STUDENTS' STRATEGIES IN LEARNING TECHNICAL VOCABULARY OF ACCOUNTING AT THE STATE VOCATIONAL HIGH SCHOOL 1 BANGKALAN

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Anggraeni, Vera Yunita. (2021). Students' Strategies in Learning Technical Vocabulary of Accounting at the State Vocational High School 1 Bangkalan. Thesis. English Teacher Education Department. Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Advisor I: Dr. Mohamad Salik, M.Ag. Advisor II: Hilda Izzati Madjid, MA.

Keywords: Learning Strategy, Technical Vocabulary, Accounting Students

Vocabulary is the main language aspect used for English teaching and learning. So, vocabulary is indicated as being the most important one because without vocabulary students can't convey their sentences. Students will have difficulties in learning vocabulary if they don't know how the strategy. This study aims to find out the technical vocabulary learning strategy used by accounting major students of State Vocational High School 1 Bangkalan and to identify the students' reasons for choosing the common strategies in learning the technical vocabulary of accounting at State Vocational High School 1 Bangkalan. In this study, the researcher using a qualitative research design. The subject of this study is students from 11th grade of accounting major in State Vocational High School 1 Bangkalan. The data that the researcher used was obtained by using questionnaires and interview guidelines. The result of this study showed that the students applied more than one strategy in learning technical vocabulary. Those strategies are included determination strategy, social strategy, memory strategy, cognitive strategy, and metacognitive strategy. The common strategy used by the student is discovering and remembering new vocabulary such as guessing the meaning of the word from context and using reference material, discovering the word by searching on a reference such as a dictionary, asking their classmates and teacher to translate the meaning of the word, grouping the words into their form and topic, looking for its synonym and antonym and also saying the words loudly while studying them, saying and writing the word repeatedly, using English media and trying to focus and learning deeper on the technical word. The reason why the students used those strategies was that the strategies were practical, fast, and simple but efficient in learning their technical vocabulary.

ABSTRAK

Anggraeni, Vera Yunita. (2021). *Students' Strategies in Learning Technical Vocabulary of Accounting at the State Vocational High School 1 Bangkalan*. Pendidikan Bahasa Inggris, Fakultas Trabiyah dan Keguruan, UIN Sunan Ampel Surabaya. Advisor I: Dr. Mohamad Salik, M.Ag. Advisor II: Hilda Izzati Madjid, MA.

Kata kunci: Strategi Belajar, Kosakata Teknis, Siswa Akuntansi

Kosakata adalah aspek Bahasa utama yang digunakan dalam proses pengajaran dan pembelajaran Bahasa Inggris. Jadi, kosakata diindasikan sebagai yang paling penting karena tanpa kosakata siswa tidak dapat menyampaikan kalimatnya. Siswa akan kesulitan dalam mempelajari kosakata jika mereka tidak mengetahui seperti apa strateginya. Tujuan dari penelitian ini adalah untuk mengetahui strategi pembelajaran kosakata teknis yang digunakan oleh siswa jurusan akuntansi SMKN 1 Bangkalan dan untuk mengidentifikasi strategi yang umum digunakan siswa jurusan akuntansi SMKN 1 Bangkalan. Data yang peneliti gunakan diperoleh melalui kuesioner dan pedoman wawancara. Hasil penelitian ini menunjukkan bahwa siswa menerapkan lebih dari satu strategi dalam pembelajaran kosakata teknis. Strategi tersebut meliputi strategi deteminasi, strategi social, strategi memori, strategi kognitif dan strategi metakognitif. Untuk strategi umum yang digunakan siswa adalah menemukan dan mengingat kosakata baru seperti menebak arti kata dari konteks dan menggunakan bahan referensi, menemukan kata dengan mencari referensi seperti kamus, meminta teman sekelas dan guru untuk menerjemahkan arti dari kata tersebut. kata, mengelompokkan kata-kata ke dalam bentuk dan topiknya, mencari sinonim dan antonimnya serta mengucapkan kata-kata itu dengan keras sambil mempelajarinya, mengucapkan dan menulis kata itu berulang-ulang, menggunakan media bahasa Inggris dan mencoba untuk fokus dan belajar lebih dalam pada kata teknis. Alasan mengapa siswa menggunakan strategi tersebut karena strategi tersebut praktis, cepat dan sederhana namun efisien dalam mempelajari kosakata teknis mereka.

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CHAPTER I

INTRODUCTION

This chapter shows the research foundation including background of the study, research questions, objective of the study, significance of the study, scope and limitation of the study. The keys of comprehending this research are provided in this chapter.

A. Background of the Study

Vocabulary is the main language aspect that used for English teaching and learning. Regarding different point of view, different definitions may be given for the term vocabulary. Vocabulary is also interpreted as the word meanings and the knowledge of the words. Or someone can interpret vocabulary as a list of alphabetical words with the definitions. In most linguistic analyses, a word is represented as a set of properties or features; Meaning, register, association, collocation, grammatical behavior, pronunciation (spoken form), spelling (written form), and frequency are the combination of each word¹. Without vocabularies, it would be impossible to learn a language². So that, vocabulary is essential for student in learning English. Without having amount of knowledge in vocabulary, student will have difficulty in learning another language aspect such as; reading, writing, listening and speaking. In short,

¹Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices". International Journal of Research in English Education, Vol1, No. 1: 2016, 22

²Yeni Susanti, "Comparative Study of Students Vocabulary Achievement Learnt Through Thematic Picture and Explanation Techniques n SMPN 22 Bandar Lampung" Jurnal Universitas Bandar Lampung. Vol.1, No.1; 2010, 46

vocabulary is the first aspect that students had to be understanding in learning English.

Vocabulary is very essentials for students at all level of education.

Vocabulary is needed in learning four language skills, there are; reading, writing, listening and speaking. Student need to understand grammatical aspect and vocabulary. However, vocabulary can be an obstacle to students with lack of vocabulary. With grammar, students can deliver their idea, but without vocabulary, students can't express anything. So, vocabulary indicated as being the most important one because without vocabulary student can't convey their sentence. They need to understand vocabulary first then the grammatical rules to communicate with others.

The present study focusing on technical vocabulary learning strategy. Technical vocabulary is crucial component in the ESP course. The term of technical vocabulary consists specialized and or technical words in larger frequency within specific discipline rather than in general context. In short, technical vocabulary is focusing to a specific field of study. For example, the term 'interest' is likely had technical senses in accounting, but it is had different meaning in general vocabulary. Here, the specific field of study is accounting major of vocational high schools. Because students tend to learn vocabulary on particular topic and in this study, the students already understand about the technical vocabulary of accounting. Technical vocabulary is important for building students' knowledge in specific context.

Vocabulary learning strategy has been gaining greater attention since the late 1970s³. It is an important thing for students in learning vocabulary. Using vocabulary learning strategy, students can develop their new word list and know what strategy which suitable for them. There are plentiful of variation of vocabulary learning strategy which can be applied by students at all level of education.

Vocabulary learning strategy has been studied by many researchers. Many vocabulary learning strategies have been researched by researchers. From the previous study, the researcher can find a lot of vocabulary learning strategy which can be used by the students from different level of study.

Previous studies have focused in vocabulary learning strategy used by higher education students. Some previous studies have focused on academic English vocabulary while the others have focused on general English vocabulary. Huong investigated on EFL university student majoring in English using survey method and got the findings that the EFL university students used online dictionaries and other application to find new academic words⁴. The previous study of Rionaldi, Mukhaiyar, and, Kusni also did their research on English Department in State Polytechnic using mixed method research and found that expanding and guessing strategy is the most

³Kanthimathi Letchumanan, et.al.,"An Overview of Preferred Vocabulary Learning Strategy by Learners". Asian Social Science. Vol. 12, No. 10; 2016, 174.

⁴ Le Pham Hoai Huong, "A Survey Study on Academic Vocabulary Learning Strategies by EFL University Students". Journal of Language Teaching and Research, Vol. 9, No. 5, pp. 1009-1016, September 2018.

used strategy⁵. Previous study of Susanto, Halim, and, Nuwrun is not only focusing on vocabulary learning strategy but also students' vocabulary skill and integrative motivation levels. The participant of this research were university students in Batam, Indonesia. They used quantitative approach, two questionnaires for measuring vocabulary learning strategy and integrative motivation and a test for vocabulary skill. This research found that students with the higher strategy to expand their vocabulary also have a higher level of integration to the learning situations and achieving higher vocabulary skill⁶. Study of Yazdi and Kafipour focused on the vocabulary learning strategy used by Iranian undergraduate EFL learners. This study used a pure qualitative research approach and found that the most frequently used by the learners is metacognitive strategy and the least frequently used strategies is social⁷. Previous study of Wang focused the study at Jiaying University on 164 non-English major students, a comparative study focusing on three aspects, are; high and low achievers, Science and Arts students, male and female students. Using a quantitative approach, this study showed that there are valuable differences between all student⁸. Study of Yilmaz focused on Turkish Graduate EFL students on their gender and discipline in learning

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⁵ Rionaldi, Mukhaiyar, Kusni, "The Use of Vocabulary Learning Strategies by The First Year Students of English Department of Bengkalis State Polytechnic". Vol 1, No 1 (2013). English Language Teaching, Universitas Negeri Padang.

⁶ Alpino Susanto, Fazlinda Ab. Halim, Said Nuwrun, "Vocabulary Learning Strategies, Vocabulary Skills, and Integrative Motivation Levels among University Students". International Journal of Engineering and Advanced Technology (IJEAT) ISSN: 2249 – 8958, Volume-8 Issue-5C, May 2019.

⁷ Mahdi Yazdi, Reza Kafipour, "A Qualitative Study of Vocabulary Learning Strategies Applied by Iranian Undergraduate EFL Learners in Real Learning Setting". English Language Teaching; Vol. 7, No. 7; 2014.

⁸ Liumei Wang, "An Empirical Study of Differences in the Use of English Vocabulary Learning Strategies". THE JOURNAL OF ASIA TEFL Vol. 6, No. 4, pp. 151-192, Winter 2009.

vocabulary. This study used a quantitative approach and found that there were valuable differences between males and females but there was no valuable result on the discipline (academic major)⁹. Previous study of Seddigh and Shokrpur focused their study on investigating the EFL context in medical students about their strategy in learning vocabulary used by at Shiraz University of Medical Sciences (SUMS) in Iran. The results showed the strategy in learning vocabulary that the most frequently used by students is guessing and dictionary strategy and the least used is social and study preference¹⁰. Study of He focused on strategies in second language vocabulary learning. The participants are college students in Chinese sophomores. The method consisted of two parts: questionnaire and interviews. The study showed that the two groups of students have different strategy in learning vocabulary. Students in group A who were good at English used almost all the strategies except using word cards. While students in group B, almost all strategies are useless for them, because they don't have skill in using these strategies¹¹. Study of Nirattisai & Chiramanee focused their study on vocabulary learning strategy and the relationship to vocabulary used by Thai University. The subject of this study was 257 students in six different fields of study: engineering, accounting, dentistry, nursing, medicine, hospitality and tourism. The

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⁹ Vesile Gul Yilmaz, "The Role of Gender and Discipline in Vocabulary Learning Strategy Use of Turkish Graduate EFL Learners. International Journal of Innovation and Research in Educational Sciences. Volume 4, Issue 1, 2017.

