

Vocabulary Learning Strategies Used by Junior High School Students

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ABSTRACT

In language learning, mastery of vocabulary is crucial. However, in Indonesia, where English is taught as a foreign language, vocabulary is often taught incidentally and given little priority. Due to the importance of vocabulary, a comprehensive language learning strategy is needed. As an example, vocabulary-learning strategies (VLS) can facilitate the development of vocabulary. This study aims at investigating VLS used by junior high school students in learning English. The data were collected by using Schmitt's vocabulary learning strategies questionnaire. The questionnaire consists of 31 statements administered to 50 junior high school students in the 8th grade at SMP N I Salatiga. Interviews were also conducted to obtain more information from the participants. The results show that the students choose practical, simple and fast strategies in learning vocabulary. Strategies such as checking if the word is also an Indonesian word, guessing the word's meaning from the context, asking the teacher to give the definition, studying the word with their classmates, remembering the word by studying and paying attention to the word's spelling, underlining the word, and using English media were frequently chosen in this study.

Keywords: *junior high school student, vocabulary learning strategies (VLS)*

INTRODUCTION

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. Heidari et al. (2012) states that vocabulary is the core of language and the cornerstone of language learning. Through comprehending foreign words, students will understand the meaning of the words. Wessels (2011: 46) believes that knowledge of vocabulary is essential to students' academic success. "If students do not understand the meaning of the words in the text, they will have difficulty understanding the content". Therefore, comprehension of the meaning of words can help students understand the materials and the reading texts.

However, as one of the core elements of language learning, vocabulary comprehension presents various obstacles (Zhi-liang, 2010). Students tend to be passive during English classes because they lack vocabulary, which affects their behaviour in learning English. Fan (2003) notes that vocabulary is neglected in language learning in Asia because vocabulary is given little priority and learned incidentally. In addition, Goulden (1990) as cited in Olmos (2009) explains that the measurement of vocabulary size, particularly the size of academic vocabulary, is an important indicator of the ability of second language learners to achieve academic success. The amount of

vocabulary that learners have will affect their achievement; hence, learners need vocabulary learning strategies (VLS) to help them develop their knowledge of vocabulary.

VLS are therefore important for junior high school students, because they help students to understand new words and increase their wealth of vocabulary, and encourage them to become independent learners. However, English lessons in junior high school do not provide specific classes on technical vocabulary. As such, the students cannot always rely on their teachers. They need to master their own strategies of determining the meanings of unknown words independently so that they can better understand their class materials.

Hence, this study aims at investigating the VLS used by junior high school students when they learn English. This study seeks to answer the research question: What are the vocabulary learning strategies (VLS) used by junior high school students? This study could be useful for language students, especially junior high school students who encounter problems in comprehension of vocabulary in their language learning. Furthermore, teachers could use this study as a reference to help learners who find difficulty understanding the meaning of vocabulary in their English learning.

VOCABULARY LEARNING STRATEGIES

Vocabulary learning strategies (VLS) are designed to assist learners in facilitating and streamlining their vocabulary learning to achieve optimal goals. Schmitt (2000) explains that VLS can empower learners and attract learners' attention in learning language in a way that will improve the learners' vocabulary development. Schmitt (1997) also mentions that in vocabulary

acquisition, emphasizing high exposure to the language is critical. Furthermore, VLS are important in second language learning to maximize the productivity of language acquisition. According to Takač (2008), VLS are specific strategies utilized in vocabulary learning activities in the target language. Moreover, VLS are the methods for learning vocabulary that facilitate expedient language learning (Amiryousefi & Ketabi, 2011). For this reason, VLS can assist learners in figuring out the meaning of terms in the target language to expand their vocabulary knowledge (Hulstijn, 1993, as cited in Morin & Goebel, 2001).

In addition, Asgari and Mustapha (2011) define vocabulary learning strategies as stages taken by learners when learning new words. When students encounter new English words in their learning process, they need to take actions to comprehend the words in order to help them understand the materials. However, VLS do not only focus on how learners learn new vocabulary, but also on how they store the words in their long-term memories as well as use and produce the words in the appropriate contexts as stated by Ruutments (2005) as cited in Jurcovi  (2006). Gu (2003: 75) adds that "knowing a word means knowing at least its form, its meaning, and its basic usage in context receptively and productively". This indicates that vocabulary learning strategies do not merely relate to comprehension of new words, but cover broader areas as well.

