VOCABULARY LEARNING STRATEGIES
USED BY ENGLISH LANGUAGE EDUCATION STUDENTS OF
UNIVERSITAS KRISTEN SATYA WACANA

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

Susantika Swity Suebu
112014118

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Susantika Swity Suebu
NIM : 112014118 Email : 112014118@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : Vocabulary Learning Strategies used by English Language Education Students of Universitas Kristen Satya Wacana.
Pembimbing : 1. Drs. Antonius Wahyana, M.A.
2. Dra. Martha Nandary, M.A.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diuji yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 04 Mei 2020

[Signature]

Susantika Swity Suebu
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Susantika Swity Suebu
NIM : 112014118
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : Vocabulary Learning Strategies used by English language education students of Universitas Kristen Satya Wacana.

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA
☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

---

* Hak yang tidak terbatas hanya bagi satu pihak saja. Pengajar, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas saat mengumpulkan hasil karya mereka masih memiliki hak copyright atas karya tersebut.
** Hanya akan mempublikasikan halaman judul dan abstrak. Pilihan ini harus dilengkapi dengan penyelahan/daftar terterlalu dari pembimbing TA dan diketahui oleh pimpinan fakultas (dekan/kaprodi).

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, ________________________

Mengetahui,

Drs. Antonius Wamypina, M.H.
Tanda tangan & nama terang pembimbing I

Dra. Martha Mandaraq, M.A.
Tanda tangan & nama terang pembimbing II

---

F-LIB-081
VOCABULARY LEARNING STRATEGIES
USED BY ENGLISH LANGUAGE EDUCATION STUDENTS OF
UNIVERSITAS KRISTEN SATYA WACANA

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

Susantika Swity Suebu
112014118

Approved by:

Thesis Supervisor
Drs. Antonius Wahyana, M.A.

Thesis Examiner
Dra. Martha Nandra, M.A.
PUBLICATION AGREEMENT DECLARATION

As a member of the (UKSW) Universitas Kristen Satya Wacana academic community, I verify that:

Name : Susantika Swity Suebu
Student ID Number : 112014118
Study Program : English Language Education
Faculty : Language and Arts
Kind of Work : Undergraduate Thesis

in order to develop my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents there entitled:

VOCABULARY LEARNING STRATEGIES USED BY ENGLISH LANGUAGE EDUCATION STUDENTS OF UNIVERSITAS KRISTEN SATYA WACANA

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga
Date: 4 Mei 2020
Verified by signee,

[Signature]
Susantika Swity Suebu

Approved by

Thesis Supervisor
Drs. Antonius Wahyana, M.A.

Thesis Examiner
Dra. Martha Nandary, M.A.
INTRODUCTION

As a foreign language, English has taken an important role in a learner’s study. In learning a language, learners have to learn the vocabulary because vocabulary is a part of a language. Astika (2016) stated that vocabulary mastery is one of the important aspects of foreign language learning. English learners cannot communicate in English because they do not master the vocabulary. To be able to communicate the learners in an English as a Foreign Language classroom have to master the vocabulary. Macaro (2003) as cited in Amin (2013) believes that words (Vocabulary) are the basis of the processes we go through for accessing language and they are probably the most important building blocks in the production of language. Therefore, to be able to communicate and be engaged with people, learners need to know and understand a lot of vocabularies. In order to know and understand the vocabulary, learners need a strategy to learn that. There are many strategies for learning vocabularies such as cognitive strategy, metacognitive strategy, memory strategy, determination strategy and social strategy. This study is to find out the most common strategy that is used by the English Language Education students of Universitas Kristen Satya Wacana in learning vocabulary.

Laufer (2003) said that vocabulary is the most pressing need of people in learning a language. Since vocabulary is important in learning a language, learners have to have a lot of vocabularies. Some research findings stated that people can still communicate with words even the grammar is not right. As McCarthy (1990) pointed out that “no matter how well the student learns grammar, no matter how successful the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way” (p.265). Vocabulary is an important part of learning a language. In order to
learn vocabulary, learners need a strategy which is effective for them. Successful language learners have their own ways of doing it (Rakesh & Ranjbary, 2003).

