STUDENTS’ STRATEGIES IN LEARNING ENGLISH VOCABULARIES: A STUDY IN PGSD-BI OF FACULTY OF TEACHER TRAINING AND EDUCATION, SATYA WACANA CHRISTIAN UNIVERSITY

Afidha Satria Firmansyah

ABSTRACT

This present study was conducted to investigate the VLS used by PGSD-BI students in learning English vocabulary. The VLS grouping used the classification of Schmitt (2000) which is grouped as determination, social, memory, cognitive, and metacognitive strategies. The participants were 32 students of the Bachelor of International Primary Education Department/PGSD-BI of Faculty of Teacher Training and Education of Satya Wacana Christian University which consist of 2 year levels: third year (academic year 2011) and fourth year (academic year 2010) students. This study tried to answer the research question: “What VLS do the PGSD-BI of Faculty of Teacher Training and Education Satya Wacana Christian University use to learn English vocabulary?” The data was collected by using Schmitt’s vocabulary learning strategies questionnaire. The data was then counted quantitatively and described in a narrative way. The result revealed that the most frequently used strategies were metacognitive strategies, followed by determination strategies, social strategies, memory strategies, and as the least frequently used by the participants was cognitive strategies.

Key Words: Vocabulary learning strategies (VLS), PGSD-BI

INTRODUCTION

Vocabulary is the core of communication since it deals with the four language skills, that are speaking, listening, writing and reading. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning (Heidari, Karimi, & Imani, 2012). Vocabulary Learning Strategies (VLS) are a subcategory of
language learning strategies, which is a subcategory of learning strategies in general. According to Oxford (1990, as cited in Kafipour & Naveh, 2011), language learning strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation”; while VLS is what students do to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production (Catalan, 2003, as cited in Ruutmets, 2005).

According to Laufer (2003), many learners match English words with their equivalents in the first language. They also pay more attention to literal meaning of single words and do not learn the meaning of the words in its context. It becomes difficult for them to understand a text, for example, while they are aware of the meanings of the words in it. It happens in the Bachelor of International Primary Education Department/PGSD-BI of Faculty of Teacher Training and Education of Satya Wacana Christian University students. They did so because the students still had less knowledge about the existing vocabulary learning strategies. It will be different if the students know the appropriate strategies for themselves and try to learn other strategies to improve vocabulary mastery they have. This process will increase their success in learning English.

Many studies paid more attention in to language learning strategies (Chamot, 1987; Cohen, 1998; Oxford, 1990; among others) since the learner-centered approaches were applied in the educational system. It is as the Bachelor of International Primary Education Department/PGSD-BI of Faculty of Teacher Training and Education of Satya Wacana Christian University also carry out. The students in this department are asked to have an active role and be responsible for their learning process. Schmitt (1997) stated that VLS are even more important in second
language learning with the increasing nature of vocabulary acquisition and its emphasis to the 
language. In order to learn and use English appropriately, students need to understand and use 
proper learning strategies in their learning.

**VOCABULARY LEARNING STRATEGIES (VLS)**

Vocabulary learning strategies (VLS) instruction helped the students to know why, when, 
and how to use the strategies. In order to make English learning effective, the learners have to be 
conscious and being active processors of information (Gu, 2005, as cited in Atay & Ozbulgan, 
2006). The learners must intentionally select, consciously monitor and evaluate the learning 
strategy being used. The instruction has to be explicit and students must be informed about the 
value and purpose of learning strategies and also the benefit of each strategy so that they 
understand which strategies are match with their learning style and can improve their ability. 
Moreover, one important thing we should keep in mind is that vocabulary learning strategies 
change as learners “…mature and that the general trend entails moving away from mechanical 
repetition to deeper strategies as learners begin to understand their values” (Schmitt, 1997, as 

According to Nation (2001), vocabulary learning strategies make learners take more 
responsibility for their own learning. He believes that a large number of vocabulary can be 
acquired by using vocabulary learning strategies. Fan (2003) suggests that all vocabulary learning 
strategies are more or less connected to the following five steps of learning vocabulary in a 
foreign language which have been identified by Brown and Payne (1994): (a) having sources for 
encountering new words, (b) getting an obvious image, either visual or auditory, of the forms of
the new words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meanings of the words, and (e) using the words.

