VOCABULARY TEACHING AND LEARNING STRATEGIES
USED BY LECTURERS IN A PRIVATE UNIVERSITY IN
CENTRAL JAVA

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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SATYA WACANA CHRISTIAN AND UNIVERSITY

2016
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Vocabulary Teaching and Learning Strategies Used by Lecturers in a Private University in Central Java

Brenda Christie

Abstract

Vocabulary is one of the crucial things in language learning. Wilkins (1972, pp. 111-112) said that “...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” However, the great number of vocabulary items makes it hard to be learned. Fortunately, there are vocabulary learning strategies that can make the learning of vocabulary become feasible and easier. Here, this study examined how the lecturers in a Faculty of Language and Literature (FLL) deal with vocabulary teaching and the strategies in non-vocabulary classes, which could be called as incidental vocabulary learning, in which the vocabulary being learned is a by-product of learning other skills. The purpose of this study is to help the lecturers discover deeper about how they could implicitly tell the vocabulary learning strategies to the freshmen, and help the students enrich their vocabulary effectively. To this end, four lecturers of FLL, one of each English skill courses (i.e., speaking, reading, writing, and listening), were selected by using convenience and quota sampling. To obtain the data, this study employed a semi-structured interview. Next, the findings were analyzed based on Nation’s (2008) four strands of planning vocabulary teaching, which are meaning-focused input, meaning-focused output, language-focused learning, and fluency development. The result of the analysis showed that lecturers had actually incorporated incidental vocabulary learning into their classes based on Nation’s (2008) four strands. This study also discussed the pedagogical implications of the findings.

Keywords: Vocabulary, Vocabulary Learning Strategies (VLS), incidental learning, implicitly, Faculty of Language and Literature (FLL), teaching planning.

Introduction

Nowadays, in EFL (English as Foreign Language) countries, specifically Indonesia, there is a problem related to learners’ awareness of vocabulary learning strategies (Asgari, 2011). According to Asgari, only few of the students are really concerned with the strategies that they can use to acquire second language vocabulary
items since most simply “us[e] dictionaries and rote memorization” (p. 6). However, English plays a crucial role in many of Indonesian educational institutions, especially at university. In recent years, several Indonesian universities are using handbooks in English as the main medium of instructions, but a lot of the freshmen might still have limited vocabulary in that L2. This situation is likely to happen in settings like Indonesia, even in a context where English is supposed to be predominantly used. For me, it was a big question whether the freshmen could really comprehend the knowledge of each subject. Moreover, in high school not all of them really got the exposure to English vocabulary. Masduqi, (2006) stated that English is “a foreign language in Indonesia,” and rarely used outside the school walls (p. 10).

Along with that, Putra (2014) suggests that there is a huge number of high school graduates under the implementation of KTSP curriculum who has a low proficiency in English even though they passed the minimum score (also known as KKM). Therefore, I was curious about how the lecturers in an English Department at a private university in Central Java dealt with this problem. Besides, several studies have documented that vocabulary is not easy to learn as it has a numerous number; fortunately, there is one thing called vocabulary learning strategies that could make the learning process of vocabulary become easier (Dahana, 2013; Nation, 2008; Purnamasari, 2012). The objectives of this study are to help the lecturers investigate how they could implicitly insert the vocabulary learning strategies for the freshmen and help the students enrich their vocabulary effectively. Then, the significance of this study is to increase the awareness on not only the importance of vocabulary and
vocabulary learning strategies, but also how vocabulary learning can be integrated into different courses.

**Literature Review**

Each person might have different ideas about what vocabulary is. First, some might think that vocabulary means words (e.g., awake, sleep, die, etc.). However, sometimes what is meant by words can be confusing (Schmitt, 2000). Schmitt (2000) discusses phrasal verbs and idioms; they may consist of multiple words (e.g., “pass away”, “kick the bucket”), but each of them only has a single meaning which is different from the meaning of every single word (p. 1). Other than that, words also deal with “grammar and morphology” for example eat, eats, ate, eaten; it is unclear whether to count it as one or several words. Therefore, some experts might use the other term like “lexeme or lexical unit” to describe vocabulary, as a lexeme does not focus on the number of words but more on the single meaning itself (Schmitt, 2000, p. 2).

