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## VOCABULARY LEARNING STRATEGIES PREFERENCES BY EFL UNIVERSITY LEARNERS

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### ABSTRACT

Looking at the direct relation between vocabulary knowledge and learning strategies applied to remember words, the low English vocabulary acquisition by Indonesian learners reported in several studies (Quinn, 1968; Nation, 1974; Nurweni & Read, 1999; Melani, Isnaeni & Wardhana, 2013) has added more reason for the necessity to measure the application of vocabulary learning strategies applied by Indonesian learners. For this purpose, 86 first semester university students in English language program were questioned on their use of word learning strategies (Metacognitive Regulation, Guessing, Dictionary, Note-Taking, Memory Rehearsal, and Memory Encoding strategies) using Vocabulary Learning Questionnaire (VLQ Version 3.0) designed from previous similar research by Gu and Johnson (1996). Findings show medium use of all types of strategies, showing positive attitudes towards the application of word learning strategies. Specifically, Dictionary strategies (3.63) and Guessing strategies (3.56) are highly applied, and both Memory rehearsal (2.69) as well as Memory-encoding strategies (2.65) are the least applied. Similar study on Chinese EFL learners confirms frequent use of dictionary and guessing for comprehension purpose (Gu and Johnson, 1999) for second language word learning, particularly at this stage of education level. This finding however, contradicts to the fact that Asian learners in general are likely to choose memory type of learning (O'Malley & Chamot, 1990; Politzer & McGroarthy, 1985). In this case, memory learning does not become learners' preference once they reach higher education level.

**Keywords:** EFL, Learners, Vocabulary, Learning Strategies

### 1 INTRODUCTION

Studies have documented the low acquisition of English vocabulary by Indonesian learners (Quinn, 1968; Nation, 1974; Nurweni & Read, 1999; Melani, Isnaeni, Wardhana, 2013). Looking at the direct relation between words knowledge and learning strategies to remember the words, it is important to put special attention on learners' vocabulary

24 learning strategies. Vocabulary learning strategies are defined as learners' actions or mind operations to learn words (Oxford, 1990).

Research on vocabulary learning strategies commonly focused on strategies for remembering words (Meara, 1980; (O'Brien, Segalowitz, Collentine, & Freed, 2006) (Stowe, Withaar, Wijers, Broere, & Paans, 2002)), such as the use of Memory strategies that are believed to be advantageous for language learners. Previous studies, however, put more emphasize on rehearsal strategies by learning words through repetitions (Crothers & Suppes, 1967; Lado, Baldwin, & Lobo, 1967). Later, *mnemonics* strategies captured many researchers' attention through the application of keyword technique that observed synophone/homophone of L1 and L2 words to make connection of L1 and L2 words (Shapiro & Waters, 2005). Semantic studies on the other hand also resulted in word learning strategies known as semantic mapping or *semantic grid* strategies, which are centered to grouping new words in order to map the meaning of words (Channell, 1988; Jiang, 2002; Wang, 2007). Lately, recent research put more attention to word acquisition from reading (Fraser, 1999; Horst, 2005; Pigada & Schmitt, 2006; Waring & Takaki, 2003) or from contexts (Nassaji, 2003; Oxford & Scarcella, 1994; Webb, 2008). In case of this, words are not learned alone, but as part of text or conversation that could be developed from reading strategies (i.e. guessing word meaning from context).

Although many studies focused on finding the best strategies applied to remember and retain words, in fact, learners do not apply only one type of them. Instead, they tend to combine several types (Gu, 1994). In order to identify all possible strategies applied by L2 learners, Schmitt (1997) developed extensive learning strategies taxonomy originated from Oxford (1990) (*social, memory, cognitive, and metacognitive*). For similar purpose to classify these strategies, Nation (2001) grouped all word learning strategies into Planning (choosing the words, knowing the information, and rehearsing), Source (analysing the word, using the context, consulting to L1 and L2 references) and Process (remembering and using the words). Specifically, William (1985) identified five potential strategies for getting word meaning from reading text. They are guessing from context, identifying unknown words, word grouping, looking for word synonym, and word analysis.