Although Oxford (1997, as cited in Kafipour and Naveh, 2011) stated that VLS can be affected by variables such as motivation, attitude, gender, learning styles, etc., VLS does not only seem to have contributed to the improvement of students’ vocabulary achievement but also it improved students’ confidence, decrease their anxiety, increase their motivation, interest and success in learning English and moreover, it made students independent and autonomous in learning (Heidari, Karimi, & Imani, 2012). The findings are the same as Brown (2005, as cited in Heidari, Karimi, & Imani, 2012) and Chuk (2003), among others, that suggest training learners in language learning and strategy-use may give them an active and responsible role in their own learning, help them gain autonomy and become better learners.

Moreover, utilization of vocabulary learning strategies has been found to affect students’ performance in language learning (Sarani & Kafipour, 2008). Successful vocabulary learners were observed as active strategy users who were conscious of their learning and took steps regularly, while poor learners showed little awareness on how to learn new words (Atay & Ozbulgan, 2006; Tileston, 2007; Tyner, 2009; among others).

Along the study about VLS, several taxonomies have been used (Gu & Johnson, 1996; Schmitt, 1997; Nation, 2001; etc.). However, this present study prefer choosing Schmitt’s taxonomy to others because it can be standardized as a test, can be used to collect the answers from students easily, is based on the theory of learning strategies as well as theories of memory, is technologically simple, can be used with learners of different educational backgrounds and target languages, is rich and sensitive to the variety of learning strategies, and allows comparison.
with other studies, among them Schmitt’s own survey (Catalan, 2003, as cited in Ruutmets, 2005). Schmitt’s (1997, 2000) VLS taxonomy is based on Oxford’s (1990) division of language learning strategies: direct (memory, cognitive, and compensation) and indirect (metacognitive, affective, and social) strategies. Schmitt added another category: determination strategies in order to cover other opportunity where new words are discover without other people’s assistance and shifted affective compensation strategies into other groups of categories.

According to Schmitt’s taxonomy of VLS, the strategies are classified as below:

a. *Determination Strategies*, in which learners determine the meaning by using dictionaries, guessing the meaning from the context and identifying the parts of speech and constituent elements. In other words, determination strategies are individual learning strategies that help learners to identify the meaning of new words without the other’s help (Schmitt, 2000).

b. *Social Strategies* is used to determine the word definitions by asking teachers, classmates and native speakers for meaning. It is clear that social strategies encourage learners to interact with others and learn from each other (Schmitt, 2000). They can also be used to have interaction to native speakers or even language teachers outside the classroom.

c. *Memory Strategies*, are a large number of strategies that learners can use to recall the vocabulary. Memory strategies help learners to acquire the new words through mental processing by connecting their background knowledge to the new words (Schmitt, 2000). Take as an example the word “cow” will remind the student into the category of a four-legged animal since the learner is aware of the image of these four-legged animals from its background knowledge. Memory strategies consist of three groups: a) using images to create a strong connection with the word and its meaning. These images can be shaped in
the mind or drawn in notebooks, b) using strategies to link words together to help retrieval of vocabulary. For example, using words in the sentences make retrieval easier, and c) using vocabulary knowledge aspects to stabilize the meaning of the words (Kafipour & Naveh, 2011). Specific examples include giving attention to the word’s phonological or orthographical form, memorizing affixes and roots, matching some words to their corresponding physical action, and learning the word class.

d. **Cognitive Strategies** deal with mechanical aspects of learning vocabulary and are not related to mental processing (Schmitt, 2000). Repetition is one of the most commonly cognitive strategies used. Other examples are taking notes and highlighting new words, making lists of new words, using flashcards to record new words, putting English labels on physical objects, keeping a vocabulary notebooks, and writing the words many times.

e. **Metacognitive Strategies** show learners’ capability to find opportunities to learn and then record and review those experiences. Metacognitive strategies include monitoring, decision-making, and assessment of one’s advance. They can also aid learners to specify suitable vocabulary learning strategies for learning new words (Schmitt, 2000). Specific examples include using English language media, studying new words many times, paying attention to English words when someone is speaking English, studying new words many times, and skipping or passing new words (Kafipour & Naveh, 2011).

