The Vocabulary Learning Strategies of English Department Students of Faculty of Letters Academic Year of 2013/2014
(Strategi Pembelajaran Kosakata pada Siswa Jurusan Bahasa Inggris Fakultas Sastra Tahun Akademik 2013/2014)

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Abstrak

Penelitian ini membahas tentang Strategi Pembelajaran Kosakata (SPK) pada siswa Program Studi Sastra Inggris Fakultas Sastra tahun angkatan 2013/2014. Siswa tersebut menggunakan bahasa Inggris sebagai Bahasa Asing (BA). Penelitian ini menyangkut Pemerolehan Bahasa Kedua (PBK), khususnya SPK. SPK penting untuk meningkatkan kemampuan siswa dalam pembelajaran dan penerjemahan kosakata baru. Tujuan dari penelitian ini adalah: pertama, menunjukkan dan mendeskripsikan strategi pembelajaran kosakata bahasa kedua (bahasa Inggris sebagai bahasa kedua/asing); kedua, menemukan SPK apa yang paling banyak digunakan oleh siswa angkatan tahun 2013/2014 Jurusan Bahasa Inggris Fakultas Sastra. Peserta adalah 92 siswa angkatan tahun 2013/2014 Program Studi Sastra Inggris Fakultas Sastra di kuisioner dan 8 peserta dari mereka diinterview di sesi interview. Kuisioner menggunakan 5-Skala Kesukaan dari LIP (2009) dan interview menggunakan interview semi-terstruktur. Sampel di interview dipilih dengan menggunakan model Sampling Tujuan Bertingkat. Tipe penelitian ini adalah metode campuran. Peneliti menggunakan taksonomi Schmitt (1997) untuk mengklasifikasikan strategi berdasarkan lima SPK. Hasil penelitian menunjukkan bahwa siswa menggunakan lima strategi pembelajaran kosakata; (a)strategi Determinasi, (b)strategi Sosial, (c)strategi Memori, (d)strategi Kognitif dan (e)strategi Meta-kognitif. Strategi yang paling banyak digunakan adalah strategi determinasi. Hal ini mengindikasikan bahwa siswa cenderung menggunakan strategi seperti menemukan kata baru dengan membuka kamus yang termasuk ke dalam strategi determinasi. Kamus adalah keharusan untuk belajar bahasa dan untuk mengembangkan sebuah keahlian pembelajaran kosakata bagus yang artinya bahwa siswa dapat mengembangkan kesuksesan dalam penguasaan kosakata dengan usaha mereka sendiri. Peneliti mengasumsikan bahwa jika siswa sadar mengenai keberadaan lima SPK, mereka dapat memaksimalkan strategi tersebut dan menemukan strategi yang cocok untuk pencapaian mereka dalam pembelajaran kosakata.

Kata Kunci: Kosakata, Strategi Pembelajaran Kosakata (SPK), Bahasa Asing (BA), Pemerolehan Bahasa Kedua (PBK), Taksonomi.

Abstract

This research talks about Vocabulary Learning Strategies (VLS) of English Department Students of Faculty of Letters Academic Year of 2013/2014. Those students used English as a Foreign Language (FL). This study concerns on Second Language Acquisition (SLA), especially the VLS. VLS are significant to improve the students' skill in learning vocabulary and defining the meaning of new word. The purposes of this research are: first, showing and describing the strategies of L2 (English as a Second/Foreign Language) vocabulary learning; second, finding what VLS which are mostly used by the English Department students of Faculty of Letters academic year of 2013/2014 are. The participants are 92 English Department students of Faculty of Letters academic year of 2013/2014 in questionnaire and 8 participants of them are interviewed in the interview section. The questionnaire uses 5-Likert Scale by LIP (2009) and the interview uses semi-structured interview. The samples in the interview are chosen by using Multistage Purposeful Sampling model. The type of research is mixed method. The researcher uses Schmitt's taxonomy (1997) to classify the strategies based on five VLS. The results show that students use five VLS; (a)Determination strategies, (b)Social strategies, (c)Memory strategies, (d)Cognitive strategies and (e)Meta-cognitive strategies. The mostly used strategy is determination strategy. It implies that the students tend to use strategy like finding the new words by opening the dictionary which is included into determination strategy. Dictionary is a must to learn a language and to develop a good vocabulary learning skills means that the students can achieve their success of vocabulary mastery by their effort individually. The researcher assumes that if the students realize to the existence of five VLS, they can maximize those strategies and find the suitable strategies for their achievement in vocabulary learning.

