


STUDENTS' STRATEGIES IN ENHANCING VOCABULARY

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: September 9, 2022 Revised: November 19 2022 Accepted: December 14, 2022 Published: December 15, 2022</p> <p>Keywords: Learning Strategy Enhancing Interview Vocabulary</p>	<p>The purpose of this study was to find out the learning strategies used by seventh-semester students majoring in English education at UKI Toraja in enhancing their vocabulary through interviews. In this study, the researcher used qualitative research methods. The population of this study was the seventh-semester English students majoring in FKIP UKI Toraja. To collect data, the researcher used observation and then interviews that were conducted in person and by telephone and recorded via cellphone. The researcher used cluster sampling in selecting samples, and there were 20 students as respondents. The obtained data were analyzed by data reduction, data display, and drawing or verifying conclusions. Based on the results of the research, the researcher concludes that the seventh semester students of the English education department of the FKIP UKI Toraja faculty use various learning strategies to improve their vocabulary. The learning strategies they use are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

In today's world is growing in line with the increasingly advanced science of education and technology, this is what encourages students to be more interested in learning languages, one of which is English. In learning English, some students are still constrained by the methods and media used by the teacher in learning English. Therefore, students must have strategies in learning English, including learning vocabulary.

There are four skills that we must have to be able to use English well, namely writing, reading, listening and speaking, all of which are related to vocabulary. When we write in English we need vocabulary as well as when we listen, read, and speak. This proves that vocabulary is needed when we learn English.

Vocabulary is an important part when we learn a language, including learning English. We can apply several learning strategies to increase our vocabulary so that we can use English better. Everyone has different learning strategies to increase their vocabulary.

In learning new vocabulary, it can provide comfort for students if they use appropriate learning strategies. Because in this case each student has a different way of learning vocabulary according to their personality. Students will find it easier to remember or memorize new vocabulary by applying appropriate learning strategies.

Mastering vocabulary is very necessary in learning a language, one of which is English. In having a conversation with other people we need mastery of vocabulary so that we are able to listen to the conversation well. Mastery of vocabulary is also very necessary in understanding a written work so that we can understand its contents well. The best way we can do to improve vocabulary is to be diligent in listening to songs in English, diligently reading books in English and speaking in English in everyday life. Along with the development of education and technology, it gives us access to learn vocabulary anytime and anywhere that is done independently which is applied through the learning strategies we use.

In teaching and learning process it is hoped the students learn but sometimes, they do not. As results the students come to university with very low basic competence in English language including lack of vocabulary. This low ability input in surely became a great problem in learning English in higher education. There were many undesirable things happen, including for English Language Education students in UKI Toraja. In my observation during I study in UKI Toraja, I found that most of English department students on early semester were difficult in speaking, reading, listening, writing and translating English fluently because they were still lack of vocabulary. Fortunately, when they are already on seventh semester, their knowledge about vocabulary is becoming better.

REVIEW OF LITERATURE

a. Definition of Learning

According to the Contemporary Dictionary as described by Brown (2000:7), “Learning is acquiring or getting of knowledge of a subject or a skill by studying the experience or instruction.” The Encyclopedia of Education Research defines teaching as a process, as it uses the term “learning” to refer to the growth of interest, knowledge, and skills and to transfer these to new situations.

b. Learning English

Learning English is an activity carried out by a person or group to acquire knowledge and skills related to the English language. In learning English there are 4 skills that we must have, namely listening, speaking, reading, and writing of course these 4 things are interrelated with each other. Apart from that, there are other skills such as pronunciation, grammar, and vocabulary. All these skills come into play when we communicate in English, and what we need to know is that learning vocabulary is the basis for learning English.

c. Vocabulary

a. Definition of Vocabulary

Talk about vocabulary there are many experts explain about definition or word give different experts. According to Barnhart (2008:667), "vocabulary is stock of words used by person, class of people, profession ,etc. Richards (2001:4) says that vocabulary is one of the components of language and one of the first things applied linguists turned their attention.

b. The Importance Vocabulary of Students

Vocabulary is one element of the language that should be learned and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Zimmerman in Coady and Huckin (1997:5) states that vocabulary is central to language and critical importance to the typical language learner.

c. Types of Vocabulary

Some experts have classified types of vocabulary. Shepherd (1980 :1) classifies vocabulary in two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary).Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the word used when the learner speaks and writes.

