The Students' Vocabulary Learning Strategies and Vocabulary Size of the English Study Program of UIN Fatmawati Soekarno Bengkulu

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ABSTRACT

The objectives of this research are to analyze information about students' vocabulary learning strategies and vocabulary size. This research is mixt-methods; there were descriptive quantitative and qualitative method. The sample of this research is students' English Study Program of UIN Fatmawati Bengkulu. The data were gathered by using questionnaires, test and interview, and were analyzed by descriptive quantitative and qualitative analysis. The results showed that there was no difference which is significant in terms of frequency of using among each student of English education at UIN FAS Bengkulu. So the dominant strategies were used by students that were determination strategies (M=3.3), metacognitive strategies and memory strategies (M=3,2), cognitive strategies (M=3.1), and the last social strategies (M=3). It meant that determination strategies most frequency used by the students English Study Program of UIN FAS Bengkulu. Result for students' vocabulary size showed that average vocabulary sizes below 8000 word families. Meanwhile from interview data, the students used metacognitive, memory, determination and social strategies for their vocabulary learning. In conclusion, each strategy is a good vocabulary learning strategies to students for improving vocabulary size and may help lecturers and students to facilitate English vocabulary learning by English Study Program students and other students.

Keywords: mix-methods, vocabulary, learning strategies, vocabulary learning strategies, vocabulary size

ABSTRAK

The objectives of this research are to analyze information about students' vocabulary learning strategies and vocabulary size. This research is mixt-methods; there were descriptive quantitative and qualitative method. The sample of this research is students' English Study Program of UIN Fatmawati Bengkulu. The data were gathered by using questionnaires, test and interview, and were analyzed by descriptive quantitative and qualitative analysis. The results showed that there was no difference which is significant in terms of frequency of using among each student of English education at UIN FAS Bengkulu. So the dominant strategies were used by students that were determination strategies (M=3.3), metacognitive strategies and memory strategies (M=3,2), cognitive strategies (M=3.1), and the last social strategies (M=3). It meant that determination strategies most frequency used by the students English Study Program of UIN FAS Bengkulu. Result for students' vocabulary size showed that average vocabulary sizes below 8000 word families. Meanwhile from interview data, the students used metacognitive, memory, determination and social strategies for their vocabulary learning. In conclusion, each strategy is a good vocabulary learning strategies to students for improving vocabulary size and may help lecturers and students to facilitate English vocabulary learning by English Study Program students and other students.

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INTRODUCTION

Mastering vocabulary is not a difficult comprehension task in language learning, whether it is as English Foreign Language or an English Second Language. Lacks of vocabulary give effect to the students such as poor reading comprehension and the incompetence to make natural conversations (Fan, 2003). So, vocabulary acquisition has focused on students to learn new vocabulary in the target language. According to Al-Omairi (2020) and Rabadi (2016), the empirical endeavor aims to assist students in improving their vocabulary about how to utilize more appropriate and effective teaching strategies to help them expand their vocabulary and become self-sufficient learners.

Furthermore, vocabulary learning strategies consist of various approaches and procedures; there are to understand, store, or recall information. Schmit (1997) as cited in Nirattisai and Chiraance (2014) determined about vocabulary learning strategies in their language and present a taxonomy for learning vocabulary. Their research were developing taxonomy of vocabulary learning strategies. Schmitt (1997) as cited in Nirattisai and Chiraance (2014), taxonomy is not exhaustive, and so fails to provide a clear picture of the numerous strategies that learner can employ. According to Schmitt N and Schmitt D (2020), language learning strategies taxonomy divided in language learning strategies system; there were memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies are the six types of learning techniques. So, researcher embraced five strategies; there were social, memory, cognitive, determination and metacognitive strategies.

This taxonomy of vocabulary learning has been employed in Nirattisai and Chiraance (2014), Al-Nujaidi (2003), Alzahrani, et al., (2021), and Ahmad et al., (2016), vocabulary research has become one of investigating topics in the literature. The point conclusion of their researches were EFL students had very limited resources and their struggle on language comprehension. Based on analyzing, previous studies on vocabulary acquisition had taken a one-dimensional approach to their research and focused on the type and correlation of vocabulary learning strategies and vocabulary size.

