

Vocabulary Learning Strategies of An EFL Cruise Ship Worker

A Thesis

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VOCABULARY LEARNING STRATEGIES OF AN EFL CRUISE SHIP

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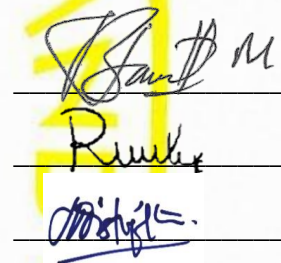
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STATEMENT OF WORK ORIGINALITY

This is to certify that to the best this thesis, with the exception of what is specified in the references and citations, is my own work and does not contain the work of others. this thesis has not been submitted for any other degree or other purposes.

I certify that the intellectual content of this thesis is the product of my work and that all the assistance received in preparing this thesis and sources have been acknowledged

Yogyakarta, 1 August 2023

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DEDICATIONS

I dedicated this thesis to:

1. I dedicate my journal to both of you with unending appreciation and steadfast love. Your unfailing encouragement, belief in my abilities, and unflinching support have been my guiding light throughout this process. This effort is a humble tribute to your steadfast love and commitment, and I will be eternally grateful for all the blessings you have bestowed upon me. Thank you for being my rock and for always believing in my dreams.

2. My brother and sisters, This journal is lovingly dedicated to each of you, my constant companions and cherished confidants. Your unwavering support and unconditional love have been a source of comfort and inspiration, propelling me forward during challenging times.

3. My aunt, Your selflessness and persistent support have been an encouragement in my life, particularly during my years in college. You welcomed me into your house and heart, offering a safe and supportive environment in which I could concentrate on my academics and achieve my aspirations. Your generosity and kindness have had a profound effect on my path, and I will be eternally grateful for the numerous sacrifices you've made on my behalf.

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Finally, the researcher fully realizes that this thesis is still far from perfection. All suggestions and recommendations are extremely welcomed for further

improvements. Hopefully this thesis could be beneficial to the readers.

Yogyakarta, 24th July 2023

Risianto Anggoro Mahardi 19322054

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Vocabulary Learning Strategies of An EFL Cruise Ship Worker

Abstract

This research focuses on investigating the vocabulary learning strategies employed by an English as a Foreign Language (EFL) cruise ship worker. The study aims to shed light on the specific strategies utilized by the worker in acquiring and expanding their vocabulary knowledge within ESP and the unique context of the cruise ship industry. The participant was an Indonesian cruise ship worker who has worked for over one year and has frequent contact with foreigners by using English as the medium of communication. This is qualitative research which employs interviews as the data collection technique to gather insights into the worker's vocabulary learning practices. The collected data were then analyzed by using thematic analysis to identify recurring themes and patterns related to vocabulary learning strategies. The instrument used for the study in thematic analysis that being used is Determination Strategies (DOT), Social Strategies (SOC), Memory Strategies (MEM) Cognitive Strategies (COG), and Metacognitive Strategies (MET). The findings of the study provide valuable insights into the vocabulary learning strategies employed by the EFL cruise ship worker. The research highlights the worker's use of secondary sources, engagement in authentic conversations with colleagues and guests, use of keyword, verbal repetition, and testing with word tests. This study found that the most used strategy was social strategies and the least used was metacognitive strategies. The study also found an emergent finding where the participant learned the use of vocabulary by

learning from mistakes made from others. These strategies contribute to the worker's effective vocabulary acquisition and usage in the cruise ship setting. The implications of this research extend to both the field of EFL language learning and the cruise ship industry. By understanding the vocabulary learning strategies of cruise ship workers, educators and language professionals can design targeted language learning programs and resources tailored to the specific needs of this profession. Furthermore, cruise ship companies can implement training programs that foster effective vocabulary learning strategies among their employees, leading to enhanced communication, customer service, and overall job performance. Overall, this research offers valuable insights into the vocabulary learning strategies employed by an EFL cruise ship worker, providing a foundation for further exploration and application in language learning contexts within the cruise ship industry.

Keywords: English for cruise ship worker, English for specific purpose, vocabulary learning strategy

CHAPTER I

INTRODUCTION

1.1. Background of the study

Vocabulary is fundamental as it is the foundation of all languages, including English. It is the basic skill from which we may convey our views and beliefs, share information, respect others, and develop relationships. Not only that, vocabulary is also necessary for reading comprehension. Readers cannot comprehend what they are reading unless they understand the definition of the words they read. This is supported by the research from Dong et al., (2020) stating that in each educational stage, vocabulary knowledge may have an independent effect on reading comprehension. That is where Vocabulary Learning Strategies (VLS) comes in, learning strategies makes learning faster and more efficient, not only that VLS important for learning English in general, but it is also critical in English for Specific Purposes (ESP) because it assists students in understanding not only the words and ideas from their own area of interest but also helps them to improve their listening and speaking, pronunciation, and raising awareness of syllables in words. This also supported by research from Duong (2022) where he recommend all ESP students should employ learning strategies such as setting objectives, creating study schedules, controlling their learning, and evaluating their learning ESP lexical pieces in conjunction with VLS for

ESP to promote autonomous learning.

VLS for the vocational stream (for example those in ESP context) and general English have very different strategies (Wanpen et al., 2013). However, Gu (2018) explains that even if the core idea in vocabulary learning strategies, it stays the same, though assessment for vocabulary in both vocational and general contexts might be different. This idea is reinforced by Rus (2019) stating that students in ESP context are kept engaged and active in the teaching process when the teachers use various techniques to assess their skills progress in the context of specific content language. Not only that vocational stream requires more technical vocabulary proficiencies than those in general English, but VLS also helps students build their independence by enabling self-directed engagement and assisting them in gaining responsibility for their own learning (Wanpen et al., 2013).

With the growing number of ESP, vocabulary learning strategies has become more and more important, a number of research studies have been conducted to explore the vocabulary learning strategies in ESP. A study about VLS was conducted by Gu (2018) focusing on the validation of an online questionnaire of vocabulary learning strategies for ESL learners in the context of general English. In terms of ESP context, Wanpen et al. (2013) specifically studied the technical vocabulary proficiencies and vocabulary learning strategies of Engineering Students. Although two studies have been conducted in terms of VLS in English language teaching (i.e., Gu 1996, Schmitt 2000), to the best of the researcher's knowledge, there is limited

qualitative research on vocabulary learning strategies for ESP focusing on the cruise ship area. One of the ESP research was about Engineering students (i.e., Rus 2019) As a result, in order to observe the use of a vocabulary learning strategy for a cruise ship worker, this research will examine the nature of the cruise ship worker's vocabulary learning strategies and their incorporation into their field.

