

## Engaging Secondary School Students in the Strategy of Vocabulary Self-Collection Strategy for Learning General Vocabulary: A Classroom Action Research

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### Abstract

*The objective of this study was to investigate the efficacy of the Visual Semantic method (VSS) in enhancing students' acquisition of general vocabulary, as well as to document the reactions of junior high school students towards the use of the VSS method in their vocabulary learning process. The present study employed a qualitative approach, utilizing classroom action research (CAR) as the chosen research design. The data collection methods employed by the author encompassed observation, interviews, and documentation. The present study was carried out at a junior high school located in Indonesia. The observation took place in a single classroom. The participants in this study consisted of six students enrolled in the class. The results of the study indicated that the implementation of the Vocabulary Self-Selection (VSS) strategy resulted in favorable outcomes in terms of student engagement. Specifically, students exhibited increased levels of activity and autonomy in their efforts to comprehend unfamiliar words. Moreover, students displayed a heightened curiosity towards previously unknown vocabulary encountered in the text. Additionally, the classroom environment fostered a more collaborative approach to learning. Furthermore, the students expressed a belief that engaging in group discussions proved to be highly significant as it facilitated their completion of the VSS group chart and enhanced their comprehension of the book. Regarding the challenges encountered by students in vocabulary acquisition through the use of VSS, several obstacles were identified. Firstly, students reported encountering a large number of unfamiliar words, which hindered their progress. Additionally, they expressed difficulty in comprehending the meaning of words within the context of the text. Furthermore, students acknowledged that they were encountering vocabulary that had not been previously taught in their educational curriculum, resulting in a time-consuming process of deciphering the meanings of these unfamiliar terms.*

**Keywords:** General Vocabulary Learning, Junior High School Students, Vocabulary Self-Collection Strategy

## 1. INTRODUCTION

Vocabulary plays a crucial role for students who are acquiring English as a second language (ESL). Vocabulary acquisition is a crucial component in the instruction of foreign language learners, as emphasized by scholars such as (Hayati & Syahrul, 2021), (Schmitt, 2010), and (Nation & Nation, 2001). There exist four distinct categories of vocabulary, namely general vocabulary (comprising high-frequency words), academic vocabulary, specialized vocabulary, and low-frequency words. According to (Nation & Nation, 2001) and (Widodo, 2016), the classification of vocabulary can be categorized into four distinct groups: general vocabulary, academic vocabulary, specialized vocabulary, and low-frequency terms. Everyday events commonly involve the usage of general vocabulary, which is not exclusive to any particular topic area.

The collection of concepts that are commonly employed in ordinary discourse by individuals who are proficient in a particular language is referred to as general vocabulary, also known as high-frequency vocabulary (Nation & Nation, 2001). In many communicative contexts, these words are prevalent in written texts and verbal exchanges.

The significance of acquiring a wide range of vocabulary is underscored by the nation, since these concepts are commonly employed in everyday interactions and can serve as a strong foundation for understanding language. Language learners will enhance their ability to communicate proficiently in authentic contexts by acquiring a broad range of generic vocabulary. According to Mothe (2013), the utilization of vocabulary is necessary for the effective expression of thoughts, emotions, and intended significations through both productive and receptive language abilities. Students who possess little language proficiency encounter difficulties in effectively communicating their thoughts and understanding the ideas conveyed by others. According to (Wilkins, 1972), those who are acquiring a second language and have limited vocabulary encounter difficulties in comprehending others and expressing their own perspectives.

The mastery of English vocabulary holds great importance in facilitating efficient communication and enhancing the comprehension of texts, hence aiding the development of communicative skills in listening, speaking, reading, and writing. The acquisition of a robust vocabulary is a crucial aspect of foreign language acquisition, as it directly impacts the language learners' ability to comprehend and interpret written texts (Indarwati et al., 2022). Efficient instruction of English vocabulary should be provided to students, since it holds significant future value for them. According to (Adawiyah & Gumartifa, 2022), it is imperative that English be included in the curriculum for all students, as it holds significant value for individuals in their future endeavors. This suggests that it is imperative for pupils to have a high level of proficiency in the English language in order to enhance their intellectual growth and enhance their preparedness for forthcoming endeavors. In order to achieve proficiency in the English language, it is imperative for students to possess a comprehensive understanding of English vocabulary. This is because vocabulary constitutes a core component of the language and plays a significant role in the development and enhancement of English language skills.

