

Vocabulary Learning Strategies In Learning English As A Foreign Language At SMA Negeri 1 Wonggeduku

Suharmin (suharmin.unaha@gmail.com)

Hilaluddin Hanafi

Alberth

Halu Oleo University

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ABSTRACT

The objectives of this study were: to obtain data about the variations of students' Vocabulary Learning Strategy (VLS) used in the SMA Negeri 1 Wonggeduku, to know the VLS that frequently used by the students and to obtain data of learning strategy differences based on gender. This study adopted a mix method design which employed both qualitative and quantitative research design. Instruments of the study were questionnaire and interview guideline. The study was conducted at SMA Negeri 1 Wonggeduku, involving students who 126 students participated in this study by filling out a questionnaire. Result of the study showed that All of the students were perform each strategy which is used in this research. However, in each strategy, they have their own preference such us in Determination strategy, they prefer to choose item 1 “; *I use a bilingual dictionary to help me translate words into English language*” rather than the other item in Determination Strategy. In answering the second research question about the most frequently used strategy, it is revealed that the students in SMA Negeri 1 Wonggeduku prefer to choose Memory Strategy got the highest rank among the other six categories available, followed by Determination, Social (Discovery), Metacognitive, Social (Consolidation) and the last is Cognitive Strategy. In answering the last research question

about the differences between Female and Male preference, the only differences happen in the order of their choice. They both agree in the order one to four (Memory, Determination, Social (Discovery) and Metacognitive). However, their differences come in the order five to six (between Social (Consolidation) and Cognitive Strategy).

1. INTRODUCTION

In general, learning foreign language especially English has become every student's responsibility since English is a required subject in Indonesia. In learning language, there are several basic skills that need to be learnt if someone wants to master the language. One of them is vocabulary. Tarigan (cited in Ikah, 2006) stated that Language Skill Quality depends on the quantity and the quality of vocabulary. Based on this statement, it can be implied that if we have more vocabulary, we have bigger chances to have a good skill in leaning language. For instance, we need to know and comprehend vocabulary as much as possible in order to produce a sentence in speaking or a paragraph in writing. It will be difficult if someone has less vocabulary when they have a lot of thing to talk or to write. Moreover, in Reading and Listening, if we have less vocabulary, it might lead us to misunderstanding or misinterpreting to what we have heard or read. Therefore, having more vocabularies is one of important things to have before learning second or foreign language as a whole.

Furthermore, Sale (2001) implied that learning a vocabulary also means learning the language itself. Not only because vocabulary is a part of language, but also that is the essence of language as it becomes the one who construct and create meaningful understanding if it is put in the right order. It is indeed extreme to claim, however, it is true since it is nonsense to learn language without knowing the vocabulary of the target language. Hence, it is important to learn vocabulary when we want to master any language around the world.

In learning vocabulary, the effective way to reach our goal is called as Learning Strategy or in this case is Vocabulary Learning Strategy (hereafter called VLS). Generally, Shu (2008) defined Learning strategy as a method which is used by learner to assist their progress in developing the second or foreign language skills, such as questions during lectures, reflection after reading, etc. In learning language, learning strategy is a specific action or technique which mostly used by students. It is used by the students because of the aim of having more effective and efficient learning as well as producing high quality process in learning. Thus, knowing what learning strategy is best for us will lead us to a better way on learning language.

Specifically, Vocabulary Learning Strategy (VLS) is a strategy that used by students or people to assist them to learn vocabulary in the way they enjoy the most. Schmitz (2000) stated there are several strategies that commonly used by the students, such as; memorizing, repeating and taking notes on lexical words. Those strategies really help the students in learning vocabulary during teaching and learning process in classroom. Similarly, understanding the students' preference in learning vocabulary

will also help the teacher in creating effective and efficient way to learn language, especially in developing vocabulary.

To begin with, every people have his or her preference in learning vocabulary. Several students will master the vocabulary by memorizing one by one and use anytime they can, while the rest will master the vocabulary by taking notes and repeating several times. It is based on their preference and the way they feel comfortable to use certain strategy to help them. Based on this case, it will be important for teachers to examine the variations in their students' preference regarding on the features of their vocabulary learning styles, since the better understanding of language learning strategies for English teachers can help students to learn more successfully and develop their learning autonomy (Lee, 2010). Furthermore, the students also have to know their own learning strategy, since Effective language learners are aware of the strategies they use and why they use them (Cano de Arauz, 2009).

In line with those statements, Brown (cited in Arauz : 2009) stated that the one who will successful in learning language is the one who understand their own abilities and capabilities. When the students already know their ability, for instance in learning vocabulary, then it will help them to learn the target language more effective and efficient than the one who do not understand their ability. In addition, Nunan (1999) believes that the knowledge in strategy is important since the more awareness of students have about what they are doing, the more effective their learning will be. Therefore, it is clear that the students need to find out and realize their own way to learn vocabulary better to assist them in mastering target language.

