PAPER NAME

STUDENT STRATEGIES IN LEARNING VO
CABULARY

AUTHOR

andi hamsiah

WORD COUNT

4335 Words

CHARACTER COUNT

26397 Characters

PAGE COUNT

9 Pages

FILE SIZE

170.8KB

SUBMISSION DATE

Nov 5, 2024 9:50 AM GMT+8

REPORT DATE

Nov 5, 2024 9:50 AM GMT+8

STUDENT STRATEGIES IN LEARNING VOCABULARY

Andi Hamsiah

Department of Indonesia Education, Faculty of Teacher Training and Education, Bosowa University, Jl. Urip Sumoharjo Km 4, Makassar 90231, Indonesia

ABSTRACT

This research is based on the idea that students must use in daily interactions in school language programs. Therefore, learning vocabulary is very important for improving students' language skills. Students should learn as much vocabulary as possible to communicate well with others. This study investigates students' vocabulary learning strategies outside of classroom activities. This research uses descriptive qualitative methods, where the researcher implements interviews and observation as data collection techniques. Researchers used observations to understand the school environment where students learn in school language programs. Researchers used semi-structured interviews with three students as participants to find out strategies for learning vocabulary. The interview technique used was focus group discussion to reduce students' nervousness in expressing ideas. The data obtained was then divided into several classifications of vocabulary learning strategies by Schmitt (1990): determination, social, memory, cognitive and meta-cognitive strategies. The research results show that students often use meta-cognitive strategies to improve their vocabulary.

Keywords: *vocabulary, vocabulary learning strategies, school language programs.*

INTRODUCTION

Learning a new language cannot begin without knowing the words of the previous language. Because language is a means of communication, lexical knowledge or knowledge of language vocabulary is the main thing in language learning. Therefore, lexical knowledge is central to communicative competence and second language acquisition (Schmitt., 2000). Regarding the need for vocabulary learning, the role of students in developing their vocabulary learning is an important issue to study. Because vocabulary learning cannot only be done in the classroom without practice outside the classroom, students must build their learning strategies, especially for developing their vocabulary.

In addition, study sessions outside the classroom support students' vocabulary development. Students need to transfer what they have learned in class and choose suitable strategies for learning. As suggested by Nation and Moir. (2008) namely that students need to know how to learn vocabulary and monitor their progress. For example, using the internet, multimedia, games, diaries/journals, and social activities can improve students' vocabulary mastery.

The importance of vocabulary learning strategies and the influence of internal and external factors cannot be separated. Their language learning processes and activities mainly influence students' use of learning strategies in the environmental context. Previously, Chamot. (2004) stated that the learner's goals, the context of the learning situation, and the learner's cultural values can be

expected to influence the choice and acceptability of language learning strategies strongly.

In Indonesia, researchers and practitioners have previously studied the use of vocabulary learning strategies and their relationship with students' language skills, students' proficiency levels, and student's use of vocabulary learning strategies (Asyiah., 2017; Besthia., 2018; Rahmatica *et al.*, 2017; Rinaldi & Saputra., 2016). Most of the research was conducted with college-level students regarding their language acquisition needs. However, there is also research on how students use vocabulary learning strategies according to the learning environment. In other words, the learning context, the factors in which students learn the language, and the facilities provided for learning are essential for students' language development. Therefore, this research aims to investigate the strategies used by students and the factors that influence students' learning strategies. In addition, this research aims to find out how language learning elements influence students' strategies.

In this study, researchers focused on students living in boarding schools who implemented language programs through daily conversations and several other extracurriculars to improve vocabulary mastery. At this boarding school, students are required to communicate in Arabic after three months of entering school. In addition, the school implements several language programs in extracurricular activities to help students develop their language. Driven by the rationale that students should communicate at their boarding school, researchers aimed to investigate how students fulfil these requirements through independent learning practices. Thus, pedagogical implications for research results are essential in the discussion.

