

VOCABULARY LEARNING STRATEGIES OF THE SECOND-SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT TADULAKO UNIVERSITY

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi strategi yang digunakan dan mengetahui strategi yang efektif digunakan oleh mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris dalam mempelajari kosakata. Penelitian ini menggunakan jenis penelitian kualitatif, khususnya studi kasus. Partisipannya adalah 20 mahasiswa yang mengisi angket dan enam mahasiswa yang menjawab wawancara. Partisipan penelitian ini dipilih dengan menggunakan teknik purposive sampling. Instrumen pengumpulan data adalah angket dan wawancara. Data yang terkumpul dianalisis dengan google form dan deskriptif. Sebagian besar mahasiswa selalu menggunakan kamus elektronik untuk mengetahui arti suatu kata dalam strategi determinasi. Selanjutnya, dalam strategi sosial, sebagian besar mahasiswa lebih suka berinteraksi dengan temannya melalui diskusi kelompok di kelas atau menanyakan arti kata baru. Kemudian, dalam strategi memori, sebagian besar mahasiswa sering mengingat kata baru dari pengucapannya. Dalam strategi kognitif, mereka sering menggunakan konteks dalam teks untuk menjelaskan arti sebuah kata. Sementara, dalam strategi metakognitif, sebagian besar mahasiswa sering menggunakan lagu bahasa Inggris untuk mempelajari kata-kata baru dan menonton video yang terkait dengan pengucapan bahasa Inggris. Strategi yang efektif adalah menonton video atau film. Kemudian, para mahasiswa sering membuat catatan kosakata baru untuk menghafal kata-kata dan mengingat kata baru ketika diucapkan. mahasiswa juga menggunakan kamus elektronik untuk mengetahui arti kata tersebut. Secara umum, sebagian besar mahasiswa semester dua hampir menggunakan semua strategi dalam taksonomi strategi pembelajaran kosa kata. Strategi yang paling sering digunakan adalah menggunakan media, kamus elektronik, berinteraksi dengan orang lain, mengingat kata-kata baru ketika diucapkan, dan menggunakan konteks dalam teks untuk menjelaskan arti kata baru.

Kata Kunci: Kosakata, Pembelajaran, Strategi

ABSTRACT

This research aims to identify the strategies used and find out the effective strategies used by the second-semester students of English Education Study Program in learning vocabulary. This research applied qualitative research, especially case study. The participants were 20 students filling out the questionnaires and six students answering the interviews. The participants of this research were selected by using purposive sampling technique. The instruments of data collection were questionnaires and interviews. The data gathered were analyzed by google form and descriptively. The data analysis results show that most students always use an electronic dictionary to find out the meaning of a word in determination strategies. Next, in social strategies, most students prefer to interact with their friends through group discussion in class or asking the meaning of a new word. Then, in memory strategies, most students often remember a new word from its pronounced. In cognitive strategies, they often use context in the text to explain the meaning of a word. While, in metacognitive strategies, most students often use an English song to learn new words and watch videos related to the deep pronunciation of English. The effective

strategies were watching videos or movies. Then, they often make new vocabulary notes to memorize the words and remember a new word when it is pronounced. They also use an electronic dictionary to find out the meaning of the word. In general, most second-semester students almost use all the strategies in the taxonomy of vocabulary learning strategies. The strategies most often used are using media, electronic dictionaries, interacting with other people, remembering new words when they are pronounced, and using context in the text to explain the new word's meaning.

Keywords: Vocabulary, Learning, Strategy

INTRODUCTION

Vocabulary is the key to every language. When the students want to master a language, they must master much vocabulary. They can quickly speak, write, read, or listen by getting much vocabulary. However, if the students lack mastery of his vocabulary, they will have difficulty understanding a language.