In SMA Negeri 1 Wonggeduku, there is a little research conducted to find out students' vocabulary level or even students' dominant vocabulary learning strategy. This may leads the English learning process in this school become less efficient and effective because either students or teachers do not know what to do or what they need to focus on. The importance to find out students' preference in vocabulary language strategy becomes greater since students' vocabulary achievements in this school too obvious to see which one of them whose language strategy is accommodate by their teacher. Therefore, the researcher proposes to conduct research to find out students' vocabulary learning strategy in SMA Negeri 1 Wonggeduku.

This study is guided by the following research questions:

1. What is the students' Vocabulary Learning Strategy?
2. What language learning strategy is most frequently used by the students?
3. Are there any differences in students' Vocabulary Language Strategy in terms of gender?

2. LITERATURE REVIEW

2.1. The Nature of Vocabulary Learning Strategy

Some researchers define vocabulary learning strategies only on the definition of learning startegies as a part of language learning strategies which in turn area a part of general learning strategies. Before defining the term vocabulary learning strategy as a term, we should know what is learning about and what does the strategy means.

Schmitt (1997) argue that learning is the proces where the information is obtained, stored, retrieved and used do, While Nation (2001) insist that “a strategy must involve a choice (i.e. there should be several strategies to choose), be complex (i.e. there should be several steps to learn), require knowledge and benefit from training, and increase the efficiency of vocabulary learning and vocabulary use”. Therefore by seeing those theories, we may highlight to establish the meaning of VLS as a number of effective ways which can be applied in learning vocabulary.

Schmitt (2000) added that vocabulary learing strategy such as memorizing, repeating and taking notes on lexical words are commonly used. Schmitt also observes that beginners use ‘shallow’ strategies for vocabulary learning such as memorization and repetition, and advanced learners use ‘deeper’ strategies such as consolidation and determination strategies. The question whether learners will use VLS depends on a number of factors such as motivation, proficiency and culture (Schmitt, 2000). For example, culture can affect their preference for particular learning strategies (Schmitt, 2000). Most learners are used to rote learning and would not be able to get used to a new strategy. Another crucial factor is to convince the students of the need for strategy training, as a previous study has shown that learners who had not undergone strategy training had performed worse than learners who used their own rote -learning techniques (O’Malley & Chamot, 1990, as cited in Schmitt, 2000). Proficiency is also important because novice learners might be restricted to the use of word li sts, while advanced learners might guess the meaning of words from the text (Cohen & Aphek, 1981, cited in Schmitt, 2000). Schmitt compiled a list of VLS categorized according to the following two purposes: 1) strategies that discover a new word’s meaning; and 2) strategies that consolidate a word once it has been encountered.

2.2. Schmitt Taxonomy of Vocabulary Language Strategy

Schmitt’s Taxonomy (1997) was the inventor of vocabulary learning strategies. The strategies were divided into two types: the ones to determine the meaning of new words when learners encounter them the first time, and the other to consolidate meaning when learners encounter words again. The former group were consisted by determination and social strategies, while the later contains cognitive, metacognitive, memory and social strategies. Schmitt includes social strategies in both categories since they can be used for both purposes. To Schmitt, determination strategies are used when “learners are faced with discovering a new word’s meaning without recourse to another person’s experience”. Accordingly, learners try to discover the meaning of a new word by guessing it with the help of context, structural knowledge of language, and reference materials. For Schmitt, another way to discover a new meaning is through employing the social strategies of asking someone for help with the unknown words. By the initial discovery of a word, learners need to employ a variety of strategies to practice and retain vocabulary. Learners, thus, use a variety of social, memory, cognitive and metacognitive strategies to combine their vocabulary knowledge. Cooperative group learning through which learners study and practice the meaning of new words in a group is an instance of social strategies for consolidating a

word. Memory strategies, traditionally known as Mnemonics, involve relating the word with some previously learned knowledge by using some form of imagery or grouping. Cognitive strategies in this taxonomy are similar to memory strategies but are not focused on manipulative mental processing. They include repetition and using mechanical means such as word lists, flash cards, and vocabulary notebooks to study words. Finally, metacognitive strategies in Schmitt's taxonomy are defined as strategies used by learners to control and evaluate their own learning, by having an overview of the learning process in general. Testing oneself is an instance of metacognitive strategies which provides "input to the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not".

