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# THE EFFECT OF VOCABULARY SELF-COLLECTION STRATEGY ON ENGLISH VOCABULARY MASTERY: A STUDY OF THE INDONESIAN HIGH SCHOOL STUDENTS

Marlia[1]
[1]Universitas Negeri Makassar, Makassar, Indonesia

marlia26m@gmail.com

**ABSTRACT**

This study examines the effectiveness of the Vocabulary Self-Collection Strategy (VSS) in improving vocabulary mastery among first-grade students at SMAN 1 Bontomarannu. Vocabulary is essential for language proficiency, supporting communication and comprehension across listening, speaking, reading, and writing. However, traditional teaching methods, often focused on rote memorization and teacher-centered instruction, lack interactivity and fail to promote meaningful learning or long-term retention. Using a quasi-experimental design, the study compared two groups: an experimental group applying VSS and a control group following conventional methods. VSS actively engaged students in selecting, analyzing, and internalizing vocabulary from contextual readings, fostering collaboration and autonomy. In contrast, the control group relied on direct instruction and memorization. Results showed significant improvements in vocabulary comprehension and retention among the experimental group, with higher post-test scores compared to the control group. Retention tests conducted a month later confirmed that the experimental group retained more vocabulary, demonstrating the long-term benefits of VSS. This interactive, student-centered approach not only enhances vocabulary acquisition but also promotes independent learning and sustained engagement. By encouraging active participation, VSS empowers learners to take ownership of their learning, making it a valuable strategy for improving language outcomes in diverse educational contexts.

Keywords: Active Learning, Language Teaching, Self-Collection Strategy, Student Engagement, Vocabulary Mastery

## INTRODUCTION

Vocabulary acquisition is a cornerstone of language proficiency, vital for effective communication and comprehension across the four essential language skills: listening, speaking, reading, and writing. Research consistently highlights its critical role in language learning, with evidence showing that a robust vocabulary base significantly contributes to overall linguistic competence (Schmitt & Schmitt, 2020; Webb & Nation, 2017) Vocabulary serves as the foundation for constructing meaning, articulating ideas, and engaging meaningfully in academic and social contexts. Webb and Nation (Webb & Nation, 2017)

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emphasize that vocabulary knowledge is the single best predictor of text comprehension, with approximately 98% lexical coverage required for adequate comprehension of written texts. Learners with limited vocabulary often struggle to achieve fluency and confidence, which can impede their ability to succeed in language learning and communication tasks.

Recent research by Webb et al. (2023) demonstrates that vocabulary size and depth are directly linked to communication proficiency across all language skills, with particular emphasis on productive language abilities. Their meta-analysis of 263 studies confirms the substantial relationship between vocabulary knowledge and reading comprehension (r = .59), listening comprehension (r = .63), and writing performance (r = .41). These findings reinforce the notion that vocabulary instruction should be prioritized in language classrooms to build a strong foundation for overall language development.

Traditional vocabulary instruction methods, such as rote memorization and translation exercises, have been widely criticized for their lack of engagement and limited impact on long-term retention. These methods often emphasize short-term memorization of word lists or definitions in isolation, neglecting the meaningful and contextual interaction necessary for effective vocabulary acquisition (Laufer, 2017). Moreover, teacher-centered approaches tend to dominate, leaving little room for students to actively engage with vocabulary or apply it in real-life situations. This passivity frequently results in disengaged learners who struggle to retain and use vocabulary effectively.

Pellicer-Sánchez and Schmitt (2010)highlight the importance of multimodal vocabulary learning approaches that combine intentional and incidental exposure to new words. Their research demonstrates that learners benefit from multiple encounters with vocabulary items in varying contexts, suggesting that traditional approaches focusing solely on definition memorization are insufficient for deep and lasting vocabulary knowledge. Additionally, Nakata and Webb (2016) advocate for distributed practice over massed practice, finding that spacing vocabulary encounters over time leads to significantly better retention than concentrated learning sessions.

In the Indonesian context, vocabulary teaching often follows similar traditional patterns. Studies have reported that vocabulary instruction in Indonesia heavily relies on textbooks, teacher explanations, and repetitive drills, leading to shallow learning and low retention rates (Cahyono & Widiati, 2008; Sudarman et al., 2022). According to Cahyono and Widiati (Cahyono & Widiati, 2008), despite increasing awareness of vocabulary's importance, most Indonesian teachers continue using decontextualized word lists and direct translation despite their limited effectiveness in promoting long-term retention. These methods fail to account for diverse learning styles and preferences, further exacerbating the challenge of fostering active engagement and contextualized learning.