In the Faculty of Teacher Training and Education of SatyaWacana Christian University, especially in Bachelor of International Primary Education Department (*Pendidikan Guru Sekolah Dasar-Bertaraf Internasional/ PGSD-BI*), English is a foreign language which is not only learned as a learning subject but it is a mean of communication and also as a compulsory subject since
English is their teaching language later. All the learning subjects are taught using bilingual language, *Indonesian* and English, and aimed to have international quality which one of the criteria is able to communicate using English fluently. The *PGSD-BI* students are accustomed to special terms for each learning subject such as in Math, Science, Social Science, and Civics. For each learning subject, the students must master each term which is different from general vocabulary. Take as an example the word “*pembuahan*” in *Indonesian* has two meaning in English: fertilization (for plants) and insemination (for animals). The *PGSD-BI* students must be able to use and differentiate those words correctly.

This study becomes a crucial matter since studies about the use of vocabulary learning strategies (VLS) by EFL learners are rarely conducted in Indonesian context. In addition, the common researches have been published are about teaching and learning vocabulary in a classroom context and only small number or limited researches are on how vocabulary is learned efficiently. Therefore, to investigate the VLS used by *PGSD-BI* students in learning vocabulary, this study tried to answer the following question: “What VLS do the *PGSD-BI* of Faculty of Teacher Training and Education Satya Wacana Christian University use to learn English vocabulary?”

This study is hoped to give a contribution in English learning especially in vocabulary learning. For teachers, it is important to make their students aware of strategies and use more strategies in order to make students’ learning effective and improving. The result should help the *PGSD-BI*’s and other fields’ teachers so that they are able to help their students to become autonomous learners. It is as Oxford (1990) stated, students take more responsibility of their learning and more learning happens.
THE STUDY

Context of the Study

This study was conducted in the Faculty of Teacher Training and Education of Satya Wacana Christian University; focus on Bachelor of International Primary Education department (Pendidikan Guru Sekolah Dasar-Bertaraf Internasional/ PGSD-BI). The students in this department are prepared to be elementary school teachers who have international quality such as being able to teach in English.

The faculty is located in a small town of Salatiga, Central Java, Indonesia. The study took place in this context because the faculty is a real example of where English is taught not only as a learning subject but also as a must-mastered language for the teacher training students. Moreover, the department is the only institution in Salatiga which provide elementary school teachers for international program.

Participants

The participants of this study were all 32 students of the Bachelor of International Primary Education Department/ PGSD-BI of Faculty of Teacher Training and Education of Satya Wacana Christian University which consist of 2 years level: all students in third year (academic year 2011, 17 students) and all students in fourth year (academic year 2010, 15 students). The all 32 participants from the last two academic years were considered sufficient to represent the PGSD-BI students. Their ages were about 21-22 years old with English is a foreign language for them. The participants were chosen purposefully because the last two years students have more experience in learning English at the university level.


**Instrument of Data Collection**

The purpose of the present study is to investigate the learners’ strategies in learning English vocabulary. The data needed were collected by using questionnaire in English language with the meaning in Indonesian administered in March 2014 (See Appendix). The questionnaire is based on Schmitt’s vocabulary learning strategies. The questionnaire was used because it has been able to reveal the data needed for this study.

The questionnaire consisted of 3 parts: Part A to reveal *Determination Strategies* (question 1-7), *Social Strategies* (question 8-12), and *Memory Strategies* (question 13-29); Part B to reveal *Cognitive Strategies* (question 1-7) and *Metacognitive Strategies* (question 8-12) which the participants mostly used. Both parts were closed-ended questions, part C-E was open-ended questions used if the participants had their own experiences in English, other way of learning vocabularies, and unfamiliar words from the questionnaire.

