

EXPLORING EFL LEARNER'S VOCABULARY LEARNING STRATEGIES AT DARUSSALAM ISLAMIC INSTITUTE

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Abstract

EFL students should have vocabulary mastery as basic unit to support the understanding of the English learning process. This study is focused on several aims Those are to find out the features of vocabulary learning strategies, to find the most strategy which is used by efl learners, and to know the least common vocabulary learning strategy which is made by EFL Darussalam Islamic Institute. The study was carried out to 61 students as samples to collecting data. The majority of the respondent consist of 53 female respondents and 8 male respondents. The data collection involved observation, questionnaire, and interview instruments. Afterward, main instrument is a set of questionnaires which was adapted on Schmitt's (1997) taxonomy; determination strategy (DET), social strategy (SOC), memory strategy (MEM), cognitive strategy (COG), and metacognitive strategy (MET). The 33 questions are adapted. The overall implication of vocabulary learning strategies indicated that the most strategy applied is a cognitive strategy which is preferably used strategy by EFL learners with the highest total average score among others **3.27**. And the least vocabulary learning strategy used is social strategies with the lowest total average scores **2.81** And the features shown by the respondents are they tend to use a mechanical

means.

Keywords: "Language Learning Strategy (LLS)", "Vocabulary learning strategies (VLSs)", "EFL students".

INTRODUCTION

In any language, vocabulary constitutes a crucial spot in the process of language learning. This also prevails in the English language where the capability to master vocabulary constitutes the crucial spot in the acquisition of an English language besides four basic skills. Without sufficient vocabulary, the L2 process will be hampered as long as the communication takes place. Its because the learners could not express or deliver the intent to be conveyed. In fact, The students of English as Second Language (ESL) or English as a foreign language (EFL) have difficulties achieving the English target in language learning process. One of basic skills should be mastered by English as a Foreign Language (EFL) students is vocabulary mastery as basic unit in supporting the understanding of the English learning process.

The wider the vocabulary mastered by students, the easier for them to reach the target language. A variety of the target language words are needed to overcome the lack of vocabulary mastery in second or foreign language students. One method to help students in enhancing their L2 knowledge is by facilitating the students with various vocabulary education strategies. Sure, the appropriate strategy must be selected to gain maximum outcome. Many various vocabulary learning strategies` classifications had been proposed by Several previous researchers.

Fan as cited in Amirian & Heshmatifar, 2013, (p.636) states that "Vocabulary learning strategy consist of five steps those are how the students meet with the word, how the students get visual or auditory of word, how the students learns the meaning of word, how the student link their memory with the form and the meaning of word and how the students use those word". Another perspective on vocabulary learning strategies comes from Schmitt as cited in (Amirian & Heshmatifar, 2013, p.636) which has two main groups of classifications both are discovery strategies and consolidation strategies. Discovery strategy itself is a strategy that is used by learners to expose the meaning of the word, while a combination of word simultaneously is met to facilitate the students is called Consolidation strategies.

Furthermore, two main groups mentioned had been categorized within five sub-categories, those are (DET) determination strategies: used students to gain meaning of the word without any helping from the teacher or peers or it could be

said that the students found it by their self, (SOC) social strategies: this strategy needs interaction with other people to find the new word, (MEM) memory Strategy: requiring the student's present or their previous knowledge to uncover new word, (COG) cognitive strategies: strategy that more using mechanical means rather than mental processing, (MET) metacognitive strategy is strategies which linked with how to establishing decision, observing, and evaluating someone's progress.

In addition, variety of of language learning strategy's classifications are also explained by O'Malley & Chamot as cited in (Gerami & Baighlou, 2011, p,1568). They said that the English as a second language student in united states applied 24 strategies. The three main categories of strategies are grouped into "metacognitive", "cognitive", and "socio-affective" strategies. Oxford suggested another accepted classification as cited in (Gerami & Baighlou, 2011, p,1568).

Further, She classifies those strategies into direct strategies and indirect strategies. Direct strategies consist of memory, cognitive and compensation strategies while indirect strategies include metacognitive, affective and social strategies. Afterward, Oxford (1990) also differentiates eleven aspects of learning strategy those are contribute to the communicative competence, let learners become self-directed, develop the teacher's role, problem oriented, the learners' special action, cognitive approach oriented, support direct and indirect learning, are not always observable, flexible, and influenced by many kinds of factors.

