

Vocabulary Learning Strategies of Accounting students of STIE Gentiaras Bandar Lampung

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ABSTRAK

Salah satu tantangan terpenting yang akan dihadapi peserta didik selama proses belajar bahasa kedua adalah belajar kosakata. Kosakata telah diakui sebagai hal yang penting untuk penggunaan bahasa di mana pengetahuan kosakata yang tidak memadai tentang peserta didik menyebabkan kesulitan dalam pembelajaran bahasa kedua. Jadi dalam hal belajar kosakata dalam bahasa kedua, siswa perlu dididik dengan strategi pembelajaran kosakata. Tujuan dari penelitian ini adalah untuk mengetahui strategi pembelajaran kosakata bahasa Inggris yang diadopsi oleh mahasiswa Akuntansi STIE Gentiaras, Bandar Lampung. Subjek penelitian adalah 22 mahasiswa pada semester ketiga. Tujuan kedua dari penelitian ini adalah untuk mengetahui distribusi strategi pembelajaran kosakata yang digunakan oleh mahasiswa Akuntansi STIE Gentiaras, Bandar Lampung. Instrumen yang digunakan dalam penelitian ini adalah kuesioner 25 item yang diadaptasi dari taksonomi Schmitt untuk strategi pembelajaran kosakata. Data dianalisis dengan menggunakan frekuensi, persentase, dan mean. Skor rata-rata menunjukkan distribusi strategi. Hasil penelitian menunjukkan bahwa penggunaan strategi Memori yang paling sering digunakan oleh siswa yang dianggap *intermediate students* dalam bahasa Inggris. Strategi kedua yang sering digunakan adalah strategi Sosial (*Discovery*). Strategi ketiga yang sering digunakan adalah strategi Penentuan. Strategi keempat yang sering digunakan adalah strategi Metakognitif. Strategi kelima yang sering digunakan adalah strategi Kognitif. Sedangkan strategi yang paling sedikit digunakan adalah strategi Sosial (Konsolidasi) dengan skor rata-rata terendah. Namun, temuan ini akan menguntungkan guru untuk mengembangkan pengajaran kosakata yang efektif dan untuk memberi siswa strategi pembelajaran kosakata yang sukses.

Kata kunci : Strategi pembelajaran kosakata, strategi belajar bahasa, strategi memori, strategi penentuan, strategi sosial (penemuan), strategi metakognitif, strategi kognitif, strategi sosial (konsolidasi).

I. INTRODUCTION

1.1. Background of Study

English is an obligatory subject for colleges in Indonesia. Therefore, STIE Gentiaras, Bandar Lampung makes English as one of their subjects. The college has made English not only as one of the obligatory subjects but also teach English class for 6 semesters as their extra curricular subject. Therefore to know what kind of vocabulary learning strategies the students used is very interesting and important for the study so that the readers and other researchers are able to take advantages from this research.

According to Vermeer (1992), one aspect of language learning that in the past

received little attention, but now has become a focus of much research, is the learning of vocabulary. Increasingly, it is considered that effective communication relies less upon the mastery of grammatical rules than on the possession of an adequate and appropriate vocabulary. The size of the vocabulary needed to achieve general communication skills in English has been estimated at 5,000 words, with critical importance being attached to the learning of the most frequent 2,000 to 3,000 words as quickly as possible (Nation, 1993).

In English language learning field, there are many factors that have an effect on students' low English language learning proficiency: students' learning style, teachers'

teaching styles, students' background and so on. One of the most difficult problems of unsuccessful English instruction in Indonesia is that students lack particular vocabulary knowledge which can be influenced student's reading comprehension. As a study by Granowsky (2002) shows, many researchers have confirmed the important role vocabulary knowledge plays in students' reading comprehension, and therefore in their school success. Also, having limited vocabulary knowledge, students are not able to express and communicate well.

1.2. Problem Formulations

1. What are the vocabulary learning strategies used by Accounting students of STIE Gentiaras?
2. How are the vocabulary learning strategies used by the Accounting students of STIE Gentiaras, Bandar Lampung distributed?

