

STRATEGIES IN LEARNING ENGLISH VOCABULARY USE BY EIGHTH GRADERS OF SMP SATU ATAP NEGERI NUNHALA KEFAMENANU

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KEYWORDS	ABSTRACT
<i>Vocabulary, Eighth Graders Students, Learning strategy, Vocabulary Learning</i>	Learners need to master vocabulary as the basis of language learning. However, in Indonesia where English is taught as a foreign language, vocabulary is often taught incidentally and only given little priority. Due to the importance of vocabulary, strategy is needed in language learning. As the part of learning strategy, vocabulary learning strategies (VLS) will facilitate learners to develop their vocabulary. The purpose of this research is to know what are learning strategies used by eighth graders of SMPN Satu Atap Nunhala Kefamenanu in the academic year 2021/2022. The sub-questions are: (1) What are learning strategies used by students in learning vocabulary? (2) Why do students prefer use those strategies? The method used in this research is the descriptive qualitative method. The instruments in this research were open-ended questions and questionnaires. In this study, the writer used primary data collection from eighth-graders of SMP Satu Atap Negeri Nunhala, Kefamenenu. It consists of 86 students. They are divided into 3 classes, they are Class A, Class B, and Class C. The writer has chosen one class for this research. The primary data of this research is related to the students' strategies for learning English vocabulary. The writer chose the eighth graders of SMP Satu Atap Negeri Nunhala as the data source because the writer intended to know the effectiveness of their English learning and also their learning strategies. The samples of the research were twenty-five students. The results of the study showed that there were some strategies faced by the students. The writer analyzed the strategies and divided them into five strategies, such determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.
How to cite: Bas, F., Suek, L., Akoli, M (2023). Strategies in Learning English Vocabulary Use by Eighth Graders of SMP Satu Atap Negeri Nunhala Kefamenanu. <i>SPARKLE Journal of Language, Education and Culture</i> , 2 (1) 117-126.	

INTRODUCTION

In my opinion, learning a new language cannot be started if not by knowing the words of the previous language. Language is a means of communication, linguistic knowledge or vocabulary knowledge is the main thing in language learning. Therefore, lexical knowledge is central to communicative competence and second language acquisition (Schmitt 2000). Regarding the need for vocabulary learning, the role of learners in the development of their vocabulary learning is an important issue to study. As vocabulary learning can not only be done in the classroom without practice outside the school, but also students must build their learning strategies significantly to develop their vocabulary.

In addition, learning sessions outside the classroom have vital support for learners in vocabulary development. Learners need to transfer what they have learned in class and choose suitable strategies for learning as suggested by Nation & Moir (2008) that students need to know how to learn vocabulary and monitor their progress. For example, using the internet, multimedia, games, diaries/journals, and English social activities can improve students' vocabulary mastery.

The importance of vocabulary learning strategies and the influence of internal and external factors cannot be separated. Their language learning processes and activities mainly influence students' learning strategies in the context of the environment. Previously, Chamot (2004) states that the learner's objectives, the context of the learning situation, and the learner's cultural values could strongly influence the choice and acceptance of language learning strategies.

In Indonesia, researchers and practitioners have previously studied the use of vocabulary learning strategies and their relationship to students' language skills, students' proficiency levels, and student's use of vocabulary learning strategies (Asyiah 2017; Besthia 2018; Rahmatika, et al 2017; Rionaldi & Saputra 2016). Most of the research was conducted with college-level students regarding their needs for English mastery. However, there is also research on how students use their vocabulary learning strategies according to the learning environment.

In this study, the researcher focused on the Eighth Graders of SMP Satu Atap Negeri Nunhala, Kefamenanu, who implemented language programs through daily conversations and several other extracurricular activities to improve vocabulary mastery. Driven by the rationality that students should communicate in English in their schools, the researcher aims to investigate how students fulfill these requirements through self-study practices. Thus, the pedagogical implications of research results are an essential part of the discussion.

Oxford and Scarcella (1994) defined the term 'learning strategy in language learning. Learning strategies are specific actions, behaviors, steps, or techniques used by students to improve their learning Oxford & Scarcella (1992). In other words, learning strategies are related to how students choose several actions to help them in developing linguistic knowledge.