The participants used different vocabulary learning strategies to improve vocabulary size, so their vocabulary size were in different level. Therefore, some of EFL students were in high frequency of vocabulary size level, they could not arrange word in English and apply the other language skill. According to Fristia (2021), the problem in students' English Education Program in speaking class; there were difficulty to arrange good sentences and had problem with sound production because limited vocabulary. It inferred that they had problem with language skill or language competence. So that, vocabulary was important for making sentence structure and practice other language skills. Mastering a lot of vocabulary made easy comprehension English skill such as reading, writing, listening and speaking.

Therefore, the majority of the research described above focuses on vocabulary learning strategies were used by the students and vocabulary size level. The researcher had observed some universities in Bengkulu Province such as UIN Fatmawati Soekarno Bengkulu, Universitas Bengkulu, and Universitas Muhamdiyah Bengkulu. Thus, vocabulary learning strategies were the learning procedure to find out the word meaning used by students, and vocabulary size was the students quantity word families, but none of the researchs explained about the learning procedures for finding the word meaning, so their vocabulary size did not measure there. Finally, the researcher found about vocabulary learning strategies and vocabulary size had not been investigated. The researcher interested in investigating vocabulary learning strategies and vocabulary size in the English Education Program of UIN Fatmawati Soekarno Bengkulu was greater than at other universities.

The researcher chose UIN Fatmawati Soekarno Bengkulu because this university is a favorite Islamic university, which is shown by the number of applicants each year. The students also showed in a number of English competitions that they have won and graduated students who work in Indonesia or abroad institutions. By conducting the research in students of the English Education Program, the result hopefully distributed to the students with little word families. So that, they knew what the vocabulary learning strategies used and how got vocabulary size large. From background above, the researcher wanted to investigate about vocabulary learning strategies and vocabulary size with the following titles: " The Students' Vocabulary Learning Strategies (VLS) and Vocabulary Size (VS) of the English Education Program of UIN Fatmawati Soekarno Bengkulu."

METHODOLOGY

The design of this research used mix-methods. Mix-method was a research approach which combines qualitative and quantitative research (Chih-Pei and Chang (2017). Sugiyono (2011) defined that mix methods are research method by combining two research methods simultaneously, qualitatively and quantitatively in a research activity, so that it would obtain more comprehensive, valid, reliable, and objective data. Furthermore, Arikunto (2002) explained that the descriptive method used to collect information regarding the current state of affairs. In short, mix method is a study of the combination qualitative and quantitative method to analyze data.

In this research, the researcher used descriptive research. Descriptive research is study to use quantitative and qualitative data to describe a phenomenon or event. This study used to obtain the data through survey approach by using questionnaires and test. The questionnaires were written instrument to represent respondents' characteristics with several question or statement (Dörnyei & Taguchi, 2009), vocabulary size test was designed to measure both first language and second language learners' written receptive vocabulary size (Nation & Beglar, 2007). Meanwhile, interview was a structured conversation where one participant asks questions, and the other provides answers (Laihonen, 2008). In addition, the questionnaires were administered to collect the data about vocabulary learning strategies used by the students, vocabulary size test measured vocabulary size students and interview collected information for the purpose of triangulation that had been argued to improve the accuracy of the result in this research and also to increase the credibility of the study as one data collection form supplies strengths to offset the weaknesses of questionnaire and test.

