INVESTIGATING VOCABULARY LEARNING STRATEGIES OF EFL UNDERGRADUATE STUDENTS AT INDRAPRASTA PGRI UNIVERSITY

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Abstract

There are many aspects connected with vocabulary learning so that English as a Foreign Language (EFL) learners have to know and understand vocabulary learning strategies to improve their vocabulary. A vocabulary strategy is a special instructional tool and way of going about directly or explicitly as well as independent word learning skills required to learn words independently. Dealing with the reasons, the main purpose of the present research is to investigate the use of vocabulary learning strategies employed by EFL undergraduate students in the third semester, academic year 2014/2015, majoring English Education at Indraprasta PGRI University. According to Schmitt's classification, vocabulary learning strategies for this research are classified as determination, social, memory, cognitive, and metacognitive strategies. The research data were collected by using Schmitt's Vocabulary Learning Strategies (VLSQ). There were 137 undergraduate students from semester III of English Education Program were involved in this research. The results of descriptive statistics showed that they were as medium strategy users with the mean score of 3.26 and standard deviation of 0.93 for overall strategy use. Furthermore, the most frequently strategies used were metacognitive strategies while the least frequently strategies used were cognitive strategies.

Keywords: Vocabulary Learning Strategies, EFL Undergraduate Students

PENYELIDIKAN KOSAKATA STRATEGI BELAJAR DARI EFL SARJANA DIUNIVERSITAS INDRAPRASTA PGRI

Abstrak

Ada banyak aspek yang berhubungan dengan pemelajaran kosakata sehingga pemelajar EFL harus tahu dan memahami strategi pemelajaran kosakata untuk meningkatkan kosakata mereka. Strategi kosakata adalah alat instruksional khusus dan cara untuk mengetahui secara langsung atau eksplisit keterampilan dalam mempelajari kata yang diharapkan dapat dipelajari secara mandiri. Berdasarkan alasan tersebut, maka tujuan utama dari penelitian terbaru ini adalah untuk mengetahui penggunaan strategi pemelajaran kosakata yang digunakan mahasiswa semester III, tahun akademik 2014/2015, jurusan Pendidikan Bahasa Inggris di Universitas Indraprasta PGRI. Berdasarkan klasifikasi yang diutarakan oleh Schmitt, maka strategi pemelajaran kosakata diklasifikasikan sebagai determination, social, memory, cognitive, dan metacognitive. Pengumpulan data dilakukan dengan menggunakan angket. 137 mahasiswa dari semester III Program Pendidikan Bahasa Inggris dilibatkan dalam penelitian ini. Hasil dari statistik deskriptif menunjukkan bahwa mereka termasuk dalam pengguna strategi pemelajaran kosakata tingkat sedang dengan hasil keseluruhan nilai mean 3,26 and nilai standard deviasi 0,93. Lebih lanjut, strategi yang paling dominan digunakan oleh mahasiswa yaitu strategi metacognitive sedangkan strategi yang paling sedikit digunakan yaitu strategi cognitive.

Kata Kunci: Strategi Pemelajaran Kosakata, Mahasiswa EFL

INTRODUCTION

Learning vocabulary is a complex process as it deals with word meanings and the elements of vocabulary. Vocabulary is the knowledge of words. The knowledge used to express a wide range of meanings that make up a language. The elements of vocabulary involve style, register, dialect, collocation, morphology, semantics, polysemy, spelling, and pronunciation. As a result, process of learning vocabulary does not mean acquiring new words but also understanding how to use the words properly.

Based on recent research, EFL adult learners are still confused to decide which words are worth learning. It is happened because they memorize all the English words even uncommon ones. Another problem is they do not know well how to organize their vocabulary knowledge, for example, the way to break the words or phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word. The last one is with vocabulary learning that learners often forget what is learned today is often forgotten tomorrow.

Furthermore, adult learners with limited vocabularies in particular need instructional support. They have fewer words in their vocabularies than native-English speaking learners. Ideally, English language learners have an estimated 2,000 to 7,000 words in their vocabularies, while fluent English speakers have between 10,000 to 100,000 (Hadley 2005 in Research Digest, 2007: 2).

EFL adult learners need strategies to solve out their difficulties in learning vocabulary. The vocabulary learning strategies are actions that learners take to help themselves remember and understand vocabulary. One of the second language learners' goals is to acquire as much English vocabulary as possible to improve their English language competence. Learning vocabulary, therefore, is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

On the basis of those problems, I would like to investigate vocabulary learning strategies of EFL undergraduate students in the third semester at Indraprasta PGRI University since Vocabulary lecture is taken in semester 3.

