



SNAP TO READ

THE VOCABULARY TEACHING AND VOCABULARY LEARNING: PERCEPTION, STRATEGIES, AND INFLUENCES ON STUDENTS' VOCABULARY MASTERY

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Abstract:

Vocabulary plays pivotal role in foreign language learning. However, vocabulary teaching and vocabulary learning in TEFL seems to be neglected. The study was aimed to investigate how vocabulary teaching and learning are perceived by teacher and students, strategies to teach and learn the vocabulary, and also influences of students' vocabulary learning strategy on their vocabulary mastery. Accordingly, a mix method design was employed to one English teacher and 30 junior high school students to reveal the issues being investigated. The findings showed that both teacher and students have positive response on vocabulary teaching and learning. Concerning strategies, it was found that teacher mostly employed Fully-contextual strategy, meanwhile Determination and Metacognitive strategy were found as the most favored VLS chosen by students. The study also confirmed that there is a significant relationship between students' vocabulary learning strategy and their vocabulary mastery (r -value Discovery = .023 and r -value Consolidating = .000, $p < .05$). It is recommended for EFL teachers to give a bigger portion to vocabulary in the EFL teaching and to teach vocabulary using the combination of fully-contextual and de-contextual strategy. It is also suggested to introduce students to various kinds of vocabulary learning strategies.

Keyword: *vocabulary teaching, vocabulary learning, perception,*

strategies

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. This importance is proven by Tnanh Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013) who define vocabulary as a language element that links the four language skills including listening, speaking, reading, and writing in learning a foreign language. Further, Hornby (1995) defined vocabulary in three senses that cover a) the total number of the words which make up a language; b) all the words known to a person or used in a particular book, subject, etc; and c) a list of words with their meaning. The importance of vocabulary was also noted by Richards and Renandya (2002) believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Brown, (2001, cited in Utami, 2014), however, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. In this sense, vocabulary is regarded as one of essential factors that gives big influence to the people's communication. Thus, vocabulary should be ideally placed as important aspect of language learning that should be given much attention in the practice of TEFL so as to improve students' vocabulary mastery.

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency (Thornbury, 2002). In assessing students' vocabulary mastery, Schmitt and McCharty (1997, in Setiawan, 2010) state that receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge. Receptive knowledge is words that the learners recognize and understand

when they occur in a context while productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing. Measuring students' receptive vocabulary is believed to be more important since language will be firstly accepted receptively.

The importance of vocabulary and vocabulary mastery, however, is not sufficient to trigger the practice of ELT to give a greater emphasis on vocabulary teaching and vocabulary learning since it was found that the vocabulary teaching and learning seems to be neglected in learning English in Indonesian context (Cahyono and Widiati, 2008). This seems unfortunate considering the fact that for a country in which English is a foreign language, like Indonesia, teaching English is very likely to face many obstacles and challenges and they particularly deal with vocabulary. For instance, in the wide implementation of teaching English through Genre Based Approach (GBA), in which English is dominantly taught through several kinds of texts, students are inevitably required to read the texts and also understand what the texts are about. In this stage, one of the most crucial problems comes up is students are still lack of vocabulary. This fact confirms Kweldju (2004) and Priyono (2004) who found that students' limited vocabulary has been the main problem for students in learning English in EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and vocabulary learning as well as how vocabulary is taught and learned in the practice of ELT.

Relevant studies on perceptions toward vocabulary teaching and vocabulary learning showed that vocabulary teaching and learning haven't been taken into consideration by the practitioners in teaching English as a foreign language. Kebiel (2012) investigated teachers and students' perceptions in vocabulary learning strategies. It was found from the study that the majority of the teachers and students don't have adequate knowledge about learning strategies and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary and vocabulary learning strategies

and those vocabulary strategies are not integrated in the English curriculum.

The fact about perception above seems contradictive to another fact that vocabulary needs to be taught and learnt by applying effective strategies. Vocabulary teaching is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes (Cahyono and Widiati, 2008). Meanwhile, Intaraprasert (2004) emphasizes that the main goals of vocabulary learning are: 1) to discover the meanings of a new words; 2) to retain the knowledge of newly-learned words; and 3) to expand the knowledge of English vocabulary. Employing effective strategies both in teaching and learning the vocabulary will have positive contribution to students' vocabulary growth which will affect their language skills.

