A Study of Vocabulary Learning Strategies Used by Students at Grade XI

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Abstract

This study aims to find out the vocabulary learning strategies used by students at MAN Insan Cendekia Kota Palu. This research used a survey design by using questionnaire of vocabulary learning strategies (VLS) adopted from Yeh and Wang (2004). The instrument contains 50 items with five categories of vocabulary learning strategies based on Schmitt's (1990) taxonomy. The population in this study were students of grade XI with a total population of 113 students. To calculated the number of samples from the population using the Slovin's formula. The sample was taken using a convenience sampling technique with a sample size of 90 students. The data analysis showed that students used all of the six learning categories of Schmitt strategies; determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. But for the most frequently used strategies are determination strategies with mean score is 3.45 and the least frequently used strategies are cognitive strategies with mean score 2.72.

Keywords: Vocabulary Skills, Learning Strategies, Vocabulary Learning Strategies (VLS)

INTRODUCTION

Vocabulary is a set of familiar words in one's language. It means they know the meaning and pronunciation of the word. According to Nunan (2005) vocabulary is the collection of words that an individual knows. Vocabulary is the words of a language, so students cannot master a language without learning vocabulary first. Further, Learning a language is impossible without knowing the words, and not knowing words prevents adequate expression of thoughts and intentions to others (Katemba, 2022). That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language. Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. This is stated by Baskarani (2016) students need to master some basic of vocabularies to help them to understand the real life activities related language skills such as reading a text, writing essay, responding an exam question, and participating in class discussion.

Despite the fact that vocabulary is considered an important component of language, students often have difficulties in using the four language skills. As stated by Sihotang, Panjaitan, and Simanjuntak (2018) without a lot of vocabulary, learners will not be able to listen, speak, read and write well, because vocabulary is an important part of learning English. In other words, it can be said that one of the reasons why students often struggle in using the four language skills is due to their limited vocabulary. In fact, the effort for learning vocabulary at secondary level or secondary school have been found to be one of the biggest challenges (Macfudi & Afidah, 2022).

According to Nagy (2012) perceives academic vocabulary as a component of academic language and considers that the capacity to read and understand texts from various content areas or disciplines is closely related to students' vocabulary knowledge. According to Saswandi & Ningsih (2023) by having enough vocabulary, the ability to communicate and convey our social

need could be established. It means, if we have enough vocabulary, we would be able to understand the utterance which we listened, we would also be able to speak fluently, and we could understand the content of the text easily. Seeing the importance of vocabulary mastery, efforts to improve vocabulary mastery to minimize various problems faced in language learning need to be implemented (Amalia, 2020)

To overcome the problem of vocabulary deficiency, effective vocabulary learning strategies are needed to be applied by students in schools so that they can master a lot of vocabulary. Pustika (2019) argues that teachers should provide English language learners with the necessary vocabulary, and discourse structures needed to further their learning in the specific domain. Vocabulary learning strategies are very important for their understanding in learning a foreign language because the existence of various strategies can make it easier for students to understand new words that they are not familiar with. Schmitt (1997) introduced 5 domains of strategies in his taxonomy: determination strategy, social strategy, cognitive strategy, metacognitive strategy and memory strategy.

Students should choose the right strategies to help their vocabulary acquisition because using strategies to learn vocabulary can help them memorize words. Although vocabulary is taught inductively by the teacher in the classroom, using the right tactics can help students in expanding their vocabulary. Effective vocabulary teaching strategies are very important, as they determine the outcome of vocabulary teaching (Marpaung, 2023). Vocabulary learning strategies (VLS) are designed to help students facilitate and streamline their vocabulary learning to achieve optimal goals. Cameron (2001) defines vocabulary learning strategies as the actions that learners take to help themselves understand and remember vocabulary. In addition, Asgari and Mustapha (2011) define vocabulary learning strategies as steps taken by learners when learning new word.