5 Gu and Johnson (1996) also come up with a list of vocabulary learning strategies (metacognitive regulation, guessing, dictionary, note-taking, memorization, rehearsal, memory encoding, and activation strategies). Among these strategies, some positive correlations were found between Chinese learners' vocabulary size and their uses of some word learning strategies of self-initiative (0.35), activation (0.31), selective attention (0.24), dictionary (0.24), semantic encoding (0.24), extensive dictionary (0.23), and meaning-oriented note-taking (0.23). However, negative correlation was found towards visual repetition strategies (-0.20). Gu and Johnson (1996) also classified the learners into five different types (Readers, Active strategies users, Learners without words encoding, Learners with words encoding, and Passive strategies users) based on their language proficiency level and vocabulary size.

Different strategies' preferences was found in Schmitt's (1997), subjects in this study showed high use of dictionary strategies by using bilingual dictionary and strategies focused on consolidating word forms. Schmitt (1997) found the transition of strategies preferences from memory strategies based on word form, to strategies focused on word meaning by younger age group to older age group. However, high consolidation strategies, either oral or written, did not show any correlation towards learners' vocabulary knowledge and language proficiency as documented in Gu dan Johnson (1996).

The connection between word learning strategies and vocabulary mastery is also observed in another study (Ahmed, 1989). According to Ahmed (1989) high achievers performed various uses of word learning strategies by optimizing the use of dictionary strategies and using other learners as source for learning, whereas low achievers tended to apply more limited word learning strategies and avoided active use of words. More thorough investigation by Lawson and Hogben (1996) asked learners to think aloud L2 new words in order to correlate learners' strategies applied with words recall. It was observed that the more strategies the learners applied to learn the words, the more likely that the words could be recalled. Thus, elaboration strategies were proven to be more effective than either word repetition or word analysis strategies. Although subjects applied repetition strategies more, rehearsal strategies were acknowledged to be more effective than repetition strategies.

Based on the foregoing, investigation of learners' vocabulary learning strategies provides information of the most and the least dominant used of strategies by EFL learners. Considering that different result may be found as a result of many factors such as age gender, types of learners, context of learning, and so on, more studies in this area are needed. In addition, there are not many research in Indonesia focusing on the application of vocabulary learning strategies by EFL learners, particularly at university level. Therefore, the data in this study can be further used to identify learners' way of word learning to learn English as a second language in a poor-input environment like Indonesia.

## 2 METHOD

This study surveyed 86 first semester university students enrolled in a university in Indonesia. Respondents were estimated to be 18 to 20 years old, and have learnt English as a foreign language for about at least 6 years since they were in Junior high school. In Indonesia, English is taught as one of the core subjects in Junior High School and Senior High School, and therefore must be learnt at these education levels.

To collect the data on learners' uses of word learning strategies, subjects were given questionnaire on their beliefs of vocabulary learning as well as on their uses of vocabulary learning strategies using 'Vocabulary Learning Questionnaire (VLQ Version 3.0) Dimension, Variable, and Items' adapted from similar previous study on Chinese EFL learners by Gu and Johnson (1996). The questionnaire consisted of 108 question items asking about learners' beliefs of vocabulary learning (16 items), and about the application of several types of word learning strategies namely Metacognitive Regulation (self-attention and self-initiation), Guessing (uses of background knowledge and linguistic cues), Dictionary (using dictionary for comprehension, extended dictionary, looking-up strategies), Note-Taking (meaning oriented and usage oriented), Memory Rehearsal (word lists, oral repetition, visual repetition), Memory Encoding (association, imagery, auditory encoding, word structure, semantic, contextual), and Activation strategies. The students' responds were rated 1 (one) to 5 (five), 1 for 'very rarely applied strategy', 2 for strategy used for 'less than half the time', 3 for strategy used for 'about half the time', 4 for strategy used for 'more than half the time', and 5 for 'almost always' used strategy.

During the survey, the researchers team-assisted the students to make sure that they have good understanding on the questions given, so that they had good understanding on all of the questions and could respond correctly. They were allocated flexibly enough time to complete the questionnaire. Their responds were then put into the database and were further analyzed using SPSS to find the average use of each type of

strategies, and their standard deviation. The results were reported as the preferences of learning strategies implemented by first semester university students after learning English as a core subject for approximately 6 years (3 years in Junior High School, and 3 years in Senior High School) in a foreign language context setting.