¹⁰ Fatemeh Seddigh, "Vocabulary Learning Strategies of Medical Students at Shiraz University of Medical Sciences". English Language Teaching. Vol. 5, No. 2; February 2012.

¹¹ Ying He, "A Study of L2 Vocabulary Learning Strategies". Kristianstad University the School of Teacher Education. 2010.

result of this study that is the vocabulary size have correlation with all of the vocabulary learning strategies. A moderate degree of their vocabulary size was correlating with the seventeen vocabulary learning strategies, and the rest was at low degree¹².

Previous studies have focused on vocabulary learning strategy used by private institute students. Study of Heng focused the study on Cambodian students and teachers' perspective about the effective vocabulary learning strategy. This study conducted in private English schools in Cambodia and found that there were many types of effective vocabulary learning strategies also a numbers problems dealing with Cambodian EFL students and teachers¹³. Study of Shadikah, Fauziati, and Supriyadi focused their study on the effect of strategy in learning vocabulary based on gender differences on vocabulary mastery at LBPP LIA Solo. Using qualitative study, this study found that females learner tended to use more strategies in learning vocabulary than male did¹⁴.

Previous studies have focused on strategy in learning vocabulary used by secondary or junior high school students. Study of Yaacob, et al. focused their study on students of Saudi School Malaysia how they employing vocabulary learning strategy in their learning process. The study conducted quantitative approach and the

¹² S. Nirattisai, et al., "Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size". International Journal of English Language Education 2014, Vol. 2, No. 1. 2014.

¹³ Kimkong Heng, "Effective Vocabulary Learning Strategies: Perspectives from Cambodian Students and Teachers". Royal University of Phnom Penh Institute of Foreign Languages Department of English. 2011.

¹⁴ Arina Afiyati Shadikah, et al., "The Effect of Vocabulary Learning Strategies on Vocabulary Mastery Based on Gender Differences". Proceeding of 2nd International Conference of Arts Language and Cultures. Sebelas Maret University. 2017

result of this study revealed that in Saudi School Malaysia, students have employed the five categories of vocabulary learning strategies at a medium level in Saudi School at Malaysia¹⁵. While Bakti and Awalin focused their research about vocabulary learning strategy used by Indonesian students. Study of Bakti focused the study in investigating the 8th grades of students at SMPN 1 Salatiga about their vocabulary learning strategy. Using qualitative approach, the result of the study showed that students choose simple, fast, and practical strategies in learning vocabulary. Also using qualitative approach and with the same participant that is 8th grade but in SMPN 1 Wonoayu¹⁶, while study of Awalin focused the study on students' vocabulary learning strategy in junior high school who have small and large vocabulary size. The result of the study showed that both of students have different vocabulary learning strategy based on their passion¹⁷. Study of Astika did the research on secondary school students in Salatiga and focused on strategies in learning vocabulary differed across school levels, gender, and ability groups as indicated by their English grades. The results indicated that the students prefer to use determination strategies¹⁸.

Previous studies focused on vocabulary learning strategy used by senior and vocational high school students. Study of Peng focused the study on senior high schools

2016

¹⁵ Aizan Yaacob, et al., "Vocabulary Learning Strategies Through Secondary Students at Saudi School in Malaysia". SAGE Open January-March 2019: 1–12 © The Author(s) 2019.

¹⁶ Kristin Bakti, "Vocabulary Learning Strategies Used by Junior High School Students". Indonesian Journal of Language Study. 2018

Arpinda Syifaa Awalin, "The Use of Vocabulary Learning Strategy by Junior High School Students".
 Vol 5, No 3. English Department Faculty, Faculty of Language and Arts, State University. 2017
 I Gusti Astika, "Vocabulary Learning Strategies of Secondary School Students". IJOLTL,1(1): 1-18.

in Qiandongnan Miao and Dong Prefecture. This study explored Miao students' strategies used in English vocabulary learning and found out any differences strategies in learning vocabulary used by Miao students. Using quantitative and qualitative approach, this study found out there are some differences on their vocabulary learning strategies¹⁹. Study of Ikhsan focused the study on boarding school students' strategies in learning vocabulary and found out the most dominant strategies used by the students. The participants were students in the X grade of boarding schools in Aceh Besar. Using qualitative design, the result of the study found that many students employed more than one strategy in learning vocabulary and the most dominant strategy used by them is determination strategy²⁰. Different locus of the study, study of Puagsang and Intharaksa took their study on vocational high school students. The study focused on investigating strategies in learning vocabulary employed by vocational students, it's focusing on the three fields: engineering, accounting, and hotel and tourism from five government vocational colleges in Krabi Province, Thailand. The study used quantitative approach and found that the most frequently used by the students was social strategy²¹.

All of the previous studies have focused on general vocabulary learning strategies used by higher education students, junior high school students, senior high

¹⁹ Sixiang Peng, "English Vocabulary Learning Strategies of Senior High School Students". Suranaree University of Technology. 2009

²⁰ Ridha Ikhsan, "The Students' Strategies in Learning Vocabulary of The X Year Students at Boarding Schools at Aceh Besar". Faculty of Education and Teacher Training State Islamic University of Ar-Raniry Darussalam: Banda Aceh. 2017

Natcha Puagsang, "The Vocational Students' Use of Vocabulary Learning Strategies and their Vocabulary Knowledge". Master of Arts in Teaching English as an International Language, Prince of Songkla University. 2018

school students and also vocational high school students. So, in the present study, the researcher tries to find strategies in learning technical vocabulary that is used by accounting major of vocational high school students. In this study, the researcher will take the study in one school, State Vocational High School 1 Bangkalan. The consideration of choosing the school that are: k13 is the curriculum of the school and also the school have B for the accreditation. And the students of this school already understand about technical vocabulary that they used in learning word of accounting.

The aim of this study to investigate the students' strategy in learning technical vocabulary of accounting at State Vocational High School 1 Bangkalan. Hence, this study can be a problem solving for students who are have problem in learning vocabulary. Also, teacher can use this study to become reference in understanding students' problem in learning English vocabulary.

B. Research Questions

Based on the background of study above, the following research questions can be identified:

- 1. What are the students' strategies in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan?
- 2. What are the students' reasons for choosing the common strategies in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan?

C. Objective of Study

In relation to research questions above, the researcher formulates the objective of study as follows:

- 1. To find out student's strategy in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan.
- To identify the students' reasons for choosing the common strategies in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan.

D. Significance of Study

The researcher hopes that this research will have some benefits in the study of English especially in learning technical vocabulary for:

1. Accounting Students

The result of this study of technical vocabulary learning strategy used by accounting students at the State Vocational High School 1 Bangkalan. can be a consideration for the students in learning their technical vocabulary. The study's goal is tried to help students knowing their ways in how to learn their vocabulary and to see the reason why students used those common strategies used in the State Vocational High School 1 Bangkalan. In this study, the second grades students have a good score about technical vocabulary of accounting. Therefore, the result of this study can be used by the student to improve their

knowledge about English technical vocabulary of accounting and also students can use the strategies when they do the learning practices of technical vocabulary of accounting.

2. Teacher

This study is expected to give information for English and Economic teacher of the State Vocational High School 1 Bangkalan about kind of vocabulary learning strategy that accounting students consider to use in learning technical vocabulary and to see the reason why those common strategies used by the students in learning their technical vocabulary. In addition, teacher can apply vocabulary learning strategy in teaching process.

E. Scope and Limitation

The scope of the study covers students' strategy in learning technical vocabulary of accounting. This study investigates kind of vocabulary learning strategy used by the students and kind of vocabulary learning strategy which students commonly used in their learning process. Researcher limited the strategies into 24 strategies which are taken from N. Schmitt's taxonomy. The vocabulary learning strategy categorized into five sub-categories such as determination strategy, social strategy, memory strategy, cognitive strategy, and metacognitive strategy. The technical vocabulary learning strategy is identified through vocabulary learning strategy questionnaire and interview guideline. The researcher specifically observes 44

students of second grade on the accounting major students in the State Vocational High School 1 Bangkalan.

F. Definitions of Key terms

It is important for the researcher to make clear the terms used in this paper as this following:

1. Learning Strategy

According to Harda, learning strategies means to facilitate language acquisition and use of information that they receive, store, and recall²². So, learning strategy means to facilitate the acquisition of vocabulary used by the students. Learning strategy here refers to accounting students' design or method in learning English vocabulary.

2. Technical Vocabulary

Technical vocabulary is the specialized vocabulary in several field which have develop because the need for experts in a field to communicate²³. So, technical vocabulary is referring to specialized words are used and known mainly in a specific area. Technical vocabulary here refers to a list of words that used on accounting major students at the State Vocational High School 1 Bangkalan.

²² Abdalmaujod Harda, "Language Learning Strategy; A general Overview" University of Anbar, Ramadi, Iraq. 4th International Conference of New Horizons in Education. Procedia – Social and Behavioral Sciences 106 (2013) 1712 – 1726. 2013.

²³ Dr.G.P. RAGINI,"Technical Vocabulary". NPTEL - Humanities and Social Sciences - Technical English.

3. Accounting Student

Accounting major is accounting expertise program which material is normative based on applicable rules and also contains numbers for helping students think critically in facing challenges in working world²⁴. Accounting major is one of study program at the State Vocational High School 1 Bangkalan. Students from 11th grade of accounting major at the State Vocational High School 1 Bangkalan is the subject of this research.

²⁴ Risa, Alkurnia, et.al., "The effect of critical thinking on students' accounting competency in vocational high school". Jurnal Pendidikan Vokasi, [S.I.], v. 9, n. 3, p. 270-279, dec. 2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is presenting the theories and literature to understand the research theoretically. The theories used in supporting the study and these theories as a guidance to do this study and also some explanations of previous study that become the base of this research. In this chapter, the researcher showed some important aspect such as explanation of vocabulary, technical vocabulary and vocabulary learning strategies.

A. Vocabulary

1. The Definition Vocabulary

Vocabulary is one of language aspect that must be mastered in learning English. Vocabulary can be defined as a set or list of words for particular language that used by individual language speakers²⁵. And, vocabulary refers to all of words that someone know or uses in particular language²⁶.