Keywords: Vocabulary, Vocabulary Learning Strategies (VLS), Foreign Language (FL), Second Language Acquisition (SLA), Taxonomy.

Introduction

This study deals with SLA, it is the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned of a second language and what is not learned; it is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of why only some learners appear to achieve native-like proficiency

in more than one language (Gass and Selinker, 2008: 1). The object of this research is the English Department students of Faculty of Letters academic year of 2013/2014. This research focuses on the Vocabulary Learning Strategies (VLS). This research starts from the evidence that the students use English passively. They only memorize it after they know the lexical meaning. This is a reason assumed to be the case that make their vocabularies will be lost easily. This means that second language (L2) vocabulary acquisition needs a continual action to reach the successful vocabulary learning.

In accordance with those problems, this study tries to answer the following questions:
1. What are the strategies in learning L2 vocabulary for English Department students of Faculty of Letters Jember University academic year of 2013/2014?
2. Which strategy of vocabulary learning is mostly used when the English learners find the unknown words?

In line with those questions, the study is designed to achieve some goals, they are:
1. Showing and describing the strategies of L2 (English as a Second/Foreign Language) vocabulary learning.
2. Finding what VLS which are mostly used by the 2013/2014 of English Department students of Faculty of Letters when they want to draw the meaning of vocabulary based on the context.

This study contributes to act as the additional proofs of previous theory that VLS has some important benefits for EFL Indonesian learners and also as the improvement of the weakness of previous studies. Learners can develop their self-confidence, ability, involvement and proficiency by following the VLS which encourage them to master English. VLS have crucial role to set the techniques or learning behaviors. We can find this behaviors in classroom where the students sometimes find new words meaning in different contexts, such as in the context of economy, politics, health, or language discourse.

Practically, this study is able to give contribution(s) both for teachers and students. For teacher, it could be made as an alternative reference for making strategies or syllabus for teaching-learning activity in classes. For students, this research is significant to let them know what strategies they use to overcome their vocabulary learning problems are. Through the description they will understand that there are various strategies they can use to suit their learning outcome.

The study of vocabulary is an essential part of language learning (Adolphs and Schmitt in Bogaards and Laufer, 2004:40). This means that vocabulary has an important role in language learning. In other condition, learning vocabulary is a complex process because the students' purpose to be reached in learning vocabulary process is primarily their ability to recall the words and to recognize in its spoken and written form. It is supported by Laufer (in Takac, 2008:7). Learning vocabulary is not effective and efficient when there is no suitable strategy. Thus, the learners should try various strategies which they need in vocabulary learning. This emphasizes that VLS have an important role in the success of learning (Ghazal, 2007:85). Other researchers, Cameron (2001) stated that VLS are actions that learners take to help themselves understand and remember vocabulary. In other

words, VLS are as references for students to know how to learn language.

Vocabulary learning activity happens to the Indonesian learners like English Department Students Faculty of Letters in Jember University. The students here as the L2 learners often receive the material of English language from teachers in the classroom. The students are on the process of vocabulary learning. The skills such as speaking, listening, reading and writing are also given by the teacher to develop students' vocabulary in understanding the material which is shown in English. However some students are having difficulties in finding the meaning of unknown words when they read or write for doing tasks. To solve these problems some students ask other friends, teachers, seek on dictionary and also guess what the appropriate meaning is based on the context of that material. However, there is still a problem of the unsuccessful vocabulary learning in classroom in general.