### 3 FINDINGS AND DISCUSSION

#### 3.1 Findings

The first part of the questionnaire surveyed on learners beliefs about vocabulary learning. On this part, students' responds show that they generally have belief on how words should be learned and they generally trust all general beliefs about vocabulary learning. Among the three word-learning beliefs proposed in the questionnaire, most of the students believe that vocabulary should be learned through the use of words either in speaking or in writing (3.99) before they are being learned. Vocabulary learning through memorizing (3.41) and the use of context (3.63) are also believed to be the other ways of learning second language words although they are not as high as 'use learning'. Overall, the students have high trust towards words learning and how words should be learned.

In terms of vocabulary learning strategies, the data prove that university students do apply strategies for word learning. In fact, they reported quite high level of vocabulary learning strategies used (3.14), which is categorized as 'Medium' (see Table 2). Of all strategies, Dictionary strategies (3.63) are the most dominantly used by the learners, whereas Memory-encoding (2.65) strategies are the least applied. Students' use of Dictionary strategies is classified as 'high', followed by Guessing strategies (3.56) in the same category. Meanwhile, the rest of strategies, Metacognitive strategies (3.43), Activation strategies (3.41), Researsal strategies (2.69), Note-Taking strategies (2.65), and Encoding strategies (2.60), are all in the 'medium' group. Thus, these strategies are sometimes preferred for learning.

As the most applied strategies, the use of Dictionary strategies comprehension purpose is reported to be performed the highest (4.2). These strategies include looking up checking and confirming the meaning of unknown words in dictionary, which are important in understanding sentences or paragraphs. Following this are Extended dictionary strategies (3.64) by further looking up word form, meaning, and use for a better understanding, and Looking-Up strategies (3.17) by experimenting various information about a word such as part of speech, pronunciation, style collocation, meaning and so on, with other words or within different context respectively.

The next preferred word learning strategies, Guessing strategies were applied in two different ways, by using the wider context, and through the use of immediate context. Statistics shows that the use of further information, knowledge, and common sense or wider context (3.79) for guessing unknown words is applied more than that of immediate context (3.24), meaning direct information that goes within the unknown word. Metacognitive strategies are also performed in two different ways, through Selective attention, and through Self-Initiation. The application of Metacognitive strategies through Selective attention (3.83) is far more adapted than through Self-initiation (2.86). Thus, when it comes to Metacognitive strategies, students rely more on word observation than initiating new way of word learning.

However, the students' use of Note-taking strategies, either through Meaning-oriented (2.69) or Usage-oriented (2.59) did not show much different. It can be said that the application of Note-taking strategies, both Meaning and Usage-oriented are at the same level.



For Memory strategies, there are Memory Rehearsal strategies and Memory Encoding Strategies. Memory Rehearsal or is usually known as Rehearsal strategies involves the use of repetition of word-list, oral, and visual. Interestingly, students much preferred to use oral repetition (3.48) than using either word list (2.39) or visual (2.49) repetition. Thus, oral repetition includes remembering the word sound and pronunciation, whilst visual repetition focuses on memorizing the spelling of words.

Memory Encoding strategies on the other hand, covers more types word learning strategies. They are through Elaboration or Association of words, Imagery, Visual encoding, Auditory encoding, using Word-structure, Semantic encoding, and last but not least is through Contextual encoding. There was no significant difference documented on the application of any types of Memory Encoding strategies. All types of encoding strategies seemed to show similar level of usage by the learners in this study. These types of strategies seemed to be the least popular among the students.

**Table 1. Average Use of Learning Strategies**

Categories and strategies	M
<b>Beliefs</b>	
Words Should Be Memorized	3.41
Acquire Vocabulary in Context	3.63
Learn Vocabulary and Put it to Use	3.99
<b>Metacognitive Regulation</b>	
Selective Attention	3.83
Self-Initiation	2.86
<b>Guessing Strategies</b>	
Wider Context	3.79
Immediate Context	3.24
<b>Dictionary Strategies</b>	
Comprehension	4.2
Extended Dictionary Strategies	3.64
Looking-Up Strategies	3.17
<b>Note-Taking Strategies</b>	
Meaning-Oriented Note-Taking	2.69
Usage-Oriented Note-Taking	2.59
<b>Rehearsal Strategies</b>	
Using Word Lists	2.39
Oral Repetition	3.48
Visual Repetition	2.49
<b>Encoding Strategies</b>	
Association/Elaboration	2.57
Imagery	2.58
Visual Encoding	2.42
Auditory Encoding	2.62
Using Word-Structure	2.74
Semantic Encoding	2.43
Contextual Encoding	2.8
<b>Activation Strategies</b>	
Overall Strategies	3.14

