

Submitted : 09-07-2023	Accepted : 26-11-2023
Revised : 26-08-2023	Published : 02-12-2023

The Existency of English Vocabulary Learning Strategies Through Online Learning

Suci Amaliyah¹, Agus Sufyan^{1*}

¹Faculty of Educational Sciences, Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta, Ciputat 15412, Indonesia

*agus.sufyan@uinjkt.ac.id

Abstract

The lack of students' awareness of comprehensively learning English became the significant issue. The initiation to discover a suitable strategy to adopt is needed. The methodology used was mixed-method (quantitative and qualitative). Two instruments used were a questionnaire and open-ended interview questions. The data analysis was SPSS and descriptive qualitative. The research involved three senior high school classes voluntarily participated students. Based on six strategies, respondents' answers are coded by R (Repeating vocabulary), RM (Repeating in mentioning vocabulary like a native), and RP (Repeating vocabulary in physical actions), WN (Writing Vocabulary Note), WD (Writing Diary), and WS (Writing Summary), RN (Reading English Novel), RS (Reading Strategy), and RL (Reading Light Books), LD (Look up in the dictionary) and LED (Look Up in Electronic Dictionary), GE (Guessing with Gesture), and GN (Guessing the next word). The repeating strategy became the students' most preferred strategy ($M=3.52$), while guessing ($M=2.99$) became the most unpreferred strategy. Therefore, the researcher attempts to conduct this research to investigate students' preference strategy and discover the urgency.

Keywords: *Vocabulary Learning Strategies, Online Learning*

A. INTRODUCTION

Vocabulary is an essential part of language proficiency since it serves as the foundation for how well students speak, listen, read, and write. Vocabulary is one of the essential language elements for second language (ESL) or foreign language (EFL) learners that supports the skills of speaking, listening, reading, and writing (Antara, 2022). Within the four language skills, vocabulary mastery is significant, and it should be considered one of the essential components of the language (Andriyati et al., 2022). Primarily in English, the capability to use vocabulary is vital for competency in English as a second language (Polakova & Klimova, 2022). Without a sufficient vocabulary, children will struggle to grasp what they hear and read, as well as to communicate their intentions. Limited vocabulary will interfere with their ability to learn English and may even prevent them learn properly. Presumably, vocabulary is an important part of English for this reason.

Since vocabulary is the main aspect, it needs some appropriate learning strategy. Vocabulary learning strategies (VLS) are often seen as educational tools that language learners can use to organize how they will absorb, memorize, access, and analyze vocabulary in the target language (Chou, 2022). A concerning gap in this research is the vocabulary learning strategy itself. The importance of choosing or using the strategy to accelerate was hired. The frequency of use makes English becoming the language that needs to be studied in detail. Students who learn English need a guideline to overcome the possibilities they will face. A guideline to indicate and start the learning process and knowing the suitable strategy to adopt. A guideline is needed to lead students to learn regularly and optimally. Based on the use of theoretical and practical needs, English has to be learned by strategy.

Limited vocabulary will interfere with students' ability to learn English. Problems with students' English vocabulary in online learning such as

students' lack of involvement, interaction, and interest in class participation prevent them to learn properly. The concerned problem of this research was the insufficiency of vocabulary in the online learning process. The online learning environment presented the challenge as follows; pedagogical dimensions (writing, reading, listening, and speaking) have imposed restrictions on the effort to enhance English language and vocabulary development online because of the COVID-19 epidemic (Mantra, 2020). In recent years, some studies have been done dealing with vocabulary learning strategies. Chiew and Ismail (2021), stated that when interpreting a reading text, EFL Saudi students frequently estimate the meanings of unknown terms using various sub-strategies without properly understanding the content being presented. Kaid and Ali (2021) investigated the online vocabulary learning strategies Saudi EFL students use to understand new vocabulary, the strategies they employ to study new vocabulary, and the strategies they follow to review the vocabulary items they have learned and keep them as part of their repertoire. One previous research from Ghalebi et al (2020) examined five different types of VLS, including word guessing, dictionary use, and memory usage strategies. Another study that was conducted by Andrä et al (2020) investigate the impact of gestures and images on vocabulary memory in a different study. They looked into the symptoms that might affect the acquisition of L2 both visuals and gestures. Visuals and gestures leave a trail of the picture and word patterns to remember. From the picture, the human brain will form words, then turn them into sentences. This is inseparable from the process of introduction and analysis.

One of the most significant components of successful second language use is vocabulary. According to Gultom et al (2021), the structures and functions learned cannot be applied through communication without vocabulary. The entire quantity of words required to convey concepts and the speaker's meaning is known as vocabulary, which includes single

words, complex words, and idioms (Hakami, 2022). Students will employ a specific approach to get through certain learning strategies. Additionally, it clarifies that a strategy is a plan created with a specific objective in mind. Vocabulary learning strategy is the recognition of the mechanisms or processes used to learn vocabulary as well as the actions or steps taken by students to, discover the meaning of unfamiliar words, retain them in long-term memory, recall them at will, and use them orally or in writing (Catalán, 2003). Vocabulary provides the fundamental elements of English sentences, and studying vocabulary is an important part of learning the language. Vocabulary learning includes two phases, the first phase concerns second language vocabulary and the second phase is the learning strategies through English acquisition. Both phases are pointing to the process of learning English.

Table 1. Vocabulary Learning Strategy

	First Phase	Second Phase
Vocabulary learning	Vocabulary	Acquisition
Second language learning	second language	learning strategies

The law of the Republic of Indonesia number 20 the year 2003 section 1 subsection 1 gives the Indonesian government's definition of education, which is that it is a deliberate and organized effort to actualize the learning environment and learning cycle to effectively improve the learners' ability to have the religious spiritual power, self-awareness, temperament, intellect, noble morals and skills they. Norway (2020) argued that the learning process is the one way to maximize learners' potential can be achieved through strategies. According to Blasiman et al. (2017), although a lot of research has revealed variables influencing learners' choices of learning strategies, it is unclear why individuals make these decisions, how they employ the strategies, or why they prefer some over others. Students

pick a strategy from their inventory with the hope that it will be useful for carrying out duties and accomplishing objectives (Hung, 2019). The strategies of learning used in the study of languages (Suwanarak, 2019). Asserting that strategies are crucial for success in language learning as well as motivation, which is likely to rise when students see their efforts paying off. Some learning strategies are applied to enhance learning using. Generally, one strategy complements the other strategies. They could be set up differently depending on a variety of criteria, be practical or impractical, and be transferable to various activities or learning situations.

The frequency of use makes English becoming the language that needs to be studied in detail. Students who learn English need a guideline to overcome the possibilities they will face. A guideline to indicate and start the learning process and knowing the suitable strategy to adopt. A guideline is needed to lead students to learn regularly and optimally. Plonsky (2019) drew the following conclusions: self-regulation strategies should be emphasized; larger effects were observed for learners beyond the beginning level, and learners should be encouraged to select and develop their strategies. Autonomous learning could be empowered by the regulation of learning strategy. Becoming autonomous learners, students are forced by self-consciousness to decide the vision and mission through the objective of the learning process. It encourages them to be successful in self-directed learning, and more productive if they are aware of the strategy (Mandasari, 2018; Hashim, 2018).