This research will attempt to answer the following formulated problems:

1. Are EFL undergraduate students in the third semester at Indraprasta PGRI University high, medium or low strategy users?
2. What are the most and least frequently used vocabulary learning strategies by EFL undergraduate students in the third semester at Indraprasta PGRI University?

THEORETICAL REVIEW

The literature review deals with the definitions of vocabulary, strategies for understanding and learning vocabulary, vocabulary learning strategies, and the classifications of vocabulary learning strategies. Many theories from the experts will be elaborated as the guidance, in addition, the relevant research taken from the current international journals will be used to strengthen this research. More detail discussions are depicted below.

Definitions of Vocabulary

Hornby (2000: 1447) states that vocabulary is all the words that a person

knows or uses, all the words in a particular language, all the words that people use when they are talking about a particular subject, and a list of words with their meanings, especially in a book for learning a foreign language. The similar statement is also delivered by Bockovâ (2007: 49) that to know a vocabulary item means to understand its meaning, to know its pronunciation, its use in context, if it is of formal or informal register, its spelling, collocations (the tendency of words to occur with other word/s). But it also means to understand the word grammar; if the word is regular/irregular, countable/uncountable, what part of the word (agree-disagree-agreement).

On the basis of their statements, it can be assumed that vocabulary does not only mean to understand the definition of single words or collocations, but it also requires the knowledge of how words fit into the context. Vocabulary learning does not officially count among the language skills (listening, speaking, reading, and writing) but it might be included there as there is no way of making progress in language without building vocabulary that can be then applied into grammar and create meaningful utterances through which people communicate among themselves. Since there are many aspects connected with vocabulary learning, as a result, EFL learners have to know vocabulary learning strategies to improve their vocabulary.

Vocabulary Learning Strategies
Cameron (2001: 92 in http://www.motivationraising.com/vocabulary-learning-strategies) explains that vocabulary learning strategies are actions that learners take to help themselves understand and remember vocabulary. One of the second language learners' goals is to acquire as much vocabulary as possible to improve their language competence. According to Ruutmets (2005), vocabulary learning strategies are what the learners do to reach the meaning of new words, hold these words in long-term memory, recall them with comprehension is used and use them in producing language. Several experts such as (Oxford 1990, O'Malley and Chamot 1990) believe that vocabulary learning strategies should be taught to foreign language learners as tools to help them to become independent and efficient language learners (in Ahour and Salamzadeh, 2014: 12). Furthermore Schmitt (2000) (in Kafipour, 2011: 626) states that vocabulary learning strategies are even more important in second language learning with the increasing nature of vocabulary acquisition and its emphasis on large exposure to the language. In order to learn and use English efficiently, learners need to expand proper learning strategies for long-term learning.

Vocabulary language strategies are a subdivision of language learning strategies which have attracted much attention since the late seventies. A vocabulary strategy is a special instructional tool and way of going about directly or explicitly as well as independent word learning skills required to learn words independently. According to Nation (2001), vocabulary learning strategies make learners enable to take more responsibility for their own learning. He believes that a large amount of vocabulary can be acquired by using vocabulary learning strategies. Fan (2003: 222-241) suggests all vocabulary strategies are more or less connected to

the following steps of learning vocabulary in a foreign language which have been identified by Brown and Payne (1994): (a) having sources for encountering new words, (b) getting an obvious image, either visual or auditory, of the forms of the new words, (c) learning the meaning of the words, and (e) using the words.

Classifications of Vocabulary Learning Strategies

Vocabulary learning strategies are actually a component of language learning strategies which are also considered a part of general learning strategies. There have been numerous attempts to develop a taxonomy of vocabulary learning strategies (Oxford, 1990, Gu & Johnson, 1996, Schmitt, 1997). However, the vocabulary strategy classification systems presented by Schmitt (2000 in Kafipour 2011: 630) is the basis for the current study. Based on the classification systems, strategies are classified as determination, social, memory, cognitive, and metacognitive.

Determination strategies help learners to determine the meaning by using dictionaries, guessing the meaning from the context, and identifying the parts of speech and constituent elements. In other words, determination strategies are individual learning strategies that help learners to identify the meaning of new words without the other's help.

