

**A SMALL-SCALE SURVEY OF EFL SECONDARY STUDENTS'
VOCABULARY LEARNING STRATEGIES IN YOGYAKARTA**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirement to Obtain Sarjana Pendidikan degree in English
Language Education**



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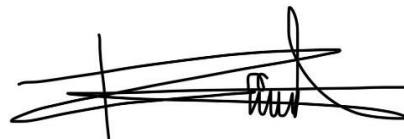


STATEMENT OF WORK ORIGINALITY

I honestly state that this thesis entitled “A Small-scale Survey Of EFL Secondary Students' Vocabulary Learning Strategies in Yogyakarta”, which the thesis that I wrote is free from other people's work, except for those mentioned in quotations and references, as expected from a scientific document. I declare that this thesis represents my best and most recent literary work, and I acknowledge all assistance received in its preparation and all sources used.

Yogyakarta, April 19, 2024

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا

(Fa inna ma‘al-‘usri yusrâ, Inna ma‘al-‘usri yusrâ)

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan.”

(QS. Al Insyirah: 5-6).

DEDICATION

With great gratitude to Allah SWT, I dedicate my thesis to:

1. Myself
2. My beloved parents: Martimbang S.Pd and (Almh) Kiki Rejeki S.H and my beloved sister: Chen Yayikapila Rajendriyaraya Lahaza Razzaaq who always give love, take care of me and support me through their prayers. May Allah bless and keep my family always safe, each hour of every day.
3. My adored thesis supervisor Astri Hapsari S.S., M.TESOL who always guided me with her patience.
4. The whole lecturers at English Language Education Department UII.
5. My best and cool friends Shalfa, Aggy, Selmy, and Irma for being such good listeners and coloring my life in college.
6. All my friends PBI 2020 who supported me during my learning process.
7. All parties who have helped the researcher to complete the thesis which may not be mentioned one by one.

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Assalamu'alaikum warrahmatullahi wabarakatuh,

Alhamdulillahirobbil'alamin. All good praises belong to Allah SWT and Prophet Muhammad SAW who guides and gives the writer mercy, strength, and patience to finish this thesis as a partial fulfillment of the requirements to obtain the Sarjana Pendidikan degree in English Language Education.

First of all, I would like to thank to my parents, Martimbang S.Pd and (Almh) Kiki Rejeki S.H, and my sister Chen Yayikapila Rajendriyaraya Lahaza Razzaaq for their support, love, and endless prayers for me.

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All thanks and great appreciation will also go to all of my inspiring lecturers and staff at the English Language Education Department who always guided and helped me during the learning process at Islamic University of Indonesia.

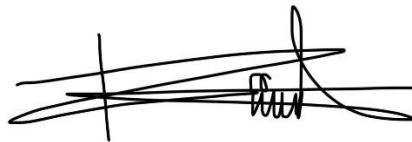
Last but not least, I would like to thank my friends PBI 2020 who always helped and supported me during my college years.

This thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations and constructive criticism are compulsory for further improvements. Finally, the writer expects this thesis can be beneficial and useful for the readers.

Wassalamu'alaikum warrahmatullahi wabarakatuh.

Yogyakarta, April 19, 2024

The researcher,

A handwritten signature in black ink, consisting of several overlapping horizontal and vertical strokes, with a small, illegible mark in the center.

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TABLE OF CONTENTS

APPROVAL SHEET	ii
STATEMENT OF WORK ORIGINALITY.....	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER 1.....	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Identification of the Problem	3
1.3 Research Questions.....	5
1.4 Research Purposes.....	6
1.5 Significance of the Study	6
CHAPTER 2.....	7

LITERATURE REVIEW	7
2.1 Vocabulary Learning Strategies	7
2.2 The Development of the VLS Questionnaire	8
2.2.1 Memory Strategies	9
2.2.2 Cognitive Strategies	9
2.2.3 Metacognitive Strategies	10
2.2.4 Social Strategies.....	11
2.3 Review on Relevant Studies.....	11
2.4 Theoretical Framework	13
CHAPTER 3.....	15
RESEARCH METHODOLOGY	15
3.1 Research Design	15
3.2 Population and Sample	15
3.3 Data Collecting Techniques.....	17
3.3.1 Instrument	17
3.3.2 Validity	18
3.3.3 Reliability	19
3.4 Data Analysis	20

3.4.1 Data Indicator	20
3.4.2 Data Analysis Technique.....	21
CHAPTER 4.....	22
RESEARCH FINDINGS AND DISCUSSION	22
4.1 Research Findings	22
4.2 Discussion	31
CHAPTER 5.....	35
CONCLUSION AND SUGGESTION	35
5.1 Conclusion	35
5.2 Suggestion.....	36
REFERENCES	37
APPENDICES.....	41

LIST OF TABLES

Table 3.2 <i>Participants Gender</i>	15
Table 3.3.1 <i>The Blueprint of VLS adopted from Chiang, Chang, and Lee (2023)</i>	18
Table 3.3.3 <i>Result of Cronbach’s alpha on VLS categories in usage frequency</i>	20
Table 4.2 <i>Memory Strategies (Visual/Imagery)</i>	24
Table 4.3 <i>Memory Strategies (Association/Elaboration Strategies)</i>	25
Table 4.4 <i>Memory Strategies (Word Analysis Strategies)</i>	27
Table 4.5 <i>Cognitive Strategies</i>	28
Table 4.6 <i>Metacognitive Strategies</i>	30
Table 4.7 <i>Social Strategies</i>	31

LIST OF FIGURES

Figure 2.3 <i>Conceptual Framework</i>	14
Figure 4.1 <i>Result of Each Item Domains of Vocabulary Learning Strategies</i>	22

LIST OF APPENDICES

Appendix 1 <i>VLS (Vocabulary Learning Strategies) by Chiang, Chang, and Lee (2023)</i>	41
Appendix 2 <i>Consent Form</i>	48
Appendix 3 <i>Google Form for Questionnaire</i>	49

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ABSTRACT

The aim of this research is to find out the vocabulary learning strategies most often used by EFL secondary students in a private senior high school in Yogyakarta. The research subject population was EFL secondary students in a private senior high school class eleven, totaling 70 people. The Vocabulary Learning Strategies (VLS) questionnaire from Chiang et al., (2023) was adapted as the instrument for this research. The questionnaire consists of 25 items. The results of the research show that vocabulary learning strategies from 4 domains, one of the domains consisting of 3 sub domains are (1) memory strategies (visual/imagery) (M= 3.38, SD= 0.86), (2) memory strategies (association/elaboration strategies) (M= 3.19, SD= 0.85), (3) memory strategies (word analysis strategies) (M= 3.60, SD= 0.83), (4) cognitive strategies (M= 3.33, SD= 0.92), (5) metacognitive strategies (M= 3.43, SD= 0.87), and (6) social strategies (M= 3.19, SD= 0.88). The findings also show that EFL secondary students have high score in vocabulary learning strategies in the memory strategies (word analysis strategies), especially in connecting words that students learn with their synonyms and antonyms (opposites). Then they have low score vocabulary learning strategies in the memory strategies domain, in the memory strategies sub-domain (association/elaboration strategies) especially in learning vocabulary by connecting words with personal experience and it is difficult, and in the social strategies domain it is especially difficult to learn vocabulary using the words learned. in interaction. For further research, on vocabulary learning strategies involving senior high school students may involve larger scale from several schools and exploring how the implementation of these strategies may improve their vocabulary learning to learn English as a foreign language in Indonesia.