This decade, online learning is the transformation from offline learning. Online learning involves internet network data to be connected to educational actors (students, teachers, mentors, and learning media). According to Oliver (1999), online learning is a learning system that takes place on an internet basis. It is also referred to as digital terms. Online learning is merely one kind of remote learning. Online learning has grown in popularity as a result

because of its ability to deliver content and instruction at any time and from any location. It is fundamental for educators and scholars to think about and research the usefulness of online learning in student education. In recent decades, the focus of second language learning has transitioned away from the traditional instructional model and approaches to specific learners' characteristics as a result of technological advancements in education. Technology's advancement has embraced important aspects of language learning at all levels of education to enhance the quality of teaching and learning processes, as well as empower students (Sari & Wahyudin, 2019). To assist in the achievement of language learning objectives, each learner employs a specific strategy.

During the epidemic, online learning does not always give students a comfortable learning environment or a meaningful learning experience. Students' limited space in online learning has an impact on the meaningfulness both in the theme of interacting with learning resources and experiences. Encountering substantial challenges and impediments in connecting with the broader world, particularly with peers and peers with teachers. Students are no longer allowed to engage and discuss school tasks with their peers. Due to online learning methods, communication with teachers was also hampered. Teachers should advise learning strategies to ensure that pupils continue to love learning in these circumstances. (Syaharuddin et al., 2021).

Six kinds of vocabulary learning strategies are indicated as follows; memorizing; guessing; note-taking; repeating; reading aloud; and dictionary-using strategy. First, Vocabulary knowledge and verbal memorizing strategy in children were positively correlated (Gordon et al., 2022). Memorizing strategy is introducing new words that are related to visual memory, which is thought to be particularly beneficial for vocabulary retention (Tursunova, 2022). According to Behbahani and Kooti (2022), memory processes stand for the act of recalling information. If the subject has been given with the aid

of visuals, learners will be able to recall it faster. When students take steps to establish mental associations, use visuals and sounds, thoroughly examine material, and engaging activities, it indicates that they are applying memory strategies (Hidayat, 2020). They assist students in meaningfully connecting the information they are presented with and integrating it into their aware resource context. Second, the guessing strategy draws on the student's prior knowledge and makes use of linguistic cues to infer the meaning of a certain term (Tursunova, 2022). People's preference for VLS is influenced by their level of word familiarity. In other words, individuals who have a larger vocabulary likely to use certain VLS, such as guessing meaning from context (Alahmadi & Foltz, 2020). Third, the act of taking notes involves students concentrating on the material being delivered, paying attention to cued lecture points and important language, and concurrently jotting down the information (Boyle et al., 2022). Fourth, repeating words can frame a strange word to become the familiar one. Purba and Sumarsih (2022) stated that by hearing and repeating words and phrases orally, language acquisition can be practiced. Children learn language by mimicking other people's speech.

The encouragement and development of the child's language use are aided by reinforcement. The sounds they hear around them affect how people speak. Fifth, reading aloud to young children helps them develop a variety of pre-literacy and spoken language abilities, including learning new words (Read et al., 2022). Studying new L2 vocabulary (both silently and aloud) revealed that studying aloud was the most effective approach (resulting in greater accuracy and more persistent retention). Vocalizing presumably results in the learner's brain creating a sensorimotor representation of the word, which improves recall (Icht & Mama, 2022). Read et al (2019) stated that when reading aloud, there will often be dramatic pauses that especially enable the child to fill in new terminology. These dramatic pauses are beneficial for keeping a child's attention during the read-aloud as well as for

bringing their attention to particular words and helping them become more memorable. Dramatic pausing can be used to get a child to say anything or even merely to focus their attention on what is coming up next. Rhyming can provide dramatic stopping because their more intricately structured content can help students learn new words. When new words are heard at the end of rhymed stanzas, rhyme helps the text's specific vocabulary (Read et al., 2014).

Sixth, a student who uses a dictionary will keep on reading beyond class. Students' independence and ability to collaborate are both guaranteed by dictionary use. Students can utilize general strategies to identify the speech portion of a word and use it in their sentences, as well as to use a dictionary to learn how to pronounce a word (Esakhonovna & Sabina, 2022). Learning vocabulary by strategy conducted a meaningful way to discover the challenging process of learning English. They will be more able to comprehend the new vocabulary once they have understood the overall meaning or the core idea and are familiar with some English words (Citrayasa et al., 2022).

English takes into account the learners' VLS and delivers the appropriate teaching instruction and activities based on the learners' differences and circumstances to help the teaching and learning process and make the learners more successful (Lestari & Fatimah, 2020). Because of being taught a language strategy, students often evaluate or synthesize linguistic components (such as structures, forms, words, or phrases) or repeat them. Students attempt to memorize a new term by associating the sound with their native language. They might also practice forming an energetic picture to symbolize a new word (Nhem, 2019). Students are using memory methods when they take steps to create mental associations, employ sights and sounds, carefully study the content, and participate in engaging activities.

Chiew and Ismail (2021) stated that when interpreting a reading text, EFL students frequently estimate the meanings of unknown terms using various sub-strategies without properly understanding the content being presented. Kaid and Ali (2021) investigated the online vocabulary learning strategies Saudi EFL students use to understand new vocabulary, the strategies they employ to study new vocabulary, and the strategies they follow to review the vocabulary items they have learned and keep them as part of their repertoire. This study was conducted during the Covid-19 Pandemic. They discovered that 77% of kids don't ask their teachers, 92% don't ask their classmates, and 85% don't ask their friends what new vocabulary words mean. These findings might be explained by online research and social withdrawal during the COVID-19 pandemic. One of the previous research by Ghalebi et al (2020) examined how the students used their learning tactics. The research revealed that they used five different types of VLS, including word guessing, dictionary use, and memory usage strategies. The other studies looked at how students applied the strategies in their vocabulary learning process in various contexts and with other individuals. Another study that was conducted by Andrä et al (2020) attempted to investigate the impact of gestures and images on vocabulary memory in a different study. They looked into how the lead-to symptoms might affect the acquisition of a novel L2 by 8-year-old primary school kids. These researchers demonstrated that vocabulary learning in their participants was improved by both visuals and gestures. Visuals and gestures will encourage the brain to form words and sentences. These two components are intermediaries for vocabulary learning strategies for students.

B. METHODS

Research design

The use of mixed-method in this research was objected to transforming numerical data form into an explanation. It was collected by students' responses about the real VLS (Vocabulary Learning Strategy) aspects that they were implemented. The analytical process engaged quantitative and qualitative data. In this study, the method that is used is explanatory research, using mixed-method (qualitative and quantitative), which requires in-depth calculations and descriptions of English learning strategies. Ideologues of the mixed methods research movements, such as Ngulube (2020), and Klassen et al. (2012), argue that this research approach is best suited for examining complex research problems from multiple perspectives. The potential of MMR to bring accuracy, compatibility, stability, and diversity in data collecting, analysis, interpretation, and presentation of study findings is at the heart of their reasoning for its usage.

