

**A SURVEY STUDY ON VOCABULARY LEARNING STRATEGIES AMONG GRADE
X IN A SENIOR HIGH SCHOOLS**

A Thesis

**Presented to a Department of English Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*
Degree of English Education**



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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that my thesis entitled "A Survey Study on Vocabulary Learning Strategies among Grade X in a Senior High School" is the result of my own efforts and does not contain the work of others except those mentioned in citations and references, as befits scientific work and other acknowledged sources.

Yogyakarta, April 04, 2023

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MOTTO

You have always been enough, be grateful.

DEDICATION

I dedicate my thesis to my beloved family and friends. especially to Mr. Indra Adi Budiman who always supports and encourages me, and Mrs. Rina Yulianti who always prays for me. I also dedicate this thesis to myself who has sacrificed all her energy, efforts, and time for this thesis.

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A SURVEY STUDY ON VOCABULARY LEARNING STRATEGIES AMONG GRADE X IN A SENIOR HIGH SCHOOLS

ABSTRACT

Vocabulary learning strategy is one of the factors that affect the success of students in achieving the goal of learning English. Therefore, the use of appropriate vocabulary learning strategies can improve students' development in learning in an effective and efficient way. In this section, the researcher attempted to describe the most often applied vocabulary learning strategies in EFL contexts in senior high schools especially grade X. Vocabulary learning strategy consists of 8 categories, which cover: Dictionary, Rehearsal, Management, Source, Guessing, Encoding, Activation, and Perceptions strategy. This is a survey study. 167 students were involved as respondents in this study. The instrument used in this study was a questionnaire developed by Subon (2013) which consisted of 28 items. The data were analyzed using SPSS and Microsoft Excel and the overall results showed that the most often applied vocabulary learning strategy by students was Guessing strategy in English vocabulary learning. Thus, the lowest strategies chosen by the students were Management and Activations strategies with the same score. To implicate the findings pedagogically, the results of this study can help teachers to expand their vocabulary, as well as help develop their confidence by using the most effective strategies in Indonesia, and also can help provide an overview or consideration for future researchers.

Keywords: *English lessons, Senior High Schools, Vocabulary Learning Strategies,*

CHAPTER I

INTRODUCTION

1.1. Background of the Study

There are three approaches to teaching and learning vocabulary (Anuthama, 2010). The first approach deals with incidental learning, which means learning that occurs indirectly or unintentionally. For example, when we are reading a book and find a foreign word, we automatically look for the meaning of the foreign word to understand the book, not to learn a new vocabulary. The second approach is explicit instruction or often known as the direct learning model, meaning that learning is carried out in a structured manner and taught with a step-by-step pattern of activities. The last approach is independent strategy development. Not only for academics, the use of new vocabulary is also very important to support anyone's verbal and written communication. Vocabulary or words can be defined in different ways depending on the specific aspect approached (Rahnavard and Mashhadi Heidar, 2017). This approach focuses on learners taking full responsibility for the content of their learning. This also means the freedom to control the content and the learning process itself (Benson, 2001). In addition, learners are also required to choose appropriate vocabulary learning strategies independently. Some of the suggested strategies are social, affective, and metacognitive (Budianto, 2018). First, social strategy usually includes collaborative learning, namely learning that involves group discussion activities, or collaborative projects with classmates to exchange ideas, and share knowledge. Or may also use a peer teaching method. Second, affective strategies include self-motivation which sets personal goals, finds intrinsic motivation, and maintains a positive attitude towards learning. and the last is metacognitive strategies, that is setting goals and planning such as setting specific learning goals, making study plans or schedules to manage time effectively.

Learning vocabulary is a considerable challenge to learn a second language (L2). For example, grammar is a significant challenge. The sentence structure in English is different from our native language, and the complex grammar rules can make students feel confused and have difficulty using them correctly. In addition, time constraints are also an obstacle. Learning English requires consistent time and patience. Students often have to divide their time between other assignments and learning English, which can make it difficult to make significant progress in a brief period of time. Sometimes, learning a second language (L2) requires partial knowledge gained from a word in clearer lexical knowledge and understanding in various situations. According to Cook (2013), the vocabulary development process will be formed when learners are given the opportunity to try to recall, retrieve, and use the vocabulary that has been encountered according to the setting and context of its use. Schmitt's (1997) research shows that in vocabulary learning it will not be enough if only expecting learners to gain new vocabulary insights from outside the classroom such as tutoring. Thus, the learners need guidance in managing their study time in order to optimize learners' potential in learning. Effective

vocabulary development is not only learning about the meaning of words, this development also includes knowledge about connotations, grammatical characteristics, morphological choices, spellings, and semantic associations of each word in order to improve retention (Kayi-Aydar, 2018). Distinguishing, comparing, and connecting the meanings of new words with various contexts are also included in the vocabulary development stage (Silverman & Hines, 2009).

The role of the teacher is very important to apply various effective and efficient strategies for learners so that they are able to build their vocabulary skills independently. There are many emphases and approaches that can be applied in learning vocabulary in the classroom, but the big thing that must be considered is how students can develop vocabulary insights independently. There are many studies (i.e., Anuthama., 2010; Grabe & Stoller., 2018; Rogers., 2018), investigating vocabulary teaching and learning strategies. The results showed that the most frequently used vocabulary learning strategies were oral and written repetition, the use of bilingual dictionaries, guessing the contents of the context, and learning the spelling. These results were obtained by Huh (2009) with the context of EFL in middle schools in Korea, and Ghalebi at al (2021) with the context of EFL in Iranian University. However, until now the use of this vocabulary learning strategy is still being carried out by more specific research. Therefore, this research was conducted to find out what vocabulary learning strategies are most often applied in the context of EFL in high schools in Indonesia, especially in grade X students.

1.2 Identification of the Problem

Vocabulary learning strategy is an important role that can determine the success or failure of a vocabulary lesson. There are various factors that can affect skills and development in learning vocabulary, hence not all students have the same vocabulary learning strategies. In the Indonesian context, there are several researchers who focus their research on vocabulary learning strategies, such as in a study conducted by Noprianto and Purnawarman (2019) who found that high school level participants preferred the Determination strategy. Research conducted by Bakti (2018) showed similar results, the results obtained showed that the participants liked the determination strategy in learning vocabulary, the difference was that the participants were junior high school level. In contrast to the previous one, Citrayasa at al. (2018) got high results on social strategies that were obtained from international class program student participants. At the university level it was also found that Rachmawati (2017) stated that university-level participants rated a strong preference for dictionary strategies, especially the use of bilingual dictionaries. There are also differences in the use of strategies in the research conducted by Desiana (2014) which obtained the highest results on guessing strategies at the university level of international class programs. From all the different strategies used, and by considering the factors involved, learners can enhance their vocabulary learning experience and improve their overall language proficiency to suit individual abilities and capacities. Even though the era is getting more sophisticated, therefore, this research was conducted to find out what vocabulary learning

strategies are most often applied in the context of EFL in high schools in Indonesia, especially in grade X students.