Oxford and Scarcella define the term learning strategy in language learning. (1994). Learning strategies are specific actions, behaviours, steps, or techniques students use to improve their learning (Scarcella & Oxford., 1992; Oxford., 2003). In other words, learning strategies relate to how students choose several actions to help them in developing linguistic knowledge.

Brown lists and briefly explains the definitions of language learning. (2000) as follows: (1) Learning is acquisition or getting; (2) Learning is the storage of information or skills; (3) Retention implies storage systems, memory, and cognitive organization; (4) Learning involves active and conscious focus on and acting on events outside or inside the organism; (5) Learning is relatively permanent but can be forgotten; (6) Learning involves some form of practice, perhaps reinforced practice; (7) Learning is a behaviour change—additionally, Chamot. (1998) stated that learning strategies are students' thoughts and actions that they can apply to improve their understanding based on the definition mentioned by Brown. (2000), we can conclude that language learning must demand active, participatory, and behavioural student actions about their learning.

Successful language learning is the goal of every language learner. Richard. (2014) proposed two main components related to successful language learning: what happens in the classroom and outside the classroom. Strategies related to how students behave in their learning process are essential in language learning. Learning strategies have an essential role to be implemented for students' language abilities. Researchers have discussed the term learning strategy, and differences have emerged regarding the definition of strategy. Griffith mentioned

several definitions of language learning strategies from experts. (2008) in his book 'good language learners,' namely (1) Action; (2) Awareness; (3) Optional or utilizing available information to develop competency in a second language; (4) Implies or is oriented towards the goals and activities aimed at students; (5) Regulations to control student learning.

The classification of language learning strategies has many differences. Researchers use two general classifications in conducting research (Oxford., 1990; O'Malley & Chamot., 1990). Oxford. (1990) classifies strategies into two parts: direct and indirect. Furthermore, the two parts are categorized into six sub-classifications of learning strategies, such as metacognitive strategies (help them plan, organize, and self-evaluate their studies), memory strategies (help them remember new language items), cognitive strategies (think about and understand the new language), compensatory strategies (help them compensate for lack of knowledge), affective strategies (students' feelings about the new language), and social strategies (involving interaction with others).

Additionally, O'Malley and Chamot. (1990) divided learning strategies into three classifications: metacognitive, cognitive, and social/affective. Meta-cognitive strategies refer to higher-level executive strategies such as planning, monitoring, thinking about the learning process, and self-evaluation. Cognitive strategies refer to awareness of handling learning materials, techniques, and linguistic input. In addition, social/affective strategies refer to interpersonal strategies related to students' psychology, emotional conditions, and experiences.

Language learning is also influenced by factors related to the learner's environment. Oxford. (1990) mentioned several factors that influence students' language learning strategies: (1) Motivation (more motivated students tend to use more strategies than less motivated students); (2) Gender (female students show more excellent strategies than male students); (3) Cultural background (Asian students tend to apply rote memorization than other cultural backgrounds); (4) Attitudes and beliefs (negative attitudes and beliefs lead to poor strategy use); (5) Type of task (task helps to determine strategy because it implements it); (6) Age and L2 stage (students' age and L2 stage differences influence strategy choices); (7) Learning style (general approach to language learning determines the choice of learning strategy); and (8) Ambiguity tolerance (more tolerant students tend to use different strategies than students with less ambiguity).

Vocabulary learning strategies are a branch of language learning strategies. Foreign language learners often find difficulties regarding their vocabulary learning strategies. Apart from that, Ghazals. (2007) said that although learning vocabulary is challenging for foreign language students, students can use various learning strategies to overcome these challenges. Therefore, the strategies used in vocabulary learning are an essential topic to discuss in applied linguistics.

As for the definition of vocabulary learning strategies, researchers have pusly mentiithani. (2015) mentioned several vital things regarding vocabulary learning strategies used by students: (1) keyword method; (2) vocabulary *flashcards (flash cards)*; (3) guessing words from context; (4) learning parts of words (5) repetition. For foreign language learners, learning vocabulary is not as easy as acquiring a first language, so strategies for learning a foreign language must be varied and exciting. Researchers have proposed two main approaches to vocabulary learning in the language being studied. They are: 'explicit learning' or

learning vocabulary when the focus is on the words to be learned, and 'incidental learning' or learning vocabulary as knowledge addition to any language learning activity, such as reading or listening (Sonbul & Schmitt., 2013). Explicit learning refers to a direct approach where vocabulary learning is the focus. In contrast, implicit learning refers to indirect vocabulary learning, where students learn words by reading or listening to them.