1. Strategies

a. Definitions of Strategies

Strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs to controlling and manipulating certain information (H. Douglas Brown 2007:119).

b. Teaching Strategies

Jacobson et all (1989:162) describe teaching strategies namely: Guided discovery, discussion, and inquiry method.

c. Vocabulary Learning Strategy

It is important to know about learner's strategies. Brown and Payne (in Hatch & Brown, 1995:373) mention five essential steps in vocabulary learning that represent what learners must do. The five steps are:

- 1) Having sources for encountering new words,
- 2) Getting a clear image, either visual or auditory or both, for the form of the new words,
- 3) Learning the meaning of the words,
- 4) Making a strong memory connection between the forms and meanings of the words;
- 5) Using the words.

In addition the taxonomy by Schmitt (1997) in vocabulary learning strategies is a standard instrument for researchers to analyze student' vocabulary learning strategies. Schmitt (1997) classifies vocabulary learning strategies into five namely:

1) Determination strategies

Determination strategies is finding meaning without the help expertise Determination strategies are used to find out the meaning of new words through direct translation into L1. Determination strategies learners find out the meaning by guessing from their structural knowledge of the language or from context, guessing from their mother tongue (L1), using reference materials including monolingual and bilingual dictionary. Schmitt (1997) proposed that determination strategies "facilitate gaining knowledge of a new word"

2) Social strategies

Social strategies is involve interaction with other people. Social strategies are strategies utilized by learners which involve interaction with other people to improve vocabulary acquisition (Schmitt, 1997). For example, the use of social strategies are asking teachers and classmates to attain the meaning of new words. Students may find out the new words' meaning through discussion in a group work activity.

3) Memory strategies

Memory strategies is linking new word with previously known knowledge. Memory strategies or traditionally known as mnemonics strategies "involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping" (Schmitt, 1997, p.13). Nation (2001) states that mnemonic strategies are similar with keywords techniques. He defines that mnemonic strategies are strategies to discover new words through making a strong link between the similar sounding of keywords. Memory strategies involves learners to think of a visual image of new words then recall them and their meaning.

4) Cognitive strategies

Cognitive strategies is manipulating or changing learned words. Cognitive strategies are parallel with memory strategies but do not really focus on the manipulative mental process. It means that the strategies involve the learners to manipulate and transform the words of the target language and do not involve mental manipulation. Cognitive strategies facilitate the learners to find the word's meaning. In implementing this strategy, the learners are required to do a rehearsal, interference, summarizing, paraphrasing, imagery, and amplification of the words. Thus, the cognitive strategies involve verbal repetition, write down vocabulary in a notebook, employ vocabulary unit in a textbook, use word lists and flash cards (Schmitt, 1997).

5) Metacognitive strategies.

Metacognitive strategies is involves awareness of the learning process. Metacognitive strategies are "used by students to control and evaluate their own learning, by having an overview of the learning process in general" (Schmitt, 1997). The aims of using metacognitive strategies are to make the learning of new words successful and

efficient. For example, learners can use English language media such as songs, movies, magazines, radio, newspaper and newscast in TV, involve in a vocabulary test, skip unfamiliar and difficult words, review vocabulary lists in their notepad, and keep on studying new words over time. Metacognitive strategies involve the learners to learn new words consciously and construct decisions about planning, monitoring, or evaluating the best ways to study target language vocabulary (Schmitt, 1997).

RESEARCH METHOD

The type of research that researcher was used in this study is descriptive qualitative with the aim of knowing the learning strategies used by the seventh semester of English education at FKIP UKI Toraja in enhancing vocabulary. The data were collected qualitatively as well as the method of analysis using qualitative. The data in this research were collected using observation, interview and documentation. To analyze the data on this research the researcher uses data reduction, data display, and drawing conclusion/verification.