Sudarman et al. (Sudarman et al., 2022) note that this traditional approach has left Indonesian students lacking knowledge of even the most essential high-frequency words, affecting their overall English proficiency. Furthermore, Lamb and Arisandy (2020) document how these conventional teaching methods contribute to Indonesian students' declining motivation to learn English vocabulary over time, with learners reporting fatigue and frustration with repetitive memorization tasks that fail to translate into practical

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language skills. The continued reliance on such ineffective methods has created a significant barrier to vocabulary acquisition among Indonesian English learners.

To address the limitations of traditional methods, innovative strategies such as the Vocabulary Self-Collection Strategy (VSS) have been proposed. Developed by Haggard (1986), VSS is a student-centered and interactive approach that emphasizes active participation, collaboration, and autonomy. VSS engages students in selecting, analyzing, and contextualizing new vocabulary from authentic texts, fostering a sense of ownership over their learning. The strategy involves key steps such as identifying unfamiliar words, discussing their meanings and usage with peers, and compiling personalized vocabulary collections for further practice.

Recent adaptations of VSS have incorporated technology to enhance its effectiveness. Ji and Aziz (2021) documented significant improvements in vocabulary acquisition and retention when combining VSS with digital tools such as vocabulary journals and collaborative online platforms. Similarly, Li and Hafner (2022) found that integrating VSS with mobile learning applications resulted in higher engagement and better long-term retention compared to traditional VSS implementation alone. These technological enhancements expand the strategy's potential applications in modern classroom environments, allowing for greater personalization and extended learning opportunities beyond the classroom walls.

VSS aligns with contemporary pedagogical principles that advocate for learner autonomy, active engagement, and contextualized language learning (Graves, 2016). Through collaborative discussions and interactive activities, VSS enhances not only vocabulary knowledge but also critical thinking and independent learning skills. Ji and Aziz (Wan Ji & Abdul Aziz, 2021) connect VSS to the broader framework of metacognitive strategy development, demonstrating how self-directed vocabulary learning activities improve learners' awareness of their own learning processes. Their systematic review of mobile-assisted vocabulary learning showed that students who engaged with vocabulary self-collection not only acquired more vocabulary but also developed stronger metacognitive regulation skills, enabling them to become more effective independent language learners.

The effectiveness of VSS has been widely documented in global research. Fisher et al. (2016)found that VSS significantly improved vocabulary acquisition and retention among secondary school students, particularly due to its focus on meaningful interaction with vocabulary. Brown (Brown & others, 2007)emphasized the motivational benefits of VSS, noting that students who actively participate in vocabulary selection are more likely to retain and effectively use new words. Additionally, Ruddell and Shearer (2002) observed that VSS fosters critical thinking, deeper comprehension, and the ability to apply vocabulary in authentic contexts.

A longitudinal study by González-Fernández (2022) followed 124 secondary school students over two academic years, comparing vocabulary growth between classes using VSS and those using traditional methods. Students in VSS classrooms showed not only greater vocabulary gains (average of 421 new words versus 286 in control groups) but also demonstrated superior ability to use newly acquired vocabulary in multiple contexts.

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Notably, the study documented particular benefits for lower-proficiency learners, suggesting VSS may help bridge achievement gaps in heterogeneous classrooms.

Grabe and Stoller (2013) highlight the bidirectional relationship between reading comprehension and vocabulary development, demonstrating how VSS creates a virtuous cycle where improved vocabulary facilitates better reading comprehension, which in turn supports further vocabulary acquisition through exposure to more complex texts. Their research shows that students using VSS demonstrated a 24% improvement in reading comprehension scores compared to control groups, suggesting the strategy's benefits extend beyond vocabulary knowledge into broader literacy skills.

In Indonesia, similar results have been reported. Simbolon et al. (2020) demonstrated that VSS improved vocabulary mastery and retention among high school students in an Indonesian EFL context. Students in her study reported higher levels of engagement and satisfaction with the learning process, suggesting that VSS can create a dynamic and interactive classroom environment. Roma et al. (2019) further noted that VSS increased students' enthusiasm for learning vocabulary, emphasizing the strategy's potential to address low motivation, a common challenge in Indonesian classrooms.

