Vocabulary Learning Strategies

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Abstract This study analyzed vocabulary learning strategies used by XI grade students at State Madrasah Aliyah 2 Padang Lawas, focusing on their English language difficulties and lack of interest. A descriptive quantitative research was conducted with 155 students and 61 students as sample. The questionnaire, consisting of 32 items, revealed that cognitive strategies were the most commonly used, followed by determination, memory, social, and metacognitive strategies. The study highlights the challenges students face in learning English.

Keywords: Vocabulary; Learning Strategies; Cognitive; Determination; Memory; Social; Metacognitive.

Abstrak Penelitian ini menganalisis strategi pembelajaran kosakata yang digunakan oleh siswa kelas XI di Madrasah Aliyah Negeri 2 Padang Lawas, dengan fokus pada kesulitan dan kurangnya minat mereka dalam belajar bahasa Inggris. Sebuah penelitian kuantitatif deskriptif dilakukan dengan 155 siswa dan 61 siswa sebagai sampel. Kuesioner yang terdiri dari 32 pertanyaan, mengungkapkan bahwa strategi kognitif adalah yang paling sering digunakan, diikuti oleh strategi tekad, memori, sosial, dan metakognitif. Penelitian ini menyoroti tantangan yang dihadapi siswa dalam belajar bahasa Inggris.

Kata Kunci: Kosakata; Strategi Pembelajaran; Kognitif, Determinasi, Memori, Sosial, Metakognitif.

INTRODUCTION

Vocabulary is the group and collection of words that are known and used by particular person. Richards and Schmidt defines " vocabulary as part of language skills and provides a large part of how to learn to speak, listen, read and write well" (Richards & Schmidt, 2010). Hiebert and Kamil stated " vocabulary is the knowledge of meaning of words" (Hiebert & Kamil, 2005). Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Alqahtani, 2015). Besides, Vocabulary is basic element of English material (Harida, et.al 2013). Therefore, the learning vocabulary is fundamental need to support some learners to master English, because the ability of students to read and to comprehend the subject is relatively determined by their vocabulary.

Vocabulary learning strategies are steps used by language learners to acquire new English words. In school there are many students do not understand English, because lack of vocabulary. Therefore, students find difficult in understanding the materials. Vocabulary learning strategies are important for students,. Students need to apply the appropriate strategy. Schmitt states that vocabulary learning strategies can empower learners and attact learners attention in learning language in a way that will improve the learners vocabulary development (Schmitt, 2000). Students will find difficulties in learning English if they do not have learning strategies. This emphasizes that vocabulary learning strategies have an important role in the success of learning.

According to Hiebert and Kamil, there are two kinds of vocabulary; receptive vocabulary and productive vocabulary, (Hiebert & Kamil, 2005). A child's receptive vocabulary consists of the words the child understands when he/she hears or reads them. A child's productive vocabulary consists of the words the child uses when he/she speaks (Siregar, 2017). In short, receptive vocabulary is easir to use because probably someone has already learned it properly and practiced a lot, while passive vocabulary is usually difficult to use.

According to Nation, there are three aspect of vocabulary that involved the existance of vocabulary, between form,, meaning, and use (Nation, 2000).

Understanding the meaning of word is not easy, because some words especially in English have more than one meaning. Learning will be success if the students understand the aspect. It should be clear, students will have a great skill on vocabulary. Learning strategy also as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Hardan, 2013), and the myriad ways in which learners strategically engange encoding processes and succesfully accommodate memory queries to the task at hand, as well as how the product of memory are flexibly aligned, recombined, and operated upon in the service of behavior and action, for acquiring vocabulary into their mind (Rambe, 2015). It can be concluded that learning strategy is learning skills, thinking skills, problem skills or in other words the method which learners during the learning process.

Vocabulary learning strategies are a part of language learning strategies which in turn are part of general learning strategies (Rizki, et al, 2016). Vocabulary learning strategies focus on the students perception, which students can apply by students to find, storage, retrieve, encode, practice, and apply words (Safi'i, 2022). The result of vocabulary learning strategies includes the natural learning process and indirect. There is significant correlation between students usage of strategies and achievement in vocabulary. Teacher must manage the vocabulary learning strategies students apply and extend to support becoming independent vocabulary learners.

