

Implementing Learning Strategies in Vocabulary Acquisition of Good Bilingual EFL Student in Indonesia Contexts: A Study of Good Bilingual EFL Senior High School Student

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Abstract

The study was based on some of the findings of a fieldwork conducted in 2017, This study intended to find out the comprehensive description about learning strategies implemented by the good Bilingual EFL student in acquiring vocabulary. The method used in this research was qualitative descriptive method. Data were generated by classroom observations in senior high school and by in-depth interviews with the student, friends and teachers. Based on the main findings of this research, Implications were discussed of the student's strategies.

Keywords: Learning Strategies, Good Bilingual EFL Student, Indonesia Contexts

A. Introduction

Each student has goals that must be achieved in their learning process. One of the goals, particularly in language learning, is comprehending word knowledge. Word knowledge is linked strongly to academic success. Educated native speakers of English are expected to know approximately 20,000 word families or 70,000 words (Nation: 2001); however, educated non-native speakers of English know less than one quarter of the native speakers' vocabulary (Laufer & Yano :2001). Therefore, Nonnative speakers of English must increase their vocabulary knowledge in order to become successful in their academic endeavors in English-medium educational environments. Hence, the Students who possess large vocabularies can express their ideas better and understand new concepts more quickly than students with limited vocabularies. To comprehend the word knowledge in the learning, there are many ways can be implemented. One of that way called learning strategies. Learning strategies are those action performed by a students in acquiring and process new information and knowledge in learning process (Oxford:1990, Rubin and wenden:1987). This action give contribution for the students' success in learning activities (Haryanto: 1999, Reid, 1987; Celce Murcia, 2001). Because of its importance, Learning strategies need to be discovered, Therefore, in this study The researcher intended to reveal learning strategies performance by the bilingual student in acquiring vocabulary in learning activities. It is hoped that the findings of this research may be used to enrich the theory particularly in terms of learning strategies and became references for the students in acquiring vocabulary, to enhance their vocabulary acquisition and the learning of English in learning activities.

Research Question

The following research questions guided the present study: What are the Learning strategies implemented by the good Bilingual EFL student in acquiring vocabulary?

B. Literature review

Learning strategy

There are some varied definitions of learning strategies stated by the experts (Oxford and Crookall 1989; Oxford 1990). Rubin (1987:22), Joseph (2009: 1) Riding and Rayner in Hewitt (2008: 18). Of all definitions above it may conclude that learning strategies are the particular actions or ways performed by the learner in order to maximize and reinforce their skills, knowledge, proficiency, and fluently in learning.

Classification of learning strategy

a. Oxford's Taxonomi

Oxford (1990: 17) divided language learning strategy into two main categories namely:

Direct strategy is those behaviours that directly involve learning the target language through mental processing. Then It is divided into three sub categories.

- i. memory strategies, It concerns the storage and retrieval of new language.e.g. acronyms.
- ii. cognitive strategies, it concerns the understanding and production of the target language by interacting messages, analyzing, and creating a structure for input and output. e.g. note taking, analysing .
- iii. compensation strategies, it is used to compensate for having inadequate knowledge to comprehend and reproduce the target language. e.g. gesture, synonym.

Indirect strategy is strategies that do not directly involve using the target language, but provide indirect support for language learning through, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy. This strategy is divided into three sub categories.

- i. Metacognitive strategy. This strategies are for coordinating learning processes, and managing the learning process overall, including planning, monitoring, and evaluating the target language.