Many studies have been widely carried focusing on investigating vocabulary teaching and vocabulary learning strategies. Applying implicit and explicit vocabulary teaching strategies, Al-Darayseh (2014) investigated the impact of a combination of both vocabulary teaching strategies on developing EFL learners' vocabulary size and their reading whose findings revealed that the combination of explicit and implicit vocabulary strategies has proved to be effective in increasing students' vocabulary size and their reading skill. In line with Al-Darayseh (2014), Yali (2010) found that both incidental and intentional instructional vocabulary teaching resulted in significant gains in learners' receptive vocabulary knowledge. Concerning vocabulary learning strategy, Zarin and Khan (2014) investigating vocabulary learning strategies among undergraduate learners revealed that memory strategy was found as the most frequently used strategy whereas metacognitive strategy as the least frequently one. However, this finding is different from study of Kafipour and Naveh (2011) whose data gathered showed that students used metacognitive strategy most frequently and social strategies least frequently. This is in accordance with many other studies under the same topic (Tuluhong, 2006; Mustapha and Asgari, 2010; Mokhtar, 2009).

It can be inferred from the explanation above that perception on

vocabulary teaching and vocabulary learning and strategies in teaching and learning vocabulary play crucial role for the improvement of vocabulary instruction and students' vocabulary mastery. However, very few extensive researches have tackled both of vocabulary teaching and vocabulary learning in Indonesian context, particularly on perceptions towards vocabulary teaching and vocabulary learning, as well as the strategies.

Departing from the description above and as an attempt to fill the gap, the present study was conducted to answer the following research questions:

1. How do teacher and students perceive vocabulary teaching and vocabulary learning?
2. What strategies are employed by teacher in vocabulary teaching?
3. What strategies are employed by students in vocabulary learning?
4. How do the vocabulary learning strategies employed by students influence their vocabulary mastery?

METHOD

The was set as embedded mixed method design that employed case study approach since the study aimed to describe and understand the process of vocabulary teaching and vocabulary learning in to one English teacher and 30 junior high school students who were selected in purpose and also to investigate the influences of vocabulary learning strategy on students' vocabulary mastery. The study used two data sets in which one data set provides a supportive, secondary role in a study based primarily on the other data type (Creswell, 2012). The 1st, 2nd, and 3rd research questions were answered by qualitative data set, meanwhile the 4th research question was answered and analyzed through quantitative data set by using Chi-Square (X^2) non-parametric test. In other words, in the present study, the quantitative component is embedded within qualitative component as a supportive or secondary data.

Respondents

The school chosen is one of well-known private schools in Bandung. The respondents of the study will involve an English teacher of the private junior high school and 30 8th graders in the chosen school. The subjects are purposively chosen after considering their characteristics suiting the need of the study and their willingness and interest to be respondent of the study.

The school and the teacher are chosen since they practice vocabulary teaching within their English classes. Meanwhile, the students are selected because of their higher ability and possibility in learning vocabulary in their English classroom.

Instruments

Four data collection instruments are used in the study: questionnaire, semi structured interview, classroom observation, and receptive vocabulary test, in this case Vocabulary Size Test.

The questionnaire instrument is designed to investigate teachers and students' perceptions towards the role of vocabulary in learning English and strategies employed in vocabulary teaching and learning process. Thus, there will be two questionnaires, students' questionnaire and teacher's questionnaire. The students' questionnaire is adapted from Smith's questionnaire (1997), meanwhile teacher's questionnaire is particularly designed by using a framework of vocabulary teaching strategies proposed by Oxford and Crookall (1990, in Shen, 2003). The findings from questionnaire are validated by having semi structured interview with some of the respondents.

In addition, classroom observation instrument is designed to investigate the practice of vocabulary teaching and learning which focusing more on how vocabulary teaching is being conducted in EFL classrooms. This instrument is also employed to confirm the observed participants' responses from the questionnaire and interview with their actual classroom teaching and learning.