1.3. Purpose of the Study

The main purpose of this study is to generally explore students' vocabulary learning strategies and to investigate the distribution of the vocabulary learning strategies used by the Accounting students of STIE Gentiaras, Bandar Lampung in order to further provide students with effective vocabulary learning strategies.

This study focuses on the use of vocabulary learning strategies used by 22 students who were considered intermediate learners at STIE Gentiaras, Bandar Lampung, with age average between 18-19 years old during the third semester of 2017. These students were questioned about their usage of vocabulary learning strategies following Schmitt's taxonomy.

II. THEORETICAL REVIEW

2.1 Learning Strategies

According to Weinstein and Mayer's study as cited in Lessard Clouston (1997), learning strategies have been broadly defined as "behaviours and thoughts that a learner engages in during learning " which are "intended to influence the learner's encoding process. "later Mayer's study as cited by Clouston, more specifically defined learning strategies as "behaviours of a learner that are intended to

influence how the learner processes information". These definitions from the educational literature reflect the origins of learning strategies in cognitive science, with its fundamental assumptions that human beings process information and that learning involves such information processing. Obviously, learning strategies are involved in all learning, in respective of the content and context. Accordingly, learning strategies are used in learning and teaching mathematics, science, history, languages, and other subjects, both in classroom settings and more informal learning environments.

One of the researchers in this field, Rubin as cited by Griffiths (2001) has explained a very extensive definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge". Later she identifies two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning. She divides the direct learning strategies into six types (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice), and the indirect strategies she divides into two types (creating opportunities for practice, production tricks).

2.2 Language Learning Strategies

Within the field of education over the last few decades, a number of definitions of language learning strategies have been defined by many researchers. Wenden and Rubin (1987) define language learning strategies as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". O'Malley and Chamot (1990) define language learning strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information". In a study by Segler, Pain, and Sorace (2001), they conclude that there is no consensus on a definition of term of language learning strategies. As well as, they support that learning is the process by which information is obtained, stored, retrieved, and used. Thus the language learning is like other kinds of learning: language learning strategies could be any set of

operations used by the learner which involve this process. In comparison, another helpful definition by Oxford (1990), defines language learning strategies as “specific actions, behaviours, steps, or techniques that students, often intentionally, use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.”

Apart from this, it is the viewpoint of Lessard-Clouston on the characteristics of language learning strategies that a number of additional aspects of language learning strategies are less consistently accepted. When discussing language learning strategies, the studies of Oxford and others such as Wenden and Rubin as cited in Lessard-Clouston(1997) note an aspiration for control and autonomy of learning on the part of the learner through language learning strategies. Cohen as cited in Lessard-Clouston(1997) insists that only aware strategies are language learning strategies, and that there must be an alternative involved on the part of the learner. Transfer of a strategy from one language or language skill to another is a related goal of language learning strategies, as Pearson and Skehan (as cited in Lessard-Clouston, 1997) have discussed. Overall, Oxford (1990) summarizes her idea of language learning strategies by listing twelve key features. In addition to the characteristics noted above, she states that language learning strategies: allow learners to become more self-directed, expand the role of language teachers, are problem-oriented, involve many aspects, not just the cognitive, can be taught, are flexible, and are influenced by a variety of factors.

2.3 Classification of Language Learning Strategies

Within the field of language acquisition, language learning strategies have been classified by many theorists. The classifications are also known as taxonomies of language learning strategies. Nevertheless, most of these efforts to categorize language learning strategies reflect almost the same classifications of language learning strategies without any

major changes. The first one is Rubin's taxonomy. Rubin's (1987) and O'Malley' and Chamot's (1990) taxonomies of language learning strategies will be respectively discussed. Rubin who observed much of the work in the area of strategies, explicates the characteristic between strategies contributing directly to learning and those contributing indirectly to learning.

According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are learning strategies, communication strategies, and social strategies.

