

VOCABULARY LEARNING STRATEGY USED BY FEMALE STUDENTS OF IAIN SALATIGA MAJORED IN ENGLISH EDUCATION AND TEACHER TRAINING FACULTY: A GENDER PERSPECTIVE

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Abstract Strategy in learning a language has its' classification on its target skill that will be achieved. One of the target that could be noticed is when language learner intended to possess a varied vocabulary in their mind and to express it appropriately. This study was projected to explore the vocabulary learning strategy applied by the female undergraduate students in an Islamic university. 22 female students involved in the study and they filled up the open-ended questionnaire and engaged in interview to collect the Vocabulary learning strategies. The questionnaire items were adapted from Schmitt taxonomy (2000) which is in English version. The students were facing the fourth semester when the VLS study was conducted. The finding indicated that the variation gender result in the strategy described the general picture of the VLS application in IAIN Salatiga. Each student actually possessed the different characteristics in implementing the VLS and it was not only tied to the gender difference.

INTRODUCTION

According to the common perspective of language learners, the prominent goals in learning a language is using the language fluently and communicate effectively. The vocabulary size or the number of known vocabularies is significant in order to become a successful speaker for learning a foreign language (Cameron, 2002). Despite of the vocabulary knowledge is not prerequisite to language skills performance, understanding a large number of vocabularies

definitely being a supportive aspect for language learner to make a valuable and meaningful communication. Furthermore, vocabulary knowledge facilitates language use, while language use enables the increase of vocabulary knowledge, and so forth (Nation, 2001). In a simple core view, the more exposed a learner to new vocabularies, the faster the learner would gain the language.

In specific point of view, native speakers of English can better understand ungrammatical utterances with accurate vocabulary than those with accurate grammar and inaccurate vocabulary (Zimmermann, 1997). It therefore both vocabulary and grammar are influential component of language aspect for successful communication. To compare between grammar and vocabulary, it can be explained that vocabulary is more central than grammar and more attention on vocabulary should be paid to vocabulary instruction. That is why Levelt (1989) as written in Gass and Selinker (2001: 373) claimed that vocabulary errors tend to distract comprehension more than grammatical errors. In a simple case, students may expert in grammar, but if they are in the low size of vocabulary, some of their language skill might be interrupted. For example in creating an article, a student may be skilled in composing the right order sentences, but he later found complexity in choosing the words that will be composed in the article due to the limited English vocabulary in his mind. It therefore, the vocabulary research has the same important position after the grammar case study. The case also followed by the idea that compared with the changes of grammar and pronunciation, the amount of vocabulary is also keeping on changing and increasing, thus teachers should help students to take effective ways to learn vocabularies more efficiently.

As an additional description, an adequate vocabulary is also essential for successful second or foreign language use. It is because without extensive vocabulary, people will be unable to use structures and functions which they have learned for comprehensible communication (Fauziati, 2015: 133). It describes that by mastering vocabulary people can express their ideas and understand the other basic competence well. However, it is difficult to be struggle on a competency without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to obtain other competencies like reading, writing, listening, and speaking. In consequence,

vocabulary is the aspect that is not to be left to be learned by the second or foreign language students.

Specifically, vocabulary learning strategies (VLS) plays its' position in facilitating learners' vocabulary learning process and helps them to become more self-directed in vocabulary learning. Vocabulary learning strategies are also said to aid learners with their acquisition, storage, retrieval, and use of information. To have a reasonable level of understanding, an EFL learner should know around 5,000 word families (Nation, 2001). However, statistics have shown that lack of vocabulary knowledge presents for Indonesian EFL learners has been noted since the year of 1999 (Nurweni & Read, 1999 and Nur, 2004). Despite being important in the development of English proficiency too, very little studies have been done concerning vocabulary learning strategies and its relation to the vocabulary size employed by university students in Indonesia.

The above mentioned information support two keys measurement of foreign language learning including the vocabulary sizes and word knowledge quality. Since measuring the growth of vocabulary size and word knowledge quality over time provides an important index for assessing foreign language proficiency. This fact later provides the clarification that vocabulary size of EFL students is considered as the part which should not be neglected for investigating.

