

Vocational Students' Perception About The Usefulness Of Vocabulary Learning Strategy In Learning Vocabulary

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Abstrak

Penelitian ini mengkaji tentang proses pembelajaran kosakata di SMK dengan penggunaan strategi pembelajaran kosakata. Berdasarkan pengalaman peneliti dalam mengajar di sekolah menengah kejuruan, peneliti tertarik untuk mengetahui bagaimana implementasi yang diterapkan dalam proses pembelajaran kosakata di sekolah tersebut. Peneliti tertarik pada bagaimana mereka dapat mempelajari sejumlah besar kata dan memasukkannya ke dalam memori jangka panjang mereka. Berdasarkan permasalahan tersebut peneliti melihat bahwa mereka membutuhkan strategi yang cocok bagi mereka untuk belajar kosakata. Selain itu, siswa harus mengetahui dan terbiasa tentang strategi pembelajaran kosakata yang akan membantu mereka dalam proses belajar kosakata mereka. Maka tujuan dari penelitian ini adalah untuk melihat bagaimana persepsi siswa dalam mempelajari kosakata dengan penggunaan strategi pembelajaran kosakata. Penelitian ini melakukan metodologi kualitatif, metode kualitatif dibagi menjadi beberapa desain. Penelitian ini menggunakan deskriptif kualitatif untuk menggambarkan hasil penelitian ini. Ada 56 siswa yang telah diamati dan 5 siswa yang menjadi peserta dalam proses wawancara. Penelitian ini menemukan bahwa SMK sudah menerapkan proses pembelajaran kosakata seperti menerjemahkan kata atau teks. Guru tidak menentukan strategi mana yang harus digunakan oleh siswa, sehingga siswa memiliki cara yang bebas untuk menyelesaikan tugas mereka. Selain itu, mereka menyelesaikan tugas mereka dengan strategi campuran, mereka tidak hanya menggunakan satu strategi tetapi mereka memilih 2-3 strategi dalam menyelesaikan tugas mereka

Kata kunci: Bahasa Inggris; Pembelajaran kosakata; strategi pembelajaran kosakata; Sekolah Menengah Kejuruan; Siswa English Foreign Learner

Abstract

This research examines about vocabulary learning process in vocational high school with the use of vocabulary learning strategy. Based on the researcher's experienced in teaching at vocational high school, the researcher interesting about how the implementation that apply for vocabulary learning process in that school. The researcher interesting about how they can learn a huge number of words and put it into their long term memory. Based on these issues the researcher see that they need a strategy that suitable for them to learn vocabulary. Moreover, the students should be knowing and familiar about vocabulary learning strategy that will help them in their learning vocabulary process. So the purpose of this research is to see how does students' perception in learning vocabulary with the use of vocabulary learning strategy. This research conducting qualitative methodology, qualitative method divided into some design. This research applying descriptive qualitative to describe the result of this research. There are 56 students that has been observed and 5 students that being a participant in interview process. This research finds out that the vocational high school is already applying the process of vocabulary learning such as translating word or text. The teacher not determine which the strategy that should use by the students, so that the students have a free way to finishing their task. Moreover, they finishing their task with a mixed strategy, they not only use one strategy but they choose 2-3 strategy in finishing their task.

Keywords : English; Vocabulary learning; vocabulary learning strategies; Vocational School; English Foreign Learner

INTRODUCTION

Vocabulary is important for EFL students, without vocabulary students can't increase their level of language skill (Reading, writing, speaking and listening). Without grammar very little can be conveyed, without vocabulary nothing at all can be conveyed (Wilkins, 1972. As cited in (Fauziyeh Rasouli & Khadeijeh Jafari, 2016) Vocabulary learning is challenges for EFL students. Considering the large number of words, the teacher should be having vocabulary learning strategy to help students understand the meaning faster (Zimmerman, 2008) to adding more words into their long-term memory, and adopt suitable strategies in doing some different task (Rahimi & Allahyari, 2019). Furthermore, the basic needs for EFL students is to know the words first, then they can use it to their activity in learning language. It is not only about "knowing" the words it is also know the meaning and the context of the words. To reach the high level of knowing a words the students need to learn the vocabulary and use a strategy to help them learn a larger of words.

