

# EFL COLLEGE STUDENTS' LEARNING STRATEGIES TO ACQUIRE ENGLISH VOCABULARY

**Mohammad Beni Melinium Ashari JY**  
**1810231039**

**Advisor 1 : Dr. Tanzil Huda, M.Pd.**

**Advisor 2 : Muhlisin Rasuki, M.Pd., M.A.TESOL., Ed.D.**

English Language Education Program  
Faculty of Teacher Training and Education  
University of Muhammadiyah Jember

Jl. Karimata No. 49

[benibeben27@gmail.com](mailto:benibeben27@gmail.com)

## ABSTRACT

This study discusses students' vocabulary mastery strategies in the process of learning English at the university level. Especially the second semester students of Muhammadiyah University of Jember. This research method uses questionnaires and interviews starting on June 21, 2022 and ending on June 30, 2022. The results showed that the strategies used by the second semester students of English education at the University of Muhammadiyah Jember when studying in class were Determination Strategies, Social Strategies, and Cognitive Strategies. While the strategies they use when learning outside the classroom are Determination strategies, Memory Strategies, and Metacognitive Strategies.

**Keyword :** Vocabulary Learning Strategies, Vocabulary Acquisition.

## INTRODUCTION

In learning English, students are required to master vocabulary. Vocabulary plays an important role in language learning. In English learning requires students to master vocabulary,

at a certain level it must be done quickly, for example at the university level. Therefore, learners must have a strategy, because vocabulary is an important component. English education students

are required to master vocabulary for learning English.

Vocabulary learning strategies are important for students. As Oxford (1990) points out, students need to use appropriate strategies. Learning strategies are used by students to make learning easier, faster, more enjoyable, more independent, more effective and transferable. Schmitt (2000) also states that vocabulary learning strategies can draw students' attention to language learning in a way that empowers and strengthens them. Vocabulary development. During the English learning process, students in Muhammadiyah University of Jember took Basic Vocabulary Buildings courses in the second semester. This semester they learned about vocabulary mastery by following the learning method directed by the Vocabulary course lecturer. In this condition, the researcher wants to know the learning strategies used by second semester students who are taking Vocabulary courses during their learning process in order to find effective strategies that are commonly used by students in the process of acquiring their vocabulary.

## **METHOD**

Researchers used qualitative research methods. In this study, the researcher analyzed the data to describe the strategies of EFL students to acquire vocabulary in the language learning process at the University level. The data taken are students of the second semester of English education at Muhammadiyah University of Jember.

Researchers used two kinds of instruments in collecting data in this study. Namely questionnaires and interviews. Questionnaires were used to determine the strategies used by students in learning to acquire vocabulary while studying inside and outside the classroom. While the interview was to find out the reasons for using these strategies in acquiring vocabulary in learning inside and outside the classroom so that researchers could describe the strategies for acquiring students' vocabulary in learning English inside and outside the classroom.

After the data was collected, the researcher described the strategies used by the second semester students in acquiring vocabulary while studying inside and outside the classroom according to the data obtained.

## **RESULT AND DISCUSSION**

The result of the research is from the questionnaire which strategies students tend to use for vocabulary acquisition during class learning. From these data, students who answered "always" were mostly a Determination strategy with 10 students, namely "I will use an English-Indonesian dictionary to find out the meaning of a word". Furthermore, 11 students answered "often" on the Determination strategy, namely "I will analyze the basic word form, prefix or suffix to find out the meaning of the word". And students who answered "often" were 10 students on the social strategy, namely "I will ask my classmates the meaning of a word". From the data, the three strategies are strategies that are widely used for vocabulary mastery by second semester students of English education while studying in the classroom.

For vocabulary acquisition strategies when learning outside the classroom. From the data of students who answered "always" most of the Determination strategies with 10 students were "When I learn a word, I will pay attention to its pronunciation and designation". Furthermore, 13 students answered "often" on the Memory strategy, namely "I will

remember new words from the way they are pronounced". And students who answered "often" were 10 students on the Metacognitive strategy, namely "I watch English films to increase vocabulary and remember it". From this it can be concluded that the three strategies are widely used by second semester students of English education at the Muhammadiyah University of Jember when studying outside the classroom.

Determination strategy refers to how students find the meaning of new words without the help of the expert, Schmitt. (1997). In this study, there are several examples of determination strategies used by students, such as; Guess the meaning of the text and look up the meaning in the dictionary. The researcher found that students in using this strategy used it because it was easy to do on their own and they could also identify the meaning of a word easily when studying in class.

Social strategy refers to how students practice using vocabulary known as practice with their friends (Schmitt., 1997). The researcher found that students asked friends and lecturers during class lessons about words they did not know. this is also to make sure they know the meaning of a word.