Although, vocabulary learning strategy has been investigated by many researchers, I still wanted to do the same research in the different environment. In the recent studies most of them conduct the research in junior until senior high school, because for them the learners still find the difficulties in learning the vocabulary. However, is not just junior or senior high school students who could find the difficulties in learning the vocabulary, but also it happens for university students. Since, during my study at The English Language Education program in UKSW, Salatiga, I still find that there are many ELE students who learn English as a foreign language find difficulties in learning the vocabulary. Then, it makes them have limits in vocabulary. The limits of vocabulary have made them difficulties in understanding and describing a word although they are in 3rd years of their study. This interested me to conduct a research in this environment and to know more about what is the most common strategy that is used by the ELE student of UKSW in learning vocabulary.

This study aimed to answer the research question: What is the most common strategy that is used by the ELE students of UKSW in learning vocabulary? The benefit by answering this question is to help the students to acquire much English vocabulary by the information they get from this study, so they can be better learners in English. Another benefit is to help the ELE students to apply an efficient strategy to learn vocabularies.
LITERATURE REVIEW

Definition of vocabulary learning strategy

Mehring (2009) as cited in Nugroho (2017) stated that vocabulary learning strategy is a technique that students use in the ongoing process to master the English language. According to O'Malley and Chamot (1990) vocabulary learning strategy is "the special thoughts or behaviour that individuals use to help them comprehend, learn or retain new information" (p.1). In addition, Schmitt (1997) defined vocabulary learning strategy as a process by which information is obtained, stored, retrieved and used. Weden (1998) as cited in Primadi (2015, p.2) states "language learning strategy as mental steps or operations that learners use to learn a new language and to regulate their efforts to do so".

In addition, Gu (1994) stated that vocabulary learning strategy is a strategy that is used by second language learners for the acquisition of a new word in the second language. According to Rubin (1987) quoted from Xiang (2009) states “learning strategy is a strategy that contributes to the development of the system in which the learner constructs and affect learning directly" (p.22). All of their quotes above show that vocabulary learning strategy is a way learners use to get information about a language and a way to learn the language.

Types of Vocabulary Learning Strategy

Schmitt (1997) defined vocabulary learning strategy into five categories which are, cognitive strategy, metacognitive strategy, determination strategy, social strategy and memory strategy. First determination strategy is used to discover the meaning of new word through direct translation into L1. In determination strategy learners discover the meaning by guessing from the context, from their mother tongue (L1), using references materials
including monolingual and bilingual dictionary, asking someone else, and using word list.

Indeed,
Schmitt (1997) proposed that determination strategy “facilitate gaining knowledge of a new word” (p.10). Second, social strategy is a strategy utilized by learners which involves interaction with other people to improve vocabulary acquisition (Schmitt, 1997). For example, the use of social strategy is asking a teacher and classmate to attain the meaning of new words. Also, through discussion in a group, students can discover the new word’s meaning. Third, memory strategy is a strategy which involves learner to think the visual image of new words then recall them and their meaning. Schmitt (1997) finds out the method to recall the meaning and the words are: using image or picturing; linking word into the target language with another word which learners already know; using unrelated word; grouping the words based on part of speech; and focusing on the target word’s orthographical or phonological form to remember the meaning. Fourth, cognitive strategy is a strategy that did not engage learners in mental processing but is more mechanical (Schmitt, 1997). For instance; repetition, taking notes and highlighting new words, using flashcards to record new words, keeping a vocabulary notebook, and writing the words many times. Fifth, metacognitive strategy is a strategy relating to process involving monitoring, decision-making, and evaluation of one’s progress. Metacognitive strategy helps the learners in determining appropriate vocabulary learning strategy for learning new words. Thus metacognitive strategy involves the learners to learn new words construct and consciously decision about planning, monitoring, or evaluating the best study target language vocabulary (Schmitt, 1997).