As one language component, vocabulary is a primary subject because they can quickly learn English by mastering vocabulary. For example, if they are rich in vocabulary, they will promptly get information by reading international newspapers or magazines and watching international film shows without Indonesian subtitles. Besides, the students can help them find work because they master English. Based on the example above, it can be concluded that the students will get the various benefits above by mastering much vocabulary. Furthermore, vocabulary is also the first step for students before learning the other four skills: reading, speaking, listening, and writing.

Vocabulary mastery is one of the critical components of learning a foreign language. Using words and meaning is a thing to be understood and mastered by students. The students can easily understand and learn English if they know the meaning of words. Therefore, vocabulary is the basis for learning English, and the teacher must have other ideas to teach vocabulary to make students understand in master vocabulary. Mastering English vocabulary is necessary for learners, especially the English Education Study Program students at Tadulako University. Since they are prepared to be English teachers, they are expected to have a much vocabulary.

Tadulako University is one of the universities in Central Sulawesi. This university has many majors, including English Education. This major also provides English as the main lesson. One of the courses in English language education is vocabulary development. Vocabulary development is a subject provided in the first semester of the

English Education Study Program to develop academic vocabulary in spoken and written form.

English teachers generally teach Vocabulary Development with the relatively same learning method in the classroom. Some of the students are successful in this learning process, and some are experiencing obstacles. There are several useful learning strategies for students but are not successfully used by other students. The students should master some learning strategies for more effective learning. Ideally, each student is aware of different strategies based on their preferences. Their strategy can determine their level of vocabulary mastery. Some students have a good vocabulary, and others have a common vocabulary. The difference here is that students have adopted learning strategies. The students who have good vocabulary usually use strategies to improve their vocabulary, while those who have lower vocabulary do not have specific strategies to improve their vocabulary.

Based on the explanations above, it concluded that learning strategy is an important factor in second language acquisition. Besides learning methods, learning strategies help independently and produce a more effective learning process. As an English learner, the common strategies used by students when learning vocabulary are still remembering vocabulary and using a dictionary to improve their vocabulary. It is supported by Holidazia and Rodliyah (2020) state that the students still use remembering strategies and using a dictionary to improve vocabulary mastery.

These several researchers had conducted research about vocabulary learning strategy. The first research that had been done by Yeh and Wang (2004) entitled: An investigation into vocabulary learning strategies used by senior high school students in Taiwan. The design of the research was pre-experimental method. The result of this study showed that the most and the least frequently strategies of 271 students senior high school in Taiwan are : (1) cognitive strategies were reported as the most frequently used strategies while social strategies were the least frequently used; (2) the most frequently used strategies mainly were related to rote repetition or the form of a word; (3) the least frequently used strategies were related to the use of study aids, social learning, and dictionaries with definitions. The second research was conducted by Noprianto and Purnawarman (2019) entitled: EFL students vocabulary learning strategies and their affixes knowledge. The researcher employed a classroom action

research. The result of research showed that the most strategies used by students is Social Strategies "I ask my classmate for meaning," and the least is Cognitive Strategies "I make vocabulary cards and take them with me wherever I go. The three previous studies above have one thing in common with the research objectives conducted by the researcher. The similarity of this research with the three previous studies is to use the taxonomy developed by Schmitt (1997). The taxonomy provides a clear explanation of various strategies in learning vocabulary. Furthermore, this questionnaire adjusted by the researchers in the appropriate context. At the same time, the difference in this study is that the researchers also uses an interview instrument to provide questions that will allow students to express the reasons the strategies used when learning vocabulary and find out the most effective strategy used by students in learning vocabulary. Based on the statement above, the researchers formulates a research questions as follows:

1. What strategies are used by the second-semester students of English Education Study Program in learning vocabulary?
2. What effective strategies are used by the second-semester students of English Education Study Program in learning vocabulary?"

