CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theory related to the topic of this research and previous study. In theoretical framework, it explains about vocabulary teaching and learning, vocabulary learning strategies in teaching and learning, strategies instruction in classroom, and internship program. Those are theoretical construct of this study. Then, the next part of this chapter explains about previous studies which have similar topic with this study. Review of related study is used to reflect similarities and differences of this study.

A. Theoretical Framework

1. Vocabulary Teaching and Learning

Vocabulary is the basic foundation of language, it is basic form of sentences, paragraphs and whole text.[1] Therefore, vocabulary is necessary to be learned in order to understand and able to use the target language in the form of sentences. Vocabulary learning help learner in acquiring the language. Moreover, in language teaching and learning, vocabulary become one of fundamental part in reading comprehension, writing and effective communication.[2] Hence

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[1] J. Read, *Assessing Vocabulary* (Cambridge: Cambridge University Press, 2008), 1
[2] S. Ababneh, "Strategies Used by Jordanian University Students' in Dealing with New Vocabulary in English". *Journal of Education and Practice*. Vol. 4 No. 4, 2013, 1

vocabulary cannot be separated from reading, writing, listening and speaking skill since it is the basic form of language and integrated with those four skills.

Dealing with the importance of vocabulary, teacher needs to be aware about the importance of vocabulary and exploring the ways of promoting words effectively. Language teacher has to help them gaining rich vocabulary and skills to use those words so that learner success in learning foreign language.[3] Therefore, learner is able to understand and communicate using the target language. As T. Elyas and I. Alfaki state that vocabulary is the central of English language teaching since vocabulary helps learner understand and express their own idea.[4] It means that without vocabulary knowledge, learner will get difficulties in using target language.

Vocabulary teaching and learning not only involves introducing a lots of word but also other aspects related that words. S. Thornbury divides aspects which are involves vocabulary knowledge into two aspects: *form* and *meaning*. Knowing the form means that we know the form of the word that does not tells nothing about it is meaning[5], for instance the written form or print of word 'buy'. Then, knowing the meaning of word is to understand the dictionary meaning of the word, its grammatical function, collocation, its register and its cultural

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[3] S. Ababneh, "Strategies Used by Jordanian … 1
[4] T. Elyas - I. Alfaki, "Teaching Vocabulary: The Relationship between Techniques of Teaching and Strategies of Learning New Vocabulary Items". *Canadian Center of Science and Education.* Vol. 7 No. 10, 2014, 41
[5] S. Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), 15

accretions.[6] Thus, the knowledge of the words form and the words meaning are related each other in vocabulary learning. Learner needs to introduce both its form and its meaning therefore they able to utter those words properly.

Another opinion about aspects related to knowing vocabulary is stated by Nation. He explains that there are three significant aspects of vocabulary knowledge, they are: *form*, *meaning*, and *use*. Table 2.1 below show the classification of vocabulary learning strategies aspects based on Nation. Knowing the form of a word involves the pronunciation, spelling, words part which set up together (such as prefix, root, and suffix).[7] It means that knowing the word according to Nation is only involves the written and spoken form of that as well as the word part of that words. Then, *Meaning* is the way of the word form refers to the concept of what the people think about that word or expression and *use* is related to the grammatical functions of the word or phrase, collocations, and constraints on use (Where, when, and how often people use the word).[8] Hence both *meaning and use* concept is similar with S. Thornbury's concept about *meaning.* Therefore, aspects of vocabulary knowledge between Nation and Thornbury are similar, it is only different on the way they classified those aspects.

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[6] S. Thornbury, *How to Teach Vocabulary*… 15
[7] M. Lessard-Clouston, *Teaching Vocabulary: English Language Teacher Development Series* (USA: TESOL International Association, 2013), 3
[8] M. Lessard-Clouston, *Teaching Vocabulary:*… 3

Table 2.1
Aspects of Vocabulary Knowledge

Form			
Spoken		R	What does the word sound like?
		P	What does the word sound like?
Written		R	What does the word look like?
		P	How is the word written and spelled?
Word Parts		R	What parts are recognizable in this word?
		P	What word parts are needed to express this meaning?
Meaning			
Form	and	R	What meaning does this word form signal?
Meaning		P	What word form can be used to express this meaning?
Concept	and	R	What is included in the concept?
References		P	What items can the concept refer to?
Association		R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use			
Grammatical		R	In what patterns does the word occur?
Function		P	In what patterns must we use this word?
Collocation		R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
Constraints on Use (register, frequency…)		R	Where, when, and how often would we expect on use to meet this word?
		P	Where, when, and how often can we use this word?
R = Receptive Knowledge P = Productive Knowledge			