In all the language teaching, vocabulary is an important factor; students should continue in learning word as they learn structure and practice sound system. Furthermore, in the language proficiency, vocabulary is major

²⁵Ayunita Lestari, "The Effectiveness of Using Hangaroo Game for Teaching Vocabulary (An Experimental Research at Seventh Grade Students of SMP Negeri 3 Sokaraja in Academic year 2014/2015)" Universitas Muhammadiyah Purwokerto. 2015.
²⁶Ibid.

component and it provides many basics on how students' read, write, speak and listen well²⁷.

These definitions show that as the key in learning English, vocabulary is the list of word and it is the basis in learning to read, write, speak, and listen. Vocabulary also have four types, such as reading vocabularies, writing vocabularies, listening vocabularies, and speaking vocabularies.

Speaking vocabulary refers to someone understands all the words they are saying and how they use it when they are talking to other. Listening vocabulary refers to all the words that someone listen to speaker. Vocabulary reading refers to all the words that someone understand when they are reading text. The last is writing vocabulary refers to someone understand when they employ all the words in writing something. Using vocabulary in every skill in English is not enough if only students understand the meaning of the word, but they need to understand how to use the word in sentences.

Briefly, vocabulary is important in every skill in English. Knowing the words only is not enough, someone need to understand how to the vocabulary in any context so that it can call it master in vocabulary.

²⁷Robenna Sihotang, et.al.,"Vocabulary Learning Strategy Applied by the Students of English Education Study Program of Bengkulu University". Journal of English Education and Teaching (JEET) Vol., No., 2017

2. The Importance of Vocabulary

Vocabulary is essential in every skill in English such as speaking, listening, reading, writing and also language aspect such as grammar. But some people think that grammar is important that vocabulary, however knowledge of vocabulary is necessary to know in order to understand grammar.

Vocabulary is in the first place in English language teaching because without having much knowledge of vocabulary students can't express their idea or understand others. With grammar, students can deliver their idea, but without vocabulary, students can't express anything. That's why even without grammar, but having sufficient vocabulary, student will be able to express their idea or understand others. Learners carry around dictionaries and not grammar book²⁸. Therefore, learners have to have sufficient vocabulary before they understand the other aspect in learning English. In the three elements of language, it is obvious that vocabulary is the most important and liveliest things²⁹.

In short, vocabulary is the most important thing that students need to be mastered. They need to put vocabulary in the first line rather than

²⁸Norbert Schmitt," Vocabulary in Language Teavhing", Cambridge: United Kingdom. 2000

²⁹Zhihong Bai, "An Analysis of English Vocabulary Learning Strategy" Journal of Language Teaching and Research. Vol 9, No 4, 853-859, 2018.

grammar. Therefore, students need to understand which strategy in earning vocabulary in order that enrich their vocabulary.

3. Type of Vocabulary

Each different types of vocabulary, have different focuses. So, it is important to differentiate among types of vocabulary in learning vocabulary. Relying on the students' goals, some types of vocabulary will be prioritized in learning and teaching than others. The various sub-types of vocabulary will be explored in the following section.

a. Spoken and Written Vocabulary

Between written text vocabulary and everyday spoken language vocabulary have their differences, there are; written text vocabulary is consisting of lexical and non-lexical words. For example, non-content items, such as prepositions, conjunction and pronouns. While in the everyday spoken language vocabulary are covering some lexical words such as think, know, right, get, and well. When we considering what types of vocabulary items are important to learn in both written and spoken, these differences are important.

b. Academic Vocabulary

The specialized language that used for discussing disciplinary content and characterized by complex syntax, abstract vocabulary and ideas packaged into sentences is refer to academic vocabulary ³⁰. It contains 570 words families that are often found in various academic texts and from various subject, which means that the words are beneficial for students studying law, science, commerce, and humanities.

c. Semi-Technical and Technical Vocabulary

In learning vocabulary in the ESP context, there are two important categories of vocabulary; technical vocabulary and semi-technical vocabulary. These two types of vocabulary are very important for learners who study English for specific and academic purposes. In technical, specific descriptions and discussion, semi-technical vocabulary has a higher occurrence frequency but in general language. While in certain disciplines, technical vocabulary has a special and limited meanings which vary between disciplines³¹. The semi-technical vocabulary are; *asset, accumulation, actuary, allocate and cash.* And

³⁰ Melissa A. Gallagher, et, al."Academic Vocabulary: Explicit and Incidental Instruction for Students of Diverse Language Backgrounds, Reading and Writing Quarterly". Routledge. 2019.

³¹ Mikio B.,"The Role of Vocabulary in English for Specific Purposes (ESP) Teaching and Learning: Consideration for Asia University". Asia University.

for technical vocabulary are; backup withholding, capital stock, liabilities, value added tax, accrued expenses and bookkeeping.

B. Technical Vocabulary

Vocabulary have some types, one of them is called technical term vocabulary. Technical term vocabulary is the specialized vocabulary in several field which have develop because the need for experts in a field to communicate³². Hence, many people used technical vocabulary when they study in specialized field and it has been recognized as the important thing in ESP learning. Learners who have a specific purpose in language learning, technical vocabulary is tightly related to them. In technical vocabulary, a basic word can give specific meaning when used in specific field that is different from its general meaning. Technical vocabulary has its own uniqueness in their own field.

Technical vocabulary is referring to a specific field of study (e.g., accounting, law, science) and have to understand a new concept within the text. Technical vocabulary often found in informational passages than in literature. When students are studying a particular topic, they also have to learn these technical vocabularies.

³² Dr.G.P. RAGINI,"Technical Vocabulary". NPTEL - Humanities and Social Sciences - Technical English.

Different with basic vocabulary, Technical vocabulary helping students in understanding the content of the text more clearly and detail. To comprehend the passage meaning, students must understand the contextualized meaning of the changing words. Technical vocabulary learning can be incidental, need to read closely, use morphology, use context clues, and write about and discuss the complex text³³. There are really valuable in addressing the vocabulary meaning to students.

C. Vocabulary Learning Strategy

In learning vocabulary, students must know what strategies that can be used by them. In obtaining new English, vocabulary learning strategy is the steps that student used to obtain it³⁴. Thus, by educating students with learning strategies, it that can help students get the meaning of words in language learning. There are kinds of strategies in learning vocabulary by Schmitt. The vocabulary learning strategy categorized into five sub-categories such as determination strategy, social strategy, memory strategy, cognitive strategy,

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³³ John Wiley, et. al,"Transformational Literacy: Making the Common Core Shift with Work that Matters". E L Education, 2014.

³⁴Asgari, et. al.,"The Type of Vocabulary Learning TSrategies used by ESL Students in University Putra Malaysia" English Language Teaching, 4(2), 84-90, 2018

and metacognitive strategy³⁵. The specific explanation of Schmitt's taxonomy is presented below:

1. Types of Vocabulary Learning Strategies

1. Determination Strategies

Determination strategy is referring to students discovering new meaning of the word without any help from other peoples. Some methods that can be used in determination strategy, are; analyzing part of speech (for example: verb, noun, and adjective), analyzing affixes and roots in guessing the meaning of the word, guessing from context and using reference material and discovering the word by searching on a reference such as dictionary.

Through the differences part of speech of the words, students can easily to find the meaning of the words. Even not always reliable, students also can obtain clues about meaning from its roots and affixes. Then the third is guessing from context about the meaning of the words, this strategy commonly used by the students when they are reading where they can find out the words' meaning through the word in the context. Not only in written, in spoken form, students can also guess the meaning through gesture and intonation. But, in

³⁵ N. Schmitt,"Vocabulary in Language Teaching", Cambridge: United Kingdom.2000.

learning technical vocabulary using the spoken form seems rarely used by the students. Lastly, students discover the meaning of the by looking up in to reference such as dictionary³⁶. Therefore, determination strategy is determined by students how the way they learn to get their knowledge of language.

2. Social Strategies

Different with DET strategies, SOC is a strategy that need to interact with other people to get more knowledge in language learning. It can be done by asking teachers or classmates about new word information and answering in a number of ways (definition, translation, etc.) and discovering the meaning of the word through students group work activity.

Social strategy also has advantages and disadvantages. The advantages are transferring the translation being fast, easily understand by students. For the disadvantages are most translations are not exactly the same and some knowledge can be transferred incorrectly. Indeed, students can ask their friends or classmate for the meaning of the word in all the above ways³⁷. Interaction with

³⁶ Nobert Schmitt,"Vocabulary Learning Strategy". In Schmitt and McCarthy,"Vocabulary: Description, Acquisition, and Pedagogy", Cambridge University Press. (Nobertschmitt.co.uk)

³⁷ Nobert Schmitt,"Vocabulary Learning Strategy". In Schmitt and McCarthy,"Vocabulary: Decription, Acquisition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)

peers can result in an improved knowledge and understanding of the material³⁸. In addition, through group work, discovering new words and their meanings can be introduced for the students. This strategy is not only used for finding discovery new word but also learning vocabulary that have been taught before.

3. Memory Strategies

MEM also known as mnemonics strategy. This strategy asks learner to memorize vocabulary that have been studied. Using this strategy, learners can do connecting new words to past experiences, classifying the word based on its affixes, grouping the words into their form and topic, trying to remember the new word by connecting to the learnt word before, looking for its synonym and antonym, trying to spell the words, and saying the words loudly while studying them.

Associating new words with L2 words that students already know. It can assist students in learning the word faster and recall better. Sound of the word also help students to memorize the word³⁹. In

³⁹ Nobert Schmitt,"Vocabulary Learning Strategy". In Schmitt and McCarthy,"Vocabulary: Description, Acquisition, and Pedagogy", Cambridge University Press (Nobertschmitt.co.uk)

³⁸ Nancy Falchikov,"Learning Together: Peer Tutoring in Higher Education", London: Routledge Falmer.

remembering the new words, memory strategies are easier than the other strategies since it is related to other memories of words.

4. Cognitive Strategies

Cognitive strategy is a strategy that do not focused on the mental processing, but quite similar with memory strategy. Thus, cognitive strategy engaged repetition and tools to learn vocabulary⁴⁰. This strategy is including repetition the words verbally or written, make a list of the vocabularies, and also bringing a vocabulary notebook wherever students go.

The strategy is characterized by repetition in both written and spoken language. It helps students to memorize the word repeatedly. Through list of word and vocabulary notebook have to continue to use them and review it afterwards⁴¹. Thus, cognitive strategy is really similar with memory strategy which have to memorize the words.

5. Metacognitive Strategies

⁴⁰ Norbert Schmitt, "Vocabulary in Language Teaching", Cambridge: United Kingdom. 2000.