Furthermore, Schmitt (2000) as cited in Dahana (2013) categorized Vocabulary Learning Strategy into two purposes: 1. Strategies that discover a new word meaning; and 2. Strategies that consolidate a word once it has been encountered.
Previous Relevant Studies

The issue of vocabulary learning strategy has been discussed by many researchers. Sanaoui (1995) identified two approaches to adult learners in vocabulary learning. Those two approaches are those who structured their vocabulary learning and those who did not structure their vocabulary learning. From the research, Sanaoui’s found that structured learners were more successful than unstructured learners. The research shows that one strategy learners could use in learning the vocabulary is by structuring the vocabularies which they learn, so they can be successful in learning the vocabulary.

Furthermore, Luppescu and Day (1993) found out that students who often use dictionaries in their vocabulary study did a better job on vocabulary tests than those who do not use dictionaries. Ding (2006) made a comparison between good learners and poor learners in terms of vocabulary learning pointing out that correct use of strategies matters most while frequent use of strategies does not. Nosidlak (2013) pointed out that the vocabulary learning strategies adopted by eminent English-learners and further probed into the relation between language competence and certain vocabulary strategies. From the research Nosidlak (2013) found out that students who are poor in vocabulary may save time and effort in their English study by using the best vocabulary learning strategy.

In addition, Lawson and Hogben (1996) categorized four strategies: Repetition, word feature analysis, simple elaboration and complex elaboration." Repetition" strategy includes reading related words, writing of word and meaning, simple rehearsal, communicative rehearsal, and testing. For the "word feature analysis" strategy includes contains spelling, word classification, and suffix. In "simple elaboration" includes of simple use of context, appearance
similarity sound links, and “complex elaboration” consists of the complex use of text, paraphrase, and mnemonic. Lawson and Hogben (1996) found out that learners who learned the words latter had less recall than learners who had use a greater range of learning the words.

Also, Wu (2005) conducted a study about the top 5 most Vocabulary Learning Strategies (VLS) adopted by EFL learners. As cited in Nugroho (2017), Wu employed a survey based on Schmitt’s (1996) taxonomy. The result showed using bilingual dictionaries, using electronic dictionaries, guessing from the context, asking classmate for meaning and analysing affixes and roots were the most widely use and the most helpful use of VLS by the learners.

Moreover, the topic of vocabulary learning strategy has been discussed by many researchers in many places. However, some recent studies still being conducted on this topic. The recent studies on vocabulary learning strategies have been done by Goundar (2015), Lestari (2015), Astika (2016) and Nugroho (2017). From Nugroho (2017) in his teaching practice at SMKN 2 Salatiga, he found that many of students did not understand some words when he asked them to make a short dialog. From this problem he started to conduct his research on vocabulary learning strategies because for him it is important for students to be able to deal with the new words inside the classroom or during the learning process. He also suggested that teachers should help the learners by introducing the set of learning strategies. We need to know the strategies which the students use in learning vocabulary for helping students gain vocabulary easier (Nugroho, 2017). In teaching the vocabulary teachers need to teach effectively and deliver more realistically by understanding the key notions of how vocabulary is acquired.
The other recent study was conducted in 2015 in Fiji by Prashneel Ravisan Goundar. In his research, he tried to find out the different strategies that learners use in learning the
vocabulary. The research found that there are two strategies that the learners use in learning the vocabulary which are employing various strategies and use fewer strategies. Through these strategies, he divided two kinds of learners: good learners and poor leaners. Good learners are the one who employ various strategies and poor learners are the one who use fewer strategies. In his research, good learners are more successful in acquiring the vocabulary than the poor learners. In his conclusion, he stated that "language teacher needs to make learners conscious of the need to develop an independent and structured approach to language learning in the context of vocabulary learning strategy". The findings show the importance of exposing learners to the various method.

Next, a recent study in vocabulary learning strategy was conducted by Lestary (2015). The participants of the study were the seventh grade students in SMP 3 Sokaraja. Lestary (2015) said that there are many difficulties that the young learners find in learning vocabulary. They need something to make the vocabulary keep in their mind easily. Since a game is a fun thing to do, it can be used to learn and teach a language. A game can be used as one of the strategies to learn the vocabulary by the young learners. For that reason, she conducted this research. In her research, she tries to make the learners motivated and interested in learning vocabulary using Hangaroo game. From the research, she found that this game or learn vocabulary through a game is helpful for the young learners especially in 7th grade of junior high school.

