

**VOCABULARY LEARNING STRATEGY USE OF INDONESIAN ESP  
SUCCESSFUL LEARNERS  
A CASE STUDY**



Written by:  
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**A Thesis submitted as a partial fulfilment of the requirements for the  
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## ABSTRAK

**Bouaoune Djihad : A Case Study of the Vocabulary Learning Strategy Use of Forty Undergraduate Indonesian ESP Successful Learners . Thesis Yogyakarta: Graduate School, Yogyakarta State University, 2016**

Studi kasus ini menginvestigasi strategi pembelajaran kosakata menggunakan 40 siswa keperawatan Indonesia yang sukses untuk menjelaskan manfaat yang mereka bawa untuk pembelajaran dan pengajaran kosakata ESP. Penelitian ini mengadopsi model metode campuran yang terdiri dari dua fase pengumpulan data, kuantitatif yaitu kuesioner survei pada strategi pembelajaran kosakata menggunakan frekuensi, dan pengumpulan data kualitatif melalui tiga teknik elisitasi data, wawancara kelompok fokus, observasi kelas, dan berpikir keras protokol. Sampel untuk kuesioner survei adalah 176 mahasiswa keperawatan sarjana yang mengambil semester keenam mereka di Stikes Surya Global, Yogyakarta. Penggunaan frekuensi strategi pembelajaran kosakata dihitung dan sekelompok empat puluh peserta didik berhasil dibandingkan dengan empat puluh peserta didik yang tidak berhasil dalam hal strategi pembelajaran kosakata menggunakan frekuensi. Sementara itu, peserta bagian kualitatif empat puluh mahasiswa keperawatan yang berhasil dipilih dari sampel yang digunakan untuk kuesioner survei.

Pelajar ESP Indonesia dalam studi saat ini menunjukkan preferensi tinggi untuk strategi pengaturan metakognitif, tekad, sosial, dan strategi memori daripada strategi metakognitif, kognitif, dan terjemahan. Temuan penelitian ini mengungkapkan hubungan yang kuat antara tingkat kemahiran peserta didik dan penggunaan strategi pembelajaran kosakata mereka, perbandingan antara penggunaan yang berhasil dan kurang berhasil dari strategi menunjukkan bahwa ada perbedaan yang signifikan antara kedua kelompok dalam hal pembelajaran kosakata strategi menggunakan frekuensi. Temuan penelitian ini juga mengungkapkan hubungan erat antara tingkat kemampuan berbahasa, pengetahuan kosakata, dan pemilihan strategi pembelajaran kosakata.

Untuk secara pedagogik melibatkan temuan yang disebutkan di atas, para guru dan dosen ESP (1) harus mengintegrasikan instruksi strategi regulasi metakognitif untuk mendukung inisiasi diri siswa dan otonomi dalam mempelajari kosakata. (2) desain materi pembelajaran kosakata yang lebih menarik dan latihan yang mengintegrasikan beberapa jenis media dalam kaitannya dengan kosakata ESP seperti acara TV dan lagu-lagu berbahasa Inggris, (3) mendorong para pembelajar untuk membaca lebih banyak artikel dan teks bahasa Inggris online dalam kaitannya dengan bidang mereka. spesialisasi dengan meminta judul buku dan artikel dan memberikan rumah-woks tentang itu, (4) melatih peserta didik untuk menggunakan sebanyak mungkin strategi pembelajaran kosakata dan membantu mereka untuk menemukan cara yang efektif dalam menggunakan setiap strategi.

**Kata Kunci:** Strategi pembelajaran kosakata; Bahasa Inggris untuk pengajaran dan pembelajaran tujuan tertentu; kemahiran bahasa; pengetahuan kosakata.

## ABSTRACT

**Bouaoune Djihad** : A Case Study of the Vocabulary Learning Strategy Use of Forty Undergraduate Indonesian ESP Successful Learners . **Thesis Yogyakarta: Graduate School, Yogyakarta State University, 2016**

The current case study investigates the vocabulary learning strategies use of 40 successful Indonesian nursing students to shed the light on the benefits they bring for ESP vocabulary learning and teaching.

This study adopted the mixed method model consisting of two data collection phases, quantitative that is a survey questionnaire on the vocabulary learning strategies use frequency, and qualitative data collection through three data elicitation techniques, focus group interviews, classroom observation, and think aloud protocol. The sample for the survey questionnaire was 176 undergraduate nursing students taking their sixth semester in Stikes Surya Global, Yogyakarta. The use frequency of vocabulary learning strategies was calculated and a group of forty successful learners was compared to forty unsuccessful learners in terms of the vocabulary learning strategies use frequency. Meanwhile, the participants of the qualitative part were forty successful nursing student selected from the sample used for the survey questionnaire.

The Indonesian ESP learners in the current study show a high preference for the metacognitive regulation strategies, determination, social, and memory strategies than for metacognitive, cognitive, and translation strategies. This study's findings revealed the strong relationship between the learners' level of proficiency and their use of vocabulary learning strategies, the comparison between successful and less successful use of the strategies showed that there is a significant difference between the two groups in terms of the vocabulary learning strategies use frequency. This research's findings also reveal the close relationship between language level of proficiency, vocabulary knowledge, and the selection of vocabulary learning strategies.

To pedagogically implicate the above-mentioned findings, ESP teachers and lecturers (1) have to integrate metacognitive regulation strategy instruction to support the learners' self-initiation and autonomy in learning vocabulary. (2) design more interesting vocabulary learning materials and exercises that integrates several types of media in relation to ESP vocabulary such as TV shows and English songs, (3) encourage the learners to read more online English articles and texts in relation to their field of specialization by requesting titles of books and articles and giving home-woks about that, (4) train the learners to use as many as possible vocabulary learning strategies and help them to find the effective way in using every strategy.

**Keywords:** *Vocabulary learning strategies; English for specific purposes teaching and learning; language proficiency; vocabulary knowledge.*

**RATIFICATION**  
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**SUCCESSFUL LEARNERS**

**A CASE STUDY**

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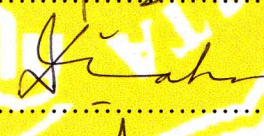
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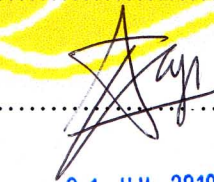
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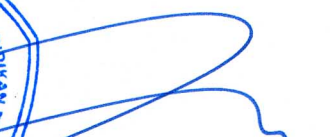
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## DECLARATION OF AUTHENTICITY

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Would like to certify that the work in this thesis has not been previously submitted for a degree nor has it been submitted as part of requirements for a degree in another college or university. Any help that I have received to finish this study and the preparation of this thesis has been acknowledged. To add, I also would like to certify that sources of information and literature used in this work are indicated in this thesis.

Yogyakarta, June 2<sup>nd</sup>, 2018

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Yogyakarta, May 23, 2018

The researcher

A handwritten signature in black ink, appearing to read 'Bouaoune Djihad', with a stylized flourish at the end.

Bouaoune Djihad

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*“No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way” (McCarthy 1990: 511).*

## **CHAPTER I INTRODUCTION**

### **B. Background of the Study**

The lack of vocabulary knowledge is perceived as one of the obstacles encountered by EFL and ESL learners. Chacón-Beltrán et al. (2010: 2) say that unsuccessful attempts have been made “to provide a theory or model that can explain vocabulary learning. However, This can be due to the flexibility of vocabulary that makes it different from the other skills. In other words, learners cannot rely on clear and specific rules to learn vocabulary. Besides its nature, the size of vocabulary knowledge has its contribution in this matter, one word can have more than two or three meanings. Oxford (1990) argues that the thousands of different meanings made vocabulary considered as the most sizeable and unmanageable component in learning any language including the native language. Therefore, many (ESL) English as a second language and (EFL) English as a foreign language learners perceive vocabulary as the main obstacle in language learning, thus, they spend long time memorizing lists of words and studying the vocabulary items in isolation of the context. This matter leads to the need of emphasizing the vocabulary learning strategies (VLSs) use in the classroom. training students to use VLSs appropriately is one of the best solutions for the issue of vocabulary learning difficulties.

English for Specific Purposes (ESP) has become an essential branch in English language teaching. Professionals increasingly demand ESP

programs to match the development in their own field. ESP vocabulary always presents a major linguistic obstacle to non-native English-speaking students. Consequently, effective ESP vocabulary teaching plays a crucial role in successfully implementing ESP programs. Although ESP vocabulary does not receive as much attention as language specialists suggest, numerous ESP practitioners have advocated the learning of lexical items according to semantic systems (Nyikos, 1991; Akbari, 2015). Robinson (1991) defends the learning of lexical items in ESP according to semantic systems. Other researches focused on the relationship between ESP vocabulary knowledge and reading skill. The lack of an adequate awareness of vocabulary learning strategies leads the ESP students to struggle finding the meanings of words, especially ESP words since they are considered as less frequently occurring. Nyikos (1991) emphasizes the potential value of teaching vocabulary learning strategies (VLSs) in the classroom.

Stikes Surya Global Yogyakarta is one of the fields of ESP since the students there learn English for nursing from their first semester. Based on the preliminary research finding, it was found that nursing students in Stikes Surya Global face difficulties in learning English for specific purposes, the mentioned difficulties have a strong relationship with the ESP vocabulary mastery. In addition, the lecturers in SSG stated that it is confusing for them to select the effective instructions and approaches for teaching vocabulary what made this latter problematic. It is challenging for them to teach ESP vocabulary due to the fact that no many learning materials and teaching sources in relation to nursing vocabulary do exist. In addition, the preliminary research conducted by the

researcher before conducting the research showed that the coursebooks used in teaching ESP in Stikes Suya Global lack of the integration of VLSs although vocabulary was given a big part of attention in that books, but only by providing lists of nursing terms with their pictures.

Another aspect revealed by the preliminary research was the significant difference between the students' level of proficiency, the lecturers stated in the interviews that some of the students in their classes (the minority) are active learners with a high English language proficiency. This mentioned aspect triggered the researcher to investigate their use of VLSs to provide deep insights that will be used to improve ESP vocabulary learning and teaching in SSG. Vocabulary learning plays a central role in ESP (English for Specific Purpose) situations in which English is used as a foreign language and university students who mostly do not have a good command of English language are required to study and comprehend a great deal of written and spoken texts in English.

As vocabulary is one of the main building blocks of any text/utterance, developing and making use of vocabulary learning strategies can help the ESP learners in dealing with the texts and comprehending them. As a reflection to this matter, the use of learning strategies in the classroom and outside it plays a crucial role in enriching the vocabulary knowledge and facilitating its acquisition. Vocabulary learning strategies are critical tools for supporting the learners' autonomy and facilitating the vocabulary learning. Therefore, the current study focuses on examining the VLSs used by successful nursing students in SGG since it has been proved that successful learners tend to use the VLSs in more

systematic and flexible way than the unsuccessful do (Akbari, 2015). The current research aims by that to provide deep insights concerning the systematic use of these strategies in the ESP field by focusing on the successful learners. They were selected to be the focus of this study because it has been proven by previous researches such as (Ahmad (1989); Akbari (2015); Wong (2014) that good language learners use a larger number of different VLSs (vocabulary learning strategies) than poor language learners do. The English for nursing was selected to be the focus of this study because it is considered as one of the ESP scopes that require learners to possess adequate vocabulary knowledge in relation to their specialization (Akbari, 2015).

### **Identification of the Problems**

The background of the study leads to the identification of the problems and the reasons behind the attempt to conduct the present study, they can be stated as the following:

1. Vocabulary acquisition and learning researches in the Indonesian context still very limited. Cahyono and Widiati (2008) argue that much still can be done for future EFL and ESP fields in Indonesia.
2. Nursing students in Stikes Surya Global face difficulties in understanding the reading texts in relation to their field of specialization due to the limited ESP vocabulary knowledge (preliminary research results).
3. The questionable difference between the English proficiency level of the nursing students in Stikes Surya Global although they study in the same classes with the same lecturers.

4. Nursing students in Stikes Surya Global lack of autonomy in learning ESP in general and ESP vocabulary in particular (preliminary research results).
5. The VLSs are not fully considered in ESP course-books and learning materials used in Stikes Surya Global (preliminary research results).
6. ESP lecturers in SSG lack of awareness in relation to VLSs and their integration in ESP teaching and learning.

### **C. The Delimitation of the Problem**

This research is limited to the identification of what kind of vocabulary learning strategies 40 successful ESP learners use and how often they use them. In addition, the thinking process leading to select a strategy is also considered in this study. Both the strategies they use in the classroom and outside the classroom will be considered. The different other factors influencing the English proficiency level and the VLSs use will be considered as well in this research, meaning that the VLSs will not be considered as the only reason behind the high vocabulary level of ESP students. Their motivation, attitude towards English vocabulary, their aptitude and many other factors should be taken into account. Thus, the current study mainly focuses on the relationship between VLSs and ESP students level of proficiency by studying the 40 successful learners use of VLSs and the reasons behind selecting strategies for a certain task.

### **D. Objectives of the Study**

The current study mainly aims at:

1. Identifying the most frequently used VLSs by nursing students.
2. Finding out the learning strategies used by 40 successful ESP learners to acquire and learn new technical and sub technical vocabularies.
3. Examining whether there is significant difference between successful and unsuccessful learners in terms of VLSs use frequency.
4. Determining the most effective VLSs based on the 40 ESP successful learners experience and perceptions.
5. Acknowledging the extent to which VLSs contribute in facilitating the ESP vocabulary learning.
6. Discovering the impact of English proficiency and vocabulary level on the selection of VLSs.

## **E. Significance of the Study**

### **1. Theoretical Contribution**

Theoretically the findings of this study will contribute on providing deeper insights concerning the ESP vocabulary learning and the role of VLSs in facilitating it. To add, they are expected to provide an insightful elaboration of VLSs use in ESP context, the VLSs which will be investigated by this research can be considered by the future studies when attempting to develop specific VLSs taxonomy for ESP context and learning materials. Moreover, this study will provide an overview concerning the ESP 40 successful students' perceptions towards VLSs and their importance in

vocabulary learning to consider those strategies in developing learning model for ESP context containing VLSs training.

## **2. Practical Contribution**

This research with its findings are expected to be used as one of the cases studied and examined in the field of vocabulary learning strategies, they are be beneficial for teachers and curriculum designers in terms of determining the most effective and systematic way to teach these strategies in the ESP context. Thus, based on the findings of this study, the teachers can know more about the way VLSs facilitate ESP learners to learn new words, while the ESP students, especially the less successful ones, can benefit from the findings of this study in terms of improving their awareness of VLSs and the way of selecting the appropriate ones to be used depending on the context and the learning situation. The findings of this research are expected to be beneficial for ESP materials developers in terms of acknowledging the value of VLSs and the necessity of integrating them in ESP course-books and learning materials.

## **CHAPTER II THEORITICAL REVIEW**

### **A. Theoretical Review**

#### **1. Definitions of Words/Word Families/Morphemes/Lemmas and Lexemes**

Due to the vital role that vocabulary plays in facilitating learners to master the other language skills, it was given a great part of attention by experts over the world. Many definitions have been given to vocabulary based on the way every expert perceives it, based on Procter (1996: 1628) the word vocabulary means “all the words used by a particular person or all the words which exist in a particular language or subject” meaning that vocabulary has its relation to the person using it and the language itself. Another definition provided by Diamond & Gutlohn (2006) defined vocabulary as the awareness of words and their meanings, he emphasized the potential role of vocabulary as the basic knowledge needed for mastering any other language skill.

A more detailed definition given by Henriksen (1996) who sheds the light on the aspects operationalizing the vocabulary comprehension including, the ability to translate the meaning of words from the foreign language into the native language (L1), finding the right definition in a multiple-choice task, or being able to paraphrase contexts from the foreign language into L1. Meaning that possessing an adequate vocabulary knowledge requires learners

to be able to transfer the meanings of words from the target language to their native language, the more accurate the transfer is the more mastered the vocabulary knowledge will be. Another aspect to be fully considered in learning vocabulary is the ability to put words in appropriate contexts in a flexible way. Nation (2001) defined vocabulary in a more complex way by focusing on the spoken form of the word, he argues that the learner is considered as fully aware of the meaning of the word when he can recognize and understand it out of its context without the need to guess.

McCarthy (1990, p. 3) provides a clarification about words saying: “it is most convenient to think of words as freestanding items that have meaning” freestanding items are the central parts of a word that can stand by themselves without the need to be bound to any other item. As an example the word “flying”, if it is broken into two parts, the part “fly” is a freestanding morpheme because it is meaningful without being bound to any other part. Meanwhile, the part “ing” has no meaning if not bound to another noun (McCarthy, 1990). The freestanding morpheme is called root and based on it many other words can be created if it bounded to different suffixes and affixes, such as “flying”, “fled”, “flier”. The process of adding “er” to “fly” to have the word “flier” is called derivation because the word is derived from the root “fly” while the process of inflecting the word for a grammatical meaning such as when adding ‘- ing’ is called inflection, “flying” is a present participle that indicates the progressing tense, so it reflects a grammatical aspect.

Aitchison (2003) & Field (2005) as cited in Easterbrook (2013: 12) defined ‘lemmas’ and ‘lexemes’ as the following, a lemma is a word’s generalised or glossed meaning and its word class — for instance, noun, verb and adjective whereas a ‘lexeme’ is a word’s morphology and form. According to Nunan (2003) and Schmitt (2010) the category of lexemes includes the multiword units, as it is mentioned in the example given in Schmitt (2010: 23) ‘absolutely fantastic’, ‘at once!’, ‘in a minute’, ‘portable TV’, ‘the United States of America’. The mentioned words are included in the discussion word families.

To sum up, all the definitions above agree that vocabulary knowledge implies the knowledge of the words’ meanings, but it is necessary to not limit it at that extent. Meaning that the vocabulary mastery is the ability to use words in different contexts and relate their meanings with their forms and uses. In addition, the natural linking between the already known words and the newly acquired ones is a significant sign showing that the learner possess a good level of vocabulary mastery. Therefore, it is not enough to consider the knowledge of meanings as an adequate aspect defining vocabulary knowledge, the awareness of all the aspects about a word including its use in different contexts is the real features of a good vocabulary knowledge.

## **2. What is Involved in Knowing a Word?**

Procter (1996: 1628–678) states that the word vocabulary means “all the words used by a particular person or all the words which exist in a particular language or subject”. He described the word as “small unit of the

language” that needs to be well understood in terms of its meaning, form, and use. Therefore, it is crucial to know what is involved in knowing a word in order to go deeper with vocabulary comprehension and learning. It is undeniable that words are not isolated parts of the language, they surely fit into interlocking systems and contexts. It is vital to know what the knowledge of a word should cover and what is involved in knowing a word. Nation (2001) named the efforts learners spend to learn a word in English as “word burden”, he argues that words have different burdens based on the patterns and the knowledge they imply in relation to the learners’ previous knowledge. As an example, the words holding similar sounds or letters from L1 words will be easier to be learned by the learners than the words that have no relation to the previously gained knowledge. Nation (2001) describes the word learning as a cumulative process that needs learners to meet the word for many times to have it stored in their memory and can use it appropriately depending on the context. Before going further with what is involved in knowing a word, the first thing learners should know is the distinction between vocabulary used in receptive skills and that one used in productive skills.

The table below taken from Nation (2001: 41) summarises all the aspects that should be considered when knowing a word, because the real knowledge of a word should cover its form, meaning, and use. When mentioning any language skill, the receptive and productive aspects of that skill should be considered. The same thing is applied for vocabulary as one of

the language skill. The first aspect mentioned in the table is the form of the word including its spoken, written, and word parts. The second thing that should be known by learners is the meaning of the word including its relationship with the form, in addition, the meaning is included in the concept and the items that the concept refers to should be well known by learners to relate the word with its form. The last aspect included in the knowing the meaning of a word is the associations in relation to the word, the metacognitive strategy most important strategies used for such function. The use of a word in relation to the context is the last aspect that is included in knowing a word, it covers grammatical functions, collocations, and constraints on use (register, frequency ...).

Table 1. What is Involved in Knowing a Word

<b>Form</b>	Spoken	R P	What does the word sound like? How is the word pronounced?
	Written	R P	What does the word look like? How is the word written and spelled?
	word parts	R P	What parts are recognizable in this word? What word parts are needed to express the meaning?
<b>Meaning</b>	form and meaning	R P	What meaning does this word form signal? What word form can be used to express this meaning? concept and referents
	Concept and referents	R P	What is included in the concept? What items can the concept refer to?
	Associations	R P	What other words does this make us think of? What other words could we use instead of this one?

<b>Use</b>	grammatical functions	R P	In what patterns must we use this word? In what patterns does the word occur?
	Collocations	R P	What words or types of words occur with this one? What words or types of words must we use with this one?
	constraints on use (register, frequency ...)	R P	Where, when, and how often would we expect to meet this word? Where, when, and how often can we use this word?

In column 3, R = receptive knowledge, P = productive knowledge.  
Source: Nation (2001: 41)

### 3. Receptive and Productive Vocabulary

A clear distinction between receptive and productive vocabulary should be acknowledged by the learners. Nation (2001) describes receptive vocabulary as the vocabulary used in both listening and reading skills, it can be met when reading a text or listening to people talking in English. The listening vocabulary use is based on the recognizing the form of the word when listening to someone talking and retrieving the meaning. Meanwhile, reading vocabulary use happens when reading a text and retrieving its meaning. what differentiates listening and reading vocabulary use are the strategies used in the retrieving process, but they are put under one category as receptive vocabulary. Productive vocabulary use happens using the form of words to express ideas and meanings through speaking and writing. The productive vocabulary use is more challenging than the receptive because it requires the learners to use the word appropriately in new contexts (Nation, 2001: 43).

**a. High-Frequency Words**

Nation (2001: 12) claims that high-frequency words include many content words: government, forests, production, adoption, represent, boundary. She added that almost 80% of the running words in the text are high-frequency words. The high frequency words are the words that can be frequently encountered by the learners when learning ESL and EFL or even incidently in their daily life. High frequency words are easier to be learned than the academic or less frequency words due to the intensive exposure to them.

**b. Academic Words**

Academic words are the words used in the academic diciplines and in academic texts. Nation (2001: 13) gives some examples of academic words such as policy, phase, adjusted, sustained, etc. Nation states that the best list of academic words is the Academic Word List (Coxhead, 1998).

**c. Technical Words**

Technical words are the words closely related to a discipline or a field of specialization. Nation (2001) gives an example of technical words as indigenous, regener- ation, podocarp, beech, rimu. He claimed that technical words usually cover 5% of texts, but it can be more depending on the extent to which the text is specialized to a certain field. Technical words are usually common in one topic area but elsewhere. As soon as we see them we know what topic is being dealt with (Nation. 2001).

#### **d. Low Frequency Words**

Low frequency words are the less occurring words in texts, they are rarely met by the learners especially in their learning. Nation (2001: 13) gives some examples of them such as zoned, pioneering, perpetuity, aired and pastoral. He claimed that There are thousands of them in the language, and they take the biggest part of the words in a language. They are all the words besides high-frequency words, academic words and technical words for a particular subject.

#### **4. Importance of Vocabulary Knowledge in Language Skill Development**

Possessing an adequate vocabulary knowledge is the right path leading to the mastery of the other skills' mastery. Schmitt (2000) states that mastering vocabulary of a language leads learners to communicate easily and fluently. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Nation (2001) and others summed up in their researches that mastering vocabulary is the key to possess a good spoken and written English. Without vocabulary, learners cannot understand the spoken and written English what result on not producing good and accurate utterances and texts. In addition, vocabulary plays a vital role in learning grammar as well because it facilitates the learners to use the structures and functions of the language easily (Alqahtani, 2015: 3). The more words the learners know the more they can learn and acquire in relation to the target language. Reading as one of the language skills that requires learners to possess an adequate vocabulary

knowledge to understand the texts and deal with the different types of written discourses. Having troubles in producing grammatically accurate and correct sentences will not restrict learners to express themselves and produce comprehensive utterances.

Willis (1981) states that vocabulary knowledge to language comprehension and use is like the heart to the body, possessing an adequate vocabulary knowledge motivates students to talk more and make them more confident with their English, what will open the opportunities for them to practice more and improve their grammar as well. Nation (2001) argues that 97% of the vocabulary used in a text should be understood by the readers in order to fully understand the text. Being aware of the key vocabularies meanings of a text is the essential to understand the message from that text. Therefore, vocabulary is considered as the most crucial and needed skill to master any language.

## **5. Process of Vocabulary Acquisition**

### **a. Information Processing Theory of Vocabulary Acquisition**

The process of life-long vocabulary learning as Blakemore and Frith (2005) believe starts from the early age of humans by matching words meanings to objects, the rate of vocabulary acquisition increases dramatically by the time a child grows older. It was found that 2000 vocabulary words of native language is the approximate average number of acquired words by five-years-old children (Blakemore & Frith, 2005). However, Adults also learn vocabulary at a fast rate (Nation, 2001).

Therefore, it is crucial to emphasize the process vocabulary is acquired and stored in the human brain. The information-processing models were developed by cognitive psychologists in order to explain how the knowledge is acquired by the human brain. This theory mainly discusses the aspects of memory encoding and retrieval, it focuses on how learning emerges in terms of memory and human brain. Mitchell & Myles (2004) state that the experts of information processing theory believe that second language acquisition is a cognitive process that includes the involvement of several steps and components. Learning strategies are one of the procedures made by learners to be involved in this cognitive process. Vocabulary as one of the linguistic competence components follows the same process as the other language skills in the human brain.

Michelle and Myles (2004: 24) point out that “the initial initiative in learning a second language is known as the controlled processing, this step involves activating the selection of information nodes in the memory”. The mentioned activation is controlled and constrained by the short-term memory. It happens automatically after employing it frequently in different situations. As a result, it does not require attentional control due to its storing in the long-term memory. The information processing theory is one of the most important theories in the psychological field of second language acquisition, it provides an elaboration of the way the information, including vocabulary words, are stored and retained in the human brain.

**b. Steven Krashen's Theory of Second Language Acquisition and Vocabulary Acquisition**

Second language acquisition (SLA) is the process of learning any language besides the mother tongue with or without deliberate and conscious instructions, the main focus of many theories and researches is the way this process happens, the behaviorists consider the linguistic environment as the dominant factor causing it to happen. Wang & Yang (2013: 861) state that in the behaviorist perspective, stimulus and feedback are indispensable elements in the acquisition. Steven Krashen systematic and comprehensive theory of SLA that has been revealed by him in the early 80s of the 20th century includes five main hypotheses: a. the Acquisition-Learning hypothesis; b. the Monitor hypothesis; c. the Natural Order hypothesis; d. the Input hypothesis; and e. the Affective Filter hypothesis [2]. The most comprehensive theory of Krashen is the language input theory that perceives language acquisition as a conscious and explicit process based on the acquisition rather than learning. This can be applied for vocabulary teaching and learning as well, the issues mostly encountered by learners when learning vocabulary are related to the determination of new words' meanings, the way how to apply these meanings appropriately in new contexts and express themselves using the accurate and appropriate words, all of these problems are acquisition-related (Wang & Yang, 2013: 2).

Krashen input hypothesis theory emphasizes the point that acquisition and learning are totally two different things that should be combined when teaching the language skills, including vocabulary. Krashen input hypothesis theory as described in (Wang & Yang, 2013: 861) perceives the material that can be produced and achieved by the learners in the target language as “input” that includes varieties of written and spoken information received from the environment. Therefore, providing different varieties of comprehensive “input” for vocabulary learning is one of the teachers’ responsibilities when teaching vocabulary. This input is in accordance with Krashen’s “comprehensible input”, which is with the aim of deepening students’ understanding (Wang & Yang, 2013: 862).

