A SURVEY ON INDONESIAN UNDERGRADUATE STUDENTS' ENGLISH VOCABULARY LEARNING STRATEGIES

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis does not contain a part the work of people, except cited from quotation, references and science paper should.

Yogyakarta, 16 August 2023

Poppy Bella Hartati

MOTTO

"Barangsiapa yang mengerjakan kebaikan sekecil apapun, niscaya dia akan melihat (balasan)nya." - (Q.S Al-Zalzalah: 7)

DEDICATION

I dedicated this thesis to my parents, especially my mother who always support me and giving me a strength to write the thesis.

I also dedicated this thesis to my siblings, Laras Bika Hartanti, S.P., M.Sc., Clara Bina Haryati and Mutiara Bunga Haryanti, who giving me strength and motivate me to complete my thesis.

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A SURVEY ON INDONESIAN UNDERGRADUATE STUDENTS' ENGLISH VOCABULARY LEARNING STRATEGIES

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ABSTRACT

The purpose of this study is to identify the learning strategies that are used to learn vocabulary among EFL undergraduate students at a private university. The respondents in this study was 49 students in a total of the English Language Education Department. This study used quantitative method, a survey study and the instrument to collect the data was adapted by Gu (2018). The questionnaire consisted of 50 items divided into 4 dimensions was carried out. The data were analyzed using SPSS 26 and reported through descriptive statistics through mean and standard deviation. The results showed that the cognitive strategies were the most strategy used by EFL undergraduate students with a mean score (M= 4.06) followed by reinforcement strategies with a mean score (M= 4.00) and Metacognitive strategies with a mean score (M= 3.90). Meanwhile, the activation strategies were the strategies less used by EFL undergraduate students with a mean score (M= 3.67). The findings suggest that it can encourage the teachers as part of the material design for the lesson plan and the students can find the right strategies that are suitable for them.

Keywords: *EFL Undergraduate students, survey, vocabulary learning strategies*

CHAPTER I

INTRODUCTION OF THE STUDY

This chapter presents the introduction of the study, the formulation of the problem, the objective of the study, and the significance of the study.

1.1 Introduction of the study

Zimmerman (1997) stated that vocabulary turned into critical importance for EFL novices and additionally a center of language itself. Amiryousefi (2015) argued that vocabulary learning was the most crucial component because it is central of all language competencies that may produced essential conversation. Vocabulary learning is probably facilitated by way of using vocabulary learning strategies. Indeed, it helped language students discover the way to learn words and develop it more efficiently, thus it is still considered one of the most essential abilities in language learning.

In spite of being the most essential part of language learning, due to lack of knowledge, some students still struggle to learn vocabulary. Hadi and Guo (2020) conducted survey research to investigate the belief about learning vocabulary and vocabulary learning strategies among Afghanistan students. The researchers adapted an instrument that developed by Gu (2018) and found that a lack of vocabulary knowledge can affect the ability to learn and use English effectively and the researchers believe that It can also trigger many problems in communication and students cannot catch the language learning well.

In another research, Saddigh and Shokrpour (2012) examined Iranian students' vocabulary learning strategies based on gender. The study found that there are significant differences between students' gender and their choice of vocabulary learning strategies (VLS). The students often prefer Individual learning rather than working with a group of people,

further, they are not aware of the useful information in the dictionary as well. Hashemi and Hadavi (2015) also pointed out that some Afghanistan students are not aware of the strategies to learn vocabulary due to a lack of interest or a lack of facilities. In distinction to the research above, it can be seen that the students still struggle to discover the strategies that are suitable for them to learn vocabulary.

In classroom context, Ghalebi et al. (2020) conducted a research through Iranian students about vocabulary learning strategies in class by using open-end questionnaire in the class. The study found that language teacher frequently used same strategies in the class instead of using different strategies for each day, it can cause a students unaware about these strategies. Ghalebi et al.(2020) also pointed out that many studies provided a proof that the use of strategy has an impact into students vocabulary learning process.

In the Indonesian context, Nur and Jusoh (2022) conducted a study to investigate the vocabulary learning strategies of Indonesian EFL Students in Malaysia based on gender, the researchers use Schmitt (1997) taxonomy and found that females and males have significantly different scores when it comes to learning vocabulary, there are some determine results that most of Indonesian EFL students commonly used five strategies, there are memory strategies, determination, cognitive strategies, metacognitive strategies and social strategies to learn vocabulary. In other research, Rachmawati et al., (2018) conducted research to discover the type of strategies used at Merdeka University, the researcher adopt two instruments, a survey instrument from Cohen (2017) and the interview instrument adopt from Merriam (1997) to enrich the data, the researcher discovers that the most strategies that used by the first year students were Dictionary, meaning of the text, and analyzing the picture and gesture.

Even though there has been a lot of research discussing Vocabulary Learning Strategies, the problems still occur among the students because they still unaware that vocabulary learning

strategies can improve their vocabulary learning, thus a study on undergraduate students still needs to be done. The aims of this study is to identify vocabulary learning strategies that were adopted by Indonesian EFL Undergraduate Students.

1.2 Identification of the problem

Based on the research background, vocabulary learning strategies has take an essential part for students who want to learn a language especially english. Gu (2018) showed that there are strategies used by students, however, in term of learning process they still not aware of the strategies to learn vocabulary due to lack of knowledge and lack of interest. In addition, the use of vocabulary learning strategies can improve their vocabulary knowledge to overcome their target language to learn. This study was conducted to identify the vocabulary learning strategies used by Indonesian undergraduate students especially pre-service students in English.