1. Learning strategies

There are two most important types, being the strategies contributing directly to the development of the language system created by learners. The first one is cognitive learning strategies. These refer to the steps or operations used in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning materials. Rubin classifies six core cognitive learning strategies contributing directly to language learning: they are clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring. The second one is metacognitive learning strategies. These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

2. Communication strategies

These are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means, or when confronted with misunderstanding by a co-speaker.

3. Social strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practise their

knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden, 1987).

The second classification is O'Malley' and Chamot's classification of language learning. O'Malley and Chamot (1990) divided language learning strategies into three main subcategories: metacognitive strategies, cognitive strategies, and socioaffective strategies.

a. *Metacognitive strategies*

It can be pointed out that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

b. *Cognitive strategies*

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

c. *Socioaffective strategies*

Socioaffective strategies are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies. According to Lessard-Clouston (1997), language learning strategies, being a specific actions, behaviours, tactics, or techniques, facilitate the learning of the target language by the language learner. All language learners, use language learning strategies in the learning process. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement,

anxiety, etc. affect the way in which language learners learn the target language, it is not reasonable to support the idea that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners.

2.4 Vocabulary Learning Strategies

Vocabulary learning strategies are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as demonstrated by the classification of vocabulary learning strategies are proposed by different researchers (Stoffer, 1995; Nation, 2001; and Gu, 2003). In addition, there is a wide-ranging inventory of vocabulary learning strategies developed by Schmitt in 1997. While a variety of definitions of the vocabulary learning strategies have been suggested, this study has applied the definition that is suggested by Schmitt (1997) who saw it as two main group of strategies: Discovery strategies and consolidation strategies. Discoveries strategies are strategies that are used by the learners to discover learning of words. In Consolidation strategies, a word is consolidated once it has been encountered. Schmitt categorized vocabulary learning strategies into five sub-categories: Determination strategies, Social strategies, Memory strategies, Cognitive strategies and Metacognitive strategies. Determination strategies are individual learning strategies. Social strategies are learners learn new words through interaction with others. Memory strategies are strategies whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words. Cognitive strategies are strategies that do not engage learners in mental processing but is more mechanical means. Metacognitive strategies are strategies related to processes involved in monitoring, decision-making and evaluation of one's progress. After viewing these different classifications the prudent study used Schmitt's taxonomy as a basis of the study.

III. METHOD OF STUDY

3.1. Data Collection

The method employed to collect data in this study was a survey. The instrument used in this survey was a 25-item questionnaire based on Schmitt's Taxonomy. It was designed specifically for the purpose of this study. There are more or less 56 strategies from 6 categories in Schmitt's Taxonomy. Yet only 25 strategies are adopted in the questionnaire due to some limitation and appropriateness. For instance, in the determination category, there are 3 strategies about using a dictionary that may confuse the respondents; thus, they are grouped into 1 question. Another cut-off strategy in this category is "Analyze supra-segmental features" which was not suitable for the respondents' learning level.

3.2. Subjects of the Study

The subjects in this study were 22 students who studied in the third semester of Accounting Department of STIE Gentiaras, Bandar Lampung. All the subjects had been studying English for between 3-10 years. English was a compulsory subject in their high school. The subjects' age ranged between 18 to 19 years old. They were studying in the third semester. The number of male students are 11 and the number of female students are 11.

IV. DATA ANALYSIS

4.1. Procedure

The first step was a review of literature about language learning strategies to overview and familiarize. The questionnaires in English language were used to collect data. They consisted of 25 items classified by six types of strategies, which were adapted from the vocabulary learning strategy classification based on Schmitt's Taxonomy (1997): Determination, Social (Discovery), Social (Consolidation), Memory, and Cognitive in order to make them

suitable for the subjects of the study. The second step, the questionnaires were approved and improved by the advisor and were tested with some students. There were some parts to be readjusted and rewritten. Next, the questionnaires were given to all respondents within one class period. Then, the 25-item questionnaires were introduced by the researcher. The respondents were also told that they had to answer in terms of how well the explanations of each item describe them. The answered questionnaires were collected right after the respondents finished them. Finally from all of collected respondents' answers, 22 questionnaires had been distributed and 22 questionnaires were returned that is, 100% of the respondents' responses. All of the questionnaires were analyzed.