N. Schmitt. "Current trends in vocabulary learning and teaching". J. Cummins - C. Davison (Ed.). *The International Handbook of English Language Teaching*, Vol. 2. (New York: Springer, 2007), 748

2. Vocabulary Learning Strategies in Teaching and Learning

Besides teaching the words' *form*, *meaning* and *use*, teacher also needs

to consider introducing learning strategies in learning vocabulary. Teaching

vocabulary should not only teaching words but also equipping learner with

learning strategies in order to increase their vocabulary knowledge.[9] Moreover, making learner aware about variety of vocabulary learning strategies and facilitate them to practice those strategies can help learner to be more independent in learning vocabulary.[10] Hence teacher needs to consider necessary learning strategies to be introduced in vocabulary learning since it help learner to be more self-directed learner in learning vocabulary. Self-directed learner is independent learner who are responsible for their own learning and step by step gaining confidence, involvement and proficiency in learning language.[11]

Vocabulary learning strategies also help learner in encounter difficulties in learning words. Vocabulary learning strategies are steps taken by learner in order to obtain new vocabulary.[12] It means that those strategies are used by learner when they meet unknown words in learning language. Specifically, vocabulary learning strategies are used by learner to learn vocabulary in order to know the meaning of unknown words, remember the words in long-term, recall the words, and use that words in productive skill (oral and written skill).[13]

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[9] L. Ghazal, "Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies". *Novitas-Royal*. Vol. 1 No.2, 2011, 84

[10] N. Schmitt, "Current Perspectives on Vocabulary Teaching and Learning". In Cummins, J. and Davison, C. (eds.), *The International Handbook of English Language Teaching, Vol. 2.* (Netherland: Springer, 2007), 755

[11] L. Ghazal, "Learning Vocabulary in EFL … 84

[12] R. Saengpakdeejit , "Strategies for Dealing with Vocabulary Learning Problems by Thai University Students" *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, Vol.14 No. 1, 2014, 151

[13] R. Saengpakdeejit , "Strategies for Dealing with… 151

Thus, vocabulary learning strategy is one of learner's tools in understanding and remembering the words when they discover unknown words.

There are many classification of vocabulary learning strategies which are stated by different researcher. The classification of vocabulary learning strategies are used learning strategies as references. It is because vocabulary learning strategies are part of language learning strategies and it is same part as general learning strategies.[14] Here some of vocabulary learning strategies stated by N. Schmitt, Peter Yonqi Gu and Johnson.

The first classification is stated by N. Schmitt which develops his taxonomy based on Oxford's taxonomy. He uses four categories of Oxford's taxonomy, they are: social strategies, memory strategies, cognitive strategies, and metacognitive strategies. However, he adds one more classification on his taxonomy, which is determination strategies. But those five categories of strategies are distinguished into two main groups, they are discovery and consolidation strategies. Discovery strategies are used by learner when they encounter new words for the first time, meanwhile consolidation strategies are strategies to consolidate the meaning when the words encountered again.[15] The specific explanation about Schmitt taxonomy is presented below:

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[14] L. Ghazal, "Learning Vocabulary in EFL … 84
[15] L. Ghazal, "Learning Vocabulary in EFL … 86

Table 2.2
N. Schmitt's Taxonomy

Strategies Group	Strategies
Discovery strategies	Determination strategies
	Social strategies
Consolidation strategies	Memory strategies
	Cognitive strategies
	Metacognitive strategies
	Social strategies

1) **Discovery Strategies**

   a. **Determination strategies**

   The first classification of discovery strategies is determination strategies. Determination strategies are related to vocabulary learning strategies where learner guesses the meaning of new vocabulary by themselves. Determination strategies are strategy where learner must discover the meaning of new word through guessing from their structural knowledge of the language, guessing from the similarities with L1, guessing from context, using reference materials, or asking someone else.[16]

   There are four strategies on determination strategies which can be used to learn vocabulary. Firstly, learner uses their understanding about part of speech of a new word to guess the meaning of that word. Secondly, learner guesses the meaning of the new word with the similarities of their L1 since there are some different words which similar with L1 of learner. Then,