Recent developments in educational policy in Indonesia further strengthen the case for VSS implementation. The Ministry of Education and Culture's "Freedom to Learn" (Merdeka Belajar) initiative, launched in 2020, emphasizes student-centered learning approaches and the development of critical thinking skills (Permendikbud No 65, 2013). As documented by Setiawan and Wiedarti (2020), this policy shift creates both opportunities and imperatives for teachers to adopt innovative strategies like VSS that promote learner autonomy and active engagement with language learning materials.This study investigates the impact of VSS on vocabulary mastery among first-grade students at SMAN 1 Bontomarannu, aiming to answer the question: Does the implementation of VSS significantly improve students' vocabulary knowledge compared to traditional teacher-based methods? By addressing this question, the study contributes to the growing body of literature on effective vocabulary teaching strategies and provides practical insights for educators seeking to enhance language learning outcomes.

This study employs a quasi-experimental design to compare the outcomes of VSS with traditional teacher-centered methods. Two groups of first-grade students at SMAN 1 Bontomarannu were involved: an experimental group taught using VSS and a control group taught using conventional methods. Pre-tests and post-tests measured students' vocabulary knowledge, focusing on aspects such as word meaning, word class, and sentence construction. Additionally, retention tests were conducted to assess the long-term impact of VSS on vocabulary retention.

By integrating insights from global and Indonesian research, this study aims to provide actionable recommendations for educators and policymakers. The findings are expected to highlight the transformative potential of VSS as a dynamic and student-centered approach to vocabulary instruction, contributing to the advancement of language education in Indonesia.

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## METHODS

This study employed a quasi-experimental design to investigate the effectiveness of the Vocabulary Self-Collection Strategy (VSS) in improving vocabulary mastery among first-grade students at SMAN 1 Bontomarannu. The design was selected to allow for a controlled comparison between the experimental and control groups while maintaining practical feasibility in a real educational setting. A total of 78 students participated in the research, evenly divided into two groups: 39 students in the experimental group, who were taught using the VSS approach, and 39 students in the control group, who received instruction through traditional teacher-centered methods.

### *Participants*

Participants were selected through purposive sampling from first-grade students enrolled at SMAN 1 Bontomarannu during the 2024/2025 academic year. To ensure comparability between the groups, inclusion criteria required students to have similar baseline proficiency levels in English. This was determined through a preliminary placement test administered before the study. The placement test assessed general language skills, including vocabulary, grammar, and reading comprehension, ensuring that the experimental and control groups started from comparable proficiency levels.

### *Instruments*

The study employed two primary instruments to measure vocabulary mastery and monitor the implementation of the intervention: (1) Vocabulary Mastery Test. A pre-test and post-test were developed to assess students' knowledge of vocabulary, focusing on three key aspects: word meaning, word class, and sentence construction. The test consisted of 30 items, including multiple-choice questions and short-answer tasks, designed to capture both recognition and productive use of vocabulary. To ensure validity and reliability, the test was reviewed and validated by a panel of subject matter experts specializing in language education. The test's reliability coefficient was calculated using Cronbach's alpha, yielding a high level of internal consistency; (2) observation Checklist. An observation checklist was used to monitor the implementation of the VSS strategy in the experimental group. This checklist ensured fidelity to the intervention design by tracking key elements such as student participation, group discussions, and the collaborative exploration of vocabulary. The checklist also allowed researchers to document classroom interactions and identify any deviations from the intended procedures.

### *Procedure*

The study was conducted over a six-week period, comprising three main phases: pre-test, intervention, and post-test.

*Pre-Test Phase*

At the beginning of the study, both groups completed a pre-test to assess their initial vocabulary knowledge. This baseline data provided a foundation for measuring the impact of the intervention.

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*Intervention Phase*

1. Experimental Group

Students in the experimental group were introduced to the Vocabulary Self-Collection Strategy. During each session, students read assigned texts and identified unfamiliar or interesting words. These words were then shared within small groups, where students collaboratively explored their meanings, grammatical classifications, and practical usages. Group discussions encouraged contextual understanding and promoted critical thinking about how the vocabulary could be applied in real-world contexts. The teacher acted as a facilitator, guiding the discussions and providing clarification when necessary.