Furthermore, explanatory research was conducted. A two-stage data collection technique is used in the explanatory sequential MMR design (Roberts, 2022). The implementation of the quantitative phase takes precedence over the qualitative phase in this form of design. The process is carried out in this order in terms of procedure: first, the quantitative results are reported, and then the qualitative findings from the second stage are reported. The employed design is using the qualitative phase to elaborate on the quantitative results obtained by quantitative techniques such as a survey instrument or questionnaire (Stentz et al., 2012).

Research setting and participants

This research took place in one of the senior high schools in Ciputat, South Tangerang, Banten. With a prior permission request procedure in February 2022, the research was conducted online via google drive.

Unpurposive sampling will be conducted in this research. The number of selected participants who will be contributed is about 95 people. It includes female and male students. This research was conducted in three classes.

Instruments

1. Questionnaires

The instrument used is the SILL 7.0 questionnaire which is verified directly to identify foreign language learning strategies. A related study on the SILL has concentrated mainly on version 7.0 because it had been popularized in the early 1990s (for non-native English students learning English). Many of the research and evaluation approaches used in SILL 7.0 can be used with the present data collection. Russell (2010) stated that students' self-evaluations of their self-reported strategy utilization emerge from the administration of the SILL. By using the Likert scale, students are asked to rate how often they use specific language learning strategies. Higher numbers indicate a higher level of self-reported use of the approach stated in the item. The questionnaire has 50 questions with six different sub-aspects, which are cognitive, metacognitive, affective, social, memory, and compensation subheadings. The SILL is separated into five subscales, each with a distinct number of items: (A) Improving memory, (B) Assisting mental operations, (C) Covering for knowledge that has been lost, (D) Organizing and analyzing education (E) Emotional control and management and (F) Collaborative learning. Another instrument is face-to-face interviews, so the data obtained are complete and explained in detail.

2. Open-ended interviews

Learners are asked to review a recently completed learning assignment and describe how they performed it in retrospective interviews (Macaro, 2001). In this research, 10 students were involved to answer the open-ended questions. There were 10 questions to be asked of every respondent. Students' actual learning practices are more likely to be expressed in a

stimulated recall interview. The interview will be held after the quantitative data were collected and analyzed. The interviews are collected from students' perspective, it was subjective answers. Then, it would be analyzed into thematic coding based on students' responses. The thematic coding is categorized into a percentage for students' majority answers.

Data management

Certain tasks would be completed, such as labeling files in a way that makes it easier for the researcher to access them quickly, picking the necessary data and discarding the unnecessary data, developing valuable data and outputs, and controlling who has access to the data. The researcher would use Google Drive to keep the research data safe, and secured and name the files according to the instruments utilized. To manage the data collection process, the researcher intended to use the Research Data Management (RDM) guidelines. While libraries play a role in RDM at academic institutions, Perrier et al. (2018) wrote they have found various degrees of success with the provision of RDM support and services given this additional role (p. 173). In addition, pointing out to research into RDM was still in its early stages, and few studies focus on the library community's RDM experiences (Faniel & Connaway, 2018).

Data collection and analysis

Analysis of the validity through SPSS and the legalization from a lecturer. The questionnaires will be validated by Mr. Agus Sufyan, M. App, Ling. Indeed, the reliability of this research will be decided by Cronbach Alpha. The quantitative data using SPSS, while for qualitative, a description of interview feedback is carried out. Data collection was carried out with an estimated time of approximately four months. Data analysis is also inseparable from the comparison of the number of strategies chosen by male and female students. The quantitative data would be analyzed through validity and reliability. Indeed, the validity and reliability of

research tools have a significant impact on the conclusions of any scientific study. Otherwise, the qualitative data would be analyzed by describing and elaborating on the results of the interview to strengthen the numeric data on quantitative.

C. RESULT AND DISCUSSION

Research findings

The data obtained during the research was presented in this chapter. The authors in this instance described and defined the English vocabulary acquisition method used by senior high school students. Quantitative and qualitative data were presented in the findings. The most often utilized strategy was determined by the quantitative. On the other hand, qualitative data used language learning techniques to code the main phrase of respondents' responses. Data that was both quantitative and qualitative were beginning to complement one another. There were three categories: first grade (Class X), second grade (Class XI), and third grade (Class XII). Not all students can participate, too. Every respondent gives their time voluntarily to answer.

Quantitative Data

Based on the questionnaires, there is validity and reliability that have to be ensured. Data of validity had been checked on SPSS and the result from all of the data is valid. Meanwhile, all of the data is also reliable (0,918).

Table 2. Validity of Overall English Vocabulary Learning Strategies

Case Processing Summary			
		N	%
Cases	Valid	95	100,0
	Excluded	0	,0
	Total	95	100,0

a. Listwise deletion based on all variables in the procedure.

Table 3
Reliability of Overall English Vocabulary Learning Strategies

Reliability of Six Vocabulary Learning Strategies	
Cronbach's Alpha	N of Items
.918	50

The data presented below shows students’ preferences based on their language learning strategy. It is classified as the strategy that is dominantly chosen. The categories of students’ preferences beyond the Likert scale. There are five Likert scales, they are never doing this, seldom doing this, sometimes doing this, usually doing this, and always doing this. Six strategies will be identified. Those are detailed by mean and standard deviation below.

Table 4
Students’ Preference for English Vocabulary Learning Strategies

Strategies	Questionnaires	Mean
REP3	... repeat the sound of a new English vocabulary to me would be enough for me to remember the word	4.23
M3	...I put English words that sound similar together to remember them	3.97
DU1	...I guess the meaning from word classes, such as nouns, verbs, adjectives, and adverbs, to discover the meaning of new English vocabulary	3.97
NT1	...I make a note when I think the meaning of a new English word I am looking up is commonly used	3.89
REP2	...When I try to remember a new English word, I repeat its pronunciation in my mind	3.87
G1	...I make use of the logical development in the context (e.g. cause and effect) when guessing the meaning of English vocabulary	3.81
REP4	...I repeatedly write new English vocabulary	3.80
REP9	...I repeat certain English movie subtitles to practice the correct pronunciation	3.79

	...When I learn new English words, I pay attention to grammatical components such as	
NT4	prefixes, roots, and suffixes (e.g. inter-nation-al)	3.74
REP8	...I repeat English songs to learn new vocabulary	3.68
NT9	...I challenge myself with an English word test	3.65
M4	...When English words are spelled, I remember them	3.61
G4	...I use my background knowledge of the topic to guess the meaning of the new English vocabulary	3.59
RA1	...I study new English vocabulary items from advertisements, written signs, written notices, etc.	3.58
M6	...I intentionally study how English words are formed to remember more words	3.55
NT2	...I make a note when I think the English word I am looking up is related to my interest	3.52
G2	...I use common sense and knowledge when guessing the meaning of English vocabulary	3.45
REP1	...I repeat English conversation in the heart	3.43
M1	...When I meet a new English word or phrase, I know clearly whether I need to remember it	3.38
M2	...I try to 'see' the spelling of English words in my mind	3.37
RA2	...I learn English vocabulary by reading twice or more	3.37
M7	...I link the English word with the visual image	3.36
RA6	...I read aloud when matching English words into the same part of speech	3.35
NT3	...I underline the new English word or phrase that I find	3.32
NT8	...Making English note conversations with friends outside the classroom	3.31
NT7	...I keep a special notebook for a vocabulary list with meanings and examples to learn the new English vocabulary items	3.21
DU3	...I use an Indonesian–English dictionary to discover the meaning of new English vocabulary	3.17

