

**INVESTIGATING VOCABULARY LEARNING STRATEGIES
AMONG ENGLISH LANGUAGE EDUCATION STUDENTS IN
AN INDONESIA UNIVERSITY THROUGH GU's VLQ**

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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YOGYAKARTA**

2022

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STATEMENT OF WORK'S ORIGINALITY

I declare that this thesis is the result of my independent effort and that it contains no works or portions of works by others, except those acknowledged in quotations and references, as a scientific paper should.

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MOTTO

Everything has its time. Be patient and grateful.

DEDICATION

I dedicate this thesis for My Mother. Even if your presence does not exist anymore, I will still fulfil your wishes, one of them is a bachelor's degree for me through this thesis.

I also dedicated this thesis for myself who is ready to sacrifice her entire effort, energy, and time to this thesis

ACKNOWLEDGMENT

Bismillahirrohmanirohim. Alhamdulillahirobbil'alamin, all praise is due to Allah SWT, who gives me with blessings and strength to help me get through this hard life. Shalawat and Salam to our prophet Muhammad SAW, who has brought us out of the darkness era.

My fullest thank addressed to:

1. My one and only love, My Mother, Mrs. Endang Stiawati (Alm.), who encouraged me to finish this thesis, who always encouraged me when I was not enthusiastic to do this thesis, who always reminded me to always do good things.
2. My Family, Mr. Fuad Al Muktamari and Mrs. Nurul Afifah Munaya, Mrs. Tambah Hartani, Mr. Gary Marhaindra, who always sending the endless prayer, give support all the time, and also give the encouragement to finish the thesis on time. My Nieces, Shofia and Sabrina, who give comfort when the worst time in life happens.
3. My dearest friend, Ahmad Rosis Fanani Hakim, who constantly accompanies me while I work on my thesis, offers me the chance to achieve my goals, and who wishes to share tough or happy moments with me.
4. My Thesis Supervisor, Ms. Banatul Murtafi'ah, S.Pd., M.Pd., who is always willing to give a thesis guidance outside of working hours, who is always patient in guiding me until these days, and who is always willing to make suggestions to help me improve.

5. The entire PBI UII lecturers and staff, who have offered useful knowledge, who have assisted in this college things so that everything may be properly handled.
6. All of my participants, who have committed to pursue my thesis voluntarily in order for it to be completed at this time.
7. My best friends, Cori, Tiara, Dian, Nadia, Tika, Anisa, Nia, Laksita, Alzana, Vika, who always encourages me to write this thesis and gives it to me so that I am excited to work on it.
8. My sweetest university friends, Cornelya Gheayunita, Debby Gladiola Da Silva, Mayka Rahayu Firlas, and Meisela Hardianti, who are loyal to be my college friends, who has been at my side during my thesis's whole journey, and who always help me adapt to this college and finally survive until this point.
9. All of the 2018 PBI UII friends, who share a joy on campus with me.
10. My thesis fighter, Nana and Diffa, who always inspires me to work harder and always spends every day with me to do this thesis.

Yogyakarta, March 26 2022



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**INVESTIGATING VOCABULARY LEARNING STRATEGIES
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ABSTRACT

Vocabulary plays an important role in language learning so that learning vocabulary is necessary to fluently use the language. However, English vocabulary mastery is still considered as a difficult thing for English as a Foreign Language (EFL) learners because English is neither their mother tongue nor their daily language. In consequence, EFL learners need some strategy to advance their English vocabulary. In this study, the researcher attempted to focus on Vocabulary Learning Strategies (VLS) by EFL learners. The objective of this study is to investigate the Vocabulary Learning Strategies among English Language Education undergraduate students in an Indonesia University. This study is a quantitative study which employs surveys as the research design. An adopted Vocabulary Learning Questionnaire (VLQ) by Gu (2018), which contains metacognitive and cognitive categories, was administered to 212 undergraduate students (i.e., 146 females and 66 males). The overall results revealed that, in this study, the most commonly used strategy is dictionary use ($M=4.08$). The least commonly used strategy is rehearsal strategy ($M=3.44$).

Keywords: English, EFL learner, Vocabulary, Vocabulary Learning, Vocabulary Learning Strategies

CHAPTER I

INTRODUCTION

The first chapter outlines the study's background, problem identification, problem limitation, problem formulation, study's objectives, and study's significances. This chapter also explains the reason why the researcher chooses the study to be researched.

1.1 Background to the Study

Vocabulary has a crucial role in language learning. Vocabulary is also a skill that must be needed for learning reading, writing, speaking and listening. Hadi and Guo (2020) found that vocabulary is a crucial skill that learners must acquire in terms of understanding the written or oral language. Mastering the vocabulary is needed so that we can understand what other people say, and can express what we want to convey (Alqahtani, 2015). However, English as a Foreign Language (EFL) learners consider mastering English vocabulary as a hard thing since English is a language that is learned according to their needs or just as a foreign language that is learned. As Gu (2018) highlighted in his recent study, mastering vocabulary remains a challenge for the L2 learners as EFL learners take more efforts for it. In consequence, vocabulary mastery requires proper strategic learning in order to determine whether vocabulary learning is efficient and enjoyable or even stressful. The proper learning strategy will increase the autonomy and self-

direction of students so that they will be responsible for their own learning (Oxford, 1986). Therefore, the appropriate vocabulary learning strategies are indispensable for English as a Foreign Language (EFL) learners to support their L2 learning.

A considerable amount of studies has been issued on English as a Foreign Language (EFL) university students' vocabulary learning strategies with the respect of the importance of it. An early example was from Gu and Johnson (1996) who specified which vocabulary learning strategies used by Chinese university learners and the relation between their approaches and their English learning outcomes. Over the past two decades, Gu (2002) again conducted an investigation on vocabulary learning strategies related to gender, academic majors, and learning outcomes from Chinese university learners using the questionnaire he has invented before. Furthermore, previous studies in the Middle East countries have also attempted to survey on which vocabulary learning strategies used at the English as a Foreign Language (EFL) university learners' level (Khatib et. al, 2011; Amirian & Heshmatifar, 2013; Tanyer & Ozturk, 2014; Rabadi, 2016; Al-Bidawi, 2018). Lately, other studies have examined the more or less popular vocabulary learning strategies used by English as a Foreign Language (EFL) university students, as well as their beliefs and attitudes toward those strategies (Besthia, 2018; Hadi & Guo, 2020).

The previously mentioned studies have conducted their research using the instruments that chosen by each researcher. It has been shown that

the one of the researchers use Schmitt's (1997) taxonomy of vocabulary learning strategies to support their data collecting. However, there are still few studies using the recent version of the vocabulary learning strategy questionnaire from Gu (2018). In Indonesia, to the best of the author's knowledge, the published research using the instrument by Gu is limited. Therefore, this research focused on the investigation of vocabulary learning strategies in EFL university learners using Vocabulary Learning Questionnaire (VLQ) by Gu (2018) as its main instrument.

