

**A SURVEY ON VLS OF INTERNATIONAL PROGRAM BRIDGING COURSE
STUDENTS**

A Thesis

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



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**DEPARTMENT OF ENGLISH EDUCATION FACULTY OF PSYCHOLOGY AND
SOCIO-CULTURAL SCIENCES UNIVERSITAS ISLAM INDONESIA YOGYAKARTA**

2023

APPROVAL SHEET

**A SURVEY ON VLS OF INTERNATIONAL PROGRAM BRIDGING COURSE
STUDENTS**

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RATIFICATION SHEET

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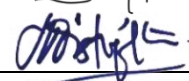
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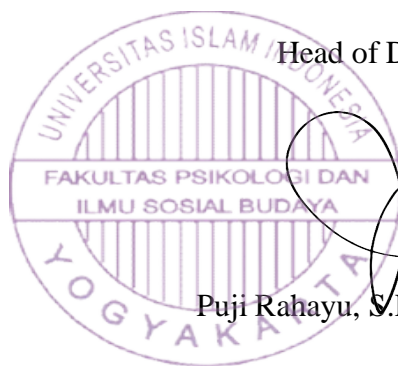
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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that my manuscript entitled “A SURVEY ON VLS OF INTERNATIONAL PROGRAM BRIDGING COURSE STUDENTS” is an original work of my own. To the best of my knowledge, it contains no sources or resources other than the ones mentioned and acknowledged.



Yogyakarta, 9th June 2023

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A SURVEY ON VLS OF INTERNATIONAL PROGRAM BRIDGING COURSE STUDENTS

ABSTRACT

Research in the field of vocabulary learning strategies is continually developing. Therefore, it is important to include belief in one of the elements measured to provide recommendations for teachers and knowledge for students. This study explored vocabulary learning strategies among EFL learners at one of the private universities in Yogyakarta, Indonesia. The purpose of this study was to identify the vocabulary learning strategies of EFL learners that include belief, metacognitive, cognitive, and affective adopted by International Program (IP) students. The questionnaire adopted from Hadi and Guo (2020) includes four components: beliefs about vocabulary learning, metacognitive regulation of vocabulary learning, cognitive strategies of vocabulary learning, and affective strategies of vocabulary learning. The questionnaire was administered to 83 undergraduate students. The overall findings revealed that the most commonly used strategy is a cognitive strategy ($M=3.65$) because it is a practical and usable method that they can apply technically and with direct practice to increase their vocabulary and learning outcomes.

Keywords: English, EFL learners, vocabulary learning strategies



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English requires a number of abilities and one of the most essential ones is vocabulary mastery. Vocabulary refers to the fundamental linguistic skills for listening, speaking, reading, and writing (Afzal, 2019). People with a large vocabulary can communicate and express themselves well both in speaking and writing, while people with a narrow vocabulary often have language problems. The vocabulary problem is particularly relevant for non-native language users, who frequently struggle to find the right word to express their intention while talking, writing, reading, and listening owing to a low vocabulary load (Ghalebi, Sadighi, and Bagheri, 2020). It means that it is difficult to reach any linguistic competence without vocabulary skills. Hadi and Guo (2020) mentioned that unlike grammar, which is a limited numerical system, vocabulary is a vast collection of countless words that learners must absorb in order to comprehend oral and written texts. Foreign language learners can be considered successful if they master the vocabulary well. Vocabulary is extremely important in the communicative approach to foreign language teaching since it has been demonstrated that successful use of the foreign language involves a wide vocabulary for both receptive and productive abilities (Bojanic, 2021).

Learning vocabulary needs a long time. According to Gu (2018), the learning process begins with acquiring the most fundamental words and phrases, and even at the greatest level, vocabulary must continue to be expanded. He mentioned that the effective selection and implementation of strategies may lead to significant improvements in deciding whether vocabulary acquisition becomes an efficient or inefficient, pleasurable or frustrating process. Ghalebi, Sadighi, and Bagheri (2021) explained several types of vocabulary learning

strategies, such as context-specific guesswork, masterful utilization of dictionaries, taking notes, listening carefully to word formation, context-specific encoding, and activation of memorization words, having a positive relationship with vocabulary breadth knowledge. Therefore, learning strategies are needed to help develop vocabulary effectively.

Many studies on vocabulary learning strategies have been conducted, including in Indonesia (e.g. Lawson and Hogben, 1996; Mizumoto and Takeuchi, 2009; Bai, 2018). However, those who examine vocabulary learning strategies among International Program (IP) students are still limited. As a result, the purpose of this study is to look into vocabulary learning strategies used by International Program (IP) students at Indonesian universities.

1.2 Identification of the Problem

International Program (IP) students are required to master vocabulary skills, and because the scope of vocabulary is so extensive, learners need efficient vocabulary learning strategies to minimize language problems.

1.3 Limitation of the Problem

This study included four types of learning strategies: (1) belief (2) metacognitive (3) cognitive, and (4) affective. The participation of this study only included the first-year students from the International Program (IP) that taking a Bridging Program class at a private university in Indonesia.

1.4 Formulation of the Problem

Based on the identification and limitation of the problem, the problem of this research can be formulated as follows: What are the vocabulary learning strategies implemented by students from one of the private universities in Yogyakarta?