FINDING AND DISCUSSION

Finding

Vocabulary Learning Strategies Used by the English Study Program Students of UIN FAS Bengkulu

This research was conducted for a month, from May 19th to June 19th, 2021. In this research, the researcher went to UIN Fatmawti Soekarno Bengkulu to collect vocabulary learning strategies and vocabulary size test data. After collecting data, the researcher interviewed two students; consist of one student who got the most word families and one student who got the least word families. For explanation of vocabulary learning strategies were used by the second semester students can be presented as follow;

Table 1. The Result of Vocabulary Learning Strategies Questionnaires Used by the Second Semester Students

Statement Vocabulary Learning Strategies	2nd Semester Students n = 26		4th Semester Students n = 23		6th Semester Students n = 25		Total	Ave rage
	Mean	Level Use	Mean	Level Use	Mean	Level Use		
1. I will analyze types of words (verb , noun , adjective or adverb) of a new word to determine the meaning.	3.42	Medium	3.36	Medium	3.36	Medium	10.14	3.4
2. I will analyze root word form , prefix or suffix for knowing word meaning . For example : impossible = tidak mungkin	3.3	Medium	3.4	Medium	3.4	Medium	10.1	3.4
3. I will guess meaning a word from the context .	3.92	High	3.76	High	3.76	High	11.44	3.8
4. I will use dictionary Language English Language Indonesian for knowing meaning a word.	3.57	Medium	3.08	Medium	3.08	Medium	9.73	3.2
5. I will use dictionary Language English Language English for knowing meaning a word	2.84	Medium	2.6	Medium	2.6	Medium	8.04	2.7
6. I will use dictionary Indonesian Language English , dictionary Language English-Indonesian for knowing meaning a word.	3.57	Medium	3.4	Medium	3.4	Medium	10.37	3.5
7. I will use dictionary electronic for knowing meaning a word.	3.65	Medium	3.4	Medium	3.4	Medium	10.45	3.5
8. I will ask the teacher to translate the word new to Indonesian .	2.69	Medium	3	Medium	3	Medium	8.69	2.9
9. I will ask the teacher to give synonym from new word	2.77	Medium	3.04	Medium	3.04	Medium	8.85	3
10. I will ask the teacher to give example something sentences with new words .	3.96	High	3	Medium	3	Medium	9.96	3.3
11. I will ask meaning a word on friend my classmate	3.15	Medium	3.48	Medium	3.48	Medium	10.11	3.4
12. I will look for meaning one word through discussion group .	3.27	Medium	3.12	Medium	3.12	Medium	9.51	3.2
13. I will practice words that have been learned with friend my classmate.	2.77	Medium	3.4	Medium	3.4	Medium	9.57	3.2
14. I will use new words for speaking with native speaker	2.77	Medium	3.04	Medium	3.04	Medium	8.85	3
15. I will pair words with that picture word represents	3.69	High	3.76	High	3.76	High	11.21	3.7
16. I will give sound description to relate meaning from a word. For example , when You study about the "cloud", on my mind "I will appear sky ".	3.5	Medium	3.6	Medium	3.6	Medium	10.7	3.6
17. I will connect words with personal my experience. For example , when study about rain, I	3.65	Medium	3.52	Medium	3.52	Medium	10.69	3.6