1.3 Formulation of the Problem

Based on the background that mentioned above, the problem of this research is formulated in the following question: What vocabulary learning strategies are most often applied in grade X in a senior high school in Indonesia?

1.4 Objectives of the Study

Related to the problem being investigated, the aim of the study is to describe the vocabulary learning strategies that are most often applied in the context of EFL in senior high schools in Indonesia.

1.5 Significance of the Study

The results of this study can help teachers to expand their vocabulary, as well as help develop their confidence by using the most effective strategies in Indonesia, especially in senior high school, and also can help provide an overview or consideration for future researchers.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary Learning Strategy (VLS)

Vocabulary learning strategies are the key to success in helping EFL learners to understand the meaning implied in a word or sentence, as well as developing vocabulary insights needed by every foreign language learner, especially English. A positive and supportive learning environment can provide additional impetus for students in learning English. They can provide assistance, advice and constructive feedback, as well as create opportunities to practice and use English actively (Novita, 2017). This vocabulary learning strategy is used to facilitate and assist students' vocabulary learning to achieve optimal goals. Nation (2001) states that by using appropriate vocabulary learning strategies, learning will take place effectively and can help students better organize, process, and understand information, thus increasing the achievement of relevant learning objectives. In increasing knowledge and mastery of vocabulary, the right strategy is needed, either by getting used to it or practicing gradually.

Strategies for learning English vocabulary are divided into several types according to experts. Gu and Johnson (1996) argue that vocabulary learning strategies are divided into 6 types, including activation, dictionary, encoding, guessing, note-taking, and rehearsal. Fan's research (2003) states that vocabulary learning strategies are divided into 8 types, including analysis, association, dictionary, grouping, guessing, known words, management, repetition, and sources. Then research by Subon (2013) divided the types into 8: activation, dictionary use, encoding, guessing, management, perception, rehearsal, management and source. Then there are additional domains in this study because they are considered frequently used by current participants because of their effectiveness and can be applied independently, namely types related to films, songs, radio, etc.

The success of the learning vocabulary process is influenced by many factors. One of the factors is the use of appropriate vocabulary learning strategies, in general, a broad vocabulary size is considered to have achieved academic success in learning a foreign language (Tschirner, 2004). Vocabulary learning strategies are used to help students master and facilitate the learning process to achieve the main goal of optimal learning. Not only that, this vocabulary learning strategy also helps encourage learners to become active, creative and independent learners. If learners are able to choose strategies independently and learn on their own, then learners can manage and measure their own learning process without having to wait and depend on their teachers or tutors. Ghalebi et al (2021) investigated the different high and low levels of vocabulary learning strategies in English vocabulary learners at Iranian University. The students

in this study were selected to answer Vocabulary Learning Strategies Questionnaire (VLSQ) developed from Subon (2013).

2.2. The Instrument to Measure Learners' Vocabulary Learning Strategies

Some experts have succeeded in creating several instruments that are used as measuring tools to determine vocabulary learning strategies using quantitative methods. One of the most widely used instruments in measuring this vocabulary learning strategy is a questionnaire. Gu and Johnson (1996) successfully designed an instrument in the form of a questionnaire, namely Vocabulary Learning Strategies which is divided into 3 parts. The first part contains the background of the respondents, the second part contains questions covering aspects of vocabulary learning beliefs, and the last part contains the respondents who were asked to fill out a questionnaire with a 7-point Likert (7) totally true of me to (1) totally untrue of me. In recent years, Fan (2003) also successfully designed a questionnaire instrument that measures vocabulary learning strategies included with a vocabulary insight test. The questionnaire was divided into 2 parts and written in Chinese and English, the first part contains the background of the respondents, and the second part the respondents were asked to fill out the questionnaire with a 5-point Likert scale (5) really beneficial and (1) not beneficial, or (5) most often and (1) never.

The statement stating that questionnaire is one of the most widely used instruments as a measuring tool and data collection is also seen from several studies that used or adopted questionnaires and developed them as their research instruments. These studies that have successfully developed or adopted this vocabulary learning strategy questionnaire were Wang and Yeh (2004) who used a questionnaire developed on Schmitt's (1997) Taxonomy of Vocabulary Learning Strategies for their study. The questionnaire underwent changes with the aim that the questionnaire was easier to understand and suitable for distribution to senior high school students. In addition, Subon (2013) also used a questionnaire for his research by adopting questions from several researchers (i.e., Gu and Johnson., 1996; Fan., 2003) and developed an instrument consisting of 8 categories of English vocabulary learning strategies. Then, the latest research was Tiendathong and Sukying (2021) who also used a questionnaire adapted from Schmitt's Taxonomy of Vocabulary Learning Strategies (1997) and translated into Thai to ensure that students understood all the question items. Nation (2001) argues that the use of the vocabulary learning strategies questionnaire is a fairly effective instrument because the test process is quick to take, easy to assess, and the test results are easier to interpret than other instruments.

2.3 Review of Relevant Studies

There are some previous studies that are relevant to this study which related to the context of vocabulary learning strategies. Zhang et al (2016) has conducted research that aims to test L2 vocabulary learning, with the influence of various motivational factors and learning strategies. The sample of participants in this study was 107 tenth grade students consisting of 39 boys and 68 girls. The results of these data indicate that vocabulary learning strategies can mediate the relationship between vocabulary knowledge and motivation.

Thiendathong and Sukying (2021) has conducted research which aims to identify the use of various techniques used by high school students who learn from various programs and examine the relationship between the use of vocabulary learning strategies. The population in this study were 491 high school students. This research was conducted using 47 items of questionnaires about vocabulary learning strategies. The results of this study indicate that the strategy that is used the least is the memory strategy, while the strategy that is most often used is the strategy of determination. There are factors that can affect the use of vocabulary learning strategies for students, which depend on the learning context.