The classification or taxonomy of vocabulary learning strategies is diverse, but all classifications have the same meaning. Ghazals. (2007) mentions a taxonomy in vocabulary learning strategies, namely: (1) Knowing words involves knowledge (about the general frequency of their use, syntactic and situational constraints on their use); (2) Its basic form and derivable forms, its semantic feature network; and (3) Multiple meanings associated with the item.

Additionally, the taxonomy by Schmitt. (1997) in vocabulary learning strategies is a standard instrument for researchers to analyze students' vocabulary learning strategies. Schmitt. (1997) classifies vocabulary learning strategies into five taxonomies, namely (1) Determination strategy: finding meaning without the help of expertise; (2) Social strategy: involves interaction with other people; (3) Memory strategy: connecting new words with previously known knowledge; (4) Cognitive strategies: manipulating or changing learned words; (5) Metacognitive strategy: involves awareness of the learning process.

Several researchers point out that language researchers emphasize research related to student's learning processes and strategies through retrospective interviews, interviews to remember the learning process, questionnaires, written diaries and journals, and think-aloud protocols along with learning tasks (Chamot., 2004). In this discussion, there are several studies on vocabulary learning strategies. Most of the studies were directed at university students, but the participants were not only majoring in language teaching and learning (Asyiah., 2017; Saengpakdeejit., 2014; Yazdi & Kafipour., 2014). Apart from that, Asyiah (2017) conducted her study at a private high school in Bandung. Then, researchers have differences regarding objectives, methods, and research procedures. Thus, three studies were conducted by Yazdi and Kafipour. (2014) and Saengpakdeejit. (2014), classifying the findings with the same analysis from Schmitt. (1997) vocabulary learning strategies (VLS). Therefore, this study uses Schmitt's classification of vocabulary learning strategies. (2000) because the classification used has various strategies as sub-classifications.

According to the problem stated in the research background, the researcher pointed out two research questions: How do they learn vocabulary in their language learning activities? Moreover, what strategies do they use most often in their language learning?

METHOD

This research uses a qualitative research design because it was conducted in the actual setting of a phenomenon where students learn through their daily conversation practices (Hamied., 2017). In addition, the researcher conducted two interviews with three students and one teacher. Student interviews reveal the strategies they employ in independent learning, whether the school provides them or not. Thus, teacher interviews are hoped to provide information about the

pedagogical implications of language improvement strategies implemented in boarding schools.

The research subjects came from third-grade high school students. They live in a boarding school that implements language learning inside and outside the classroom. The researcher selected three students as research participants based on the teacher's recommendation. The students involved in this research were deemed to have language competence and were also responsible for organizing language improvement programs for all students at the school. Their involvement in classes and extracurricular activities is expected to provide more information in their vocabulary learning strategies. Thus, the vocabulary learning strategies obtained become diverse.

Two instruments were used in this research: observation and student interviews. Observations were conducted to obtain information about the boarding school where the students lived, including the environment and programs implemented at the school. The primary data collection from this research was student interviews related to their vocabulary learning strategies during out-of-class learning sessions. Student interview results are analyzed based on Schmitt's (1997) taxonomy of vocabulary learning strategies. Taxonomy includes (1) Determination Strategy, (2) Social strategy, (3) Memory strategy, (4) Cognitive strategies, and (5) Metacognitive strategies (Schmitt, 1997). In addition, the pedagogical implications of the strategies used by students and the strategies provided by the school are presented along with teacher interviews.

FINDINGS AND DISCUSSION
Findings

The results of this research are divided into five classifications of vocabulary learning strategies from Schmitt (2000), including determination, social, memory, cognitive and metacognitive strategies.

