



## The Students' Interest on the Use of Vocabulary Self-Collection Strategy in Learning English Vocabulary

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### Abstract

The learning should be supported by an interesting strategy to make students enjoyable and interested in learning, as well as in learning English Vocabulary. The aim of this research is to investigate and describe the students' perceptions on the use of vocabulary self-collection strategy in Learning English vocabulary. This study was a descriptive model consisting of 37 subject-students. The data were collected with a questionnaire, it was rating scale which distributed after 8 meetings of treatments, and it covered 15 positive and closed statements about the use of vocabulary self-collection strategy in learning vocabulary classroom. The questionnaire was analyzed based on the percentage of each answer. To calculate questionnaire data into percentage, the researcher used the formula where the number of frequency is multiplied to 100% then divided to the number of the total respondents. The result of the students' perceptions indicated that vocabulary self-collection strategy is interesting strategy used in learning vocabulary classroom. The highest rank of the mean score is 56.6% of agree students, 35.5% of strongly agree students, 6.7% of undecided students, 0.7% of disagree students, and 0.2% of strongly disagree to the statements on the questionnaire.

**Keywords:** Word Learning Strategy, Vocabulary Improvement, Vocabulary Self-Collection Strategy (VSS).

### Introduction

Language cannot be separated from speaking, writing, reading, listening, grammar, and vocabulary. The fundamental basic in second or foreign language learning is vocabulary because it concerns with knowledge, not a language skill. Allen stated that "vocabulary is very important because without it nothing can be conveyed" (Allen, 1983). Vocabulary is "all the words known and used by a particular person" (Cambridge Advance learner's Dictionary, 2003). English vocabulary is also one of the primary challenges encountered by

students who learn English as a second or foreign language. English vocabulary learning at some universities in Indonesia has been designed in the curriculum for students who major in English department which starts from the undergraduate to the post graduate students. A preliminary research was conducted at State Islamic University (UIN) Alauddin Makassar showed that most of English department students in this university find it difficult to memorize new words, they find it difficult to learn difficult words, they quickly forget the words they have learnt or memorized, and they find it difficult to re-remember the words they have memorized and found. Therefore, the lecturers should implement a meaningful learning process and create an interesting learning environment in classroom to help the students in acquiring and memorizing the vocabulary they have learnt and found. It can be overcome by using the appropriate learning strategy such as vocabulary self-collection strategy (VSS) based on some theories in the previous studies.

Theoretically, VSS can be seen as the type of independent learning which is able to support students-center learning method (SCL), where the students are empowered to choose, select, and collect words that they want and need to learn. According to Tierney *et al* (1990), VSS is designed to promote growth in either student's general or content area word knowledge which is based on their prior experience and encourage independent vocabulary development. VSS includes one of examples of active learning because of it does not only engage cognitive-based learning but also social or affective-based learning where the students are cooperatively working with peers to obtain feedback (O'Malley and Chamot, 1987 cited in Saville, 2006).

Vocabulary self-collection strategy (VSS) was developed by Martha Rapp Haggard in 1982. In this learning strategy, "the students are required to choose and select a word in a text or other sources based on their choice to learn" (Ruddell, 2005). According to Haggard (1986), vocabulary self-collection strategy enhanced students' vocabulary growth. Ruddell and Shearer (2002) stated that the use of VSS is better than traditional language arts curriculum words. Because this strategy involves some steps; like selecting the word, defining the word, finalizing the list word, extending word knowledge, and it is supported by small group activity and class discussion as well.

Actually, learning is not as easy as the people think because it needs a process to reinforce the students' retention. Cook (2001) stated that the people's remembrance is really influenced by "how deeply they process it". Based on Cook's statement, it can be suggested that teaching and learning are really influenced by their process; whether it is containing a meaningful process or not. According to Ausubel (1968) cited in Brown (2000), "meaningful learning is better than rote learning". It means that learning process should be meaningful which consisting of some interesting activities to reinforce the students' retention about what they acquire. As English vocabulary teachers or lecturers, they should pay attention "the methods" which cover their role in teaching as "a model of language proficiency", they also have to consider what actually the students need, and how to make them attracted (Haggard, 1980).

