

Vocabulary Learning Strategies Using By Students' During Covid-19 Pandemic

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan strategi penguasaan bahasa Inggris, hal utama yang biasanya harus dikuasai adalah Vocabulary. Jenis penelitian ini adalah pendekatan kualitatif. Data diperoleh dari observasi, wawancara dan dokumentasi. Subjek penelitian ini adalah mahasiswa semester dua program studi Bahasa Inggris di IAIN Palangka Raya. Kemudian, objek penelitian ini adalah strategi pembelajaran dan juga faktor-faktor yang berkontribusi dalam meningkatkan kosakata yang digunakan oleh mahasiswa bahasa Inggris. Mereka dipilih dengan teknik purposive sampling. Wawancara digunakan untuk mengetahui strategi pembelajaran dan faktor-faktor yang berkontribusi dalam meningkatkan kosakata mahasiswa. Temuan dari penelitian ini menunjukkan beberapa hal berikut: (1) siswa menggunakan strategi untuk meningkatkan kosakata, terutama selama Pandemi. Strategi tersebut antara lain: strategi langsung yaitu strategi memori, strategi kognitif dan strategi kompensasi. Sedangkan strategi tidak langsung yaitu strategi metakognitif, strategi afektif dan strategi sosial. Meskipun terdapat beberapa strategi dalam belajar, namun disini informan hanya menggunakan strategi kognitif, memori, dan metakognitif. Setiap mahasiswa memiliki strategi yang berbeda yang disesuaikan dengan keinginan mereka sendiri. Strategi ini sangat membantu siswa karena mereka dapat menyesuaikannya dengan cara belajar yang mereka sukai. (2) dalam meningkatkan kosakata siswa, ada juga faktor-faktor yang berkontribusi. Faktor yang dipilih juga sama halnya dengan memilih strategi pembelajaran, karena faktor ini juga memiliki peran yang hampir sama dengan strategi. Faktor-faktor ini biasanya digunakan ketika mereka sedang belajar, yaitu ketika mereka memiliki waktu luang sehingga meskipun sedang santai, mereka tetap bisa mendapatkan kosakata.

Kata Kunci: strategi pembelajaran, faktor-faktor yang berkontribusi, peningkatan kosakata

Abstract

The purpose of this study is to describe strategies for mastering English, the main thing that usually has to be mastered is Vocabulary. This type of research is a qualitative approach. Data obtained from observation, interviews and documentation. The subjects of this study were second semester students of the English study program at IAIN Palangka Raya. Then, the object of this research is learning strategies and also factors that contribute in increasing the vocabulary used by English students. They were selected by purposive sampling technique. Interviews were used to determine learning strategies and contributing factors in increasing students' vocabulary. The findings of this study indicate the following points: (1) students use strategies to increase vocabulary, especially during the Pandemic. The strategies include: direct strategies, namely memory strategies, cognitive strategies and compensation strategies. While the indirect strategies are metacognitive, affective strategies and social strategies. Although there are several strategies in learning, here the informants only use cognitive, memory, and metacognitive strategies. Each student has a different strategy that is tailored to their own desires. This strategy is very helpful for students because they can adapt it to their preferred way of learning. (2) in increasing students' vocabulary, there are also contributing factors. The chosen factor is also the same as choosing a learning strategy, because this

factor also has a role that is almost the same as the strategy. These factors are usually used when they are studying, namely when they have free time so that even though they are relaxed, they can still get vocabulary.

Keywords: *learning strategies, contributing factors, vocabulary improvement*

INTRODUCTION

Vocabulary is a list of words that are usually arranged alphabetically and accompanied by an explanation of their meaning, less complete than a dictionary. According to Schmitt & Schmitt (2020), vocabulary is one of the most obvious components of language and one of the first things that comes to the attention of applied linguistics. Vocabulary is not only limited to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationships between words, phrases, word categories and phrases.

The world is currently being hit by the corona virus outbreak. This virus first occurred in Wuhan, China, as for a public health emergency that is troubling the world to spread to various countries and one of the countries affected by this outbreak was Indonesia. The current COVID-19 virus has an impact on the entire community and also has an impact on various fields such as social, economic, tourism, and including in the world of education. This online learning or distance learning began in March 2020, where students began to learn from their own homes without the need to go to school (online learning) (Dakhi, 2022; Timor, 2023). Even though the process of educational activities cannot be carried out at one institution or is not carried out face-to-face, the purpose of education will still be implemented. All curriculum materials can be accessed through a portal with the help of digital technology (Batubara et al, 2023; Dakhi et al., 2022; Khalili, 2020; Sembiring et al., 2023; Verawardina & Dakhi, 2023).

Researcher focus on Vocabulary Learning Strategies because during this

pandemic, students are required to study alone at home. Because they cannot study at school, students still have to keep learning and use methods or strategies in learning, especially in adding vocabulary (Laoli, Dakhi & Zagoto, 2022). Unlike before the covid hit, students can learn and get lessons from teachers and get vocabulary learning strategies in class. Vocabulary is the most important basic component before we master the 4 skills, namely speaking, writing, reading, and listening. While vocabulary is very important, especially in speaking, because learning vocabulary is the main capital to learn sentence structure and how to spell well, especially in English.

