

VOCABULARY SELF-COLLECTION STRATEGY (VSS) THROUGH YOUTUBE SHORT-CLIPS: ITS EFFECT ON STUDENTS' VOCABULARY MASTERY.

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ABSTRACT

*Vocabulary Self-Collection Strategy (VSS) is an active learning strategy that encourages students to collect and discuss vocabulary, they find it interesting or important. At SMPN 8 Bukittinggi, many seventh-grade students still struggle with vocabulary mastery due to limited learning strategies, less interactive teaching, and low student engagement. This study investigated the effect of using VSS through YouTube short clips on students' vocabulary mastery. This quantitative research employed a quasi-experimental design with pre-test and post-test in both experimental and control groups. The population consisted of seventh-grade students of SMPN 8 Bukittinggi, and the sample was chosen through cluster random sampling: class VII.2 served as the control group (taught without VSS), while class VII.4 was the experimental group (taught using VSS through YouTube short clips). Data were collected using vocabulary tests administered before and after the treatment. The findings revealed that VSS through YouTube short clips significantly has a significant effect on students' vocabulary mastery, as indicated by the increase in the experimental group's mean score ($58.27 > 42.80$). Second, there was a significant difference between the experimental and control groups, confirmed by the independent sample *t*-test result (*sig. 2-tailed* = $0.000 < 0.05$). Finally, teaching vocabulary through VSS and YouTube short clips proved better than traditional teaching methods.*

Keywords: *Effect, Vocabulary Self-Collection Strategy (VSS), YouTube Short Clips, Vocabulary Mastery*

ABSTRAK

Vocabulary Self-Collection Strategy (VSS) merupakan strategi pembelajaran aktif yang mendorong siswa untuk mengumpulkan dan mendiskusikan kosakata yang mereka anggap penting atau menarik. Di SMPN 8 Bukittinggi, banyak siswa kelas VII masih mengalami kesulitan dalam penguasaan kosakata akibat terbatasnya strategi pembelajaran, kurangnya interaksi dalam pengajaran, serta rendahnya keterlibatan siswa. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan VSS melalui video pendek YouTube terhadap penguasaan kosakata siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen berupa pre-test dan post-test pada kelas eksperimen dan kelas kontrol. Populasi penelitian adalah seluruh siswa kelas VII SMPN 8 Bukittinggi, dengan sampel yang ditentukan melalui teknik cluster random sampling. Kelas VII.2 ditetapkan sebagai kelas kontrol (tanpa VSS), sedangkan kelas VII.4 sebagai kelas eksperimen (dengan VSS melalui video pendek YouTube). Data penelitian

dikumpulkan melalui tes kosakata yang diberikan sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan bahwa, pertama, penggunaan VSS melalui video pendek YouTube berpengaruh signifikan terhadap penguasaan kosakata siswa, ditunjukkan dengan peningkatan nilai rata-rata kelas eksperimen ($58,27 > 42,80$). Kedua, terdapat perbedaan signifikan antara kelas eksperimen dan kelas kontrol, yang dibuktikan melalui hasil uji independent sample t-test ($\text{sig. 2-tailed} = 0,000 < 0,05$). Ketiga, pengajaran kosakata melalui VSS dan video pendek YouTube terbukti lebih efektif dibandingkan metode pembelajaran tradisional.

Kata Kunci: Pengaruh, Vocabulary Self-Collection Strategy (VSS), Video Pendek YouTube, Penguasaan Kosakata

A. INTRODUCTION

Vocabulary plays a fundamental role in second language acquisition, serving as the cornerstone of both comprehension and language production. Nation (2001) emphasizes that without sufficient vocabulary, learners struggle not only to understand others but also to express their own ideas effectively. Similarly, Wilkins (1972) highlights the importance of vocabulary by stating, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." This statement underscores the crucial role of vocabulary across all language skills, listening, speaking, reading, and writing. A strong vocabulary repertoire enables learners to comprehend texts, engage in conversations, and produce meaningful written expressions, thereby enhancing their overall language proficiency.

Over time, vocabulary instruction has shifted from traditional methods, such as rote memorization of word lists, toward more meaningful and context-based approaches. Graves (2006) identifies four essential

components of effective vocabulary teaching: providing rich language experiences, explicit word instruction, strategies for inferring word meanings, and promoting vocabulary awareness in daily contexts. In line with this, Beck, McKeown, and Kucan (2002) argue that vocabulary retention improves when words are presented in meaningful contexts and encountered repeatedly. These perspectives highlight the importance of instructional approaches that encourage active engagement and contextualized learning.

One such approach is the Vocabulary Self-Collection Strategy (VSS), first introduced by Haggard (1986). VSS empowers students to identify unfamiliar or interesting words from texts or media sources, discuss their meanings and relevance, and share them with peers and teachers. This collaborative, student-centered strategy not only enhances vocabulary acquisition but also fosters critical thinking and metacognitive awareness. Through VSS, learners take ownership of their language development, making vocabulary

learning more reflective, meaningful, and personally relevant.

In today's educational context, the effectiveness of VSS can be further strengthened through the integration of multimedia, particularly YouTube short clips. Mayer's (2009) Multimedia Learning Theory suggests that learning is enhanced when students receive information through both visual and auditory channels simultaneously. YouTube videos expose learners to authentic language use, accurate pronunciation, and real-life contexts where vocabulary naturally occurs. When combined with VSS, students can select vocabulary from video content, collaboratively analyze meanings, and apply the words in new contexts. This integration increases engagement, reinforces retention, and encourages practical application of vocabulary.