The last research instrument named receptive vocabulary test is employed to answer the last research question of the study that is to measure

influences of the learning strategies employed on students' vocabulary mastery. A receptive vocabulary test namely Vocabulary Size Test will be given to assess students' vocabulary mastery in the level of receptive knowledge. The vocabulary size test is adapted from Nation and Beglar's Vocabulary Size Test (2007) so as to find out the vocabulary size of the students and identify which word families they are familiar with by selecting the best definition of each word from among the four choices. The instrument tests three dimensions of vocabulary knowledge they are the knowledge of written word form, the form-meaning connection and, to some extent, concept knowledge.

Procedure

In conducting the research, the procedures that were used in conducting this research were (1) determining the population and sample of the research, (2) conducting observation (3) distributing the questionnaire, (4) conducting teacher and students' interview, (5) administering the try out, (6) administering vocabulary test, (7) analyzing the data, (8) drawing findings and conclusions from the data. In order to find the relationship between vocabulary mastery and vocabulary learning strategies used by students, the hypotheses were analyzed by using *Pearson Product Moment Correlation*. After finding the coefficient correlation, the researcher found out the criterion of the hypothesis acceptance. A hypotheses was proposed as follows H_0 (r value $<$ r table).

Data Analysis

Data that are collected through questionnaire and interview will be analyzed by following Creswell's step (2012) as follows: data managing, reading/memoing, describing, classifying, interpreting, representing, and visualizing. In this study, the main data collected from questionnaire were managed and classified based on the research questions which cover how students and teachers perceive vocabulary teaching and vocabulary learning, teachers' strategies in vocabulary teaching, and students' strategies in vocabulary learning.

Data gained from questionnaire were analyzed using Microsoft Excel

2013 and SPSS Version 20. After that, descriptive statistics were calculated that cover frequencies, percentages, and means of the responses given by the subjects of the study related to six vocabulary learning strategies namely, Determination Strategy, Social Strategy for VLS Discovery, and Social, Memory, Cognitive, and Metacognitive Strategy for VLS Consolidating.

The data from interview and observation were analyzed through transcribing, coding, and interpreting the audio taped data to have clear information of teacher's and students' inner thoughts dealing with how they perceive vocabulary teaching and vocabulary learning. These were also conducted to strengthen data gained from questionnaire regarding strategies employed by the teacher in teaching vocabulary and strategies employed by the students in learning vocabulary.

Meanwhile, the last research question investigating influences of the vocabulary learning strategies employed on students' vocabulary mastery will be analyzed using Chi-Square non-parametric test of significance. This test, as asserted by (Malik and Hamied, 2016), is suitable for nominal data where the observation can be classified into discrete categories and treated as frequencies. Further, they stated that Chi-square tests the independence or association of frequency counts in various categories (*ibid.*). In the present study, the Chi-square test will be used to investigate frequency of students' vocabulary mastery which is categorized into (Very good, Good, Fair, Bad) in another nominal category named Vocabulary Learning Strategy. The vocabulary learning strategies cover five vocabulary learning strategies namely Discovery Strategy, Social Strategy, Memory Strategy, Cognitive Strategy, and Meta-cognitive Strategy (Schmitt, 1997).

The analysis on vocabulary size test data was conducted through several steps which include: a. scoring the test of each student, b. making the score interval, and c. categorizing the scores of students' VST test into the categorizes in this case *Very good, Good, Fair, Poor*.

The scoring was conducted by dividing the total of students' right answers by the total number of item questions multiplied by one hundred.

$$\text{Student's score} : \frac{\sum \text{right answers}}{\sum \text{items}} \times 100$$

After that, as an attempt to make categorizes for the gained score, the score interval was made. This was conducted by using the formula suggested by to make score interval. The score interval was calculated by finding the range and it was divided by number or categories that are going to be made. In this study, the score categories was divided into four namely *Very good, Good, Fair, Poor*.

$$\begin{aligned} \text{Range} & : \text{The highest score} - \text{The lowest score} \\ & 93 - 32 = 61 \end{aligned}$$

$$\begin{aligned} \text{Score interval} : \text{Range} : \text{Number of Categories} \\ 61 : 4 & = 15.2 \end{aligned}$$

From those calculations, the score interval categories can be gained as can be seen in the following table.