**Data Collection Procedures**

Before giving the final questionnaire, I did a piloting first in order to test whether the directions and the question items of the questionnaire were clear enough for the participants. It was distributed to twelve of Bachelor of International Primary Education Department/PGSD-BI of Faculty of Teacher Training and Education of Satya Wacana Christian University students from academic year 2012. The twelve students were given questionnaire in English. However, the result was not satisfying because they did not answer the open-ended part properly and they answered the questions inappropriately. Then, I added the translation of each direction and question in Indonesia and gave it to eight students of academic year 2012 with the result that it
was clear enough to the students. The piloted-students were regarded as the representatives of the real participants later.

**Data Analysis Procedure**

The questionnaire was designed to reveal the participants’ strategies in learning English vocabulary. There were points for each response: Never (1 point), Seldom (2 points), Sometimes (3 points), Often (4 points), and Always (5 points). The data was then counted quantitatively to see the average responses of the participants for each category based on strategies classification by Schmitt (2000): Determination Strategies, Social Strategies, Memory Strategies, Cognitive Strategies, and Metacognitive Strategies. The maximum point for each category was 5. The points were also a scale in deciding the frequency of the strategies used by the participants. The quantitative data of the participants were analyzed quantitatively and the analysis was described in a narrative way.

**FINDING AND DISCUSSIONS**

This study conducted in Bachelor of International Primary Education Department/ PGSD-BI gives an exploration on what strategies the students used in learning English vocabularies. The discussion started with the overall result of this study, then, the strategies one by one starting from the most frequently used strategies: Metacognitive Strategies, Determination Strategies, Social Strategies, Memory Strategies, and Cognitive Strategies. However, there was no discussion about part C-E which was open-ended questions because the participants did not write any responses about their own experiences in English, other way of learning vocabularies, and unfamiliar words from the questionnaire other way of learning vocabularies. Below are the results:
A. Overall Result

To find out the point for each category, the average of the total point every statement which was divided by the number of statements belonged to each category had to be counted first. The average point of each category was then used as the point to decide the most frequently used strategies (Never: 1 point, Seldom: 2 points, Sometimes: 3 points, Often: 4 points, and Always: 5 points).

As shown in Figure 1, the most frequently used strategies used by the PGSD-BI students were Metacognitive Strategies. The average point was 3.181 out of 5. It meant that the strategies were sometimes used by the participants. Metacognitive Strategies includes monitoring, decision-making, and assessment of one’s advance. The result of the current study was similar to the research done by Yuk (2003, as cited in Kafipour & Naveh, 2011) and Kafipour and Naveh (2011) in which Metacognitive Strategies was found as one of the most frequently used strategies.

The average point of Determination Strategies, in which the students can determine the meaning by using dictionaries, guessing the meaning from the context and identifying the
parts of speech and constituent elements, was 3.179 out of 5. The result means that the strategies were sometimes used by PGSD-BI students. It was different from the research done by Kafipour and Naveh (2011). In their research, the participants used less Determination Strategies to get the meaning of words while in this research the strategies were found as the second frequently used vocabulary learning strategies.

Social Strategies were in the middle of other categories. This result was different from research done by Bennett (2006, as cited in Kafipour & Naveh, 2011) in which Metacognitive Strategies was in the middle of other categories. Strategies grouped to this category are determining the word definitions by asking teachers, classmates and native speakers. These strategies were sometimes used by the participants with the average point 3.088 out of 5.

From the figure, the fourth frequently used strategies category used by the participants was Memory Strategies. Strategies grouped to this category are strategies used to acquire words through mental processing by connecting the students’ background knowledge to the new words. This result was different from Sahbazian (2004, as cited in Kafipor and Naveh, 2011) in which the participants mostly preferred to use Memory Strategies to get the words’ meaning. The PGSD-BI students seldom used these strategies to learn vocabularies in which the average point was 2.871 out of 5.