Vocabulary learning strategies help EFL (English as a Foreign Language) learners to achieve their learning goals and to make them become independent learners. Ghazal (2007) states that VLS are methods of assisting learners in improving their knowledge of target language vocabularies. Through mastery of vocabulary, learners

will be able to successfully engage with materials and tasks given in the target language (Ghazal, 2007). Based on Ghazal's idea, using strategies for learning vocabulary can help the students to achieve their learning goals, as by comprehending the vocabulary, the learners will be able to understand the materials given. Moreover, vocabulary is considered to be the basic element of language. Without a thorough understanding of vocabulary, students cannot identify objects, concepts, and so forth. As stated by Ghazal (2007: 84), "Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning". VLS do not only help the learners to achieve their learning goals, but also to encourage the students to become independent learners. As explained by Nation (2001), by applying vocabulary learning strategies, students can manage and monitor their own learning process without having to depend entirely on the teacher's help. In other words, independent learning encourages students to be more responsible for their own success in language learning.

Types of Vocabulary Learning Strategies

There have been several attempts to develop the taxonomy of VLS based on the strategies used by learners to understand their target language. Some of the experts who have developed taxonomies of VLS are Nation (1990, 2001), Gu and Johnson (1996), and Schmitt (1997). This study adopts Schmitt's taxonomy as the basis, and is supported by a secondary theory. Schmitt's theory (1997) is well known and is used as the basic theory for many researchers of vocabulary learning

strategies. Schmitt (2000) classifies the strategies into several specific groups:

1. Determination strategies (DET)

DET are individual strategies used to understand the meaning of words without any help from others, such as guessing context, guessing from L1 (first language) cognates, using reference materials such as dictionaries, analysing affixes and roots, and using dictionaries to convey particular words. Strategies belonging to this group are commonly used to find the meaning of new words rather than recalling words that have already been learned.

2. Social strategies (SOC)

Strategies belonging to this group involve interaction with others in learning new words, such as asking the teacher or classmates. Social strategies are not only used to discover new vocabulary, but are also used to remember words that students have previously been exposed to. Thus, the foundations of these strategies are social interaction and engagement.

3. Memory strategies (MEM)

These strategies are also commonly known as mnemonic strategies. They are used to recall vocabulary that has already been studied. Through these strategies, learners will relate their prior knowledge with the target words by grouping the words according to their form or topic, forming imaginary links, using physical actions, connecting new words to past experiences, studying the spelling of the words, and speaking the words out loud while studying them.

4. Cognitive strategies (COG)

These strategies are similar to memory strategies, but they do not focus as much on the mental process. Cognitive strategies emphasize the mechanical means of comprehending known words. Thus, cognitive strategies utilize repetition and specific tools to learn vocabulary. Strategies belonging to COG include repeating words verbally and on paper, making lists of words, and labelling physical objects with their meanings in the target language.

5. Metacognitive strategies (MET)

MET are strategies in which learners consciously determine the best way to plan, monitor, and evaluate their strategies of studying vocabulary. Learners who use metacognitive strategies decide on their own which words they will focus on and examine further. Learners also check their understanding by doing word tests. Examples of metacognitive strategies include using English-language media, skipping or passing new words, constantly studying new words, and testing oneself by using word tests or games.

METHODOLOGY

This study employs a descriptive method. It describes the vocabulary learning strategies used by junior high school students. The participants were 50 students in the 8th grade at SMP N I Salatiga. They were chosen as they had been studying English for approximately 5 years. Hence, they may have used VLS in order to help them understand new words when learning English.

The instruments of the study are close-ended questionnaires and interviews. The close-ended questionnaire consists of 31 statements of vocabulary learning strategies

based on Schmitt's taxonomy of VLS. The participants selected their answers from *always, often, sometimes* or *never*. The questionnaire is in Indonesian to help the students feel more confident in giving their answers.

To supplement the data from the questionnaire, a semi-structured interview was also conducted. The three interviewees, representing the participant population, chose their preference from five strategies ranking from highest, medium and lowest. The interview was completed during the participants' free time and was conducted in Indonesian to make them feel more comfortable.