RESULT AND DISCUSSION

Extract 1. Determination strategies

In this extract the researcher describe the results of the relevant participant interview where the researcher found the answer of the respondent on their answer about determination strategies used in enhancing vocabulary. Determination strategies are very helpful for students in understanding or adding vocabulary by adjusting to the existing context using a dictionary in finding the meaning of vocabulary. Determination strategies make it easy for students to find out the meaning of vocabulary based on existing contexts and use dictionaries in searching and understanding the meaning of vocabulary. By concussing the meaning of vocabulary with the existing context and looking for the meaning of vocabulary through a student dictionary can add to their knowledge of vocabulary.

Extract 2. Social strategies

In this extract the researcher describe the results of the relevant participant interview where the researcher found the answer of the respondent on their answer about social strategies used in enhancing vocabulary. Social strategies make a good contribution to students in understanding or increasing vocabulary through interaction with other people. Social strategies provide options for students to add their vocabulary by asking for help from others or forming group work. They easily ask other people if they find trouble in determining the meaning of a vocabulary through the group learning they form.

Extract 3. Memory strategies

In this extract the researcher describe the results of the relevant participant interview where the researcher found the answer of the respondent on their answer about memory strategies used in enhancing vocabulary. Memory strategies help students to remember vocabulary.

Memory Strategies greatly help students understand and remember the meaning of vocabulary through their experience, group vocabulary and record new vocabulary they found. This gives an overview of students so that they easily understand and remember the vocabulary.

Extract 4. Cognitive strategies

In this extract the researcher describe the results of the relevant participant interview where the researcher found the answer of the respondent on their answer about cognitive strategies used in enhancing vocabulary. Cognitive strategies facilitate students in understanding and adding vocabulary by memorizing vocabulary repeatedly, taking notes on vocabulary that has just been heard or read and by making a small dictionary.

Cognitive Strategies help students understand or add their vocabulary by repeating vocabulary, recording newly heard or read koskata and make a small dictionary because of that they will be easier to keep it and it will be easier to learn the vocabulary that way.

Extract 5. Metacognitive strategies.

In this extract the researcher describe the results of the relevant participant interview where the researcher found the answer of the respondent on their answer about metacognitive strategies used in enhancing vocabulary. Metacognitive strategies facilitate students in adding and understanding vocabulary by using media such as TV or other media and making plans in learning vocabulary.

Metacognitive strategies provide comfort in understanding or adding vocabulary because students plan in the learning process and using media such as listening to songs and watching in English, this is very effective in adding and understanding vocabulary because in general students like to hear songs and watching.

Table 1. Data display of the Students Strategies in Enhancing Vocabulary

No	Students extract learning strategies in enhancing vocabulary	Example	Source
1.	Determination strategies <ul style="list-style-type: none"> Understanding the meaning of the word according to the context. 	In adding or understanding vocabulary students do this by guessing the meaning of the word according to the existing context, for example when watching TV or listening to a song in English they guess the meaning of the word according to the existing context and if there is a vocabulary that is not understood in a sentence they will guess the meaning of the vocabulary according to the context. Another example is that they guess the meaning of a word by looking at the words after and before the word and linking one word to another to understand the vocabulary.	R1 R9 R16 R17