The Vocabulary Self-Collection Strategy is a commonly employed approach aimed at facilitating students' mastery of vocabulary. The Vocabulary Self-Collection Strategy (VSS) was created by Martha Rapp Haggard in the year 1982. The Vocabulary Self-Collection Strategy (VSS) is an instructional approach in vocabulary acquisition that enables pupils to expand their lexicon by effectively utilizing contextual cues for vocabulary selection. The Vocabulary Self-Selection (VSS) strategy is designed to enhance vocabulary selection by using contextual information. Additionally, the implementation of Vocabulary Self-Collection Strategies has been found to promote students' vocabulary

development, as evidenced by Haggard's studies conducted in 1982 and 1986. Damanik et al. (2021) similarly conveyed the notion that VSS has the potential to facilitate students' acquisition of new vocabulary in a manner that is both efficient and efficacious. According to (Ruddell & Shearer, 2002), the Vocabulary Self-Collection Strategy (VSS) serves the purpose of stimulating learners' motivation to acquire new words by actively using their long-term memory in vocabulary learning and enhancing their vocabulary knowledge in academic fields.

In summary, the existing literature primarily focuses on perception and students' experiences with VSS strategies that incorporate video watching and Instagram activities (Verawati et al., 2021) and (Yanto & Nugraha, 2018). Additionally, some studies examine students' perceptions regarding the acquisition of technical vocabulary and second language terminology (Yanto, 2017). Despite the existence of research findings that demonstrate the favorable effects of Visual Support Strategies (VSS) on various aspects of language learning, such as text comprehension, word production, vocabulary acquisition, and student motivation, there is a lack of comprehensive reporting on students' involvement in VSS activities specifically focused on general vocabulary. This study aims to investigate the role of VSS techniques in facilitating students' general vocabulary learning. It also seeks to describe students' responses to the use of VSS tactics in vocabulary learning at the junior high school level. This study is guided by two research questions. 1) How does the Vocabulary Self-Collection Strategy facilitate students in learning general vocabulary? 2) What are the students' responses to learning general vocabulary using the Vocabulary Self-Collection Strategy?

## 2. RESEARCH METHODOLOGY

The present study employed a qualitative methodology, specifically utilizing a classroom action research design. The process of classroom action research frequently incorporates a qualitative and interpretive methodology for investigating and gathering data by educators (Kemmis et al., 2014). The selection of the classroom action research design is based on the identification of a problem arising from classroom learning practices, with the aim of enhancing learning outcomes and students' skills.

The investigation was conducted at a public junior high school located in Karawang, West Java, Indonesia. The majority of the students exhibited bilingualism, with proficiency in languages such as Bahasa Indonesia, Sundanese, and Javanese. The study's participants consist of students in the eighth grade. The class consisted of 30 students, however, only 6 students ultimately participated in the interviews. The age range of the individuals in question was from 14 to 15 years. The participants were chosen by the authors through a selection process that relied on instructor recommendations. The selection criteria included students who shown a high level of English

proficiency, students who displayed a moderate level of English proficiency, and students who had no proficiency in English. The study was carried out throughout two sessions spanning a duration of two weeks.

The rationale behind this timeframe was that the researchers choose to conduct the investigation two weeks prior to the culmination of the academic semester examinations at the educational institution. The first author opted for this particular location due to their affiliation with the educational institution. Within the framework of this investigation, the primary author did not engage in instructing the acquisition of information pertaining to descriptive text. Consequently, it is imperative for the first author to furnish and cultivate students' comprehension of the contextual aspects of descriptive text prior to imparting vocabulary self-selection (VSS) procedures in the realm of vocabulary acquisition. The following instructions clearly illustrate the stages of research and action-based classroom activities in this study.

### **Building knowledge of the field (BKOF)**

#### **Teacher:**

- At this stage the teacher provided reading comprehension activities to identify the language features, generic structure, and social function, of the descriptive text.
- The teacher provided reading activities to develop students' awareness of the topic/field and situational and cultural context of the descriptive text.

#### **Students:**

- Students understand the reading activities to identify the language features, generic structure, and social function, of the descriptive text.
- With reading activities, students become aware of developing awareness about the topic/field and situational and cultural context of descriptive texts.

### **Teacher Scaffolding**

Once the teacher has imparted foundational knowledge to the students, he proceeded to provide an illustrative instance of descriptive text. The teacher taught the students to carefully observe the provided exemplar text. The teacher demonstrated curiosity towards a term that may arise due to their lack of knowledge, or due to its complexity or intriguing nature. The teacher emphasized the importance of acquiring further knowledge about the term in order to comprehend the text. The teacher proceeded to demonstrate the Vocabulary Self-Collection Strategy (VSS) by displaying a visual aid that consists of a diagram featuring a designated section for the word, a rationale for its selection, and its corresponding description, as depicted in Table 3.4, entitled Vocabulary Self-Collection Strategy Chart. The student wrote the term within the designated compartment, vocalized the term, and proceeded to inquire the students regarding their rationale for perceiving this particular word as

significant within the context of the reading material. Subsequently, he proceeded to articulate the rationale inside the designated field. The subsequent phase entails the teacher's task of elucidating the term by writing its definition within the next section. Subsequently, the teacher proceeded to consult the dictionary in order to find the exact meaning of the term. Ultimately, the teacher documented the phonetic transcription of the term within the designated table.