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[16] N. Schmitt. "Vocabulary Learning Strategies" *Norbert Schmitt*, (norbertschmitt.co.uk, accessed on July 05, 2016)

the third strategy is guessing by its context. This strategy is commonly used by learner when they are reading where learner gets the clue of the meaning of new word through the words around it in context. In spoken, learner can get the clue by gesture or intonation.[17] Lastly, learner discovers the meaning of new word by searching on the references such as dictionary. Thus, determination strategies are involved the way of learners inferring the meaning by their knowledge of language.

b. Social Strategies

Social strategies are related to the ways of vocabulary learning through people around them. Dansereau as cited in N. Schmitt states that cooperative learning is beneficial on giving motivation to active, can prepare 'team activities' where participants have more time to use language in class since there is less instructor interference.[18] Thus, interaction with others may help learner to enrich their vocabulary since they learn by imitation from others. A study conducted by Milton and Meara as cited in Nation find that a group of nonnative-speakers who study in British University averaged gains 1325 words per six months, compared in their hometown that they gain 275 words.[19] This study is evidence that learning through interacting with people especially native-speakers is a good way to gain vocabulary.

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[17] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)

[18] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)

[19] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)

2) **Consolidation Strategies**

a. **Social Strategies**

Besides categorized as discovery strategies, social strategies also can be classified as consolidation strategies. Interacting with others can be used by learner to learn or practice the words, for instance in 'team activities', learner has time to practice and manipulate the language with their friends or asking for teacher to check their works for accuracy.[20] It can be concluded social strategies not only can be used to discover new words but also it gives opportunity for learner to manipulate the language that they have learned.

b. **Memory Strategies**

Memory strategies involve the way of learner on maintain the word by relating it with previously learned knowledge using some form of imagery or grouping.[21] These strategies are useful to help learner remember the new words in long term. There are many strategies which categorized as memory strategies such as pictures or imagery, related words, unrelated words, grouping, phonological form, and more.[22] One of the examples of memory strategies is linked the new word with other similar word such as lion, tiger, cat, and so on. Memory strategies are easier to remember the new words since it is related to the other memories of words.

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[20] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)
[21] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)
[22] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)

c. Cognitive Strategies

Cognitive strategies are the fourth category on Schmitt taxonomy. Cognitive strategies emphasize on the repetition and using mechanical ways to study vocabulary.[23] These strategies are characterized with the repetition whether on written or oral language. It helps learner to memorize the new word since they are introduced by the word over and over again. There are some kinds of cognitive strategies, for instance word list and flashcard, using study aids, and more.[24] Thus, learner is exposure to the new vocabulary in order to memorize it.

d. Metacognitive Strategies

Metacognitive strategies involve the strategies used by students to control and evaluate their own learning.[25] These strategies consist of the way learner shapes the word that they have received or learned and evaluate their own learning strategies. In addition, metacognitive strategies involve the way of learner knowing when to skip or pass the word which may not meet again.[26] It means that learner is able to skip the unknown word which may not useful in the future and try to drill on the vocabulary which they have learned. So, metacognitive strategies are related to the strategies where learner reinforces the positive strategies and what they have learned.

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[23] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)
[24] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)
[25] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)
[26] N. Schmitt, "Vocabulary…", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)

Moreover, it also involves the strategy of learner to change the strategies if there is no progress and discard words that may not be met for a long time.

Another classification of vocabulary learning strategies is stated by Peter Yonqi Gu and Johnson. He classifies vocabulary learning strategies into three categories, they are: metacognitive, cognitive and activation strategies.

1) **Metacognitive strategies**

There are two types of metacognitive strategies, its selective attention and self-initiation strategies. Selective attention involves strategies where learner classifies important vocabulary which can be used to comprehend a passage.[27] Then, self-initiation strategies are strategies of using variety of meaning in order to make vocabulary meaning is clear.[28] Hence, metacognitive strategies are the way learner selects important words and finds some differences meaning of words.

