Abstract

One of the challenges that learners will face during the process of second language learning is learning vocabulary. Thus, in the case of learning the vocabulary in second language, students need to be equipped with vocabulary learning strategies. Since in reading the students need to have a lot of vocabularies, learners would need to enrich vocabulary knowledge in order to read fluently. They often give up trying to understand the meaning of the text or skip reading if sentences or an entire paragraph contains a number of unknown words. These encounters suggest that some learners might not have the knowledge to handle words they do not understand. This study explores the most and the least strategy use of vocabulary learning among ICMAP students. A sample of 40 respondents participated in the study. Data collection was carried out using questionnaires. The findings of the data showed that the strategy most frequently used was guessing words in context. However, the least frequently used strategy was skipping the words which they do not understand. To conclude, those strategies help students acquire good vocabulary knowledge. In addition, it helps teachers in designing useful tasks and giving relevant assignments.

Keywords: Language Learning Strategy (LLS), Vocabulary Learning Strategy (VLS), and English for Specific Purpose (ESP)