⁴¹ Nobert Schmitt,"Vocabulary Learning Strategy". In Schmitt and McCarthy,"Vocabulary: Description, Acquisition, and Pedagogy", Cambridge University Press (Nobertschmitt.co.uk)

MET is the last strategies. Through this strategy, learners have to decided their learning process about planning, monitoring or evaluating⁴². The learners in metacognitive strategies will decide which word that they will focus and learn deeper. In MET strategy, a lot of strategies can be used by learners such as using English media, checking their understanding with word test, trying to focus and learning deeper on the technical word and learning new vocabulary constantly.

Using English media is the easiest way to students in learning the word, they can use everything around them to learn such as newspaper, magazine, internet, video and etc. Checking students understand through word test to make the students know how far they understand about the word⁴³. If students do not want to learn the words, they are trying to focus and learning the word deeper that have the same meaning with skip or pass the word, in this case students want to focus technical vocabulary, so they reduce other word outside technical vocabulary. Students also can maximize their effectiveness in learning the word by learning it constantly.

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⁴² N. Schmitt,"Vocabulary in language Teaching", Cambridge: UK. 2000.

⁴³ N. Schmitt,"Vocabulary Learning Strategies". In Schmitt and McCarthy,"Vocabulary: Description, Acquisition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)

2. Vocabulary Learning Strategy and English for Specific Purpose

ESP is used by students for preparing to use English in a professional, academic, and workplace environment, where the students will use the language⁴⁴. As stated by Asfihana, ESP currently has three specific references in the world of English education⁴⁵, as follows:

- Certain parts of English are required to implement certain tasks for certain purposes.
- 2. The branch of language education that studying and teaching parts of English language to help learners succeed in carrying out certain tasks for certain purpose.
- 3. A movement that made the ESP profession and its work with the ESP discourse popular.

Certainly, in learning a certain language, learners need learning strategy in mastering the language.

Vocabulary learning strategy have a contribution to ESP student to learn the vocabulary. However, ESP vocabulary can be an obstacle for ESP learners in learning English. Vocabulary learning strategy could help the learners to understand the vocabulary in their specific area. Moreover, English become International communication language that

 $^{^{44}}$ T. Agustina."English For Specific Purposes (ESP): An Approach of English Teaching For Non-English Department Students". Vol 7, No 1, 37-63. © β eta 2014

⁴⁵ R. Asfihana,"Teaching English For Specific Purposes (ESP) in EFL Context". English Department of State Institute for Islamic Studies Antasari Banjarmasin. 2017

have used in many subjects such as economics, science, technology and many more. Based on that situation, it is important to ESP students to know their vocabulary learning strategy in developing their vocabulary. Also, vocabulary that used for ESP context is technical vocabulary which is only found in certain context but it does not commonly find in another context.

D. Previous Studies

As the comparison of this research, here are some researcher of Students' Strategy in Learning Vocabulary. These researches will be references for present study, here is some research:

1. Tia Arsita Desiana (2014)

The title is "Vocabulary Learning Strategy of Students in Economic International Program". The researcher found that the students choose fast, simple and practical strategies in learning vocabulary. Some of strategies that highly chosen in this study, were; checking the word if it is also an Indonesian word, guessing words meaning from the context, asking definition to the teacher, studying the word with my classmate, remembering the words by studying and paying attention to it spelling, underlining the words, and using English media.

2. Ridha Ikhsan (2017)

The title is "The Students' Strategies in Learning Vocabulary of The X Year Students at Boarding Schools at Aceh Besar". The researcher found that are five strategies were used by student in learning vocabulary. There are; determination strategy, social strategy, memory strategy, cognitive strategy, and metacognitive strategy. The dominant strategy used by the students is determination strategies. With this strategy, students need help in guessing and discovering the new word, using references material and structural knowledge. In other word, students try to discover the meaning of the word by themselves.

3. Natcha Puagsang (2018)

The title is "The Vocational Students' Use of Vocabulary Learning Strategies and their Vocabulary Knowledge" The researcher focused on three aspects such as; identifying the vocabulary learning strategies (VLSs), exploring the vocabulary levels, investigating the relationship between VLSs and vocabulary levels of 242 first year students in five government vocational colleges in the second semester of the academic year 2014 in Krabi province, including three field of study, there are; accounting, engineering, and hotel

and tourism. Then, the researcher found that the students employed all five categories at the frequency level of sometimes. Social strategies were ranked as the most frequently used. In addition, through Vocabulary Level Test (VLT) found that the students' average scores of 1000 and 2000-word level were higher than those of 3000, 4000 and 5000-word level.

4. Kristin Natalina Nugraha Bakti (2018)

The title is "Vocabulary Learning Strategies Used by Junior High School Students". The researcher found that student in junior high school choose one aspect from all the strategy. From DET, students preferred checking the word meaning, asking their classmate in learning the word and asking the word definition with the teacher (SOC), remembering word by studying and paying attention its spelling (MEM), highlighting the word (COG) and using English media such as videos, news, magazines and the Internet (MET).

5. Kristina Estisari (2018)

The title is "Vocabulary Learning Strategies of Accounting Students of STIE Gentiaras Bandar Lampung". The researcher found that the students who were considered in the intermediate in English chose memory strategies as the most often used strategy. The second

strategy that is often used is the Social strategy (Discovery). The third strategy that is often used is the Determination strategy. The fourth strategy that is often used is the metacognitive strategy. The fifth strategy that is often used is the cognitive strategy. While the strategy that is least used is the Social (Consolidated) strategy with the lowest average score.

Five of previous studies above have discussed on Vocabulary Learning Strategy used by ESP students on higher education, Vocabulary Learning Strategies used by Vocational High School students in three different fields of study, Vocabulary Learning Strategy used by boarding school students in the X year at Aceh Besar, Vocabulary Learning Strategy used by Junior High School Students, and the last is Vocabulary Learning Strategy used by Accounting students of STIE Gentiaras Bandar Lampung. But in the present study, the researcher wants to focus on technical vocabulary learning strategy in one specific field that is accounting major and focusing only on one vocational high school in Bangkalan that is State Vocational High School 1 Bangkalan. Also, vocational high school have different learning materials, different strategies are needed.

CHAPTER III

RESEARCH METHOD

This chapter is discussing about the research method related to the study. It presents the research design and approach, research setting, data and data source, research instrument, checking validity of findings, research stages, and the last is data analysis techniques.

A. Research Design and Approach

In identifying strategy in learning technical vocabulary used by accounting students of vocational high school, this research conducted a qualitative methodology to collect the data. According to Creswell, qualitative research dealing with evolving the detailed understanding of the core phenomenon and exploring the problems⁴⁶. Moreover, this study was using case study. Phenomena or events in which they happen in the everyday context, case study can be used in explaining, describing, and exploring it⁴⁷. This research investigated the strategies used by accounting student in learning technical vocabulary in the State Vocational High School 1 Bangkalan.

B. Research Setting

1. Subject

 $^{^{46}}$ John W Creswell,"Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research". 4^{th} ed.

⁴⁷Robert K. Yin,"Case Study Research Design and Methods (5th ed)". Thousand Oaks. CA:Sage. 2014.

In conducting the research, there have to be the subject investigated to get the data of the study. In this study, the researcher took 11th grade of accounting students in the State Vocational High School 1 Bangkalan academic year 2021/2022. The consideration in choosing the subject is students already learn about technical vocabulary in the first grade, so they know how the way they learn technical vocabulary.

2. Setting

The research setting is referring to the place where the data are collected. This research conducted in one of Vocational High School in Bangkalan, that is State Vocational High School 1 Bangkalan located in Jl. Kenanga 2 Bangkalan. Bangkalan is one of the regions in East Java and is located on the island of Madura, Indonesia. The consideration in choosing this school are State Vocational High School 1 Bangkalan. is the oldest vocational high school in Bangkalan, and the favorite major in this school is accounting major. Also, they already applied k13 for the curriculum and the accreditation is B. This research focused on accounting students of State Vocational High School 1 Bangkalan.

C. Data and Source of Data

1. Types of Data

Referring back to the research questions, the first is "What are the students' strategy in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan?" and the second is "What are the students' reasons for choosing the common strategies in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan?". To answer first question, the data were collected are type of students' strategies in learning technical vocabulary of accounting at State Vocational High School 1 Bangkalan. The data for the second question is the students' reasons for choosing the common strategies in learning technical vocabulary of accounting at State Vocational High School 1 Bangkalan. Data on the types of vocabulary learning strategy were collected from the students using the questionnaire and interview guideline.

2. Source of Data

The sources of data from this study come from accounting students. The population of this study are 44 students from second grade of accounting major at the State Vocational High School 1 Bangkalan.

D. Research Instrument

1. Questionnaire

Adapting close ended questionnaire by Schmitt⁴⁸ and interview guideline are used to collect data on technical vocabulary learning strategy used by accounting students of the State Vocational High School 1 Bangkalan. There were 29 questions and were consisted of 2 parts. In part 1, the questions were consisted of 24 statements related to the vocabulary learning strategy. The students were asked to give rate the option ranging from never, sometimes, often until always. Part 2, some students were answered 5 interview guideline questions related to the vocabulary learning strategy. The interview guideline was used to support 24 statements relate to the vocabulary learning strategy.

The questionnaire consists of 24 statements about vocabulary learning strategies. Those strategies are based on taxonomy of Schmitt about vocabulary learning strategies. Those strategies are presented below:

Table 3.1 List of Vocabulary Learning Strategy based on the Schmitt's

taxonomy.

Strategies

I. Determination Strategy

- 1. I analyze part of speech (for example; verb, noun, and adjective)
- 2. I analyses roots and affixes in guessing the meaning of the words.
- 3. I guess the meaning of the word form textual context.

⁴⁸ N. Schmitt,"Vocabulary in Language Teaching". Cambridge: United Kingdom. 2000.

- 4. I look up a word in:
- 4.1 English English dictionary.
- 4.2 English Indonesia dictionary.

II. Social Strategy

- 5. I ask the teacher to translate the meaning of the word that I don't understand.
- 6. I ask the teacher for definition of the word that I do not understand.
- 7. I ask classmates to translate the meaning of the word that I don't understand.
- 8. I discover the meaning through group work activity.

III. Memory Strategy

- 9. I connect the word with my previous experience (Whenever I found a new technical vocabulary, I always wrote my own list word based on the alphabet from a z. Then, when I found again the technical vocabulary, but I forget the meaning. I look back at my list word.)
- 10. I classify the word based on its affixes (e.g. grouping the all words with suffix re- in one group, -ment in one group, etc.)
- 11. I classify the word by its form (verb, noun, adjective, etc.)
- 12. I look for its synonym and antonym
- 13. I remember the new word by connecting the words I have learnt before.
- 14. I classify the word based on topic
- 15. I remember the word by spelling it
- 16. I remember the word by pronouncing it

IV. Cognitive Strategy

- 17. I say the word repeatedly
- 18. I write the word repeatedly
- 19. I make a word list
- 20. I bring a vocabulary notebook wherever I go

V. Metacognitive Strategy

- 21. I use English media to learn the word (news, news broadcasting, internet, magazine, video, etc.)
- 22. I test myself with word test (I take a test)
- 23. I will focus and learn the word deeper
- 24. I study the word constantly.