Then, another study was conducted by Astika (2016) to explore students’ Vocabulary Learning Strategy (VLS) and identified what strategy they used. The study especially aimed to figured out the most frequently used and the least frequently used of VLS by high school students in Salatiga. His participants were 706 students from eight high schools in Salatiga.
The results indicated that the students tend to use determination strategy and the consistency of determination strategy beyond gender, school level, and ability of group.
THE STUDY

This study aims at answering the following research question: What is the most common strategy that is used by English Language Education students of Universitas Kristen Satya Wacana in learning vocabulary? In order to answer this research question, the context of the study, participants of the study, research instruments, data collection procedures and data analysis are explained in this section.

The Context of The Study

This research was conducted at Universitas Kristen Satya Wacana Salatiga, Central Java. UKSW has many students from many islands in Indonesia, which have a different background in their learning strategies. This is one of the reasons to choose the ELE students of UKSW as the participant of this research. However, the main reason to choose them as the participants were that as the students of the ELE program they still find difficulties in dealing with the vocabulary.

The Participants

The participants of this study were 50 students of ELE program from Universitas Kristen Satya Wacana, Salatiga. The participants were from batch of 2016, 2015, and the oldest batch of English Education Program at the Faculty of Language and Arts. Considering that each class consists of 20 to 25 students, the participants were taken from three different classes. The reason to choose the English Language Education students from the third year above as the participants was, that they already had experienced in learning the English language.
**Instruments of Data Collection**

The data instruments were in the form of a questionnaire and an interview. The questionnaire has 22 statements that the participants have to answer. The statements were adopted from Nugroho (2017) and Dahana (2013). The statements included the five strategies. Those are cognitive strategy, metacognitive strategy, memory strategy, determination strategy, and social strategy. This study used a questionnaire to collect the data because it was practical, effective and efficient in collecting the data from large participants. Then, this study used follow up interview to make the result more accurate.

**Data Collection Procedures**

To collect the data, first the researcher asked permission from the English Language Education Program of Universitas Kristen Satya Wacana to conduct the research there. Then, the researcher asked permission from the lecturer to distribute the questionnaire in her/his class. After that, the researcher distributed the questionnaire to the students. Then the researcher had an interview with some of the participants because the researcher still needed more information to make the data more accurate. The participants for the interview were the one who fill out the concern form and they were taken randomly from each batch.

**Data Analysis Procedures**

The first step in analysing was processing the data collected from the questionnaire. The data collected from closed-ended questionnaires were analysed using Microsoft Excel. The researcher found the score from each item in the questionnaire. Table 1 present the Likert Scale and the converted score used to measure the students VLS.
Table 1: The Converted Score of the Frequency

<table>
<thead>
<tr>
<th>Frequency</th>
<th>The Converted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
</tr>
<tr>
<td>Seldom</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
</tr>
<tr>
<td>Always</td>
<td>5</td>
</tr>
</tbody>
</table>

Then, the data were classified into some categories, namely metacognitive strategy, memory strategy, determination strategy, cognitive strategy, and social strategy. Next, the statistical data were described and figured by words, so the researcher and the reader would understand the findings better.
FINDINGS AND DISCUSSIONS

In this part, the researcher will discuss the findings of the Vocabulary Learning Strategy used by the English Language Education Students at UKSW. The data were quantitative data gathered from twenty-two close-ended questionnaires and qualitative data from follow up questions of interview related to the students’ answer on VLS that they used. The data were used to answer the research question formulated above about Vocabulary Learning Strategy mostly used by the ELE students of UKSW.

*Figure 1: The average of overall vocabulary learning strategies used in learning English vocabulary*

Based on the table above, the most frequent strategy used by the participants is determination strategy with average 4.26, then followed by metacognitive strategy with average 4.0, Cognitive strategy with average 3.68, memory strategy with average 3.3, and last social strategy 2.66. The data showed that the average of the score is significantly different. It shows that all the five categories are not always used by the participants.

This finding is similar to Astika (2016) who found that students mostly used determination strategy in their learning process. In addition, this finding is not similar to
Nugroho (2017) who found that metacognitive strategy is the strategy mostly used by the students. In the following section, the researcher is going to describe the average score of each category of the strategies that have the highest result in each of the findings which have been classified into some emerging themes, based on the data analysed.