### **Small Group Discussion**

After the teacher teaches has taught how to use VSS, the teacher directs the students to created discussion groups of 4-5 students, and then asked the students to look at the descriptive text. After reading the text, the teacher asked the students to do the following:

#### **Teacher:**

- Revisited the text and chose at least five words that they thought are important to their understanding of the readings or that they found interesting or challenging.
- After the students created VSS chart in the book that instructed them to write the word, , they figured out which page it is on, the reason the word was choosen, and a definition of the word if they know it. Finally, they consulted a dictionary for the definition.

#### **Students:**

- Students revisited the text and selected at least five words that they think were important to their understanding of the reading or that they found interesting or challenging.
- Students Completed the Vocabulary Self-Collection Strategy (VSS) Chart in Tabel 3.4, which guided them to they wrote the word, they found it on which page, the reason for choosing the word, and a definition of the word if they knew it and finally consulted the dictionary to find the definition.

### **In-Class Presentation**

After the small group discussion, the teacher asked the representatives of each group to come to the front of the class. Each group leader reported to the class and provided a list of words chosen by the small group members. The teacher asked the group representatives to read out the results of the discussion:

#### **Teacher:**

- The teacher appointed some students to come to the front of the class to read the results of the vocabulary self-collection strategy (VSS) table that they hadcreated.



- If vocabulary is still mispronounced, the teacher told the students how to pronounce the word correctly. The teacher asked the students to repeat the pronunciation of the word correctly.

#### **Students:**

- Students came to the front of the class to read the results of the vocabulary self-collection strategy table that they had created.
- Students received feedback from the teacher and students repeated the correct pronunciation of the word.

The data collecting methodology employed in this study included semi-structured interviews, observation, and documentation. Observation is employed as a research instrument to gather firsthand data pertaining to the real-time conditions inside the educational setting. The data collection process involved the authors use photography and videography techniques to capture classroom activity, with the assistance of a companion who documented the first author own engagement in class. Semi-structured interviews were employed as a means of gathering data pertaining to students' reactions and experiences with the utilization of the Vocabulary Self-Collection Strategy (VSS) in the context of vocabulary acquisition. He commenced by presenting the utilization of VSS to the students in a classroom setting, employing illustrative textual instances in the format of descriptive texts.

Furthermore, the researchers recruited a total of six eligible students who were willing to participate in the interviews. The primary method employed for data collection in this study was conducting interviews to elicit participants' responses. The interviews with each kid lasted approximately 20 minutes, with a one-on-one format. The inclusion of participants in the WA group was implemented by the authors in order to facilitate the retrieval of missing data. The qualitative interviews conducted by the authors consisted of posing broad, open-ended inquiries to one or many participants, and thereafter documenting their respective answers (Creswell, 2015). Furthermore, the authors employed the VSS Chart as a means to examine the students' approach to identifying unfamiliar words and the rationale behind their word choices.

This section elucidates that the students had a deficiency in vocabulary. Documentation studies are a valuable addition to qualitative research, as they enhance the data gathering procedures of VSS worksheets and interviews. The validity and reliability of the findings obtained through VSS worksheets and interviews were enhanced when supplemented with photographic evidence as a means of study documentation. The authors employed several instruments in their investigation, including Interview Guidelines, the Worksheet Vocabulary Self-Collection Strategy (VSS), and Documentation.

The data comes from all information related to the interviewed and observed persons. The authors used the steps of the thematic analysis to examine the data. Once all the data had been collected, this analysis method consists of six steps:

### **Familiarizing With The Data**

The initial stage of the thematic analysis procedure involves the authors transcribing data obtained from recorded video observations and voice recordings of interviews conducted with students. Subsequently, the authors engage in a thorough examination of the transcript, diligently assessing the overall reliability of the data by repetitive and active scrutiny, with the aim of attaining a comprehensive understanding of the complete dataset.

### **The Process Of Generating Initial Codes**

The second step involves the authors' acquisition of familiarity with the research data. Subsequently, the authors proceeded to generate an initial code by identifying and highlighting significant words or statements from the research data that are deemed pertinent and germane to the research questions, thereby establishing connections between data elements and formulating preliminary ideas.

### **Conducting A Thematic Analysis**

The third stage involves a thorough examination of the codes identified after the completion of the coding process, with a specific focus on identifying frequently occurring patterns. The discovered codes can be incorporated into a thematic framework that aligns with the study inquiry.

