

EFL STUDENTS' RESPONSES TOWARD LEARNING VOCABULARY THROUGH VOCABULARY SELF-COLLECTION STRATEGY ASSISTED ONLINE CORPUS

FIRSA SEPTIANI SANSIWAR^{1*)}, YOGI SETIA SAMSI²⁾, MOBIT³⁾

**Korespondensi Penulis: 1710631060072@student.unsika.ac.id*

^{1) 2) 3)} Universitas Singaperbangsa Karawang

Jl. H. S. Ronggowaluyo Telukjambe Timur, Karawang, Jawa Barat.

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ABSTRACT

Corpus has become trendy in research in the last decade because of its close relationship with technological progress. The growing number of available online corpora and advanced corpus software have stimulated and facilitated research into the potential and use of corpora in education. In addition, this study sought to investigate students' responses to online group vocabulary learning using a vocabulary collection strategy. This study used a qualitative research design. The data was obtained from the results of the interview. Eleventh grade high school students participated in this study in Karawang, West Java, Indonesia. This study shows that the teaching and learning process of the class was effective. Additionally, students respond well to online group vocabulary learning strategies that use vocabulary acquisition strategies that make the learning process efficient and easy for students. Second, learning vocabulary through online VSS helps students improve their vocabulary. In addition to that, online corporations are beneficial for students who are learning English, especially vocabulary.

Keywords: Online Corpus, Vocabulary Learning, Vocabulary Self- collection Strategy

ABSTRAK

Corpus menjadi trend dalam penelitian dalam satu dekade terakhir karena erat kaitannya dengan kemajuan teknologi. Meningkatnya jumlah korpora online dan perangkat lunak korpus yang canggih telah mendorong dan memfasilitasi penelitian mengenai potensi dan penggunaan korpora dalam pendidikan. Selain itu, penelitian ini berusaha untuk menyelidiki tanggapan siswa terhadap pembelajaran kosakata kelompok online dengan menggunakan strategi pengumpulan kosakata. Penelitian ini menggunakan desain penelitian kualitatif. Data diperoleh dari hasil wawancara. Siswa kelas sebelas sekolah menengah berpartisipasi dalam penelitian ini di Karawang, Jawa Barat, Indonesia. Penelitian ini menunjukkan bahwa proses belajar mengajar di kelas sudah efektif. Selain itu, siswa merespons dengan baik strategi pembelajaran kosakata kelompok online yang menggunakan strategi perolehan kosakata yang menjadikan proses pembelajaran efisien dan mudah bagi siswa. Kedua, pembelajaran kosakata melalui VSS online membantu siswa meningkatkan kosakatanya. Selain itu, online corpus bermanfaat bagi pelajar yang sedang belajar bahasa Inggris, khususnya kosakata

Kata kunci: Korpus Online, Pembelajaran Kosakata, Strategi Pengumpulan Kosakata Mandiri

INTRODUCTION

Vocabulary is an important part of a language learner because it helps develop communication skills and improve English language skills. However, many high school students struggle with vocabulary due to a lack of vocabulary. The problem is caused by a lack of vocabulary, insufficient practice, poor memory strategies and unclear learning methods. To address this issue, this study focuses on students learning vocabulary using online corpus-assisted vocabulary acquisition strategies. This approach encourages students to learn vocabulary used in everyday life by providing them with words they may not find in a dictionary. The aim of the study is to find out students' responses to learning English vocabulary using a vocabulary self-collection strategy based on an online corpus.

For answer a research question above the authors adept some theory from:

There are many difficulties associated with language learning that must be addressed. Two of the biggest obstacles to developing students' vocabulary are word definition and term retention. Students struggled because learning vocabulary is tiring because they have to define and memorize a list of terms. In addition, students should increase their performance in class and dare to ask and answer some questions (Rahman et al., 2019). In practice, students have many difficulties to understand the meaning of this word. During the learning process, the teacher gives them a shortcut by asking the students to look up the meaning of the word in the dictionary or even say the meaning of the word directly. This method is considered less effective and if used often, the result is not good for students because not all students have a dictionary.

Therefore, it is important to acquire vocabulary when learning English, because without it, students will have difficulty communicating in English. Alqahtani (2016) Vocabulary as one of the areas of language competence plays an important role for students in language acquisition. Dictionary mastery defines the four language skills as such. Two of the biggest obstacles to developing students' vocabulary are word definition and term retention. Students face

difficulties because learning vocabulary is tiring because you have to define and memorize a list of terms, moreover vocabulary is related to meaning and grammar changes words and sentences. In the process of learning a foreign language, it is necessary to have sufficient vocabulary to communicate. VSS focuses on words that students want to know, that are important to them, and that they have shown interest and curiosity. Furthermore, Antonacci and O'Callaghan (2012) add the following processes for teaching vocabulary by utilizing the vocabulary self-collection strategy:

- a. The teacher explains to students the goal of VSS
- b. The teacher demonstrates how to choose and nominate key words from a book
- c. The teacher notes the word, the context in which it was used, its meaning, and the rationale for choosing the words on chart paper.
- d. The teacher illustrates how to use context and other resources to learn the meaning of the words.
- e. The teacher involves the students in the vocabulary-selection process.