METHOD

The design of this research is a qualitative case study research. This study describes vocabulary learning strategies in contributing to vocabulary development for students' speaking skills. Gays et al. states that qualitative research is the comprehensive collection, analysis, and interpretation of narrative and visual (i.e., nonnumeric) data to gain insight into a particular phenomenon of interest. Qualitative research methods are based on different beliefs and designed for different purposes than quantitative research methods (Zakariah, Afriani & Zakariah, 2020). In this research, the writer uses a case study. A case study is one of the type of qualitative methods. Case study is a systematic collection of information about a person, group, community; social arrangements; or events to gain insight into their functions.

RESULT AND DISCUSSION

Vocabulary is a basic language, before mastering the four skills of listening, speaking, reading, and writing we must

learn competent English such as vocabulary, structure (grammar), and pronunciation. Vocabulary means a collection of words that are used to communicate using language, groups, individuals, or work in the field of knowledge. For more on that, Vocabulary is one of the most important components of English. It is considered the most important for students in learning English as a foreign language. Vocabulary mastery is the activity of mastering or the ability to understand and use the words contained in the language, both spoken and written.

Vocabulary is the first and most important important step in language acquisition which means that vocabulary is a very important part of language because every language needs vocabulary so English is a kind of language so vocabulary is needed by English. According to Richards, vocabulary is one of the most obvious components of language and one of the first things that comes to the attention of applied linguistics. Another defines vocabulary as a list of words and, often, phrases, abbreviations, inflected forms, etc., usually arranged in alphabetical order and defined or identified in some other way, as in a dictionary or glossary (Brezina & Gablasova, 2023).

Vocabulary is an important part of language that is central to all language skills and meaningful communication. One way that vocabulary learning can be facilitated is by using a vocabulary learning strategy (VLS). VLS can empower language learners to become more independent, organized, and independent. Also, they can help language learners to find and consolidate the meaning of words more effectively. VLS is an action taken by language learners to find out the meaning of words, to send them to their long-term memory (Al-Faris & Jasim, 2021).

A strategy is an important tool for developing communicative competence. Students have their own way of learning. Individual differences such as personality, learning style, motivation, age, and gender,

as well as differences in learning and language proficiency levels, determine to a large extent how a learner learns vocabulary. These person-dependent factors are relatively stable, and usually have more to do with managing and controlling learning. Several studies have shown different approaches to learning different vocabulary related to learning styles.

Oxford (1990) divides learning strategies into direct strategies which include memory, cognitive, and compensation strategies, then indirect strategies including metacognitive, affective, and social strategies. In addition, each group is divided into subgroups as follows:

1. Memory Learning Strategy, is used by students by using previous learning knowledge. This learning strategy uses a lot of memory and the learning process that uses it. For example, learners use memory learning strategies when they associate speech sounds with something they remember. This learning strategy also includes a review of previous lessons. Similarly, when learners use body language to aid comprehension, they are practicing memory learning strategies
2. Cognitive Learning Strategy, include all learner behaviors in the teaching and learning process related to the use of the learner's thinking power. This strategy can take various forms of activity. One study identified six types of cognitive actions that represent this strategy. The six behaviors are correcting mistakes, using gestures, practicing yawning words, writing notes, reading the blackboard, and looking at students.
3. Compensation Learning Strategy, is used by beginners who already have quite excessive skills. This learning strategy is generally used to overcome some language barriers. Learners who have difficulty explaining something in the language they are learning, for example, can use translation in their speech to keep the language process going.

Included in this form of mastery method is finding out or deciding for yourself the subject matter to be discussed. In fact, trying to avoid difficult topics is also a method here.

4. Metacognitive Learning Strategy, is learner tactic, or the overall behavior of the learner related to how he handles and manages the material in learning. In this research, metacognitive strategies are manifested in various activities that can be grouped into three categories, namely focusing attention, planning and organizing teaching and learning activities, and evaluating teaching and learning processes. It can be emphasized that this is all done by students and must be done by students.
5. Affective Learning Strategy, is the overall learner's behavior related to the learner's attitudes and emotions towards the learning process. This strategy is divided into two. positive emotions and negative emotions. Positive affective strategies are learning behaviors that show that students accept and appreciate the learning process. Negative affective strategies are learner behaviors that show that students don't like and don't appreciate the teaching and learning process. Note that the term "negative" used here does not have a negative connotation. Students' rejection of the teaching and learning process is considered a "neutral" attitude that is not related to good or bad grades. The positive emotion strategy is represented by four behaviors. Laugh with people who show joy and contentment, show smiles, show satisfaction, show joy at fun things. Negative emotional strategies are represented by five behaviors, namely showing confusion, complaining, not paying attention to the teacher, talking to friends outside of the relevance study, and showing a silly attitude. in learning. In this research, metacognitive strategies are manifested in various activities that can be grouped into three categories, namely focusing

attention, planning and organizing teaching and learning activities, and evaluating teaching and learning processes. It can be emphasized that this is all done by students and must be done by students.