## **6. Repetition and Vocabulary Learning**

Being repeatedly in exposure to words will consequently affect the vocabulary mastery and the amount of words a learner has in repertoire. Webb (2014) argues that the more a word is met the greater the chance is to have it stored in the memory. Thus, repetition is a crucial way leading learners to memorize new words, retrieve them, and have them stored in their memories. A great part of attention has been given to investigate the extent to which repetition does impacts the vocabulary acquisition and learning. Webb (2007) focused on his study on the way vocabulary knowledge was impacted by several time of repeated exposure of unknown words in sentences. Several tests have been used by Webb to assess the extent to which the vocabulary knowledge has been affected by the encounters. The tests used assessed orthography, form–meaning connection, association, grammatical function,

and collocations. The findings of his study revealed that even one time of repetition allowed the learning of new words to happen, thus the more the encounter is repeated the more the aspects learnt increase.

Another study conducted by Pellicer-Sánchez and Schmitt (2010) revealed similar findings by focusing on the impact of repetition on incidental learning in spelling recognition, word class recall, meaning recall, and meaning recognition. Pellicer-Sánchez and Schmitt's (2010) study was wider in terms of its scope and deepness because the encounters were more than 28 times. The study findings showed that the amount of knowledge gained through the first four encounters and the following encounters until the 28<sup>th</sup> was approximately consistent and no significant difference has been found between the gained knowledge aspects. Meanwhile, the aspects in relation to words have been increased significantly after the 8<sup>th</sup> encounter until the 11<sup>th</sup> encounter. the extent to which learners pay attention and focus on words when being in encounter with them is another crucial aspect that has been emphasized by Pellicer-Sánchez and Schmitt (2010) in their research. Meaning that repetition can effectively increase the vocabulary knowledge if it is accompanied with a high level of attention and focus when encountering new words. A very important aspect revealed by Pellicer-Sánchez and Schmitt (2010) is that the most effective repetition is the one of encountering words in their context due to the fact of having meaning recognition, spelling recognition as the first vocabulary aspects being recognized by the participants.

Repetition is a crucial part in vocabulary learning. being in exposure to the words in repeated encounters facilitates learners to learn the words easily.

Thus, repetition is one of the factors impacting and facilitating vocabulary knowledge, but it cannot stand by itself if not many other factors play their vital role in making the vocabulary learning happen. The learners' motivation, their attitude towards vocabulary, their first language, the efforts they spend to learn words, their ability to use varieties of VLSs effectively, and many other factors have a contribution in increasing the learners' vocabulary mastery. the VLSs included in the questionnaire used in the current study includes many VLSs that imply repetition and repeatedly being in exposure to words, such as playing vocabulary games (puzzles, and cross words practices), intensive readings (reading newspapers, articles, and magazines in English), intensive listening (listening to words recordings, watching videos and movies in English). Therefore, the current study emphasizes the crucial role repetition plays in facilitating the vocabulary learning to happen.

## **7. Types of Vocabulary**

The distinction between the vocabulary types is essential for teachers and learners in order to determine which approaches and instructions to use while learning and teaching; In addition, acknowledging the different types of vocabulary facilitates the learners to focus on the type they need for their learning purpose. The recent studies led to the distinction between the vocabulary used in written texts and spoken texts. The analysis of the Cambridge International Corpus (CIC) by Gouder (2015) showed that written texts use more specific lexical words than spoken texts. This latter tends to be more general and obscure. Therefore, the focus should be given to the spoken

vocabulary in the situations that require active communication; meanwhile, written vocabulary is specialized for the input. If vocabulary should be classified based on the words' frequency, the core and non-core vocabulary are considered as two other types.

The core vocabulary refers the words that frequently occur in written and spoken texts. McCarthy (1990) claims that core vocabulary words are preferred to be used by many people due to their awareness of its meaning. The core vocabulary words are mostly used for elaborating and paraphrasing. The non-core vocabulary is common in ESP context, Carter (1988: 172) claims that “non-core vocabulary is the across-specific vocabulary in which the language as a whole is concerned”. In terms of ESP teaching and learning, the distinction between technical and semi-technical vocabulary is needed. Dudley-Evans and St John (1998) state that semi structural vocabulary is mainly used in general language, but it has a high frequency occurrence in specific and technical descriptions and discussions, meanwhile, the technical vocabulary has specific and specialized meaning which is used for special disciplines of ESP.

## **8. Learning ESP Vocabulary**

Xhaferi (2010: 232) claims that Vocabulary acquisition is incremental in nature and this means that words are not learned instantaneously but they are learned over a period of time. Meaning that vocabulary is a skill requiring learners to be in an intensive exposure with words to firstly discover their meaning, retrieve, store, and use it appropriately depending on the need. English for specific purposes learners need specialized vocabularies to be used

for specific needs depending on their field of specialization. Schmitt (2000, p. 131) argues that “the objective of vocabulary learning is to transfer lexical information from short-term memory, where it resides during the process of manipulating language, to permanent long-term memory”. the mentioned transfer to be happen needs an exposure to the needed words in a systematic and effective way, the role of input here plays a crucial role including the input given by the teacher and the efforts spent by the learners to achieve the mentioned exposure, what is called as Vocabulary learning strategies.

The first gate for words when initially encountered by the learners is the working memory or the short- term memory. Xhaferi (2010) defines the working memory as the bridge transferring the information to the long-term memory, with a limited capacity to hold information for a limited time. Meanwhile, the long-term memory holds the information for a long time with an unknown capacity. Words are stored in the long-term memory and represented based on their relationship to one another, what Nation (2002) called as collocations. Driscoll (2005) states that concrete words are easier to be learnt than abstract words. It is much easier remembering words as school, girl, boy than remembering words as independence and reputation. Driscoll (2005) explained that the reason behind such thing to happen is that concrete words are better remembered by two memories, the verbal and imaginal system. While the abstract words are less remembered by the verbal system.

English for specific purposes course as one of the recent trends of higher education aims at preparing the learners for their future career and cope

with globalization era requirements. ESP differs from ESL and EFL in many aspects including its vocabulary that is considered as less occurring due to its relation to specific fields, such as medicine, agriculture, education, etc. It is necessary to have the teachers trained and well introduced to such vocabulary in order to provide adequate input for their students. Since the time given in the ESP class is not enough to ensure the adequate exposure to vocabularies, it is essential for the teacher to arise the learners' awareness of learning strategies and their importance in facilitating them learning ESP vocabulary autonomously. Nation (2001) categorized vocabulary occurring in written texts as the following:

- 1) High-Frequency words as the highly occurring words that can be often met by the learners in an incident way.
- 2) Academic words are the words that are highly used in academic texts
- 3) Technical words are the words in relation to a specific field of specialization and subject area (words from the field of agriculture)
- 4) Low-Frequency words including all the rarely occurring words.

Nation (2001) provides the above mentioned categorization as an emphasize given to the importance of reading in enriching the learners' vocabulary through being in exposure to different varieties of texts.

## **9. Teaching ESP Vocabulary**

The most effective way to teach vocabulary has been a topic of debate for a long time. Some experts such as Dudley-Evans and St John (1998) emphasize the idea of teaching vocabulary through non-direct or incident

instruction, they state that ESP vocabulary should be learned by the learners incidently when given exercises and activities. This opinion agreed with the idea of lexical approach that emphasizes the use of words in their contexts to be taught and learnt communicatively. Strevens (1973) as cited by Xhaferi (2010: 234) points out that “learners who know scientific field may have little difficulty with technical words; but a teacher who doesn’t may have a great deal”. Meaning that learners by being in a direct exposure to the field and its practice can better understand the words used for that field than teachers who only teach ESP without being in a direct touch with the field. Xhaferi (2010) states that lexical chunks are very important in ESP learning because learners tend to use them when communicating and writing. In addition, they are crucial to facilitate learners identify low and high frequency words. Kavaliauskiene and Janulevièiene (2000) believe that retrieving and using chunks in a combined way is the way to achieve fluency and accuracy in the language use. Therefore, it is vital for ESP teachers to emphasizes the importance of chunks and train the students to use them appropriately.

Dudley-Evans and St John (1998) claim that ESP is an approach rather than a product and it depends on the learners and their needs in relation to their field of specialization. It is important to point out that technical vocabulary occurrence in texts and different discourses is shaped by the same reasons as the general vocabulary. Dudley-Evans and St John (1998) categorize the ESP vocabulary into general vocabulary with higher frequency or with specific meaning in a particular field. Therefore, ESP teachers should possess the

knowledge of both general vocabularies with specific meanings related to the field and general English words with correlation to certain disciplines. The way to teach ESP vocabulary doesn't differ significantly from the ESL and general vocabulary teaching. the only aspect that makes it differ is the nature of words as grammatical vs lexical words, cognates vs non-cognates, etc. (Kavaliauskiene and Janulevièiene, 2000). Xhaferi (2010) claims that ESP vocabulary needs to be taught by focusing on words in their natural context more than grammatical and language structure. Lewis (1993) states that ESP vocabulary is considered as more difficult and complex than ESL and EFL vocabulary due to the big amount of collocations in it that requires learners to combine them systematically with the challenge of less chances to translate or transfer the meaning from L1.

The use of lexical approach in teaching ESP vocabulary will facilitate the process of teaching and learning it from the context. Lewis (1993) claims that it is the responsibility of teachers to familiarize their students with as many as possible collocations and the way to use them in ESP vocabulary learning. Morgan and Rinvoluceri (2004) agree with Nation (2002) in the point that the way new words are learnt is associative rather than mechanic. Teachers are required to play the role of mediators in facilitating learners to know many collocations and use them appropriately. All the above-mentioned aspects concerning ESP vocabulary nature and the way to teach it lead us to the emphasize of vocabulary learning strategies as tools assisting learning it in an effective way.

## **10. Language Learning Strategies**

Before going further with definitions of language learning strategies, it is crucial to know what a strategy means. Based on the definition given by Oxford Advanced Learners Dictionary, the word strategy is defined as “1) A plan that is oriented to accomplish a particular goal 2) The process of planning something or carrying out a plan in a skillful way and 3) The skill of planning the movements of armies in battle or war.” From the mentioned definition it can be said that strategies are closely related to planning, carrying out, and skill. These three factors should be well considered when studying the strategies used by learners. The extent to which they plan their learning in a skilful way and carry out the learning process. Oxford (1990) in her book “language learning strategies” gave a big part of attention to the language learning strategies and their importance in facilitating the learning process to happen.

Learning strategies are the actions carried out by learners in order to have the learning process facilitated. O’Melly and Chamot (1990) defined learning strategies the thinking process and behaviours leading learners to gain, store, or retain a new knowledge. Oxford (1990) perceived them differently as the procedures done by learners to take responsibility for their own learning and gain more information. It is obvious that the mentioned definitions have an agreement on the nature of learning strategies as steps or procedures taken by learners themselves to enhance their learning, hence, strategy use is learner-based process that have to be somehow monitored and trained by teachers.

Cohen (1998: 4) states that:

*“Language learning and language use of strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning use of a second or foreign language, through the storage, retention, recall, and application of information about that language.”*

From the definition above, it can be said that the use of strategies is a deliberate process that imply preferences and thinking process leading to the appropriate selection. Thus, employing learning strategies is crucial for all the different steps of learning starting from storage, retention, recall, and using new information appropriately.

### **11. Definitions of Language Learning Strategies**

Language learning strategies have been defined differently based on the experts' perspectives. Oxford (2001:166) defined language learning strategies as “operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations”. The aims from using the strategies and the factors impacting this use are obviously given by Oxford (2001) in her definition, facilitating learning and make it more enjoyable because of the dominant impact of preferences on strategy use.. As defined by Chamot *et al* (1987) language learning strategies are techniques, approaches or deliberate actions employed by learners to make learning easier for them and remember knowledge in relation to linguistics and learning material.

Ellis (1994) summed it up that four aspects should be considered when

defining language learning strategies, 1) general approaches or particular techniques 2) based on both behaviour (possible to be observed) and brain or one of them. 3) deliberately chosen and carried out or subconscious 4) closely related to the first language knowledge or have new features in relation to the target language. Language learning strategies help learners improve their knowledge and understanding of a target language. As a conclusion, language learning strategies are thoughts and steps employed deliberately and consciously by learners in order to have the learning process facilitated and eased for them.

## **12. Language Learning Strategies Classifications**

Learning strategies used are crucial aspect to identify whether the learners are autonomous learners or not. The success of learning a foreign language depends significantly on the way students use learning strategies and the varieties of strategies they use. The more strategies a learner knows and can use the more his language skills improve. Thus, it is essential to know the strategies students have in language learning. Many studies have been devoted in the field of learning strategies in order to classify them based on their nature, function, impact and more. Oxford (1990) classified learning strategies based on sources into direct and indirect strategies. Direct learning strategies consist of three main categories, memory, cognitive, and compensation strategies. While indirect learning strategies are metacognitive, affective, and social strategies. O'Malley and Chamot (1990) classified the VLS into three main groups, each group contains three subgroups, the first group is metacognitive

strategies that include planning, monitoring and evaluation. The second group is cognitive strategies including many strategies such as repetition and summarizing. The last group is socio-affective group that contains questions for clarification, cooperation, and self-talk. The classifications stated above are the most common in the field of learning strategies, but most of them do not provide a detailed and accurate organization of strategies. In other words, these classifications still not cover all the aspects that should be considered in the field of learning strategies such as psychological, learning and second language acquisition aspects. In addition, the classifications listed above do not explain the relevant importance of each strategy to facilitate teachers and learners being aware of the most effective strategies in each classification.

### **13. Definitions of Vocabulary Learning Strategies**

Winden (1987) as cited in Kulikova (2015) states that strategies refer to specific actions or techniques implied by learners to acquire and learn the language; meanwhile, Ortega (2009) argues that learning strategies are guided and controlled by the human brain consciously; thus, not all of them are observable. Learning strategies are problem orientated and they may contribute directly or indirectly to learning, they may be consciously deployed or become automatized and remain below consciousness, this proves that they are not mental in nature, but conscious and behavioral. Nevertheless, many of them come from the human brain, but they still influenced by other factors such as the culture, the interests, the motivation, and the like. Another definition given by O'Malley and Chamot (1990, p. 1) describes the vocabulary learning strategies as “the special thoughts or behaviors that individuals use to help

them comprehend, learn, or retain new words". Meaning that vocabulary learning strategies function differently based on their type and the situation they are used in. This definition leads to the thought that vocabulary learning strategies should be classified based on many factors, including their use, their nature, and even their effectiveness and appropriateness for a field such as ESL, EFL, or ESP as considered in the current study.

Another definition of vocabulary learning strategies to be emphasized is that one given by Schmitt (1997) since her taxonomy is considered as the most comprehensive and complete taxonomy of VLSs. She based her definition of VLSs on Rubins' early definition who perceives VLSs as the process by which information is obtained, stored, retrieved, and used. Chamot (2012) emphasizes the function of learning strategies as facilitators of the language learning. While Wenden (1991) argues that learning strategies are shaped by the mental procedure in the human brain, they are used strategically by learners. Therefore, learning strategies are mental steps constructed in the human brain after observing and receiving knowledge (from teacher or environment), they are performed behaviorally and strategically based on many factors including internal and external factors. Each strategy has its appropriate use and function depending on the way learners employ it and when they use it.

All the above mentioned definitions refer to the general definitions of learning strategies to define VLSs. The current research follows the definition given by Schmitt (1997) as its guiding reference since it is the most specific and consistent definition given to VLSs that covers all the aspects in relation to

vocabulary learning including, the way the information (words) are obtained, stored, retrieved, and used. Following the mentioned definition logically lead to the employment of Schmitt (1997) taxonomy in the further steps of the current research.

#### **14. Vocabulary Learning Strategies Taxonomies and Classifications**

Classifying vocabulary learning strategies was and still a debating topic since no expert ended up with a perfect classification, Fan (2003: 223) argues that “to conclude that no classification is perfect and any individual strategy may fall into one category or another, depending on the aspect in focus”. Thus, the taxonomy developed by Nation (2001) indicates specifically the characteristics that a strategy should possess, including the choice, complexity, knowledge from training, and increase the efficiency of vocabulary training and use. Nation’s taxonomy divides VLS into three categories, planning, sources, and process. Nation (2001) claims that repetition is crucial for vocabulary learning, this is due to many aspects that can be known about the word. Thus, one or two times of exposure to the word are not enough to cover all the aspects in relation with it. Retrieval is essential for vocabulary development and storing the words in memory, Nation (2001) emphasizes the usage of retrieval by students instead of rereading their notes. Robinson (1980) states that sources such as dictionaries are used for three main functions, decoding for comprehension, encoding for production and vocabulary intentional learning. Recording with its different types is one of the noticing forms. Noticing emerges when learners recognize and consider a word as

important for their learning. Word cards and vocabulary notebooks are the most effective and commonly used forms of recording.

**a. Schmitt's (1997) Vocabulary Learning Strategy Taxonomy**

Schmitt taxonomy is the most complete and comprehensive taxonomy of VLSs. It has been based on Oxford's (1990) Strategy Inventory of Language Learning (SILL). The taxonomy includes fifty-nine strategies that have been categorized into groups based on their source and function into five categories (Determination, Social, Memory, Cognitive & Metacognitive strategies) as illustrated in the figure 1 below taken from Wong (2014:18).

**1) Determination Strategies**

Determination Strategies are the actions made by the learners when encountering a new word's meaning to be discovered without recourse to another person's expertise' (Schmitt, 1997, p. 205). Brown (2000: 124) in Wong (2014) states that some researchers categorized the social strategies and affective strategies under one category as socio-affective strategies, that is, strategies that "have to do with social-mediating activity and interacting with others". Schmitt's VLS taxonomy excludes affective and compensation strategies as categories. She distributes them for the other parts of the categories. In her taxonomy, Schmitt (1997: 205) emphasizes the need of distinguishing "the initial discovery of a word's meaning" and "remembering that word once it has been introduced" or what is called retrieval. Therefore, Schmitt divided the strategies into two main

groups, discovery and consolidation, these two groups have been adapted by Schmitt based on Nation (1990) description of those strategies.

2) **Discovery strategies** refer to the strategies used only on determining and discovering the meaning of a new word when firstly met.

3) **Consolidation strategies** are the strategies used to retrieve and remember the meanings of words, such as the Cognitive, Memory and Metacognitive strategies.

Table 2. Schmitt's Vocabulary Learning Strategy Taxonomy (Schmitt, 1997)

<b>Dimension</b>	<b>Classifications of strategies</b>	<b>Strategy Use</b>
<b>Discovery</b>	<b>Determination strategies</b>	Strategies used when encountering a word for the first time and discovering its meaning without recourse to another person's expertise (p. 205).
<b>Social strategies</b>	<b>Social strategies</b>	Strategies used when asking someone for the meaning of a word (p. 210).
<b>Consolidation</b>	<b>Memory strategies</b>	Strategies that imply "approaches which relate new materials to existing knowledge" (p. 205).
	<b>Cognitive strategies</b>	Are "manipulation or transformation of the target language by the learner" (Oxford, 1990, p. 43).
	<b>Metacognitive strategies</b>	Are used as "a conscious overview of the learning process and making decision about planning, monitoring, or evaluating the best ways to study" (p. 205).

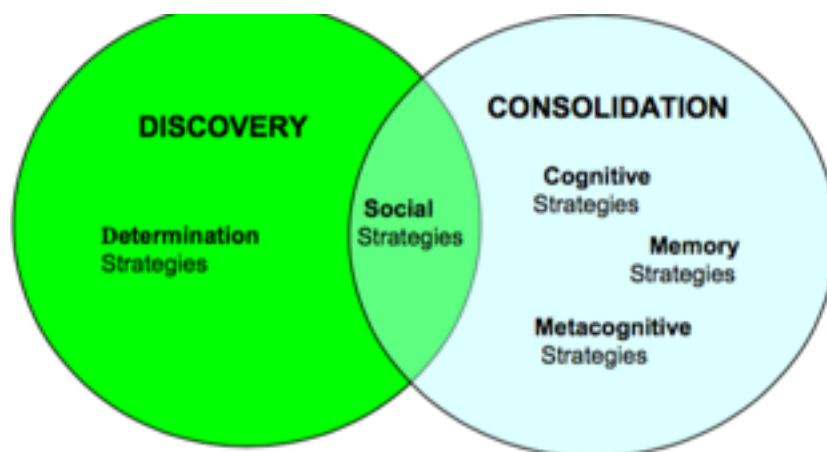


Figure 1. Dimensions of Vocabulary Learning Strategies in Schmitt's (1997) VLS Taxonomy

Schmitt's (1997) conducted a research about the VLSs use and its frequency, the findings of her study showed that using bilingual dictionary, asking classmate for help, and guessing from context are the most frequently used discovery strategies, meanwhile, verbal repetition, written repetition and studying the spelling of words are the most frequently consolidation strategies. Schmitt (1997) taxonomy has been used by many other researches such as Jurkovic (2006), Catalan (2003), and Harley and Hart (2000). Jurkovic (2006) summarized Schmitt's VLS taxonomy very adequately in Table 3 below. He gave examples of the strategies in relation to their categories.

Table 3. A Summary of Schmitt's VLS taxonomy

<b>VL STRATEGIES</b>	<b>DISCOVERY</b>	<b>CONSOLIDATION</b>
<b>Determination</b>	e.g. guess from textual context	
<b>Social</b>	e.g. ask classmates for meaning	e.g. interact with native speakers
<b>Memory</b>		e.g. use semantic maps
<b>Cognitive</b>		e.g. keep vocabulary notebook
<b>Metacognitive</b>		e.g. use L2 media

Source: Jurkovic (2006)

### **15. The Importance of VLSs in Language Teaching and Learning**

Another research on vocabulary learning strategies conducted by Wu (2005) to investigate the way Taiwanese secondary and university students use the VLSs showed that discovery strategies including using Chinese-English bilingual dictionary and guessing from context are the most used strategies in addition to asking classmates for word meaning/s. the consolidation strategies that have been found to be frequently used were studying the sounds of words and repeating word forms. The present research to investigate the use of both determination and consolidation strategies.

Due to the important role vocabulary plays in improving the language proficiency, it has been given more attention recently. Many researches has been devoted to investigate the impact of vocabulary learning strategies (VLSs) on the language proficiency (e.g; Ghazhal, 2007; Akbari, 2009). Meanwhile, other researches focused on comparing the way successful and less-successful students of VLS (e.g., Gu, 2003; Nation, 1990). It has been proven that vocabulary learning strategies have a positive relationship with

both the general proficiency level and vocabulary mastery, although not all the VLS has a similar impact on these two variables. The lack of an adequate awareness of vocabulary learning strategies can result negatively on the vocabulary acquisition process, despite all the efforts made by learners to master it. Nation (2001) emphasizes the potential value of teaching vocabulary learning strategies (VLS) in the classroom, he argues that VLS are effective tools for constructing the meaning from a text and stimulating the reading comprehension. Schmitt (1997) VLSs taxonomy is considered as the best taxonomy in terms of categorizing the strategies and covering most of the strategies used both when determining the meaning and consolidating it. The questionnaire used in the current study has been adapted from Wong (2014) who adopted Schmitt taxonomy with adding some metacognitive regulation strategies from Gu & Johnson (1996: 207-208) and translation strategies from Oxford (1990) SLIL.

## **16. Metacognitive Strategies**

Metacognitive strategies as defined by Oxford (1990) are actions and techniques used by learners in order to organize, plan, focus and evaluate their learning. As an example when a learner listens to a tape- recording/CD of the words or watch medical TV shows and programs in English, they are looking for opportunities to practice and improve both their general and ESP vocabulary. Meanwhile, when a learner skips or pass difficult medical English words, he/she is self-monitoring his/her learning and take and take a god benefit of time as Kalahaji, (2012, p. 140) as stated in Wong (2014: 274) argues that “Efficient use of time” and knowing when to study a new word

actively” are considered to be useful metacognitive strategies. Repetition is the main aspect implied in the metacognitive since they are categorized under the consolidation strategies category. Reading English news-papers and listening to tape-recording of the words is considered as strategies facilitating learners to meet the words they already know and retrieve them in different context in addition to encounter new words they do not know yet.

A study done by Zarafshan (2002) on the VLSs used by Iranian students showed that their low use of metacognitive strategies is due to curriculum design which did not assist collaborative learning and the educational institutions which did not provide much opportunity for the use of these strategies. Similar findings have been found by Zhao’s (2009) in his research on the Chinese college students, it showed that metacognitive strategies were barely used by the learners to rarely use metacognitive strategies in their vocabulary learning, especially ‘planning’ strategies. Zhao’ findings revealed the fact that the awareness of vocabulary importance is not enough if it is not accompanied with good use of VLSs.

### **17. Social Strategies**

As defined by Oxford (1990) social strategies are the interactions with other people made by learners in order to discover the meaning of new words by asking questions, developing cultural understanding and cooperating with others in the learning process. Social strategies are widely used by the learners because they do not require big efforts or thinking process from them. Some examples of those strategies are asking the teacher or classmates about the meaning, paraphrase, and translation of new words or work in

groups and in pairs to study the meaning of new words. Social strategies are considered as consolidation strategies as well because learners remember well the incidents accompanying the process of asking about the words' meaning. In addition, learners can use social strategies to practice with others new words they have learned which is considered as a consolidation process. Schmitt (1997:211) as cited in Wong (2014: 22) claims that group work and cooperative group learning could promote “active processing of information and cross modeling/imitation”, meaning that the interaction with people when using social strategies facilitates the process of transferring the information from the working memory to the long-term memory and store it there. Lenganawati's (2003) research compared between the use of VLSs by Indonesian and Australian students in Australia. The findings of his study revealed that Australian students tended to use more strategies than the Indonesian learners, and the most used social strategy was interacting with classmates through asking questions and doing vocabulary tasks together.

### **18. Cognitive Strategies**

Cognitive strategies as defined by Oxford (1990) are the strategies used by learners to match and relate new information with existing schemata, and then analyse that information and classify it. Those strategies are crucial for vocabulary learning because as mentioned before, words usually retrieved in the human brain in relation to one another, cognitive strategies link new words with existing schemata in order to help retrieving and remembering the meanings of words. Kalahaji (2012) states that the focus of cognitive

strategies is on repetition and mechanical means than on manipulative mental processing to study. Meaning that learners use repetition to store and transfer information from working memory to the long-term memory.

Examples of cognitive memories included in the current study are putting English labels on physical objects that facilitates students to repeatedly see the labels of physical objects and remember their names, what will result positively on storing their names on the long-term memory. Other cognitive strategies are keeping a vocabulary notebook, verbal/written repetition, note-taking, writing a wordlist of new words learnt and paraphrasing the word's meaning without help from others. All the mentioned examples imply repetition in its different forms to store the information in the brain. Studies conducted by (Schmitt, 1997; Gu & Johnson, 1996) showed that university students rarely use memorizing words lists and vocabulary flash-cards cognitive strategies because they consider them as less effective for their learning.

## **19. Memory Strategies**

As Oxford (1996) defined them, memory strategies or mnemonics are techniques learners employ to store the information in their memory to retrieve it when when they need it for communication with others. Some examples of memory strategies used in the current research are connecting a word with its coordinates, making sentences using new words, connecting the word to already known words/personal experience, studying or practising the meaning in a group, learning and memorizing idioms from stories, memorizing the meaning of affix and roots, memorizing parts of speech,

imaging word's meaning. the research conducted by Zarafshan (2002) study revealed that memory strategies are the most frequently used strategies by the Iranian students, that is due to the necessity of their strategies and their importance in remembering and retrieving the new words. The current research aims at discovering the extent to which nursing students frequently use the memory strategies as a part of its investigation.

