
IMPLEMENTING VOCABULARY SELF-COLLECTION STRATEGY IN THE EFL COLLEGE CLASSROOM IN ENGAGING STUDENTS' COMMUNICATIVE CLASSROOM

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ABSTRACT

The application of vocabulary self-collection strategy (VSS) to EFL classroom has been well-published, but little is known about how this strategy is applied to tertiary grades education context. To fill this gap, this small-scale research reports the findings of the implementation of vocabulary Self-Collection-Strategy (VSS) in growing and developing tertiary students' vocabulary in terms of second language research terminologies. Vocabulary self-collection strategy is an interactive-learning instructional strategy that promotes word consciousness, as students are actively involved in identifying important words from their reading through video to share with partners of their class so that communicative classroom is engaging. Qualitative data show that this strategy encouraged independent learning of the students in understanding research terminologies and their responses toward this strategy are positive. Students engaged in their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious. In addition, Vocabulary Self-Collection Strategy can be a catalys for engaging students in post listening tasks such as write a brief summary of the text from the video; explain to students' partner in students' own words that text was about.

Keywords: Vocabulary self-collection strategy, second language research terminologies, communicative classroom, independent learning, word conscious.

INTRODUCTION

Vocabulary can be defined as "the words we must know to communicate effectively. Words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer,2009:385). Educators and educational researchers have known for years that vocabulary knowledge plays a pivotal role not only in helping students build and enhance their reading comprehension and writing ability but also in assisting them to construct their communicative ideas in different academic registers. Scott et al (2008) suggest that learning to read, write and communicative ideas in different academic registers is a highly valued skill, because it allows for a compact and precise expression of complex ideas. However, engaging in academic discourse i.e., second language research terminologies requires extensive practice and multiple opportunities to interact with words in meaningful ways. (Castek et.al,2012).

In addition, a myriad of research of vocabulary confirms that vocabulary knowledge is positively related to a student's ability to comprehend text (Lehr, Osborn, and Hiebert,2004), and as the difficulty of words in a text increases, understanding of the text decreases.

Vocabulary knowledge is clearly crucial for success in reading and it also plays a

significant role in overall academic success (Lehr et al. 2004). For instance, notice the importance of understanding words about different types of research:

There are many approaches to dealing with research. Two of the most common are known as quantitative and qualitative; although this distinction is somewhat simplistic as the relationship is best thought of as a continuum of research types. Quantitative research generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out (e.g., a study comparing students test results before and after an instructional treatment. Qualitative studies, on the other hand, generally are not set up as experiments; the data cannot be easily quantified (e.g., diary study in which a students keep tract of her attitudes during a year-long Japanese language course), and the analysis is interpretive rather than statistical. (Mackey & Gass,2005)

The text above views some concepts from a variety of perspective in the second language research field. The students with limited vocabularies about second language research concepts are likely to be less efficient in learning the new content than their peers. In other words, students' knowledge of second language research words impacts their achievement in understanding all areas of it because words are necessary for communicating the content. It might be concluded that students have difficulty understanding and expressing the concepts and principles of second language research areas if they do not know the specialized vocabulary such as quantitative, qualitative, experimental design, hypothesis, instructional treatment, interpretative and statistical that represents those concepts and principles. It is nearly impossible for tertiary students to read about, talk about, write about and understanding information about second language research, if they do not know the words mentioned above.

The language demands of academic learning are significant. The richer the students' academic language, the more likely they will experience success with the content. Academic language is defined as "the language that is used by teachers and students for the purpose of acquiring new knowledge and skills... imparting new information, describing abstract ideas, and developing students' conceptual understanding" (Chamot and O'Malley 2007, as cited in Bailey 2007). Bailey identifies three features of academic language, lexical, grammatical, and discourse. Lexical refers to vocabulary and includes both general academic terms such as analyze, infer, and conclusion, and specialized terms such as hypothesis, statistical and, experiment. Grammatical refers to sentence structures, and discourse refers to larger organizational features of language.

Some EFL/ESL classes are taught in a teacher-centered fashion — interaction is dominated by teacher who, for example, gives lengthy explanations and lectures, drill repetitively, ask the majority of the questions, and makes judgement of the students' answer (Jerry,2009). However, vocabulary self-collection strategy (VSS) provides chances for students to gain communicative classroom in getting them involved in interacting in English.