M11	...I remember the new word together with the context where the new word occurs	3.14
REP6	...I learn new English vocabulary by watching English-speaking movies with subtitles	3.14
DU2	...I look for English vocabulary in the dictionary to discover its importance	3.12
M13	...I group new words to learn new vocabulary.	3.09
RA5	...I read aloud English novels, so I am aware of the new vocabulary indeed	3.09
REP7	...I repeat saying English vocabulary in the heart	3.06
M9	...I remember new English words from different contexts	2.87
M10	...I remember new English words by listening to them directly and in detail	2.83
NT5	...I write down both the meaning in my native language and the English explanation of the word I look up	2.81
RA4	...I read aloud English vocabulary in front of the mirror	2.8
DU4	...When I want to have some deeper knowledge about a new word in English, I look it up in the dictionary	2.8
DU5	...When I want to know the usage of an English word that I know, I look it up in the dictionary	2.71
M12	...I use English mind-mapping words to learn new words	2.68
REP5	...I listen to and repeat mentioning the audio of vocabulary CDs to learn new vocabulary items	2.67
RA3	...I try to remember English vocabulary by being concerned deeply when reading	2.65
M14	...I put English vocabulary cards on the wall of places I often pass	2.63
M5	...I memorize the commonly used English word roots and prefixes	2.62
DU6	...I check the dictionary when I want to find out the similarities and differences between the meaning of related English vocabulary	2.62

M8	...I remember new English words by linking them with other words	2.49
G5	...I guess the meaning from word classes, such as nouns, verbs, adjectives, and adverbs, to discover the meaning of new English vocabulary	2.48
G6	...I make use of the grammatical structure of a sentence when guessing the meaning of a new English vocabulary	2.44
G3	...I check my guessed English vocabulary meaning in the paragraph or whole text to see if it fits in	2.19
NT6	...I write new English words on flashcards	2.03

The data presented above shows students' preferences based on their language learning strategy. It is classified as the strategy that is dominantly chosen. The categories of students' preferences beyond the Likert scale. There are five Likert scales, they are never doing this, seldom doing this, sometimes doing this, usually doing this, and always doing this. Six strategies will be identified. Those are detailed by mean and standard deviation below.

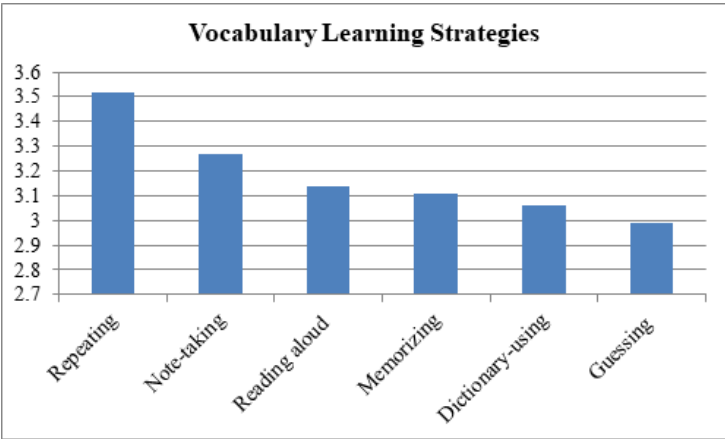


Figure 1. Vocabulary Learning Strategies

In this term, the most used strategy is the repeating strategy (M=3,52), followed by the note-taking strategy (M=3,27), the reading-aloud strategy

(M=3,14), memorizing strategy (M=3,11), dictionary-using strategy (M=3,06) and the last is guessing strategy (M=2,99). The detailed strategies are presented below

Qualitative Data

In the qualitative method, respondents' answers to the interview open questions presented are elaborated and explained into several specific themes as the core representatives of the respondents' qualitative answers, the thematics are given below.

1. Repeating Strategy

When the teacher teaches something in English and then asks what it means, the reply uses the repetition approach by physically practicing English vocabulary in front of a mirror. The details answers can be seen below

I try to speak according to a native English speaker so that I can be more fluent in speaking English (R1)

I often repeat English lessons by talking to myself usually, practicing it every day (RM1)

Physically practicing English vocabulary that I just learned, especially in front of the mirror. Because by demonstrating, monologue in front of the mirror will make me imagine a scenario that will serve as a reference. If for example, I am participating in a conversation, writing, giving a speech, or other activities that use English, that scenario--along with other scenario memories--will appear as examples of the use of that vocabulary. Vocabulary with examples of scenario descriptions that are most similar to the situation I am facing will be chosen as the most appropriate vocabulary to use (RP1)

Those interview answers are coded by R (Repeating vocabulary), RM (Repeating in mentioning vocabulary like a native), and RP (Repeating

vocabulary in physical actions).

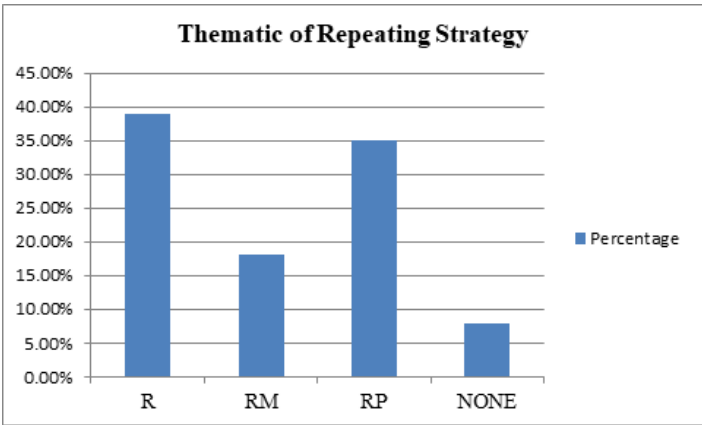


Figure 2. Thematic of Repeating Strategy

Those interview answers are coded by R (Repeating vocabulary), RM (Repeating in mentioning vocabulary like a native), and RP (Repeating vocabulary in physical actions).

2. Note-taking Strategy

The note-taking strategy is the second preference strategy that students chose. They decide to take note when they feel that certain vocabularies are important. Taking notes is one of the ways to keep the words consciously.