## **20. Metacognitive Regulation Strategies**

Metacognitive regulation strategies have been taken from Gu and Johnson (1996: 83), they defined them as are the goal-setting and vocabulary-selection strategies, and self-initiation strategies to evaluate and monitor personal vocabulary learning progress. Meaning that this type of strategies facilitates learners to evaluate their learning progress and select the VLSs wisely and systematically. In their research, Gu and Johnson (1996) found that learners who use self-initiation strategies are more to be successful than others. Some examples of metacognitive regulation strategies are: learners find out meaning of words they are interested in, use/surf the internet to find/find their English. Besides Schmitt taxonomy, the current study aims at discovering the strategy use of metacognitive regulation strategies used by the ESP learners as strategies taken from the research done by Gu and Johnson (1996) who found out that metacognitive regulation strategies are crucial to improve the learners' autonomy and stimulate their motivation and creativity. Through these strategies, learners can select the learning ways they should give more attention than the other learning techniques.

Different from the previous research which focused on the use of VLSs in learning ESL and EFL, the current study aims at discovering the use of VLSs in terms of ESP vocabularies with the consideration of metacognitive regulation strategies which have rarely been considered by previous researches besides Gu and Johnson (1996) research. Stoffer (1995:148) as cited by Wong (2014) recommended that learners be trained to “take charge of their own learning” and be more “autonomous and less dependent to their teachers”. it is crucial for learners to adapt and adjust accordingly to the learning conditions and employ metacognitive regulation strategies.

## **21. Translation Strategies**

Transferring the meaning of words from one language to another is called translation, from which the definition of translation strategies can be taken from. Chamot et al., (1987) defined translation strategy as the use of the first language as a base to understand and/or produce the second language. Translation strategy is considered as a strategy that is commonly used by learners due to its effectiveness in helping them learn new words easily and stimulates their self-confidence since it is related to their native language which they master well and have control on. The current study adapted the questionnaire employed by Wong (2014) that includes one translation strategy taken from Oxford (1990), that is ‘Write meaning of new words in your native language’. The mentioned strategy was added by Wong (2014) because it was included in both Schmitt (1997) and Gu and Johnson (1996) taxonomies. Wong (2014: 23)

## 22. Hedge's Classification of Vocabulary Learning strategies

The taxonomy developed by Hedge (2000, pp. 117-118) categorized VLSs into two main categories as illustrated in Figure 2 below:

<p><b>Category 1:</b> <b>Cognitive Strategies:</b> Making associations; • Learning words in groups; • Exploring range of meaning; • Using key words. A keyword is a word chosen from the mother tongue which sounds like the new word in the second or native language, and where it is possible to make some kind of association between the two words; • Reading on for evidence in the context of the text; • Inference strategy.</p> <p><b>Category 2:</b> <b>Metacognitive Strategies</b> • Consciously collecting words from authentic contexts; • Making word cards; • Categorising words into lists; • Reactivating vocabulary in internal dialogue; • Making a word-network of vocabulary associated with a particular item.</p>
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Source: Dernouni (2013: 26)

Figure 2. Hedge's Classification of Vocabulary Learning strategies

The taxonomy of Hedge focused on metacognitive and cognitive strategies only, but she gave a comprehensive and complete identification of each strategy what made the researcher of the current study used eight cognitive strategies from her taxonomy as explained in details in the next chapter.

## 23. Vocabulary Learning Strategies and ESP

The use of language in real situations is the focus of the new linguistic trends. Thus, the main purpose of ESP learning and teaching is addressing the learners' needs. Learners' different characteristics and learning strategies should be the first consideration when attempting to develop an ESP program.

Due to the nature of ESP vocabulary as low frequency words, it should be given a crucial part of attention in ESP programs. Moreover, vocabulary learning needs longer time than the other skills with an intensive exposure to the words. Thus, vocabulary leaning strategies should be given a big part of attention in the classroom. Perry and MacDonald (2001) as cited by Akbari and Tahriran (2009) believe that learners find new specialized or non-specialized words appealing what impacts their learning positively.

ESP students need vocabulary to understand the learning materials and instructions used in their field, especially because they will often find specialized English words. Harding (2011) sates that meeting technical and specialized English words in the ESP context made the vocabulary crucial for this field. Thus, a good understanding of the words used in ESP texts leads the learners to comprehend better their area of specialization. Vocabulary learning strategies VLSs play a vital role in stimulating the learners' autonomy and improving their vocabulary knowledge. Ghazal (2007) claims that VLSs are vital for acquiring vocabularies in many different languages. For ESP, employing as much as possible ESP in learning the technical vocabulary will facilitate the learners to actively communicate using ESP vocabulary. In addition, possessing an adequate vocabulary allows ESP students to succeed in their specialism.

VLSs are beneficial to ESP students in terms of supporting their autonomy in learning technical vocabulary, especially because many ESP programs do not provide lessons of technical vocabulary, hence, learners should have the ability to learn and acquire the technical vocabulary

independently. Nation (1999) emphasizes the VLS to be selective and complex, the possible VLS for ESP are synonyms/ antonyms, learning words by categories, by topic, by word families and also vocabulary cards. Nation (2001) emphasizes the importance of prior knowledge and monolingual dictionaries in vocabulary learning. Gounder (2015) believes that VLS are needed for learning the language four skills, he argues that the VLS used within the four skills learning are related to each other and have similar roles in facilitating learners

#### **24. Successful and Unsuccessful Learners**

The topic of distinguishing between successful and unsuccessful learners attracted the attention of many researchers of the field of second and foreign language learning, such as Rubin (1975), Stern (1975), they focused on the way successful and unsuccessful learners use the strategies and which strategies they perceive as effective for their learning. The relationship between strategy use and success in learning L2 has been the focus of a number of vocabulary learning studies (e.g., O'Malley and Chamot, 1990; Stern, 1975). Chesterfield and Chesterfield (1985) argues that beginner students have preferences on using strategies in relation to receptive skills, while more advanced learners used strategies implying interaction of one's learning. other findings by Abraham & Vann (1987) proven that good language learners choose strategies that are rarely or even never employed by less successful learners. In addition, successful learners tend to use learning strategies more frequently than less successful students.

Noormohamadi and Amirian (2015) argue that three main approaches exist in terms of strategy use and learners' proficiency. The first approach is studying the successful and unsuccessful learners' behaviour (Stem 1975; Papalia & Zampogna 1977; Naiman et al. 1978; Rubin 1975,1981; Gillette 1987). Researches conducted concerning the mentioned approach focused on training unsuccessful learners to obtain successful learners behaviour. Van and Abraham (1990) argue that the assumption of poor learners use few strategies is worth critics because actually, poor learners do not lack of strategies, but they lack the ability to employ the strategies appropriately and effectively. Moreover, some unsuccessful learners may have similar amount of strategies in their repertoire as successful learners do, but the use and the frequency of employing those strategies differs significantly.

Abraham & Vann (1987) claim that inadequate information concerning the strategies used by unsuccessful learners given when training the learners is the reason behind the limited success of learner training. Thus, it is crucial knowing which strategies are applied by unsuccessful learners as well. Porte (1988) and Vann & Abraham (1990) focused on the second approach that is studying the strategies employed by unsuccessful learners to provide insights about which strategies these learners use. The last approach is comparing the strategy use of successful and unsuccessful (Hosenfeld 1977; Wesche 1979; Abraham & Vann 1987; Ahmed 1989). Gu (1994) claims that based on the strategy use, learners can be categorized as successful and unsuccessful learners.

McGroarty and Oxford (1990) as cited in Noormohamadi and Amirian (2015) argue that the suitable learning strategies employed by successful learners facilitate the explanation of their performance and the unsuitable learning strategies used by unsuccessful learners help to acknowledge their frequent failure. Thus, as stated Noormohamadi and Amirian (2015) “Success, then, can be partly explained by discovering what 'good' learners do that & poor' learners do not”. This approach in studying learning strategies have to be followed consistently in order to gain a deep and beneficial overview on the strategies use, especially in the ESP as a less explored field in terms of learning strategies researches. The current study on VLSs use of 40 successful Indonesian learners sheds the light in its quantitative data collection on comparing the successful and less successful learners in terms of strategy use.

Kojic-Sabo & Lightbown (1999) claim that the quality of the strategies used and the way learners use them is the aspect that mostly matters more than the overall use. Hence, it is crucial to shed the light deeply on the intuitions leading the learners to employ the strategies. The effective use of strategies is not a simple aspect, because it is highly related to many factors, such the nature of the task to be done and how to deal with it. Some tasks require learners to use more varieties of strategies while some tasks need few strategies that should be used effectively and systematically. the effectiveness of a strategy may depend largely on the characteristics of the given learner, the given language structure(s), the given context, or the interaction of these (Cohen, 1998, 12).

The frequency of strategy use as generally assumed is the factor determining success is quite doubtful. The purpose learners use the strategies and the way they use them matters more than the frequency of their use. Thus, the frequency of strategy use has its contribution in impacting the distinction between successful and less successful learners. The way a learner uses a strategy is the main factor deciding the success of a learner or his failure. Hence, it is crucial to investigate the way learners use a strategy and when to employ it (Gu, 1994). As an attempt to bridge the gap in the case of Indonesian nursing students, the current research focuses on discovering the frequency of strategy use of all the nursing students as a general picture, and shedding the light then on the comparison between successful and unsuccessful learners in terms of frequency varieties of strategies. Based on the above-stated findings of previous researches, the researcher assumes in this study that successful learners use VLSs more frequently than unsuccessful learners. Thus, this study employs the mentioned hypothesis when comparing between successful and unsuccessful learners VLSs use frequency. Lastly, the present study focuses deeply on the successful learners and the thinking process leading them to use the strategies when dealing with tasks.

## **25. Effective & Ineffective Vocabulary Learners' Strategy Use**

In the previously conducted study by Moir and Nation (2002) one finding revealed that learners can use strategies differently, thus some of them use the strategies while some not. Hence, learners can be categorized in terms

of their strategy use as effective and ineffective users. Moir and Nation (2002: 26) described one the effective strategy users in their study as a “learner with responsibility for his own learning” the findings of Moir and Nation about the mentioned learner replicated the findings of Stoffer’s (1995) and Gu and Johnson (1996) in relating between self-initiation and vocabulary learning. based on the findings revealed by Moir and Nation (1996), learners who use different and many varieties of strategies to solve the difficult words in tasks are considered as effective learners because they are autonomously able to find meanings of words they don’t know without the need to fully dependent to the teacher. The previously mentioned findings of Moir and Nation (1996); Stoffer’s (1995) and Gu and Johnson (1996) replicate the findings of many researches (e.g., Ahmed, 1989; Folse, 2004; Brown & Perry, 1991) in the importance of vocabulary learning strategies to facilitate learners accomplish their goals in learning vocabulary. In addition, they emphasized the effective use of VLSs and its role in deciding whether the learner is a good learner or not. Liu (2010) describes the effective strategy users as the successful learners who put the words into life rather than only memorizing them mechanically as ineffective strategy users do.

It has been more proven by other studies (e.g., Brown & Perry, 1991; Lawson & Hogben, (1996) that successful learners differ from unsuccessful learners in terms of the amount of strategies used, the use frequency, and the way of using the strategies appropriately. Possessing less amount of strategies and less frequently using them causes learners to encounter difficulties

learning vocabulary. Therefore, Liu (2010) in his study on freshman learning strategies use suggested that learners should be well provided with learning strategies training. Another factor causing learners to be ineffective strategy users has been argued by Moir and Nation (2002) to be the limited range of strategies they employ in their learning. In addition, most of them have been found to use translation and dictionary strategies only, what limited their range of strategy awareness and use. Thus, many strategies are crucial and effective for vocabulary learning besides the above mentioned strategies that are usually used by ineffective strategy users. Guessing from context and repetitions are found to be very effective strategies as well ((Moir and Nation, 2002 :34). As a part of this study, successful learners (good learners) use frequency and amount of strategies used have been compared to unsuccessful learners (poor learners) to investigate the role of varieties of strategies and their frequency on success in vocabulary learning.

## **26. Active and Passive Strategy Users**

“Strong self-initiation” and “deliberate use of new words” have been found to be the most used aspects by effective strategy users when employing the strategies (Gu and Johnson, 1996: 664). The deliberate use of words represents a strong ability and flexibility in dealing with different contexts and varieties of discourses. Meanwhile, a strong self-initiation allows learners to approach the appropriate strategies for each task or learning activity. Employing varieties of strategies with the ability to use each strategy based on its suitable purpose. Gu and Johnson (1996) in their research revealed that

active strategy users tended to use more strategies than passive users believing that the more the more the amount of strategies used the better vocabulary is learnt. In addition, active users found to be more flexible in terms of the willingness to use and discover more strategies than passive users. Active users are those who prefer spending longer time learning vocabulary and discovering ways to frequently meet the words, such as repetition and intensive reading. The last aspect to be emphasized in terms of active and passive learners is the efforts spent of discover and use more strategies. Wong (2014: 28) claims that Passive Strategy Users believe strongly in memorization and effortful studying of new words. Meaning that active strategy users spend more efforts in learning vocabulary and employ new strategies than passive users. Table 4 below summarises the ineffective and effective use of strategies based on researches conducted by Gu and Johnson (1996), and Moir and Nation (2002).

Table 4. The Ineffective and effective use of strategies based on researches conducted by Gu and Johnson (1996), and Moir and Nation (2002).

<b>Effective/Active Strategy User</b>	<b>Ineffective/Passive Strategy Users</b>
- High level of own learning responsibility.	- Low level of own learning responsibility.
- Many varieties of strategies employed.	- Few varieties of strategies are employed.
- High flexibility in using the strategies	- Low flexibility in using the strategy.
- High willingness to employ new strategies and discover the way to use them.	- High willingness to employ new strategies and discover the way to use them.
- Great experience and familiarity with strategy use.	- Less experience and familiarity with strategy use.
- Good awareness and familiarity with the the process of learning collocations and grammatical	- Less awareness and familiarity of the the process of learning collocations and grammatical structures.

structures.	
- Rare use rate of rote learning and copying.	- Frequent use of rote learning and copying.
- Showing strong self-initiation in using guessing from context, mnemonic techniques, dictionaries, and word cards strategies.	- Rarely use guessing from context, mnemonic techniques, dictionaries, and word cards strategies.
- Preferring being naturally in exposure to new words and deliberately use them in new contexts.	- Spending less efforts in learning new words and frequently using repetition only to learn, in particular the visual repetition.
- Slightly rely on memorization strategy, because of the great range of strategies used.	- Heavily rely on memorization strategy, because of the great range of strategies used.

## **27. The Relationship between Vocabulary Knowledge and Reading Comprehension**

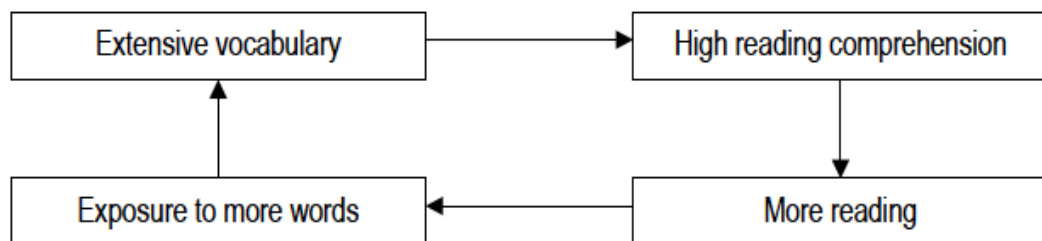
Vocabulary plays a crucial in reading comprehension, the lack of an adequate vocabulary knowledge can be the main roadblock for learners in understanding texts, especially when the words they cannot overcome are keywords in a certain text. Consequently, reading plays a vital role in enhancing the vocabulary knowledge, especially if the learners are good readers who read intensively and pay attention to the difficult words trying to find their by using ranges of determination and social strategies. Coady (1993) sheds the argues that vocabulary building should be given a great part of attention as an integral part of reading, he believes that vocabulary should be included in reading instruction to improve the reading skill of learners. Stoller and Grabe (1993) emphasize the importance of reading in building a good vocabulary knowledge, he claims that vocabulary knowledge can be

rapidly and gradually enhanced through teaching and practicing reading repeatedly. Thus, an intensive exposure to a great range of texts will improve the vocabulary knowledge significantly.

Stoller and Grabe (1993) point out that reading is the best way to learn vocabulary incidentally and within context. Meaning that good learners will logically possess a good vocabulary knowledge. Many studies focused on the strategies used by learners to solve vocabulary problems facing them when performing reading tasks. While attempting to acquire vocabulary by reading a number of passages, the learners definitely often find lexical items the meaning of which is unknown to them. To overcome this lexical challenge, they perform a series of deliberate, conscious problem-solving actions called strategies (eg, Wenden & Rubin, 1987; Paris, Lipson, & Wixson, 1983). The mentioned studies shed the light on the actions carried out by learners when encountering new words that are keywords in texts. As defined by Vacca, Vacca, & Gove, (1991) “vocabulary knowledge breadth” is the extent to which learners comprehend words. Meanwhile, “vocabulary knowledge depth” refers to scope and size of vocabulary possessed by a learner. In other words, vocabulary is about how many words a learner has in repertoire, while vocabulary depth is about the knowledge of words and all the aspects related to it.

As claimed by Allen (1999) in order to have their vocabulary retained, stored or retrieved effectively for future, learners must be able to integrate concepts into meaningfulness through acquiring words from the context and employing in different contexts. The integration of concepts happens when

words are used in a meaningful communication. Due to the crucial role of reading in gradually increase the vocabulary knowledge, the current study uses a reading task implying terms related to nursing field to investigate the way successful learners take responsibility for their own learning and how they deal with difficult words in a text. By this attempt, the present study provides deep and vital insights concerning the way successful learners solve vocabulary problems faced when reading and which vocabulary learning strategies they use. The thinking process and intuitions accompanying the process of vocabulary problem solving has been discovered by using thinking-aloud protocol technique that allow the research to know the thoughts leading successful learners choose certain strategy to be used for a particular word. In addition, thinking aloud protocol allowed the researcher to



Source: (Wong, 2014: 15)

Figure 3. Relationship between Extensive Vocabulary Knowledge and Reading Comprehension

The figure. 3 above taken from (Wong, 2014: 15) illustrates the relationship between possessing a good vocabulary knowledge and its role in achieving high ability in comprehending texts, while the more learners read the more they are in exposure to great range of words and their vocabulary knowledge consequently improve.

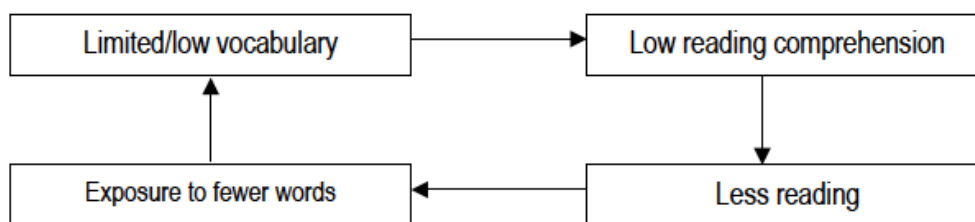


Figure 4. Relationship between Limited or Low Vocabulary Knowledge and Reading Comprehension

Source: (Wong, 2014: 15)

As illustrated in Figure 4 above, limited reading power could lead to restrict learners to comprehend texts resulting a low motivation to read and unsuccessful readers. Poor readers are not able to elicit meanings from contexts and use them appropriately in meaningful communication. As a reflect to this matter, vocabulary learning should be given a significant part of attention due to the role it plays in enhancing reading comprehension in particular.

## 28. The Relationship between Language Proficiency and VLSs Selection

The way language proficiency impacts VLSs selection has been studied by many scholars (Schmitt, 1997; Griffith, 2003; Green and Oxford, 1995; Green and Oxford, 1995). The mentioned studies revealed the great role language proficiency plays in VLSs selection, learners with a high language proficiency tend to select VLSs systematically and use them effectively depending on the nature of tasks and the difficulty of words. Schmitt (1997) argues that students with high levels tend use all the types of vocabulary learning strategies including, metacognitive, cognitive, determination, social, compensation, memory, affective, and self-initiation/metacognitive regulation strategies, in contrast to less successful

learners which the same limited amount of strategies with less flexibility in using them. A research conducted by Wharton's (2000) showed that learners with low academic level tend to use limited numbers of strategies and employ them mechanically. Meanwhile, learners with good academic levels used great range of strategies in different flexible ways. Besides language proficiency, many other factors have been found to have significant impact on VLSs selection such as the gender (Liu, 2010; Soureshjani, 2011). The mentioned studies found that males and females differ significantly in terms of strategy use and selection. Female learners found to use more strategies than males and have more willingness to spend more time and efforts learning and acquiring strategies through more practice (Liu, 2010).

The current focuses on the language proficiency as a factor impacting strategy use and selection significantly. The present study differs from all the above-mentioned studies in terms of providing a thick and deep overview concerning VLSs use in a particular field (ESP). By employing different data collection instruments to elicit and collect as much as possible data, this study uses a combination of instruments used separately by previous researches, including surveys (Ahmed, 1989; Gu and Johnson, 1996; Schmitt 1997; Stoffer, 1996), interviews (Moir and Nation, 2002), think aloud protocol (Lawson and Hogben, 1996; Nassaji, 2003; Wong, 2014).

## **29. Vocabulary Strategy Instruction**

Referring to the importance of vocabulary learning strategies in enhancing the four skills and facilitating the learning process of language, it is crucial to integrate these strategies when teaching vocabulary in particular

and language in general. Many studies confirmed that successful learners tend to employ more varieties of VLSs in their learning than unsuccessful learners do (e.g. Liu, 2010; Folse, 2004; Lawson & Hogben, 1996; Brown & Perry, 1991; Ahmed, 1989). Thus, vocabulary strategy instruction is the gateway leading learners to be aware of great range of strategies and use them appropriately as successful learners do. To have learners taking responsibility for their own learning and be more autonomous, vocabulary strategy instruction is the best way as suggested by (Oxford & Leaver, as cited by Oxford, 1996 :227). Vocabulary strategy instruction happens when the teacher deliberately put students in as much as possible exposure to the vocabulary strategies and train them to use each strategy effectively when solving vocabulary problems that can be faced when reading or learning any of the other language skills. With a lot of practice, learners can autonomously decide on the vocabulary strategies they need for their and when to use them.

Kalahaji (2012) claims that using varieties of strategies will provide learners with the opportunity to employ the strategies depending on the learning styles and preferences, what will make learning more enjoyable and interesting for them. The current study used focus group interviews employing semi- structured interviews with successful learners in order to know the extent to which they have been taught and exposed to vocabulary learning strategies through vocabulary strategy instruction along their learning journey. In addition, by investigating the strategies successful learners use and the thinking process leading them to choose certain strategies for a particular task is a good opportunity provided by the present study to the

learners in order to reflect on the effectiveness of the strategies they use. The current research emphasizes the importance of understanding what is called “proper strategy use” rather only focusing on the amount of strategies used and how often they are used. As a result of the mentioned aspects, the present study provides a complete overview concerning the strategy proper use and the frequency of use as well.

One of the studies that focused on the vocabulary strategy instruction and training effectiveness is the one conducted by Zhao (2009) that revealed that providing students with training and instruction for using metacognitive strategies after being found to rarely using them improved the participants’ ability in using metacognitive strategies and facilitated them to adjust the use of them depending on the purpose of the given tasks. Another aspect to be considered by teachers as argued by Folse (2004) is the learners’ preferences in using VLSs. He claimed that providing VLSs training and instruction should be based on the consideration of which strategies learners mostly prefer and perceive as effective for their learning.

### **30. Vocabulary Teaching and Learning in Indonesian Context**

#### **a. English Vocabulary in Indonesian Curriculum**

The way English vocabulary is taught in Indonesia still changing in dependence to the curriculum used and the reforms faced by the educational system recently. Cahyono and Widiati (2008: 10) claim that the main goal of language teaching in Indonesian curriculum is equipping the students with a working knowledge of English through developing their language skills of reading, writing, speaking, and listening. In the

previous curriculums applied in Indonesia in 1960s, English language teaching was based more on grammar teaching than vocabulary, what resulted negatively on the students' lexical ability (Huda, 1999:127). As the next curriculum launched in Indonesia, it has been found that vocabulary teaching and learning has been given more attention and consideration in 1975s curriculum. The research conducted by Seal (1991:297) on analysing course-books used in teaching English for senior high schools in Indonesia revealed that vocabulary has been given more attention in comparison to the previous curriculums through including many word lists in the course-books.

The competency-based curriculum applied in 2004 and 2006 and the school-level curriculum or KTSP (kurikulum tingkat satuan pendidikan) emphasize the communicative language teaching approach including the communicative competence with all its components. The lexical competence as one of the components of the communicative competence includes such components as grammar, vocabulary, and pronunciation. The recent reforms on the Indonesian curriculum gave a significant part of attention to vocabulary learning. consequently, studies on vocabulary teaching and learning and VLSs started to reveal themselves on the field.

Cahyono & Widiati (2008: 10) state that English teaching was underlined based on the four stages namely Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the

Text (JCOT), and Independent Construction of the Text (ICOT), the early stage should highly should include the focus on vocabulary teaching. The great part of attention should be given t grammar in the BKOP stage in order to elicit students' vocabulary and give teachers the opportunity to take the decision of when to focus on the words as isolated parts and when to include them in the activities. Cahyono & Widiati (2008) emphasize the fact that vocabulary teaching is crucial for all the Indonesian students to achieve both accuracy and fluency in using the language.

A research conducted by Asyiah (2017) on perceptions affecting Indonesian learners' vocabulary mastery, the researcher administered a questionnaire to explore the teachers' and students' perceptions towards vocabulary teaching and learning and the extent to which they are aware of vocabulary teaching and learning strategies. The findings of the mentioned studies revealed the fact that teachers and learners have limited awareness concerning vocabulary strategies and most of teachers use contextual strategy to teach vocabulary to the students. Determination and metacognitive strategies were found to be the most acknowledged strategies by the students. the study suggested that Indonesian students and teacher still need to be acknowledged about varieties of vocabulary teaching and learning strategies in order to facilitating the vocabulary learning process. Based on the findings of Asyiah (2017) and many other researches on vocabulary learning and

teaching in Indonesian context [eg, Priyono. (2004); Purwanti, et. al. (2015); Nayan & Hariharan, (2015)] it has been confirmed that vocabulary teaching and learning in Indonesia still need researches that focus on the VLSs use and the way to train the Indonesian students to employ the VLSs effectively. As a reflection to the mentioned matters, the current study aims at filling the gap in terms lacking deep insights about VLSs used by nursing students in general and successful nursing students in particular. By the investigation conducted by the researcher of the current study, researchers and stakeholders in Indonesia will have more enlightenment and clarifications in term of VLSs effectiveness and the way to integrate them in ESP learning and teaching material in Indonesian schools and universities.

### **31. Limitations of Vocabulary Learning Strategy Research**

As previously mentioned in chapter I, the other factors impacting the strategy use and selection such as gender, cultural background, learning styles and preferences are considered as one of the limitation of this study and even the VLSs studies. Thus, VLSs studies can be only focused on one factor or some factors, what will result on the remaining factors limiting the findings of the mentioned studies. Erhman & Oxford (1995) argue that having one study covering all the factors impacting VLSs strategy use is something close to impossibility. Hence, having many researches focusing on several factors will lead to achieving comprehensive and beneficial overview of the studies' findings are compared and categorized based on the benefit they bring to the

field. Another factor limiting VLSs researches is the unavailability of one definite definition and identification of successful and unsuccessful strategy users, some studies such as Ahmed (1989), Brown and Perry (1991), Lawson and Hogben (1996), Gu and Johnson (1996) have proved that good learners are the ones using more varieties of strategies when dealing with vocabulary problems in tasks and when learning, storing, retrieving, and storing new words in their memories. Thus, the description previously mentioned is the only one available in the field of VLSs researches to define “good” or “successful” learners based on their “strategy use”.