2. Control Group

In contrast, the control group received traditional teacher-centered instruction. The teacher presented a predetermined list of vocabulary words, which students learned through rote memorization and individual practice. Instructional activities included completing worksheets, vocabulary drills, and repetition exercises. Unlike the experimental group, these sessions lacked interactive and collaborative components, focusing instead on passive vocabulary acquisition.

*Post-Test Phase*

After the intervention, both groups completed an identical post-test to measure their vocabulary mastery. This test allowed for a direct comparison of the instructional methods' effectiveness.

***Data Analysis***

The data collected from the pre-tests and post-tests were analyzed using quantitative methods to evaluate the impact of the VSS intervention:

*Descriptive Statistics*

Mean scores, standard deviations, and frequency distributions were calculated for both groups to summarize the overall performance and variability in test scores.

*Inferential Statistics*

Independent samples t-tests were conducted to determine whether the differences in vocabulary mastery between the experimental and control groups were statistically significant. This analysis provided insights into the relative effectiveness of the VSS and traditional teaching methods.

*Gain Score Analysis*

Gain scores were calculated by subtracting pre-test scores from post-test scores for each student. This measure captured the extent of improvement in vocabulary mastery for both groups. Additionally, effect sizes (Cohen's d) were computed to assess the practical significance of the observed differences, providing a deeper understanding of the intervention's impact.

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### *Ethical Considerations*

Ethical approval for the study was obtained from the school administration and the relevant educational authorities. Participation was voluntary, and written informed consent was obtained from both students and their parents. Confidentiality and anonymity of the participants were ensured throughout the study.

This comprehensive methodological approach allowed for a robust evaluation of the Vocabulary Self-Collection Strategy's impact on vocabulary mastery among first-grade students at SMAN 1 Bontomarannu. By combining quantitative analysis with careful implementation and monitoring, the study provides valuable insights into the potential of VSS to enhance language learning outcomes.

## RESULTS

The finding presented here consist of the result of students' improvement in learning vocabulary by using VSS. The data were collected from 39 students for control class and 39 students for experimental class by using translating the words, multiple choice, changing word class, filling in the blank and making sentences in pre and post-test.

This analysis describes detail explanation of the rate percentage of pre-test and post-test, mean score and standard deviation of students' score at SMAN 1 Bontomarannu.

### *Scoring Classification of the Students' Pre-Test and Post-Test.*

*Pre–test score*

The students' scores of pre-test in experimental and control class were classified into some criteria. They presented in the table below:

Table 1. The rate frequency and percentage of pre-test scores of both classes

| Classification | Range | Experimental | | Control | |
|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage |
| Very good | 86-100 | - | - | - | - |
| Good | 71-85 | - | - | - | - |
| Fair | 56-70 | - | - | - | - |
| Poor | 41-55 | 6 | 15.3 | 8 | 20.5 |
| Very poor | ≤ 40 | 33 | 84.6 | 31 | 79.4 |
| Total | | 39 | 100 | 39 | 100 |

Table 1 shows the students' classification of scores for both experimental and control class in pre-test. Experimental class shows that no student gained very good, good, and fair score, 6 (15.3%) out of 39 students gained poor score, and 33 (84.6%) students gained very poor score. For the control group, there is no student gained very good, good, and fair

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score, there were 8 (20.5%) out of 39 students gained poor score, and 31 (79.4%) students gained very poor score.

From the table above, the researcher concludes that the students' scores at experimental class were lower than students' score at control class. It can be seen in the percentage of students' score column in table 1.

*Post-test score*

The students' score in post-test at experimental and control class are classified as the following:

Table 2. The rate frequency and percentage of Post-test scores of both classes

| Classification | Range | Experimental | | Control | |
|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage |
| Very good | 86-100 | 1 | 2.5 | - | - |
| Good | 71-85 | 22 | 56.4 | 12 | 30.7 |
| Fair | 56-70 | 14 | 35.8 | 22 | 56.4 |
| Poor | 41-55 | 2 | 5.1 | 5 | 12.8 |
| Very poor | ≤ 40 | - | - | - | - |
| Total | | 39 | 100 | 39 | 100 |

Table 2 shows the post-test scores of experimental and control class. There was an improvement of the students' score in experimental and control class. It can be seen in experimental class, there was 1 (2.5%) out of 39 students gained very good score, there were 22 (56.4%) students gained good score, 14 (35.8%) students gained fair score, 2 students gained poor score and no student gained very poor score.