think that my experience enjoy to play rain together friends.							
18. I will connect one word to word, for example : when study vocabulary apple, I also think fruits others , such as pears , bananas , and others	3.23	Medium	3.24	Medium	3.24	Medium	9.71	3.2
19. When I study a word, I pay attention to synonyms and antonym, as example : when learn beautiful , I study the meaning could means beautiful for synonyms , and ugly (ugly) for antonym .	3.53	Medium	3.04	Medium	3.04	Medium	9.61	3.2
20. I will grouping the words that will be studied . For example: name things in the class .	3.46	Medium	3.6	Medium	3.6	Medium	10.66	3.6
21. I will use a new word I learn for make sentence	3.46	Medium	3.52	Medium	3.52	Medium	10.5	3.5
22. I will combine some new words and connect it to a story	3.03	Medium	3.5	Medium	3.5	Medium	10.03	3.3
23. When I learn a word, I will remember spelling	3.76	High	3.68	High	3.68	High	11.12	3.7
24. When I learn a word, I will pay attention pronunciation and allotment	3.77	High	3.68	High	3.68	High	11.13	3.7
25. When I learn a word, I will read it loud.	3	Medium	3.16	Medium	3.16	Medium	9.32	3.1
26. I will underline the new word to improve my impression	3.46	Medium	3.68	High	3.68	High	10.82	3.6
27. I will look for equivalent voice homophonic Similar Indonesian with pronunciation language English for memorizing new words	3.3	Medium	3.96	High	3.96	High	11.22	3.7
28. I will remember the root word , prefix and suffix from a word	3.23	Medium	3.68	High	3.68	High	10.59	3.5
29. I will remember new words from pronunciation method	3.5	Medium	3.88	High	3.88	Medium	11.26	3.8
30. I will see the description on text to explain meaning a word. Example : housekeeper interpreted as a person who cares home .	3.84	High	3.64	Medium	3.64	Medium	11.12	3.7
31. I will write whole phrase or related idioms with a word	2.73	Medium	3.12	Medium	3.12	Medium	8.97	3
32. I will use movement physique for remembering new words . Example : I jump and remember the word "jump"	3.69	High	3.24	Medium	3.24	Medium	10.17	3.4
33. I will repeat word meaning for remember it .	3.5	Medium	3.36	Medium	3.36	Medium	10.22	3.4
34. I will write words over and over to contains vocabulary English other table meaning Indonesian	3.11	Medium	3.44	Medium	3.44	Medium	9.99	3.3
35. I use table for remember (one table contains vocabulary English other table meaning Indonesian).	2.89	Medium	3.24	Medium	3.24	Medium	9.37	3.1

Item									
36. I will use one card vocabulary to remember vocabulary new (card written with vocabulary language English in one side , the other side write it means in Indonesian)	3.19	Medium	3.56	Medium	3.56	Medium		10.31	3.4
37. I will make notes new vocabulary for the lesson	3.19	Medium	3.16	Medium	3.16	Medium		9.51	3.2
38. I will use context in text to explain meaning a word.	3.15	Medium	3.32	Medium	3.32	Medium		9.79	3.3
39. I will listen the recording vocabulary	2.85	Medium	3.2	Medium	3.2	Medium		9.25	3.1
40. I will put language English label on object for remembering vocabulary it , for example : label the vase on the flower vase	3.19	Medium	3.24	Medium	3.24	Medium		9.67	3.2
41. I will always bring book notes for taking notes new vocabulary.	2.58	Medium	3.12	Medium	3.12	Medium		8.82	2.9
42. I will use English song to learn new words	4.07	High	3.52	Medium	3.52	Medium		11.11	3.7
43. I will watch to relate videos pronunciation in English for studying vocabulary	3.69	High	3.4	Medium	3.4	Medium		10.49	3.5
44. I will read English newspaper to study vocabulary	2.65	Medium	3.2	Medium	3.2	Medium		9.05	3
45. I will read English magazine for study vocabulary.	2.85	Medium	3.04	Medium	3.04	Medium		8.93	3
46. I will read ingredient reading language English for learn new words (such as : novel, story short , and etc.)	3.38	Medium	3.44	Medium	3.44	Medium		10.26	3.4
47. I will listen to radio English programs for studying vocabulary .	3.65	Medium	3.72	High	3.72	Medium		11.09	3.7
48. I will use vocabulary test to remember vocabulary new	3.58	Medium	3.28	Medium	3.28	Medium		10.14	3.4
49. I will always review vocabulary that has been I learn every moment	3.11	Medium	3.24	Medium	3.24	Medium		9.59	3.2
50. I will ignore new word.	2.77	Medium	1.64	Low	1.64	Low	6.05	2	

Table 1 shows that the details of items related to determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies were used by students English Study Program. As seen in the table above, each strategy has different types of strategies, there are determination strategies have 7 types of strategies (item number 1-7), social strategies have 7 strategies (item number 8-14), memory strategies have 18 strategies (item number 15-32), cognitive strategies have 9 strategies (item number 33-41) and metacognitive strategy has 9 strategies (item number 42-50). The results of the questionnaire show that there are several strategies at high level for the user of strategies such as item numbers 15, 23, 24, 27, 29, 30, 42, and 47, at the medium level for the user of strategies such as item numbers 1, 2, 4,5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 25, 26, 28, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 48, and 49, meanwhile at low level for the user of strategies only item number 50. The results showed that there was no difference which is significant in terms of frequency of using among each student of English education at UIN FAS Bengkulu. The research findings may help lecturers and students to facilitate English vocabulary learning by English Study Program students and other students.