Through writing vocabulary in books so that it can be quickly understood (WN3)

I always write my daily activities using English, at first I was given away by my sister to write a diary to hone my English without looking to translate, I think this is effective for developing English fluency (WD4)

Summarizing is more helpful because we only take the important points (WS1)

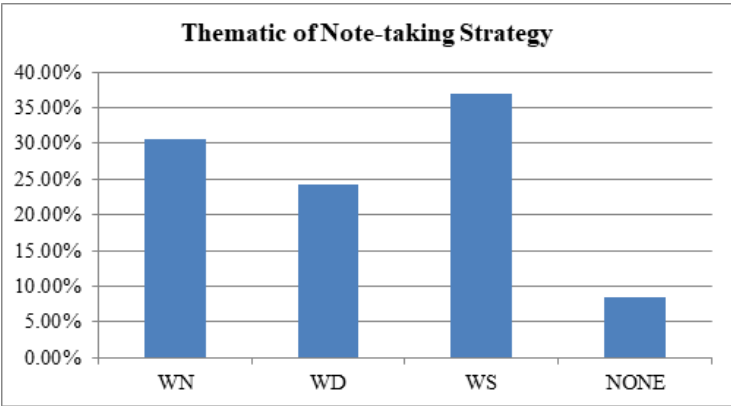


Figure 3. Thematic of Note-taking Strategy

The majority of respondents' answers are coded to three big themes, they are WN (Writing Vocabulary Note), WD (Writing Diary), and WS (Writing Summary). Most of them are writing a summary of English vocabulary in their schedule or any activities, then vocabulary notes and the last is the diary.

3. Reading aloud Strategy

This strategy contains three big themes as the representatives of respondents' answers, they are RN (Reading English Novels loudly), RS (Reading Subtitles), and RL (Reading Light). Those are the detailed answers below

Because I like reading novels in English because from there I can learn new vocabulary every day (RN1)

Because I think watching something in English or with English subtitles can find new English vocabulary and make the pronunciation easier (RS3)

I read light readings in English (RL3)

The answers of respondents are coded by RN (Reading English Novel), RS (Reading Strategy), and RL (Reading Light Books). The theme of the reading-aloud strategy is given below

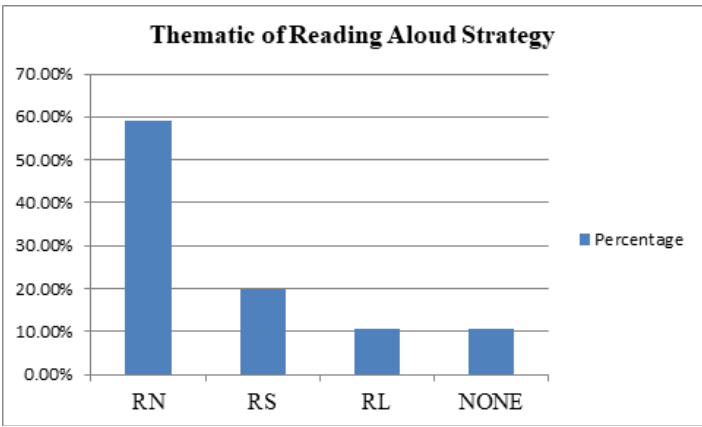


Figure 4. Thematic of Reading Aloud Strategy

From the chart, it can be concluded that the highest category is RN (Reading Novels), followed by RS (Reading Strategy) and RL (Reading Light Books).

4. Memorizing Strategy

To memorize new English vocabulary, utilize sentences with English words, use flashcards, listen to songs with English vocabulary, and watch English-language TV shows, documentaries, movies, and cartoons.

I use English words in sentences so I can remember them (FS4)

I use flashcards and listen to the English song to memorize new vocabulary (AIS2)

The point is that we will get used to listening to English vocabulary and of course, we will become curious so that it creates the intention to study it more deeply (L3)

When I was little, I enjoyed watching TV shows/documentaries/movies/cartoons in English, coincidentally also used to subscribe to cable tv. so I got my basic English without any planned learning process. but now that English is a necessity, I follow a native speaker on Instagram (WV1)

According to the respondents' answers to memorizing strategy, the thematics are coded by FS (Forming Sentences), Applying Images and Sound (AIS), L (Listening to new English vocabulary), and WV (Watching Movies), those responses are given below

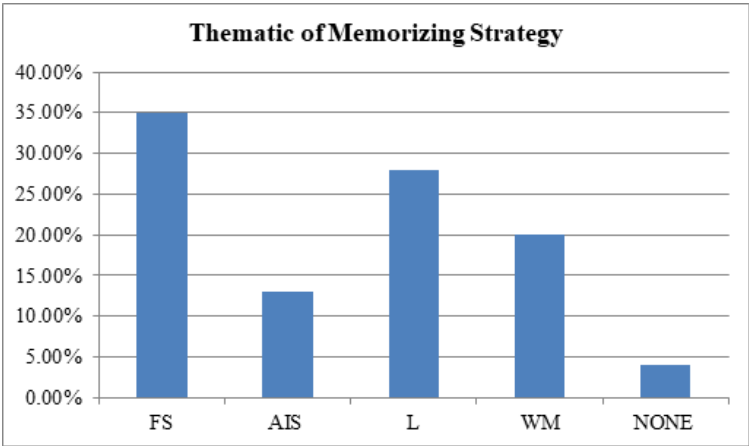


Figure 5. Thematic of Memorizing Strategy

From the chart, it can be concluded that most students chose FS (Forming Sentences), which became the highest, followed by AIS (Applying Images and Sounds), L (Listening), and WM (Watching Movies).

5. Dictionary-using Strategy

In dictionary-using, the user dictionary is not only a printed dictionary but also an electronic dictionary. The representative respondent answers are given below

Because when I was reading an English book and then there was a word that I didn't know the meaning of, I immediately looked it up in the dictionary and then I remembered and marked it so that if the word was repeated in the next sentence I could continue reading without being hampered (LD2)

Because of my high curiosity, I often look for the meaning and pronunciation of an English word/sentence from an electronic dictionary that used an audio (LED3)

Those respondents' answers are coded to two big themes, they are LD (Look up in the dictionary) and LED (Look Up in Electronic Dictionary). The theme is presented below

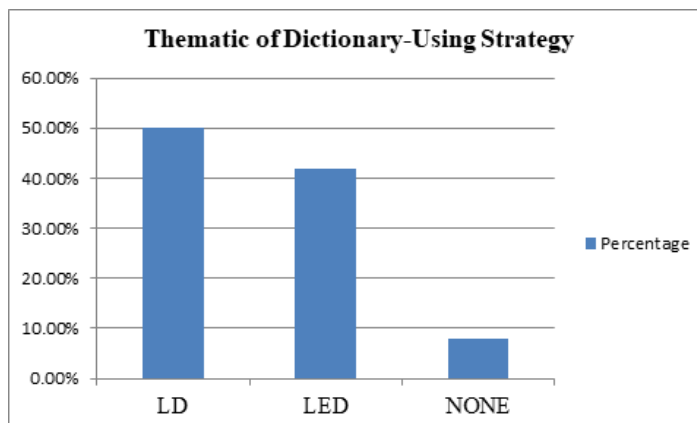


Figure 6. Thematic of Dictionary-using Strategy

Based on the chart, it can be concluded that the most chosen are LD (Look Up the meaning of English vocabulary in the dictionary) and followed by LED (Look up the meaning in the electronic dictionary).