Determination strategy

The determination strategy refers to how students find the meaning of new words without the help of experts, Schmitt. (1997). In this research, students use several examples of determination strategies, such as guessing the meaning of the text and looking up the meaning in the dictionary. A student likes reading texts, even though he doesn't understand the meaning of every word. When he enjoys reading, he tries to grasp the meaning of words from the context of his reading rather than bothering himself to find the meaning in a dictionary or something similar. So, when he finished reading, he tried to find the true meaning of the difficult words. Other students like to bring a dictionary to see the problematic words they want to pronounce. He used to carry a dictionary wherever he went. He stated that learning was not dominant in the dormitory, so he tried to find solutions to improve his by carrying a dictionary wherever he went. Thus, Schmitt. (2010) also stated that students use dictionaries, not grammar books, for their language learning.

Two strategies, namely finding meaning from reading and using a dictionary in learning new words, are mostly found as vocabulary learning strategies, where students prefer to learn on their own rather than asking their teachers or friends (Al-khasawneh., 2012; Saengpakdeejit. , 2014; Mustofa., 2011;

Asyiah., 2017). In other words, reading passages from books and dictionaries helps students improve their vocabulary knowledge through their independent learning. Additionally, Nematollahi *et al* . (2017) stated that guessing the meaning from context and using a dictionary are the most preferred strategies used by successful students.

Social Strategy

Social strategies refer to how students practice using familiar vocabulary by practising with their friends (Schmitt., 1997). In this study, participants indicated that studying with friends was more interesting than just studying with a teacher. Although studying with a teacher can give them a lot of language input, studying with friends will boost their confidence in using language. Thus, interacting with friends continues to expand their vocabulary bank driven by the random topics they talk about. In addition, another student said that listening to friends talk helped him significantly improve his vocabulary knowledge. Instead of learning vocabulary by reading or memorizing, he agrees that studying with friends can avoid monotonous learning strategies.

Memory strategy

Two students reported using the memory strategy of memorizing words in vocabulary learning. The first information shows that students try to memorize words related to lessons in class to make it easier for them to understand the learning material. Also, memorizing words related to the teacher's lessons helps the teacher understand texts and passages as learning material. However, other responses point to students' unique habits. The second response in memory strategy is also used by the student, who tries to memorize all the words in the dictionary by tearing out each page and memorizing them step by step. He tore out a page, then he memorized it. After memorizing the words on the torn page, he kept the page again to tear another page. Unfortunately, he stops doing this when he gets to around page twenty. He found it difficult to keep trying to memorize words that way.

This strategy is in line with research by Yang and Dai. (2011) found that Chinese students memorize lists of words when learning vocabulary. They also mentioned that for most Chinese students, learning means memorizing a certain number of words a day and reading as many books as possible. However, memory strategies are known to be old strategies for language learning. Memorizing strategies may occur because students do not know other learning strategies. As an emphasis on this strategy, Wang and Kelly (2013) conducted their study on introducing students to technical learning other than memorization. Thus, they found that memorization was less beneficial for students after they were introduced to three vocabulary learning techniques: mnemonic techniques, production of original sentences, and vocabulary drills or drills.

Cognitive strategies

Referring to the cognitive strategies used by students several responses pointed to the types of strategies used by students. The first response said that students often try to talk alone or with animals (cats) around them to practice. Having practice speaking may have a significant impact on building students'

Klasikal: Journal of Education, Language Teaching and Science
Volume 4 Issue 3 December 2022
p-ISSN: 2656-9914 e-ISSN: 2656-8772

confidence in using the language. Another response, according to this, is also that students respond by saying that if they usually use vocabulary, they can master it. In other words, they are more accustomed to using familiar vocabulary when they try to use it frequently. These two responses align with students' awareness of recognizing language by applying what they are interested in. Cognitive strategies are how students practice the vocabulary they have learned (Schmitt., 1997). Thus, how students practice speaking to themselves or what is around them is a process in which they can expand their vocabulary learning.