### **Analyzing And Examining Recurring Motifs And Ideas**

The authors proceeded to verify the candidate themes against the pre-existing data set as the fourth stage. Subsequently, the authors conducted multiple iterations of data verification to ascertain the validity and accuracy of the obtained data. During this phase, the authors identified several topics that need further refinement, occasionally necessitating their division, consolidation, or removal.

### **The Process Of Defining And Assigning Names To Themes**

The fifth phase involves the writer commencing the process of defining and assigning names to the themes. This facilitated the authors' comprehension of the intended meaning and subsequently aided them in the interpretation of the data. The themes that emerged throughout this phase encompassed obstacles, pedagogy, technical elements, social aspects, and satisfaction research.

### **Composing The Report/Manuscript**

The final phase involves the writers documenting the processed data. The authors provided a comprehensive account of the findings, elucidated the aim of the data, and quantified the frequency at which this theme manifests in the dataset.

### 3. RESULT AND DISCUSSION

The Based on the data gathered through observations and interviews with students, this study identifies two primary themes. The first topic pertains to the advantages of utilizing the Vocabulary Self-Collection Strategy (VSS) in fostering independent learning and enhancing student involvement in vocabulary acquisition. Next, the obstacles pertaining to the acquisition of general vocabulary utilizing the Vocabulary Self-Collection Strategy (VSS) were identified in order to address the two study inquiries: (1) How does the Vocabulary Self-Collection Strategy facilitate students in learning general vocabulary? (2) What are the students' responses in learning general vocabulary by using Vocabulary Self-Collection Strategy?

#### **The Benefits of Vocabulary Self-Collection Strategy (VSS) on Independent Learning and Student Engagement in Vocabulary Learning**

Based on the empirical evidence gathered through observations and interviews, it was found that all students expressed their positive perception of the Vocabulary Self-Collection Strategy as an engaging and stimulating learning activity. This strategy enables students to effectively acquire new vocabulary by actively participating in discussions with their peers and engaging in professional communication with the teacher, thereby enhancing their mastery of vocabulary skills. Furthermore, it has been discovered that this approach has the potential to enhance vocabulary acquisition due to its engaging and captivating nature. When students actively and autonomously engage in the process of identifying unfamiliar vocabulary within a given text and make an effort to pronounce these new words, the learning experience becomes enjoyable and stimulating.

This is supported by the assertions made by the students, who claim that they have gained fresh perspectives through a more comprehensive comprehension of the semantics of unfamiliar vocabulary within a given book. Furthermore, while engaged in the process of acquiring new vocabulary, the individuals exhibited a proactive and autonomous approach in seeking out unfamiliar terms. One notable benefit that students derive from utilizing VSS in vocabulary learning exercises inside the classroom is the acquisition of knowledge regarding the pronunciation of unfamiliar words. This is facilitated by the inclusion of a pronunciation column in the VSS table employed in the present study. According to (Yanto, 2017), the results of the prior investigation indicated a favorable response from students regarding the potential of VSS to enhance motivation and academic performance in acquiring new vocabulary. The study further suggested that active engagement in word discussions and related activities can facilitate the development of vocabulary knowledge in second language studies.



This particular method can be employed by students during vocabulary acquisition activities, either in individual or collaborative settings, hence fostering a heightened sense of engagement and enthusiasm among students towards the process of learning the English language. Consensus was reached among all students, who uniformly voiced the viewpoint that this particular technique is beneficial and warrants increased implementation in the context of English language acquisition. The subsequent sections, Vignettes 1 through 5, will present the elucidation provided by the aforementioned students.

#### **Student's Vignette 1**

This VSS strategy helps me to learn independently and actively because I can be involved in the process of exploring, searching for meaning and making associations between new words and the right context. In addition, using the VSS chart has helped me to understand the pronunciation of the words better.

#### **Student's Vignette 2**

I personally am not used to new words that I don't know the meaning of and also with this activity I can add new knowledge about vocabulary in the text because when reading the text there are many words that are unknown but with the VSS table we are told to look deeper for the meaning or meaning of unknown words and when I have found the meaning of a word that I don't know, of course I want to know more about the word that I don't know.

#### **Student's Vignette 3**

It's fun, with this learning method I understand better how to get new vocabulary that is easy to understand. I also find interesting vocabulary because when I use the VSS table I can find new vocabulary that is interesting and different from what I knew before, which makes me curious and enthusiastic about learning new words.

#### **Student's Vignette 4**

This was an enjoyable experience because using the VSS strategy added new knowledge and also helped me to learn more actively by increasing the number of words because I also learned that there were many new words that I had seen but did not know the meaning of. This activity added new vocabulary so it was very enjoyable.