Keywords: EFL secondary students, English, survey research, vocabulary, vocabulary learning strategies

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Students in secondary school have practiced how to develop their vocabulary. However, this learning still seems to be sporadic. Therefore, it is required to surveying their vocabulary learning strategies in relation to leaning vocabulary. According to Muslimah et al., (2022) vocabulary is a very important main element in communication. Students need to have an extensive vocabulary that keeps expanding as a result of experiences that prepare them to gain information and skills in many knowledge and literacy-related areas. Mustafa (2019) found that students' vocabulary acquisition for the 1st 3000 most commonly used words in senior high school texts were often less than 60%, and only 72% for the 1st 1000 words. It means that high school students' vocabulary knowledge in Indonesia did not meet the curriculum. A curriculum program aims to increase students' vocabulary to ensure students can acquire the first 3000 most frequently used words (Mustafa, 2019). Therefore, teachers in high school must make sure that learners are skilled in the first 3,000 words of vocabulary that they meet most frequently (Mustafa, 2019). According to Chiang et al. (2021), when students learn how to use vocabulary strategies, it not only improves their understanding of techniques but also increases their motivation to master language skills. To observe how the students utilize the strategy and gain an understanding of

the variables influencing their VLS usage, there is a need to employ suitable and efficient vocabulary learning strategies (VLSs) (Yacaob et al., 2019).

Vocabulary Learning Strategies (VLS) are strategies to improve vocabulary learning and can encourage students' vocabulary knowledge. Nation and Hunston (2013) define vocabulary learning strategies as part of language learning, which is generally a component of strategy learning. Learners must be able to find information about vocabulary to understand unknown words and effectively deal with new vocabulary when it appears (Nation and Hunston, 2013). Research examining Vocabulary Learning Strategy (VLS) has been conducted since the mid-1990s to understand how students comprehend vocabulary learning strategies. One of the researchers who consistently studied vocabulary learning strategies (VLS) was Gu and Johnson (1996) who explained the process of convincing students who had six years of English learning experience in high school about vocabulary learning strategies for learning EFL vocabulary. According to Gu and Johnson (1996), vocabulary learning strategies are not only carried out by memorization but must also lead to learning by doing an action. Gu and Johnson (1996) assume that students will benefit more if they aim to learn language skills rather than just memorize.

Therefore, according to Thierendathong et al (2021), students learn vocabulary through a combination of determination strategies like using dictionaries, metacognitive strategies such as creating stories and visualizing, social strategies like collaborative learning, memory strategies including repetition and mnemonic devices, and cognitive strategies like using images and color-coding. Thus, research on students'

vocabulary acquisition in secondary schools highlights the importance of understanding and improving their vocabulary learning strategies

Despite students in secondary school practicing vocabulary development, their learning remains sporadic, suggesting that current approaches may not effectively address vocabulary acquisition comprehensively. By surveying their vocabulary learning strategies, we can gain insights into the methods students utilize to expand their vocabulary. This approach allows for a general examination of vocabulary acquisition, considering not just the quantity of words learned but also the effectiveness of the strategies employed, ultimately aiming to enhance vocabulary learning outcomes for EFL secondary students.

1.2 Identification of the Problem

Mastering vocabulary plays a vital role in enhancing students' abilities in learning, enabling individuals to express themselves freely through speaking, writing, reading, and listening (Salawazo et al., 2020). However, in the process of improving students' abilities in learning vocabulary, there are various things that can influence vocabulary learning strategies for EFL secondary school. Chamidah, Said, and Kurnia (2021), in their finding, point out the problems of what and how vocabulary learning strategies were applied to low and high EFL students. They found that high and low EFL students have different results while using vocabulary learning strategies. It can be seen from their findings, EFL students have a variety of different characteristics when studying at school. EFL secondary school students exhibit various characteristics

while studying at school. Teachers also need to explain using two languages, such as English mixed with Indonesian as their first language, so that students can understand better. Therefore, the focus of this study is on what vocabulary learning strategies that EFL students in secondary school can use and how well students accept these strategies in learning vocabulary.

Mahendra (2019), the challenge of learning vocabulary is a common issue in language education, influenced by factors including the large number of words, complexities in meanings and usage, and insufficient contextual support for retention, alongside the impact of individual learning styles and preferences on students' approaches to acquiring and integrating new vocabulary. Therefore, students who do not pay sufficient attention to learning English may easily forget and find it difficult to know the number of words learned and students often limit themselves in capturing sources of information about vocabulary that they have never encountered (Salawazo et al., 2020). According to Yeh and Wang (2004), the expectations for junior high school and senior high school graduates are very different. Upon entering senior high school, students encounter problems in learning numerous new terms due to these elevated requirements, often expressing complaints about the overwhelming volume of new words. Students occasionally express frustration, mentioning that the volume of new words they need to learn feels overwhelming. Therefore, for EFL secondary students, learning vocabulary must really be understood because vocabulary is difficult to learn in English lessons. Then, vocabulary learning strategies can be applied to learning and can help students to learn vocabulary and improve their mastery and

understanding in learning English vocabulary. According to Thiendathong et al., (2021) learning vocabulary can be challenging for students due to difficulties in remembering many new words at once, understanding meanings in various contexts, using words accurately in speaking and writing, maintaining motivation, limited exposure to new words, lack of regular practice, and complexity of certain words. Studies examining the efficacy of VLS, targeting specific learning difficulties, and contributing to the ongoing discussion on the relative importance of language skills and vocabulary learning strategies are essential. In essence, research is required to bridge the knowledge gap between theory and actual VLS usage in improving vocabulary learning.

In recent years, there has been research on the use of vocabulary learning strategies in the EFL context (Chamidah et al, 2021; Mahendra, 2019; Salawazo et al, 2020; Thiendathong et al, 2021), but there is still relatively small involving high school students, especially in the Indonesian context. Therefore, to fill the existing gap, this research tries to fill the contextual gap in research on vocabulary learning strategies involving high school students in Indonesia.

1.3 Research Questions

The importance of strategies in learning vocabulary is to find out how far students understand and use vocabulary learning strategies in English. By employing strategies, students can be guided to become conscientious learners, and also teachers can identify what are the strengths and weaknesses of students in learning vocabulary.

Therefore, based on the discussion above, the purpose of this research is to find out what kind of strategy is suitable for learning vocabulary for EFL secondary students. The following research questions will be discussed: What VLSs do EFL secondary students use?

1.4 Research Purposes

This study aims to identify vocabulary learning strategies used by students to learn vocabulary for EFL secondary students which are essential to them and find out what VLSs do EFL secondary students use.

1.5 Significance of the Study

This study is to provide a contribution to future research, especially in Indonesia where learning English is taking place where this study can help students to use strategies that are suitable for them to improve their ability and knowledge of vocabulary and what VLS are used by secondary students EFL.

CHAPTER 2

LITERATURE REVIEW

2.1 Vocabulary Learning Strategies

According to Gu et al., (2012) vocabulary learning strategies are an attempt to remember a lesson in compiling their vocabulary learning so that it is successful and useful in increasing vocabulary size and being able to use it well. Utomo et al., (2022) further define vocabulary learning strategies as the strategies used by learners, whether second or foreign language learners, to acquire new words. This also refers to a language learner's behavior that they use to acquire a new word, retain, and also expand their knowledge of vocabulary. According to Gumartifa et al. (2020), Schmitt (1997) introduced a specialized category of techniques within language learning known as "Vocabulary Learning Strategies" (VLS). This subcategory was developed to provide practical methods for learners to apply their knowledge of language learning techniques specifically towards acquiring and expanding their vocabulary. In addition, Goundar (2015) emphasizes four key areas in all studies on vocabulary learning strategies: metacognitive strategies, cognitive strategies, memory strategies, and activation strategies. This underscores the importance of these strategies in enabling students to grasp vocabulary knowledge independently and recognize the vocabulary necessary to achieve their learning objectives. Another statement from Craven (2013), Vocabulary Learning Strategies (VLS) have the potential to enhance the efficiency and effectiveness of students' foreign language acquisition. Therefore, vocabulary learning

strategies play an important role in increasing students' vocabulary and as a useful method for learning new vocabulary. As a result, this research will contribute to future research conducted in English learning environments to help students what strategies EFL secondary students use.