Based on the problem explanation above, effective strategies are needed in vocabulary learning so that students can easily enrich their vocabulary. Therefore, this study aims to identify vocabulary learning strategies applied by students and also the most frequent and least frequent strategies applied by eleventh grade students at MAN Insan Cendekia Kota Palu which is a superior religious-based madrasah school, which may have unique learning strategy characteristics compared to public schools. In this study, the researcher adopted vocabulary learning strategies from Schmitt's taxonomy (1997). Not many studies have examined vocabulary learning strategies in Islamic-based madrasahs in Central Sulawesi, which may have their own cultural influences and learning approaches.

METHODS

The method applied in this study was quantitative approach. The quantitative approach allow researchers to gather numerical data through the process of statistical analysis of samples using existing and established instruments (Creswell, 2014).

Research design

In this study, researcher used a *survey research design*. A survey research design is a quantitative research procedure conducted to obtain a description of the attitudes, behaviors, and characteristics of the population obtained through deep sampling (Creswell, 2014).

Research participants and Sampling Procedures

The population of this study was all of grade XI students at MAN Insan Cendekia Kota Palu consist of 113 students. The class consisted of five classes. The total number of the population can be seen in the following table:

Table 1. The Distribution of Population

No	Class	Number of Students
1	XI Al-Fath	23
2	XI Ar-Rahman	21
3	XI Ad-Dhuha	23
4	XI Al-Falaq	22
5	XI An-Nur	24
Total		**113**

A Sample is a small group of entities or a subset taken from a larger population. In this study, the researcher used *a convenience sampling technique*, it involves selecting individuals that are readily available at the point of study (Abari & Akinyemi, 2023). Samples are taken or selected because of samples it is at the right place and time. To calculate total sample from population this study using Slovin's formula. The Slovin's formula below:

$$n = \frac{N}{1 + N(\alpha)^2}$$

n = Number of Sampel
N = Population
α = Margin of error maximum (5% = 0,05)

To determine the number of samples to be used, the researcher choose to used an error of 5%. The amount of this study is 113, with the above calculation, the result was as follows:

$$n = \frac{113}{1 + 113(0,05)^2}$$

$$n = \frac{113}{1,2825}$$

$$n = 88,110 \text{ (the researcher makes it 90 students)}$$

Data Collection

In this study, the researcher used a questionnaire as an instrument to collect data. The questionnaire used Schmitt's (1997) taxonomy which was developed to vocabulary learning strategies research instrument by Yeh and Wang (2004). There were 50 questions and the learner need to use a five-point scale to rank from 1 (never) to 5 (always). In this research context, Yeh and Wang's (2004) VLS questionnaire is translated into Indonesia from Mandarin. The results of

the VLS fall into five parts of vocabulary learning strategies: determination, social, memory, cognitive, metacognitive strategies.

RESULTS AND FINDINGS

This explains the research findings obtained based on the results of the questionnaire. It presented the answers of the research questions about vocabulary learning strategies. Schmitt (1997), divided into 5 categories: determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.

A. Determination Strategies

Tabel 2. The Result of Determination Strategies

Item	Never	Rarely	Sometimes	Often	Always
S1	0 (0%)	12 (13,33%)	46 (51,11%)	24 (26,67%)	8 (8,89%)
S2	4 (4,44%)	13 (14,44%)	39 (43,33%)	22 (24,44%)	12 (13,33%)
S3	1 (1,11%)	7 (7,78%)	24 (26,67%)	32 (35,55%)	26 (28,89%)
S4	2 (2,22%)	18 (20%)	25 (27,78%)	29 (32,22%)	16 (17,78%)
S5	20 (22,22%)	29 (32,22%)	19 (21,11%)	12 (13,33%)	10 (11,11%)
S6	3 (3,33%)	14 (15,56%)	30 (33,33%)	22 (24,44%)	21 (23,33%)
S7	1 (1,11%)	5 (5,56%)	14 (15,56%)	25 (27,78%)	45 (50%)

From the determination strategies above, the dominant strategy used is statement number seven, which is 50% as the highest percentage that is always used by students and the less dominant strategy used is statement number five, which is 22.22% as the highest percentage that is never used by students.