Based on the use of learning strategies in learning English vocabulary, the researcher would conduct the study entitled "*The Students' Interest on the Use of Vocabulary Self-Collection Strategy (VSS) in learning Vocabulary*". It was designed into descriptive model at State Islamic University of Alauddin Makassar, South Sulawesi. The aim of the study is to describe the students' interest on the use of vocabulary self-collection strategy in learning English vocabulary.

## **Material and Research Method**

In this research, the study used a descriptive method. It aims at finding and describing the students' perceptions on the use of vocabulary self-collection strategy (VSS) in learning vocabulary. The researcher used one type of questionnaires; it was rating scale which consisted of closed and positive questions which is designed in a degree of sensitivity and differentiation of response whilst still generating numbers such as strongly agree, agree, undecided, disagree, and strongly disagree. Closed questions prescribe the range of responses from which the respondent may choose (Cohen at al., 2005).

### ***Population and sample***

The population of this research was the first semester students of English education department. They consisted of 175 Students; there were 37 students taken as sample who took vocabulary I subject at English Education Department of State Islamic University. The sample was chosen based on purposive sampling technique which consisted of one class.

### ***Data collection***

In collecting data, researcher used a questionnaire. The students were treated by using vocabulary self-collection strategy (VSS) in learning English vocabulary which contained some steps namely selecting the words, defining the words, finalizing the selected words, and extending the words knowledge. In this learning, the materials consisted of recognizing the synonyms, recognizing the antonyms, recognizing the definitions, and recognizing the word in context (Hughes, 2003) and (Nation, 1990). The students were treated for eight meetings. After that, they were asked to fill out the questionnaire. It was given to find out the students' perceptions on the use of vocabulary self-collection strategy which involved 15 closed and positive statements.

In addition, the questionnaire was also piloted to 12 students of English department with similar background of English level and proficiency before officially used in this study to see the questionnaire validity and reliability.

### ***Data analysis***

In this study, to analyze the students' interest on the use of vocabulary self-collection strategy in learning vocabulary, the researcher used questionnaire. For this research, the questionnaire was conducted after 8 meetings of treatments for the 37 students. The questionnaire covered 15 positive and closed statements about the use of vocabulary self-collection strategy in learning vocabulary and the students were asked to respond whether they

were: (1) strongly agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree with the statements. The questionnaire was analyzed based on the percentage of each answer. To calculate questionnaire data into percentage, the researcher used the formula where the number of frequency is multiplied to 100% then divided to the number of the total respondents (37 students).

## Result

### Questionnaire Number 1

*I think vocabulary self-collection strategy helps me in learning new words.*

Classification	Frequency	Percentage
Strongly Agree	20	54.1%
Agree	17	45.9%
Undecided		
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the data shown above, it can be concluded that the students mostly strongly agree with the statement that vocabulary self-collection strategy helps them in learning new words. There are 20 (54.1%) students confirmed strongly agree, and the rest 17 students (45.9%) confirmed their agreement. None of the student chooses undecided, disagree, and strongly disagree.

### Questionnaire Number 2

*I think vocabulary self-collection strategy helps me in learning difficult and interesting words.*

Classification	Frequency	Percentage
Strongly Agree	13	35.1%
Agree	14	64.9%
Undecided		
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the total respondent, it can be seen that 13 students (35.1%) strongly agree that vocabulary self-collection strategy helps them in learning difficult and interesting words. There 24 students (64.9%) who agree to the statement. None of the student chooses undecided, disagree, and strongly disagree. It can be said that vocabulary self-collection strategy helps the students improve their vocabulary.