2. Interview

The second instrument in this study is interview. The interview guideline is the instrument that was used by the researcher for the interview section. The researcher was designed the interview guideline by itself by considering the strategy used by students in learning technical vocabulary. The interview guideline has been validated by the expert. Interview happens when researcher asking one or more students, open ended questions and recording the students answer. Then, the researcher transcribing and typing the data into file for analyses it. In this study, the researcher communicates

and interact with students via telephone or telephone interview. It happens because students were not in school, they have done internship in many institutions in Bangkalan.

Interview Guideline

- 1. In determination strategy, what is the most common strategy that student use when learning technical vocabulary? Explain why student choose this strategy. (Di strategi determination, strategy apakah yang biasa siswa gunakan untuk mempelajari kosakata teknikal? Jelaskan mengapa siswa memilih strategi tersebut.)
- 2. What is the most common strategy that student use in learning technical vocabulary in social strategy? Explain why this strategy is commonly used for student. (Strategy apakah yang biasa kamu gunakan untuk mempelajari kosakata teknikal di strategi social? Jelaskan mengapa strategi ini biasa siswa gunakan.)
- 3. What is strategy that student always used when learning technical vocabulary in memory strategy? Explain why student choose this strategy. (*Strategy apakah yang biasa siswa*

gunakan untuk mempelajari kosakata teknikal di strategi memory? Jelaskan mengapa siswa memilih strategi tersebut.)

- 4. Mention the strategy that students always use in learning technical vocabulary in cognitive strategy? Explain why student usually use this strategy in learning vocabulary. (Sebutkan strategy apakah yang selalu siswa gunakan untuk mempelajari kosakata teknikal di strategi cognitive? Jelaskan mengapa siswa biasa menggunakan strategi ini untuk mempelajari kosakata.)
- 5. In metacognitive strategy, what is the most common strategy that student always use when learning technical vocabulary? Explain why student choose this strategy. (Di strategi metacognitive, strategy apakah yang biasa siswa gunakan untuk mempelajari kosakata teknikal? Jelaskan mengapa siswa memilih strategi tersebut.)

E. Checking Validity of Findings

Checking validity of findings is one of the important things in determining accuracy of results problem. In getting the data, the researcher

used valid and reliable instrument. In this study, the instruments had been validated by the experts.

As the instruments of this study, the questionnaire and interview guideline has been validated by Khoiriyatul Hariro, M.Pd. Furthermore, the participants are not from English department, the researcher translated the questionnaire from English to Bahasa Indonesia to make the participant understand the questionnaire easily.

F. Research Stages

- 1. First, the researcher did preliminary and then create the design of the research such as title, theories, and method. After completing the design, the researcher created the proposal of the research.
- 2. Second, the researcher went to school and asking permission to the deputy of curriculum of the school. Then, the researcher making appointment with the home teacher of 11th grade accounting class of State Vocational High School 1 Bangkalan.
- 3. The third stage is the researcher began to get the data of the study. The first, the researcher was distributing the questionnaire through Google Form to know the strategy used by the students in learning technical vocabulary. Before giving the questionnaire to the students, a brief explanation was informed by the researcher to the students through their home teacher in Whatsapp group. Second, to obtain more data from the students, a personal

interview to twenty-two students was conducted. The interview was done after the results of the questionnaire had been obtained, the researcher communicates and interact with students via telephone or telephone interview. It happens because students were not in school, they have done internship in many institutions in Bangkalan. Interview for each student was conducted around 5 to 6 minutes. The interview was done during their free time and it used Bahasa Indonesia to make the participants feel more comfortable.

4. The last stage is analyzing the data. After getting the data, the researcher reported the result and finding of the study all of the data from the research instruments. The researcher described the finding of questionnaire and interview about technical vocabulary learning strategy used by students.

G. Data Analysis Techniques

After collecting the data, the researcher analyzed the data. In qualitative research, the systematic process of searching and organizing the interview transcript, observation note, and other non-textual materials collected by the researchers in improving understanding of the phenomenon is called as data analysis⁴⁹. Here are the analyzing the data for vocabulary learning strategy used by accounting students.

⁴⁹ Lp. Wong,"Data Analysis in Qualitative Research: A Brief Guide to Using Nvivo", Malays Fam Physician. 3(1). Apr 30, 2008.

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The step in analyzing the data are: in collecting the data, the researcher distribute questionnaire and do the interview. Then, the researcher identified and focused on the data with reference to the research problem. After identifying the data, the researcher revealed those data into good sentences. After revealing data, the last process is conclusion. Furthermore, to get validity of data, the questionnaire is supported by interview. The questionnaire is converted to percentages through Excel.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The researcher is presenting about the research findings and its discussion in this chapter. The findings are gotten from technical vocabulary learning strategies used by students. Then, describing the data analysis of this study in the discussion part. The data analysis in the discussion part include the explanation about kinds of vocabulary learning strategies that student considered to their learner and what vocabulary learning strategies that student commonly used in classroom.

A. Findings

The study was conducted to answer research problems of this study. The study conducted 19th -29th April 2021. There 44 accounting students of State Vocational High School 1 Bangkalan that became participant of this study. The results of the findings were based on the research questions of this study. In this part, there are two sections that discussed in research findings related to the research questions. The first section is discussed about kinds of technical vocabulary learning strategies used by the accounting students. Then, the second section is discussed about the students' reason for choosing the strategies in learning technical vocabulary of accounting. The findings of this study are presented below:

1. Students' strategies in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan.

Based on data found by distributing questionnaire and calculating data used Microsoft Excel. The data can be described into the chart below:

Determination Strategy

Figure 4.1: Students' use of Determination Strategy

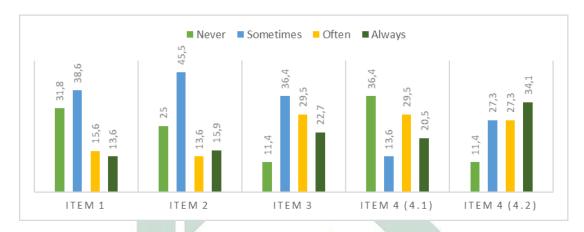


Table 4.1 Determination Strategies Items'

There were five items under Determination Strategy:

Item 1: I analyze part of speech (for example: verb, noun, and adjective)

Item 2: I analyses roots and affixes in guessing the meaning of the word

Item 3: I guess the meaning of the word form textual context.

Item 4: I look up a word in:

- 4.1 English English dictionary.
- 4.2 English Indonesia dictionary.

It can be seen from Figure 4.1 that the highest strategy used by the students of determination strategy is item 4 (4.2) looking up a word in: English – Indonesia dictionary was chosen as the highest strategy used by the students. 61,4% of the students choose the item number 4 (4.2). The score was calculated from the total

percentage of 'often' and 'always' option (item 4 (4.2) had 27,3% for 'often' and 34,1% for 'always'). The use of dictionary that direct student found out the translation in Indonesian directly could be the factor why this item ranked as the most common strategy in determination. Another common strategy used by students in determination strategy is item (3) guessing the meaning of the word from textual context. 52,2% of the students choose the item number 3. The score was calculated from the total percentage of 'often' and 'always' option (item 3 had 29,5% for 'often' and 22,7% for 'always'). The students said that by guessing some important word in the sentence, they can easily understand the context. Followed by 50% of item (4 (4.1)) looking up a word in: English – English dictionary. And the two least common strategy are 29,5% of item (2) analyzing roots and affixes in guessing the meaning of the words, 15,6% students choose 'often' and 13,6% choose 'always' and 29,2% of item (1) analyzing part of speech, only 15,6% students choose 'often' and 13,6% choose 'always'.

In contrast, the lowest strategy in determination strategy is item (1) analyzing part of speech and item (2) analyzing roots and affixes in guessing the meaning of the words. 29,2 of students choose the item number 1. It happened because what was needed by the participants as ESP students was only to know the meaning of the words. Therefore, analysing part of speech was not crucial. In addition, one of interviewee stated, "Moreover, economic vocabulary doesn't need to be looked for its part of speech". This could also explain why this strategy is barely used.

Social Strategy

Figure 4.2: Students' use of Social Strategy



Table 4.2 Social Strategies Items'

There were four items under Social Strategy:

Item 5: I ask the teacher to translate the meaning of the word that I don't understand.

Item 6: I ask the teacher definition of the word that I do not understand.

Item 7: I ask classmate to translate the meaning of the word that I don't understand

Item 8: I discover the meaning through group work activity.

It can be seen from Figure 4.2 that item number seven ranked the most common strategy in social strategy. 68,2% of the students choose this item (7) asking classmate to translate the meaning of the word. The score was calculated from the total percentage of often and always. 40,9% of the participants choose 'often' and 27,3% choose 'always'. The reason why this strategy is ranked as the most common strategy was because students can ask anything to their peers. Followed by the second common strategy which has got 40,9% that is item (5) asking the teacher to translate the meaning of the word. 22,7% of the participants choose 'often' and 18,2% choose 'always'. Some

students choose item five as their common strategy in social strategy, because they belief that the teacher was experts in economy. As the two least common strategies are item (6) asking the teacher for definition of the word got chosen by 38,6% of students and item (8) discovering the meaning through group work activity got chosen by 36,4% of students. Most of students are focusing to the translation of the technical words. Even those strategies are really similar with item seven and item five, this strategy is rarely used by the students because they like to ask directly the meaning of the word to their friend instead of discussing it with their friend.

As the lowest score in social strategy, item (8) discovering the meaning through group work activity got chosen by 36,4% of students. Some of student stated that they could ask their friend about the meaning of the word and also discussed it with their friend, but most of students said that they prefer to ask their friend about the meaning of the word so they can understand the word meaning directly.

Memory Strategy

Figure 4.3: Students' use of Memory Strategy

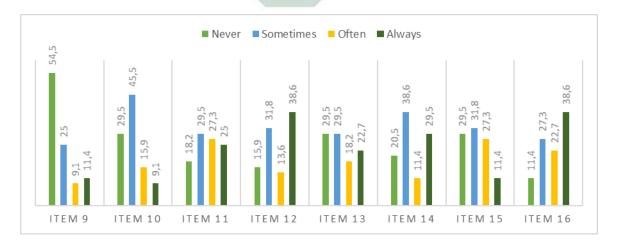


Table 4.3 Memory Strategies Items'

There were eight items under Memory strategy:

Item 9: I connect the word with my previous experience (Whenever I found a new technical vocabulary, I always wrote my own list word based on the alphabet from a – z. Then, when I found again the technical vocabulary, but I forget the meaning. I look back at my list word.)