Since there are different ideas related to the definition of vocabulary, then various opinions related to the number of vocabulary emerge. Some experts say that vocabulary is around “400,000” to “600,000”, “about 1 million”, or “a half million” to “over 2 million words” (Schmitt, 2000, p. 3). Thus, because of the huge number, it might be hard for people to acquire vocabulary (Shen, 2003). Here, Nation (2008) simplified the number of vocabulary items which are needed to learn by dividing them into high- and low-frequency words. What is meant by high frequency words are the words that “occurs very frequently in all kinds of uses” such as nouns,
pronouns, verbs, etc. (p. 7), and low-frequency words are words that rarely occur (e.g. “abort”, “accusation”, etc.) or they might also be “technical words from other areas” (e.g. “vocabulary of Applied Linguistic”, vocabulary of Medical Science, etc.) In a class, where the time is limited, teachers might teach the high-frequency words only, but not the low ones. It is better for the teachers to let the students learn by themselves and provide strategies of learning them (Nation, 2008, p. 4). In order to give the vocabulary learning strategies in non-vocabulary classes, teachers need to be aware of various kinds of teaching vocabulary strategies such as guessing word from the context, guessing word based on its suffixes or prefixes, and many more.

**Review of Previous Studies**

Furthermore, here are some facts about vocabulary which make vocabulary learning strategies crucial to know by the students. Firstly, based on several recent studies investigating vocabulary learning and teaching which were conducted by some theses of Faculty of Language and Literature (FLL) students at Satya Wacana Christian University (SWCU) and other researchers, I found the majority stated that vocabulary was important as it was the fundamental thing in every language; it was a necessary aspect in all skills of language such as listening, reading, speaking, and writing (Bočková, 2007; Purnamasari, 2012; Schmitt & McCharty, 1997 as cited in Wibowowati, 2012; Shen, 2003). In addition, they believed that without enough knowledge of vocabulary, learners would not be able to comprehend the lesson given. (Dahana, 2013; Handoko, 2014; Nanda, 2014; Purnamasari, 2012; Wibowowati, 2012). Those statements are supported by Wilkins (1972, pp. 111-112) who also
confirmed that “... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as cited in Lessard-Clouston, 2012, p. 1). Together, these studies indicate that vocabulary is vital in language learning. Then, the use of learning strategies is really crucial in order to make the learning process easier. For learning strategies are, “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations” (Oxford, 1998, as cited in Dahana, 2013, p. 5).

Hence, I wanted to examine what strategies that the teachers use in incorporating vocabulary learning in order to overcome leaners’ lack of vocabulary and vocabulary learning strategies knowledge in Satya Wacana Christian University, Salatiga. I am going to address this research in order to fill the gap in the literature, since most of the previous vocabulary-related theses in FLL SCWU merely discussed the learning and teaching strategy used by young learners (e.g. elementary – high school) levels and none of them dealt with teaching strategies being used in the Faculty of Language and Literature.

However, as I have said earlier, there is no vocabulary class in FLL, SCWU; so, the lecturers might not teach the vocabulary intentionally. Then, how would they teach their students vocabulary and its learning strategies? Here, in teaching and learning process there is a term called as “incidental vocabulary acquisition.” According to Hulstijn (2001, cited in Rieder, 2003, p. 2) it means “learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning” for example learning vocabulary through reading texts.
One of the most important things in incidental learning process is teachers’ facilitation. Teachers play a pivotal role in that learning process. A study conducted by Nation (2008) mentioned some roles of the teachers, and two of them are teachers should teach their students the vocabulary learning strategies and what kinds of vocabulary need to be learnt (p. 6) Nation (2008) also added that teachers have to prepare the “material where the vocabulary is controlled” to make sure that the vocabulary use is appropriate for the learners’ need, and also learners’ proficiency level (p. 17).

Theoretical Framework

To facilitate and create the opportunities of learning, and also prepare what vocabulary words are to be learnt, the teacher should do planning at the beginning (Nation, 2008, p. 1) According to Nation (2007 as cited in Nation, 2008) there are four strands in making a plan for vocabulary learning. The first is meaning-focused input in which learners acquire vocabulary through listening and reading activities (e.g., “extensive reading, listening to stories, listening to lecturers,” etc.) (p. 1). Second, meaning-focused output refers to where learners learn vocabulary through speaking and writing activities, for instance “giving prepared talks, role plays, retelling,” etc. (p. 2). Third, language-focused learning denotes what students learn about the vocabulary strategies “[such as] guessing from context, learning using word parts, and dictionary use.” The examples of the activities are “intensive reading, getting feedback on speaking and writing,” and also applying the strategies given. Last, fluency development is when the learners can master the familiar vocabulary.
Once they are able to engage in the familiar vocabulary without any difficulty, or in other words they can “perform faster, having focus on understanding or producing message, and often [involve in] repeated use” (p. 2), meant that they have been fluent already. Here, the fluency development strand means that the lecturers and learners succeed in mastering vocabulary and its learning strategies.