1.2. Identification of the Problems

Learning English is a must, especially for cruise ship workers who frequently have to interact with people from different countries. That is why learning vocabulary is very useful. Even though they have learned the bare minimum of learning vocabulary, they still have a problem when learning vocabulary such as the use of slang words or pronouncing the phrase correctly. Vocabulary learning strategies are very important for students to have because it could help them improve their listening and speaking skills easier when they have learning strategies. Before the data collection being conducted the researcher have some pre-interview with the participant where the participant suggest that there are some factors that cause people to have problems in learning vocabulary for example: 1) the written word is different from the spoken word; 2) difficulties in grammar; 3) incorrect pronunciation because of the lack of similarity between English and the students native Language. Due to the practical constraints, this present study only focused on vocabulary

learning strategies of a cruise ship worker.

1.3. Formulation of the Problems

These present study attempts to answer this question:

- 1) How are the vocabulary learning strategies learned and applied by the cruise ship worker in his work field?
- 2) What are the most and the least used vocabulary learning strategies by a cruise ship worker?

1.4. Objectives of the Study

This research's main objective is:

1. to investigate the VLS that the cruise ship workers use is practical in his work field,
2. to explain the most and the least used VLS by a cruise ship worker.

1.5. Significances of the Study

This study was designed to give critical facts and expertise about vocabulary learning strategies of a cruise ship worker from the respondent. And

this study will give both practical and conceptual benefits.

1. Practical benefit

Practically, this study will bring benefits for the cruise ship worker who will use it as their guidance to choose which VLS to use when learning on the ship.

2. Conceptual benefit

Conceptually, this study will benefit the ESP teachers to recommend to their students which VLS to use, meanwhile other researchers also can use this study to help them to improve their knowledge in ESP study.

CHAPTER II

LITERATURE REVIEW

2.1. Vocabulary Learning Strategies

Vocabulary is among the most important building blocks in language acquisition; it helps us to communicate our ideas and opinions, share information, and understand one another. All elements of interaction, particularly listening, speaking, reading, and writing, benefit from the increased vocabulary. Therefore, in learning vocabulary, students need some learning strategies. Because it was implied by Gu and Johnson (1996) that having vocabulary learning strategies, students can improve their listening, speaking, reading and writing abilities better compared to their peers who do not use learning strategies.

One of several definitions of learning strategies provided by Schumaker and Deshler (1984) is stating that a learning strategy is a person's approach to organizing and applying a certain set of talents to acquire knowledge or accomplish other objectives in both academic and non-academic settings. Similarly, According to Oxford (1990), learning strategies encompass a range of approaches and actions, such as purposeful planning, guided instruction, focused endeavor, individual decision-making, and self-evaluation, all aimed at attaining expertise in the particular language and culture under consideration. The term learning strategies are used for an

individual's way of using skills to learn more efficiently. Oxford (1990) divides learning strategies into two categories: direct approaches and indirect approaches. Memory, cognitive, and compensatory approaches are direct strategies, whereas metacognitive, affective, and social strategies are indirect strategies.

Vocabulary learning strategies (VLS) are defined by O'Malley and Chamot (1990) as a component of general learning procedures in second language acquisition by which people acquire vocabulary in another language. As stated by Schmitt (2000), VLS may be separated into two categories: (1) techniques for discovering the meaning of a word and (2) strategies for memorizing the keyword after it has been presented. The strategies are further divided into five categories, i.e., (1) determination strategies, (2) social strategies, (3) memory strategies, (4) cognitive strategies, and (5) metacognitive techniques.

Second language vocabulary learning strategies are classified as metacognitive, memory, and activation strategies by Gu and Johnson (1996). Selective and self-initiation strategies are examples of metacognitive strategies; cognitive strategies include guesswork, strategies, competent and skilled use of the dictionary, and note-taking strategies; memory strategies are classified as rehearsal (word lists and repetition) and encrypting (association, illustrations, graphic, auditory, semantic, and contextual encoding, as well as word structure); activation strategies are examples of straddling strategies.

2.2. VLS in English for specific purposes (ESP) context

According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) is a kind of language teaching in which all content and technique decisions are based on the learner's motivation to learn. Meanwhile, Dudley-Evans (1997) defines ESP as fulfilling the individual requirements of the learners. Therefore, in this research, the writer's definition of ESP is that it is an access to learn a language based on learners' needs to learn the language. Ultimately, ESP is a branch of English as a foreign or second language, where the teachers teach English to undergraduate students or individuals who are presently working, with an emphasis on the specific vocabulary and skills they need.

Some of the examples of fields of ESP are English for engineering (Rus, 2019), English for tourism (Prachanant, 2012), and English for medical students (Donesch-Jezo, 2014). There are still a lot of other examples of ESP but the main point is that ESP is used so that people can learn the English language that they used in their particular field of expertise. In this case, the students of ESP need a specific vocabulary than those general students. According to Al Zahrani and Chaudhary (2022), the use of diverse vocabulary acquisition techniques has a significant influence on the performance of English language learners in an English for specific purposes classroom.

Schmitt (2000) proposed the idea that arguably the most thorough taxonomy of vocabulary learning Strategies is Schmitt's taxonomy of vocabulary acquisition strategies which included discovery strategies (which is used to determine the meaning of a word for the first time) and consolidation strategies (which is used for remembering words). There are two sorts of discovery strategies, i.e., determination (discovering the meaning of a new word without consulting other people), and social strategies (involving cooperation with others), while consolidation strategies can be further divided into social, memory (including the application of previously acquired information to the new term), cognitive (refers to the manipulation or alteration of language), and metacognitive strategies (utilized to regulate the learning process). While the other common strategies of learning vocabulary according to Schmitt (1997) is by guessing strategies where the student tries to guess the vocabulary using background knowledge or using context clues, note-taking strategies where the student writes the vocabulary that they learn and repeats it orally, and encoding strategies where the student try to associate the vocabulary with an image or try using the vocabulary in a sentence.

2.3. Review of the relevant studies

As mentioned earlier, a number of studies have been conducted in ESP context. One of them is research from Akbari and Tahririan (2009) examines the extent to

which Schmitt (1997) taxonomy keeps its relevance in ESP contexts, in hope that the findings of the research of Akbari and Tahririan (2009) resulted in the revision and enhancement of Schmitt's taxonomy. one hundred and thirty seven undergraduate medical and paramedical students who had registered in the study were chosen at random in ESP I at Isfahan University of Medical Sciences Iran. Using qualitative research, according to Akbari and Tahririan (2009), when presenting issues in students' fields of study, teachers should regularly use specialized and non-specialized vocabulary items, but they should also be asked the students to use them during their theoretical and training classes, and that they should allocate some score or sanction for using or not to use them in their final course grade. Students will feel more responsible for learning and using these phrases in this manner.

Prachanant (2012) did the needs analysis on English language use in the tourism industry where he conducted a study of 40 tourist personnel requirements, functions, and challenges with the English language. These workers are employed by five foreign tour firms based in tourist destinations around Thailand. In this study, Prachanant (2012) employed a quantitative method. Based on the requirements assessments, he created a foundation for receiving a broader variety of input into the material, design, and delivery of an English program by incorporating learners, instructors, course creators, and workers in the planning process.