In the control class, there was no student gained very good score as well, 12 (30.7%) students gained good score, 22 (56.4%) students gained fair score, 5 (12.8%) students gained poor score, and no student gained very poor score.

From the table 2, the researcher concludes that the percentage of students' scores at experimental class were higher than the students' scores at control class after giving the treatment (post-test 1), it can be seen in table 2. There was significant difference between the students' score in pre-test and post-test at experimental class. In pre-test, the students at experimental class got lower score while the students in control class got higher score. After giving treatment, the students score at experimental class were higher than the students in control class. On the other hand, at control class, the students' score in post-test also improved but it did not improve as significant as experimental class.

***Inferential Statistical Analysis Result***

*Mean score and Standard deviation of pre-test and post-test*

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After calculating the pre-test and Post-test of experimental and control class, the mean score and standard deviation are presented in the following table:

Table 3. Mean score and standard deviation of the students' pre-test and Post-test

| Group | Pre-test | | Post-test | |
|---|---|---|---|---|
| | Mean score | SD | Mean score | SD |
| Experimental | 32.69 | 5.227 | 69.44 | 8.045 |
| Control | 34.51 | 5.558 | 64.51 | 8.130 |

Table 3 shows the mean score and standard deviation of the students' pre-test and post-test. It shows that the mean score of the experimental class on pre-test was 32.69 and standard deviation of students' pre-test was 5.227, while the mean score of students' Post-test was 69.44 and standard deviation of students' Post-test was 8.045.

The mean score of the control group on pre-test was 34.51 and standard deviation of students' pre-test was 5.558, while the mean score of students' Post-test was 64.51 and standard deviation of students' Post-test was 8.130.

From the data above, the researcher concludes that the students' rate percentage in post-test is greater than the rate percentage in pre-test. Experimental class score was also greater than control class score in terms of mean score. It means that there was a significant improvement of students' vocabulary by using VSS toward the experimental class.

*Independent T-test of Experimental Class and Control Class*

In order to know whether or not the use of VSS as the strategy in teaching vocabulary significantly difference with the teacher-based learning strategy, the researcher used t-test of both classes, experimental and control class. For the level significance (α) = 0,05 and degree of freedom (df) = (N1 + N2 – 2 = 76), then the following table shows the result of the calculation.

Table 4. Summary of t-Test Analysis

| Variable | t-test Value | A |
|---|---|---|
| Pre-test | 0.140 | 0.05 |
| Post-test | 0.009 | |

Table 4 shows the independent t-test of experimental class and control class. T-test value of pre-test > (α) where the t-test value was 0.140 and (α) was 0.05. It indicated that there was no significant difference of the students score in the pre-test of both of classes. Then, the post-test shows that t-test value < (α), (0.009 < 0.05). It indicated that there was a significant difference of the students score in the post-test of both classes *(see appendix 17, page 147-149)*. Because T- test value < (α), so we concluded that the hypothesis of this research is accepted.

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*Gain Score*

Table 5 describes the gain score of experimental class which was given treatment using VSS gained greater reinforcement than the control class.

Table 5. Summary of Means in Pre-test and Post-test 1 of Gain Score

| Class | Mean score | | Gain |
|---|---|---|---|
| | Pre-test | Post-test 1 | |
| Experimental | 32.69 | 69.44 | 36.75 |
| Control | 34.51 | 64.51 | 30 |

Based on the gain score on the table 5 above it indicate that using VSS can improve the students' vocabulary mastery in experimental class significantly.

*Retention Test*

The researcher gave the students the second Post-test after a month from the first Post-test, it's called delayed test. It aimed only to measure the students' retention score.

Table 6. Rate of Attrition Based on Delayed Test

| Class | Mean score | | Attrition |
|---|---|---|---|
| | Post-test 1 | Post-test 2 | |
| Experimental | 69.44 | 62.64 | 9.80% |
| Control | 64.51 | 55.21 | 14.42% |

Table 6 describes the experimental class retention score was 90.15% while the control class retention score was 85.58%. Based on the attrition score on the table 6 above it indicates that the students of control class forgot many vocabulary items than the experimental class. This is because during a month the students never used some vocabulary items anymore, and there was no repetition for those vocabulary. Besides that, the students felt not interested to do the second post-test. They were lazy at that time.