B. Social Strategies

Tabel 3. The Result of Social Strategies

Item	Never	Rarely	Sometimes	Often	Always
S8	3 (3,33%)	15 (16,67%)	38 (42,22%)	18 (20,00%)	16 (17,78%)
S9	15 (16,67%)	24 (26,67%)	31 (34,44%)	11 (12,22%)	9 (10%)
S10	5 (5,56%)	21 (23,33%)	30 (33,33%)	21 (23,33%)	13 (14,44%)
S11	1 (1,11%)	11 (12,22%)	23 (25,56%)	27 (30,00%)	28 (31,11%)
S12	10 (11,11%)	16 (17,78%)	35 (38,89%)	19 (21,11%)	10 (11,11%)
S13	8 (8,89%)	18 (20,00%)	37 (41,11%)	18 (20,00%)	9 (10,00%)
S14	11 (12,22%)	29 (32,22%)	34 (37,78%)	12 (13,33%)	4 (4,44%)

From the social strategies above, the dominant strategy used is statement number eleven, which is 31.11% as the highest percentage that is always used by students and the less dominant strategy used is statement number nine, which is 16.67% as the highest percentage that is never used by students.

C. Memory Strategies

Tabel 4. The Result of Memory Strategies

Item	Never	Rarely	Sometimes	Often	Always
S15	6 (6,67%)	22 (24,44%)	35 (38,89%)	18 (20%)	9 (10%)
S16	2 (2,22%)	8 (8,89%)	25 (27,78%)	27 (30%)	28 (31,11%)
S17	4 (4,44%)	13 (14,44%)	35 (38,89%)	20 (22,22%)	18 (20%)
S18	3 (3,33%)	8 (8,89%)	33 (36,67%)	27 (30%)	19 (21,11%)

	Never	Rarely	Sometimes	Often	Always
S19	1 (1,11%)	17 (18,89%)	40 (44,44%)	22 (24,44%)	10 (11,11%)
S20	1 (1,11%)	13 (14,44%)	38 (42,22%)	25 (27,78%)	13 (14,44%)
S21	1 (1,11%)	13 (14,44%)	34 (37,78%)	27 (30%)	15 (16,67%)
S22	5 (5,56%)	13 (14,44%)	41 (45,56%)	24 (26,67%)	7 (7,78%)
S23	2 (2,22%)	15 (16,67%)	28 (31,11%)	19 (21,11%)	26 (28,89%)
S24	0 (0,00%)	4 (4,44%)	30 (33,33%)	27 (30%)	29 (32,22%)
S25	23 (25,56%)	29 (32,22%)	24 (26,67%)	4 (4,44%)	10 (11,11%)
S26	4 (4,44%)	16 (17,78%)	28 (31,11%)	30 (33,33%)	12 (13,33%)
S27	14 (15,56%)	25 (27,78%)	26 (28,89%)	15 (16,67%)	10 (11,11%)
S28	2 (2,22%)	11 (12,22%)	32 (35,56%)	24 (26,67%)	21 (23,33%)
S29	1 (1,11%)	7 (7,78%)	27 (30%)	35 (38,89%)	20 (22,22%)
S30	2 (2,22%)	17 (18,89%)	28 (31,11%)	21 (23,33%)	22 (24,44%)
S31	9 (10,00%)	43 (47,78%)	30 (33,33%)	6 (6,67%)	2 (2,22%)

From the memory strategies above, the dominant strategy used is statement number twenty-four, which is 32.22% as the highest percentage that is always used by students and the less dominant strategy used is statement number twenty-five, which is 25.56% as the highest percentage that is never used by students.