Social strategies can be used to determine the word definitions by asking teachers, classmates, other people (parents, sister, brother, cousin, etc) and native speakers. In other words, social strategies can encourage learners to interact with and learn from each other. They can also be used to stabilize information by speaking to native speakers or even language teachers outside the class.

Memory strategies are a large number of strategies that learners apply to recall the vocabulary. In other words, memory strategies help learners to acquire new words via mental processing by connecting their background knowledge to the new words. As an example, when the learner encounters the word 'dog', he groups the word 'dog' under the category of a four-legged animal since the learner is aware of the image of these four-legged animals from his background knowledge. Memory strategies are composed of three groups: a) using images to create a strong connection with the word and its meaning. These images can be shaped in the mind or drawn in notebooks, b) using strategies to link words together to help retrieval of vocabulary. For example, using words in the sentences make retrieval easier, and c) using vocabulary knowledge aspects to stabilize the meaning of the words. Specific examples include giving attention to the word's phonological or orthography form, memorizing affixes and roots, studying the spelling and the sound of a word, making a group of words by topic for reviewing, connecting the word to its synonym and antonym, and using the words into a sentence or sentences.

Cognitive strategies deal with mechanical aspects of learning vocabulary and are not related to mental processing. Repetition is one of the most commonly used cognitive strategies. Other examples are taking notes or highlighting new words, making list of the words, keeping a vocabulary

notebooks, and putting English labels on physical objects

Metacognitive strategies mirror learners' capability to find opportunities to learn and then record and review those experiences. In other words, metacognitive strategies include monitoring, decision-making, and assessment of one's advance. They can also aid learners to specify suitable vocabulary learning strategies for learning new words. Specific examples include using English language media such as songs, internet, television programs, and movies), studying new words many times, and translating L1 to L2 or vice versa.

Relevant Research
Some of the following studies have investigated how learners use vocabulary learning strategies. Kafipour (2011: 626-635) investigated 164 EFL undergraduate students in Kerman Province chosen by based on one-step cluster sampling. The data were collected using Schmitt's Vocabulary Learning Strategies Questionnaire (VLSQ) adopted from Bennet (2006). The descriptive statistics (means and standard deviations) were used to analyze the data. The results for descriptive statistics showed EFL undergraduate students in Kerman Province as medium strategy users who used metacognitive strategies most frequently and social strategies least frequently.

Asgari and Ghazali (2011: 84-90) examined the type of vocabulary learning strategies used by Malaysian ESL students majoring at Teaching English as a Second Language (TESL) whereby ESL students at Universiti Putra Malaysia is a population that has been

rarely included in any previous studies on vocabulary learning strategies. Based on the aim of the study, it was decided that the best method for this investigation to better understanding the use of VLSs by these particular students is to adopt the qualitative research design. Hence, the method of conducting is an open-ended interview that was conducted individually with ten students at the Faculty of Education Studies in UPM. The concluded strategies such as the learning a word through reading, the use of monolingual dictionary, the use of various English language media, and applying new English word in their daily conversation where are related to memory, determination, metacognitive strategies respectively are popular strategies and the learners are keen in using them.

A more recent study conducted by Nirattisai and Chiramanee (2014: 273-284) was used to investigate vocabulary learning strategies employed by Thai university students. The relationship between the students' vocabulary strategies and their vocabulary size also was explored. The subjects of this study were 257 Prince of Songkla University students in the 6 fields of study: medicine, dentistry, nursing, engineering, accounting, and hospitality and tourism. The results showed that the most frequently used strategies were determination strategies, followed by metacognitive, memory, cognitive, and social strategies respectively. Among 39 vocabulary learning strategies, the subjects highly used 2 strategies, moderately used 18 strategies, and slightly used 19 strategies.
Finally the most recent study found by researchers on vocabulary learning strategies was done by Ahour and

Salamzadeh (2014: 12-15). To conduct this study, 45 poor Iranian high school students in Tabriz, Iran, participated in this survey. A vocabulary learning strategies questionnaires administered to the participants. The results of the descriptive statistics revealed that among the four categories investigated, cognitive strategies were the most frequently used strategy, followed by social, affective, and metacognitive strategies.