#### **Student's Vignette 5**

It was fun because I got to know more new vocabulary that I rarely come across and I was able to be more active and involved in finding and learning the vocabulary. Using the VSS strategy made the lesson more fun, exciting and easy to understand and I found out that the way vocabulary is written and pronounced in English is different.

The sketches produced by the students demonstrate their active participation in the process of vocabulary acquisition through the utilization of the Visualizing, Summarizing, and Self-Questioning (VSS) technique. The students demonstrated increased engagement and autonomy as they embarked on the task of delving into the nuances of word meanings. Moreover, they acquired previously unfamiliar vocabulary in a captivating and enjoyable manner, hence enhancing their overall vocabulary acquisition. The students expressed a sense of significance in relation to the group discussion, since it facilitated the completion of their VSS group charts and enhanced their comprehension of the book. The practice was found to be beneficial for students who have lower English proficiency levels, since it provided them with exposure to a wide range of uncommon vocabulary that they would not typically come across during their reading. Furthermore, the requirement for students to present their VSS group diagrams and provide concise summaries of their readings served as a catalyst for the enhancement of their oral communication abilities. This approach additionally facilitates the enhancement of students' paraphrasing abilities through the task of summarizing vocabulary definitions using their own expressions.

### **The Challenges in General Vocabulary Learning Using Vocabulary Self-Collection Strategy (VSS)**

Throughout the duration of this task, a majority of the students encountered challenges in identifying unfamiliar terminology within the text and comprehending the intended definitions of these words based on their own interpretations. Furthermore, the unfamiliarity of certain words posed a challenge for pupils, as they lacked prior knowledge of the vocabulary encountered in the text. The constraints mentioned by the students are outlined as follows:

#### **Student's Vignette 6**

When I chose the words, I didn't understand them at all and it made it difficult for me to find the meaning because I wasn't familiar with the English vocabulary and I couldn't understand the words, but I tried to look up the meaning in online and offline dictionaries and that made me work a little longer.

#### **Student's Vignette 7**

When I learned vocabulary through VSS, I found it difficult to find the meaning of the words because there were still many vocabulary words that I did not understand. This activity with VSS made me explore the words independently, but I found many words that I did not understand and it was the first time I saw the vocabulary. For me, the words in the text were new and there were many words that I had never found in textbooks before.

### **Student's Vignette 8**

During the vocabulary selection, there were many new words that I had just discovered and I did not understand all the words in the text because I had never learnt them during the teaching and learning process in class or even in textbooks. I also found it difficult to look up the meaning with my own definition because I was not really familiar with the words.

The vignette presented highlights the challenges encountered by students, namely the presence of numerous unfamiliar words while reading. These students express difficulty in comprehending the text due to their lack of familiarity with the vocabulary, which they acknowledge as being outside the scope of their school curriculum or textbook materials. This phenomenon occurs due to the absence of a comprehensive vocabulary list, resulting in inadequate proficiency in vocabulary. The presence of numerous unfamiliar terms within the text may pose challenges for students in terms of reading comprehension and overall understanding.

### **Discussion**

The utilization of the Vocabulary Self-Selection (VSS) technique in the vocabulary acquisition process elicited a favorable reaction from students. This was seen by their heightened involvement and autonomy in the endeavor of deciphering word meanings. Moreover, students displayed a sense of curiosity towards unfamiliar vocabulary encountered within the text. According to (Yanto, 2017), the use of Virtual Substitution System (VSS) facilitates a structured approach to learning by emphasizing the vocabulary of the text being studied. This approach promotes active engagement in the learning process. Furthermore, the participants acquired novel terminology in a captivating and enjoyable manner, hence expanding their lexical repertoire. The utilization of the Vocabulary Self-Selection (VSS) strategy entails the introduction of novel terms to students, who subsequently engage in independent exploration to cultivate their understanding of such vocabulary.

This approach facilitates the development of familiarity with the terminology and empowers students to employ it within diverse contextual frameworks. The Vocabulary Self-Collection Strategy is a commonly employed approach in the realm of vocabulary acquisition. The strategy in question was initially put forth by (Haggard, 1986), who posited that the Vocabulary Self-Selection (VSS) approach has two distinct elements that deviate from conventional instructional methods. These elements include the utilization of word lists developed by students themselves, as opposed to pre-determined ones, and a focus on leveraging students' personal experiences and worldly knowledge.

The students also hold the belief that engaging in group discussions holds significant value for them, as it facilitated their completion of VSS group diagrams and enhanced their comprehension of the text. According to (Yanto & Nugraha, 2018), the implementation of VSS has resulted in increased student

engagement in reading as a task for constructing meaning. Additionally, the utilization of VSS has been found to enhance students' comprehension of the text. This approach additionally encourages students to engage in active discussions with their peers or the instructor during class sessions, with the aim of identifying and sharing new vocabulary deemed significant for themselves and their classmates. Alternatively, students may seek clarification from the instructor regarding the definition and pronunciation of specific words.