Based on these explanations that have concerned, the writer interested to explain them in his writing entitled, "Strategies in learning English vocabulary use by eighth graders of SMP Satu Atap Negeri Nunhala, Kefamenanu, in the Academic year 2022/2023".

METHOD

This research used a qualitative descriptive method to find out the learning strategies of Eighth Graders in learning English vocabulary. Accordance with this study because it aims to show a comparative description of the student's learning English vocabulary. According to Aggarwal & Ranganathan (2018), descriptive research is devoted to the gathering of information about the prevailing conditions or situations for description and interpretation. This type of research method is not- simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends, and relationships. This research used an interview and open questionnaire as the research instruments. An interview was used to know why students prefer to use those strategies. The questionnaire is used to know what are learning strategies used by eighth graders students in learning English vocabulary. In analyzing the data, the researcher collected the questionnaire and interview answers from students to be identified and classified into what type of learning strategies are used by students. After collecting the students' answers, the researcher identified their learning strategies mostly applied according to Schmitt's theory. After identifying all the data, the researcher classified them based on their category. The techniques are expected to show the strategies in students' questionnaires and interviews in forming English learning strategies. After classifying that, the strategies are described by grouping them in a more detailed classification.

FINDINGS AND DISCUSSION

Regarding the first research question, “What are learning strategies use by students in learning vocabulary?” The writer found some answers from the samples by the questionnaire. The following data are the strategies faced by the students. The strategies such as determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.

Determination strategies

According to the questionnaire, the writer found some causes that related to determination strategies. The writer used a percentage formula, so the readers could read and see the percentage of each strategy from the whole sample.

$$P = f / n \times 100 \%$$

Description:

P= percentage (%)

F= frequency (number of respondents’ answers)

N= total number of respondents

Table 1. Determinations strategies

Questions	Yes	No
In the learning process in your class, do you often use methods such as analyzing any available picture?	16 %	84 %
In the learning process in your class, do you often use methods such as guessing from context?	76 %	24 %
In the learning process in your class, do you often use methods such as making word lists.?	84 %	16 %
In the learning process in your class, do you often use a method such as using a bilingual dictionary?	52 %	48 %
In the learning process in your class, do you often use a method such as analyzing part of speech?	32 %	68 %

Table 1 shows that some determination strategies were faced by the twenty-five students of eighth graders of SMPN Nunhala. They are as follows;

Four out of twentyfive (16%) students often use this method in their learning process, nineteen (76%) students often use the method of guessing from the context in their learning twenty-one students often use the method such as making word lists, thirteen students (52%) often use the method such as using a bilingual dictionary, eighth graders were also stated that often use the method such as analyzing part of speech.

Based on the research findings above, the writer found that there were several problems in the determination strategies faced by eighth graders in increasing their English vocabulary. The strategies consist

of: analyzing speech parts, affixes, and root words, analyzing pictures and gestures, and guessing from textual contexts, bilingual dictionaries, one-language dictionaries, word lists, and flashcards.

Social strategies

In this section, the writer has listed some of the problems in social strategies found by: the questionnaire. The writer finds that students are not only faced with determination strategies but, also have some constraints in social strategies. The writer also uses a percentage formula to see the percentage of the overall problem of social strategies.

Table 2. Socials strategies

Questions	Yes	No
In the learning process in your class, do you often use methods such as asking classmates?	80 %	20 %
In the learning process in your class, do you often use methods such as asking the teacher for synonyms?	80 %	20 %
In the learning process in your class, do you often use methods such as asking the teacher for a new word?	76 %	24 %
In the learning process in your class, do you often use methods such as discussing the meaning in a group?	80 %	20 %
In the learning process in your class, do you often use methods such as interacting with a native speaker?	36 %	64 %

Table 2 shows that some social strategies were faced by the twenty-five students of the eighth graders of SMPN Nunhala. They are as follows;

Based on the results of the questionnaire, students also experienced problem social strategies are strategies that they tend to use in learning English. twenty out of twenty-five students (80%) feel that they always use the strategy of asking classmates in learning English. Twenty students (80%) felt that they often used the asking teacher for synonyms method. Nineteen students (76%) said they often use the asking teacher for new word method. Twenty students (80%) said they often used the method of discussing the meaning in groups, and nine students (36%) said they often used the method of interacting with the native speaker.