Cognitive Strategies was the least frequently used by the PGSD-BI students in learning vocabularies. The average point was 2.710 which meant that they seldom used the strategies. The result of this study was different from the research of Kafipour and Naveh (2011) where Cognitive Strategies was in the second most frequently used strategies. Examples of this category are repetition, taking notes and highlighting new words, making
lists of new words, using flashcards to record new words, putting English labels on physical objects, keeping a vocabulary notebooks, and writing the words many times.

Further description about each vocabulary learning strategies category used by the participants is discussed in the following sections.

B. Metacognitive Strategies

Figure 2. Metacognitive Vocabulary Learning Strategies

As the most frequently preferred category, the strategies belonged to Metacognitive Strategies were chosen as the most favorite strategies used to acquire the meaning of words by the participants. In this study, the strategies had 5 statements. According to Schmitt (2000), the strategies belong to this category helped the learners to specify suitable vocabulary learning strategies for learning new words. The strategies include studying new words many times, using English language media, paying attention to English words when someone is speaking and skipping or passing new words. The Metacognitive Strategies was also believed to reduce stress and encourage students’ autonomy in learning. In this kind of learning, the students mirror their “capability to find opportunities to learn and then record and review those experiences” (Kafipour & Naveh, 2011).
As we can see in the Figure 2, the participants chose statement ‘Use English-language media (songs, movies, the internet)’ as the most preferred strategy among other statements. It had the highest average points 4.25 out of 5 which was often used by the participants. Songs are especially good at “introducing vocabulary because they provide a meaningful context for the vocabulary (Griffee, 1995, as cited in Rosová, 2007). Griffee (1995, as cited in Rosová, 2007) also stated that songs “provide a natural context for the most common structures such as verb tenses and prepositions”. The following most frequently used strategy was ‘Pay attention to English words when someone is speaking English’ with the average point 3.94. The strategy was often used by the participant to learn English vocabulary.

While the least strategy used by the participants was ‘Test myself with word tests’ with average point 2.44 out of 5. This way of learning vocabulary related to the English mastery of the participants. The PGSD-BI students seldom used this kind of testing to increase their vocabulary mastery. The participants may not understand kinds of tests which could be used to challenge their vocabulary mastery. However, a further research should be done to explore the participants’ reasons why they seldom use the strategy.
C. Determination Strategies

As the second most frequently used category, Determination Strategies had 7 statements about how the PGSD-BI students learn new words. The strategies helped the learners to determine English meaning by using dictionaries, guessing the meaning from the context and identifying the parts of speech and constituent elements.

The most frequently used strategy was ‘Guess its meaning from context’ with the average of 3.84 out of 5. It was followed by ‘Look for any word parts that I know the meaning (impossible, possible, possibility, possibly, etc)’ with the average of 3.50. The strategies were chosen as the most frequently used because it was the easiest way to guess the word meaning without other’s help. The third most frequently used strategy under Determination Strategies was ‘Use an Indonesian-English dictionary’ with the average 3.44. According to Baxter (1980, as cited in Bensoussan, Sim, & Weiss, 1984), bilingual dictionary tends to encourage the employment of a single lexical item and the monolingual dictionary
demonstrates that definition is an alternative. Those three strategies were sometimes used by the PGSD-BI students.

The least strategy was ‘Use an English-English dictionary (thesaurus)’ which had an average of 2.65. This strategy was seldom chosen by the participants because the participants had low English mastery so that if they use English-English dictionary would make them more confused rather than finding the words’ meaning themselves. Neubauer (1981, as cited in Bensoussan, Sim, & Weiss, 1984) also stated that dictionary definitions have been criticized as being difficult even for the native reader.

D. Social Strategies

Social Strategies, as the third most frequently used strategies, can encourage the learners to interact with each other and learn from each other (Schmitt, 2000). As the Figure 4 shown, Social Strategies category had 5 statements of learning strategies.

The most frequently used strategy under this category was ‘Ask my classmates for the meaning’, with the average of 3.75. Peer support should be considered essential to language learners because students spend considerable time together learning the language
and encounter similar language-learning challenges. Learners may get supports from their classmates not only in the form of friendship but also in ways that help learning. Peer support has greater reciprocity because peers share equal status (Cauce et al., 1982; Hartup, 1989; Wentzel, 1994, as cited in Huang, Eslami, & Hu, 2010). Working with peers helped the learners to learn better because they could discuss with their friends the meaning of the words. The participants were sometimes used the strategy to learn English vocabulary.