4.2. Analysis

From table 1 below, 50% of the respondents were female and 50 % were male. Most of the students were 18 to 19 years old (81.8%). The majority of the students (68.2%) have studied English for more than 10 years. More than half of the students (63.6 %) got the average grade of English 76 to 85.

The findings from part 2 of the questionnaire can be seen in the table 2 below. They show that in six categories, the respondents most frequently used Memory Strategies at the highest mean score (2.13). The second frequently used strategies were Social (Discovery) strategies ($X = 1.99$). The third frequently used strategies were Determination strategies ($X = 1.91$). The fourth frequently used strategies were Metacognitive strategies ($X = 1.68$). The fifth frequently used strategies were Cognitive strategies ($X = 1.65$). Meanwhile the least used strategies were Social (Consolidation) strategies with the lowest mean score (1.52).

Table 1.
The Respondents' General Information

| | Characteristic | Frequency | Percentage |
|--------------------------|--------------------|-----------|------------|
| Gender | Female | 11 | 50 |
| | Male | 11 | 50 |
| | Total | 22 | 100 |
| Age | 18-19 | 18 | 81.8 |
| | More than 19 | 4 | 18.2 |
| | Total | 22 | 100 |
| Year of English Learning | 3-5 years | 3 | 13.6 |
| | 5-10 years | 4 | 18.2 |
| | More than 10 years | 15 | 68.2 |
| | Total | 22 | 100 |
| Grade of English subject | 10-55 | 1 | 4.6 |
| | 56-65 | 1 | 4.6 |
| | 66-75 | 3 | 13.6 |
| | 76-85 | 14 | 63.6 |
| | 86-100 | 3 | 13.6 |
| | Total | 22 | 100 |

Table 2.
The Use of Vocabulary Learning Strategies

| Strategy Category | Mean (X) |
|------------------------|----------|
| Determination | 1.91 |
| Social (Discovery) | 1.99 |
| Social (Consolidation) | 1.52 |
| Memory | 2.13 |
| Cognitive | 1.65 |
| Metacognitive | 1.68 |

Table 3.
Descriptive Statistics of Strategy Use in Individual Item of Determination

| Item | Degree of frequency | | | | | | | | | | x |
|--|---------------------|------|---------|-------|-----------|-------|--------|-------|-------|-------|------|
| | Always | | Usually | | Sometimes | | Seldom | | Never | | |
| | F | % | F | % | F | % | F | % | F | % | |
| 1. I use bilingual dictionary to help me translate English words into Indonesian language. | 1 | 4.55 | 12 | 54.55 | 4 | 18.18 | 4 | 18.18 | 1 | 4.55 | 2.36 |
| 2. I use pictures illustrated in the textbook to find the word meanings. | 0 | 0 | 2 | 9.09 | 8 | 36.36 | 8 | 36.36 | 4 | 18.18 | 1.36 |
| 3. I learn meaning of words by identifying its parts of speech | 0 | 0 | 6 | 27.27 | 10 | 45.45 | 6 | 27.27 | 0 | 0 | 2.00 |

According to Determination strategies, the results show that the respondents most frequently used the strategy item 1: "I use bilingual dictionary to help me translate English

words into Indonesian language", to find the meaning of new words ($X=2.36$). Meanwhile the second frequently used strategy was item 3: "I learn meaning of words by identifying its parts of

speech”, to find the word meaning (X=2.00). The least used strategy was item 2:” I use pictures

illustrated in the textbook to find the word meanings”, to find the word meanings (X=1.36).