Memory strategies

In this section, the writer has listed some of the problems in memory strategies found by: the questionnaire. The writer finds that students are not only faced with determination strategies and social strategies, but they also have some constraints in memory strategies. The writer also uses a percentage formula to see the percentage of the overall problem of social strategies.

Table 3. Memorys strategies

Questions	Yes	No
In the learning process in your class, do you often use methods such as writing new vocabulary from the lesson?	52 %	48 %
In the learning process in your class, do you often use methods such as saying new words aloud?		

	64 %	36 %
In the learning process in your class, do you often use methods such as using the new word? Sentences	44 %	56 %
In the learning process in your class, do you often use methods such as studying the spelling of words?	44 %	56 %
In the learning process in your class, do you often use methods such as making an image of a word's meaning	52 %	48 %

Table 3 shows that some memory strategies were faced by the twenty-five students of the eighth graders of SMPN Nunhala. They are as follows;

According to the questionnaire, the writer found some causes related to memory strategies. thirteen out of twenty-five students (52%) feel that they always use the strategy of writing new vocabulary from a lesson in learning English. Sixteen students (64%) felt that they often used the saying new words aloud method. Eleven students (44%) said they often use the using the new word in sentences method. Eleven students (44%) said they often used the method of studying the spelling of words, and thirteen students (52%) said they often used the method of making an image of the meaning of a word on the research findings above, the writer found that there were several problems in the memory strategies faced by eighth graders in increasing their English vocabulary. According to Hamzah et al. (2009), talk about memory strategies is the approach that relates new materials to existing knowledge. These strategies contain image word meaning, connecting the word to a personal experience, connecting the word to its synonyms and antonym, using semantic maps, grouping words together, studying the sound of words, and saying the word aloud, the image of word form, and underlining initial lettering.

Cognitive strategy

The writer found some problems related to cognitive strategies that have been listed in a table. The following table is the given answers by the students that have been calculated using percentages. The writer also uses a percentage formula to see the percentage of the overall problem of social strategies.

Table 4. Cognitive strategy

Questions	Yes	No
In the learning process in your class, do you often use methods such as writing repetition?	72 %	28 %
In the learning process in your class, do you often use methods such as making a vocabulary notebook?	56 %	44 %
In the learning process in your class, do you often use methods such as verbal repetition?	76 %	24 %
In the learning process in your class, do you often use methods such as using the vocabulary in a sentence?	68 %	32 %
In the learning process in your class, do you often use methods such as listening to a tape of word lists?	64 %	36 %

Table 4 shows that there were some cognitive strategies faced by the twenty-five students of the eighth graders of SMPN Nunhala. They are as follows;

According to the questionnaire, the writer found some causes related to cognitive strategies. eighteen out of twenty-five students (72%) feel that they always use the method of writing repetition. Fourteen students (56%) felt that they often used the method of making a vocabulary notebook. Nineteen students (76%) said they often used the method of verbal repetition. Seventeen students (68%) said they often used the method of using the vocabulary in a sentence, and sixteen students (64%) said they often used the method of listening to a tape of word lists.

Based on the research findings above, the writer found that there were several problems in the cognitive strategies faced by eighth graders in increasing their English vocabulary. According to Hamzah et al. (2009), These strategies are those skills or behaviors employed directly in specific learning tasks. These strategies contain verbal or written repetition, word lists, flashcards, note-taking, using vocabulary sections in textbooks, listening to tapes of word lists, keep a vocabulary notebook.

Metacognitive strategy

The writer finds that students are not only faced with determination strategies and social strategies, memory strategies, and cognitive strategies they also have some constraints in metacognitive strategies. The writer also uses a percentage formula to see the percentage of the overall problem of social strategies.

Table 5. Metacognitive strategy

Questions	Yes	No
In the learning process in your class, do you often use methods such as finding the words from English media?	72 %	28 %
In the learning process in your class, do you often use methods such as testing oneself with word tests?	60 %	40 %
In the learning process in your class, do you often use methods such as skipping or passing new words?	60 %	40 %
In the learning process in your class, do you often use methods such as continuing study over time?	36 %	64 %
In the learning process in your class, do you often use methods such as using words in dialogue?	68 %	32 %

Table 5 shows that some metacognitive strategies were faced by the twenty-five students of the eighth graders of SMPN Nunhala. They are as follows;

According to the questionnaire, the writer found some causes related to metacognitive strategies. eighteen out of twenty-five students (72%) feel that they always use the method of finding the words from English media. Fifteen students (60%) felt that they often used methods of testing themselves with word tests. Fifteen students (60%) said they often used the method to skip or pass passwords. Nine students (36%) said they often used the method of continuing study over time, and seventeen students (68%) said they often used the method of using the words in dialogue.