Yeh and Wang (2004) identify differences in the use of learning strategies for good and bad students, and to find out strategies that are often and rarely applied by high school students in Taiwan. Participants who took part in this study were 271 students. This study uses a quantitative method by distributing vocabulary learning strategy questionnaires along with vocabulary level tests. The results of this study indicate that the strategy that is most often applied is the cognitive strategy, which is most closely related to the method of word repetition, memorization or word forms, while the strategy that is rarely used is the social strategy, namely the strategy of using learning aids such as the L2 definition dictionary. In the use of learning strategies for good students and bad students there are significant differences. Good students tend to use strategies with verbal repetition and have motivation to learn words in context, while bad students tend to use strategies by studying words separately and written repetition.

Pangestu (2019) conducted qualitative research on six high achiever high school students in Surakarta. This study aims to describe the cognitive strategies and types of cognitive strategies used by highest achiever students in learning vocabulary. This study used an open-ended questionnaire adopted from O'Malley's theory which consisted of 23 questions and was supported by further interviews. The results of this study indicate that the six highest achiever students use all types of cognitive strategies to improve their English vocabulary skills.

The last research by Ghalebi et al (2021) aims to determine the difference between high and low level vocabulary learning strategies for English vocabulary learners at Iranian University. This study uses a Vocabulary Learning Strategy Questionnaire (VLSQ) which was

adopted from Bennett (2006). The target participants in this study were 218 EFL learners consisting of 107 low-level and 111 high-level English vocabulary learners. The results of this study indicate that learners with high and low vocabulary knowledge showed no significant difference in using vocabulary learning strategies between the low and high groups in the context of EFL learners, which means that in this study they were considered as media users' types of strategy.

In general, this research aims to investigate vocabulary learning strategies for Senior High School in Indonesian English Foreign Language (EFL) learners by using a questionnaire adopted from Subon (2013). Those researchers described above may be slightly different from the vocabulary learning strategies that have been classified, but each research result has a vocabulary strategy that is widely applied. Although the four studies that have been described have different target participants, each of these studies has the same goal, namely to describe English vocabulary learning strategies used by learners including researchers and to achieve learning objectives effectively and efficiently.

2.4. Theoretical Framework

In general, this study focuses on investigating English vocabulary learning strategies used by foreign language learners, especially high school students. Meanwhile, this descriptive research adopts theory from Subon (2013) who has developed an instrument consisting of 8 categories of English vocabulary learning strategies for English foreign language learners. This questionnaire was used to measure the most and least used categories of vocabulary learning strategies as measured using Cronbach's Alpha.

The theoretical framework for this study is depicted in the diagram below:

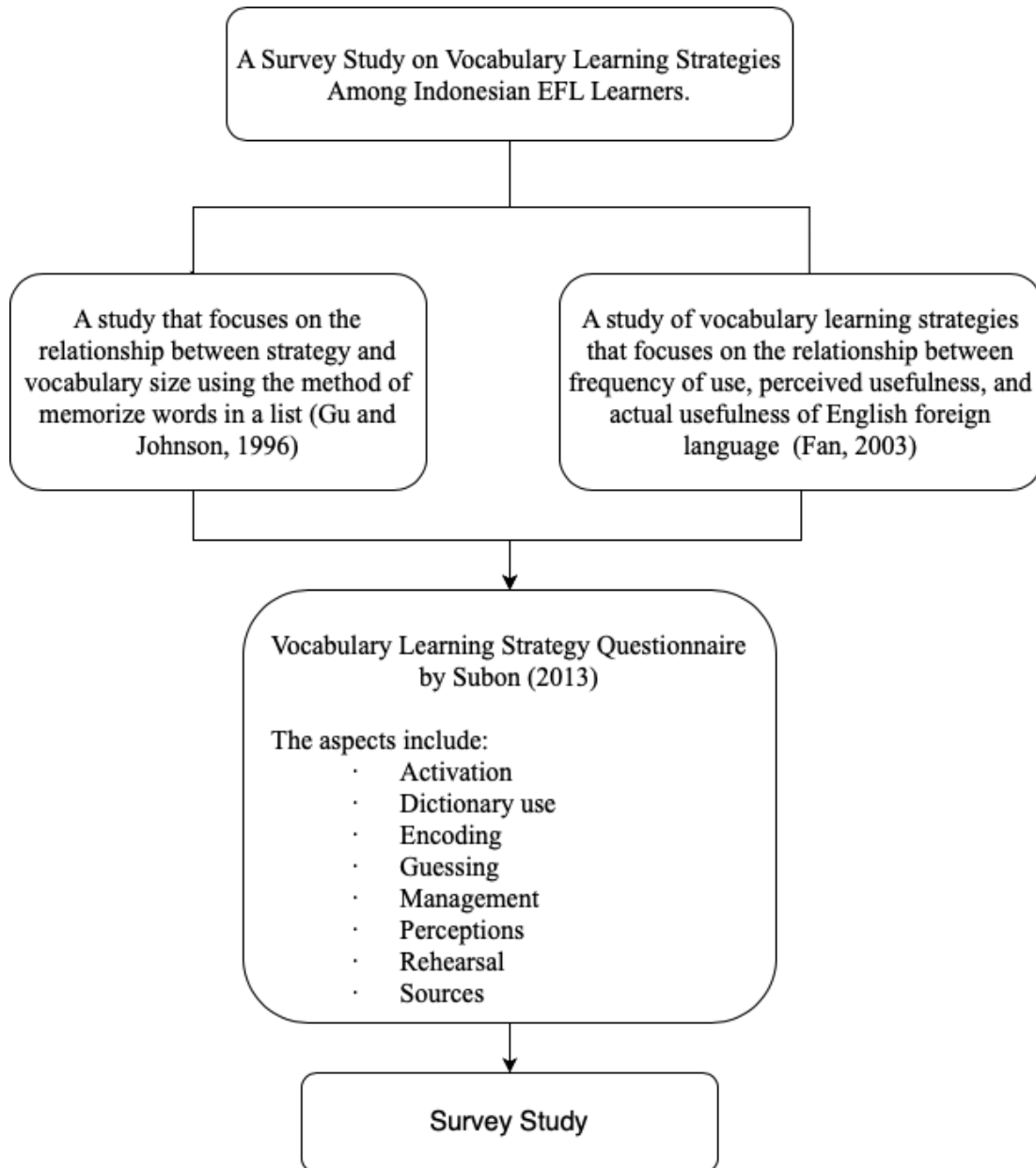


Figure 2.1 Theoretical framework

CHAPTER III RESEARCH DESIGN

3.1 Research Design

The purpose of this study is to determine the vocabulary learning strategies used by students in senior high school in Bantul by using survey study as the research design. A survey study is defined as a procedure conducted in quantitative research that aims to obtain an overview of the behaviors, attitudes, opinions, or characteristics of the sample of participants involved (Creswell, 2012). In a study, the survey method would make it easier to find the vocabulary learning strategies chosen by students and can also shorten the time in collecting data. Therefore, this research is a descriptive quantitative study that involves analysis and calculation of variables to obtain results and conclusions.