In this category, the least strategy used by the participants was ‘Ask the teacher to check my definition’, with the average of 2.75. This strategy had the least point because the participants may be shy asking the meaning of the words to their teachers. Language teachers should not merely recognize the presence of foreign language anxiety in language learners but also help learners acknowledge, cope with, and reduce their anxiety (Huang, Eslami, & Hu, 2010). The PGSD-BI students also seldom used the strategy.

E. Memory Strategies

Figure 5. Memory Vocabulary Learning Strategies

<table>
<thead>
<tr>
<th>Memory Strategies</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture of the word to help remember it</td>
<td>2.13</td>
</tr>
<tr>
<td>Make a mental image (imaginary image) of the word’s meaning</td>
<td>3.28</td>
</tr>
<tr>
<td>Connect the word to a personal experience</td>
<td>3.03</td>
</tr>
<tr>
<td>Remember the words that follow or precede the new word</td>
<td>3.09</td>
</tr>
<tr>
<td>Connect the word to other words with similar or opposite meanings</td>
<td>3.03</td>
</tr>
<tr>
<td>Remember the words in scales (always, often, sometimes, never)</td>
<td>2.56</td>
</tr>
<tr>
<td>Group words together to study them</td>
<td>2.31</td>
</tr>
<tr>
<td>Use new words in sentences</td>
<td>3.22</td>
</tr>
<tr>
<td>Study the spelling of a word</td>
<td>3</td>
</tr>
<tr>
<td>Study the sound of a word</td>
<td>3.34</td>
</tr>
<tr>
<td>Say the new words aloud when I first meet them</td>
<td>2.97</td>
</tr>
<tr>
<td>Make a mental image of the word’s form.</td>
<td>2.84</td>
</tr>
<tr>
<td>Remember the word using its part (im-, un-, -able, -ful, -ment, ex-)</td>
<td>3</td>
</tr>
<tr>
<td>Remember the word using its word form (verb, noun, adjective)</td>
<td>3.25</td>
</tr>
<tr>
<td>Make my own definition for the word</td>
<td>2.78</td>
</tr>
<tr>
<td>Use physical action when learning a word</td>
<td>2.25</td>
</tr>
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</table>
As the fourth frequently used vocabulary learning strategies, Memory Strategies had 17 statements of vocabulary learning. The most frequently strategies used by the *PGSD-BI* students was ‘Study the sound of a word’, with the average of 3.34. According to Kafipour and Naveh (2011) as discussed above, this strategy belongs to group (c) of this strategy which is about using vocabulary knowledge aspects to stabilize the meaning of the words including giving attention to phonological or orthographical of words. The strategy of ‘Make a mental image (imaginary image) of the word's meaning’, with the average of 3.28, also had the highest point in Memory Strategies category. This strategy belongs to group (a) which is about using images to create a connection with the word and its meaning according to Kafipour and Naveh (2011). These two most frequently used Memory Strategy sometimes used by the participant in learning English vocabulary.

While the least frequently strategies used were ‘Draw a picture of the word to help remember it’ (2.12 points out of 5) and ‘Use physical action when learning a word’ (2.25 points out of 5). The strategies were seldom used by the *PGSD-BI*. The least two frequently used strategies also belong to group (a) for the former and group (c) for the later.
F. Cognitive Strategies

Figure 6. Cognitive Vocabulary Learning Strategies

As the least frequently used category, Cognitive Strategies consisted of 7 statements about how the PGSD-BI students learn new vocabulary. These strategies are not related to mental processing (Schmitt, 2000) and deal with mechanical aspects of learning vocabulary.

The most favorite strategy used by the students of the PGSD-BI students was ‘Take notes or highlight new words in class’, with the average point of 3.41. This strategy may be easy to do for the participants in the classroom. They only need to provide their own stationary and a paper. Based on the average point above, the PGSD-BI students sometimes took notes and highlighting new vocabulary in the classroom.

