

## Vocabulary Mastery in Different Language Learning Strategies of The Beginner Language Learners

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### Abstract

Penelitian ini bertujuan untuk mencari tahu jumlah rata-rata *vocabulary mastery* siswa, menyelidiki strategi yang paling sering digunakan dan paling efektif, dan mengetahui bagaimana perbedaan dari *vocabulary mastery* diantara penggunaan strategi yang berbeda-beda. Populasi dari penelitian ini adalah pelajar pemula di level pertama pada Just Speak English Learning Center. Instrumen yang digunakan dalam mengumpulkan data pada penelitian ini adalah kuesioner berdasarkan penelitian terdahulu yang dirancang oleh Setiyadi (2012) dan uji pengukuran kosakata yang dikuasai. Hasil analisis data menunjukkan bahwa jumlah rata-rata *vocabulary mastery* para pelajar tersebut adalah 71,07. Analisis hasil kuisisioner menunjukkan bahwa *cognitive strategy* adalah strategi yang paling sering digunakan (47%). Sementara itu, rata-rata nilai pengguna *cognitive strategy* adalah 71,86, pengguna *metacognitive strategy* 83,67, dan pengguna *social strategy* 62,4. Hal ini menunjukkan bahwa penggunaan *metacognitive strategy* paling efektif untuk *vocabulary mastery*.

This current study was aimed to find out the average of learners' vocabulary mastery, investigate the most frequently used and the most effective strategy, and to find out how was the difference of vocabulary mastery among different learning strategy used. The population of this research was the beginner learner of Just Speak English Learning Center. The instruments in collecting the data were questionnaire based on Setiyadi (2012) study and vocabulary mastery test. The result of data analysis showed that the learners' average vocabulary mastery score was 71,07. The questionnaire analysis showed that cognitive strategy was the most frequently used (47%). While, the average score of cognitive strategy learner was 71,86, metacognitive strategy learner was 83,67, and social strategy learner was 62,4. It can be concluded that metacognitive strategy was the most effective for vocabulary mastery.

**Keywords** : vocabulary learning, vocabulary mastery, language learning strategies

## INTRODUCTION

The use of English as a foreign language has grown into a bigger demand of everyone who wishes to be involved in global community. That condition leads English to be a very important subject to be taught in school, also in Indonesia. English is taught integrated within the four skills, namely reading, speaking, listening, and writing, considering the language components such as vocabulary, structure, and pronunciation. In Indonesia, English has been taught as an obligatory subject from junior to senior high school. Ideally, a person who has finished high school must have a very substantial knowledge of English, but this is not the case with most of Indonesian students. After at least six years of learning, the English proficiency of the students is very limited.

Some students may be able to use the language for practical purpose but they have learned the language not from the schools; they have learned it at English courses. This condition is assumed to be affected by the way how English is taught at school. However, in Indonesia English tends to be taught as a set of grammatical rules. In addition, the students are mostly taught with English as a science, not a skill with kinds of leaning styles and strategies. The lack of awareness toward learning strategies itself decreases the ease of the students on their language learning. The learning strategies classification which is going to be concerned here comes from O'Malley et al (1985). It consists of three categories, namely: metacognitive strategies, cognitive strategies, and social strategies.

Research on how students learn English and what learning strategies make them learn the language more effectively will contribute useful insights to efforts in

increasing English proficiency especially in vocabulary mastery of the students in Indonesia.

As we know that vocabulary mastery is very important in learning English because there are sets of rules that has to be mastered by the students in studying English both oral and written form. Mastering adequate vocabulary means the learners understand the meaning of the vocabulary items and are able to use them correctly and appropriately in sentences. So that the sentences they make will have meaning, and their ideas will be expressed well, for language basic purpose of communication.

Vocabulary is the very basic materials the learners had in learning English. Firstly, learners will know the names of things both in real or abstract form prior than other learning on skills or learning components. For example, in kindergarten, the kids learn about names of colours, animals, and fruit without learning any skill or rules (structure). Along with their learning progress, their vocabulary should increase as well so that we can conclude that an Indonesian high-school graduated student has a good level of vocabulary.

In contrast, the students still have limited words of vocabularies. Regarding to the researcher's teaching experience in facing both senior high school and university level students, some of them still confuse and feel unfamiliar with common words. Students in senior high school in Lampung perform insufficient vocabulary mastery.