**The Study**

This study sought to explore the teaching strategies used by the FLL lecturers in teaching vocabulary. Therefore, the research question is “What are the teaching strategies used by lecturers in incorporating second language vocabulary learning to the new university students of FLL in Salatiga?” I said “incorporating” because there is no particular class in FLL, SWCU which was devoted only to teach English vocabulary. In this study I used a qualitative, interview-based research methodology. To answer this question, four lecturers from the FLL were recruited: Two lecturers who taught listening or reading class (*meaning-focused input strand*), and the other two were lecturers who taught speaking or writing class (*meaning-focused output strand*). Recall that the strands are based on Nation’s (2008) framework. In order to choose the participants, the researcher used convenience and quota sampling. By convenience sampling I mean I had relatively easy access to contact the participants from FLL. Quota sampling was utilized when choosing the participants based on some criteria as listed below:
• The lecturers teach listening/reading/speaking/writing class for students of FLL 2015.

• They somehow talk about vocabulary in his/her class (the information about which was obtained through some conversations with the first year [2015] FLL students consisting of 30 freshmen; please see Appendix A)

Next, I employed semi-structured interviews without any class observations, due to time constraints, in obtaining the data. The reason why I used semi-structured interviews is because it allowed me to change the order of the questions and have some follow-up questions for the participants (Zacharias, 2013). This semi-structured interview protocol contained 11 open-ended questions (see Appendix B).

After obtaining the participants’ consent, I audio recorded my interviews with them. The audio-recorded data were transcribed through “clean” transcription. That is, I only focus on the content of the interview without paying attention to the manner in which the content is communicated (Zacharias, 2013). Last, the data would be analyzed based on the Nation’s (2008) four strands to know whether the teachers apply the similar planning stages to talk about or teach vocabulary implicitly in non-vocabulary classes. In order to analyze the data, any teachers’ responses in my transcription note which I believed would illustrate particular points would be highlighted and then listed to some key themes. At the end, the key themes would be matched up to the Nation’s (2008) four strands.
Findings and Discussion

Here, all of the interview data were transcribed verbatim, it means that I copied participants’ answers exactly the same with what they said. At this point, I compared my data interview analysis with the beliefs of experts and also previous studies that I have mentioned in literature review section, specifically Nation’s four strands (2008). Based on the framework of meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2008) derived from the literature, I would like to answer my research question about teaching strategies used by lecturers in incorporating second language vocabulary learning to the new university students of FLL in Salatiga. The overall response to the questions in appendix B shows that the lecturers in FLL facilitated incidental vocabulary learning in their non-vocabulary classes. The data from the interviews with the lecturers were then categorized into six themes. Below is Table 1 that provide the themes, coding categories, number of occurrences, and a small sample of the raw data coded.
Table 1: Themes, Coding Categories, Number of Occurrences, and Sample of Interview Data.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Coding Category</th>
<th>Number of occurrences</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first strategy to incorporate teaching vocabulary and its strategies into non-vocabulary classes is through <strong>reading</strong> activities.</td>
<td>Planning: <em>Meaning-focused input</em></td>
<td>5</td>
<td>“… the more they read they also can get more vocabulary…”</td>
</tr>
<tr>
<td>The second strategy to incorporate teaching vocabulary and its strategies into non-vocabulary classes is through <strong>listening</strong> activities.</td>
<td>Planning: <em>Meaning-focused input</em></td>
<td>2</td>
<td>“… I asked them to list unfamiliar word that they encountered in the chosen listening material…”</td>
</tr>
<tr>
<td>The third strategy to incorporate teaching vocabulary and its strategies into non-vocabulary classes is through <strong>listening</strong> activities.</td>
<td>Planning: <em>Meaning-focused</em></td>
<td>2</td>
<td>“… as in speaking, we use the word … they need to understand what words”</td>
</tr>
<tr>
<td>Themes</td>
<td>Coding</td>
<td>Number of occurrences</td>
<td>Sample</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>strategies into non-vocabulary classes is</td>
<td>output</td>
<td></td>
<td>that can suit well with the situation and also expression”</td>
</tr>
<tr>
<td>through <strong>speaking</strong> activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The third strategy to incorporate teaching</td>
<td>Planning:</td>
<td>1</td>
<td>“… With very limited vocabulary knowledge, I think we cannot express the idea more.”</td>
</tr>
<tr>
<td>vocabulary and its strategies into non-vocabulary classes is</td>
<td>Meaning-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>through <strong>writing</strong> activities.</td>
<td>focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lecturers explicitly told the benefits of vocabulary learning</td>
<td>Implementati</td>
<td>8</td>
<td>“Usually I explained to them the importance of vocabulary…, and the strategies how to learn vocabulary”</td>
</tr>
<tr>
<td>strategies to the students and applied it in class.</td>
<td>Language-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lecturers measured the students’</td>
<td>Implementati</td>
<td>5</td>
<td>“… The more students able to complete the short</td>
</tr>
<tr>
<td></td>
<td>on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Themes</td>
<td>Coding</td>
<td>Number of occurrences</td>
<td>Sample</td>
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<td>--------------------------------</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>understanding of</td>
<td>Fluency</td>
<td></td>
<td>story with the correct story with the correct story numbers, I think I can see</td>
</tr>
<tr>
<td>vocabulary and</td>
<td>development</td>
<td></td>
<td>that somehow their that somehow their vocabulary improved.”</td>
</tr>
<tr>
<td>somehow also its</td>
<td></td>
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<td>strategies.</td>
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</tbody>
</table>