To evaluate the results, the data from the questionnaire were analysed using Microsoft Excel. After the questionnaire results were obtained, personal interviews were conducted to seek more information.

FINDINGS AND DISCUSSION

This section presents the data acquired from the questionnaire and interview results based on the vocabulary learning strategies from Schmitt's taxonomy. Each strategy consists of statements that are presented in the tables and followed by analysis.

1. Determination strategy

Table 1: Students' Use of Determination Strategies

No.	Statements	Never		Sometimes		Often		Always	
1.	Check the word's form; whether it belongs to verb, noun, adjective, etc.	25	50%	14	28%	7	14%	4	8%
2.	Analyze root and affixes to guess the meanings of the word. E.g.: unreadable = un + read + able → impossible to read.	5	10%	10	20%	28	56%	7	14%
3.	Check if the word is also an Indonesian word. E.g.: pencil, Bahasa Indonesia: <i>pensil</i> .	2	4%	7	14%	33	66%	8	16%
4.	Guess word's meaning from the context.	1	2%	8	16%	33	66%	8	16%
5.	Look up the word in English – Indonesian dictionary.	0	0%	13	26%	24	48%	13	26%
6.	Look up the word in English – English dictionary.	15	30%	17	34%	18%	36%	0	0%

The highest-ranked statement in DET was statement number three: check if the word is also an Indonesian word. The similarity of some English and Indonesian terms could be a factor in the high ranking of this statement. The participants explained that the resemblance between some Indonesian and English words helped them to guess and understand the meaning of the word. One of the interviewees stated, “... *maknanya sama tapi penulisannya lain. Jadi kita bisa mengartikan kata itu hampir samalah dengan bahasa Indonesianya*” (English translation: the meaning is similar but the spelling is different. Thus, we can understand English terms that are similar to those in Indonesian). For instance, the students were already familiar with the word *doctor* which in English means someone who maintains or restores human health through the practice of medicine (Woodford, 2005). When the students heard the word *doctor*, they could guess with confidence that *doctor* means *dokter*.

Due to the similarity between certain English and Indonesian terms, students often associated a new English word with its cognate in Indonesian. Nation (2001) states that when there is little similarity between items and patterns in the L1 (first language) and the foreign language, vocabulary learning presents a greater burden to the learner (p. 220). In other words, if there are many words that are similar with the first language, the word-learning burden presents less of a challenge. Therefore, learners can understand a new word easily when the word is similar with its equivalent in their first language.

Statement number four (guess word's meaning from the context) also ranked highly in this category. 88% of the participants chose guessing word's meaning from the context as the strategy that they used most. There are several reasons why this strategy was selected. The first one was the use of English in their English textbooks. Participant number one stated: “*buku pelajaran bahasa Inggrisnya*

kan full English, jadi udah apa ya, udah sering gitulah” (English translation: the only language in our English textbook is English, so I usually guess the word from the context). The participant frequently encountered texts, written explanations, instructions, and tasks in English. Therefore, students often found new words while reading their textbooks and then applied the strategy of guessing their meanings from the context. Because the textbooks were written entirely in English, they provided many opportunities for students to guess the meaning of new vocabulary from the text.

The second reason for selection of statement number four is that the meaning of an English word in a story or text was often different from its dictionary definition. Participant number two commented, “There are some words which have more than one meaning in English. Sometimes the definition in the dictionary will be different with what is meant by the text that I read. Therefore, it is better to read the whole paragraph to understand what is meant in the story or text”.

Nation (2008: 10) states, “Most technical words occur only in one specialized area,

but some technical words can occur in other areas, some with the same meaning and some with different meaning”. Hence, guessing from the context was often used because the definition of technical words may be different from their dictionary definition. The last reason was that the context could help them understand the meaning of a word. The context and words were considered to be clues to help them guess the meaning of a word. Carton (1971) mentions that clues can be based on both the text and the student’s prior knowledge of English.

By contrast, statement number one (check the word’s form; whether the word belongs to verb, noun, adjective, etc.) ranked the lowest. Only 22% of the participants chose this strategy. 14% of the participants chose *often* and 8% of them choose *always*. This statement likely ranked lowest because not all of the participants were students of English. They only needed to know the meaning of a word without paying attention to its form. As one participant stated, “Knowing that a word is a verb, noun, or adjective is not significant. Knowing the meaning is enough.”