VLS are a part of language learning strategies which in turn are a part of general learning strategies (Nation, 2001). In addition, Ellis (1989:74) defined that "learning strategies can be seen as part of the cognitive process in which learners form, test, and revise hypotheses". This means that this process can be conscious or subconscious. Meanwhile, for VLS in EFL students tend to develop slower because the EFL students have less motivation for learning vocabulary. It is also explained by Krieger (9:2005) that "In an EFL setting, intrinsic motivation can be low, and English may not seem relevant to the students since it is not part of their daily lives". In other word EFL students did not force themselves to communicate English in their daily life. It affects their frequency to use VLS for the success of learning vocabulary.

In this study, there are three researchers which concerned on VLS. The article entitled "Exploring The VLS of EFL Learners" which was written by Noor and Zaini (2009), is the first previous research. The second research is the study of vocabulary development, written by Gu. The title is "Learning Strategies for Vocabulary Development"(2010). The last is the "Vocabulary Learning Strategy Use of Turkish EFL Learners" (2010) journal which was written by Serkan and Veli.

From the previously stated researches, similarities and differences were found compared to this present study. The similarities are; first, all those three researchers and the present study emphasize that VLS is important in a way that it improves the learning ability of students. Second, the researchers and the present study context is EFL (English for Foreign Language). Third, one of the researches and the study use Schmitt's taxonomy. Meanwhile, the differences lie on the participants and the focus of research. First, in this study the participants are limited to Indonesian EFL academic year of 2013/2014 students of English Department Faculty of Letters in Jember University. Second, this study is focused on the identification of the students' various VLS. Third, the study is to find the mostly used strategy applied by the students.

This study was based on Schmitt's taxonomy (1997). As stated by Ghazal (2007: 86) that a comprehensive inventory of VLS is developed by Schmitt (1997). This statement supports the researcher's argument to choose Schmitt's VLS

taxonomy in this study. The researcher chooses the Schmitt's taxonomy because of some reasons. First, this taxonomy determines the meaning of new words when encountered for the first time. Second, it is useful to classify the strategies which are used by the students more detail. Schmitt's taxonomy contains of five VLS. They are determination strategies, social strategies, memory strategies, cognitive strategies and meta-cognitive strategies. These strategies are listed into 30 strategies. Here is the detail of Schmitt's VLS :

Table 1. Schmitt's VLS

Strategy Groups	Strategy
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available picture or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of new word.
SOC	Ask classmates for meaning
SOC	Study and practice meaning in group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue study word over time

Due to those explanations of VLS, in learning language context, the research is arguably necessary. Moreover, the study of VLS in English Department Faculty of Letters Jember University is still under researched. By these all conditions, the researcher wants to comprehend and understand more on VLS used by English Department students of 2013/2014 academic year in acquiring English.

In the hope of getting the benefits of vocabulary and VLS, this study is assigned.

Research Methodology

This study applies quantitative and qualitative methods. It is quantitative as the study obtains data from questionnaire in the form of number. The researcher adopted Lip (2009) questionnaire, as Lip used Schmitt's list of VLS, and re-organized all the strategies according to Schmitt's taxonomy. The questionnaire is inserted in the Appendix A. The data is processed and analyzed by using Statistical Package for Social Science (SPSS) to get the answers from first research question. It is also qualitative as the study obtains data from interview which was assigned by using Multistage Purposeful Sampling.

Some of the differences between questionnaire and interview are that the questionnaire score are taken from the population of students while the interview data are taken from sampling. The interviewees are appointed using sampling criteria. The researcher uses Multistage purposeful sampling because it is necessary to limit the participants based on the questionnaire result. Denzen (1978) also said that "Multistage sampling is somewhat iterative in nature in the sense that information gained from analysis of data collected at the first stage influences the nature of the data collected, and the way they are collected, at subsequent stages".The interview is aimed at the clarification and confirmation to the students that their answers from the questionnaire are consistent.

In the interview there are 8 students of English Department students of Faculty of Letters Jember University academic year of 2013/2014 that are qualified to be interviewed. They are taken from 8 students who have the highest score of mean of means from all strategies. The interview lasted about 5-9 minutes. The interview's schedule started from 22 until 27 October 2015. The researcher made appointment of interview schedule with them in campus. They were interviewed one by one. Some of the participants answered the questions in English language and also in Bahasa Indonesia. The students' answers in the interview were transcribed in English by the researcher.