Language corpora can enhance the classroom experience by improving teachers' understanding of classroom interactions and the language learning process. Teachers can analyze transcripts of classroom sessions to identify recurring patterns and target teaching to problem areas. Corpora can also help students learn about structures and vocabulary through dictionaries. Although challenging, using corpora in EFL classrooms can expose students to a broader framework of English communication by native speakers. Teachers play a crucial role in using corpora, as they help students understand the context of words in vocabulary classrooms.

METHODOLOGY

This study employed qualitative research and action research as a design. This study's participants are eleventh grade students in senior high schools. The individuals have average English proficiency and vocabulary. They were speaking

both Indonesian and Sundanese. They have difficulty learning English due to a lack of vocabulary and a lack of motivation to do so. The research process comprises the development of questions and methods. The author collects data in the context the interviews. Students in 11th grade at a senior high school were interviewed using a paper to acquire data for this article. Students will be given a few questions on their experiences learning vocabulary through an online corpus-assisted vocabulary self-collection strategy. This strategy is used because it adjusts to the present circumstances, and it is easier to obtain the data because it is neither time- nor location-dependent. In addition, the responses of students are grouped into codes that are simpler, easier, and have comparable replies. Participants in the research were issued the student's number (student's 1) code.

RESULT AND DISCUSSION

Based on the findings of the research, the result of this study is what the student's experiences in the classroom to learn vocabulary through an online corpus-assisted vocabulary self-collection strategy. Most students enjoy learning through an online corpus, especially when looking up words in an online corpus. Therefore, the use of an online corpus is not just entertainment because students are always learning with the methods teachers suggest but also as a medium for learning English. Here are some of the thoughts and experiences of students who used an online corpus

Table 1. Result of the Interviews

| No | Question | Yes | No |
|----|--|-----|----|
| 1 | Do you think learning Vocabulary is important? | Yes | |
| 2 | Do you like learning vocabulary through Vocabulary Self-Collection Strategy? | Yes | |
| 3 | Can you describe something that you learning Vocabulary through Vocabulary Self-Collection Strategy assisted an online corpus? | Yes | |
| 4 | Are you getting motivated with this learning? | Yes | |
| 5 | Learning Vocabulary through Vocabulary self-collcetion Strategy make it easier for you? | Yes | |

From Table 1 result of the interview the following are students' responses in learning vocabulary toward learning vocabulary through Vocabulary Self-collection Strategy assisted Online Corpus.

Student's 1

An online corpus assisted me in acquiring new vocabulary that I had never encountered in textbooks.

Student's 2

I like learning Vocabulary through Vocabulary self-Collection Strategy because helped me to choice a word that me intersted

From the vignettes of the students, it shows that students learn vocabulary through an online corpus assisted vocabulary self- collection strategy is an appropriate technique for learning English, as students discover new terms that they believe are important for themselves and their peers to know. They also reported feeling the good effects of this process.

Student's 3

I learn through British national corpus really helpful for understanding how word are used in real contexts, and BNC helped me discover nuances in word meaning that I wouldn't have grasped from traditional dictionary.

Student's 4

I really like to learn British National Corpus Vocabulary because it is easy, I can use a mobile phone or a laptop and it is easy for me when I want to learn new vocabulary that is not in the dictionary, BNC also has example sentences and audio features so that I know better how to pronounce yes, I am motivated to learn vocabulary again with the online corpus.

Student's 5

In BNCweb, I can study vocabulary in context, which facilitates a deeper understanding of the meaning of a word, and I can get an idea of some words that are used in relation to other words, which makes learning vocabulary easier.

The data presented here support the argument that learning vocabulary from the British national team is an effective way for students to teach English to their peers. Partner success. They will also feel the positive effects of this method. Most students agree that it is more beneficial than going and learning new words. This method can generate interest and enthusiasm for English classes because it can be adapted to the needs of each student.

The instructional strategy for learning vocabulary through an online group using the VSS strategy is easy for students to understand and easy for researchers to apply. This online group can be implemented with the VSS strategy to help students think of new words. It can be used to improve your vocabulary skills. This is supported by Donesch-Jezo (2013) who say that vocabulary acquisition focus es on words that stud ents want to know, that are important to them and that they show interest and want. As a vocabulary teacher in the classroom, the r esearch er us ed th e British National Corpus as a vocabulary learning tool to help convey and explain the material the students will learn so that the students understand the words. Vocabulary through online VSS strategy has been designed to help students improve their vocabulary and the learning process is simple. Following the support of Readence et al. (2001), “The purpose of vocabulary acquisition strategies is to help students build lists of words to study and learn. Vocabulary learning strategies throughout the course use the online British National Corpus as examples. Based on this knowledge, students will have the ability to study independently by finding words that are relevant to their needs, and then develop their vocabulary with ease. web. You can improve quickly. The UK's National Corpus program helps students learn vocabulary through self-collection strategies. This is supported by Atar and Erdem (2019) who say that physical studies provide data for linguistic research.

CONCLUSION

As a result of implementing discussion-based strategies, researchers have learned how well students respond to online group vocabulary learning. The researcher found the following three points through the discussion: You can learn words easily. Increase vocabulary learning; and the benefits of using corpus. In general, this strategy works well for classroom lessons. Although this is the students' first time learning from the corpus, they enjoy learning vocabulary through self-collection strategies using the online corpus.

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