From the various kinds of learning strategies proposed by the experts, the existence of strategy of learning vocabulary is highly needed to support the progress of learning to get the desired result in process of learning and base on the real condition at the field which the EFL learners confront makes the researcher want to know more about the proper strategy should be used by them so as the appropriate strategy will lead the learners to reach acquisition in vocabulary.

The research of vocabulary learning strategy was also conducted previously by some researchers, one of them is from Amirian and Heshmatifar (2013). A survey research design was applied and it was counted by using 5 Likert scales. This reveals the most and the least frequently vocabulary learning strategy which is used by the EFL students with using Schmitt taxonomy (1997). The result of his research stated that determination strategy was reported as the most frequent vocabulary learning strategy which was used by Iranian EFL students. While, social strategy was placed on the least frequent vocabulary learning strategy which was used by Iranian EFL learners. In his research above there were different points with this research that is on the question problems and the subject of the study. Two question problems are employed to seek the information on that research those are the most and the least

common vocabulary learning strategy which was used by efl learners. And the Iranian EFL university students as the subject of his study.

Afterward, other research about this context is from Celika and Toptasa (2010). This research also used a survey research design and this study mostly based upon Schmitt's (1997) taxonomy. The focus of this study is to figure out the vocabulary learning strategies the Turkish EFL learners employed, as well as their rating of the most helpful strategies on the different language levels. The finding of this research indicates that students of Turkish EFL learners have a positive relationship between the frequency of the strategy which is used by the students and the rank of their language levels.

This study is going to explore some different points from other previous research which is based on the subjects to be studied. The different points are on the research problems which would explore the features of vocabulary learning strategies, the most and the least frequently vocabulary learning strategy which is used, and the subject the study is from Darussalam Islamic Institutes EFL learners.

METHOD

Research Design

This study uses a survey research design for the objective of this research related with interest, opinion, preference the student in learning vocabulary so as the collecting data correspond directly with the student. Latief (2019:126) stated that a survey research design is "typically used to describe opinions, attitudes, preferences, and perceptions of people of interest to the researcher". Likewise, the researcher tries to reveal the several aims in conducting the research through a strategic framework in which the description of opinions, attitudes, preferences, perceptions be a basic reference. Therefore the appropriate design to construct this study is the survey research design.

Population and Sample

All the university students majoring at English Departement of Darussalam Islamic Institute becomes the population of this study ". The sampling respondent on this research was made as purposive sampling to find some specific purposes those are English foreign language students in the academic year of 2020/2021, pricesly at first

semester. This sample of this study consists of 2 classes. The 61 students were used as samples to collect the data. The average number of students in each class is about 30 students. The majority of the respondent is female which is about 53 respondents and the rest is 8 male respondents. The age of the students is about 19 to 21. The respondents were from different social and family education backgrounds but have the same thing that they live in separate campus dormitories under the auspices of the same institution.

Research Instrument

Observation

In this study, an observing act is conducted to gain large information related to the vocabulary learning strategies from the participant of the study. The observation was done intensively and attentionally to know the language learning activities of the target respondents in the first semester students. An observation checklist was used as a reference in taking the next steps in research data collection such as preparing questions on questionnaires and interviews.

Questionnaire

The observation, questionnaire, and interview constitute three basic instruments for this study based on the research design. To gain information about the features, the least and the most common vocabulary learning strategies which is used by the EFL learners, the questionnaire is distributed. A close-ended questionnaire types is used as media to get the data which those questionnaire consists of 33 questions which are divided into five parts; determination strategy (DET) 7 questions, social strategy (SOC) 5 questions, memory strategy (MEM) 11 questions, cognitive strategy (COG) 5 questions, and metacognitive strategy (MET) 5 questions.

Interview

The telephone interview becomes a format for this interview and the open-ended interview was conducted by the researcher for the EFL students in exploring vocabulary learning strategy. This open-ended interview was used to follow-up the questionnaire responses and was also used to seek deeper information related to the exploring of EFL students in vocabulary learning strategies. The interview was given to the selected respondent to represent all the population.

Data Collection Technique

In this study, a set of questionnaires is used to get the require information from the 61 respondents relatd to subject of the study. The students is given tim about 20 minutes to complete the questionnaire. The students are tasked to answer 33 questions which consist of determination strategy (DET) 7 questions, social strategy (SOC) 5 questions, memory strategy (MEM) 11 questions, cognitive strategy (COG) 5 questions, and metacognitive strategy (MET) 5 questions.

