

**THE STRATEGIES USED BY INTERNATIONAL CLASS
STUDENTS TO IMPROVE THEIR ENGLISH VOCABULARY**

THESIS

Submitted by

FAILASUFA AZKA

180203179

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2023 M / 1444 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
Bachelor Degree of Education in English Language Teaching

by:

FAILASUFA AZKA

180203179

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor

Co-Supervisor



Prof. Dr. phil Saiful Akmal, M.A

Rahmi Fhonna, M.A

Date: 20 / 10 / 2023

Date: 25 / 09 / 2023

It has been defended in *Sidang Munaqasyah*
in front of the board of Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

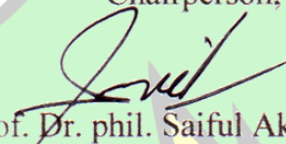
On:

Wednesday, 15 November 2023 M
1 Jumadil Awal 1445 H


In Darussalam, Banda Aceh

Board of Examiner,


Chairperson,


Prof. Dr. phil. Saiful Akmal, M.A

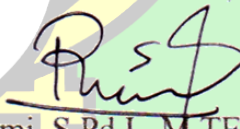
Secretary,


Rahmi Fhonna, M.A

Member,


Drs. Lukmanul Hakim, M.A

Member,


Rahmi, S.Pd.I., M.TESOL., Ph.D

جامعة الرانيري

A R R A N I R Y

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Mizluk, M.A., M.Ed., Ph.D

01021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan di bawah ini,

Nama : Failasufa Azka
NIM : 180203179
Tempat Tanggal Lahir : Jakarta, 09 September 2000
Alamat : Jl. Kebun Raja I Komplek Kebun Tomat No.10, Ie
Masen Kayec Adang, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**“The Strategies Used by International Class Students to Improve Their
English Vocabulary”**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Oktober 2023

Saya yang membuat surat pernyataan,



Failasufa Azka

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Subhanahu Wa Ta'ala (SWT), the Lord of the world, the King of the king, the Master of the day-after, all praises be to Him who has given me the blessing and health to accomplish this thesis entitled “The Strategies Used by International Class Students to Improve Their English Vocabulary”. Shalawat and Salam to our beloved prophet, Muhammad Shallallaahu Alaihi Wassalaam (SAW) who has brought his ummah from the Jahiliyah to the Islamiyah era.

The researcher compiled this thesis in order to fulfill the requirement to achieve a bachelor's degree (S1) in the English Education Department, Faculty of Education and Teacher Training, UIN Ar-Raniry. In preparing this thesis, the researcher realized this thesis would not be completed without the help, support, praise, contribution, motivation and suggestion from several parties. Thus, on this occasion, with great respect the researcher would like to thank:

1. Prof. Dr. phil Saiful Akmal, M.A as the first supervisor who has contributed and given the valuable advices, comments, and suggestions during the process of writing this thesis.
2. Rahmi Fhonna, M.A as the second supervisor and the academic advisor who has provided valuable advices and suggestions, guided the researcher in the process of writing this thesis and gave the motivation and encouragement to researcher during the guidance.

3. Drs. Lukmanul Hakim, M.A and Rahmi, S.Pd.I., M.TESOL., Ph.D as the examiners who have given the valuable evaluations, comments, and suggestions for the improvement of this thesis.
4. All lecturers, academics and staffs of the English Education Department who have helped the researcher in many ways.
5. International Management Program students from batch 2019-2022 who have participated in this research as the respondent.
6. Friends of Management Economics FEB USK 2018, all of the members of PBI 2018, and the family of *Ikatan Agam Inong Banda Aceh* who have encourage the researcher to finish this thesis.
7. All parties who helped the researcher in the process of preparing this thesis.

Immensely and foremost thanks to my parents; Dr. Zaki Fuad, M.Ag and Dra. Dian Susianti, M.Si, my only sister: Ilya Nafra, S.E, and all of my big family who have prayed, gave encouragement, support, motivation, and helped me tirelessly to finish this thesis.

Finally, the researcher realized this thesis was still far from perfect. Therefore, constructive criticism and suggestion for the improvement of this thesis were really needed. Finally, to Allah the researcher surrender.

Banda Aceh, 15 October 2023
The Writer

Failasufa Azka

ABSTRACT

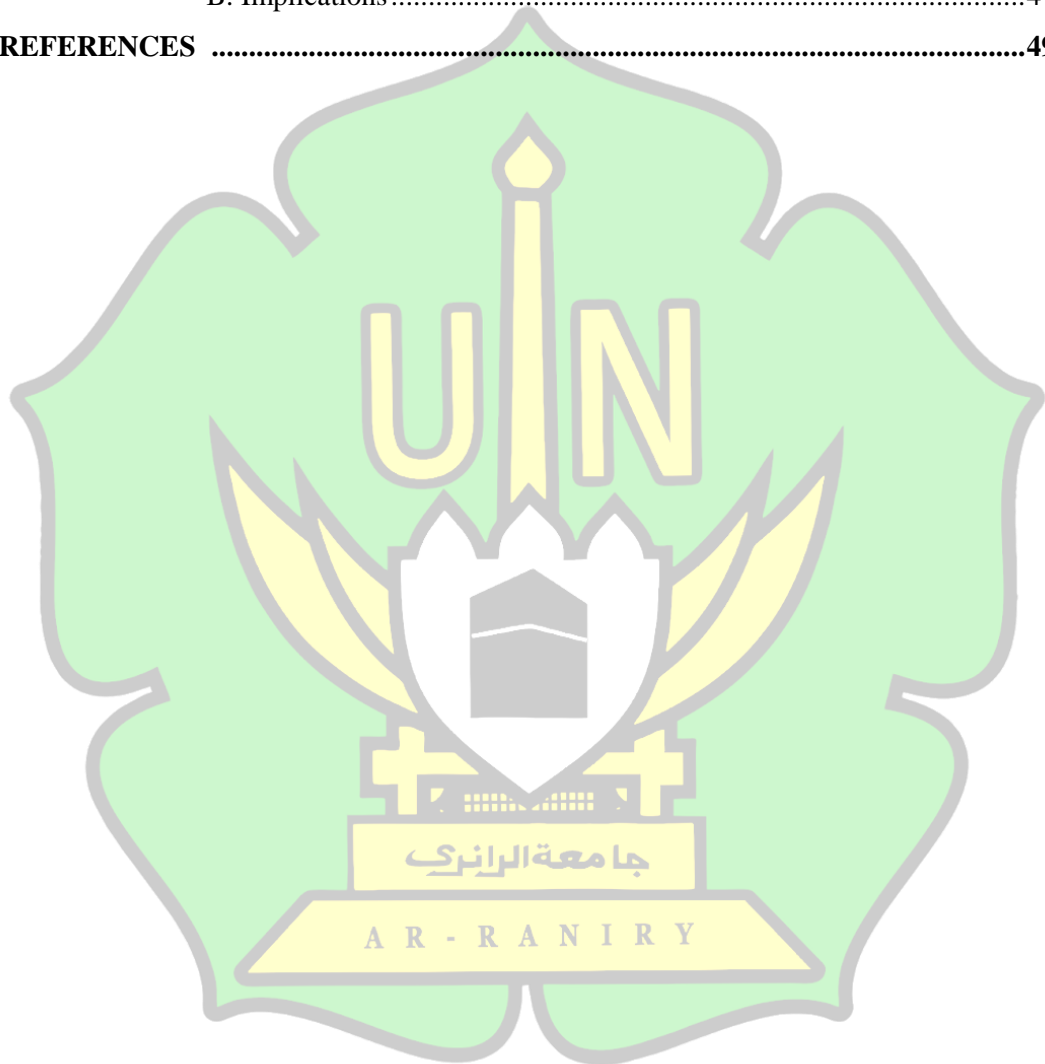
Name : Failasufa Azka
Reg. No : 180203179
Faculty : Tarbiyah and Teacher Training
Major : English Language Education
Thesis Title : The Strategies Used by International Class Students to Improve Their English Vocabulary
Main Supervisor : Prof. Dr. phil Saiful Akmal, M.A
Co-Supervisor : Rahmi Fhonna, M.A
Keywords : International Class, Learning Strategies, Vocabulary.

As the English Foreign Learner (EFL) who get a wide exposure of English, international class students are required to have a good vocabulary acquisition in order to support them during the learning process and also promoting them to have a better acquisition of the four English language skills. In this case, vocabulary learning strategies are considered important in helping the learners to develop their vocabulary knowledge. Therefore, this study was conducted to investigate the strategies used by international class students and its impact to improve their English vocabulary. This research employed a qualitative research method, where an in-depth interview used as the research instrument. The participants were 8 International Management Program students from Economic and Business Faculty of Syiah Kuala University. The results revealed that the international class students applied the five groups of vocabulary learning strategies proposed by Schmitt (1997). It also showed that determination strategies were the most frequently used, while social (consolidation) strategies were the least. It indicates that the students tend to learn independently to support them in expand their vocabulary. Furthermore, the students felt some benefits in implementing vocabulary learning strategies, such as the students' potential in learning English could be unleashed, a significant improvement on the new insights and knowledges about vocabulary, and they felt the ease in learning vocabulary. However, they also faced some challenges where they had a pronunciation problem, hard to memorize and recalling words, difficult to find a communication partner, hesitation to use certain vocabulary, difficulty in getting used to read from printed learning media, and hard to handle emotional condition. So, based on findings, it appeared that the international class students felt the positive impact and the effectiveness of the strategies used in learning vocabulary but there were still challenges that required solutions in its implementation.

TABLE OF CONTENTS

| | |
|---|-----------|
| DECLARATION OF ORIGINALITY | i |
| ACKNOWLEDGEMENTS | ii |
| ABSTRACT | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | vii |
| LIST OF APPENDICES | viii |
| CHAPTER I INTRODUCTION..... | 1 |
| A. Background of Study | 1 |
| B. Research Questions | 5 |
| C. Research Objective | 5 |
| D. Research Significance | 5 |
| E. Research Terminologies..... | 6 |
| CHAPTER II LITERATURE REVIEW..... | 8 |
| A. Vocabulary | 8 |
| 1. Definition of Vocabulary | 8 |
| 2. Aspects of Vocabulary | 8 |
| 3. Types of Vocabulary | 10 |
| 4. Words Classification | 10 |
| B. Strategy | 12 |
| 1. Definition of Strategy..... | 12 |
| 2. The Process of Strategy..... | 13 |
| C. Vocabulary Learning Strategies..... | 14 |
| 1. Definition of Vocabulary Learning Strategies..... | 14 |
| 2. The Importance of Vocabulary Learning Strategies | 15 |
| 3. Taxonomies of Vocabulary Learning Strategies..... | 16 |
| CHAPTER III RESEARCH METHODOLOGY..... | 20 |
| A. Research Design..... | 20 |
| B. Population and Sample | 20 |
| C. Methods of Data Collection..... | 22 |
| D. Methods of Data Analysis | 23 |
| CHAPTER IV FINDING AND DISCUSSION..... | 25 |

| | |
|--|-----------|
| A. Findings..... | 25 |
| 1. Strategies Used by International Class Students..... | 25 |
| 2. The Impact of Strategies Used on Vocabulary Improvement | 33 |
| B. Discussion | 42 |
| CHAPTER V CONCLUSIONS AND IMPLICATIONS | 46 |
| A. Conclusions..... | 46 |
| B. Implications..... | 47 |
| REFERENCES | 49 |



LIST OF TABLES

| | | |
|-----------|-------------------------|----|
| Table 3.1 | Participants' Data..... | 21 |
|-----------|-------------------------|----|



LIST OF APPENDICES

| | |
|------------|---|
| Appendix A | Appointment Letter of Supervisor |
| Appendix B | Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct field Research |
| Appendix C | Interview Guidelines |
| Appendix D | Interview Transcript |
| Appendix E | Documentation of Research |
| Appendix F | Autobiography |



CHAPTER I

INTRODUCTION

A. Background of Study

English as a foreign language has become a common language in many different fields. Internationalization plays a vital role in bringing English becomes the first international language spoken in many countries. No one denies that English as a foreign language is universal at the present (Nirattisai & Chiramane, 2014). As English has become an international language, it is important for people nowadays to have the ability to speak and communicate in English. The importance of the English language continues to gain the attention of all parties such as students, parents, teachers, politicians, educators, and academicians in all educational institutions. In Indonesia, English is used as the second language. English also used as the subjects learned at the school and has been taught from lower education up to higher education since it gives good prospect in the future as the international language.

In learning English, it is known that there are four integrated skills such as listening, reading, writing and speaking which must be mastered well. Moreover, there are many components of linguistics that can help the students in mastering English skills, such as grammar, vocabulary, and pronunciation. One of the most important elements in language and communication is vocabulary. Communication without vocabulary is considered to be meaningless since English proficiency is closely related to vocabulary knowledge (Laufer, 1998; Nation &

Meara, 2002). Vocabulary is considered as an essential component of any language (Waring & Nation, 1997). According to Subon (2013), in order to function reasonably well in the second language, learners should at least have 2000 words. With the minimum thresholds of vocabulary, learners will be able to handle all four language skills.

Many researchers said it is important for English as foreign language (EFL) learners to possess good knowledge of vocabulary in order to be able to speak and communicate effectively in English. Amiruddin (2019) argued that EFLs are required to have a wide range of English vocabulary since a good idea couldn't be well expressed due to lack of vocabulary. Having a good storage of foreign languages is a complex thing. Vocabulary is a fundamental element of language proficiency, and its acquisition is a primary factor in practical communicative skills. Developing a rich vocabulary is an important and continuing challenge for language learners. Language learners need to use strategies to help them acquire new lexical items and to have a rich vocabulary. The use of suitable strategies makes a distinction between experienced learners and beginners in many learning areas. It is a necessity for language learners to increase their vocabulary knowledge and to understand words to use them correctly (Rabadi, 2016).