Results

This study has two problems to discuss. First,it concerns about what strategies used by the students are. They are five strategies that are used by the students, such as Determination strategies (DET), Memory strategies (MEM), Social strategies (SOC), Cognitive strategies (COG) and Meta-cognitive strategies (MET). The finding is all five strategies are used by the students. The five strategies are combined when the students find the unknown word. The result is shown in the table below:

Table 2. Descriptive Statistics of VLS for 92 Participants

VLS	N	Min	Max	Mean	Std.	Mean of Mean
DET1	92	2	5	3.65	.702	3.38

DET2	92	2	5	3.60	1.017	
DET3	92	1	5	3.12	.959	
DET4	92	1	5	3.58	.917	
DET5	92	1	5	2.97	.919	
MEM1	92	1	5	2.45	.965	
MEM2	92	1	5	3.75	1.012	
MEM3	92	1	5	3.55	.976	3.22
MEM4	92	1	5	3.63	1.076	
MEM5	92	1	5	2.75	1.246	
SOC1	92	1	5	2.58	.940	
SOC2	92	1	5	3.32	.901	
SOC3	92	1	5	3.37	1.056	3.094
SOC4	92	1	5	3.07	1.014	
SOC5	92	1	5	3.13	.841	
COG1	92	1	5	3.39	1.109	
COG2	92	1	5	2.54	1.152	
COG3	92	1	5	2.89	1.133	2.62
COG4	92	1	5	2.01	.896	
COG5	92	1	5	2.29	1.054	
MET1	92	1	5	3.20	1.269	
MET2	92	1	5	2.61	1.157	
MET3	92	1	5	4.13	.975	3.17
MET4	92	1	5	2.98	.889	
MET5	92	1	5	2.96	1.089	

The second research's data collection is through interview. The researcher clarifies and confirms the consistency of students' answer from questionnaire. From interview, as the first research question answer, the researcher finds that the majority of the students are consistent to their answers. It means the result from the questionnaire matches to the interview. Then, for the second question, it is about the mostly used strategy by the students. From 8 samples, 2 students answered their mostly used strategy is cognitive strategy and 6 students choose determination strategy. Vice versa, other 6 students tended to open the dictionary. It was proved by the consistent answers from those 6 students. They stated that they often use dictionary to define the meaning. When the researcher asked about the meaning of 'inexcusable' in interview, those students answered with determination strategies such as defining the root of word or directly open the dictionary. It is also supported by the questionnaire score that their score are higher than the population mean. It means their most frequently used strategy is determination strategy. The dominant answer from participants will be the result of interview. Majority of them choose determination strategy. That is why the most frequently used strategy from the interview result is determination strategy.

Discussion

The researcher learns from this study that the students never know the type of VLS for learning English although actually they unconsciously used all strategies every day. Most of them only know that the easy and effective way for defining the new word is opening the dictionary. This study is as a reference for the teachers and students to improve the strategies in learning vocabulary. The students can improve the skills on the other strategies, while the teachers can use this study to improve the better teaching method. In other word, the teaching method at class is also affected by the success of learning vocabulary and the learning success should be supported by students effort on mastering the VLS.

Beside that, relating to the SLA study, there are some interesting findings. First, The students' success in learning also depends on the lecturer's teaching method. During the class, the students told that they actually wanted to ask the definition of new word to the lecturer, however the lecturer seldom gave the answer. Sometimes the lecturer answers with the synonym or ask the students to find the meaning firstly by their own effort in the purpose that the students will be more successful in their individual effort of mastering the vocabulary. Whereas exercising more on one strategy that satisfied them will make the students have stronger and longer memory of the new word meaning. Second, the students are not forced to master English when communicating in their daily life. The students here use English as foreign language. Students usually use English in the particular environment such as in the classroom, in the English community and in the tourism place. Therefore the social strategy such as asking the meaning of word to the friends is not the most frequently used strategy. This happens because the students recently communicate by using their mother language and the second language in their daily life than using English. Those languages are Madurese, Javanese and Indonesian language. Based on those findings, hopefully this research contributes to the SLA reference on foreign language students' tendency on using five Schmitt's strategies for learning vocabulary.