It is useful to discover their difficulties and offer some innovative ideas in order to improve the students learning vocabulary size. However, the first goal that is needed to explore is the strategies that the students use to learn new English words and make them aware that there are many vocabulary learning strategies that they could use in learning new words. The second goal, in order to increase the vocabulary size of the foreign language learners, it is also important to help their vocabulary development by introducing them a number of strategies and examining the how the strategies help them. It is also valuable in mentioning that strategies should be indispensable parts of vocabulary learning and teaching.

As the focus has shifted from language teaching to language learning, the independence of learning has come to the front. Elaborating on the independence of the students, it is not appropriate for the teacher to dictate everything to students, take all the important decisions about the language learning process

since students have the potential and the skills to cope with all the challenges in the language classroom (Cook, 2008). Thus, students are needed to be forced as independent language learners who apply their known language learning strategy which focused in this case is vocabulary learning strategies.

The recent study found from the Indonesian context which was done by Putra et al (2015) gave the insight that the study of vocabulary strategy was still limited to be investigated in the stage of Indonesian undergraduate level area. Based on the enlightenment above, the consideration is drawn up to make a study regarding to the case of Vocabulary Learning Strategies and Vocabulary Size of EFL learner. The case was decided due to the observation that the teachers infrequently monitor their student English vocabulary development. It was also because of the short interview with some of the English Department students in IAIN that they were not acknowledged enough about the VLS. They were not also informed their progress of their vocabulary development. That is why the study of VLS particularly on gender perspective arrived much concern to be explored.

METHOD

The type of the research was qualitative with the case study. Cresswell (2007) described that case study is an in-depth exploration of a bounded system (e.g. an activity, event, process, or individuals) based on extensive data collection. The object of the study was the vocabulary learning strategies of English Department Students of IAIN Salatiga. The participants were 22 female students English Department who were in their fourth semester. In this study, the research used open-ended questionnaire items and interview semi structured to collect the students' Vocabulary learning strategies. The questionnaire items were adapted from Schmitt taxonomy (2000) which is in English version. According to Schmitt (2000) Vocabulary Learning Strategies were classified into: 1.) Discovery Strategy and 2.) Consolidation Strategy. Each of the strategy was divided into its' strategy Group. The Discovery Strategy consists of: 1.) Determination Strategy and 2.) Social Strategy. On the other hand, Consolidation Strategies consists of: 1.) Social Strategies, 2.) Memory Strategies, 3.) Cognitive Strategies, and 4.) Metacognitive Strategies. All of the collected data was later analyzed based on Miles and Hubberman's Model (1994) which begun by the series steps of: 1) data reduction, 2) data display, and 3) conclusion drawing or verification. In order to make the valid research,

triangulation was applied to gain account information through a variety of sources. The technique of triangulation was projected to aid the credibility, transferability, conformability, and dependability (Mackey and Gass, 2005: 181). The researcher used data triangulation in which open-ended questionnaire, interview and the test were taken.

FINDINGS AND DISCUSSIONS

Schmitt (2000) had clarified that determination is the strategies used when learners faced with discovering a new words' meaning without recourse to another person experience. Learner try to discover the meaning of a word by guessing it with the help of structural knowledge of language, guessing from first language cognate, guessing from context, or using reference material. From the research findings it can be concluded that the female student of English Department in IAIN Salatiga which was studied at fourth semester were often (35,35%) applied the determination strategies. The following statements were taken from the interview process to support the view of determination strategy applied by female students of IAIN Salatiga. This strategy was the most frequently applied by the female students.

“Dictionary in my cell-phone application. It is offline Indonesian English dictionary. At the place where I find English word that I do not know, I always open it first.”

Table 1. Determination Strategy used by Female Students

No	Vocabulary Learning Strategy	Number of Female Students in term of VLS Frequency				Mean	SD
		Always	Often	Some Times	Never		
1	Analyzing The Part of Speech	1	9	12	0	2.5	0.59
2	Analyzing the word affixes and roots	1	6	11	4	2.18	0.79
3	Checking for the first language cognate	10	6	6	0	3.18	0.85
4	Analyzing any available pictures or gestures	7	7	8	0	2.95	0.84
5	Guessing the word's meaning from the text/context	6	13	3	0	3.13	0.63
6	Using bilingual dictionary	12	7	3	0	3.40	0.73

7	Using monolingual dictionary	4	5	10	3	2.45	0.96
8	Using word lists	8	9	4	1	3.09	0.86
9	Deducing the meaning from flashcards and posters shown by the teacher	2	8	7	5	2.45	0.94
Total Number of Determination Strategy Frequency		51	70	64	13		
Total Percentage of Determination Strategy Used by Female Students		25,76%	35,35%	32,32%	6,57%		

Schmitt (2000) proposed that there were the strategies in which the other intervention was needed. Social strategies were the strategies used by implementing the interaction with other people to improve language learning. Students ask teacher or classmates for information about a new word and they can answer in a number of ways such as synonym or the translation. The finding indicated that the female students of English Department in IAIN Salatiga which was studied at fourth semester sometimes (42,72%) used the social strategies for discovering the meaning of new English word. Although it is not frequently used strategy, the following interview result to support the finding of social strategy applied by female students of IAIN Salatiga.