D. Cognitive Strategies

Tabel 5. The Result of Cognitive Strategies

Item	Never	Rarely	Sometimes	Often	Always
S33	1 (1,11%)	8 (8,89%)	21 (23,33%)	30 (33,33%)	30 (33,33%)
S34	13	28	17	18	14

Item	Never	Rarely	Sometimes	Often	Always
	(14,44%)	(31,11%)	(18,89%)	(20%)	(15,56%)
S35	22 (24,44%)	26 (28,89%)	27 (30%)	10 (11,11%)	5 (5,56%)
S36	31 (34,44%)	26 (28,89%)	21 (23,33%)	8 (8,89%)	4 (4,44%)
S37	8 (8,89%)	27 (30%)	33 (36,67%)	15 (16,67%)	7 (7,78%)
S38	5 (5,56%)	20 (22,22%)	39 (43,33%)	15 (16,67%)	11 (12,22%)
S39	17 (18,89%)	23 (25,56%)	31 (34,44%)	14 (15,56%)	5 (5,56%)
S40	32 (35,56%)	31 (34,44%)	18 (20%)	8 (8,89%)	1 (1,11%)
S41	23 (25,56%)	28 (31,11%)	22 (24,44%)	8 (8,89%)	9 (10%)

From the cognitive strategies above, the dominant strategy used is statement number thirty-three, which is 33.33% as the highest percentage that is always used by students and the less dominant strategy used is statement number forty, which is 25.56% as the highest percentage that is never used by students.
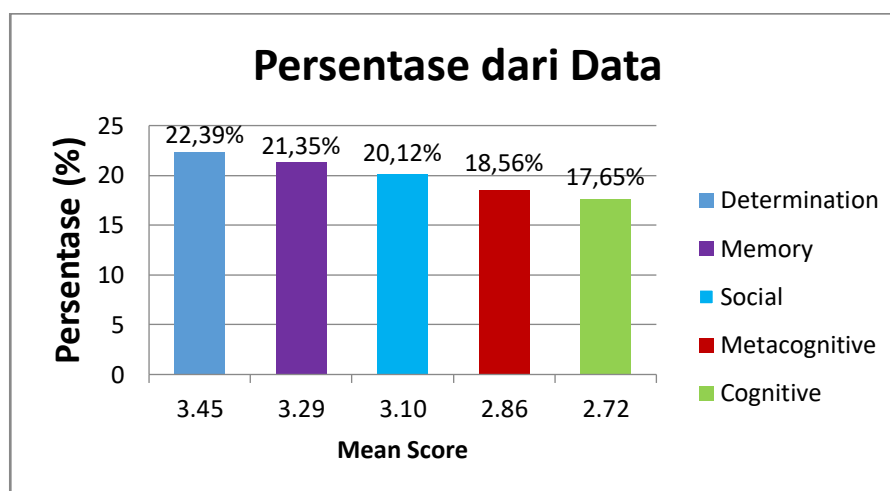
E. Metacognitive Strategies

Tabel 6. The Result of Metacognitive Strategies

Item	Never	Rarely	Sometimes	Often	Always
S42	1 (1,11%)	4 (4,44%)	18 (20%)	28 (31,11%)	39 (43,33%)
S43	3 (3,33%)	14 (15,56%)	28 (31,11%)	15 (16,67%)	30 (33,33%)
S44	36 (40%)	26 (28,89%)	18 (20%)	3 (3,33%)	7 (7,78%)
S45	25 (27,78%)	25 (27,78%)	19 (21,11%)	11 (12,22%)	10 (11,11%)
S46	4 (4,44%)	24 (26,67%)	21 (23,33%)	19 (21,11%)	22 (24,44%)

S47	35 (38,89%)	26 (28,89%)	17 (18,89%)	7 (7,78%)	5 (5,56%)
S48	6 (6,67%)	21 (23,33%)	25 (27,78%)	25 (27,78%)	13 (14,44%)
S49	9 (10%)	29 (32,22%)	32 (35,56%)	15 (16,67%)	5 (5,56%)
S50	38 (42,22%)	25 (27,78%)	25 (27,78%)	1 (1,11%)	1 (1,11%)

From the metacognitive strategies above, the dominant strategy used is statement number forty-two, which is 43.33% as the highest percentage that is always used by students and the less dominant strategy used is statement number fifty, which is 42.22% as the highest percentage that is never used by students.