Metacognitive strategies

The final category discovered from the student interview session was the application of meta-cognitive vocabulary learning strategies. This strategy refers to how students are aware of their learning, including how they can overcome their lack of vocabulary knowledge. Three responses referred to examples of meta-cognitive strategies used by students; first, one respondent said, *"I felt very helped by the lessons in class."* The student who made this comment explained that the lessons taught in class helped him improve his vocabulary mastery. Because various texts are presented as learning materials, this student feels that these materials are beneficial in improving his vocabulary.

Second, another respondent said, *"I usually use the Joox application because it directly provides song lyrics."* These actions may not only happen to students living in these boarding schools. However, the student who used this vocabulary learning strategy explained that he usually studied music while looking at the lyrics when he was visited. He learned with the support of his parents, not only at school but also at home. Parental support by facilitating their children with language media can be implemented by providing information, materials and resources (Torres & Castañeda Peña., 2016). Other responses show similarities but differ in source. An additional reply said, "I listened to Zakir Naik's speech; otherwise, I learn from fantasy films." Rather than listening to music, these students prefer to learn through a speech by native speakers or conversations through films. Although listening can help students increase their vocabulary, it cannot lead them to greater vocabulary mastery than reading (Zeeland, 2013).

In contrast to this argument, Cohen. (2008) claims that listening can be used to acquire better vocabulary and reduce students' time allocation compared to reading. In other words, listening may not be appropriate for students to acquire a good vocabulary. However, due to their lack of interest in reading, listening strategies can be helpful to improve word retention for their language development.

Discussion

Based on the data generated from this research, the researcher briefly explains several pedagogical implications regarding vocabulary learning for students' language development. Self-regulation plays an important role in vocabulary learning strategies. Students are required to follow the hostel rules to speak. However, if teachers do not emphasize students' motivation to learn their language, there will be no significant effect on them learning the language.

Increasing teacher and teacher awareness about materials and opportunities in language learning helps teachers and students develop their language learning (Gil., 2008). Students in this study said that they tend to read books to increase their vocabulary, but the school does not facilitate them to do that. Therefore, providing students with a small library will help them find their means of studying. On the other hand, due to the lack of technological media in schools, teachers must provide media for their language learning.

Oral tests can help students to enrich their vocabulary mastery. Orienting exams to learn vocabulary may reduce students' interest, but when the vocabulary used in exams is varied and gradually increased, this will implicitly lead students to develop their vocabulary mastery. In addition, oral exams are not only held to test students' vocabulary mastery. However, they can also be a medium to find out how students understand their vocabulary through interaction with the examiner.

Creating an environment for their learning is primarily influenced by promoting their language knowledge through practice with friends or colleagues (Kameli *et al.*, 2012). Creating a language environment is a practical way to help students get more language input. The teacher factor as a language model is an important part to consider in students' language learning. As stated by Kacani and Cyfeku. (2015), there are three factors that influence vocabulary acquisition: teacher skills, learner skills, and language features. Therefore, these three factors prioritize teachers as students' helpers for language development.

In classroom learning, one way to help students acquire language is to equip students with various vocabulary learning strategies (Ghazal., 2007). Since students are the object of teaching and learning activities in the classroom, to make them aware of their out-of-class session learning, teachers need to equip them with learning strategies to help them learn independently.

CONCLUSION

Language learning strategies are discussed in language learning studies, but they still require consideration from experts and teachers to create the most up-to-date information. Language learning strategies, especially vocabulary, are at the core of second and foreign language learning. Because this research found that students continue to use memorization strategies and dictionaries to improve their vocabulary development, teachers and curriculum designers should emphasize introductory materials for various learning strategies using authentic learning tools. In this way, students can find new and exciting strategies for independent learning.

REFERENCE

Asyiah, D. (2017). The Vocabulary teaching and learning: perception, strategies, and influences on students' vocabulary mastery. *Lingua Scientia Journal of Language,* 9(2). DOI: 10.21274/ls.2017.9.2.293-318.