To be more precise, Schmitt's taxonomy classifies vocabulary learning strategies as in the table below:

Table 2.1 A Taxonomy of Vocabulary Learning Strategies

Strategy Group

Strategies for the discovery of a new word's meaning

| | |
|-----------------|--|
| DET | Analyze part of speech |
| DET | Analyze affixes and roots |
| DET | Check for L1 cognate |
| DET | Analyze any available pictures or gestures |
| DET | Guess from textual context |
| DET | Bilingual dictionary (e.g. English-Indonesia dictionary) |
| DET | Monolingual dictionary (e.g. English-English dictionary) |
| DET | Word lists |
| DET | Flash cards |
| SOC (Discovery) | Ask teacher for an L1 translation |
| SOC (Discovery) | Ask teacher for paraphrase or synonym of new word |
| SOC (Discovery) | Ask teacher for a sentence including the new word |
| SOC (Discovery) | Ask teacher for meaning |
| SOC (Discovery) | Discover new meaning through group work activity |

Strategy Group

Strategies for consolidating a word once it has been encountered

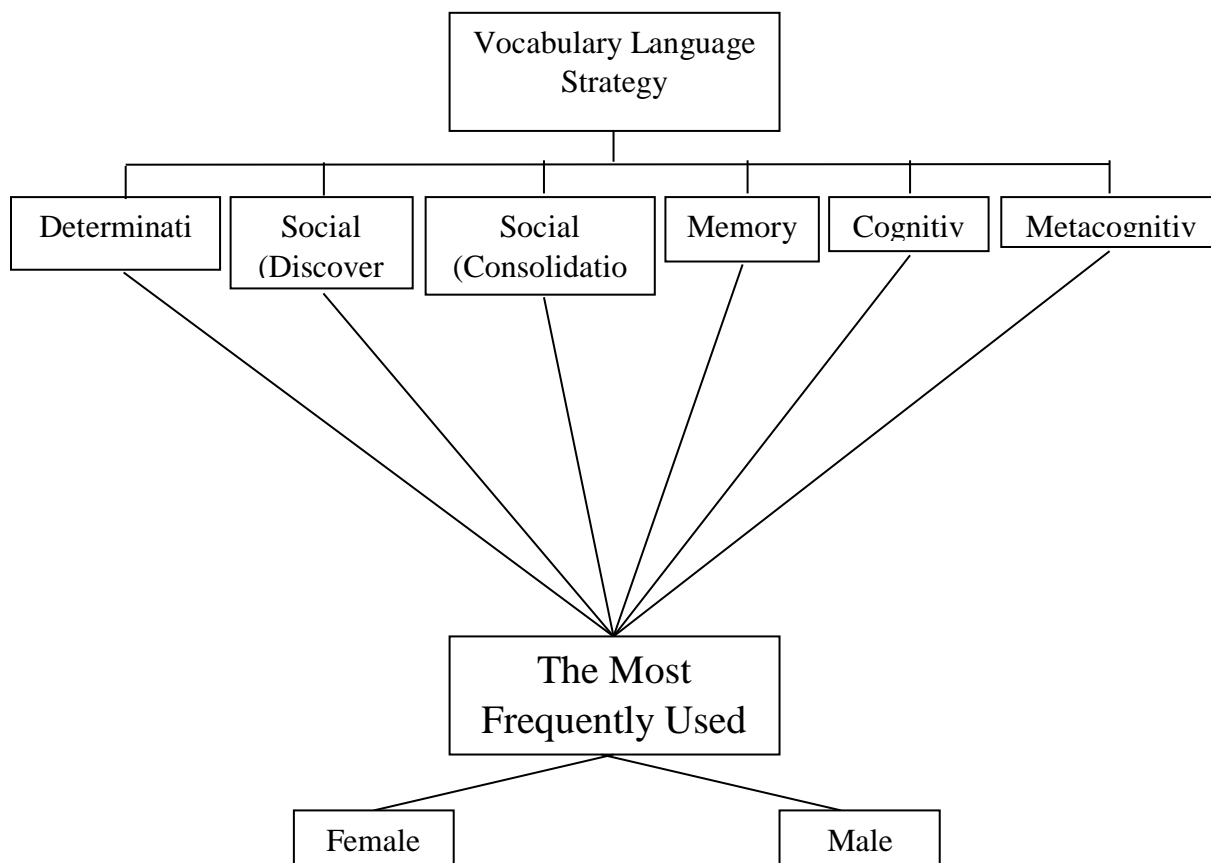
| | |
|---------------------|---|
| SOC (Consolidation) | Study and practice meaning in a group |
| SOC (Consolidation) | Teacher checks students' word lists for accuracy |
| SOC (Consolidation) | Interact with native speakers |
| MEM | Study word with a pictorial representation of its meaning |
| MEM | Imagine word's meaning |