2.2 The Development of the VLS Questionnaire

Based on Schmitt's (1997) theory, Chiang, Chang, and Lee (2023) present the taxonomy of the Vocabulary Learning Strategies (VLS) Questionnaire. This questionnaire suggested a full list of VLS, highlighting key elements related to how learners use VLS to develop and use a new language. Schmitt (1997) examines some general conclusions about vocabulary learning strategies that have been made by previous researchers and proposes a taxonomy of vocabulary learning strategies. The research results from Schmitt et al., (in press), at least in Japan (implying that results may change for learners with other L1s), have delivered a taxonomy of vocabulary learning strategies and provided early evidence of their usage levels and learners' attitudes toward them. In the opinion of Schmitt, the reader's mind probably has many questions after reading the suggested taxonomy and survey study in this chapter. The chapter's goals made by Schmitt will have been successfully achieved if these questions contribute to sparking more conversation or investigation, leading to the growth of this area of vocabulary study. In the research conducted by Chiang, Chang, and Lee, the questionnaire used covers four dimensions namely memory strategies, cognitive strategies, metacognitive strategies, and social strategies. Three subdomains exist

within the memory strategy domain: visual/imagery, association/elaboration strategies, and word analysis strategies.

2.2.1 Memory Strategies

According to Schmitt (1997), memory strategies are skills that involve using certain types of images or groupings to connect the words to be memorized with previous information. Memory strategies help students remember vocabulary better, understand new words, and learn vocabulary faster. Memory strategies also stimulate students' brains to generate images during learning (Chiang et al., 2023). Students will try to engage in learning activities such as associating words with prior personal experiences, linking words to their coordinates, using semantic maps, imagining word forms, grouping words to learn them, learning the spelling of words, saying new words aloud when learning, and using physical actions when learning a word by employing this strategy (Pradina et al., 2021). Therefore, based on the researchers' statements, memory strategies are effective in helping learners improve their memory in learning vocabulary.

2.2.2 Cognitive Strategies

Cognitive strategies, in this taxonomy, are similar to memory strategies but are less focused on manipulating mental processes, specifically cognitive strategies involve repetition and the use of mechanical methods to study vocabulary (Schmitt, 1997). In other words, cognitive strategies focus on repeating vocabulary which learners do either in writing or orally. For written

repetition, it can be done by writing vocabulary in a book or notes. In oral repetition, learners can say and repeat the vocabulary multiple times. According to Chiang, Chang, and Lee (2023), mechanical methods like verbal repetition or written are also naturally a part of cognitive strategies. Therefore, cognitive strategies can help EFL students focus on learning vocabulary, both in written and oral forms.

2.2.3 Metacognitive Strategies

Metacognitive strategies are a strategy that can make learners aware of how learners manage themselves by planning, monitoring, or evaluating themselves in learning (Utomo et al., 2022). This involves learners understanding and controlling their own learning approach. According to Schmitt (1997), learners use metacognitive strategies to manage and evaluate their individual learning while maintaining an overall perspective on the learning process. Learning and direct interaction with native speakers can improve vocabulary knowledge skills. If students follow a regular schedule instead of a messy one, then students will learn more optimally. Chiang, Chang, and Lee (2023) mention that metacognitive strategies can help students in improving their capacity for organizing, directing, and assessing their learning. Therefore, learners testing themselves by providing effective lessons can positively influence and enhance their progress. Various media that can be used for metacognitive strategies to improve their learning, Pradina et al (2021) suggest that using English-language media such as music, movies, and news,

as well as word practice areas, word exams, skipping or passing new words, and long-term study of new words.

2.2.4 Social Strategies

The last strategy used in this research is social strategy. According to Chiang, Chang, and Lee (2023), social strategies can be used to overcome affective and emotional barriers that prevent people from learning through social strategies. This social strategy involves a collaboration between individuals and other people. According to Schmitt (1997), the interaction between the learners can be applying a new term in a sentence, providing synonyms, offering definitions through paraphrasing, asking students if they know the translation, or a combination of these. In the process of learning vocabulary, learners can exchange ideas by working in groups. With such a strategy, students will quickly capture, understand, and transfer what they get while studying with others. As mentioned by Pradina et al (2021) based on Oxford (1990), they highlight that social strategies in learning involve cooperation with friends such as asking questions, asking for corrections, and giving each other feedback.

2.3 Review on Relevant Studies

In previous research, Gu & Johnson (1996) conducted a study on students studying English vocabulary in Beijing, China. The researcher used Vocabulary Learning Questions (VLQ). The result showed that, on average, participants reported

using fewer rote learning techniques and more meaning-based methods to learn language.

According to Thiendathong et al., (2021) explored Thai high school students used the vocabulary learning strategies. this research used vocabulary learning strategy questionnaire and semi-structured interviews to collect the data. The result of their research showed that determination strategies were the most commonly utilized, while memory strategies were less frequently employed. Additionally, the study found that the learning environment affected how participants utilized vocabulary learning strategies. Qualitative analysis also unveiled the diverse range of strategies used and the varying levels of their application.

Mahendra (2019) conducted an investigation into the vocabulary learning strategies used by high school students in Indonesia who have good English vocabulary learning skills. This research uses simple quantitative and data collected from questionnaires. The results of this study show that students usually listen to English music, watch movies or TV, translate words, understand written words, and make mental connections with known words to learn vocabulary.

Chiang et al., (2023) explored vocabulary learning among a group of secondary students in Hong Kong over the course of eight months and vocabulary learning in a group of students. This study used two vocabulary tests and a questionnaire about vocabulary learning strategies (VLSs) based on Schmitt (1997)'s taxonomy of vocabulary learning strategies. The results of this study indicated that the eight months of VLS guidance was associated with significant improvements in student vocabulary

knowledge. According to Chiang et al, students revealed that students' positive experiences during learning can support the effectiveness of student consolidation strategies. As a result, it was determined that a total of 25 strategies were relevant to the learning they selected for explicit instruction.

2.4 Theoretical Framework

The purpose of this study was to investigate vocabulary learning strategies for high school EFL students. The approach used in this research was based on the idea presented by Chiang, Chang, and Lee (2023), specifically, the Vocabulary Learning Strategies (VLS) Questionnaire, which they adapted from Schmitt (1997). Schmitt (1997) defines that vocabulary learning strategies are categorized into five taxonomies: determination strategies, memory strategies, cognitive strategies, metacognitive strategies, and social strategies. This questionnaire was adapted by Chiang, Chang, and Lee (2023) to collect data which was converted into memory strategies, cognitive strategies, metacognitive strategies, and social strategies that they needed to conduct their research. These four taxonomies are used to obtain information and data.