3.2 Population and Sample of the Research

This research was conducted at a senior high school in Bantul, Yogyakarta in the 2022/2023 academic year. The population in this study was conducted for classes in senior high school that make English a compulsory subject. Ten grade students consist of 8 classes with a number of 36 students for each class.

Table. 3.1 Population specifications

Grade	Total
X1	36 students
X2	36 students
X3	36 students
X4	36 students
X5	36 students
X6	36 students
X7	36 students
X8	36 students
Overall 288 students	

This study uses a convenience sampling technique to make it easier to obtain information on the population used as a research sample. Convenience sampling is a non-probabilistic sample collection method, which relies on collecting data from a large population that meets targeted practical conditions such as availability at a certain time, accessibility and/or geographic location suitability. With the convenience sampling method, researchers obtain primary data collected directly from related sources. This primary data is specific by adjusting the research requirement. Thus the effectiveness and convenience, this convenience sampling method is also applied in this study.

The sample for this study is the entire population of class students enrolled in the school. The number of samples is calculated by using Slovin's formula shown as followed:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n = Number of sample

N = Population

e = Error rate (5% = 0.05)

Thus, for the calculation of the sample described as follows:

$$n = \frac{288}{1 + (288 \cdot 0.05^2)}$$

$$n = \frac{288}{1,72}$$

$$n = 167$$

Based on each calculation using the formula including the Slovin formula, the number of samples is 167, and the error rate used is 5%. This is because in every study it is impossible to achieve 100% perfect results.

3.3 Data Collection Technique

3.3.1 Instrument

The instrument in this research has used a questionnaire developed by Subon (2013). The questionnaire was adapted and translated into Bahasa Indonesia. This questionnaire uses Five Likert-scale ranging from (1= never, 2= seldom, 3= sometimes, 4= often, 5= always). The questionnaire is amount of 28 items which divided into 8 sub, (1) 4 items on Dictionary (DIC), (2) 2 items on Rehearsal (REH), (3) 5 items on Management (MAN), 4 items on Source (SOU),

2 items on Guessing (GUE), 5 items on Encoding (ENC), 2 items on Activation (ACT), 4 items on Vocabulary Perceptions (PER). Data collection uses a questionnaire into a google form to obtain data from participants. The researcher used quantitative research methods and survey studies to identify the strategies that were most and least related to learning English vocabulary.

Table 3.2 Distribution of Questionnaire Items

Categories	Item number	Number of items
Dictionary use	1, 2, 3, 4	4
Rehearsal	5, 6	2
Management	7, 8, 9, 10, 11	5
Source	12, 13, 14, 15	4
Guessing	16, 17	2
Encoding	18, 19, 20, 21, 22	5
Activation	23, 24	2
Perceptions	25, 26, 27, 28	4

3.3.2 Validity and Reliability

In quantitative research, validity is defined as the part used to measure the suitability of a concept made by researchers with accurate data collection techniques. In a study, validity is an important part that must be considered in choosing a suitable instrument. This section also explains that the learning strategy instruments used are in accordance with the research objectives. In this study, the researcher used a vocabulary learning strategy questionnaire developed by Subon (2013) which was validated by conducting a pilot testing using 20 samples. The pilot testing was conducted by Subon himself. This trial was carried out with different samples and also with different settings. The trial was calculated using Cronbach's Alpha and showed that this instrument has a reliability of .85, which means that the reliability value is high.

The researcher has also conducted reliability checking of Cronbach's alpha, and the result was .911. It means that this adapted questionnaire indicates satisfactory consistency which is higher than the original questionnaire.

Table 3.3 Reliability

Cronbach's Alpha	N of Items
.911	28

3.4 Data Analysis Technique

The computational calculation program uses SPSS Statistics 26. Descriptive statistics are used to determine the results, frequency, mean, standard deviation of variables and percentages. The data in this study were processed using Microsoft Excel. Therefore, the results are presented using a graphical description and a combination of tables to obtain a simplified interpretation summary of complex quantitative data.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the findings of the research carried out with the aim of solving research problems. The findings in this study are explained in the form of descriptive analysis per item in the form of bar charts which are elaborated in the discussion. The findings are the result of the distribution of questionnaires that were filled out by ten grade students at senior high school in Bantul.

4.1 Research findings

4.1.1 Result of Demographic Information

The following table shows the representation of participants in this study based on survey conducted at a senior high school in Bantul, Yogyakarta:

Table 4.1 Participants Demographic' Information

	Item	Frequency	Percentage (%)
Gender	Male	69	41.3%
	Female	98	58.7%

Out of the 167 participants signed the informed form and were willing to participate in the present study. From the table 4.1 shown the samples consisted of 98 females (58.7%), and 69 males (41.3%).

4.1.2 Eight domains of Vocabulary Learning Strategy (VLS)

The questionnaire consisted of 28 statements that assessed the vocabulary learning strategies of Bantul high school students. The statements were divided into 8 (eight) categories: Dictionary Use, Rehearsal, Management, Source, Guessing, Encoding, Activation and Perception. Based on descriptive statistical analysis using SPSS, the researcher found the most and least used strategies. The findings were explained into the figures below:

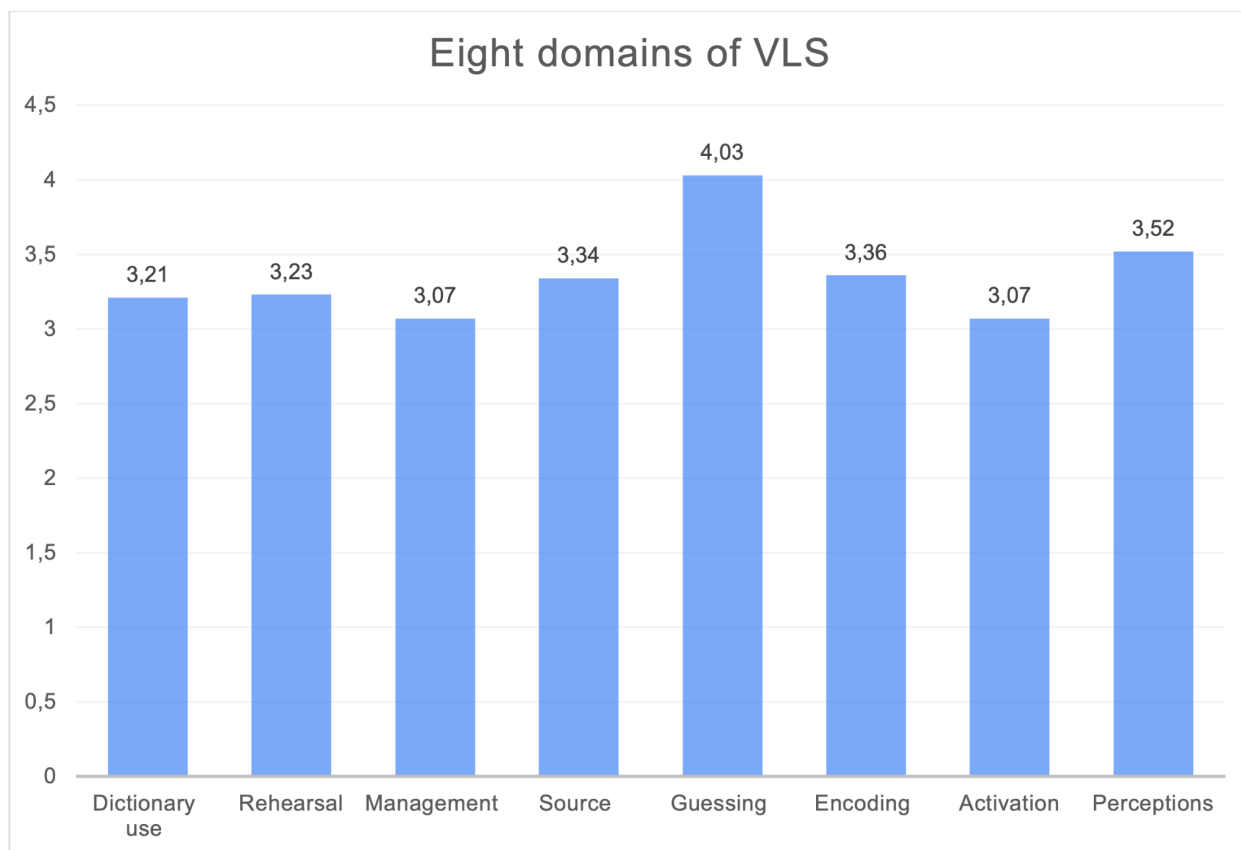


Figure 4.1 Result of eight domains of VLS

According to the figure above, The overall results revealed that students in this study were highly on the Guessing aspect as indicated by the highest mean score ($M=4.03$). In this study, there were two lowest aspects with the same score, on the Management and Activation aspects ($M = 3.07$). From these findings, we can see that students more frequently used Guessing strategies to learn vocabulary. Meanwhile, they less frequently used Management strategies such as highlighting the words, jotting down new words they want to learn, and making plans for their vocabulary learning. Then, the Activation strategy such as making up their own sentences using the words they just learnt both in speaking and writing.

4.1.3 The use of eight of VLS

4.1.3.1 Items of Dictionary Use Strategy

There are four columns in the table; in the first column are the questionnaire statements. The second column, N, represents the number of participants who have completed the distributed questionnaire. The third column, M, represents the average value of the participants' responses to the first category of the questionnaire, the Dictionary Use strategy. The last column is the

standard deviation (SD) associated with the M value. Based on the questionnaire completed by respondents, the average of the first section of the questionnaire is presented in the table below:

Table 4.3 Descriptive Statistics of Dictionary Use Strategy

Statement	N	Mean	Std. Deviation
2. When I look up a word in the dictionary, I read all the meanings of new words.	167	3.45	1.004
4. I carry a pocket dictionary to look up the words I don't know.	167	3.35	1.284
1. I look up new words in an English-Bahasa Indonesia dictionary.	167	3.17	.912
3. I look up new words in an English-English dictionary.	167	2.89	.953
Valid N (Listwise)	167		

This table above shows that the item of the statement with the highest mean ($M= 3.45$, $SD= 1.004$) is statement number two (DIC 2) “When I look up a word in the dictionary, I read all the meanings of new words.”. On the other hand, the item of the statement with the lowest Mean ($M= 2.89$, $SD= 9.53$) is statement number three (DIC 3) “I look up new words in an English-English dictionary.”. Based on the highest result, it can be concluded that most students feel that reading all the meanings of new words can improve their understanding or memory, because in addition to reading all the meanings, they also know various synonyms associated with the new words. In contrast, from the lowest result, it can be concluded that most students are less inconvenienced in reading the meanings of words they do not know using a foreign language. This may be due to the difficulty of students to understand or even memorize the definition of the new words.

4.1.3.2 Items of Rehearsal Strategy

In the rehearsal strategy, the highest mean is on the statement number 5 (REH 1) “I repeatedly visualize the new word to remember it.” ($M= 3.61$) with lowest Standard Deviation ($SD= .911$). And the lowest Mean is on statement number 6 (REH 2) “I repeat a new word out

loud several times to remember it.” with Mean and Standard Deviation ($M= 2.84, SD= 1.000$). The results of the strategies below showed that most of them indicated that their usage standard in learning new words was with strategies that could visualize the new words so they were easier to understand and memorize.

Table 4.4 Descriptive Statistics of Rehearsal Strategy

Statement	N	Mean	Std. Deviation
5. I repeatedly visualize the new word to remember it.	167	3.61	.911
6. I repeat a new word out loud several times to remember it.	167	2.84	1.000
Valid N (Listwise)	167		

4.1.3.3 Items of Management Strategy

Table 4.5 Descriptive Statistics of Management Strategy

Statement	N	Mean	Std. Deviation
7. I highlight the words that seem important to me.	167	3.74	.977
10. I group words in my own way to remember them.	167	3.15	1.175
11. I make plans for my vocabulary learning.	167	3.03	1.044
9. I review my vocabulary regularly.	167	2.83	.829
8. I keep a vocabulary notebook to jot down new words I want to learn.	167	2.60	1.029
Valid N (Listwise)	167		

Among the eight aspects of VLS, Management is one of the two categories that got the lowest mean score. In the category of Management strategy, there is a significant difference in

scores between the highest and lowest scores. Statement number 7 (MAN 1) "I highlight the words that seem important to me." has the highest score ($M= 3.74$, $SD= .977$). And statement number 8 (MAN 2) "I keep a vocabulary notebook to jot down new words I want to learn." has the lowest score ($M= 2.60$, $SD= 1.029$) of the other 4 statements. The results from the table above state that most students do not have a special book to deliberately jot down the new words they want to learn, but they prefer to highlight the new words that they think are important only. This may be because students choose a simpler and more convenient method for them in learning new words.