| | |
|-----|---|
| MEM | Connect word to a personal experience |
| MEM | Associate the word with its coordinate |
| MEM | Connect the word to its synonyms and antonyms |
| MEM | Use semantic maps |
| MEM | Use “scales” for gradable adjectives |
| MEM | Peg Method ¹ |
| MEM | Logic Method ² |
| MEM | Group words together to study them |
| MEM | Group words together spatially on a page |
| MEM | Use new word in sentence |
| MEM | Group words together of a word |
| MEM | Study the spelling of a word |
| MEM | Study the sound of a word |
| MEM | Say new word aloud when studying |
| MEM | Imagine word form |
| MEM | Underline initial letter of the word |
| MEM | Configuration |
| MEM | Use keyword Method |
| MEM | Affixes and roots (remembering) |
| MEM | Part of speech (remembering) |
| MEM | Paraphrase the word’s meaning |
| MEM | Use cognates in study |
| MEM | Learn the words of an idiom together |
| MEM | Use physical action when learning a word |
| MEM | Use semantic feature grids |
| COG | Verbal repetition |
| COG | Written repetition |
| COG | Word lists |
| COG | Flash cards |
| COG | Take notes in class |
| COG | Use the vocabulary section in your textbook |
| COG | Listen to tape of word lists |
| COG | Put English labels on physical objects |
| COG | Keep a vocabulary notebook |
| MET | Use English-language media (songs, movies, newspaper, etc) |
| MET | Testing oneself with word tests |
| MET | Use spaced word practice |
| MET | Skip or pass new word |
| MET | Continue to study word over time |

Those lists above are the list of Vocabulary Learning Strategies by Schmitt which is used in this current research. As has been mentioned above, the VLS are divided into five types; Determination (DET), Social (SOC), Memory (MEM) Cognitive (COG) and Metacognitive (MET). Each type has several strategies which can be applied to increase the students' vocabulary achievement in learning Foreign Language, such as English. Because of its specifications and the detail information of each strategy, this theory becomes the grand theory of this current research.

2.3. Research Framework

Based on the research background, literature reviews and several reviews of previous studies which have been elaborated above, it will be useful to understand how students' Vocabulary Language Strategy in SMA Negeri 1 Wonggeduku was investigated in this research by focusing at the research framework. In addition, Students' VLS which is most frequently used will be investigated and the difference between Female and Male in terms of their preference in using VLS will be examined as well. The research framework is developed in Figure 2.3



3. METHODS

This design of this study is descriptive quantitative design and employs survey design. This design is aimed to find out which vocabulary learning strategy that mostly used by students and how gender may differ in terms of vocabulary learning strategy's

preference and vocabulary achievement in SMA Negeri 1 Wonggeduku. The study was conducted at SMA Negeri 1 Wonggeduku, involving students who 126 students participated in this study by filling out a questionnaire. 21-items questionnaire from Schmitt (1997) was employed in this study. Questionnaires were analyzed by using Descriptive Statistic (Frequency Analysis) by SPSS ver. 20, as well as Independent Sample T-Test to examine the VLS differences between genders.

4. FINDINGS AND DISCUSSION

4.1. Findings

Based on research questions, this section is divided into three sections. The first section presents the results about students' Vocabulary Language Strategy. The second section is the result related to the most frequently used VLS according to students' responses, and the last is students' differences in terms of Gender in VLS.

Analysis of students' Vocabulary Language Strategy

1. Descriptive Statistics of Strategy Use in Individual Item of Determination

In examining Determination Strategy, there are three items which are used as the representative to measure whether students' used Determination strategy while learning vocabulary or not. The items encompass; *I use a bilingual dictionary to help me translate words into English language, I use pictures illustrated in the textbook to find the word meanings and I learn meaning of words by identifying its part of speech.* Below is the table those three items of Strategy.

Descriptive Statistics
Table 4.1 Mean Score Determination Strategy

| | N | Mean |
|--------------------|-----|------|
| DET1 | 126 | 2.87 |
| DET2 | 126 | 1.91 |
| DET3 | 126 | 2.74 |
| Valid N (listwise) | 126 | |

Comparing the determination strategies in general, the results show that respondents most frequently used the strategy item 1; "I use a bilingual dictionary to help me translate into English language." to find the meaning of new words ($X = 2.88$). Meanwhile, the least used strategy was item 2; "I use pictures illustrated in the textbook to find the word meanings" ($X = 1.91$).

2. Descriptive Statistics of Strategy Use in Individual Item of Social (Discovery)

Secondly in examining Social (Discovery) Strategy, there are four items which are used as the representative to measure whether students' use Social (Discovery) strategy while learning vocabulary or not. The items are; *I ask the teacher to translate the words into English, I ask the teacher to put an unknown word into a sentence to help me understand the word meaning, I ask my classmate for meaning and I learn meaning of words by identifying its part of speech.* Below is the table of result analysis of those four items of Social (Discovery) Strategy.

Descriptive Statistics
 Table 4.2 Mean Score of Social
 (Discovery) Strategy

| | N | Mean |
|-----------------------|-----|------|
| SOCDIS4 | 126 | 2.31 |
| SOCDIS5 | 126 | 2.13 |
| SOCDIS6 | 126 | 2.33 |
| SOCDIS7 | 126 | 2.68 |
| Valid N (listwise) | 126 | |

According to the frequency of social strategies for discovery, moreover, the results show that to interact with other people in vocabulary learning, the strategy, which the student use most frequently was item 7; *"I know some new words when working in group works."* (X = 2.68). While the least used strategy was item 5; *"I ask the teacher to put an unknown word into a sentence to help me understand the word meaning."* (X = 2.13).