Vocabulary learning strategies have been shown to help learners develop their vocabulary knowledge. Thus, it is worthwhile to study vocabulary learning strategies (Nirattisai & Chiramanee, 2014). Studies of the vocabulary learning strategies used by L2 learners have demonstrated that learners differ in the range

of strategies they use and the effectiveness with which they apply those strategies (Gu & Johnson, 1996). In addition, to help learners function well in L2, they need to know strategies that may help them acquire L2 vocabulary. Vocabulary learning strategies stem from language learning strategies. Learning strategies refer to what learners do to achieve their learning tasks. They use these strategies when they learn grammar, literature, vocabulary, and others (Nayan & Krishnasamy, 2015). Vocabulary learning strategies (VLS) are intuitively appealing to teachers and learners. It has also become a popular research topic among researchers in the last two decades (Gu, 2009).

The research that has been done by Noor and Amir (2009) also showed that EFL learners use different strategies to learn vocabulary. The findings of the data showed that the strategies most often used by the EFL learners in this study were memorization (in terms of mental images), dictionary strategies, and linguistic clues. However, the least used strategy discovered is the note-taking strategy. The implications of these findings suggest that EFL learners would need to engage more strategies to enhance their learning and memory of the vocabulary. Although the subjects in this study were discovered to know specific strategies, they failed to practice what they had learned. It is important to make students aware that learning does not only involve knowing a particular strategy (competence), but it will become enhanced when we use that knowledge (performance).

Zarrin and Khan (2014), in their study of 46 students of undergraduates at Aligarh Muslim University in India, explain that they mostly used memory

strategies. On the other hand, meta-cognitive strategies were the least used. They adopted Schmitt's taxonomy in their study. Their research suggested that EFL learners need to be trained in vocabulary learning strategies. They also suggested that effective vocabulary teaching and learning should be included in their learning process. Both previous findings investigated vocabulary learning strategies used in universities. The subjects are EFL adult learners. It is important to explore vocabulary learning strategies used by young learners. This research tried to explore vocabulary strategies used by EFL students in the range of 16 – 20 years old. It reported some findings of the vocabulary strategies employed by the students.

The researcher of the present study is one of the students of management department in Business and Economic Faculty of Syiah Kuala University. Based on the researcher's experience observing the international management program class during the learning process, the researcher found that the international management program's students get a wider exposure of English in learning, where the entire learning process uses English as the instruction language. In addition, a brief interview with one of the students revealed that English was being used for all texts, assignments, classroom presentations and even lectures outside the classroom. Based on this phenomenon, it is apparent that international management program's students must acquire good language skills included vocabulary in order to be able to comprehend the material provided in the learning process. And this can be realized through the use of Vocabulary Learning Strategies. Based on the background above, the researcher initiated to conduct a

research that looked at strategies used by the international class students and the impact on their vocabulary improvement entitled, **“The Strategies Used by International Class Students to Improve Their English Vocabulary”**.

B. Research Questions

Based on the background of the study that has been described, this research formulated two questions to be answered, they are:

1. What strategies are used by the international class students to improve their English vocabulary?
2. How are the strategies used by the international class students make an impact on students' vocabulary improvement?

C. Research Objective

Based on the questions to be answered in this research, here are the objectives of the research:

1. To identify the strategies used by the international class students to improve their English vocabulary.
2. To explain the impact of strategies used by the international class students on their English vocabulary improvement.

D. Research Significance

1. Theoretical Significance

This study will provide some useful information about the vocabulary learning strategies used by the international class students as English Foreign learner (EFL). The researcher hopes that this research can be used by future researchers who research the field of education, especially

vocabulary learning strategies (VLS) as a reference material. Hopefully, this research can be useful for several related parties, be it for teachers, students, and researchers.

2. Practical Significance

a) For student

The findings of this research can be used as reflection so that the students can develop and apply vocabulary learning strategies in the learning process to improve their English vocabulary.

b) For teacher

This research can be a reference for teachers to design appropriate materials and activities that suitable for the students to improve their vocabulary learning.

c) For researcher

This research can be a reference for the future research that related to the topic of vocabulary learning strategies for the second or foreign English learner.

E. Research Terminologies

The discussion of this terminology is needed to explain briefly particular words to avoid misunderstandings and unclear interpretations. Based on the title of this research, the terminologies that need to be discussed are as follows:

1. Strategy

Strategy describes how the goals will be achieved by the resources (Simeone & Luca, 2020). Strategy generally involves setting goals and

priorities, determining actions to achieve the goals, and mobilizing resources to execute the actions. In the present study, the researcher researched the strategies used by the international class students to improve their vocabulary and how those strategies make an impact on their vocabulary improvement.

2. International Class Students

International class is a higher education program provided by a higher education institution for those who choose to study with international quality standards. International class students are usually limited in number, consisting of local and foreign students, and use the language of instruction in the learning process. In this research, the students are referred specifically to International Management Program (IMP) students from Economics and Business Faculty of Syiah Kuala University.

3. Vocabulary

Vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning (Alqahtani, 2015). A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to compose new sentences. Hence, this research focused on how Vocabulary Learning Strategies (VLS) used by international class students who got much English exposure in learning could improve their English vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. *Definition of Vocabulary*

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Hatch & Brown (1995) define that vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Vossoughi (2009) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world. Pikulski and Templeton (2004) define vocabulary as the sum of words that are used and understood by students.

Based on the definitions mentioned previously, it can be concluded that vocabulary is a set of words that comes from written and oral form and used to communicate in learning language.

2. *Aspects of Vocabulary*

According to Brown (2010), the vocabulary consists of several aspects there are meaning, spelling, pronunciation, word classes, and word use. The students should master all of the aspects of vocabulary in order that they can communicate well in English.

a. Meaning

A word may have more than one meaning when it is used in different context.

In order to discover the meaning, the teacher can use ways such as guided

discovery, contextual guesswork and using dictionaries. Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. Involving students in discovering the meaning, it will be easy for students to remember the word and its meaning. Contextual guesswork means making of the context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms.

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps the receiver easier to communicate.

d. Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences

and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

e. **Word use**

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis. meaning and word class. The reason for choosing those aspects is because it is suitable for the pictiornary game that will be implemented in the class.

3. Types of Vocabulary

According to Nation (2001), there are two types of vocabulary, they are receptive and productive vocabulary. Receptive vocabulary refers to the words that recognized and understood by native speakers and foreign learners but hardly ever used, it is used passively in either listening or reading. While in speaking and writing, productive vocabulary is actively used. Similarly, Zhou (2010) states that receptive and productive vocabulary comprehension is a very important dimension of vocabulary awareness. Receptive vocabulary knowledge refers to the capacity to comprehend a word when it is heard or seen, whereas productive knowledge is the ability to generate a word when it is written or spoken. It is usually believed that receptive knowledge is known first and after deliberate studied become available for productive use.

4. Words Classification

Hatch and Brown (1995) classify the vocabularies (words) into two in terms of their functional categories. They are major classes and closed classes. They are explained as follows with examples.

a. Major Classes

1) Nouns

It refers to a person, place or thing. For example, mother, town, car, dog, etc.

a) Proper nouns, is a noun that serves as the name for a specific place, person, or thing. For example, Ohio, Jenny and Wikipedia.

b) Abstract nouns represent intangible ideas—things you can't perceive with the five main senses. For example, hope, attention and love.

c) Count nouns, refer to people, places, and things that can be counted. For example, twenty students, eight rooms, one box.

2) Verbs

It refers to the words that denote action. Verbs can indicate (physical or mental) actions, occurrences, and states of being. For example, talk, run, think, read, etc.

3) Adjectives

It refers to the words that give more information about a noun or pronoun. It describes or modifies a noun. For example, small cat, green car, dark sky, etc.

a) Positive quality, such as; good, beautiful, diligent and kind.

b) Negative quality, such as; bad, wicked and lazy.

4) Adverbs

It refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence. Adverbs typically assign

attributes to verbs, to clauses or to entire sentences rather than to nouns.

For example: here, there, now, quickly and extremely.

b. Closed Classes

1) Pronoun

It refers to nouns that have already been mentioned. For example, she, they, her, etc.

2) Preposition

It refers to the words that help locate items and actions in time and space. For example, at, on, beside, under, between, etc.

3) Conjunction

It refers to the words that connect sentences, phrases or clause. For example, and, so, but, etc.

4) Determiner

It refers to the words that used before a noun to show which particular example of the noun you are referring to. For example, the, a, an, my, your, that, this, those, etc.

B. Strategy

1. Definition of Strategy

Strategy is a term that comes from the Greek “*strategia*”, means generalship. Strategy is a general plan to achieve one or more long-term or overall goals under conditions of uncertainty. Mintzberg (1978) defines strategy as a pattern in a stream of decisions to contrast with a view of strategy as planning, while McKeown (2011) argues that strategy is about shaping the future and is the

human attempt to get to desirable ends with available means. In addition, Kvint (2009) defines strategy as a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully. Strategy also could be defined as goals-directed and consciously controllable processes that facilitate performance.

According to Freedman and Lawrence (2013), strategy is important because the resources available to achieve goals are usually limited. Strategy generally involves setting goals and priorities, determining actions to achieve the goals, and mobilizing resources to execute the actions. Furthermore, a strategy describes how the goals will be achieved by the resources (Simeone & Luca, 2020).

Based on the definitions mentioned previously, it can be concluded that strategy is a plan of action that designed to achieved a goal.

2. *The Process of Strategy*

Strategy typically involves two major processes: formulation and implementation. Formulation involves analyzing the environment or situation, making a diagnosis, and developing guiding policies. It includes such activities as strategic planning and strategic thinking. Implementation refers to the action plans taken to achieve the goals established by the guiding policy (Mintzberg & Quinn, 1996).

Henderson (1981) states that strategy depends upon the ability to foresee future consequences of present initiatives. The basic requirements for strategy development include, among other factors: 1) extensive knowledge about the

environment, market and competitors; 2) ability to examine this knowledge as an interactive dynamic system; and 3) the imagination and logic to choose between specific alternatives. Moreover, Henderson wrote that strategy was valuable because of: "finite resources, uncertainty about an adversary's capability and intentions; the irreversible commitment of resources; necessity of coordinating action over time and distance; uncertainty about control of the initiative; and the nature of adversaries' mutual perceptions of each other.

C. Vocabulary Learning Strategies

1. Definition of Vocabulary Learning Strategies

Vocabulary learning strategies are more than comprehending new vocabulary. According to Asgari and Mustapha (2011), vocabulary learning strategies are stages taken by the learners in learning new words. It means that when the students find new English words in their learning process, they need to take an action in order to understand the words so that they can understand the materials they learn. However, VLS is not only about how the learners learn new vocabulary but it is also about how they keep the words in their long-term memories and be able to use and produce the words in the appropriate context (Ruutments, 2005, as cited in Jurcovi , 2006). Gu (2003) adds that knowing a word means knowing at least its form, its meaning, and its basic usage in context receptively and productively. It indicates that the scope of vocabulary learning strategies is not merely about comprehending new words but it covers broader aspects.

Based on the definitions mentioned previously, it can be concluded that vocabulary learning strategies are the specific actions, behaviors, steps or techniques, used by students to enhance their own vocabulary learning.

2. The Importance of Vocabulary Learning Strategies

Vocabulary learning strategies help EFL learners to achieve their learning goals and make them to be independent learners. Ghazal (2007) states that VLS is a way to make the learners improve their knowledge of various target language vocabularies. Through mastering vocabulary, the learners will be able to deal successfully with materials and tasks given in the target language. Based on Ghazal's idea, using strategies for learning vocabulary can help the students gaining their learning goals since by comprehending the vocabulary, the learners will be able to understand the materials given. Moreover, vocabulary is seen as the basic element of language. It shows that without knowing the words, the students cannot be able to name things, concepts, and so on. As what has been stated by Ghazal (2007), vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. VLS do not only help the learners achieving their learning goals, VLS can also encourage the students to be independent learners. By applying vocabulary learning strategies, the students can manage and monitor their own learning process without depending all the time on the teacher's help as explained by Nation (2001). In other words, independent learning encourages the students to be more responsible for their language learning process.

3. *Taxonomies of Vocabulary Learning Strategies*

There are many researchers who provide taxonomies of vocabulary learning strategies such as Nation (1990, 2001) and Schmitt (1997) but the present study used Schmitt's taxonomy as the basis while another theory was used as a support. Schmitt's theory (1997) is well-known and mostly used as the basic theory of many vocabulary learning strategy researches. In general, Schmitt divided the strategies into two major groups, namely discovery and consolidation strategies. Discovery strategies are used to discover the meaning of new words while consolidation strategies are used to recall the known vocabulary. Schmitt also classified the strategies into several specific groups:

a. Determination strategies (DET)

Determination strategies which also known as individual strategies are used to understand the meaning of the words without any help from others such as guessing context, guessing from L1 cognate, using reference materials such as dictionaries, analyzing affixes and roots, and using dictionaries to convey a particular word. The strategies which belong to this type are commonly used to find the meaning of new words than recalling the words which have already known.

b. Social strategies (SOC)

Social strategies are different with DET strategies. Strategies which belong to this type will involve interaction with others in learning the new words such as asking the teacher or classmates (discovery). Social strategies do not only work in discovering new vocabulary but SOC also can be used to remember

the words known by the students such as studying meaning with friends or practicing to use the words with native speaker (consolidation). Thus, the key note of this type is involving interaction.

c. Memory strategies (MEM)

These strategies are also commonly known as mnemonics strategies. The strategies are used to recall vocabulary which has already known. In these strategies, learners will relate their previously learned knowledge with the target words by grouping the words according to its form or topic, forming imaginary, using physical action, connecting new word to past experience, studying the spelling of the words and speaking out loud the words while studying them.

D. Cognitive strategies (COG)

These strategies are similar to memory strategies but they do not really focus on the mental process. Cognitive strategies emphasize more on the mechanical means to comprehend the known words. Thus, strategies in cognitive engage repetition and tools to learn vocabulary. Strategies which belong to COG are repeating words verbally and written, making words lists, and labeling English words on physical objects.

E. Metacognitive strategies (MET)

Strategies where the learners consciously decide the best way to plan, monitor, and evaluate the strategies to study the words. The learners using metacognitive strategies will decide which words they will focus and learn deeper. The learners also try to check their understanding by doing word tests.