Other relevant research was from Wanpen et al. (2013) focusing on technical vocabulary proficiencies and vocabulary learning strategies of Engineering students,

where they investigate technical vocabulary learning strategies use by engineering students and determine the differences in technical vocabulary learning strategies used by engineering students whose education backgrounds were on different streams. In this study, Wanpen et al. (2013) employed quantitative approach by using a questionnaire on technical vocabulary learning strategies that was administered to 47 undergraduate engineering students from Udon Thani Rajabhat University where the subjects were also asked to complete the technical vocabulary test, and some agreed to participate in semi-structured interviews.

Another research from Haddad (2016) was about the implementation of learner autonomy in the context of vocabulary acquisition for English language students. Haddad (2016) examined the significance of learner autonomy in VLS and explains why instructors should promote learner autonomy in VLS and the predicted impacts of learner autonomy in vocabulary learning. The subject of this study is the EFL university students from Palestine Polytechnic University in Qualitative research. Haddad (2016) claimed it was not the role of the instructor to teach every terminology to the students. Learners should rely on themselves by employing tactics that are appropriate for their ability in acquiring language.

Finally, the research that Rus (2019) did about assessing techniques in teaching ESP for engineering students where its goal is to show the benefits of employing alternate evaluation techniques in the ESP (English for Specific Purposes) class. Rus (2019) used both theoretical and practical examples from their professional expertise.

The EFL engineering students from one of the medical, pharmaceutical, and science technology departments at a university in Mures, Romania, are the focus of this study. Rus (2019) therefore concluded that using a variety of various sorts of evaluation strategies keeps students interested and active in the teaching and learning process, which is the true aim of any didactic project.

2.4. Conceptual Framework

This research refers to the concept of ESP based on Dudley-Evans (1997) stating that ESP is a style of language education in which all content and method decisions are based on the learners' motivation to learn. Meanwhile Hutchinson and Waters (1987) defined ESP to meet the specific needs of the learners. Then, in terms of VLS, this study refers to the vocabulary in language teaching concept proposed by Schmitt (2000) which classified VLS into five groups (1) Determination strategies (DET), (2) Social strategies (SOC), (3) Memory strategies (MEM), (4) Cognitive strategies (COG), and (5) Metacognitive strategies (MET).

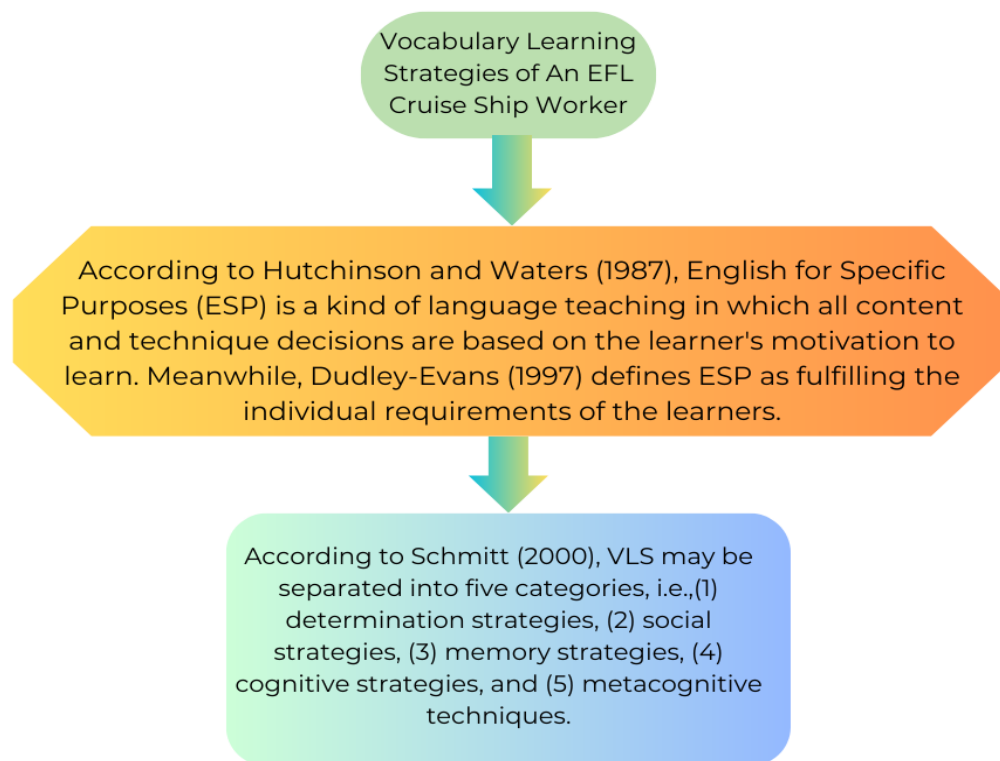


Figure 2.1. Conceptual Framework of Vocabulary Learning Strategies.

CHAPTER III

RESEARCH METHOD

3.1. Research Design

The research process involves interviewing to collect the data, analyzing the themes, and writing the report. This research uses a qualitative research approach because according to Sofaer (1999) qualitative methods are valuable in providing abundant information and developing a more fully integrated theory base and research agenda.

3.2. Settings and Participant

This research involves one participant who works on a cruise ship. This participant is an Indonesian cruise ship worker who has worked for over one year and has frequent contact with foreigners by using English as the medium of communication. The primary data were collected from internal sources. All information gathered from the study is coded to protect the participant's identity. The participant was asked to fill a permission form asking for his permission to have his voice recorded and his personal information secured by the researcher.

The participant is a man (Henry, pseudonym) in his early 30s who works as a bartender on a cruise ship. He has been working there for almost 6

years now. Before working on the cruise ship, he learned English through college because his study program is Hospitality and Tourism. After graduating from college, he applied for a job on a cruise ship and got a less-than-a-year English course to prepare him for his work. The English preparation course is needed for him, because of the nature of his job he often meets with guests (customers) who mainly speak English. The researcher selected this participant due to his experience working on a cruise ship, which enabled him to meet people from around the world and use English for his job.

3.3. Data Collection Technique

The researcher collected the data by conducting an interview with the participant. The semi-structured interview was employed because according to Magaldi and Berler (2020) they provide a balance between structure and flexibility. They generally follow a guide or protocol that is devised prior to the interview and is

focused on a core topic to provide a general structure, but also allow for discovery, with space to follow topical trajectories as the interview progresses.