Hence, it is imperative for students to acquire knowledge from their fellow classmates who possess a greater familiarity with the lexicon, as well as from their instructors who are regarded as more proficient individuals (Vygotskij & John-Steiner, 1979). Students have the capacity to enhance their vocabulary acquisition abilities through the utilization of this particular method, which involves the identification and recognition of the targeted words. According to Martin (2002:88), this particular technique has the potential to enhance individuals' learning capabilities, facilitate effective word recognition during reading, reinforce vocabulary acquisition, and promote consistency in their language skills.

The implementation of the Vocabulary Self-Collection Strategy (VSS) in vocabulary acquisition is commonly seen as a means to enhance the classroom learning experience, rendering it more engaging and less monotonous. Through the utilization of this strategy, students are able to acquire new vocabulary from textual sources. According to (Verawati et al., 2021), the implementation of VSS allowed for both individual and group participation, resulting in increased enjoyment and interest among students in the process of learning English. Furthermore, it may be observed that students develop a more profound comprehension of the underlying significance of the textual material they engage with. The utilization of Visual Support Strategies (VSS) has been found to enhance students' comprehension of textual material (Yanto & Nugraha, 2018). This finding demonstrates that the implementation of the vocabulary self-collection technique facilitates students' comprehension of language in a more comprehensive manner, hence enhancing their overall vocabulary acquisition.

This assertion is substantiated by the assertions made by (Verawati et al., 2021) which suggest that students in a Virtual Synchronous Setting (VSS) exhibit enhanced comprehension and a more profound grasp of the vocabulary they acquire. Furthermore, aside from fostering student engagement and comprehension in vocabulary acquisition, this approach also enhances students' retention in the long run as they can utilize the VSS chart to revisit their notes. According to (Yanto, 2017), the utilization of VSS has been found to enhance students' long-term memory. Throughout the implementation phase, the students actively participated in a range of activities, including individual reading, group discussions, and group representative presentations delivered in front of the entire class. The participants engaged in a deliberate process of word selection, focusing on words that were deemed significant or unfamiliar.

They provided justifications for their choices and individually conducted searches to obtain the definitions of these words. Subsequently, they formulated their own interpretations of the definitions in their own words.

Additionally, they sought out other ways to express the vocabulary and made efforts to correctly pronounce the selected words. According to Yanto (2017), the use of a Vocabulary Self-Selection (VSS) strategy can serve as a means of encouraging students to engage in the process of inferring the meaning of a term in a text prior to consulting a dictionary. The students perceived the activity process utilizing the VSS technique in vocabulary acquisition as more relevant due to their active engagement in the learning process. This study provides more evidence that the vocabulary self-selection (VSS) process exhibits interactivity in the context of vocabulary acquisition, which is consistent with the findings of earlier studies conducted by (Khodary, 2017).

This activity facilitates a collaborative learning environment for students, wherein they engage in team-based work with the guidance and assistance of both their teacher and peers. According to (Yanto, 2017), the Virtual Support System (VSS) facilitates collaborative learning. The utilization of group discussions in an academic setting is advantageous for students as it allows them to collaborate on their VSS group chart, which is slated for presentation during the forthcoming meeting. Moreover, via engaging in these group discussions, students are able to exchange knowledge pertaining to the newly acquired language. Furthermore, students who possess a lower level of English ability also perceive this practice as highly beneficial, as they encounter numerous unfamiliar vocabulary terms that are not typically encountered in conventional reading exercises. The VSS technique employed in this study embraces a social constructivist perspective on learning, which posits that students with lower levels of competence can enhance their learning by engaging with more competent peers or expert teachers (Vygotskij & John-Steiner, 1979). Hence, the utilization of the Vocabulary Self-Selection (VSS) strategy serves to foster collaborative learning between students and between students and teachers, thereby offering a viable approach to address the challenges encountered by students in acquiring vocabulary knowledge through reading activities.