METHOD

This research used a qualitative research design, namely a case study. According to Creswell (2012), qualitative research is identified as a research problem based on the field's trend or the need to explain why something occurred. A case study is the study of instance inaction of a bounded system, for example, a child, a clique, a class, a school, or a community (Cohen, Manion, and Morison, 2005). In this research, the researchers used a single descriptive case study to investigate the strategies used and effective strategies used by the second-semester students of English Education Study Program in learning vocabulary.

This research was for the second-semester students in the 2020/2021 English Education Study Program at Tadulako University. The researchers limited it to taking only two classes with the different lecturers in this research. However, because this is qualitative research, the researchers preferred to use purposive technique sampling to select specific subjects who were going to be involved in the investigating process. The researchers selected participants by taking ten students in every class. The total number

of participants in this research was twenty students. Finally, twenty questionnaires were distributed to those students who completed the Vocabulary Development course at the institute. In contrast, the interview was conducted with six students who were selected after they filled the questionnaire that was distributed.

The researchers used a questionnaire and interview as an instrument. First, the researchers distributed the questionnaire to students who were selected as a subject. The questionnaire was given to twenty students in the second semester of the English Education Study Program. The researchers adopted Schmitt's (1997) taxonomy developed to V.L.S. research instrument by Yeh and Wang (2004). Second, the researchers made a list of interview questions for the students. The researchers used a semi-structured interview method. In this case, the semi-structured interview method was carried out with ten questions prepared in advance. The researchers conducted a telephone interview considering the coronavirus that requires people to keep their distance from others. All the data were analyzed qualitatively about the research questions.

After collecting the data, the researchers analyzed the data. First, to analyze the data questionnaire, the researcher used google form to know the percentage of each strategy. After getting the percentage, the researchers made those data in a chart and good sentences. Second, to analyze the interview data, the researchers used descriptive qualitative. This research was divided into four steps, they were data reduction, data display, conclusion & verification, and data interpretation.

FINDINGS AND DISCUSSION

FINDINGS

The results of the research about the strategies used by second-semester students of English Education Study Program in learning vocabulary, as follows :

Table 1 Five Strategies in Learning Vocabulary

Strategy	Mean	Rank
Determination	2.79	1
Social	2.26	5
Memory	2.59	2
Cognitive	2.28	4
Metacognitive	2.38	3

Based on Table 1, determination strategy (mean= 2.79) are determined as the most frequently used by the students followed by memory strategy (mean= 2.59), metacognitive strategy (mean= 2.38), cognitive strategies (mean= 2.28), and social strategies (mean= 2.26). Furthermore, social strategies is determined as the least frequently used strategy with mean score 2.26.

Table 2 The results of questionnaires of the students strategies

Strategy	Category	Never	Sometimes	Often	Always
Use an electronic dictionary	Determination	-	10%	15%	75%
Ask a friends the meaning	Social	-	15%	40%	45%
Remember the word when pronounced	Memory	-	25%	60%	15%
Repeat the meaning of the word	Cognitive	-	40%	45%	15%
Use an English song	Metacognitive	5%	10%	50%	35%

From the table above, several strategies have a high frequency in each category. In determination strategies, many students (75%) always use an electronic dictionary to know the meaning of a word, such as u-dictionary or google translate. Apart from being easy to apply, using an electronic dictionary can also hear how it is pronounced besides getting the meaning of a word and also look for antonym or synonym of the word through electronic dictionary. The way to apply it is that when they get a new word, they

will find its meaning and then figure out how to pronounce it. These results indicate that most second-semester students while meeting the new words or expressions, enjoy using methods such as looking in the dictionary, guessing from the text, rather than making the most of their own previous experiences based on the acquired knowledge.

In social strategies, most students prefer to interact with their friends through group discussion in class or asking the meaning of a new word. The reason students used this strategies because by interacting or practically with other people can practice pronunciation and habits. The more commonly used, the easier it is to remember. Without practicing the vocabulary will be in vain and easy to forget.