2. Social strategy

Table 2: Students’ Use of Social Strategies

No.	Statements	Never		Sometimes		Often		Always	
7.	Ask the teacher to translate the meaning of a word that I do not understand.	2	4%	22	44%	17	34%	9	18%
8.	Ask the teacher for synonyms or similar meanings of new word.	5	10%	23	46%	15	30%	7	14%
9.	Ask the teacher for definition.	1	2%	11	22%	20	40%	18	36%
10.	Ask classmates.	0	0%	12	24%	33	66%	5	10%

As demonstrated by Table 2, statements number nine (ask the teacher for definition)

and ten (ask classmates) ranked highest among SOC strategies. 76% of the

participants chose these statements. The score was calculated from the total percentage of *often* and *always* responses. For statement number nine, 40% of the participants chose *often* and 36% chose *always*. For statement number ten, 66% of the participants chose *often* and 10% chose *always*.

One possible reason why statement nine ranked highest is the common belief that the teacher is fluent in English. The assumed English background of the teacher is a likely reason for students to trust the teacher. It indicates that teachers are generally considered to be credible sources. The interviewees explained that their teachers could provide a clear and correct definition of a new word. Participants number one and two added that “the teacher’s explanation is more specific and suitable than the one in the dictionary because sometimes the words have different meanings or cannot be found in a regular dictionary”. Nation (2008: 12) explains that “some words are commonly found in a certain area but rarely found in other areas”. Only someone who has a background in English can provide a suitable definition of a specific word. In addition, the use of English as a medium of instruction in the classroom provided opportunities for the participants to ask their teacher about the meaning of a new word.

Furthermore, the presence of capable peers helped students to master newly encountered words. The interviewees stated

that discussing a new word with their classmates helped them to understand the word. Participant number one added, “My friends and I have similar thoughts and if we discuss the meaning of a known word, we will make our own definition of the word. Thus, we can understand the word more easily”. Falchikov (2001) states that interaction with peers can result in an improved knowledge and understanding of the material. By discussing new words with friends, the participants could develop their knowledge and understanding of the words. Participant number two added that discussing with classmates did not only help them to understand the meaning, but also helped them to remember it. This shows that students can easily remember new words if they discuss the vocabulary with their peers, because the language is easier to comprehend.

By contrast, statement number eight (ask the teacher for synonyms or similar meanings of new word) had the lowest rank. 44% of the participants chose this strategy. Only 30% of the participants chose *often* and 14% of them chose *always*. A likely reason for the low ranking of this strategy is that the students needed as English learners was just the meaning of a word. Participant number one stated that the definition given by teacher was sufficient. Another interviewee stated that “knowing the definition of the word is more important than knowing the synonym.” This could also explain why this method was not identified as a common learning strategy.

3. Memory strategy

Table 3: Students' Use of Memory Strategies

No.	Statements	Never		Sometimes		Often		Always	
11.	Connect the word with my previous experience.	16	32%	16	32%	16	32%	2	4%
12.	Group the word based on its affixes (e.g. grouping the all words with suffix re- in one group, -ment in one group, etc)	21	42%	15	30%	14	28%	0	0%
13.	Group the word by its form (verb, noun, adjective, etc)	17	34%	22	44%	10	20%	1	2%
14.	Look for its synonym and antonym.	9	18%	29	58%	12	24%	0	0%
15.	Remember the new word by connecting with the words I have learnt before.	2	4%	11	22%	28	56%	9	18%
16.	Try to make a sentence using the word.	10	20%	22	44%	13	26%	5	10%
17.	Group the word based on topic.	9	18%	30	60%	10	20%	1	2%
18.	Remember the word by studying and paying attention to its spelling.	5	10%	6	12%	34	68%	5	10%
19.	Make my own definition for the word.	2	4%	19	38%	23	46%	6	12%
20.	Pronounce the word.	2	4%	12	24%	22	44%	14	28%

As demonstrated by Table 3 above, statement number 18 (remember the word by studying and paying attention to its spelling) ranked highest. 78% of the participants chose this strategy. On the other hand, only 22% of the participants chose statement number 13. Statement number 17 was also infrequently chosen, with only 22% of the participants choosing this strategy.