**Metacognitive strategy**

Metacognitive strategy is a strategy that is related to the process involving monitoring, decision-making, and evaluation of one’s progress. According to Schmitt (1997) “metacognitive strategies are used by students to control and evaluate their own learning, by having an overview of the learning process in general” (p.18). Metacognitive strategy helps the learners in determining appropriate vocabulary learning strategy for learning new words.

Figure 2, the use of metacognitive strategy by the ELE students in adding the new English vocabularies.

Q1: Listen to music and/or audio stories in English.
Q2: Read books and/or novels in English.
Q3: Play online games in English.
Q4: Watch films and/or TV programs in English.
Q5: Read magazines and/or newspapers in English.
As shown in figure 2, q1 (listen to music and/or audio stories in English) has the highest score with 4. It indicates that from 50 of the students, 54% use English language media in adding their new English vocabulary. English language media consists of songs, films, TV programs, electronic dictionary, google translate, and video games (Nugroho, 2017). Based on the interview with Participant 1, she said:

“Based on my experiences and reflection, I’m a kind of person that didn’t like to read a book or playing a game, I like listening, whatever the listening is, such as listen to people when they speak, listen to the music, and also listen to the audio stories. Then that is one of my way to add my vocabulary and it is helpful for me”.

The finding showed that listening to the music and/or audio stories has the highest score 4.0. Students enjoyed learning vocabulary using this strategy because they liked this strategy better than the other strategies because it was helpful. Therefore, whatever learning strategy the students use, as far as it can be effective for them to learn new vocabulary, let them learn through it because it could help them in developing their learning process. The second way to learn new vocabulary was by watching films and/or TV programs in English with the average 3.74. Third way to learn the vocabulary was by reading books and/or novels in English with the average 3.28. The fourth way to learn the vocabulary was by playing online games in English with average 3.2, and the last way to learn the vocabulary was by reading magazine and/or newspapers in English with the average 2.6. This finding is different from Nugroho (2017), which in his findings, this strategy has the second-highest score of 3.44. In means, this strategy was not mostly used by the senior high school students, but in my findings, this strategy is mostly used by the students with the highest score of 4.0.
Memory strategy

Memory strategy is used for recalling and remembering new words (Nugroho, 2017). Memory strategy is strategy which involves learner to think of visual image of new words then recall them and their meaning. Schmitt (1997) finds out the method to recall the meaning and the words are: using image or picturing; linking word into the target language with another word which learners already know; using unrelated word; grouping the words based on part of speech; and focusing on the target word’s orthographical or phonological form to remember the meaning.

Figure 3, the use of memory strategy by the students to memorize new English vocabularies.

Write new vocabulary repeatedly.
Q8: Make cards with the new vocabulary
Q9: Look for synonyms of new vocabulary.
Q10: Look for antonyms of new vocabulary.
Q11: Classify the similar words such as nouns, adjectives, verbs and etc.
This figure shows that q4 (look for synonyms of new vocabulary) has the highest score 3.3. Which means this strategy is mostly used by 53% of the students to memorize the new vocabulary. From the interview with participant 2, she said:

“I think by learning vocabulary through synonym is one of the best way to expand my vocabulary and to avoid using the same words repeatedly, it is important because synonyms can improve both my oral skill and writing skill. it helps me avoid dull text, avoid boring and repetitive text”.

The finding showed that looking for synonym has the highest score 3.3. Based on the interview, looking for synonym help to improve the oral skill and writing skill. Then, also grouping the same words help to avoid boring and repetitive text. As Schmitt (1997) defines memory strategies “involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping” (p.13). This finding showed, the second way in learning the vocabulary was by spelling new vocabulary silently with the average 3.26. The third way in learning the vocabulary was by classifying the similar words such as nouns, adjectives, verbs and etc. with the average 3.06. The fourth way to learn the vocabulary was by looking for the antonym of the new word with the average 2.98. The fifth way to learn the vocabulary was by writing new vocabulary repeatedly with the average 2.92, and the last way to learn the vocabulary was by making cards with the new vocabulary with the average 1.96.