1.2 Identification of the Problem

Problems related to vocabulary learning are varied, for example, those English Education students face the problems in word pronouncing, writing and spelling a word, and also identifying the grammatical structure use correctly (Rohmatillah, 2014). Other English Education students also struggle to understand new word meanings and appropriately utilize new words (Afzal, 2019). In addition, based on the preliminary observation that held by the researcher before the data taken, English Language Education department students also face similar problems related to vocabulary learning, especially finding the best strategies to learn vocabulary. Some learners from any level of education, either consciously or unconsciously, have developed their own strategies to deal with those problems, including students in the English Language Education Department.

1.3 Limitation of the Problem

The mentioned problems indicate various kinds of student problems in learning English vocabulary in English Language Education department at university level. However, for the practical constraints, this current research focused on the investigation of the vocabulary learning strategies among the undergraduate English Language Education students in all batches from 2018 to 2021. Furthermore, the researcher also made an attempt to complement the previous study that only observed the first year undergraduate English language education students.

1.4 Formulation of the Problem

This research attempts to answer the following questions: What are the most and least strategies used by undergraduate English language education department students to learn English vocabulary?

1.5 Objectives of the Study

This current research attempts to investigate the vocabulary learning strategies used by undergraduate English Language Education students to learn English vocabulary using VLQ by Gu (2018) as its main instrument.

1.6 Significances of the Study

This study offers some important insights of university students' strategies for learning vocabulary. This study might help undergraduate English Language Education students at university level to choose the

proper strategy to learn English vocabulary. Practically, this study sheds new light on facilitating other researchers to conduct their research of VLS using the VLQ by Gu (2018) as the instrument.

CHAPTER II

LITERATURE REVIEW

The second chapter presents the study's theoretical review, review of relevant studies, and theoretical framework. In the theoretical review, the definitions, examples, and the measurement tools of vocabulary learning strategies are explained. Some of the relevant studies examined what vocabulary learning strategies that EFL university students used. The theoretical framework encompasses the overall concept of the study, which is based on theories.

2.1 Literature Review

2.1.1 Vocabulary Learning Strategies

Some researchers have come up with various definitions of vocabulary learning strategies. An early definition is from Hamzah et al. (2009) that the vocabulary learning strategies could be seen from at least three perspectives. Every effort that supports the learner's process of learning new vocabulary, activities that improve the efficiency of vocabulary learning, and the learner's specific actions to acquire new vocabulary are all examples of vocabulary learning strategies. Gu (2012) considered vocabulary learning strategies as learners' intentional ways to maintain their own vocabulary development in order to make it more beneficial and effective, expand their vocabulary, and be able to use the words they

had learned. Another statement from Bai (2018) mentions that vocabulary learning strategies are habits or activities which students utilize to improve their vocabulary learning. Therefore, in this paper, the term vocabulary learning strategy is the conscious specific act or behaviour to support EFL learner's vocabulary learning.

2.1.2 Types of vocabulary learning strategies

Numerous studies have attempted to explain the classification of vocabulary learning strategies. The researcher uses the type of Vocabulary Learning Strategies by Gu (2012), Goundar (2019), and Atifnigar et al. (2020). Table 2.1 illustrates the types of vocabulary learning strategies.

Table 2.1

Types of Vocabulary Learning Strategies

	Dimension	Categories
Gu (2012)	Metacognitive (Beliefs and Strategies)	Vocabulary learning beliefs Metacognitive strategies
	Cognitive (Initial Handling, Reinforcement, Activation)	Contextual guessing Dictionary strategies Note-taking strategies Rehearsal strategies Encoding strategies Active use
Goundar (2019)	Beliefs about vocabulary learning	Beliefs about vocabulary learning
	Metacognitive Cognitive Memory	Metacognitive regulation Guessing strategies Dictionary strategies Note-taking

Atifnigar et al. (2020)	Activation
	Memory strategies
	Activation
	Sources
	Anxiety and Motivation
	Metacognitive strategy
	Cognitive strategy
	Determination strategy
	Memory strategy
	Social strategy

The table above shows the types of vocabulary learning strategies obtained from several studies. There are various kinds of Vocabulary Learning Strategies which are obtained by conducting a study on Vocabulary Learning Strategies from the intended participants, for example in the context of the studies in the table above it is English as a Foreign Language (EFL) learner.

2.1.3 Measuring students' vocabulary learning strategies

Some of the experts have created several vocabulary learning strategies measuring instruments that are useful for knowing a learner's vocabulary learning strategies. Gu and Johnson (1996) have designed a survey instrument in the form of a questionnaire, namely the Vocabulary Learning Questionnaire (VLQ). This questionnaire is reflected in the prior quantitative and qualitative study of Politzer and McGroarty (1985), Ahmed (1989), Oxford (1990), and Gu (1994). Gu and Johnson's questionnaire is divided into three parts. The first part contains personal data from respondents which include demographic data, the score of English

tests for national college entrance, and English tests all over the university using College English Test (CETBAND2). The second part contains 17 assertions that describe three aspects of vocabulary learning beliefs: vocabulary must be remembered, vocabulary must be learned effortlessly, and vocabulary must be discovered and used. The third part contains 91 statements that are separated into two segments: metacognitive and cognitive strategies. For Part 2, respondents were inquired to score every statement on a 7-point Likert chart ranging from “extremely disagree” (1) to “extremely agree” (7), and for Part 3, they were inquired to score each statement on a 7-point Likert chart ranging from “totally untrue of me” (1) to “totally true of me” (7).

Recently, Gu (2018) has developed an updated version of vocabulary learning strategies questionnaire. The updated version (VLQ6) has been designed based on VLQ5 and has two versions, the 7-point Likert chart in the paper version and a 100-point slide bar in the Qualtrics platform version. After going through revisions and improvements many times, VLQ 6.4 was born as the final and the simpler version. VLQ 6.4 consists of 8 categories (beliefs of vocabulary learning strategy, metacognitive strategies, concluding, glossary use, taking notes, rehearsal, encoding, and activation), 16 sub-categories, and 62 items. Almost all strategies have a Cronbach

Alpha of above .70 which indicates that the questionnaire is consistently reliable over time.

Another study is from Fan (2003) that designed a survey instrument that included a vocabulary test and a questionnaire on vocabulary learning strategies. In this study, the goal of the vocabulary learning strategies questionnaire is to gain a broad understanding of students' strategies and to identify strategies that may be relevant to L2 vocabulary learning success. This questionnaire was created in Chinese and English language, and is divided into 2 parts. The first part contains background information questions by respondents. The second part includes 9 categories with 56 out of 60 strategies because there has been a slight change in the categorizing. On each item, students were asked to respond to some questions such as: 1) How often do you use this strategy? and 2) To what extent do you think the strategy is useful or may be useful to you? The students then rated each item on a 5-point Likert chart that ranged from 'never' to 'most often', and from 'not beneficial' to 'really beneficial'. Cronbach's alpha coefficient was used to check the consistency of the nine categories in terms of usage intensity and perceived worth. This questionnaire has been administered to a minor group of students in the same condition as the participants in this study with the goal of ensuring that it contains useful strategies

for acquiring English vocabulary and that students can clearly comprehend it.

2.2 Review of Relevant Studies

Most recent studies aim to explore the vocabulary learning strategies adopted by EFL university learners. The following studies are listed from the latest to the most recent and conducted outside Indonesia context.