3. *Descriptive Statistics of Strategy Use in Individual Item of Social (Consolidation)*

In examining Social (Consolidation) Strategy, there are only two items which are employed as the measurement of whether students' use Social (Discovery) strategy while learning vocabulary or not. The items are; *I practice English in group work activities and I learn words about the culture of English speaking.* Below is the table of result analysis of those four items of Social (Consolidation) Strategy.

Descriptive Statistics
 Table 4.3 Mean Score of Social
 (Consolidation) Strategy

| | N | Mean |
|-----------------------|-----|------|
| SOCCON8 | 126 | 2.25 |
| SOCCON9 | 126 | 1.97 |
| Valid N (listwise) | 126 | |

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 2.25. The strategy which the

respondents used least frequently was item 9; “I learn words about the culture of English speaking.” with the lowest mean score by 1.97

4. *Descriptive Statistics of Strategy Use in Individual Item of Memory*

In examining Memory Strategy, there are four items which are used as the measurement of whether students’ use Memory strategy while learning vocabulary or not. The items are; *I write a new word in a sentence so I can remember it, I study a spelling of new words, I repeatedly practice new words. and I write a new word on a flash card so I can remember.* Below is the table of result analysis of those four items of Memory Strategy.

Descriptive Statistics
Table 4.4 Mean Score of Memory Strategy

| | N | Mean |
|-----------------------|-----|------|
| MEM10 | 126 | 2.83 |
| MEM11 | 126 | 2.92 |
| MEM12 | 126 | 2.67 |
| MEM13 | 126 | 1.99 |
| Valid N (listwise) | 126 | |

The results from the table show that the Memory strategy which the respondents most frequently used for storing and retrieving new information was item 11; “I write a new word in a sentence so I can remember it.” (X = 2.92). Meanwhile the least used strategy by the respondents was item 13; “I write a new word on a flash card so I can remember.” (X = 1.99)

5. *Descriptive Statistics of Strategy Use in Individual Item of Cognitive*

In examining Cognitive Strategy, there are four items which are used as the measurement of whether students’ use Cognitive strategy while learning vocabulary or not. The items are; *I learn words by listening to vocabulary CDs, I record vocabulary from English soundtrack movies in my notebook, When I try to remember a word, I write or say it and I make vocabulary cards and take them with me.* Below is the table of result analysis of those four items of Cognitive Strategy.

Descriptive Statistics
Table 4.5 Mean Score of Cognitive Strategy

| | N | Mean |
|-------|-----|------|
| COG14 | 126 | 1.55 |
| COG15 | 126 | 1.61 |
| COG16 | 126 | 3.21 |
| COG17 | 126 | 1.50 |

| | |
|-----------------------|-----|
| Valid N (listwise) | 126 |
|-----------------------|-----|

Table 4.10 shows that to develop automatic vocabulary retrieval, the Cognitive strategy that the students used most frequently, was item 16; *“When I try to remember a word, I write or say it repeatedly.”* (X=3.21), while the strategy *“I make vocabulary cards and take them with me..”* was least used (X=1.50).

6. *Descriptive Statistics of Strategy Use in Individual Item of Metacognitive*

In examining Metacognitive Strategy, there are four items which are used as the measurement of whether students use Metacognitive strategy while learning vocabulary or not. The items are; *I listen to English songs and news, I memorize word from English magazines, I review my own English vocabulary cards for reviewing before the next lesson starts. and I use on-line exercise to test my vocabulary.* Below is the table of result analysis of those four items of Metacognitive Strategy.

Descriptive Statistics

| | N | Mean |
|-----------------------|-----|------|
| METCOG18 | 126 | 2.94 |
| METCOG19 | 126 | 1.77 |
| METCOG20 | 126 | 1.87 |
| METCOG21 | 126 | 2.14 |
| Valid N (listwise) | 126 | |

Table 4.12 shows the results of the most frequently used strategy of Metacognitive was the item 18; *“I listen to English songs and news.”* by the respondents (X=2.94), while the item 19; *“I memorize word from English magazines.”* was least used (X=1.77).

After showing the recapitulation of each Strategy and its items in the questionnaire, below is the explanation of which strategy is frequently used by the students of SMA Negeri 1 Wonggeduku.

Students’ Most Frequently Used VLS

After Analyzing each items of VLS, the second research question require to generalize the answer into one strategy which is most favorable and frequently used by the

students of SMA Negeri 1 Wonggeduku.