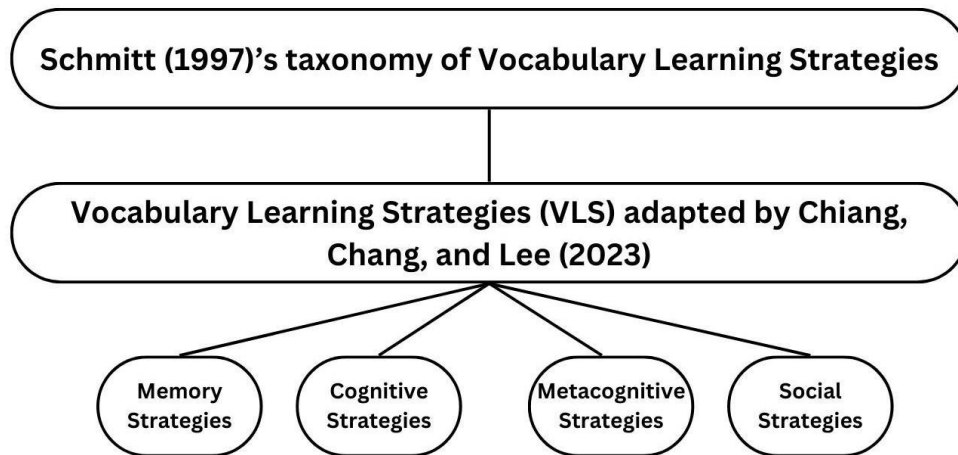


Figure 2.3 Conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

The purpose of this study was to identify vocabulary learning strategies (VLS) among EFL secondary school students using a survey study as the research design. A survey is an approach for gathering data consistently, serving as a valuable tool for recording current community conditions, population characteristics, and community viewpoints (Guyette, 1983). In a research investigation, employing the survey methodology could find the identification of vocabulary learning strategies preferred by students and expand the data collection process. Therefore, this study used a descriptive quantitative, which entails analyzing and computing variables to derive findings and draw conclusions.

3.2 Population and Sample

Table 3.2 Participants Gender

		Total	Percentage
Gender	Male	29	41.4%
	Female	41	58.6%
Total Participants		70	100%

The total number of participants who participated as respondents to fill out the questionnaire in this research was 70 students: 29 or 41.4% male and 41 or 58.6% female EFL secondary students.

The total population and the sample for this research is EFL secondary school from senior high school in Yogyakarta. The students were selected from two classes of senior high school in Yogyakarta, specifically grade 11 (eleven), totaling 70 students who had experience learning English at school. From observations, it's evident that students possess English proficiency ranging from medium to high levels. Their active participation in the learning process demonstrates their strong engagement and effectiveness in learning English. I was granted access by the teacher to retrieve research data from these two classes. Therefore, the sample size is 70 samples because the population is less than 100.

Therefore, in this research, I used the convenience sampling technique. According to Mweshi and Sakyi (2020), convenience sampling involves selecting participants based on their potential access and ability to provide the necessary information to the researcher. The reasons for using convenience sampling include the ease of access in collecting data and the participants' ability to provide information, given their current learning experiences with English vocabulary.

3.3 Data Collecting Techniques

3.3.1 Instrument

In this research, a questionnaire was used to collect data. The questionnaire was adapted from Chiang et al., (2023) and was shared with students to decide their vocabulary learning strategies. The reason for adapting this questionnaire is the similar context of EFL students in senior high school and have not been given treatment by training 25 specific strategies, the same as in the study by Chiang et al., (2023). Participants in this research were grade 11 students from private high schools in Yogyakarta. Based on observations made, students have English levels from medium to high. The English learning process so far shows that students participate in learning very well and actively. Therefore, they are the right participants to collect VLS data.

The Schmitt questionnaire, which the researchers used to gather data, indicated that significant domains were students' use of VLSs for language learning and usage. The Vocabulary Learning Strategies Questionnaire aims to understand how learners decide on their vocabulary learning strategies and learn vocabulary (Chiang et al., 2023). The questionnaire used was written in English and this questionnaire includes two parts. The first part involves collecting personal data from the participants, namely EFL high school students in Yogyakarta. The second part is a questionnaire that includes 25 items categorized into memory strategies (visual/imagery, association/elaboration strategies, and word analysis strategies), cognitive strategies, metacognitive

strategies, and social strategies. Each statement will use a Likert Scale ranging from (1= never, 2= seldom, 3= sometimes, 4= often, 5= always).

Table 3.3.1 The Blueprint of VLS adapted from Chiang, Chang, and Lee (2023)

No	Domain	Sub Domain	Number of item(s)	Item(s) number
1	Memory Strategies	Visual/Imagery	3	Q1, Q12, Q19
		Association/Elaboration Strategies	4	Q2, Q7, Q10, Q16
		Word Analysis Strategies	5	Q3, Q4, Q8, Q15, Q18
2	Cognitive Strategies		6	Q5, Q6, Q9, Q11, Q17, Q24
3	Metacognitive Strategies		4	Q13, Q20, Q21, Q22
4	Social Strategies		3	Q14, Q23, Q25

3.3.2 Validity

Validity is determined by the analysis' relevant and suitable interpretation of the data collected from the measuring device (Sürücü & Maslakçı, 2020). When choosing an instrument, validity is a crucial factor that

the researcher should take into account. What is meant to be measured will be assessed by a proper instrument (Kurniawan et al., 2020). In this research, an instrument with 25 items from Chiang, Chang, and Lee (2023), adapted from Schmitt (1997), was employed to identify the vocabulary learning strategies used by EFL secondary school students.

Previously, Chiang, Chang, and Lee (2023) conducted research on "Vocabulary learning strategy instruction in the EFL secondary classroom: an exploratory study" which was conducted on ten Cantonese-speaking male and female people from the first researcher's Hong Kong's secondary class as the research instrument.

3.3.3 Reliability

According to Sürücü & Maslakçı (2020), reliability is an indication of the stability of an evaluated value obtained from repeated measurements under the same conditions using the same measuring instrument. Chiang, Chang, and Lee (2023) compiled an instrument that they adapted from Schmitt (1997), specifically a taxonomy of vocabulary learning strategies. Chiang, Chang, and Lee (2023) revised the questionnaire's taxonomy vocabulary learning strategy into English. Following approval, ten male and ten female Cantonese students from Hong Kong's middle class were used to test the questionnaire in Chiang et al (2023) research.

A Cronbach's alpha analysis was carried out for each of the four research instruments based on this VLS development study. Four of the

questionnaire's VLS categories were therefore assessed, and the results show this VLS Domain relatively high to good results.

Table 3.3.3 Result of Cronbach's alpha on VLS Domain

VLS domain	Cronbach's α
Memory Strategies	.90
Memory subcategories	
Visual/Imagery	.72
Association/Elaboration Strategies	.79
Word Analysis Strategies	.87
Cognitive Strategies	.90
Metacognitive Strategies	.91
Social Strategies	.84

3.4 Data Analysis

3.4.1 Data Indicator

The indicator data were adopted from Chiang, Chang, and Lee (2023), and the instrument used is referred to as the Vocabulary Learning Strategies (VLS) Questionnaire. This research will focus on investigating EFL secondary school students regarding the vocabulary learning strategies they use and their understanding of accepted vocabulary learning strategies and instructions for learning vocabulary. Instruments will be distributed to participants and they

will rate one and all statement on a Likert scale from (1= never, 2= seldom, 3= sometimes, 4= often, 5= always). Their responses will be analyzed using descriptive statistics.