**Questionnaire Number 3**

*I think vocabulary self-collection strategy helps me in rerecembering words that I have memorized.*

Classification	Frequency	Percentage
Strongly Agree	7	18.9%
Agree	29	78.4%
Undecided		
Disagree	1	2.7%
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the total respondents, 7 of them (18.9%) strongly agree that self-collection strategy helps them to rerecember words that they have memorized. There are 29 (78.4%) students who agree, and there is only 1 student (2.7%) disagree the statement. None of the student chooses undecided, and strongly-disagree. It can be concluded that self-collection strategy helps them in learning vocabulary.

**Questionnaire Number 4**

*I think vocabulary self-collection strategy reinforces my long-term memory.*

Classification	Frequency	Percentage
Strongly Agree	5	13.5%
Agree	18	48.6%
Undecided	12	32.4%
Disagree	2	5.4%
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the total respondent, it can be seen that 5 students (13.5%) strongly agree, 18 students (48.6%) agree that vocabulary self-collection strategy helps them improve their long-term memory in learning English vocabulary. While there are 12 students (32.4%) undecided the statement and only 2 students (5.4%) who disagree to the statement. None of the student chooses strongly disagree. The fact shows that the students' long-term memory is improved by implementing vocabulary self-collection strategy in their vocabulary classroom.

**Questionnaire Number 5**

*I think vocabulary self-collection strategy helps me learning vocabulary meaningfully.*

Classification	Frequency	Percentage
Strongly Agree	5	13.5%
Agree	30	81.1%
Undecided	2	5.4%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

It can be seen in the table above that 5 (13.5%) students strongly agree to the statement, 30 (81.1%) students agree. There are also 2 (5.4%) students who undecided the statement.

**Questionnaire Number 6**

*I think vocabulary self-collection strategy is interesting strategy in learning vocabulary.*

Classification	Frequency	Percentage
Strongly Agree	12	32.4%
Agree	22	54.5%
Undecided	2	5.4%
Disagree	1	2.7%
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the data above, it can be concluded that the students mostly strongly agree and agree 12 (32.4%) and 22 (54.5%) with the statement, although there are 2 (5.4%) students who undecided and 1 (2.7%) student disagrees with the statement. It means that vocabulary self-collection strategy can be applied as one of interesting strategies in learning vocabulary classroom.

**Questionnaire Number 7**

*I like to learn vocabulary based on my own choice.*

Classification	Frequency	Percentage
Strongly Agree	16	43.2%
Agree	19	51.4%
Undecided	2	5.4%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

The data indicated that almost students like to learn vocabulary based on their own choice. There are 16 (43.2%) of them answer strongly agree and 19 (51.4%) say agree to the seventh statement and 2 (5.4%) students undecided the statement. It means that the students will be more active when they learn their own English vocabulary in vocabulary class.

**Questionnaire Number 8**

*I like to share my chosen words with my classmates.*

Classification	Frequency	Percentage
Strongly Agree	16	43.2%
Agree	17	46%
Undecided	3	8.1%
Disagree		
Strongly Disagree	1	2.7%
<b>Total</b>	<b>37</b>	<b>100%</b>

From the total respondents, 16 (43.2%) students answer strongly agree for the statement number 8 while there are only 17 (46%) students who answer "agree" to this statements. 3 (8.1%) students undecided and 1 (2.7%) student disagree with the statement. It can be concluded that most of students like to share their chosen words to their classmates.

**Questionnaire Number 9**

*I am very happy when my lecturer explains my chosen or selected words.*

Classification	Frequency	Percentage
Strongly Agree	17	45.9%
Agree	19	51.3%
Undecided	1	2.7%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the total respondents, 17 (45.9%) students answered strongly agree for the question number 9 and 19 (51.3%) students agree with the statement while there was only 1 (2.7%) student who answered undecided to this statement. It can be concluded that most of the students like when the lecturer explains words they have chosen or selected.