Table 3.1. Matrix of interview questions

Constructs	Conceptual Definitions	Components	Interview Questions
Determination Strategies (DOT)	Strategies that students use when they discover a new meaning to a word without any help from another person (Schmitt, 2000).	a. Guessing the language structure b. Using context to make a conclusion,	1. Have you ever used specific strategies to learn English in your workplace?
Social Strategies (SOC)	Interaction with other people is used by students to	c. Using secondary sources	2. What kind of Strategies (VLS) do you use when communicating verbally while working on the ship?

	increase their language acquisition (Schmitt, 2000).	A. Interact with native speaker	3. How do you implement your learning strategies into practice?
Memory Strategies (MEM)	Students attempt to connect a phrase to be remembered with previously taught information (Schmitt, 2000).	B. Ask classmate (friend) for meaning	4. Have you ever had difficulties when trying different Vocabulary learning strategies?
Cognitive Strategies (COG)	Memory strategy are similar, but they are not centered on manipulating mental processing unlike Cognitive	A. Use keyword method	
		B. Word grouping	
		A. Verbal and Written repetition	5. What are the most practical strategies to use for learning vocabulary in
		B. Word list	

	Strategies (Schmitt, 2000).		your workplace in your opinion?
Metacognitive Strategies (MET)	Students are reviewing the learning process to make judgments on how to effectively plan, monitor, and evaluate learning (Schmitt, 2000).	A. Skip or pass new word B. Continue to study word over time C. Test oneself with word test	

3.4 Data Analysis Technique

The data analysis this research used is thematic analysis from Braun and Clarke (2006) for interviews using a recording of the interview. There are six phases of thematic analysis as seen below.

(1) Familiarizing with data and ordering,

In this stage, the researcher familiarized with the data through transcribing the interview and then re-reading the interview transcripts.

(2) Constructing initial codes

In this stage the researcher broke down the qualitative data to distinct excerpts and created codes to label them.

(3) Reading and searching for themes

After developing the basic codes, the researcher started to look for patterns and began developing the themes.

(4) Reviewing Themes

After identifying the themes, the researcher ensured that the themes were relevant and accurate in representing the data.

(5) Defining and naming themes

The final themes list was created and named such as SOC for social strategies and MEM for memory strategies, etc.

(6) Interpreting the data and producing the reports

Finally, the researcher wrote the analysis or interpretation of the data to report the findings that had been found.

the themes that is used in this study will be transformed into codes

Coding matrix

Coding sample	Meaning
VLS/DOT/HENRY/001	VLS: Vocabulary Learning Strategies DOT: Determination Strategies HENRY: Interviewee 001: Number of the line

Construct	Themes	Code
Vocabulary Learning Strategies	Determination Strategies (DOT)	VLS/DOT/HENRY/001
	Social Strategies (SOC)	VLS/SOC/HENRY/001
	Memory Strategies (MEM)	VLS/MEM/HENRY/001
	Cognitive Strategies (COG)	VLS/COG/HENRY/001
	Metacognitive Strategies (MET)	VLS/MET/HENRY/001
	Emergent Findings (EF)	VLS/EF/HENRY/001

3.5. Trustworthiness

We examined the study's four components to determine its trustworthiness.

These are as follows: credibility, confirmability, transferability, and dependability

a. Credibility

To maintain the trustworthiness of our study, we ensure that data

collection, especially during interviews, is accurately conducted. The researcher avoids making assumptions during the interviews and relies only on factual data provided by participants. The researcher confirms that all important data is included and irrelevant data is excluded. Suter (2012) supports this by explaining that credibility comes from believing in the accuracy of findings. This belief is strengthened by evidence such as participants confirming the conclusions, and different sources like transcripts and field notes aligning with each other. These factors improve the research.

b. Confirmability

To ensure the research's confirmability, the researcher set aside personal opinions and biases to prevent distorting the data. One way to achieve this is by recording interviews, taking notes, and maintaining a diary during the study. This is important because, as noted by Shenton (2004), achieving confirmability is crucial in qualitative studies. Steps need to be taken to guarantee that the findings reflect participants' views, not the researcher's own biases.

c. Transferability

To enhance transferability, the researcher clearly explained the research environment and key assumptions. All data was presented transparently,

with detailed descriptions. This allows other researchers who want to apply the findings in a new setting to decide if it's suitable. Shenton (2004) defines transferability as providing background information to contextualize the research and describing the phenomenon in question clearly for making comparisons.

d. Dependability

To ensure the dependability of our research, the researchers applied a code-recode approach during data analysis. They also had peers review the collected and processed data to ensure consistency. This boosted the study's reliability. Sandelowski (1986) defines dependability as the consistency and reliability of research findings, along with well-documented research methods that allow external parties to follow, review, and critique the process.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. FINDINGS

The data were collected from the interviews. The interviews were conducted via face to face interview for the first and the rest were conducted by using Zoom, the duration of the interview reached about 90 minutes.

4.1.1. Vocabulary Learning Strategies (VLS) used by Cruise Ship Worker

Schmitt (2000) classified VLS into two categories based on the techniques used for word acquisition and strategies employed for memorization. These categories can be further divided into five subcategories, which include determination, social, memory, cognitive, and metacognitive strategies. Among these, social strategies are often utilized by cruise ship workers, especially bartenders, for learning new vocabulary through direct communication with native speakers. Conversely, metacognitive strategies are the least commonly used.

a. Determination

According to Schmitt (2000), determination strategy is defined as the strategy that students use when they discover a new meaning to a word without any help from

another person. This strategy makes use of a number of approaches, including inferring language structure from context cues and secondary sources like dictionaries or Google. Cruise ship workers can enhance their vocabulary skills and gain a better understanding of the language by employing this approach. This approach requires a significant amount of persistence and determination, as acquiring new terminology independently can be challenging. However, this strategy offers numerous benefits as it empowers workers to independently learn languages, making them better equipped to tackle unfamiliar words and concepts. The example of determination strategies used by Henry can be seen from Excerpt 1.

Excerpt 1

“... when a customer uses a slang sentence that I don't understand, I usually *try to find its meaning on Google* first.”

(VLS/DOT/HENRY/020)

b. Social

According to Schmitt (2000), interaction with other people can be used by students to increase their language acquisition. Cruise ship workers can expand their vocabulary and grasp a deep understanding of the language by engaging in conversations with colleagues who are fluent speakers of the language or with native speakers. This approach becomes especially valuable when workers encounter specific language aspects that require clarification or when they encounter unfamiliar words or

phrases. By conversing with others, cruise ship workers can seek explanations, receive feedback on their language usage including vocabulary, grammar, and pronunciation. Engaging in these conversations can enhance workers' social skills, boost their confidence, and strengthen their motivation to learn while in a work environment. Whether it's through one-on-one discussions or group interactions, connecting with fellow workers can be a potent method for acquiring language skills. The participant used this strategies when he needed clarification from a native speaker or help from a friend when asking about a new word or vocabulary. The participant's strategies of social strategies can be seen from excerpt 2.