	<ul style="list-style-type: none"> • Use English Dictionary 	In adding or understanding vocabulary students do this by opening a dictionary with the aim of knowing the meaning of difficult-to-understand vocabulary that has just been heard or read and by how they get an explanation of the meaning of the vocabulary and opening a dictionary makes it easier to understand the meaning of the vocabulary.	R6 R10 R11 R17
2	Memory strategies		
	<ul style="list-style-type: none"> • Ask other for help 	In adding or understanding vocabulary, students do it by asking or asking for help from others if they find vocabulary that they don't understand, for example they are outside and don't bring a dictionary, of course their friends can help to find the meaning of the vocabulary and if they ask or ask for help from others it is easier to understand vocabulary and they are easier to understand vocabulary if it is explained directly.	R5 R9 R15 R17
	<ul style="list-style-type: none"> • Form group work activity 	In adding vocabulary, students form group work or groups in learning vocabulary with friends, for example they form a group that is a member of the same department, namely the English department and conduct discussions with friends because in the discussion there is feedback, so the group is important to increase vocabulary.	R3 R5 R10 R11
3.	Memory strategies		
	<ul style="list-style-type: none"> • Connect vocabulary with experience. 	In understanding or adding vocabulary, students are easier to remember if it is related to experience because if it is related to experience it will be easier to remember and they already have background knowledge about the vocabulary from experience so they are easier to understand the vocabulary.	R3 R4 R5 R17
	<ul style="list-style-type: none"> • Vocabulary with pictures 	In understanding or adding to the vocabulary, students are easier to remember if the vocabulary is accompanied by pictures, for example the picture is around us, the picture will continue to be imagined in their minds so it is very easy for them to add and memorize the vocabulary.	R5 R9 R11 R16
	<ul style="list-style-type: none"> • Group word 	In understanding or adding to their vocabulary they group these words for example adjectives, verbs, nouns and others so that they are easier to remember, for example they group the vocabulary by type so that they do not get mixed up and make it easier for them to remember the vocabulary and make it easier they recognize the characteristics of adjectives, nouns and nouns.	R1 R5 R14 R17
4	Cognitive strategies		

	<ul style="list-style-type: none"> • Memorize vocabulary repeatedly 	In understanding or adding to their vocabulary they memorize the vocabulary over and over again because that way the meaning of the vocabulary will stick to the brain so it is difficult to forget the meaning of the vocabulary and from the repetition process we can remember the meaning of the vocabulary longer and if they do not memorize the vocabulary repeatedly will quickly disappear from the mind.	R1 R4 R5 R11
	<ul style="list-style-type: none"> • Take note on new vocabulary heard or read. 	In understanding or adding vocabulary, students take notes on new vocabulary which they do not understand when listening or reading readings in English. The notes are written in a small book and if the word is forgotten we can easily find and see it in the booklet so that is very helpful and they also write vocabulary that is not known to mean above or below the notebook so that when we go home or have free time, we can look for meaning because there is curiosity to know.	R1 R4 R5 R16
	<ul style="list-style-type: none"> • Make a small dictionary 	In understanding or adding vocabulary, students make a small English – Indonesian dictionary which contains new vocabulary with the reason that in this way it will be easier to remember vocabulary because if you only rely on a dictionary. The dictionary contains a lot of vocabulary, it is impossible for us to memorize, so it is better to put it in a small dictionary to make it easy to memorize and the small dictionary is easy to follow and can be opened anytime and anywhere.	R4 R5
5	Metacognitive strategies		
	<ul style="list-style-type: none"> • Learn vocabulary through media 	In understanding or adding to the vocabulary students learn new vocabularies through media such as TV or listen to songs in English, for example hearing songs that are similar to the story of their lives or their experiences – it is very easy to remember the vocabulary and use other social media such as Facebook and Instagram by following accounts that can increase their vocabulary. They add vocabulary through TV while watching and there is new vocabulary, they look for the meaning of the card as well as when they hear music.	R5 R7 R11 R17
	<ul style="list-style-type: none"> • Make a plan to learn new vocabulary 	In understanding or adding vocabulary, students make plans to learn vocabulary, for example they write five vocabularies and memorize them in one day. They make plans to learn vocabulary because so that later the learning process runs regularly and optimally and they are also aware that vocabulary is an important thing to learn in mastering a language	R4 R12 R13

Having presented the finding in the first section of this chapter. It is now the turn discuss the discussion. Learning strategy is an individual's way of organizing and using a

particular set of skill in order to learn content or accomplish other task more effectively and efficiently in school as well as in nonacademic setting (Schumaker & Deshler, 1992). Schmitt (1997) divides vocabulary learning strategies into five categories namely, determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Based on the data analyzed in the finding it show that from five vocabulary learning strategies stated by Schmitt (1997) nearly most of the strategies used by the student.