6. Guessing Strategy

To understand non-familiar vocabulary, I like to guess. That's because I like to find English novels, when the sentence I don't know I will guess the meaning of the word by reading the sentence after it. Like I don't know the first sentence, but I know the meaning of the last sentence, so I guess what the first sentence means, or in a sentence, I don't understand a word so I'll choose to guess it instead of delaying my reading and opening google translate (G2)

Because my knowledge of English is not broad, so I like to use vocabulary that has almost the same meaning to guess English words I don't know (SM1)

Using gestures in place of the missing word. It might seem quite

ambiguous at times, but if the other person knows the context they could connect the dots faster and easier compared to other strategies (GE2)

If I forget the vocabulary I will use, I use gestures and think about the words I will use next (GN5)

The guessing strategy includes four themes that are coded by G (Guessing), SM (Guessing with the same meaning), GE (Guessing with Gesture), and GN (Guessing the next word). All of them are structured into a thematic chart, which can be seen below.

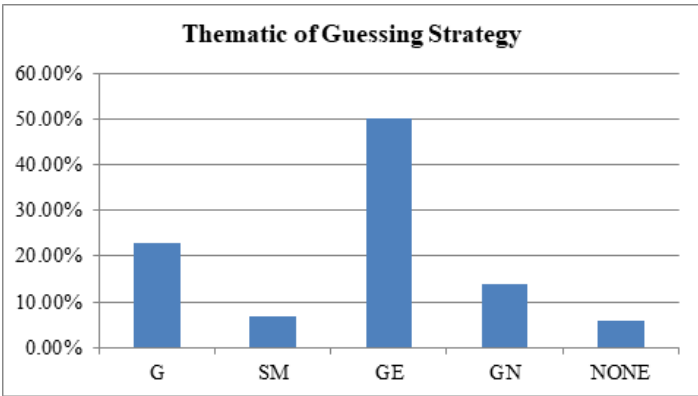


Figure 7. Thematic of Guessing Strategy

Based on the chart, it can be concluded that, from all the qualitative answers, GE (Guessing English vocabulary with gestures) becomes the highest, G (Guessing English vocabulary) placed second, followed by GN (Guessing the next word) and SM (Guessing with the Same Meaning of English vocabulary).

DISCUSSION

This research was conducted mixed-method. The quantitative method hired close-ended questionnaires and the qualitative method hired open-

ended interviews. All questionnaires and interviews were assessed by validity and reliability. All data is valid from the Pearson SPSS analysis, while reliability was derived from Cronbach Alpha's points. Based on the calculation, the result of α (reliability) shows the qualified categories' interpretation.

Table 5
Reliability Interpretation Table

Points	Interpretation
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Based on the data, note-taking, memorizing, repeating and dictionary-using strategies are reliable and have a good category, Meanwhile, reading aloud and guessing strategies are classified into acceptable reliability. It means that all of the strategies are deserved to be applied. Based on the findings above, English vocabulary learning strategies are categorized into six parts. In this research, the repeating strategy became students' first preference. The most preferred strategy is supported by a certain reason, the simplest way to draw attention to words can be through the repeating strategy (Read et al., 2019). Repeating strategy formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining, practicing naturalistically); receiving and sending messages (getting the idea quickly, using resources for receiving and sending messages); translating, transferring (Banisaeid, 2013).

Based on the communication, someone who does not understand will instruct his friend to repeat. They will learn from each other through the lack of every unconstructional conversation such as asking questions (asking for clarification and verification, asking for correction). Repeating

strategy-directed attention, or purposefully focusing one's attention on consciousness. Students lacking repeating strategies are essentially learners without direction and the capacity to analyze their progress, accomplishments, and future learning paths (Grenfell & Harris, 2002). The repeating strategy has branches for its theme as follows; R (Repeating vocabulary), RM (Repeating in mentioning vocabulary like a native), and RP (Repeating vocabulary in physical actions).

Repeating strategy externally produces words, the internal producing is pointing to memorizing strategy. Students try to memorize new vocabulary from notes, marks on the board, and points that they see directly. In this case, memorizing strategy includes visualization of the picture. Word with pictures will be easier to memorize, it is called PhotoReading. Scheele (2000) stated that both hemispheres of the brain are used in the photo reading entire mind system to learn. With the left hemisphere or conscious mind, we all learned to read. The PhotoReading process also encourages the use of the entire brain, which improves recall and comprehension. When it comes to seeing the larger picture and putting information together into meaningful patterns, the inner mind dominates. There are some steps in the PhotoReading stages, it is implicated direct or indirectly realized, they are prepared, preview, photostream, activate, and rapid read. Not only a picture but also sound brings a big impact on memory. Many of them watch movies and play games to engage with English. On the other side, students change words into sentences, so they can recall the memory when the word is occurring. Some of them, talk English autodidactically because of the initiative of personal pressure. The memorizing strategy has branches for its thematic details, they are FS (Forming Sentences), Applying Images and Sound (AIS), L (Listening to new English vocabulary), and WV (Watching Movies).

Moreover, the guessing strategy allows students to decide what words should be said. It gives them space and time to think about what exactly

the meaning is. This process is like mimicking something to make it clear. Similarly, some students used words with the same meaning and context to reach each other's understanding. In this term, feeling translation will be useful someday. The transliteration beyond the context meaning, not word-by-word itself, will cause a different meaning. According to earlier research by Shakarami et al (2017) guessing strategy assists students in overcoming knowledge gaps in all four skill areas. A guessing strategy is handy for those who occasionally don't understand an expression, have trouble hearing things clearly, or come across situations where the meaning is only implicit or purposefully ambiguous. The guessing strategy includes the use of language cues (guessing intelligently). changing the mother tongue, asking for assistance, miming or gesturing, partially or completely avoiding conversation, choosing the subject, modifying or approximating the message, coining words, and employing a synonym (overcoming limitations in speaking and writing). Indeed, this strategy indicates two skills, they are listening and speaking. Someone will listen to what their relatives are saying, and another one will talk about what he or she is going to declare. The guessing strategy has thematic branches as follows GE (Guessing English vocabulary with gestures) becomes the highest, G (Guessing English vocabulary) placed second, followed by GN (Guessing the next word) and SM (Guessing with the Same Meaning of English vocabulary).

One of the best strategies for creating a structure for input and output is note-taking including summarizing and highlighting. Writing is students' output in some cases, for example in a diary. In good opportunity, they will show themselves are being brave people to express themselves. two subcategories of note-taking strategies, including meaning-focused note-taking techniques like writing, and word searches for English synonyms, and user-oriented note-taking techniques like taking notes whenever you come across helpful expressions or phrases (Azman & Azaharee,

2017). The branches of note-taking strategy are as follows; WN (Writing Vocabulary Notes), WD (Writing Diary), and WS (Writing Summary). Not only concerning writing skills but also reading aloud strategy. Through reading, students can scoop up vocabulary by just being exposed to it in context. When reading aloud, highlighting new words can help them stick in your memory. During reading, specific words can be highlighted in a variety of ways, including their placement in the text, and how they are presented (Read et al., 2019). For instance, the words at the end of a statement are stressed more. The reading-aloud strategy has branches as follows; RN (Reading English Novel), then RS (Reading Subtitles), and RL (Reading Light Books).