Conclusion

All strategies are necessary to help students learning vocabulary. From this research the students ever used all strategies but do not realize to optimize the five VLS. The weakness is the students always depend on the dictionary to define the new word meaning, even though one word will have different meaning in certain context. If the students do not find the answer on dictionary, they will confuse to define the meaning individually. Exercising more than one strategy will make the students have stronger and longer memory of the new word meaning. It is expected that further research should more comprehensively capture the other factors that may be relevant to the discussion about learning situation. It is expected that this study is useful for other as the reference of their study in SLA which focuses on type of VLS and also can help the further analysis in the same study.

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APPENDICES

A. Questionnaire of Vocabulary Learning Strategies

Directions:

- This vocabulary learning strategies is designed for students who learn English as a foreign language. You will find about vocabulary learning strategies. Please read each statement.
- Put (√) in the box (5, 4, 3, 2, 1) that tells the degree of opinion on the strategies you use to learn English vocabulary. Please mark the statement that most describe you.

<div align="center">

5 = always

4 = often

3 = sometimes

2 = seldom

1 = never

</div>

Part I: General Information

1. Gender   Female   Male

2. Age   16 – 18 years   More than 18 years

3. How long have you been studying English?

Part II: Statements of Vocabulary Learning Strategies.

Put (√) in the box which most describes your opinion on the strategies you use to learn English vocabulary.

Example:

The Statement of Vocabulary Learning Strategies	Degree of Frequency				
	5	4	3	2	1
1. I use billingual dictionary to help me in translating English Words in Bahasa Indonesia.			✓		

The Statement of Vocabulary Learning Strategies	Degree of Frequency				
	5	4	3	2	1
1. I use bilingual dictionary to help me in translating English Words in Bahasa Indonesia.					
2. I use pictures illustrated in the textbook to find the words meaning.					
3. I learn meaning of words by identifying its part of speech.					
4. I ask teacher for a synonym, paraphrase, or L1 translation of new word.					
5. I ask my classmate for meaning.					
6. I know some new words when working in group works.					
7. I practice English in group work activities.					
8. I learn words about the culture of English speaking country.					
9. I learn the meaning by identifying the affixes and roots.					
10. I check for the LI meaning of new English word.					
11. I analyze any available pictures or gestures to guess the word					

12. I write a new word in a sentence so I can remember it.					
13. I study a spelling of a new word.					
14. I speak words out loud when studying.					
15. I repeatedly practice new words.					
16. I write a new word on a flash card so I can remember it.					
17. I learn words by listening to vocabulary CDs.					
18. I record vocabulary from English soundtrack movies in my notebook.					
19. When I try to remember a word, I write or say it repeatedly.					
20. I make vocabulary cards and take them with me wherever I go.					
21. I listen to English song and news.					
22. I memorize word from English magazine.					
23. I review my own English vocabulary cards for reviewing before the next lesson starts.					
24. I am not worry very much about the difficult words found when reading or listening, I pass them.					
25. I use on-line exercise to test my vocabulary knowledge.					

B. The Questions of the Interview

1. How often do you find the new words when learning English?
2. What are you doing when finding a new word?
3. How often do you open your dictionary when finding the new word?
4. a. If there is a new word 'inexcusable', do you know the meaning?

   b. What will you do to define the meaning?
5. How often do you discuss the meaning of unknown word to your classmates?
6. How often does the teacher help you to find the unknown word meaning at class?
7. What will you do to remember the new word?
8. Have you connected your personal experience to remember the new word?
9. a. How do you keep the memory of the new word meaning?

   b. Will you write that word?
10. How often do you listen to English song and news to learn vocabulary?
11. When you find the difficult word in a paragraph, how often do you skip or pass it?
12. Which strategy do you frequently use to find the meaning of words?
13. Why do you tend to use that strategy for learning vocabulary?
14. Are you satisfied with that strategy?