RESEARCH METHODOLOGY

Participants

There were 548 undergraduate students from semester III, academic year 2014/2015 taking a vocabulary lecture in both regular morning and evening classes of English Education Department at Indraprasta PGRI University. 25% out of the total number of undergraduates was taken as a sample as stated by Arikunto (2006: 134):

" Jika jumlah subjeknya besar, dapat diambil antara 10-15% atau 20-25% atau lebih, tergantung setidak-tidaknya dari kemampuan peneliti dilihat dari waktu, tenaga dan dana, sempit luasnya wilayah pengamatan dari setiap subjek, karena hal ini menyangkut banyak sedikitnya data, dan besar kecilnya resiko yang ditanggung oleh peneliti."

In short, 137 undergraduates were involved in this research. Vocabulary lecture has 3 SKS, and this lecture is a part of Quality Control Test (*Ujian Pengendalian Mutu* or UPM).

Instruments

The questionnaire in this research is taken from Schmitt's Vocabulary Learning Strategies Questionnaire (VLSQ) adopted from Bennet (2006). This questionnaire is a Likert-type scale with five responses from 1 to 5. (1= never, 2= seldom, 3= sometimes, 4= often, and 5= always) for each item. The questionnaire was given to the participants in the last two more meetings before the final test. The participants were asked to choose the number that indicates how often they use the given strategy. The items of each strategy category are grouped as: Determination Vocabulary Learning Strategies (DVLS): items 1-7, Social Vocabulary Learning Strategies (SVLS): items 8-14, Memory Vocabulary Learning Strategies (MVLS): items 15-21, Cognitive Vocabulary Learning Strategies (CVLS): items 22-28, and Metacognitive Vocabulary Learning Strategies (McVLS): items 29-35.

Data collected taken from the questionnaire. Descriptive statistics (means and standard deviations) are used to answer research questions. Oxford's (1997, 2001 adopted from Kafipour, 2011: 626-638) scoring system is used to find high, medium, and low strategy users. Based on the scoring system, score 1.00 - 2.49 shows low strategy use, 2.50 - 3.49 shows medium strategy use, and 3.50 - 5.00 shows high strategy use.

RESEARCH FINDINGS

To answer the research question, descriptive statistics was used to compute the mean and standard deviations of the subjects' use of vocabulary learning strategies. The frequency of vocabulary learning

strategies use reported by 137 undergraduate students from semester III of English Education Department at Indraprasta PGRI University is presented in Table 1.

Table 1
Frequency of Vocabulary Learning Strategies Use

Strategies	Mean	S.D	Rank	Strategy Use
Metacognitive	3.95	0.77	1	High
Determination	3.43	0.97	2	Medium
Memory	3.03	0.94	3	Medium
Social	2.98	1.01	4	Medium
Cognitive	2.92	0.97	5	Medium
Overall Strategies	3.26	0.93		Medium

As depicted in Table 1, undergraduate students from semester III of English Education Department at Indraprasta PGRI University were found to be medium strategy users with the mean score of 3.26 and standard deviation of 0.93 for overall strategy use.

Metacognitive strategies (mean= 3.95 and S.D.= 0.77) were determined as the most frequently used strategies by the participants, followed by determination strategies (mean= 3.43 and S.D.= 0.97), memory strategies (mean= 3.03 and S.D.= 0.94), social strategies (mean= 2.98 and S.D.= 1.01), and cognitive (mean= 2.92 and S.D.= 0.97) respectively. In terms of levels of use, metacognitive strategies at a high level while determination, memory, social, and cognitive strategies at a medium level.

There were a total of 35 vocabulary learning strategies under the 5 above-mentioned strategy categories. The subjects employed 35 strategies at different levels: a high level, a medium level, and a low level.

Tabel 2 shows the vocabulary learning strategies which were highly employed by the subjects.

Table 2
The High Frequency Used Strategies

No	Strategies	Category	Mean	SD
1	Look up words in an English-Indonesian dictionary	Determination	3.78	0.85
2	Look up words in an Indonesian-English dictionary	Determination	3.81	0.79
3	Analyze parts of speech to guess the meanings of words (e.g. verb, noun, adj, adv, etc)	Determination	3.56	1.16
4	Interact with English teachers or lecturers	Social	3.70	1.07
5	Interact with my classmates	Social	3.70	0.67
6	Study the spelling and the sound of a word	Memory	3.56	1.05
7	Use the words in a sentence or sentences	Memory	3.56	0.64
8	Take notes or highlight new words	Cognitive	3.70	0.72
9	Listen to English songs	Metacognitive	4.30	1.07
10	Use English websites	Metacognitive	3.56	0.80
11	Watch English television programs	Metacognitive	3.70	0.91
12	Watch English movies	Metacognitive	4.30	0.60
13	Study words many times	Metacognitive	3.59	0.64
14	Translate the meanings of words from English into Indonesian	Metacognitive	4.26	0.59
15	Translate the meanings of words from Indonesian into English	Metacognitive	3.96	0.81