6. Social Learning Strategy, is all learning behaviors related to student work with their peers to achieve learning goals. These strategies include talking to friends, talking about learning, helping students in participating in teaching and learning activities, asking friends for help, praising students, harassing students, disturbing students, appearing in various activities such as responding to students.

This study focuses on what strategies and factors are used to increase vocabulary by students in 2nd semester of English Education and the reasons they use these strategies. Based on the results of the observations, researchers participated in learning in several meetings in the public speaking class in 2nd semester of the English Education study program. In this observation, researchers could see how active students were in and learning and teaching lecturers, others. Elbes & Oktaviani (2022) stated that "Observations were made in an effort to obtain" comprehensive picture of a situation". From these observations there are 3 students who are selected and have met the criteria that have been made previously.

Based on the interview results, the researcher found that all students used strategies to increase their vocabulary, especially during the Pandemic. Strategies in learning English especially in increasing vocabulary help students to get a lot of vocabulary in a short time. Researchers found that the strategies used by students were based on Oxford taxonomy (1990), learning strategies namely memory strategies, cognitive strategies, affective strategies and metacognitive strategies. First, the affective strategy is the overall behavior of the learner related to the attitudes and emotions of the learner

regarding the learning process. The second strategy, mostly using cognitive strategies in listening and observing and using learning resources. The third strategy is a metacognitive strategy, O'Malley et al as quoted in Tunga (2021) state that metacognition is an expression to show executive function, strategies that involve planning learning, thinking about the ongoing learning process, observing one's production or understanding, correcting your own mistakes, and evaluating learning after an activity is complete. These strategies involve planning, predicting, monitoring, revising, checking, and evaluating. Metacognitive and cognitive strategies were frequently mentioned as effective strategies represented by successful colleges learners in university level (Lee & Heinz, 2016). The last is memory strategy, this strategy is used by a student to memorizing new vocabulary and connecting new vocabulary and what they already know to help remember new words to use.

The absence of the use of strategies causes students difficulties in learning, especially in learning vocabulary. The use of strategies is usually carried out every day, not full in 24 hours in one day, only two or one hours when in spare time. And then, they choose the strategy they like according to themselves. The three respondents said it was more comfortable and easier to learn vocabulary by using the strategies they chose themselves because there was no coercion and it suited them. There is a respondent studying with other students to share knowledge, respondents find it easy to understand because they can share knowledge and can correct mistakes in learning when together.

In this study, the researcher also found that every student has a supporting factor in increasing vocabulary. The factors they choose also depend on their individual convenience. So each student uses different learning factors and strategies. The researcher also found that students used more factors that they used almost every

day compared to learning strategies. Strategies and factors are equally important in increasing students' vocabulary, especially during the Pandemic, so that students can add vocabulary every day in a different way. While these factors such as music, videos, movies, friends, quotes, and others.

The researchers found that all students used strategies and there were also factors that contributed to helping increase vocabulary, especially during the Pandemic. During the Pandemic, students had to be active in seeking knowledge, especially in increasing vocabulary in many ways. Then it allows students to arrange learning methods that they think are suitable for use for themselves, which they have never done before the Pandemic. The use of strategies and factors are usually done almost every day because they always use their cellphones to learn, so while playing, they can immediately get vocabulary from social media. And then, all respondents said that using strategies to increase vocabulary independently is more convenient and easy because it can be used anytime as desired and easy to access.

CONCLUSION

Based on the results of research on vocabulary learning strategies and factors used by students in increasing vocabulary, the following are some conclusions drawn based on the findings and discussion: 1). The results of this study obtained that all students used strategies to increase vocabulary, especially during the Pandemic because during that time they had to study independently at home. Not only strategies help them in increasing vocabulary, but there are also factors that contribute to increasing vocabulary. Each student has different strategies and factors that they use in increasing vocabulary. In learning especially vocabulary, there are several strategies that are commonly used, all learning strategies conducted by Oxford (1990), namely memory, cognitive,

metacognitive, and affective which are the strategies most often used by students in increasing their vocabulary when studying at home during the Pandemic. Meanwhile, students use all these strategies because it can support them easily in memorizing and getting new vocabulary, making it easier for them to understand what they are learning. Then in choosing the strategy they choose the right and comfortable for themselves so that it makes it easy for them to increase vocabulary because in recent language research, conscious learning strategies, teachable, intentional, self-selected, and self-regulating thoughts and actions to learn the target culture and language (Oxford, 2017). While the strategies they use to increase vocabulary, especially during the Pandemic are metacognitive, cognitive and memory strategies; 2). The researcher also found that every student has a contributing factor in increasing vocabulary. The factors they choose also depend on their individual comfort. So each student uses different factors as well as learning strategies. The researcher also found that the students used the factor more which they used it more almost every day compared to the learning strategy. Strategies and factors are equally important in increasing students' vocabulary, especially during the Pandemic, so that students can increase their vocabulary every day in a different way. While these factors such as music, videos, movies, friends, quotes, and others.

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