The last aspect to be given a part of attention when conducting a research about VLSs is the inconsistent findings provided by VLSs research. In other words, the previously conducted VLSs researches showed significant differences in terms of their findings, meaning that the instruments used lead to different findings that can contradict the other studies even focusing on the same aspect of research. Besides all the above-mentioned limitations, VLSs researches are the bridge allowing teachers and learning material developers to understand what really vocabulary learners need to improve their vocabulary in particular and their language learning in general. Therefore, the current study focuses on the strategy use to bridge the ambiguous aspects closely affect the vocabulary learning of learners. The Table 5 below provides more details concerning the differences between this study and previous studies. By focusing on ESP field, the present study provides different findings in relation to another type of vocabulary rarely studied by previous

researches, especially in the Indonesian context.

**Table 5. Differences Between This Study & Previous Studies Conducted in Other Countries:**

<b>Differences Between the Current Study and Previous Studies</b>	
<b>Other Studies</b>	<b>This Study</b>
<p><b>Wong (2014) A Case Study of the Vocabulary Learning Strategy Use of Twenty Chinese ESL Learners in Australia.</b></p> <ul style="list-style-type: none"> <li>- Sample size: 20 Chinese ESL learners studying English in Australia.</li> <li>- Factors impacting VLSs selection: language proficiency.</li> </ul>	<p>This study focuses on the VLSs employed by nursing students as an initiative to shed the light on the ESP vocabulary instead of focusing on ESL vocabulary as Wong (2014) did. In addition, the current study used a larger group of participants to provide more valid and deep insights, the focus-group discussion technique has been adapted by the present study rather than one-by-one interviews used by Wong (2014). The last aspect differentiating the two studies is being conducted in two different contexts with different cultural and native language participants [Chinese ESL learners in Australia (Wong, 2014); Indonesian ESP learners in Indonesia (the current research)]</p> <ul style="list-style-type: none"> <li>- Qualitative data focused on successful learners as a case to be investigated</li> <li>- Factors impacting VLSs selection: language proficiency.</li> </ul>
<p><b>Gu and Johnson's (1996) study:</b></p> <ul style="list-style-type: none"> <li>- Chinese EFL learners in China</li> <li>- sample size – 850</li> <li>- information elicitation technique – Questionnaire survey.</li> </ul>	<ul style="list-style-type: none"> <li>- Indonesian ESP learners in Indonesia.</li> <li>- Sample size: 176 for quantitative data, 40 for qualitative data.</li> <li>- Data collection instruments: Questionnaires, focus group discussions, observation, thinking aloud protocol.</li> </ul>
<p><b>Lawson &amp; Hogben's (1996)</b></p> <ul style="list-style-type: none"> <li>- The target words provided in a vocabulary tasks</li> <li>- Authenticity has not been emphasized by the researcher.</li> </ul>	<ul style="list-style-type: none"> <li>- As an initiative made by the researcher to add a greater meaning of authenticity, the researcher developed a reading task based on the participants' course book.</li> </ul>
<p><b>Akbari's (2017) Developing vocabulary learning strategies taxonomy for ESP field.</b></p>	<ul style="list-style-type: none"> <li>- Indonesian ESP learners in Indonesia.</li> <li>- Sample size: 176 for quantitative data, 40 for qualitative data.</li> </ul>

<ul style="list-style-type: none"> <li>- Iranian ESP learners in Iran.</li> <li>- Sample size: 137 medical and paramedical students.</li> <li>- Data elicitation techniques: observation, interview and questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>- Data collection instruments: Questionnaires, focus group discussions, observation, thinking aloud protocol.</li> <li>- Providing the think aloud protocol provided deeper insights concerning VLSs use in terms of reading comprehension and vocabulary learning.</li> <li>- Qualitative data focused on successful learners as a case to be investigated.</li> </ul>
<p><b>Pasand and Haghi's (2013)</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Learning Strategies used by EAP learners. The case of students of social sciences.</li> <li>- Sample size: 55 Iranian EAP social science learners in Iran.</li> <li>- Data elicitation techniques: questionnaire surveys.</li> <li>- Scope: the frequency of strategy use among EAP male and female learners.</li> <li>- Factors impacting VLSs selection: gender.</li> </ul>	<ul style="list-style-type: none"> <li>- Participants Indonesian ESP learners in Indonesia.</li> <li>- Sample size: 176 for quantitative data, 40 for qualitative data.</li> <li>- Data collection instruments: Questionnaires, focus group discussions, observation, thinking aloud protocol.</li> <li>- Providing the think aloud protocol provided deeper insights concerning VLSs use in terms of reading comprehension and vocabulary learning.</li> <li>- Qualitative data focused on successful learners as a case to be investigated</li> <li>- Factors impacting VLSs selection: language proficiency.</li> </ul>
<p><b>Dernoui (2013)</b> An investigation of the effects of vocabulary learning strategies in developing learners' lexical competence.</p> <ul style="list-style-type: none"> <li>- Research methodology: quantitative research using two</li> </ul>	<ul style="list-style-type: none"> <li>- The current study is conducted in Indonesia since researches in Indonesian context concerning VLSs are so limited, in addition it covers more aspects that Dernoui (2013) research did.</li> </ul>
<ul style="list-style-type: none"> <li>- types of questionnaires administered to both teachers and students.</li> <li>- Sample size: EFL Algerian students</li> <li>- The research scope: the effectiveness of VLSs in enhancing the lexical competence of EFL learners.</li> <li>- The current study has been conducted in Algeria in order to</li> </ul>	<p>Another difference is the data elicitation techniques that are considered as more various than the one in Dernoui (2013) research that used only questionnaire as quantitative data elicitation technique</p>

investigate the extent to which vocabulary learning strategies use has a significant impact on learners' lexical competence.	
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## **B. Review of Relevant Studies**

There are several researches which have been conducted in relation to VLSs in ESP context, Lessard-Clouston (2008) conducted a research in a Christian Graduate School in Canada. His study aimed at investigating the VLSs employed by 5 native and 6 non- native students there. The data collection instruments of his study were a test of theological language first and then questionnaire and interview. The findings of this research showed that the participants used several VLSs such as taking notes, memorizing the words, asking people about the words' meanings, and using bilingual and multilingual dictionaries. Another qualitative study has been conducted by Akbari and Tahririan (2009) in order to examine the extent to which the taxonomy of Schmitt (1997) has a relationship and an impact on ESP context. The subjects of this study were 137 undergraduate medical and paramedical students, they have been selected randomly from a population of Isfahan university. The data have been collected using questionnaire, interview, and observation. The findings of this study showed that Schmitt taxonomy still needs modification and adjustment to be more comprehensive and fit in the ESP context. The benefit of this study lies in providing more comprehensive insights concerning the way vocabulary is learned and acquired. This will influence positively the vocabulary learning and teaching in the future.

The research conducted by Tskhvitava (2016) aimed at investigating the ESP students' attitude towards vocabulary learning methods offered by textbooks and teachers and their awareness of vocabulary learning strategies as well. 107 students of agriculture bachelor program aged between 17-21 have been selected voluntarily as subjects for this study. In order to collect qualitative data concerning the students' perceptions towards VLS, a questionnaire designed by the researcher has been administered to the participants. The results indicated that the most of VLS are not well developed among the participants. Moreover, the Georgia agricultural university students require more general academic and agriculture words to be learned and narrow special words. In addition, they showed a significant lack in memorization strategies and VLS in general.

Akbari (2015) conducted a study concerning the key vocabulary learning strategies in English for specific purposes (ESP) and English for general purposes (EGP) in course books. The study focused on determining which of three strategies from Nation taxonomy (planning, sources, and recording) are integrated in the coursebooks. In addition, the study considered the VLS training in the coursebooks. The research is a quantitative study conducted in Isfahan University of Medical Sciences. The ESP and EGP coursebooks used for medicine and para medicine were analyzed based on Nation's taxonomy (above-mentioned three strategies). The results showed that the source use strategy is more emphasized in EGP than ESP book. The EGP book provides more materials supporting the dictionary use such as phonetic symbols tables in similarity with Oxford bilingual dictionary. The last aspect explored within the data analysis is the use of recording

strategy, the findings showed that most of students used recording in its different forms. The vocabulary notebooks of the students widely vary in its forms and quality. It can be concluded from the findings of the study that the way vocabulary activities are presented and constructed in ESP and EGP books does not insightfully support the VLS use and training. This result impacts negatively the vocabulary teaching and learning, based on this conclusion, it is fair to assume that the usage of these books through the time will restrict the vocabulary development of the students.

## **1. VLSs Researches in Indonesia**

### **a. Subekti and Lawson (2007) Research**

As mentioned in chapter I, researches in Indonesian context are limited. The research conducted by Subekti and Lawson (2007) on the vocabulary acquisition strategies of Indonesian postgraduate students through reading shed the light on the strategies Indonesian learners use when performing reading tasks. The research focused on vocabulary acquisition and the strategies that contribute in making it happen, the strategies found by the researchers have been put into a taxonomy. The participants of the study were 25 postgraduate Indonesian students studying in Australia. The researchers used a reading task containing 15 new words for the participants. After distributing the reading task, the researchers administered two tests, the first was the Word Recognition Test (WRT) and the second, the meaning recall test, labelled here as the Meaning Translation Test (MTT). The WRT test requires the participants

to to write down the 15 English words that they learnt while in the MTT tests. the participants were asked to write meanings of the words in Indonesian language. The WRT function to identify the amount of words the participants can remember.

The study revealed that The results of the study indicate that reading is an effective tool to acquire new words, the results of the tests showed that the participants were active strategy users because they employed several types of strategies to acquire words through reading such as guessing from context, breaking words into parts, connecting words to other words that have similar pronunciation, parts, spelling. Subekti and Lawson research was limited to the use of VLSs for reading without the frequency of use and the level of proficiency of the learners as the current study did. In addition, the current study focuses on successful learners' intuitions and thinking process when dealing with reading task. Meanwhile, Lawson and Subekti research investigated the strategies used only. Besides all the mentioned differences, the current research has been conducted in Indonesia for Indonesian ESP learners, while Lawson and Subekti research used Indonesian ESL learners taking a course in Australia. To add, the sample size and the research methodologies employed by the two researches made them different.

#### **b. Setiyadi, Sukirlan and Mahpul (2016) Research**

Another study conducted in Indonesia concerning VLSs use is the one by Setiyadi, Sukirlan & Mahpul (2016) that focused on the

relationship between language proficiency and VLSs use. The participants of this research were 73 students of the seventh semester of an English Department in Indonesia. As EFL learners, the subject of the study has been investigated in terms of their language proficiency to identify the most successful learners by administering a language proficiency test. While the second step was by administering a questionnaire in relation to VLSs. In addition, Setiyadi, Sukirlan & Mahpul (2016) research related between the four skills use and VLSs by investigating the strategies used in listening, speaking, reading and writing. The findings of this study revealed that VLSs have a significant and strong impact on the language four skills respectively. The current study differs from the one of Setiyadi, Sukirlan & Mahpul (2016) in terms of the sample size and the research methodology, since the later was an empirical research employing pure quantitative data. Meanwhile the current research combines between both quantitative and qualitative data to provide thick and deep overview concerning VLSs use. In addition, the present study shows its uniqueness through focusing on ESP Indonesian field that have not given a big part of attention.

### **c. Astika (2016) Research**

The research conducted by Astika (2016) focused on the vocabulary strategies employed by 706 students of the eighth grade in secondary school. This study is more complete and rich in terms of including more factors impacting VLSs use, it focused on the school

level, gender, and level of proficiency and their relation to VLSs use. The questionnaire used in this study is similar to the one used in the current study. It implied cognitive, metacognitive, memory, and determination categories. What differentiates this study from the one of Astika (2016) is that the current study used the metacognitive regulation strategies in addition to the mentioned strategies. Astika (2016) research revealed that most of the 706 participants relied to determination strategies consistently across gender, school level, and proficiency level. Astika (2016) study confirmed the need for more researches to investigate deeply the VLSs use and its relation to the factors. As a reflection to this matter, the current study aims at deeply investigate the thinking process leading to VLSs selection. Astika (2016) suggested that it is crucial for the next studies on VLSs to consider the vocabulary strategy instruction used by teachers and the strategies they employ when teaching vocabulary. She also suggested that future studies to use more varieties of data elicitation techniques to gain deeper insights.

Based on the deep analysis and comparison between the studies focusing on VLSs use in other countries and Indonesian context, it is obvious that the Indonesian context still need researches on VLSs use especially on ESP field because studies focusing on this later are rare. Reflecting to this matter, the current study focuses on the ESP field (nursing) in Indonesian context to shed the light on this neglected field. In addition, the present study uses four data elicitation strategies to

strengthen the validation of findings. Another aspect that made this study strongly differ from the previous conducted studies is the combination between quantitative and qualitative data. The former has been used to gain a general picture about the frequency of VLS and comparing successful and unsuccessful learners' use. To further investigate the use of VLSs, the current study used qualitative data through three instruments, interviews, thinking aloud protocols and classroom observations to gain data from different sources and based on different perspectives of the participants and the researcher.

#### **d. Summary and Conclusion**

Wong (2014) argues that most of VLSs researches mainly focused on young learners learning more than adult ESL and EFL learners, hence, more studies are needed in order to provide thick and in-depth overviews and insights concerning adult ESL, EFL, and ESP field as the most neglected field in terms of VLSs use. The above-mentioned matters included in this chapter provide the basis for the present research, firstly an overview of vocabulary and its components has been presented to clarify the scope of this research. Secondly, as the most closely related to vocabulary learning, reading skill has obviously emphasized in this chapter to elaborate the vital role it plays in relation to vocabulary learning and how reading and repetition play a crucial role in increasing the vocabulary knowledge. Thirdly, vocabulary teaching and learning with VLSs related studies in Indonesian context have been reviewed to

point out the gaps and the areas that still need investigation and researches. Following that, the relationship between vocabulary learning strategies selection and the level of language proficiency has been reviewed through reviewing and comparing several findings from previous researches. At last, relevant studies have been reviewed and compared to the current study in order to reveal the uniqueness and vitality of the present study.

### C. The Conceptual Framework

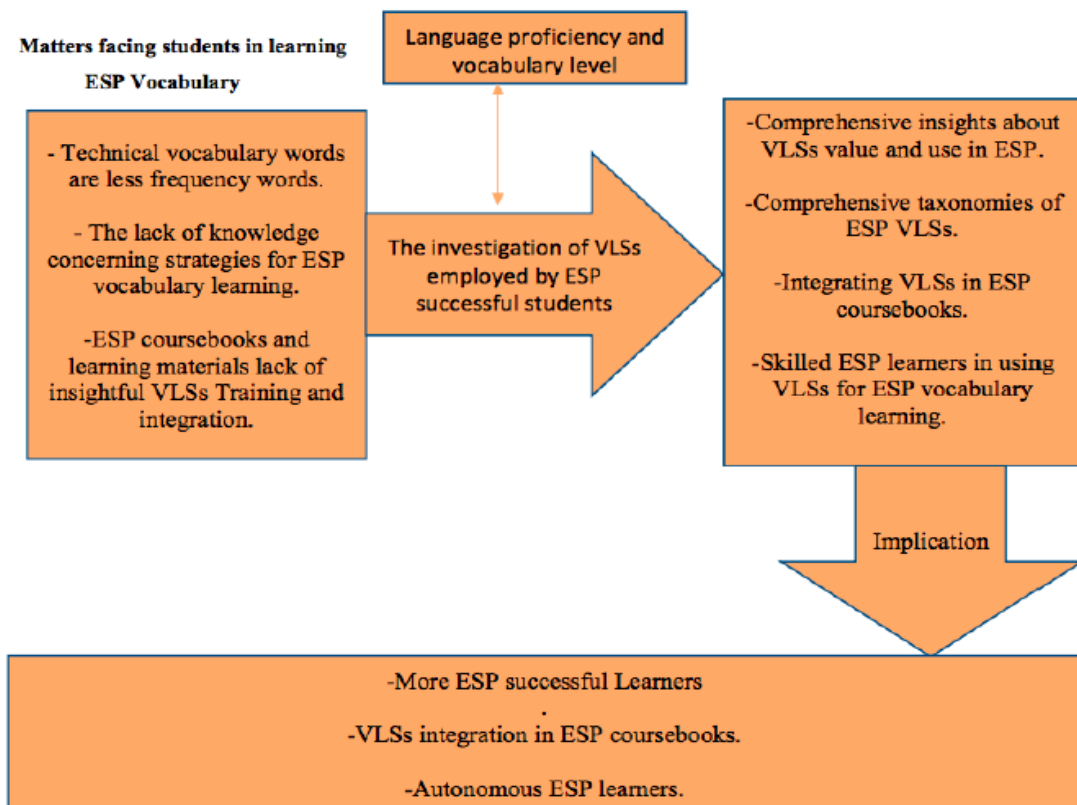


Figure 5. The Conceptual Framework

The conceptual framework in Figure 5 above illustrates the issues facing ESP in learning vocabulary (based on what the review of literature showed), including the fact the Technical vocabulary words are less frequency words. What resulted negatively on the learners' ability to remember them and meet them usually in written texts. Secondly, the lack of knowledge concerning strategies for ESP vocabulary learning is considered as one of the obstacle restricting the learning process. Thirdly, ESP course-books and learning materials lack of insightful VLSs Training and integration, what resulted the students' lack of awareness concerning VLSs and their use. As reflection to all these matters, the investigation of VLSs employed by ESP successful students will lead to providing more comprehensive taxonomies concerning VLSs for ESP context. The more the taxonomies constructed the more the awareness of ESP students of the VLSs and their use increases. In addition, exploring the employed VLSs by ESP students will lead to considering these investigated strategies in the future attempts to develop ESP materials and course.

#### **D. The Research Questions**

The current study is expected to provide comprehensive answers for the following questions through its findings:

1. What are the least and most frequently used VLSs by the undergraduate nursing students of the sixth semester? (quantitative data).
2. Are there any significant differences between successful and unsuccessful learners in terms of VLSs use frequency?

3. What are the most difficult and easiest English learning skills based on the forty successful learners' perception
4. How do successful learners perceive ESP vocabulary and the extent to which VLSs are integrated in ESP vocabulary teaching and learning in SSG??"
5. What VLSs do successful nursing students employ when dealing with a reading task and the thinking process in a particular task?

### **CHAPTER III**

#### **RESEARCH METHOD**

The current study aims at investigating the vocabulary learning strategies use of forty Indonesian undergraduate successful earners. Since the research questions require both quantitative and qualitative data to provide deep insights about the topic, a mixed method was used by the research to ensure the in depth of overview provided by this study.

This chapter first presents the different sections of the current study, it provides information concerning the rationales for selecting the research design, the participants, data elicitation techniques, and data analysis. It firstly describes the research design with a brief justification of its selection, secondly, the context, participants and data collection methods are elaborated, thirdly, and lastly, the way the instruments' reliability and validity established is explained as well.

The use of vocabulary learning strategies supports the learners' autonomy and independent learning, what makes VLSs in the same line with the constructivism as a paradigm of teaching and learning. Cortes (2015) states that constructivism in its broad meaning means that the knowledge is built and constructed by people through involving their experience and matching it with the new knowledge. In terms of teaching and learning, constructivism emphasizes the role of the learner in constructing the knowledge. Thus, the use of vocabulary learning strategies enables the learners to construct good vocabulary knowledge through determining the meaning of words by relating them to their personal

experiences, and store them in memory, hence; the role of the teacher is limited on being a monitor and facilitator of the students learning process by providing VLSs instruction and training.

## **A. The Research Design**

### **1. The Rational for Mixed Method Model**

The current research combined qualitative and quantitative methods aiming at investigating forty successful undergraduate ESP learners' vocabulary learning strategy use and the difficult areas facing them in learning nursing vocabulary. The combination between both the quantitative and qualitative methods is called the mixed method model. A mixed method research design is a procedure of collecting, analyzing, and "mixing" both quantitative and qualitative data in a single research to understand the research problem (Brewer & Hunter, 1989: 28) as cited by (Creswell, 2005). The mixed method design is used in this research to build on the strengths of both quantitative and qualitative data in order to provide in-depth insight concerning the use of VLSs in ESP field. The mixed method model used in this research is the explanatory mixed method model, this model is based on collecting the data within two phases starting from the quantitative data (Creswell, 2005).

The explanatory mixed method model implies the use the quantitative data as general picture of the research problem (the frequency use of VLSs by the nursing faculty students). Creswell (2005) argues that in explanatory mixed method, the quantitative data provides a general picture of the problem, while the

qualitative data follow up with outlier or extreme cases. The qualitative data then will be used to explain or elaborate the quantitative data. Yin (2009: 173) states that “a completed case study may include data from other methods (e.g., surveys or quantitative analysis of archival data such as health status indicators” thus, the current study consists of two phases, the first is a survey questionnaire and the second is a qualitative data collection process in a form of case study.

## **2. The Survey (Quantitative Data)**

The quantitative data were collected using vocabulary learning strategy (VLS) questionnaire survey distributed to all the students of sixth semester in the nursing faculty of Stikes Surya Global. Babie (1973: 57) states that “Surveys are frequently conducted for the purpose of making assertions about some population: discovering the distribution of certain traits or attributes”. He claims that “in a survey research, the researcher is not concerned with why the observed distribution exists”. The procedure of the survey are by collecting data concerning the frequency of use of VLSs used by all the students of nursing faculty, following that, a comparison of the VLSs use frequency of successful and less successful students was made by the researcher in order to know the relationship between language proficiency and VLSs frequency of use. Both the successful unsuccessful learners were selected based on their English scores through five semester of studying ESP in their university.

## **3. Case Study (Qualitative Data)**

The current study adapts the qualitative and inductive case study approach in order to achieve a deep comprehension of the situation emphasizing “the

process rather than the outcomes, in context rather than a particular factor, and in discovery rather than conformation or generalization” (Jong, 2007, p. 36; Merriam, 1998). Creswell (2005) describes case study as a qualitative research that focuses on providing an in depth understanding about a problem. This research method is selected for this study to conduct an in-depth study about vocabulary learning strategies used by nursing successful students when acquiring and learning new vocabulary. In addition, it aims at providing a thick and deep insights concerning the use of VLSs in the ESP field. By using the case study approach, the researcher focused more on the in-depth of the information gained and the deep understanding of the process accompanying the use of VLSs.

It is not possible to have the findings of a case study generalized for all the members of the population, but it is beneficial in terms of providing great insights that can be used as basics for the future studies aiming to develop materials or solve problems in relation to the focus of the study (Creswell, 2005). The current research has been preceded by a preliminary research. The preliminary research aims to provide a better awareness about the field of the study and the research problem, especially the participants’ level of proficiency and their characteristics in learning vocabulary in particular and English for nursing in general.

The successful students have been studied as a case which needs investigation. An exploration of the vocabulary difficulties facing the learners’ leads to identifying the strategies that are mostly appropriate to solve them. The qualitative data were collected through a triangulation of focus group interviews, classroom observations, and think-aloud protocol. The use of a reading task and

think aloud protocol to elicit information concerning the way they deduce meanings of difficult words in reading since reading is considered as the most skill enriching vocabulary knowledge (Allen, 1999:13).

## **B. The Research Settings**

The researcher selected the mentioned faculty to be the context of her research since it is considered as a field of ESP, the students there take English for specific purposes classes from the first until the seventh semester. The successful students have been studied as a case which is worth investigation to provide deep insights concerning vocabulary learning in the ESP field. The preliminary research allowed the researcher to gain more information about the setting of her research, the interview with the lecturers revealed that there are significant differences among the students' level of proficiency, some of them are active and successful learners. Meanwhile others are less active and possess a low level of proficiency. Therefore, this mentioned aspect encouraged the researcher to focus on Stikes Surya Global and investigate the VLSs use of the successful learners.

## **C. Sampling and Participants**

The participants for the survey were 176 students of the sixth semester of nursing program in Surya Global University. The sixth semester students were selected since the interview with the lecturers in the preliminary research showed that they learnt ESP vocabulary intensively through their fourth semester. what made them qualified to represent the population of nursing faculty as ESP

learners. The researcher selected such big sample to have more valid data since quantitative data collection requires big samples. The 176 students were given the VLSs questionnaire to be done in around 30 minutes. This made them qualified to represent the population of nursing faculty as ESP learners.

#### **D. Rationale for Qualitative Data Sample Selection**

##### **1. Criteria for Sampling**

To achieve an in depth investigation of the matter raised in this study, only 40 students of 176 were selected as successful students for the qualitative data collection. Creswell (2005:203) claims that in qualitative inquiry, the intent is not to generalize to a population of a central phenomenon, but it is to conduct an in-depth study concerning the problem. Therefore, the sampling method that has been used in the current research is the purposive sampling.

The participants of this study fulfil certain requirements set by the researcher, what made them the most beneficial ones for this study. The following criteria made the researcher decision on selecting the participants:

- a. Their ability in answering the questionnaire and interview questions in English or Indonesian.
- b. They are Indonesians nursing (ESP) learners since the focus of the study is on ESP.
- c. They studied general English and English for specific purposes for five semesters in their university.

- d. The 40 students selected as successful learners gained consistently high scores in general English and ESP exams in their university through the previous five semesters.

Besides the mentioned main criteria, the participants were selected based on the convenience sampling that implies many other aspects, such as the availability of time and place. the extent to which the participants were helpful and responsive to the researcher in terms of answering the interview honestly and do the reading task.

The Figure 6 below adapted from Creswell (2005: 203) illustrates the steps of purposive sampling. In this sampling method, the participants are selected based on the benefit they can provide to the research. Participants who should be selected are the most helpful ones with a noticeable relation to the problem. Thus, they can promote the study with depth insights concerning the phenomenon. In the case of this current study the 40 successful learners have been selected based on their value to the study as learners with high level of English proficiency. As previously mentioned in chapter II, many studies have proven that learners with a high language proficiency tend to select VLSs systematically and use them effectively depending on the nature of tasks and the difficulty of words (Schmitt, 1997; Griffith, 2003; Green and Oxford, 1990). Therefore, the current study focuses on 40 successful learners as a case that brings many benefits to the field of ESP vocabulary learning and VLSs use. The figure 6 below illustrates the characteristics of the purposeful qualitative sampling based on the research

aims and purpose

Select people or sites who can best help us understand our phenomenon

To develop a detailed understanding

- That might provide “useful” information
- Might help people “learn” about the phenomenon
- That might give voice to “silenced” people

The Source: Creswell (2005: 203)

Figure 6. Purposive Qualitative sampling

Creswell (2005:207) argues that “it is typical in qualitative research to study a few individuals or a few cases, this is because the overall ability of a researcher to provide an in depth picture diminishes with the addition of each new individual or site” thus, the 40 successful students have been selected to centre the focus of the research on the in-depth understanding of the phenomena rather than the generalization of the findings.

## **2. Participants’ Background and English Proficiency Level**

The preliminary research conducted before conducting the research focused on gaining as much as possible information concerning the participants’ background and English proficiency. The participants of this study have similar cultural background since all of them are Indonesians, hence, they came from different Indonesian cities and islands (eg, Sumatera, Bali, Kalimantan, Sulawesi, different cities of Java). The similarity in terms of the cultural background was helpful for the researcher in terms of reducing the influences caused by the cultural differences. The 176 participants used for the quantitative data collection were approached by the researcher through

their lecturers, in other words, the lecturers facilitated the researcher to come to the classes and distribute the questionnaires. Meanwhile, the 40 participants that were the case of this study have been approached personally by the researcher.