Table 1. Score Interval Category

Score Category	Score Interval
Very good	95 – 80
Good	79 – 64
Fair	63 – 48
Poor	47 – 32

The frequency of Vocabulary Mastery variable was calculated by fitting students' score into the categories. Meanwhile, frequency of Vocabulary Learning Strategy was gained and decided by student's highest score of

vocabulary learning strategy questionnaire.

After all, the data gained was then analyzed using SPSS version 20. The results was presented to answer research questions of the study and then the results were ready to be visualized and interpreted supporting by related theories.

RESULTS AND DISCUSSION

The 1st, 2nd, and 3rd research questions were answered through data gained from questionnaire to teacher and students which were then validated by conducting observation and interview. Students' questionnaire was adapted from Schmitt's VLS questionnaire (1977), meanwhile teacher's questionnaire was particularly developed by using framework of VTS from Oxford and Crookall (1990). The data gained were analyzed and described as follows.

Teacher's and Students' Perception on Vocabulary Teaching and Vocabulary Learning

The first research question of the study tries to reveal how teacher and students in the study perceive vocabulary teaching and vocabulary learning. Their perception is related to three aspects of learning which include affective, behavior and cognitive aspect. It was revealed from the finding that generally both teacher and students have positive perception towards vocabulary teaching and vocabulary learning. It was also found that both teacher and students in the study believed that vocabulary teaching and learning has significant influence on students' cognitive skills dealing with vocabulary.

In relation to affective, behavior, and cognitive aspect, the data gained from questionnaire revealed that teacher perceived that vocabulary teaching and vocabulary learning will mostly have significant impact to students' cognitive skills with score 17 out of 20, followed by behavior skills (16/20), and lastly followed by students' affective skills (15/20). Slightly similar to teacher's perception, students also perceived that vocabulary teaching and vocabulary learning has influential impact on their cognitive, affective and behavior skill. The results from questionnaire can be seen in the following

table.

Table 2. Mean Scores of Students Perception towards Vocabulary Teaching and Vocabulary Learning

Aspect of Perception	Mean
Affective	3.092
Behavior	3.046
Cognitive	3.206

The table above showed that students perceive that vocabulary teaching and vocabulary learning will mostly affect their cognitive skills showing by the score of Mean of cognitive aspect that reach 3.206. It is then believed by students that vocabulary teaching and vocabulary learning will also influence their affective aspect with mean 3.092, and lastly they will also affect students' behavior with mean score 3.046. Further analysis of about how students perceived vocabulary teaching and vocabulary learning in relation to cognitive, affective, and behavior aspects is described as follows.

In relation to cognitive, students believed that vocabulary teaching will positively help them in the level of understanding, in this case in understanding English vocabularies easier and in understanding English texts easier. This finding is in accordance with Schmitt (2000) who asserts that vocabulary is a core element of foreign language learning by which students are bridged to understand and learn new words. It was also found that students' positive response was on that vocabulary teaching and vocabulary learning help them in remembering English vocabularies and in applying English vocabularies in daily communication. The fact supports finding from behavior aspect.

The investigation of students' perception dealing with behavior, the respondents asserted that vocabulary teaching and vocabulary learning will be very helpful for them in making English monologue, putting English words together to make a text or a dialogue, and it is also able to ease them in making English conversation. This indicates that students mostly believed that vocabulary teaching and vocabulary learning is important in helping

them communicate using English. This is echoed with McCarthy (1984, in Ratsgoo, 2011) who emphasizes that the purpose of vocabulary learning should include not only remembering words but also the ability to use them automatically in a wide range of language contexts when the need arises.

With regard to affective aspect, students perceived that vocabulary teaching and vocabulary learning is mostly able to help them in solving their problems when finding out unfamiliar words, increasing students' motivation in learning and using English and in triggering them to test their own vocabulary mastery. Besides, students also believed that vocabulary teaching and vocabulary learning are important to make them feel enjoyed in learning and using English.