The second research question, “Why do students prefer certain those strategies?”

According to the open-ended questions, there were some common strategies used by the eighth graders of SMP Negeri Nunhala to overcome their learning strategies. The common strategies are the same efforts that are used by them.

The writer used a percentage formula, the same formula used in calculating the percentage of the learning strategies before.

$$P = f / n \times 100 \%$$

Description:

P= percentage (%)

F= frequency (number of respondents' answers)

N= total number of respondents

The total of the samples is twenty-five students. The writer used the open-ended questions to find out do students prefer to use those strategies. They are as follows;

Table 6. Strategy in Learning Vocabulary

Learning strategy	Number of the students	Percentage %
Determination strategies	1	4 %
Social strategies	13	52 %
Memory strategy	1	4 %
Cognitive strategy	6	24 %
Metacognitive strategy	4	16 %
Total	25	100%

Table 6 shows that there were the strategies faced by the twenty-five students of the eighth graders of SMP Nunhala in learning English vocabulary. They are as follows;

First, one in twenty-five students (4%) is familiar with determination strategies such as guessing from context, making word lists, and using a bilingual dictionary. This student stated that this strategy is one of the effective ways or can be said to be the most favorite technique to add insight and overcome problems in learning English vocabulary.

Second, the next strategy is social strategy. Thirteen students (52%) stated that they were more likely to learn using social strategies they agreed that they would prefer to learn English if they asked their teacher and also asked their friends, even though this class discussion made it easier for them to understand words. which they did not understand. They also said that they tended to practice speaking English. They usually practice or chat with their friends. Some of these eighth graders prefer this strategy.

Third, one student (4%) of this student said that he tends to be familiar with memory strategies. These students are used to memorizing vocabulary. Students memorize English vocabulary; these students not only memorize words but also their meanings. He realized that in dealing with his speaking problem, he needed to increase his vocabulary, this student also said to increase his vocabulary he needed to list some words in a notebook or a piece of paper. Memorizing English vocabulary is one aspect of mastering English as a foreign language. It means that students can understand and use words and meanings.

Fourth, six students (24%) are more likely to learn English vocabulary by using cognitive strategy. They said that to increase their knowledge in learning English the effective ways were writing repetition, making a vocabulary notebook, and also listening to a tape of word lists.

Fifth, four students (16%) stated that they were more likely to learn using metacognitive strategies they agreed that they would be happier to learn English if they used social media. Social media such as YouTube, Instagram, and Facebook are some of the platforms they often use. They can access things globally; One of them is learning English.

Based on the research findings above, the writer found five strategies used by students of eighth graders of SMPN Satu Atap Nunhala in the academic year 2022/2023. Based on data analysis through interviews, some students have different strategies and some have the same effort in overcoming their learning strategies. The strategy of determination refers to how students find the meaning of new words without the help of the expert, Schmitt. (1997). In this study, there are several examples of determination strategies used by students, such as; guessing the meaning of the text and looking up the meaning in the dictionary. A student likes to read English texts, even though he does not understand the meaning of every word in the text. When he enjoys reading, he tries to grasp the meaning of words from the context of his reading rather than bothering himself to find meaning in a dictionary or the like. And so, when he finished reading, he tried to find the true meaning of the difficult words he found. Another student likes to carry a dictionary to see the difficult words he wants to say. He used to carry a dictionary with him wherever he went. He stated that learning English is not dominant at home, so he tries to find a solution to improve his English by carrying a dictionary with him wherever he goes. Thus, Schmitt. (2010) also stated that students use dictionaries, not grammar books, for their language learning.

Two strategies, such as finding meaning from reading and using a dictionary in learning new words were mostly found as vocabulary learning strategies, where students preferred to study alone rather than ask their teachers or friends (Al-khasawneh., 2012; Saengpakdeejit. , 2014; Mostofa., 2011; Asyiah., 2017). In other words, reading passages from books and dictionaries helps students improve their vocabulary knowledge through their self-study. In addition, Nematollahi et al. (2017) mentioned that guessing the meaning of the context and using a dictionary were the most preferred strategies used by successful students.