1.5 Objectives of the Study

This research aims to identify the vocabulary learning strategies of International Program (IP) students that include belief, metacognitive, cognitive, and affective adopted at an Indonesian private university.

1.6 Significance of the Study

The result of this study is to help learners to understand their own strategies for learning vocabulary so that they can evaluate themselves.

This study can also be used by teachers to find out what methods are used by students in developing their vocabulary so that teachers can adopt these methods in the classroom for learning. In addition, teachers can understand their students better.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary Learning Strategies

Gu (2013) mentioned that how a learner handles a vocabulary learning activity is heavily influenced by personal traits including personality, learning preferences, motivation, age, and gender as well as learning background and present language competency. Also, Hadi and Guo (2020) stated that the greater their beliefs, the bigger the impact, which may result in the most effective usage strategies in learning vocabulary methods. Therefore, students need to understand which strategies work best for them. There are various approaches to learning vocabulary. Brown and Payne (1994, as stated in Hamzah, Kafipour, and Abdullah, 2009, p. 42) have identified the following five steps for vocabulary acquisition in a different language: Possessing references for learning new words, (b) getting a good picture, whether graphical representations or auditory representations or both, (c) acquiring the meanings of the words, (d) creating a solid recall correlation between the words' shapes and definitions, and (e) employing the utterances are all necessary steps in the learning process.

Gu (2013) classified vocabulary learning strategies into two categories: metacognitive and cognitive. Beliefs about vocabulary learning and metacognitive strategies are included in the metacognitive component. Initial handling, reinforcement, and activating strategies are all part of the cognitive component. Initial handling strategies are how the learners learn the vocabulary by contextual guessing, the use of a dictionary, and taking notes. Reinforcement strategies include word lists, vocal repetition, and graphic reiteration as well as encoding strategies (association/elaboration, optical encoding, aural encoding, utilize sentence structure, semantic encoding, and contextual encoding) are examples of reinforcement strategies. Activating

strategies are how students put the vocabulary they learned in the previous strategy to use. Those three cognitive components must be studied in order. Gu (2018) made a present update to validate those taxonomy strategies. He mentioned that the vocabulary learning questionnaire had shown remarkable consistency over the years. However, students from various ethnic and academic backgrounds may have different preferences in strategy selection and application.

2.2 Learners' Belief in Vocabulary Learning

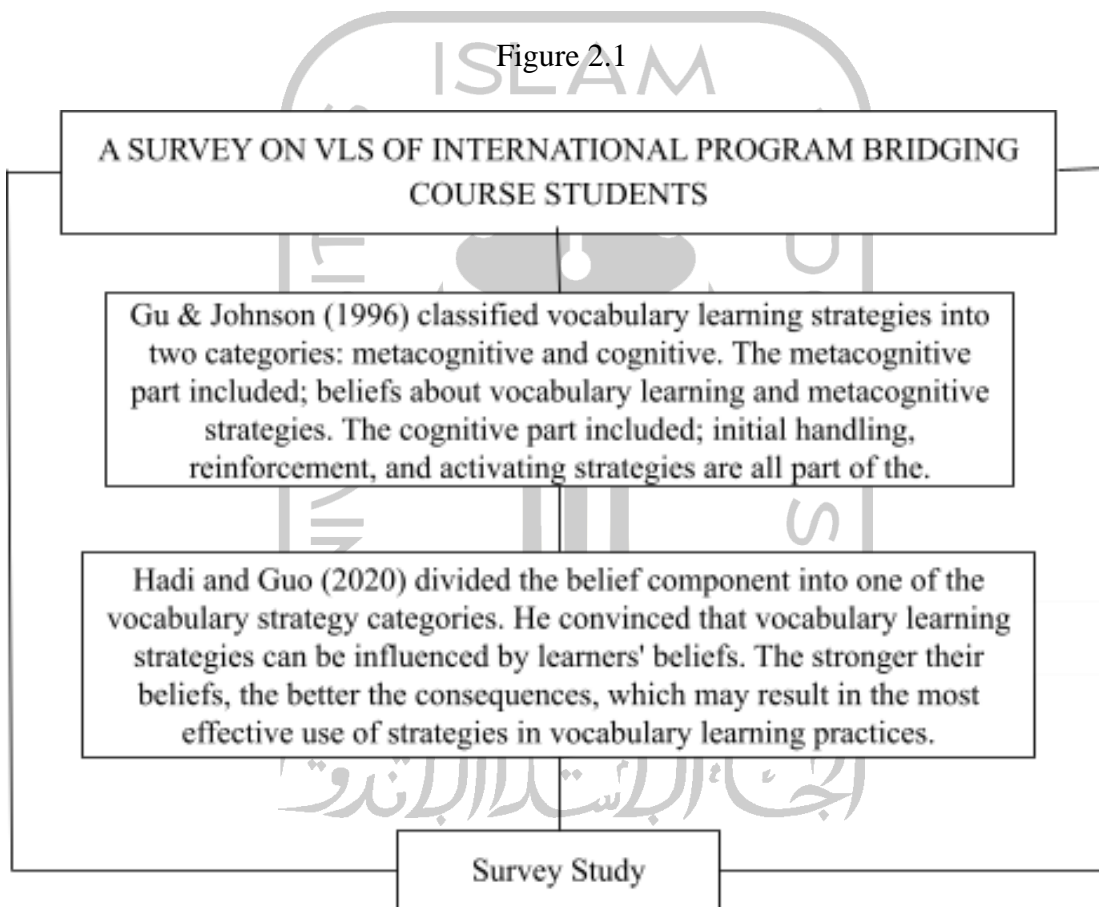
Learners' beliefs in language learning are important. Horwitz (1999) mentioned that understanding learner beliefs about language learning was essential for understanding learner strategies and gratification with language teaching. Language learning can be affected by learners' beliefs. Learner beliefs can influence both their thoughts and feelings and their behavior as language learners (Horwitz, 1999). Moreover, learners' beliefs have an impact on their learning success. Many advanced learners have perceptive beliefs about language lessons, their own competencies, and the implementation of appropriate learning strategies, all of which facilitate learning (Bernat and Gvozdenko, 2005). According to Horwitz (1987, as cited in Bernat and Gvozdenko, 2005), learners who believe that acquiring a foreign language primarily entails having to learn different words will devote the majority of their effort to vocabulary acquisition. It can be interpreted that students who do not believe that learning new vocabulary is necessary to learn a language will not expend much effort on vocabulary learning.