Table 4.6 Most Frequently Used Strategy

| Descriptive Statistics | | |
|------------------------|-----|--------|
| | N | Mean |
| Memory | 126 | 2.6032 |
| Determination | 126 | 2.5054 |
| Social (Discovery) | 126 | 2.3631 |
| Metacognitive | 126 | 2.1806 |
| Social (Consolidation) | 126 | 2.1111 |
| Cognitive | 126 | 2.0899 |
| Valid N (listwise) | 126 | |

Based on the above analysis, the findings show that in six categories, the respondents most frequently used Memory at the highest mean score (2.60). Meanwhile the least used strategies were Cognitive strategies with the lowest mean score (2.08). (See Table 4.13)

To make the explanation clear, here is the table of which specific items are most favorable and frequently used by the students in SMA Negeri 1 Wonggeuduku.

Descriptive Statistics Table
4.7 Most Frequently Used VLS
based on Each Item

| | N | Mean |
|----------|-----|------|
| COG16 | 126 | 3.21 |
| METCOG18 | 126 | 2.94 |
| MEM11 | 126 | 2.92 |
| DET1 | 126 | 2.87 |
| MEM10 | 126 | 2.83 |
| DET3 | 126 | 2.74 |
| SOCSTR7 | 126 | 2.68 |
| MEM12 | 126 | 2.67 |
| SOCDIS6 | 126 | 2.33 |
| SOCDIS4 | 126 | 2.31 |
| SOCCON8 | 126 | 2.25 |
| METCOG21 | 126 | 2.14 |
| SOCDIS5 | 126 | 2.13 |
| MEM13 | 126 | 1.99 |
| SOCCON9 | 126 | 1.97 |
| DET2 | 126 | 1.91 |

| | | |
|-----------------------|-----|------|
| METCOG20 | 126 | 1.87 |
| METCOG19 | 126 | 1.77 |
| COG15 | 126 | 1.61 |
| COG14 | 126 | 1.55 |
| COG17 | 126 | 1.5 |
| Valid N (listwise) | 126 | |

Based on the above table, it is clear that even though generally students prefer to use Memory strategy, they basically still used the other strategy which they feel comfortable and effective to use in learning vocabulary in English. In the data, we may see that Cognitive item 16 “*When I try to remember a word, I write or say it*” got the highest mean score ($X=3.21$) then followed by Metacognitive Item 18 “*I listen to English songs and news*” ($X=2.94$), Memory item 11 “*I study a spelling of new words*” ($X=2.92$) and Determination item 1 “*I use a bilingual dictionary to help me translate words into English language*”. This indicates that students prefer to remember the word by writing the word or saying the word so that the word can be memorized easily. Another strategy that they prefer are listening to English song or news, studying the spell of the words and using dictionary to help them find the meaning of the words.

Differences between Female and Male in terms of VLS.

Last research question is to find whether different gender have different preference in choosing effective strategy in learning vocabulary. In this current research, there are 70 females and 56 males gather in the research. The mean score of both genders are compared to see their different opinion in terms of their own preference in learning vocabulary. Below is the graph of gender distribution in this research.

Based on the data analysis, there is a slight difference between Female and Male in perceiving the preferred strategy in learning Vocabulary. Here is the explanation:

Table 4.8 Descriptive Statistic of Gender

| Descriptive Statistics of Female | | | Descriptive Statistics of Male | | |
|----------------------------------|----|--------|--------------------------------|----|--------|
| | N | Mean | | N | Mean |
| Memory | 70 | 2.6464 | Memory | 56 | 2.5491 |
| Determination | 70 | 2.5619 | Determination | 56 | 2.4348 |
| Social (Discovery) | 70 | 2.4 | Social (Discovery) | 56 | 2.317 |
| Metacognitive | 70 | 2.1107 | Metacognitive | 56 | 2.2679 |
| Cognitive | 70 | 2.0738 | Social (Consolidation) | 56 | 2.2232 |
| Social (Consolidation) | 70 | 2.0214 | Cognitive | 56 | 2.1101 |
| Valid N (listwise) | 70 | | Valid N (listwise) | 56 | |

In Female side, the order of their preference in learning vocabulary will be; Memory, determination, Social (Discovery), Metacognitive, Cognitive and Social (Consolidation). However in Male side, the order of their preference is; Memory, Determination, Social (Discovery), Metacognitive, Social (Consolidation), and Cognitive. The difference is only found in the last order of their preference. Female prefer to choose cognitive rather than Social (Consolidation) while Male prefer the otherwise.

However, different result comes from Independent sample T-Test. In this result (see Table 5.8), the result shows that there is no significant result between Male and Female because the Sig. (2-tailed) of determination is $0.214 > 0.05$, Sig. (2-tailed) of social (Discovery) is $0.456 > 0.05$, Sig. (2-tailed) of Social (Consolidation) is $0.217 > 0.05$, Sig. (2-tailed) of Memory is $0.457 > 0.05$, Sig. (2-tailed) of Cognitive is $0.771 > 0.05$ and lastly Sig. (2-tailed) of metacognitive is $0.214 > 0.05$.

4.2. Discussion

In this session of Discussion, it covers more deeply explanation about the data analysis obtain from the findings which related to students' information of VLS based on each item and category, the most frequently used VLS and how different gender may have different preference in terms of VLS.