3.4.2 Data Analysis Technique

In this study, data were collected through a survey design, and the following steps were implemented:

1. After reviewing the literature, compiling a theoretical framework, and selecting an appropriate questionnaire, the researcher adapted a survey using Google Form and distributed it to the participants.
2. The questionnaires were distributed to high school students in classes XI MIPA 1 and XI MIPA 3 who were studying English vocabulary at one of the high schools in Yogyakarta.
3. The population consisted of all students from the two classes, totaling 70 students, from which a sample of 70 students was drawn.
4. The data collected in the Google Form were then analyzed using the Statistical Package for Social Science (SPSS) to determine the results of the analysis using descriptive statistics.
5. The were interpreted based on the research results.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

This chapter contains findings obtained from the results of a questionnaire to identify secondary EFL students' vocabulary learning strategies used by secondary EFL students at one of Yogyakarta's senior high schools. Tables and images are also included in this chapter to give a more detailed information.

4.1 Research Findings

Following an explanation of the participant's profile, the following descriptive statistics were used to view the participant's responses about Vocabulary Learning Strategies among EFL secondary school students:

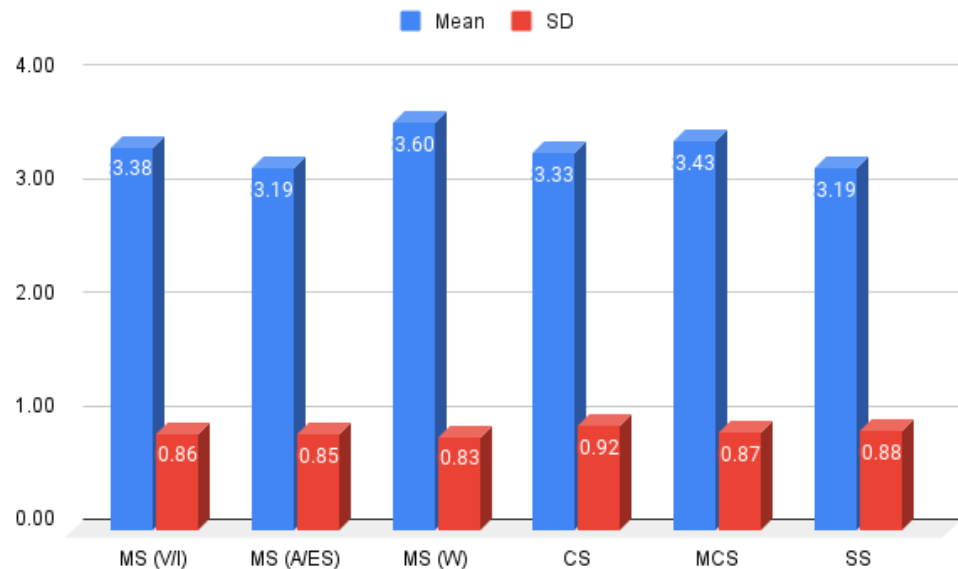


Figure 4.1 Result of Each Item Domains of Vocabulary Learning Strategies

The results of the research show that vocabulary learning strategies from 4 domains, one of the domains consisting of 3 sub domains are (1) memory strategies (visual/imagery) (M= 3.38, SD= 0.86), (2) memory strategies (association/elaboration strategies) (M= 3.19, SD= 0.85), (3) memory strategies (word analysis strategies) (M= 3.60, SD= 0.83), (4) cognitive strategies (M= 3.33, SD= 0.92), (5) metacognitive strategies (M= 3.43, SD= 0.87), and (6) social strategies (M= 3.19, SD= 0.88). The data indicates that most participants selected memory strategies (word analysis strategies), as an approach to aid students in learning vocabulary (M= 3.60, SD= 0.83), according to the overall result. Meantime, the domains that were least applied by students in vocabulary learning were memory strategies (association/elaboration strategies) (M= 3.19, SD= 0.85) and social strategies (M= 3.19, SD= 0.88) as strategies that did not support students' vocabulary learning.

There are 3 items regarding the Memory Strategies (Visual/Imagery) domain in items 1 to 3. According to the graph above, item Q1 (M= 3.61, SD= 0.873) with the statement "*I study the words I learned with pictorial representations of their meaning through images, photographs or drawings*" is where students employ the method most frequently. Next, item Q12 (M= 3.03, SD= 0.916) with the statement "*I create mental images of the words I learned to help me remember them*" is where students employ this method the least. The goal setting domain's mean score was (M= 3.38, SD= 0.86).

Based on the table, in statement item number Q1, it can be seen that on “Mean” student is on a scale of 4 or often, which means students often learn words using images. Then in statement item number Q9, the results show that on “Mean” student are on scale 3 and scale 4 or sometimes and often study by acting out words to remember. Additionally, in statement item number Q12, the results show that on “Mean” student is on scale 3 or sometimes, which means students sometimes learn words through mental images to help them remember.

Table 4.2 Memory Strategies (Visual/Imagery)

Item Number	Statement	N	Mean Score	Standard Deviation
1	“I study the words I learned with pictorial representations of their meaning through images, photographs or drawings” (Saya belajar kata-kata yang saya pelajari dengan representasi gambar maknanya melalui citra, foto, atau gambar).	70	3.61	0.873
9	“I act out the words I learned to remember them better” (Saya memerankan kata-kata yang saya pelajari untuk mengingatnya dengan lebih baik).	70	3.5	0.776
12	“I create mental images of the words I learned to help me remember them” (Saya menciptakan gambaran mental dari kata-kata yang saya pelajari untuk membantu saya mengingatnya).	70	3.03	0.916

There are 4 items regarding the Memory Strategies (Association/Elaboration Strategies) domain in items 1 to 4. The item Q2 (M= 3.4, SD= 0.788) with the statement "*I use maps such as word trees to help me remember the words I learned, for example, crime arson arsonist*" appears to be the most popular method among students. The statement "*I connect the words I learned to personal experience when I try to remember them, for example, brutal and stinging pain*" in item Q16 (M= 2.9, SD= 0.783) is the least employed method by students. The goal setting domain's mean score was (M= 3.19, SD= 0.85).

According to the table, in this section it can be seen that the “Mean” student is on a scale of 3 or sometimes. It is possible to see that students sometimes learn words by using word trees, connecting one word with another, grouping words in a story line, and relating it to students' personal experiences.

Table 4.3 Memory Strategies (Association/Elaboration Strategies)

Item Number	Statement	N	Mean Score	Standard Deviation
2	“I use maps such as word trees to help me remember the words I learned, for example, crime arson arsonist” (Saya menggunakan peta seperti pohon kata untuk membantu saya mengingat kata-kata yang saya pelajari, misalnya kejahatan pembakaran, pelaku pembakaran).	70	3.4	0.788
7	“I relate the words I learned to other words from the same class, same meaning, or same family, for example, homicide = murder” (Saya	70	3.34	0.931

menghubungkan kata-kata yang saya pelajari dengan kata lain dari kelas yang sama, arti yang sama, atau keluarga yang sama, misalnya pembunuhan = pembunuh.).

10	“I group the words I learned in a storyline in order to remember them” (Saya mengelompokkan kata-kata yang saya pelajari dalam alur cerita untuk mengingatnya).	70	3.11	0.894
16	“I connect the words I learned to personal experience when I try to remember them, for example, brutal and stinging pain” (Saya menghubungkan kata-kata yang saya pelajari dengan pengalaman pribadi ketika saya mencoba mengingatnya, misalnya, rasa sakit yang brutal dan menyengat).	70	2.9	0.783

There are 5 items regarding the Memory Strategies (Word Analysis Strategies).

The most popular approach employed by students to acquire English vocabulary is Q3 in the Memory Strategies (Word Analysis Strategies) domain ($M = 3.94$, $SD = 0.849$), with the statement "*I connect the words I learned to their synonyms and antonyms (opposites)*". Then students choose a little strategy on item Q18 ($M = 3.27$, $SD = 0.833$) with the statement "*I try to relate the words I learned to their parts of speech (noun, adjective, etc.), for example, vandalize and vandalism*". The average score for items in the Memory Strategies (Word Analysis Strategies) strategy domain is ($M = 3.60$, $SD = 0.83$).