The finding from questionnaire was also admitted by the respondents in the interview session. They straightforwardly admitted that vocabulary teaching and vocabulary learning need to be conducted within the classroom learning as they are able to help them develop their cognitive skills (e.g. understand English texts and monologues easier), affective (e.g. increase their motivation to learn and use English), and behavior (e.g. making conversation, making English sentences, etc.).

The data gained from questionnaire and interview revealed that both teacher and students gave positive perception towards vocabulary teaching and vocabulary learning. It was revealed that vocabulary teaching and vocabulary learning needs to be conducted since it was viewed as an influential way to develop students' language skills, which cover reading, writing, listening, and speaking. This indication confirms Richards and Renandya (2002) who believe that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write.

Teacher's Strategies in Vocabulary Teaching

The second and the third research questions are dealing with strategies employed to teach and learn vocabulary. Data gained from questionnaire showed the following result.

Table 3. Score of Vocabulary Teaching Strategy Questionnaire

VTS	Score
De-contextual strategy	17
Semi-contextual strategy	13
Fully-contextual strategy	18

As evidenced from the table, the teacher mostly employed fully-contextual strategy to teach vocabulary but it was respectively followed by de-contextual vocabulary teaching strategy. This finding indicates that teacher believed that both vocabulary teaching strategies are influential to be applied in teaching vocabulary due to their effectiveness which will positively contribute to students' vocabulary growth. Vocabulary teaching should be integrated into other skills teaching, such as reading, writing, listening, and speaking, and is better not to be conducted discretely from other teachings. Besides, in the vocabulary instruction, teacher admitted that employing decontextual vocabulary teaching strategies, for instance through wordlists and conventional use of dictionary will be helpful for students to find and retain the meanings of the vocabulary learnt which in turn will help them using it in both spoken and written language. The results from the questionnaire were then validated by having classroom observation by which it was revealed that vocabulary was taught to the students by integrating it into four major English skills that include listening, reading, speaking, and writing.

Based on this finding, the present study offered several interpretations as follows. First, the finding implied that vocabulary teaching should be conducted in a continuum way, began with fully contextual by using de-contextual and semi-contextual ways of teaching. Teaching vocabulary using the continuum of strategies between fully contextual, semi-contextual, and de-contextual, as suggested by Oxford and Crookall (1990) can be a potential tool for teacher so as to improve students' vocabulary mastery. Having the same sound, Al-Darayseh (2014) also found that the combination of explicit and implicit vocabulary strategies has proved to be effective in increasing students' vocabulary size, and as a result, in improving their

reading comprehension skills. Second, it is undoubtedly suggested for EFL teachers to teach vocabulary in context. Fully-contextual vocabulary teaching in which teacher integrate vocabulary learning into another teaching lesson for instance reading, listening, writing, and speaking, is better to be applied primarily. Through this way, especially, through receptive skills teaching such as reading and listening, vocabulary will be acquired incidentally by the students. Focusing on reading, Cunningham & Stanovich (1998), as synthesized by The National Reading Panel, emphasize that reading volume plays such a pivotal role to improve students' long term memory development. Last, vocabulary is more effective to be taught using the combination of fully-contextual and de-contextual vocabulary teaching strategy as Ellis (1994) noted that both vocabulary teaching strategies are influential to be included into a vocabulary teaching. Each vocabulary teaching strategy has its own target, when the focus is vocabulary knowledge, it is better for teachers to teach vocabulary explicitly, meanwhile when skill aspect becomes the target, implicit vocabulary teaching strategy is considered more effective.

Students' Strategies in Vocabulary Learning

Not only vocabulary teaching, vocabulary learning strategies of students were also investigated. Employing the questionnaire adapted from VLS Schmitt's questionnaire (1977), the study revealed strategies used by students which were divided into two major strategies namely Discovery strategy which includes Determination and Social strategy and Consolidating strategy which covers Social, Memory, Cognitive and Metacognitive strategy. Discovery strategy deals with how students initially find the meaning of unfamiliar words encountered, meanwhile Consolidating strategy relates to students' efforts to store the vocabulary learnt into their memory. The results from the questionnaire of each major vocabulary learning strategy were presented in the following tables.