Some students in vocational school has a lack vocabulary which can give an affect to their English skill. While the English skill is need for vocational students which the vocational students are prepared to be a worker. At the industry they need to have a basic skill of English skill which to make their basic skill greater they need to learn words and have a great vocabulary. As mentioning above that vocabulary is important part in EFL language skill which vocabulary can increase EFL students' language skill, the researcher focusing this research in to Using Vocabulary Learning Strategy as the tools to learn vocabulary for EFL Vocational students. Overall this research aims to describe students' perception about learning vocabulary process in use of Vocabulary Learning Strategy which the study will take an EFL Vocational student as the participant and it will take place in Vocational school in Bekasi.

Previous study state that a larger number of word can be supported by using VLS in learning words process (Yaacob et al., 2019). VLS and vocabulary learning are interrelated. Vocabulary learning strategy is needed for students that has a difficulty in learn a large number of words. Previous study discusses about the relationship between vocabulary learning and vocabulary learning strategy. the gaps of this research is, this research focusing into strategy that suitable or useful for vocational high school based on students' perception.

Based on the background of research above, the research questions are follows:

1. How does the implementation of Vocabulary Learning in Vocational High School?
2. How does students' perception in a use of Vocabulary Learning Strategy in their Learning Vocabulary Process?

METHODS

Research Design

This research will apply descriptive qualitative study as the method to find the data. According to (Nassaji, 2015), descriptive research is to describe a phenomenon and it's characteristic. This research concerned with what rather than how or why something has happened. Furthermore, this study implied the descriptive research because it is related to the research question and the purpose of the study which want to know student's perception and how they apply the vocabulary learning strategy

This research will apply thematic analysis by Clarke & Braun, 2017

. This method can portray and describing the reality. Thematic analysis provides accessible and systematic procedure for generating codes and themes for qualitative data. Code are the smallest unit of theme that capturing some interesting data related to the research question (Clarke & Braun, 2017).

The instrumentation of this research are observation, instrumentation and documentation. The observation that observed 2 class those are Accounting class and Hotel class. It observed 56 students by google meet. There are 5 participants interviewed.

Site and Participant

This research will conduct at SMK 3 BEKASI which is located at Perum Mutiara Gading Timur Bekasi. SMK 3 bekasi is a vocational school that has a lot of students with some major of study. There is accounting, informatics technique, hotel, and culinary art. The Reasons of determine this site is about the easy access requirement of the research. The researcher also has an experience in teaching on the site of this study.

The researcher chooses Accounting and Hotel major to involved this research. the reason is those major has known as an active class. 60 of students were involved in this research. 5 students agree to the interview. To strengthen involved participant, , it is required to have students' demography information.

Table 1 Students' demography information

Participants	Gender	Class	Background of language	Education Background
Participant 1	Female	11 Accounting 4	Indonesian	Senior High School
Participant 2	Female	11 Accounting 4	Indonesian	Senior High School
Participant 3	Female	11 Accounting 4	Indonesian	Senior High School
Participant 4	Male	11 Hotel 1	Indonesian	Senior High School
Participant 5	Male	11 Hotel 1	Indonesian	Senior High School

FINDINGS AND DISCUSSION

Findings

In this part will explaining the main findings of the research about students' perception in learning vocabulary in a use of vocabulary learning strategy in Vocational High School. The participant are five 3 female's students and 2 male's students. All students have different background they were chosen because they are intelligent, active students in a class, have critical thinking, motivated in learning English and also unmotivated in learning English. This different background hope will give varieties perception about the topic of this research.

This interview conducted by online meeting (Google meet), whatsapp chat, WhatsApp call, and also mini offline meeting. Some interview cannot be held in offline meeting because of the pandemic covid 19 and some interview can be held in offline meeting because the participant is one area with the researcher. The interview starts by a discussion about vocabulary learning strategy and their daily activities in learning vocabulary.