Item 10: I classify the word based on its affixes (e.g. grouping the all words with suffix re- in one group, -ment in one group, etc.)

Item 11: I classify the word by its form (verb, noun, adjective, etc.)

Item 12: I look for its synonym and antonym

Item 13: I remember the new word by connecting the words I have learnt before.

Item 14: I classify the word based on topic

Item 15: I remember the word by spelling it

Item 16: I remember the word by pronouncing it

From Figure 4.3 above, the result shows that in memory strategy, most of students choose item number (16) remembering the word by pronouncing it ranked highest. 61,3% of the students choose this strategy. 22,7% of the students choose 'often' and 38,6% choose 'always'. It is because remembering the word by pronouncing it helped students in recalling the word. Followed by item (11) classifying the word by its form as the second common strategy which has chosen by the students

with 52,3%. The students choose 27,3% of 'often' and 25% of 'always'. Then, item (12) looking for its synonym and antonym as the third common strategy which was got 52,2%. The students choose 13,6% of 'often' option and 38,6% of 'always' option. As the two least common strategies chosen by students are item (10) classifying the word based on its affixes got 25%. The students choose 15,9% 'often' and 9,1% choose 'always'. And item (9) connecting the word with my previous experience got 20,5%. The students choose 9,1% of 'often' option and 11,4% 'always' option.

In contrast, the least common strategy used by students in memory strategy are item (9) connecting the word with my previous experience which got 20,5% and item (10) classifying the word based on its affixes got 25%. All of the interviewee said that they never used this strategy because it takes time, instead of sorted the word based on the alphabet they prefer to write the meaning of the word wherever they want.

Cognitive Strategy

Figure 4.4: Students' use of Cognitive Strategy

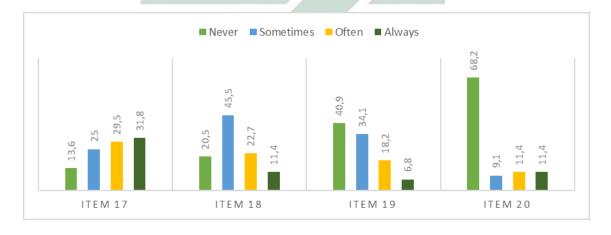


Table 4.4 Cognitive Strategies Items'

There were four items under Cognitive strategy:

Item 17: I say the word repeatedly

Item 18: I write the word repeatedly

Item 19: I make a word list

Item 20: I bring a vocabulary notebook wherever I go

It can be seen from Figure 4.4 that the item (17) saying the word repeatedly was chosen as the most common strategy used by the students in cognitive strategy. 61,3% of the students choose the item number 17. The score was calculated from the total percentage of 'often' and 'always' option (item 17 had 29,5% for 'often' and 31,8% for 'always'). Item seventeen became the most common strategy because say the word repeatedly was the easiest strategy that students can do. Then, the second common strategy used by the students is item (18) writing the word repeatedly. 34,1% of the students choose the item 18.22,7% for 'often' and 11,4% for 'always'. In this strategy, students are more likely to write the word first then say the word. Followed by the two least common strategies are item (19) making a word list with 25%. The students choose 18,2% of 'often' option and 6,8% 'always' option. And item (20) bringing a vocabulary notebook wherever I go with 22,8%. The students choose 11,4% of 'often' option and 11,4% 'always' option.

In contrast, item (20) bringing a vocabulary notebook wherever I go with 22,8% item (19) making a word list with 25% of students chose it. This strategy become the

least common strategy used by students because most of students don't have any vocabulary notebook and they didn't make any word list.

Meta-Cognitive Strategy

Figure 4.5: Students' use of Meta-Cognitive Strategy



Table 4.5 Meta-cognitive Strategies Items'

There were four items under Meta-cognitive strategy

Item 21: I use English media to learn the word (news, news broadcasting, internet, magazine, video, etc.)

Item 22: I test myself with word test (I take a test)

Item 23: I will focus and learn the word deeper

Item 24: I study the word constantly.

It can be seen from Figure 4.5, in the meta-cognitive strategy, the item (23) focusing and learning the word deeper was chosen as the highest strategy used by the students. 56,8% of the students choose the item number 23. The score was calculated

from the total percentage of 'often' and 'always' option (item 23 had 27,3% for 'often' and 29,5% for 'always'). By minimizing the range of their vocabulary learning. As the second highest strategy used by the students, item (21) using English media to learn the word had 43,2%, 9,1% for 'often' and 34,1% for 'always'. By using English media, students get easily in learning the technical vocabulary. Followed by the two least common strategies are item (24) studying the word constantly got chosen by 33,4% students. 11,4% for 'often' and 15,9% for 'always'. And item (22) testing myself with word test got chosen by 27,3% students. 18,2% for 'often' and 15,2% for 'always'.

In contrast, item (22) testing myself with word test got chosen by 27,3% students and item (24) studying the word constantly got chosen by 33,4% students became the least common strategy used by students. Some of students also did English Economic exercises by themselves. One of students said that she rarely did English Economic exercises in home, and it's really work for her to enhance her knowledge of vocabulary.

2. The students' reasons for choosing the common strategies in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan.

Based on data found by distributing questionnaire and calculating data used Microsoft Excel above. The researcher identifying the students' reasons for choosing the strategies in learning technical vocabulary used by accounting students of the State Vocational High School 1 Bangkalan.

Determination Strategy

Table 4.6 Students' common strategies in determination strategy.

Strategies	Always	Often	Total
Determination Strategy (DET)			
3. I guess the meaning of the word from	22,7%	29,5%	52,2%
textual context.			
4. I look up a word in:	20,5%	29,5%	50%
4.1 English – English dictionary			
4.2 English – Indonesia dictionary.	27,3%	34,1%	61,4%

It can be seen from Table 4.6 that the most common strategy used by the students in determination strategy is item 4 (4.2) looking up a word in: English – Indonesia dictionary was chosen as the highest strategy used by the students. The students explained that in finding the meaning of the word, it is easier using dictionary whether in dictionary book or online dictionary. Maya, student number nineteen, said that, "using dictionary, but online dictionary and also printed dictionary English – Indonesia, because besides being easier to just type, there is also explanation in online dictionary so I can understand more" (See in appendix XXIII). For example, the students only go through website of Google Translate, then type the word (e.g. Interest), and then they could easily find the translation of interest in Indonesian and also the explanation about interest.

The students also stated that they also have difficulty in using dictionary, if using printed dictionary, the words are limited, sometimes they difficult to find technical vocabulary in it. The difficulty also happens when they using online dictionary, the student can find various meanings of a word. For example, when they

Interest, it can be classified as technical vocabulary or basic vocabulary. Example of interest as technical vocabulary: the monthly rate of interest, the word of interest here refers to money that is a thing to do when delaying payment of debt, then the use of money lent, paid regularly at a certain rate. In addition, example of interest as basic vocabulary: She looked about her with interest, the word of interest here refers to the state of being curious or learning about something or someone.

Another common strategy used by students in determination strategy is item (3) guessing the meaning of the word from textual context. 52,2% of the students choose the item number 3. The students said that by guessing some important word in the sentence, they can easily understand the context. Suci, student number eleven said, "Reading the entire paragraph first, after finding some words that I understand, then I can realize the content of the text" (See in appendix XV). For example, the students get accounting exercise in long paragraph, they get difficulty in understanding all of contents of the paragraph. However, they try to read the entire paragraph, so they can find some technical vocabulary that they understand such as; debit, credit, asset, balance sheet, etc. it can help them to understand the context easily.

Social Strategy

Table 4.7 Students' common strategies in social strategy.

Social Strategy (SOC)			
5. I ask the teacher to translate the meaning	18,2%	22,7%	40,9%
of the word that I don't understand.			

7. I ask classmates in translating the	27,3%	40,9%	68,2%
meaning of the word that I do not			
understand.			

Item (7) asks classmates in translating the meaning of the which have score 40,9% of the participants choose 'often' and 27,3% choose 'always'. The students could ask their capable peers, the presence of capable peers helped students to understand newly technical vocabulary that they didn't know before. The students stated that asking friend didn't need to be ashamed even though they have a lot of questions to ask. Likewise, students said that sometimes they discussing the vocabulary with their peers to understand more. Another student also added by asking friends they could find the meaning of the word, but sometimes their friend ask them for discussing the word, so they look for it together, then they make their own definition to understand the word more easily. According to the interview before, their reason to use this strategy is help them to get easier to understand when they don't know with the translation of the word. With capable friend, they don't need to worry asking anything about translation of the word. Also, Hilda, student number three said, "Asking friend is more comfortable also asking for correction for the translation word which I've been looking for is correct or still wrong. The point is to make it more flexible" (See in appendix VII). It's means that through this strategy, students can also ask for correction from other friends if they still uncertain with their thought or the translation of the word. Moreover, students can only ask for correction of the translation of the word from their other friend. Likewise, comfortable atmosphere can create through this way.

Also, they can ask any time they want even they are not in the school.

Followed by the second common strategy which has got 40,9% that is item (5) asking the teacher to translate the meaning of the word. 22,7% of the participants choose 'often' and 18,2% choose 'always'. The teacher has economic background, who already graduated from economic major, could have been the reason why the students trust their teacher. It represents that a teacher is a trusted source. The students explained that teacher could provide more specific translation rather than dictionary because sometimes technical vocabulary, such as *liabilities*, accrued expenses and bookkeeping have different meaning and cannot be found in general dictionary. In addition, one of the interviewees, Halimah student number ten said, "teacher could give more clear and correct translation, and sometimes teacher gives us explanation about the word" (See in appendix XIV). In short, students asking their teacher in translating the word believed that they will get clear and correct translation of the technical vocabulary.

Memory Strategy

Table 4.8 Students' common strategies in memory strategy.

Memory strategy (MEM)			
11. I classify the word by its form (verb,	25%	27,3%	52,3%
noun, adjective, etc.)			
12. I look for its synonym and antonym	38,6%	13,6%	52,2%
16. I remember the word by pronouncing it	38,6%	22,7%	61,3%

Most of students choose item number (16) remembering the word by pronouncing it. 61,3% of the students choose this strategy. 22,7% of the students choose 'often' and 38,6% choose 'always'. Even though, English pronunciation is quite difficult for Indonesian learner especially for ESP learners. Then, this strategy becomes the common used strategy by students because remembering the word by pronouncing it helped students in recalling the word. The students state that remembering the word by pronouncing it can help students to remember it more easily in the future. Others students also added, they were more comfortable pronouncing rather that writing the word because they did not always bring their book. Yet, there were also students who were comfortable with writing down first then remember words by pronouncing it.