Data Analysis Technique

Analyzing of each part of the questionnaire was analyzed by looking at the average formula from Microsoft Excel 2010. Questionnaire instruments design is also supported by using 5 likert scale that is 1 (never), 2 (rarely), 3 (sometime), 4 (often), 5 (always). The result of each number was then compared to the total of 5 scores on the scale. If the result is higher than 3, which is half of the 5 scales, it means that the response of the item is high. However, if the result of the item is lower than 3 of the 5 scales, it means that the response of the item is low. Finnaly, validate the questinnaire by using triangulation data.

RESULT AND DISCUSSION

Main Finding

In this part, There are 33 questions were adapted from schmit`s taxonomy vocabulary learning strategy that asked to the respondents. This study was conducted at Darusssalam Islamic Institute Banyuwangi. This study is focused on the first semester students majoring at English departement who used the most and the least vocabulary learning strategies, and show the features of vocabulary learning strategy. Based on the data questionnaire which had distributed to the respondents indicates that the highest value is 3.27 and the lowest value is 2.81. Table 1 is a presentation the total average score of each strategy of data gathered from the respondents` vocabulary learning strategy. (See the table)

Table 1 The total average score from the highest the lowest in each part of the Questionnaire

It is indicated as good category if the score is higher than 2 point



On the table 1 total average score of each strategy above could be known that the highest total average score is from Cognitive strategy with gained 3.27 total average scores and then followed by metacognitive strategy with 3.23 total average scores. The next order is placed by memory strategy that is 3.05 total average scores. And continued by determination strategy got 3.01 total average scores. The last, the lowest total average score got 2.80 from the social strategy.

Sub-Finding

Table 2 The Most Strategies used by the the EFL Learners (Cognitive Strategy)

Part of the Questionnaire	Total Average Score each item	Rank	Item
I take note in class	3,44	1	28
I practice verbal repetition	3,34	2	24
I practice written repetition	3,31	3	25
I write Word lists	3,15	4	26
I practice flash cards media	3,1	5	27

Total	16,34
Total Average Score	3,27

Based on previous table 2 which draws that cognitive strategy constitutes strategy that has the highest total average score of each strategy that is 3.27. It means that the majority of respondents choose the cognitive strategy as the strategy which is the most frequently applied in implementing the vocabulary learning process. So as, this strategy constitutes strategy which is used the most by Darussalam EFL learners. On this cognitive strategy, the learners do not involve mental processing in implementing the vocabulary learning process but need more mechanical ways. Therefore, five statements on the questionnaire in cognitive strategy related mechanical ways consist five statements are able to see on the table 4.1.b. It could be ranked from the highest average score each item to the lowest average score each item. The first ranked is placed by statement "taking a note in class" with average score 3.44. The second is "practicing verbal repetition" 3.34. The thirs is "practicing written expression" 3.31. The fourth is "writing word lists" 3.15. The last is "practicing flashcard media" 3.1.

Table 3 The Average Score of Each Item On Metacognitive Strategy

Part of the Questionnaire	Total Average Score	Rank	Item
I practice English language media (songs, movies,newcast, etc) movies, newscasts, etc.)	3,54	1	32
I always make word list	3,41	2	31
I watch youtube media to make word list	3,13	3	29
I give note toward phisycal object	3,08	4	30
I continue to study word over time	2,98	5	33
Total	16,14		
Total Average Score	3,23		

Afterward, the next position of the high average score is from the metacognitive strategy which has gained a 3.23 average score. It could be said that this strategy is in the second position after cognitive strategy which is often used by the learners whereby Metacognitive strategy is intended for monitoring the learners' proses, making a decision, and evaluating someone's progress. So as, the statements on the questionnaire are the learner uses media (song, movie, newscast, etc) with average score 3.54, the learner watch the media to make word list 3.41, I watch youtube media to make word list 3.13, the learner gives note toward the physical object 3.08, the learner continues to study word over time 2.98.