Last but not least are the dictionary-using strategies that were divided into three subcategories: using the dictionary for comprehension, which involves looking up words that are essential to understanding the sentence or paragraph in which they appear; extended dictionary strategies, which include paying attention to usage examples when looking up a word; and looking-up strategies, which include attempting the entry for the stem if the unknown word appears to have a prefix or suffix. Using the dictionary for comprehension was the most chosen sub-strategy, followed by looking-up methods and extended dictionary strategies (Mokhtar Azman & Abdullah Azaharee, 2017). The dictionary-using strategy has branches as follows; LD (Look p the Meaning of English Vocabulary in a Dictionary) and followed by LED (Look up the Meaning in an Electronic Dictionary).

In this part, the urgency of language learning strategy is discovered. English vocabulary learning strategy results from many advantages as follows; contributes to the main goal, communicative competence; allows learners to become more self-directed; expands the role of teachers; problem-oriented; specific actions taken by the learner; involve many aspects of the learner, not just the cognitive; support learning both directly and

indirectly; not always observable; often conscious; can be taught; flexible and influenced by a variety of factors. This research is conducted to be the guideline for educational instruction, especially in an English environment. A guideline is an output for better overviewing through specific and detailed understanding. A guideline means the direction to show the way to apply what suitable strategy to adopt. The impact is all students learn by knowing what they should do. They will follow the instruction and adjunct with their dominant strategy without forgetting other strategies. All of the strategies served to indicate students' preference strategy with being aware of their urgency.

D. CONCLUSION

Based on the analysis and findings above, it can be concluded as follows: (1) The preference strategy is repeating. The least used strategy is the guessing strategy. All of the data is valid and reliable. All of the students used six categories of strategies (repeating, note-taking, reading aloud, memorizing, dictionary-using, and guessing). (2) The urgency of language learning strategies based on students' perspectives. The urgency of vocabulary learning strategies influences students to become self-sufficient learners. According to the six strategies identified, one important statement that has to be clarified is that there is no one best strategy, each of them will become the complement. In this case, teachers should educate students to become aware of their preferences and whole strategies. The adjustment will be the learnable and teachable strategy to adopt and adapt. The teacher is the role model for students to change students mindsets toward the principle of language learning strategies. This term will be a new insight and development for the educational environment. Furthermore, six kinds of strategies influence students to become aware of their abilities. They have to measure the milestone for every step they have faced. The

way to measure the milestone is not enough by adopting one strategy only, because the preference is used for identifying students' majority choice, not for only choosing the best one. Students adjust the different strategies for English learning processes. Furthermore, recent research has not discussed the correlation between language learning strategy and language learning style. It will be attractive to discover them in a certain suitable method. Meanwhile, meta-analysis research has not been conducted before. The recent researcher focused on the mixed-method model. The variation of the research model will collect rich insights from the findings and conclusion. So, the following research can serve more detailed data.

REFERENCES

- Antara, H. (2022). *The Correlation Between Vocabulary Learning Strategies and Students' Vocabulary Mastery in Senior High Schools in Makassar City*. 2(4), 45–51.
- Hakami, H. M. (2022). *Exploring perspectives of EFL students on using electronic dictionaries to improve vocabulary learning: a comparative study*. 14(2), 1578–1599
- Hashim, H. U and Yunus, M. (2018). Language learning strategies used by adult learners of teaching English as a second language (TESL). *TESOL International Journal*, 13(4), 39–48.
- Holifah, H., & Kurniasih, K. (2021). Non-EFL Students Vocabulary Learning Strategies. *English Language in Focus (ELIF)*, 4(1), 51–60.
- Mantra, I. S. (2020). Covid-19 Terminologies : the Extent of Student's Vocabulary Acquisition During Learning From Home. *International Journal of Linguistics and Discourse Analytics*, 2(1), 41–47.
- Kaid, J., & Ali, M. (2021). *Vocabulary learning strategies used by Thai high school students in science, language, and English programs*.

12(2), 281–294.

Josafat Gultom, R., Nuari Simarmata, J., Risnawati Purba, O., & Saragih, E. (2021). Teachers Strategies in Teaching English Vocabulary in Junior High School. Print) *Journal of English Language and Education*, 7(1), 2022.

Alahmadi, A., & Foltz, A. (2020). Exploring the effect of lexical inferencing and dictionary consultation on undergraduate EFL students' vocabulary acquisition. *PLoS ONE*, 15 (7 July), 1–25. <https://doi.org/10.1371/journal.pone.0236798>

Alhaysony, M. (2017). Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender. *Theory and Practice in Language Studies*, 7(1), 18. <https://doi.org/10.17507/tpls.0701.03>

Andrä, C., Mathias, B., Schwager, A., Macedonia, M., & von Kriegstein, K. (2020). Learning foreign language vocabulary with gestures and pictures enhances vocabulary memory for several months post-learning in eight-year-old school children. *Educational Psychology Review*, 32(3), 815–850. <https://doi.org/10.1007/s10648-020-09527-z>

Banisaeid, M. (2013). Comparative effect of memory and cognitive strategies training EFL intermediate learners' vocabulary learning. *English Language Teaching*, 6(8), 108–118. <https://doi.org/10.5539/elt.v6n8p108>

Behbahani, H. K., & Kooti, M. S. (2022). Long-term Effects of Pictorial Cues, Spaced Retrieval, and Output-based Activities on Vocabulary Learning: The Case of Iranian Learners. *Global Academic Journal of Linguistics and Literature*, 4(3), 49–55. <https://doi.org/10.36348/gajll.2022.v04i03.002>

Blasiman, R. N., Dunlosky, J., & Rawson, K. A. (2017). The what, how

- much, and when of study strategies: comparing intended versus actual study behavior. *Memory*, 25(6), 784–792. <https://doi.org/10.1080/09658211.2016.1221974>
- Boyle, J. R., Frith, D. M., & Joyce, R. L. (2022). Using JIGSAW to Complete the Note-Taking Puzzle. *Teaching Exceptional Children*, 1–8. <https://doi.org/10.1177/00400599221117815>
- Catalán, R. M. J. (2003). Sex differences in L2 vocabulary. *International Journal of Applied Linguistics*, 13(1), 54–77. <http://doi.wiley.com/10.1111/1473-4192.00037>
- Chiew, M. T. L., & Hanim Ismail, H. (2021). Exploring Vocabulary Learning Strategies in a Second Language Setting: A Review. *International Journal of Academic Research in Business and Social Sciences*, 11(12). <https://doi.org/10.6007/ijarbss/v11-i12/11376>
- Chou, M. H. (2022). Validating the Vocabulary Learning Strategies Used by English as a Foreign Language University Students in Taiwan. *RELC Journal*. <https://doi.org/10.1177/00336882221074105>
- Citrayasa, V., Marsella, E., & Nernere, M. S. (2022). Strategies of vocabulary learning employed by low-frequency-word level students in international class. *Journal on English as a Foreign Language*, 12(1), 97–116. <https://doi.org/10.23971/jeft.v12i1.3535>
- Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology*, 7(1), 1–12. <https://doi.org/10.1080/23311908.2020.1824306>
- Gordon, K. R., Lowry, S. L., Ohlmann, N. B., & Fitzpatrick, D. (2022). Word learning by preschool-age children: differences in encoding, re-Encoding, and consolidation across learners during slow mapping. *Journal of Speech, Language, and Hearing Research*, 65(5), 1956–1977. https://doi.org/10.1044/2022_JSLHR-21-00530
- Grenfell, M., & Harris, V. (2002). Modern Languages and Learning