2) **Cognitive Strategies**

These strategies are divided into two categories: initial handling and reinforcement. Firstly, initial handling contains of guessing strategies, skillful use of dictionaries and note-taking strategies. In guessing strategies, learner uses their background knowledge and linguistic clues to understand the meaning of words.[29] Secondly, Dictionaries are divided into three

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[27] L. Ghazal, "Learning Vocabulary in EFL … 85
[28] L. Ghazal, "Learning Vocabulary in EFL … 85
[29] L. Ghazal, "Learning Vocabulary in EFL … 85

categories, they are: dictionary strategies for comprehension, extended dictionary strategies, and looking up strategies. Then, note-taking strategies are divided into two categories, they are meaning-oriented and usage oriented.[30] Therefore, cognitive strategies are related with the way of learner to handle the new words in vocabulary learning.

Secondly, reinforcement are divided into two sub-categories, they are rehearsal and encoding. Vocabulary learning strategies which are included in rehearsal category are using word list and repetition.[31] For encoding strategies, it involves association/elaboration, visual encoding, auditory encoding, using of word structure, semantic encoding, and contextual encoding.[32] This category is used by learner to memorize the word that they have learned.

3) **Activation**

The last category in Gu and Johnson's taxonomy is activation. Activation is related to the learner way on using the new words that they have learned in context.[33] Thus, it is vocabulary learning strategies where learner practices to use new words they got in sentences (oral or written).

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[30] Chia-wen Tung, Thesis: "Dictionary strategies for comprehension, extended dictionary strategies, and looking up strategies" (Taiwan: National Chegchi University, 2007), 15
[31] L. Ghazal, "Learning Vocabulary in EFL … 85
[32] Y. Gu, "Learning Strategies for Vocabulary Development". *Reflections on English Language Teaching*. Vo. 9 No. 2, 2010, 108
[33] L. Ghazal, "Learning Vocabulary in EFL … 85

The summary of vocabulary learning strategies based on Gu and Johnshon's taxonomy are presented below:[34]

Table 2.3
Gu and Jhonshon's Taxonomy

Dimension	Categories		
Metacognitive strategies			Selective attention
			Self-initiation
Cognitive strategies	Initial handling		Guessing
			Dictionary use
			Note-taking
	Reinforcement		Rehearsal
			Encoding
Activation use	Activation		

From those two classifications, it can be known that N. Schmitt classification is more complete and covering many kinds of vocabulary learning strategies. There is wide range-inventory of vocabulary learning strategies in N. Schmitt's categories.[35] He explains about group work to manipulate the word in *social categories* which are not stated in Jhonson and Gu's classification. In Jhonshon and Gu's classification only explain about using the words in *activation strategies*. In N. Schmitt's classification also explains about learner's strategies in controlling and evaluating their own learn which is not stated in Jhonson and Gu's classification.

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[34] Y. Gu, "Learning Strategies… 108

[35] A. Asgari, "The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia". *Canadian Center of Science and Education,* Vol. 4 No. 2, 2011, 85

3. Strategies Instruction in Classroom

In the previous discussion, it explained that learning strategies helping learner to be more self-directed learner or responsible for their own learning. Therefore, teachers could encourage them to be self-directed learner with introducing effective vocabulary learning strategies. R. L. Oxford states that there are three types of strategy instruction or training, those are: *awareness training*, *one-time strategy training,* and *long-term strategy training.*

a. Awareness training

Awareness training or consciousness-raising is the way of teacher familiarize the students with the general idea of language learning strategies and they do not have to practice the strategy eventually.[36] Therefore, teacher only introduces the strategy and let students expand the strategies later. Teacher do not give any task to use the strategy. However, one-time training

b. One-time strategy training

One-time training is the way of teaching where learner learn and practice one or more strategies with actual tasks.[37] It means that on this type of strategies instruction, learners learn what is the advantages of the strategy, when and how to use it. Then, they practices to use the strategy. However, one-time strategy training is used for the learner who need a particular strategy that can

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[36] R. L. Oxford, *Language Learning Strategies* (Boston: Heinle & Heinle Publishers, 1990), 202
[37] R. L. Oxford, *Language Learning…* 203

be taught on one or few meeting.[38] Therefore, on this type of strategy instruction, teacher only teaches the strategy in a short period of meeting.

c. Long-term strategy training

Long-term strategy training is similar with one-time strategy training. However, long-term strategy training is not teaching for one time season but it is continuous for a long time and covering many strategies.[39] Thus, long-term strategy training is more effective since learner can learn, practice and evaluate their own learning using many strategies in the long period of time.