After analyzing the individual strategies used by students, the results of the most frequently used strategies among the five categories of vocabulary learning strategies will show in the chart below:

The results of the table above showed that the vocabulary learning strategies most frequently used by students were determination strategies and memory strategies. In contrast, social, metacognitive, and cognitive strategies were used with lower frequencies. However, this showed that students used all five categories of strategies in learning vocabulary.

DISCUSSION

Based on overall data collected by using vocabulary learning strategies questionnaire, the most frequently used strategies by students of MAN Insan Cendekia Kota Palu are determination strategies (M=3.45), and then followed by memory strategies (M=3.29), next is social strategies (M=3.10), then is metacognitive strategies (M=2.86), and the last is cognitive strategies with (M=2.72).

The results show that the determination strategies are the most often used by students (M=3.45). Determination strategies refer to techniques that students use to understand the

meaning of new words independently without direct help from others. In this category, using an electronic dictionary is the strategy most frequently used by students in understanding the meaning of new words. However, the use of English-English dictionary is less common. This shows that students are more comfortable with a technology-based approach to vocabulary learning. As found in the research of Sihotang, Afriazi, dan Imranuddin (2017) determination strategy was found as the most frequently applied by the students, this strategy may be easy to be used by the students since they can find the meaning of new words easily, for example, using some supporting tools.

Similarly, memory strategies are ranked second (M=3.29). Memory strategies are techniques that help learners remember and store new vocabulary in long-term memory. The most dominant strategy is to pay attention to the pronunciation and use of words in context. While a less common strategy is reading words out loud, not many students use this technique to memorize vocabulary. This can be concluded students find it easier to remember words if they understand how to use them in real sentences or situations. Therefore, this strategy may be suitable for students because they are expected to practice words so that they can use them in oral and written forms rather than memorizing each word (Sihotang et al., 2017)

Social strategies are ranked third (M=3.10). Social strategies refer to techniques that involve interacting with other people to understand or remember new vocabulary. The most frequently used strategy in this category is asking classmates. However, other strategies such as asking the teacher for synonyms is used less frequently. This shows that students are more comfortable with their classmates in understanding the meaning of words than asking the teacher, perhaps because of the relaxed and collaborative atmosphere offered in interactions with friends.

Metacognitive strategies are ranked fourth (M=2.86). This strategy involves students' awareness and control over their own learning process. The strategy of using English songs to learn new words is commonly used by students. While the strategy of ignoring new words is less commonly used. This shows that students prefer a relaxed and fun approach have a desire to learn new vocabulary that they do not yet understand.

Cognitive strategies obtain the lowest mean score (M=2.72). Cognitive strategies focus on hands-on techniques used to understand, memorize, and remember vocabulary. The strategy of repeating the meaning of a word to remember it is the most commonly used, but other, more creative strategies, such as labeling object is less commonly used. It can be concluded that students tend to use repetition as the primary means of reinforcing their memory of a word's meaning rather than utilizing strategies that require in-depth or innovative processing.

The results of this research show that the determination strategy is the most dominant strategy in vocabulary learning, as found in the research of Sihotang et al. (2017) that the result of their study showed that determination strategy (M=3.50) was the most frequently applied and social strategy (M=2.83) as the least frequently applied by the students. Furthermore, the results of this study is also the same as the research by Tunggadewi (2016) that the most frequent strategy used for vocabulary learning was determination strategy (M=2.60), followed by metacognitive strategy (M=2.58). While the least frequent strategy used was cognitive strategy (M=2.11).

Next, from Lestari (2023) whose dominant strategy result is also the same as this study, the research results showed that the most dominant strategy used by students was the determination strategy (M=0.34), while the social strategy (M=0.20) was not often used by students. Meanwhile, there is a difference in the study of Hidayati & Bahria (2022) that the dominant strategies used by the students in Learning Vocabulary was Cognitive strategies. In addition, from Wahyuni & Ratmanida (2020) the result of their research showed that students used Metacognitive strategies (95,58%), Beliefs strategies (92,34%), and Cognitive strategies (81,78%) to develop students English vocabulary.