This finding is different from Nugrohos’ (2017), in his findings looking for synonym has the lowest score which 2.77 and 2.36 which means the strategy was not frequently used by the students, whereas in my finding, this strategy has the highest score which is 3.3 and it means this strategy was mostly used by the ELE students. Based on Nugrohos’ (2017) finding in learn to memorize the vocabularies students mostly used to connect the word to a personal experience.
**Determination strategy**

Based on Schmitt (1997) Determination strategies are strategies to discover the meaning of new words through guessing from the context, guessing from structural knowledge, and using reference. Schmitt (1997) proposed that determination strategy “facilitate gaining knowledge of a new word” (p.10).

Figure 4, the use of determination strategy by the ELE students in adding the new English vocabularies.

![Figure 4](image)

Q1: Guess the new words according to the context.
Q2: Use English - Indonesian dictionary.
Q3: Use English-English dictionary.
Q4: Relate the words with my own experience.
Q5: Use electronic dictionary.

The above figure shows that q5 (use electronic dictionary) has the highest score 4.26, which means this strategy is mostly used by 54% of the students to understand the new vocabulary.

From the interview with Participant 3, she said that:
“this strategy is easier and did not take much time in help me to understand the new vocabulary. This strategy is helpful because I can use the dictionary everywhere and anytime I need it, I can use it. Help me in doing my task, in the test and It is simple, not wasting time. also the dictionary can give more explanation on how to use the new words correctly”.

The finding showed that using electronic dictionary has the highest score 4.26. This indicates that English language media help the students to learn and understand the new vocabularies. Students could have a better job in their task, also it is simple for them to use it. In this findings, the second way to learn the vocabulary was by guessing the new words according to the context with the average 3.96. The third way was by using English-Indonesian dictionary with the average 3.86. Next, the fourth way to learn the vocabulary was by using English-English dictionary with the average 3.56, and the last way to learn the vocabulary was by relating the words with my own experience with the average 3.46.

According to Luppescu and Day (1993) students who often use dictionaries in their vocabulary study did a better job on vocabulary tests than those who do not use dictionaries. As participant 5 said using electronic dictionary it helps her in learning the new vocabulary because the dictionary provides many languages and many explanations on how to use the word, then it helps her in doing her task. This finding is similar to Wu’s (2005) finding in the top five most VLS adopted by Taiwanese EFL learners, that electronic dictionaries are the most used and the most helpful for the students in VLS.

**Cognitive strategy**

Cognitive strategy include repetition and use mechanical means to study vocabulary. Cognitive strategies contain written and verbal repetition, repeatedly writing or saying a word over and over again, make wordlist, flash cards, and vocabulary notebook (Schmitt, 1997).
Figure 5, the use of cognitive strategy in practice new English vocabularies.

Q17: Use new vocabularies in sentences when studying with friends.
Q18: Make sentences by using new vocabularies and asking to the lecturer.
Q19: Use new vocabularies while presenting in front of the class.
Q20: Use new vocabularies when practice speaking with friends.
Q21: Communicate with native-speakers by using new vocabularies.
Q22: Use new vocabularies when practice writing in class.

The above figure shows that q22 (use new vocabularies when practice writing in class) has the highest result 3.68, which means this strategy is mostly used by 53.26% of the students in practicing new vocabulary. Based on the interview with participant 4, he said:

“Actually it feels like a bit unconscious in a way, because when we discover any word it feels like, it sticks in our head like a cool word. When we write the words it will be easier to understand and memorize that words”

From the interview above, it can be said that practice writing in class helps students discovering new vocabulary. The figure above showed that the second way to learn new vocabulary was by using new vocabularies when practice speaking with friends with the
average 3.54. The third way to learn new vocabulary was by *using new vocabularies in sentences when studying with friends* with the average 3.42. The fourth way to learn new vocabulary was by *using new vocabularies when practice speaking with friends* with the average 3.2. Next, the fifth way to learn new vocabulary was by *communicating with native-speakers by using new vocabularies* with the average 2.68. Then the last was by *making sentences by using new vocabularies and asking to the lecturer* with the average 2.66. This finding is similar to Nugroho (2017). In his study, he found that the students could remember the words if they write it. Either it is in/or out the class, writing could help the students to remember and understand the words they write.