According to student feedback, this particular approach served as a source of motivation for them to enhance their vocabulary acquisition. Additionally, the VSS exercises were found to be effective in encouraging students to develop their public speaking abilities, as they were obligated to present the VSS group chart and provide a concise summary of their reading materials. According to (Yanto, 2017), the use of Vocabulary Self-Selection (VSS) can serve as a means of encouraging students to engage in the process of inferring the meaning of a term within a text prior to consulting a dictionary. Additionally, this approach provided students with the chance to enhance their paraphrasing abilities by requiring them to articulate the meanings of



vocabulary terms using their own language. This finding demonstrates that the use of Visual Sentence Strategy (VSS) has the potential to enhance students' word awareness. According to (Antonacci et al., 2014), the cultivation of word awareness among students can enhance their interest in vocabulary, hence serving as a source of motivation for them to acquire new terms that align with their personal interests. This assertion is further corroborated by the research conducted by (Sari & Sutopo, 2018), which yielded comparable results indicating that the utilization of VSS has fostered students' recognition of the significance and objectives of vocabulary acquisition. While engaging in the act of reading, children may come across terms that are novel to them, leading to a heightened level of attention towards these words in comparison to those that are already known to them. This will result in kids developing a strong desire to comprehend the significance of novel vocabulary.

According to (Ruddell & Shearer, 2002), the utilization of VSS has the potential to enhance students' word awareness, hence stimulating their curiosity regarding the significance of novel terms. The students have come to the realization that it is imperative for them to enhance their vocabulary proficiency, as they have encountered numerous strange words that remain outside the realm of their knowledge and auditory experience. Furthermore, the findings of this study demonstrate that it has yielded positive and significant outcomes, including the cultivation of active and autonomous learning among students. Moreover, the study has effectively engaged students in the vocabulary acquisition process, thereby fostering their motivation to learn English and expanding their repertoire of vocabulary words. These outcomes align with previous research that has similarly reported favorable results in terms of student performance when utilizing Visual Semantic Strategies (VSS) in general vocabulary learning.

During the vocabulary acquisition process in the classroom, students encounter various challenges. One such challenge is encountered when they come across unfamiliar words while reading texts. These words are not comprehensible to them, and they acknowledge that they have not encountered these vocabulary items before in their school curriculum or textbooks. Consequently, the process of deciphering the meaning of these words becomes time-consuming. According to (Yanto, 2017), the implementation of VSS may not be suitable for children who have little vocabulary proficiency and may require a significant amount of time to develop. The inadequate provision of vocabulary lists has led to a deficiency in vocabulary acquisition, hence impeding the development of proficient vocabulary skills. According to (Yanto, 2017), pupils who have not achieved a sufficient level of vocabulary mastery are not suitable candidates for the implementation of VSS. The presence of numerous unfamiliar words within the text may pose challenges for students in terms of reading comprehension and overall understanding.

Furthermore, in order to comprehend a given lexicon, students must possess reading proficiency. This is due to the fact that students who engage in

frequent reading activities are exposed to a greater number of words, hence enhancing their vocabulary acquisition. Additionally, the process of translating into Indonesian necessitates a significant amount of time, as students are required to consult a dictionary to verify the meaning of unfamiliar words. Students who possess reading proficiency have the potential to enhance their abilities in comparison to students lacking prior reading exposure. According to Lerner (2000), individuals develop a greater level of familiarity with the words they read as they engage in more reading activities. Moreover, it can be inferred that pupils who possess a fondness for reading would inherently experience a positive impact on their vocabulary enhancement and mastering, in contrast to their counterparts who lack an affinity for reading. The act of reading has a significant impact on the enhancement of vocabulary skills, as evidenced by the research conducted by Cain and Oakhill (2011). Their findings indicate that students who do not engage in regular reading activities experience a detrimental effect on their vocabulary proficiency.

In order to effectively implement this method in the learning process, it is imperative that students possess a strong foundation of previous information. Additionally, the presence of a knowledgeable and skilled teacher is crucial in providing guidance and support to students throughout their application of this strategy. According to Yanto (2017), the successful implementation of VSS requires students to possess a strong foundation of background knowledge and receive support from professors who are knowledgeable in the application of VSS. As student mentors, teachers should foster the development of autonomous learning skills in students, particularly in the context of vocabulary acquisition. This approach enables students to engage in self-directed exploration of the diverse range of vocabulary necessary for effective classroom learning. According to (Harmon et al., 2005), students facing challenges in vocabulary acquisition can enhance their learning by engaging in independent learning opportunities facilitated by teachers. This can be achieved by granting students the autonomy to select and acquire words of their own preference.

In order to overcome the obstacles inherent in this endeavor, it is imperative to exert endeavors towards enhancing students' capacity for vocabulary acquisition and comprehension. The sole endeavor that may be undertaken is to enhance the caliber of education by employing efficacious learning methodologies. A learning method can be deemed effective when it prioritizes student participation, and the Visual, Spatial, and Verbal (VSS) strategy appears to be a viable approach in this regard. The objective of this study is to examine the impact of Visual Semantic Strategies (VSS) on students' vocabulary acquisition and to analyze the reactions of students throughout the learning process when employing the VSS approach. The Vocabulary Self-Collection Strategy (VSS) is designed to elicit students' engagement, foster their motivation and interest in English language acquisition, facilitate the accumulation and acquisition of new vocabulary, and enhance their comprehension of essential terms in reading texts. Various initiatives have been

undertaken to enhance students' engagement with reading materials by expanding their vocabulary repertoire. This is primarily motivated by the belief that reading facilitates vocabulary growth and fosters familiarity with the lexical items encountered in the texts. One approach employed in classroom settings to achieve this objective is the utilization of the Vocabulary Self-Selection (VSS) strategy.