The examples of metacognitive strategies are using English-language media, skipping or passing new word, continuing to study the words all over the time, and test oneself by using word tests or games.

Another theory of VLS is the theory from Nation (2001). He classified the type of VLSs into three: planning, sources, and process. Nation (2001) explained that the first classification is planning. Planning is about deciding of what words and aspect are being focused, how to focus, and how often to focus on the vocabulary studied. In this stage, the learners will decide what kind of words they will study (academic, technical or high-low frequency words), what aspects and strategies they want to focus, and how often they want to use the strategies.

The second classification is sources. In this stage, students start to use strategies to understand new vocabulary by gathering any information related to the words (Nation, 2001). When the students in this stage, they start to find sources in order to understand the new words by analyzing the word parts such as using knowledge in affixes and root (Nation, 1990), guessing meaning from the context, consulting references to peers, teachers, glossary, or dictionaries, and connecting their first and target language to understand the words (Nation, 2001).

The third classification is process. It provides ways of how to remember and use the vocabulary appropriately. Nation (2001) divided this major into three sub-units: noticing, retrieving, and generating. Noticing is when the learners see the vocabulary as something to be learnt. The strategies which are involved here are listing vocabulary, making flashcard or the students can repeat the words orally and visually. Retrieving is when the learners recall the words which they

have already met. In this part, the learners remember the same words again and again. The last sub-unit is generating. In this strategy, the learners will produce a sentence and collocation using word they learn in the new context, using mnemonic strategies, and analyze the word and so on (Nation, 2001).



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used qualitative research. Qualitative research is a method for investigating and comprehending the meanings that individuals or groups ascribe to social or human problems. Moleong (2010) stated that qualitative research is research that seeks to understand the phenomena of what research subjects experience, such as behavior, perception, motivation, action and so on, holistically through the description in the form of words and language, in a natural context, and by employing various scientific methods. In qualitative research, humans are research instruments, and the research results are in the form of words or statements that follow the actual situation. The researcher used a qualitative approach in this research by trying to dig deep information to identify the strategies used by the international class students to improve their vocabulary and to explain the impact of the strategies used by the international class students on their vocabulary improvement.

B. Population and Sample

Population is a full set of elements that a sample is taken from it (Saunders, Lewis & Thornhill, 2015). On the other hand, sample is the representative from the population (Cooper & Schindler, 2014). The population of this research were the students of the International Management Program (IMP) in Business and Economics faculty of Syiah Kuala University. The international

management program's students were selected as the participant of this research because they are exposed by English regularly in their learning, therefore it is important to know more about their English skill acquisition through strategies used in vocabulary learning.

The sampling technique used in this research is purposive sampling. Purposive sampling is the technique of picking a sample by taking a subject that is chosen for a specific purpose rather than based on level or area (Arikunto, 2010). The respondents for this research were chosen based on the researcher's criteria, such as: 1) Respondents are the International Management Program's students in Business and Economics faculty of Syiah Kuala University; 2) Respondents are the active students in the current semester (students from batch 2019-2022). The sample of this study consisted of 8 students, each two of students represent one batch of the 4 batches in the current semester. The sample were referred as S₁, S₂, S₃, S₄, S₅, S₆, S₇, and S₈.

Table 3.1 Participants' Data

| Name | Batch |
|-------------|--------------|
| RAA | 2019 |
| NSM | 2019 |
| MAF | 2020 |
| TAB | 2020 |
| KY | 2021 |
| RC | 2021 |
| AAF | 2022 |
| NR | 2022 |

C. Methods of Data Collection

In collecting data, the researcher also needs to consider data collection methods. The data collection method is the method used to collect research data (Sugiyono, 2016). In this research, the researcher used interview as data collection techniques.

According to Creswell (2012), an interview is a face-to-face dialogue between a researcher and a respondent in which information is transferred to the interviewer. Furthermore, Showkat & Parveen (2017) explained that an interview is a common qualitative research approach in which the researcher gets data from participants directly. Interviews are useful in eliciting opinions, experiences, values, and other features of the population under study, and are frequently used in conjunction with other research methodologies such as surveys, focus groups, and so on. Interviews are always focused on achieving a specific purpose. The purpose of the interview is to find problems more openly where the parties invited to the interview were asked for their opinions and ideas. In conducting interviews, the researcher needs to listen carefully and record what is stated by the respondent (Sugiyono, 2016).

This research used in-depth interview which is an intensive individual interviews that conducted with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce & Neale, 2006). The subjects interviewed in this research were the International Management Program's students in Business and Economics faculty of Syiah Kuala University and active in the current semester (from batch 2019-2022) who would convey

their insights regarding Vocabulary Learning Strategies used to improve their English vocabulary for a minimum of 30 minutes.

D. Methods of Data Analysis

Data analysis in this research includes data reduction, data visualization, and verification. The three main components contained in qualitative data analysis must exist in qualitative data analysis because the relationships between the three components need to be continuously compared to determine the direction of the conclusions as to the final result of the study (Nugrahani, 2014).

1. Data Reduction

Data reduction is a qualitative data analysis step that aims to sharpen, classify, direct, clarify, and focus, by removing less important things, and organizing data in such a way that the narrative of the data visualization can be understood well, and leads to conclusions that can be accounted for (Nugrahani, 2014).

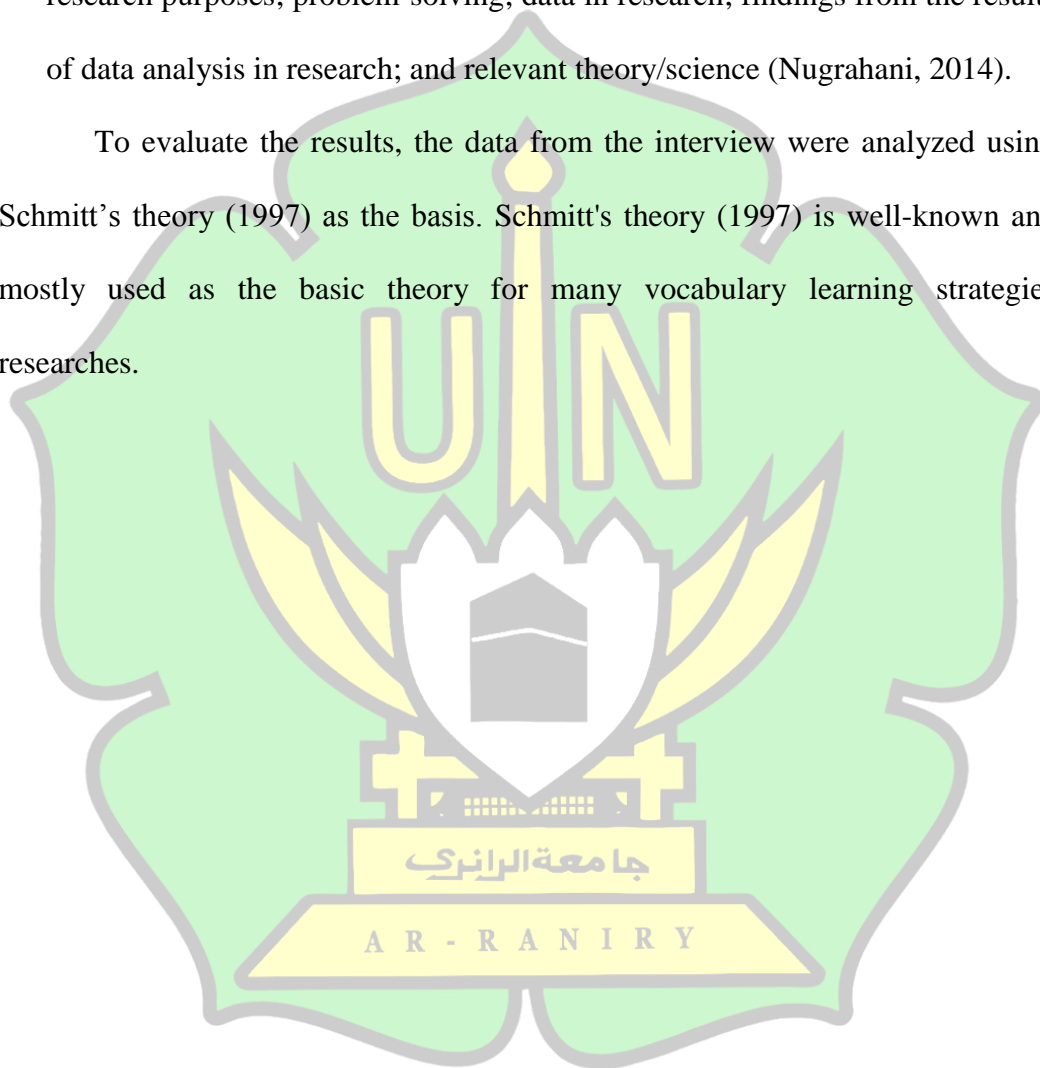
2. Data Visualization

The data visualization is an assembly of information organization, in the form of a complete description and narrative, which is compiled based on the main findings contained in the data reduction and is presented using the researcher's logical and systematic language so that it is easy to understand. Data visualization is generally presented in narrative form, which is equipped with matrices, pictures, graphs, networks, charts, tables, schematics, illustrations, and so on (Nugrahani, 2014).

3. Verification

Verification is the answer to the problem in research which is the determination of the final meaning of the data presented. The conclusions of the research must be relevant to the theme/topic and title of the research; research purposes; problem-solving; data in research; findings from the results of data analysis in research; and relevant theory/science (Nugrahani, 2014).

To evaluate the results, the data from the interview were analyzed using Schmitt's theory (1997) as the basis. Schmitt's theory (1997) is well-known and mostly used as the basic theory for many vocabulary learning strategies researches.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This section discusses findings that answer research questions regarding the strategies used by international class students and the impact of the strategies used on their vocabulary improvement.

The data collection process in this research was collected for 7 days, started from 19 to 26 May 2023. The research data collection was carried out by interviewing 8 respondents and each respondents took about 40-45 minutes.

1. Strategies Used by International Class Students

The strategies used by international class students to learn vocabulary would be divided into two parts, namely individual strategies and social strategies.

1.1 Individual Strategies

a. *Reading English Materials*

The first strategy that used by the students in learning vocabulary was read English reading materials, such as books, articles, and novels. Reading was the effective activity to enrich their vocabulary. Because when they read, they found a lot of new words and phrases. S₇ revealed that:

“The strategy that I used in learning English vocabulary is reading books or novels, and I prefer to read fantasy or science-fiction novels. Because on those genres, I found a lot of unfamiliar vocabulary and I had never known before. So, when I found a new word, I immediately looked for its meaning and then wrote it down. And also, I used to play English puzzle games to gain my vocabulary” (AAF, interview 19 May 2023).

S₅ provided additional statement, she often reads dictionary and English articles. But sometimes, she also answers English questions from books and internet to enrich her vocabulary. She said:

“I read a dictionary if I find a phrase that is unfamiliar. Sometimes, I answer several English questions both from books and from the internet. Lately, we have been given a lot of assignments that use references from journal articles, and this has made me read English articles more often. And lastly, I also watching western films to gain my English vocabulary” (KY, interview 24 May 2023).

S₁ added:

“I once took an English course, and from there I started to deepen my vocabulary. when I studied there, my vocabulary was considered static, there was no improvement. And because of that, they gave me suggestions to read books to improve my vocabulary. Since then, I started to read a lot of books, especially books in English. Currently, as an international class student majoring in management, the strategy that I use to enrich my vocabulary is to get used to reading books that contain study material related to business and economics. So, when I read a book and then I find an unfamiliar word, I immediately look for the meaning in the dictionary” (RAA, interview 19 May 2023).

b. Making Notes

In order to remember the spelling, pronunciation, and the meaning of the words, student used to write down the unfamiliar word and its meaning in a notebook when learning vocabulary. Making notes could help the learners to augment their focus while learning; enhance their retention of vocabulary and help them in recalling the words that have written. S₃ stated:

“...I used to write the unfamiliar English vocabulary as well. And sometimes, listen to an English song, find an unfamiliar word, and then write it down immediately” (MAF, interview 26 May 2023).

c. Highlighting Key Words

Highlighting phrases or key words while reading could help a language learner in improving their vocabulary. Difficult words or new words that have not

come across can be highlighted and can be referred to a dictionary to know the meaning of it. S₄ revealed that:

“I used to put all the advanced vocab to notes, or when I read a book, I usually highlight the unfamiliar word, then searching up the meaning and try to implementing the word into a sentence for daily conversation” (TAB, interview 26 May 2023).

d. Using Flashcards

One effective tool for learning vocabulary is flashcards. Flashcards are a visually appealing medium that promote active recall, which is the process of recalling information from memory. When students use flashcards, they are forced to actively recall the information, which helps them to remember it better. This was explained by S₃, he stated:

“Define, then take the English phrase and put it into flashcards, and stick it on the wall. I used to write the unfamiliar English vocabulary as well. And sometimes, listen to an English song, find an unfamiliar word, and then write it down immediately” (MAF, interview 26 May 2023).

e. Using English Media (Movies and Songs)

The students used English media in learning vocabulary, such as watching English movies, and listening to English songs. These activities were nice for them as a supplement for other language skills, such as listening and speaking and these also considered as the interesting strategies in learning vocabulary. By using these strategies, they not only could get entertainment, but they also could acquire a large number of vocabularies. S₈ conveyed that:

“My strategy in learning vocabulary is through the things that I like, such as listening to English songs, reading novels, and watching movies. Then when I find a new vocabulary, I immediately write it down in the notes. And after knowing how to use that word, sometimes I try to apply it, by communicating using that word spontaneously” (NR, interview 22 May 2023).

f. Playing Educational Games

The next strategy used by the student in learning vocabulary is playing educational games, it is a kind of word games, namely puzzle. Learning through solving puzzles is one of the most enjoyable and effective ways to improve students' proficiency in the language, especially in vocabulary mastery, by stimulating their mind, providing a fun way to challenge their cognitive abilities and immersing them in the English language. S₇ stated:

"...And also, I used to play English puzzle games to gain my vocabulary"
(AAF, interview 19 May 2023).

g. Using Consumption and Production Strategies

S₂ classified his strategy in learning vocabulary into two parts, namely consumption and production. Consumption strategy means everything that comes from external sources that he received then he adopts and employ in learning. While production strategy means everything that he produces based on his knowledge which naturally comes from himself. S₂ explained:

"I classify the strategy that I use to learn vocabulary into 2 parts, namely consumption and production. Consumption strategy means everything that we receive from outside, for example reading and watching. While the production strategy is everything that comes from ourselves. For example, I always try to be an expressive person, by trying to actively speak or write in English" (NSM, interview 19 May 2023).

h. Using Synonyms

Synonyms can be a fantastic tool for language learning. Synonyms opening up to a wider range of vocabulary quicker for the language learner. For the English learners, learning sets of words as synonyms of the same word acquired earlier is always easier than learning completely different words with

various meanings. Synonyms also help to enrich the learner's vocabulary if they can be used productively. This was conveyed by S₆, she said:

"I took an English course at LIA for 4 years since I was in junior high school. There, I learned a lot about basic vocabularies. To be honest, so far, in International Class, mostly I used the vocabulary that I had learned at LIA before. But, for now, I am trying to improve my vocabulary so it continues to develop into a more advanced, by searching for the synonyms from the basic vocabulary. And it does not stop there, I also increase my knowledge and insight about vocabulary through the Duolingo test" (RC, interview 24 May 2023).