All the participants were studying in the sixth semester in Surya Global University after passing five semesters, some of them were repeaters, while some were not. Since the participants' ESP proficiency level had already been measured by their University through the semester exams, the study did not require them to take another English proficiency test. The students of the sixth semester were the most appropriate one for the current study because they already took EFL and ESP courses for five semesters.

### **3. The Participants' Selection Process**

During the preliminary research process, the researcher interviewed the two lecturers teaching ESP in Surya Global University. The lecturers stated in the interview that in the fourth semester, students took intensive ESP courses including many units about nursing vocabulary. In addition, they stated that the test used in that semester focused mainly on testing the ESP vocabulary knowledge of the learners through conducting reading-writing and speaking-listening test. As a reflection to all the mentioned aspects, the researcher decided to select the most successful learners based on the English grades gained on the fourth semester with a consideration of their English scores in the other semester. Unfortunately, it was not possible for the researcher to provide the test used in the fourth semester due to the fact that it

is not available anymore in the university. Hence, this mentioned factor is one of the limitations of the current research, since the reliability and validity of the test used in the fourth semester are not acknowledged by the researcher. Thus, the interview with the lecturers showed that most of the English lecturers in Surya Global University consider the reliability and validity of their tests before administering them to the students. As an initiative to strengthen the validity and reliability of the participants' selection, the researcher took all the data in relation to the students' grades in five semesters and selected the ones who consistently got an average of 86-100 that is equal to the grade "A". The figure below illustrates the names and grades of students selected to be the participants for the qualitative part of the current study. The 40 successful students illustrated in Table 6 below have been used as the participants for qualitative data collection. The researcher used focus group interviews and think-aloud protocols to elicit the data concerning their use of VLSs and the thinking process leading them to select a strategy for certain task.

Table 6. The Successful Learners selected to be the Participants for Qualitative Data Collection

88,399	A	Participant 1	90	A	Participant 21
88,9	A	Participant 2	90	A	Participant 22
88,3	A	Participant 3	92	A	Participant23
93,5	A	Participant 4	90	A	Participant24
90	A	Participant 5	92	A	Participant25
88,3	A	Participant 6	91	A	Participant26
88,399	A	Participant 7	90	A	Participant27
88,9	A	Participant 8	90	A	Participant28
89,299	A	Participant 9	90	A	Participant29
88,5	A	Participant 10	87	A	Participant30

88,5	A	Participant 11	87	A	Participant31
93,	A	Participant 12	89	A	Participant32
89,5	A	Participant 13	96	A	Participant33
90,5	A	Participant 14	89	A	Participant34
93	A	Participant 15	96	A	Participant35
92,5	A	Participant 16	88	A	Participant36
89	A	Participant 17	88	A	Participant37
90	A	Participant 18	95	A	Participant38
87,5	A	Participant 19	90	A	Participant39
89	A	Participant 20	88,5	A	Participant40

## **E. The Research Procedure**

### **1. The Preliminary Research**

The preliminary research has been conducted two months before collecting the data. In this phase, the researcher interviewed two lecturers of ESP classes there concerning the level of students and the method used to teach vocabulary, the interviews with teachers are available in Appendix 3. Based on the results from the interviews, the lecturers stated that the level of students especially in learning vocabulary is average and most of them still lack the ability to use words flexibly in different contexts, thus, the lecturers emphasized that there are in each class four or five students who always show a unique and high ability in learning English. The lecturers suggested several names of the learners with high level of activeness and English proficiency, thus, they suggested the researcher the successful learners based on the English scores since usually the active and motivated students in class always achieve high scores in examinations.

### **2. Language requirement**

The language requirement was limited on English or Indonesian language, the use of the Indonesian language as the participants' native language facilitated them to express themselves better and explain about the strategies they use in a comprehensive way. The fact that the researcher masters the Indonesian language after taking one year intensive courses allowed her to easily translate the audios and interviews answers. Having the participant to communicate in languages they were most proficient in facilitated them to clarify their doubts and respond honestly when doing the questionnaire that has given to them in Indonesian language as well. Even in doing the think-aloud protocol, the participants used Indonesian language to tell about their thinking process and the intuitions leading them to select a strategy. Thus, using the Indonesian language helped to increase the interaction between the participants and the researcher especially in the phase of qualitative data collection. In addition, being able to understand the language used by the participants was good for the researcher in terms of no need to ask for the help of a translator or an interpreter. However, the researcher English was highly considered by the researcher when collecting the data. The participants were given both the interviews transcripts and the questionnaires in English and Indonesian languages.

### **3. ESP Proficiency Requirement**

In order to confirm that the level of difficulty of both the questionnaire and reading task, the researcher sent them to the lecturers to read and give their opinion concerning the suitability to the participants'

level. The lecturers confirmed that the level was appropriate especially because the reading task was taken from the course-book used to teach English for nursing in the university. Concerning the questionnaire, the researcher attended all the meetings when distributing the questionnaires what facilitated her to explain it in details to the participants and answer their questions when encountering any difficulty in answering it. The cultural background as mentioned before has been restricted by the fact that all the participants are Indonesians so no significant cultural differences will highly affect their selection of VLSs.

#### **4. The Researcher Roles**

As early mentioned, the researcher is the main instrument of the current study since it is a case study, the researcher was the interviewer for the focus-group interviews, the administrator and monitor for the questionnaire survey, a non-participating observer, and the monitor and observer for the reading task. In addition, the researcher was the translator, interpreter, and transcriber of the questionnaires, the interview audios, the participants' responses for each data collection step. However, through all the phases of the current study, the role of the researcher was limited on transferring and eliciting data from the participants without any personal opinion or subjectivity. The research was totally neutral in terms of correct the participants or judge their answers in the reading task. The preliminary research helped so much in terms of building a good relationship between the researcher, the lecturers and the participants. The participants felt comfortable

when giving their answers through all the steps of the research because the researcher got their contact numbers through the preliminary research and opened a Whatsapp group with them, so they kept in touch through all the steps of the study. (All information concerning the researcher' language background and her qualifications are provided in Appendix 1).

#### **F. Research Instruments and Data Collection Procedure**

The current research is mainly qualitative employing quantitative data to have its findings supported and more clarified. Miles and Huberman (1995) claim that many qualitative researches involve single cases, with few individuals. Who need questionnaires, observation schedules, or tests. Thus, four techniques have been used to elicit data naturalistically, questionnaires, focus group interviews, classroom observations, and think-aloud protocol. The researcher recorded the participants' answers when interviewing them and when doing thinking aloud (the reading task). The audios then have been transcribed and translated by the researcher.

The questionnaire used in the research is mainly based on the VLSs taxonomy developed by Schmitt (1997) since it is considered as the most complete and comprehensive taxonomy as previously mentioned in chapter II. The triangulation of data collection instruments provides more valid, reliable, and in depth findings for the study. Johnson (1992) claims that triangulation is beneficial in terms of preventing initial impressions to happen and avoiding the

biases occurring within observations. The questionnaire has been used to elicit the information concerning the frequency of VLSs use since as previously mentioned in Chapter II, VLSs use is not related on the way strategies are used only, but the frequency of use should be considered as well. In addition, the questionnaire was used to gain information about the differences between successful and less successful learners in terms of frequency of VLSs use.

The focus group interviews were to gather information concerning VLSs use and its relationship with language proficiency, since the interviewed participants are the 40 successful learners. Through interviewing them, the researcher aimed at gaining in depth understanding about their vocabulary learning difficulties and the way they use VLSs to solve them. The in depth understanding of successful learners' use of VLSs will allow the less successful learners to learn from it, as previously mentioned in chapter II, successful learners tend to use more varieties of VLSs in a different way from how less successful learners use them. The classroom observations were to support the other techniques since all of them are based on the participants' answers, thus, the researcher wanted to support them with her interpretation of what she observed through watching four meetings when the learners were studying in the class. The reading task was used to gain information concerning the thinking process leading learners to select strategies to be used when doing a reading task. As previously mentioned, the reading task has been selected since the reading skills was proven by experts to be the most helpful skill for building vocabulary knowledge. The following sub-sections provide detailed presentations of the techniques used when

collecting the data for this study.

### **1. The Vocabulary Learning Strategy (VLS) Questionnaire**

The questionnaire used in this study has been taken and adapted from Wong (2014) research on VLSs use of twenty Chinese ESL learners in Australia. Some parts have been changed by the researcher of this study to fit into the ESP field since the original questionnaire was addressed to ESL field. It has been adapted by the researcher from a thesis submitted in fulfilment of the requirements for the degree of doctor of education, School of Education & Professional Studies Faculty of Education. Griffith University, February 2014. The researcher Elizabeth Moon Yu Wong adopted the qualitative case study approach to investigate, firstly, twenty young adult Chinese ESL learners' VLS use and, secondly, the vocabulary learning strategies they used to guess or deduce the word meanings of unfamiliar English vocabulary in their readings. The researcher of the current study adapted the questionnaire and translated it into Indonesian language to be easily used by the Indonesian. To establish the reliability and the validity of the adapted questionnaire, it has been given to an expert to validate it before translating and administering it. Meanwhile the translated questionnaire was given to three native Indonesian speakers to check it before being administered to the participants.

The research conducted by Wong (2014) used this questionnaire as numerical data to support her primarily qualitative research, Wong distributed it to twenty Chinese students taking ESL courses in Australia. The questionnaire was used by her to elicit data concerning the VLSs frequency of

use of ESL learners. Schmitt's (1997) vocabulary learning strategy taxonomy was adapted here to investigate the participants' vocabulary learning strategy selection because of his taxonomy's relevance to her study and the current study as well. The questionnaire was given to the respondents of the current research in both English and Indonesian language and they were given the chance to answer the English or the Indonesian version. The questionnaire was used to gain information concerning the frequency of VLSs use and which strategies the nursing students use when learning vocabulary. Within the preliminary research, the researcher identified 40 students with higher scores and 40 with lower scores, the researcher put a code for each questionnaire given to the 80 students to identify them later when comparing the frequency of VLSs use. The researcher of the current study was the distributor of the questionnaire, she administered it within four days, two classes in the first day, one class in the second day, two classes in the third day, one class in the fourth day. The participants completed the questionnaire in the classes with the attendance of their lecturers and the researcher within thirty minutes and returned it to the researcher in the same meeting. The researcher observed the participants doing the questionnaires and she explained it to them in details, she asked them to feel free asking her about anything they do not understand in the questionnaire.

**a. The adaption of the Questionnaire**

In the original questionnaire there are two parts to the VLS Questionnaire. Part 1 elicits information about their cultural and

linguistic background, and Part 2, their selection of vocabulary learning strategies. There are fifty-eight vocabulary-learning strategies in the original questionnaire by Wong (2014). Table 7 below summarizes the VLS Questionnaire format used in the original study to elicit information about the Chinese ESL participants' VLS use. While it is used in the current study for the same reason by considering the different field (ESP).

Table 7. The VLS Questionnaire Original Format

<b>Vocabulary Learning Strategy Questionnaire Format</b>		
<b>VLSs Adapted from</b>	<b>Vocabulary Learning Strategies (VLSs)</b>	<b>No. Of VLSs</b>
<b>Schmitt's VLS Taxonomy (1997: 207-208)</b>	Metacognitive Strategies	12
	Social Strategies	8
	Determination Strategies	6
	Memory Strategies	18
	Cognitive Strategies	8
<b>Gu &amp; Johnson (1996: 674-675)</b>	Metacognitive Regulation Strategies	5
<b>Oxford's SILL (1990)</b>	Translation Strategy	1
<b>Total VLSs</b>		58

Table 8. VLS Questionnaire Format After Adaption

<b>Vocabulary Learning Strategies Questionnaire After Adaption</b>		
<b>VLSs Adapted from</b>	<b>Vocabulary Learning Strategies (VLSs)</b>	<b>No. of VLSs</b>
<b>Schmitt's VLS Taxonomy</b>	Metacognitive Strategies	12
	Social Strategies	8
	Determination Strategies	6
	Memory Strategies	18
	Cognitive Strategies	8
<b>Gu &amp; Johnson (1996: 674-675)</b>	Metacognitive Regulation Strategies	5

<b>Oxford's SILL (1990)</b>	Translation Strategy	1
<b>Hedge (2000: 117-118)</b>	Cognitive Strategies	8
<b>Added by the researcher</b>	Memory Strategies	1
	Determination Strategies	2
Total of the Strategies		70

As illustrated in Table 8 above, the current study adapted eight more strategies Hedge (2000: 117-118), he classified vocabulary learning strategies into two main categories cognitive and metacognitive only, but his cognitive list of VLSs is more complete because he considered strategies that cannot be easily observed such as imagining the meaning of a word in mind.

### **1) The Adaption of Metacognitive Regulation Strategies**

The researcher adapted some parts of the metacognitive regulation strategies to make them fit into the nursing vocabulary learning, she wanted to make them more specific to the focus of this study that is ESP vocabulary learning. the figures below show the difference between the original metacognitive regulation strategies and the adapted ones. Several strategies were added by the researcher to make the questionnaire specific for ESP learners (nursing) since the original questionnaire was addressed to ESL learners. In strategy number 4, the researcher added using the internet as of the tools for learning other nursing vocabularies, since using internet is one of the self-initiations made by learners to gain

more knowledge, and it has not been considered by Wong (2014) in the original questionnaire. (for more details, see appendix xx).

## **2) The Adaption of Metacognitive Strategies**

The researcher replaced some metacognitive strategies with other strategies she perceives as more appropriate for the nursing students such adding the strategy number 15 with the strategy of using games for repetition, since most of learners nowadays prefer using games and online applications to learn new words rather than focusing only on the traditional strategies. In addition, the researcher always added words in relation to nursing/medical vocabulary to make it specific for the field. (for more details, see appendix xx).

## **3) Social Strategies Adaption**

The researcher made no changes to the social strategies because they were appropriate and comprehensive for the learners' level and field of specialization, in addition, social strategies are flexible strategies that can be used for all types of learners with their different preferences and levels. (for more details, see appendix xx).

## **4) Determination Strategies Adaption**

The researcher changed the words monolingual and bilingual with English-English and Indonesian- English, English-Indonesian as an initiative to simplify the language of the questionnaire for the learners. In addition, the researcher added two strategies, number 33 is related to the use of application such as Google translate and

Vocabulary.com in determining meanings of new words. Meanwhile, the strategy number 34 is a social strategy that can be used for determining meanings of new words by asking people. The two mentioned strategies were not considered by the Wong (2014) although she stated that social strategies could be a part of determination strategies. (for more details, see appendix xx).

### **5) Memory Strategies Adaption**

In this part of the questionnaire, the researcher gave examples to the strategies she doubted to be ambiguous for the learners, such as the strategy of word's part of speech, (noun, verb, adjective) were examples to simplify the meaning for the participants. One strategy has been added (N. 53) to the memory strategies that is related to relate the new words to the possessed schemata in terms of words parts. (for more details, see appendix xx).

### **6) Cognitive Strategies Adaption**

The researcher added eight cognitive strategies from the taxonomy developed by Hedge (2000, pp. 117-118). Hedge's taxonomy consists of only metacognitive and cognitive strategies, but he gave more detailed and various strategies, thus, the researcher selected eight strategies that have not mentioned by Wong (2014) to make the questionnaire more complete. (for more details, see appendix xx).

## **7) Translation Strategies Adaption**

The translation strategy used in the original questionnaire by Wong (2014) have been used by the researcher of the current research without changing them. (for more details, see appendix xx).

### **b. Focus Group Interviews**

Morgan (1996) defines Focus group interviews as using a semi structured group session, moderated by a group leader, held in an informal setting with the purpose of collecting information on a designed topic. He claims that the focus group interviews are qualitative data collection instruments that are based on interaction as a source of data. This instrument has been selected for this study to collect qualitative data concerning the thinking process and the rationales of using certain VLSs by successful ESP learners. The interview transcript used for the current study has been adopted from Wong (2014), The current interview has been adapted to fit the characteristics of focus group discussion as a different instrument, and English for specific purposes field. The original interview was used as one by one semi structured interview. The current interview has been sent to the participants via email before conducting the focus group discussion, so they can have an overview concerning the questions that will be discussed in the interview and each one of them have time to answer the questions honestly. The interview was conducted few days after administering the questionnaires.

The 40 successful learners have been interviewed within five

meetings with them. Each focus group discussion took around forty minutes, eight participants were interviewed in each session. The researcher explained to the participants the focus of the interview and the way to perform the focus group interviews. The researcher asked questions and the participants contributed on answering the questions as if it is an open ended discussion. Due to the nature of the interviews as semi-structured, the participants were given the opportunity to answer and give as much information as they can. “the duration and depth of the response were left largely to the respondents’ discretion” (Oxford, 1996, p. 91).

### **1) The Interview Structure and Adaption**

As shown in (Appendix 5) the semi structured interview sheds the light on the following areas:

- a) the most challenging and the easiest areas in learning English language.
- b) the participants’ experience in learning English for nursing
- c) the difficulties facing the participants when communicating with people.
- d) the challenges encountering the participants when learning ESP vocabulary.
- e) the difference between ESP vocabulary and ESL/EFL vocabulary based on the participants’ perspectives and experience.

- f) the VLSs they employ to solve the mentioned problems effectiveness for their learning.
- g) recommendation for more effective vocabulary learning in the classroom.

The researcher adapted many parts of the interview to make it specific for ESP (nursing) vocabulary learning. In addition, she added the question N. 5 to make the way participants perceive ESP vocabulary and the extent to which they find it as challenging. In the last five questions of the interview, the researcher focused on the VLSs used to learn ESP vocabulary, the length and depth of this part of the questions was based on the learners' answers. The researcher was flexible in asking questions and asking for more details/clarification and stimulate participants to give more information. The researcher adapted some questions of the questionnaire to relate them to reading, since it is crucial for learning ESP vocabulary. Meanwhile, the original interview focused on using the language for communication and speaking because it was addressed for ESL learners. The question concerning the interaction with native speakers has been deleted since the researcher wanted to limit the focus on the strategies used for learning ESP vocabulary more than understanding native speakers and English varieties.

**c. Classroom Observations**

The researcher observed five meetings in order to strengthen the

findings and make them more valid, since all the data elicitation techniques used are based mostly on the participants' answers. Creswell (2005: 211) claims that "observation is the process of gathering open-ended, firsthand information by observing people and places at a research site" There are different types of observations, the one used in this research is non-participant observer. In this type of observation, the researcher is not involved in the classroom activities. The researcher attended five meetings, three with one lecturer and two with another lecturer. When observing, the researcher paid attention on the integration of ESP vocabulary teaching and the way it is taught by the lecturers. In addition, the researcher focused on observing the VLSs used by the participants when learning in the class. Since not all of VLSs are possible to be observed, the researcher used the think aloud protocol to fill the gap occurring when observing.

The observation mainly focused on the following aspects:

- 1) The way nursing vocabulary is taught in the class by the lecturers.
- 2) The extent to which VLSs are trained and learnt in the class.
- 3) The VLSs the learners use when learning in the class.
- 4) Challenges facing lecturers and students in applying vocabulary strategy instruction in the classroom.

The researcher checklists used for the are provided in the appendix xx.

#### **d. The Reading Vocabulary Task and Think Aloud/Discussion**

Performing the reading task has been selected by the researcher to

be one of the data elicitation techniques in order to observe the VLSs used by the participants to deduce the meaning of eight nursing words. The reading task was developed by the researcher based on the course-book used in the university “English for professional nurse”. After being developed, the reading has been checked by an expert of ESP field and the two lecturers teaching in the university to ensure about its appropriateness to the level of the learners. The eight words chosen after consulting to the lecturers of the participants, they stated that it is possible that not all the participants are aware of the meanings of the words. The text has been provided rather a vocabulary exercise due to the belief made by the research concerning the importance of reading in vocabulary building.

### **1) Focus of Reading Vocabulary Task**

Vocabulary learning strategies employed by ESP learners when dealing with reading tasks is the main focus of the reading vocabulary task, and the thinking process leading the participants to find the answers. The reading task was not used to measure their reading ability or vocabulary size, it was specifically for knowing the strategies they use when reading. Therefore, the vocabulary items emphasized by the task are the ones found by learners when reading texts in relation to their field of specialization. The way learners deal with vocabulary problems when reading is more observable than that when dealing with the other skills.

## 2) Definition of Vocabulary Learning Strategies Used in Vocabulary Task

A clear distinction between “learning” and “guessing” in terms of the strategies used when dealing with reading tasks is still a topic for debate within experts. Gu (2003) emphasizes the strong relationship between the two concepts of guessing and incidentally learning new words. To find the meaning of words used in the reading task of the current study, it is necessary for the learners to use vocabulary learning strategies such as memory strategies (guessing the meaning of words from the reading context, associating words to their coordinates, using semantic maps, ect), and social strategies (pair and group work, asking people, ect.)

## 3) Selection of Reading Text

The reading paragraph shown in Figure 7 below is taken from the learning materials used by the lecturer in the nursing faculty to be used as one of data collection instruments. The participants have been given the task and asked to deduce the meaning of the eight words written in bold. When doing that they should use the think aloud protocol to tell about the thinking process and the intuitions that lead them to choose one strategy to be used. As previously mentioned, the task was taken from the course-book used in teaching the students in the university.

The nurse tied tightly <b>a tourniquet</b> around the upper arm of the patient. She asked the patient if it is painful. Yes. A bit painful,
---

he answered. after taking a blood sample of the patient, the nurse prepared **forceps** and **catheter** for **the surgeons** to start the operation. The medical professional used **stethoscope** to listen to the beating of the heart, and sounds of breathing. Based on the report made by the **oncologist**, the patient suffers of a tumour in his **throat**. It started by difficulty in swallowing that led to **shivering** attacks and an urgent throat surgery is needed.  
Source:

Figure 7. The Paragraph Used in The Reading Task

The eight words in bold have been selected based on the information gained by the researcher when conducting the preliminary research. The interview with the lecturers lead the researcher to use the course-book of English for nursing to develop the reading task because the lecturers stated that it is mostly used to teach the learners in class. The words selected were ‘a tourniquet’, ‘forceps’, ‘catheter’, ‘the surgeons’, ‘stethoscope’, ‘oncologist’, ‘throat’, ‘shivering’. Having unexpected outcomes from the participants when doing the reading task is possible to happen since their vocabulary knowledge level is not the same. Thus, this is a challenging area for the current research to be faced.

#### 4) Think-Aloud Protocol

This technique has been adapted by the researcher for the current study in order to achieve a deep understanding concerning the thinking process leading the participants to select certain strategies for a particular task and the way they employ the strategies to determine the meaning of new words. 40 successful students have contributed in performing the task. The researcher contacted them

through Whatsapp personally and met them in groups. The administering of the task happened in one week through six sessions. Each session included around 5 to 8 participants. Firstly, the researcher explained to the participants the focus of the reading task and its aim and then she explained to the the way to perform the think aloud protocol. 10 participants preferred to write their thinking process and express it through writing instead of speaking. Meanwhile the other participants explained about the intuitions leading them to select the strategies through speaking. Six participants preferred to do the task in pairs, so each pair of them worked together to deduce the meaning of words.

Chamot (2004); Chamot and El-Dinary (1999) claim that think-aloud protocol is one the newest trends in identifying and classifying strategies. Thus, it is challenging to have the students tell about their strategy use in a clear and non-confusing way. Oxford and Crookall (1989) argue that what teachers have in mind concerning their students' strategies were often wrong. To deal with the problem of participants' outcomes accuracy, the researcher in the current study recorded the students who did the think aloud protocol through speaking so she can play back the audios when doubts that a participant gave less accurate answer. However, the 40 participants of the current study showed a good level of confidence when doing the think aloud protocol, it can be due to the close relationship the

researcher built with them, in addition, using the Indonesian language to verbalize their strategies helped the participant to avoid the language limitation problems. Hence, it is crucial to emphasize the point that the focus of this study is limited on the VLSs use and not testing the participants' vocabulary knowledge, reading comprehension, or any aspect in relation to their learning of the four skills.

## **G. Data analysis Techniques**

### **3. Quantitative Data Analysis**

#### **a. The Survey Questionnaire**

The Statistical analysis of data was done using the Statistical Package for Social Science SPSS in relation to the research question number one. The use frequency of each VLSs category has been calculated using the following formula:

$\% = \frac{\text{The total of the answers}}{\text{the total of the respondents}} \times 100\%$ .

More details concerning the survey questionnaire analysis are provided in Chapter IV.

#### **b. The Comparison between Successful and Unsuccessful Learners VLSs Use Frequency**

In accordance to the research question “what differentiates between successful and less successful learners in terms of VLSs use frequency?” the current study went one step further by comparing between forty successful and forty unsuccessful learners in terms of VLSs use. The

researcher collected the English cumulative grand-point-average of the participants through five semesters to identify the successful and less successful students. After ranking the scores of each semester from the highest to the lowest, the researcher selected forty students with consistent high scores through the five semesters to be the successful group. Meanwhile, she selected the students which their scores ranked as the lowest consistently through the five semesters to be the unsuccessful group. When administering the questionnaire used in this study, the researcher with the help of the lecturers used a coded the questionnaires of each of the eighty successful and less successful students to do the comparison later. Therefore, eighty copies of the questionnaire used in the current study were coded by the researcher before being administered to the successful and less successful.

Statistical analysis of data was done using the Statistical Package for Social Science SPSS in relation to the research question number two (quantitative data). The independent variable is the English proficiency (successful, unsuccessful). Dependent variable was the students' VLSs use frequency. The data analysis of this part includes firstly, calculating descriptive statistics, means and standard deviation for the two groups and secondly, an independent t-test to investigate whether there is any difference between the successful and unsuccessful students use of each VLSs category. In order to find out the possible difference between

successful and less successful learners in terms of using the VLSs in their vocabulary learning, a hypothesis testing is necessary.

$H_0$  : There is no significant difference between successful and unsuccessful learners in terms of the VLSs use frequency. This hypothesis could be accepted if

$H_1$  : There is a significant difference between successful and unsuccessful in terms of the VLSs use frequency.

### **c. Criteria**

Sig (2 tailed) = p.

$\alpha = 0,05$ .

If sig (2 tailed) <  $\alpha$ .  $H_0$  is rejected,  $H_1$  is accepted

If sig (2 tailed) >  $\alpha$ .  $H_0$  is accepted,  $H_1$  is rejected

## **2. Qualitative Data Analysis**

The researcher used the interactive model from Miles, Huberman and Saldana (2012) to analyze the data. The data analysis have been done through three steps, data reduction, data display, conclusion drawing and verification.

### **a. Data Reduction**

Miles., Huberman and Saldana (2012) argue that “data reduction refers to the process of selecting, focusing, simplifying and transforming the data that appear in written up field notes or transcriptions.” Therefore, the researcher in the current study have done the data reduction for the interviews’ results, the notes taken while observation,

and the think aloud findings.

**b. Data Display**

In the current study, the researcher has done the data display to understand the findings and simplify the results, in order to be well prepared for conclusion drawing and verification. A display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles., Huberman and Saldana, 2012).

**c. Conclusion Drawing and Verification**

The last step in the data analysis process is conclusion drawing and verification, in this step the researcher will conclude and verify the data after collecting it and fulfilling all the previous steps. The researcher has drawn conclusions in relation to the research questions 3,4,5 concerning the VLS used by the forty successful students and the factors influencing their selection and use of VLS.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter provides analysis of the research data through four sessions:

1. Vocabulary Learning Strategy (VLS) Questionnaire Survey
2. Participants' focus group Interviews
3. Observation.
4. Reading Vocabulary Task.