1. Determination strategies

In the determination strategy, students find meaning by guessing from their structural knowledge of language or from context to understand and add new vocabulary. For example, students who used this strategy in extract 1 the first question from four respondent that have concluded on data display are R1, R9, R16, R17 : In adding or understanding vocabulary students do this by guessing the meaning of the word according to the existing context, for example when watching TV or listening to a song in English they guess the meaning of the word according to the existing context and if there is a vocabulary that is not understood in a sentence they will guess the meaning of the vocabulary according to the context. Another example is that they guess the meaning of a word by looking at the words after and before the word and linking one word to another to understand the vocabulary.

The determination strategy carried out by other students was to use a dictionary to understand and add new vocabulary. For example, those who use this strategy in extract 1 second question from four respondent that have concluded on data display are R6, R10, R11, R17 : In adding or understanding vocabulary students do this by opening a dictionary with the aim of knowing the meaning of difficult-to-understand vocabulary that has just been heard or read and by how they get an explanation of the meaning of the vocabulary and opening a dictionary makes it easier to understand the meaning of the vocabulary.

2. Social strategies

Social strategies are strategies utilized by learners which involve interaction with other people to improve vocabulary acquisition (Schmitt, 1997). For example, ask others for help to understand and add new vocabulary. For example, students who use this strategy in extract 2 the first questions, from four respondent that have concluded on data display are R5, R9, R15, R17 : In adding or understanding vocabulary, students do it by asking or asking for help from others if they find vocabulary that they don't understand, for example they are outside and don't bring a dictionary, of course their friends can help to find the meaning of the vocabulary and if they ask for help from others it is easier to understand vocabulary and they are easier to understand vocabulary if it is explained directly.

The social strategy used by other students is to form group work or groups to understand and add new vocabulary. For example, a student who uses athis strategy in

extract 2 the second questions from four respondent that have concluded on data display are R3, R5, R10, R11 : In adding vocabulary, students form group work or groups in learning vocabulary with friends, for example they form a group that is a member of the same department, namely the English department and conduct discussions with friends because in the discussion there is feedback, so the group is important to increase vocabulary.

3. Memory strategies

Memory strategies or traditionally known as mnemonics strategies “involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping” (Schmitt, 1997). Memory strategies are connecting new words with previously known knowledge. For example, connecting vocabulary with experience to understand or add new vocabulary. For example, students who use this strategy in extract 3 the first questions from four respondent that have concluded on data display are R3, R4, R5, R17 : In understanding or adding vocabulary, students are easier to remember if it is related to experience because if it is related to experience it will be easier to remember and they already have background knowledge about the vocabulary from experience so they are easier to understand the vocabulary.

Memory strategies carried out by other students are vocabulary accompanied by pictures to understand and add new vocabulary. For example, a student who uses a strategy in extract 3 the second questions from four respondent that have concluded on data display are R5, R9, R11, R16 : In understanding or adding to the vocabulary, students are easier to remember if the vocabulary is accompanied by pictures, for example the picture is around us, the picture will continue to be imagined in their minds so it is very easy for them to add and memorize the vocabulary.

The last memory strategies that other students do is grouping vocabulary to understand and add new vocabulary. For example, students who use this strategy in extract 3 third questions from four respondent that have concluded on data display are R1, R5, R14, R17 : In understanding or adding to their vocabulary they group these words for example adjectives, verbs, nouns and others so that they are easier to remember, for example they group the vocabulary by type so that they do not get mixed up and make it easier for them to remember the vocabulary and make it easier they recognize the characteristics of adjectives, nouns and nouns.

4. Cognitive strategies

Cognitive strategies involve verbal repetition, write down vocabulary in a notebook, employ vocabulary units in a textbook, use word lists and flash cards (Schmitt, 1997). For instance, memorizing vocabulary repeatedly to add or understand new vocabulary. For example, students who use strategies in extract 4 the first questions from four respondent that have concluded on data display are R1, R4, R5, R11 : In understanding or adding to their vocabulary they memorize the vocabulary over and over again because that way

the meaning of the vocabulary will stick to the brain so it is difficult to forget the meaning of the vocabulary and from the repetition process we can remember the meaning of the vocabulary longer and if they do not memorize the vocabulary repeatedly – repeat will quickly disappear from the mind.