Table 4 The Average Score of Each Item On Memory Strategy

Part of the Questionnaire	Total Average Score	Rank	Item
I image word's meaning	3,54	1	13
I study the sound of a word	3,41	2	19
I memorize part of speech	3,23	3	22
I study spelling of word	3,18	4	18
I group words together too study them	3,13	5	16
I image word form	3,08	6	20
I use new word in sentence	3,07	7	17
I learn the words of an idiom together	3,05	8	23
I connect the owrd to its synonyms and antonyms	2,95	9	15
I use keyword methode	2,9	10	21
I connect word to a personal experience	2,67	11	14

Total	34,21
Total Average Score	3,11

This is followed by the third position of the average score which has a value of 3.11 is memory strategy. It means that this memory strategy is sometimes used by the learner in process of learning vocabulary with an indefinite time interval. memory strategy itself constitutes strategy which is applied by learners with connecting their previous knowledge they have to support learning the new word. There are eleven statements on this strategy were questioned in the questionnaire including how the learner imaging the meaning of the word with average score 3.54, How the students study the sound of the word 3.41, How student memorize part of speech 3.23, spelling the word 3.18, How the students study grouping the word together 3.13, How the students image word form 3.08. How the students use new word in sentences 3.07. How the students learn the words together with an idiom 3,05, the antonym, and synonym the word 2.95, how they practice keyword method 2.9, how they connect the word with personal experience 2.67.

Table 5 The Average Score of Each Item On Determination Strategy

Part of the Questionnaire	Total Average Score	Rank	Item
I analyze part of speech	3.31	1	1
I uses flash cards	3.21	2	7
I use bilingual dictionary	3.21	2	4
I try to make word lists	2.97	3	6
I use monolingual dictionary	2,9	4	5
I guess from textual context	2.85	5	3
I analyze any available pictures or gtures	2.62	6	2
Total	21.07		

Total Average Score	3.01
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The fourth position on the total average score is on determination strategy with a total average of 3.01 which means that it is a strategy rarely used. This indicates that the learners rarely choose that strategy in conducting the process of vocabulary learning. The determination strategy is often used by the learners whereby the learner studies the vocabulary through learning individually. Seven statements were questioned on the questionnaire those are the learners analyze part of speech got average score 3.3, use flashcards metode 3.21, the learners use a bilingual dictionary 3.21, the learners try to make the word list 2.97, the learners try to make the word list 2.9, the learners guess from the textual context 2.85, the learners analyze any available picture or gesture 2.62.

Judging from the data described above, it could be summarized that cognitive strategy is the most preferred strategy applied by efl students primarily on the statement "I take note in class". With resulting the highest average score among others item each strategy that is 3.44.

Table 6 The Least Vocabulary Learning strategy used by efl students (Social Strategy)

Part of the Questionnaire	Total Average Score	Rank	Item
I try to discover new meaning through group activity	3.23	1	10
I ask teacher for L1 translation	2.89	2	8
I ask teacher's help to checks students' flash cards or word list for accuracy	2.84	3	11
I ask clasmate for meaning	2.57	4	9
I interact wit native speakers	2.49	5	12

Total	14.02
Total Average Score	2.80

In table 6 we can see that the lowest total average score is from the social strategy which gains 2.80 total average score. This is on the fifth rank where this strategy constitutes an action to interact with others in vocabulary learning process. On the table 4.2 above is able to know that social strategy consist of five item those item are "I try to discover new meaning through group work activity" got 3.23 average score. Then, "I ask teacher for L1 translation" gained total average score 2.89. "I ask teacher`s help to check students` flash cards or word lists for accuracy" with 2.84. "I ask classmates for meaning" with total average score 2.57. The las, "I interact with native-speakers" got 2.49.

The majority of the average score of this strategy on the table of 4.2 directs under 3 from 5 scales and only one item got over 3 from 5 scales. Because almost all of the items got an average below 3 scales these items result in a low total average score that is 2.80 and with a total of 14.02. This is the lowest total average score among other strategies. Also from the data above, we can know that this strategy constitutes strategy that is rarely used by EFL students. The least frequent strategy used is shown by item number 12 with the statement "I interact with a native speaker" and got an average score of 2.49. This means that this strategy is almost never used because they are never socialized directly with a native speaker of the English language.