1.3 Limitation of the problem

This study will identify the vocabulary learning strategies that used by Indonesian EFL undergraduate students especially in pre-service students.

1.4 Formulation of the problem

This study aims to answer the research question: what are the learning strategies that were adopted by EFL undergraduate students to learn vocabulary?

1.5 The Objective of the Study

This research aimed to identify the learning strategies that are used to learn vocabulary among EFL pre-service students.

1.6 The Significance of the Study

The results of this study are to give contribute to the description of student's strategies in vocabulary learning, especially to the students that fill the questionnaire in this study, they can gain some knowledge about VLS and a strategy that might be fit them when they learn vocabulary. This study also provides information to lecturers or teachers in designing language learning materials related to vocabulary development, students of the English department, English Language Department, and also other researchers to gain some information about VLS and find some strategies that can be applied when trying to master vocabulary.

CHAPTER II

LITERATURE REVIEW

This chapter presents Vocabulary Learning Strategies (VLS), and a theoretical framework.

2.1 English Vocabulary Learning Strategies

Strategies are needed by some people to achieve their target. In the learning process, to achieve the best grades in subjects at school, students employ learning strategies to support them in order to accomplish it. According to Gu (2018), a learning strategy is a problem-solving process, despite the students can proactively plan and deploy the preventive measures in their learning process. In fact, the process was rely in students intentional efforts and constant to solve learning problems, thus it can increase the learning speed, or make the learning more effective and efficient. Therefore, he assumed that the strategies of learning are based on the problem-solving process. While O'Malley and Chamot (1990), viewed learning strategies as the special thoughts and behavior used to help individuals to comprehend, learn, or retain new information. Oxford (1989) stated language learning strategies (LLS) are actions or behaviors of students that are used for the purpose of making language learning more successful, achieved independently, and enjoyable to learn. Likewise, strategies have an important part to achieve some kind of target.

As part of language learning strategies (LLS), vocabulary learning strategies (VLS) have a significant role in enhancing students' capability to master English. Schmitt (1997) defined vocabulary learning strategies as a process by which EFL learners can obtain, store, retrieve, and use vocabulary items when a word is first encountered. While Gu (2019) defined vocabulary learning strategies as representing students' deliberate attempts to manage their

own vocabulary to make it more useful and effective. Hence, Vocabulary Learning Strategies (VLS) played an essential role for students in acquiring learning because vocabulary can affect students' ability in learning languages. Therefore, when students do English assignments, they tend to use various VLS in order to finished the tasks, like repetition, note-taking, and memorizing commonly used (Schmitt, 1997). Schmitt (1997) has approved that in terms of learning a language, there should still be a correlation between vocabulary learning strategies and language learning strategies.

There are many researchers who developed a classification of taxonomy on Vocabulary Learning Strategies (VLS). Schmitt (1997) advanced a taxonomy that contains a comprehensive list of vocabulary learning strategies. Schmitt arranged vocabulary learning strategies within two categories and divided two sub-strategies into some categories. There are strategies for identifying new words for the first time and strategies to consolidate the word.

a. Strategies for identifying the new words for the first time.

The strategies that include are determination and social strategy. In determination strategy, students can understand and find the meaning of a word independently through a dictionary without asking others for help. Whereas, the students who used social strategy leaned on others to clarify the interpretation of words.

b. Strategies to consolidate a word.

The strategies it comprised are cognitive, metacognitive, memory, and social strategy. Cognitive strategies have similarities with memory strategies, but the difference is cognitive strategies are not related to mental processes. Instead, to learn vocabulary, it using mechanical or repetition-based techniques, such as scrabble, flashcards, etc. The metacognitive strategy

where the teacher or even the students themselves can evaluate and control the learning process. The memory strategy is connected to the student's knowledge experience to interpret the words. There are several ways to do it like learning the word spelling and applying previous knowledge, grouping a word together to learn, using physical action when learning words, etc. Lastly, students who used social strategy will engage in social interaction to discover the meaning of the words.

According to Nation (2001), various taxonomy in vocabulary learning strategies is arranged into three categories. First, planning vocabulary learning, this strategy includes selecting aspects to focus on, choosing words, and planning repetitions where the students be able to decide way or place and situation they can focus on learning vocabulary. In this category, students should have a goal in mind for learning vocabulary so they can select what they must learn and choose a method to emphasize. Second, searching for information about words (source), in the category, students can learn about words by looking at the context, word forms, dictionaries or glossaries, analogies, and connections to other languages. Third, Increasing vocabulary proficiency (process) was the last step in this category that was made by Nation (2001).

Gu and Johnson (1996) divided the VLS taxonomy into 4 strategies:

a. Metacognitive

There are 2 categories that are included in the metacognitive strategy, selective attention, and self-initiation strategy. In selective attention, The attention of the students was focused on essential words according to their proficiency, so they usually tend to ignore some words that are not important. In the self-initiation strategy, students used several variations by themselves in order to comprehend of the meaning in the words.

b. Cognitive

There are 3 categories that are included in the cognitive strategy, guessing, using dictionaries, and note taking. There are several ways that can be done in the guessing strategy; relating the words that they known before guessing it, try to guess the word and check it to the dictionaries, and guess the word based on the hints. Whereas dictionaries are a media that can be use to interpret the words' meaning. In the note-taking strategy, students be able to add information related to vocabulary that they do not know into their writing, and also they can write their native language and write down the meaning into the other language that they learn.

c. Reinforcement

there are two categories that are included reinforcement strategy; rehearsal and encoding. The rehearsal strategy focuses on exercises where students make a list of several words and by repeating these words students can understand the meaning of the word. Then this activity is followed by an encoding strategy, in this strategy students can correlate meaning with images, visualization, and auditory to memorize words.

d. Activation

Activation includes strategies that students can use new words in various contexts so that they can make a sentence by using the vocabulary they already learned.