1.2 Social Strategies

Besides applying the strategies through learning the vocabulary independently, it cannot be denied that students still need helping hand from other people that can support them in vocabulary understanding and also in communicating by build interaction with them.

a. *Talking with Friends*

S₂ revealed that nothing could really help him in learning vocabulary, except build a communication with other people. He said:

"There's nothing that really helps. Most of the time, just me talking with my friends, especially online friends. For example, we have foreigner friends, and we want to talk about something, so how can they understand what we have to say, and how can we tell them about it. So, the only way that we could do is to learn about it. Sometimes they say something to me, and tell me new words, usually I will look up the meaning in the dictionary, then learn about the word further" (NSM, interview 19 May 2023).

b. *Learn from A Family Member*

S₃ conveyed that he learned English a lot from his sister, because his sister is more fluent than him, and she lived abroad for a long time, he said:

"I learn a lot from Youtube, there are lots of useful channels for learning English. In addition, I also learned a lot from my sister who is more fluent"

in English rather than me, she has also lived abroad for a long time. Lastly, I learn from my idols, especially western idols” (MAF, interview 26 May 2023).

c. Looking for Helps

Having interaction with peers and teachers unconsciously helpful in affecting the process of students’ learning in order to enhance their insight about vocabulary. S₁ stated that:

“When it comes to learn vocabulary, mostly I study independently at home. I usually learn vocabulary by reading books. But sometimes, from my daily life, my lecturers, my classmates are also quite helpful because we communicate in English. And from what they said, if there's something I don't understand, I'll definitely try to find out for myself” (RAA, interview 19 May 2023).

Then, S₆ provided relevant statement to the opinion above:

“On formal learning contexts like in the classroom, to be honest, there’s nothing that really helps. But one other source that helps, for example is the lecturer, even though the lecturer does not directly teach us about vocabulary. However, when the lecturer provides material in English, it is quite helpful. I also have many online friends, sometimes communicating with them gives me new vocabulary insights, but the insights are not that much, because the things that are talked about are usually only about daily conversations” (RC, interview 24 May 2023).

d. Learning through English Course

S₅ mentioned that English course really help her in learning vocabulary, it also makes her easier to communicate in English. This was evidenced by her statement:

“I once took an English course, and it was quite helpful. Besides that, as an international class student, I often communicate with my classmates on random topics, sometimes we only use English, but sometimes also use Indonesian and English in the conversation” (KY, interview 24 May 2023).

This is also supported by S₇'s experience, he said:

“I took an English course, when I was in high school. This experience really helped me in improving my English skills. Besides that, as a student from Malaysia, I had difficulty communicating with other people here in my first year, except by using English or Malay which are easy to understand. Because of that, I started to get used to communicating in English in my everyday life, for example by inviting my classmates to talk, sharing ideas and opinion” (AAF, interview 19 May 2023).

1.3 Students' Preferences in Learning Vocabulary

The researcher also analyzed the international class students' preferences between learning vocabulary using individual strategies or using social strategies. The interview result showed that 4 out of 8 students preferred to learn vocabulary using individual strategies. This was evidenced by S₁:

“Personally, I prefer to learn vocabulary by myself, because I can enrich my vocabulary more through something that I like, for example reading a book” (RAA, interview 19 May 2023).

S₇ also showed his preference to learn vocabulary by himself, he stated:

“I prefer to study by myself because in this digitalization era, there are lots of websites and platforms that can help us to improve our vocabulary” (AAF, interview 19 May 2023).

The additional statement conveyed by S₂:

“I prefer to learn vocabulary by myself but naturally, for example, get used to actively speaking English” (NSM, interview 19 May 2023).

The same thing was also expressed by S₃:

“I prefer to learn on my own. Because I can explore more vocabulary and can immediately practice to speak English in front of mirror” (MAF, interview 26 May 2023).

On the other hand, S₄ preferred to learn vocabulary using social strategies, she stated:

“I prefer to learn vocabulary with any help from others, because I could practice to communicate in English with my friends, and sometimes I also

use others term, especially from books. That's because I have been used to reading books since I was in Junior High School” (TAB, interview 26 May 2023).

S₈ provided additional statement, she said:

“Sometimes I feel bored and lose my mood when I have to learn English by myself, because I don't have partner to communicate with and to share ideas. So, I prefer to learn with the help from other sources, for example speaking English with my classmates and also learning vocabulary through English movies and songs” (NR, interview 22 May 2023).

However, there are 2 out of 8 students who could not determine their preferences, because they feel confused about which of the option they prefer, and also they used preferences in learning vocabulary using individual strategies and social strategies in certain conditions. S₆ revealed that:

“In a formal context, such as learning in the class, I prefer to learning vocabulary by myself at home. So when I am in the class, I just have to manage the use of the vocabulary in communicating during the learning process. But in an informal context, I prefer to learn vocabulary with the help from other sources, for example talking about a topic or sharing stories with my classmates” (RC, interview 24 May 2023).

S₅ conveyed additional statement, she said:

“I could say it's 50:50. Because no matter how hard we learn by ourself, doing self-taught, but if we do not apply it, it's just as useless, right? So that's why, relying on yourself or relying on the help from other sources to learn vocabulary is just as important. Talking about learning vocabulary with the help of other sources such as communicate with friends for example, I think it can enrich our vocabulary as well as our speaking skills. And the most crucial thing is our 'braveness' to speak with other people using English. Because personally, I know the differences between how it feels when talking with my friends or lecturers and how it feels when talking to myself” (KY, interview 24 May 2023).

2. The Impact of Strategies Used on Vocabulary Improvement

The impact of strategies used by international class students on their vocabulary improvement would be divided into the positive impact and negative impact.

2.1 Positive Impact

a. *The Benefit of Strategies Used*

Using strategies in learning vocabulary is considered to provide many benefits for international class students. S₃ revealed that he could unleash his potential in learning English through the strategies used, this situation was conveyed:

“I always find that word again and again and I also place or put the vocab every day in my daily conversation, and when I read the English passage, it can unleash my potential in learning English, especially in the four skills needed in TOEFL and IELTS” (MAF, interview 26 May 2023).

In addition, the benefit felt by international class students was a significant improvement on the new insights and knowledge about vocabulary. S₁ stated:

“The benefit that I feel is I get many new insights and knowledge about vocabulary. And surely, my vocabulary has increased more than before. Besides that, the use of vocabulary becomes more varied, so our conversations are not monotonous. We can occasionally replace the use of basic vocabulary with more advanced forms, so that it can be seen that our English is more advanced” (RAA, interview 19 May 2023).

This is also supported by S₇'s experience, she said:

“Knowledge in English especially vocabulary is significantly increasing. Apart from that, I also feel that the strategies I use in learning vocabulary are very useful, especially in the context of grammar and language rules, for example when I have to compose or write a sentence, I don't feel any difficulties anymore” (AAF, interview 19 May 2023).

Then, S₈ added:

“So far, the strategy used to learn vocabulary works properly to improve my vocabulary. In addition, if my mood is in a good condition, surely I will feel more enthusiastic in learning, to enrich and gain my vocabulary even more” (NR, interview 22 May 2023).

The last benefit felt by the international class students was the ease in learning vocabulary through the strategies used. S₄ revealed that:

“The benefit is that I don't struggle too much in learning vocabulary. Now there are lots of platforms that make it easier for us to learn. From there, I explored a lot of media for learning vocabulary, because if we only learn from books, we certainly don't know how to use the vocab in everyday contexts” (TAB, interview 26 May 2023).

The same thing was also expressed by S₅:

“Because I do self-learning, the knowledge gained can be beneficial for myself, and because I use my own method, it will be easier and faster for me to understand what I am learning” (KY, interview 24 May 2023).

This is also supported by S₂'s experience, he said:

“I think because I get a lot of new vocabulary, my writing can be much cooler and better. Then now if I talk to people in English, it's feels just go with the flow, it's not like 'oh I forgot the word', so now no matter how detailed I want to explain, I know how to say it. And now everything feels easier for me” (NSM, interview 19 May 2023).

S₆ also provided relevant statement to the opinion above:

“I think the benefit using the strategies in learning vocabulary is helps me much in academic. My vocabulary is more improved and during four semesters at International Management Program, I had no difficulty reading English articles. Maybe when I was at school, I needed quite a lot of time to understand articles in English, but now it's easier to understand the meaning of the articles” (RC, interview 24 May 2023).

b. The Most Impactful Strategies

The used of strategies in learning vocabulary had some impacts for international class students on their vocabulary improvement. From the several strategies that have been mentioned before, each student has their own opinion of

the strategy that they feel has the most impact on increasing their vocabulary. S₂ revealed that:

“Find a friend, like a communication partner, that's the best thing. You need to develop an emotional connection with someone from another country. For example, we have a friend, let's say in South Korea. They can't speak our language, and we can't speak their language so the only way for us to speak to them is by English, so there's a challenge there, we can't mix Indo-English there. There we are forced to know how we have to explain everything in English, and if you have an emotional connection with these people, automatically everyday you open up your phone and then this person is going to chat with you, right? Or maybe everyday you open up your phone you're going to chat them, you're going to tell them 'hey, the sky is good today' and everything like that or maybe you have some problems that itself will be the best strategy I think, it's like the easiest way to learn English without even feeling like you're learning” (NSM, interview 19 May 2023).

Moreover, S₁ gave her own statement, she said:

“The vocabulary learning strategy that I feel has the most impact in increasing my vocabulary is reading books. Because I think books are very rich of vocabulary, and with only one book that we read, surely, we will get and absorb a lot of new vocabulary” (RAA, interview 19 May 2023).

In the other hand, S₃ conveyed that flashcard was the most impactful strategy in learning vocabulary, because it could make him easier to remind words. He stated:

“I think it's flashcards, because in other than I can write and read, I also use that flashcard when I close my eyes then listen to the people who speaks the vocabulary, so it always stuck on my mind, and remind me again and again” (MAF, interview 26 May 2023).

Apart from that, S₆ mentioned that looking up for synonyms of a word had an impact on increasing her vocabulary, she said:

“So far, looking for synonyms of the advanced vocabulary from the basic vocabulary, then repeating and using the vocabulary more often in everyday contexts” (RC, interview 24 May 2023).

But, 4 out of 8 students felt that the interesting strategies such as watching English movies, listening English music and playing English games were the most impactful strategies in increasing their vocabulary. This was evidenced by S₄:

“I think the answer is movie. because in my opinion, in the movie sometimes there is a lot of grammar that can be used in our daily conversation and I think, everybody loves watching movies. When reading books, sometimes there is a 'lazy reader' phase. And personally, I am a type of person who absorbs things more by listening than reading, especially in terms of pronunciation, grammar, and the use of words” (TAB, interview 26 May 2023).

The additional statement conveyed by S₅:

“Watching movies using English subtitles and also use Twitter to learn English. In the free time, I often reading tweets and threads in English on the Twitter homepage. For me personally, watching movies and using social media actually really helped me to improve my four English skills, not just my vocabulary” (KY, interview 24 May 2023).

Then, S₈ added:

“I think, listening to music and watching movies. Because these two things can improve our mood for learning. When we are in a good mood, any activity that is carried out will be more fun and of course it will make it easier for us to accept new things, which were not known before” (NR, interview 22 May 2023).

S₇ revealed that playing games was the most impactful strategy, because it really helps in practicing his communication skills. He stated:

“Playing games. For example, we play a survival game, usually in that genre, we do not just play on one Asian server, we can even enter other continent servers, so we can meet and communicate with people from other nations such as Germans, Spaniards, even to America. And in these conditions, we must be able to use English, so while playing video games, we can immediately practice our English communication skills” (AAF, interview 19 May 2023).

c. The Effectiveness of The Strategies Used

The use of Vocabulary Learning Strategies (VLS) is considered effective on students' vocabulary improvement. The interview result showed that 8 out of 8 students stated in line with the statement above. This was evidenced by S₂:

“To be honest, it is super effective to me, because maybe it also goes back to how determined someone is. If someone is really putting a lot of effort into it, it finally becomes possible, a lot of the times, there are good strategies, but the person doesn't do it with full passion so it finally doesn't become effective. But sometimes there are also like lower strategies, but people do it with full passion so they can finally become effective. So, maybe because I put a lot of passion into it, maybe because I often speak English with my international friends. Honestly, I don't really have much friends here, so most of the time, I just communicate with people online, so I think it's pretty effective, like in 2020, I think 2020 or 2019 I took a TOEFL test, it was 515 and it was the prediction one, and like in 2022 I took another one and it was 613 with no courses, nothing like that just talking to people” (NSM, interview 19 May 2023).

S₄ was said the same thing, she stated:

“It's super effective to use those strategy, because it could automatically implemented if it comes from movie, especially the use of slang words, it helps a lot. Because we do not learn the basic English anymore, instead we already use the advance one” (TAB, interview 26 May 2023).