Based on the interview, students have a more dominant perception about learning vocabulary is hard, because vocabulary has a large number of words. The implementation of learning vocabulary also different from each class. The accounting class, they learn the vocab with the teacher by translating the words or text. The hotel class, they learn vocabulary by highlighting the words that they don't know the meaning then they should ask

to their teacher. The teacher often asks the meaning of the word while the class time. Then the students will find it's meaning by their own strategy.

Vocabulary learning strategy by Schmitt 1977 involved by two components. the first one is determination strategy which mean it is the first time for the students see the words. The second one is consolidation strategy which mean the students already knowing the meaning of the words. By those components, the researcher finds that their dominant strategy uses by the students. Moreover, in determination strategy the students more often using social strategy and in consolidation strategy they often use memory strategy.

Table 2 Observation checklist

No	COMPONENT	SUB-COMPONENT	Activity (Checklist)
1.	Pleminary activities carried out by the researcher	Greeting and prayers Convey the gist of the goal learning and explaining the topic learning	√ √
2.	Core activities that the researcher does	introducing Vocabulary strategy mentioning and explaining the kind of vocabulary learning strategy by Schmitt give the example of each vocabulary strategy Ask the students to try Vocabulary strategy that suitable for themselves	√ √ √ √
3.	Closing	Give time for students to ask question and submitted the task Closing the study with prayer	√ √

Based on the Table 1 Observation Activity checklist was done. The researcher starts the activity by greeting and prayers. The researcher also mentioning about the topic that will be discuss in online class room through Google meet. The researcher mention that the topic discussion is about vocabulary learning and strategy use. The participants in this observation is the students from Accounting 4 grade XI and students from Hospitality 1 grade XI. The meeting follows by 56 students.

The second component of the activity is the core activity. The researcher introduced Vocabulary learning strategy to the students using Power point. The students' get a lot of information about the kind of strategy that can they used in learning vocabulary. After the students know about the vocabulary learning strategy. The researcher asks the students to translating some sentences. The students need to mention what are the strategy that they use in finishing their task.

From the observation there are 34 students that finished their task. The researcher found out that the students use a varieties strategy in finishing their task. Every students use more than one strategy in finishing their task.

Table 3 Result of the observation

Vocabulary Learning Strategy	Students Use
Social Strategy	20 students
Determination Strategy	22 students
Memory Strategy	33 students
Cognitive Strategy	2 students

From the table 2 the result was found that students use a varieties strategy in finishing their task but most of the students use memory strategy. They use memory strategy because there are a lot of the words in a sentences that they already know the meaning, so that when they meet with the same words they only try to remember about the words.

The implementation of vocabulary learning Task

In this process teacher usually will give the students a task to translating a text or a words. The students will discuss or submitted the task in the next meeting. Because of the online meeting the teacher gives the task using an online platform such as Google classroom.

“Sometimes during assignments or exams we are asked by the teacher to interpret the word, so we know the meaning and learn the meaning of the word yes through this assignment or exam...” (INTERVIEW/ **IVL/TK/S1/004**)

“Usually if there is one word that we don’t know we should write it...” (INTERVIEW/ **IVL/TK/S1/005**)

“So far, she(teacher) usually told us to write down the vocabulary that we don’t know...” (INTERVIEW/ **IVL/TK/S1/006**)

“In a class the teacher usually gives a task to translating the word or text, so we should find the meaning of words...” (INTERVIEW/ **IVL/TK/S1/027**)

“We usually asked by the teacher to translating the text so that we will find a new meaning of the words” (INTERVIEW/ **IVL/TK/S1/030**)

The discussion above describes about how the implementation that gives by the teacher in a task. As the discussion above the task will gain their vocabulary size, because they will meet with the new words, so that they should find the meaning of that words.

Class Discussion

Aside from above discussion, class discussion also important to support vocabulary learning process. Class discussion also implied in the site of this research. The students can do a lot of information by class discussion.