2.2 Theoritical Framework

Based on the review of the literature, this study applied the vocabulary learning strategies of Gu (2019) vocabulary learning strategies as representing students' deliberate attempts to manage their own vocabulary to make it more useful and effective. It is divided into four categories, there are Metacognitive, Cognitive, Reinforcement, and Activation (Gu and Johnson, 1996). The theories used in this study is illustrated in Figure (1)
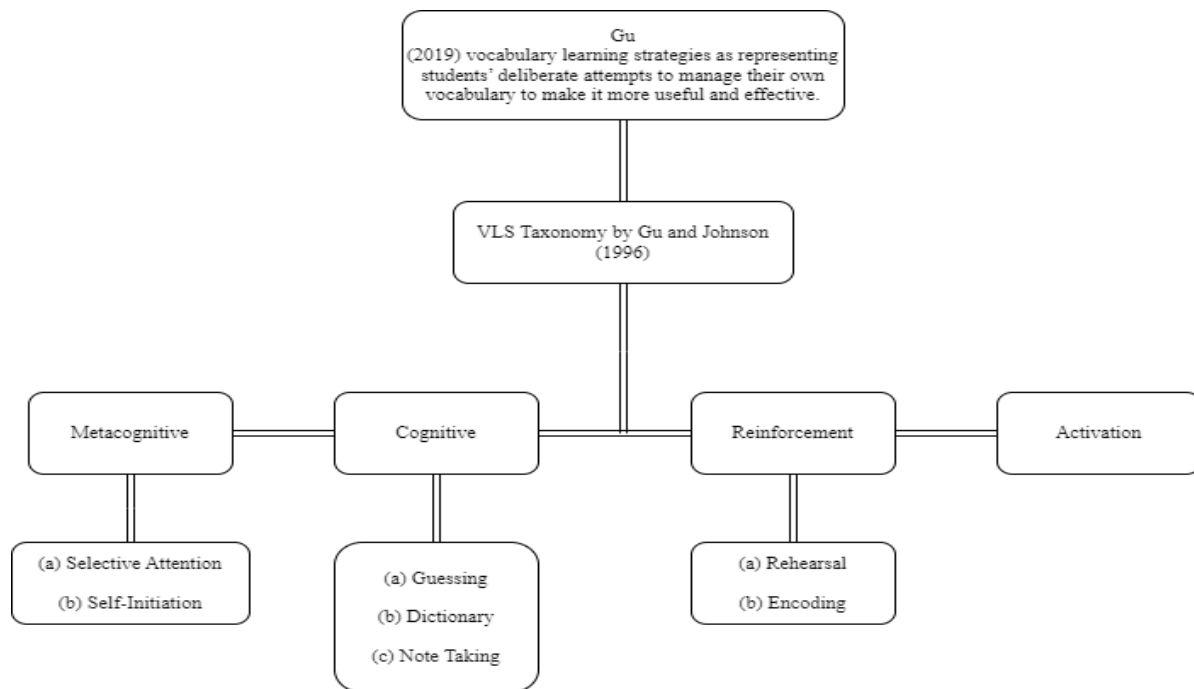
CHAPTER III

METHODOLOGY

This chapter presents research design, population and sample, data collection techniques, and data analysis techniques.

3.1 Research Design

This study was conducted using a survey to identify the vocabulary learning strategies that were used among undergraduate students. A survey study was conducted for the data collection. A survey study was a tool for discovering a large group of people's behaviors, characteristics, or viewpoints. The survey instrument was frequently used to perceive within the survey study that was produced to encourage the data. (Kreamer,1991). The reason for selecting the survey study was to answer a research question to identify vocabulary learning strategies that are adopted by EFL undergraduate students in batch 2019-2022, including a number of populations, the appropriate approach for this research is a survey study.

3.2 Population and sample

This study used students of the English Language Department at a private university in Serang, Banten as participants. The reason why all-year students were used is the English Education Language study program was a recent program, and there have not been graduates from the study program. The population of students in the English Language Department was 49 in total. Thus, the vocabulary learning strategy was important for them, then they could handle academic assignments. Moreover, this study focused on which vocabulary learning strategies were used by Undergraduate students. The participants of this study were 49 respondents in total, thus this study was determined using total sampling. According to Sugiyono (2015) Total sampling can be applied if the total population is under 100 participants

or relatively small then all the participants were used as samples. Therefore, total sampling was used because the sample was under 100 participants.

3.3 Data Collection Techniques

This study adapted vocabulary learning strategies that consist of 52 items that were developed by Gu (2018). There are several steps carried out before the questionnaire was distributed. First, the questionnaire was checked in terms of its contexts. second, It was translated into Bahasa Indonesia and the translation was checked by the supervisor of this study. Then, the questionnaire was distributed to the participants using google form.