“I usually ask meaning from my friend, if he or she do not familiar with it, I check it in the dictionary. I have closed relation with my pair, so I am enjoy to ask with my friend.”

Table 2. Social Strategies for Discovery used by Female Students

No	Vocabulary Learning Strategy	Number of Female Students in term of VLS Frequency				Me an	SD
		Always	Often	Some times	Never		
1.	Asking the teacher for an L1 translation	1	4	12	5	2.04	0.78
2.	Asking the teacher for a paraphrase or synonym of the new word	0	5	13	4	2.04	0.65
3.	Asking the teacher for a sentence including the new word	0	8	11	3	2.22	0.68
4.	Asking classmates for the meaning	5	12	5	0	3	0.69

	of the word						
5.	Discovering the new meaning through group work	3	9	6	4	2.50	0.96
Total Number of Social Strategy for Discovery Frequency		9	38	47	16		
Total Percentage of Social Strategy for Discovery Used by Female Students		8,18%	35,54%	42,72%	14,54%		

In term of social strategy for consolidation, cooperative learning group defined by Schmitt (2000) as one of the way for the learner to practice consolidating the meaning of new words. Based on the following table, it is showed that the female students of English Department in IAIN Salatiga which was studied at fourth semester sometimes (34,85%) applied the social strategies for consolidating the English word. Even though it is not regularly used strategy, the interview statement below support the finding of social strategy applied by female students of IAIN Salatiga to consolidate the meaning of a new word.

“When I find the word devotion in a song which means *kesetiaan* in Indonesian language, then I applied it in speaking activity with my friends though the language is still mixing between Indonesian and English”

Table 3. Social Strategy for Consolidation used by Female Students

No	Vocabulary Learning Strategy	Number of Female Students in term of VLS Frequency				Mean	SD
		Always	Often	Some times	Never		
1.	Studying meaning in pairs/groups	3	3	12	4	2.22	0.92
2.	Keeping a word list/card	0	10	6	6	2.18	0.85
3.	Using the new word in interactions	2	7	5	8	2.13	1.03
Total number of Social Strategy for Consolidation Frequency		5	20	23	18		
Total Percentage of Social Strategy for Consolidation Used by Female Students		7,58%	30,30%	34,85%	27,27%		

Memory strategies were referred as relating the word with some previously learned knowledge. It was done by using some form of imagery of grouping which called as memory strategies as it was written by Schmitt (2000). The research found that the female students of English Department in IAIN Salatiga which was studied at fourth semester were sometimes (36,36%) applied the memory strategies for consolidating the English word. The following interview result become a surprised strategy in supporting the result of memory strategy used by female students of IAIN Salatiga.

“Yes, I do. I applied the strategy of remembering vocabulary in a status in the *Whats app* nowadays. Not only the status but also I write the English diary related to what activity that I have done.”

“Yes I do. I sometimes hear what should be pronounced of the new English word. Usually there is the sound followed the word that I found in my dictionary application.”

Table 4. Memory Strategy used by Female Students

No	Vocabulary Learning Strategy	Number of Female Students in term of VLS Frequency				Me an	SD
		Always	Often	Some times	Never		
1.	Studying the new word with a pictorial representation of its meaning	2	7	9	4	2.31	0.89
2.	Studying the word by forming an image of it	2	12	6	2	2.63	0.78
3.	Connect the word meaning to a personal experience	6	6	9	1	2.77	0.92
4.	Associating the word with its word coordinates	3	8	10	1	2.59	0.79
5.	Connecting the word to its synonyms and antonyms (opposites)	1	9	11	1	2.45	0.67
6.	Using semantic maps (word trees)	1	3	7	11	1.72	0.88
7.	Using ‘scales’ for gradable adjectives	2	3	14	3	2.18	0.79
8.	Using the peg method (linking the word to one that rhymes with it) to	2	4	7	9	1.95	0.99