Furthermore, the second position on the least frequently strategy used is occupied by item number 9 with statements "I ask classmates for meaning" and result in average score of 2.57. It means the majority of EFL students rarely applied this strategy. Followed by the third position of the least frequently used strategy is occupied by item 11 with the statements "I ask a teacher` help to check students` flashcards or word lists for accuracy" and have an average score of 2.84. it could be interpreted that this strategy is also never applied by EFL students when they are learning vocabulary. Then, the last position of the least strategy used is item 8 with the statement "I ask the teacher for an L1 translation" and have an average score of 2.89. It is also interpreted as the least strategy used based on the data.

So it could be concluded that the least vocabulary learning strategy which is used by the EFL students is in item number 12 that is "I interact with native speakers" with average of 2.49 . This to be the lowest average score from all of the items among other

strategies. In line with the findings, the overall implication of vocabulary learning strategies indicated that the most strategy applied is a cognitive strategy which is preferably used strategy by efl learners. And the least vocabulary learning strategy which is used is social strategies.

The Features of Vocabulary learning strategy From representative respondents

In the previous, had been explained that the most strategy used by the EFL learner's is from cognitive strategies. In which this strategy consist of five items that are i take note in class, i practice verbal repetition, i practice written repetition, i write word list, i practice flash cards media. This relate to the features of vocabulary learning strategy which is used by the efl which is shown by Darussalam EFL students through interview. The interview was conducted to the 10 EFL students, but three EFL students serve as basic source of the finding features of vocabulary learning strategies. The initial name is representative enough for reporting the finding. This data was taken from the data of the interview. Afterward, these EFL students indicated criteria as follows.

MH's Profile

1. I like English when started learning.
2. Vocabulary is my favorite subject.
3. I think vocabulary is important.
4. I like lessons related to memorization.
5. I take a note to learn vocabulary. This very helps to learn a new word that ever knows.
6. I memorize with imaging word's meaning. This is easier to memorize the word.
7. I use movies and songs in learning new vocabulary.
8. I try to discover new meaning through group and classmates' work activities.
9. I monitor and evaluate my vocabulary learning.

From the above answers it can know that the character of the MH's profile is reflected by using a mechanical means. In which, those ways are taking a note in class for finding the new word in the process of teaching and learning. It is usually got from the teacher or the lecturer which is speaking in class. Later, the features of memorizing in learning new vocabulary are shown by imagining the meaning, from this activity MH's can memorize easily. The next features have indicated that media is an important aspect to support in gaining new vocabulary and in learning sound of wthe words as

like movies or song media. Both media could support MH's vocabulary learning process because he feels excited and interested in learning. See the AA's profile below.

AA's Profile

1. I dislike word memorizing. It makes me confusing.
2. Vocabulary is my favorite subject.
3. Learning vocabulary is important.
4. I want to be able to speak English fluently so that I'm motivated to learn vocabulary.
5. I write a word list. It's easier to memorize vocabulary.
6. I write a word in a sentence.
7. I watch youtube to make my word list.
8. I Study with my classmate, teacher, and group.
9. I do not monitor and evaluate my learning process.

According to AA's opinion in vocabulary learning strategy, she tends to apply a strategy with the characteristics of mechanical ways in which writing word lists can facilitate the learners in vocabulary learning by sorting the vocabulary alphabetically. Afterward, it is supported by practicing those words listed in a sentence so as make the learners understand deeply. The supporting media as like youtube makes them easier to find the new word which is then grouped in the words list.

MK's Profile

1. I like English vocabulary.
2. I collecting new English words.
3. Learning vocabulary is important.
4. I want to be a tour guide that can speak English fluently so I must study vocabulary.
5. I analyze any available picture and gesture and sometimes analyze part of speech
6. I imagine a word's meanings, connect the words to my experience.
7. I use Picture for learning vocab. Sometimes watch ma movies, watching youtube as media to study too.
8. I study with my teacher, classmates, and group.

9. I monitor and evaluate my vocabulary learning process

The last is from MK'S profile which has revealed the features of strategy from the learners are requiring the present or the previous knowledge the learners have, as like analyzing the available picture and gesture and sometimes analyzing part of speech. So the existence of the present knowledge from the learners had, it encourage understanding. Further, others features from MK's profile indicated imaging a word's meaning is a characteristic of memorization. This constitutes a step which is to learn vocabulary should have the previous knowledge to enhance the wider knowledge in vocabulary learning. Afterward, Using pictures, movies, youtube is also as media in which this highly facilitates the learners to know visually the word they learn and easy to remember.