Students' Vocabulary Language Strategy

As has been mentioned in the finding, there are several informations found in answering the first research question. In determination strategy, we found that Item No. 1 "*I use a bilingual dictionary to help me translate words into English language*" got the highest mean score among the other items in determination strategy. This indicates that the students prefer to use dictionary rather than to use picture or to identify the part of speech. Indeed, this findings supported by the fact that most of the students in SMA Negeri 1 Wonggeduku use dictionary when they are stuck with the word they do not know during the learning process, especially in learning vocabulary. Based on the teaching experience of the researcher, dictionary is more available than the picture or the explanation of word's part of speech. Therefore, students are used to use dictionary than the other English Learning Assistant Media.

In Social (Discovery) strategy and Social (Consolidation) strategy, the highest mean score are Item 7 "*I know some new words when working in group works*" and Item 8 "*I practice English in group work activities*". Similar with Determination strategy, this Item may get the highest score in this category since working in group has become the style of learning process in this school. This school has already applied the cooperative learning since the curriculum told each school to do so. Therefore, the students also are used to in helping each other, especially in learning process. While learning English, they are gathered in a small group or a pair to help each other to learn the words, practice the language and to solve the problem together. Hence, based on the four items available in Social (Discovery) and two items in Social (Consolidation), students

prefer to choose those item.

Additionally, Wu (2005) conducted a study related to Vocabulary Learning Strategy. In His study, he revealed that working vocabulary in a group can be a greater help for them. In his interview result to one of the participant called Student H also mentioned that he learned new words by discussing with and learning from group mates who were smarter than him.

In my group, I learnt a lot of vocabulary from my group mates. Some of my group mates were very smart and they taught me how to use and say the word clearly for our group presentation. (Student H)

Therefore, working and practicing in a group cannot be neglected when it comes to the strategy of learning vocabulary effectively.

In memory strategy, item 11 *"I write a new word in a sentence so I can remember it"* has the highest mean score among the other four items in Memory Strategy. This is supported by the findings from Riankamol (2008) who found similar findings in his research. Moreover, other scientific research proves that the more we put the word into the sentence, the more we remember the use of the word. Similar situation also happen in SMA Negeri 1 Wonggeduku. Another way to memorize the words in English is to put the word into the sentence. By doing this way, the students got two different knowledge. Firstly, they know the meaning of the word. Secondly, they learn how to put and construct a sentence by using the word they just know. According to the interview result, they also state that this strategy really help them in memorizing the word.

In addition, memory strategy helps the students to save information and use it when they need it. Yet, Mokhtar, Rawian, Yahaya & Abdullah (2007) stated that this kind of strategy is not very acceptable since memorization; repetition and note taking are considered as shallow strategies. Schmitt (2007) explained that deeper strategies require significant active manipulation such as imagery, differencing and key word method. Schmitt believes that these strategies are preferred by intermediate or advanced learners. Nevertheless, since the subject of this study can be still categorized as Novice learner, so it is not a big deal

In Cognitive strategy, item 16 *"When I try to remember a word, I write or say it repeatedly"* got the highest mean score among the other 3 items from Cognitive Strategy. This indicates that the students prefer write and say the word repeatedly in order to remember the word they got from the learning process. this finding is similar with the finding from Riankamol (2008) who got mean score 2.70 among the rest items in Cognitive Strategy. Additionally, Nation (2001) described that:

Repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well so that they can be fluently accessed. Repetition thus adds to the quality of knowledge and also to the quantity or strength of the knowledge. (pp. 74, 76)

Moreover, one cognitive strategy that was commonly employed by learners in Schmitt's (1997) survey of learning strategies was repetition. In order to improve

vocabulary, learners repeat the words either orally or in written form. However, this method lacks the depth of processing recommended by researchers, and seems to review only a limited amount of the knowledge that is necessary for communicative use. However, both Nation (2001) and Read (2004) have noted that learners in the past have used rote methods to reach high levels of proficiency.

Lastly in Metacognitive Strategy, item 18; *"I listen to English songs and news."* got the highest mean score among the rest items in Metacognitive Strategy. This implies that the students prefer to listen to English song in order to get more vocabularies rather than reading in a book or else. This finding also is similar with Riankamol (2008) who conducted the research in Gifted English Students at Triam Udomsuksa School in Thailand. A close examination of the results of the study reveals that English gifted students at Triam Udomsuksa School use the "Metacognitive strategies" for learning the new word's meaning most frequently. The Metacognitive strategies facilitate learning with many English sources and it can interest and motivate learners. Some example of these strategies are listening to English songs and news, and memorizing words from English magazines.

In general, the finding of first research question is similar with the finding found from several previous researches, such as Riankamol (2008).