	learn the word						
9.	Using the loci method to learn the word	3	5	11	3	2.36	0.90
10.	Grouping words together to study them	1	8	10	3	2.31	0.77
11.	Grouping words together spatially on a page, notebook or card by forming geometrical patterns.	4	2	8	8	2.09	1.10
12.	Using new word in a sentence	6	13	3	0	3.13	0.63
13.	Grouping words together within a storyline	5	9	5	3	2.72	0.98
14.	Studying the spelling of the word	6	8	6	2	2.81	0.95
15.	Studying the sound of the word	7	10	3	2	3.00	0.92
16.	Saying the new word aloud when studying	5	8	5	4	2.63	1.04
17.	Imaging the word form	5	6	7	4	2.54	1.05
18.	Underlining the initial letter of the word	3	6	4	9	2.13	1.12
19.	Configurating the word	1	7	10	4	2.22	0.81
20.	Using the keyword method to learn the word	7	7	7	1	2.90	0.92
21.	Trying to remember the word affixes and roots	7	5	9	1	2.81	0.95
22.	Trying to relate the word to its part of speech	5	9	7	1	2.81	0.85
23.	Paraphrasing the word's meaning	4	5	11	2	2.50	0.91
24.	Connecting the word to cognates	6	7	8	1	2.81	0.90
25.	Learning the words of an idiom together	3	4	10	5	2.22	0.97
26.	Using physical action to learn a new word	2	6	11	3	2.31	0.83
27.	Using semantic feature grids	3	4	8	7	2.13	1.03
Total number of Memory Strategy Frequency		102	181	216	95		
Total Percentage of Memory Strategy Used by Female Students		17,17%	30,47%	36,36%	16,00%		

Cognitive strategies exhibit the common function of manipulation or transformation of the target language by the learner. It is similar to memory strategies but they are not focused on manipulative mental processing. They include repetition and using mechanical means to study vocabulary (Schmitt, 2000). The study explored that the female students of English Department in IAIN Salatiga which was studied at fourth semester often (37,37%) applied the cognitive strategies for consolidating the English word. The following representative statements were taken from the interview process to support the view of cognitive strategy applied by female students of IAIN Salatiga. This strategy was the most frequently applied by the female students in consolidating new meaning of an english word.

“Yes I do. I write sort of vocabulary list in my book in the class. Sometimes I also provide some meaning above the vocabulary that I do not know its meaning. In fact, this activity is mostly done in home at the night study.”

Table 5. Cognitive Strategy used by Female Students

No	Vocabulary Learning Strategy	Number of Female Students in term of VLS Frequency				Mean	SD
		Always	Often	Some times	Never		
1.	Using verbal repetition	4	12	4	2	2.81	0.85
2.	Writing the word several times	1	8	11	2	2.36	0.72
3.	Using word lists and revise them	0	13	6	3	2.45	0,73
4.	Using flash cards with the representation of the word to consolidate meaning	3	4	8	7	2.13	1.03
5.	Taking notes about the word in class	3	10	8	1	2.68	0.77
6.	Using the vocabulary section in my textbook	2	6	10	4	2.27	0.88
7.	Listen to tapes of word lists	2	6	8	6	2.18	0.95
8.	Putting English labels on physical objects	3	4	8	7	2.13	1.03
9.	Keeping a vocabulary notebook	5	11	3	3	2.81	0.95
Total number of Cognitive Strategy Frequency		23	74	66	35		

Total Percentage of Cognitive Strategy Used by Female Students	11,67%	37,37%	33,33%	17,68%		
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The vocabulary learning strategies also involved what was called as metacognitive strategy. It involved a conscious overview of the learning process and making decision about planning, monitoring, or evaluating the best way to study. It includes improving access to input, deciding on the most efficient method of study or review, and testing oneself to measure improvement (Schmitt, 2000). The investigation showed that the female students of English Department in IAIN Salatiga which was studied at fourth semester were often (29,09%) applied the metacognitive strategies for consolidating the English word. This is assumed as the most interesting strategy, but female students were not commonly applied it. The following statements from the interview process support the view that actually metacognitive strategy applied by some female students of IAIN Salatiga.

“Yes, I do. I prefer to choose song than film. I like listening English song every day, but sometimes I played the same song, so that this strategy resulted in little impact for my vocabulary list.”