From the result of those data could be concluded that vocabulary learning strategy on those three students of university based on the quantitative data-producing different strategy. All of them are from MH's profile, AA's profile, MK's profile. In which MH reported that the strategy he used is by mechanical ways that as taking a note in class, then memorizing strategy by imagining the word's meaning, and establishing the movie or song media. Other dominant vocabulary learning strategies that are used by AA are she tends to use write word lists in learning vocabulary and practice writing the word in a sentence. Then, it is supported by youtube media as the source of gaining the new vocabulary. Different from MH and AA that MK reported trying to reflect the features of the strategy by imaging the word's meaning. Media as pictures and youtube constitutes tools to facilitate vocabulary learning on MK's profile.

Discussion

In this study, the theory used by the researcher is from Schmitt's taxonomy (1997). His taxonomy divided into two parts, those are discovery strategies dan consolidation strategies which are then grouped into five-sub categories strategies. Those categorie are social, memory, cognitive, and metacognitive strategy. The definition of the five sub-categories is as follows: 1) Determination strategy constitutes a behaviour strategy that act by the each individual learners. 2) Social strategy constitutes an act of the learners to study by inetracting with other learners. 3) Memory strategy is approach applied by the learners to learn new words by contributing the their previous knowledge to new words. 4) cognitive strategy constitutes strategy which is not linked with mental processing but more using mechanical means. 5) metacognitive straregy constitte a strategy more stressed on monitoring, making decision, and evaluating someone progress.

Schmitt's taxonomy above has different aspects from other experts' taxonomy. Among other experts are Nation's (2001) taxonomy, Oxford's (1990) taxonomy, Stoffer's (1995). Nation's (2001) classifies vocabulary learning strategies in three parts those are plan vocabulary knowledge, the source of vocabulary knowledge. Classifying of the Nation's taxonomy is highly different from Schmitt's taxonomy in all aspects. Subsequently, Oxford's (1990) taxonomy has the same in several aspects because Schmitt's (1997) taxonomy was adapted from it. In his taxonomy, Oxford states that grouped the vocabulary learning strategies into six categories those are social strategy, memory strategy, cognitive strategy, metacognitive strategy, and compensation strategy.

Social strategy are utilize in interaction with other individuals to upgrade language learning. Memory strategy relate to unused fabric existing information. Cognitive strategy shows the common part of control or change of the target language by the learners. Metacognitive strategy alludes to a cognizant point of view of the learning handle and making choices approximately arranging, observing, or assessing the most excellent ways of think about. Affective strategy appears how to oversee one's feeling in language learning. Compensation strategy incorporate distinctive ways of compensating for lost information. From those six bunches of Oxford's scientific classification, at that point it contains 58 strategies.

The last is from Stoffer's (1995) taxonomy which is different from Schmitt's (1997) taxonomy. Stoffer elucidates that his taxonomy comprises 53 items on the VOLSI and it is separated into nine categories those are including the original language use, strategy utilized for self-motivation, strategy utilized to organized words, strategy utilized to make mental linkages, memory strategy, strategy including inventive exercises, strategy including physical movement, strategy utilize to overcome uneasiness, sound related strategies.

CONCLUSION

The three research problems are the features of vocabulary learning strategy which is used by EFL students, the most frequent vocabulary learning strategy which is used students, and the least strategy which is used by efl learners. From those research questions, it revealed that the most strategy used by the student is occupied by cognitive strategy primarily on the statement "I take note in class". With resulting the highest average score among others item each strategy. This described the EFL students feel that this strategy is effective to gain new words in the vocabulary learning process.

Subsequently, the least strategy used by the EFL students is from Social strategy with the statement "I interact with a native speaker" that has gained the lowest average score from others item each strategy. This strategy has reflected that the EFL students never practice directly with a native speakers so that this is to be the least frequently strategy used. the features of vocabulary learning strategy which is used by the EFL students is varied, among them are taking a note in class, imagining the word's meaning, and establishing movie or song as media.

This feature is more using some mechanical ways in strategy. Other dominant features of vocabulary learning strategies that are applied by EFL students are they tend to use write word lists in learning vocabulary and practice in writing the word in a sentence. Then, using pictures is also shown by the EFL students as the features of vocabulary they learned. They said that this highly helps to facilitate them in the vocabulary learning process.

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