Excerpt 2

“It's easier if you *ask (the meaning of some words) to a friend or customer* so there's no misunderstanding.” (VLS/SOC/HENRY/022)

c. Memory

In memory strategies, students attempt to connect a phrase to be remembered with previously taught information (Schmitt, 2000). This approach implies that cruise ship workers can enhance their learning and retention of new information by linking it to previously acquired knowledge. Just as students use this strategy, cruise ship workers can connect new concepts and ideas to what they have previously learned, establishing a foundation for future understanding. By forming associations between newly encountered terms and their existing knowledge, workers can make learning

more effective and enhance memory recall. This method aids cruise ship workers in comprehending and recalling information more effectively, allowing them to create a network of interconnected concepts. Moreover, this approach supports cruise ship workers in applying their newly acquired knowledge in various scenarios and contexts, facilitating the transfer of learning. Ultimately, linking new information to previously learned material proves to be a powerful technique that enhances cruise ship workers' comprehension and long-term retention of new concepts. The participant used this strategy when he learned something new and connected it to something that he had learned in the past. The participant's strategies of memory strategies can be seen from excerpt 3.

Excerpt 3

“I learn the layout of the ship by *remembering* what part of the ship (in English) I'm going to work on and where the important part of the ship is first, like where the lifeboat is.” (VLS/MEM/HENRY/012)

d. Cognitive

Cognitive strategies are similar to Memory, but they are not centered on manipulating mental processing unlike Cognitive Strategies (Schmitt, 2000). Cognitive strategies are an essential component of language learning, which involves the use of various techniques to improve comprehension and retention of new information. These

strategies are different from memory strategies, which focus mostly on manipulating mental processing. Cognitive strategies, on the other hand, are focused on improving the learning process through active thinking and problem-solving. Repetition is a cognitive method that cruise ship workers utilize to enhance their memory of important information. For example, if cruise ship workers encounter new procedures or terms that catch their attention, they can mentally repeat the steps or definitions until they become well-remembered. This technique serves to strengthen the learning process and make the new information stick in their memory. Moreover, cognitive techniques encompass various other approaches like jotting down notes, summarizing, and self-assessment. By employing these techniques, cruise ship workers can enhance their grasp of crucial details and improve their ability to recall them, resulting in improved job performance and a more profound understanding of their work. The participant used this strategy when he found a new vocabulary that intrigued him, and then he repeated the meaning of the word over and over again in his head. The participant's strategies of cognitive strategies can be seen from excerpt 4.

Excerpt 4

“ I *keep repeating* the words (Drink names/Ingredients) over and over again in my head.” (VLS/COG/HENRY/046)

e. Metacognitive

In Metacognitive strategies, students are reviewing the learning process to make judgments on how to effectively plan, monitor, and evaluate learning (Schmitt, 2000). A crucial aspect of the language learning process involves the review and evaluation of the learning process. In order to properly plan, monitor, and evaluate their learning, students must first analyse their progress. Cruise ship workers can enhance their job performance by reflecting on their work process, identifying strengths and areas for improvement, and adjusting their work methods accordingly. In the realm of customer service on a cruise ship, through standardized assessments like evaluations of customer interactions, workers can evaluate their service skills. These evaluations provide a comprehensive overview of a worker's customer service abilities, covering interactions, communication, problem-solving, and more. By undergoing these assessments, cruise ship workers can tailor their approach to customer service by recognizing their strong points and areas to enhance. Moreover, the results from these assessments can help workers set realistic goals and formulate personalized plans for professional growth. Regular self-evaluation and analysis are vital aspects of refining customer service skills, enabling cruise ship workers to monitor their progress, stay motivated, and achieve their professional goals. An individual cruise ship worker applied this approach by subjecting themselves to simulated customer service scenarios and assessments. This typically involves evaluating their ability to use appropriate customer service language, such as greeting guests, assisting with requests, recommending activities, or addressing concerns. Before these assessments, the worker often learns new phrases to

enhance their preparedness. The participant's strategies of metacognitive strategies can be seen from excerpt 5 and 6.

Excerpt 5

".... an English test (containing Listening, Speaking, Writing tests) is held every 2 years. The test was like a vocabulary test for customer service checking on our skill in giving service. Usually, in the test, we will be given a different scenario, so each bartender has a different test."

(VLS/MET/HENRY/044)

Excerpt 6

"..... a day before the test I *learned one new vocabulary that I didn't know for the whole day*, and how to use that vocabulary in the practice test." (VLS/MET/HENRY/074)

4.1.2 Emergent finding: Learning mistakes from others

Interestingly, the participant technique for learning vocabulary extends beyond just using the five strategies from Schmitt (2000). He also recognizes the importance of learning from his own mistakes and the mistakes of others. In particular, he has found that one of the most effective ways to avoid making mistakes when learning new vocabulary is to learn

from the mistakes of his friends. By observing the errors made by others, he is able to gain a better understanding of the correct usage of words and phrases. This strategy also helps him to identify common errors and pitfalls to avoid, improving his overall comprehension and retention of new vocabulary. By incorporating that collaborative approach to learning, The participant was able to maximize his language learning potential and achieve his language learning goals.

Excerpt 9

“One day, a customer said he had Hunger Pangs, which meant he’s hungry, but my friend misheard that to Hunger Pain so was given ulcer medicine. ...” (VLS/EF/HENRY/026)

4.1.3. The most commonly used and the least used VLS by a cruise ship worker

The participant suggests that social strategies are the most commonly used strategy in a cruise ship work field, particularly for individuals working in customer-facing roles such as bartenders because from the interview the participant give eight example of social strategies. This is because social strategies involve interaction with others, allowing for direct communication and clarification of any misunderstandings. In such an environment, it is essential to communicate effectively with customers, especially when there are language barriers. By using

social strategies, cruise ship workers can engage in conversations with native speakers and ask for clarification when necessary, which can help to avoid misunderstandings and ensure that the customer's needs are met.

Excerpt 7

“Learning vocabulary by asking or even having a conversation with friend and customer is the way I usually use to learn vocabulary because it allows me to avoid making a mistake when communicating.”(VLS/SOC/HENRY/022)

Conversely, the participant suggested that metacognitive strategies were the least used in that context because of he only explain two strategies in metacognitive. Metacognitive strategies focused on self-awareness and reflection, which might not have been as relevant in a fast-paced work environment where immediate customer satisfaction was paramount. While metacognitive strategies could have been useful in other contexts, they were not as essential in a cruise ship work field, where social strategies were crucial for effective communication with customers.

Excerpt 8

“...English test (Listening, Speaking, Writing) is held every 2 years, a test like Customer Service Vocabulary test where they check on our skill in giving service, usually in the test we will be given a different scenario, so each bartender have a different test.”
(VLS/MET/HENRY/044)”

“..... a day before the test I learned one new vocabulary that I didn't know for the whole day, and how to use that vocabulary in the practice test.” (VLS/MET/HENRY/074)

“Learning for a test is not really a way for me to learn vocabulary, because the test is only conducted once in two years. So it is not really a practical way for me as a bartender to study new vocabulary.

4.2. DISCUSSIONS

This study used VLS from (Schmitt, 2000) that correspondent to the previous study that also used VLS from (Schmitt, 2000) that explain VLS have 5 categories Determination, Social, Memory, Cognitive, and Metacognitive.