3.3.1 Instrument

A questionnaire (VLQ 6.4) developed by Gu (2018) was used as research instrument in this study to identify undergraduate students' responses regarding vocabulary learning strategies. The learning strategies were divided into 4 categories: (1) Metacognitive strategies (7 items), (2) Cognitive strategies (20 items), (3) Reinforcement strategies (21 items), and (4) Activation strategies (4 items). from these 4 categories, 52 items were used in this questionnaire Table 3.1. The data were rated on a likert scale of 1 to 5, with 1 meant "never" and 5 meant "always" Table 3.2

Categories	Sub-strategies	Items
Metacognitive strategies	Selective Attention	1-3
	Self-Initiation	4-5
Cognitive Strategies	Guessing	6-12
	Dictionary	13-19
	Note-taking	20-25
Reinfocement (Memory)	Rehearsal	26-34
	Encoding	35-46
Activation	Activation	47-50

Table 3.1 Description of Vocabulary Learning Strategies

Likert-Scale	Score
Never	1
Seldom	2
Neutral	3
Often	4
Always	5

Table 3.2 Description of Likert-scale

3.3.2 Validity

SPSS was used to test the questionnaire validity and measure the validity of the research instrument in the Indonesian context. The questionnaire consists of 52 items being measured, and it can be decided based on the value calculated by Pearson Correlation. Based on the results, there are two items below the R table, therefore the 50 items were carried out as an instrument.

3.3.3 Reliability

Cronbach's alpha was acquired to gather evidence of the questionnaire's internal reliability and consistent. The data indicate that the VLS questionnaire is a largely reliable instrument. The reliability test was carried out and Cronbach's alpha on 50 items was above 0.90, thus the data was reliable to be used as an instrument.

Reliability Statistics

Cronbach's Alpha	N of Items
,942	50

3.4 Reliability statistics

3.4 Data Analysis Techniques

Quantitative analysis was performed on the collected data. The data aquire from the questionnaire which consisted of 50 items were analyzed using the Statistic Package for Social Science (SPSS). Descriptive statistics were used for measuring the percentage, means, and standard derivation of the variable on the data. The result was showed in a table.

3.4.1 Steps of Data Analysis Techniques

a) The questionnaire by Gu (2018) was reviewed.

b) The questionnaire was adapted and translated into Bahasa Indonesia

c) The questionnaire was checked and the translated items were reviewed by an expert.

d) The questionnaire which consists of 50 items was distributed to undergraduate students using Google Form as the main tool.

e) The data were calculated using SPSS

f) The result of the calculation was reported descriptively.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents an explanation of the findings that was received from the questionnaire. in addition it further the discussion through the result of the data from the questionnaire.

4.1 Research Findings

In this section, the findings that were obtained will be presented in data and described through the table, including the data from participants and likewise analyzing the domains. The data was collected by involving 49 college students that using a Vocabulary Learning Strategies questionnaire that was developed by Gu (2018) with focus on four domains. The questionnaire has a further include the result of participants' personal information below:

Gender

Gender	Frequence	Percent
Female	39	79.6%
Male	10	20.4%

Table 4.1 Total Participants in Gender

College Class

College Class	Total
2019	4.1%
2020	10.2%

2021	26.5%
2022	59.2%

Table 4.2 Total of the participants in college years

According to the data that has been shown, 49 undergraduate students that have filled out the questionnaire in Table 4.1 were female (79.6%) and male (20.4%). Table 4.2 shows that the participants in the college years that filled out the questionnaire were the class of 2019 (4.1%), the class of 2020 (10.2%), the class of 2021 (26.5%), and the class of 2022 (59,2%).

Descriptive statistics was conducted to identify the factor in a research question about Vocabulary Learning Strategies that was adopted by Indonesian EFL students in all years.

Strategies	M	SD
Cognitive	4,06	,801
Reifocement	4,00	,866
Metacognitive	3,90	1,005
Activation	3,67	1,144

Table 4.3 Result of the domains

Based on the data above, the highest mean score was discovered in cognitive domain with (M= 4,06) and (SD= 0,801) and the lowest mean score was discovered in Activation domain wih (M= 3,67) and (SD= 1,144).

No	Metacognitive Strategies	N	M	SD
1	I know whether a new word is important in understanding a passage.	49	3,90	1,005
3	When I meet a new word or phrase, I know clearly whether I need to remember it.	49	3,84	1,048
4	Besides textbooks, I look for other readings that fall under my interest.	49	3,80	1,040
2	I know which words are important for me to learn.	49	3,76	,947
5	I only focus on things that are directly related to examinations.	49	3,33	1,144
	Valid N (listwise)	49		

N : Total Participant, M: Mean, SD: Standard Deviation

Table 4.3 Result of Metacognitive Strategies Domain

Based on the data above, the higher mean score was discovered in item number 1 with (M=3.90) and (SD=1.005), the items were part of selective attention strategies. Meanwhile the lowest score was discovered in item number 5 with (M=3.33) and (SD=1.144), the items were part of self-initiation strategies on results of the metacognitive strategies domain.