The vocabulary self-collection strategy, or VSS (proposed by Haggard, now Ruddell, 1982,1986) is a fundamental way of opening students' minds to the wealth of words they encounter in print and the oral language that surrounds them each day in order to raise

word consciousness, having “an interest in and awareness of words” (Scott & Nagy,2004,p.202).

A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005) led them to claim that struggling readers learn vocabulary when teachers “encourage independent learning by allowing students to self-select terms to be studied (p.275). They pointed to VSS as an approach to encourage students to select and study words that they feel are important to learn. Furthermore, research conducted by Calderon et al. (2005) with English language learners demonstrated that, in addition to teaching vocabulary before reading, their discourse around the text after reading leads to students' vocabulary development.

Although the focus of this research is the lexical-level-word, – Vocabulary-self-collection strategy employed in this research share stimulate language interactions that support the acquisition of the grammatical and discourse feature of academic language – second language research terminologies as well.

Such research exist on teaching and learning vocabulary in middle grade education but it is rarely conducted in tertiary grades education. For this reason, this small-scale research reports the findings of the implementation of vocabulary self-collection-strategy (VSS) in growing and developing tertiary students' vocabulary in terms of second language research terminologies.

To fill this gap, the two research questions guided this present study:

1. How is The implementation of Vocabulary Self-Collection Strategy in growing and developing tertiary students' vocabulary in terms of second language research terminologies?
2. What is the students' responses towards the four statements and two questions of the implementation Vocabulary Self-Collection Strategy in growing and developing their vocabulary mastery?

These research questions aim to capture the encouragement of students to learn about second language research terminologies that they listen and read from the video that they think they are important. Principally, the students create their own vocabulary list to the study; together as a class with the teacher. This present study can contribute to a better understanding of how vocabulary self-collection strategy (VSS) as instructional mediation helps students learn vocabulary in terms of second language research terminologies.

PARTICIPANTS AND METHODS

The research was empirical study that took place at a university in Karawang West Java. The fifty students were the three year college students from English Education department. Students were introduced the strategy by presenting some words in terms of second language research terminologies to the class from the video. Then present the three questions that students should ask themselves about the word. Next step, the researchers put the class into groups of five to six students. These groups will then work together to choose five words to do VSS. Then, Students present the words to the class. A person from each group will present the nominated word and respond to the three questions. (1) Where is the word found in the text? The person reads the passage in which the word is located or describes the context in which the word is used. (2) What do the group members think the word means? The team decides on what the word means in the context in which it is used. They must use information from the surrounding context and may also consult reference resources such glossary, dictionary, and so on. (3) Why did the team think that the class should learn the word? The team must tell the class the reason the word is important to learn. Finally, students recorded all the nominated words in their learning logs or vocabulary notebooks. These lists will be reviewed and studied.

To examines students' responses to the use of VSS, data were collected through questionnaires containing four statements and two questions.

FINDINGS

Pre-reading activity

Viewing Video

This activity is the first step for implementing vocabulary self-collection strategy (VSS). The teacher take a clip from a video containing second language research terminologies. Once the teacher has the video, extract all vocabulary items related to the second language research terminologies that students need to know to comprehend the text and include them in a list that teacher can complete with other relevant words of the second language research terminologies that are not included in the video. Through modeling the process of using the VSS, the teacher demonstrates how to use the strategy.

Teacher scaffolding

The teacher then projects a copy of the text in the video on LCD and uses a think-aloud as a way of modeling how to select words that are important for understanding the reading. The teacher indicates his interest in a word that may result from his not knowing the word, or finding it difficult or interesting. He shares with the class the need to know something more about the word to understand the text. The teacher, then project a graphic organizer that includes a box for the word, the reason for selecting the word, and the definition of the word as shown in Figure 2.1, Vocabulary Self-Collection Strategy Chart. He writes the word in the appropriate box, says the word, and ask the students why they think he chose this word as an important one for learning. He then writes the reason in the appropriate box. Next step, the teacher defines the word, writing the definition in the next box. Finally, the teacher consult the dictionary about the word's definition.