- Strategies. *Modern Languages and Learning Strategies*. <https://doi.org/10.4324/9780203013823>
- Hung, B. P. (2019). A cognitive linguistic approach to teaching English idioms to EFL students: Experimental results. *3L: Language, Linguistics, Literature*, 25(2), 113–126. <https://doi.org/10.17576/3L-2019-2502-09>
- Icht, M., & Mama, Y. (2022). The effect of vocal production on vocabulary learning in a second language. *Language Teaching Research*, 26(1), 79–98. <https://doi.org/10.1177/1362168819883894>
- Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of Life Research*, 21(3), 377–380. <https://doi.org/10.1007/s11136-012-0122-x>
- Mandasari, B., & Oktaviani, L. (2018). English language learning strategies: An exploratory study of management and engineering students. *Premise: Journal of English Education*, 7(2), 61. <https://doi.org/10.24127/pj.v7i2.1581>
- Ngulube, P. (2020). *The movement of mixed methods research and the role of information science professionals* (pp. 425–455). <https://doi.org/10.4018/978-1-7998-1471-9.ch022>
- Nhem, D. (2019). Language Learning Strategies: A Comparative Study of Young and Adolescent Cambodian Learners. *International Journal of Language and Literary Studies*, 1(2), 34–45. <https://doi.org/10.36892/ijlls.v1i2.43>
- Oliver, R. (1999). Exploring strategies for online teaching and learning. *Distance Education*, 20(2), 240–254. <https://doi.org/10.1080/0158791990200205>
- Perrier, L., Blondal, E., & MacDonald, H. (2018). Exploring the experiences of academic libraries with research data management: A meta-

- ethnographic analysis of qualitative studies. *Library and Information Science Research*, 40(3–4), 173–183. <https://doi.org/10.1016/j.lisr.2018.08.002>
- Polakova, P., & Klimova, B. (2022). Vocabulary mobile learning application in blended English language learning. *Frontiers in Psychology*, 13(May), 1–10. <https://doi.org/10.3389/fpsyg.2022.869055>
- Read, K., Furay, E., & Zylstra, D. (2019). Using strategic pauses during shared reading with preschoolers: Time for prediction is better than time for reflection when learning new words. *First Language*, 39(5), 508–526. <https://doi.org/10.1177/0142723719846583>
- Read, K., Macauley, M., & Furay, E. (2014). The Seuss boost: Rhyme helps children retain words from shared storybook reading. *First Language*, 34(4), 354–371. <https://doi.org/10.1177/0142723714544410>
- Read, K., Rogojina, A., & Hauer-Richard, O. (2022). Rhyme over time: Vocabulary learning through daily reading aloud at home with children. *First Language*, 42(3), 426–447. <https://doi.org/10.1177/01427237221079475>
- Roberts, J. J. (2022). *Professional development needs of distance education staff* (pp. 602–628). <https://doi.org/10.4018/978-1-7998-8844-4.ch028>
- Sari, F. M., & Wahyudin, A. Y. (2019). Blended-learning: The responses from non-English students in the Indonesian tertiary context. *TEKNOSASTIK*, 17(1), 23. <https://doi.org/10.33365/ts.v17i1.204>
- Shakarami, A., Hajhashemi, K., & Caltabiano, N. J. (2017). Compensation still matters Language learning strategies in third millennium ESL learners. *Online Learning Journal*, 21(3), 235–250. <https://doi.org/10.24059/olj.v21i3.1055>
- Stentz, J. E., Plano Clark, V. L., & Matkin, G. S. (2012). Applying mixed methods to leadership research: A review of current practices.

Leadership Quarterly, 23(6), 1173–1183. <https://doi.org/10.1016/j.leaqua.2012.10.001>

Suwanarak, K. (2019). Use of learning strategies and their effects on English language learning of thai adult learners. *3L: Language, Linguistics, Literature*, 25(4), 99–120. <https://doi.org/10.17576/3L-2019-2504-07>

Syahrudin, S., Mutiani, M., Handy, M. R. N., Abbas, E. W., & Jumriani, J. (2021). Building students' learning experience in online learning during the pandemic. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 979–987. <https://doi.org/10.35445/alishlah.v13i2.796>

Plonsky, L. (2019). *Second-language strategy instruction: Where do we go from here? Situated Strategy Use (SSU3)*.

Russell, A. (2010). *Assessment of strategy inventory of language learning (SILL) in students learning a second language*. 76.

Esakhonovna, M. N., & Sabina, M. (2022). *Developing Dictionary Skills of BI Learners*. 2(5), 101–107.

Andriyati, A., Kusrin, K., & Yanto, E. S. (2022). English Teachers' Perception of Teaching Vocabulary During Online Learning in the Covid-19 Pandemic. *PROJECT (Professional Journal of English Education)*, 5(1), 149–158. <https://www.journal.ikipsiliwangi.ac.id/index.php/project/article/view/8924>

Leštari, T. M., & Fatimah, S. (2020). An Analysis of Language Learning Strategies Used by EFL Student Teachers at English Language Education Program Universitas Negeri Padang. *Journal of English Language Teaching*, 9(1), 333–345. <http://ejournal.unp.ac.id/index.php/jelt/article/view/108314>

Mokhtar Azman, R. R., & Abdullah Azaharee, M. F. (2017). Vocabulary Learning Strategies of Adult Esl Learners. *The English Teacher*, XXXVIII(0), 12. <http://www.melta.org.my/journals/index.php/tet/article/view/290/187>

Nirwaty. (2020). J-SHMIC : Journal of English for Academic. J-SHMIC : *Journal of English for Academic*, 7(1), 66–76. <https://journal.uir.ac.id/index.php/jshmic/article/view/3905>

Purba, F. A. B., & Sumarsih, S. (2022). English vocabulary acquisition of seven years old children at primary school. *English Language Teaching of FBS-Unimed*, 11(2), 1–13. <https://jurnal.unimed.ac.id/2012/index.php/eltu/article/view/35835%0Ahttps://jurnal.unimed.ac.id/2012/index.php/eltu/article/download/35835/18483>

Tursunova, D. (2022). *Vocabulary teaching strategies*. 1(2), 22–23.

www.innovatus.es