1) Determination strategies

The participants utilized determination strategies during his time working on a cruise ship, which involved using secondary sources such

as Google or a dictionary to aid in his vocabulary learning. Meanwhile, in a previous study by Akbari and Tahririan (2009), in the context of paramedical English in Iran, it was found that 40% of participants were successful in learning English within context, meaning they learned the word in an English sentence or alongside its English synonym.

2) Social Strategies

The participant utilized social strategies to enhance their vocabulary acquisition, seeking clarification from native speakers or assistance from friends when encountering unfamiliar words. This finding confirms a study conducted by Al-Bidawi (2018) on the Vocabulary Learning Strategies (VLSs) Preferred by Saudi EFL Students, it was found that social strategies were employed to solidify the meaning of newly encountered words. This involved engaging in discussions with others and collaborating in group activities. The study further highlighted the significance of classroom interactions between peers and teachers in employing this strategy. The findings also indicated a strong inclination among Saudi undergraduate EFL learners towards social strategies, with a comparatively lesser emphasis on cognitive, meta-cognitive, and determination strategies.

3) Memory Strategies

The participant employed this strategy when encountering new

information, linking it to prior knowledge or experiences. On the other hand, M. Al Zahrani and Chaudhary (2022) stated that their student in the science stream that were studying an ESP course in the second semester of the academic year most preferred strategy by 52.4% is the memory strategies. this is backed up by Duong (2022) where it is revealed that students in Automotive Technology and Electrical and Electronics Technology fields used creating visual representations, instead of prior knowledge, to memorize new ESP vocabulary items. They found this strategy to be engaging and effective, facilitating their learning of ESP vocabulary with the assistance of keywords. While memory strategies using visual representations to memorize ESP vocabulary easier for students in technology fields as it give a concrete and practical visualization, it does not help a bartender in a cruise ship setting because unlike technical fields where visual representations can help in understanding complex concepts, vocabulary for bartenders is primarily focused on communication and interaction with customers.

4) Cognitive Strategies

The participant employed this approach when encountering captivating new vocabulary, repeatedly rehearsing the word's meaning in their mind. Conversely, in Duong (2022) study, many participants who preferred to use cognitive strategies, use the strategies such as

maintaining a personal ESP vocabulary notebook to learn new words whenever feasible. Some even chose to write down ESP lexical items on paper and read them aloud as part of their learning process. The usage of a personal ESP vocabulary notebook is not practical for a bartender in a cruise ship setting, as it is inconvenient to bring an ESP vocabulary notebook when they are working.

5) Metacognitive Strategies

The participant employed this approach only when he assessed his own knowledge through various word tests, such as those in Listening, Speaking, and Writing. Typically, these tests took the form of vocabulary assessments for customer services, evaluating the bartender's proficiency in effectively utilizing customer service-related vocabulary. This involved scenarios where the participant needed to choose appropriate phrases for greeting customers, taking orders, making drink suggestions, or addressing customer inquiries. This seems contradictory to the study conducted by Putri et al.(2023) where they said that the students employ metacognitive techniques during the stages of planning, monitoring, and assessment. Drawing from the outcomes and the discourse concerning the initial research query. this result also backed up by Duong (2022) who revealed that metacognitive strategies were the most frequently employed strategy. Specifically, the participants from

Duong (2022) frequently engaged in ESP vocabulary exercises, with a notable emphasis on utilizing metacognitive strategies. Notably, the strategy that stood out the most was the practice of testing oneself or completing exercises to evaluate understanding of ESP lexical items. While the metacognitive strategy may work for students because they have a lot of free time this isn't really a practical method for a bartender because not only they have a limited time to learn new vocabulary they are more often acquiring vocabulary and communication skills through on-the-job experience and exposure to real-life situations.

Learning from other mistakes (Emergent Finding)

The participant discovered that one of the most efficient strategies to prevent errors while acquiring new vocabulary is to learn from the mistakes made by their friends, thereby enhancing their grasp of proper word and phrase usage and recognizing common mistakes to avoid. This finding is supported by Kryeziu (2015) who emphasizes that encountering errors or mistakes during the learning process is natural. Research has revealed that students may dislike making mistakes, but they appreciate being corrected as it is essential for effective learning. Being alerted to their mistakes enables them to learn and improve their understanding and retention of new vocabulary.

The most and the least used VLS for a cruise ship worker

- The most used strategies: Social strategy

The participant emphasizes the value of social strategies in the cruise ship work field, particularly for customer-facing roles like bartenders. These strategies enable direct communication and clarification of misunderstandings through interactions with others. Effective communication with customers, especially in the presence of language barriers, is crucial in such environments. By employing social strategies, cruise ship workers can engage in conversations with native speakers, seek clarification when encountering unfamiliar words, and receive assistance from friends. This approach helps avoid misunderstandings and ensures the satisfaction of customer needs. Supporting this notion, a study by Al-Bidawi (2018) on Vocabulary Learning Strategies (VLSs) Preferred by Saudi EFL Students revealed the use of social strategies to reinforce the meaning of newly encountered words. This involved engaging in discussions, group collaborations, and active participation in classroom interactions, which Saudi undergraduate EFL learners showed a strong preference for, along with a lesser emphasis on cognitive, meta-cognitive, and determination strategies.

- **The least used strategies: Metacognitive strategies**

The participant suggested that metacognitive strategies were the least used in that context. Metacognitive strategies focused on self-awareness and reflection, which might not have been as relevant in a fast-paced work environment where immediate customer satisfaction was paramount. The limited use of metacognitive strategies for bartenders in a cruise ship setting can be attributed to the task-oriented nature of their role, established routines, time constraints, and the reliance on on-the-job experience, which prioritize efficiency and execution over conscious reflection on one's cognitive processes. While metacognitive strategies could have been useful in other contexts, they were not as essential in a cruise ship work field, where social strategies were crucial for effective communication with customers.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

In conclusion, the participant demonstrated the utilization of a variety of effective strategies during their tenure as a cruise ship worker. Determination strategies were employed, involving the use of supplementary resources like Google or a dictionary to aid in expanding vocabulary. Additionally, social strategies were adopted, with the participant seeking clarification from native speakers and relying on friends for assistance when encountering unfamiliar words. This approach extended to connecting new information with existing knowledge of memory strategies, contributing to a deeper understanding. The practice of cognitive strategy of repeatedly mentally rehearsing the meanings of captivating new words was another technique employed by the participant. Furthermore, the participant engaged in metacognitive strategies by self-assessment through various word tests, particularly in the domains of Listening, Speaking, and Writing, which often involved vocabulary assessments for customer service scenarios. This strategy enabled them to effectively apply customer service-related vocabulary, improving communication for greeting customers, taking orders, suggesting beverages, and handling inquiries. The participant's keen observation of their friends' errors emerged as another valuable learning strategy, enhancing their ability to

correctly use words and phrases while also helping them avoid common mistakes. Collectively, these strategies underscore the participant's proactive approach to vocabulary acquisition and their dedication to enhancing language skills in a practical context. In the end, social strategies emerge as the predominant approach in the cruise ship work field, particularly among individuals occupying customer-facing positions like bartenders. The widespread use of social strategies can be attributed to their emphasis on interpersonal interaction, enabling direct communication and effective clarification of any potential misunderstandings. Given the context of customer service and potential language barriers, effective communication becomes paramount. By employing social strategies, cruise ship workers actively engage in conversations with native speakers and proactively seek clarification, thereby mitigating misunderstandings and ensuring the fulfilment of customer needs.