As the second highest strategy in memory strategy item (11) classifying the word by its form has chosen by the students with 52,3%. The students choose 27,3% of 'often' and 25% of 'always'. Students who chose this strategy stated that they want to learn the word deeper by learning its form not only the meaning of the word. One of students, Halimah said, "classifying words based its form, beside understanding the meaning, understanding its form is also necessary to better understand the differences of each word" (See in appendix XIV). Most of students who chose this strategy not only focus on the word meaning but also in its forms. It can be the reason why this strategy as the second common strategy in memory strategy.

The third highest strategy from memory strategy is item (12) looking for its synonym and antonym which was got 52,2%. The students choose 13,6% of 'often' and 38,6% of 'always'. The interviewee, Lailatul student number seventeen said that,

"looking for its synonym antonym for technical vocabulary is quite challenging. If we know the synonym and antonym of the words in Indonesian it will be easy, but if we can't find it, we should find it first then translate it into English. So, it is quite similar with the first strategy" (See in appendix XXI). Some students also stated that looking for the word synonym and antonym can increase their knowledge of their technical vocabulary. Therefore, this strategy become the third common strategy used by students.

Cognitive Strategy

Table 4.9 Students' common strategies in cognitive strategy.

Cognitive strategy (COG)			
17. I say the word repeatedly	31 <mark>,8</mark> %	29,5%	61,3%
18. I write the word repeatedly	11 <mark>,4</mark> %	22,7%	34,1%

A reason why item 17 became the highest strategy because say the word repeatedly was the easiest strategy that students can do. It was the easiest because students didn't need to bring anything to remember the word. One of the students said that they prefer saying the word repeatedly, it's actually better to write, so they can look at it again. But because they were rarely writing, it's easier to just say the word and remember it by heart. In this case, most of students agreed that say the word repeatedly is more efficient and effective because they can do it every time and everywhere. Besides, item (18) writing the word repeatedly become the second common strategy used by students. Because, most of students who used this strategy like to write the

word first, then they try to remember it. So, it is also really help students to understand the spelling of the words. Then, some students also added it will be more efficient if they could say and write the word repeatedly. One of the interviewees, Suci student number eleven added, "I say and write the word repeatedly, because I understand better, so I know better how to read and write it so I don't get it wrong" (See in appendix XV). They like to combine these two strategies to make their learning strategy more effective.

Meta-cognitive Strategy

Table 4.10 Students' common strategies in meta-cognitive strategy.

Meta-cognitive strategy (MET)			
21. I use English media to learn the word	34 <mark>,1%</mark>	9,1%	43,2%
(news, news broadcasting, internet,	4		
magazine, video, etc.)			
23. I will focus and learn the word deeper	29,5%	27,3%	56,8%

The students said that they will focus and learn the word deeper. One way had mentioned as the strategy to learn the word deeper. The answer was written the high frequently used translation of the word that they want to learn on the paper or book. One of students stated that they minimize the range of their vocabulary learning to make it more focused. They write down the words that often come out in the questions so they can remember them better. They said this is the easiest way to remember the word.

The second highest strategy is using English media to learn the words. The interview result showed that by using English media such as internet, video, news and English Economic exercises assisted the students remember vocabulary easily. Using internet, students can access the websites easily with their own phone. One of students, Mala student number two said that "Actually, using applications and internet is helped me enough to learn English and also economics. I also use my handphone for almost 24 hours, when I don't have anything to do, then I learn it" (See in appendix VI).

Another English media used by the students are video and doing English Economic exercises. From all interviewees most of students used internet to learn vocabulary. Easy access and most of students like to bring their phone when they're learning vocabulary could be the reason why internet was mostly used in this present study.

B. Discussion

After the researcher stated all of the finding, the researcher discusses those findings and support it with some theories related to those findings. The discussions about each kind of vocabulary learning strategies are presented below:

 Students' strategies in learning technical vocabulary of accounting at SMKN 1 Bangkalan.

Vocabulary learning strategy helps students to understand the technical vocabulary in their learning process. Schmitt stated that many students use strategy

to learn vocabulary, especially when compared to more integrated tasks⁵⁰. Therefore, they have to understand the best vocabulary learning strategy that is suitable for them.

Based on the research findings, in each category, students have their own vocabulary learning strategy. The further explanation about each strategy are presented below:

a. Determination Strategy

Determination strategy is discovering the word meaning from analyzing their part of speech, analysing from its affixes or roots of the word, guessing from context and using reference material, discovering the word by searching on a reference such as dictionary⁵¹. In this strategy, the common strategy used by students are guessing meaning of the word from context and using reference material, discovering the word by searching on a reference such as dictionary in learning technical vocabulary. According to the research findings, in determination strategy, 61,4% students chose item 4 (4.2) looking up a word in: English – Indonesia dictionary as the highest strategy used by the students. Followed by 52,2% of item (3) guessing the meaning of the word from textual context. Then, followed by 50% students chose item (4 (4.1) looking up a word in: English – English dictionary in learning their technical vocabulary.

60

⁵⁰ N. Schmitt,"Vocabulary Learning Strategy". In Schmitt and McCarthy,"Vocabulary Description, Acquition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)
⁵¹ Ibid

Similar result with study of Estisari who conducted the study of accounting students in STIE Gentiaras Bandar Lampung⁵². The highest strategy chose by students is translating the word from English into Indonesian using bilingual dictionary. The use of dictionary was the easiest way to find the word translation could be the reason why using dictionary become the highest strategy chose by students in determination strategy. however, the second highest and the lowest strategy in determination were different with the present study. In Estisari, analyzing part of speech became the second highest strategy and guessing meaning from textbook was the lowest strategy chose by students⁵³.

b. Social Strategy

Social strategy is the ways vocabulary discovering meaning of asking someone who knows. It can be done by asking teachers or classmates about new word information and answering in a number of ways (definition, translation, etc.) and discovering the meaning of the word through students group work activity⁵⁴. Most of students use the two strategy in social strategy.

⁵² Kristina Estisari,"Vocabulary Leaning Strategy of Accounting Students of STIE Gentiaras Bandar Lampung". Jurnal STIE Gentiaras. 10 (1), 80-90, 2018.

⁵³ Ibid.

⁵⁴ Nobert Schmitt,"Vocabulary Learning Strategy". In Schmitt and McCarthy,"Vocabulary: Description, Acquition, and Pedagogy. Cambridge University Press. (Nobertschmitt.co.uk)

In this strategy, students asking their classmates and teacher to translate the meaning of the word that they do not understand. It means that in understanding or translating meaning of the word, students need help from someone. 68,2% of the students chose item (7) asking classmates in translating the meaning of the word. Followed by the second highest strategy which has got 40,9% that is item (5) asking the teacher to translate the meaning of the word.

For the highest strategy used by students from the study of Estisari was similar with the present study. Asking their classmate to translate the meaning could be the highest score because students feel more comfortable when they asked their friend, they could ask without hesitation. Similar with determination strategy before, in social strategy, study of Estisari had different result of the second highest and the lowest strategy used by students. The highest strategy was asking the teacher to translate the word into Indonesian and the lowest strategy was discovering the meaning through group work activity⁵⁵.

c. Memory Strategy

Memory strategy is learning vocabulary by correlating the new word with previously learned knowledge through imagery or grouping⁵⁶. Using this

⁵⁵ Kristina Estisari, "Vocabulary Learning Strategy of Accounting Students of STIE Gentiaras Bandar Lampung". Jurnal STIE Gentiaras. 10 (1), 80-90, 2018

⁵⁶ Nobert Schmitt, "Vocabulary Learning Strategy". In Schmitt and McCarthy, "Vocabulary: Description, Acquition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)

strategy, learners can do connecting new words to past experiences, classifying the word based on its affixes, grouping the words into their form and topic, trying to remember the new word by connecting to the learnt word before, looking for its synonym and antonym, trying to spell the words, and saying the words loudly while studying them⁵⁷. The common used strategy used by students in memory strategy, are: grouping the words into their form and topic, looking for its synonym and antonym and also saying the words loudly while studying them. In memory strategy, the finding shows that item number (16) remembering the word by pronouncing it ranked as the most common strategy in the memory strategy. 61,3% of the students choose this strategy. Followed by item (11) classifying the word by its form as the second highest strategy which has chosen by the students with 52,3%. Then, item (12) looking for its synonym and antonym as the third highest strategy which was got 52,2%.

Different result with present study, most of previous study especially Estisari, spelling the word to remember it was the highest strategy used by the students. It was because the students were paying attention to words can help them in writing the word correctly. But incompatible with the students of vocational high school 1 Bangkalan, pronouncing the word to remember it

⁵⁷ Nobert Schmitt, "Vocabulary Learning Strategy". In Schmitt and McCarthy, "Vocabulary: Description, Acquition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)

became the highest strategy in the present study and it was become the lowest strategy in the previous study by Estisari⁵⁸.

d. Cognitive Strategy

Similar with memory strategy, but cognitive strategy more focus on repetition and mechanical mean in learning the words. This strategy is including repetition the words verbally or written, make a list of the vocabularies, and also bringing a vocabulary notebook wherever students go⁵⁹. In this strategy, the common used strategy used by students is repetition the words verbally or written. In cognitive strategy, item (17) saying the word repeatedly was chosen as the highest strategy used by the students. 61,3% of the students choose the item number 17. Then, the students' second common strategy is item (18) writing the word repeatedly. 34,1% of the students choose the item 18.

Similar result was shown in the research conducted by Estisari. Her study showed that remembering the word by say and write it repeatedly became the highest strategy used by students and as the least used strategy was quite similar with present study that is make vocabulary cards and take it whenever

⁵⁸ Kristina Estisari, "Vocabulary Learning Strategy of Accounting Students of STIE Gentiaras bandar Lampung", Jurnal STIE Gentiaras. 10 (1), 80-90, 2018

⁵⁹ Nobert Schmitt, "Vocabulary Learning Strategy". In Schmitt and McCarthy, "Vocabulary: Description, Acquisition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)

they go, while in the present study bring vocabulary notebook whenever students go^{60} .

e. Meta-cognitive Strategy

Metacognitive strategy is used for controlling and evaluating students' own learning, by looking at the learning process. In meta-cognitive strategy, there are some strategies can be used by learners such as using English media, checking their understanding with word test, trying to focus and learning deeper on the technical word and learning new vocabulary constantly⁶¹. The common used strategy in meta-cognitive strategy, are; using English media and trying to focus and learning deeper on the technical word. In meta-cognitive strategy, item (23) I will focus and learn the word deeper was chosen as the most common strategy used by the students. 56,8% of the students choose the item number 23. As the second highest strategy used by the students, item (21) I use English media to learn the word had 43,2%.