In the first session of this chapter, the findings of self-reported vocabulary learning strategy (VLS) use frequency have been analysed through a combination of qualitative and quantitative analysis process. The use frequency of seventy vocabulary learning strategies categorized in seven categories, Metacognitive Regulation, Metacognitive, Social, Determination, Memory, Cognitive, and Translation strategies. The main aim from the questionnaire is finding which strategies of the seventy strategies were ranked as more frequently used than the other strategies by the 176 students. By achieving a good understanding of the high use frequency, teachers and lecturers teaching English for specific purposes (nursing) will benefit from the provided insights to plan and improve the way they instruct vocabulary strategy in their classrooms. Hence, the focus will be more given to the strategies the learners avoid using despite their vital role for their learning.

#### **A. VLS Questionnaire Survey**

##### **1. Analysis of the VLS Questionnaire Survey Data**

In this part, data collected through questionnaire distribution to 176

nursing students analysis is provided. The questionnaires were to elicit information concerning the participants' use frequency of VLSs and which VLSs they use often/rarely in their learning. The questionnaire consists of seventy questions concerning VLSs, as illustrated in Table 9 below, the abbreviations (alphabetically ordered and number of items used in the questionnaire employed by the current research.

Table 9. Abbreviations and Number of Vocabulary Learning Strategies in Questionnaire

<b>Abbreviations &amp; Number of Vocabulary Learning Strategies in Questionnaire</b>		
<b>Abbreviation</b>	<b>Vocabulary Learning Strategies (VLSs)</b>	<b>No. of VLSs</b>
CoS	Cognitive Strategy	16
DS	Determination Strategy	8
MMS	Memory Strategy	19
MRS	Metacognitive Regulation Strategy	5
MS	Metacognitive Strategy	13
SS 8	Social Strategy	8
TS	Translation Strategy 1	1
Total 7 VLS Categories		70

The researcher divided the participants based on their use frequency of VLSs into three categories as illustrated in the Table 10 below:

Table 10. The categorization of Participants based on the use frequency of strategy

<b>The Category</b>	<b>The Description</b>
<b>High Users:</b>	Participants who selected 'Usually' and 'Always' for the use frequency of the strategy
<b>Medium Users:</b>	Participants who selected 'Sometimes' or 'Often' for the use frequency of the strategy.
<b>Low Users:</b>	Participants who reported to 'Never' or 'Seldom' use the strategy.

Table 11. VLSs Use Frequency Percentage Criteria

Frequency of Strategy Use											
0%		20%		40%		60%		80%		100%	
1	Never	2	Seldom	3	Often	4	Sometimes	5	Usually	6	Always

By categorizing the participants as illustrated in the Table 12 below, the researcher was able to identify the vocabulary strategies strategies that 176 nursing students use frequently for their learning when being in encounter to new words in the daily life. The researcher analysed the findings based on having the strategies as categories and not each strategy in isolation from the other. The high, medium, and low strategy users will be referred to in the discussion using the following abbreviations:

Table 12. Abbreviations Used for categorizing the participants based on their VLSs Use Frequency

<b>The Abbreviation:</b>	HU	MU	LU
<b>The Description:</b>	High Use	Medium Use	Low Use

The categories of the strategies mean the groups of the strategies based on how they have been classified by the experts which their taxonomies were employed in this research (Gu & Johnson (1996: 674-675); Oxford's SILL (1990); Hedge (2000: 117-118). The categories as mentioned previously are Metacognitive Regulation strategies (MRS), Metacognitive strategies (MS), Cognitive strategies (CS), Memory strategies (MS), Translation strategies (TS), and Determination strategies (DS).

By finding out about the use frequency of the strategies, the research sheds the light not only on the strategies that students use frequently to learn, but also the strategies they rarely use and avoid employing them. Thus, the rarely used strategies should be given more attention in terms of strategy training in the classroom. Thus, each strategy has its role and value if used appropriately and in a flexible way by learners. Despite the fact that the findings of this research cannot be generalized for all the Indonesian nursing students, but the deep and great understanding of VLSs frequency use and the thinking process leading to it is beneficial for ESP instructors especially English for nursing to know the appropriate way of considering VLSs instruction in their classrooms.

The current section provides an analysis of the strategies that frequently and rarely used in each category, since each category consists of more than one strategies and it is possible that learners use one strategy more often than the another one in each category. This is to give deeper insights concerning the use of each strategy.

**a. Metacognitive Regulation Strategy (MRS) Use Frequency  
Reported by the Participants**

The metacognitive regulation strategy (MRS) category contains five strategies, this kind of strategies as mentioned in chapter II is related to the self-initiation and the way learners assess and perceive their progress in learning vocabulary. Gu and Johnson (1996) argue that a

strong relationship does exist between the language proficiency, vocabulary knowledge, and self-initiation of the learners. Self-initiation is crucial for learners in terms of building a high level of autonomy in learning (Stoffer, 1995). The research conducted by Gu and Johnson (1996) revealed the vital role of Metacognitive regulation strategies in distinguishing between good learners and poor learners, the findings of their study revealed that learners who use metacognitive regulation strategies more often showed a better progress in vocabulary learning than the those who use it rarely. The way MRS were numbered in the questionnaire is the same used in the analysis to avoid any kind of confusion. Table 13 below illustrates the use frequency of MRS reported by the 176 participants through filling the questionnaires.

**Table 13. Participants' Reported MRS Use Frequency of MRS**

Metacognitive Regulation Strategies (MRSs)		Number of Participants In Terms Of VLS Use Frequency						Total
		Low Use		Medium Use		High Use		
		Never	Seldom	Sometimes	Often	Usually	Always	
MRS-1	find out meaning of words I am interested in.	0	13	50	56	26	31	176
MRS-2	make a note of nursing words important to me.	19	70	64	17	5	1	176
MRS-3	read other English books in relation to nursing besides my classroom textbook.	3	36	68	39	23	7	176
MRS-4	Learn other nursing vocabulary items not given by teacher	5	12	59	54	24	22	176

	through using/ surfing the Internet (e.g. English websites, e-chatting [e.g.; speaking: Skype])							
MRS-5	find out more about vocabulary items I am not sure of .	2	15	24	41	31	63	176
<b>Total</b>		<b>29</b>	<b>146</b>	<b>265</b>	<b>207</b>	<b>109</b>	<b>124</b>	<b>880</b>
<b>%</b>		<b>3.3</b>	<b>16.6</b>	<b>30.1</b>	<b>23.5</b>	<b>12.4</b>	<b>14.1</b>	<b>100.0</b>
		<b>19.9</b>	<b>53.6</b>	<b>26.5</b>				<b>100.0</b>

The total number of respondents is 176 participants, the number of strategies in this category is five. Therefore, the total number of answers for this category is  $176 \times 5 = 880$ . There are 29 answers of “Never” ( $29 : 880 \times 100\% = 3,3\%$ ) and 146 answers of “seldom” ( $146 : 880 \times 100\% = 16,6\%$ ). Therefore, the total percentage of low use is:  $Low\ use = 3,3\% + 16,6\% = 19,9\%$ . There are 265 answers of “sometimes”, so the percentage is ( $265 : 880 \times 100\% = 30,1\%$ ). Meanwhile, 207 answers were found for “often” and its percentage is ( $207 : 880 \times 100\% = 23,5\%$ ). Therefore, the total percentage of medium use is  $30,1\% + 23,5\% = 53,6\%$ . There are 109 answers for “usually” so its percentage is ( $109 : 880 \times 100\% = 12,4\%$ ). Meanwhile 124 answers were found for “always” meaning that its percentage is ( $124 : 880 \times 100\% = 14,1\%$ ). Therefore, the total percentage of high use is  $12,4\% + 14,1\% = 26,5\%$ .

It can be concluded that in general the MRS medium use has the

highest percentage of 53,6%. Meanwhile, the low use has the percentage of 19,9%. However, there 6,6% more high MRS users than low MRS users. Thus, the participants are considered as medium users of MRS, especially because only 3,3% of them reported to “never” use the MRS in comparison to the ones who choose “always” with a percentage of 14,1%. However, what made them not considered as so active MRS users is the difference between “seldom” and “usually” percentages that means that the participants who seldom use the MRS are 4,2% higher than those who usually use them. This proves that the participants of this study are medium users of MRS.

### **1) Participants’ MRS Use Ranking**

As illustrated in Table 14, the use frequency differs from a strategy to another in the category of MRS, such as the strategy of “find out more about vocabulary items I am not sure of” (MRS-5) is the most frequently used strategy by the participants because it got the highest ranking of 94 users who choose “always” and “usually”. Another strategy that is more frequently used than the other three strategies is “find out meaning of words I am interested in” (MRS-1) with 57 people highly use it. However, the strategy of “make a note of nursing words important to me” (MRS-2) was used to be the rarely used strategy in comparison to the other strategies with the amount of 97 low users. Another strategy to be considered as low used is “read other English books in relation to nursing besides my

classroom textbook” (MRS-3) with 39 low users of it. “Learn other nursing vocabulary items not given by teacher through using/ surfing the Internet (e.g. English websites, e-chatting [e.g.; speaking: Skype])” strategy (MRS-4) was found to be the most medium used strategy meaning that the participants showed a medium use of the internet in terms of learning other nursing words besides the ones given by their lecturers.

**Table 14. The Use Frequency for each Metacognitive Strategy**

MRS Strategies		Low Use		Medium Use		High Use		Total	
		F	%	F	%	F	%	F	%
MRS01	find out meaning of words I am interested in.	13	7.4	106	60.2	57	32.4	176	100.0
MRS02	make a note of nursing words important to me.	89	50.6	81	46.0	6	3.4	176	100.0
MRS03	read other English books in relation to nursing besides my classroom textbook.	39	22.2	107	60.8	30	17.0	176	100.0
MRS04	Learn other nursing vocabulary items not given by teacher through using/ surfing the Internet (e.g. English websites, e-chatting [e.g.; speaking: Skype])	17	9.7	113	64.2	46	26.1	176	100.0
MRS05	find out more about vocabulary items I am not sure of .	17	9.7	65	36.9	94	53.4	176	100.0

a) For the first strategy MRS-1 there are 13 low users with the percentage of 7,4% from 176. Meanwhile 106 participants tended to be medium users of that strategy with the percentage of 60,2% from 176 participants. Moreover, 57 participants showed that they are high users of the first strategy with the percentage of 32,4% from 176 participants. Therefore, it can be said that the participants are considered as medium users of the first strategy.

b) For the second strategy MRS-2 there are 89 low users with the percentage of 50,6% from 176. Meanwhile 81 participants tended to be medium users of that strategy with the percentage of 46,0% from 176 participants. Moreover, 6 participants showed that they are high users of the first strategy with the percentage of 3,4% from 176 participants. Therefore, it can be said that this strategy is rarely used by the participants.

c) Concerning the third strategy MRS-3 there are 39 low users with the percentage of 22,2% from 176. Meanwhile 107 participants tended to be medium users of that strategy with the percentage of 60,8% from 176 participants. Moreover, 30 participants showed that they are high users of the first strategy with the percentage of 17,0% from 176 participants. Therefore, it can be said that this strategy has a medium use by the participants.

d) Concerning the fourth strategy MRS-4 there are 17 low users with the percentage of 9,7% from 176. Meanwhile 113

participants tended to be medium users of that strategy with the percentage of 64,2% from 176 participants. Moreover, 46 participants showed that they are high users of the first strategy with the percentage of 26,1% from 176 participants. Therefore, it can be said that this strategy has a medium use by the participants and its high user percentage is higher than its low use meaning that it is more often used by the participants.

e) Concerning the fifth strategy MRS-5 there are 17 low users with the percentage of 9,7% from 176. Meanwhile 65 participants tended to be medium users of that strategy with the percentage of 36,9% from 176 participants. Moreover, 94 participants showed that they are high users of the first strategy with the percentage of 53,4% from 176 participants. Therefore, it can be said that this strategy is highly used by the participants and even its medium user percentage is higher than its low use meaning that it is more often used by the participants.

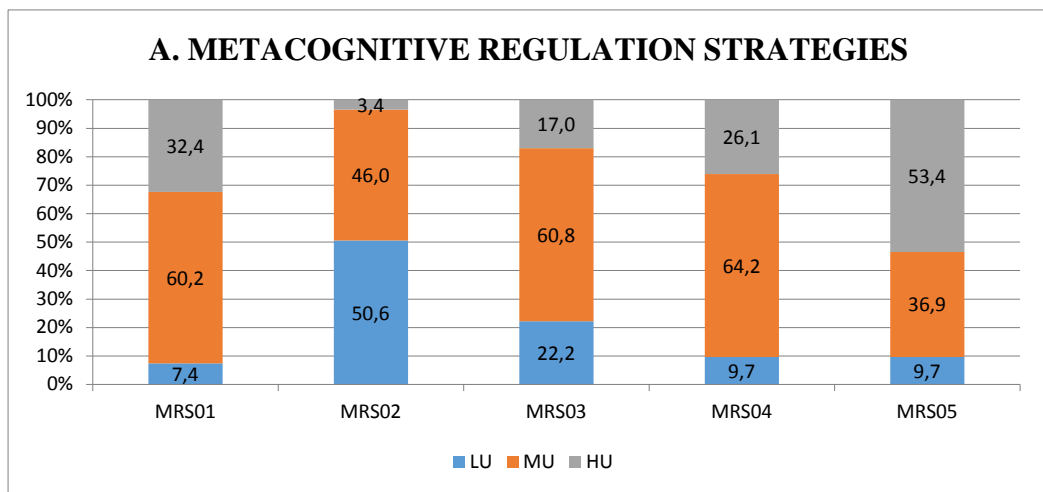


Figure 8. Participants' Reported High, Medium and Low MRS Use Frequency

As illustrated in the Figure 8 above, the strategies that got the higher medium use ranking are MRS-1, MRS-3, and MRS-4, but MRS-1 and MRS-3 reflected to mostly the same medium use ranking with a difference of 0,6%. Thus, MRS-5 “find out more about vocabulary items I am not sure of” is the most frequently used strategy followed by MRS-1 “find out meaning of words I am interested in” that is considered as highly used as well. MRS-2 “make a note of nursing words important to me” has the lowest percentage of high use and the highest percentage of low use meaning that MRS-2 is the most rarely used strategy among the five strategies. Meaning that 50,6% of the nursing participants tended to rarely note nursing words important to them. 22,2% of the participants tended to be low users of the MRS-3 “read other English books in relation to nursing besides my classroom textbook” strategy. Therefore, the findings concerning MRS-2 and MRS-3 use concur Liu's (2010) study findings which showed that “enhancing the memory of words by extensive reading’ and “enhancing the memory of words by writing them down’ have high percentage of low use.

The Table 15 below illustrates the comparison of use frequency between the five metacognitive regulation strategies. Strategies with the highest percentage of use frequency are MRS-5, MRS-1, and MRS-4. Meanwhile strategies with least frequency ranking are MRS-2, MRS-3

what concurs Liu’s findings as mentioned before.

Table 15. Participants’ MRS Use Frequency Ranking

Ranking	Metacognitive Regulation Strategies (MRS)		Low Use (%)	High Use (%)
1	MRS-05	find out more about vocabulary items I am not sure of.	9.7	53.4
2	MRS-01	find out meanings of words I am interested in	7.4	32.4
3	MRS-04	Learn other nursing vocabulary items not given by teacher through using/ surfing the Internet (e.g. English websites, e-chatting [e.g.; speaking: Skype])	9.7	26.1
4	MRS-03	read other English books in relation to nursing besides my classroom textbook.	22.2	17.0
5	MRS-02	make a note of nursing words important to me.	50.6	3.4

## 2) Discussion of Findings on Participants’ MRS Use Frequency

In accordance to the research question of “What are the least and most VLSs used by the undergraduate students of sixth semester in the nursing faculty? The student of the sixth semester in the nursing faculty tended to highly use the strategies in relation to their needs and preferences. “find out more about vocabulary items I am not sure of” (MRS-5). “find out meanings of words I am interested in” (MRS-1). Thus, learning other nursing vocabulary items not

given by the teacher (MRS-4) was less frequently used by the participants in comparison to finding meanings of words they are interested in and not sure of. This ensures that the nursing learners use more frequently the metacognitive regulation strategies in relation to their needs and preferences (MRS-1, MRS5) More than those that have less relation to their needs and interests even they still related to the field of nursing (MRS-4, MRS-3). In addition, the findings showed more than 50% of the participants never make notes of nursing words important to them meaning that they are less trained to enhance their memory ability to remember words through taking notes, what contrasts the findings of Wong (2014) study that found out that “taking notes of words important to the participants” (MRS-2) was the highly used strategy by 20 Chinese ESL learners in Australia.

Wong (2014) emphasizes the importance of taking notes of the important words as a tool to enhance the memory ability in recalling the words in other opportunities. Besides that, 22,2% of the participants reported to never use the strategy of “read other English books in relation to nursing besides my classroom textbook”, meaning that the participants perform less readings of material besides the given in the class. This can happen because they consider encountering new words they are not aware of. Meanwhile, when reading the textbooks, most of the words have been already studied in the class. Many studies (eg. Baumann and Kameenui, 1991;

Fisher and Blachowicz, 2005; Kucan & Beck, 1996; Nitschke, 2004) have revealed that the limited vocabulary knowledge is the main reason for the low percentage of VLSs related to reading use. The mentioned studies showed that learners do not understand the texts in the books they read what restrict their willingness to read widely.

To pedagogically implicate the mentioned findings in relation to metacognitive regulation strategies, it is necessary for teachers to emphasize the point of showing the learners the reason behind vocabulary learning rather than only having them learning it without acknowledging its value. To add, it is crucial to integrate activities supporting reading books besides those used in the classroom instead of limiting the focus on the most needed or interesting words to the learners. Encouraging reading of varieties of books will result on enriching the depth and breadth of learners' vocabulary knowledge. In addition, teachers should have their students know the importance of each strategy and they extent to which it can facilitate their learning. as an example, explaining to the learners the value of noting the nursing words they need is crucial for enhancing their memory ability in recalling the word later in other opportunities. Besides that, it is beneficial in terms of revising the words noted when needing them.

**b. Participants' Reported Metacognitive Strategy (MS) Use Frequency**

As previously explained in Chapter II, metacognitive strategies as Oxford (1990) defined them are actions and techniques used by learners in order to organize, plan, focus and evaluate their learning. The questionnaire used by this study includes thirteen metacognitive strategies. The research conducted by Zhao's (2009) revealed that ESL learners rarely employ MS in their learning, but after being instructed MS training, most of them showed an improvement in using the mentioned strategies. Meanwhile, the EFL studied by Wu and Wang (1998) were found to be active user of MS. Below in Figure. 23 is illustrated the metacognitive strategies use frequency of 176 nursing Indonesian students taking their sixth semester in Stikes Sruya Global. The table 16 below shows the use frequency in terms of six categories starting form "Never" until "always" (see VLSs questionnaire, Appendix).

Table 16. Participants' MS Use Frequency

Metacognitive Strategies (MS)		Low Use		Medium Use		High Use		Total
		Never	Seldom	Sometimes	Often	Usually	Always	
MS06	listen to a tape-recording / CD of the words.	7	43	66	31	19	10	176
MS07	watch medical TV shows and programs in English	6	32	65	40	17	16	176
MS08	watch videos related to nursing field in English	6	28	65	46	25	6	176
MS09	listen to English songs	0	14	32	40	29	61	176

MS10	read English newspapers.	85	65	19	2	4	1	176
MS11	read English news and articles online	25	72	51	10	12	6	176
MS12	read medical articles in English	15	63	63	28	6	1	176
MS13	listen to English radio programs	72	66	33	4	1	0	176
MS14	skip or pass difficult medical English words	10	50	67	36	6	7	176
MS15	use vocabulary games for repetitions such as cross-word puzzles, word search puzzles.	25	51	63	18	12	7	176
MS16	skip difficult English idioms.	21	69	66	19	1	0	176
MS17	learn English words written on commercial items.	14	42	54	31	21	14	176
MS18	Write meaning of new medical words in English	9	40	56	45	14	12	176
<b>Total</b>		<b>295</b>	<b>635</b>	<b>700</b>	<b>350</b>	<b>167</b>	<b>141</b>	<b>2288</b>
<b>%</b>		<b>12.9</b>	<b>27.8</b>	<b>30.6</b>	<b>15.3</b>	<b>7.3</b>	<b>6.2</b>	<b>100.0</b>
		<b>40.6</b>	<b>45.9</b>	<b>13.5</b>				<b>100.0</b>

It is shown in the Table 16, the highest percentage is the one of medium usage (45,9%). Meanwhile the low use percentage is 40,6%. Thus low users are 27,1% higher than high users. 2,9% of the participants reported that they “Never” use metacognitive strategies in their learning. while, 27,8% of the participants reposted to “seldom” use

the metacognitive strategies. Therefore, it can be said that the use of metacognitive strategies by the participants is a medium use with a high level of low users. In comparison to the previous findings concerning the metacognitive regulation strategies, the use of MS is less frequent than the use of MRS. 30% of the participants reported to “sometimes” use the metacognitive strategies, that is considered as the highest percentage for the frequency categories.

### 1) Participants’ MS Use Ranking

As shown in the Table 17 below, the differences between the thirteen metacognitive strategies in terms of use frequency. The strategy of “listen to English songs” (MRS-9) is the highly used strategy among all the metacognitive strategies and no one reported to “Never” use it, followed by “learn English words written on commercial items” (MRS-17) with a percentage of 19,9% high users. Meaning that the participants learn more often through incident learning (MRS-17-) and through doing things they prefer to do for their learning such as listening to English songs.

Table 17. Participants’ High, Medium and Low MS Use

Metacognitive Strategies (MS)		Low Use		Medium Use		High Use		Total	
		F	%	F	%	F	%	F	%
MS-06	listen to a tape-recording / CD of the words.	50	28.4	97	55.1	29	16.5	176	100.0
MS-07	watch medical TV shows and programs in English	38	21.6	105	59.7	33	18.8	176	100.0

MS-08	watch videos related to nursing field in English	34	19.3	111	63.1	31	17.6	176	100.0
MS-09	listen to English songs	14	8.0	72	40.9	90	51.1	176	100.0
MS-10	read English newspapers.	150	85.2	21	11.9	5	2.8	176	100.0
MS-11	read English news and articles online	97	55.1	61	34.7	18	10.2	176	100.0
MS-12	read medical articles in English	78	44.3	91	51.7	7	4.0	176	100.0
MS-13	listen to English radio programs	138	78.4	37	21.0	1	0.6	176	100.0
MS-14	skip or pass difficult medical English words	60	34.1	103	58.5	13	7.4	176	100.0
MS-15	use vocabulary games for repetitions such as cross-word puzzles, word search puzzles.	76	43.2	81	46.0	19	10.8	176	100.0
MS-16	skip difficult English idioms.	90	51.1	85	48.3	1	0.6	176	100.0
MS-17	learn English words written on commercial items.	56	31.8	85	48.3	35	19.9	176	100.0
MS-18	Write meaning of new medical words in English	49	27.8	101	57.4	26	14.8	176	100.0

The strategy of “read English newspaper” (MRS-10) has the least use frequency because 150 participants reported to “Never” or “seldom use it. Followed by the strategy of “listen to English radio programs” (MRS-13) that has 138 participants “Never” use it in their daily life. Another strategy that has a high percentage of low users is “skip difficult English idioms” (MRS-16) because 90 participants reported to “Never” or “seldom” use it and no one reported to always use it.

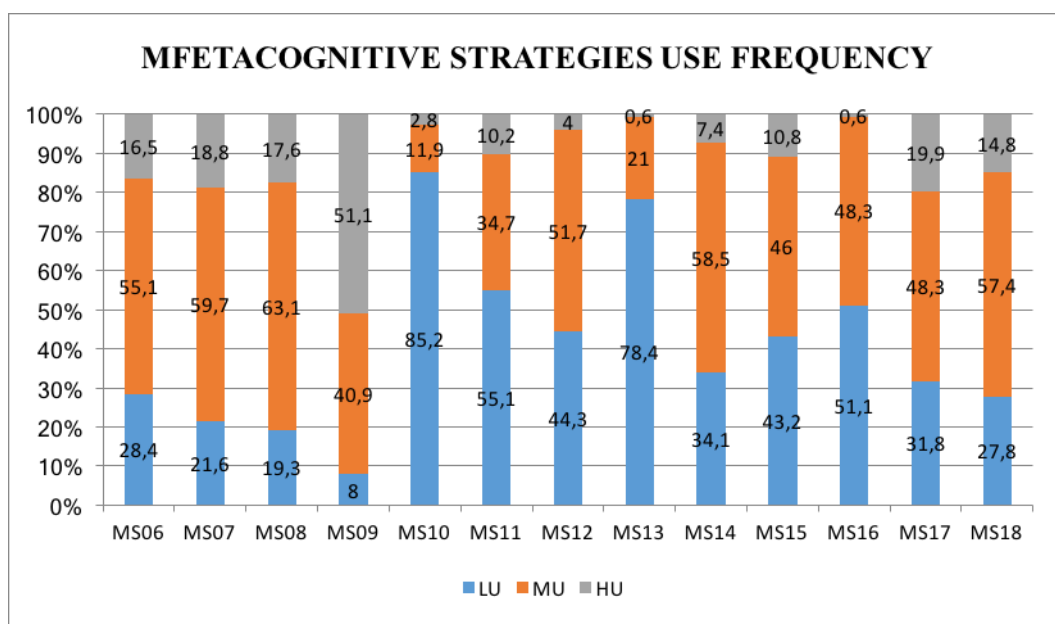


Figure 9. Participants' Reported High, Medium and Low MS Use Frequency

As the Figure 9 above shows that “listen to English songs” (MS-9) is the most frequently used strategy among all the metacognitive strategies. Meanwhile the least frequently used strategy is “read English newspapers” (MS-10) followed by “listen to English radio programs” (MRS-13), followed by “read English news and articles online” (MRS-11).

The Table 18 below illustrates the high and low use of the metacognitive strategies, it shows that in addition to using English

songs to learn new English songs, other metacognitive strategies are well known by the learners and often used such as leaning new words written in commercial items, watch medical TV shows and programs in English, watch videos related to nursing field in English, and listen to tape-recording of words. This proves that students select the strategies they are related to the things they enjoy doing. Thus, reading newspapers, articles in relation to nursing, and online news are considered as rarely used strategies by the participants.

Table 18. Participants' MS Use Frequency Ranking

Ranking	MS No	Metacognitive Strategies (MS)	Low Use (%)	High Use (%)
1	MS09	listen to English songs	8.0	51.1
2	MS17	learn English words written on commercial items.	31.8	19.9
3	MS07	watch medical TV shows and programs in English	21.6	18.8
4	MS08	watch videos related to nursing field in English	19.3	17.6
5	MS06	listen to a tape-recording / CD of the words.	28.4	16.5
6	MS18	Write meaning of new medical words in English	27.8	14.8
7	MS15	use vocabulary games for repetitions such as cross-word puzzles, word search puzzles.	43.2	10.8
8	MS11	read English news and articles online	55.1	10.2
9	MS14	skip or pass difficult medical English words	34.1	7.4
10	MS12	read medical articles in English	44.3	4.0
11	MS10	read English newspapers	85.2	2.8
12	MS13	listen to English radio programs	78.4	0.6

13	MS16	skip difficult English idioms.	51.1	0.6
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To have a deepest overview concerning the use frequency of metacognitive strategies, it is better to have them categorized as the following:

- a) MS related to listening
- b) MS related to Watching
- c) MS related to Reading
- d) MS related to Word/Idiom skipping
- e) Others

**2) Use of Metacognitive Strategies Related to Listening (MS-6, MS-19 & MS-13)**

There are three strategies in relation to listening in the questionnaire used in this research that are MS-6, ‘Listen to tape of word lists’, MS-9, ‘Listen to English songs’ and MS-13, ‘Listen to an English radio program’. The Table 19 below shows the ranking of use frequency of the mentioned strategies. As shown in the figure listen to English songs is the highly used listening related strategy followed by listen to a tape-recording / CD of the words, but if we compare the high use with low use percentage, MS-6 is considered as low used strategy. Meanwhile the “listen to English radio programs” is the least frequently used strategy”. From the finding of the popularity and high use of “listen to English songs”, it can pedagogically implicated through spending more efforts on

investigating the role of English songs in enhancing vocabulary learning and their relationship with EFL vocabulary learning in general and ESP in particular. In addition, it is advisable for teacher to use less tapes of word list in their classrooms.