“the teacher asks the meaning of the verb so we will know the meaning of the word by teacher and students answer” (INTERVIEW/ **IVL/CD/004**)

“then we will be told what it means by ask the teacher.” (INTERVIEW/ **IVL/CD/005**)

“then we ask (the meaning) her(the teacher) on google meet” (INTERVIEW/ **IVL/CD/006**)

“Usually while the google meet we will discuss about the meaning of text or the teacher do a question and answer about the meaning of the word” (INTERVIEW/ **IVL/CD/026**)

“Sometimes the teacher asks as about the meaning of the words so that we must know a lot of vocabulary” (INTERVIEW/ **IVL/CD/027**)

The discussion above describes the implementation of vocabulary learning process in class discussion. From the data above it can see that the teacher usually will do question and answer with the students about the meaning of the word in online class meeting through google meet. The students also will be discussing the words that they don’t understand to the class and also the teacher in google met conference call.

a. Difficulties and Problem Solving

The Difficulties in Learning Words

According to (norberth and Dianne schmitt, 2020), Language has a large number of words and phrases, as they need to presenting everything in this world that worth to referring to. Based on that statement, the researcher also concerns about the difficulties that experienced by students and how they can solve that problem. This part will show how the students learn a words.

“Sometimes I really confused because the vocabulary is too lot.” (INTERVIEW/ **DVL/LL/010**)

“If you don't know the meaning of vocabulary, it's hard. when you're learning English when you're in elementary school, it's really difficult because you don't know a lot of vocabulary. The more here the more vocabulary” (INTERVIEW/ **DVL/LL/011**)

“I'm confused because it's(Vocabulary) too large....” (INTERVIEW/ **DVL/LL/012**)

“Personally, sometimes I like to forget some words, then sometimes there are some words that are difficult to understand in a sentence...” (INTERVIEW/ **DVL/LL/028**)

“I confused about how to use a words, because sometime one word have a lot meaning” (INTERVIEW/ **DVL/LL/033**)

The discussion above show the fifth participant are confused in learning vocabulary, because vocabulary has too large number of words. Sometimes the meaning of some words are also varieties, so that the students hard to remember and knowing the meaning well.

Problem Solving of the Difficulties

From the discussion above, the students have some difficulties in learning vocabulary process. The researcher wants to know how the students handling their difficulties.

“Usually in English, the meaning of the word has many meanings, so I usually match it with the sentence or asking my sister about the meaning of the words” (INTERVIEW/ **PSVL/AL/013**)

“Usually I ask my mom and it's usually used in daily conversations” (INTERVIEW/ **PSVL/AL/014**)

“By searching the internet like looking for the explanation from some influencer that talk about that words or also guessing the meaning of the word based on the location of the word in the sentence” (INTERVIEW/ **PSVL/AL/015**)

“So usually I like to go to google or YouTube which explains the details about the word” (INTERVIEW/ **PSVL/AL/028**)

“I usually ask my classmates by WA or looking for the meaning in the social media” (INTERVIEW/ **PSVL/AL/034**)

Based on the discussion above, the students more likely use social strategy in solved their problem. Because they feel it more easy to ask someone around them then open dictionary or open/takes their notes. They also use technology to find someone that discuss about the words that they are looking for. Social media also help them to find the meaning. According to Schmitt, 1997

,Social strategy is the strategy to find the meaning of word by asking the teacher or classmate. Because of the pandemic Covid 19 it is not easy for students to ask their classmates or teacher but they still use social strategy through asking the question to their family member or their virtual friends such as influencer in YouTube, Tik Tok, or Instagram. Based on the discussion, the role of social strategy and technology are chosen to help them in solving their difficulties.

b. Strategy Use for Vocational School

1. Discovery Strategy

From above discussion, this part will explain more clear about the strategy that use by the students. According to Schmitt, 1997, Vocabulary Learning Strategy divided into two strategies. The first one is discovery strategy and the second one is consolidation strategy. This part will discuss about determination strategy which in this strategy the

students doesn't know the meaning of the words. In discovery strategy, it also divided into two strategies. The first is determination strategy and the second is social strategy.