4.1.3.4 Items of Source Strategy

Table 4.5 Descriptive Statistics of Source Strategy

Statement	N	Mean	Std. Deviation
12. I listen to English songs, radio programs, watch English movies, etc to increase my vocabulary.	167	4.22	.888
13. I read stories, magazines etc outside class to increase my vocabulary.	167	3.18	1.168
15. I use textbook to learn new words.	167	2.99	1.084
14. When I come across a new word, I make a note of it.	167	2.97	.966
Valid N (Listwise)	167		

In terms of source strategy, statement number 12 (SOU 1) "I listen to English songs, radio programs, watch English movies, etc to increase my vocabulary." has the highest scores ($M= 4.22$, $SD= .888$), whereas statement number 14 (SOU 3) "When I come across a new word, I make a note of it." has the lowest scores ($M= 2.97$, $SD= .966$). It can be assumed that students are more convenient learning English by using media support such as English songs, radio programs or movies. These results suggest that using technology properly will make it easier for students to broaden their vocabulary insights.

4.1.3.5 Items of Guessing Strategy

Table 4.6 Descriptive Statistics of Guessing Strategy

Statement	N	Mean	Std. Deviation
17. I check to see if my guesses about the words are right or wrong.	167	4.12	.877
16. I guess the meaning of words I don't know.	167	3.93	.830
Valid N (Listwise)	167		

Among the eight aspects of VLS, Guessing is the only category that got the highest mean score. As seen in the table about Guessing strategy, this category only has two statements. The highest score is on statement number 17 (GUE 2) “I check to see if my guesses about the words are right or wrong.” with Mean and Standard Deviation ($M= 4.12$, $SD= .877$). And the lowest Mean belongs to the statement number 16 (GUE 1) “I guess the meaning of words I don't know.” with Mean and Standard Deviation ($M= 3.93$, $SD= .830$). The results of the table above state that most students attempt to guess the new words they find and then ensure that their guesses are right or wrong.

4.1.3.6 Items of Encoding Strategy

Table 4.7 Descriptive Statistics of Encoding Strategy

Statement	N	Mean	Std. Deviation
18. I try to remember the Indonesian equivalent of the word.	167	3.54	.943
19. I try to remember the sentence in which the word is used to remember it.	167	3.49	.870
20. I associate new words with those I already know.	167	3.44	.967
21. I distinguish words with similar meanings.	167	3.30	.861
22. I analyze the structure of a word to remember it.	167	3.05	.989

The result of the statement presented in the table above shows that the highest Mean is statement number 18 (ENC 1) “I try to remember the Indonesian equivalent of the word.” with Mean and Standard Deviation ($M= 3.54, SD= .943$). And followed by the lowest Mean belongs to the statement number 22 (ENC 5) “I analyze the structure of a word to remember it.” with Mean and Standard Deviation ($M= 3.05, SD= .989$). The results of the table above state that most students prefer to try to memorize synonyms of new words using their native language. And only a few students choose to memorize new words by analyzing the word order. This is presumably because it might be more efficient to memorize the synonyms of a word rather than having to analyze it.

4.1.3.7 Items of Activation Strategy

Among the eight aspects of VLS, activation is one of the two categories that got the lowest mean score. This table below shows the result from the Activation strategy, which consists of only two statements. The highest mean is owned by the statement number 24 (ACT 2) “I make up my own sentences using the words I just learnt.” with Mean and Standard Deviation ($M= 3.11, SD= .938$). And the lowest level of mean is owned by the statement number 23 (ACT 1) “I use the newly-learned words as much as possible in speaking and writing.” with Mean and Standard Deviation ($M= 3.11, SD= .938$). In this category most students tend to prefer more in-depth learning about the new words they learnt, but the majority of them do not use the new words they have learned in their everyday lives, so in this category it is presumed that many students lack application and practice to the real world.

Table 4.8 Descriptive Statistics of Activation Strategy

Statement	N	Mean	Std. Deviation
24. I make up my own sentences using the words I just learnt.	167	3.11	.938
23. I use the newly-learned words as much as possible in speaking and writing.	167	3.03	.928
Valid N (Listwise)	167		

4.1.3.8 Items of Perceptions Strategy

And the average of the last section of the questionnaire is presented in the table below:

Table 4.9 Descriptive Statistics of Perceptions Strategy

Statement	N	Mean	Std. Deviation
25. I pay attention to the pronunciation of new words.	167	3.76	.939
26. I pay attention to the example of how a word is used in English.	167	3.58	.914
27. I pay attention to the unfamiliar usage of a known word.	167	3.47	.936
28. I pay attention to the grammatical patterns of a new word.	167	3.27	.915
Valid N (Listwise)	167		

The last category of the questionnaire is the Perspective strategy. In this category most students tend to pay more attention to the pronunciation of new words they have just learned, rather than paying attention to usage examples or paying attention to grammatical patterns. It can be seen from the table above. The highest mean is on statement number 25 (PER 1) “I pay attention to the pronunciation of new words.” with Mean and Standard Deviation ($M=3.76$, $SD=.939$). And the last statement and the lowest mean in this category is statement number 28 (PER 5) “I pay attention to the grammatical patterns of a new word.” with Mean and Standard Deviation ($M= 3.27$, $SD= .915$).

4.2 Discussions

4.2.1. The Most used Vocabulary Learning Strategies among EFL Senior High School Students

The results of the descriptive analysis in Figure 4.1 overall show the frequent level of the 8 categories of students' strategies in learning their new vocabulary. From the results of this study, it can be concluded that most students prefer to employ the Guessing strategy to learn new English vocabulary. Hence, they chose to guess a new word they encountered, and in this category, they obtained the highest mean score out of 7 other categories. This result is in accordance with Subon's (2013) previous research, which had the highest mean score in the Guessing strategy category. The most possible reason for this is because the guessing strategy is

one of the simplest methods when students encounter a new or unfamiliar word in a sentence. They can attempt to guess the meaning of the word by adjusting the context and other familiar word combinations that are contained in the sentence or message. Subon (2013) stated that most students choose to guess the meaning of words they do not know because students tend to prefer to learn new vocabulary by contextualizing it.

4.2.2. Vocabulary Learning Strategies Chosen by EFL Senior High School Students

In terms of Dictionary strategy, the survey results show that most students tend to choose to look up a word in the dictionary and read all the meanings of the new words they encounter. This is because reading all the meanings of new words in the dictionary can improve students' comprehension and memorization, especially with the use of bilingual dictionaries. As we can see in Table 4.3, students prefer the use of English-Bahasa Indonesia rather than English-English dictionary. This result confirms previous study by Koyama (2015) who stated that students prefer bilingual dictionaries compared to monolingual dictionaries. It was probably because with a bilingual dictionary, especially the use of English-native language, students can more quickly grasp the meaning, in addition, the bilingual dictionary not only provides examples of synonyms but also provides words in context, so it will be easier for students to remember and understand how to use these new words.