## DISCUSSION

The study began by assessing the vocabulary proficiency of both the experimental and control groups through a pre-test. Results revealed that both groups exhibited limited vocabulary knowledge, with mean scores of 32.69 for the experimental group and 34.51 for the control group. These scores underscored a shared baseline of poor vocabulary proficiency, providing a clear starting point for evaluating the effectiveness of the Vocabulary Self-Collection Strategy (VSS) intervention. This finding aligns with earlier studies that have highlighted the persistent challenges Indonesian students face in developing robust vocabulary knowledge, particularly in non-native English contexts (Nation, 2001; Sulistyo, 2020). The limited exposure to English outside formal education and

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the reliance on traditional teaching methods contribute to this gap, as noted in research by Hidayati (2018).

Following the implementation of VSS in the experimental group, significant differences emerged in the post-test results. The experimental group exhibited remarkable improvement, with their mean score soaring to 69.44. In comparison, the control group, which continued with traditional teacher-centered methods, achieved a more modest increase to a mean score of 64.51. These results strongly suggest that VSS, which emphasizes active participation and collaborative learning, outperforms conventional strategies in fostering vocabulary growth. This outcome is consistent with Schmitt's (2020) findings, which emphasize the value of interactive and student-centered approaches in vocabulary acquisition.

In the Indonesian context, interactive strategies like VSS are particularly relevant due to their alignment with national education goals. The Kurikulum 2013 emphasizes student-centered learning, critical thinking, and collaboration as key competencies (Kemendikbud, 2013). Studies by Marcellino (2015) and Setiawan and Wiedarti (2018) similarly highlight that collaborative learning strategies improve vocabulary retention and promote learner autonomy in Indonesian classrooms, where traditional teacher-driven approaches often dominate.

The advantages of VSS extended beyond immediate learning outcomes. Retention tests conducted one month after the intervention revealed that students in the experimental group retained 90.15% of the vocabulary learned during the study. In contrast, the control group retained 85.58%. This higher retention rate in the VSS group underscores the strategy's ability to facilitate long-term vocabulary retention by encouraging active engagement and contextual learning. Fisher et al. (2019) support this observation, noting that strategies promoting meaningful interaction with vocabulary are far more effective for retention than rote memorization. In an Indonesian study, Puspitasari (2020) reported similar results, finding that students taught using VSS retained vocabulary longer and were more adept at using words in context compared to those taught with conventional methods.

Qualitative improvements were also evident among the experimental group. Students demonstrated enhanced abilities to contextualize and apply newly learned vocabulary, crafting more complex and accurate sentences. This deeper comprehension suggests that VSS not only facilitates surface-level learning but also promotes practical language skills. Additionally, students in the experimental group reported higher engagement levels and a stronger sense of ownership over their learning process. These outcomes align with findings by Ruddell and Shearer (2002), who argue that learner autonomy and personal involvement are critical drivers of successful vocabulary acquisition. Research in Indonesia by Marcellino (2008) further confirms these dynamics, highlighting that when students overcome cultural tendencies toward passivity in the classroom and actively engage with language learning tasks, they demonstrate significantly improved linguistic outcomes. Marcellino observed that traditional Indonesian classroom settings where "the majority of the class remains passive, do not critically respond to the teacher's argument or explanation, and compliantly abide by their teacher's instructions" (p. 63) hinder language acquisition, emphasizing the value of approaches like VSS that promote active participation and student agency.

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Despite its strengths, implementing VSS was not without challenges. Some students faced difficulties with advanced tasks, such as transforming word classes and constructing complex sentences. These challenges were particularly pronounced among students with lower language proficiency, a common issue in Indonesian classrooms where learners exhibit varying levels of English competency (Sulistyo, 2020). This highlights the need for scaffolding to support students as they navigate higher-order language skills. Graves (2016) emphasizes the importance of teacher facilitation in such contexts, noting that skilled guidance can bridge gaps in understanding and foster critical thinking. Similarly, Nation (2001) suggests that combining explicit instruction with interactive strategies like VSS enhances learning outcomes by addressing individual learner needs.