S₅ also provided relevant statement to the opinion above:

“I think it's 80% effective. because these strategies can be considered as a self-taught way for me to improve my English skills in a fun way. As examples, watching while learning. All this time we learn English not fully like a native speaker. Now, by watching these western films, I become know a lot of unfamiliar vocabulary. Then, pronunciation. We have been learning English pronunciation at school which seems stiff and formal. Now, through watching western films, I become knew that there are several interesting ways to say an English phrase. And the last is, read English articles. Usually, the language in the context of education and everyday language is very different. Now, when I often read English articles, I know that there are some vocabulary words that actually have other versions. And as an international class student, I required to be familiar with the things like that” (KY, interview 24 May 2023).

Next, S₇ added:

“It’s very effective. Besides reading books and novels, I also like watching movies. Whatever the genre is, if I get new vocabulary from the film, I will definitely write down the vocabulary and try to use it in everyday conversations while improving my speaking skills” (AAF, interview 19 May 2023)

Then, S₁ revealed that:

“So far, it’s been very effective, because every time I find a new vocabulary, I will definitely look for the meaning right away, and this makes it easier for me to remember the word and later in the future I can use these new words in the learning process or communicate in English if needed” (RAA, interview 19 May 2023).

After that, S₆ explained that:

“I think it’s effective. Indeed, sometimes if I get a new vocabulary but I don’t immediately write it down, I will forget that vocabulary. So, to avoid that, I usually repeat the vocabulary again and again, and sort it out between the basic vocabulary and the advanced vocabulary, then I try to use the vocabulary, especially the advanced one on the formal contexts, such as in the class” (RC, interview 24 May 2023).

Next, S₃ conveyed that:

“Of course, it’s very effective. In my opinion, the strategy I use to learn vocabulary provides real benefits for me, where I get a lot of new vocabulary that can be useful in improving my English skills. In addition, I can also develop new knowledge and insights about phrases in English” (MAF, interview 26 May 2023).

And lastly, S₈ revealed that:

“In general, the strategy I use in learning vocabulary is very effective. But in my personal opinion, this depends on the condition of the current mood. For example, if the mood is not good, it will feel lazy to study, then the strategies used to learn vocabulary become less effective, and vice versa, if the mood is good, learning activities will be more enjoyable, and of course whatever strategy is used to learn, it will be more effective” (NR, interview 22 May 2023).

2.2 Negative Impact

a. *The Challenges of Using Strategies*

Based on the data analysis, the researcher found several challenges and hesitations faced by international class students when using the strategies in learning vocabulary, which would be described further below:

1) Pronunciation Problem

Pronunciation was a very important part in learning a language. Pronunciation includes features of a language (vocabulary and grammar) and also skills (speaking and listening). A proper pronunciation makes us easier to communicate, because the message conveyed well to the listener. And vice versa, bad pronunciation can lead to a misunderstanding. But actually, it was quite challenging to have a proper pronunciation. This was stated by S₃:

“The most difficult challenge that I faced in learning vocabulary is how to pronounce the words properly. For example, let’s say ‘council’ and ‘conceal’. That’s the two different words and also have a different meaning but when you pronounce it, it’s almost similar” (MAF, interview 26 May 2023).

S₄ was also felt a pronunciation problem, she stated:

“The challenge is pronunciation, because I think every people had their own accent, and sometimes I mix many accents in my conversation, such as American, or British, or Australian. And also, each one of lecturer who teaches us in the class, has his own speaking accent character that is different from other lecturers” (TAB, interview 26 May 2023).

2) Hard to Memorize and Recalling Words

In learning a foreign language, students need a strong memory to have an understanding about a context and also to communicate. If students have weak

memories, then this can be a challenge for them in learning process, this situation was conveyed by S₅:

“Because I'm a forgetful person, so if I find a new word but don't write it down right away, I'll definitely forget that word. So, if I find a new vocabulary, I will definitely find out what it means, then I write it down, and sometimes I even try to make sentences using that word” (KY, interview 24 May 2023).

S₇ gave additional statement, he said:

“To be honest, I am a bit difficult to memorize. In terms of reading, it might be easy, but memorizing is a bit difficult for me, especially memorizing grammar or vocabulary that have been paraphrased in our own language” (AAF, interview 19 May 2023).

3) Difficult to Find a Communication Partner

Finding communication partners is one of the most effective ways to practice a language to improve our language skills. Therefore, students must have a communication partner to improve their skills, especially speaking skill. However, student had difficulty in finding communication partner. S₂ stated that:

“The hesitation might be difficult to find a partner, difficult to find someone who can speak English. Most of people who can speak English here, are passive speakers, and they are not too fluent. So, the English is not improving. The challenge is maybe we need to find a friend, especially a foreign friend who can be our conversation partner, either online or offline” (NSM, interview 19 May 2023).

4) Hesitation to Use Certain Vocabulary

Not only basic vocabulary, it is also important for students to master advanced vocabulary when learning a foreign language. However, the use of advanced vocabulary is usually only for certain contexts, so advanced vocabulary is rarely used. Therefore, readjusting the type of vocabulary used to the intended contexts is considered important, this was explained by S₆:

“One of my strategies in learning vocabulary is looking for the synonyms of the advanced vocabulary from the basic vocabulary. However, I rarely use these words because to be honest, sometimes I feel hesitate to use them. Moreover, I also have to readjust the use of these words according to the context” (RC, interview 24 May 2023).

5) Difficulty in Getting Used to Read from Printed Learning Media

Learning media can be a powerful way to enhance student learning. Learning media comes in two forms, a digital form such as film clip, a song played on the radio, or podcast of a lecture and also visual printed form such as books, newspapers or articles. Nowadays, people mostly used digital media rather than printed media. Even though, printed media is widely considered more credible than digital media. One of the respondents who used reading strategies in learning vocabulary conveyed that she is more often reading material through digital media, even though she knew that reading through the printed media more beneficial than reading through the digital media. However, she argued that it was quite challenging to get used to learn vocabulary through reading sources in the form of printed media. S₁ said:

“The challenge is to get used to learn vocabulary more often through reading sources in the form of printed media. Honestly, I am a person who likes to read to get information, especially when it comes to lecture material. However, the reading material that I read sometimes does not only come from books. I often read articles, stories, and news through gadgets as well. In my opinion, it is more fun than reading in books or printed media. Even though, I know that actually reading through printed media or books is more beneficial than reading through a gadget. Therefore, this is one of the challenges for me, to get used to learn more often through reading sources in the form of printed media” (RAA, 19 May 2023).

6) Hard to Handle Emotional Condition

It was believed that emotions could affect student motivation to learn based on interest and curiosity in learning. Therefore, it is important to control emotional condition along the learning process to bring out the positive outcomes and a great learning performance. However, in its implementation, it was pretty challenging to do that. This was expressed by S₈:

“I think the challenge is, I have to be able to control my ‘learning mood’, if it remains stable, I could become more enthusiastic in learning. Sometimes, communicating in English with friends is one of my ways to boost my learning mood. Because by talking, sharing ideas with friends, I become more enthusiastic in learning” (NR, interview 22 May 2023).

B. Discussion

This research emphasized the strategies used by international class students and the impact of the strategies used on their vocabulary improvement. This research investigated two research questions; the first research question was “what strategies are used by International Class Students to improve their English vocabulary?”, the second research question was “how are the strategies used by the international class students make an impact on students’ vocabulary improvement?”. This research focused on the experience of international class students in using strategies to learn vocabulary, and the impact of the strategies on their vocabulary improvement.

The findings revealed that the five groups of Vocabulary Learning Strategies proposed by Schmitt (1997), such as determination strategies, social (consolidation) strategy, memory strategy, cognitive strategy, and metacognitive strategy have been applied by the international class students in learning

vocabulary. Moreover, the results also showed that determination strategy was the most frequently used by the students in learning vocabulary while social (consolidation) strategy was the least. It indicates that the students tend to learn vocabulary by themselves instead of having someone else to help them. This finding was aligned with Schmitt (1997), Nirattisai and Chiramanee (2014), and Astika (2006) in which pointed out that determination strategy became the most favored strategy used by the students.

Furthermore, it is known that 4 out of 8 students preferred to learn vocabulary independently rather than rely on the helping hand from other people. S₇ felt that he can learn vocabulary from anywhere. Because in this digitalization era, there are lots of websites and platforms that can help him to improve his vocabulary. Digital platforms and internet help students to become more independent in their vocabulary learning as stated by Brahja (2013). While, Griffiths (2003) conveyed that learners need to be given the independence to try to improve themselves without fully depending on their teacher as there is no best method or teacher in learning vocabulary.

The discussion related to the second question, the use of strategies in learning vocabulary provided various benefit felt by the international class students such as the students could unleash their potential in learning English through the strategies used. In addition, there was a significant improvement on the new insights and knowledge about vocabulary felt by the students. Bakri (2017) in her research stated vocabulary learning strategies could be useful for language students to enrich their vocabularies, which provides a better

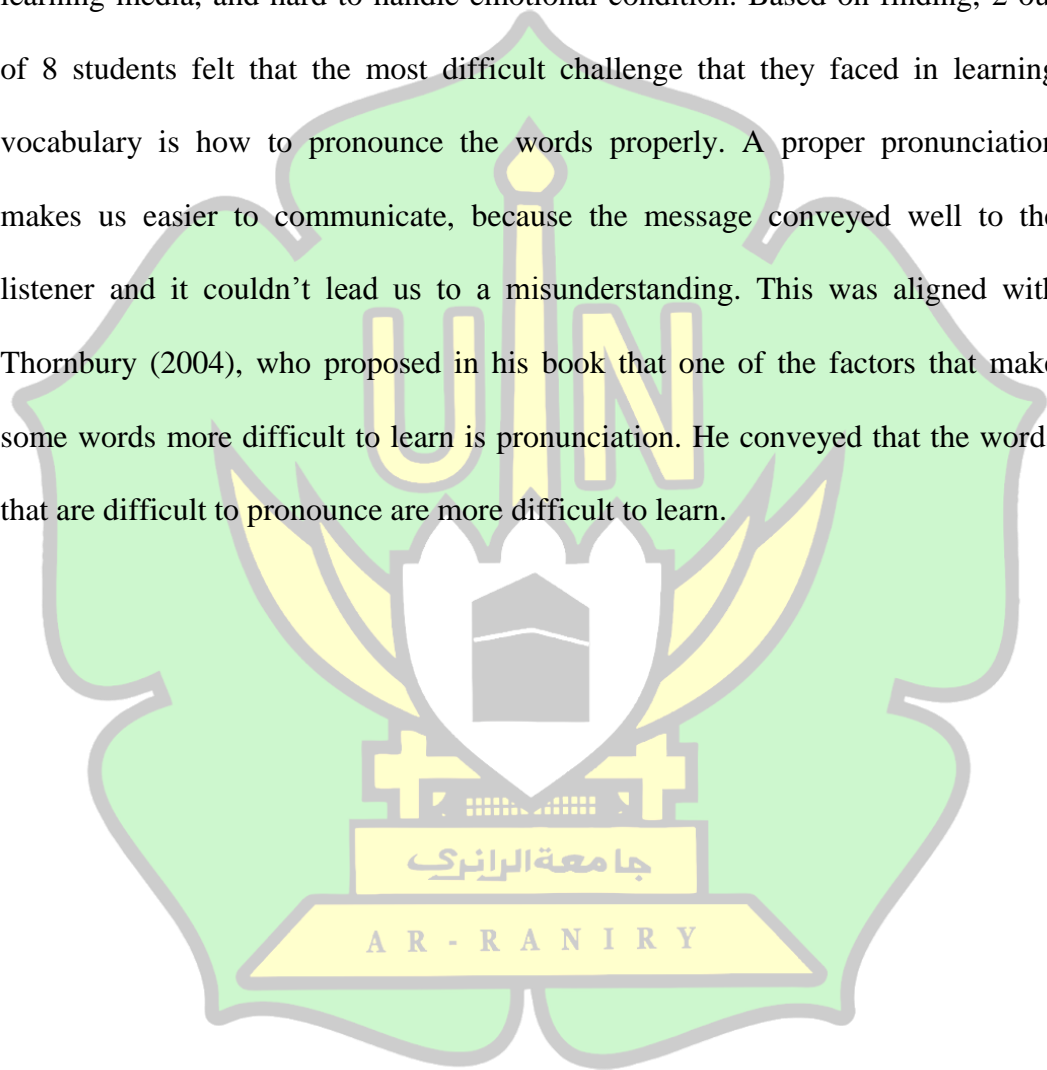
understanding of the language. And the last benefit felt by the international class students was the ease in learning vocabulary through the strategies used. S₄ conveyed that she doesn't have to struggle that much in learning vocabulary. Because there are lots of platforms that make her easier to learn. And from those platforms, she explored a lot of media to learn vocabulary.

From the various strategies that have been mentioned before, the strategy that has the most impact on the students' vocabulary improvement was metacognitive strategy which applied through the use of English media. 4 out of 8 students chose metacognitive strategy for various reasons, one of the reasons conveyed by S₅ was metacognitive strategies were really helped her to improve her English skills, not only improve her vocabulary. Alvarez *et al* (2018) stated that the use of a technologically-based tool can provide further opportunities for using relevant metacognitive and vocabulary learning strategies to learn different sets of words related to topics interesting to the students, which helps learner recall vocabulary outside the classroom context.

In addition, the use of Vocabulary Learning Strategies (VLS) is considered effective on students' vocabulary improvement. The interview result showed that 8 out of 8 students stated in line with the statement above. This was also supported by the result from previous study conducted by Rahim *et al* (2018) which implied that vocabulary learning strategies contributed effectively in developing the students' vocabulary and enabled them to retain it for a long time.