A. Planning: **Meaning-Focused Input and Output, where the Learners Learn Vocabulary through Receptive and Productive Skills Activities**

It is apparent from this table that the lecturers could create the opportunities of learning vocabulary and its strategies in non-vocabulary classes through incidental learning, or learning vocabulary from the by-product of other activities. The first one is through receptive (meaning-focused input) skills such as listening and reading activities. One example of learning vocabulary through receptive skill is in the extensive listening class. Here, an Extensive Listening (henceforth EL) lecturer stated that through listening section she could ask the students to list unfamiliar words that they encountered in the chosen listening material and asked them to guess the meaning by using some strategies such as guessing from the context, utilizing a dictionary, guessing by the part of speech (noun, verb, adjective, adverb), or guessing from the suffixes of the word. (Interview, March 17, 2016)

Then, the other strategy is through productive (meaning-focused output) skills such as writing and speaking activities. One of the examples of learning vocabulary through productive classes is in speaking class, where the lecturers might ask the
students to deliver presentations. In my opinion, presentation activities somehow push the students to enrich their vocabulary in order to be able to deliver their idea clearly. As a Public Speaking (henceforth PS) lecturer also said:

to communicate well, it means that they need to understand what words that can fit well with the situation and also expression …. You know that there will be formal and informal, so it’s very important for them to know about the meaning of the words that people usually use in such situation. (Interview, March 1, 2016)

Thus far, both teaching vocabulary through receptive and productive skills done by the lecturers in FLL, SWCU have the same strands as the first-two Nation’s (2008) strands. In which the first-two strands of Nation’s (2008) stated that learners acquire vocabulary through listening, reading, speaking, and writing activities. (e.g., “extensive reading, listening to stories, listening to lecturers”, “giving prepared talks, role play, retelling”, etc.) (pp.1-2). Other than that, the lecturers also do the required thing as a teacher that Nation mentioned; in which teacher should control the vocabulary which will be given to the students in order to make sure that it is appropriate for them. This point is illustrated by the response of the following EL lecturer whom I interviewed. Her view somehow represented the opinion of other non-EL lecturers, though expressed differently:

from the material, I will see the key terms, the vocabulary that needed in that particular discussion for that day. I will predict some unfamiliar words that the students might have, and sometimes, when we encounter technical terms, I will prepare the definition first. In class, depending on the activity and time, I will possibly just show the definition or use some vocabulary learning strategies in class. (Interview, March 17, 2016)

Related to the answer, we can see that all lecturers in FLL, SWCU are well prepared with the incidental vocabulary learning in their classes. They are highly
aware that they should pay attention to the vocabulary which will be presented and/or introduced to the student while they are doing their teaching preparation. So, it means that those two strands from receptive and productive skills are used by FLL lecturers to incorporate second language vocabulary learning in non-vocabulary class to be given to the freshmen of FLL, SWCU.