Therefore, based on data were found in distributing questionnaire and descriptive analysis to calculate data by used SPSS 16 and Microsoft Excel. This data answered second research question about dominant strategies used by the second semester students. The data can be seen into the table 8 as follow:

Table 2. Dominant Strategies Used by the Second Semester Students

Strategies	2nd Mean	4th Mean	6th Mean	Total	Average
Determination Strategies (DET)	3.47	3.24	3.29	10	3.3
Social Strategies	3.04	2.83	3.15	9.02	3
Memory Strategies	3.43	2.86	3.36	9.65	3.2
Cognitive Strategies	3.07	2.9	3.29	9.26	3.1
Metacognitive Strategies	3.3	3	3.16	9.46	3.2

From the table can be shown the dominant strategies used by students were determination strategies (M=3.3), metacognitive strategies and memory strategies (M=3,2), cognitive strategies (M=3.1), and the last social strategies (M=3). It meant that determination strategies most frequency used by the students English Study Program of UIN FAS Bengkulu. *Vocabulary Size of the English Study Program Students.* The research participants were representative each semester. The data of the vocabulary size can be seen table below;

Table 3. Vocabulary Size of the English Study Program Students

Word Families	2nd Semester Students		4th Semester Students		6th Semester Students	
	Frequency	Vocabulary Size Level	Frequency	Vocabulary Size Level	Frequency	Vocabulary Size Level
	n 26		*n 23*		*n 26*	
Below 2000	0	High frequency	0	High frequency	0	High frequency
2000-2999	2	High frequency	4	High frequency	0	High frequency
3000-3999	13	Mid Frequency	10	Mid Frequency	0	Mid Frequency
4000-4999	7	Mid frequency	2	Mid frequency	10	Mid frequency
5000-5999	4	Mid frequency	4	Mid frequency	9	Mid frequency
6000-6999	0	Mid frequency	2	Mid frequency	1	Mid frequency
7000-7999	0	Mid frequency	0	Mid frequency	3	Mid frequency
8000-8999	0	Mid frequency	0	Mid frequency	2	Mid frequency
9000-9999	0	Mid frequency	0	Mid frequency	0	Mid frequency
Above 10000	0	Low Frequency	1	Low Frequency	0	Low Frequency
	Mean 3926 word families		*Mean 4347 word families*		Mean 5.636 word families	
	SD 942.57		*SD 1992*		SD 1.264	

Based on table 3 indicates the vocabulary size of the second semester in UIN Fatmawati Soekarno Bengkulu from 26 respondents, there were 2 respondents (7.6%) that got below 3000 word families and 24 respondents (92%) that got 3.000-5.999 word families. The

second semester students had not reached above 6.000 word families, the vocabulary size of the fourth semester in UIN Fatmawati Soekarno Bengkulu from the 23 respondents, there were 4 students (17.4%) that got below 3. 000 word families, 18 students (78.25%) that got 3.000-6.999 word families, and one of students had reached above 10.000 word families, and the result vocabulary size was in sixth semester of UIN Fatmawati Soekarno Bengkulu; there were 25 students that got below 10.000 word families. So, in the sixth semester students got vocabulary size middle level with averages' vocabulary size had been 5.636 word families. So, majority of the English Study Program students were in mid frequency with averages' vocabulary size had been below 8.000 word families.