Cognitive strategies in the form of repetition and the use of mechanical methods, for example by writing or saying words over and over again. Another type of cognitive strategy is the use of learning aids by taking notes, using certain passages from a textbook to learn new words, taking notes on word lists, and listening to them (Schmitt., 1997). The researcher found that students used cognitive strategies in classroom learning, namely by the way they wrote words and their meanings in special notes. they use this method because it is easier to learn and easy to understand the meaning of a word in vocabulary acquisition.

Determination strategy refers to how students discover the meaning of new words without the help of the expert, Schmitt. (1997). The same as what students did when studying in the previous class. students apply these strategies in their learning outside the classroom. Of course this is also easy to do in class and outside the classroom. They use a dictionary to find out the meaning of a word while studying outside the classroom where they can find many words that they did not know before.

Memory strategy is a strategy in which the learner relate the learning of new words to their mental processes by how to relate previous knowledge to new words. In their learning process outside the classroom, they memorize a lot of words they encounter along with the meaning of the word itself. This repetition of words aims to make students more familiar with the word and understand the meaning of the word.

Metacognitive strategies are strategies used to control and evaluate self-learning by reviewing the learning process general. An example of this strategy is the use of language media such as songs, films, news, etc., self-test, avoid words that are not very frequent used, and continue to learn a word from time to time. From the data findings, students use media in their learning such as watching movies, listening to songs, listening to native speakers who speak English to train them in their vocabulary acquisition when learning outside the classroom. they use this method while they are looking for entertainment so that their learning does not feel boring. Because they enjoy the visualization of the media they use in the learning process.

## CONCLUSION

Based on what strategies are used by second semester students of English education at Muhammadiyah University of Jember to acquire vocabulary while studying in class and outside the classroom.

The first is the strategy used by the second semester students of English education at the University of Muhammadiyah Jember when learning in the classroom, namely the Determination Strategy, Social Strategy, and Cognitive Strategy. These three strategies were concluded by the researcher based on the data findings and the reasons of the research subjects themselves based on their experiences while learning in class.

While the strategies used by the second semester students of English education at Muhammadiyah Jember University outside the classroom are determination strategies, memory strategies, and metacognitive strategies. These three strategies were concluded by the researcher based on the data findings and the reasons of the research subjects themselves based on their experiences while learning outside the classroom.

## REFERENCE

- Ary, Donald. (2010). *Introduction to Research in Education*. Belmont, CA:Wadsworth Publisher
- Al-Jarf, R. (2016) Teaching Vocabulary to EFL College Students Online. *CALL-EJ Online*, 8(2), 1-13.
- Cahyono, B. & Widiati, U. (2008) The Teaching of EFL Vocabulary in The Indonesian Context: The State of The Art. *TEFLIN Journal - A publication on the teaching and learning of English*, 19,(1), 1-17.
- Aisyah, D. (2017) The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia*. 9(2), 293-318.
- Rajudin. (2018) Children's English Vocabulary Acquisition in EFL Primary School Context of Golden Christian School Palangka Raya. Not

- Published, Palangka Raya : State Islamic Institute of Palangka Raya.
- London : Lawrence Erlbaum Associates.
- Gu, P. (2010) Learning strategies for vocabulary development. *Reflections on English Language Teaching*, 9(2), 105–118.
- Permatasari, R. (2021) Vocabulary Learning Strategies Used By Students at SMP Negeri 1 Rambah Hilir. Not Published, Pekanbaru : State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- Noprianto, E., & Purnawarman, P. (2019). EFL students' vocabulary learning strategies and their affixes knowledge. *Journal of Language and Linguistic Studies*, 15(1), 262-275.
- Alemi, M. & Tayebi, A. (2011) The Influence of Incidental and Intentional Vocabulary Acquisition and Vocabulary Strategy Use on Learning L2 Vocabularies. *Academy Publisher Manufactured in Finland*, 2(1), 81-98.
- Ortalisje, D. & Metboki, Y. (2020) English Vocabulary Learning Strategy in Students of English Study Program. *Jurnal Lingko*, 2(1), 21-36.
- Susanto, A. & Halim, F. (2017) English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio-Educational Factors. *Applied Science and Technology*, 1(1), 166-173.
- Holidazia, R. & Rodliyah, R. (2020) Students' Strategies in English Vocabulary Learning. *Jurnal Penelitian Pendidikan*, 20(1), 111-120.
- Hiebert, E. & Kamil, M. (2005) Teaching and Learning Vocabulary.

Schmitt, N. 1997. Vocabulary Learning  
Strategies. Cambridge: Cambridge  
University Press.

Schmitt, N. 2000. Vocabulary in  
Language Teaching. Cambridge.  
UK: Cambridge University Press.