Regarding the Rehearsal strategy, most of the students were satisfied with their learning strategy by visualizing the new word they just learned to memorize and apply to daily life. The students believed that they felt convenient with learning new words using this category. This is also similar to the research conducted by Wei (2007) who found the research participants who tended to visualize the new word and pay attention to how the new word was pronounced. Furthermore, concerning the Management strategy, the results showed that students rated positively the strategy of highlighting new words that they encounter and understand. It is possible that this strategy is straightforward to implement in second language learning especially in learning new vocabulary. Although in terms of overall categories this is one of the two categories that showed the lowest results, this strategy is considered simple because it only requires students to read and highlight the words that they encounter. The result of highlighting strategy will increase the attention of students who read it to understand and memorize it better. However, with the simplicity of the strategy, students are expected to not only passively highlight the words, but also proactively deepen their understanding of the new words by compensating it with real-life practices that lead to a more durable understanding of the meaning (Thiendathong & Sukying, 2021).

In the Source strategy, most students reported that they chose to utilize media that facilitates them to enrich their vocabulary in a modern and non-monotonous way, such as

English songs, movies, radio programs, etc. The result in this study is different from the research conducted by Subon (2013) that found that source strategy being the second most used strategy by the students. Meanwhile, in this present study, the source strategy became the fourth highest strategy used by them. The most possible reason for this is due to differences in the frequency of media use and the characteristics of the students themselves. According to Ismaili (2013), learning with the use of music or movies in the EFL classroom will attract students' attention because the media presents language in a natural way as in daily-life conversations, so it does not feel rigid like what is taught when using textbooks. In the current era, in addition to its use which is in high demand by students, the application of listening to songs, radio programs and watching movies is also a learning strategy that will not make students feel bored, hence with the convenience and facilities that students get, it will also be easier for students to explore the meaning or memorize the new word.

Concerning the only strategy that is highly chosen in this study, i.e. Guessing strategy, students are satisfied with their learning method by guessing the meaning of unfamiliar words and then confirming the validity right or wrong of what they guess. The plausible reason students choose this strategy is the fact that the strategy is very simple to implement. It is similar to the result of the research conducted by Zhang (2011) who got the most interested result in the guessing strategy. With students' efforts to guess new words that they do not understand, it will show facts that would enable learners to better control their own learning. In addition, this result is also confirmed by previous research conducted by Subon (2013) which states that research participants with high school level in Malay feel more convenient to guess words that they do not familiar, not only guessing, they also actively look for the results of their guesses of the new words whether they are right or wrong. Therefore, the decision of guessing strategy to be the most popular strategy for students is a positive thing and can be accepted with logical reasons. The implementation of guessing strategy is also an effective and efficient strategy in broadening the vocabulary insights of second language learners, because based on the survey results show that the level of student satisfaction in learning is by learning words based on contextualizing.

In terms of Encoding strategy, most students tend to choose to recall a word by identifying it with a synonym of the word in context. This may be because it will help make it easier for students to recall the vocabulary in context. Therefore, students will not only have a limited vocabulary, but with this strategy students will easily recall and implement their new vocabulary. This turns out to be similar to the results of previous research conducted by Subon (2013) which states that with this strategy, students portrayed learning patterns in improving their comprehension and production which is very important for developing vocabulary size and their success in learning new words. Additionally, in the Activation strategy, the results show that this category has the least popularity among students. However, the one statement that has the highest result for this category is that students mostly choose to try to relearn the newly learned words rather than practicing and applying the newly learned words orally in daily life. This is in

line with the research conducted by Novita (2017) who applied activation strategies in English learning at the high school level. The results of this study show that the successful use of this strategy depends on the environment and motivation of each student.

Finally, the Perceptions strategy is also positively valued from students' perspective. As second language learners in Indonesia, most of them show a high level of frequency in paying attention to the pronunciation of new English words that they have just learned. It is most possible that the easiest thing for them to do is to pronounce and correct their pronunciation of the new word they have just learned. Most of them tend not to choose to pay attention to grammar patterns or usage examples. This result is similar to research conducted by Wei (2007) which states that the level of students' satisfaction is high when they learn a new word by improving their speaking ability by paying attention to how to pronounce the new word correctly, as well as visualizing the new word. Paying attention to how to pronounce a word is considered to be easier in the implementation of the words because students are already more fluent in pronouncing the word.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the summary of the research based on the research findings and recommendation for future researchers.

5.1 Conclusion

The purpose of this study is to describe the vocabulary learning strategies most often applied in the context of EFL in high schools in Indonesia. A total of 167 high school level students in Bantul, Yogyakarta participated in this study. Based on the findings and the analysis in the previous chapter, the researcher draws some conclusion as follows:

1. The overall results of this study revealed that among the 8 categories of strategies, students commonly choose guessing strategy as their vocabulary learning strategy. Students rated a high level of frequency when they guessed the meaning of the unfamiliar word they encountered and found out whether their guess was right or wrong. This finding implies that students who participated in this study liked learning new vocabulary with contextualized guessing strategy.
2. On the other hand, students rated their frequent level with the management and activation learning strategy categories as the lowest, both of which have similarly low scores. Management strategy is a strategy that involves students to organize their learning system in a structured way, such as making plans and reviewing what vocabulary to learn, jotting down new words they want to learn, etc. which will most probably make students feel bored. Whereas activation strategies are strategies that involve students to implement their newly-learned vocabulary as often as possible in both verbal and nonverbal contexts.

5.2 Suggestion

In order to gain broader benefits from the study, the researcher would like to make some recommendations for English foreign language learners, teachers, and future researchers include the following points:

1. English Teachers

As educators, teachers must have a deep understanding of various strategies in learning English vocabulary. With the findings of this study, teachers are advised to instill the importance of choosing the right and appropriate strategies, and teachers can review the

use of strategies that are most in demand by students to achieve student success in learning English vocabulary.

2. Future Researchers

In conducting further research in the future, future researchers can develop data collection approaches with samples and respondents on a larger scale. In addition, future researchers also have a potential to develop this study with qualitative methods to obtain more in-depth and varied results.