Table 6. Metacognitive Strategy used by Female Students

No	Vocabulary Learning Strategy	Number of Female Students in term of VLS Frequency				Mean	SD
		Always	Often	Some times	Never		
1.	Using English-language media	9	11	2	0	3.31	0.64
2.	Testing self with word tests	4	5	10	3	2.45	0.96
3.	Using spaced word practice to revise vocabulary	3	5	4	10	2.04	1.13
4.	Skipping or pass the new word	2	2	7	11	2.95	0.97
5.	Continuing to study the word over time	6	9	7	0	2.59	0.78
Total number of Metaognitive Strategy Frequency		24	32	30	24		

Total Percentage of Metaognitive Strategy Used by Female Students	21,82%	29,09%	27,27%	21,82%		
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The conclusion on the highest usage of vocabulary strategy in term of discovering the meaning of new English word posed by the female students of English Department Students of IAIN Salatiga is the determination strategies (35,35%). Meanwhile, in consolidating the meaning the English word, the female students of English Department Students of IAIN Salatiga often applied the cognitive strategies for (37,37%).

Discussion

The finding descriptions on this study were discussed with other previous research. From the study who involved Korean students, the result indicated that Korean University students preferred to apply dictionary to use bilingual dictionary to discover new meaning of English word. Korean students preferred to use determination strategy rather than social strategy. In part of consolidation strategy, Korean students preferred to use cognitive strategy in term of verbal repetition (Lee, 2007). Related to this case, the female students of English Department in IAIN Salatiga generally applied the determination strategy the same to Korean University students. Different in term of consolidation strategy, the female students of English Department in IAIN Salatiga would rather use the cognitive strategies for consolidation rather than metacognitive strategies.

In Algeria, the study related to the VLS had done in the University of Tizi. It later resulted in the conclusion that in term of consolidation, metacognitive were dominantly implemented by the students (Nacera, 2010). The supportive study to Algerian University, the EFL University Learner in Mediterranean University where metacognitive played its high frequency usage (Kalajahi and Purshahian, 2012). Compared to this case, the cognitive strategies were mostly used by the female students of English Department in IAIN Salatiga to consolidate the English word.

Taking a closer look to the country near to Indonesia also had done the study which engaged Thai University students revealed that the determination

strategy were preferred to be used by them to discover new meaning of English word. On the other side, in part of consolidation strategy, the most frequently applied by them were metacognitive strategy, where using English media were chosen by them (Nirratissai and Chiramanee, 2014). To be discussed with this case, the Thai students were equal to the female students of English Department in IAIN Salatiga in which the strategy of determination were chosen by them to discover new meaning of English word. The different was only on the usage of consolidation strategy. The Thai students, Algerian students, and Mediterranean University students preferred to use metacognitive strategy, while the female students of English Department in IAIN Salatiga preferred to use cognitive strategy.

The University students in Turkey who engaged in a research of vocabulary revealed that the usage of bottom up strategies and note taking strategies were commonly taken by them to consolidate new English word (Kirmizi, 2014). Thus, the cognitive strategy to consolidate English word commonly chose by Turkish students were same to Korean students. The female students of English Department in IAIN chosed to consolidate English word by applying cognitive strategy.

Based on those collected discussed previous study above, it was presented that determination for discover and cognitive strategy for consolidation were played the highest amount of VLS usage for female students of English Department in IAIN Salatiga. Determination strategy was chosen by female students because most of the male students did not prefer to be intervened with other in discovering new meaning of English words. One of the most found in this study when the interview was conducted was that the dictionary phone application in their smart phone played the prominent role in facilitating the strategy of determination. They do not need to ask friend or teacher about the meaning as the first step of discovering meaning of English word.

Noticed by the slight observation, most of them preferred to make a group inside and outside the classroom. On the other side, the strategy of cognitive for consolidating English word was mostly used by the female students because systematic way in learning English was preferred by them. Taking notes, verbal

repetition, written repetition, word lists, putting English labels on physical objects, and keeping a vocabulary notebook were systematic and include mental process in their mind.

Many researchers provided the Catalans' study (2003) as started study of VLS which reveal the assumption that the gender difference was found in term of its implementation. Related to this study, it was correspond that the difference pattern existed on the strategy on the discovery and consolidating strategies. In part of discovery strategies, there was gender difference in the amount frequency usage of social strategies to discover new meaning of English word. In fact, there was no gender difference in the determination strategies.