B. Implementation: *Language-Focused Learning, where the Learners learn about vocabulary learning strategies and applying it in class*

Considering all of the discussion in point A, we can see that all lecturers of FLL, SWCU do talk about vocabulary and its strategies as well as do practice it in their skills classes. The way in which vocabulary learning strategies is being introduced was fit with *language-focused learning*, the third strand of Nation’s (2008) as vocabulary and its strategies is being taught directly to the students of FLL. For example, the Extensive Reading (henceforth ER) lecturer said that “Usually I explained to them [the students] the importance of vocabulary then I give them suggestion, and the strategies how to learn vocabulary in the beginning of the class” (Interview, March 2, 2016).

Not only that, but the EL lecturer also added that she is explaining the vocabulary learning strategies and try to practice them in class. For instance, in my listening class, we have an activity in which I remove words from a text and students needed to guess whether the missing word is a noun/verb/adjective/adverb. (Interview, March 17, 2016)

However, discussing vocabulary and its strategies in non-vocabulary classrooms is not always to be related to the material at the class. The Creative
Writing (henceforth CW) lecturer also suggested that vocabulary learning strategies can be told to the students through a sharing section (i.e., personal narrative of his vocabulary learning experience). He said:

\[\ldots\] at least we as a teacher tell them and give them ideas on how they can develop their vocabulary. Probably not to teach them the strategies but probably teacher can share what they have done when they [sic] still student to develop their vocabulary. (Interview, February 29, 2016)

He further provided an example of what he shared in his class. He said that:

When I was still a student like you, at that time I was in two vocabulary classes, and at that time I had test every week. So, in week one, I have to memorize 300 words, and the second week I have to memorize word 1 until 600 and so on and so on. After passing those classes, I just realized that when I listen to the song, I started to understand the meaning of the words. (Interview, February 29, 2016)

In relation to their answers, where they insisted that they did talk about vocabulary and its strategies in their non-vocabulary classes, I then asked about the reason why they discussed it. Here, there are several reasons which somehow showed that the lecturers have the same belief as the experts and scholars whose studies were reviewed in literature review section. The lecturers’ answers below indicated that vocabulary is fundamental in language learning, as with very limited vocabulary knowledge, it is quite difficult to continue the discussion as the students hardly understand the material. For instance, the ER lecturer mentioned that “they [the students] somehow need a certain amount of vocabularies in order for them to understand their reading” (Interview, March 2, 2016).

Then, the CW lecturer supported the fundamental role of vocabulary learning by saying that “vocabulary is lexicon words, word banks or list of words use in a
particular language that helps us to express our idea” (Interview, February 29, 2016). Another interviewee, the ER lecturer, added that “it [vocabulary] really important for the students to be able to communicate well; grammar is important but yes vocabulary is also important” (Interview, March 2, 2016). Interestingly, this statement is exactly the same as Wilkins’ thought (1972, pp. 111-112) that I have mentioned in literature section, it was said “… while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as cited in Lessard-Clouston, 2012, p. 1). Here, I could not more agree, as my learning experienced also confirms it.

C. Implementation: Fluency Development, where the Learners can master the familiar vocabulary and its strategies.

Another important finding was that the lecturers in FLL SWCU paid attention to the students’ performance in understanding a word; it can be seen through the lecturer’s attitude in which they measured the students’ development in acquiring and also mastering vocabulary and its strategies. For instance, the ER lecturer asked the students in her class to do:

[a] post-test in which the students are given a short story with 50 words are missing and they have to complete the text .... The more students able to complete the short story with the correct numbers, I think I can see that somehow their vocabulary improved. And also from the students’ log, every week based on what they read, they have to write some kind like a short journal response, so I can measure their understanding of vocabulary in the way that they can understand the story which I can see from their response attitude. (Interview, March 2, 2016)

Not only the ER lecturer, but the other lecturers said they did some activities that somehow measured their students’ knowledge of vocabulary. Here, we can see
that there is attentiveness toward the students’ fluency development of vocabulary to
the freshmen in FLL SWCU. Collectively, all of the interview result verified that the
lecturers in FLL, SWCU have the same strands in planning vocabulary teaching in
classroom as Nation’s (2008) have. Based on the result, planning really helps the FLL
lecturers to increase the chance to learn vocabulary in non-vocabulary class.
Additionally, the strands also help the FLL lecturers to control the vocabulary within
the material, so that the lecturers will be able to teach the students the relevant
vocabulary within their area.