Table 19. Use Frequency ranking of Listening related MS

Ranking	MS No	Metacognitive Strategies (MS)	Low Use (%)	High Use (%)
1	MS09	listen to English songs	8.0	51.1
2	MS06	listen to a tape-recording / CD of the words.	28.4	16.5
3	MS13	listen to English radio programs	78.4	0.6

### 3) Use of Metacognitive Strategies Related to Watching (MS-6, MS-19 & MS-13)

There are two Metacognitive Strategies Related to Watching, “watch medical TV shows and programs in English” (MS-7) and “watch videos related to nursing field in English” (MS-8). The Table 20 below shows the differences between the two strategies in terms of use frequency. The participants reported to watch medical TV shows and programs (MRS-7) more often than watching videos in relation to nursing (MRS-8). Meaning that they prefer medical shows and programs more than any kind of videos in relation to nursing.

Table 20. The differences between MS-7 and MS-8 in terms of use frequency.

Ranking	MS No	Metacognitive Strategies (MS)	Low Use (%)	High Use (%)
3	MS07	watch medical TV shows and programs in English	21.6	18.8

4	MS08	watch videos related to nursing field in English	19.3	17.6
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#### 4) Comparison of Metacognitive Strategy Use: Listening and Watching

If compared to each other, the three listening and two watching strategies differ in terms of the use frequency. The Table 21 below shows the differences of percentage between the two types of strategies. The two metacognitive strategies related to watching “watch medical TV shows and programs in English” (MS-7), “watch videos related to nursing field in English” (MS-8) are highly used by the participants than the the metacognitive strategies related to listening “listen to a tape-recording / CD of the words” (MS-06); “listen to English radio programs” (MS-13) due to the significant differences of the percentage. Thus, it is necessary to point out that the use of medical TV shows, programs, and videos in the classroom is a good tool to help ESP learners enrich their vocabulary knowledge.

Table 21. Comparison between MS Related to Listening and Watching

Ranking	MS No	Metacognitive Strategies (MS)	Low Use (%)	High Use (%)
1	MS09	listen to English songs	8.0	51.1
2	MS07	watch medical TV shows and programs in English	21.6	18.8
3	MS08	watch videos related to nursing field in English	19.3	17.6
4	MS06	listen to a tape-recording / CD of the words.	28.4	16.5
5	MS13	listen to English radio programs	78.4	0.6

**5) Use of Metacognitive strategies related to Reading (MS-10 and MS-11 and MS-12)**

The questionnaire used in the current study includes three metacognitive strategies in relation to reading that are read English news and articles online (MS-11); read medical articles in English (MS-12); read English newspapers (MS-10). The Table 22 below shows the differences between the three strategies in terms of use frequency.

Table 22. The Differences between MS-11, MS-12, and MS-10 in terms of use frequency

Ranking	MS No	Metacognitive Strategies (MS)	Low Use (%)	High Use (%)
1	MS11	read English news and articles online	55.1	10.2
2	MS12	read medical articles in English	44.3	4.0
3	MS10	read English newspapers	85.2	2.8

If compared to each other, the strategy of “read English news and articles online” (MS-11) has the highest percentage of use frequency of 10,2%. Meanwhile, “read English newspapers” (MS-10) is the least frequently used strategy among the metacognitive strategies in relation to reading. Followed by “read medical articles in English “(MS12) that is considered as low frequently used as well with the percentage of 44,3%. Despite the fact that reading news and articles online are highly used, it is necessary to acknowledge the importance to read articles in relation to medicine to enrich the ESP

vocabulary knowledge. In addition, the use of hardcopies newspapers has its part of benefit in enhancing the vocabulary knowledge of learners.

**6) Use of Metacognitive Strategies Related to Word/Idiom Skipping (MS-14 and MS- 16)**

As shown in the Table 23 below, the metacognitive strategies related to Word/Idiom Skipping are both considered as low frequently used strategies. Thus, the strategy of skip difficult English idioms (MS-16) is less frequently used than skip or pass difficult medical English words (MS-14) because its percentage of low use is higher than the one of MS-14. While its percentage of high use is higher than MS-16 percentage. Meaning that the nursing Indonesian learners tend to try understanding medical English idioms more than trying to understand medical English words. This can be due to the fact that ESP learners find the word related to nursing as complex and hard to be understood, meanwhile, idioms are mostly used to lean English words in general. This reveals the necessity of emphasizing the English idioms in the class by exposing the learners to more idioms and explain their meanings.

Table 23. Comparison of Participants' Reported MS-14 and MS-16 Use Frequency

Ranking	MS No	Metacognitive Strategies (MS)	Low Use (%)	High Use (%)
1	MS14	skip or pass difficult medical English words	34.1	7.4
2	MS16	skip difficult English idioms.	51.1	0.6

## **7) The Use of Other Metacognitive Strategies (MS-17, MS-18 and MS-15)**

There were three other metacognitive strategies in the questionnaire besides the ones related to reading, watching, and skipping words and idioms, “learn English words written on commercial items” (MS7); “Write meaning of new medical words in English” (MS18) “use vocabulary games for repetitions such as cross-word puzzles, word search puzzles” (MS15). As shown in the Table 24 the strategy of “learn English words written on commercial items” (MS7) is the most highly used strategy in comparison to the other two strategies with a percentage of 19%, followed by the strategy of “Write meaning of new medical words in English” (MS18) with a percentage of use frequency 14,8%. However, the participants reported a low use of the strategy “use vocabulary games for repetitions such as cross-word puzzles, word search puzzles” (MS15). Meaning that the nursing students are not active users of strategy in relation to games for repetition despite the crucial role that repetition plays in enhancing the vocabulary knowledge.

**Table 24. Comparison of Participants' Reported MS-14 and MS-16 Use Frequency**

Ranking	MS No	Metacognitive Strategies (MS)	Low Use (%)	High Use (%)
2	MS17	learn English words written on commercial items.	31.8	19.9
6	MS18	Write meaning of new medical words in English	27.8	14.8
7	MS15	use vocabulary games for repetitions such as cross-word puzzles, word search puzzles.	43.2	10.8

### **8) Discussion of Findings on Participants' Reported MS Use Frequency**

Based on the findings presented above, the strategy of “listen to English songs” is the most highly used strategy among all the metacognitive strategies. Followed by “watch medical TV shows and programs in English” and “watch videos related to nursing field in English”. In terms of reading related strategies, the participants tended to prefer reading English news and articles online more than hardcopies. Meaning that the participants tended to be active users of media-related strategies. In addition, the findings revealed that the learners prefer more skipping medical words than English idioms. However, the strategies in relation to reading are considered as the most lowly used strategies. What emphasizes the necessity of giving more instruction of vocabulary learning strategies in relation to reading due to the crucial role of reading in enhancing the vocabulary knowledge as previously explained in chapter II.

To be pedagogically implicated, the value of media and internet especially songs and TV shows in helping the learner enrich their vocabulary knowledge should be well acknowledged and considered in teaching and learning EFL vocabulary in general and ESP vocabulary in particular. In addition, the finding of preferring to skip medical words more than idioms suggest that idioms should be a big part of attention in classrooms so the learners can learn much from them. Thus, it is not ensured yet whether the learners can really understand the meaning of idioms they encounter well or not. This concurs the finding of Folse (2004) of the confusion occurred when learners are exposed to varieties of English idioms, he gave the example of having them confused in finding the opposite of the word “put on clothing” because they cannot distinguish it from “put off clothing”. In the other side, training the learners to read more books they are interested in and let them freely discover their preferences in terms of idioms, songs, TV shows, and books.

**c. Participants’ Reported Social Strategy Use Frequency**

As mentioned in chapter II, Oxford (1990) defines Social strategies as techniques employed to look for correction, have things clarified, collaborate with others, and understand the culture of each other better. The questionnaire used in the current study consists of learn by group work in class; learn by pair work in class; Ask my English language teacher for translation into my native language; ask my

tutor/learning support teacher/classmate for a paraphrase or synonym; ask my family members for translation into native language; ask classmates/friends for translation into my native language; practise English with my friends; practise English at home with my family members. Table 25 below illustrates the frequency use of the social strategies by 176 nursing Indonesian students studying ESP course in Stikes Surya Global. The social strategies are referred to by using the abbreviation SS. Meanwhile, the strategies are numerated same as in the questionnaire to avoid any possibility of confusion.

**Table 25. Participants' SS Use Frequency**

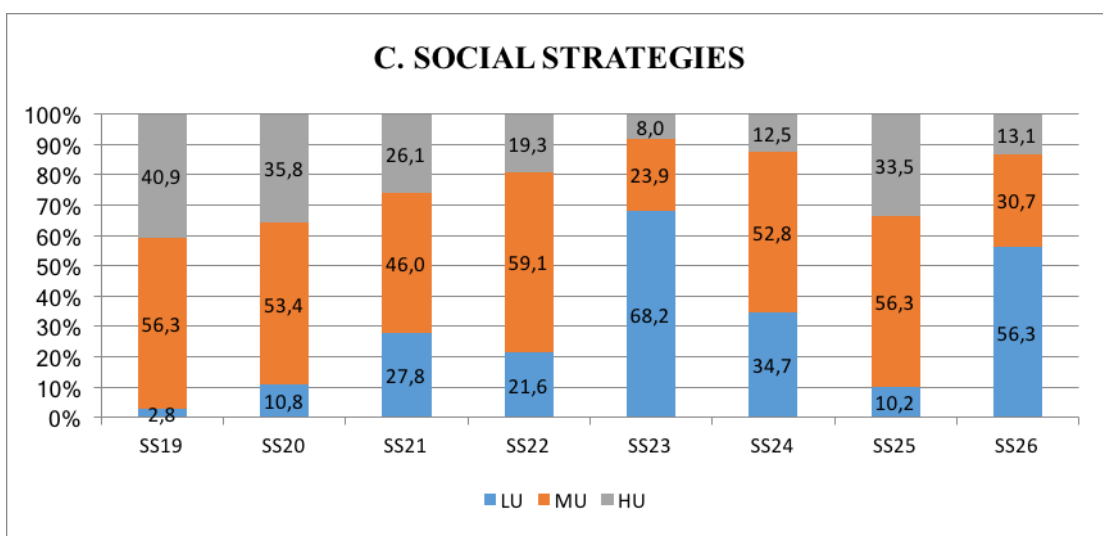
Social Strategies (SS)		Low Use		Medium Use		High Use		Total
		Never	Seldom	Sometimes	Often	Usually	Always	
SS-19	learn by group work in class.	1	4	54	45	40	32	176
SS-20	learn by pair work in class	0	19	50	44	43	20	176
SS-21	ask my English language teacher for translation into my native language.	9	40	59	22	22	24	176
SS-22	ask my tutor/learning support teacher/classmate for a paraphrase or synonym.	8	30	57	47	25	9	176
SS-23	ask my family members for translation into native language.	66	54	26	16	10	4	176
SS-	ask	19	42	59	34	11	11	176

24	classmates/friends for translation into my native language.							
SS-25	practise English with my friends	1	17	63	36	36	23	176
SS-26	practise English at home with my family members.	51	48	34	20	15	8	176
<b>Total</b>		<b>155</b>	<b>254</b>	<b>402</b>	<b>264</b>	<b>202</b>	<b>131</b>	<b>1408</b>
<b>%</b>		<b>11.0</b>	<b>18.0</b>	<b>28.6</b>	<b>18.8</b>	<b>14.3</b>	<b>9.3</b>	<b>100.0</b>
		<b>29.0</b>	<b>47.3</b>			<b>23.7</b>		<b>100.0</b>

As shown in Table 25 above, the higher percentage of use frequency is the one of medium use meaning that social strategies have medium use by the participants. Thus, the percentage of low use is 6,7% higher than high use. Only 9,3% of the participants reported to “always” use social strategies. Meanwhile, 11,0% of them reported to “Never” use them. The amount of participants who choose “often” is similar to that of “seldom”. The highest use frequency percentage was given to the category of “sometimes” what makes the social strategies considered as used in medium rate of frequency. This finding contrasts the findings of the research conducted by Zhan (2010) who found that ESL learners tended to use the social strategies more often than the other vocabulary learning strategies in their learning.

### 1) Participants' SS Use Ranking

In order to gain more detailed and deeper understanding concerning the use of social strategies, the Figure 10 below illustrates the use frequency of each strategy and the differences between the social strategies in terms of use frequency. As Figure 10 shows, the most highly social strategy used is “learn by group work in class”. (SS-19) with a percentage of 40,9%, followed by the strategy of “learn by pair work in class” (S-20). Followed by “ask my English language teacher for translation into my native language” strategy (SS-21).



**Figure 10. Participants' SS Use Frequency Ranking**

The social strategy with the lowest use frequency is “ask my family members for translation into native language” (SS-23) followed by the strategy of “practise English at home with my

family members” (SS-26), followed by “ask classmates/friends for translation into my native language” (SS-24). None of the participants reported to “Never” any of the social strategies. Meanwhile, the social strategies in relation to work in the class have been reported to be more frequently used than those in relation to learn vocabulary at home and with family members. In addition, many other social strategies were reported to be popular and to the participants such as asking the teacher for synonym/paraphrase and practice English with friends.

**Table 26. Participants’ SS Use Ranking**

	Social Strategies (SS)	Low Use		Medium Use		High Use		Total	
		F	%	F	%	F	%	F	%
SS-19	learn by group work in class.	5	2.8	99	56.3	72	40.9	176	100.0
S-20	learn by pair work in class	19	10.8	94	53.4	63	35.8	176	100.0
SS-21	ask my English language teacher for translation into my native language.	49	27.8	81	46.0	46	26.1	176	100.0
SS-22	ask my tutor/learning support teacher/classmate for a paraphrase or synonym.	38	21.6	104	59.1	34	19.3	176	100.0
SS-23	ask my family members for translation into native language.	120	68.2	42	23.9	14	8.0	176	100.0
SS-24	ask classmates/friends for translation into my native language.	61	34.7	93	52.8	22	12.5	176	100.0
SS-25	practise English with my friends	18	10.2	99	56.3	59	33.5	176	100.0
SS-26	practise English at home with my family members.	99	56.3	54	30.7	23	13.1	176	100.0

If divided based on their nature, the social strategies are classified into three categories as the following:

- a) SS related to learning.

- b) SS related to asking.
- c) SS related to practicing.

The Table 27 below shows the differences of ranking among the social strategies in terms of high and low use and a comparison between the three categories of social strategies in terms of the use frequency. learn by group work in class. (SS-19) is the highly used strategy among the learning strategies followed by “learn by pair work in class” (SS-20). Meaning that the social strategies related to learning are the most highly used strategies by the participants. Followed by the strategy in relation to practicing “practise English with my friends” (SS-25). Meanwhile, the two social strategies in relation to asking “ask my English language teacher for translation into my native language” (SS-21) and “ask my tutor/learning support teacher/classmate for a paraphrase or synonym” (SS-22) are more frequently used than the strategy related to practice “practise English at home with my family members” (SS-26). Meaning that the nursing students tend to social strategies in relation to learning and practicing English with their friends more often than asking or practicing with the family members. Hence, the participants reported to prefer asking their teacher/tutor for translation to the native language more often than asking their classmates for that. In terms of asking for paraphrase and synonym, the participants reported to ask

their classmate more often than asking their teacher or family members.

**Table 27. A Comparison between the Three Categories of Social Strategies in Terms of the Use Frequency**

Ranking	Social Strategies (SS)		Low Use (%)	High Use (%)
1	SS-19	learn by group work in class.	2.8	40.9
2	SS-20	learn by pair work in class	10.8	35.8
3	SS-25	practise English with my friends	10.2	33.5
4	SS-21	ask my English language teacher for translation into my native language.	27.8	26.1
5	SS-22	ask my tutor/learning support teacher/classmate for a paraphrase or synonym.	21.6	19.3
6	SS-26	practise English at home with my family members.	56.3	13.1
7	SS-24	ask classmates/friends for translation into my native language.	34.7	12.5
8	SS-23	ask my family members for translation into native language.	68.2	8.0

..... SS related to learning.

.....SS related to practicing.

.....SS related to asking.

## **2) Discussion of Findings on Participants' Reported SS Use Frequency**

In accordance to the research question of “what are the least and most vocabulary learning strategies used by the nursing Indonesian learners of the sixth semester?”. The findings explained above showed that the high frequently used social strategies are the ones related to work in the classroom with friends whether in pairs or in groups. In addition, the mentioned strategies were reported to be used more often than the strategies of asking teachers, family

members, and classmates for translation or paraphrase. Thus, the participants reported to ask their teachers for translation into native language more often than asking their classmates for that. Meanwhile, they ask their classmates for synonyms and paraphrase more often than asking their teacher or family members. To effectively apply these findings on the field of ESP teaching and learning, it is advisable for teachers to provide interactive activities in the classroom that include work in groups and in pairs. To add, integrating activities that requires interactions within groups or pairs will stimulate the learners' motivation to enrich their vocabulary knowledge while enjoying the interaction with their classmates.

The possible reason behind the low use frequency percentage of strategies in relation to interaction with family members is that most of the participants contributing in the current study came from different cities and regions of Indonesia and live in boarding houses. What makes the interaction with their family members in terms of vocabulary learning close to impossible. In addition, the nature of nursing vocabulary as more difficult and complex than EFL vocabulary made it challenging for the learners to interact with their family members when learning it. The finding showing that the participants reported to ask their teachers for translation into native language more often than asking their classmates for that concurs the findings of Wharton (2000) that showed the high use of social

strategies in relation to asking teacher for the meaning of words in native language more than asking the classmates, because usually the learners trust their teacher for giving correct answer than their classmates. Meanwhile, the finding of asking their classmates for synonyms and paraphrase more often than asking their teacher or family members reinforces what has been found by Liu's (2010) study, who argues that asking teachers for synonyms and paraphrase was less used in comparison to interacting with peers to gain information concerning synonyms and paraphrase.

**d. Participants' Reported Determination Strategy Use Frequency**

Determination strategies as defined by Schmitt (1997) are techniques used by learners when encountering new meaning of words and no interaction or help from people is possible. The questionnaire used in the current study includes eight determination strategies, use a thesaurus dictionary; use picture dictionary; use English English dictionary; use Indonesian English, English/Indonesian dictionary; use word lists made by language teacher; guess from textual context in reading; use vocabulary applications in my phone; ask other people (e.g. a classmate, the teacher, or one of my family members). Based on the findings of the research conducted by

Liu (2010) the strategy of 'using English (monolingual) dictionary' is the most rarely used strategy by EFL learners.

Meanwhile, the two strategies of 'guessing from context' and the 'use of bilingual dictionary' are the most highly used strategies. Table 28 Below illustrates the use frequency of determination strategies used by 176 nursing Indonesian students taking ESP course in Stikes Surya Global. Same as the previous discussed strategies, the determination strategies are numerated same as in the questionnaire and the participants have been categorized based on the use frequency into low users, medium users, and high users.

As illustrated in the Table 28 below, the nursing students of the sixth semester are medium users of determination strategies with the percentage of 48,8%. Meanwhile, the percentage for high use and low use are close with a difference of 6,6% more low users. The strategy that is mostly high used is Use Indonesian-English, English/Indonesian dictionary DS-30 with the highest number of high users (69 participants reported to always use it) and none of the participants reported to "Never" use it. guess from textual context in reading is the also considered as highly used since it has the second higher percentage of high users. The percentage of "always" and "usually" using the determination strategies is closely similar with a slight difference of 0,8%. Meanwhile, the percentage of "sometimes" and "often" using the determination strategies differs by 7,6%. The participants who reported to "seldom" use the DS are 4,8% more than those who reported to "Never" use them.

Table 28. Participants' Reported Determination Strategy Use Frequency

Determination Strategies (DS)		Low Use		Medium Use		High Use		Total
		Never	Seldom	Sometimes	Often	Usually	Always	
DS-27	use a thesaurus dictionary.	69	40	34	16	11	6	176
DS-28	use picture dictionary.	14	43	62	39	9	9	176
DS-29	use English-English dictionary.	41	18	42	35	24	16	176
DS-30	Use Indonesian-English, English/Indonesian dictionary.	0	2	28	48	29	69	176
DS-31	use word lists made by language teacher.	5	31	62	41	26	11	176
DS-32	guess from textual context in reading.	8	40	51	33	24	20	176
DS-33	use vocabulary applications in my phone.	21	37	66	30	15	7	176
DS-34	ask other people (e.g. a classmate, the teacher, or one of my family members)	7	22	52	48	29	18	176
<b>Total</b>		<b>165</b>	<b>233</b>	<b>397</b>	<b>290</b>	<b>167</b>	<b>156</b>	<b>1408</b>
<b>%</b>		<b>11.7</b>	<b>16.5</b>	<b>28.2</b>	<b>20.6</b>	<b>11.9</b>	<b>11.1</b>	<b>100.0</b>
		<b>28.3</b>		<b>48.8</b>		<b>22.9</b>		<b>100.0</b>

### 1) Participants' DS Use Ranking:

The determination strategies can be categorized based on their nature into:

- a) Dictionary- related strategies
- b) Guessing from reading context
- c) Social strategies
- d) word list and online applications strategies

Figure 11 below illustrates the ranking of determination strategies based on their use frequency. As shown in the Figure,

nursing students tended to be medium users of the determination strategies due to the high percentage of use frequency given to the medium use. The least used strategy is “use a thesaurus dictionary” DS-27 with 61,1% of the participants reported to “Never” or “seldom” use them. Meanwhile, only 6 participants reported to “Always” use them.

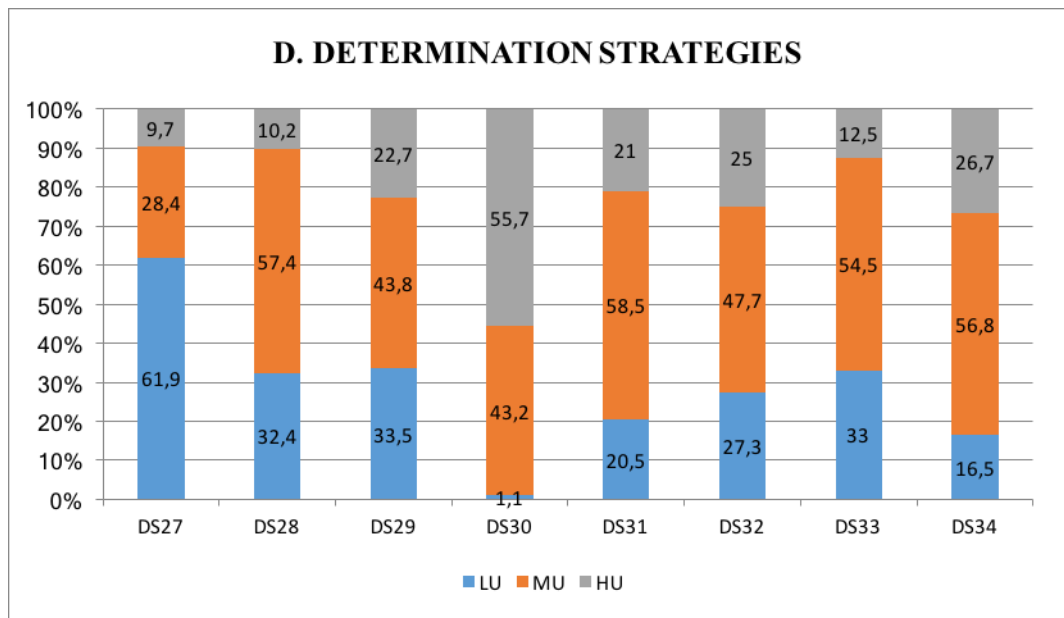


Figure 11. Participants’ DS Use Ranking

Another determination strategy that has been reported to be rarely used by the participants is the strategy of use vocabulary applications in my phone DS-33 with 21 participants who reported to “Never” use it and 37 reported to “seldom” use it. Use Indonesian-English, English/Indonesian dictionary DS-30 is the most highly used determination strategy among all the strategies because 69 participants reported to “always” use it and 29 to “usually” use it.

Meanwhile, both the two strategies “guess from textual context in reading” (DS-32) and “ask other people (e.g. a classmate, the teacher, or one of my family members)” (DS-34) have close percentage of high use meaning that they are high frequently used by the participants.

If the four categories of determination strategies, it is obvious that the participants tended to highly use the strategy of using monolingual dictionary more than picture bilingual dictionary. Meanwhile, the strategy of using thesaurus dictionary is rarely used by the participants. Thus, the different categories of the determination strategies can be compared as illustrated in Table 29. The most highly used determination strategies are “Use Indonesian-English, English/Indonesian dictionary” (DS30); “ask other people (e.g. a classmate, the teacher, or one of my family members)” (DS34); “guess from textual context in reading” (DS32). Meanwhile, the least used strategy are “use a thesaurus dictionary” (DS27); “use picture dictionary” (DS28); “use vocabulary applications in my phone” (DS33).

Table 29. Use Frequency Ranking of Determination Strategies

Ranking	Determination Strategies (DS)		Low Use (%)	Medium Use (%)	High Use (%)
1	DS30	Use Indonesian-English, English/Indonesian dictionary.	1.1	43.2	55.7
2	DS34	ask other people (e.g. a classmate, the teacher, or one of my family members)	16.5	56.8	26.7
3	DS32	guess from textual context in reading.	27.3	47.7	25.0
4	DS29	use English-English dictionary.	33.5	43.8	22.7
5	DS31	use word lists made by language teacher.	20.5	58.5	21.0
6	DS33	use vocabulary applications in my phone.	33.0	54.5	12.5
7	DS28	use picture dictionary.	32.4	57.4	10.2
8	DS27	use a thesaurus dictionary.	61.9	28.4	9.7

## 2) Discussion of Findings on Participants' DS Use Frequency:

As a reflection to the research question of “what are the least and most VLSs used by students of the sixth semester in the nursing faculty, this study found that the participants are in general medium users of determination strategies. Thus, there are more low users than high users of determination strategies. In addition, the strategies of using monolingual dictionary, “ask other people (e.g. a classmate, the teacher, or one of my family members)”, and “guess from textual context in reading were found to be the most used strategies by the participants”. What reinforce the Liu’s (2010) finding concerning the high use of guessing from reading context among EFL learners. Meanwhile, the most frequently used strategy among the dictionary-related strategies is the use of monolingual dictionary. The low use of thesaurus is contrary to the finding of Wong (2014) study that

revealed that EFL use thesaurus more frequently than using bilingual dictionary.

The low percentage of use frequency of using thesaurus can be justified by the fact that thesaurus dictionaries provide synonyms of words rather than explanation of their meanings. Meanwhile learners prefer to read a simplified definition or explanation of the word to understand it better. The high percentage of monolingual dictionary use is due to the participants' preference of using the easiest way to find the meaning of a word by finding its meaning in their native language. The mentioned finding concerning the use of bilingual dictionary concurs the findings of Liu (2010); Wong (2014) studies that showed that using bilingual dictionaries are the most used strategy by ESL learners. In addition, the findings of the current study reinforce what Kusumarasyati (2006) found in her investigation of the use of strategies in understanding difficult words in reading texts, she found that Indonesian EFL learners used the determination strategies differently, but most of them employed the various strategies and without the focus on only one strategy, including dictionary related strategies and reading context related strategies. Hence, Kusumarasyati stated that this differences on the use means that learners base their use of the strategies on their preferences more than innate strategy use.

