

THE KNOWLEDGE OF VOCABULARY LEARNING STRATEGIES PRACTICE FOR ENGLISH AS A SECOND LANGUAGE LEARNERS

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Abstract

Vocabulary is the first step that must be memorize by learner in speaking English as a foreign language. There are two kinds of vocabulary learning strategies which are breadth vocabulary (recognition) and depth vocabulary (recall). In enhancing L2 vocabulary knowledge students need the awareness of learning strategies used. The active students use learning strategies can increase language skills, self confidence and learning motivation in learning activity process. Learning strategies instruct students to learn independently, responsibly, and actively. Thus, students tend to be more confident and motivated when applied learning strategies in the daily learning process. Besides, teacher ought to teach and motivate students to apply students' some learning strategies accordingly. Finally after implementing learning strategies, students and teachers need to evaluate the progress students' vocabulary regularly.

Keywords: Learning Strategies, Vocabulary, Recognition, recall, English as a Foreign Language

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Introduction

Cognitive and social development is the important place of mental development in understanding the language. Word is the form of the opinion and behavior that people want to state or express Ehrman and Oxford (1995). Thus, words are the main elements which enable ideas to expand. Thus, the effectiveness of language skills is based on the vocabulary understanding. Besides, even word has a main aspect in language learning acquisition; it is also the hardest task that learners deal. In a conclusion, all the words that people used are called vocabulary.

English is the second language or International language. There are four skills that must be understood by the learners about English language learning which are; listening, speaking, reading and writing. Those skills of English

language need vocabulary mastery practice. In the acquisition of English language learning takes vocabulary as a basic fundamental. Although, mastering of vocabulary is not simple process. Vocabulary needs practice and application due to store it in long term memory.

Nowadays, the most influential tools in speeding up the language learning is learning strategy. Oxford (1990) explains the main role of language learning strategies as the behavior, action and techniques that learner use to improve the development in creating and understanding English as a second language. Therefore, understanding and applying learning strategies produce learning faster and better.

Schmitt (1997) states that “applied knowledge of language learning strategies into vocabulary learning and

provide sub category of language learning strategies called *Vocabulary Learning Strategies (VLS)*". By applying vocabulary learning strategies can improve the acquisition process of learning vocabulary. Some researcher persuaded the importance of learning strategies. For example, Nation (1990) says that familiar and applies vocabulary learning strategies in the important one in learning strategies. Besides, Oxford (1990) agrees that language learners must implement learning strategies in the learning process.

Memory keeps vocabulary as the output of individuals' experience (Bai, 2018), the ability to understand and to speak are the process that is influenced by the number of individuals' words. Vocabulary also affects the development of learners' language skills. Thus, these skills is depends on the vocabulary acquisition. The highest vocabulary that learners acquire, the more successful learners learn the language. Thus, one important point of vocabulary is vocabulary learning and vocabulary learning strategies are the most important element needed by the learners.

Learning Strategies

Learners should have their own specific learning strategies due to enhance English language learning. Learning strategies tend to be selected and acquired by the learners consciously which may result in action of learning process (Cohen, 1998). It means that every learner has the specific way or method in knowing the best learning strategies. Besides, Oxford (1989) also defines that "the often-conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information.

Ellis (1994) mentions that mental and behavioral activity in specific side in

language use is also kind of learning strategies. Learners try to repeat new words loudly to remember the words, as the example of behavioral activity. Learners use similar words to think the meaning of new word, as the example of mental activity. Therefore, implement learning strategies in the learning process situation can make learning become simple, tight, pleasant, and more effective.

The researcher concludes some quotes definition of learning strategies;

Source	Definition
Stern, 1975	Strategy is appropriate behavior characteristic used by learners in learning techniques.
Weinstein & Mayer, 1986	Learning strategies are the learner encoding process that is influenced by behavior and thought of learning environment.
Chamot & Dinary1999	Learning strategies consist of approach and techniques that can be seen from students' action in collecting linguistic information.
Rubin, 1975	Learning strategies is the thing which contributes to the improvement of language system build by the learners.
Oxford, 1989	Learning strategies are action used by the learner due to create language learning to be effectual, self-directed and peaceful.

