

A SURVEY OF VOCABULARY LEARNING STRATEGY USED BY FIRST-YEAR STUDENTS OF ENGLISH DEPARTMENT OF UNIVERSITAS RIAU

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Abstract: *This research was conducted in order to investigate what kind of vocabulary learning strategy used by the students in English department of Universitas Riau. In conducting the research, the researcher distributed questionnaire to the first-year students of English Department of Universitas Riau as the sample. 119 students employed in this study were given the questionnaire with seven main domains used in Letchumanan (2016). This research design used quantitative survey research through questionnaires. There were 30 items in the questionnaire. The data were collected by using offline and online submission. The offline submission were collected through the chairman of each class and the online submission were collected through Google Form. The collected data were analyzed by using Microsoft excel. The findings of this study revealed that the student tend to use Cognitive Strategy and Determination Strategy. This result showed that 84,87% first-year student of English Department of Universitas Riau had different ways to learn vocabulary.*

Key Words: *Vocabulary, Vocabulary Learning Strategies, English Study Program*

SURVEI STRATEGI PEMBELAJARAN VOCABULARY YANG DIGUNAKAN OLEH SISWA TAHUN PERTAMA JURUSAN BAHASA INGGRIS UNIVERSITAS RIAU

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Abstrak: Penelitian ini dilakukan untuk mengetahui strategi pembelajaran kosakata seperti apa yang digunakan oleh mahasiswa jurusan Bahasa Inggris Universitas Riau. Dalam melakukan penelitian, peneliti membagikan kuesioner kepada mahasiswa tahun pertama Jurusan Bahasa Inggris Universitas Riau sebagai sampel. 119 mahasiswa dalam penelitian ini diberi kuesioner dengan tujuh domain utama yang digunakan di Letchumanan (2016). Desain penelitian ini menggunakan penelitian survei kuantitatif melalui kuesioner. Ada 30 item dalam kuesioner. Data dikumpulkan dengan menggunakan pengiriman offline dan online. Pengajuan offline dikumpulkan melalui ketua setiap kelas dan pengajuan online dikumpulkan melalui Google Form. Data yang terkumpul dianalisis dengan menggunakan Microsoft excel. Hasil penelitian ini mengungkapkan bahwa mahasiswa cenderung untuk menggunakan Strategi Kognitif dan Strategi Penentuan. Hasil ini menunjukkan bahwa 84,87% mahasiswa tahun pertama Jurusan Bahasa Inggris Universitas Riau memiliki cara berbeda untuk belajar kosa kata.

Kata Kunci: Vocabulary, Strategi Pembelajaran Vocabulary, Pendidikan Bahasa Inggris

INTRODUCTION

McCarthy (1990) pointed out that the ability to use a rich vocabulary stock is most effective not only in the learning process but also in real-life communication. It is true that to be able to learn faster and better we need good and suitable learning strategies, in this case, is vocabulary. According to Schmitt (1997), a vocabulary learning strategy is any strategy that results in the learning of vocabulary. Vocabulary learning strategies appear to be very important in language learning and give intensive attention to these strategies is crucial for both teachers and students.

University students may face a lot of difficulties adapting and learning new vocabulary at a higher education level, especially for first-year students. They may experience hardship during the early learning process in college because of the material transition from the high school level to the university level that makes them need to provide their effort more over their vocabulary size.

Vocabulary learning strategies are defined as “special thoughts or behaviors that individuals use to comprehend, learn or retain information (O’Malley & Chamot, 1990), whilst (Oxford, 1990) refers to them as “specific actions or behaviors accomplished by students to enhance learning.”. On the other hand, vocabulary learning strategies are “what learners utilize when confronted with a learning task” (Gu, 2005) and these strategies are dependent on the learners themselves. Another view of vocabulary learning strategies states that it is “what learners do to learn and regulate their learning” (Rubin, 1987). Therefore, vocabulary learning strategies can be defined as the learning style of individual learners that they utilize to enhance learning in an effective way in Lethcumanan, et, al (2016)

Based on the study conducted by Rohmatillah (2014), about students’ difficulties in learning vocabulary revealed that problems or difficulties faced by the students in vocabulary learning were various. The difficulties faced by the students were almost all of the students have difficulties in pronouncing the words, how to write and spell, the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary.

This study implement a questionnaire with seven main domain from Letchumanan (2016) journal of Vocabulary Learning Strategies. This tool is used because its wide and popular use in studies of similar scope (Al-Bidawi, 2018) and close fit with the purpose of the present study.

Roopa and Rani (2017) defined a questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondents to give or gain their opinion. A questionnaire is the main means of collecting quantitative primary data. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis.

This study will answer the question “What are the most common Vocabulary Learning Strategies used by the first-year students of English Department of Universitas Riau?”

RESEARCH METHODOLOGY

The research was classified into quantitative research. There was one variable on this study. Vocabulary Learning Strategy was the independent variable. In conducting this research, the writer involved survey research design. The instrument of the research was questionnaire with Likert five point rating scale including seven main domains in Letchumanan (2016)

The research was conducted at English Study Program of Universitas Riau, especially toward the first-year students. The place is located on Jl. Bina Widya Jl. Bina Widya around February until March 2020 and online distribution on April 25th until May 2nd 2020. The population of this research was the students in the first-year students of English Study Program of Universitas Riau. The reason for choosing the first year students as the sample of this research was this grade was learning about vocabulary and may face difficulties in higher learning level.

The total of population of the first year students of English Study Program of Universitas Riau was 119 students in three classes. Total Population Sampling technique was used to get the sample. The questionnaires were distributed to all students through the chairman of each class. In order to obtain the objective of this study, the researcher conducted a survey by applying two different ways in collecting data from all students. The survey was conducted offline by hard copy of the questionnaire and online through google form. The data were analyzed with formula from Microsoft Excel to calculate the total score.