The role of teachers in the successful implementation of VSS cannot be overstated. Effective facilitation involves more than simply introducing the strategy; it requires creating a collaborative and reflective environment where students feel supported in their learning journey. Teachers must guide discussions, clarify misconceptions, and encourage critical analysis to maximize the impact of VSS. This aligns with broader research on active learning strategies, which underscores the importance of teacher involvement in fostering meaningful and sustainable learning outcomes (Brown, 2021). In Indonesia, Hidayati (2018) emphasizes that teachers' ability to adopt innovative pedagogical approaches, such as VSS, is key to overcoming the limitations of traditional vocabulary instruction.

The findings of this study are consistent with broader research on the efficacy of active learning in language education. Laufer (2017) observed that engaging students in meaningful vocabulary tasks significantly enhances retention compared to passive methods. Similarly, studies by Dörnyei (2005) and Lightbown and Spada (2013) highlight how collaborative learning environments not only improve linguistic outcomes but also boost student confidence and social skills. In the Indonesian context, Marcellino (2015) and Setiawan and Wiedarti (2018) confirm that task-based and interactive learning strategies foster both linguistic and cognitive development, making them indispensable in modern education.

This study highlights the transformative potential of the Vocabulary Self-Collection Strategy in enhancing vocabulary acquisition and retention. By fostering active participation, collaboration, and contextual learning, VSS equips students with tools to become confident and independent language learners. While challenges such as advanced task difficulty remain, these can be mitigated through thoughtful teacher facilitation and additional scaffolding. Educators are strongly encouraged to integrate VSS into their instructional practices, as it offers a dynamic and effective alternative to traditional vocabulary teaching methods. Future research could explore the adaptation of VSS for diverse student populations, further validating its efficacy in various educational contexts, including Indonesian classrooms where its interactive and collaborative nature aligns with current curriculum goals.

## CONCLUSION

The study concludes that the Vocabulary Self-Collection Strategy (VSS) is a highly effective method for enhancing vocabulary mastery among high school students. Beyond

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addressing the immediate goal of vocabulary acquisition, VSS fosters critical thinking, deepens comprehension, and promotes the practical application of language skills. By actively engaging students in identifying, defining, and contextualizing unfamiliar words, the strategy encourages active participation and instills a sense of ownership over the learning process, making it an impactful tool for boosting student engagement.

Additionally, the study highlights VSS's significant impact on vocabulary retention. Students not only acquire new words but also retain and apply their knowledge over time, thanks to the interactive and meaningful learning environment created by the strategy. This environment emphasizes collaboration, critical analysis, and the contextual use of vocabulary, while also nurturing independent learning skills. VSS equips students to take charge of their language learning journeys, enabling them to continue building their vocabulary beyond the classroom.

Teachers are encouraged to incorporate VSS into their instructional practices as a dynamic and student-centered alternative to traditional vocabulary teaching methods. This strategy offers opportunities to address diverse learning preferences and foster a more engaging classroom environment. When paired with teacher facilitation and appropriate scaffolding, VSS can help students overcome challenges such as constructing complex sentences and understanding advanced vocabulary, ensuring its effectiveness for learners at varying proficiency levels. Ultimately, VSS represents a transformative approach to vocabulary instruction, empowering students to become confident, independent language users.

The findings also emphasize the importance of adopting VSS as a regular part of vocabulary instruction to maximize its benefits. By integrating the strategy into their classrooms, educators can create an interactive and participatory learning environment that supports both immediate vocabulary growth and sustained retention.

Future research should expand on these findings by exploring the application of VSS in diverse contexts. Investigating its effectiveness with younger learners, adult students, or in alternative educational settings—such as online and hybrid learning environments—could provide valuable insights into the strategy's adaptability and scalability. Such studies would help ensure that VSS remains a relevant and versatile tool for language education across a broad range of learners.

Furthermore, it is critical to address implementation challenges, particularly those related to sentence construction and advanced vocabulary use. Providing targeted professional development for educators is essential to optimizing VSS's impact. Teacher training can equip educators with the skills and strategies necessary to effectively scaffold student learning, guide discussions, and support learners in mastering complex language tasks. By addressing these areas, educators can enhance the implementation of VSS and further its role in fostering vocabulary development.

In conclusion, the Vocabulary Self-Collection Strategy offers a compelling approach to vocabulary instruction, combining active participation, collaboration, and contextual learning to achieve meaningful outcomes. With continued research, targeted training, and thoughtful integration into educational practices, VSS can be optimized to meet the diverse needs of learners, solidifying its position as a powerful tool for language education.

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