Learning and paying attention to a word's spelling made the participants feel more confident in recalling the word. Participant number one commented that paying attention to a word's spelling helped her remember the word. Participant number two added, "So, if next time I find the word again, I will easily remember the meaning." According to Akbari (2011), proper knowledge of spelling is a significant resource in memorizing words. This

indicates that by learning word's spelling, the participants can easily remember the meaning of the word in the future.

In addition, studying and paying attention to the words can also help students in writing the word correctly, as stated by participant number two. This strategy did not only help the participants to remember the word, but also helped them to know how to write the word correctly. Gu (2003) states that to know a word is to know its form. In other words, understanding a word does not only mean knowing its meaning, but also knowing its form.

By contrast, only 22% of the participants chose grouping the word based on its form, such as grouping all verbs in one group and the nouns in another. In general, the participants only needed to know the meaning of the word; therefore, they did not

need to categorize the word based on its form in order to remember the meaning. Participant number three added that grouping the word into its category was complicated. Using this kind of strategy may not be effective or efficient.

22% of the students also chose strategy number 17 (group the word based on topic). This strategy likely ranked low because there were many words in a topic or unit found in other topics. All of the

interviewees stated that a word in a particular chapter could be found in the following chapters. Participant number two gave an example: “In the first chapter, we were often asked to give our opinion and to ask for our friends’ opinions. When I checked my textbook, I found that the phrase *to give opinions* was also in chapter five.” Therefore, the participants did not classify the words based on the topic in order to remember the meaning.

4. Cognitive strategy

Table 4: Students’ Use of Cognitive Strategies

No.	Statements	Never		Sometimes		Often		Always	
21.	Say the word repeatedly.	2	4%	21	42%	21	42%	6	12%
22.	Write the word repeatedly.	19	38%	17	34%	10	20%	4	8%
23.	Make word list.	23	46%	19	38%	2	4%	6	12%
24.	Use flashcard.	40	80%	10	20%	0%	0%	0	0%
25.	Take notes.	6	12%	19	38%	21	42%	4	8%
26.	Underline the word.	4	8%	17	34%	27	54%	2	4%
27.	Keep a vocabulary notebook wherever you go.	32	64%	12	24%	4	8%	2	4%

As demonstrated by Table 4, statement number 26 (underline the word) was the statement most frequently chosen by participants (58%). In contrast, statement number 24 (use flashcard) ranked lowest among cognitive strategies. None of the participants chose statement number 24 as their strategy.

Most participants chose statement number 26 because underlining a word helped the participants to recall the new word. Participant number one commented, “Underlining the words helped me to understand the points of the words effortlessly while reviewing. I could easily remember the meanings of the words”. Hassanvand et al. (2012) states that underlining the word can help the students in guessing and recognizing new words.

Thus, the students will have a significant understanding of the words (p. 353). This indicates that underlining new words not only helps students to understand new words, but also helps students to remember them as well.

Participant number two added, “Underlining a word helps me to remember it easily, and if the word is important I can repeat it again and again, so recalling vocabulary by underlining the word is helpful.” Underlining a new word can also be a reminder that the word is important and will have to be used in the future. Moreover, by underlining the word, students are able to find the word easily when they want to recall it later.

By contrast, statement number 24 ranked lowest among cognitive strategies. Using flashcards was considered to be complicated and time consuming. Even though three of the interviewees were familiar with flashcards, they never used them to learn new vocabulary. Two

participants preferred remembering the words by taking notes or underlining the word than recalling the word by using flashcards. This demonstrates that the participants prefer simple and instant methods of remembering new vocabulary.

5. Metacognitive strategy

Table 5: Students' Use of Metacognitive Strategies

No.	Statements	Never		Sometimes		Often		Always	
28.	Use English media (news, news broadcasting, internet, magazine, video, etc.).	0	0%	10	20%	23	46%	17	34%
29.	Test myself with word test.	4	8%	17	34%	19	38%	10	20%
30.	Skip or pass new word which likely does not need to study.	6	12%	27	54%	14	28%	3	6%
31.	Continue to study the word overtime.	4	8%	25	50%	15	30%	6	12%

As demonstrated by Table 5, statement number 28 (use English media) was the highest-ranked MET strategy. 58% of the participants chose this statement. In contrast, statement number 30 (skip or pass new word which likely does not need to study) ranked the lowest. Only 34% of the participants chose this strategy.