Cognitive strategies that are done by other students are to record new vocabulary heard and read to understand and add new vocabulary. For example, students who use this strategy in extract 4 the second questions from four respondent that have concluded on data display are R1, R4, R5, R16 : In understanding or adding vocabulary, students take notes on new vocabulary which they do not understand when listening or reading readings in English. The notes are written in a small book and if the word is forgotten we can easily find and see it in the booklet so that is very helpful and they also write vocabulary that is not known to mean above or below the notebook so that when we go home or have free time, we can look for meaning because there is curiosity to know.

The last cognitive strategy that other students do is make a dictionary. small to understand and add new vocabulary. For example, students who use this strategy in extract 4 the third questions from two respondent that have concluded on data display are R4, R5 : In understanding or adding vocabulary, students make a small English – Indonesian dictionary which contains new vocabulary with the reason that in this way it will be easier to remember vocabulary because if you only rely on a dictionary. The dictionary contains a lot of vocabulary, it is impossible for us to memorize, so it is better to put it in a small dictionary to make it easy to memorize and the small dictionary is easy to follow and can be opened anytime and anywhere.

5. Metacognitive strategies

Metacognitive strategies involve the learners to learn new words consciously and construct decisions about planning, monitoring, or evaluating the best ways to study target language vocabulary (Schmitt, 1997). Metacognitive strategy that involves awareness of the learning process. For example, learning new vocabulary through the media to understand and add new vocabulary. For example, students who use this strategy in extract 5 the first questions from four respondent that have concluded on data display are R5, R7, R11, R17 : In understanding or adding to the vocabulary students learn new vocabularies through media such as TV or listen to songs in English, for example hearing songs that are similar to the story of their lives or their experiences – it is very easy to remember the vocabulary and use other social media such as Facebook and Instagram by following accounts that can increase their vocabulary. They add vocabulary through TV while watching and there is new vocabulary, they look for the meaning of the card as well as when they hear music.

The metacognitive strategy carried out by other students is make a plan to learn new vocabulary to understand and add new vocabulary. For example, a student who uses a strategy in extract 5 the second questions from three respondent that have concluded on data display are R4, R12, R13 : In understanding or adding vocabulary, students make

plans to learn vocabulary, for example they write five vocabularies and memorize them in one day. They make plans to learn vocabulary because so that later the learning process runs regularly and optimally and they are also aware that vocabulary is an important thing to learn in mastering a language.

CONCLUSION

Based on the previous finding and discussion of the students' strategies in enhancing vocabulary and its contribution to the students' vocabulary mastery the researcher conclude that to enhancing the vocabulary at English education at UKI Toraja use various learning strategies in enhancing vocabulary. They learning strategies they use are : Determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies.

Determination strategies used by seventh semester students of English education in enhancing their vocabulary are to understand the meaning of words according to the existing context and use an English dictionary to understand and increase vocabulary. The social strategies used by the seventh semester students of English education in enhancing their vocabulary are asking for help from others if there is vocabulary that they do not understand and forming group work activities. Memory strategies used by seventh semester students of English education in enhancing their vocabulary are by connecting vocabulary with experience, understanding vocabulary easily if accompanied by pictures and grouping vocabulary to make it easier to understand. Cognitive strategies used by seventh semester students of English education in enhancing their vocabulary are memorizing vocabulary over and over again, noting vocabulary that has just been heard or read and making a small dictionary. Metacognitive strategies used by seventh semester students of English education in enhancing their vocabulary are learning vocabulary through media and making plans to learn new vocabulary.

Based on the result of the research findings the researcher has some suggestion for students. Students are expected to be more creative and active in the process of learning English, especially in enhancing vocabulary because mastering vocabulary is an important factor in learning a language.

Every student has a different strategy in enhancing vocabulary, therefore lecturers are expected to provide guidance to students according to the learning strategy that suits them. For other researcher who will do the research study, this research can be develop and used as references in collecting the data.

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