According to Horwitz (1988), despite the fact that student beliefs about vocabulary strategies appear to be of emphasis on the importance of acknowledging students' needs of, dedication to, achievement in, and fulfillment with their language courses, they have received little attention. Despite the fact that there has been a lot of research on learners' beliefs now, it is uncommon for them to be included in vocabulary learning strategies.

2.3 Conceptual Framework

The purpose of this study is to identify the vocabulary learning strategies of EFL learners that include belief, metacognitive, cognitive, and affective. The researcher used the Hadi and Guo (2020) questionnaire which was adapted from Gu's (2018) Vocabulary Learning Questionnaire that had been updated and validated. Hadi and Guo added some effective strategy items derived from the post-questionnaire trial discussion session.

Figure 2.1



CHAPTER III

RESEARCH METHOD

The research methodology is explained in this chapter. It covers research design, participant, and data collection methods.

3.1 Research Design

This research is conducted to identify the vocabulary learning strategies used by EFL students at an Indonesian private university that include belief, metacognitive, cognitive, and affective. The research is done by using a quantitative research method with a survey study. The data is collected through the use of questionnaires presented in Google Forms. The researcher used a quantitative research method and a survey study to identify how students in the International Program learn vocabulary through their belief, metacognitive, cognitive, and affective learning strategies.

3.2 Population and Sample

The population in this study were undergraduate students from the International Program (IP) at one of the private universities in Yogyakarta. The population consisted of 105 students from the batch 2022 of the 1st semester.

Researchers prefer to identify their vocabulary learning strategies that include belief, metacognitive, cognitive, and affective because they were taking a Bridging Program. The Bridging Program is an English language enrichment program for International Program (IP) students in their first year. It is more relevant because they learn English as a medium of instruction, and the vocabulary learning process is continuing for them. They learn not only general vocabulary but also vocabulary related to their respective fields of knowledge. This

would be interesting if studied further.

Table 3.1 *Number of Populations*

	Frequency	Percentage
Architecture	10 students	9.5%
Accounting and Management	53 students	50.5%
Communication Science	28 students	26.7%
Ahwal Syakhsiyah (Syaria Law)	14 students	13.3%
Total	105 students	

There were several study programs that have not been included since data collection was not possible at the time due to difficulties in contacting the lecturers. Furthermore, several other study programs do not offer Bridging Programs, but this research focuses on Bridging Program classes.

I used the convenience sampling technique (CST) sampling method. CST is a sort of nonprobability or nonrandom sampling in which individuals of the population to be studied who meet particular practical requirements, such as easy accessibility, regional closeness, availability at a given time, or desire to participate, are included in the study (Etikan, 2016). The reason for using CST is because it is easily accessible. Then, to determine the minimum number of samples required, I calculate it with the Slovin formula with a margin of error of 5.0%. This study required at least 83 sample participants as a result of the sample size calculation using Slovin's formula above.

3.3 Data Collection Technique

This section described the data collection methods used in this study as well as the instruments used to collect the data.

3.3.1 Instrument

According to Creswell (2012), instruments are used in quantitative research to observe, measure, and gather information about the topic being studied. In this study, the researcher used questionnaires to collect the data to find the result about the vocabulary learning strategies that include belief, metacognitive, cognitive, and affective strategies. The questionnaire used was Vocabulary Learning Questionnaire (VLQ) adopted from Hadi and Guo (2020). The taxonomy was divided into two categories: metacognitive and cognitive. Beliefs about vocabulary learning and metacognitive regulation of vocabulary learning are part of the metacognitive component. Initial handling strategies, reinforcement strategies, and activation strategies are all part of the cognitive component. There are also some additional items of affective strategies by Hadi and Guo (2020). The frequencies were calculated using a 5-point scale ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). There are =65 questionnaire questions in total, with 4 aspects. In those aspects, there are several items, including Beliefs there are 10 items (1-10), Metacognitive there are 7 items (11-17), Cognitive there are 40 items (18-58), and Affective there are 6 items (59-64).