Table 1. Vocabulary Self-Collection Strategy Chart

No	Word	I found it on page	Reason for Selection	Students' definition	Dictionary's definition
1	Research	Page 1, paragraph 1, line 1	This word dominates in the text.	Collect data to solve the problem	Detailed study of a subject to discover new facts about it.
2	Pedagogical	Page 2, paragraph 3, line 2	This word must be mastered by a teacher	The knowledge related to education	Relating to the practice of teaching and its methods
3	Holistically	Page 3, paragraph 5, line 9	We do not know the meaning of this word and its correlation this word in the sentence	Analyze the whole of research context	Dealing with or treating the whole of something or someone and not just a part.
4	Assumption	Page 3, paragraph 5, line 9	It is one of the key words in the text	Argument or opinion by someone	Something believed to be true without proof.
5	Plagiarism	Page 1, paragraph 1, line 21	It reminds us not to be a plagiarism	Imitate or copy others' opinion and	To use another person's idea or work and

				claim that it is yours.	pretend that it's your own.
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During reading activity

The teachers directs the students to view video containing second language research terminologies. After viewing the video to do the following

1. After viewing the video, revisit the text and select at least five words that they think are important to the their understanding of the readings or that they found interesting or challenging.
2. Complete the VSS student Chart in figure 2.1 that directs them to write the word, they found it at what page , the reason for selecting the word, and a definition of the word if they know it and finally consult dictionary the definition.

Post reading activity

Forming groups

Students are divided into small groups that can be formed based on a teacher decision, a student preference, a mixture of genders, a mixture of students proficiency level in language and reading abilities. More critically, a teacher facilitates students to form groups in order to the mutual agreement about composing together can be reached through negotiation between teacher and students or between individual members of each group. The groups will focus their discussions on the words they have selected and their reasons for choosing the words. Through their texts and completed VSS charts, each group is directed to do the following:

1. The group appoints one student to act as leader whose role is to keep the discussion moving as they focus their talk on the words they have selected.
2. Each student submits one word he or she has selected and provides the reason for choosing the word that becomes the focus of the the discussion. The discussion may center on the word's meaning, the importance of the word in understanding the reading, whether the members of the group selected the word, or another reason. The group then decides whether the word should be selected for the group chart.
3. The group leader uses the group chart to record the word, the reason it has been selected by the group, and the word's contextual definition. Each group limits the number of words included on the VSS chart to five.
4. Writing the contextual meaning of each word is the last step of using the VSS. Students then validate the meaning of each word through the use of the dictionary both printed or electronic dictionaries or the glossary that may be found in the text.
5. After the small-group discussion, the teacher brings the groups together for a class discussion. Each group leader reports to the class, providing the list of words selected by the small group. The teacher or student records the words on the VSS class chart, along with reasons for choosing the word and the contextual meanings.
6. The teacher may list additional words overlooked by students that are required for understanding the text. For words with a high-difficulty level that the students do not understand, the teacher provides direct instruction, focusing on the words' contextual meaning.

As a whole, the participating students responded the following:

Table 2. Students' responses

No	Statement/Question	Students' Response
1	Students will be better readers as they understand key words in depth from their readings	All of the students agree with this statement.
2	This strategy (VSS) helps students learn how to understand words in their contexts	All of the students agree with this statement.
3	VSS helps students better understand how they can make text more comprehensible	All of the students agree with this statement.
4	VSS is a strategy that they could apply across curriculum in any content area	All of the students agree with this statement.
5	What is the strong points of VSS?	See below
6	What is the weak points of VSS?	See below

DISCUSSION

Overall, VSS incorporates two features which differ from traditional instruction: use of student-generated (as opposed to preselected) word lists, and emphasis on student experience and world knowledge (Haggard, 1986).

A recent study examined just how Vocabulary Self-Collection Strategy as instructional mediation helps students learn vocabulary in terms of second language research terminologies and the students' responses towards the four statements and two questions of the implementation VSS in growing and developing their second language research vocabulary mastery. To do this, we conducted the following steps. Firstly, teacher explains the strategy. Secondly, he demonstrates the strategy by starting reading the first part of the second language research terminologies from the video then, he chooses a word from the first section and write it down on the board. Teacher told the class where he found it in the passage, which help students to look back at the word and see what context it is being used in. We then gave the students a definition of the word. After that teacher told the students why he thought the word belongs to the vocabulary list. Next step, teacher encouraged the students to work with their partner or group to complete the process that the teacher just demonstrated, all over again. The last step, each group leader reports to the class, providing the list of words selected by the small group. The teacher or student records the words on the VSS class chart, along with reasons for choosing the word and the contextual meanings.