Gu and Johnson (1996) performed a survey of vocabulary learning strategies used by Chinese university students when learning English vocabulary. Gu and Johnson's (1996) study involves the researchers' own vocabulary learning strategies instrument, which is the Vocabulary Learning Questionnaire (VLQ). The result indicates that, in learners' vocabulary learning, they adopt strategies that are more meaning-oriented than memorization strategies. With the instrument that was used, the results reveal that vocabulary learning strategies, vocabulary size, and general English competency all have a strong association. The positives associated with the two dependent variables were found in contextual guessing, dictionary skill for educational objectives (instead of just actually looking for understanding), taking notes, paying enough attention to English grammar, contextual encoding, and intentional stimulation of new words. The visual repetition of new phrases was probably the biggest unfavourable factor of vocabulary expansion and general English ability. In 2018, Gu reported the validity and the reliability of the updated version of VLQ (6.4). The validity of this updated version includes two: content and construct

validity. The content validity demonstrates that all assertions have straightforward sentence structures and that difficult terms and slang have been deleted, changed, or clarified in instances. According to the construct validity, the items that intended to emphasize a strategy loaded into the same factor, and items with low loadings below .30 or cross-loadings into several factors ($>.32$) were rejected. VLQ 6.4 is considered as a highly reliable instrument (Cronbach Alpha above .70).

Tanyer and Ozturk (2014) had examined the association between vocabulary size and vocabulary learning strategy adoption among Turkish university pre-service students majoring in English teaching. This study used a questionnaire based on Schmitt's (1997) taxonomy of vocabulary learning strategies, which had high reliability (Cronbach's Alpha of .914). The results indicate that the learners are considered as a moderate level of vocabulary learning strategies used and quite autonomous. Determination strategies of 'contextual guessing' are the most commonly utilized, while the least utilized is the social strategies of 'asking someone to double-check flashcards or word lists for correctness'. However, determination and memory strategies have a small effect in influencing the association between the student's vocabulary size and their vocabulary learning strategies. A total of 17 percent of the difference in vocabulary size was due to social, cognitive, and metacognitive strategies.

Rabadi (2016) conducted another study further into various vocabulary learning strategies used by Jordanian undergraduate students

studying English and Literature. Based on the overall mean score, Rabadi discovered that the participants included medium strategy users (2.46). In the strategy vocabulary learning used by participants, the memory strategy (classify new vocabulary based on synonyms and antonyms, cluster unfamiliar vocabulary based on specific pronunciation and spelling, and acquire the new vocabulary by grouping new words together) was ranked highest with having a 2.79 mean frequency score. Metacognitive strategy (learn a new vocabulary by connecting them to the previously mastered vocabulary) was ranked bottom with having a 2.10 mean frequency score. The questionnaire chosen in this research was based from Schmitt's (1997) taxonomy of vocabulary acquisition procedures and has a Cronbach Alpha of .868, which is regarded highly reliable.

Al-Bidawi (2018) analysed the vocabulary learning strategies that Saudi undergraduate English as a Foreign Language (EFL) students used most frequently. To gather more information for this study, Schmitt's (1997) Taxonomy of Vocabulary Learning Strategies has been adapted by the researcher. Al-Bidawi (2018) found that the students' most commonly preferred strategy was social strategies with the most preferred sub-category "ask teacher to clarify the meaning", and the least sub-category "practice the use of vocabulary with native speakers". Then the next sequences are, cognitive, metacognitive, and determination strategies. Students' least preferred strategy was the memory strategy with the most preferred sub-

category of “making repetition to learn words”, and the least sub-category of “classifying new vocabulary based on synonyms and antonyms”.

Hadi and Guo (2020) investigated the Afghan English college student’s vocabulary learning strategies use and perceptions. To collect learners' answers about vocabulary learning concepts and methods, this study adapted and validated the VLQ by Gu (2018). The findings reveal that participants believed in the memorization strategy even though they preferred words to be learned through use. The participants' preferred cognitive strategies are the ones that they employ the most, pursued by affective and metacognitive strategies. Hadi and Guo found that participants' beliefs were not sufficiently consistent with their learning strategies. From these findings, participants wish to switch from rote learning to meaningful learning because they have not been able to use vocabulary accurately in actual life.

Several researchers carried out research on vocabulary learning strategies in the purpose of determining what strategies students at various colleges across the country used. Many studies have found that it is easier for students to remember language when they are trying to expand their vocabulary. To back up their claims, researchers employ a variety of tools. This study employs one of the instruments developed by a prominent expert in vocabulary learning strategies who just released a paper on the subject. The applicable instrument has been chosen to fulfil the intended purpose of this research.

2.3 Research Flow

The goal of this research is to investigate the English vocabulary learning strategies employed by EFL learners, especially English Language Education students. Gu and Johnson's (1996) idea of Vocabulary Learning Strategies was used in this study. The Vocabulary Learning Questionnaire by Gu (2018) was utilized by the researcher to assess the students' vocabulary learning practices. The research flow of this study is best illustrated in the figure below.

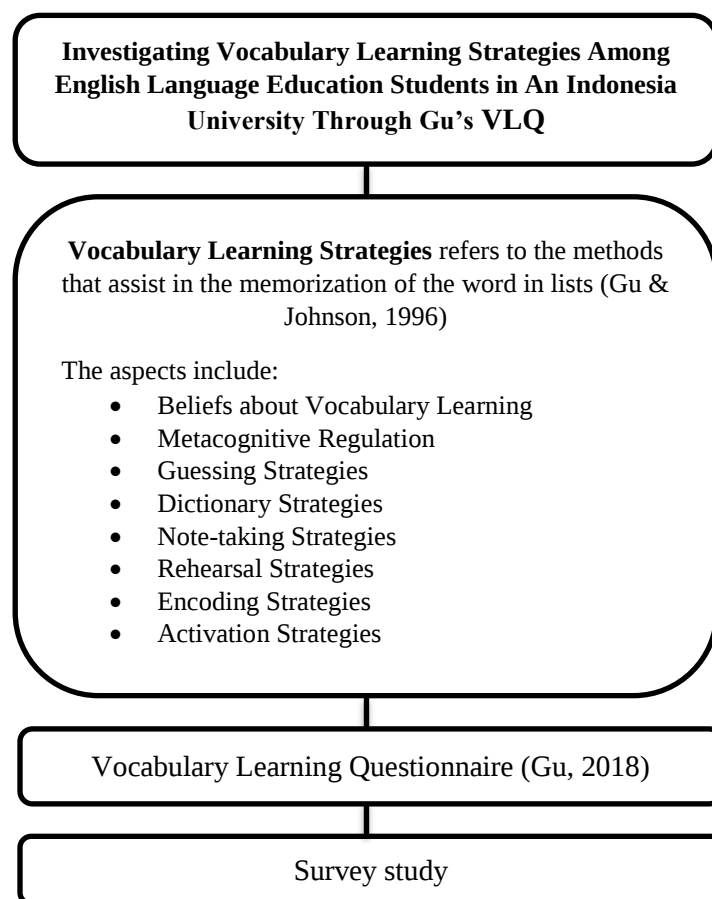


Figure 2.1 *Research Flow*

CHAPTER III

RESEARCH METHODOLOGY

The third chapter explains how the researcher collected data using the survey method. The research design, population and sample, data collecting techniques, and data analysis techniques are also covered in this chapter.