Semi-Structured Interview

Furthermore, the researcher connected VLS and VST data with the semi structured-interviews data. This qualitative data gathered after collecting VLS and VST data. From interview, the students got below 10.000 word families explained that vocabulary learning strategies were used by the students such as watching and listening Youtube such as English song, movie and English Channel, and opened Bahasa Indonesia-Bahasa Inggris or Bahasa Inggris-Bahasa Indonesia Dictionary. Meanwhile, the students got above 10.000 word families. He always opened oxford Cambridge or Longman Dictionary for searching the word meaning.

Discussion

The vocabulary learning strategies were used by the students' English study program of UIN Fatmawati Soekarno Bengkulu from second, fourth and sixth semester. The vocabulary learning strategies were determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. Each student used different strategies for finding the word meaning. However, in this research vocabulary learning strategies were used by the students with different frequency. Among the strategies there was the most dominant strategy used by the students were determination strategies and memory strategies. This result was consistent with the finding of other studies which investigated Iranian Undergraduate EFL Learners as Yazdi and Kafipour (2014). According Yazdi and Kafipour (2014), determination strategies were the most favorite strategy for learning vocabulary. Meanwhile, Asmimurad and Osman stated that memory strategies were dominant strategies used by the students. They stated that memory strategies and determination strategies were the most effective strategies often used for the purpose of retaining new words. Therefore, the research believed that the students needed communicative approach to be following strictly. Because short-term training course such as in Pare Institutions, the students used communicative approach for learning process. The students will learn English through communicative approach. So they may be more beneficial to improve vocabulary size.

One major finding was the majority of the students English Study Program had vocabulary size below 8,000 word families. The students' vocabulary size showed that average vocabulary sizes were 3.926 word families for the second semester students, 4.347 word families the fourth semester students and 5.636 word families for the sixth semester students. According to Nation (2007), vocabulary size consist of four categories; there are high frequency words (least 2000 word families), academic words (more 2000 word families), technical words (1,000-2,000 words about the subject area), and low frequency words (more than 100,000 word families). It meant that the students were in academic word list (AWL) because the students got average range 3.000-10.000 word families.

So with 8,000 word families, the students could use English for their academic assignments such as at universities, vocational institutions, or at schools. Thus, Nation (2007) suggests that students used English for their academic assignments should be focus on learning vocabulary, after they had mastered the high frequency words. On the other hand, the results of this study are in line with the research conducted by Ahmad et al. (2016) found that the average UiTM students to know about below 8,000 word families. Therefore, the results of this study imply for students majoring in English had been much word families. As results, they can practice English skills. Melati (2020) the problems of education at this time are still many and increasingly complex so that there needs to be an appropriate contribution of thought to overcome these problems. As educators, we should not be able to remain silent in dealing with these problems. Therefore, we can as much as we can overcome the problem either by writing, discussion, or real practice as educators in the teaching and learning process.

According to Nation (2007), Academic words are words that appear very often in academic texts but they are not from a list of 1,000 or 2,000 high-frequency words. So that, the students English Study Program can understand English skill in newspapers, formal conversations, children's books, academic writings, and other kinds special purpose text.

CONCLUSION

Based on result and discussion, researcher can show conclusion as follows: Representative students of second, fourth and sixth semester of UIN Fatmawati Soekarno Bengkulu used vocabulary learning strategies with different frequency. The types of vocabulary learning strategies were five types strategies; there were determination strategies, metacognitive strategies, memory strategies, cognitive strategies, and social strategies, respectively. The vocabulary learning strategies consisted of 50 strategies; there were determination (7 strategies), metacognitive (7 strategies), memory (18 strategies), cognitive (9 strategies) and social (9 strategies).

The dominant vocabulary learning strategies is the most strategy used by students in UIN Fatmawati Soekarno Bengkulu. The dominant vocabulary learning strategies were used by the students was determination strategies and memory strategies.

Vocabulary size level that had been done in this research by using paper test. The test consisted 140 items. The test items were adopted from https://www.lextutor.ca/tests/. Furthermore, the result of the vocabulary size test is able to classify of four categories, which are High Frequency, Academic word List (AWL), Technical Words and Low Frequency.

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