Then, in memory strategies, most students often remember a new word from its pronounced. It means that easier to remember the words that they say. These results reveal that most students, regardless of their vocabulary ability level, are still heavily dependent on the simple and mechanical methods of reading or writing repeatedly.

In cognitive strategies, most students often repeat the meaning of the word to remember it. While, in metacognitive strategies, many students often use an English song to learn new words. These students might indicate that most students have mastered their learning. They do not just depend on friends or teachers to find out the meaning of words, but they use the internet and other electronic sources that are easily accessible so that they can be applied. They can hear pronunciation the word and and see the lyrics. By listen to song they can imitate the lyrics and find out the meaning of the new word and also fun to listen."

The Result of Students' Interview

The first is the effective strategies used in learning vocabulary. Many students choose to watch videos or movies in learning vocabulary because they think it improves their vocabulary. Watching the videos or films in English can train their hearing and practice their pronunciation. Then, they also often make new vocabulary notes to memorize the words and remember a new word when it is pronounced. They also used an electronic dictionary to find out the meaning of the word, such as u-dictionary or google translate.

The second is the students applying their strategies. Many students apply the strategy "watch movies or videos" in learning vocabulary from the statements above. When they watch movies or videos, they use English subtitles. After watching it, they

usually write the word they did not know, then find out the meaning through an electronic dictionary, such as u-dictionary application or google translate, and pronounce it. Next, they apply the strategy "make a new vocabulary notes" to prepare a special book to write the word they hear or see. In addition, they also apply the strategy "repeat the words that they hear or see". After they find the words, it means that they will repeat them repeatedly to remember the word.

The last is students' reason used the strategies in learning vocabulary. The reason students using electronic dictionary because easy to apply and it can know how to pronounce it and also look for antonym or synonym of the word through electronic dictionary. The reason students watching videos or movies because isn't boring and fun. They can hear pronunciation the word and add vocabulary. The next strategies are ask a friend the meaning of a word, practice with the friends and find out the meaning through group discussion. The reason students applying those strategies because with interation with the friends more effective to improve vocabulary because we more comfortable and we can remember the word with practice with other people. The students also use make vocabulary notes during the lesson because by noting words that they don't know the meaning of, they can find out after the lesson ends so it's easy to remember the meaning of a new word. The last strategy is listening to English songs . By listen to songs they can imitate the lyrics and find out the meaning of the new word and also fun to listen.

DISCUSSION

In this research, the researchers adopted Schmitt's (1997) taxonomy, who explains the concept of vocabulary learning strategies into five groups; determinations strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Therefore, the researchers classifies the questionnaire into five strategies in every five statements. In this research, determination strategy (mean= 2.79) were determined as the strategy dominantly used by the students. In determination strategies, many students always use an electronic dictionary to know the meaning of a word, such as u-dictionary or google translate. Based on the result of interview, the reason students using this strategy is because apart from being easy to apply, using an electronic dictionary can also hear how it is pronounced besides getting the meaning of a word and

also look for antonym or synonym of the word through electronic dictionary. The way to apply it is that when they get a new word, they find its meaning and then figure out how to pronounce it. These results indicate that most second-semester students while meeting the new words or expressions, enjoy using methods such as looking in the dictionary, guessing from the text, rather than making the most of their own previous experiences based on the acquired knowledge. The students not only found to rely heavily on using an electronic bilingual dictionary to find out the meaning of a new word but also actively utilized contextual clues to guess the meaning of vocabulary.

Next, in social strategies, most students prefer to interact with their friends through group discussion in class or asking the meaning of a new word. Similar to Damari's research (2019) that revealed in terms of social strategy, the most frequently used strategy by students is the statement "I ask the meaning of a word in my classmate." From the interview result, the reason students used this strategies because by interacting or practically with other people can practice pronunciation and habits. The more commonly used, the easier it is to remember. Without practicing the vocabulary will be in vain and easy to forget.