"In my opinion, social strategy is the most helpful, because I'm too lazy to look for it in books like that. So I prefer to ask my friends or brother" (INTERVIEW/ **DS/SS/022**)

"Usually, first look at the dictionary and then ask the closest person" (INTERVIEW/ **DS/SS/024**)

"In my opinion, it's a social strategy, because it's easier to ask to our friends or family about the words that I don't understand so that I can know the detail information" (INTERVIEW/ **DS/SS/023**)

"I think social strategy is very useful, because I like to ask my sister about the meaning of the words. Or if I'm alone I'll find the words by looking the video that discuss about that words." (INTERVIEW/ **CS/SS/031**)

From the discussion, it shows that students mostly use social strategy to find the new words that they don't know the meaning. Social strategy more easy to use because they can directly ask their closest person about the meaning of the words. Determination strategy seldom to use because some of the students feel lazy to open their book or dictionary. So based on their perception in those discussions, it can conclude that the useful strategy in discovery stage is social strategy.

2. Consolidation Strategy

Consolidation strategy is the next strategy of discovery strategy. Consolidation strategy means the students already know about the meaning of those words or it can be said that the students already has an experienced with those words. According to Schmitt, 1997, consolidation strategy divided into some strategy. There is social strategy, cognitive strategy, metacognitive strategy and memory strategy.

"Chat with people and it makes us remember and understand the vocabulary more." (INTERVIEW/ **CS/SS/023**)

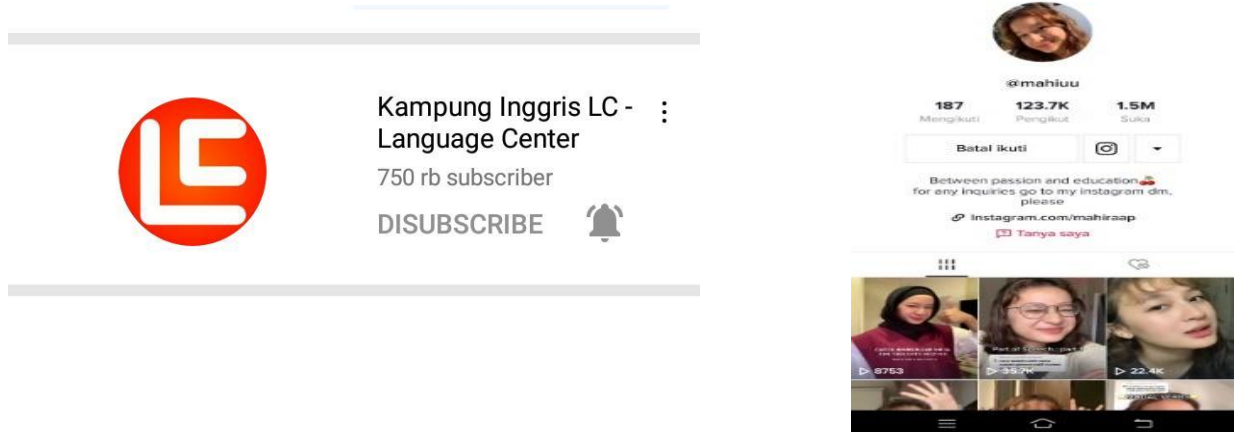
"For me, the memory strategy that helps the most is by remembering sometimes when using social media by using it, usually while holding our cellphones while looking for the meaning of the word in social media and also from films. (INTERVIEW/ **CS/SS/024**)

"Memory strategy. When I look at the words I've studied, they suddenly pop into my brain (INTERVIEW/ **CS/SS/022**)

"Memory strategy is useful. Because when I'm search the meaning of the words by my own, I'll remember the meaning so when I find it another time I'll re-remember the meaning it's like a repetitive learning." (INTERVIEW/ **CS/SS/032**)

"Memory strategy is really suitable. Because sometimes it is too lazy to take or open my notes. So I just remembered the words. While I don't know the meaning I will ask the people around me" (INTERVIEW/ **CS/SS/034**)