Conclusion

In conclusion, this study has explored teachers’ strategies to incorporate the
vocabulary and its strategies learning into a non-vocabulary class. It is because the
lecturers’ responses in the interview result confirm scholars’ view that vocabulary
and its learning strategies, even in non-vocabulary classrooms, are crucial. There are
three major themes in this study. The first major theme suggests that the FLL
lecturers used listening, reading, writing, and/or speaking activities and/ or material to
integrate vocabulary learning into his/her non-vocabulary classes. This finding was in
line with two of Nation’s (2008) strands: meaning-focused input and meaning-
focused output.

The second major of theme showed that there are two kinds of strategy used
by the FLL lecturers to bring the discussion of vocabulary learning strategies to the
non-vocabulary class. Some of them used the material of that day, but another
lecturer shared his experience to tell their students of vocabulary learning strategies.
The ways the vocabulary learning strategies were delivered indicate language-focused learning, one of Nation’s (2008) strands.

However, these are not the only things that lecturers must do. According to Nation (2008), the lecturers also need to make sure the fluency-development of the students; they need to make sure whether the students have really mastered frequently used vocabulary items and have known the strategies to acquire them. Here, the third major finding demonstrated that the FLL lecturers have done some graded assignments in order to measure their students’ fluency development.

All of the explanations above, somehow confirms that the current findings have a good deal of similarities between Nation’s (2008) theorized four strands and FLL lecturers’ teaching practices that incorporate incidental vocabulary learning. Then, by having those four-strands it seems that the lecturers were successful in allowing incidental vocabulary learning to occur in non-vocabulary classes.

Therefore, the pedagogical implications of this current study are for the readers especially other FLL lecturers to help them check whether their teaching learning process in their non-vocabulary classes have included a vocabulary component, especially on vocabulary learning strategies, and also have completed all of Nation’s (2008) strands. With a hope that the teaching vocabulary and its strategies process in non-vocabulary classes could be better time by time. Next, is to give the other lecturers insight into what they could do in order to incorporate vocabulary into non-vocabulary classes. Other than that, this study is also expected to make other lecturers aware with their role as a lecturer, like what should they prepared before
they come into their non-vocabulary class in which one of the preparations is material preparation where the lecturers could control the vocabulary items given. By constructing awareness of the lecturers related to vocabulary and its strategies teaching in non-vocabulary classes in FLL, SWCU; this study indirectly also intended to make the learners aware that vocabulary and its strategies is important in language learning. At the same time also help the learners in acquiring more vocabulary items even in non-vocabulary classes, with or without the help of the lecturers (in other words independently outside the school walls). So therefore, hopefully with having more vocabulary banks, the learners could understand every material in every course much better.

Yet, as the time to do the research was relatively short. This study is only based on the interview without any class observation. Therefore, for further research, other researchers could do the class observation for richer information, especially to verify whether teachers really practice what they preach in terms of vocabulary teaching and learning strategies. Not only that, but the other researchers could also take a consideration of the students’ perception toward incidental vocabulary learning in non-vocabulary classes.
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References:


APPENDIX A

Interview Questions for Freshmen

1. Have you ever taken reading/listening/speaking/writing classes?

2. Do you find any vocabulary difficulty in those classes? (if yes, go to question number 3)

3. How do you usually overcome it?

4. How about the lecturers’ role? Did they help you to overcome the vocabulary difficulty? (If yes, go to question number 5)

5. May I know who the lecturer(s) is/are?
APPENDIX B

Interview Questions for The Lecturers

1. Have you ever talked about vocabulary to your students in your … (reading /listening /speaking /writing) class?
2. What is/are the reasons for talking about vocabulary in your class?
3. What do you think of the word “vocabulary”?
4. Do you know about vocabulary learning strategies? (if yes, go to question number 5)
5. What vocabulary learning strategies do you know?
6. What do you think about the use of vocabulary learning strategies for the students?
7. Have you ever told your students about vocabulary learning strategies that they can use? (if yes, go to question number 8)
8. In what ways do you tell vocabulary learning strategies to your class?
9. How do you measure your students’ understanding of vocabulary (such as noun, verb, adjective and etc.)?
10. How do you measure your students’ understanding toward vocabulary learning strategies (using dictionary, guessing from the context, and etc.)?
11. When you are doing a preparation, do you prepare for the vocabulary that will be used in class?