**Questionnaire Number 10**

*I am satisfied when the lecturer gives me a freedom to choose words that I want to learn.*

Classification	Frequency	Percentage
Strongly Agree	23	62.2%
Agree	11	29.7%
Undecided	3	8.1%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the table above, it can be seen that there are 23 (62.2%) students answer strongly agree for the question number 10 while there are 11 (29.7%) of them answer agree, while 3 (8.1%) students answer undecided. It can be concluded that the lecturer should give the students a freedom in selecting words that they want to learn.

**Questionnaire Number 11**

*I like selecting and collecting new or difficult words from the reading text.*

Classification	Frequency	Percentage
Strongly Agree	11	29.7%
Agree	25	67.6%
Undecided	1	2.7%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

The data above shows that 11 (29.7%) students strongly agree and 25 (67.6%) students agree with the statement, 1 (2.7%) student answer undecided. It means that most of students like selecting and collecting new words from the reading text, so the lecturer must prepare a reading text when as a source of vocabulary.

**Questionnaire Number 12**

*I think learning vocabulary becomes a more interesting activity through vocabulary self-collection strategy.*

Classification	Frequency	Percentage
Strongly Agree	10	27%
Agree	24	64.9%
Undecided	3	8.1%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the total respondents, there were 10 (27%) students who answered strongly agree for the question number 12 and there are 24 (64.9%) students who answered agree to this statement and 3 (8.1%) students answer undecided. None of the student chooses disagree, and strongly disagree. From the data above it can be concluded that the students like the interesting activities in vocabulary self-collection strategy.

**Questionnaire Number 13**

*I think vocabulary self-collection strategy enriches my vocabulary knowledge.*

Classification	Frequency	Percentage
Strongly Agree	15	40.5%
Agree	21	56.8%
Undecided	1	2.7%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the data in the table above, it can be seen that there were 15 (40.5%) students answered strongly agree for the question number 13 and there were 21 (56.8%) of them answered agree while 1 (2.7%) chose undecided. None of the student chose "strongly disagree" and disagree. It can be concluded that the students feel that vocabulary self-collection strategy can enrich their vocabulary knowledge.

**Questionnaire Number 14**

*I think vocabulary self-collection strategy helps me in learning the words changes.*

Classification	Frequency	Percentage
Strongly Agree	11	29.7%
Agree	23	62.2%
Undecided	3	8.1%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the data shown above, it can be concluded that the students mostly agree with the statement that vocabulary self-collection strategy helps them in learning word changes. There were 11 (29.7%) students confirmed strongly agree, and 23 students (62.2%) confirmed agree while 3 (8.1%) students



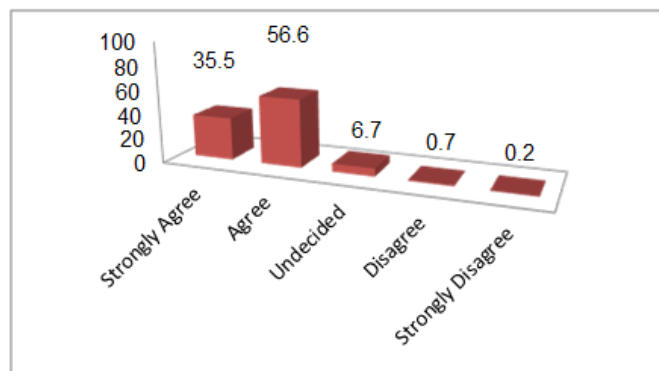
confirmed undecided. None of the student chose “strongly disagree” and disagree. It means that vocabulary self-collection strategy is useful in learning vocabulary.