Even though there were several strategies applied in learning vocabulary, students still faced challenges in implementing these strategies, not necessarily

experiencing the benefits and felt the effectiveness of the strategies. The researcher classified the challenges into six points; pronunciation, hard to memorize and recalling words, difficult to find a communication partner, hesitation to use certain vocabulary, difficulty in getting used to read from printed learning media, and hard to handle emotional condition. Based on finding, 2 out of 8 students felt that the most difficult challenge that they faced in learning vocabulary is how to pronounce the words properly. A proper pronunciation makes us easier to communicate, because the message conveyed well to the listener and it couldn't lead us to a misunderstanding. This was aligned with Thornbury (2004), who proposed in his book that one of the factors that make some words more difficult to learn is pronunciation. He conveyed that the words that are difficult to pronounce are more difficult to learn.



CHAPTER V

CONCLUSIONS AND IMPLICATIONS

A. Conclusions

Based on the finding of the research and data analysis that has been done, this research could draw the following conclusions to answer research question 1 and 2:

1. The findings revealed that the international class students applied the five groups of vocabulary learning strategies proposed by Schmitt (1997). It also showed that the most frequently used strategies employed by the international class students were determination strategies, and social (consolidation) strategies were the least. Thus, the students preferred to learn individually without rely on the help from other people to support them in expand their vocabulary.
2. The international class students felt some benefits in implementing vocabulary learning strategies, such as the students' potential in learning English could be unleashed, a significant improvement on the new insights and knowledge about vocabulary, and they felt the ease in learning vocabulary. Moreover, the international class students also felt the impact and the effectiveness of the strategies. But still, they faced challenges in implementing these strategies, such as pronunciation problem, hard to memorize and recalling words, difficult to find a communication partner, hesitation to use certain vocabulary,

difficulty in getting used to read from printed learning media, and hard to handle emotional condition.

B. Implications

The present study provides the new insights and works as a renewal to the previous researches that related to the topic of vocabulary learning strategies which used by the international class students by examining their perceptions. One of the strong points is its ability to clarify the students' perceptions about how the strategies that they applied in learning vocabulary could affect their English vocabulary acquisition. Thus, this study is crucial for the educational development scope, also for the teacher and the students.

Notwithstanding its strengths, this study does present limitations that should be noted. First, the sample in this study is representative of a specific context of learners. It consisted of a limited number of international management program students of Syiah Kuala University. Thus, further research in a more significant number of participants and different contexts of learners such as regular program is recommended to be done. In addition, the current study investigates the impact of using vocabulary learning strategies to improve the international class students' vocabulary. Hence, further research could investigate the impact of using vocabulary learning strategies to develop all the four English skills. And future investigations could also add other variables such as age, gender differences, education level, and educational background to explore the correlation between these variables and the learners' use of vocabulary learning strategies.

Due to the imperfections of this research, it is hoped that there will be more future studies concerned about vocabulary learning strategies topic, by delve deeper into this theme thoroughly since vocabulary is a fundamental element of language proficiency, and its acquisition is a primary factor in practical communicative skills for the students.



REFERENCES

- Ali, S., & Kalajahi, R. (2012). Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus. *English Language Teaching*, 5, 138-149. <https://doi.org/10.5539/elt.v5n4p138>
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Álvarez, A. C. P., Barón, P. C., & Martínez, O. M. L. (2018). Promoting the use of metacognitive and vocabulary learning strategies in Eighth-Graders. *Íkala, revista de lenguaje y cultura*, 23(3), 407-430.
- Amiruddin, A. (2019). Researching students' oral performance: What's wrong with their use of grammar, vocabulary and pronunciation?. *Englisia: Journal of Language, Education, and Humanities*, 6(2), 88-101.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Asgari, A., & Mustapha, G.B. (2011). The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia. *English Language Teaching*, 4(2), 84-90.
- Astika, I. G. (2016). Vocabulary learning strategies of secondary school students. *IJOLTL*, 1(1), 1-18.
- Bakti, K. N. N. (2017). Vocabulary learning strategies used by junior high school students. *Indonesian Journal of English Language Studies (IJELS)*, 3(2), 42-57.
- Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input* (Vol. 2). Watertown, MA: Pathfinder international.

- Brahja, A. (2013). Vocabulary teaching and learning, comparing the language teacher and language learning on the internet. *Journal of Educational and Social Research*, 7(3), 655-661.
- Cooper, D. R., Schindler, P. S. (2014). *Business Research Methods*. New York: McGraw-Hill Education.
- Cresswell, J. W. (2012). *Educational Research*. Boston: Pearson Education.
- Creswell, J. W. (2012). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Freedman, L. (2013). *Strategy*. England: Oxford University Press.
- Ghazal, L. (2007). Learning Vocabulary in EFL Contexts Through Vocabulary Learning Strategies. *Novitas-Royal*, 1(2), 84-91.
- Griffiths, C. (2003). *Language Learning Strategy Use and Proficiency: The Relationship between Patterns of Reported Language Learning Strategy (LLS) Use by Speakers of Other Languages (SOL) and Proficiency with Implications for the Teaching/Learning Situation*. (Doctoral Thesis, University of Auckland). Retrieved from <http://researchspace.auckland.ac.nz>
- Gu, Y. & Johnson, R. K. (1996). Vocabulary Learning Strategies and Language Learning Outcomes. *Language Learning*, 46, 643-697.
- Gu, Y. (2003). Fine brush and freehand: The vocabulary-learning art of two successful Chinese EFL learners. *TESOL Quarterly*, 37(1), 75-105.
- Gu, Y. (2009). Learning Strategies for Vocabulary Development. *Reflections on English Language Teaching*, 9, 105-118.
- Hatch, E., & Brown. S. (1995). *Vocabulary, Semantics, and Language Education*. New York: Cambridge University Press.

- Henderson, B. (1981, January 1). The Concept of Strategy. Boston Consulting Group. Retrieved from <https://www.bcg.com/publications/1981/concept-of-strategy>
- Henry, M. (1978). Patterns in Strategy Formation. *Management Science*, 24(9), 34–48. <https://doi:10.1287/mnsc.24.9.934>
- Jurcovi , V. (2006). Vocabulary Learning Strategies in An ESP Context. *Scripta Manent*, 2(1), 23-32.
- Kareem, A. (2000). Teaching English Vocabulary. *Jami'a*. Retrieved from <http://staff.najah.edu/abdulkareem/published-research/teaching-english-vocabulary>
- Kvint, V. (2009). *The Global Emerging Market: Strategic Management and Economics*. New York: Routedge.
- Laufer, B., Elder, C., Hill, K., Congdon, P. (2004). Size and Strength: Do We Need Both to Measure Vocabulary Knowledge?. *Language Testing*, 21(2), 202-206. [https://doi: 10.1191/0265532204lt277oa](https://doi:10.1191/0265532204lt277oa).
- Mintzberg, H. & Quinn, J. B. (1996). *The Strategy Process: Concepts, Contexts, Cases*. New Jersey: Prentice Hall.
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.
- Nation, P. (2001). *Learning Vocabulary in Another Language*. United Kingdom: Press Syndicate of The University of Cambridge.
- Nation, P., & Meara, P. (2002). Vocabulary. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 35–54). England: Edward Arnold.
- Nayan, S. & Krishnasamy, H. N. (2015). A Preliminary Study on Vocabulary Learning Strategies Used by The Students from The Faculty of

Accountancy. *International Journal of Language, Literature, and Linguistics*, 1, 10-14.

Nirattisai, S., & Chiramanee, T. (2014). Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size. *International Journal of English Language Edition*, 2, 273-287.

Noor, N. M. & Amir, Z. (2009). Exploring The Vocabulary Learning Strategies of EFL Learners. *Proc. 7th International Conference of SoLLsINTEC*, 313-327.

Nugrahani, F. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*. Solo: Cakra Books

Pikulski, J. J., & Templeton, S. (2004). Teaching and developing vocabulary: Key to long-term reading success. *Current research in reading/language arts*, 1, 12.

Rabadi, R. I. (2016). Vocabulary Learning Strategies Employed by Undergraduate EFL Jordanian Students. *English Language and Literature Studies*. 6, 47-58.

Rahim, A. R. M. A., Rahim, M. A. A., & Abdelwahab, A. I. (2018). The Effectiveness of Vocabulary Learning Strategies in Developing Palestinian Students' Vocabulary, its Retention and their Attitudes towards Learning English. *Journal of Teaching and Teacher Education*, 6(06), 169-183.

Ruutemets, K. (2005). *Vocabulary Learning Strategies in Studying English As A Foreign Language*. (Doctoral Dissertation, University of Tartu). Retrieved from <https://core.ac.uk/reader/14470370>

Saunders, M. N. K., Lewis, P., & Thornhill, A. (2015). *Research Methods for Business Students (7th ed.)*. England: Pearson Education Limited.

- Schmitt, N. (1997). Vocabulary Learning Strategies. In N. Schmitt and M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 199-228). Cambridge: Cambridge University Press.
- Showkat, N., & Parveen, H. (2017). Non-probability and probability sampling. *Media and Communications Study*, 6(1), 1-9.
- Simeone, L. (2020). Characterizing Strategic Design Processes in Relation to Definitions of Strategy from Military, Business and Management Studies. *The Design Journal*. 23(4), 515–534.
<https://doi:10.1080/14606925.2020.1758472>.
- Subon, F. (2013). Vocabulary Learning Strategies Employed by Form 6 Students. *International Journal of Scientific and Research Publications*. 3(6), 1-32
- Thornbury, S. (2004). *How to Teach Vocabulary*. London: Longman
- Vossoughi, H. (2009). *Using Word-Search-Puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners*. Retrieved from http://www.sid.ir/en/VEWSSID/J_pdf/1018220090106.pdf
- Waring, R. & Nation, P. (1997). Vocabulary size, text coverage, and word lists. In N. Schmitt and M. McCarthy (Eds.). *Vocabulary: Description, Acquisition and Pedagogy*. 6-19.
- Zarrin, S. & Khan, Z. (2014). A study of vocabulary learning strategies among undergraduate learners of AMU. *U. S China Foreign Language*, 12, 75-82.
- Zhou, S. (2010). Comparing Receptive and Productive Academic Vocabulary Knowledge of Chinese EFL Learners. *Asian Social Science*, 60, 14-19.
 Retrieved from <https://www.ccsenet.org/ass>

Appendix A Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B - 10849/Un.08/FTK/KP.07.6/09/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-2284/Un.08/FTK/KP.07.6/1/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal **03 Januari 2023**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: **B-2284/Un.08/FTK/KP.07.6/1/2023** tanggal **30 Januari 2023**
- KEDUA : Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, M.A. Sebagai Pembimbing Pertama
2. Rahmi Fhonna, M.A Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Failasufa Azka**
NIM : **180203179**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Strategies Used by International Class Students to Improve Their English Vocabulary**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 27 September 2023

AR - RANIRY

Dekan:

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : [0651-7557321](tel:0651-7557321) Email : uin@ar-raniry.ac.id

Nomor : B-5986/Un.08/FTK.1/TL.00/05/2023

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

International Management Program Student of FEB USK

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Failasufa Azka / 180203179**

Semester/Jurusan : / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Kebun raja I komplek kebun tomat II no. 10 Ie Masen Kayee Adang

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Strategies Used by International Class Students to Improve Their English Vocabulary*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 24 Mei 2023

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 16 Juni 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

INTERVIEW INSTRUMENTS

THE STRATEGIES USED BY INTERNATIONAL CLASS STUDENTS TO IMPROVE THEIR ENGLISH VOCABULARY

1. Interview Descriptions

- a. This interview was conducted to obtain information about the strategies used by international class students to improve their English vocabulary. Therefore, it is expected that the participation of respondents to provide complete and clear information.
- b. This interview is not intended to test or assess the respondents, the results of this interview are only used for thesis research purposes.
- c. The results of this interview will not have any effect, especially the negative things on the respondent, and the identity of the respondents will be kept secret by the research principles. Therefore, the cooperation is expected to answer all interview questions properly and seriously.

2. Identity of Respondent

| | | | | |
|----------|---------|-------|-------|------|
| Day/Date | : | / | | 2023 |
| Time | : | until | | |
| Location | : | | | |

Name/Initial :
Gender :
Batch :

-
- I. The strategies used by International Class Students to improve their English vocabulary.
 1. What strategies do you use to learn vocabulary?
 2. Beside learning by yourself, who helps you learn vocabulary?
 3. Do you prefer to learn vocabulary by yourself or with any help from others?
 - II. The impact of strategies used by International Class Students on students' vocabulary improvement.

1. What benefits do you get by using the strategies on your vocabulary improvement?
2. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?
3. Is the use of those strategies effective in improving your vocabulary?
4. What are the challenges or hesitations do you face when using the strategies?



Appendix D Interview Transcript

Student-1

Day/Date : Friday/ 19 May 2023
Time : 14.15 – 14.55 pm
Location : Economic and Business Faculty USK
Name/Initial : RAA
Gender : Female
Batch : 2019

I. The strategies used by International Class Students to improve their English vocabulary.

1. What strategies do you use to learn vocabulary?

Answer:

“I once took an English course, and from there I started to deepen my vocabulary. when I studied there, my vocabulary was considered static, there was no improvement. And because of that, they gave me suggestions to read books to improve my vocabulary. Since then, I started to read a lot of books, especially books in English. Currently, as an international class student majoring in management, the strategy that I use to enrich my vocabulary is to get used to reading books that contain study material related to business and economics. So, when I read a book and then I find an unfamiliar word, I immediately look for the meaning in the dictionary”.

2. Beside learning by yourself, who helps you learn vocabulary?

Answer:

“When it comes to learn vocabulary, mostly I study independently at home. I usually learn vocabulary by reading books. But sometimes, from my daily life, my lecturers, my classmates are also quite helpful because we communicate in English. And from what they said, if there's something I don't understand, I'll definitely try to find out for myself”.

3. Do you prefer to learn vocabulary by yourself or with any help from others?

Answer:

“Personally, I prefer to learn vocabulary by myself, because I can enrich my vocabulary more through something that I like, for example reading a book”.

II. The impact of strategies used by International Class Students on students' vocabulary improvement.

4. What benefits do you get by using the strategies on your vocabulary improvement?

Answer:

“The benefit that I feel is I get many new insights and knowledge about vocabulary. And surely, my vocabulary has increased more than before. Besides that, the use of vocabulary becomes more varied, so our conversations are not monotonous. We can occasionally replace the use of basic vocabulary with more advanced forms, so that it can be seen that our English is more advanced”.

5. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?

Answer:

“The vocabulary learning strategy that I feel has the most impact in increasing my vocabulary is reading books. Because I think books are very rich of vocabulary, and with only one book that we read, surely, we will get and absorb a lot of new vocabulary”.

6. Is the use of those strategies effective in improving your vocabulary?

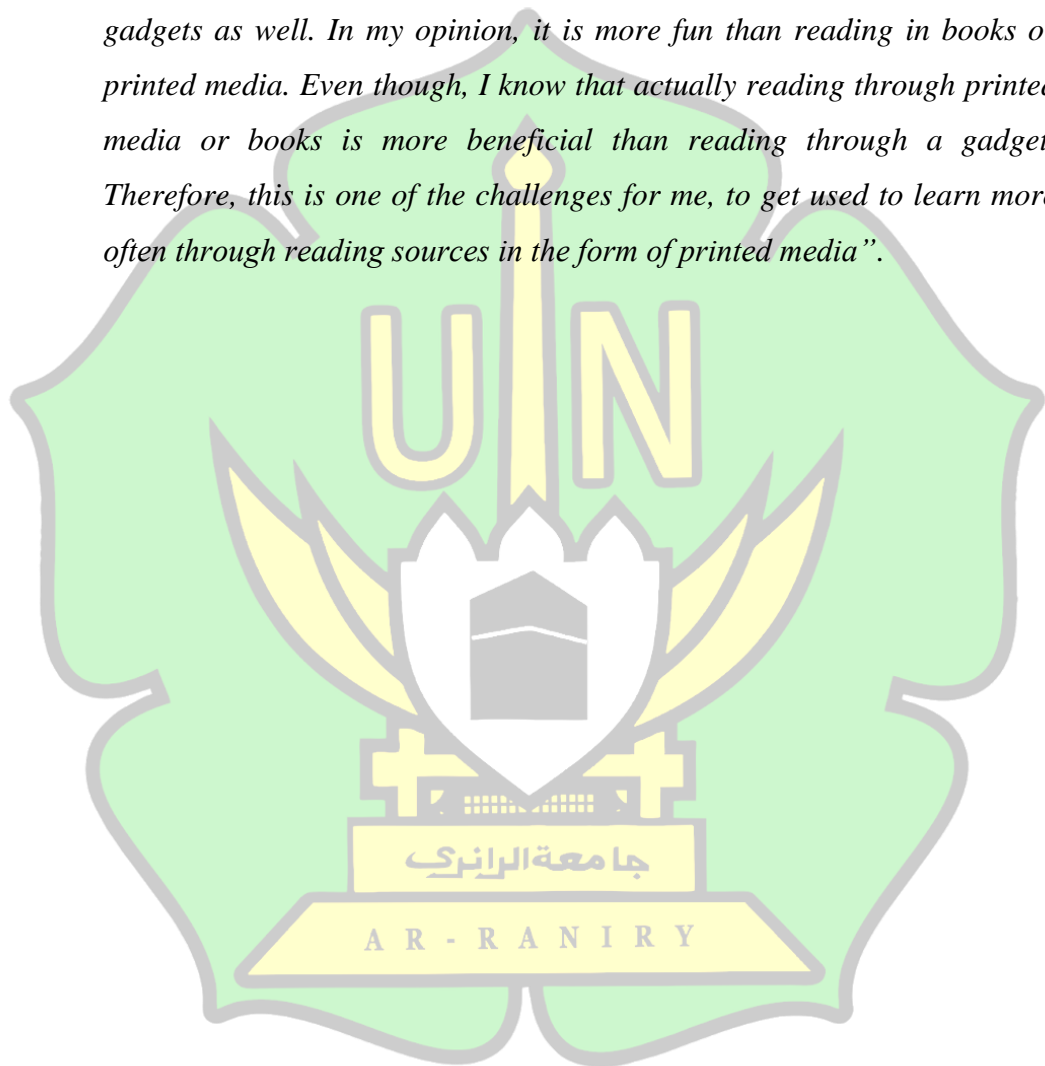
Answer:

“So far, it's been very effective, because every time I find a new vocabulary, I will definitely look for the meaning right away, and this makes it easier for me to remember the word and later in the future I can use these new words in the learning process or communicate in English if needed”.

7. What are the challenges or hesitations do you face when using the strategies?

Answer:

“The challenge is to get used to learn vocabulary more often through reading sources in the form of printed media. Honestly, I am a person who likes to read to get information, especially when it comes to lecture material. However, the reading material that I read sometimes does not only come from books. I often read articles, stories, and news through gadgets as well. In my opinion, it is more fun than reading in books or printed media. Even though, I know that actually reading through printed media or books is more beneficial than reading through a gadget. Therefore, this is one of the challenges for me, to get used to learn more often through reading sources in the form of printed media”.



Student-2

Day/Date : Friday/ 19 May 2023
Time : 15.00 – 15.40 pm
Location : Economic and Business Faculty USK
Name/Initial : NSM
Gender : Male
Batch : 2019

I. The strategies used by International Class Students to improve their English vocabulary.

1. What strategies do you use to learn vocabulary?

Answer:

“I classify the strategy that I use to learn vocabulary into 2 parts, namely consumption and production. Consumption strategy means everything that we receive from outside, for example reading and watching. While the production strategy is everything that comes from ourselves. For example, I always try to be an expressive person, by trying to actively speak or write in English”.

2. Beside learning by yourself, who helps you learn vocabulary?

Answer:

“There's nothing that really helps. Most of the time, just me talking with my friends, especially online friends. For example, we have foreigner friends, and we want to talk about something, so how can they understand what we have to say, and how can we tell them about it. So, the only way that we could do is to learn about it. Sometimes they say something to me, and tell me new words, usually I will look up the meaning in the dictionary, then learn about the word further”.

3. Do you prefer to learn vocabulary by yourself or with any help from others?

Answer:

“I prefer to learn vocabulary by myself but naturally, for example, get used to actively speaking English”.

II. The impact of strategies used by International Class Students on students' vocabulary improvement.

4. What benefits do you get by using the strategies on your vocabulary improvement?

Answer:

"I think because I get a lot of new vocabulary, my writing can be much cooler and better. Then now if I talk to people in English, it's feels just go with the flow, it's not like 'oh I forgot the word', so now no matter how detailed I want to explain, I know how to say it. And now everything feels easier for me".

5. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?

Answer:

"Find a friend, like a communication partner, that's the best thing. You need to develop an emotional connection with someone from another country. For example, we have a friend, let's say in South Korea. They can't speak our language, and we can't speak their language so the only way for us to speak to them is by English, so there's a challenge there, we can't mix Indo-English there. There we are forced to know how we have to explain everything in English, and if you have an emotional connection with these people, automatically everyday you open up your phone and then this person is going to chat with you, right? Or maybe everyday you open up your phone you're going to chat them, you're going to tell them 'hey, the sky is good today' and everything like that or maybe you have some problems that itself will be the best strategy I think, it's like the easiest way to learn English without even feeling like you're learning".

6. Is the use of those strategies effective in improving your vocabulary?

Answer:

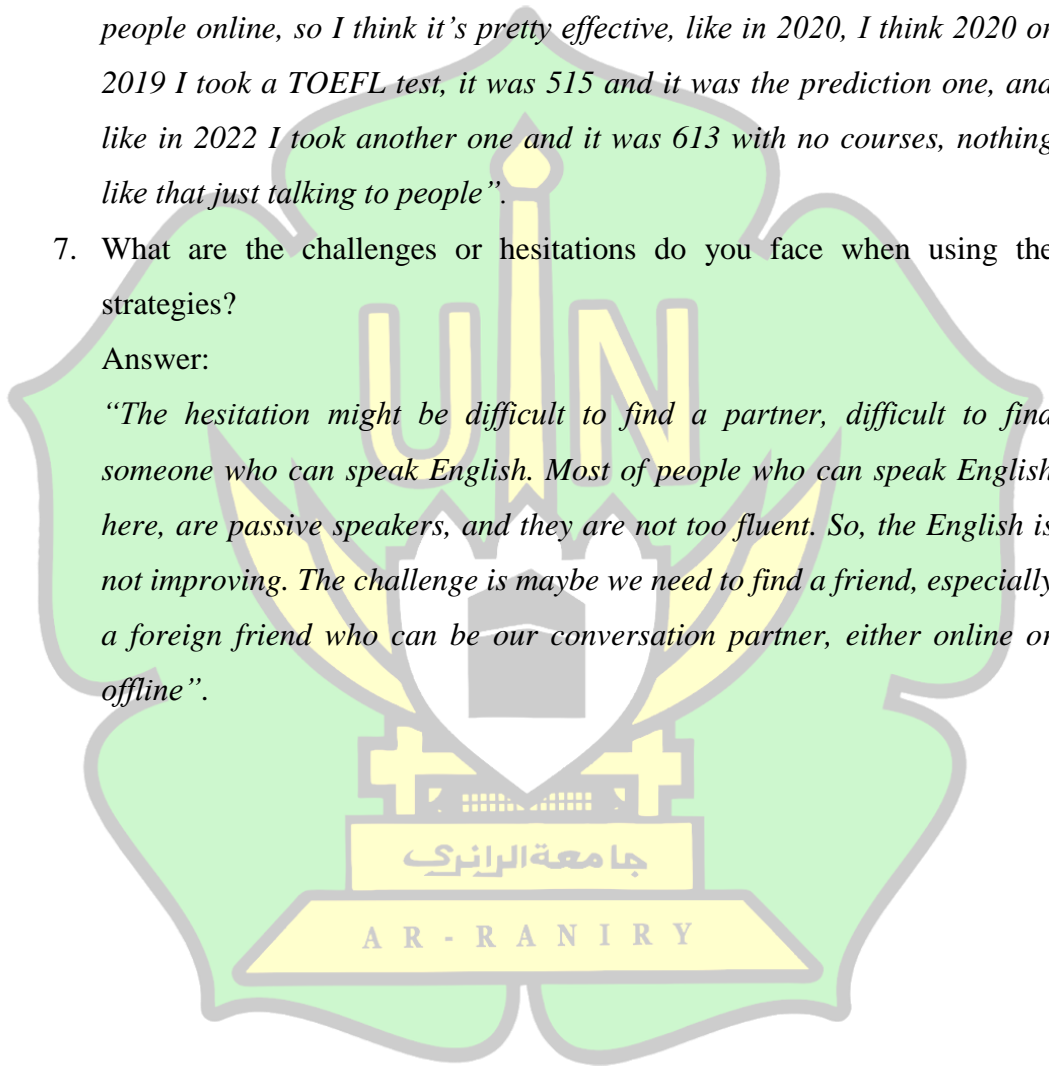
"To be honest, it is super effective to me, because maybe it also goes back to how determined someone is. If someone is really putting a lot of effort into it, it finally becomes possible, a lot of the times, there are good

strategies, but the person doesn't do it with full passion so it finally doesn't become effective. But sometimes there are also like lower strategies, but people do it with full passion so they can finally become effective. So, maybe because I put a lot of passion into it, maybe because I often speak English with my international friends. Honestly, I don't really have much friends here, so most of the time, I just communicate with people online, so I think it's pretty effective, like in 2020, I think 2020 or 2019 I took a TOEFL test, it was 515 and it was the prediction one, and like in 2022 I took another one and it was 613 with no courses, nothing like that just talking to people”.

7. What are the challenges or hesitations do you face when using the strategies?

Answer:

“The hesitation might be difficult to find a partner, difficult to find someone who can speak English. Most of people who can speak English here, are passive speakers, and they are not too fluent. So, the English is not improving. The challenge is maybe we need to find a friend, especially a foreign friend who can be our conversation partner, either online or offline”.



Student-3

Day/Date : Friday/ 26 May 2023
Time : 10.15 – 10.55 am
Location : Economic and Business Faculty USK
Name/Initial : MAF
Gender : Male
Batch : 2020

I. The strategies used by International Class Students to improve their English vocabulary.

1. What strategies do you use to learn vocabulary?

Answer:

“Define, then take the English phrase and put it into flashcards, and stick it on the wall. I used to write the unfamiliar English vocabulary as well. And sometimes, listen to an English song, find an unfamiliar word, and then write it down immediately”.

2. Beside learning by yourself, who helps you learn vocabulary?

Answer:

“I learn a lot from Youtube, there are lots of useful channels for learning English. In addition, I also learned a lot from my sister who is more fluent in English rather than me, she has also lived abroad for a long time. Lastly, I learn from my idols, especially western idols”.

3. Do you prefer to learn vocabulary by yourself or with any help from others?

Answer:

“I prefer to learn on my own. Because I can explore more vocabulary and can immediately practice to speak English in front of mirror”.

II. The impact of strategies used by International Class Students on students' vocabulary improvement.

4. What benefits do you get by using the strategies on your vocabulary improvement?

Answer:

“I always find that word again and again and I also place or put the vocab every day in my daily conversation, and when I read the English passage, it can unleash my potential in learning English, especially in the four skills needed in TOEFL and IELTS”.

5. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?

Answer:

“I think it’s flashcards, because in other than I can write and read, I also use that flashcard when I close my eyes then listen to the people who speaks the vocabulary, so it always stuck on my mind, and remind me again and again”.

6. Is the use of those strategies effective in improving your vocabulary?

Answer:

“Of course, it’s very effective. In my opinion, the strategy I use to learn vocabulary provides real benefits for me, where I get a lot of new vocabulary that can be useful in improving my English skills. In addition, I can also develop new knowledge and insights about phrases in English”.

7. What are the challenges or hesitations do you face when using the strategies?

Answer:

“The most difficult challenge that I faced in learning vocabulary is how to pronounce the words properly. For example, let’s say ‘council’ and ‘conceal’. That’s the two different words and also have a different meaning but when you pronounce it, it’s almost similar”.

Student- 4

Day/Date : Friday/ 26 May 2023
Time : 14.30 – 15.10 pm
Location : Economic and Business Faculty USK
Name/Initial : TAB
Gender : Female
Batch : 2020

I. The strategies used by International Class Students to improve their English vocabulary.

1. What strategies do you use to learn vocabulary?

Answer:

“I used to put all the advanced vocab to notes, or when I read a book, I usually highlight the unfamiliar word, then searching up the meaning and try to implementing the word into a sentence for daily conversation”.