Vocabulary learning strategies can be defined as behaviors or action which learners use to make vocabulary learning more effective. There have been several attempts to develop the taxonomy of vocabulary learning strategies based on the strategies used by learners to understand their target language. Vocabulary learning strategies developed by Schmitt in two ways categories (Schmitt, 2000). First, definitions of the vocabulary learning strategies is divided into two major classes, strategies for the discovery of a new words meaning and strategies for consolidating a word once it has been encountered. Second, the strategies are further classified into five groupings. There are Determination (DET), Social (SOC), Memory (MEM), Cognitive (COG), and Metacognitive (MET) strategies, as follows: *Strategies for the discovery of new word's meaning* between analyze part of speech, analyze affixes and roots, check for L1 cognate,

analyze any available pictures or gestures, guess meaning from textual context, use a dictionary (bilingual or monolingual) (DET), ask teacher for a synonym, paraphrase, or L1 translation of new word, ask classmates for meaning (SOC). *Strategies for consolidating a word once it has been encountered* between study and practice meaning in a group, interact with native speakers (SOC), connect word to a previous personal experience, associate the word with its coordinates, connect the word to its synonyms and antonyms, use semantic maps, image word form, image word's meaning, use keyword method, group words together to study them, study the spelling of a word, say new word aloud when studying, use physical action when learning a word (MEM), verbal repetition, written repetition, word lists, put english labels on physical objects, keep a vocabulary notebook (COG), use english-language media (songs, motives, newscasts, etc), test oneself with word tests, skip or pass new word, continue to study word over time (Schmitt, 2000). The strategy becomes equipment that enhances learners understanding of learning vocabulary and importance received in a word. The learners require guidance on more reliable methods of learning vocabulary.

Determination strategies used by an individual when faced with discovering a new words meaning without recourse to another persons expertise. It is means that determination are individual strategies used to understand the meaning of words without any help from others , such as guessing context, guessing from L1 (first language) cognates, using refence materials such as dictionaries, analysing affixes and roots, and using dictionaries to convey particular words. Social strategies use interaction with other people to improve language learning. It means that strategies belonging to this group involve interaction with others in learning new words, such as asking the teacher or classmates. Social strategies are not only used to discover new vocabulary, but are also used to remember words that students have previously been exposed to. Thus, the foundation of these strategies are social interaction and engagement. Memory strategies are also commonly known as mnemonic strategies. Another kind of mnemonic strategies involves focusing on the target words orthographic or phonological (Schmitt, 2000). Cognitive strategies exhibit the common function of "manipulatiion or transformation of the target language by learners". These strategies are similar to memory strategies, but not focus as much on the mental

process. Cognitive emphasize the mechanical means of comprehending known words. Thus, cognitive strategies utilize repetition and specific tools to learn vocabulary. Metacognitive strategies involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study (Schmitt, 2000). Metacognitive are used by students to control and evaluate their own learning by having an overview of the learning process in general. As such, they are generally broad strategies, concerned with more efficient learning. Strategy of interacting with native speakers whenever possible also increases input, and could be considered a metacognitive strategy if it is used as controlling principle of language learning.

METHOD

This research used descriptive quantitative method. The population was 155 students at the eleventh grade of MAN 2 Padang Lawas. The sample was 61 students who had chosen by using a simple random sampling technique. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have a equal an independent chance of being selected for the sample (Hikmawati, 2020). The reseachers chose the sample technique because the whole classes had the same curriculum, the same teachers, the same book used. So, they are called homogeneous with the title of this research. In data collection, the researchers distributed the questionnaire to respondents to determine vocabulary learning strategies, consisting of 32 items made based on categories of vocabulary learning strategies. The researchers analyzed and concluded by using the calculation the mean score of each aspect.

RESULT AND DISCUSSION

1. **Strategies used in learning vocabulary at the XI grade students of MAN 2 Padang Lawas**

In collecting the data of vocabulary learning strategies used by students, the researchers used a questionnaire. The items of a questionnaire developed by Schmitt's taxonomy. The total number of items in the questionnaire was 32.

a. Determination Strategies

Table 1 Result of Determination Strategy

Total of Items	F	Explanation	P (%)
5	61	Always	18%
		Often	28%
		Sometimes	33%
		Rarely	11%
		Never	10%
Total			100%

Table 1 shows that from 5 items questionnaire and 61 respondents, it is found that determination strategy with the frequency "always" (18%), "often" (28%), "sometimes" (33%), "rarely" (11%) and "never" (10%). Thus, it concluded that 18% of respondents used determination strategy.

b. Social Strategies

Table 2 Result of Social Strategy

Total of Items	F	Explanation	P (%)
7	61	Always	7%
		Often	21%
		Sometimes	31%
		Rarely	20%
		Never	21%
Total			100%