Table 4. Mean Scores of VLS Discovery Use

VLS Discovery	Mean
Determination	3.148
Social	3.098

The table above clearly showed that students employed Determination Strategy slightly more recurrent than their use of Social Strategy that is proven by higher mean for Determination Strategy (Mean = 3.148) compared to mean of Social Strategy (Mean = 3.098). This indicates that Determination strategy was more favored by students to find the meaning of unfamiliar words compared to Social strategy. Determination strategy, according to Schmitt (1977) relates to students' efforts in finding out meaning of the new words by using their knowledge of the language, contextual clues, or reference materials. Meanwhile, Social strategy refers to students' strategy to find meaning of the new words by asking someone who know, they could be teacher, friends, or other groups.

Further analysis revealed most frequent strategies in both Discovery strategies. In Determination strategy, the analysis showed that students most often find the unfamiliar words' meaning by trying to understand the meaning from the context they read or listen to (M=4.07), followed by identifying the root of the word and their affixes (M=3.13), and by using picture or gestures illustrated to find the meaning of the new vocabulary found (M=2.9). Meanwhile, using dictionary to find meanings of new words and identifying the word class were also not very popular among students. Social strategies, however, were still considered by some students to find the meaning of words they don't know. Some of the most frequent social strategies were found to be asking a friend to find the meaning of an unfamiliar word and asking the teacher to put an unknown word into a sentence.

The findings indicate several points. First is the importance of context in teaching English, particularly, in teaching vocabulary to the students. It was discovered from the study that both teacher and students being investigated shared the same perception that vocabulary needs to be taught and learnt in

context. This confirms Ratsgoo (2011) who asserts that vocabulary is better taught to students in context, not separated from other contextual teaching since context can be a particularly powerful source of language learning specifically in vocabulary learning (Ratsgoo, *ibid.*). Having the same sound, Zimmerman (1997) asserts that fully contextual vocabulary teaching and strategies is able to let students get a rich sense of word use and meaning and have a more students-centered lesson as they have opportunities to choose the learning material. Learning vocabulary through the provided context will also allow students to remember the vocabulary in the long term memory and to improve their self-autonomy. However, guessing meaning from context has some limitations as Yali (2011) noted that guessing from context could also be a complex and often difficult strategy to carry out successfully if students' vocabulary hasn't been considered adequate. Second, the study also pointed out that Social strategy, however, cannot be neglected from the vocabulary learning strategies since many students are still aware of the benefits of the strategy. Social strategy highlights the role of communicative approach in language teaching through which students are enabled to acquire the language in natural setting (Krashen, 1987). Besides, being able to check the accuracy of the vocabulary being used is also another benefit of social strategy which students reluctantly do with the help of the teacher.

Another major vocabulary learning strategy relates to students' efforts to retain the vocabulary learnt into their short and long term memory, known as Consolidating strategy, which includes Social, Memory, Cognitive, and Metacognitive. The analysis of questionnaire reveals the data as can be evidenced below.

Table 5: Mean Scores of VLS Consolidating Use

VLS Consolidating	Mean
Social	2.332
Memory	2.818
Cognitive	2.554
Metacognitive	3.262

The table above demonstrated that Metacognitive strategy placed the first rank as the most frequently used strategy among students with the highest mean (3.262). This finding is in line with the result of many studies (Kafipour and Naveh, 2011; Tuluhong, 2006; Nayan and Krishnasamy, 2015; Mustapha and Asgari, 2010). The second rank was placed by Memory Strategy (Mean = 2.818), followed by Cognitive Strategy (Mean = 2.554) in the third rank, and Social Strategy in the last place (Mean = 2.332).