Despite these advantages, seventh-grade students at SMPN 8 Bukittinggi still face considerable difficulties in vocabulary mastery. Preliminary research conducted on September 30, 2024, involving classroom observation and a vocabulary test, revealed that 69% of students were categorized as having low vocabulary mastery. This issue stems partly from the school's Minimum Mastery Criteria (KKM), which is set at 76. Students scoring below this threshold were considered to have insufficient mastery, indicating that the majority of learners face serious challenges rather than just a small portion of the class. These

findings confirm that vocabulary difficulties are widespread and significantly hinder students' English learning progress.

To address this issue, integrating the Vocabulary Self-Collection Strategy with YouTube short clips offers a promising solution. This approach provides interactive, engaging, and contextualized learning experiences that encourage students to move from passive memorization toward active vocabulary use. By involving learners in selecting, analyzing, and applying words from authentic video content, this method fosters deeper understanding, long-term retention, and greater confidence in language use.

Therefore, this study seeks to investigate the effect of implementing the Vocabulary Self-Collection Strategy (VSS) through YouTube short clips on seventh-grade students' vocabulary mastery at SMPN 8 Bukittinggi. The findings are expected to contribute to the development of more effective vocabulary teaching strategies, helping students to improve their language proficiency, build confidence, and achieve better learning outcomes.

B. RESEARCH METHODE

1. Research Design

This study employed a quasi-experimental design with pre-test and post-test control groups. The experimental class was taught using

Vocabulary Self-Collection Strategy (VSS) through YouTube short clips, while the control class was taught with conventional methods.

2. Population and Sample

The population of this research was 150 seventh-grade students of SMPN 8 Bukittinggi in the academic year 2024/2025, divided into five classes (VII.1–VII.5). Using cluster random sampling, two classes were selected: VII.4 as the experimental group and VII.2 as the control group, with 30 students each.

3. Instrument

The instrument used was a 25-item multiple-choice vocabulary test administered as pre-test and post-test. The instrument was validated by experts using Aiken's V (0.75–1.00, categorized as moderate to high validity). Reliability was tested using Cronbach's Alpha and reached 0.763, indicating that the test was reliable.

4. Data Collection and Analysis

Data were collected through pre-test and post-test. The scores were analyzed using SPSS 22. Assumption tests included normality and homogeneity to ensure the data met parametric requirements. Hypotheses were tested using paired sample t-test (to analyze within-group changes) and independent sample t-test (to compare experimental and control groups).

C. Hasil Penelitian dan Pembahasan (Huruf 12 dan Ditebalkan)

The findings are presented in three parts: description of the data, assumption testing, and hypothesis testing.

1. Description of the Data

Pre-test and post-test scores were collected from two classes: VII.2 (control, 30 students) and VII.4 (experimental, 30 students). The control class was taught with conventional methods, while the experimental class was taught using VSS through YouTube short clips.

The mean score of the control class improved from 62.46 (pre-test) to 69.33 (post-test), with a gain of 6.87 points. The experimental class improved from 42.80 (pre-test) to 58.27 (post-test), with a gain of 15.47 points. This indicates greater improvement in the experimental class despite a lower absolute post-test mean score.

2. Assumption Testing

Normality Test: Both groups showed significance values > 0.05 (Control = 0.200; Experimental = 0.148), indicating normally distributed data.

Homogeneity Test: Levene's Test resulted in Sig = 0.176 (> 0.05), confirming homogeneity between groups.

3. Hypothesis Testing

- First Hypothesis: Paired sample t-test showed a significant improvement in the experimental class ($\text{Sig} = 0.000 < 0.05$). Thus, VSS through YouTube short clips had a significant effect on vocabulary mastery.
- Second Hypothesis: Independent sample t-test indicated a significant difference between the experimental and control classes ($\text{Sig} = 0.003 < 0.05$).
- Third Hypothesis: Although the control class achieved a higher post-test mean (69.33), the experimental class showed greater progress ($\text{gain} = 15.47 > 6.87$). Therefore, students taught with VSS through YouTube short clips demonstrated better improvement in vocabulary mastery.

Discussion

The results reveal that teaching vocabulary using VSS through YouTube short clips significantly improved students' vocabulary mastery compared to conventional methods. This finding supports previous studies (Milawati et al., 2025; Arisman, 2021; Marlia, 2025) that highlight the effectiveness of VSS in promoting active learning and vocabulary retention.

The improvement can be explained by several factors:

1. Active engagement: Students selected and discussed

vocabulary, giving them responsibility for their learning.

2. Contextual input: YouTube short clips provided authentic audiovisual contexts that made vocabulary more meaningful.
3. Collaborative learning: Peer discussion enriched understanding and increased motivation.
4. Structured practice: Repeated use of VSS enhanced consistency in learning outcomes.

In conclusion, integrating VSS with multimedia resources such as YouTube short clips creates a more interactive and effective learning environment, leading to better vocabulary mastery among junior high school students.

D. CONCLUSION

Based on the findings and discussion, the following conclusions can be drawn:

- 1) The use of Vocabulary Self-Collection Strategy (VSS) through YouTube short clips had a significant effect on students' vocabulary mastery at the seventh grade of SMPN 8 Bukittinggi. The integration of student-centered learning and visual media created a more engaging and meaningful learning process, making it easier for students to understand and retain new words.

- 2) There was a significant difference between the experimental group taught using VSS with YouTube short clips and the control group taught conventionally. The experimental class showed greater progress, indicating that the combination of VSS and multimedia was more effective than traditional methods.
- 3) Students taught using VSS with YouTube short clips demonstrated higher learning gains, even though the control class obtained slightly higher final scores. This suggests that the strategy supported deeper understanding and long-term retention of vocabulary.

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