Learners will use different learning strategies in different problems in other words learning strategies are problem oriented (Oxford, 1990). Here are twelve key features of language learning strategies which are mentioned by Oxford (1990) as follows:

Contribute to the main goal, communicative competence; Allow learners to become more self-directed; Expand the role of the teacher; Problem oriented; Specific actions taken by the learners; Involve some aspects of learner, not just in cognitive; Support direct and indirect learning; Never observable; Always conscious; Can be

taught; Flexible; Influence by some factors.

Learning Strategies Classification

Ellis (1994) states that most of researchers just oriented on how effectual language learners try to know and analyze what strategies are the best. Therefore, good learners should know the appropriate learning strategies that they practice. Several teachers and learners can identify the appropriate learning strategies by many ways. It is also stated by Rubin (1975) that there are some methods that can be measured due to know students' specific or appropriate learning strategies. The collection methods of the data consist of interviews, observations, student's self-report, questionnaires and diaries.

Stern (1975) mentions some strategies used by language learners that include;

1. Planning strategy is individual learning.
2. Active strategy is an active approach in the task of learning.
3. Empathic strategy is a tolerant approach to the target language or speaker.
4. Formal strategy is the understanding about tackling a language technique.
5. Experimental strategy is flexible approach by developing new language into an order.
6. Semantic strategy is the continuous activities in understanding the meaning.
7. Practice strategy is willingness to practice.
8. Communication strategy is the practical of language in the real communication.
9. Internalization strategy is the improvement of a second language that must be thought systematically.

According to Naiman, Frohlich, Stern, and Todesco (1978) the strategies of learning can be known by observing, testing, and interviewing to the successful and unsuccessful learners directly. Besides, Naiman et al (1978) mentions that there are five kinds of learning strategies which are; active task approach, realization of language as a system, realization language as a means of communication, management of affective demands and self-monitoring.

In addition, Rubin (1975) also classify two types' strategies namely directly and indirectly learning strategies. Direct learning strategies can be classified in term of cognitive and metacognitive strategies. Cognitive learning strategy needs analysis and improvement of learning material. While, metacognitive is students set mind in planning and managing the goal of learning. Communication and social strategies are also part of indirect learning strategies. Learners tend to practice those strategies in the situation of answering the task by practicing their previous knowledge.

Oxford (1990) also divides learning strategies into direct and indirect learning strategies. In term of direct means that students learn directly by using mental process. Oxford (1990) classify the mental process into the first is memory strategies which means learners keep and use new information by grouping, creating mental linkages, apply image and sound, reviewing, and employing action. The second is cognitive strategies, make learners to know and create new language. Learners are going to be easy to understand the language by reasoning, practicing, receiving and sending message, analyzing and summarizing. The last is compensation strategies, permit the learners to comprehend and produce the new language by using previous limited vocabulary or grammar. Besides, Oxford

(1990) also claims the second strategies are indirect strategies. Learning process by using indirect learning strategies is going to support the learning indirectly. There are also three mental process in using indirectly learning strategies which are metacognitive, affective, and social learning strategies. Learners support and regulating the learning process activities by paying attention, planning, self-evaluating and monitoring one's errors are the mental process of metacognitive strategies used. Besides, affective strategies make the learners learn by using self emotion, motivation, and attitude due to decrease the anxiety. The last is social strategies. It refers to the activity of learning by using interaction to foreigner or the target language. Learners improve the learning by asking questions, cooperating and understand the culture.

Chamot (1998) say that there are three kinds of learning strategies namely metacognitive strategies, cognitive strategies, and social strategies. In the activities of selective attention, planning, monitoring and evaluating are parts of metacognitive strategies. Then, rehearsal, organization, inference, summarizing, reducing, imagery, transfer and elaboration are the activities of cognitive strategies. The last is social strategies that includes activities namely cooperation, questioning for clarification and self-talk.