Based on the table, in statement numbers Q3, Q4, and Q8, it can be seen that the “Mean” student is on a scale of 4 or often, which can possibly be seen that students

often learn words by connecting them with synonyms and antonyms, spelling of words, and the sound of words. - say. Then in statement numbers Q15 and Q18, it can be seen that students are on a scale of 3 or sometimes, which is likely that students learn words by remembering affixes, prefixes, suffixes, and other tools, and connecting words with nouns, adjectives, etc.

Table 4.4 Memory Strategies (Word Analysis Strategies)

Item Number	Statement	N	Mean Score	Standard Deviation
3	“I connect the words I learned to their synonyms and antonyms (opposites)” (Saya menghubungkan kata-kata yang saya pelajari dengan sinonim dan antonimnya (berlawanan)).	70	3.94	0.849
4	“I study the spelling of the words I learned carefully” (Saya belajar ejaan kata-kata yang saya pelajari dengan cermat).	70	3.84	0.81
8	“I study the sounds of the words I learned carefully” (Saya belajar bunyi kata-kata yang saya pelajari dengan cermat).	70	3.63	0.765
15	“I try to remember the affixes, prefixes, suffixes, and other tools when studying the words I learned” (Saya mencoba mengingat imbuhan, awalan, akhiran, dan alat-alat lainnya ketika mempelajari kata-kata yang saya pelajari).	70	3.34	0.915
18	“I try to relate the words I learned to their parts of speech (noun, adjective, etc.), for example, vandalize and vandalism” (Saya mencoba menghubungkan kata-kata yang saya	70	3.27	0.833

pelajari dengan bagian-bagiannya (kata benda, kata sifat, dll), misalnya merusak dan perusakan).

In this Cognitive Strategies category, students select questions Q5 and Q6 as their preferred methods for acquiring vocabulary in English. Q5 item (M=3.54, SD= 0.928) with the statement “*I take notes about the new words in class*”, and Q6 item (M=3.54, SD= 0.912) with the statement “*I keep a vocabulary book to help me review the words I learned*”. On the Q24 question (M= 3.13, SD= 0.797), the students then marginally select a method with the statement, “*I say the words I learned aloud when studying.*” The Cognitive Strategies category's mean score (M = 3.33, SD = 0.92).

According to the table, it can be seen in statement item numbers Q5 and Q6, the “Mean” student is on a scale of 4 or often, which means students regularly note down new words and maintain a vocabulary notebook. Then in statement item numbers Q9, Q11, Q17 and Q24, it can be seen that on “Mean” students such as utilizing word lists, reviewing vocabulary from textbooks or handouts, writing, and vocalizing the words.

Table 4.5 Cognitive Strategies

Item Number	Statement	N	Mean Score	Standard Deviation
5	“I take notes about the new words in class” (Saya mencatat kata-kata baru di kelas).	70	3.54	0.928
6	“I keep a vocabulary book to help me review the words I learned” (Saya menyimpan buku kosakata untuk	70	3.54	0.912

	membantu saya meninjau kata-kata yang saya pelajari).			
9	“I use word lists to review the words I learned” (Saya menggunakan daftar kata untuk meninjau kata-kata yang saya pelajari).	70	3.3	0.89
11	“I review the vocabulary section in my textbook or handouts” (Saya meninjau bagian kosakata di buku teks atau handout saya).	70	3.29	0.98
17	“I write the words I learned several times when studying” (Saya menulis kata-kata yang saya pelajari beberapa kali saat belajar).	70	3.16	1.002
24	“I say the words I learned aloud when studying” (Saya mengucapkan kata-kata yang saya pelajari dengan lantang saat belajar).	70	3.13	0.797

As seen by the Metacognitive Strategies graph above, a large number of students select Q13 ($M = 3.69$, $SD = 0.79$) with the statement "*I use English language media to help me remember the words I learned*" as a method that can aid in their vocabulary learning. Then students slightly choose strategy item Q22 ($M = 3.14$, $SD = 0.952$) with the statement "*I continue to study the words I learned over time until I can remember them*". The average value of items in the Metacognitive Strategies domain is ($M = 3.43$, $SD = 0.87$).

Based on the table, it can be seen from the statement item numbers Q13 and Q20, students are on a scale of 4 or often, which means it is likely that students learn

words through language media and regularly test themselves with word. Furthermore, in item numbers Q21 and Q22, it can be seen that students are on a scale of 3 or sometimes, where it is possible that students sometimes learn words by engage in learning words through spaced word exercises and consistent word study.

Table 4.6 Metacognitive Strategies

Item Number	Statement	N	Mean Score	Standard Deviation
13	“I use English language media to help me remember the words I learned” (Saya menggunakan media bahasa Inggris untuk membantu saya mengingat kata-kata yang saya pelajari).	70	3.69	0.79
20	“I test myself with word tests” (Saya menguji diri saya dengan tes kata).	70	3.54	0.811
21	“I use spaced word practice to review the words I learned” (Saya menggunakan latihan kata spasi untuk meninjau kata-kata yang saya pelajari).	70	3.36	0.933
22	“I continue to study the words I learned over time until I can remember them” (Saya terus mempelajari kata-kata yang saya pelajari dari waktu ke waktu sampai saya dapat mengingatnya).	70	3.14	0.952

The statement "*I study and practice the meaning of the words I learned in pairs/groups both in and outside of class*" accompanied Q14, which students ranked as the most applicable in the Social Strategies category (M= 3.47, SD= 0.812). Then students choose a little strategy on item Q25 (M= 2.97, SD= 1.007) with the statement

"I try to use the words I learned in interactions". Mean scores for items in the Social Strategies domain (M= 3.19, SD= 0.88).

According to the table, in this section it can be seen that the average student is on a scale of 3 or sometimes. It can be seen that students occasionally learn and reinforce word meanings through group or pair activities both in and out of the classroom, maintain lists of words or flashcards, with their teacher monitoring their progress, and make efforts to apply newly learned words in conversations.

Table 4.7 Social Strategies

Item Number	Statement	N	Mean Score	Standard Deviation
14	"I study and practice the meaning of the words I learned in pairs/groups both in and outside class" (Saya belajar dan mempraktikkan arti kata yang saya pelajari secara berpasangan/berkelompok baik di dalam maupun di luar kelas).	70	3.47	0.812
23	"I keep a word list/card and my teacher checks for learning" (Saya menyimpan daftar kata/kartu dan guru saya memeriksa pembelajarannya).	70	3.13	0.815
25	"I try to use the words I learned in interactions" (Saya mencoba menggunakan kata-kata yang saya pelajari dalam interaksi).	70	2.97	1.007

4.2 Discussion

This study identifies Vocabulary Learning Strategies among EFL secondary school students, especially for students deemed to have an understanding of English

and knowledge of English vocabulary for eleventh grade high school students. The identified Vocabulary Learning Strategies among EFL secondary school students cover 4 categories, of which 1 category has 3 sub domains, the same as stated by previous research (e.g., Schmitt, 1997; Muslimah et al., 2022; Chiang et al., 2023), namely memory strategies (visual/imagery, association/elaboration strategies, word analysis strategies), cognitive strategies, metacognitive strategies, and social strategies.