Different result with previous study of Estisari, learning the word using English media became the highest strategy used by accounting students from STIE Gentiaras Bandar Lampung. Different result also shown in the lowest

⁶⁰ Kristina Estisari, "Vocabulary Learning Strategies of Accounting Students of STIE Gentiaras Bandar Lampung". Jurnal STIE Gentiaras, 10 (1), 80-90, 2018

⁶¹ Nobert Schmitt, "Vocabulary Learning Strategy". In Schmitt and McCarthy, "Vocabulary: Description, acquisition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)

strategy that is reviewing English vocabulary cards while in the present study taking vocabulary test was the lowest strategy used by students⁶².

2. The students' reasons for choosing the common strategies in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan.

The reason on the common strategy in learning technical vocabulary of accounting at State Vocational High School 1 Bangkalan that the researcher found based on the research. Based on the interview, the researcher found the reason why the students choose the common strategy in learning technical vocabulary of accounting that would be presented as follow:

1. Determination Strategy

a. Guessing the meaning of the word from context and using reference material

This strategy usually used by students when they were read textbook or exercises in English. Using this strategy students can easily understand the meaning of the sentences through one, two, or more vocabulary that they have mastered before. Contextual guessing techniques can be a focusing and refinement tool for expanding

⁶² Kristina Estisari, "Vocabulary Learning Strategies of Accounting Students of STIE Gebtiaras Bandar Lampung", Jurnal STIE Gentiaras, 10 (1), 80-90, 2018

vocabulary knowledge and for developing all levels of understanding, including critical and creative reading⁶³.

b. Discovering the word by searching on a reference such as dictionary

As the most common strategy used by the students in determination strategy. They choose this strategy because they only want to focus on the translation or meaning of the word. For second language learners, using a dictionary is one of the most important skills to do⁶⁴. Some of students stated that they are more comfortable learning with bilingual dictionary because it is easier to find the meaning of the word. However, a few students also stated that using monolingual dictionary can help them to understand the word more comprehensively. Monolingual dictionaries help students to improve their thinking skills in English⁶⁵. Actually, it is not surprising when students as the ESP learners are more comfortable with bilingual dictionary rather than monolingual dictionary.

2. Social Strategy

a. Asking teachers about new word translation.

⁶³ Syamsiah Depalina Siregar, "Contextual Guessing Techniques in Reading". ENGLISH EDUCATION English Journal for Teaching and Learning Vol. 07 No. 01 June 2019 page 29 - 44

⁶⁴ Nobert Schmitt, et. al, "Vocabulary Learning Strategy: Students Perspectives and Cultural Considerations" Independence (IATEFL Learner Independence SIG) . (Nobertschmitt.co.uk)

⁶⁵ Wajahat Taj Abbasi et. al, "Learners' Perception of Monilingual Dictionary in Learning English as A Foreign Language". International Journal of Education and Literacy Studies. 2019

Even most of students ask their friends in translating the meaning of the word, some of students are more confident by asking their teacher. It is because they think that the teacher is a credible source and they also think that teacher is the most trustworthy one. The advantages asking to the teacher that it is possible to transfer all of the knowledge of the word and easily understand by the students⁶⁶. However, students as the ESP learners only want to know the meaning of the word which is the translation of their first language.

b. Asking classmates about new word translation

Most of students agreed that they need to ask their friends in translating the meaning of the word. Interaction with peers can result in an improved knowledge and understanding of the material⁶⁷. In this strategy, students prefer asking their classmates in translating the meaning of the word that they don't understand because they don't need to feel hesitant to ask their friend when they don't understand the meaning of the word. Although they have many questions to ask for their friend. Even though teacher is the most credible sources, student feel more comfortable when they ask their classmate. It can be proven

⁶⁶ Nobert Schmitt, "Vocabulary Learning Strategy". In Schmitt and McCarthy, "Vocabulary: Description, Acquition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)

⁶⁷ Nancy Falchikov, "Learning Together: Peer Tutoring in Higher Education". London: Routledge Falmer.

by the fact that most students choose this strategy in learning vocabulary because it is more practical and easily to understand.

3. Memory Strategy

a. Grouping the words into their form and topic

Students who chose this strategy understand the meaning of the word and understand its form better. Using this strategy, students also learn the form of the words but they still focus on the word's translation first. Then, to get more knowledge about the word, they were learning the words deeper from its form. To determine the word meaning, studying the affixes and roots of the word, and word classes is very helpful as a way of consolidating its meaning⁶⁸.

b. Looking for its synonym and antonym,

Classifying or grouping the language learned into meaningful units make the material easy to remember because it reduces the components that are not related⁶⁹. Students used this strategy because they can develop their knowledge about vocabulary using one strategy. Even this strategy takes time, but the time will be spent well if used on important words that really need to be learned⁷⁰. In this case, students

⁶⁸ Nobert Schmitt, "Vocabulary Learning Strategies". In Schmitt and McCarthy, "Vocabulary: Description, Acquisition, and Pedagogy". Cambridge University Press (Nobertschmitt.co.uk)

⁶⁹ Rebecca Oxford, "Language Learning Strategies". Boston: Heinle & Heinle Publisher, 1990.

⁷⁰ Norbert Schmitt, "Vocabulary in Language Teaching", Cambridge: United Kingdom. 2000.

can receive more words related to technical vocabulary of accounting.

Through this way, students can easily find the translation of the word.

c. Saying the words loudly while studying them.

Most of students chose this strategy because this strategy is the easiest way to memorize the word. The aim in remembering a word or in making a mental representation of sound of a word, and perhaps using rhyming words is a form of visualizing the orthographic shapes⁷¹. Students chose this strategy because they like to remember the word by focusing on sound of the word, they don't really pay attention to the form of the word and they don't need to bring anything to remember the word. Thus, they can recall the word whenever and wherever they want.

4. Cognitive Strategy

a. Repetition the words verbally or written,

Item seventeen, saying the word repeatedly was chosen as the most common strategy used by the students in cognitive strategy. Using this strategy, students can easily remember the word. By repetition of the word students can recall the word without any help from someone or any ads. But, for students who choosing the strategy with writing the word repeatedly, they need to write down the word to remember it. Some of students stated that they can only remember the word by

⁷¹ Ihid

writing down the word first on the text book or margin of the books. Both of saying or writing the word repeatedly are common strategy used in many parts of the world⁷². Those two strategies can help them to get understand more about the word. In short, this verbal and written repetition are commonly used by students in cognitive strategy.

5. Meta-cognitive Strategy

a. Using English media in learning the vocabulary,

If second language is English and if cost is not an issue, most part of the world offers almost endless resources such as distribution of English books, newspapers, magazines and films⁷³. English media help them learn vocabulary, students mentioned that internet really gives big impact in learning their technical vocabulary. An easy access and most of students like to bring their phone when they're learning vocabulary could be the reason why internet was mostly used in this present study.

b. Trying to focus on and learning the word,

This strategy is the most common strategy used by students because they want to focus on the word that often come in the accounting textbook or exercises. It is really help them to memorize the word easily and more intensely. L2 learners should only concentrate

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Nobert Schmitt, "Vocabulary Learning Strategy". In Schmitt and McCarthy, "Vocabulary:
 Description, acquisition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)
 Nobert Schmitt, "Vocabulary Learning Strategy". In Schmitt and McCarthy, "Vocabulary:
 Description, acquisition, and Pedagogy". Cambridge University Press. (Nobertschmitt.co.uk)

their limited resources on learning the most useful words. Therefore, L2 learners must realize that they will never learn all of words⁷⁴.



⁷⁴ Ibid.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is presenting about the conclusion and the suggestion of the study. In the conclusion, the researcher is presenting about the conclusion of the study related to kind of vocabulary learning strategies and the most common strategies used by ESP students especially in accounting major. With that, it is followed with the suggestions from the researcher.

A. Conclusion

As what has mentioned above, the purpose of the present study was to find students' strategy in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan. To find the result for the present study, a questionnaire was administered and an interview was conducted.

The study found that all kind of strategy in learning vocabulary is used by the accounting students of the State Vocational High School 1 Bangkalan, in determination strategy, students are used to look up a word in English – Indonesia dictionary and guessing the meaning of the word from the textual context in learning technical vocabulary. In social strategy, students are used asking classmate in translating the meaning of the word that students do not understand and asking the teacher in translating the meaning of the word that students don't understand in learning technical vocabulary. In memory strategy, students are used remembering the word by pronouncing it and looking for its synonym and antonym in learning technical vocabulary. In cognitive strategy, students are used saying the word repeatedly and

writing the word repeatedly in learning technical vocabulary. And the last, in metacognitive strategy, students are used focusing and learning the word deeper and using English media in learning the word such as internet, video and news to learn technical vocabulary.

The finding indicates that find out the meaning of the word is the important things for the students. It can be seen from the strategy used by the student to discover and remember new vocabulary such as guessing meaning of the word from context and using reference material, discovering the word by searching on a reference such as dictionary, asking their classmates and teacher to translate the meaning of the word, grouping the words into their form and topic, looking for its synonym and antonym and also saying the words loudly while studying them, saying and writing the word repeatedly, using English media and trying to focus and learning deeper on the technical word. Hence, the students used strategies which were practical, fast and simple but efficient in learning their technical vocabulary. As for other strategies such as analyzing parts of speech, asking the teacher for definition of the word, connecting the word with my previous experience, bringing a vocabulary notebook and testing themselves with word test were considered as time consuming that's why in the present study those strategy become the least common strategies chose by accounting students of the State Vocational High School 1 Bangkalan.

B. Suggestion

Based on the research finding about students' strategies in learning technical vocabulary and the students' reason for choosing the common strategies in learning technical vocabulary of accounting at the State Vocational High School 1 Bangkalan there are some suggestions from the researcher which is stated as follow:

1. For Student

Based on the finding above, most of vocabulary learning strategies are considered as practical, fast and simple strategies used by the students. However, more than a half of vocabulary learning strategy were rarely used by students. In addition, they only focused on the meaning of the word, they do not want to develop their knowledge about technical vocabulary. Researcher suggest through this study that students should be aware about vocabulary learning strategy and expand their knowledge about kind of vocabulary. Besides that, students also can use all facilities around them such as teacher and textbooks to support their vocabulary understanding. Likewise, vocabulary learning strategies may help students to be independent learners.

2. For Teacher

The teacher could suggest and teach the student use the strategies that students do not use from the present study. Furthermore, the teacher can also direct the students to be independent learners by teaching different kind of strategy in learning technical vocabulary in classroom. The present study could be used as a reference for teachers to help students in learning their vocabulary in ESP context.

3. For Future Researcher

Researcher recommends to investigate more about kind of vocabulary learning strategy outside of 24 kind of vocabulary learning strategies in this study for the future researcher. Hence, future researchers can investigate other kind of vocabulary learning strategy used by ESP students outside accounting major or deeper in accounting major through class observation. Moreover, future researcher can conduct close- and openended questionnaire, a test and in-depth interview to find how effective the strategies for discovering and remembering technical words in ESP.

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