Vocabulary Learning Strategies Used by FLL Students in Extensive Reading Class

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Abstract

It’s been long that researchers in the area of second language learning, such as Asgari (2011), said that one of the most important challenges that learners will face during the process of second language learning is learning vocabulary. Learning vocabulary can be done in many ways. One of which is through reading. Yet, learning vocabulary through reading is not an easy job. Thus, there is a need to apply some strategies in the process of learners’ vocabulary learning that can be done by the activity of reading. This study concerned on the kinds of strategies students used in learning new vocabulary through reading. This study was scouted by research question of “What are the vocabulary learning strategies used by the student’s in learning new words when they read graded readers when they took Extensive Reading?” A hundred Extensive Reading students of SatyaWacana Christian University were given questionnaires about strategies they used. The questionnaire was categorized according to the strategies proposed by Schmitt (2000). The strategies are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. The findings of this study present the highest number of the questions of each category. The results showed that among the five vocabulary learning strategies, Determination Strategy occured as the most frequent strategy used by the students, while, the Social Strategy occured as the least.

Key word: strategies, vocabulary learning, extensive reading.