


NON-ENGLISH STUDENTS' STRATEGIES IN LEARNING TECHNICAL VOCABULARIES

¹Sri Wahyuni, ²Erwin Akib, ³Andi Bulkis Maghfirah Mannong

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 24, 2023 Revised: February 13, 2023 Accepted: March 21, 2023 Published: June 25, 2024</p> <p>Keywords: <i>Strategies</i> <i>Technical Vocabularies</i> <i>Direct Strategy</i> <i>Indirect Strategy.</i></p>	<p>This research aimed to finding out the strategies that usually used in learning technical vocabularies by Non-English students'. This research applied the Descriptive Qualitative Method, which took 2 months period of it for the data collection by using interview. The research involved ten students' from Faculty Economic and Business Universitas Muhammadiyah Makassar as the participants. The scope of the study is tend to analyze the strategies used by Non-English students' in learning a foreign language, in this case English. A result of this research showed that the strategies that usually used in learning technical vocabularies by Non-English students' most of the students' used direct strategies, namely memory strategies, cognitive strategies and compensation strategies. And the students' also used indirect strategies, namely metacognitive strategies, affective strategies and social strategies. Based on the data obtained, the researcher concluded that the students' used both strategies in learning technical vocabularies.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Wahyuni, S., Akib, E., & Mannong, A. B. M. . (2024). A Non-English Students' Strategies in Learning Technical Vocabularies. Journal of Language Testing and Assessment, 4(1), 38-44. https://doi.org/10.56983/jlta.v4i1.590</p>	
<p>Corresponding Author: Sri Wahyuni English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan AlauddinRoad, Makassar City, Rappocini90221, Indonesia. Email: sriwahyuni018@unismuhmakassar.ac.id</p>	

INTRODUCTION

Education is a very important thing because in education a person is taught how to behave properly. In addition, education provides various lessons such as values, moral, culture and other knowledge to someone with hope that someday they can be succeed. Therefore, the government implements the best system to improve education in Indonesian. English is one of the subjects taught by the teacher properly and correctly with the aim that students' can develop their knowledge and skills in the future. English is an international language that is very important to learn. According to Richards (2015), learning English is necessary for current generation to adapt to international literature, media and employment in the present and the future. It is crucial to note that many individuals take learning English seriously and that they are motivated to learn it since it makes it simple to communicate with people

throughout the world. English has the most important competence in developing a career, so nowadays all people must be able to understand the use of English in formal and informal situations which can increase confidence to face global competition.

Since English has become the international language for communication in the world, the interest of learning this language is increasing dramatically, but people can't use any languages without vocabulary. According to Ridho, M. (2020) students' need to master vocabulary which is important part of language. Learners must be familiar with word definition before introducing new vocabulary. Vocabulary is the most crucial aspects of the language, according to definition given above. When studying a language, it is desirable to have a wide vocabulary because good communication can be achieved in both spoken and written form. In addition, it also addresses a significant component of language, emphasizing vocabulary as a tool for communication rather than merely word meaning. Therefore the study of vocabulary is at the center while learning a new language. Vocabulary is most importance because if you want to know about English, you must know some vocabulary.

Vocabulary is a collection of words or phrases that are usually arranged in sequence and translated. English is an important language for everyone to learn. In addition, English also has language components such as pronunciation and vocabulary. According to Soedjito in Labib (2016:13) vocabulary is all the words contained in language that has wealth of words owned by the speaker or writer and is a word used in a field of science. English is widely used in various fields such as information, technology economic and so on. Therefore every single school and teacher must contribute their best strategy to help students in mastering the language. In learning English, students' must know about vocabulary first, because by knowing vocabulary students can express their ideas and they can communicate with other people. Vocabulary learning strategy is a major variable that is often used in learning strategies.

The exploration of this strategies has helped students' use processes to improve their skills in a second or foreign language because by learning vocabulary it is very important for students' to their success. In learning English, vocabulary will effect student-learning outcomes (Hwang & Wang 2016). The students' learn vocabulary through simple words by listening to people who are talking around them (Saputra & Hadi, 2019). Academic vocabulary is an academic language ability which assumes that the vocabulary possessed by students can help them to read and understand texts from various fields. Pustaka (2019) argues that all teachers must provide a subject that contains vocabulary can be used by students. English teachers should focus on students in classroom practice or on activities that support vocabulary mastery.