CONCLUSION

Based on the findings and discussions in the previous chapter, it can be concluded that students at MAN Insan Cendekia Kota Palu, in the process of learning vocabulary, used all the learning strategies conducted by Schmitt (1997), namely determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. However, the most frequently used strategies category were determination strategies with a mean score 3.45. This strategy involves the use of electronic dictionaries and the technique of guessing the meaning of words through context. Followed by memory strategies in the second place with a mean score 3.29, then social strategies with a mean score 3.10, metacognitive strategies with a mean score 2.86, and the least used vocabulary learning strategies were cognitive strategies with a mean score 2.72. Cognitive strategies such as labeling objects and writing vocabulary repeatedly were less preferred by students. This suggests that students tend to choose more practical and direct strategies to help them understand the meaning of new words. This study emphasizes the importance of choosing vocabulary learning strategies that suit students' preferences and needs in order to support more effective English language acquisition.

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APPENDICES

Petunjuk Pengisian Kuisioner

1. Bacalah setiap pernyataan dengan teliti.

2. Pilihlah jawaban yang paling sesuai dengan pendapat atau pengalaman anda.

3. Tentukan pilihan tanggapan anda dengan memberikan tanda centang untuk setiap pernyataan dengan memilih opsi sesuai kondisi anda, dengan indikator sbb:

TP   : Tidak Pernah
J   : Jarang
KD : Kadang-kadang
SS   : Sering-sering
S   : Selalu

4. Jika ada pernyataan yang kurang jelas, silahkan sampaikan kepada peneliti.

No	Pernyataan	Seberapa Sering				
		TP	J	KD	SS	S
A.	**Determination**					
1.	Saya akan menganalisis jenis kata (kata kerja, kata benda, kata sifat atau kata keterangan.) dari sebuah kata baru untuk menentukan maknanya.					
2.	Saya akan menganalisis bentuk kata dasar, awalan atau akhiran untuk mengetahui makna kata. Contohnya: im-possible = tidak mungkin					
3.	Saya akan menebak makna sebuah kata dari konteksnya.					
4.	Saya akan menggunakan kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui makna sebuah kata.					
5.	Saya akan menggunakan kamus Bahasa Inggris-Bahasa Inggris untuk mengetahui makna sebuah kata.					
6.	Saya akan menggunakan kamus Bahasa Indonesia-Bahasa Inggris, kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui makna sebuah kata.					
7.	Saya akan menggunakan kamus elektronik untuk mengetahui makna sebuah kata.					
B.	**Social**					
8. 9	Saya akan meminta guru untuk menerjemahkan kata yang baru menjadi Bahasa Indonesia. Saya akan meminta guru untuk memberikan sinonim dari kata yang baru.					
10.	Saya akan meminta guru untuk memberikan contoh suatu kalimat yang terdapat kata baru tersebut.					
11.	Saya akan menanyakan makna sebuah kata pada teman sekelas saya.					
12.	Saya akan mencari tahu makna sebuah kata itu melalui diskusi kelompok.					
13.	Saya akan melatih kata yang telah saya pelajari dengan teman sekelas saya.					