No	Cognitive Strategies	N	M	SD
16	I pay attention to the examples when I look up a word in a dictionary.	49	4,06	,801
7	I use common sense and knowledge of the world when guessing the meaning of a word.	49	3,90	,963
6	I make use of logical development in the context (e.g., cause and effect) when guessing the meaning of a word	49	3,86	,913
15	I look up words that are important to the understanding of the sentence or paragraph in which it appears.	49	3,84	,825
10	I look for explanations in the reading text that support my guess about the meaning of a word.	49	3,82	,950
13	When I see an unfamiliar word again and again, I look it up.	49	3,80	,912
8	I check my guessed meaning in the paragraph or whole text to see if it fits in.	49	3,78	1,104

9	When I don't know a new word in reading, I use my background knowledge of the topic to guess the meaning of the new word.	49	3,76	,902
17	When I want to have some deeper knowledge about a word that I already know, I look it up.	49	3,73	1,076
19	I check the dictionary when I want to find out the similarities and differences between the meanings of related words.	49	3,67	,944
21	I make a note when I think the word I'm looking up is related to my personal interest.	49	3,65	1,052
18	When I want to know more about the usage of a word that I know, I look it up.	49	3,63	1,055
25	I write down both the meaning in my native language and the English explanation of the word I look up.	49	3,57	1,173
12	I make use of the part of speech of a new word when guessing its meaning.	49	3,53	1,043
22	I make a note when I see a useful expression or phrase.	49	3,51	1,102

No		N	M	SD
23	I write down the English explanations of the word I look up.	49	3,45	1,081
20	I make a note when I think the meaning of the word I'm looking up is commonly used.	49	3,33	,966
24	I note down examples showing the usages of the word I look up.	49	3,33	1,107
11	I make use of the grammatical structure of a sentence when guessing the meaning of a new word.	49	3,31	1,103
14	When not knowing a word prevents me from understanding a whole sentence or even a whole paragraph.	49	3,16	1,143
	Valid N (listwise)	49		

N: Total Participant, M: Mean, SD: Standard Deviation

Table 4.4 Results of Cognitive Strategies Domain

The data shows that the highest score was discovered in item number 16 with (M=4.06) and (SD=0.801), the items were part of dictionary strategies. While, the lowest score was discovered in item number 14 with (M=3.16) and (SD=1.143), the items were part of dictionary strategies on the results of the cognitive strategies domain.

No	Reinforcement	N	M	SD

30	When I try to remember a word, I repeat its pronunciation in my mind.	49	4,00	,866
44	When I try to remember a word, I also try to remember the sentence in which the word is used.	49	3,61	,996
34	I write both the new words and their translation in my native language again in order to remember them.	49	3,61	1,133
37	To help me remember a word, I try to "see" the spelling of the word in my mind.	49	3,47	1,138
31	Repeating the sound of a new word to myself would be enough for me to remember the word.	49	3,47	,938
38	I put words that sound similar together in order to remember them.	49	3,41	1,153
39	When words are spelled similarly, I remember them together.	49	3,35	1,052
45	I put words in set expressions or sentences in order to remember them.	49	3,35	1,052
35	I act out some words in order to remember them better (e.g., jump).	49	3,31	1,084

43	I memorize the commonly used roots and prefixes.	49	3,31	1,103
36	I create a picture in my mind to help me remember a new word.	49	3,31	1,326
29	When I try to remember a word, I say it aloud to myself.	49	3,29	1,155
41	When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g.,inter-nation-al).	49	3,27	1,132
46	I remember a new word together with the context where the new word appears.	49	3,22	1,046
26	I go through my vocabulary list several times until I remember all the words on the list.	49	3,22	1,026
42	44. I intentionally study how English words are formed in order to remember more words.	49	3,18	1,034
40	42. When I try to remember a new word, I link it to a sound-alike word that I know.	49	3,18	,993
33	35. I memorize the spelling of a word letter by letter.	49	2,94	1,248

No		N	M	SD
32	34. When I try to remember a word, I write it again and again.	49	2,94	1,126
38	30. I make regular reviews of new words I have memorized.	49	2,71	1,061
27	29. I make vocabulary cards and take them with me wherever I go.	49	2,39	1,151
	Valid N (listwise)	49		

N: Total Participant, M: Mean, SD: Standard Deviation

Table 4.5 Results of Reinforcement Domain

According to the data above, the highest score was discovered in item number 30 with (M=4.00) and (SD=0.886), the items were part of rehearsal strategies. While, the lowest score was discovered in item number 27 with (M=2.39) and (SD=1.151), the items were part of rehearsal strategies on the results of the reinforcement domain.

No	Activation Strategies	N	M	SD
50	I try to use newly learned words in imaginary situations in my mind.	49	3,67	1,144
49	I try to use newly learned words in real situations.	49	3,47	1,138
47	I make up my own sentences using the words I just learned.	49	3,04	1,117

48	I try to use the newly learned words as much as possible in speech and writing.	49	2,80	1,274
	Valid N (listwise)	49		

N: Total Participant, M: Mean, SD: Standard Deviation

Table 4.6 Results of Activation domain

The data shows that the highest mean score was discovered in item number 50 with (M=3.67) and (SD=1.144). While, the lowest mean score was discovered in item number 48 with (M=2.80) and (SD=1.274) on the results of the Activation domain.

4.2 Discussion: English Vocabulary Learning Strategies by private university students

Based on the data in Tables 4.3,4.4,4.5, and 4.6, cognitive strategies have the highest mean score (M = 4.06) compared to reinforcement strategies (M = 4.00) and Metacognitive strategies (M = 3.90). In addition, Activation strategies are lower but not too significant (M = 3.67), it can be assumed that the students frequently used cognitive strategies rather than metacognitive strategies. However, they barely use activation strategies to learn vocabulary in English. It might be because they are not used to using it in real situations. In Hadi and Guo's (2020) findings, one of the main reasons students have difficulty mastering vocabulary was they do not have access to use it in real situations and only focus on the demands of learning, which makes it difficult for them to manage time effectively and as well as the efforts they have to put forward in learning process activities.