Wenden (1991) argues that cognitive and self-management are also

kinds of learning strategies. Cognitive strategies include the activities by selecting, comprehending, storing, and retrieving the information. Then, self-management learning strategies activities are observing and managing the learning process as a self-directed.

According to Schmitt (1997), discovery and consolidation are learning strategies. Discovery strategy is learners decide the meaning when they got new words at the first time, then learners remember and remind the new words again. In discovery category is also divided into determination and social strategies. Besides, the consolidation learning strategy is also grouped into cognitive, metacognitive, memory, and social strategies. Since social strategies can be applied in both into discovery and consolidation strategies. Using social, memory, cognitive, and metacognitive strategies are the combination of the learning strategies that is used by the learners due to combine and elaborate the previous and new vocabulary knowledge.

There are some different learning strategies definitions. Every learner has their own agreement which learning strategies are theirs. Learning strategies cannot be selected but it comes and can be seen from self-behaviour (Shi, 2017). Researcher concludes some classification of learning strategies based on the previous researchers;

Researchers	Classifications				
Stern (1975)	Planning Strategy	Active Strategy	Empathic Strategy	Formal Strategy	Experimental Strategy
	Semantic Strategy	Practice Strategy	Communication Strategy	Internalization Strategy	
Naiman et al	Active task approach	Realization of language as a system	Realization of language as a means of communication	Management of affective demands	Self-monitoring
Rubin (1975)	Direct Strategies			Indirect Strategies	
	Learning Strategies		Communication Strategies	Social Strategies	

	Cognitive Strategies	Metacognitive Strategies				
O'Malley & Chamot (1990)	Cognitive Strategies	Metacognitive Strategies	Metacognitive Strategies	Social/Affective Strategies		
Oxford (1990)	Direct Strategies					
	Indirect Strategies		Indirect Strategies			
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Wenden (1991)	Cognitive Strategies			Self-Management Strategies		
Schmitt (1997)	Discovery Strategies (Reinforcement and Determination)			Consolidation (Cognitive, Metacognitive, Memory)		

Influence Factors of Learning Strategies

Learners that learn by using strategies in a specific task, context, and different needs can reach the learning goal successfully Shi (2017) as cited in (Chamot and Kupper, 1989). Besides, good language learners that use strategies will learn flexibly and appropriately. Applying learning strategy is the first step taken by the learners due to reach the purpose of learning. There are many benefits of active learners in applying learning strategies namely; independent learners, increase learning motivation, optimize language skills, and producing confidence (Shi, 2017). Learning strategies indirectly create mental processes of memory aspect which are metacognitive, affective, cognitive, social, and compensation strategies.

Previous researchers found some factors that influence learners' choice of language learning strategies. The factors that influence learners' learning strategies, namely learners factor, social, and situational factor. Besides, age, gender, learning style, cultural background, and type of task, motivation, attitude, and teacher perception are also the factors that influence students' choice of learning strategies that is mentioned by Shi (2017) as cited in Chamot and Kupper

(1989), Oxford (1994), Oxford and Ehrman (1995), Oxford, Nyikos, and Ehrman (1988).

Learners' different learning strategies are based on cultural background. It differ the learners to select social, metacognitive, cognitive, and compensation learning strategies. Most of proficient learners used specific strategies than less proficient learners. Gu (2003) claims the process of learners of having learning strategies are; learners realize some different action in facing a learning task, then they analyze the task based on the available situation of their repertoire. Finally, learners select and evaluate which way is the effective one due to gain the learning purpose.

According to Oxford, Nyikos and Ehrman (1988) state that genders of male and female are also the factors that influence learning strategies choices. Oxford et al (1988) claims most of female learners use social metacognitive strategies in learning. Oxford et al (1988) believe that advance level learners apply various strategies. Advance level learners apply more strategies then elementary level learners. In conclusion, good learners practice strategies more with correct variety. In other side, learners that overuse more than one ineffective strategy cannot reach the success of learning purpose (Chamot & El-Dinary, 1999).