Table 2. Classification of Frequency of Use

<b>High</b>	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
<b>Medium</b>	Sometimes used	2.5 to 3.4
<b>Low</b>	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

### 3.1.1 Learners' Beliefs on Vocabulary Learning

Among all common beliefs of vocabulary learning (memory, context and use), subjects in this study put high trust on learning vocabulary by putting them into use (3.99) either in writing or in speaking. They also reported to show positive responds on other beliefs of memory learning (3.41) and words acquisition in context (3.63), although they are not as high as on 'use learning'. The fact that memory strategies (Mnemonic or Semantic) are considered to be more powerfull (Meara, 1980) and therefore are suggested by many language practitioners, does not make learners believe that this way of learning is more promising than others. Thus, students feel more confident that 'use learning' can help them to acquire words better. Students' belief about the way vocabulary should be learned seems to relate with their preference of word learning strategies.

Tabel 3. Beliefs of Vocabulary Learning

Beliefs	M
Words Should Be Memorised	3.41
Acquire Vocabulary in Context	3.63
Learn Vocabulary and Put it to Use	3.99

### 3.1.2 Learners' Use of Vocabulary Learning Strategies

Results show positive attitude on the implementation of vocabulary learning strategies by university students as the overall use of these strategies are on the 'average' level (3.14). It means that the frequency of application is 'often' or 'quite often'. Although their average usage of strategies is not as high as it is expected to be, due to the fact that English in Indonesia is taught as one of the core subjects in the school curriculum, this result is however satisfying considering the importance of learning strategies for language learning in general and for vocabulary acquisition in particular. This result agrees with findings from previous similar research, which looking at the implementation of vocabulary learning strategies by second language learners. It has been previously found that language learners consistently apply strategies to learn vocabulary (Abraham & Vann, 1987), although there could be possibility for either success or failure, or the probability that a second language is learned in a either different context or environment.

A closer look at each type of strategies also documented 'medium' to 'high' level of strategies implementation. Of all types of strategies, Dictionary strategies and Guessing strategies seem to be the most commonly adopted by the learners. Both are in the 'high' category, with average uses of 3.63 and 3.56 respectively. This means that students usually consult to dictionary, and try to guess an unfamiliar word as their effort to learn second language vocabulary. In terms of dictionary strategies, subjects mostly used dictionary to look up for unfamiliar words or to confirm their guess for comprehension purpose (4.20), rather than to look up for the words' information alone (3.17), or to extend their knowledge about the words (3.64).

For guessing strategies, students used the words' background information (3.79) more rather than the their linguistic cues (3.24). High choice for dictionary and guessing strategies were also documented in Gu and Johnson's (1996) study. This proves that the use of dictionary and word guessing for vocabulary learning become learners' first choice when learning a second language, particularly at this stage of education level. A closer observation on the students' preferences on certain types of Dictionary and Guessing strategies shows that the students extendedly involved background information for word learning.

Moreover, the rest of the strategies are applied at 'medium' level, meaning students sometimes adopt them to learn words. For Metacognitive strategies (3.43), learners performed almost similar attitude towards selective attention strategies (3.83) and self-initiation strategies (3.86). Following this is the Activation strategies (3.41), Memory rehearsal (2.69), Note-taking (2.65) and Memory encoding strategies (2.60) respectively. For note-taking strategies, the use of meaning oriented note-taking strategies (2.69) is slightly higher than their use oriented (2.59) counterpart.