3.1 Research Design

The purpose of this study is to investigate about the EFL learner's Vocabulary Learning Strategies (VLS). A method that can gather information about a large number of people is needed in this study. Survey studies are designs that meet the criteria among several other designs. In Vocabulary Learning Strategies research, the survey study has long been used to provide a deeper insight of the many types of learning strategies used by participants. Survey studies make the researcher find out the vocabulary learning strategy adopted by the participants' choices easier (Rabadi, 2016). Thus, it is relatively effective because it can shorten the researcher's time to collect data. More recent examples of survey studies on Vocabulary Learning Strategies (VLS) could be found in Hadi and Guo's (2020) paper.

3.2 Population and Sample

The population in this study was undergraduate students majoring in English Language Education at one of Yogyakarta's private universities. Since English is the language that English Language Education students use all the time, the researcher considerate the students as the suitable participant in this study. The students were selected from among students in semester 1, 3, 5, or 7 who are assumed to have had 8-10 years of English learning experience. They are considered as the students that already mastered enough plenty of English vocabulary. The following table shows the total population based on the academic data in the university chosen.

Table 3.1

Description of The Population

Batch	Total
2018	128
2019	72
2020	125
2021	72
Total of Population	397

The researcher collected samples using the convenience sampling method, which selects available and easy participants (Taherdoost, 2016). The researcher applied Slovin's formula (as cited in Isip, 2021) to calculate the target sample size with the margin of error 5.0%. Slovin's formula is shown as follows.

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

Explanation:

n : Sample Size

N : Total of Population Size

e : Margin of Error (5% = 0,05)

The calculation of the sample size is shown as follows.

$$n = \frac{397}{1 + 397(0.05)^2} = \frac{397}{1 + 397(0.0025)} = \frac{397}{1 + 0.9925} =$$

$$\frac{397}{1.9925} = 199.24 \text{ or } 200$$

Thus, based on the calculation of the sample size using Slovin's formula above, this study required at least 200 sample participants.

3.3 Data Collection Techniques

3.3.1 Instrument

There are a number of instruments available for measuring vocabulary learning strategies. In this study, a questionnaire is used to gather the data. A questionnaire adapted from Gu (2018)'s Vocabulary Learning Questionnaire (VLQ 6.4) was delivered to

participants to determine their vocabulary learning strategies. This questionnaire enables the researcher to conceptualize the grouping of various English vocabulary learning strategies. The questionnaire is divided into two sections. In the first section, participants' background information was designed to gather data on demographic variables such as age, gender, and semester. The availability to complete the survey is also given in the first section. In the second section of the questionnaire, the participants were asked about their strategies for learning vocabulary through the adaptation of Gu's VLQ. Since the vocabulary learning strategies become the focus of this study, the category of vocabulary learning beliefs was removed from the questionnaire because it is irrelevant to the study's objective. There were 7 categories, 14 sub-categories, and 48 items of learning strategies. The categories divided into two dimensions, metacognitive and cognitive. The metacognitive, or metacognition, refers to how learner manage or control their learning. The cognitive refers to or involves conscious intellectual activity such as, inferencing, dictionary use, note-taking, rehearsal, encoding, and activation. The questionnaire employed a Likert scale of 1 to 5 to indicate the frequency of strategy use by participants, with 1 indicating strongly disagree, 2 indicating disagree, 3 indicating neutral, 4 indicating agree, and 5 indicating strongly agree.

Table 3.2*Description of The Categories of VLS*

Categories	Sub-categories	Items
Metacognition	Selective attention	1-2
	Self-initiation	3-5
Inferencing	Strategies for guessing	6-11
Dictionary use	Strategies for dictionary	12-18
Note-taking	Selecting words for the notebook	19-21
	Choosing which information to include in notes	22-24
Rehearsal	Word lists use	25-27
	Repetition of the oral	28-30
	Repetition of the visual	31-33
Encoding	Encoding of visual	34-36
	Encoding of audio	37-39
	Word-structure use	40-41
	Contextual encoding	42-44
Activation	Activation	45-48

Gu's (2018) questionnaire has been validated through his own study. Based on the validation result, all of the items in Gu's instrument were valid by using content and construct validity as measures through factor analysis. Gu collected data regarding the questionnaire's consistency and reliability while validating the questionnaire. The Cronbach's Alpha (α) for most strategies were all above 0.70. He claimed that the newest version of his Vocabulary Learning Questionnaire is consistently reliable over time. However, Gu (2018) recommends retesting the reliability of each category in VLQ version 6.4 with a comprehensive sample description.

Therefore, regarding this study, the researcher measured the reliability of the adapted vocabulary learning questionnaire with Cronbach's Alpha (α) as a measurement of the instrument's consistency.

3.3.2 Validity

Validity is the ability to which a concept is properly measured (Heale & Twycross, 2015). The validity of the results obtained is ensured by using validated measuring equipment. (Sürücü & Maslakçı, 2020). In this study, the researcher using the adapted Vocabulary Learning Questionnaire by Gu (2018) that has been validated using factor analysis which measured the construct and content validity. Furthermore, the researcher conducted additional content validity by expert judgement to adjust questionnaire with the participants. The results of the validation indicate that the questionnaire items were ready to use in this research.

3.3.3 Reliability

Reliability is one of the measurements of the research instrument. Reliability refers to the consistency of the measuring instrument. It means that when a research instrument is employed in the same scenario repeatedly, the measure to which it consistently produces the same results (Heale & Twycross, 2015). A measuring instrument may not be available for the recent study if it has the same

reliable outcomes due to differences in time, population, and sample size. (Sürücü & Maslakçı, 2020). Therefore, in this study, the researcher used a reliability test using Cronbach Alpha (α) to get to know the consistency of the adapted questionnaire per item.

The consistency of this adapted questionnaire was measured through SPSS 23 with Cronbach Alpha ranging from 0 to 1.0 as a reliability indicator. An instrument can be said to have a high internal consistency if the Cronbach Alpha score exceeds 0.7 (Sürücü & Maslakçı, 2020). This adapted questionnaire received a Cronbach's Alpha (α) score of .947 per items. It means that this adapted questionnaire has high consistency, which is higher than the original questionnaire, and is approved to use as the instrument.

3.4 Data Analysis Techniques

This study used a survey design to collect the data, with the complete procedure as:

1. After reviewing some literature, drafting the research flow, and determining the suitable questionnaire, the researcher was converted the questions to a Google Form thus the researcher could share the questionnaire to participants easily.
2. The researcher distributed the questionnaire to English Language Education students via Google forms. An informed consent form has

been included in the Google forms with the aim that there is no pressure for participants to fill out the questionnaire.