Teaching Vocabulary

Vocabulary is the main point of English language practice, especially for college students. Besides, vocabulary learning strategies have been agreed as the influential tools in improving learning activities. Understanding a deep and rich vocabulary knowledge-based create students to understand the lesson efficiently (Ahmed, 2017). Therefore, linguistic practice must be implemented due to know the importance of vocabulary learning manner efficiently.

Building block of vocabulary can be said as words. According to Ahmed (2017) as cited in Macaro's survey (2003) argues that teachers' view of secondary language as a topic that need more research due to encourage in teaching and learning in the classroom (Ling, 2005). Words are part of language that consists of complex system with different lexical level. The process of words understanding comes from listening and reading the produce ideas in speaking and writing successfully. Richard and Platt (1992) indicates that knowledge of word frequency, collocation, register, case relation; underlying forms, word association, and semantic structure are the content of lexical item.

There are about 100,000 English language words. Learners must have 3,000 words at least in term of comprehending authentic text. Besides, in the level of University level may have up to 10,000 words. Folse (2004) says that there is some learners' problem in acquiring English vocabulary language, namely;

1. How does second language learners' vocabulary develop?
2. Why are some words more difficult to learn than others?
3. Is second language learned more easily through natural context or through direct instruction?

4. Which vocabulary learning strategies do students employ?
5. Which types of practice activities promote vocabulary learning?
6. What effect do certain types of marginal glosses and internet annotations have on incidental vocabulary learning?
7. How does using a dictionary impact vocabulary learning acquisition?

Allen (1983) claims that practical technique which consists of presentation and exemplification activities are useful techniques in teaching vocabulary. Teachers also must use three ways due to represent the meaning of vocabulary words, namely; pictures, explanations in the students' own language, and definitions in simple English where learners use vocabulary that they already know. Allen (1983) also argues that the contrary happens to English language teacher in teaching second language class nowadays. Most teachers asked learners to use language vocabulary acquisition firstly, and then make the learners to feel the object words that will be taught. Therefore, teachers must have enough time to communicate the related experience of the new words in the classroom in order to understand the words.

Teaching vocabulary with traditional approach, where vocabulary is explained unsystematically without teacher instruction, guidance and monitoring in the class is not right learning process. According to Oxford (1990) have a new research that vocabulary teaching approach by using motivation and need are the factors that influence vocabulary acquisition. Ling (2005) states that vocabulary instruction is depend on the learners' different learning goals and styles. Therefore, the prior approaches are decontextualized, partially contextualized, and fully

contextualized that must be emphasized by the teacher. Decontextualized vocabulary learning activities by making words lists, flashcards. Where, partially contextualized activities are words association, visual, and aural imagery, and semantic mapping. The last is fully contextualized activities are reading, listening, speaking, and writing.

Vocabulary Learning Strategies

The action of thinking and behavior that affect to the process of coding is called learning strategy (Weinstein and Mayer, 1986). Therefore, learners need to have way or effort that makes the outcome of learning new words to be eternal. It is also supported by Hyso and Bataku (2011) that efforts are needed due to reach the goal of learning. Thus, language learning strategies can be said as the application that correlates to the effort of success learning. Shi (2017) states that effective learning strategies let learners to have independent learning situation that relates to the needs, and the achievement of target level.

Baskin, Iscan, Karagoz, and Birol (2017) mentions that it is not easy activities to learn foreign language words, it needs practice and constant repetition. The activities of learning need practice not only in the school classroom but also in outside of the classroom. Therefore researcher says that vocabulary of foreign language used in all day long of each activities is one of factors that develop vocabulary of foreign language learning become success. Ahmed (2017) also support that learning vocabulary is not easy and simple. New words loose fast out of mind if they are not stored without and continuous practice.