Another way of strategies instruction is stated by H.D. Brown. According to H. D. Brown, there are four techniques that can be used in strategies instruction, those are:

a. Teach strategies through interactive techniques

The first technique is encourage students with teachers' classroom technique. This approach involves offering some suggestion of possible strategies to students through teachers' own classroom techniques.[40] Therefore, teacher teaches using their own teaching technique and promoting some strategies to learner. Then, it will encourage learner to develop their own learning strategies. One of the example is to promote strategy where learner can work

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[38] R. L. Oxford, *Language Learning…* 203
[39] R. L. Oxford, *Language Learning…* 203
[40] H.D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2ⁿᵈ Ed.* (New York: Longman, 2001), 217

with their own mistakes in learning, teacher could record students' oral production and ask them to identify the errors then correct it.[41]

b.   Use compensatory techniques

Compensatory techniques are technique that are used to overcome students' weakness.[42] Thus, these techniques are used to promote strategies to learner that can help them to overcome their problems in learning. The examples of this technique is using brainstorming, retelling stories, paraphrasing or finding synonyms in order to overcome learners' ambiguity of words.

c.   Administer a strategy inventory

The third techniques is administer a strategy inventory. Strategy inventory is a technique where teacher distributes extensive questionnaire covering kind of vocabulary learning strategies.[43] Therefore, through reading and doing check-list on the questionnaire, it can raise students' awareness of strategies.

d.   Make use of impromptu teacher-initiated advice

This is the last technique that teachers use to teach strategies. On this technique, teacher promote the strategies without any preparation. Teacher is looking for appropriate moments in class and use the opportunity to teach how to learn or strategies.[44] Therefore, teacher could take advantages from the opportunity in learning process to promote learning strategies.

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[41] H.D. Brown, *Teaching by Principles: An Interactive…* 218
[42] H.D. Brown, *Teaching by Principles: An Interactive…* 218
[43] H.D. Brown, *Teaching by Principles: An Interactive…* 219
[44] H.D. Brown, *Teaching by Principles: An Interactive…* 220

4. Internship Program

In teacher education department, there is one program where learners are given an opportunity to practice teaching in real classroom. This program is called internship program. In faculty of education and teacher training, internship program (PPL 2) is a program that student teacher needs to teach in real classroom with real high school students and does educational tasks in school.[45] Therefore, the student faces the real classroom teaching in this program and do the educational task as a teacher. The purposes of internship program are training the student teachers in order to have knowledge, understanding, and skills in educational management as well as the pedagogical, personality, social, and professional competence.[46] Student teachers who taking internship program need to master those four competences in order to pass this course.

University student who takes internship program is known as student teacher. Student teacher is a teacher candidate who takes responsibility to teach a group of learner in school over a period of time.[47] Student teacher is also defined as a student who enroll in an institution for preparation of teachers and they are assign to teach students under the direction and supervision of a regularly

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[45] Tim Penyusun Pedoman PPL II Tahun 2014, *Pedoman Praktik Pengalaman*… 1
[46] Universitas Negeri Surabaya, *Paduan Program Pengelolaan Pembelajaran (PPP) Tahun 2014* (Surabaya: Universitas Negeri Surabaya, 2014), 4
[47] National Council for Accreditation of Teacher Education, *Student Teaching Handbook for The Leading Teacher Program* (Pittsburgh: Duquesne University, 2015), 2

employed licensed teacher.[48] Therefore, student teachers get opportunities to be a real teacher in in the formal school and teach their subject in that school. In addition, student teacher also can learn the educational management from their supervision teacher in school. When student teacher takes internship program, they are expected to:[49]

a) understand learners' characteristics,

b) master learning principles,

c) can develop the curriculum,

d) perform educational teaching and learning,

e) utilize information and communication technology for teaching and learning,

f) facilitate the learner to develop their own potential,

g) be able to communicate with learner effectively, emphatically, and politely.

Thus, student teachers need to learn and understand about those pedagogical competence when they teaching in internship program.

In English teacher education department (ETED) of Sunan Ample State Islamic University Surabaya, internship program or called PPL 2 is one of main competences that student teachers needs to take after they pass microteaching class (PPL 1). Student teachers of ETED are placed in schools which are relevant with their major for two months. Student teachers are expected to be in school for

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[48] High Point University School of Education, *Student Internship Handbook* (High Point: High Point University School of Education, 2014), 10

[49] Tim Penyusun Pedoman PPL II Tahun 2014, "Pedoman Praktik … 2

six days every weeks to do practice teaching and others educational activity in school.[50] In two months, student teachers become the teacher and do practice teaching at least 8 times with 8 different materials or sub-materials.[51] Therefore, student teachers get many experiences when they are teaching in *real classroom*. These experiences can be used as milestones to improve their way of teaching.