Descriptive statistics revealed that most students selected the memory strategies (word analysis strategies) category ($M = 3.60$, $SD = 0.83$) as a strategy that supports in their learning of English vocabulary. The findings in this study reveal that the category of memory strategies category in the memory strategies sub-category (word analysis strategies) is specifically regarding connecting words that students learn with their synonyms and antonyms (opposites) ($M = 3.94$, $SD = 0.849$) in item Q3 is the strategy most used by high school EFL students in to expand students' vocabulary insight. Therefore, this shows that students have a strategy for remembering words that are connected to each other by synonyms and antonyms or opposites. Similar to previous research conducted by Chiang et al (2023), it was revealed that the memory strategies category in the memory strategies sub-category (word analysis strategies) specifically regarding participants tried to related the words that they gained knowledge of their speech parts (noun, adjective, etc.), for example, vandalize and vandalism in item 18 was most widely used by participants. In a study by Muslimah et al. (2022), memory strategies emerged as the second most commonly employed strategies by students, following metacognitive strategies. Students frequently utilized memory strategies,

particularly to expand their vocabulary and they reported using techniques such as forming sentences with new words and associating words with their synonyms and antonyms.

Additionally, the study's findings are both comparable to and different from earlier research (Chiang et al., 2023, for example), which found that students employ memory methods (association/elaboration strategies) the least while learning vocabulary in English ($M= 3.19$, $SD= 0.85$). In Figure 4.1 it is evident that students utilize word maps, like word trees, to help them recall the terms they study. However, there are still many students who do not learn vocabulary by connecting words with personal experience when they try to remember them ($M= 2.9$, $SD= 0.783$) contained in item Q16. Therefore, this shows that students' abilities in memory strategies (association/elaboration strategies) are still insufficient or lacking because most students still learn by not using ways to connect words with personal experiences when they try to remember them. This results in students not understanding the vocabulary they can learn by connecting it with personal experience. As with previous research conducted by Chiang et al (2023), it was revealed that memory strategies (association/elaboration strategies) were the small preferred strategies by learners to strengthen their learning English vocabulary. Based on the data obtained, some participants had never learned vocabulary by connecting the words they learned with their personal experiences.

Last but not least, even though the weakness is the same as the association strategy, the difference lies in the social strategy produced by this research. Social

strategies are the strategies used least by learners in learning English vocabulary ($M= 3.19$, $SD= 0.88$). Within and outside of the classroom, some students prefer to study and practice word meanings in pairs or groups. However, some students also find it difficult to learn vocabulary using words they learn in interactions ($M= 2.97$, $SD= 1.007$) in item Q25. This is different from previous research conducted by Chiang et al (2023), which revealed that participants tended to like learning vocabulary by using the words they learned in interactions. The researcher explained that the participants' social strategies were enhanced when they were asked to establish study groups for learning English outside of the classroom. This contrasts too with earlier research conducted by Muslimah et al. (2022), which found that social strategies are also frequently employed by students. They often seek assistance from teachers or peers to translate the meanings of new words, given that English is a foreign language and not commonly spoken. Therefore, students primarily practice English vocabulary with their teachers and classmates during class sessions.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

The aim of this research is to identify vocabulary learning strategies (VLS) among EFL secondary school students. 70 students from two classes at an EFL high school from one school in Yogyakarta have filled out the questionnaire completely. The researcher's conclusions are based on the findings and discussion from the preceding chapter. Students generally select memory strategies (word analysis strategies) as their choice of vocabulary learning strategies among four categories. They prefer to associate the words they learn with their synonyms and antonyms (opposites). As a result, it can help students learn more vocabulary. However, memory strategies (association/elaboration strategies) and social strategies were the least preferable strategies chosen by the students.

Some students used several strategies which can be seen from the higher scores in each category, namely: 1) learning the words they are studying with illustrated representations of their meanings between images, photos or drawings, 2) using maps example word trees which help them recall the words that they learn, 3) relate the words they learn to their synonyms and antonyms (opposites), 4) note down new words in class and support a vocabulary book that helps them review the words they learn, 5) use English media that helps them remember the words they learn, 6) study and apply

word meanings in groups or pairs both within and outside of the classroom. All these results show that each student uses different vocabulary learning strategies to improve their vocabulary skills.

5.2 Suggestion

To further improve this research, the researchers would like to offer several recommendations. The results of this study are intended to help high school EFL students choose appropriate strategies for learning English vocabulary. Based on the survey items, students can select strategies from this study that match their abilities and enhance their vocabulary learning. Then, further researchers are advised to use VLS by Chiang et al (2023) by involving more participants to gain more insight into vocabulary learning strategies. As stated in the background, in essence, more research is required to bridge the knowledge gap between theory and actual VLS usage in improving vocabulary learning. Therefore, future research on vocabulary learning strategies involving senior high school students may involve larger scale from several schools and exploring how the implementation of these strategies may improve their vocabulary learning to learn English as a foreign language in Indonesia.

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APPENDICES

Appendix 1 VLS (Vocabulary Learning Strategies) by Chiang, Chang, and Lee (2023)

Part 1. Demographic Information (Data Pribadi Responden)

1. Email
2. Nomor Whatsapp
3. Nama
4. Gender
5. Kelas
6. Persetujuan siswa dalam mengisi kuesioner

Part 2. Petunjuk Pengisian Kusioner

Instrumen ini terdiri dari 25 item dengan skala 1-5 yang mengukur strategi belajar kosakata yang anda gunakan dalam belajar kosakata berbahasa Inggris mulai dari tidak pernah sampai sering. Waktu yang dibutuhkan untuk mengisi kuesioner ini dengan baik kurang lebih adalah 15-30 menit.

Scale	Description
5	Selalu
4	Sering
3	Kadang - kadang

2	Jarang
1	Tidak pernah

Berilah tanda centang (V) pada salah satu dari skala dibawah ini yang mewakili penilaian anda.

No	Statement	1	2	3	4	5
1.	I study the words I learned with pictorial representations of their meaning through images, photographs or drawings. (Saya belajar kata-kata yang saya pelajari dengan representasi gambar maknanya melalui citra, foto, atau gambar).					
2.	I use maps such as word trees to help me remember the words I learned, for example, crime arson arsonist. (Saya menggunakan peta seperti pohon kata untuk membantu saya mengingat kata-kata yang saya pelajari, misalnya kejahatan pembakaran, pelaku pembakaran).					
3.	I connect the words I learned to their synonyms and antonyms (opposites). (Saya menghubungkan kata-kata yang saya pelajari dengan sinonim dan antonimnya (berlawanan)).					
4.	I study the spelling of the words I learned carefully. (Saya belajar ejaan kata-kata yang saya pelajari dengan cermat).					
5.	I take notes about the new words in class. (Saya mencatat kata-kata baru di kelas).					
6.	I keep a vocabulary book to help me review the words I learned. (Saya menyimpan buku kosakata untuk membantu saya meninjau kata-kata yang saya pelajari).					
7.	I relate the words I learned to other words from the same					