Table 3.2 *Description of the Categories of Vocabulary Learning Strategies*

Strategies	Sub-Strategies	Items
Beliefs	Word Should be Memorized	1-6
	Word Should be Learned Through Use	7-10
Metacognitive	Selective Attention	11-13
	Self-initiation	14-17
Cognitive	Inferencing	18-23
	Using dictionary	24-30
	Note-taking	31-36
	Rehearsal	37-44
	Encoding	45-54
Affective	Activation	55-58
		59-64

3.3.2 Validity

In this study, the researcher used the questionnaire by Hadi and Guo (2020) which was adapted from the Vocabulary Learning Questionnaire by Gu (2018). Hadi and Guo (2020) conducted a pilot study of 177 students for a validity test. They were English Department students in their second, third, and fourth years at Shaikh Zayed University in Khost, Afghanistan. The participants represented the people of all 34 Afghan provinces.

3.3.3 Reliability

In this study, the researcher used a Cronbach Alpha (α) reliability test to determine the stability of the adapted questionnaire per item. Reliability was measured through SPSS 26 with Cronbach Alpha ranging from 0 to 1.0 as a stability indicator. This adapted questionnaire obtained a Cronbach Alpha (α) score of .912, indicating that the adapted questionnaire has a high level of consistency and approval.

3.4 Data Collection Procedure

The instrument was adopted from Hadi and Guo's (2020) questionnaire. Hadi and Guo (2020) adapted Gu's Vocabulary Learning Questionnaire (2018). He divided the belief category into one component of vocabulary strategies and added some affective strategies. The researcher adopted the questionnaire from Hadi and Guo (2020) and distributed it to the respondents.

3.5 Data Analysis Technique

This section described the methods used to analyze the data collected. The questions were converted to a Google Form by the researcher, which was then distributed to the International Program (IP) at one of Yogyakarta's private university students. The participants have been given the Google Forms link via each class. The data were analyzed with descriptive statistics calculating the mean, frequency, and standard deviation. Those were analyzed by using Microsoft Excel and SPSS.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the findings obtained from questionnaires that have been filled out by undergraduate students from the International Program (IP) at one of Yogyakarta's private universities. Researchers explain the findings of questionnaire data with descriptive analysis per item which will be displayed in a table.

4.1 Research Findings

4.1.1 The Results of Respondents' Study Program Information

Table 4.1

Result of Respondents' Study Program

	Frequency	Percentage
Architecture	10 students	12%
Accounting and Management	41 students	49%
Communication Science	19 students	23%
Ahwal Syakhsyah (Sharia Law)	13 students	16%
Total	83 students	

There were 83 responses that have been collected. The questionnaire results show that the data consists of 10 Architecture students (12%), 41 Accounting and Management students (49%), 19 Communication Science students (23%), and 13 Sharia Law students (16%).

4.1.2 Student's English Vocabulary Learning Strategies

Table 4.2

Overall Result of Vocabulary Learning Strategies

	N	Minimum	Maximum	Mean	Std. Deviation
Cognitive	83	2.59	4.01	3.6553	.9373
Metacognitive	83	2.14	3.95	3.6271	.9201
Beliefs	83	3.27	4.17	3.6000	.9254
Affective	83	2.73	3.60	3.2517	1.0745
Valid N (listwise)	83				

The questionnaire consisted of 64 statements and was divided into 4 (four) domains: Beliefs, Metacognitive, Cognitive, and Affective. The data table above shows that the highest score is Cognitive ($M=3.6553$, $SD=.9373$) and the lowest score is Affective ($M=3.2517$, $SD=1.0745$). It means that the students in the International Program (IP) used cognitive strategies more often than the other strategies.

4.1.3 The Use of Four Categories Vocabulary Learning Strategies

4.1.3.1 Beliefs

As seen in Table 4.3, the majority of students remember the English words by repeating them ($M = 4.17$, $SD = .824$). Meanwhile, they did not agree that the only way to learn a large number of words is by memorizing them ($M = 3.27$, $SD = .885$).

Table 4.3*Descriptive Statistics of Belief*

	Statements	N	M	SD
Words Should be Memorized & Words Should be Learned Through Use	5. Repetition is the best way to remember words	83	4.17	.824
	10. The least a learner should know about a word is its spelling, pronunciation, meaning and its basic usage	83	3.86	1.037
	9. Learners can learn vocabulary simply through reading a lot	83	3.80	.960
	7. The meanings of a large amount of words can be picked up through readings	83	3.76	.790
	8. Learners should pay attention to expressions (e.g., pick up) and collections (e.g., heavy rain; strong wind) that go with a word	83	3.60	.840
	4. A good memory is all you need to learn a foreign language well	83	3.47	1.016
	3. The purpose of learning a word is to remember it	83	3.42	.977
	1. Once the English words of all my native language meanings have been remembered, English is learned	83	3.41	.898
	2. The best way to remember words is to memorize word lists or dictionaries	83	3.34	1.027
	6. You can only learn a large vocabulary by memorizing a lot of words	83	3.27	.885
Valid N (Listwise)		83		

4.1.3.2 Metacognitive

Table 4.4 shows that the students acquire vocabulary not only through textbooks but also through media that suits their interests ($M = 3.95$, $SD = .764$), and they are not only focused on things that are directly related to examinations ($M = 2.77$, $SD = 1.040$).