Table 4.
Descriptive Statistic Use in Individual Item of Social Strategies (Discovery)

| Item | Degree of frequency | | | | | | | | | | x |
|--|---------------------|-------|---------|-------|-----------|-------|--------|-------|-------|-------|------|
| | Always | | Usually | | Sometimes | | Seldom | | Never | | |
| | F | % | F | % | F | % | F | % | F | % | |
| 4. I ask the teacher to translate the word into Indonesian | 1 | 4.55 | 2 | 9.09 | 7 | 31.82 | 10 | 45.45 | 2 | 9.09 | 1.55 |
| 5. I ask teacher to put an unknown word into a sentence to help me understand the word meaning | 2 | 9.09 | 3 | 13.64 | 8 | 36.36 | 6 | 27.27 | 3 | 13.64 | 1.77 |
| 6. I ask my classmate for meaning | 3 | 13.64 | 7 | 31.82 | 11 | 50 | 0 | 0 | 1 | 4.55 | 2.50 |
| 7. I know some new words when working in group works. | 3 | 13.64 | 3 | 13.64 | 12 | 54.55 | 2 | 9.09 | 2 | 9.09 | 2.14 |

According to the frequency of social strategies for discovery, the results show that to interact with other people in vocabulary learning, the strategy, which the student use most frequently was item 6: “I ask my classmate for meaning” (X= 2.50). The second frequently used strategy was item 7: “I know some new words

when working in group works”, (X=2.14), the third frequently used strategy was item 5: “. I ask teacher to put an unknown word into a sentence to help me understand the word meaning “, (X= 1.77). While the least used strategy was item 4: “. I ask the teacher to translate the word into Indonesian”, (X= 1.55).

Table 5.
Descriptive Statistics of Strategy Use in Individual Item of Social (Consolidation)

| Item | Degree of frequency | | | | | | | | | | x |
|--|---------------------|------|---------|-------|-----------|-------|--------|-------|-------|-------|------|
| | Always | | Usually | | Sometimes | | Seldom | | Never | | |
| | F | % | F | % | F | % | F | % | F | % | |
| 8. I practice English in group work activities. | 2 | 9.09 | 5 | 22.73 | 6 | 27.27 | 7 | 31.82 | 2 | 9.09 | 1.91 |
| 9. I ask native speakers for help. | 0 | 0 | 3 | 13.64 | 6 | 27.27 | 4 | 18.18 | 9 | 40.91 | 1.14 |
| 10. I learn words about the culture of English speaking countries. | 0 | 0 | 4 | 18.18 | 8 | 36.36 | 5 | 22.73 | 5 | 22.73 | 1.50 |

To promote vocabulary acquisition, the respondents used the social strategies for consolidation most frequently, by the item 8: ” I practice English in group work activities”, which had the highest mean score of 1.91. The second frequently used strategy was item 10: “I

learn words about the culture of English speaking countries”(X= 1.50). The strategy which the respondents used least frequently was item 9: “I ask native speakers for help” with the lowest mean score by 1.14.

Table 6.
Descriptive Statistics of Strategy Use in Individual Item of Memory

| Item | Degree of frequency | | | | | | | | | | | x |
|--|---------------------|-------|---------|-------|-----------|-------|--------|-------|-------|-------|------|---|
| | Always | | Usually | | Sometimes | | Seldom | | Never | | | |
| | F | % | F | % | F | % | F | % | F | % | | |
| 11. I write a new word in a sentence so I can remember it. | 4 | 18.18 | 8 | 36.36 | 6 | 27.27 | 3 | 13.64 | 1 | 4.55 | 2.50 | |
| 12. I study a spelling of new words. | 5 | 22.73 | 8 | 36.36 | 7 | 31.82 | 2 | 9.09 | 0 | 0 | 2.73 | |
| 13. I use physical actions when learning words. | 3 | 13.64 | 3 | 13.64 | 6 | 27.27 | 5 | 22.73 | 5 | 22.73 | 1.73 | |
| 14. I speak words out loud when studying. | 1 | 4.55 | 5 | 22.73 | 5 | 22.73 | 5 | 22.73 | 6 | 27.27 | 1.55 | |