The data from descriptive statistics shown in Table 4.3, the metacognitive domain has two categories: selective attention and self-initiation. Based on the data, most students were able to select and choose the word that was essential to learn in vocabulary learning, and only a few of them choose to learn vocabulary for the exam. In addition to read textbooks, the students was doing more reading from other source or books, and could choose the essential word to the passage. It is related to Rahmani, S (2023) findings, the students' interest extended far beyond what is taught in classroom, however, they are also looking for another source to learning vocabulary, thus they can notice which word that important to be learn whether they need to be understand the new words and phrase. It implies they have the ability to select the important word and not only learn from textbooks, they also take some advantage of reading from another source that relates to their interest to gain more vocabulary learning.

In table 4.4, the cognitive domain consists of three categories : guessing strategies, dictionaries, and note-taking. The categories that most and least used by the students were dictionaries, 'I pay attention to the examples when I look up a word in a dictionary.' while the lowest was 'when not knowing a word prevents me from understanding a whole sentence or even a whole paragraph.' in the same categories. The students were paying attention to the examples of the word and looking it up in a dictionary, however, even if they did not know a word from a sentence or whole paragraph, it can not prevent them from understanding the whole sentence either they guess the word or even look it up in the dictionary, it is related with research findings of Nation (1990) that stated around eighty percent of students have the ability to guess unknown words from its context. There is a slight correlation within dictionary strategies and guessing strategies despite the shortage of evidence. Nation (1990) argued that when readers come across new words, typically, they use the context to infer the words'

meanings. However, they frequently consult dictionaries to make sure their guesses are accurate.

Reinforcement is a strategy that relies on students' ability to remember and produce the words by rehearsal and encoding, It is also part of cognitive strategies that also rely on students' ability to repeat, guess, memorize, or even organize new words from the vocabulary learning process. From the data above, the highest and lowest strategies were used on rehearsal in the reinforcement domain. The students usually used to repeat the word that they learned in their minds, moreover, on the other side they did not often use flashcards as a way to remember the vocabulary that they gained from learning. It can be seen in Oxford's (1990) findings, that students are helped by cognitive strategies to correctly manipulate the target language or task by utilizing all of their processes. It means that cognitive strategies were adaptable for students to make them improve their vocabulary learning through repetition, summarizing the meaning of the text, guessing the meaning from context, organizing new words, and using imagery for memorization.

In activation strategies, based on the data, the students prefer to learn vocabulary by using imagery for memorization, they often learn the new word that they gain inside their imaginary situation than the actual situation. Few of the students that used to practice a word that they gain into speech and writing. Thus, they still decided to used cognitive than activation because they still need a time and effort to get used to it. It is related to Gu and Jhonson's (1996) findings, that the reason why activation strategies were less used by students and had mean scores lower than other strategies was that these strategies demanded the management of time and effort in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. Suggestions for further research are also covered at the end of this chapter.

5.1 Conclusion

The aim of the study was to identify the learning strategies that are used to learn vocabulary among EFL undergraduate students at a private university in Serang, Banten. There are 49 students in total for all years in the English Language Education Department at a private university in Serang, Banten that participate to fill out the questionnaire.

In the four dimensions of strategies, the cognitive strategies were most used by the EFL undergraduate students along with the reinforcement strategies, and metacognitive strategies, then the less used was activation strategies. The sub-category that is used most and less in cognitive strategies is the dictionary, where the students prefer to pay attention to the example and search through dictionaries. The sub-category that is used most and less in reinforcement strategies is the rehearsal strategy, they prefer to memorize the new word through repetition in their mind rather than using flashcards as an alternative to memorizing the word. The sub-strategies that are used most in metacognitive strategies is selective attention while the lowest was self-initiation. It can be seen from the findings that it implies the students not only learn from textbooks but also learn from other sources in order to improve their vocabulary. The sub-strategies that are used most in activation strategies is the students prefer imaginary situations to actual situations to learn vocabulary. This domain also has a lower mean score than the other three dimensions, according to Gu and Johnson (1996) these strategies need balance in managing the time and effort to make it successful in the learning process.

5.2 Suggestion

The results of this study are intended to support students especially that who participate in this study to gain more knowledge about learning vocabulary. This research can be used as one of the references for lecturers and teachers as an insight into determining suitable strategies for students, some of the questionnaires can also be used as reference material, and in order to use strategic activation, students can apply the strategy gradually and consistently because this strategy requires good time management to make it more effective.