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Appendix 1. VLS Questionnaire

APPENDICES

Appendices 1: A Survey Study on Vocabulary Learning Strategies among Indonesian EFL Learners

Assalamualaikum Wr. Wb,

Perkenalkan, Saya Ganing Indria Maharani, mahasiswa Pendidikan Bahasa Inggris angkatan 2019 Universitas Islam Indonesia.

Saat ini saya sedang melakukan penelitian yang berjudul " A Survey Study on Vocabulary Learning Strategies among Indonesian EFL Learners". Penelitian saya merupakan penelitian kuantitatif dengan metode pendekatan survei dengan instrumen penelitian berupa kuesioner. Selain itu, penelitian saya membutuhkan responden dari siswa-siswi SMA Negeri 2 Bantul.

Oleh karena itu, saya mengharapkan kesediaan Anda untuk menjadi responden penelitian saya sebagaimana jawaban yang akan Anda berikan merupakan informasi yang sangat berharga dan bertujuan untuk penelitian. Semua data dalam penelitian ini akan dirahasiakan dan hanya akan digunakan untuk kepentingan penelitian. Jika Anda menemukan masalah atau pertanyaan terkait dengan penelitian ini, Anda dapat menghubungi saya melalui:

Email : 19322006@students.uij.ac.id

Nomor : 0812 4000 7810

Terima kasih atas kesediaan dan partisipasi Anda, semoga Allah SWT meridhoi kita semua.

Wassalamualaikum Wr. Wb

Sincerely,

Ganing Indria Maharani

Supervisor,

Banatul Murtafiah, S.Pd., M.Pd.

Bagian 1

Silakan tulis dan pilih sesuai data Anda:

Nama :

Kelas :

Jenis Kelamin :

Bersedia mengisi kuesioner: YES/NO

Bagian 2

Pertanyaan-pertanyaan berikut menanyakan tentang strategi Anda terhadap belajar kosakata bahasa Inggris. Tidak ada jawaban benar atau salah untuk setiap pertanyaan. Tolong berikan tanggapan jujur Anda. Gunakan skala di bawah ini untuk menjawab pertanyaan.

1. Tidak pernah	2. Jarang	3. Kadang-kadang	4. Sering	5. Selalu
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No	Pertanyaan	1	2	3	4	5
1	Saya mencari kata-kata baru dalam kamus Inggris-Indonesia.					
2	Ketika mencari sebuah kata dalam kamus, saya membaca semua arti dari kata-kata baru.					
3	Saya mencari kata-kata baru dalam kamus Inggris-Inggris.					
4	Saya membawa kamus saku atau kamus elektronik untuk mencari kata-kata yang saya tidak tahu.					
5	Saya berulang kali membayangkan kata-kata baru untuk mengingatnya.					
6	Saya mengulang kata baru beberapa kali dengan suara keras agar mudah mengingatnya					
7	Saya menandai kata-kata yang penting bagi saya.					

8	Saya memiliki buku catatan kosa kata untuk mencatat kata-kata baru yang ingin saya pelajari.					
9	Saya mengulas kembali kosa kata saya secara teratur.					
10	Saya mengelompokkan kata-kata menggunakan cara saya sendiri agar mudah mengingatnya.					
11	Saya membuat rencana untuk pembelajaran kosakata.					
12	Saya mendengarkan lagu-lagu berbahasa Inggris, program radio, menonton film-film berbahasa Inggris, dan lainnya untuk mengembangkan penguasaan kosa kata saya.					
13	Saya membaca cerita, majalah, dan lainnya di luar kelas untuk mengembangkan penguasaan kosa kata saya.					
14	Saya menggunakan buku teks untuk mempelajari kata-kata baru.					
15	Saat saya menemukan kata baru, saya mencatatnya.					
16	Saya menebak arti dari kata-kata yang tidak saya ketahui.					
17	Saya memeriksa untuk melihat apakah tebakan saya untuk arti kata-kata tersebut benar atau salah.					
18	Saya mencoba mengingat sinonim/padanan kata tersebut dalam bahasa Indonesia.					
19	Saya mencoba mengingat kalimat dimana kata tersebut digunakan untuk mengingat kata tersebut.					
20	Saya menghubungkan kata-kata baru dengan kata-kata lain yang telah saya ketahui.					
21	Saya membedakan kata-kata dengan makna yang mirip.					

22	Saya menganalisis struktur susunan kata (kata dasar ataupun imbuhan) dari kata baru untuk mengingatnya (contohnya un-like, non-formal).					
23	Saya menggunakan kata-kata yang baru saya pelajari sesering mungkin baik dalam lisan maupun tulisan.					
24	Saya mempelajari kembali kalimat yang saya buat menggunakan kata-kata yang baru saya pelajari.					
25	Saya memperhatikan pelafalan kata baru.					
26	Saya memperhatikan contoh cara menggunakan sebuah kata dalam bahasa Inggris.					
27	Saya memperhatikan penggunaan kata yang tidak biasa dari kata yang sudah saya ketahui.					
28	Saya memperhatikan pola tata bahasa (contohnya jenis kata, kata benda yang bisa dihitung/tak bisa dihitung) dari kata baru.					

English Version

No	Questions	1	2	3	4	5
1	I look up new words in an English-Bahasa Indonesia dictionary.					
2	When I look up a word in the dictionary, I read all the meanings of new words.					
3	I look up new words in an English-English dictionary.					
4	I carry a pocket dictionary to look up the words I don't know.					
5	I repeatedly visualize the new word to remember it.					
6	I repeat a new word out loud several times to remember it.					

7	I highlight the words that seem important to me.					
8	I keep a vocabulary notebook to jot down new words I want to learn.					
9	I review my vocabulary regularly.					
10	I group words in my own way to remember them.					
11	I make plans for my vocabulary learning.					
12	I listen to English songs, radio programs, watch English movies, etc to increase my vocabulary.					
13	I read stories, magazines etc outside class to increase my vocabulary.					
14	When I come across a new word, I make a note of it.					
15	I use textbook to learn new words.					
16	I guess the meaning of words I don't know.					
17	I check to see if my guesses about the words are right or wrong.					
18	I try to remember the Indonesian equivalent of the word.					
19	I try to remember the sentence in which the word is used to remember it.					
20	I associate new words with those I already know.					
21	I distinguish words with similar meanings.					
22	I analyze the structure of a word to remember it.					
23	I use the newly-learned words as much as possible in speaking and writing.					
24	I make up my own sentences using the words I just learnt.					
25	I pay attention to the pronunciation of new words.					

26	I pay attention to the example of how a word is used in English.					
27	I pay attention to the unfamiliar usage of a known word.					
28	I pay attention to the grammatical patterns of a new word.					