2. Beside learning by yourself, who helps you learn vocabulary?

Answer:

“I learn much from movies and songs because I also learn pronunciation through it, then practically communicate with my friends even though I still mix Indonesian and English in speaking”.

3. Do you prefer to learn vocabulary by yourself or with any help from others?

Answer:

“I prefer to learn vocabulary with any help from others, because I could practice to communicate in English with my friends, and sometimes I also use others term, especially from books. That’s because I have been used to reading books since I was in Junior High School”.

II. The impact of strategies used by International Class Students on students’ vocabulary improvement.

4. What benefits do you get by using the strategies on your vocabulary improvement?

Answer:

“The benefit is that I don't struggle too much in learning vocabulary. Now there are lots of platforms that make it easier for us to learn. From there, I explored a lot of media for learning vocabulary, because if we only learn from books, we certainly don't know how to use the vocab in everyday contexts”.

5. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?

Answer:

“I think the answer is movie. because in my opinion, in the movie sometimes there is a lot of grammar that can be used in our daily conversation and I think, everybody loves watching movies. When reading books, sometimes there is a 'lazy reader' phase. And personally, I am a type of person who absorbs things more by listening than reading, especially in terms of pronunciation, grammar, and the use of words”.

6. Is the use of those strategies effective in improving your vocabulary?

Answer:

“It's super effective to use those strategy, because it could automatically implemented if it comes from movie, especially the use of slang words, it helps a lot. Because we do not learn the basic English anymore, instead we already use the advance one”.

7. What are the challenges or hesitations do you face when using the strategies?

Answer:

“The challenge is pronunciation, because I think every people had their own accent, and sometimes I mix many accents in my conversation, such as American, or British, or Australian. And also, each one of lecturer who teaches us in the class, has his own speaking accent character that is different from other lecturers”.

Student-5

Day/Date : Wednesday/ 24 May 2023
Time : 11.10 – 11.50 am
Location : Economic and Business Faculty USK
Name/Initial : KY
Gender : Female
Batch : 2021

I. The strategies used by International Class Students to improve their English vocabulary.

1. What strategies do you use to learn vocabulary?

Answer:

“I read a dictionary if I find a phrase that is unfamiliar. Sometimes, I answer several English questions both from books and from the internet. Lately, we have been given a lot of assignments that use references from journal articles, and this has made me read English articles more often. And lastly, I also watching western films to gain my English vocabulary”.

2. Beside learning by yourself, who helps you learn vocabulary?

Answer:

“I once took an English course, and it was quite helpful. Besides that, as an international class student, I often communicate with my classmates on random topics, sometimes we only use English, but sometimes also use Indonesian and English in the conversation”.

3. Do you prefer to learn vocabulary by yourself or with any help from others?

Answer:

“I could say it's 50:50. Because no matter how hard we learn by ourself, doing self-taught, but if we do not apply it, it's just as useless, right? So that's why, relying on yourself or relying on the help from other sources to learn vocabulary is just as important. Talking about learning vocabulary with the help of other sources such as communicate with friends for example, I think it can enrich our vocabulary as well as our speaking skills. And the most crucial thing is our 'braveness' to speak

with other people using English. Because personally, I know the differences between how it feels when talking with my friends or lecturers and how it feels when talking to myself”.

II. The impact of strategies used by International Class Students on students’ vocabulary improvement.

4. What benefits do you get by using the strategies on your vocabulary improvement?

Answer:

“Because I do self-learning, the knowledge gained can be beneficial for myself, and because I use my own method, it will be easier and faster for me to understand what I am learning”.

5. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?

Answer:

“Watching movies using English subtitles and also use Twitter to learn English. In the free time, I often reading tweets and threads in English on the Twitter homepage. For me personally, watching movies and using social media actually really helped me to improve my four English skills, not just my vocabulary”.

6. Is the use of those strategies effective in improving your vocabulary?

Answer:

“I think it's 80% effective. because these strategies can be considered as a self-taught way for me to improve my English skills in a fun way. As examples, watching while learning. All this time we learn English not fully like a native speaker. Now, by watching these western films, I become know a lot of unfamiliar vocabulary. Then, pronunciation. We have been learning English pronunciation at school which seems stiff and formal. Now, through watching western films, I become knew that there are several interesting ways to say an English phrase. And the last is, read English articles. Usually, the language in the context of education and everyday language is very different. Now, when I often read English

articles, I know that there are some vocabulary words that actually have other versions. And as an international class student, I required to be familiar with the things like that”.

7. What are the challenges or hesitations do you face when using the strategies?

Answer:

“Because I’m a forgetful person, so if I find a new word but don’t write it down right away, I’ll definitely forget that word. So, if I find a new vocabulary, I will definitely find out what it means, then I write it down, and sometimes I even try to make sentences using that word”.



Student-6

Day/Date : Wednesday/ 24 May 2023
Time : 15.10 – 15.50 pm
Location : Economic and Business Faculty USK
Name/Initial : RC
Gender : Female
Batch : 2021

I. The strategies used by International Class Students to improve their English vocabulary.

1. What strategies do you use to learn vocabulary?

Answer:

“I took an English course at LIA for 4 years since I was in junior high school. There, I learned a lot about basic vocabularies. To be honest, so far, in International Class, mostly I used the vocabulary that I had learned at LIA before. But, for now, I am trying to improve my vocabulary so it continues to develop into a more advanced, by searching for the synonyms from the basic vocabulary. And it does not stop there, I also increase my knowledge and insight about vocabulary through the Duolingo test”.

2. Beside learning by yourself, who helps you learn vocabulary?

Answer:

“On formal learning contexts like in the classroom, to be honest, there’s nothing that really helps. But one other source that helps, for example is the lecturer, even though the lecturer does not directly teach us about vocabulary. However, when the lecturer provides material in English, it is quite helpful. I also have many online friends, sometimes communicating with them gives me new vocabulary insights, but the insights are not that much, because the things that are talked about are usually only about daily conversations”.

3. Do you prefer to learn vocabulary by yourself or with any help from others?

Answer:

“In a formal context, such as learning in the class, I prefer to learning vocabulary by myself at home. So when I am in the class, I just have to manage the use of the vocabulary in communicating during the learning process. But in an informal context, I prefer to learn vocabulary with the help from other sources, for example talking about a topic or sharing stories with my classmates”.

II. The impact of strategies used by International Class Students on students' vocabulary improvement.

4. What benefits do you get by using the strategies on your vocabulary improvement?

Answer:

“I think the benefit using the strategies in learning vocabulary is helps me much in academic. My vocabulary is more improved and during four semesters at International Management Program, I had no difficulty reading English articles. Maybe when I was at school, I needed quite a lot of time to understand articles in English, but now it's easier to understand the meaning of the articles”.

5. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?

Answer:

“So far, looking for synonyms of the advanced vocabulary from the basic vocabulary, then repeating and using the vocabulary more often in everyday contexts”.

6. Is the use of those strategies effective in improving your vocabulary?

Answer:

“I think it's effective. Indeed, sometimes if I get a new vocabulary but I don't immediately write it down, I will forget that vocabulary. So, to avoid that, I usually repeat the vocabulary again and again, and sort it out between the basic vocabulary and the advanced vocabulary, then I try to use the vocabulary, especially the advanced one on the formal contexts, such as in the class”.

7. What are the challenges or hesitations do you face when using the strategies?

Answer:

“One of my strategies in learning vocabulary is looking for the synonyms of the advanced vocabulary from the basic vocabulary. However, I rarely use these words because to be honest, sometimes I feel hesitate to use them. Moreover, I also have to readjust the use of these words according to the context”.



Student-7

Day/Date : Friday/ 19 May 2023
Time : 15.10 – 15.50 pm
Location : Economic and Business Faculty USK
Name/Initial : AAF
Gender : Male
Batch : 2022

I. The strategies used by International Class Students to improve their English vocabulary.

1. What strategies do you use to learn vocabulary?

Answer:

“The strategy that I used in learning English vocabulary is reading books or novels, and I prefer to read fantasy or science-fiction novels. Because on those genres, I found a lot of unfamiliar vocabulary and I had never known before. So, when I found a new word, I immediately looked for its meaning and then wrote it down. And also, I used to play English puzzle games to gain my vocabulary”.

2. Beside learning by yourself, who helps you learn vocabulary?

Answer:

“I took an English course, when I was in high school. This experience really helped me in improving my English skills. Besides that, as a student from Malaysia, I had difficulty communicating with other people here in my first year, except by using English or Malay which are easy to understand. Because of that, I started to get used to communicating in English in my everyday life, for example by inviting my classmates to talk, sharing ideas and opinion”.

3. Do you prefer to learn vocabulary by yourself or with any help from others?

Answer:

“I prefer to study by myself because in this digitalization era, there are lots of websites and platforms that can help us to improve our vocabulary”.

II. The impact of strategies used by International Class Students on students' vocabulary improvement.

4. What benefits do you get by using the strategies on your vocabulary improvement?

Answer:

"Knowledge in English especially vocabulary is significantly increasing. Apart from that, I also feel that the strategies I use in learning vocabulary are very useful, especially in the context of grammar and language rules, for example when I have to compose or write a sentence, I don't feel any difficulties anymore".

5. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?

Answer:

"Playing games. For example, we play a survival game, usually in that genre, we do not just play on one Asian server, we can even enter other continent servers, so we can meet and communicate with people from other nations such as Germans, Spaniards, even to America. And in these conditions, we must be able to use English, so while playing video games, we can immediately practice our English communication skills".

6. Is the use of those strategies effective in improving your vocabulary?

Answer:

"It's very effective. Besides reading books and novels, I also like watching movies. Whatever the genre is, if I get new vocabulary from the film, I will definitely write down the vocabulary and try to use it in everyday conversations while improving my speaking skills".

7. What are the challenges or hesitations do you face when using the strategies?

Answer:

"To be honest, I am a bit difficult to memorize. In terms of reading, it might be easy, but memorizing is a bit difficult for me, especially

memorizing grammar or vocabulary that have been paraphrased in our own language”.



Student-8

Day/Date : Monday/ 22 May 2023
Time : 16.15 – 16.55 pm
Location : Economic and Business Faculty USK
Name/Initial : NR
Gender : Female
Batch : 2022

I. The strategies used by International Class Students to improve their English vocabulary.

1. What strategies do you use to learn vocabulary?

Answer:

“My strategy in learning vocabulary is through the things that I like, such as listening to English songs, reading novels, and watching movies. Then when I find a new vocabulary, I immediately write it down in the notes. And after knowing how to use that word, sometimes I try to apply it, by communicating using that word spontaneously”.

2. Beside learning by yourself, who helps you learn vocabulary?

Answer:

“I took an English course when I was in senior high school and that English course is an unpaid course. I had a friend who was proficient in English, she made a learning group and taught us English. But it was a long time ago, for now I prefer to learn by myself, because in this era, we can learn English from anywhere and from any media”.

3. Do you prefer to learn vocabulary by yourself or with any help from others?

Answer:

“Sometimes I feel bored and lose my mood when I have to learn English by myself, because I don't have partner to communicate with and to share ideas. So, I prefer to learn with the help from other sources, for example speaking English with my classmates and also learning vocabulary through English movies and songs”.

II. The impact of strategies used by International Class Students on students' vocabulary improvement.

4. What benefits do you get by using the strategies on your vocabulary improvement?

Answer:

“So far, the strategy used to learn vocabulary works properly to improve my vocabulary. In addition, if my mood is in a good condition, surely I will feel more enthusiastic in learning, to enrich and gain my vocabulary even more”.

5. In your opinion, which strategy is the most impactful in improving your vocabulary? Why?

Answer:

“I think, listening to music and watching movies. Because these two things can improve our mood for learning. When we are in a good mood, any activity that is carried out will be more fun and of course it will make it easier for us to accept new things, which were not known before”.

6. Is the use of those strategies effective in improving your vocabulary?

Answer:

“In general, the strategy I use in learning vocabulary is very effective. But in my personal opinion, this depends on the condition of the current mood. For example, if the mood is not good, it will feel lazy to study, then the strategies used to learn vocabulary become less effective, and vice versa, if the mood is good, learning activities will be more enjoyable, and of course whatever strategy is used to learn, it will be more effective”.

7. What are the challenges or hesitations do you face when using the strategies?

Answer:

“I think the challenge is, I have to be able to control my ‘learning mood’, if it remains stable, I could become more enthusiastic in learning. Sometimes, communicating in English with friends is one of my ways to

boost my learning mood. Because by talking, sharing ideas with friends, I become more enthusiastic in learning”.



Appendix E Documentation of Research



جامعة الرانيري

AR - RANIRY

Appendix F Autobiography

AUTOBIOGRAPHY

1. Name : Failasufa Azka
2. Place/Date of Birth : Jakarta, September 9th 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Jl. Kebun Raja I Komplek Kebun Tomat II No.10,
Ie Masen Kayee Adang, Kec. Syiah Kuala, Kota
Banda Aceh
7. Email : 180203179@student.ar-raniry.ac.id
8. Occupation : Student of English Language Education of Ar-
Raniry Islamic State University
9. Parents
 - a. Father's Name : Dr. Zaki Fuad, M.Ag
 - b. Mother's Name : Dra. Dian Susianti, M.Si
 - c. Father's Occupation : Lecturer
 - d. Mother's Occupation : Civil Servant
 - e. Address : Jl. Kebun Raja I Komplek Kebun Tomat II No.10,
Ie Masen Kayee Adang, Kec. Syiah Kuala, Kota
Banda Aceh
10. Education Background
 - a. Elementary School : MIN Rukoh Banda Aceh
 - b. Junior High School : MTsN Model Banda Aceh
 - c. Senior High School : MAN Model Banda Aceh
 - d. University : Management Department Syiah Kuala University
Education and Teacher Training Faculty of Ar-Raniry
Islamic State University, English Language Education
Department

Banda Aceh, 15 October 2023
The Writer

Failasufa Azka