The third strategy is the memory strategy. This strategy is in line with research by Yang and Dai. (2011) that found Chinese students mostly memorized word lists when they learned vocabulary. They also mentioned that for most Chinese students, learning English means memorizing several words in a day and reading as many books as possible. However, the memory strategy is known as an old strategy for language learning. Memorizing strategies may occur because students do not know other learning strategies. As an emphasis on this strategy, Wang and Kelly, (2013) conducted their study on introducing students to technical learning other than memorization. Thus, they found that memorization was less beneficial for students after they were introduced to three vocabulary learning techniques, including; mnemonic techniques, original sentence production, and vocabulary exercises or exercises.

Referring to the cognitive strategies used by students, some responses pointed to the types of strategies used by students. The first response said that students often try to talk alone or with animals (cats) around them to practice English. Having practice speaking in English may have a significant impact on building students' confidence in using the language. Another response, according to this, is that students also respond by saying that if they usually use vocabulary, they can master it. In other words, they are more accustomed to using familiar vocabulary when they often try to use it. These two responses are in line with students' awareness to recognize language by applying what they are interested in. A cognitive strategy is a way students practice vocabulary that has been learned (Schmitt., 1997). Thus, the way students practice speaking by themselves or talking to those around them is a process in which they can expand their vocabulary learning.

The last category found from the student interview session was the application of meta-cognitive vocabulary learning strategies. This strategy refers to how students are aware of their learning, including how they can overcome their lack of vocabulary knowledge. The Four responses were referring to examples of meta-cognitive strategies used by students; first, one respondent said that "I find the class lessons very helpful." The student who made this comment explained that the lessons taught in class helped him improve his vocabulary mastery. Because our various texts are that presented as learning materials, these students feel very helpful with these learning materials in increasing their vocabulary. Second, another respondent said that "I usually use the Joox application, because it provides song lyrics directly." This action may not only happen to students who live in this school. However, the student who used this vocabulary learning strategy explained that he usually

studied music while looking at the lyrics when he was visited. She learns English with the support of her parents, not only at school but also at home. Parental support by facilitating their children with language media can be applied by providing information, materials, and resources (Torres & CastañedaPeña., 2016). However, other responses show similarities but differ in their sources. Additional answers say that “I listened to Zakir Naik's speech; otherwise, I learn from fantasy films”. Rather than listening to music, these students prefer to learn through native speech or conversation through films.

CONCLUSION

In conclusion, each student has their strategy for learning English vocabulary. There are several methods used by students regarding determination strategies, such as Analyzing any available picture, guessing from context, making word lists, using a bilingual dictionary, and analyzing part of speech. In this strategy, the writer found that was only 1 student who was reluctant to learn this strategy. The writer concludes that these determination strategies the eighth graders are not reluctant to use these strategies. The students also used social strategies, such as asking classmates, asking the teacher for a new word, and discussing the meaning in a group. In this strategy, the researcher found 13 students who learned to use this strategy. The writer concludes that almost all of these eighth graders rely on their social skills in learning English vocabulary. Furthermore, the students also used memory strategies such as writing new vocabulary from lessons, saying new words aloud, using the new word in sentences, studying the spelling of words, and making an image of a word's meaning. In this strategy, the writer found that was also only 1 student who was reluctant to learn this strategy. The writer concludes that these memory strategies the eighth graders are not reluctant to use these strategies. In addition, some students learn there using cognitive strategies, such as writing repetition, making a vocabulary notebook, verbal repetition, and listening to a tape of word lists. From this strategy, the writer concludes that all the eighth graders are not reluctant to this strategy. The last strategy used by the students was the metacognitive strategy, such as finding the words from English media, testing oneself with word tests, skipping or passing new words, and continuing study over time. From this strategy, the writer concludes that also all the eighth graders are not reluctant to this strategy. All the methods they use are quite helpful for them in learning English vocabulary.

After analyzing the results of the open-ended questions, each student had their reasons why they chose the strategy for them was the best strategy. Most of them have the same strategies such as asking classmates, asking the teacher for a new word, and discussing the meaning in a group. They said the five techniques were more effective, fun, and comfortable in learning English vocabulary.

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