English-language media supported the students to learn and retain new vocabulary. The interview results show that by using English media such as English-language Internet pages, newspapers, videos, and magazines, students remembered English vocabulary more easily. English media frequently provides clear context, so students can learn certain words easily. As participant number four stated, "There are some English words which are unique. Therefore, I use other media such as the Internet and magazines, because on the Internet there are some websites that help

me to understand English better... So, I often read English articles or short stories in those media."

Engaging with English-language media can be utilized as an alternative method for learning vocabulary. Participant number three stated that he used English-language media such as the Internet and videos when he was dissatisfied with the explanation given by the teacher and textbooks. Out of the English-language media mentioned in the questionnaire, the Internet was the medium chosen most frequently, likely due to easy access and economic factors. The students can browse necessary materials any time and anywhere. The Internet helps students to become more independent in their vocabulary learning, as stated by Brahja (2013).

By contrast, few participants chose statement number 30 (skips or pass new word which likely does not need to be

studied). The participants believed that all English words were important to learn. The interviews demonstrated that most participants agreed that all English words were important to learn and remember. Participant number one stated, "If I did not know a word in an English sentence, it could affect my understanding of that sentence. I cannot get the point." For these students, mastery of English vocabulary was critical. Furthermore, their English learning was entirely conducted in English. Hence, they assumed that knowledge of English words was necessary.

CONCLUSION

The aim of this study is to determine what vocabulary learning strategies are most frequently adopted by junior high school students when learning English. To answer this research question, a questionnaire was administered and interviews were conducted. This study found that the junior high school students preferred checking if the word is also an Indonesian word (for example, the English *doctor* and the Indonesian *dokter*), guessing a word's meaning from the context (DET), asking their classmate with learning the word, asking the teacher for a definition (SOC), remembering the word by studying and paying attention to its spelling (MEM), underlining the word (COG), and using English media such as news, the Internet, magazines, and videos (MET).

The participants chose vocabulary learning strategies which were practical, fast, and simple but helpful in discovering and remembering new words, such as guessing the meaning from the context, asking the teacher for definition, studying the meaning with friends, underlining words, and using other English-language media. These findings indicate that what is most important for language learners is to

discover the meaning of new vocabulary. Therefore, the participants of this study infrequently chose strategies such as using flashcards, grouping the words according to topic, and classifying the words into their form.

The findings of the study demonstrate that it could be useful for language students to enrich their vocabularies, which provides a better understanding of the language. The five strategies chosen by the participants indicate that these language learners tend to use practical, simple, and efficient strategies to understand their lessons. In addition, the participants also perceived that the strategies chosen were most efficient for them to comprehend the meaning of new words. Therefore, by using these strategies, the participants could better understand the materials being taught. The strategies used by these participants could likely be useful for other junior high school students in their language learning process.

This study could be used as a reference for language teachers to help their students who encounter difficulties in comprehending the meaning of vocabulary. Teachers could suggest that students utilize the strategies identified in this study. Moreover, teachers could also encourage students to become independent learners by teaching the students to apply these vocabulary learning strategies to the study of technical words.

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Appendix 1

Kuesioner

Nama:

Kelas:

Berilah tanda centang (√) pada kolom yang tersedia (tidak pernah, kadang-kadang, sering, selalu) yang mendeskripsikan pengalaman ada dalam belajar kosa kata Bahasa Inggris

Jawaban yang Anda berikan tidak akan mempengaruhi nilai akademik Anda.