Based on the discussion, to make meaning of the words that we already know and take it to our long term memory, the students of the Vocational High School choose some strategy. From the discussion, the students use social strategy and memory strategy. In social strategy they usually use it to talk with another person so that they will remember the words by using it. The students also find out the deeper meaning about the words that they already know in some of media platform. Some of the influencer in the social media discuss about some words and its meaning, then the students can read or watch it and do a discussion in comment form. It indicates that students used social strategy in their social media platform. Moreover, the students use their memory strategy which they will try to remember the meaning of the words then re-remember the words while they find that words in the other time.



Picture 1 An example of social media platform that discuss about the word

DISCUSSION

Based on the data, students show some perception about their process of learning vocabulary. From the implementation in their school which they usually learn vocabulary by translating the words or the text that gives by the teachers. The students usually learn it by a task. The task is about translating the text. After they finishing their task the students will discussing the words that they don't understand with their teacher while they do an online meeting in google classroom. The teachers will explain it in detail about the meaning and the function of the words.

Students have a difficulty in learning vocabulary, because the vocabulary have a large number of words so that they feel difficult to learn vocabulary. Beside that the students also have their own problem solving from their difficulties. They also use a strategy to solve their problem like they said that they will ask their teacher or friends and they will remember or using the words repetitively. This finding in line with previous research that state that a larger number of word can be supported by using VLS in learning words process (e.g. Yacob & Shapii, 2019; Lucas, Grogan & Takeuchi, 2018; Rahimi & Allahyari, 2019).

Based on above discussion, the researcher also finds out about the perception of the students about which the strategy that useful for them. In discovery strategy the students more using social strategy to find the meaning of the words. They feel it is a simple way to find the meaning of the words. But some students also use determination strategy which they use dictionary to find out the meaning of the words.

Moreover, in consolidation strategy students more often use social strategy and memory strategy, after they know the meaning they will using it or asking it moreover to make the words more understand and easy to remember. In addition, there are some students also use cognitive strategy which they use a word list to find out the meaning and make it into their long term memory.

Based on the discussion above, the students applied a varieties strategy for their learning process. The finding also in line with the previous research of (Afiyati Shadiqah, 2017) that state the more vocabulary learning strategies are applied, the better vocabulary mastery they got.

Based on the finding, the students also using technology as their social strategy platform. Because of the pandemic 19 the students can't ask their classmates and teacher immediately. So that, they use a digital media platform that discuss about the meaning of the words as their social media strategy. It is means that technology give help for students in applied their vocabulary learning strategy. This finding also in line with previous strategy by (Lucas et al., 2018) the title is "Research-Based Vocabulary Instruction Strategies" the paper

state that the role of technology is important in terms of practical application it increasing vocabulary memorizing of the students.

CONCLUSION

Based on the discussion above, learning vocabulary is important for students. vocabulary is a center of language. The teacher in vocational high school also often to give a practice for students such as give a task about translating the text, so that the students can find a lot of words meaning. The teacher in Vocational High School also like to discussing the meaning that students not understand. The teacher also gives a freedom to students to understand the words. From this implementation in learning vocabulary the students will get a lot of new vocabulary.

Beside that statement, students also have a difficulty in learning vocabulary process, because of the large number of the words the students feel difficult to know and learn it one by one. So that, the students need strategy that suitable for them in learning vocabulary process. The students can choose the strategy by their own. There is no requirement in using vocabulary learning strategy that will be use by students. so that, the students can use a varieties strategy in their learning process.

Vocabulary learning strategy that use by students are varieties. The students that use a varieties strategy will easier to learn the words because they can find the meaning and learn it by a lot of sources. So that, while they finishing their task the students use more than one strategies in finishing the task. Most of the students in vocational high school using social strategy to find out the meaning and some of the students also still want to open dictionary which they use determination strategy. In consolidation strategy the students usually use memory strategy and social strategy but some students also learn the words by using word list which they use cognitive strategy.

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