- ii. Affective strategies. It is associated with learner's attention and affords to control psychological barriers such as feeling shame of using English, afraid of making mistake.
 - iii. Social strategies. It helps the learners work with other and understands the target culture as well as target language.e.g. Working with peers.
- b. Rubin's (1987) taxonomy
- Rubin diverges two categories of strategies namely direct and indirect strategies. Direct strategies pervade metacognitive and cognitive strategies, while indirect strategies pervade communicative and social strategies. The definitions of four categories are as follows:
1. Cognitive strategies point the steps or measures which are taken in learning or problem - solving that involves direct analysis, transformation,
 2. Metacognitive strategies are used to supervise and control or self - direct language learning. They consist of planning, prioritizing, and setting goals.
 3. Communicative Strategy is the strategy using by speakers when they confront with some problems concerning their communication or face misunderstanding.
 4. Social Strategies, this strategy refers to the activity where the learner point to the opportunities that can be a great help to practice their knowledge

Vocabulary Acquisition

Vocabulary acquisition is learning and understanding new terminology such a degree that it can be used accurately in oral and written communication. It may be incidental or through direct study. Vocabulary acquisition related to word knowledge understanding. Being able to understand a word is known as *receptive knowledge* and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered *productive knowledge* (*passive/active* are alternative terms). Related to

word knowledge, Nation (1990:31) proposes the following list of the different kinds of knowledge that a person must master in order to know a word, They are:

- a. The [meaning\(s\)](#) of the word
- b. The written form of the word
- c. The spoken form of the word
- d. The [grammatical](#) behavior of the word
- e. The [collocations](#) of the word
- f. The [register](#) of the word
- g. The associations of the word
- h. The frequency of the word

These are known as types of *word knowledge*, and most or all of them are necessary to be able to use a word in the wide variety of language situations one comes across. (Schmitt: 2000).S

C. Methodology

A case study was used in this research as a part of naturalistic design (Anderson & Arsenault 1998: 121). In analyzing collected data, the researcher employed qualitative method in order to answer the research question formulated in Research Question. The participant of this research was a student of speaking class registered at eleventh year of academic year 2016/2017 at Senior High School Barana Rantepao and taken by using purposive sampling.

To collect the data the researcher set some procedures such as semi-structured interview, employed direct observation during the teaching and learning process . The interviews ranged from 15 to 45 minutes and were undertaken in Indonesian.

Result

In acquiring the new vocabulary, There were several strategies performed by this student. Those actions categorized into two main strategies called Individual strategy and Group strategy. Individual strategy was the strategy performed by the student himself without helping from others. In this category the students performed some actions: *Word repetition* , *signing*, *Writing in the piece of paper*, *Using Note Book*. Group strategies was the actions performed by helping from his

environs and his friends. The actions in this category were *Practice to the friends and teacher, asking the friends.*

Word Repetition

As this student said that he was difficult to memorize. Thus he needed to repeat the new vocabularies he got again and again, by this way, he would be easier to memorize those vocabulary.

I : What do you always do to remember new vocabulary you have already got?
Subject : I always repeated those word again and again.

I : Why do you do that?
Subject : This is very useful because I have to make repetition. If I do not always continue and repeat what I have studied, it will be easily forgotten. and... So I could get what I did not understand.

Signing ,Writing in the Piece of Paper

I : Ok, please tell me how do you learn new information?
Subject : The process is that when I learn and acquire new vocabulary, I gave the sign, highlighter, a circle or I rewrite it in a paper or a piece of letter. By that way, I would easily get that this is new vocabularies for me.

I : Do you like using colored pencil such as highlighter?
Subject : Yes I like.
I : Why?
Subject : I would easily know that is the word or sentences that I have to remember.

Using Note Book

I : What do you usually do for keeping in something?
Subject : I usually write a small note or on paper, I wrote great and I keep it in my notes.

I : If there any difficult vocabulary in the text or reading, what you usually do to know the vocabulary?

Subject : Regarding to the new vocabulary that I get, I usually write by using capital letter in the paper, after I wrote, I put on my Note book. When I open it, I will automatically see it and read it, so I wrote the word and its translation.

I : What about to memorize words, do you like to memorize words?

Subject : To memorize words, not every day, but if at the time I open my notebook, there is usually my small note, so I usually try to read it frequently.