3. The Google forms link was given to the participants through the zoom class in each class chosen or through group chat of per batch.
4. The data collected in the Google form is analysed through the Statistical Package for Social Science (SPSS) 23 to determine the descriptive statistics such as the lowest number, highest number, mean, and standard deviation, and Cronbach Alpha.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The fourth chapter presents the findings of the study which were expected to solve the study's problems. The researcher tries to report the findings of this research by having analysed the questionnaire data. The findings are the outcome of a questionnaire that was filled out by students at one of Yogyakarta's private universities. It also explains the descriptive analysis per item would have been shown in the tables.

4.1 Research Findings

The research findings include the descriptive statistics regarding the respondent's demographic information and their English vocabulary learning strategies.

4.1.1 The Results of Respondents Demographic Information

Table 4.1

Participant's Demographic Information

Item(s)		Frequency	Percentage (%)
Gender	Male	66	31.1
	Female	146	68.9
Batch	2018	57	26.9
	2019	42	19.8
	2020	55	25.9
	2021	58	27.4

Note. Percentage presented with percent (%)

By the end of the survey period, the data had been collected from 212 individuals. They were asked to complete the survey questionnaire which enrolled in different gender and batch. Among them, the sample consists of 146 females (68.9%) and 66 males (31.1%). The majority of the participants (27.4%) were from batch 2021, (26.9%) were from batch 2018, (25.9%) were from batch 2020, and the least (19.8%) were from batch 2019.

4.1.2 Student's English Vocabulary Learning Strategies

The questionnaire consisted of 48 statements that assessed the English Language Educational students' vocabulary learning strategies. The statements are divided into 7 (seven) categories: metacognition, inferencing, dictionary use, note-taking, rehearsal, encoding, and activation. The researcher has found the findings of the most and the least frequently-used strategies using descriptive analysis using SPSS. The table below describes the findings.

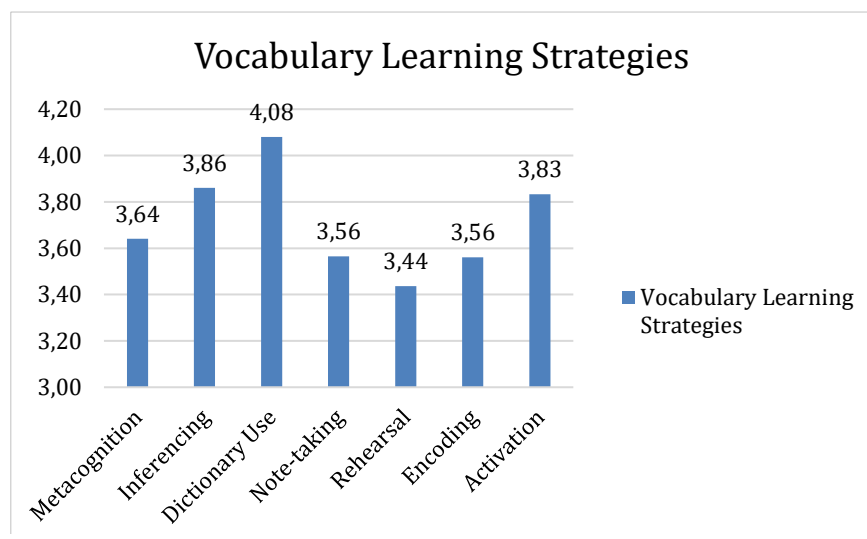


Figure 4.1 Result of Vocabulary Learning Strategies

According to the Figure 4.1, students in English Language Education department used dictionary use strategy most often ($M=4.08$, $SD=0.63$), followed by inferencing ($M=3.86$, $SD=0.62$), activation ($M=3.83$, $SD=0.67$), metacognition ($M=3.64$, $SD=0.53$), note-taking ($M=3.56$, $SD=0.76$), encoding ($M=3.56$, $SD=0.67$), and the least often used is rehearsal ($M=3.44$, $SD=0.65$).

4.1.3 The Use of Seven Categories Vocabulary Learning Strategies

The descriptive statistics for each category of vocabulary learning strategies will be explained briefly in this part, which is based on the data from the participants' questionnaires. The explanation will be divided into seven sections as presented below.

4.1.3.1 Metacognition

The majority of English Language Education students read the book due to their interest in learning vocabulary ($M=4.19$, $SD=0.867$) (See Table 4.2). Meanwhile, the least preferable statement shows that they would not really care about vocabulary that their teacher does not explain in class ($M=2.52$, $SD=1.198$). This statement indicates the negative implementation. Although they showed disapproval of the statement, it turned out that they paid enough attention to vocabulary outside the classroom.

Table 4.2*Descriptive Statistics of Metacognition*

Statements	N	M (SD)
3. Besides textbooks, I look for other readings that fall under my interest.	212	4.19 (.867)
1. I know whether a new word is important in understanding a passage.	212	4.18 (.760)
2. When I meet or see a new word or phrase, I know clearly whether I need to remember it.	212	3.93 (.791)
4. I only focus on things that are directly related to examinations.	212	3.38 (1.067)
5. I would not care much about vocabulary items that my teacher does not explain in class.	212	2.52 (1.198)
Valid N (listwise)	212	

Note. N = English Language Education students

4.1.3.2 Inferencing

As seen in Table 4.3, English Language Education students utilize their general understanding of the reading topic to guess the meaning of a new word they are unfamiliar with ($M=3.99$, $SD=0.835$). However, they did not prefer to use the grammatical structure when guessing the meaning of a new word ($M=3.62$, $SD=0.903$).

Table 4.3*Descriptive Statistics of Inferencing*

Statements	N	M (SD)
------------	---	-----------

8. When I do not know a new word in reading, I use my common sense and background knowledge of the topic to guess the meaning of the new word.	212	3.99 (.835)
7. I check my guessed meaning in the paragraph or whole text to see if it fits in.	212	3.98 (.829)
9. I look for explanations in the reading text that support my guess about the meaning of a word.	212	3.90 (.842)
11. I make use of the part of speech of a new word when guessing its meaning (e.g., noun, verb, adjective, etc).	212	3.87 (.850)
6. I make use of logical development in the context (e.g., cause and effect) when guessing the meaning of a word.	212	3.82 (.858)
10. I make use of the grammatical structure of a sentence when guessing the meaning of a new word.	212	3.62 (.903)
Valid N (listwise)	212	

Note. N = English Language Education students

4.1.3.3 Dictionary Use

The Table 4.4 shows that English Language Education students look in the dictionary while they find unusual words repetitively to find the meaning ($M=4.37$, $SD=0.783$), though they do not really pay attention to the examples in the dictionary ($M=3.97$, $SD=0.854$).

Table 4.4

Descriptive Statistics of Dictionary Use

Statements	N	M (SD)
12. When I see an unfamiliar word again and again, I look it up in the dictionary.	212	4.37 (.783)

17. When I want to know more about the usage of a word that I know, I look it up.	212	4.09 (.885)
13. When not knowing a word prevents me from understanding a whole sentence or even a whole paragraph, I look it up in the dictionary.	212	4.09 (.901)
14. I look up words that are important to the understanding of the sentence or paragraph in which it appears.	212	4.05 (.780)
18. I check the dictionary when I want to find out the similarities and differences between the meanings of related words (synonyms and antonyms).	212	4.01 (.908)
16. When I want to have some deeper knowledge about a word that I already know, I look it up.	212	3.98 (.961)
15. I pay attention to the examples when I look up a word in a dictionary.	212	3.97 (.854)
Valid N (listwise)	212	

Note. N = English Language Education students

4.1.3.4 Note-taking

The majority of the English Language Education students felt that they needed to take a note while they found the beneficial word group ($M=3.78$, $SD=0.95$) (See Table 4.5). Only a small number of English Language Education students said they needed to write down the meaning and explanation of a new word in both their native language and English ($M=3.43$, $SD=1.035$).