Metacognitive strategy, by which students have full control to choose the media they like to store the vocabulary learnt was mostly favored by the students. This may due to the motivation factor that could appear when they learn a foreign language through the learning media they choose by pleasure and in positive atmosphere. Vocabulary learning media, songs and movies, for instance, were considered effective by students to retain the vocabulary in their long term memory. This goes along with Kusnierek (2016) saying that providing a positive attitude to learning is one of teachers' tasks in teaching English as a foreign language. In this aspect songs and movies may be one of the methods for obtaining learning positive atmosphere. Further, it was stated that through songs, students are enabled to gain not only motivation and positive atmosphere, but also cultural and historical knowledge and more importantly linguistic knowledge (Kusnierek, *ibid.*). This confirms (Alipour, et.al, 2012) who found that songs are not merely an entertaining tool but they can be utilized as a pedagogic material particularly when it comes to teaching vocabulary. Similarly, movies can also be employed as learning media to learn and recall vocabulary in vocabulary instructions. Haghverdi and Abdpur (2013) assert that movies can be an influential input for students not only to gain linguistic input but also to listen to language exchanges and see such visual supports as facial expression and gestures simultaneously which can also provide exposures to the language uttered in authentic settings.

A more detailed analysis to the rest Consolidating strategies resulted several strategies that were frequently employed by students in learning and recalling vocabulary which should be considered to be implemented

in teaching and learning vocabulary. They include using synonym and antonym, relating the vocabulary to students' personal experience, and using vocabulary notebook.

Synonym and antonym could be used by teachers to teach vocabulary to the students as many studies have also shown that learning synonyms and antonyms is one of the ways to expand our vocabulary. It is also important because this is how dictionaries are organized (Alqahtani, 2015). Mono-lingual International Journal of Teaching and Education dictionaries essentially use words to explain words, and in this process, synonyms are often used. Another worth interpretation that can be drawn from the finding was the effectiveness of the use of vocabulary notebook. Keeping vocabulary notebook was also seen influential to learn vocabulary. Several benefits have been ascribed to the use of vocabulary notebooks: a) enhancing vocabulary study, b) improving ability to use dictionaries and guess from context, c) keeping teachers informed about learners' progress, and d) enhancing learner autonomy (Walters and Bozkurt, 2009).

Influence of Students' Vocabulary Learning Strategies on their Vocabulary Mastery

The last issue being investigated by the present study is the influence of students' vocabulary learning strategy and their vocabulary mastery which was tested by Vocabulary Size Test adapted from Nation VST Test (2007). The vocabulary test consists of 60 multiple choice questions in which students need to find the correct synonym in English of each word being asked. The relationship was tested by using Chi-Square Pearson Product Moment by using SPSS Version 2.0. The statistical analysis confirmed that there is a significant relationship between students' vocabulary learning strategy in both VLS Discovery and VLS Consolidating and students' vocabulary mastery. The relationship can be proven by the following tables.

Table 6: Relationship between VLS Discovery and Students' Vocabulary Mastery

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.499 ^a	3	.023
a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .93.			

The table above has shown that the *r-value* of Pearson Chi Square was .023 and the significance value was .05. Since *r-value* (.023) was less than significant value (.05) ($p < .05$), thus it can be concluded that H_0 is rejected indicating that there is a relationship between students VLS Discovery and their vocabulary mastery.

The same result goes to VLS Consolidating and students' vocabulary mastery. The statistical analysis also proved that the relationship between the two variables exists, as can be evidenced by the table below.

Table 7: Relationship between VLS Consolidating and Students' Vocabulary Mastery

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.861 ^a	9	.000
a. 14 cells (87.5%) have expected count less than 5. The minimum expected count is .07.			

As can be seen from the table, *r value* of Pearson Chi-Square test was .000 with significant value 5% or .05. A conclusion then can be drawn that *r-value* (.000) was less than significant value (.05) or ($p < .05$). Accordingly, it can be concluded that H_0 is rejected reflecting that there is a relationship between students' VLS Consolidating and their vocabulary mastery.

This finding confirms finding of Purwanti et.al. (2015) that there is a relationship between students' vocabulary mastery and their strategies in learning vocabulary. The relationship was on determination strategy, social strategy, memory strategy, and metacognitive strategy. This is also in line with Baharudin and Ismail (2014) whose findings of the study revealed that

there was a relationship between the use of vocabulary learning strategies of students and their Arabic vocabulary size. Several other studies also confirmed that relationship exists between vocabulary learning strategy used by students and their vocabulary mastery, in this case students' vocabulary size (Komol and Sripetpun, 2011; Boonkongsaen and Intaraprasert, 2014; Mokhtar, 2009).