B. Review of Previous Study

There are many studies about vocabulary learning strategies. The first study is conducted by Ying He entitled *A Study of L2 Vocabulary Learning Strategies*. The aims of this study are to know about learners' attitude on second language vocabulary learning strategies and the effect of vocabulary learning strategies on learners' learning process. This study shows that learners favored all seven presented strategies except strategy of *using word card*. In addition, students who knows how to use vocabulary learning strategies are doing better on learning than students who do not have skill to use the strategies.

The second study is conducted by Olga Kulikova entitled *Vocabulary Learning Strategies and Beliefs about Vocabulary Learning: A Study of Beginning University Students of Russian in the United States*. This study investigates learner's beliefs about vocabulary learning strategies, strategies that are commonly used by learner and the relationship between their beliefs and strategies that they use. The result of this study shows that learner agreed with

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[50] Tim Penyusun Pedoman PPL II Tahun 2014, "Pedoman Praktik … 6
[51] Tim Penyusun Pedoman PPL II Tahun 2014, "Pedoman Praktik … 6

most of beliefs that are presented on questionnaire. In addition, the most common used of strategies are repetition, contextual encoding strategies, practicing the new words in oral and written form. Then, there are correlation between learner's beliefs and their learning.

Then, another study is dealt with Olga Kulikova entitled *Vocabulary Learning Strategies and Beliefs about Vocabulary Learning: a Study of Beginning University Students of Russian in The United States*. This study investigates students' vocabulary learning beliefs and vocabulary learning strategies, the relationship between them, and the changes of students' beliefs and strategies. The result of this study shows that students believe that vocabulary is important in learning second language and the have high motivation in learning language. Secondly, students frequently used dictionary, guessing, and note-taking strategies, and rehearsal strategies especially repetition. Then, this study also finds that there were correlation between vocabulary learning beliefs and vocabulary learning. Lastly, there are changes of their beliefs and strategies used.

Another study is entitled *Teaching Vocabulary Learning Strategies: Awareness, Beliefs, and Practices. A Survey of Taiwanese EFL Senior High School Teachers*. The study conducted by Yu-Ling Lai involves twenty in-service teachers in senior high school at Taiwan. The researcher wants to investigate teachers' awareness of vocabulary learning strategies, vocabulary learning strategies which are popular among teachers and practice about

vocabulary learning strategies. The findings shows that Taiwanese senior high school teachers aware about their vocabulary learning strategies. Vocabulary learning activities which popular among Taiwanese teachers are oral repetition, extensive reading, self-testing and a variety of partially contextualized vocabulary learning activities.[52] Moreover, vocabulary learning strategies which are considered as useful strategies are implemented by the teacher in classroom.

Lastly, a journal entitled *Function-Based vs. Meaning Based in Teaching Vocabulary*. This journal is written by M. A. G. Hassankiadeh which is conducted in Iran. The purpose of this study is to know the effects of teachers' beliefs about vocabulary teaching on learners' vocabulary intake. There are 100 EFL students and 3 teachers as participants of this study. The findings of this study shows that the EFL learners who taught by function-based lexicon teaching beliefs had better result in vocabulary test than learners who were taught by meaning-based lexicon teaching beliefs.[53]

Those studies discuss about vocabulary learning strategies. However, they do not discuss about kind of vocabulary that are considered by student teachers in internship program. The study on vocabulary commonly focuses on in-service teachers and students. Therefore, the difference between the previous studies with this study is the subject of the study.

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[52] Yu-Ling Lai, Thesis: *Teaching Vocabulary Learning Strategies: Awareness, Beliefs, and Practices. A Survey of Taiwanese EFL Senior High School Teachers* (Taiwan: University of Essex, 2005), 30

[53] M. A. G. Hassankiadeh, "Function-Based vs Meaning-Based Beliefs in Teaching Vocabulary". *Function-Based vs. Meaning Based in Teaching Vocabulary*. Vol. 5 No. 4, 2012, 30-31