As table 2 displays, there were 15 out of 35 vocabulary learning strategies which were highly used by the subjects, 3 strategies were in determination category (items 1, 2, and 3), 2 strategies were in social category (items 12 and 13), 2 strategies were in memory category (items 18 and 21), 1 strategy was in cognitive category (item 24), and 7 strategies were in metacognitive category (items 29, 30, 31, 32, 33, 34, and 35)

The vocabulary learning strategies moderately employed by the subjects are shown in Table 3.

Table 3
The Medium Frequently Used Strategies

No	Strategies	Category	Mean	S.D
1.	Look up words in an English-English dictionary	Determination	3.22	1.12
2.	Guess the meanings of words from textual context	Determination	3.26	0.86
3.	Analyze prefixes, roots, and suffixes to guess the meanings of words	Determination	3.19	1.04
4.	Analyze any available pictures or gestures to understand the meanings of words	Determination	3.22	1.01
5.	Ask my teacher to translate the meanings of the words	Social	2.89	1.15
6.	Ask my classmate (s) to translate the meanings of the words	Social	3.15	0.82
7.	Discover new meanings through group work activities	Social	2.89	0.97
8.	Remember the	Memory	2.89	0.93

No	Strategies	Category	Mean	S.D
	word from its "root", "prefix", and "suffix"			
9.	Remember the word from its form {e.g. verb (beautify) noun (beauty/beautician),adj (beautiful) or adv (beautifully)}	Memory	3.41	1.15
10.	Make a group of words by topic for reviewing	Memory	2.78	0.89
11.	Connect the word to its synonym and antonym	Memory	2.78	0.97
12.	Learn words through verbal repetition	Cognitive	3.22	1.01
13.	Learn words through written repetition	Cognitive	3.41	0.97
14.	Make lists of new words	Cognitive	3.48	0.89

In table 3, there were 14 out of 35 vocabulary learning strategies which were moderately employed by the subjects, 4 strategies were in determination category (items 3, 4, 6, and 7), 3 strategies were in social category (item 8, 9, and 11), 4 strategies were in memory category (items 16, 17, 19, and 20), and 3 strategies were in cognitive category (items 22, 23, and 25).

The vocabulary learning strategies slightly employed by the subjects are shown in Table 4.

Table 4
The Low Frequently Used Strategies

No	Strategies	Category	Mean	S.D
1.	Ask other people (e.g. parents, sister, brother, cousin, etc) to translate the meanings of words	Social	2.19	1.21
2.	Interact with native English speakers or second language English speakers	Social	2.33	1.18
3.	Draw or stick a	Memory	2.22	0.93

	picture of the word and its meaning in a place where it can be seen clearly			
4.	Keep a vocabulary notebook wherever I go	Cognitive	2.41	1.11
5.	Use flashcards to record new words	Cognitive	2.15	0.98
6.	Put English labels on physical objects	Cognitive	2.04	1.09

From these 6 vocabulary learning strategies slightly used by the subjects, 2 strategies belong to social category (items 10 and 14), 1 strategy belongs to memory category (item 15), and 3 strategies belong to cognitive category (items 26, 27, and 28).

Discussion

The results of research question showed that undergraduate students from semester III of English Education Department at Indraprasta PGRI University were medium strategy users with overall strategies mean score of 3.26. The results also revealed that metacognitive strategies were the most frequently used strategies among participants. The second frequently used strategies were determination strategies. The third frequently used strategies were memory strategies. The fourth frequently used strategies were social strategies. Finally, the least frequently used strategies were cognitive strategies.

Based on Table 1 and 2, the most frequently used categories of strategies and high frequency used strategies are metacognitive strategies. Such position of metacognitive strategies showed that most of undergraduates from semester III of English Education Department at Indraprasta PGRI University were taking control of their own learning. It can be

due to the existence of an extensive number of commercially produced educational materials. Nowadays internet and other electronic resources are easily accessed. Using English- language media (songs, websites, television programs, and movies) they do not only get pleasure, but they will also automatically get a new word or some new ones. Moreover, authentic materials are good in terms of learning new words in their contexts. As a result, this way will help them translate the meanings of words from L2 to L1 or vice versa.