Most Frequently Used Strategy by the Students

Based on the above finding, it is concluded that the students in SMA Negeri 1 Wonggeduku use Memory Strategy as their most frequently used strategy in general. However, when it comes to specific items, majority of them prefer to choose Cognitive item 16 *"When I try to remember a word, I write or say it"* as it got the highest mean score ($X=3.21$) then followed by Metacognitive Item 18 *"I listen to English songs and news"* ($X=2.94$), Memory item 11 *"I study a spelling of new words"* ($X=2.92$) and Determination item 1 *"I use a bilingual dictionary to help me translate words into English language"*.

Writing a word to remember can also be called as Vocabulary Notebooks or note taking to practice the word we learn. Vocabulary notebooks are a valuable way of increasing learner independence. By giving learners the responsibility of choosing the words that they will include, the notebooks help to develop greater self-awareness, and at the same time, remove the teacher from some of the learning process. Schmitt and Schmitt (1995) emphasize the necessity of giving learners the responsibility of selecting vocabulary to increase their sense of discovery.

Additionally, it was mentioned in the study by Schmitt and McCarthy (1997) that the strategy most frequently used by junior high school, 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 current 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 and the second rank among other 21 strategies. Moreover, this current study is supported by the result interview which stated that using dictionary really help them in learning vocabulary.

Dictionaries are commonly used by many learners of foreign languages. Schmitt's (1997) survey of attitudes to learning strategies showed a clear preference for bilingual dictionaries. To achieve the maximum benefit, dictionary skills have to be taught in the same manner as other skills. It is important that learners are taught when not to use dictionaries because they may be overused, resulting in the neglect of other strategies and increasing the length of time taken to complete tasks. Furthermore, Nation (2001) presents a summary of studies carried out on dictionary use, which show a positive effect on vocabulary comprehension for all but high-level learners, but also an increase in completion time. Nation (2001) suggests that inferencing skills should be prioritized, but that following up with dictionaries has a significant impact on retention.

In the other rank, item 21 has been selected to be a third rank. It can be interpreted that the item no.21 (I listen to English songs and news.) in the Metacognitive strategies are the most popular methods to find words' meanings when the respondents first encounter a word problem as well. In addition, Brown (2006) agrees that music gives benefit to students and teachers of English, and adds another important value of the use of music in a language classroom. Practicing lyrics reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular music and make them more confident in their ability to understand the world around them.

However, this finding is different with the findings from previous study by Nayan and Krishnasamy (2015) entitled Preliminary Study on Vocabulary Learning Strategies Used by the Students from the Faculty of Accountancy. The finding of this research showed that learners preferred to communicate, read books and listen to English songs in order to acquire vocabulary, while in this research, the students preferred to write or say the word in order to remember, listening to English song, study the spelling of the word and use dictionary to help them in learning vocabulary. This result might be different since different teacher may also teach their students in different way. Therefore, the preference of each students may also be different.

Gender and Vocabulary Learning Strategy

Gender still seems to be an inconclusive factor in the use of VLS. Some researchers believe that the use of VLS is more prevalent in female students (Catalan, 2003; Marttinenn, 2008; Seddigh & Shokrpour, 2012). In the other hands, there are several researchers who have indicated that gender had no significant difference on their students' use of VLS (Arjomand 2011; Khatib & Hassanzadeh 2011).

In the present study, Female and Male are agree for the first and the fourth rank of VLS (Memory, Determination, Social (Discovery), and Metacognitive). However, they have different opinion in the fifth and sixth order. Female prefer to choose Cognitive than Social (Consolidation), while Male do the different way. This indicates that Female prefer to use their cognitive strategy while Male prefer to do Social (Consolidation) Strategy. This is supported by the findings from Halpern (2007) who suggest that women tend to score slightly higher than men on verbal abilities, while men tend to have a slight edge when it comes to visuospatial skills, the researchers report. Basically,

no significant gender differences are typically found on cognitive at the domain level, likely due to the divergent content of the trait. For example, women have been found to score higher than men on the facets of Esthetics and Feelings (Costa et al., 2001), whereas men tend to score higher on the Ideas facet (Feingold, 1994\; Costa et al., 2001).

These similar findings lead to several interpretations. First, discovery strategies are more frequently used than consolidation strategies. This order is based on the order in gender findings. Both Female and Male agree that Social (Discovery) are more frequently used rather than Social (Consolidation) strategy. This also implies that students focus on solving immediate problems of finding out the meaning of unknown words, yet they do not usually go further towards its consolidation such as learning the country's culture and so on. Second, using a bilingual dictionary and asking others are universal discovery strategies for people from very different cultures, e.g. Japanese and Spanish students.

5. CONCLUSION

In summary, learning new vocabulary is a challenge to EFL students especially in SMA Negeri 1 Wonggeduku. However, they can overcome this challenge by having access to a variety of vocabulary learning strategies. Therefore, the role of teacher as the facilitator in learning process should be improved by knowing their students' preferences in learning vocabulary in order to facilitate or use the preferred strategy to meet the need of the students.

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