Behbahani, A. R. (2015). Vocabulary learning strategies: what language teachers must help students to learn. *TESOL Newsletter.* University of Jyvaskyla, Finland. Accessed at https://jyx.jyu.fi/bitstream/ handle/123456789/49945/vls.pdf.

Besthia, W. (2018). A Survey on Vocabulary Learning Strategies: A Case of Indonesian EFL University Students. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 8(5), pp. 29–34.

Hamied, F.A. (2017). *Research methods: a guide for first-time researchers.* Bandung: UPI PRESS.

Kacani, L. & Cyfeku, J. (2015). Developing EFL Vocabulary Through Speaking and Listening Activities. *Academic Journal of Interdisciplinary Studies.* 4(3). Doi:10.5901/ajis. 2015.v4n3s1p390

Nematollahi., Behjat., & Kargar. (2017). A Meta-analysis of Vocabulary Learning Strategies of EFL Learners. *Language Teaching; Canadian Center of Science and Education,* 10:5. Doi: 10.5539/elt. v10n5p1

Rahmatica, A., Pertiwi, D., Karmala, ET, & Nastiti, IA (2017). I am exploring EFL learners' vocabulary learning strategies. *1st Language and Literature International Conference (ELLiC),* pp. 40-45. It is accessed from: file:///C:/Users/User/Downloads/2402-5173-1-PB% 20(1).pdf.

Richard, J. C. (2014). The changing face of language learning: Learning beyond the classroom. *RELC Journal.* pp. 1–18 DOI: 10.1177/0033688214561621

Rionaldi, & Saputra, B. (2016). Vocabulary learning strategies employed by department students of the state Polytechnic of Bengkalis across different proficiency levels. *Proceedings of the Fourth International Seminar on Language and Teaching (ISELT-4)*, 4(2), pp.240-249.

Saengpakdeejit, R. (2014). Strategies for Dealing with Vocabulary Learning Problems by Thai University Students. *Silpakorn University Journal of Social Sciences, Humanities, and Arts,* 14(1), pp. 147-167.

Sonbul, S. & Schmitt, N. (2013). Explicit and implicit lexical knowledge: acquisition of collocations under different input conditions. *Language Learning,* 63(1), pp. 121-159. DOI: 10.1111/j.1467-9922.2012. 00730.x

Torres, S., Aldemar, S., Castañeda-Peña., & Andrés, H. (2016). Exploring the Roles of Parents and Students in EFL Literacy Learning: A Colombian Case. *Language Teaching,* 9(10), pp. 156-165.

Wang, D. & Kelly, P. (2013). Making Vocabulary Memorization Strategies More Effective and Enjoyable for First-Year Chinese University Students. *The Teacher,* 42(teacher 74–88.

Yazdi, M., & Kafipour, R. (2014). A qualitative study of vocabulary learning strategies applied by Iranian undergraduate EFL learners in real learning settings. *Language Teaching,* 7(7), pp. 1-7. https://doi.org/10.5539/elt.v7n7p1.

turnitin

● **8% Overall Similarity**

Top sources found in the following databases:

- 7% Internet database
- Crossref database
- 2% Submitted Works database

- 1% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	**etheses.uinmataram.ac.id** Internet	**2%**
2	**ejurnal.undana.ac.id** Internet	**2%**
3	**jurnal.unpal.ac.id** Internet	**<1%**
4	**e-journal.unmas.ac.id** Internet	**<1%**
5	**repository.unibos.ac.id** Internet	**<1%**
6	**journalfkipuniversitasbosowa.org** Internet	**<1%**
7	**pdfs.semanticscholar.org** Internet	**<1%**
8	**Universitas Cendrawasih on 2023-02-06** Submitted works	**<1%**

9 Universiti Putra Malaysia on 2010-04-28
Submitted works
<1%

10 digilib.uinsby.ac.id
Internet
<1%

11 repository.uinjambi.ac.id
Internet
<1%

12 La Trobe University on 2007-02-09
Submitted works
<1%

13 Universitas Nusa Cendana on 2019-05-24
Submitted works
<1%

14 obsesi.or.id
Internet
<1%

15 repository.iainpare.ac.id
Internet
<1%