At the end of the activities, students wrote their responses to this strategy. In responding the first statement: "Students will be better readers as they understand key words in depth from their readings". Based on this statement, 100 % of the students agree with this statement. Sample comments are summarized as follows.

- 1) Of course, key word can help students enriching and developing their vocabulary size by using their own words.
- 2) Agree, understanding the words from the passage will facilitate the students comprehending the passage easily.
- 3) By using this strategy, Students can understand the meaning of the passage and enhance their motivation in reading a text.

Students' reaction to the second statement: "This strategy (VSS) helps students learn how to understand words in their contexts". Again, 100 % of the students agree with this statement. Some students remarked them.

- 1) VSS can be able to encourage students to learn how to guess the meaning of the word before they look up the word meaning from the dictionary.
- 2) VSS helps students in comprehending both a word meaning and a text. Due to the students should read the text comprehensively before they chose a word they want to explore.
- 3) Through VSS, students will be more enthusiastic and active in learning a text.

To respond the third statement: "VSS helps students better understand how they can make text more comprehensible", 100% of the students agree with this statement. Some of them responded as follow.

- 1) VSS helps students better understand to vocabularies and context. So, they can easily understand a text comprehensively.
- 2) VSS helps student understanding texts through nine skills (navigating, viewing, intertextualizing, listening, speaking, reading, writing, lexicogramming and digitalizing).
- 3) Through VSS, students can understand text easily because they have known the meaning and definition of the words through key words they chose.

Students' reaction to the fourth statement: "VSS is a strategy that they could apply across curriculum in any content area". 100 % of the students agree with this statement. Some students remarked them.

- 1) Through VSS, all of the subject matter can be learned easily.
- 2) VSS helps student understanding texts not only in English subject but also in biology, chemistry and so on delivered in English.
- 3) VSS can be applied at all subject matter because I am sure that each subject matter has difficult vocabularies

In responding the first and second question: "What is the strong points of VSS?" and "What is the weak points of VSS?". Based on these questions, students gave their opinions. Sample their opinions are summarized as follows.

The strong points of VSS:

- 1) VSS can include nine skills (navigating, viewing, intertextualizing, listening, speaking, reading, writing, lexicogramming and digitalizing).
- 2) VSS creates collaborative learning.
- 3) VSS can motivate students to guess the word meaning in a text before they look up the word at a dictionary.
- 4) VSS focuses on the vocabularies of a learned text.
- 5) VSS creates well-organized learning process.
- 6) VSS creates an active learning.
- 7) VSS improves students' long term memory.

The weak points of VSS:

- 1) VSS can not be implemented to students who are poor in vocabulary mastery.
- 2) To implement VSS, students need a good background knowledge and guidance from the teachers who are knowledgeable in implementing VSS.
- 3) VSS is time consuming.
- 4) VSS is difficult implemented to young learners students.

CONCLUSION

From the discussion above, the answer to the first research question (*How is The implementation of Vocabulary Self-Collection Strategy in growing and developing tertiary students' vocabulary in terms of second language research terminologies?*) is VSS should be introduced before reading activities and used by students during and after reading activities. VSS in recent study has been used with The fifty students were the three year college students from English Education department. Students select relevant words for study and make use of both contextual information and word definitions in improving students' comprehension in second language research terminologies. In an introductory second language research, students were introduced to the topic of *types of research*. The teacher directed the students to use the VSS to select second language research words from the video that they needed to learn and to collect other words that were especially interesting and challenging. After students listen to and read the text, they reread the passage to find words they thought were important for knowing and understanding the text. Small group discussion yielded the list of word found in figure 1, Vocabulary Self-Collection Strategy Chart: types of research.

On question two (*What is the students' responses towards the four statements and two questions of the implementation Vocabulary Self-Collection Strategy in growing and developing their vocabulary mastery?*), Firstly, all of students responded positively that VSS can enhance students' motivation and achievement in learning new words. secondly, students' justification for selecting certain second language research words adds to their understanding of the process for learning them. Lastly, students can build their vocabulary knowledge of second language research through active engagement in word discussions and activities related to word learning.

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