	<p>class, same meaning, or same family, for example, homicide = murder. (Saya menghubungkan kata-kata yang saya pelajari dengan kata lain dari kelas yang sama, arti yang sama, atau keluarga yang sama, misalnya pembunuh = pembunuhan.).</p>					
8.	<p>I study the sounds of the words I learned carefully. (Saya belajar bunyi kata-kata yang saya pelajari dengan cermat).</p>					
9.	<p>I use word lists to review the words I learned. (Saya menggunakan daftar kata untuk meninjau kata-kata yang saya pelajari).</p>					
10.	<p>I group the words I learned in a storyline in order to remember them. (Saya mengelompokkan kata-kata yang saya pelajari dalam alur cerita untuk mengingatnya).</p>					
11.	<p>I review the vocabulary section in my textbook or handouts. (Saya meninjau bagian kosakata di buku teks atau handout saya).</p>					
12.	<p>I create mental images of the words I learned to help me remember them. (Saya menciptakan gambaran mental dari kata-kata yang saya pelajari untuk membantu saya mengingatnya).</p>					
13.	<p>I use English language media to help me remember the words I learned. (Saya menggunakan media bahasa Inggris untuk membantu saya mengingat kata-kata yang saya pelajari).</p>					
14.	<p>I study and practice the meaning of the words I learned in pairs/groups both in and outside class. (Saya belajar dan mempraktikkan arti kata yang saya pelajari secara berpasangan/berkelompok baik di dalam maupun di luar kelas).</p>					
15.	<p>I try to remember the affixes, prefixes, suffixes, and other tools when studying the words I learned.</p>					

	(Saya mencoba mengingat imbuhan, awalan, akhiran, dan alat-alat lainnya ketika mempelajari kata-kata yang saya pelajari).					
16.	I connect the words I learned to personal experience when I try to remember them, for example, brutal and stinging pain. (Saya menghubungkan kata-kata yang saya pelajari dengan pengalaman pribadi ketika saya mencoba mengingatnya, misalnya, rasa sakit yang brutal dan menyengat).					
17.	I write the words I learned several times when studying. (Saya menulis kata-kata yang saya pelajari beberapa kali saat belajar).					
18.	I try to relate the words I learned to their parts of speech (noun, adjective, etc.), for example, vandalize and vandalism. (Saya mencoba menghubungkan kata-kata yang saya pelajari dengan bagian-bagiannya (kata benda, kata sifat, dll), misalnya merusak dan perusakan).					
19.	I act out the words I learned to remember them better. (Saya memerankan kata-kata yang saya pelajari untuk mengingatnya dengan lebih baik).					
20.	I test myself with word tests. (Saya menguji diri saya dengan tes kata).					
21.	I use spaced word practice to review the words I learned. (Saya menggunakan latihan kata spasi untuk meninjau kata-kata yang saya pelajari).					
22.	I continue to study the words I learned over time until I can remember them. (Saya terus mempelajari kata-kata yang saya pelajari dari waktu ke waktu sampai saya dapat mengingatnya).					
23.	I keep a word list/card and my teacher checks for learning. (Saya menyimpan daftar kata/kartu dan guru saya memeriksa pembelajarannya).					

24.	I say the words I learned aloud when studying. (Saya mengucapkan kata-kata yang saya pelajari dengan lantang saat belajar).					
25.	I try to use the words I learned in interactions. (Saya mencoba menggunakan kata-kata yang saya pelajari dalam interaksi).					

Factor	Sub Domain	Item	Statement
Memory Strategies	Visual/Imagery	Q1	I study the words I learned with pictorial representations of their meaning through images, photographs or drawings.
		Q12	I create mental images of the words I learned to help me remember them.
		Q19	I act out the words I learned to remember them better.
	Association/Elaboration Strategies	Q2	I use maps such as word trees to help me remember the words I learned, for example, crime arson arsonist.
		Q7	I relate the words I learned to other words from the same class, same meaning, or same family, for example, homicide = murder.
		Q10	I group the words I learned in a storyline in order to remember them.
		Q16	I connect the words I learned to personal experience when I try to remember them, for example, brutal and stinging pain.
	Word Analysis Strategies	Q3	I connect the words I learned to their synonyms and antonyms (opposites).
		Q4	I study the spelling of the words I learned carefully.

		Q8	I study the sounds of the words I learned carefully.
		Q15	I try to remember the affixes, prefixes, suffixes, and other tools when studying the words I learned.
		Q18	I try to relate the words I learned to their parts of speech (noun, adjective, etc.), for example, vandalize and vandalism.
Cognitive Strategies		Q5	I take notes about the new words in class.
		Q6	I keep a vocabulary book to help me review the words I learned.
		Q9	I use word lists to review the words I learned.
		Q11	I review the vocabulary section in my textbook or handouts.
		Q17	I write the words I learned several times when studying.
		Q24	I say the words I learned aloud when studying.
Metacognitive Strategies		Q13	I use English language media to help me remember the words I learned.
		Q20	I test myself with word tests.
		Q21	I use spaced word practice to review the words I learned.
		Q22	I continue to study the words I learned over time until I can remember them.
Social Strategies		Q14	I study and practice the meaning of the words I learned in pairs/groups both in and outside class.
		Q23	I keep a word list/card and my teacher checks for learning.

		Q25	I try to use the words I learned in interactions.
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Appendix 2 Consent Form



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpisb@uii.ac.id
W. fpisb.uui.ac.id

Tanggal : 14 November 2023
Nomor : 2014/DEK/70/DAA/XI/2023
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah SMA

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

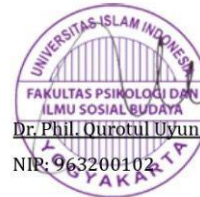
Nama Mahasiswa : Dinda Diannisa Rossaira Ahadza Razzaaq
Nomor Induk Mahasiswa : 20322071
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Astri Hapsari S.S., M.Tesol
Judul Skripsi :

"A Small-scale Survey of EFL Secondary Students' Vocabulary Learning Strategies in Yogyakarta"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia



[Signature]
Dr. Phil. Qurotul Uyun, S.Psi., M.Si., Psikolog

NIP. 963200102

Appendix 3 Google Form for Questionnaire

Kuesioner Strategi Belajar Kosakata Berbahasa Inggris

Assalamu'alaikum Wr. Wb.

Perkenalkan nama saya Dinda Diannisa Rossaira Ahadza Razzaaq, mahasiswa Pendidikan Bahasa Inggris, Universitas Islam Indonesia. Saat ini, saya tengah melakukan penelitian mengenai Strategi Belajar Kosakata Berbahasa Inggris bagi siswa tingkat Sekolah Menengah Atas (SMA) dengan judul "

A Small-scale Survey of EFL Secondary Students' Vocabulary Learning Strategies in Yogyakarta". Partisipan penelitian saya adalah siswa siswi jenjang pendidikan SMA kelas 11 (sebelas).

Hasil penelitian ini akan sangat bermanfaat bagi teman - teman untuk mengetahui dan mengukur strategi belajar kosakata berbahasa inggris yang selama ini telah dilakukan. Teman - teman akan bisa mengidentifikasi strategi belajar kosakata dalam Bahasa Inggris.


Untuk itu, dengan penuh kerendahan hati saya meminta kesediaan dari teman - teman untuk mengisi kuesioner ini dan menjadi partisipan dalam penelitian yang saya lakukan. Link instrumen penelitian: <https://forms.gle/geCv4sVpEzR53PWe6>. Instrumen ini bukanlah sebuah ujian, dimana tidak ada jawaban yang "benar" atau "salah". Hasil jawaban teman - teman dapat direkam di email teman - teman sebagai alat ukur penilaian diri yang mungkin akan dibutuhkan suatu saat nanti.

Untuk kesediaan diri menjadi partisipan penelitian, saya ucapkan terima kasih.

Yogyakarta, 18 September 2023.
Peneliti.

20322071@students.uii.ac.id [Switch account](#)



 Not shared

* Indicates required question

Email *

Your answer _____

Nomor Whatsapp *

Your answer _____

Nama *

Your answer _____

Gender *

Laki - Laki

Perempuan

Your answer _____

Gender *

Laki - Laki

Perempuan

Kelas *

Your answer _____

Saya bersedia mengisi kuesioner *

Ya

Next

Clear form