**Social strategy**

Social strategies are used to learn new words with others. According Schmitt (1997) learners can discover a new meaning of new words by asking someone who knows it. For example, the use of social strategy is asking teacher and classmate to attain the meaning of new words. Also, through discussion in a group, students can discover the new word’s meaning.

Figure 6, the use of social strategy by the students.
Q18: use new vocabulary in sentences when studying with friends  
Q19: make sentences by using new vocabulary and ask lecturer to check.  
Q21: use new vocabulary when practicing speaking with friends.  
Q22: communicate with native-speaker by using new vocabulary.

As shown in Figure 6, q21 (use new vocabulary when practicing speaking with friends) has the highest score 3.54. This indicates that students always ask the help from their friends in learning the new vocabulary when they speak in English. Then the figure above showed the second way to learn new vocabulary was by using new vocabulary in sentence when studying with friends with the average 3.42. The third way to learn new vocabulary was by communicating with native-speaker by using new vocabulary with the average 2.68, and the fourth way to learn new vocabulary was by making sentences by using new vocabulary and ask lecturer to check with the average 2.66. This finding showed that asking help from the lecturer/teacher was not always used by the students. Based on the interview, the participant said:

“for me, asking help from the lecturer to check the use of new vocabulary which I use in the sentence is wasting time. For example, I just write one word in a sentence and asking the lecture to check, it wasting time. I would just go and google it. That more simple and not wasting time”.

The findings above showed that students mostly used studying with friends in learning new vocabulary. According to Schmitt’s (1997) study he noted that “Learners can be introduced to new words and discover their meanings through group work” (p.12). Then, this finding is similar to Nugroho’s (2017) study, which in his study he found that asking classmate for the new words meaning was mostly used by the students.
CONCLUSION

From the findings, we can find some strategies that were mostly used by the students in learning new English vocabulary. Then, this finding could answer the research question: What is the most common strategy that is used by English Language Education students of Universitas Kristen Satya Wacana in learning vocabulary? The strategy that was mostly used by the students is determination strategy (4.26). In determination strategy learners discover the meaning by guessing from the context, from their mother tongue (L1), using references materials including monolingual and bilingual dictionary, asking someone else, and using word-list. Indeed, Schmitt (1997) proposed that determination strategy “facilitate gaining knowledge of a new word” (p.10). In this finding, students used English language learning media that was electronic dictionary. Then, the second position was metacognitive strategy (4.0). In this finding students used songs and audio stories as their learning media. The third position was cognitive strategy (3.68), in which the students learned new English vocabulary through writing. The fourth position was Social strategy (3.54). In this finding, students tend to learn new words with friends through writing. Then the last or the lowest strategy was memory strategy (3.3). In this finding, students learned to remember new vocabulary by looking for the synonyms of the words.

Moreover, from the findings above we can find that those strategies were used in different themes/contexts. Determination strategy was mostly used by the students to understands new English vocabulary. The metacognitive strategy was mostly used by the students to add new English vocabulary. The cognitive and social strategy was mostly used by the students to practice new English vocabulary. Then, memory strategy was mostly used
by the students to memorize new English vocabulary. Rakesh and Ranjbary (2003) stated that
successful language learners have their own way of doing it. Students have their own strategy in learning. They know the strategies that are useful for helping them in learning. Different students have different strategies because every individual has different characters.

However, this research is only limited to investigating Vocabulary Learning Strategies used by the ELE students of UKSW. Since this research was conducted in the general section, which only focused on students learning strategies, the authors hope that there will be other researchers who will study and analys more deeply about things that affect student learning strategies so that they can complete this research, and we can get a better understanding about language learning strategies and how important it is for students or even teachers and also the learning process. The author hopes that future researchers can investigate deeper about the influence of culture, effective teaching methods or classroom atmosphere on vocabulary learning strategies. In addition, researchers can study the comparison and correlation between vocabulary learning strategies across gender, age, class, and other levels.
REFERENCES