Meanwhile, the two types of memory strategies (rehearsal and encoding) are not so popular among L2 learners. With almost the same level of frequency, learners implement memory encoding strategies the lowest. For memory rehearsal, oral repetition (3.48) is more preferred than either visual repetition (2.49) or word list rehearsal strategies (2.39). As the least preferred strategies, memory-encoding strategies, which consist of association (2.57), imagery (2.58), visual encoding (2.42), auditory encoding (2.62), word structure (2.74), semantic encoding (2.43), and contextual encoding (2.80) are not likely to be preferred by sophomores. Yet, visual and semantic encodings are almost never applied for vocabulary learning. This finding contradicts to the fact that Asian learners in general are likely to choose memory type of learning (O'Malley & Chamot, 1990; Politzer & McGroarthy, 1985). In this case, memory learning does not become learners' preference once they reach higher education level.

### 3.1.3 Comparison on the Strategies used with other studies' findings

The preferences of vocabulary learning strategies by first semester university students in this study are not far different from the trends found from previous similar study. In a study conducted by Gu and Johnson (1996) to Asian learners, it was found that learners showed high interest on the use of Dictionary and Guessing strategies for word learning among all types of word learning strategies surveyed (Metacognitive, Guessing, Dictionary, Note-taking, Memory Rehearsal, Memory Encoding, and Activation strategies). Findings from the two studies argue that Dictionary strategies are likely to be second language learners' choice in their effort to learn second language lexicon.

Different finding is found on the use of Note-taking strategies, where high application of this type of strategies was documented in Gu and Johnson's (1996), it is not the case in this current study. In fact, previous study on Chinese advance EFL learners showed more frequent application of note-taking strategies (Gu and Johnson, 1996). Note-taking strategies are not so much preferred by the learners in this study. This could be caused by different type of learners in both studies. This study was conducted to EFL students enrolled in an English department program, whilst the other surveyed advanced EFL learners who did not specifically take English major.

*Table 4. The application of vocabulary learning strategies in similar studies*

Strategies	This study	Gu&Johnson (1996)
Metacognitive Regulation		



Selective Attention	3.83	4.23
Self-Initiation	2.86	4.58
Guessing Strategies		
Wider Context	3.79	4.60
Immediate Context	3.24	4.47
Dictionary Strategies		
Comprehension	4.2	4.97
Extended Dictionary Strategies	3.64	4.82
Looking-Up Strategies	3.17	4.55
Note-Taking Strategies		
Meaning-Oriented Note-Taking	2.69	4.15
Usage-Oriented Note-Taking	2.59	4.27
Rehearsal Strategies		
Using Word Lists	2.39	3.15
Oral Repetition	3.48	4.20
Visual Repetition	2.49	3.92
Encoding Strategies		
Association/Elaboration	2.57	3.69
Imagery	2.58	3.11
Visual Encoding	2.42	4.00
Auditory Encoding	2.62	3.69
Using Word-Structure	2.74	3.96
Semantic Encoding	2.43	3.24
Contextual Encoding	2.8	4.11
Activation Strategies	3.41	3.80

Meanwhile, other kinds of word learning strategies do not perform significant difference level of usage in both studies. There are variation in the use of Metacognitive, Memory Rehearsal, Memory Encoding and Activation strategies. Various level of usage could be found in different context of language learning.

#### 4 CONCLUSIONS AND SUGGESTIONS

This study identified EFL learners' beliefs about vocabulary learning, and their application of vocabulary learning strategies. Using words for learning through speaking and writing production is highly believed by the learners to be the best way to learn vocabulary, particularly second language words. The overall application of word learning strategies is estimated to be at medium level, showing students' positive attitude towards the use of learning strategies to learn a second language, especially in a poor-input environment. Of all types of strategies, Dictionary and Guessing strategies become the students' first preferences in this study, whilst the types of Memory strategies, such as Memory Rehearsal and Memory Encoding strategies are likely to be the 19<sup>th</sup> preferred, a finding in line with previous research towards Asian EFL learners by Gu and Johnson (1996). For the rest types of vocabulary learning strategies (Metacognitive, Activation, and Note-taking) are applied at average level, where variance of their frequency of usage may appear in different context of learning. Despite the fact learners preferred more extended kinds of Dictionary and Guessing strategies, this study, however, fails to describe the effects of vocabulary learning strategies applied towards students' language

proficiency and vocabulary size. Considering these limitation, further study needs to look at these aspects in order to have clearer description on Indonesian EFL learners.

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