There are some actions and methods of language learning strategies that can be implemented for mastering vocabulary. By making the learners know those

strategies could improve their way of learning vocabulary. The further thing is to know which language learning strategies could perform the best vocabulary mastery.

## **METHOD**

This research used ex de facto design because there is no control group and no treatment to the sample but only collecting the data by analyzing the correlation between cause and effect among the variables in the research. This current study is quantitative descriptive since the data gathered is in form of number. Language learning strategies questionnaire based on Setiyadi (2012) was distributed and also a vocabulary mastery test was administered to the sample of the research.

The population of this research was the beginner learner of Just Speak English Learning Center. The total samples of students involved in the study were 30 students. In determining the sample, the researcher used purposive sampling. To conduct the research, the researcher used these following procedures: 1) determining the research question. 2) Determining the instruments. 3) Finding the sample. 4) Trying out the instruments. 5) Analyzing the result of the try-out test. 6) Distributing the instruments. 7) Scoring the data. 8) Analyzing the data. 9) Drawing conclusion. In order to find out how the learners' vocabulary mastery in different language learning strategy is.

## **RESULT**

### **Result of Students' Vocabulary Mastery Test**

The highest vocabulary mastery achieved is 88, the lowest vocabulary size is 46, and the average is 71,07.

### **Result of the Students' Language Learning Strategies Questionnaire**

**Table 1. Means Analysis of Each Strategy**

<b>No</b>	<b>LLS</b>	<b>Learners</b>	<b>Percentage</b>
<b>1</b>	<b>Cognitive</b>	<b>14</b>	<b>47%</b>
<b>2</b>	<b>Metacognitive</b>	<b>6</b>	<b>20%</b>
<b>3</b>	<b>Social</b>	<b>10</b>	<b>33%</b>
	<b>Total</b>	<b>30</b>	<b>100%</b>

Referring to the result of the conducted questionnaire, the researcher divided the learners into three types of learning strategies users based on each four skills, listening, speaking, reading and, writing skill.

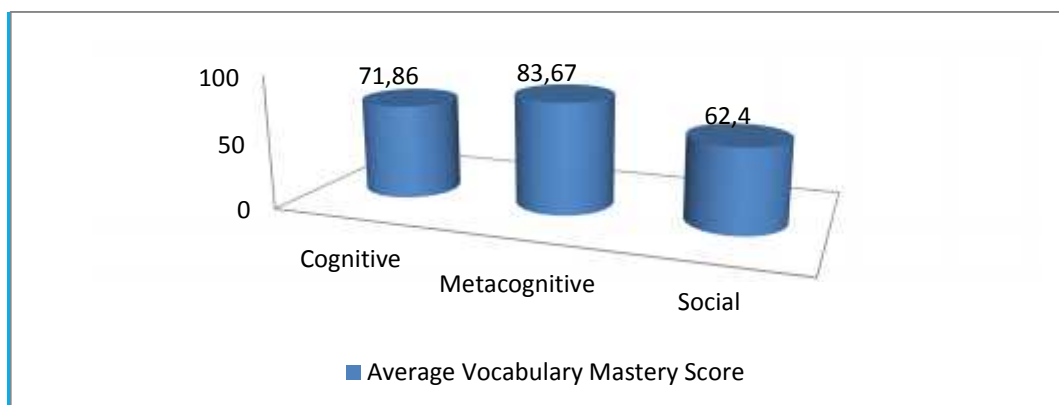
The results of questionnaire of learning strategies in listening were 16 cognitive learners (53%), 8 metacognitive learners (27%), and 6 social learners (20%). The results of questionnaire of learning strategies in speaking were 13 cognitive learners (43%), 6 metacognitive learners (20%), 11 social learners (36,67%). The results of questionnaire of learning strategies in reading were 13 cognitive learners (37%), 7 metacognitive learners (23%), and 12 social learners (40%). The results of questionnaire of learning strategies in writing were 14 cognitive learners (46,67%), 6 metacognitive learners (20%), and 10 social learners (33,33%).

After getting all the data, each skill showed different tendency of the use of learning strategies. Therefore, the researcher analyzed the tendency of mean in learning strategies result of questionnaire in each skill for individual learner. The result showed that there were 14 cognitive learners (46,67%), 6 metacognitive

learners (20%), and 10 social learners (33,33%).

