulary lists that they have, resulting in poor vocabulary mastery. VSS cannot be applied to students with poor vocabulary mastery (Yanto, 2017). Because many words are unfamiliar, students will have difficulty reading and understanding the text.

In its application, the students should have good background knowledge, and the teacher as a professional person to help and guide students in applying this strategy in learning. In applying VSS, students need good background knowledge and guidance from teachers who have knowledge in applying VSS (Yanto, 2017). Teachers as student mentors must encourage students to be able to learn independently in learning vocabulary so that students can explore more vocabulary that they need to face in classroom learning. Students who have difficulty learning vocabulary can learn vocabulary when teachers encourage independent learning by allowing students to learn words of their own choosing (Teng, 2023).

Comprehension appeared to be a challenge for the students. In this case, comprehension pertained to the information learnt from the video's content. When it was about reading, it was about things like: locating specific material, figuring out the pronoun referent, discovering inference, and figuring out the meaning of the words (Loviasyuni, & Bhuna, 2023). The findings showed that some students had difficulty determining the definitions of some English words and drawing conclusion.

Learning vocabulary through video watching has been found to be difficult for students with low English proficiency. Teng (2019) explained, differing outcomes from watching videos with captions may be related to learners' English proficiency, which affected their noticing and attention. Prior research (Montero et al., 2018) found only partial learning gains were detected. Word form and meaning are two examples of vocabulary knowledge characteristics that are highly receptive to learning (Schmitt 2010). Other knowledge aspects, like word use, are far more contextualized and challenging to master in a constrained amount of time. In order to promote vocabulary learning, particularly word use, (Montero et al. 2015) proposed adopting attention-enhancing elements (i.e., the process of making linguistic information prominent to the learners).

## **CONCLUSION**

This study intends to examine senior high school students' impressions of the Vocabulary Self-collection Strategy (VSS) and video viewing on vocabulary learning from captioned TED-Talks videos. It is clearly apparent from the evidence that students value the VSS process's technique of integrating video viewing since it helps them learn vocabulary.

The results of the current study point to the Vocabulary Self-Collecting Strategy (VSS) integrated with captioned video, which combines the use of technology, content, and pedagogy, as a promising and innovative pedagogy for future English teaching and learning because this platform provides students with an invaluable learning experience. The favorable feedback from students, which is supported by empirical evidence, suggests that students are actively using this platform for learning. By utilizing video resources, students can manage their learning with this technique. They can preview and comprehend the topic at any moment using the video resources and the VSS chart. Also, it is necessary to work on improving students' vocabulary acquisition and English-language learning skills in order to overcome the challenges in the process.

The goal of the vocabulary self-collection strategy (VSS) is to draw students' attention, stimulate their interest in learning English, encourage them to gather and learn new vocabulary, and help them comprehend crucial words for reading and text comprehension. In order to increase students' interest in reading texts, various strategies are used to help students build their vocabulary lists. One of these strategies is to use the VSS strategy to teach vocabulary in the classroom. Reading increases students' vocabulary lists and increases their familiarity with the words in the reading text.

The current study provides three useful recommendations for the teaching of general vocabulary based on these findings. First, the English teacher might think about incorporating technologies, such video, into the teaching of vocabulary as these tools could help students improve their English language skills. The use of VSS can make teaching and learning English to students more interesting. The English teacher can increase the range of ways to teach English to students for everyday life. Second, this study discovers that combining VSS with a vocabulary-building video-viewing exercise helps motivate students to acquire new words. Finally, the implementation of the Vocabulary Self-Collecting

Strategy (VSS) by competent teacher can improve the students' independent learning.

Since this research study was conducted in EFL students with who have already well-developed sufficient vocabulary knowledge vocabulary mastery, it seems that there is still a need for more research to focus on culturally and linguistically diverse students. More research will help to find the differences in terms of vocabulary acquisition strategies between students with a completely different cultural and linguistic background knowledge.

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