Then, in memory strategies, most students often remember a new word from its pronunciation. Based on the interview results, the students said that they are easier to remember the words what they say. These results reveal that most students, regardless of their vocabulary ability level, are still heavily dependent on the simple and mechanical methods of reading or writing repeatedly. In cognitive strategies, the three most actively used strategies by students are they often use context in the text to explain the meaning of a word, make new vocabulary notes during the lesson, and repeat the meaning of the word to remember it. These results show that most students commonly enjoy using the vocabulary list or taking notes as an effective means to manipulate word meaning effectively. More importantly, it reveals that the students use context in the text to explain the meaning of a word. Interestingly, the students repeat the meaning of the word to remember a new word.

While, in metacognitive strategies, many students often use an English songs to learn new words and watch videos related to the deep pronunciation of English to learn vocabulary. And then, they also often read English reading material to learn new words (such as a novel, short stories, etc.). These students might indicate that most students

have mastered their learning. They do not just depend on friends or teachers to find out the meaning of words, but they use the internet and other electronic sources that are easily accessible so that they can be applied. It is related with the result of interview, watching videos or movies isn't boring and fun. They can hear pronunciation the word and see how they communicate with other people. The students choose those statements strategy above based on their experiences in learning vocabulary. The reason they applied those strategies was that more effectively used in learning vocabulary for them.

The second problem of this research is "What effective strategies are used by the second-semester students of English Education Study Program in learning vocabulary?". To answer this problem, the researchers interviewed six students to know their perceptions. From the interview result, many students choose watched videos or movies to learn vocabulary because they believe it improves their vocabulary. Watching the videos or movies in English can train their hearing and practice their pronunciation. Then, they also often make new vocabulary notes to memorize the words and remember a new word when it is pronounced. They also used an electronic dictionary to know the meaning of the word, such as u-dictionary or google translate. There is the same result between students' answers on the questionnaire and interview. On the questionnaire, most students often use an English song to learn new words and watch videos related to the deep pronunciation of English to learn vocabulary. And then, 75% of students always use an electronic dictionary to know the meaning of a word.

Furthermore, the interview result shows how the students apply these strategies used in learning vocabulary. When they watch movies or videos, they use English subtitles. After watching it, they usually write the word they did not know, then, find out the meaning through an electronic dictionary, such as u-dictionary application or google translate, and pronounce it. Watching videos or movies will affect our hearing about English and practice the pronunciation of a word. Therefore, it can improve listening and pronunciation.

Based on the explanations above, this research resulted in several other strategies used by the second-semester students in learning vocabulary. In addition, this research can also find the effective strategies used that they think can improve vocabulary. After knowing this, we can apply other strategies that can improve

vocabulary. In this case, the lecturers can improve their teaching methods by using strategies that are often used by students.

CONCLUSION

After analyzing the result of this research discussed in the previous chapter, the researchers concluded that. First, strategies are used in learning vocabulary. Students' strategies in this research to identify the strategies used by the second-semester students of English Education Study Program in learning vocabulary. Based on the analysis results, the students' strategies by the second-semester English Education Study Program students can be concluded as follows.

The result shows that in determination strategies, most students always use an electronic dictionary to find out the meaning of a word, such as u-dictionary or google translate. Next, in social strategies, many students prefer to interact with their friends through group discussion in class or asking the meaning of a new word. Then, in memory strategies, most students often remember a new word from its pronounced. In cognitive strategies, the students often use context in the text to explain the meaning of a word. While, in metacognitive strategies, most students often use an English song to learn new words and watch videos related to the deep pronunciation of English to learn vocabulary. They also often read English reading material to learn new words.

Second, the effective strategies in learning vocabulary. Related to the interview result, the researcher found that from six students who were doing an interview, many students chose watched videos or movies in learning vocabulary because they believed that it improved their vocabulary. Then, they often make new vocabulary notes to memorize the words and remember a new word when it is pronounced. They also used an electronic dictionary to know the meaning of the word, such as u-dictionary or google translate.

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