Table 4.5

Descriptive Statistics of Note-taking

Statements	N	M
------------	---	---

		(SD)
21. I make a note when I see a useful expression or phrase.	212	3.78 (.950)
20. I make a note when I think the word, I am looking up is related to my personal interest.	212	3.67 (1.009)
19. I make a note when I think the meaning of the word, I am looking up is commonly used.	212	3.59 (.967)
22. I write down the English explanations of the words I look up.	212	3.47 (.985)
24. I note down examples showing the usages of the word I look up.	212	3.44 (.989)
23. I write down both the meaning in my native language and the English explanation of the word I look up.	212	3.43 (1.035)
Valid N (listwise)	212	

Note. N = English Language Education students

4.1.3.5 Rehearsal

Concerning the findings in the Table 4.6, English Language Educational students were remembering a word by repeating the new word pronunciation in their mind ($M=4.01$, $SD=0.884$) instead of using the vocabulary card as their strategy to learn vocabulary ($M=2.63$, $SD=1.151$).

Table 4.6

Descriptive Statistics of Rehearsal

Statements	N	M (SD)
29. When I try to remember a word, I repeat its pronunciation in my mind.	212	4.01 (.884)
30. Repeating the sound of a new word to myself would be enough for me to remember the word.	212	3.88 (.871)

28. When I try to remember a word, I say it aloud to myself.	212	3.61 (1.045)
32. I memorize the spelling of a word letter by letter.	212	3.44 (1.080)
25. I go through my vocabulary list several times until I remember all the words on the list.	212	3.39 (.994)
31. When I try to remember a word, I write it again and again.	212	3.37 (1.088)
33. I write both the new words and their translation in my native language again and again in order to remember them.	212	3.35 (1.089)
27. I make regular reviews of new words I have memorized.	212	3.24 (.985)
26. I make vocabulary cards and take them with me wherever I go.	212	2.63 (1.151)
Valid N (listwise)	212	

Note. N = English Language Education students

4.1.3.6 Encoding

Table 4.7 shows that English Language Education students will recall a new word based on the context in which it appears ($M=3.78$, $SD=0.878$). However, they least prefer to act out some word in order to remember them better ($M=3.25$, $SD=1.163$).

Table 4.7

Descriptive Statistics of Encoding

Statements	N	M (SD)
44. I remember a new word together with the context where the new word appears.	212	3.78 (.878)

36. To help me remember a word, I try to “see” the spelling of the word in my mind.	212	3.75 (.959)
42. When I try to remember a word, I also try to remember the sentence in which the word is used.	212	3.73 (.924)
43. I put words in set expressions or sentences in order to remember them.	212	3.67 (.916)
35. I create a picture in my mind to help me remember a new word.	212	3.64 (1.086)
39. When I try to remember a new word, I link it to a sound-alike word that I know.	212	3.60 (.981)
38. When words are spelled similarly, I remember them together (e.g., back “part of body” and back “away from front or centre”).	212	3.50 (.905)
41. I intentionally study how English words are formed in order to remember more words (e.g., learner is a derived form of “learn+er”).	212	3.47 (1.059)
37. I put words that sound similar together in order to remember them (e.g., two and too).	212	3.47 (1.073)
40. When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g., inter-nation-al).	212	3.32 (1.140)
34. I act out some words in order to remember them better (e.g., jump).	212	3.25 (1.163)
Valid N (listwise)	212	

Note. N = English Language Education students

4.1.3.7 Activation

According to Table 4.8, English Language Educational students make an attempt to learn a new word by imagining them ($M=3.89$, $SD=0.775$). Only small number of students that prefer using the new word to make up their sentences ($M=3.73$, $SD=0.881$).

Table 4.8*Descriptive Statistics of Activation*

Statements	N	<i>M</i> (<i>SD</i>)
48. I try to use newly learned words in imaginary situations in my mind.	212	3.98 (.775)
47. I try to use newly learned words in real-life situations.	212	3.82 (.876)
46. I try to use the newly learned words as much as possible in speech and writing.	212	3.81 (.895)
45. I make up my own sentences using the words I just learned.	212	3.73 (.881)
Valid N (listwise)	212	

Note. N = English Language Education students

4.2 Discussions

This section contains discussions that relate to the previous section's results and links them to earlier and/or relevant research.

4.2.1 Overall Students' Vocabulary Learning Strategies in Learning English Vocabulary

The descriptive statistics in Figure 4.1 shows the overall results of students' strategy in their vocabulary learning. As seen in the figure, it can be concluded that students are mostly preferred in learning English vocabulary by implementing the dictionary use strategy ($M=4.08$). It may be because the students can check the unfamiliar word meanings and also have some deeper knowledge about new words using the dictionary. This result is in line with those of previous studies (i.e., Hamzah et.al, 2009; Tanyer & Ozturk,

2014; Hadi & Guo, 2020) who found that EFL students majoring in English Education are willing to employ dictionary strategy often, ideally to confirm the meaning of the new words and ensure that their guesses correspond to the meanings of terms discovered in context.

4.2.2. The Use of Seven Vocabulary Learning Strategies by Students

This part describes the use of each sub-category from the seven vocabulary learning strategies (i.e., metacognitive, inferencing, dictionary use, note-taking, rehearsal, encoding, and activation) by the students of this study.

In terms of metacognition strategy, students mostly look for additional readings that are relevant to their interests. This is probably because students are able to understand their ability to learn vocabulary through their reading interest. It also might help them to manage their own vocabulary learning. These results are similar to those reported by Hendrawaty (2015) who found Indonesian university students majoring in the English Education Department mostly employ the metacognitive strategy due to the self-learning management of their vocabulary learning. This research finding also agrees with previous research, which showed that Iranian post-graduate students were responsible for their own

vocabulary learning (Ghalebi et.al., 2020). This means that both EFL undergraduate and post-graduate students were preferred to learn vocabulary based on metacognition strategy.

For inference strategy, most students utilize their general understanding of the reading topic to guess the meaning of a new word they are unfamiliar with. Due to the survey result, their common sense or general knowledge might provide them with inspiration for deducing the meaning of a new word from the reading topic. This point can also be linked to Goundar (2019) who found the majority of EFL students learn English vocabulary through their experience and common sense.

As in dictionary use strategy, the result reported that students mostly look the dictionary while they found an unusual word repetitively. Dictionary offers the solution to students' curiosity of a new word's meaning. Thus, when they found an unusual word repetitively, they preferred to use a dictionary to look up the dictionary. Furthermore, this is also probably because the dictionary provides efficient time for students to know about the new word when they are reading something. This is in line with Bai (2018) who found that EFL non-major English students often consult the dictionary when they learn vocabulary. Therefore, the dictionary use

strategy is a popular strategy in EFL students even among non-English major students.