RESEARCH FINDINGS

The finding of this research shows that students had different ways in learning vocabulary. The result of total score from all respondents is shown in the Table 1.

Table 1. Result of total score from all respondents

NO	CRITERIA OF STRATEGY	TOTAL				TOTAL SCORE
		2A	2B	2C	OR*	
1	Visualize thing by paying attention to what is said in a movie	78	98	141	84	401
2	Repeat what you wish to learn until you overlearn it	65	85	139	86	375

3	Relate the ideas and information you wish to remember to each other and to ideas and information you already know	64	84	140	86	374
4	Practice by using new words	73	85	136	98	392
5	Receive and send short messages with English	64	83	120	84	351
6	Memorize vocabularies	63	83	157	90	393
7	Study grammar rules	62	72	124	82	340
8	Take online lessons	54	79	117	82	332
9	Read English books	60	89	113	69	331
10	Watch movies, dramas, online video clips	61	96	144	93	394
11	Listen to audio files and podcasts	67	88	128	83	366
12	Attend English classes for speaking	62	100	144	88	394
13	Meet with native English speakers	49	54	85	57	245
14	Join English learning communities (off-line or online).	56	53	97	62	268
15	Speak with language exchange partners	52	70	107	51	280
16	Writing a diary or notes in English	64	76	108	63	311
17	Speaking to yourself	71	101	143	103	418
18	Rely on your own judgement about someone's mean by their intonation	58	75	100	72	305
19	Willingly explore new words to improve your knowledge	66	93	129	95	383
20	Eager to learn without waiting instruction from others	58	80	119	79	336
21	Make the notes about the desired learning goals and steps to learn	62	71	117	79	329

22	Discuss with classmates about the learning process and achievement	63	69	133	83	348
23	Asking your friend about the new words	67	87	133	95	382
24	Make a group and discuss about the use of a word	62	64	124	72	322
25	Eager to share and ask friends in the learning process	65	77	130	77	349
26	Stay positive even when facing difficulties	72	87	151	95	405
27	Always want to learn something new and not being apathy	79	89	140	96	404
28	Make sure everything is grammatically correct before doing speech	81	90	140	87	398
29	Guessing words meaning by paying attention of the sentences	77	98	150	97	422
30	Always have dictionary on your side in learning activity	61	64	133	76	334
HIGHEST SCORE		81	101	157	103	422

*Online Respondents

As shown in Table 1, the scores of each item were variated. The highest score from class 2A is 81 for item number 28, 157 for class 2C for item number 6, while item number 17 gain the highest score from both respondents from class 2B and online respondents as it got 101 and 103. After calculating the total score, the table shows that item number 29 got the highest score with 422.

DISCUSSION

This research was conducted to find out Vocabulary Learning Strategy used by the first-year students of English Study Program of Universitas Riau. It involved two ways in distributing the questionnaire. The first distribution was offline by using hard copy of the questionnaires to all the students. There were several students who did not submitted back the questionnaires. Then, the next step was applying the online survey which is Google Form. The researcher shared the link through the chairman and ask them to tell their friends who have not submitted back the hard copy of the questionnaire to fill out the online survey by Google Form including their email.

Out of 119 students, there were 18 students who did not submit back the questionnaire both offline and online.

Table 2. Sample of the Research

2A	18 Persons of 39 Persons
2B	24 Persons of 39 Persons
2C	35 Persons of 41 Persons
Online respondents	24 Persons of 43 Persons
Total	101 Persons of 119 Persons

The data above shows that there were 17,88% total of respondents from class 2A, 23,76% from class 2B, 34,65% from class 2C and 23,76% respondents responded through Google Form. The total of all respondents were 84,87% that participated in filling out the questionnaire both offline and online.

Based on 30 statements from Letchumanan in questionnaire, the writer found out that students had a different frequency in using strategy to improve their vocabulary knowledge that classified into always, often, sometimes, rarely and never according to Likert Scale (1932). Out of 30 statements in the questionnaire, we can consider 2 different strategy mostly used by the students from each class by calculating the total score. There were Determination Strategy and Cognitive Strategy where 2 classes tent to use Cognitive Strategy by Analyzing Speech and Affixes also Memorize the Vocabulary while another class do Contextual Guessing through Determination Strategy. Cognitive Strategy was also mostly used by online respondents who used to speak to themselves to practice their vocabulary knowledge.

CONCLUSION AND RECOMMENDATION

Based on the data provided in the previous chapter, it can be concluded that the first year students of English Department of Universitas Riau had different ways to learn vocabulary. Out of 30 statements in the questionnaire, we can consider 2 different strategy mostly used by 84,87% respondents of all second semester students by calculating the total score. There were Determination Strategy and Cognitive Strategy where 2 classes tent to use Cognitive Strategy by Analyzing Speech and Affixes also Memorize the Vocabulary while another class do Contextual Guessing through Determination Strategy. There were also additional respondents through Google Form that mostly used Cognitive Strategy to practice their vocabulary knowledge by speak to themselves. Some students retrieve new expression by watching an English-subtitle or English-speaking movie, communicate with English club or English speaking community or native speaker abroad through social media or even meet the native speaker in real life.

Based on the results found in this research, there were several recommendations given in order to help both the teachers and students in learning vocabulary. If students want to gain a large vocabulary and memorize the words they have to try to remember well enough, they should employ a large number of vocabulary learning strategies. The advantage of this research is that it can make the students and public more conscious of

the importance of vocabulary learning strategy because it can improve their learning process through the right strategy.

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