Table 4.4

Descriptive Statistics of Metacognitive

	Metacognitive	N	M	SD
Selective Attention & Self-Initiation readings	14. Besides textbooks, I look for others that fall under my interest	83	3.95	.764
	15. I wouldn't learn what my English teacher doesn't tell me to learn	83	3.86	1.072
	11. I know whether a new word is important in understanding a passage.	83	3.84	.804
	12. I know which words are important for me to learn	83	3.77	.874
	17. I wouldn't care much about vocabulary items that my teacher does not explain in class	83	3.75	1.057
	13. When I meet (see) a new word or phrase, I know clearly whether I need	83	3.45	.830
	16. I only focus on things that are directly related to examinations	83	2.77	1.040
Valid N (Listwise)		83		

4.1.3.3 Cognitive

Cognitive strategies are divided into six categories: inferencing, dictionary use, note-taking, rehearsal, encoding, and activation. Among the six categories in cognitive strategies, the highest score is using a dictionary and the lowest score is rehearsal. According to Table 4.5, the majority of the students always look up a dictionary if they

find unfamiliar words over and over again ($M = 4.01$, $SD = .834$). However, most of them also don't make vocabulary cards and carry them around ($M = 2.59$, $SD = 1.013$).

Table 4.5

Descriptive Statistics of Cognitive

	Statements	N	M	SD
Inferencing	21. I look for explanations in the reading text that support my guess about the meaning of a word	83	3.94	.846
	20. When I don't know a new word in reading, I use my background knowledge of the topic to guess the meaning of the new word	83	3.81	.833
	18. I make use of logical development in the context (e.g., cause and effect) when guessing the meaning of a word.	83	3.60	.949
	19. I check my guessed meaning in the paragraph or whole text to see if it fits in	83	3.57	.784
	23. I make use of the part of speech of a new word when guessing its meaning (e.g., noun, verb, adjective, etc.)	83	3.39	.867
	22. I make use of the grammatical structure of a sentence when guessing the meaning of a new word	83	3.36	.725
Using Dictionary	24. When I see an unfamiliar word again and again, I look it up.	83	4.01	.834
	25. When not knowing a word that prevents me from understanding a whole sentence or even a whole paragraph, I look it up.	83	3.94	.846
	29. When I want to know more	83	3.94	.817

	about the usage of a word that I know, I look it up			
	26. I look up words that are important to the understanding of the sentence or paragraph in which it appears	83	3.88	.889
	27. I pay attention to the examples when I look up a word in a dictionary	83	3.84	.876
	28. When I want to have some deeper knowledge about a word that I already know, I look it up	83	3.82	.899
	30. I check the dictionary when I want to find out the similarities and differences between the meanings of related words (synonyms and antonyms).	83	3.69	.962
Note Taking	33. I make a note when I see a useful expression or phrase	83	3.60	.999
	31. I make a note when I think the meaning of the word, I am looking up is commonly used	83	3.58	.952
	32. I make a note when I think the word, I am looking up is related to my personal interest	83	3.55	.873
	34. I write down the English explanations of the word I look up	83	3.34	.914
	35. I write down both the meaning in my native language and the English explanation of the word I look up	83	3.28	1.004
	36. I note down examples showing the usages of the word I look up	83	3.25	.948
Rehearsal	40. When I try to remember a word, I repeat its pronunciation in my mind	83	3.92	.844
	41. Repeating the sound of a new	83	3.65	.916

	word to myself would be enough for me to remember the word			
	39. When I try to remember a word, I say it aloud to myself	83	3.63	.972
	44. I write both the new words and their translations in my native language again and again in order to remember them	83	3.43	1.026
	43. I memorize the spelling of a word letter by letter	83	3.34	.991
	42. When I try to remember a word, I write it again and again	83	3.28	1.063
	37. I go through my vocabulary list several times until I remember all of the words on the list	83	3.19	1.041
	38. I make vocabulary cards and take them with me wherever I go	83	2.59	1.013
Encoding	52. When I try to remember a word, I also try to remember the sentence in which the word is used	83	3.82	.814
	53. I put words in set expressions or sentences in order to remember them	83	3.72	.874
	54. I remember a new word together with the context where the new word appears	83	3.71	.918
	46. I create a picture in my mind of the new word to help me remember it	83	3.55	1.015
	49. When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g., inter-national).	83	3.36	.864
	48. When words are spelled similarly, I remember them together (e.g., bank “a financial	83	3.34	.966

	institution” and bank “edge of the river”).			
	50. I intentionally study how English words are formed in order to remember more words (e.g., speaker is a derived form of “speak+er”).	83	3.30	.920
	51. I memorize the commonly used roots and prefixes (e.g., “un” to “do” to form the word “undo”, in which “do” is the root and “un” is a prefix).	83	3.30	.972
	47. I put words that sound similar together in order to remember them (e.g., write and right).	83	3.25	1.010
	45. I act out some words to remember them better (e.g., jump).	83	3.24	1.054
Activation	56. I try to use newly learned words as much as possible in speech and writing	83	3.87	.838
	55. I make up my own sentences using the words I just learned	83	3.80	.894
	57. I try to use newly learned words in real situations (e.g., shopping).	83	3.77	.831
	58. I try to use newly learned words in imaginary situations in my mind	83	3.76	.835
	Valid N (Listwise)	83		

4.1.3.4 Affective

Concerning the findings in Table 4.6, the students give themselves a reward or treat when they excel at their vocabulary learning ($M = 3.60$, $SD = 1.047$) instead of giving up when they feel bored or frustrated while learning vocabulary ($M = 2.73$, $SD = 1.138$).