RESEARCH METHOD

In this research used qualitative descriptive design. This study applies random sampling sample in gathering data, therefore the subjects in this research was Non-English Students' in Universitas Muhammadiyah Makassar which was the 1st semester and the researcher took 10 students'.

The instruments used in this study were interviews were used to collect data on subjects that need further study. The interview technique used in this research is a structured interview.

RESULT AND DISCUSSION

The researcher present the result of the processed data that has been collected. This study used qualitative data to manage data by taking from interviews. Interviews is a tool instrument that used by researcher to gathering data based on reality. The respondents that researcher took is 10 students of 1st semester that come from of the faculty of economic and business Universitas Muhammadiyah Makassar.

Using Direct Strategies

First of all, there are two strategies that have been explain by the researcher before, they are direct strategies and indirect strategies. Direct strategies are actions that directly included the target language use, which directly aids in language learning that consists of memory strategies, cognitive strategies and compensation strategies. The second is the result of this findings about the strategies that used by the Non-English students in learning technical vocabularies. Direct strategies which included of:

Memory Strategies

Memory strategies refers to the mental operations involved in storing new information in the memory and retrieving it when necessary. Applying image and sounds is one of component in memory strategies that usually used by the students in learning technical vocabularies in their classroom, so, it is refers to the result of interview below:

Student 1: "Picture can make it easier for us in the learning process."

Student 2: "We use a picture in the learning process it can make it easier for us to remember a vocabulary."

Student 3: "By using pictures can improve memory to express or present a lesson."

It can concluded that by using pictures in learning process is the one way to increase our vocabulary because by using pictures students' can be easier for remembering the new words that they found from the learning process and also pictures is the one method that usually used by teachers to helping them for understanding the students. For teachers, using pictures is a tool that can be used for teaching their material because it can be easier for teacher to explain their material to the students. And for the students, using pictures is the one way that can be used in learning process because it can help students for recall the material that

was be learnt, and with pictures it can be easier for students to explain more detailed their knowledge.

Cognitive Strategies

Cognitive Strategies involve consciously using the target language that consists of practicing. Practice is one of component of cognitive strategy. It is refers to the result of the interview.

Student 1: "Practicing can increase our interest in the learning process."

Student 2: "Practicing continuously the vocabulary that we have a little can be improved."

Student 3: "It can increase vocabulary, because everything that is honed continuously win definitely improve by itself."

Based on the statements above, it can concluded that Practice is the one important that can be used to increase our knowledge, especially if you want to increase your vocabulary you must be practice.

Compensation Strategies

The last, compensation strategies that consist of using a circumlocution or synonym, it can concluded that the similarities and differences in words is very important especially in the process of learning English, because synonyms and antonyms words can make it easier for students to increase their vocabularies.

Student 1: "Similarities and differences are a tool or a method that can help us to improve a learning."

Student 2: "By using synonyms and antonyms words we can distinguish the similarities and differences in words."

Student 3: "Using synonyms and antonyms words it is more able to distinguish."

Using Indirect Strategies

Indirect strategies is a technique that enables pupils to learn without the teachers' guidance that consists of metacognitive strategies, affective strategies and social strategies. Indirect strategies which included metacognitive strategies, affective strategies and social strategies.

Metacognitive Strategies

Metacognitive strategies is through the use of overviewing and linking techniques with previously learned content, learners can take control of their own cognition. Paying attention or focus is one of the component of metacognitive strategies that is the important thing that can be doing by the peoples in the learning process.

Student 1: "in the learning process to make it easier to understand the material we have to focus on listening or paying attention."

Student 2: "it can really improve, because it focuses on the material that will be present by lecturers or teachers."

Student 3: "focusing on learning is the most important thing in the learning process."

a. Affective Strategies

The next is affective strategies assist students to manage their emotion, motivation and attitudes associated with learning. They can be achieved through lowering anxiety, one of the component is using music. In listening a music that can help you to increase your vocabulary?

Student 1: "something must be heard it is easier to remember it, so it can improve or increase vocabulary, music same with we watching movies."

Student 2: "from music we can learnt many words and apply them, so the words that we didn't know at first can becoming know through music."

Student 3: "with listening English music can increase vocabulary, because there are a lot of vocabularies in it."