In part of consolidation strategies there were also differences in the strategies. The strategy namely social strategy for consolidation and memory strategy was indicated no difference in term of gender. Lee (2007) explained in his study that Korean students in term of hypotheses, the gender differences of VLS usage were rejected. Compared to this study, where there were 3 gender differences in part of social strategy for discovery, social strategy for consolidation, cognitive strategy, and metacognitive strategy.

The opening study that the writer found in Iran revealed that by analyzing independent sample of t-test, no significant difference were shown from both male and female undergraduate EFL learner (Khatib et al, 2011). To be discussed with this study, that Iran investigation were related to this case study which explored that some of the strategy such as determination, social strategy for discovery, and memory strategy were not found differences in the gender.

In pre-university school of Iran, the study which had done by Nemati (2013), it was presented that the female students were not in line to this study in which the application of social strategy or grouping activity were mostly used by Iranian female students. This study presented that female students mostly applied the cognitive strategy to consolidate English word. It therefore, the Iran study were not correlated to this study.

In the same country, Iran, a study revealed that female students of high school prefer to use cognitive strategy (Ahour and Salamzadeh, 2014). To compared with this study, it was presented that female students in Iran and one of

this Indonesian area were in line in the highest result of the application of the cognitive strategy to consolidate English word. The study from Yazdi and Kafipour (2014) revealed that Iranian Undergraduate EFL learner in Iran employed the cognitive strategy in consolidating new meaning of English word. Hassan and Abubakr (2015) also conducted a study in which their study resulted that the EFL University students in Iraq employed metacognitive strategy to learn English vocabulary.

In Morocco country, the university students of English Department exposed that the VLS application was different from the gender. Female students mostly applied memory, metacognitive, and social strategies more than male students (Seffar, 2014).

In Thailand context, it was found the gender difference in statistical analysis result that the female students executed more VLS than the male students (Siriwan, 2007 and Boonkongsan and Intaraprasert, 2014). This resulted that the gender difference could be one of the factors that influence the amount usage of VLS, and it was supported by this Indonesian university study area. In fact, this gender difference was not showed in all of the type of VLS frequency usage and some of them resulted in the similar amount of frequency usage in this case of Indonesian university context.

Gu and Johnson (1996) gave his view that in China area the academic major was less potent a factor than gender in determining the learning result and strategies in vocabulary. This study indicated the supportive report that gender was resulted in some differences in the amount frequency of VLS usage. The determination strategy were not resulted the differences in the gender because both of male and female students of English department in IAIN Salatiga were mostly adapted with this strategy such as using dictionary to discover meaning of new English word as the first step in learning vocabulary. In part of consolidation, the memory strategy was not resulted differences because the students were mostly not familiar with those items of memory items. It could be seen from the interview that most of the students where clarified brief description on it. Gender differences were inconclusive to be taken and they were varied depend on the situation, context area that students face.

CONCLUSIONS AND SUGGESTIONS

It can be asserted that students not only know about the VLS, but they need to have the skill in using them. The students' vocabulary learning strategy process should be taken into consideration. The students have their obligatory role to expose such kind of learning strategy not only tied in the class. The implementation of VLS actually not only tied to the classroom activity, but it should be enhanced outside the classroom. By understanding the type of the strategy that was used by the students seen from the gender perspective on of this study, the learner could independently apply the strategy outside the classroom. This also supported by the statements from Boonkongsaen (2012) who arrived at the conclusion that the relationship between students' decision in taking the VLS and the gender is still complex. The conclusion lead to the teacher in taking the gender into account in some learning context. However, to strengthen this study, it could be summed up that all of the VLS type strategy should be taken into the consideration to be acted out in order to support the learning English process especially the vocabulary development.

The study not only brought to a standstill that the students knew their degree of their Vocabulary Size but also how was the implementation of their of Vocabulary Learning Strategies (VLS) impacted on it. The study figured out that the students need improvement in taking the proper execution of Vocabulary Learning Strategies (VLS). To arrive at the proper execution of VLS to develop the Vocabulary Size, the students should acknowledge all of the Vocabulary Learning Strategies. There was the requirement of the autonomous activity in using the Vocabulary Learning Strategies (VLS) done by students, so that the activity was not only tied to classroom learning activity. The students should realize that this strategy could be taken as home study activity.

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