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APPENDIX

Appendix 1. Items Translation

Items	
1. I know whether a new word is important in understanding a passage.	1. Saya tahu apakah sebuah kata baru penting untuk memahami sebuah teks.
2. I know which words are important for me to learn.	2. Saya tahu kosa kata mana yang penting untuk saya pelajari.
3. When I meet a new word or phrase, I know clearly whether I need to remember it.	3. Ketika saya menemukan kata atau frasa baru, saya tahu dengan jelas apakah saya perlu mengingatnya.
4. Besides textbooks, I look for other readings that fall under my interest.	4. Selain buku teks, saya mencari bacaan lain yang sesuai dengan minat saya.
5. I only focus on things that are directly related to examinations. (Reversed value)	5. Saya hanya fokus pada hal-hal yang berhubungan langsung dengan ujian.
6. I make use of logical development in the context (e.g., cause and effect) when guessing the meaning of a word.	6. Saya menggunakan perkembangan logis dalam konteks (misalnya, sebab dan akibat) saat menebak arti sebuah kata.
7. I use common sense and knowledge of the world when guessing the meaning of a word.	7. Saya menggunakan logika dan pengetahuan umum saat menebak arti sebuah kata.
8. I check my guessed meaning in the paragraph or whole text to see if it fits in.	8. Saya memeriksa arti tebakan saya di paragraf atau seluruh teks untuk melihat apakah tebakan saya benar.
9. When I don't know a new word in reading, I use my background knowledge of the topic to guess the meaning of the new word.	9. Ketika saya tidak mengetahui kata baru dalam membaca, saya menggunakan latar belakang pengetahuan saya tentang topik tersebut untuk menebak arti dari kata baru tersebut.
10. I look for explanations in the reading text that support my guess about the meaning of a word.	10. Saya mencari penjelasan dalam teks bacaan yang mendukung tebakan saya tentang arti sebuah kata.
11. I make use of the grammatical structure of a sentence when guessing the meaning of a new word.	11. Saya menggunakan struktur gramatikal kalimat ketika menebak arti kata baru.
12. I make use of the part of speech of a new word when guessing its meaning.	12. Saya menggunakan jenis kata dari kata baru saat menebak artinya.
13. When I see an unfamiliar word again and again, I look it up.	13. Ketika saya melihat kata asing, saya mencari makna kata itu berulang kali.
14. When not knowing a word prevents me from understanding a whole sentence or even a whole paragraph.	14. Tidak mengetahui makna sepatah kata dapat menghalangi saya dalam untuk memahami seluruh kalimat atau bahkan seluruh paragraf.
15. I look up words that are important to the understanding of the sentence or paragraph in which it appears.	15. Saya mencari kata-kata yang penting untuk memahami kalimat atau paragraf di mana kata itu muncul.
16. I pay attention to the examples when I look up a word in a dictionary.	16. Saya memperhatikan contoh ketika saya mencari kata di kamus.

17.When I want to have some deeper knowledge about a word that I already know, I look it up.	17. Ketika saya ingin memiliki pengetahuan yang lebih dalam tentang sebuah kata yang sudah saya ketahui, saya mencari di kamus.
18.When I want to know more about the usage of a word that I know, I look it up	18. Ketika saya ingin tahu lebih banyak tentang penggunaan kata yang saya tahu, saya mencari di kamus.
19. I check the dictionary when I want to find out the similarities and differences between the meanings of related words.	19. Saya membuka kamus ketika saya ingin mengetahui persamaan dan perbedaan antara arti dari kata-kata yang saling berhubungan.
20. I make a note when I think the meaning of the word I'm looking up is commonly used.	20. Saya membuat catatan ketika saya berpikir bahwa makna kata yang saya cari sudah umum digunakan.
21.I make a note when I think the word I'm looking up is related to my personal interest.	21. Saya membuat catatan ketika saya berpikir bahwa kata yang saya cari terkait dengan minat pribadi saya.
22. I make a note when I see a useful expression or phrase.	22. Saya membuat catatan ketika saya melihat ekspresi atau frase yang penting.
23. I write down the English explanations of the words I look up.	23. Saya menuliskan penjelasan bahasa Inggris dari kata-kata yang saya cari.
24. I note down examples showing the usages of the word I look up.	24. Saya mencatat contoh yang menunjukkan penggunaan kata yang saya cari.
25.I write down both the meaning in my native language and the English explanation of the word I look up.	25. Saya menuliskan arti kata dalam bahasa Indonesia dan penjelasannya dalam bahasa Inggris dari kata yang saya cari.
26. I go through my vocabulary list several times until I remember all the words on the list.	26. Saya memeriksa daftar kosakata saya beberapa kali sampai saya mengingat semua kata dalam daftar.
27. I make vocabulary cards and take them with me wherever I go.	27. Saya membuat kartu kosakata dan membawanya kemanapun saya pergi.
28. I make regular reviews of new words I have memorized	28. Saya membuat tinjauan rutin terhadap kata-kata baru yang telah saya hafal
29. When I try to remember a word, I say it aloud to myself.	29. Ketika saya mencoba mengingat sebuah kata, saya mengatakannya dengan keras pada diri saya sendiri.
30. When I try to remember a word, I repeat its pronunciation in my mind.	30. Ketika saya mencoba mengingat sebuah kata, saya mengulangi pengucapannya dalam pikiran saya.
31. Repeating the sound of a new word to myself would be enough for me to remember the word.	31. Mengulangi bunyi kata baru untuk diri saya sendiri sudah cukup bagi saya untuk mengingat kata itu.
32. When I try to remember a word, I write it again and again.	32. Ketika saya mencoba mengingat sebuah kata, saya menuliskannya berulang kali.
33. I memorize the spelling of a word letter by letter.	33. Saya menghafal ejaan sebuah kata huruf demi huruf.
34. I write both the new words and their translation in my native language again in order to remember them.	34. Saya menulis kata-kata baru dan terjemahannya dalam bahasa indonesia untuk mengingatnya.