Table 4.6*Descriptive Statistics of Affective*

Statements	N	M	SD
62. I encourage myself to speak English using the new learned words even when I am afraid of making a mistake (usage mistakes)	83	3.60	1.047
63. I notice if I am tense or nervous when I am studying or using words while speaking in English with someone else	83	3.52	1.097
60. If I feel bored or frustrated while learning vocabulary, I take a break or I remind myself that vocabulary is important, and then I go on	83	3.41	.924
61. I give myself a reward or treat when I do well on vocabulary learning	83	3.18	1.117
64. I talk to someone else about how I feel when I am learning vocabulary	83	3.07	1.124
59. If I feel bored or frustrated while learning vocabulary, I give up	83	2.73	1.138
Valid N (Listwise)	83		

4.2 Discussion

According to the overall data collected with the Vocabulary Learning Questionnaire (VLQ), the result score indicates that cognitive strategies are the most commonly used by students when learning vocabulary, with a mean score of 3.66 and a standard deviation score of .9372. Next, metacognitive strategies with a mean score of 3.63 and standard deviation of .9201, and then belief with a mean score of 3.60 and standard deviation of .9254. Although cognitive strategies got the highest score, there was no significant difference between the three. Cognitive strategies are used to find out what learning processes they use to acquire vocabulary successfully. It means that learners use a lot of cognitive strategies to improve their learning process because, with the use of cognitive strategies, learners can use them technically and with direct practice to improve their vocabulary

and learning results. Metacognitive strategies help learners to understand and control their own performance, they guide them toward their own learning. These strategies help learners in generating ways of learning and evaluation. In belief components, students can determine how words should be memorized and learned through vocabulary use. Overall, these three strategies are applied by learners.

In the previous study, Mokhtar, Rawian, Yahaya, Abdullah, and Mohamed (2015) conducted a similar study with 360 first- and second-year students of Universiti Teknologi MARA, Perlis to identify their vocabulary learning strategies by using the Vocabulary Learning Questionnaire developed by Gu and Johnson (1996). The results showed that the students preferred guessing and dictionary strategies the most, whereas those two parts belong to cognitive strategies. It means that the cognitive strategy is still the one that is frequently used after 8 years out of the other 4 strategies. This is possibly due to the implementation and mechanics of more efficient strategies for students. According to Rahmani (2023), learners use dictionary strategies because learners can use Google translator on their mobile phones to quickly find the meaning of unfamiliar words, and guessing strategies (inferencing strategies) because learners believe they can look up the meaning of unfamiliar phrases by guessing instead of taking a look at the dictionary.

In comparison to other strategies, cognitive strategy has more components because it is a practical and applicable strategy. Dole, Nokes and Drets (2014) mentioned that cognitive strategies are brain training or processes for achieving cognitive objectives such as problem-solving, studying for exams, or understanding texts. There were 6 components in cognitive strategies: inferencing, using dictionary, note taking, rehearsal, encoding, and activation. Inferencing strategy is a guessing strategy when students predict the meaning of the words they don't know when reading, listening, or watching through linguistic features such as grammatical structure. In the inferencing section, most

students look for explanations in the reading text that support their guesses about the meaning of a word ($M=3.94$, $SD = .846$). They believe that when they read the reading text, they do not have to know the exact meaning of a word, they can guess the meaning first and connect it with the explanation in the reading text. Furthermore, in the using dictionary section, when they see an unfamiliar word again and again, they will look it up in the dictionary ($M=4.01$, $SD=.834$) but in the note taking section, they do not write down examples that show the use of the word they are looking for ($M=3.25$, $SD= .948$) they only make a note when they see a useful expression or phrase ($M=3.60$, $SD= .999$). Next, according to Lotfi (2007), rehearsal strategy and encoding strategy are categories of memory strategy, memory strategies include connecting the word with some previous knowledge. He stated that word lists and repetition are examples of rehearsal strategies and encoding strategies include word-structure analysis (i.e., examining a word's prefixes, stems, and suffixes) as well as associations, imagery, visual, aural, semantic, and contextual encoding. In the rehearsal section, the majority of students repeat the pronunciation in their mind when they try to remember a word ($M=3.92$, $SD=.844$) and they rarely rewrite it again and again ($M=3.28$, $SD=1.063$). In encoding strategies, when students try to remember a word, they try to remember the sentence in which the word is used ($M=3.82$, $SD= .814$) and do not act out some words to remember them better ($M=3.24$, $SD=1.054$). The last is activation strategies, activation strategies assist students in using new words in various kinds of contexts (Lotfi, 2007). The students try to recall the context in which a word is used when they try to memorize a word ($M=3.82$, $SD=.814$) in the encoding section. They also aim to utilize the new words as much as possible in speaking and writing ($M=3.87$, $SD= .838$) in the activation section so they can apply the vocabulary in a genuine circumstance.

Furthermore, the strategy that is least used by students when learning vocabulary is the affective strategy with a mean score of 3.17 and a standard deviation score of .9201. Hadi and Guo (2020) who developed these affective strategies obtained a high ranking in affective compared to metacognitive. He stated that it is because learners have developed the habit of independent learning and frequently felt that despite the challenges in utilizing simulation learning procedures, they remained capable of displaying the ability of good learning behaviors and habits. Motivation is one of the most fundamental affective elements that influence language learning (Bown, 2006). This has shown that in this research students still lack self-awareness regarding self-regulation and self-motivation.



CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter summarized the conclusion and suggestions from the preceding chapter's research findings, as well as recommendations for future researchers.

5.1 Conclusion

Based on previously collected and calculated data, the researcher discovered that vocabulary learning strategies utilized by students of the International Program (IP) at one of Yogyakarta's private universities are: belief strategies (M=3.60), metacognitive strategies (M=3.62), cognitive strategies (M=3.65), and affective strategies (M=3.25). Cognitive strategies are the most commonly used strategies (M=3.65) and the least frequently used strategies are affective strategies (M=3.25). It shows that most students used cognitive strategies between the four strategies because they can use them technically and with direct practice to improve their vocabulary and learning results, and also because it is a practical and applicable strategy.

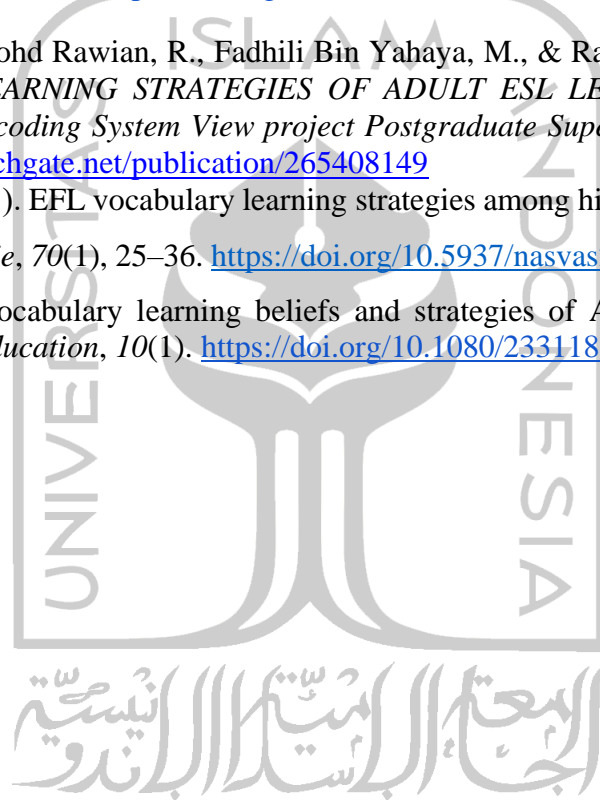
5.2 Suggestion

Students who have a strong vocabulary can express themselves clearly in both speaking and writing, therefore learning strategies are needed to help them to develop their vocabulary. This study can be utilized as one of their references to discover strategies for learning vocabulary so that they can evaluate themselves. Other than that, teachers need to find out what strategies students use to increase their vocabulary so that teachers can understand their students better and implement those strategies in the classroom for learning. Also, the researcher suggests that other researchers conduct further research on vocabulary learning strategies research in the high school and university context to assist more students and teachers in providing and facilitating language learning.

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Appendix

A Survey on VLS of International Program Bridging Course Students

Assalamualaikum Wr.Wb.

I'm Nailin Zulfatin Niamah Arifin, a student in the English Education study program at the Islamic University of Indonesia. Currently, I am conducting research to collect thesis data with the title "A Survey on VLS of International Program Bridging Course Students". Therefore, I request your willingness to be a participant and fill out this research questionnaire.

You can fill out this questionnaire if you meet the criteria as a student from the International Program (IP) at the Islamic University of Indonesia from the batch 2022 of the 2nd semester.

All data in this study will be kept confidential and will only be used for research purposes. If you encounter any problems or questions related to this research, you can contact me via:

Email: 19322004@students.uii.ac.id

WA Number: 087776399782

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

Wassalamu'alaikum Wr.Wb

Sincerely,

Nailin Zulfatin Niamah Arifin

Supervisor

Anandayu Suri Ardini, S.S., M.A. -

SECTION 1

Please write and choose according to your data.

Name (initial) :

WhatsApp number :

Gender : Male/Female

I have read the description and am willing to answer this questionnaire: Yes/No

SECTION 2

Choose ONE statement that fits your actual situation.

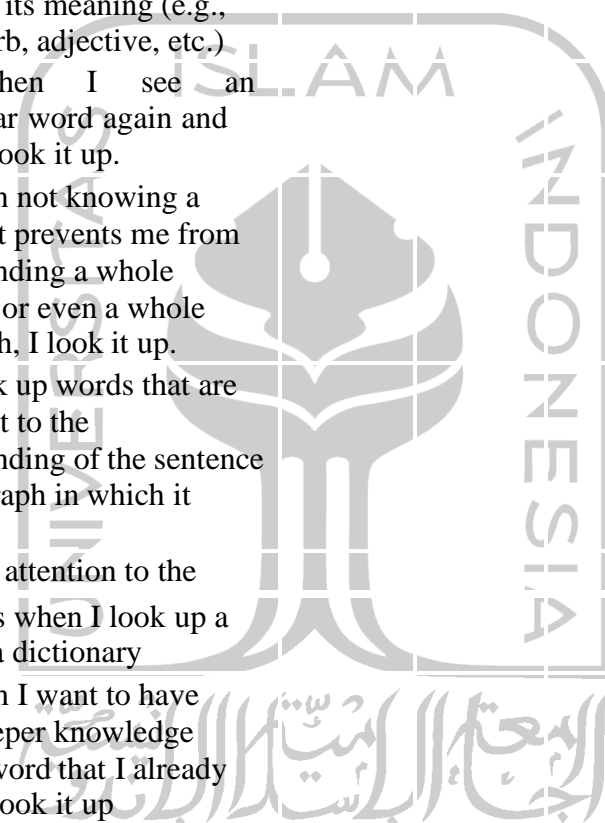
- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