### **Result of Learners' Vocabulary Mastery Test on Different Language Learning Strategies**

**Figure 1. Result of Students' Vocabulary Mastery Test**



In accordance to the analysis above, it was revealed that highest average score was from metacognitive learners with 83,67, cognitive learners had 71,86 average score, and social learners had the lowest average score with 62,4.

## **DISCUSSION**

### **Students' Vocabulary Mastery**

Different strategies influenced different vocabulary scores. It could be seen from the result that the highest score for listening test belonged to the learners who used metacognitive strategies. The researcher compared the means of strategies used with the vocabulary achievements. The result showed that the mean score for the learners who used metacognitive strategy in learning listening was 82,67.

It can be inferred from the result that the learners who used four steps of metacognitive got high score in vocabulary mastery test. However, the numbers of

the learners who used this strategy were only six learners (20%). When the learners used four steps of metacognitive such as *planning*, *thinking*, *monitoring*, and *evaluating* the learning process, the learners became purposeful, effective, and independent learners. Learners with metacognitive learning strategies could make plan for their studies, for example the learner with metacognitive strategy tried to be aware of which sounds gave the greatest trouble. Learners without metacognitive learning strategies were essentially learners without directions and abilities to review their accomplishment, progress, and future learning direction. In short, the effectiveness of using metacognitive strategy gave good influence toward the learners' achievements.

Morover, there were 14 learners (46,67%) who used cognitive strategy in listening. Most of the learners used cognitive strategy in learning English. However, it influenced their vocabular achievements. The mean score of learners who used this strategy in learning was 71,86. The score was lower than the learners who used metacognitive strategy. When the learners used cognitive strategy in learning, like on discussion before about cognitive strategy, the learners used all activities related to mental processing of the information. Furthermore, there were 10 learners (33,33%) who used social strategy. The mean score of learners who used this strategy in learning English was 62,4. On the other words, the learners who used social strategy in learning listening got the lowest score. When learners used social strategy in learning, it meant that the learners liked to do learning through social activities like pair work, group work, or discussion. However, when the vocabulary test was conducted in this research, the researcher asked the learners not to work together with their friends. For the

learners who usually used social strategy got confusion when they could not work together and discuss with their friends. This might influence their score which was the lowest among the others.

Based on the classifications and discussion of learning strategies and its influence toward learners' achievements above, it can be concluded that learning strategy is a term that refers to particular thoughts and behaviors used in the purpose of attaining learning objectives independently. The thoughts and behaviors can be included in cognitive strategy, metacognitive strategy, and social strategy. In other words, cognitive strategy is strategy which uses cognitive processes in learning, like summarizing. Besides, looking thoroughly at the explanation before, it can briefly concluded that metacognitive learning strategies are the strategies which plays function as the decision- making of one's learning. There are four components of metacognitive strategies, namely *planning* before learning, *managing* the learning process, *monitoring* the learning process, and *evaluating* what has been learned. Then, social strategy deals with social activities involve in learning a second/foreign language, such as sharing ideas and thoughts to peers. They are very important for learners to gain their attention and energy on focusing to certain language task, activities skills, or materials in their language learning process. Different strategies influenced different vocabulary mastery scores. Therefore, the learners need to choose appropriate strategies to help them in learning process especially in learning vocabulary so that they could get better mastery.



## CONCLUSION

Based on result findings and discussion, it can be concluded that the beginner learners of Just Speak English Learning Center has good vocabulary mastery, although it was not ideal yet. Social strategy is the most frequently used and effective strategy. It is not surprising because learners are interested to learn vocabulary by getting involved in social interaction, such as: working in group, asking teacher for meaning and translation, and so on. This strategy also can facilitate them to learn easily by getting involved in social interaction. The results also shows that there is no significant difference of vocabulary mastery among different learning strategy used. However, it also revealed that learner who tend to use more vocabulary learning strategy will be successful in acquiring vocabulary.

The results of this research can be used as information both for teacher and students. Teacher should teach vocabulary learning strategy explicitly, so that their student can be aware to learning strategy that can help them learn vocabulary easily. The learners can use social strategy to learn vocabulary, however it is beter for the to use strategy more than one because the more they use language learning strategy, the broader vocabulary size they have. Since the sample of this research is limited, the researcher suggest to investigate the language learning strategy and vocabulary mastery with random subjects, bigger sample size in order to get more reliable on the result of the research for further research.

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