Table 7.
Descriptive Statistics of Strategy Use in Individual Item of Cognitive

| Item | Degree of frequency | | | | | | | | | | | x |
|--|---------------------|-------|---------|-------|-----------|-------|--------|-------|-------|-------|------|---|
| | Always | | Usually | | Sometimes | | Seldom | | Never | | | |
| | F | % | F | % | F | % | F | % | F | % | | |
| 15. I repeatedly practice new words. | 2 | 9.09 | 7 | 31.82 | 10 | 45.45 | 3 | 13.64 | 0 | 0 | 2.36 | |
| 16. I write a new word in a flash card so I can remember it. | 2 | 9.09 | 1 | 4.55 | 4 | 18.18 | 7 | 31.82 | 8 | 36.36 | 1.18 | |
| 17. I learn words by listening to vocabulary CDs. | 1 | 4.55 | 2 | 9.09 | 3 | 13.64 | 6 | 27.27 | 10 | 45.45 | 1.00 | |
| 18. I record vocabulary from English soundtrack movies in my notebook. | 5 | 22.73 | 3 | 13.64 | 5 | 22.73 | 5 | 22.73 | 4 | 18.18 | 2.00 | |
| 19. When I try to remember a word, I write or say it repeatedly. | 4 | 18.18 | 6 | 27.27 | 8 | 36.36 | 4 | 18.18 | 0 | 0 | 2.46 | |
| 20. I make vocabulary cards and take them with me wherever I go. | 1 | 4.55 | 1 | 4.55 | 3 | 13.64 | 7 | 31.18 | 10 | 45.45 | 0.91 | |

The results from the table 6 show that the Memory strategy which the respondents most frequently used for storing and retrieving new information was item 12: "I study a spelling

of new words" (X= 2.73). The second frequently used strategy was item 11: "I write a new word in a sentence so I can remember it" (X= 2.50). The third frequently used strategy was item 13:

“I use physical actions when learning words” (X= 1.73). Meanwhile the least used strategy by the respondents was item 14: “I speak words out loud when studying” (X= 1.55).

The table 7 shows that to develop automatic vocabulary retrieval, the Cognitive strategy that the students used most frequently, was item 19: When I try to remember a word, I write or say it” (X= 2.46). The second frequently used strategy was item 15: “I repeatedly practice new words” (X=2.36..), the third frequently used

strategy was item 18: “. I record vocabulary from English soundtrack movies in my notebook” (X= 2.00), the fourth frequently used was item 16: “I write a new word in a flash card so I can remember it” (X=1.18). The fifth frequently used strategy was item 17: “I learn words by listening to vocabulary CDs” (X= 1.00). While the strategy “I make vocabulary cards and take them with me wherever I go”, was the least used strategy (X= 0.91).

Table 8.
Descriptive Statistics of Strategy Use in Individual Item of Metacognitive

| Item | Degree of frequency | | | | | | | | | | x |
|--|---------------------|-------|---------|-------|-----------|-------|--------|-------|-------|-------|------|
| | Always | | Usually | | Sometimes | | Seldom | | Never | | |
| | F | % | F | % | F | % | F | % | F | % | |
| 21. I listen to English songs and news. | 8 | 36.36 | 3 | 13.64 | 10 | 45.45 | 0 | 0 | 1 | 4.55 | 2.77 |
| 22. I memorize words from English magazines. | 2 | 9.09 | 5 | 22.73 | 5 | 22.73 | 7 | 31.18 | 3 | 13.64 | 1.82 |
| 23. I review my own English vocabulary cards for reviewing before the next lesson starts. | 0 | 0 | 1 | 4.55 | 4 | 18.18 | 6 | 27.27 | 11 | 50 | 0.77 |
| 24. I am not worry very much about the difficult words found when reading or listening, I pass them. | 1 | 4.55 | 1 | 4.55 | 6 | 27.27 | 13 | 59.09 | 1 | 4.55 | 1.46 |
| 25. I use online exercise to test my vocabulary knowledge. | 3 | 13.64 | 2 | 9.09 | 7 | 31.82 | 3 | 13.64 | 7 | 31.82 | 1.59 |

The table shows the results of the most frequently used strategy of Metacognitive was item 21: “I listen to English songs and news” (X= 2.77), the second frequently used strategy was item 22: “I memorize words from English magazines” (X=1.82). The third frequently used strategy was item 25:” I use online exercise to test my vocabulary knowledge” (X= 1.59). The fourth used strategy was item 24: “I am not worry very much about the difficult words found when reading or listening, I pass them” (X= 1.46). While the item 23: “I review my own English vocabulary cards for reviewing before

the next lesson starts“ was the least used strategy (X= 0.77).