In terms of note-taking strategy, most students need to take note while they find a beneficial expression or phrase. Some phrases or expressions could assist students to learn the vocabulary easily. They even might understand how to fit the right vocabulary into a phrase. Besides, note taking strategy also allows students to develop their own personal guideline for learning new vocabulary. However, this outcome is contrary to that of Al-Bidawi (2018) who found that Saudi EFL undergraduate students did not show interest to note some new words. This might be because Saudi students have less interest in learning vocabulary through notes, or even they have some difficulties in spelling words.

In terms of rehearsal strategy, the majority of students choose to remember a word by repeating the new word pronunciation in their mind. The most possible reason for this is the students are more likely to picture the new word pronunciation in a loop. They probably believe that way will accelerate their ability in rote learning instantly. This finding is in line with that of Wei (2007), who discovered that EFL students majoring in Automation and English are most likely to pay attention to how a new word is pronounced.

In terms of encoding strategy, most students will recall a new word based on the context in which it appears. This is probably because students might spend less time assessing the information from their long-term memory. These results reflect those of Subon (2013) who also found that EFL students in vocational high school attempt to recall the new word in which the term appears in order to memorize it. As a result, the encoding strategy used by EFL learners among university students and vocational high school students turns out to be similar.

Last, but not least, in terms of activation strategy, students mostly try to learn a new vocabulary by connecting it with their lives, such as their imaginary mind. The most possible reason for this is students can freely and confidently visualize the vocabulary they were learning on their own. However, the findings of this study are against one of the studies by Mochtar et.al. (2017) that found that most English as a second language (ESL) students ignored the activation strategy. He states that students employ activation strategies to engage with other people in order to acquire or exercise new words. Since English is their second language, they do not need to rely on the support of others to learn English vocabulary after they have been proficient in the language from an early age. In other words, the students in Mochtar et al. (2017) do not choose to learn

vocabulary through interaction with other students which is contrary to the results of this study.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter summarizes the research findings from the preceding chapter. At the end of this chapter, there are also recommendations for English Language Education students, lecturer, and also further researcher.

5.1 Conclusion

The aim of this study was to discover which vocabulary learning strategies were employed by English Language Education students at one of Yogyakarta's private universities. A total of 212 students took part in this investigation. The researcher has come to the following conclusions based on the results and discussion from the preceding chapter:

1. Students commonly choose the dictionary use strategy as their vocabulary learning strategy among seven strategies. They prefer to use dictionaries because it can give them deeper knowledge about the meaning of the words. Furthermore, it can also help them to enhance their vocabulary learning. However, the rehearsal strategy was the least preferable strategy chosen by the students.
2. Students were utilizing several strategies which can be seen from the higher score in each category. They learn vocabulary through: 1) a book that suits their interests, 2) their general knowledge and common sense to guess the meaning, 3) a dictionary to look up the meaning of words that they find repeatedly, 4) note-taking some expressions or phrases

that are beneficial for them, 5) repeating the pronunciation of the new word in their mind, 6) the context where the vocabulary appears, and lastly, 7) connecting their vocabulary learning with their lives through their imaginary mind. All of these findings indicate that each student uses a wide variety of vocabulary learning strategies to enhance their vocabulary.

5.2 Suggestion

In order to enhance the next study, the researcher would like to make some recommendations to English language education students, lecturers, and future researchers:

1. The findings of this study are intended to guide English Language Education students in selecting the proper strategy for learning English vocabulary. Students could choose the strategy according to their own abilities and needs from this study to improve their vocabulary learning based on the questionnaire's items.
2. The future researchers are advised to use VLQ by Gu (2018) with several considerations. First, the questionnaire has undergone many revisions but is still valid and reliable over time. Second, the questionnaire has been used in various researches to measure vocabulary learning strategy.

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APPENDICES

Appendix 1

Vocabulary Learning Questionnaire

Assalamualaikum Warahmatullahi Wabarakatuh

I am Zahrotul Azizah Vania, a student of the English Education program at the Islamic University of Indonesia. Recently, I am conducting research on vocabulary learning strategies used by English Education students. Therefore, I ask for the willingness of you to take the time to fill out the questionnaire in order to fulfil my research data.

The required participant criteria are:

- English Education student of UII batch 2018, 2019, 2020, 2021.
- Have an experience in learning English for approximately 8-10 years.

If you meet these criteria, please fill out the questionnaire according to your actual condition. This research's data will be kept private and will only be used for research purposes.

If there any problems or questions regarding this research, you can contact me via:

Email : 18322108@students.uui.ac.id

Whatsapp : 081391471665

Thank you for your willingness and assistance in filling out this questionnaire.

Sincerely,

Researcher,

Zahrotul Azizah Vania

Supervisor,

Banatul Murtafi'ah, S.Pd., M.Pd.

SECTION 1

Please write and choose according to your data.

Name (initial) :

Email :

Age :

Gender : Male / Female

Batch : 2018 / 2019 / 2020 / 2021

The availability to fill out this form: YES / NO

SECTION 2

Choose ONE statement that fits your actual situation.

Note:

1: Strongly Disagree	2: Disagree	3: Neutral	4: Agree	5: Strongly Agree
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Categories	Sub-categories	Items	1	2	3	4	5
Metacognitive strategies	Selective attention	1. I know whether a new word is important in understanding a passage.					
		2. When I meet or see a new word or phrase, I					

		know clearly whether I need to remember it.					
	Self-initiation	3. Besides textbooks, I look for other readings that fall under my interest.					
		4. I only focus on things that are directly related to examinations.					
		5. I would not care much about vocabulary items that my teacher does not explain in class					
Inferencing	Strategies for guessing	6. I make use of logical development in the context (e.g., cause and effect) when guessing the meaning of a word.					
		7. I check my guessed meaning in the paragraph or whole text to see if it fits in.					
		8. When I do not know a new word in reading, I use my common					

		sense and background knowledge of the topic to guess the meaning of the new word.					
		9. I look for explanations in the reading text that support my guess about the meaning of a word.					
		10. I make use of the grammatical structure of a sentence when guessing the meaning of a new word.					
		11. I make use of the part of speech of a new word when guessing its meaning (e.g., noun, verb, adjective, etc).					
Dictionary use	Strategies for dictionary	12. When I see an unfamiliar word again and again, I look it up in the dictionary.					
		13. When not knowing a word prevents me					

		from understanding a whole sentence or even a whole paragraph, I look it up in the dictionary.					
		14. I look up words that are important to the understanding of the sentence or paragraph in which it appears.					
		15. I pay attention to the examples when I look up a word in a dictionary.					
		16. When I want to have some deeper knowledge about a word that I already know, I look it up.					
		17. When I want to know more about the usage of a word that I know, I look it up.					
		18. I check the dictionary when I want to find out the similarities and differences between the meanings					

		of related words (synonyms and antonyms).					
Note-taking	Selecting words for the notebook	19. I make a note when I think the meaning of the word, I am looking up is commonly used.					
		20. I make a note when I think the word, I am looking up is related to my personal interest.					
		21. I make a note when I see a useful expression or phrase.					
	Choosing which information to include in notes	22. I write down the English explanations of the words I look up.					
		23. I write down both the meaning in my native language and the English explanation of the word I look up.					
		24. I note down examples showing the usages of the word I look up.					