When this student wanted to emphasize the lesson or vocabularies that was very important for him, he would give the sign by highlighting the sentences or the topic and when he wanted to memorize something he would write down the sentences or word in a piece of paper then it would be slipped into his book, hence when he opened his book he would easier to recognize that the piece of the paper was the sentences or words that would be memorized.

Practice to the Friends and Teachers, Asking Friends

In increasing his knowledge, this student did not rely on himself. He still needed some helps from his environment and his friends. When he was in the classroom, and he could not understand what the teacher talked about, he would ask to the his friends. He also practiced his English to his friends.

I : What do you do if you need assistance in learning?

Subject : I usually ask to the teacher.

I : How do you practice English outside the classroom?

Subject : I am practicing with my friends

D. Discussion

Of the phenomena analyzed in the previous part, there were several learning strategies which also recognized as a learning action, performed an Bilingual EFL student. Those learning strategy were based on oxford classification. Oxford (1990) in his study “Language learning strategy” (LLS) classified the LLS into two main categories namely direct and indirect strategy. The direct strategy divided into three sub categories, those are memory, cognitive, compensation, and indirect strategy into three sub categories namely metacognitive, affective and social

strategies. Make referenced to the Oxford's learning strategy taxonomy (1990) this student performed both direct and indirect strategy.

Repetition is a part of direct strategy. It was the action performed by this student in order to comprehend something. Repetition was often used to master math and series of numbers, learning a foreign language. Repetitions have an impact on the ways people make meanings. In this respect, Johnstone et al (1994) argued that repetition created a cognitive effect.

Repetition helped this student to improve speed in acquire and understand something new. Likewise, Tannen (1989) argued that repetition in conversation is a type of spontaneous prepatternning, and that prepatternning and automaticity are means for speakers to interact, using repetition as a basis for creativity. She also pointed out that "there is a universal human drive to imitate and repeat". Repetitions have an impact on the ways people make meanings. In this respect, Johnstone et al (1994) argued that repetition created a cognitive effect. Repetition helped him to improve speed in acquire and understand something new.

Beside repetition, giving a sign is also categorized as a strategy. Giving a sign and writing the crucial information in a piece of paper was also recognized as a creating structure for input and output the actions which is the part direct strategy (Oxford : 1990 : 19). It is reasonable that there were always important information found when reading a note book or the other resources. To show that the information was helpful, this student would give the sign; he signed the sentences by using colors.

Giving sign was not only showing the important information but it would make easier for him to remember that information. Remembering the information would involve memory. Memory is the ability to remember something that has already been learned. To enhance his memory performance, this student would use colors. Color is believed to be the most important visual experience to human beings; the function were as a benefit information channel to the human cognitive system and has been found to play a significant role in enhancing memory performance. According to White (1997) colored advertisements can attract people to read the advertisement up to 42% more often than the non-colored

advertisement. This showed the importance of color in making the information or message more attractive to the public include SPR.

Using Note book are also categorized into strategy in vocabulary acquisition. a vocabulary notebook is listed as a single vocabulary learning strategy in Schmitt's (1997) taxonomy, it seems clear that the very act of keeping a vocabulary notebook will involve the practice of a variety of different vocabulary learning strategies. Vocabulary notebooks are frequently advocated as a way for students to take control of their vocabulary learning (Fowle, 2002), with the added benefit of improvements in vocabulary learning (Schmitt and Schmitt, 1995; Laufer and Nation, 1999). Vocabulary notebooks can be an effective learning tool in EFL Classroom (Walters:2009). By this way, this student is easily to reopen his note book, hence his vocabulary will be improved.

EFL classrooms,

The last action performed by this student is Practicing English to the friends is also part of the direct strategy (Oxford,1999: 19) as a foreigner language learners, practice the previous knowledge is very crucial. This student benefited from practice because he was able to apply knowledge through interaction. When he practiced using the knowledge through application, he connected with information on a deeper level.

E. Conclusion

Based on the research findings, the researcher finally concluded that the good bilingual EFL student in acquiring vocabulary implemented several actions in his learning activities, Then those action called direct and indirect strategy.

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