Beliefs	1	2	3	4	5
<p>Words Should be Memorized</p>					
<p>Words Should be Learned Through Use</p>					

10. The least a learner should know about a word is its spelling, pronunciation, meaning and its basic usage

Metacognitive		1	2	3	4	5
Selective Attention	11. I know whether a new word is important in understanding a passage.					
	12. I know which words are important for me to learn					
	13. When I meet (see) a new word or phrase, I know clearly whether I need					
Self-Initiation on readings	14. Besides textbooks, I look for other that fall under my interest					
	15. I wouldn't learn what my English teacher doesn't tell me to learn					
	16. I only focus on things that are directly related to examinations					
	17. I wouldn't care much about vocabulary items that my teacher does not explain in class					
Cognitive		1	2	3	4	5
Inferencing	18. I make use of logical development in the context (e.g., cause and effect) when guessing the meaning of a word.					
	19. I check my guessed meaning in the paragraph or whole text to see if it fits in					
	20. When I don't know a new word in reading, I use my background knowledge of the					

	<p>topic to guess the meaning of the new word</p> <p>21. I look for explanations in the reading text that support my guess about the meaning of a word</p> <p>22. I make use of the grammatical structure of a sentence when guessing the meaning of a new word</p> <p>23. I make use of the part of speech of a new word when guessing its meaning (e.g., noun, verb, adjective, etc.)</p>
Using Dictionary	<p>24. When I see an unfamiliar word again and again, I look it up.</p> <p>25. When not knowing a word that prevents me from understanding a whole sentence or even a whole paragraph, I look it up.</p> <p>26. I look up words that are important to the understanding of the sentence or paragraph in which it appears</p> <p>27. I pay attention to the examples when I look up a word in a dictionary</p> <p>28. When I want to have some deeper knowledge about a word that I already know, I look it up</p> <p>29. When I want to know more about the usage of a word that I know, I look it up</p> <p>30. I check the dictionary when I want to find out the similarities and differences between the meanings of related words (synonyms and antonyms).</p>
Note Taking	<p>31. I make a note when I think the meaning of the</p>



word I am looking up is commonly used

32. I make a note when I think the word I am looking up is related to my personal interest

33. I make a note when I see a useful expression or phrase

34. I write down the English explanations of the word I look up

35. I write down both the meaning in my native language and the English explanation of the word I look up

36. I note down examples showing the usages of the word I look up

Rehearsal

37. I go through my vocabulary list several times until I remember all of the words on the list

38. I make vocabulary cards and take them with me wherever I go

39. When I try to remember a word, I say it aloud to myself

40. When I try to remember a word, I repeat its pronunciation in my mind

41. Repeating the sound of a new word to myself would be enough for me to remember the word

42. When I try to remember a word, I write it again and again

43. I memorize the spelling of a word letter by letter

44. I write both the new words and their translations in my native language again and again in order to

<hr style="border: 1px solid black; margin-bottom: 10px;"/> Encoding	<p>remember them</p> <p>45. I act out some words to remember them better (e.g., jump).</p> <p>46. I create a picture in my mind of the new word to help me remember it</p> <p>47. I put words that sound similar together in order to remember them (e.g., write and right).</p> <p>48. When words are spelled similarly, I remember them together (e.g., bank “a financial institution” and bank “edge of the river”).</p> <p>49. When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g., inter-national).</p> <p>50. I intentionally study how English words are formed in order to remember more words (e.g., speaker is a derived form of “speak+er”).</p> <p>51. I memorize the commonly used roots and prefixes (e.g., “un” to “do” to form the word “undo”, in which “do” is the root and “un” is a prefix).</p> <p>52. When I try to remember a word, I also try to remember the sentence in which the word is used</p> <p>53. I put words in set expressions or sentences in order to remember them</p> <p>54. I remember a new word together with the context where the new word appears</p>
Activation	<p>55. I make up my own sentences using the words I just learned</p> <p>56. I try to use newly learned</p>

words as much as possible in speech and writing

57. I try to use newly learned words in real situations (e.g., shopping).

58. I try to use newly learned words in imaginary situations in my mind

Activation	1	2	3	4	5
59. If I feel bored or frustrated while learning vocabulary, I give up					
60. If I feel bored or frustrated while learning vocabulary, I take a break or I remind myself that vocabulary is important, and then I go on					
61. I give myself a reward or treat when I do well on vocabulary learning					
62. I encourage myself to speak English using the newly learned words even when I am afraid of making a mistake (usage mistakes)					
63. I notice if I am tense or nervous when I am studying or using words while speaking in English with someone else					
64. I talk to someone else about how I feel when I am learning vocabulary					

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