Rehearsal	Word lists use	25. I go through my vocabulary list several times until I remember all the words on the list.					
		26. I make vocabulary cards and take them with me wherever I go.					
		27. I make regular reviews of new words I have memorized.					
	Repetition of the oral	28. When I try to remember a word, I say it aloud to myself.					
		29. When I try to remember a word, I repeat its pronunciation in my mind.					
		30. Repeating the sound of a new word to myself would be enough for me to remember the word.					
	Repetition of the visual	31. When I try to remember a word, I					

		write it again and again.					
		32. I memorize the spelling of a word letter by letter.					
		33. I write both the new words and their translation in my native language again and again in order to remember them.					
Encoding	Encoding of visual	34. I act out some words in order to remember them better (e.g., jump).					
		35. I create a picture in my mind to help me remember a new word.					
		36. To help me remember a word, I try to “see” the spelling of the word in my mind.					
	Encoding of audio	37. I put words that sound similar together in order to remember them (e.g., <i>two</i> and <i>too</i>).					

		38. When words are spelled similarly, I remember them together (e.g., <i>back</i> “part of body” and <i>back</i> “away from front or centre”).					
		39. When I try to remember a new word, I link it to a sound-alike word that I know.					
	Word-structure use	40. When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g., inter-nation-al).					
		41. I intentionally study how English words are formed in order to remember more words (e.g., learner is a derived form of “ <u>learn</u> + <u>er</u> ”).					
	Contextual encoding	42. When I try to remember a word, I also try to remember the sentence in which the word is used.					

		43. I put words in set expressions or sentences in order to remember them.					
		44. I remember a new word together with the context where the new word appears.					
Activation	Activation	45. I make up my own sentences using the words I just learned.					
		46. I try to use the newly learned words as much as possible in speech and writing.					
		47. I try to use newly learned words in real-life situations.					
		48. I try to use newly learned words in imaginary situations in my mind.					

Appendix 2

Questionnaire Items Validity

CONTENT VALIDITY OF VOCABULARY LEARNING QUESTIONNAIRE BY GU (2018)

Researcher : Zahrotul Azizah Vania

Supervisor : Banatul Murtafi'ah, S.Pd., M.Pd.

Put a tick (V) on the appropriate column.

Note:

SI: Strongly Irrelevant I: Irrelevant R: Relevant SR: Strongly Relevant

Categories	Sub-categories	Items	SI	I	R	SR	Contents
Metacognitive strategies	Selective attention	1. I know whether a new word is important in understanding a passage.				V	

		2. When I meet or see a new word or phrase, I know clearly whether I need to remember it.				V	
		3. Besides textbooks, I look for other readings that fall under my interest.				V	Change “that fall under” into “based on”.
	Self-initiation	4. I only focus on things that are directly related to examinations.				V	Reversed value
		5. I would not care much about vocabulary items that my English teacher does not explain in class.				V	Change “teacher” into “lecturer” Reversed value
Inferencing	Strategies for guessing	6. I make use of logical development in the context (e.g., cause and effect) when guessing the meaning of a word.				V	
		7. I check my guessed meaning in the paragraph or whole text to see if it fits in.				V	

		8. When I do not know a new word in reading, I use my common sense and background knowledge of the topic to guess the meaning of the new word.				V	
		9. I look for explanations in the reading text that support my guess about the meaning of a word.				V	
		10. I make use of the grammatical structure of a sentence when guessing the meaning of a new word.				V	
		11. I make use of the part of speech of a new word when guessing its meaning (e.g., noun, verb, adjective, etc).				V	
Dictionary use	Strategies for	12. When I see an unfamiliar word again and again, I look it up in the dictionary.				V	

	dictionary	13. When not knowing a word prevents me from understanding a whole sentence or even a whole paragraph, I look it up in the dictionary.				V	
		14. I look up words that are important to the understanding of the sentence or paragraph in which it appears.				V	
		15. I pay attention to the examples when I look up a word in a dictionary.				V	
		16. When I want to have some deeper knowledge about a word that I already know, I look it up.				V	Change “I look it up,” into “I look it up in the dictionary.”
		17. When I want to know more about the usage of a word that I know, I look it up.				V	Change “I look it up,” into “I look it up in the dictionary.”

		18. I check the dictionary when I want to find out the similarities and differences between the meanings of related words (synonyms and antonyms).				V	
Note-taking	Selecting words for the notebook	19. I make a note when I think the meaning of the word, I am looking up is commonly used.				V	Delete “I am looking up”
		20. I make a note when I think the word, I am looking up is related to my personal interest.				V	Delete “I am looking up”
		21. I make a note when I see a useful expression or phrase.				V	
	Choosing which	22. I write down the English explanations of the words I look up.				V	

	information to include in notes	23. I write down both the meaning in my native language and the English explanation of the word I look up.				V	
		24. I note down examples showing the usages of the word I look up.				V	
Rehearsal	Word lists use	25. I go through my vocabulary list several times until I remember all the words on the list.				V	
		26. I make vocabulary cards and take them with me wherever I go.				V	
		27. I make regular reviews of new words I have memorized.				V	
	Repetition of the oral	28. When I try to remember a word, I say it aloud to myself.				V	
		29. When I try to remember a word, I repeat its pronunciation in my mind.				V	

		30. Repeating the sound of a new word to myself would be enough for me to remember the word.				V	
	Repetition of the visual	31. When I try to remember a word, I write it again and again.				V	
		32. I memorize the spelling of a word letter by letter.				V	
		33. I write both the new words and their translation in my native language again and again in order to remember them.				V	
Encoding	Encoding of visual	34. I act out some words in order to remember them better (e.g., jump).				V	
		35. I create a picture in my mind to help me remember a new word.				V	
		36. To help me remember a word, I try to “see” the spelling of the word in my mind.				V	

	Encoding of audio	37. I put words that sound similar together in order to remember them (e.g., <i>two</i> and <i>too</i>).				V	
		38. When words are spelled similarly, I remember them together (e.g., <i>back</i> “part of body” and <i>back</i> “away from front or centre”).				V	
		39. When I try to remember a new word, I link it to a sound-alike word that I know.				V	
	Word-structure use	40. When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g., inter-nation-al).				V	
		41. I intentionally study how English words are formed in order to remember more words (e.g., learner is a derived form of “ <u>learn</u> + <u>er</u> ”).				V	

	Contextual encoding	42. When I try to remember a word, I also try to remember the sentence in which the word is used.				V	
		43. I put words in set expressions or sentences in order to remember them.				V	
		44. I remember a new word together with the context where the new word appears.				V	
Activation	Activation	45. I make up my own sentences using the words I just learned.				V	
		46. I try to use the newly learned words as much as possible in speech and writing.				V	
		47. I try to use newly learned words in real-life situations.				V	
		48. I try to use newly learned words in imaginary situations in my mind.				V	

Overall Comment:

Please revise some words based on the feedback and pay attention to the statements with reversed value. Questionnaire is ready to use. Good luck!