While the least used was ‘Use flashcards to record new words’ with the average of 2.00 which means the PGSD-BI students seldom used the strategy. This strategy may require the PGSD-BI students to prepare a set of flashcards to help them learning the new vocabulary which somehow troublesome them.
CONCLUSION

The aim of this present study was to investigate the VLS used by PGSD-BI students in learning English vocabulary. The result reveals that the most frequently used vocabulary learning strategies was Metacognitive Strategies with the average point 3.181 out of 5, followed by Determination Strategies with the average points 3.179, Social Strategies (3.088 points), Memory Strategies (2.871 points) and Cognitive Strategies (2.710 points). The most frequently used strategy in the Metacognitive Strategies was ‘Use English-language media (songs, movies, the internet)’ (4.25 points), while the least frequently used one was ‘Test myself with word tests’ (2.43 points). Under the category Determination Strategies, the most frequently used strategy was ‘Guess its meaning from context’ (3.84 points) and the least frequently used was ‘Use an English-English dictionary (thesaurus)’ (2.65 points). For the category Social Strategies, the most frequently used strategy was ‘Ask my classmates for the meaning’ (3.75 points) and the least frequently used strategy was ‘Ask the teacher to check my definition’ (2.75 points). The most frequently used strategy in the Memory Strategies was ‘Study the sound of a word’ (3.34 points), while the least frequently used strategy was ‘Draw a picture of the word to help remember it’ (2.12 points). For the category Cognitive Strategies, the most frequently used strategy was ‘Take notes or highlight new words in class’ (3.40 points) and the least strategy was ‘Use flashcards to record new words’ (2.00 points).

From this research, it is suggested for the teachers to make their students aware of VLS that they can use in learning new vocabulary and to teach them new strategies so that the students can learn effectively. The teachers got better knowledge on how to teach and what strategies should be used in their teaching. While for the students, they become aware of some vocabulary strategies and may encourage them to try some other VLS and improve their learning.
However, this study only investigated vocabulary learning strategies being used for all language skills: reading, writing, speaking and listening. To explore how the strategies work for each skill, a further investigation should be done. It is also suggested for further research to explore VLS from teachers’ perspective and its contribution for the grade of the students in the classroom context.

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REFERENCES


Appendix

Vocabulary Learning Strategies Questionnaire (VLSQ)

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<td>Gender  : Male / Female</td>
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<td>Academic Year  : 2010 / 2011</td>
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<tr>
<td>Phone Number  :</td>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1</td>
<td>Check new word's form (e.g. find its verb, noun, adj., adv., etc) – Memeriksa bentuk/jenis kata baru</td>
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</tr>
<tr>
<td>2</td>
<td>Look for any word parts that I know the meaning (impossible, possible, possibility, possibly, etc) – Mencari bagian kata yang saya ketahui artinya</td>
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<td></td>
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<tr>
<td>3</td>
<td>Check if the word is also an Indonesian word (e.g. abstract, account) – memeriksa apakah kata tersebut juga ada di Indonesian</td>
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<td></td>
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<tr>
<td>4</td>
<td>Use any pictures or gestures (body language) to help me guess – menggunakan gambar atau gerak tubuh untuk membayangkan arti kata tersebut</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>5</td>
<td>Guess its meaning from context – menebak makna dari konteksnya</td>
<td></td>
<td></td>
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<td>6</td>
<td>Use an Indonesian-English dictionary – Menggunakan kamus Indonesia-Inggris</td>
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<td>7</td>
<td>Use an English-English dictionary (thesaurus) – Menggunakan kamus Inggris-Inggris</td>
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<td>8</td>
<td>Ask the teacher to give me the definition or a sentence – Meminta guru untuk menunjukan definisi atau contoh dalam kalimat</td>
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<td>9</td>
<td>Ask my classmates for the meaning – Bertanya artinya pada teman sekelas</td>
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<td>10</td>
<td>Study the word with my classmates – Mempelajarinya dengan teman sekelas</td>
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<tr>
<td>11</td>
<td>Ask the teacher to check my definition – Meminta guru untuk memeriksa definisi saya</td>
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<tr>
<td>12</td>
<td>Talk with native speakers – Berbicara dengan penutur asli (orang asing)</td>
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<td>13</td>
<td>Draw a picture of the word to help remember it – Menggambar kata tersebut untuk membantu mengingatnya</td>
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<td>14</td>
<td>Make a mental image (imaginary image) of the word's meaning – Mengimajinasikan / membayangkan arti kata</td>
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<td>15</td>
<td>Connect the word to a personal experience – Menghubungkannya dengan pengalaman</td>
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</tbody>
</table>