Determination strategies were found as the second frequently used strategies by undergraduates from semester III of English Education Department at Indraprasta PGRI University (see Table 1). Determination strategies make learners guess from the textual context. As English is still a foreign language in Indonesia and it is used in formal situations, as a result, mostly participants use more frequently bilingual dictionaries (English to Indonesian or Indonesian to English) than a monolingual dictionary (English to English). Besides, participants are better at analyzing parts of speech to guess the meanings of the words than guessing the meanings of words from textual context. Last but not least, the participants are able to analyze prefixes, roots, and suffixes to guess the meanings of the words and also analyze any available pictures or gestures to understand the meanings of the words.

Memory strategies were found as the third frequently used strategies (see Table 1). It was less frequently used than metacognitive and determination strategies but more frequently used than social and cognitive strategies. Based on

the findings, participants were in the high frequently used strategies when they studied the spelling and the sound of a word. They are aware of English homophones and homonyms must be learned and practiced. Dealing with the commonest definition of vocabulary that vocabulary does not only mean to understand the definition of single words but it also requires the knowledge of how words fit into the context, as a result, participants are able to use the words in a sentences or sentences. The participants were in medium strategies users when they had to remember the word from its root, prefix, and suffix, remember the word from its form, make a group of words by topic for reviewing, and connect the word to its synonym and antonym. Unfortunately, they belonged to low strategies users as they seldom or even never draw or stick a picture of the word and its meaning in a place it can be clearly seen. The reason of some participants was that way was an ineffective learning strategy− wasting time.

Social strategies were found as the fourth frequently used strategies (see Table 1). If the participants found unfamiliar words, they would ask their lecturer and their classmates. The great point of the findings was they interacted with their lecturer or their classmates first before they asked. However, they belonged to low strategies users when asking other people (e.g. parents, sister, brother, cousin, etc) to translate the meanings of the words and interacting with native English speakers or second language English speakers. It can be understood because mostly participants are from low-income level family. Their family members do not have background of English as to learn English at least they

have to take an English course and it needs much money. In addition, to make friends with foreigners, they have to socialize themselves in elite places. Even if they were able to meet a foreigner in a common place, they were shy of interacting with him/her.

Cognitive strategies were found as the least frequently used categories of strategies with the mean score of 2.92 (see table 1). The participants belonged to low strategies users when they had to keep a vocabulary notebook wherever they went, use flashcards to record new words, and put English labels on physical objects. It can be assumed as the impact of technology which brings influence in learning strategies. Nowadays language learners will use innovative, effective and efficient language learning media as their strategies to enhance their language skills.

Hypotheses
The findings of the current research as follows:
1. EFL undergraduate students in the third semester majoring English Education at Indraprasta PGRI University were found as medium strategy users.
2. EFL undergraduate students in the third semester majoring English Education at Indraprasta PGRI University who used metacognitive strategies most frequently and cognitive strategies least frequently.

CONCLUSION, IMPLICATION, AND RECOMMENDATION

CONCLUSION

On the basis of analysis and interpretation of the research, the conclusion is presented as follows:

Firstly, The findings showed that EFL undergraduate students in the third semester majoring English Education at University of Indraprasta PGRI were found as medium strategy users with mean score of 3.26 and standard deviation score of 0.93 for overall strategies use.

Secondly, the most frequently used strategies were metacognitive strategies, followed by determination strategies, memory strategies, social strategies, and cognitive strategies. Among 35 vocabulary learning strategies, the subjects highly used 15 strategies, moderately used 14 strategies, and slightly used 6 strategies.

IMPLICATION

Based on the results, some implications can be observed as follows:

First of all, an advantage of this research is that it will increase the awareness both lecturers and undergraduate students on the importance of vocabulary learning strategies in foreign language learning and teaching.

Secondly, for lecturers, by investigating undergraduates' vocabulary learning strategies, the lecturers can decide how to teach and what strategies to use in teaching vocabulary properly. After exploring undergraduates' vocabulary learning strategies, the lecturers inform them about their levels and frequency of using vocabulary learning strategies.

Finally, for undergraduates, they will know their learning styles and become familiar with different types of vocabulary learning strategies that can help them learn the meaning of new words more efficiently and much better.

RECOMMENDATION

Further research is recommended in the case of finding about the vocabulary learning strategies employed by other EFL undergraduate students of English Education Program from other universities in Indonesia and comparing the findings with the results of the present research.

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