The finding implies that students' choice of vocabulary learning strategies will have some influences on their vocabulary mastery. The scores from the Vocabulary Size Test revealed that students whose vocabulary learning strategy of Discovery was Determination tended to have higher score compared to those who were Social. Meanwhile, students who retain and store vocabulary through Metacognitive strategy tended to have better VST score than those who employ Cognitive or Social strategy.

CONCLUSION

The findings of the study can be noted as follows. First, concerning perception on vocabulary teaching and vocabulary learning, both teacher and students gave positive perception towards vocabulary teaching and vocabulary learning. It was revealed that vocabulary teaching and vocabulary learning needs to be conducted since it was viewed as an influential way to develop students' language skills that cover cognitive, affective, and behavior. Further, vocabulary teaching and vocabulary learning was seen most effective to improve students' cognitive skills relating to how students remember, understand, and to apply the vocabulary in daily communication. Vocabulary teaching and vocabulary learning was also perceived influential to improve students' affective and followed by behavior.

Regarding strategies, teacher mostly taught the vocabulary in the continuum, began with fully-contextual way of teaching and followed by de-contextual and semi-contextual teaching strategy. Fully contextual was found as the most frequent strategy employed by the teachers through which the teacher teach the vocabulary by integrating the four English skills. It was

then followed by de-contextual strategy which was represented by employing monolingual dictionary and wordlists. The least frequent teaching strategy was found to be semi-contextual strategy. This finding implied that the combination of explicit or intentional and implicit or incidental vocabulary learning is considered more effective to enable students enhancing their vocabulary mastery. Moreover, it is also noted that explicit or de-contextual teaching is still important to be applied in vocabulary instruction as knowledge aspect requires more conscious and explicit learning mechanisms, referring to the fact that National Exam only tests reading which highly needs students' vocabulary knowledge.

Third, dealing with strategies used by students to learn vocabulary, the study found that in initially finding the meaning of unfamiliar words, students mostly used Determination Strategy compared to Social strategy. Meanwhile, in retaining the vocabulary into long term memory, students mostly employed Metacognitive strategy, followed by Memory, Cognitive, and Social strategy as the least frequent vocabulary learning strategy.

Last, answering the fourth research question, the statistical analysis showed that the relationship exists between the variables. It was found that there is a relationship between students' VLS Discovery and their vocabulary mastery which can be proven by r-value (.023) with ($p < .05$). In addition, it was also proven that there is relationship between students' VLS Consolidating and their vocabulary mastery which was proven by r-value (.000) with ($p < .05$). The finding implies that students' choice of vocabulary learning strategies will have some influences on their vocabulary mastery as the study revealed that students who employed Determination and Metacognitive strategy tended to have higher vocabulary size.

Based on these findings, this study presents several recommendations. First, it is suggested for English teachers to put more attention to vocabulary in teaching English. Vocabulary instruction should be implemented and integrated into other English teaching. It is also highly recommended for teacher to teach vocabulary in continuum, began with fully-contextual

teaching, and followed by semi-contextual and de-contextual teaching by previously considering students' ability. Besides, EFL teachers are also advised to teach students various strategies to improve their vocabulary mastery so that they can decide the most effective strategy which will contribute to their vocabulary growth.

Second, EFL students are highly recommended to be familiar with various kinds of vocabulary learning strategies, both in initially finding the meaning or in storing the vocabulary into their long term memory. Further, it is better for students to not only enhance their vocabulary mastery but also to practice the vocabulary in daily communication in both written and spoken language.

Another suggestion is also addressed to the authorities and stake holders to put a greater attention and portion to vocabulary instruction within English curriculum so that EFL teachers will be aware of the importance of vocabulary teaching and vocabulary learning. Besides, future researchers are much recommended to investigate the implementation of VTS and VLS in a larger scope of study and also their effectiveness to students' vocabulary growth.

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