a. Choose what you really do in learning a new vocabulary not what you think as useful to be used in learning English by put a tick (√) in the column. Pilih apa yang benar-benar anda lakukan dalam belajar kosakata baru, bukan apa yang anda pikir akan berguna dalam belajar bahasa inggris dengan mencentang kolomnya.

b. 1 = never ; 2 = Seldom ; 3 = sometimes; 4 = often; 5 = always
   1 = tidak pernah ; 2 = jarang ; 3 = kadang-kadang ; 4 = sering ; 5 = selalu

c. Answer one by one from the beginning without looking at the following items. Jawab satu per satu dari awal tanpa melihat pertanyaan berikutnya.
<table>
<thead>
<tr>
<th></th>
<th>When I Want to remember new words and build myvocabulary, I…</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Ketika saya ingin mengingat kata baru dan menambah kosakata, saya…</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Repeat the words aloud many times – Mengucapkan kata dengan keras berkali-kali</td>
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<tr>
<td>2</td>
<td>Write the words many times – Menulisnya berkali-kali</td>
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<tr>
<td>3</td>
<td>Make lists of new words – Membuat daftar kata-kata baru</td>
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<tr>
<td>4</td>
<td>Use flashcards to record new words – Menggunakan kartu untuk mengingat kata baru</td>
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<tr>
<td>5</td>
<td>Take notes or highlight new words in class – Mencatat atau menandai kata baru di dalam kelas</td>
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<td>6</td>
<td>Put English labels on physical objects – Memberi label dalam bahasa Inggris pada benda – benda fisik</td>
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<tr>
<td>7</td>
<td>Keep a vocabulary notebook – Membuat buku catatan kosakata</td>
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<tr>
<td>8</td>
<td>Use English-language media (songs, movies, the internet) - Menggunakan media berbahasa Inggris (lagu, film, internet)</td>
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<tr>
<td>9</td>
<td>Test myself with word tests – Menguji diri dengan beberapa tes kosakata</td>
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<tr>
<td>10</td>
<td>Study new words many times – Mempelajari kata-kata baru beberapa kali</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Skip or pass new words – Melewati kata baru</td>
<td></td>
</tr>
</tbody>
</table>
C. Do you have any prior experience in English? Please put a tick (✓)

Pernahkah anda memiliki pengalaman dalam bahasa Inggris? Berikan tanda centang (✓)

☐ Living abroad – tinggal di luar negeri
☐ Taking part at English institutes – mengambil bagian dalam intitusi berbahasa Inggris
☐ TOEFL/IELTS classes – mengikutikelas TOEFL/IELTS
☐ Having TOEFL/IELTS certificate – memiliki sertifikat TOEFL/IELTS

D. If you use any other method in learning new vocabularies not listed in the questionnaire,
Please write them in the space provided and mention its scale (never, seldom, sometimes, often, and always). – Jika anda menggunakan metode lain dalam belajar kosakata baru selain dalam kuesioner, silahkan tulis dan sebutkan tingkatan keseringannya (tidak pernah, jarang kadang-kadang, sering, selalu)

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E. If a sentence, phrase, or word mentioned in the questionnaire is not clear or meaningful for you, please write it in the space provided. – Jika terdapat kalimat, ungkapan, atau kata yang tidak anda ketahui dalam kuesioner di atas, silahkan tulis di bawah.

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FINALLY
Thank you very much for your honest and careful answers to the questionnaire