No.	Ketika saya menemukan kosakata baru dalam bahasa Inggris, saya akan...	Tidak Pernah	Kadang-kadang	Sering	Selalu
1.	Mengecek jenis kata tersebut. (contoh: apakah kata tersebut termasuk kata kerja, kata benda, kata sifat, dll).				
2.	Menganalisa kata dasar dan imbuhan untuk menebak arti dari kata itu. (contoh : un + read + able = tidak dapat dibaca)				
3.	Mengecek apakah kata tersebut sama dengan kata dalam bahasa Indonesia. (pencil, Bahasa Indonesia: <i>pensil</i>).				
4.	Menebak arti kata itu dari konteks bacaan.				
5.	Melihat artinya di kamus Inggris – Indonesia.				
6.	Melihat artinya di kamus Inggris – Inggris.				
7.	Meminta guru untuk menerjemahkan kata yang tidak saya mengerti.				
8.	Meminta guru untuk memberikan sinonim atau arti lain dari kata itu.				
9.	Meminta guru untuk memberikan definisi.				
10.	Bertanya pada teman.				
11.	Menghubungkan kata itu dengan pengalaman.				
12.	Mengelompokan kata berdasarkan imbuhan yang sama.				

	(contoh: mengelompokkan kata berimbuhan re- dalam 1 grup, -ment dalam 1 grup, dll)				
13.	Mengelompokkan kata dengan melihat jenisnya (kata kerja, benda, sifat, dll)				
14.	Mencari sinonim atau antonim dari kata tersebut.				
15.	Mengingat kata baru tersebut dengan menghubungkan dengan kata-kata yang pernah saya pelajari sebelumnya.				
16.	Mencoba membuat kalimat menggunakan kata tersebut.				
17.	Mengelompokkan kata – kata berdasarkan topik.				
18.	Mengingat kata tersebut dengan memperhatikan dan mempelajari ejaan (spelling) dari kata tersebut.				
19.	Menguraikan kata itu dengan bahasa saya sendiri.				
20.	Mengucapkan (pronouncing) kata tersebut.				
21.	Mengucapkan kata itu berulang – ulang.				
22.	Menulis kata itu berulang – ulang.				
23.	Membuat daftar kosakata baru yang sudah saya pelajari.				
24.	Membuat flashcard (kartu-kartu yang berisi kata baru)				
25.	Mencatat kata tersebut.				
26.	Menggarisbawahi kata tersebut.				
27.	Membawa buku berisi daftar kosakata.				
28.	Menggunakan media berbahasa Inggris lainnya (koran, siaran berita, internet, majalah, video, dll.)				
29.	Mengetes diri sendiri dengan tes kosa kata. (seperti: menterjemahkan kata dari Inggris ke Indonesia, dll)				
30.	Tidak memperhatikan kosakata baru yang sekiranya tidak perlu untuk dipelajari.				

31.	Mempelajari kata tersebut berulang – ulang.				
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Appendix 2

Interview Questions

1. Mengapa kamu memilih untuk mengecek apakah kata baru itu sama atau ada juga di dalam bahasa Indonesia?
2. Mengapa kamu menggunakan strategy ‘menebak arti kata dari konteks bacaannya’?
3. Apakah mata pelajaran bahasa Inggris di sekolahmu menggunakan buku paket?
4. Apa bahasa pengantar buku paket itu?
5. Mengapa kamu tidak menggunakan strategi “mengecek atau mengelompokkan jenis kata tersebut, apakah itu termasuk kata kerja, kata benda, kata sifat?”
6. Mengapa kamu memilih untuk bertanya pada guru untuk memberikan definisi ketika kamu menemukan kata baru yang tidak kamu mengerti?
7. Bahasa apakah yang digunakan guru dalam pelajaran bahasa Inggris?
8. Mengapa kamu memperhatikan dan mempelajari ejaan/spelling untuk mengingat kata baru?
9. Mengapa kamu tidak mengelompokkan kata-kata berdasarkan topik?
10. Apakah suatu kata dalam suatu topik atau bab akan ditemukan di topik atau bab-bab selanjutnya? Atau hanya akan ditemukan di topik atau bab itu saja?
11. Mengapa kamu menggarisbawahi kata baru yang ingin kamu ingat?
12. Ketika kamu mendengar kata ‘*flashcard*’, apa yang ada di pikiran mu?
13. Mengapa kamu tidak menggunakan ‘*flashcard*’?
14. Apakah kamu menggunakan media berbahasa Inggris lain untuk membantu mengingat kata baru?
15. Media apa itu?
16. Mengapa?
17. Ketika kamu menemukan kata baru, apakah menurut kamu itu penting untuk dipelajari? Mengapa?