5.2. Suggestions

The study's findings, derived from a qualitative research design, offer various recommendations for future research. One suggestion is to integrate a quantitative approach using questionnaires to generate captivating outcomes. This research also provides valuable insights into the vocabulary learning strategies employed by an EFL cruise ship

worker, offering a unique perspective within the context of the cruise ship industry. It can serve as a reference for future studies exploring vocabulary acquisition strategies in specific professional domains. Moreover, the findings inform instructional practices in ESP classrooms, where teachers can incorporate similar strategies, such as utilizing context clues, authentic conversations, industry-related materials, and technology-based resources, to enhance vocabulary acquisition and usage among students pursuing careers in the cruise ship industry. By adopting these effective strategies, cruise ship workers can enhance their vocabulary knowledge and communication skills, leading to improved job performance and customer service.

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Lampiran

Transcription

Thematizing Matrix

Construct	Themes	Code
Vocabulary Learning Strategies	Determination Strategies (DOT)	VLS/DOT/HENRY/001
	Social Strategies (SOC)	VLS/SOC/HENRY/001
	Memory Strategies (MEM)	VLS/MEM/HENRY/001
	Cognitive Strategies (COG)	VLS/COG/HENRY/001
	Metacognitive Strategies (MET)	VLS/MET/HENRY/001

Coding matrix

Coding sample	Meaning
VLS/DOT/HENRY/001	VLS: Vocabulary Learning Strategies DOT: Determination Strategies HENRY: Interviewee 001: Number of the line

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TRANSCRIPTION

Interviewee : Henry (Pseudonym)

Interviewer : Ristiano Anggoro Mahardi

Date of interview : 24/11/22

List of Acronyms : HN=Henry, IN=Interviewer

Subject	Line	Transcription	Theme	Coding
IN	001	How many years have you been working as a bartender in a cruise ship?		
HN	002	I've been working as a bartender for around 5-6 contract so it's like 5 years now.		
IN	003	When you are working as a bartender in a cruise ship which countries have you visited?		
HN	004	So far i've been traveling around Europe including morocco in Africa continent, and then some part of an island		

		which is in Spain territory it's called Canary Island.		
IN	005	When you are working in a cruise ship what countries are people/Passenger in it?		
HN	006	Actually I'm working in a British company which is the guest is only for British including Scottish, Welsh and Irish. So it's only UK/United Kingdom only at the moment yes only that one.		
IN	007	So they mainly use English as the speaking language yes?		
HN	008	Yea, we're using English for our main activity yes.		
IN	009	So this goes into my other question, How many years		

		have you been learning English?		
HN	010	I've been starting to seriously learning English in junior high school.		
IN	011	Where do you learn English for cruise ship worker?		
HN	012	Before i join the ship 5 years ago i get some training from the agency for English and i learn about English especially for working in the ship, about the layout of the ship, about the department and everything for around 6 months. I learn layout of the ship by remembering what part of the ship i'm going to work and where is the important	Memory Strategies (MEM)	VLS/MEM/HENRY/012

		part of the ship first, like where is the lifeboat is.		
IN	013	For my next question is that, have you ever met a vocabulary/word that you don't understand?		
HN	014	Sometimes i still find some word/Vocabulary that i don't understand.		
IN	015	How do you try to learn that vocabulary?		
HN	016	The easiest way is to ask for help from my friend or i will try to look it in Google	Social Strategies (SOC) Determination Strategies (DOT)	VLS/SOC/HENRY/016 VLS/DOT/HENRY/016
IN	017	Do you have any difficulties when trying to understand certain accent?		

HN	018	Yes, some of the Scottish people have a very different accent we need to hear clearly what are they saying, but after a few months talking and have many guests as them i now don't have much difficulty anymore, i know what are they talking to me.	Social Strategies (SOC)	VLS/SOC/HENRY/018
IN	019	Selain kesulitan dari aksen apakah ada masalah lain ketika mempelajari vocabulary?		
HN	020	kesulitan mungkin dari penggunaan Kata/Kalimat <i>Slang</i> , ketika ada customer yang menggunakan kalimat <i>Slang</i> yang tidak aku ketahui biasanya aku coba cari dulu maksudnya di google atau tanya langsung	Social Strategies (SOC) Determination Strategies (DOT)	VLS/SOC/HENRY/020 VLS/DOT/HENRY/020

		kepada kustomer apa maksud dari kalimat <i>Slang</i> itu		
IN	021	Pernah gak mas sewaktu ada vocabulary baru yang gak dipahami dicoba dipahami hanya dengan konteks kalimat yang dibicarakan?		
HN	022	Gak jarang sih mencoba sedikit-sedikit untuk memahami vocabulary cuman dengan konteks, tapi ya seperti yang aku bilang lebih gampang kalo ditanyakan ke teman atau kustomer supaya gak ada salah paham.	Social Strategies (SOC) Determination Strategies (DOT)	VLS/SOC/HENRY/022 VLS/DOT/HENRY/022
IN	023	Emang pernah ada kesalahan pahaman mas sewaktu mempelajari vocabulary		

		dengan hanya konteks kalimat?		
	024	Untung nya sejauh ini aku belum pernah sih, tapi temanku sudah pernah dapat kejadian kaya gitu jadi buat pengingat aja.		
IN	025	Kejadiannya kaya gimana mas?		
HN	026	Cuman masalah kecil sih, kustomer ada yang bilang dia ada <i>Hunger pangs</i> yang maksudnya perutnya lapar gitu, nah sama temanku dipikirkannya <i>Hunger Pain</i> terus dikasih obat maag, kustomernya bingung lah mau makan malah dikasih obat maag.	Learning from others' mistake	
IN	027	Setelah itu gimana mas, kustomernya marah kah?		

HN	028	Gak cuman masalah gitu gak bakal marah, ya kustomernya pada ketawa aja karena emang <i>Honest mistake.</i>		
IN	029	In your opinion what is the best strategies to learn vocabulary as a cruise ship worker?		
HN	030	Keep learning while you are working, don't be shy to ask questions and don't be afraid to be wrong.	Social Strategies (SOC)	VLS/SOC/HENRY/030
IN	031	Alright, for the next questions is what other language do you use among the crew member, I imagine that there's a lot of people from other continent right?		