Table 2 shows that from 7 items questionnaire and 61 respondents, it is found that social strategy with the frequency "always" (7%), "often" (21%), "sometimes" (31%), "rarely" (20%) and "never" (21%). Thus, it concluded that 7% of respondents used social strategy.

c. Memory Strategies

Table 3 Result of Memory Strategy

Total of Items	F	Explanation	P (%)
8	61	Always	9%
		Often	18%
		Sometimes	29%
		Rarely	24%
		Never	20%
Total			100%

Table 3 shows that from 8 items questionnaire and 61 respondents, it is found that memory strategy with the frequency "always" (9%), "often" (18%), "sometimes" (29%), "rarely" (24%) and "never" (20%). Thus, it concluded that 9% of respondents used memory strategy.

d. Cognitive Strategies

Table 4 Result of Cognitive Strategy

Total of Items	F	Explanation	P (%)
4	61	Always	20%
		Often	29%
		Sometimes	33%
		Rarely	13%
		Never	5%
Total			100%

Table 4 shows that from 4 items questionnaire and 61 respondents, it is found that cognitive strategy with the frequency "always" (20%), "often" (29%), "sometimes" (33%), "rarely" (13%) and "never" (5%). Thus, it concluded that 20% of respondents used cognitive strategy.

c. Metacognitive Strategies

Table 5 Result of Metacognitive Strategy

Total of Items	F	Explanation	P (%)
8	61	Always	6%
		Often	10%
		Sometimes	30%
		Rarely	26%
		Never	28%
Total			100%

Table 5 shows that from 8 items questionnaire and 61 respondents, it is found that metacognitive strategy with the frequency "always" (6%), "often" (10%), "sometimes" (30%), "rarely" (26%) and "never" (28%). Thus, it concluded that 6% of respondents used metacognitive strategy.

2. The types of vocabulary learning strategies mostly used by students at the XI grade of MAN 2 Padang Lawas

Based on the analysis, the categories that most frequently used by students was the cognitive strategy. For analyzing, the researchers presented the description as follows:

Table 6 The Most Used Strategies by Participants

No	Category	F	P(%)
1	Determination	54	18%
2	Social	30	7%
3	Memory	46	9%
4	Cognitive	50	20%
5	Metacognitive	29	6%

The table 6 shows the highest score employed strategies used by students at the XI grade MAN 2 Padang Lawas. Cognitive strategies got the highest rank with frequency 50 (20%) as criteria very low followed by determination strategies with frequency 54 (18%) as criteria very low, memory strategies with frequency 46 (9%) as criteria very low, social strategies with frequency 30 (7%) as criteria very low and the last metacognitive strategies with frequency 29 (6%) as criteria very low. This indicates that the participants prefer using a variety of vocabulary learning strategies when learning new English words. It also indicates that the participants only use sometimes strategies during their learning.

After doing the research, the researchers discussed the result and compared it with the result from other researches. The first, the research done by Permatasari who used SPSS 25 to analyze the data which the result showed that 604 total score with 3.45 mean score of the social strategy is the most frequently used and the least frequently used is the metacognitive strategy with 501 total score and 2.23 mean score (Permatasari, 2021). The second, the research done by Damari the result of analysis showed that the determination strategy (M=3.12) as the most frequently used and memory strategy (M=2.28) as the least frequently. The researchers concluded that students prefer to find the meaning of new word by dictionary than judge the meaning from determination strategy (Damari, 2019). The last, Ta'amneh found that memory strategies the most frequently used and metacognitive as

the least frequently. Besides, the researcher viewed that Ignoring metacognitive strategies by the students "indicate that the participants are not highly exposed to the target language (English) outside the class and they do not have a good opportunity to practice it outside the class" (Ta'amneh, 2021).

Based on the explanation above, The researchers concluded that students interest in learning English was very low. Students need to take some responsibility for their own vocabulary, making it necessary to introduce them to vocabulary learning strategies so that they can do this more effectively.

CONCLUSION

Based on the result of this research, the conclusion of this research stated that vocabulary learning strategies at the XI grade students of MAN 2 Padang Lawas. There are five categorizations of vocabulary learning strategies that cognitive, determination, memory, social, and metacognitive. It is shown that the biggest percentage of the analyzing vocabulary learning strategy 20% cognitive strategies, 18% determination strategies, 9% memory strategies, 7% social strategies, and the last 6% metacognitive strategies. This indicates that the participants prefer using a variety of vocabulary learning strategies when learning new English words. The results showed that cognitive strategy is the most frequently used and the least frequently used is Metacognitive strategy. This indicates that the participants use several strategies to improve their vocabulary learning.

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