V. DISCUSSION

The Schmitt (1997)’s taxonomy of vocabulary learning strategies is utilized in categorizing the vocabulary learning strategies demonstrated by the data of the current study. A close examination of the results of the study reveals the distribution of vocabulary strategies used by the third semester students of STIE Gentiara, Bandar Lampung. They used the Memory strategies for learning the new word’s meaning most frequently. Some example of

these strategies are studying a spelling of new words and writing a new word in a sentence so the students can remember it. The second frequently used strategies were Social (Discovery) strategies. The third frequently used strategies were Determination strategies. The fourth frequently used strategies were Metacognitive strategies. The fifth frequently used strategies were Cognitive strategies. Meanwhile the least used strategies were Social (Consolidation) strategies with the lowest mean score.

However, the use of listening to English songs and news strategy which is a Metacognitive strategy, is the most frequently used strategy by the students of STIE Gentiaras, Bandar Lampung. It means that Metacognitive strategies facilitate learning with many English sources and it can interest and motivate learners. The students seem to enjoy learning English from real experiences, by listening to English songs, watching English movies and so on, other than inside the classroom. So students can make sustainable progress in English with pleasure and without any pressure.

It was mentioned in the study by Schmitt and McCarthy (1997) that the strategy most frequently used by junior high school, senior high school, and university students is use of a bilingual dictionary which is one of the elements of the Determination strategies. Even though the result of the study did not demonstrate that the use of bilingual dictionary was the most frequently used strategy, in the category of Determination strategy the use of bilingual dictionary was the highest rank in the group.

Nevertheless, Social Consolidation Strategies, which ranked the lowest percentage in frequency of strategy use ($X = 1.52$), are strategies that help the learners understand the culture of the language they are learning. Some example of these strategies are practicing English in group work activities, asking native speakers for help and learning words about the culture of English speaking countries.

VI. CONCLUSION, IMPLICATION, AND RECOMMENDATION

5.1 Conclusion

The study has discovered that the students perceive the substance of vocabulary as a branch of language learning. However, some strategies such as studying a spelling of new words, writing a new word in a sentence, asking classmate for meaning, using of bilingual dictionary, repeatedly practice new words, listening to English songs and news where are related to memory, determination, social (discovery), cognitive, metacognitive strategies are popular strategies and the students are keen in using them. On the other hand, strategies which require Social (consolidation) such as asking native speakers for help, cognitive such as learning words by listening to vocabulary CDs, and making vocabulary cards and take them wherever the students go, Metacognitive such as reviewing English vocabulary cards before the next lesson starts, are not popular strategies and the students do not like in using them.

5.2 Implication

Based on the results, some implication can be observed. First of all, an advantage of this study is that it will increase the public awareness on the importance of vocabulary learning strategies in second language learning and teaching. As Oxford (2003) mentioned "Vocabulary is not explicitly taught in most language classes" (p.9). The results of the current study can assist language teachers to improve their teaching methods. Second, teachers who are interested in their students' performance in learning the English vocabulary can introduce the vocabulary learning strategies and techniques to their students by designing useful tasks and giving relevant assignments. Next, unfortunately based on the survey conducted, many of the students are not aware of the existence of the numerous strategies used to learn words other than using dictionaries and rote memorization.

5.3 Recommendation

Future studies on vocabulary learning strategies can be carried out from two points of view. Studies on the individuals' differences of language learners can be conducted both in qualitative and quantitative approaches. In

addition, studying lived experience of the teachers or students and the use of technology in learning vocabulary could be very helpful to get better understanding of relevant strategies.

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