**Questionnaire Number 15**

*I think vocabulary self-collection strategy is good to be applied in vocabulary classroom.*

Classification	Frequency	Percentage
Strongly Agree	16	43.2%
Agree	17	45.9%
Undecided	4	10.8%
Disagree		
Strongly Disagree		
<b>Total</b>	<b>37</b>	<b>100%</b>

From the total respondents, there were 16 (43.2%) students who answered strongly agree for the question number 15 and 17 (45.9%) students agree while there are only 4 (10.8%) students who answered undecided to this statement. None of the student chooses disagree, and strongly disagree. It can be concluded that vocabulary self-collection strategy should be considered as a good strategy to be applied in vocabulary class based on the students’ feeling.



**The Total Percentage of Students’ Perceptions**

No	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	54.1%	45.9%			
2	35.1%	64.9%			
3	18.9%	78.4%		2.7%	
4	13.5%	48.6%	32.4%	5.4%	
5	13.5%	81.1%	5.4%		
6	32.4%	54.5%	5.4%	2.7%	
7	43.2%	51.4%	5.4%		
8	43.2%	45.9%	8.1%		2.7%
9	45.9%	51.4%	2.7%		
10	62.2%	29.7%	8.1%		
11	29.7%	67.6%	2.7%		
12	27%	64.9%	8.1%		
13	40.5%	56.8%	2.7%		
14	29.7%	62.6%	8.1%		
15	43.2%	45.9%	10.8%		
<b>Mean</b>	<b>35.5%</b>	<b>56.6%</b>	<b>6.7%</b>	<b>0.7%</b>	<b>0.2%</b>

## Discussion

The description of the data collected through the questionnaire. It means that vocabulary self-collection strategy is one of good strategies in learning vocabulary. It can be proven by the mean percentage score of the questionnaire classification. The higher positives responses (strongly agree and agree) indicated that the students give positive responses on the use of vocabulary self-collection strategy in learning vocabulary. In contrast, the higher negative responses (strongly disagree and disagree) pointed out the rejection. The statement of "undecided" is considered as neutral. The highest rank of the mean score is 56.6% of agree students, 35.5% of strongly agree students, 6.7% of undecided students, 0.7% of disagree students, and 0.2% of strongly disagree to the statements on the questionnaire.

The result of this research supports the theory mentioned by Tierney *et al* (1990), VSS is designed to promote growth in either student's general or content area word knowledge which is based on their prior experience, to encourage independent vocabulary development, and to support the active learning. The result of this research agrees with the previous researches carried out by Haggard (1986), which observed that vocabulary self-collection strategy can enhanced the students' vocabulary growth. Ruddel & Shearer (2002), they stated that VSS is better than traditional language arts curriculum words. And Gregersen (2007), which found that VSS can help the students in learning new words and their meaning. Actually this research is conducted to complete the previous researches because no one of the previous researches described the students' interest on the use of this strategy. From the result of this research, it can be assumed that vocabulary self-collection strategy is one of interesting strategies in learning vocabulary.

## Conclusion and Suggestion

Vocabulary Self-Collection Strategy is one of interesting strategies in learning vocabulary because it makes. The implementation of vocabulary self-collection strategy is positively responded by the first semester students of English education department in State Islamic University (UIN) Alauddin Makassar. It is seen from the students' answers of agree and strongly agree which dominated the questionnaire, while the students' answer of disagree and strongly disagree are not significantly occurred. The students' perceptions described that VSS helps the students in learning new words, helps them in learning difficult words, and helps them in re-remembering words they have learnt and memorized. VSS is a meaningful Strategy in learning vocabulary which helps the students in learning the words' changes and containing a freedom to choose any words to learn. VSS enriches students' vocabulary knowledge and makes the learning of vocabulary more interesting. After having the research, the researcher would like to give some suggestions. First, English lecturers should think about VSS in learning vocabulary class because it has been observed and positively responded by the students. Second, more various updated learning strategy must be compared and VSS is one of reasonable

choice based on the students' perceptions. Third, the lecturer should motivate the students to apply VSS in learning vocabulary not only in classroom but also at home as well because the students like the VSS activities.

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