During the process of collecting words, students engage in both collaborative and independent efforts to gain vocabulary. It is anticipated that they will enhance their vocabulary by reading texts from many sources, including textbooks and personal reading materials. The VSS technique facilitates student engagement in the learning process, enabling them to actively participate in word collection, independently seek for meaning, and thereby enhance their word retention over an extended duration. Prior to the commencement of the instructional session, every student is instructed to create a Vocabulary Self-Collection Strategy Chart, as provided by the teacher on the classroom board. In the provided chart, students record the newly acquired vocabulary and any additional insights derived from the assigned book. In order to enhance their vocabulary acquisition, it is recommended that individuals compile a comprehensive inventory of unfamiliar and significant terms.

These words should be organized into distinct columns within the chart section, including categories such as rationale for word selection, student-generated definition, dictionary definition, and phonetic pronunciation. Following the completion of group talks by the students, the instructor proceeds to invite the students to gather at the front of the classroom. Subsequently, the teacher requests the designated student representatives to verbally deliver the outcomes derived from their respective group deliberations. This practice serves to foster increased student engagement and autonomy in the process of word acquisition, as students are prompted to independently gather vocabulary from the assigned reading material provided by the instructor.

Furthermore, the feedback provided by students about the acquisition of general vocabulary through the implementation of the Vocabulary Self-Collection Strategy (VSS) indicates that this approach yields substantial benefits. Specifically, the utilization of VSS has been found to effectively reinvigorate students' willingness to study vocabulary and foster a genuine enthusiasm for expanding their lexical repertoire. Upon the conclusion of this activity, the students derived numerous advantages from the use of the Vocabulary Self-Collection Strategy (VSS). The utilization of attention-grabbing techniques in educational settings serves to pique students' curiosity, fostering engagement and sustaining their interest. Furthermore, such techniques provide a platform for students to apply and showcase their newly acquired vocabulary skills. Significantly, individuals are able to comprehend the text

subsequent to acquiring new vocabulary, and engaging in this exercise additionally enhances the students' repertoire of vocabulary

#### 4. CONCLUSION

Based on the findings of this study, it is evident that the Vocabulary Self-Collection Strategy yields a favorable impact on students' vocabulary acquisition. This may be attributed to its ability to foster autonomous learning among students and encourage their active engagement in the process of vocabulary acquisition. Furthermore, it is imperative for educators to meticulously plan and discern suitable methodologies to be implemented during the instructional sessions for vocabulary acquisition inside the educational setting. The Vocabulary Self-Collection Strategy (VSS) has demonstrated its efficacy in facilitating student learning. This strategy encompasses various actions, notably the engagement and piquing of students' attention and interest, the identification and retrieval of essential vocabulary embedded within the text, the establishment of connections between key vocabulary and the textual content, and the comprehensive comprehension of the text in its entirety.

This approach can be employed in both group and individual settings, facilitating the exchange of ideas and views among students and enabling them to engage in discussions with their peers and instructor. Engaging in group activities has been found to enhance pupils' self-assurance and enthusiasm. The research is limited in several respects. Firstly, the author's focus is solely on teaching vocabulary in terms of pronunciation and word meaning. However, it is important to note that vocabulary instruction should also encompass other aspects such as word classes, word families, and the application of words in sentences. A potential avenue for future research involves the comprehensive instruction of vocabulary learning to students, rather than solely emphasizing select components. Furthermore, it is important to consider the impact of time constraints on research endeavors. The author's study time at school is limited to a duration of two weeks due to a scheduling conflict with the final exams of the semester, resulting in the school allocating only two meetings for research purposes.

One potential avenue for future research involves investigating the potential benefits of allocating researchers additional time for classroom teaching, as this may yield optimal outcomes. In consideration of the future study plan, the author proposes that subsequent researchers may undertake analogous investigations with diverse cohorts of students. This would ascertain if the implementation of Virtual Simulation Software (VSS) facilitates independent learning and active engagement within the classroom setting. Furthermore, it is imperative for future studies to comprehensively instruct learners in all facets of vocabulary in order to attain optimal outcomes in

vocabulary acquisition. The scope of this investigation was confined by the author to the semantic dimension

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