35. I act out some words in order to remember them better (e.g., jump).	35. Saya mempraktekkan beberapa kata untuk mengingatnya dengan lebih baik (misalnya, melompat).
36. I create a picture in my mind to help me remember a new word.	36. Saya membuat gambar dalam pikiran saya untuk membantu saya mengingat kata baru.
37. To help me remember a word, I try to "see" the spelling of the word in my mind.	37. Untuk membantu saya mengingat sebuah kata, saya mencoba untuk "melihat" ejaan kata tersebut dalam pikiran saya.
38. I put words that sound similar together in order to remember them.	38. Saya menggabungkan kata-kata yang terdengar serupa untuk mengingatnya.
39. When words are spelled similarly, I remember them together.	39. Ketika kata-kata dieja dengan cara yang sama, saya mengingatnya secara bersamaan.
40. When I try to remember a new word, I link it to a sound-alike word that I know.	30. Ketika saya mencoba mengingat kata baru, saya menyatukannya dengan kata yang terdengar mirip yang saya tahu.
41. When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g.,inter-nation-al).	41. Ketika saya mempelajari kata-kata baru, saya memperhatikan awalan, akar kata, dan akhiran (misalnya, inter-nation-al).
42. I intentionally study how English words are formed in order to remember more words.	42. Saya sengaja mempelajari bagaimana kata-kata bahasa Inggris dibentuk untuk mengingat lebih banyak kata.
43. I memorize the commonly used roots and prefixes.	43. Saya menghafal akar kata dan awalan yang umum digunakan.
44. When I try to remember a word, I also try to remember the sentence in which the word is used.	44. Ketika saya mencoba mengingat sebuah kata, saya juga mencoba mengingat kalimat dimana kata tersebut digunakan
45. I put words in set expressions or sentences in order to remember them.	45. Saya memasukkan kata-kata ke dalam rangkaian ekspresi atau kalimat untuk mengingatnya.
46. I remember a new word together with the context where the new word appears.	46. Saya mengingat kata baru bersama dengan konteks di mana kata baru itu muncul.
47. I make up my own sentences using the words I just learned.	47. Saya membuat kalimat sendiri menggunakan kata-kata yang baru saja saya pelajari.
48. I try to use the newly learned words as much as possible in speech and writing.	48. Saya mencoba menggunakan kata-kata y baru yang saya pelajari sebanyak mungkin di dalam pidato dan tulisan saya.
49. I try to use newly learned words in real situations.	49. Saya mencoba menggunakan kata-kata yang baru saya pelajari dalam situasi nyata.
50. I try to use newly learned words in imaginary situations in my mind	50. Saya mencoba menggunakan kata-kata yang baru saya pelajari dalam situasi imajiner di pikiran saya.

Appendix 2. Surat telah selesai melakukan penelitian

YAYASAN FALETEHAN SERANG BANTEN
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SURAT KETERANGAN
Nomor : 163 /UF/FKIP/KET.AKAD/V/2023

Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Faletehan menerangkankan bahwa :

Nama	: **Poppy Bella Hartati**
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Prodi	: **Pendidikan Bahasa Inggris**
Fakultas	: **Psikologi dan Ilmu Sosial Budaya**
	(Universitas Islam Indonesia)

Adalah benar mahasiswa tersebut di atas telah melaksanakan penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Faletehan dari tanggal 6 April – 8 Mei 2023.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Serang, 10 Mei 2023
Dekan,

Mukhlasin, S.Pd., SKM.,M.KM., Ph.D
NIK. 10. 98. 029

Appendix 3. Vocabulary Learning Strategies forms

link: https://forms.gle/SgxYrupDzSjCFVmJ7

Appendix 4. Table of The Validity of Questionnaires

VLS Questionnaire	R count	R table	Explanation
Q1	0.348	0.276	VALID
Q2	0.415	0.276	VALID
Q3	0.391	0.276	VALID
Q4	0.365	0.276	VALID
Q5	0.331	0.276	VALID
Q6	0.322	0.276	VALID
Q7	0.545	0.276	VALID

Q8	0.510	0.276	VALID
Q9	0.539	0.276	VALID
Q10	0.439	0.276	VALID
Q11	0.672	0.276	VALID
Q12	0.559	0.276	VALID
Q13	0.440	0.276	VALID
Q14	0.341	0.276	VALID
Q15	0.361	0.276	VALID
Q16	0.412	0.276	VALID
Q17	0.580	0.276	VALID
Q18	0.516	0.276	VALID
Q19	0.496	0.276	VALID
Q20	0.579	0.276	VALID
Q21	0.481	0.276	VALID
Q22	0.627	0.276	VALID
Q23	0.601	0.276	VALID
Q24	0.585	0.276	VALID
Q25	0.634	0.276	VALID

Q26	0.655	0.276	VALID
Q27	0.560	0.276	VALID
Q28	0.596	0.276	VALID
Q29	0.473	0.276	VALID
Q30	0.394	0.276	VALID
Q31	0.585	0.276	VALID
Q32	0.460	0.276	VALID
Q33	0.593	0.276	VALID
Q34	0.585	0.276	VALID
Q35	0.486	0.276	VALID
Q36	0.582	0.276	VALID
Q37	0.523	0.276	VALID
Q38	0.578	0.276	VALID
Q39	0.609	0.276	VALID
Q40	0.561	0.276	VALID
Q41	0.564	0.276	VALID
Q42	0.487	0.276	VALID
Q43	0.585	0.276	VALID

Q44	0.600	0.276	VALID
Q45	0.624	0.276	VALID
Q46	0.571	0.276	VALID
Q47	0.475	0.276	VALID
Q48	0.367	0.276	VALID
Q49	0.495	0.276	VALID
Q50	0.363	0.276	VALID