Based on the assumption above, it can concluded that music is one of the method that can be used in learning process, especially in learning English. Because music can develop students skills in communicating orally and written.

Social Strategies

The last is social strategies enable students' to interact with social reality directly that involve communication between and among people. It is consist of the result the interview below with the question:

In communicating with tourist can increase a new vocabulary?

Student 1: "interacting or communicating with foreigners can increase vocabulary and indirectly we can mastery the vocabulary that you have can be applied."

Student 2: "communicating with tourist or foreigners can improve public speaking and acquire a lot of vocabulary."

Student 3: "communicating is the way to increase the vocabulary."

Based on statement above, it can conclude that communication is an activity of delivering information, messages and ideas from one people to many peoples that can be doing directly or indirectly. Communicating with foreign peoples or tourists is one of delivering information, messages and ideas.

Researcher conducted faculty of economic and business as a place to getting a respondents to doing interview for this research. Based on the research findings, the students' used learning strategies in their learning. They used both of direct and indirect strategies. There are six kinds

of learning strategies used by the students; they are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

a. Direct Strategies

The result of the researcher findings, the first strategies is direct strategies which included of memory, cognitive and compensation strategies. The first strategies used by the students are memory strategies. The strategies help the students to memorize English vocabulary by applying image and sounds. They used new vocabulary based on the context to make it easier in remembering. The second strategies used by the students are cognitive strategies. The students used this strategies when they are practice and they also try to use formulas and patterns well. Next, learning strategies used by the students are compensation strategies. It used by the students in using a circumlocution or synonym.

b. Indirect Strategy

Indirect strategy included metacognitive, affective and social strategy. The first is learning strategies used by the students are metacognitive strategies. The students applied the strategies when they try to find out English language learning with focusing. The next strategies used by the students are affective strategies. It relates to students' emotion, they should be able to control their emotion when they have difficulties. The students can listen to music to make their brain fresh. Social strategies are the last strategies used by the students. It used by the students when they communicate or share their ideas with other peoples. From the explanation above, it can be concluded that the students used learning strategies in their learning.

CONCLUSION

Based on the results and discussion described in the previous chapter, it can concluded that the strategies that effective used in learning English and learnt technical vocabularies by the Non-English students' of the first semester faculty of economy and business are direct and indirect strategies. Learning strategies used by the Non-English students in learning technical vocabularies are memory, cognitive, compensation, metacognitive, affective and social strategies. This strategies are important for students in the learning process because it can help the students to increase their vocabularies. The benefit of using this strategies are students' can be easier for understand the material and also it can help the teachers to explain their lesson to the students'. Generally, the tendency of the students sometimes used learning strategies in their learning.

REFERENCE

Anggraeni, V. Y. (2021). *Students' Strategies in Learning Technical Vocabularies of Accounting at the State Vocational High School 1 Bangkalan* (Doctoral dissertational, UIN Sunan Ampel Surabaya).

- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skill Used By Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar, *ELT Worldwide: Journal of English Language Teaching*, 8(1), 28-40.
- Charlton, S. G. (2019). Questionnaire techniques for test and evaluation. In *Handbook of human factors testing and evaluation* (pp. 225-246). CRC Press.
- Chen, Y. The Effect of App ‘‘Word Assault, Winning’’ on Learning Strategies and Achievements of Non-English Majors in Online Vocabulary Learning.
- Chilmy, A. S., Kusmaryati, S. E., & Utari, A. R. P. (2020). The Students’ Learning Strategies in Increasing Skills. *Prominent*, 3(1).
- Chung, C. E., Yasinin, N. F., Arsat, N. N., Jonuil, M., Qi, K. J., & Said, N (2021). A Study of Vocabulary Learning Strategies among University Students from Non-English Majors.
- Dakhi, S., & Fitria, T. N. (2019). The Principle and the Teaching of English Vocabulary: A Review. *Journal of English Teaching*, 5(1).
- Dekui Wang (2021), Strategies for Non-English Majors in China to Improve Their English Vocabulary.
- Duong, T. M., Tran, T. Q., & Nguyen, T. T. P. (2021). Non-English Majored Students’ Use of English Vocabulary Learning Strategies with Technology-Enhanced Language Learning Tools. *Asian Journal of University Education*, 17(4), 455-463.