Gusti (2016) says that vocabulary knowledge support learners to convey the communication meaning. Ilter (2014) believes that identifying students'

vocabulary learning strategies can support the process of language teaching, thus teachers must support learners to find and use learners' appropriate vocabulary learning strategies. Gusti (2016) agrees that teachers and learners consideration of vocabulary learning strategies are needed. Besides learning strategies there are some factors that affect the vocabulary language outcome namely; individuals' culture, past experience, social and economic situation, intelligence types, relevance, learning styles and level of knowledge (Ilter, 2014).

Baskin et al (2017) say learners practice every learning strategy that they have then they improve vocabulary foreign languages learning by using the most appropriate learning strategies. Schmitt (1997) practice their knowledge of language learning strategies into vocabulary acquisition and they create a sub category of language learning strategies called "Vocabulary Learning Strategies" (VLS). Ahmed (2017) claims that in learning language, learners must know VLS for best learning of vocabularies. The knowledge of VLS improves the process of language acquisition, besides it is also as an influential method of language learning. Therefore, teacher must be able to encourage students realize and practice VLS in different perspectives. Oxford (1990) adds that knowing vocabulary learning strategies make learners to be responsible of their own learning.

The role of vocabulary cannot be separated with language learning strategies. Learners need to have lexical knowledge due to be able to communicate conversation effectively. In communication, interactions and negotiation consist of structure and vocabulary. Thus, lacking of structure and vocabulary knowledge causes learners unable to understand the

meaning of conversation (Gusti, 2016. P.3). The proficiency of vocabulary brings important role of language use. Thus, the more learners practice vocabulary, the more successful learner express ideas and thoughts. Oxford (1990) also states that students can obtain and practice their language knowledge if they have strong vocabulary.

It is not simple to decide the best meaning of learning strategies, but learning strategies can be practiced by learners if teachers bring learning strategies to the learners. Nation (2001) claims some teachers need serious attention related to strategies practice, therefore teachers must; involve choice, that there are several strategies to choose from; be complex, that there are several steps to learn; require knowledge and benefit from training; increase the efficiency of vocabulary learning and vocabulary use.

According to Nation (2001) that there are three general classifications of vocabulary learning strategies, the first is plan vocabulary learning, learners tend to choose vocabulary appropriately related to the object and focus to the goals decisions. Conditionally, learners must decide to the prior word and think where can obtain the word. Learners should select a certain aspect of word or vocabulary meaning including listening and writing. The second is source learning strategies. In the activities of facing new vocabulary when it happen and know the unfamiliar vocabulary, learners must find out the information of the words. In the term of source learning strategies, learners can observe the word part, because to be closed with the stems and affixes can produce useful connection among related words, checking guesses from context, strengthening form and meaning connections and working out the definition in some cases. Therefore,

consulting reference sources correctly and using continuously can be effective for vocabulary acquisition. The third is learning strategy is process. This means learners must have a manner in recalling vocabulary and use it availably. The first step that must be noticed seriously in memorizing process of the vocabulary is noticing. Therefore, generating production is the next step of remembering vocabulary.

Gu (2003) says that there are two important factors of vocabulary learning strategies, namely task and person. Gu (2003) claims “task-dependent vocabulary learning strategies are those which are applied by students depending on a kind of sub-task”. Different strategies that used by learners are guessing, dictionary strategies, note-taking and rote rehearsal where the the most commonly used are memory, form, meaning, and use. Nation (2001) also claims that beliefs about vocabulary learning, metacognitive regulation, guessing, dictionary, note-taking, memory of reversal, memory of encoding, and activation are also as vocabulary learning strategies.

Conclusion

Vocabulary learning strategies give many advantages both for teacher and students. Vocabulary learning strategies are important to be practiced by learners. Teacher is the main factor that guides learners to know the appropriate learners' learning strategies used. Besides, supporting learners to use appropriate learning strategies is also the early stage importance due to help learners to understand English as a second language. Thus, learners must apply the vocabulary learning strategies all day even out of from school learning process. There are some different vocabulary learning strategies and learners apply the most appropriate learning strategies accordingly. Learners

who are able to practice learning strategies consciously and continuously will be more successful in learning process than learners who practice fewer learning strategies.

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