14.	Saya akan menggunakan kata-kata yang baru saya ketahui untuk berbicara dengan penutur asli Bahasa Inggris.					
C.	**Memory**					
15.	Saya akan memasangkan kata dengan gambar yang mewakili kata itu.					
16.	Saya akan memberikan suata gambaran terkait makna dari suatu kata ke dalam pikiran saya. Contohnya, ketika Anda belajar tentang *cloud*, di pikiran saya akan muncul langit.					
17.	Saya akan menghubungkan kata dengan pengalaman pribadi saya. Contohnya, ketika belajar tentang *rain*, saya memikirkan pengalaman saya ketika menikmati hujan bersama teman-teman.					
18.	Saya akan menghubungkan satu kata ke kata yang terkait dengannya, misalnya: ketika belajar kosakata apel, saya juga memkirkan buah-buahan lainnya, seperti pir, pisang, dan lain-lain.					
19.	Ketika saya belajar sebuah kata, saya memperhatikan sinonim (makna kata yang sama) dan antonim (makna kata yang berlawanan), sebagai contoh: ketika belajar kosakata *beautiful*, saya belajar maknanya dapat berarti cantik untuk sinonim, dan *ugly* (jelek) untuk antonim.					
20.	Saya akan mengelompokkan kata-kata yang akan dipelajari. Contohnya: nama benda-benda di ruang kelas.					
21.	Saya akan menggunakan kata yang baru saya pelajari untuk membuat kalimat.					
22.	Saya akan menggabungkan beberapa kata baru dan menghubungkannya ke dalam sebuah cerita untuk membantu saya mengingat.					
23.	Ketika saya mempelajari suatu kata, saya akan mengingat ejaannya.					
24.	Ketika saya mempelajari suatu kata, saya akan memperhatikan pengucapan dan peruntukkannya.					
25.	Ketika saya mempelajari suatu kata, saya akan membacanya keras-keras.					
26.	Saya akan menggarisbawahi kata baru untuk meningkatkan kesan saya.					
27.	Saya akan mencari padanan suara homofonik bahasa Indonesa yang mirip dengan pengucapan bahasa Inggris untuk membantu menghafal kata baru.					
28.	Saya akan mengingat kata dasar, awalan dan akhiran dari suatu kata.					

29.	Saya akan mengingat kata baru dari cara pengucapannya.					
30.	Saya akan melihat deskripsinya pada teks untuk menjelaskan makna suatu kata. Contohnya: *housekeeper* diinterpretasi sebagai orang yang merawat suatu rumah.					
31.	Saya akan menuliskan seluruh frase atau idiom yang berhubungan dengan suatu kata					
32.	Saya akan menggunakan gerakan fisik untuk membantu mengingat kata baru. Contohnya: Saya melompat dan ingat kata "*jump*"					
D.	**Cognitive**					
33.	Saya akan mengulang arti kata untuk mengingatnya.					
34.	Saya akan menulis kata berulang-ulang untuk mengingatnya.					
35.	Saya menggunakan tabel untuk mengingat (satu table berisi kosakata bahasa Inggris tabel lainnya arti bahasa Indonesia).					
36.	Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis dengan kosakata bahasa Inggris di satu sisi, sisi lain menulis artinya dalam bahasa Indonesia).					
37.	Saya akan membuat catatan kosakata baru selama pelajaran.					
38.	Saya akan menggunakan konteks dalam teks untuk menjelaskan arti suatu kata.					
39.	Saya akan mendengarkan rekaman daftar kosakata.					
40.	Saya akan meletakkan label bahasa Inggris pada objek untuk membantu saya mengingat kosakata itu, misalnya: beri label vase di vas bunga					
41.	Saya akan selalu membawa buku catatan untuk mencatat kosakata yang baru.					
E.	**Metacognitive**					
42.	Saya akan menggunakan lagu berbahasa Inggris untuk belajar kata baru.					
43.	Saya akan menonton video terkait pengucapan dalam bahasa Inggris untuk belajar kosakata.					
44.	Saya akan membaca koran berbahasa Inggris untuk belajar kosakata.					
45.	Saya akan membaca majalah bahasa Inggris untuk belajar kosakata.					

46.	Saya akan membaca bahan bacaan bahasa Inggris untuk mempelajari kata baru (seperti: novel, cerita pendek, dan lain-lain.)					
47.	Saya akan mendengarkan program radio Bahasa Inggris untuk belajar kosakata.					
48.	Saya akan menggunakan tes kosakata untuk menguji apakah saya dapat mengingat kosakata baru.					
49.	Saya akan selalu meninjau kosakata yang telah saya pelajari setiap saat.					
50.	Saya akan mengabaikan kata baru yang saya temukan.					

(Yeh & Wang 2004)