HN	032	I have some friends from eastern europe like serbia, ukraine, russian people. From asia like india but we still use English daily because that's the only way we can understand each other.		
IN	033	How do you implement your vocabulary learning strategies when you are working?		
HN	034	I will ask directly, if i don't understand something i will ask them, i will ask one of my friend in my opinion this is the easiest way to learn	Social Strategies (SOC)	VLS/SOC/HENRY/034
IN	035	Do you need some specification to work in a cruise ship?		
HN	036	Of course, we need to learn what we need to do in the ship,	Memory Strategies (MEM)	VLS/MEM/HENRY/036

		<p>in a cruise ship especially because when you are working in the land is totally different when you are working in a cruise ship so at least you need to have some proper training and knowledge to work in a cruise ship. Especially as a cruise ship worker we need to learn and remember where is the staff lounge so that we doesn't mix with the passenger.</p>		
IN	037	<p>Selain tanya teman dan kustomer ada cara lain buat belajar vocabulary gak sih mas?</p>		
HN	038	<p>Mungkin dari baca novel atau majalah, biasanya aku ketemu beberapa vocabulary baru.</p>	<p>Determination Strategies (DOT)</p>	<p>VLS/DOT/HENRY/038</p>

IN	039	Terus tau arti dari vocabulary itu gimana mas?		
HN	040	Kalau aku misalnya nemu dari novel karena biasanya aku pakai E-book aku tinggal copas aja terus search di google.	Determination Strategies (DOT)	VLS/DOT/HENRY/040
IN	041	Novel kaya gimana yang mas baca?		
HN	042	Aku sih sering baca novel fantasy, waktu selesain satu novel sering banget aku ngulang baca lagi	Cognitive Strategies (COG)	VLS/COG/HENRY/042
IN	043	Tapi setelah dapat training dari agensi kapal pesiar gak ada tes lagi kan mas?		
HN	044	Untuk tes bartender sih keliatanya gak ada lagi, tapi kalau tes bahasa inggris (Listening,Speaking,Writing)	Metacognitive Strategies (MET)	VLS/MET/HENRY/044

		ada setiap 2 tahun sekali, tes kayak latihan kustomer servis yang ngecek kemampuan kita ngasih servis, biasanya tesnya itu dikasih skenario masing-masing jadi setiap bartender beda-beda tesnya		
	045	Pernah gak mas belajar vocabulary baru dari dengerin musik atau film gitu?		
	046	Kalau itu sih sering aku, kalau ada vocab baru yang aku denger aku bakal cari artinya di google terus aku ulang ulang terus kalimatnya di kepala.	Determination Strategies (DOT) Cognitive Strategies (COG)	VLS/DOT/HENRY/046 VLS/COG/HENRY/046
IN	047	Waktu kerja di kapal pesiar gimana sih mas? Setiap pekerja punya kamar masing		

		atau harus sharing dengan pekerja lain?		
	048	Ya untuk worker kaya bartender steward dan staff lainnya harus sharing.		
	049	Penempatannya sesuai nasionalitas atau random mas?		
	050	Kalo di kapalku sih random, pernah sekamar sama temenku yang dari southeaset asia kaya thailand atau vietnam juga pernah sekamar sama teman dari spain.		
	051	Pernah ada kesulitan komunikasi gak mas sama teman sekamarnya?		
	052	Untuk aku sendiri sih alhamdulillah sejauh ini belum	Social Strategies (SOC)	VLS/SOC/HENRY/052

		<p>pernah karena <i>like I said before we still use English as our daily language because that's the only way we can understand each other</i>, kami juga sering belajar belajar bareng bantu ketika ada kata yang kita gak tahu</p>		
	053	<p>Kalau belajar vocabulary lewat visual pernah gak mas? Pakai gambar kaya gitu</p>		
	054	<p>Gambar kaya gimana maksudnya?</p>		
	055	<p>Misal kalau ada vocab <i>Religious</i> nanti ada gambar kaya masjid gitu</p>		
	056	<p>Oh kaya gitu, dulu waktu training di agensi pernah sih diajarin kaya gitu tapi gak</p>		

		pernah lagi aku belajar kaya gitu lagi.		
	057	Kerja jadi bartender di kapal pesiar berapa jam sih mas seharinya?		
	058	Sehari sekitar 10 jam tapi kita bagi jadi dua shift kita rotasi setiap 5 jam sekali		
	059	Rame banget mas setiap harinya?		
	060	Waktu malam sih paling rame itu, tapi ya siang masih ada banyak yang dateng ke bar		
	061	Siang gitu udah banyak yang mabuk berarti mas?		
	062	Gak juga sih, kebanyakan orang yang naik kapal pesiar itu lagi vacation jadi jarang yang minum		

		sampai mabuk gitu, yah walaupun gitu tetep ada beberapa yang minum berlebihan.		
	063	Terus gimana mas kalau udah kaya gitu?		
	064	Biasanya sih kita berhenti ngasih mereka <i>drink</i> , kita kasih air putih biasa biar gak <i>hangover</i>		
	065	Pernah gak mas ada kesulitan komunikasi sama customer karena mereka mabuk?		
	066	Ada bebeapa kali		
	067	Itu gimana ngatasinya mas		
	068	Ya aku minta mereka ngulang lagi apa yang mereka omongin, kalau gak gitu aku tanyain ke	Social Strategies (SOC)	VLS/SOC/HENRY/068

		temen bartender yang satu shift sama aku.		
	069	Selain tanya teman, google, repeating word ada lagi nggak mas cara belajar vocab?		
	070	Mungkin one word a day ya.		
	071	Apaan itu mas?		
	072	Ini cara temenku belajar vocab sih, jadi dia punya kalender nah setiap harinya itu ada macam macam vocab nah setiap harinya dia belajar vocab baru dari situ		
	073	Mas sebelum ujian ada trik buat belajar vocab gak?		
	074	Kalo aku sih cuman sehari sebelum ujian aku belajar kata baru yang aku belum tau terus terusan selama sehari penuh,	Metacognitive Strategies (MET)	VLS/MET/HENRY/074

		gimana cara pakai vocab itu di dalam praktik kaya gitu.		
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SOC:8

DOT: 6

MEM: 2

COG: 2

MET: 2

Consent Form

Participant Consent Form

[Vocabulary Learning Strategies of An EFL Cruise Ship Worker]

Consent to take part in research

- I voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that I will not benefit directly from participating in this research. · I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising

any details of my interview which may reveal my identity or the identity of people I speak about.

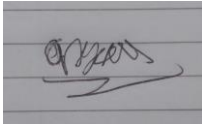
- I understand that disguised extracts from my interview may be quoted in dissertation, conference presentation, published papers etc.
- I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms and original audio recordings will be retained in researchers Google Drive until the exam board confirms the results of their dissertation.
- I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of research participant

A handwritten signature in black ink on a piece of lined paper. The signature is cursive and appears to be 'John Doe'.

Signature of researcher

I believe the participant is giving informed consent to participate in this study

A handwritten signature in black ink on a piece of lined paper. The signature is cursive and appears to be 'Jane Smith'.

23 March 2023