The low percentage of using online applications in learning vocabulary is due to the nature of ESP vocabulary that is rarely found in the online applications that mainly focus on ESL and EFL. In addition, the availability of bilingual dictionaries in the classrooms makes the participants use them as the easiest and fastest way to find the meaning of a word. The low use of employing picture dictionary concurs the findings of Wong (2014) research that revealed that ESL learners rarely use the picture dictionary to find the meanings of words. According to Wong (2014), this happens due to level of the learners that is considered as not basic anymore. In addition to that, in the current study, the fact that no picture dictionaries of nursing vocabulary are available makes the learners prefer to use the bilingual dictionaries more frequently.

The low use of words lists provided by teachers is due to their habit of memorizing the words given in words lists rather than using them to determine the meaning of new words. To apply this finding for teaching and learning of ESP field, it is necessary for teachers to avoid using words lists in their classrooms when teaching vocabulary and try replacing it with useful media such as TV shows and songs, so the learners can learn the meanings of new words from their use not in isolation of their context. To add, it is quit confusing on the way to employ the word lists for vocabulary learning as states by Wong (2014) that the use of word lists can be through

memorizing them, or through structured patterns, or grammar-translation. Thus, using words lists can contribute somehow on enriching the vocabulary knowledge of the learners but not as much as the strategies including leaning from context do.

In accordance to the determination strategy of guessing from the reading context, the findings of the current study reinforce the findings of Merawati (2003), that revealed the importance of guessing from reading context and showed that EFL Indonesian learners tended to use this strategy more frequently in their learning. Thus, not all of them showed a good understanding of the way to use this strategy appropriately. Merawati (2003) conducted an action research through applying the vocabulary strategy instruction of guessing from reading context to teach vocabulary. The findings showed that teaching the mentioned strategy facilitated the learners to comprehend the meaning of many conceptual words in texts.

**e. Participants' Reported Memory Strategy Use Frequency**

As explained in chapter II, memory strategies function as links between the gained information and the human memory, they facilitate the information to be stored in the memory and retrieved later. The questionnaire used in the current study includes nineteen memory strategies, study the word's relationship with other words (e.g. make money a profit). Connect the word list to its synonyms and antonyms use new words in sentences. study and practise meaning in a group outside of

class connect a word to already known words learn idioms from stories memorize idioms I have learned memorize the meaning of affixes and roots; memorize and study the word's part of speech (i.e. noun, verb, adjective); group words together within story line; image word's meaning; use rhymes to remember new words; connect word to a personal experience; study the spelling of a word; study the sound of a word; say new word aloud when studying; use Keyword Method (use what a word sounds like to visualize something memorable that will help me later recall the definition); use semantic maps; link the word with words I already know and have similar pieces (e.g. dam / damage).

A research by Brits (1990) showed that the combination of both keyword method and semantic maps strategies increased retention above the other strategies. Meanwhile the study conducted by Wu (2005) found that Taiwanese students employ more strategies in relation to memorization and grammatical forms of the words more than the other memory strategies. Memory strategies in relation to repetition have been found to be the most highly used by the learners in Liu (2010) research. Table 30 below shows the use frequency of memory strategies employed by 176 Indonesian nursing students taking their sixth semester in Stikes Surya Global. The memory strategies are numbered same as numbered in the questionnaire used in this study. As previously done for the other categories of strategies, the use frequency has been categorized into three main categories, high, medium, and low. The memory strategies are referred to by the abbreviation (MMS).

Table 30. Participants' MMS Use Frequency

	<b>Memory Strategies</b>	<b>Low Use</b>		<b>Medium Use</b>		<b>High Use</b>		<b>Total</b>
		<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Usually</b>	<b>Always</b>	
MMS-35	study the word's relationship with other words (e.g. make money a profit).	10	68	51	33	11	3	176
MMS-36	Connect the word list to its synonyms and antonyms.	15	57	70	20	13	1	176
MMS-37	use new words in sentences.	14	41	74	26	12	9	176
MMS-38	study and practise meaning in a group outside of class.	15	42	73	18	25	3	176
MMS-39	connect a word to already known words.	3	20	60	44	29	20	176
MMS-40	learn idioms from stories.	29	45	60	28	11	3	176
MMS-41	memorize idioms I have learned.	29	50	64	24	4	5	176
MMS-42	memorize the meaning of affixes and roots.	6	41	71	37	12	9	176
MMS-43	memorize and study the word's part of speech (i.e. noun, verb, adjective).	0	15	53	38	43	27	176
MMS-44	group words together within story line.	9	40	69	28	13	17	176
MMS-45	image word's meaning.	9	24	63	37	24	19	176
MMS-46	use rhymes to remember new words.	19	48	57	29	15	8	176
MMS-47	connect word to a personal experience.	12	26	61	42	18	17	176
MMS-48	study the spelling of a word.	5	19	52	51	29	20	176
MMS-49	study the sound of a word.	5	18	50	47	38	18	176
MMS-50	say new word aloud when	13	34	52	30	25	22	176

	studying.							
MMS-51	use Keyword Method (use what a word sounds like to visualize something memorable that will help me later recall the definition)	6	36	49	34	27	24	176
MMS-52	use semantic maps.	76	40	45	12	3	0	176
MMS-53	link the word with words I already know and have similar pieces (e.g. dam / damage)	22	47	56	17	19	15	176
<b>Total</b>		<b>297</b>	<b>711</b>	<b>1130</b>	<b>595</b>	<b>371</b>	<b>240</b>	<b>3344</b>
<b>%</b>		<b>8.9</b>	<b>21.3</b>	<b>33.8</b>	<b>17.8</b>	<b>11.1</b>	<b>7.2</b>	<b>100.0</b>
		<b>30.1</b>		<b>51.6</b>		<b>18.3</b>		<b>100.0</b>

As shown in Table 30 above, the participants in general are medium users of memory strategies because the highest percentage is the one of medium use (51,6%). The low use percentage (30,1%) is significantly higher than the low use percentage (18,3%). 51,6% of the participants reported to “sometimes” use the memory strategies. Meanwhile, 21,3% of them reported to seldom use them. Only 7,2% of the participants reported to “always” use the memory strategies. A detailed comparison between the use frequency of the memory strategies is provided in the next section.

**Table 31. Participants' MMS Use Frequency Ranking**

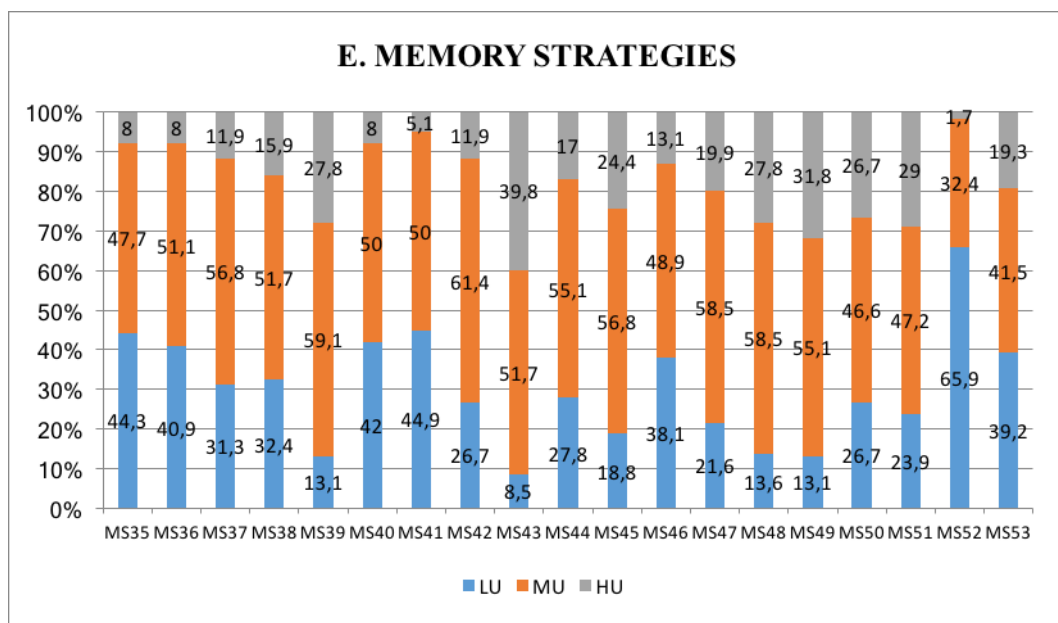
Memory Strategies		Low Use		Medium Use		High Use		Total	
		F	%	F	%	F	%	F	%
MMS-35	study the word's relationship with other words (e.g. make money a profit).	78	44.3	84	47.7	14	8.0	176	100.0
MMS-36	Connect the word list to its synonyms and antonyms.	72	40.9	90	51.1	14	8.0	176	100.0
MMS-37	use new words in sentences.	55	31.3	100	56.8	21	11.9	176	100.0
MMS-38	study and practise meaning in a group outside of class.	57	32.4	91	51.7	28	15.9	176	100.0
MMS-39	connect a word to already known words.	23	13.1	104	59.1	49	27.8	176	100.0
MMS-40	learn idioms from stories.	74	42.0	88	50.0	14	8.0	176	100.0
MMS-41	memorize idioms I have learned.	79	44.9	88	50.0	9	5.1	176	100.0
MMS-42	memorize the meaning of affixes and roots.	47	26.7	108	61.4	21	11.9	176	100.0
MMS-43	memorize and study the word's part of speech (i.e. noun, verb, adjective).	15	8.5	91	51.7	70	39.8	176	100.0
MMS-44	group words together within story line.	49	27.8	97	55.1	30	17.0	176	100.0
MMS-45	image word's meaning.	33	18.8	100	56.8	43	24.4	176	100.0
MMS-46	use rhymes to remember new words.	67	38.1	86	48.9	23	13.1	176	100.0
MMS-47	connect word to a personal experience.	38	21.6	103	58.5	35	19.9	176	100.0
MMS-48	study the spelling of a word.	24	13.6	103	58.5	49	27.8	176	100.0
MMS-49	study the sound of a word.	23	13.1	97	55.1	56	31.8	176	100.0
MMS-50	say new word aloud when studying.	47	26.7	82	46.6	47	26.7	176	100.0
MMS-51	use Keyword Method (use what a word sounds like to visualize something memorable that will help me later recall the definition)	42	23.9	83	47.2	51	29.0	176	100.0
MMS-52	use semantic maps.	116	65.9	57	32.4	3	1.7	176	100.0
MMS-53	link the word with words I already know and have similar pieces (e.g. dam / damage)	69	39.2	73	41.5	34	19.3	176	100.0

Same as done for the previous categories of the VLSs, the category of memory strategies can be divided into sub-categories based

on their nature as the following:

- 1) Associate/connect.
- 2) Use.
- 3) Memorize.
- 4) Study.
- 5) Others.

Since the strategies are nineteen strategies, they will be classified by the researcher into highly used and lowly used from 1-9 are highly used. Meanwhile from 9-19 are lowly used. The Figure 12 below contains a chart of the strategies use frequency raking illustrates in details the differences between each strategy use frequency in comparison to the other memory strategies.



**Figure. 12 Participants' MMS Use Frequency Ranking**

As illustrated in the Figure 12 above, the strategy of memorize and study the word's part of speech (i.e. noun, verb, adjective) (MMS-

43) is the highest used strategy among all the memory strategies with a percentage of 39,8% of high use and 8,5% of low use followed by the strategy of “study the sound of a word” (MMS-49) with 31.8% of high use percentage and 13.3% of low use. Thus, 27 participants reported to “always” use the strategy of memorize and study the word’s part of speech (i.e. noun, verb, adjective) (MMS-43) and 47 of them reported to “usually” use it. Only one of the participants reported to “always” use the strategy Connect the word list to its synonyms and antonyms MMS-36. While 15 participants reported to “Never” use it. The lowest used strategies are Connect the word list to its synonyms and antonyms MMS-36, followed by study the word’s relationship with other words (e.g. make money a profit). (MMS-35) with only three participants reported to “always” use it, followed by study the word’s relationship with other words (e.g. make money a profit) (MMS-35), followed by use semantic maps MMS-52 that is considered are the most lowly used strategy among the “use” strategies with none of the participants reported to “always” use it.

Table 32 below provides a clear comparison between the memory strategies. The most highly used strategy is the one related to memorizing and studying the words’ parts of speech, followed by the strategy of studying the sounds of words, followed by the keyword method strategy that has been explained by the researcher when administering the questionnaires to arise the students’ awareness of it. The next highly used

strategy is connecting the words to the already known words followed by studying the spelling of words strategy. Meanwhile, the most rarely used strategy is “use semantic maps” strategy that has been also explained by the researcher when administering the questionnaires followed by memorizing learned idioms and learning idioms from stories. In addition, the participants reported a low use of strategies in relation to synonyms and antonyms, roots and affixes, rhymes and putting new words in sentences. Thus, those findings reveal that the participants use strategies in relation to word’s part of speech, personal experience, spelling, imagination more than strategies in relation to synonyms and antonyms, roots and affixes, rhymes and putting new words in sentences.

Table 32. Memory Strategies Use Frequency High and Low Use

Ranking	Memory Strategies MMS	Low Use (%)	High Use (%)
1	MMS-43 memorize and study the word’s part of speech (i.e. noun, verb, adjective).	8.5	39.8
2	MMS-49 study the sound of a word	13.1	31.8
3	MMS-51 use Keyword Method (use what a word sounds like to visualize something memorable that will help me later recall the definition	23.9	29.0
4	MMS-39 connect a word to already known words	13.1	27.8
5	MMS-48 study the spelling of a word	13.6	27.8
6	MMS-50 say new word aloud when studying	26.7	26.7
7	MMS-45 image word’s meaning.	18.8	24.4
8	MMS-47 connect word to a personal experience.	21.6	19.9
9	MMS-53 link the word with words	39.2	19.3

		I already know and have similar pieces (e.g. dam / damage)		
10	MMS-44	group words together within story line.	27.8	17.0
11	MMS-38	study and practise meaning in a group outside of class.	32.4	15.9
12	MMS-46	use rhymes to remember new words.	38.1	13.1
13	MMS-37	use new words in sentences	31.3	11.9
14	MMS-42	memorize the meaning of affixes and roots.	26.7	11.9
15	MMS-35	study the word's relationship with other words (e.g. make money a profit).	44.3	8.0
16	MMS-36	Connect the word list to its synonyms and antonyms.	40.9	8.0
17	MMS-40	learn idioms from stories	42.0	8.0
18	MMS-41	memorize idioms I have learned.	44.9	5.1
19	MMS-52	use semantic maps	65.9	1.7

MMS of use  
MMS of learn  
MMS of memorize  
MMS of connect  
Others

### 1) Discussion of Findings on Participants' Reported MMS Use Frequency

In accordance to the researcher question of “what are the least and most used vocabulary strategies employed by the Indonesian nursing students of the sixth semester in Surya Global University”, the current discussion provides answers to the question based on the findings of the research. It is obvious from the findings presented previously that the nursing students are medium users of

memory strategies. Thus, low users of memory strategies are significantly more than high users. The participants of the current study use strategies in relation to word's part of speech, personal experience, spelling, imagination more than strategies in relation to synonyms and antonyms, roots and affixes, rhymes and putting new words in sentences and idioms. This contradicts the findings of Wong's (2014) study that found that ESL Chinese adult students' mostly used strategies are the ones in relation to idioms and she justified that with the common use of idioms when learning the Chinese language.

For the current study, since the participants are ESP learners (nursing) their low use of the strategies in relation to idioms is due to the nature of ESP that does not include many practices in relation to idioms. In the other side, the high use frequency of the strategy related to "parts of speech" can be due to the nature of the ESP that mainly focuses on nouns more than verbs and adjectives. Hence, the learners can differentiate between the word's parts of speech more than its affixes and roots. The low use of the strategy "learn idioms from stories" confirms that the nursing students have a low level of preferences in terms of learning from stories.

The high use frequency of keyword method reinforces Brits (1990) study finding in terms of the high use of key-method. While it contradicts it in terms of the use of semantic maps because it is the lowest used strategy in the current research. Meaning that the nursing students are not well familiar with the semantic maps use in

learning vocabulary despite their crucial role in increasing the retention above the other strategies as found by Brits (1990). The high use of the strategy “connect a new to already known words” is due to the interlanguage transition between English and Indonesian language and the similarities between them. Indonesian language shares many words in similarity with English (e.g production, produksi; evaluation, evaluasi; manipulation, manipulasi..) what makes the Indonesian learners rely on the words they already know whether in their native language or in English. The high use of strategies in relation to sound and spelling is due to the students’ preferences of enrich their vocabulary knowledge through listening and sounds more than reading what concurs the findings of the preliminary research when the lecturers said in the interviews that most of the learners do not prefer reading due to their limited vocabulary knowledge.

The above mentioned findings reveal the need of emphasizing two main pedagogical implications, firstly as mentioned previously, teachers have to stimulate their learners to read extensively and acknowledge them of the importance of reading for enhancing the vocabulary knowledge. It is possible for teacher to request their students some titles of books and magazines that are beneficial for them. Secondly, as mentioned previously, the strategy in relation to word’s parts of speech is very popular among the students, so it is suggested for teacher to provide the part of speech of each new word when introducing it. In addition, teachers should

put more efforts on training the students to use more memory strategy such as semantic maps and breaking the word into affixes and roots.

#### **f. Participants' Reported Cognitive Strategy Use Frequency**

The questionnaire used in the current study includes sixteen cognitive strategies, use the vocabulary section in my textbook; put English labels on physical objects; keep a vocabulary notebook; take notes in class; take notes in class; write my own wordlist of new words; paraphrase the word's meaning by myself; say the word aloud several times; write the word several times; memorize Indonesian-English / English-Indonesian lists; do vocabulary exercises through listening to recordings/CD of the words, make up rhymes to link words together; practice words (e.g. verbs) by acting them out; try to imagine what the new word looks like or (making a sentence with that word; draw pictures to illustrate the meaning of new words; try to imagine what the new word looks in my mind; remember the prefix, suffix and root-word of new words. As defined previously in chapter II, cognitive strategies are techniques employed in order to train, analyse, take notes, highlight and summarize (Oxford, 1990). According to the findings of Liu's (2010) research, the written and oral repetitions have been found to be the most popular strategy among all the other strategies. Meanwhile, repeating reading texts in order to learn the words included in them was found to be the least used strategy among all the cognitive strategies. Table 33 below shows the participants' reported use frequency of the nursing Indonesian students taking their sixth semester in Stikes Surya Global. The strategies are

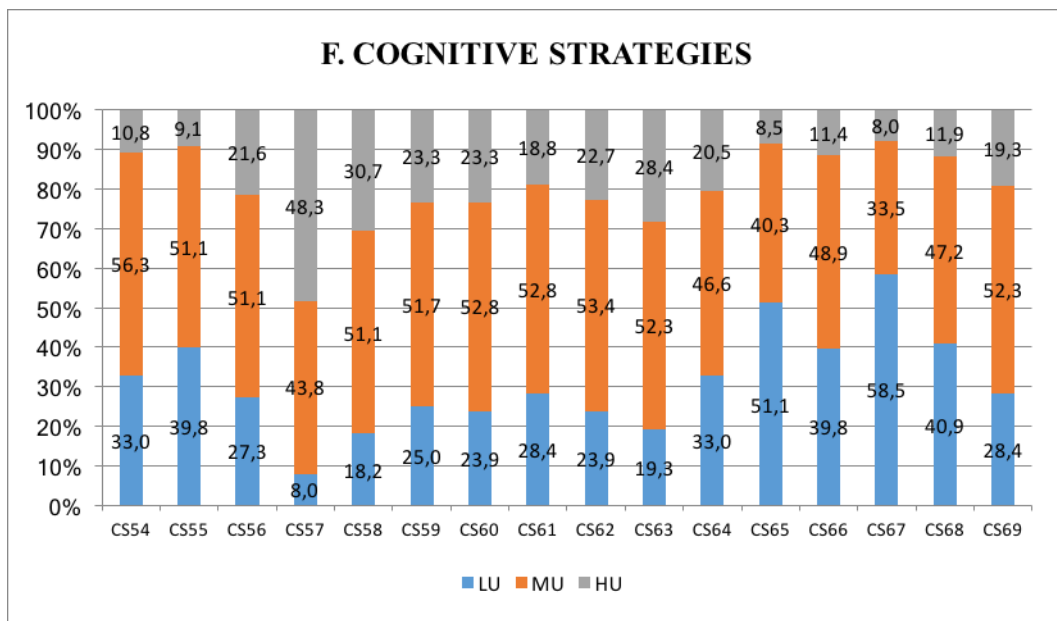
numbered same as in the questionnaire used in the research to avoid any kind of confusion.

Table 33. The participants' reported use frequency of CS

Cognitive Strategies		Low Use		Medium Use		High Use		Total	
		F	%	F	%	F	%	F	%
CS54	use the vocabulary section in my textbook.	58	33.0	99	56.3	19	10.8	176	100.0
CS55	put English labels on physical objects.	70	39.8	90	51.1	16	9.1	176	100.0
CS56	keep a vocabulary notebook.	48	27.3	90	51.1	38	21.6	176	100.0
CS57	take notes in class	14	8.0	77	43.8	85	48.3	176	100.0
CS58	write my own wordlist of new words	32	18.2	90	51.1	54	30.7	176	100.0
CS59	paraphrase the word's meaning by myself	44	25.0	91	51.7	41	23.3	176	100.0
CS60	say the word aloud several times	42	23.9	93	52.8	41	23.3	176	100.0
CS61	write the word several times	50	28.4	93	52.8	33	18.8	176	100.0
CS62	look at the word several times	42	23.9	94	53.4	40	22.7	176	100.0
CS63	memorize Indonesian-English / English-Indonesian lists	34	19.3	92	52.3	50	28.4	176	100.0
CS64	do vocabulary exercises through listening to recordings/CD of the words, make up rhymes to link words together	58	33.0	82	46.6	36	20.5	176	100.0
CS65	practice words (e.g. verbs) by acting them out	90	51.1	71	40.3	15	8.5	176	100.0
CS66	try to imagine what the new word looks like or (making a	70	39.8	86	48.9	20	11.4	176	100.0

	sentence with that word								
CS67	draw pictures to illustrate the meaning of new words	103	58.5	59	33.5	14	8.0	176	100.0
CS68	try to imagine what the new word looks in my mind	72	40.9	83	47.2	21	11.9	176	100.0
CS69	remember the prefix, suffix and root-word of new words	50	28.4	92	52.3	34	19.3	176	100.0

As shown in Table 33 above, the highest percentage is the one given to the medium use, meaning that the nursing students are medium users of the cognitive strategies. Meanwhile, the low use percentage (28,4%) is higher than the high use percentage (19,3%).



**Figure 13. Participants' CS Use Ranking:**

### **1) Participants' CS Use Ranking**

Figures 13 above illustrates the use frequency of each cognitive strategy and the differences between the strategies in terms of their use frequency. The highest used strategy among all the strategies is “take notes in class” (CS-57) with the highest percentage of high use, followed by the strategy of “write my own wordlist of new words” (CS-58) with 30,7% participants who reported to “always” and “usually” use it. The strategy that is considered as highly used also by the participants is “say the word aloud several times” (CS-60) because the percentage of high use and low use are the same (23%) with slight difference and the percentage of medium use is high (52,8%). The least frequently used strategy among all the cognitive strategies is “draw pictures to illustrate the meaning of new words” (CS-67) with the highest percentage of low use (58,5%). Followed by the strategy of “practice words (e.g. verbs) by acting them out” (CS-65) with a high percentage of low use (51,1%). Followed by the strategy of “try to imagine what the new word looks in my mind” (CS-68) with a high percentage of low use (40,9%). Besides that, the strategies that are considered as low used by the participants are “try to imagine what the new word looks like or (making a sentence with that word” (CS-66); “put English labels on physical objects” (CS-55). The two strategies “use the vocabulary section in my textbook” (CS-54) and “do vocabulary exercises

through listening to recordings/CD of the words, make up rhymes to link words together” (CS-64) have the same percentage of low use (33,0). Besides that, the remaining cognitive strategies are mainly of medium use.

## **2) Comparison of Participants’ Use Frequency: Verbal and Written Repetition**

If compared to the findings of the research conducted by Liu ((2010) that showed that “oral repetitions” and “written repetitions” are highly used by her participants, these strategies are highly used by this research’s participants as well. “take notes in the classroom” ; “write my own wordlist of new words”; “say the word aloud several times”. This revealed that the “repetition-related” strategies are highly used among the participants of this study what contradicts the findings of Wong’s (2014:160) study that found out that her repetition-related strategies are not popular strategies for her participants. One pedagogical implication can be drawn from this finding, that is emphasizing the importance of repetition in enhancing the vocabulary knowledge, teachers have to provide more activities that include written and oral repetitions to help their students enrich their vocabulary knowledge. However, the participants of this study showed less use frequency of strategies in relation to autonomy and self-initiation such as “drawing pictures to illustrate the meaning of new words” and “do vocabulary exercises through listening to recordings/CD of the words, make up rhymes to

link words together”. Thus, teachers should introduce such strategies to their students and train them to use them more often.

### **3) Discussion of Findings on Participants’ Reported CS Use Frequency**

In accordance to the research question of “what are the least and most frequently used vocabulary strategies by the ESP students in Stikes Surya Global”. This discussion reflects to that matter by providing answers for the mentioned research questions. Based on the above-presented analysis of cognitive strategies use frequency, the most highly used strategy is taking notes in the class and write my own wordlist of new words. Meanwhile, the least frequently used cognitive strategies are drawing pictures to illustrate the meaning of new words practicing words (e.g. verbs) by acting them out. Meaning that the nursing students use more repetition related strategies especially the written repetition more than the strategies that related to the self-initiation and autonomy. Thus, the low use of putting English label on physical objects concurs the findings of Wong’s (2014:161) who justified it by emphasizing the English proficiency level of the participants and the way they perceive the mentioned strategy. Hence, for the current study, the low use can be justified by the fact that the participants are adult learners with an upper-intermediate level of English proficiency, what makes them feel that putting English label on physical objects is a strategy that is

mainly used by young learners and beginners, thus, it can be beneficial especially for nursing vocabularies.

The high use frequency of the strategy writing my own wordlist ensures that the nursing students possess a high level of autonomy although they use the repetition-related strategies more often. What reinforces the findings in relation to metacognitive regulation strategies use that showed that the participants possess a high level of autonomy through employing strategies that encourage it. Stoffer (1995) claims that the learners who use strategies in relation to self-initiation and autonomy are considered to be more successful than those who only use repetition strategies especially when employing them without understanding. Thus, the participants of the current study were found to use repetition strategies more often but they showed a high use of some other strategies encouraging self-initiation.

To pedagogically implicate the above-stated findings, both teachers and learners should be aware of the importance of cognitive strategies that support the self-initiation and autonomy because they are the key leading the learners to have control on their own learning and be less dependent to teachers and textbooks. By being more acknowledged about the mentioned aspect teachers can train their students to use the mentioned strategies more often especially when learning vocabulary outside the classroom. Keeping a vocabulary

notebook and writing their own lists of words are some of the strategies encouraging self-initiation that will be given a big part of attention by teachers. However, the role of strategies in relation to written and oral repetition should be always given the biggest part of attention in the classrooms especially because they are highly popular among the nursing students.

**f. Translation Strategy Use Frequency**

The questionnaire use by the current study includes one translation strategy that is “Write meaning of new words in your native language”. The figure 46 below illustrates the use frequency of the translation strategy. As Table 34 shows, 46,4% of the participants showed reported a medium use in employing the translation strategies. However, the percentage of low use (31,1%) is higher than the percentage of high use (22,2%).

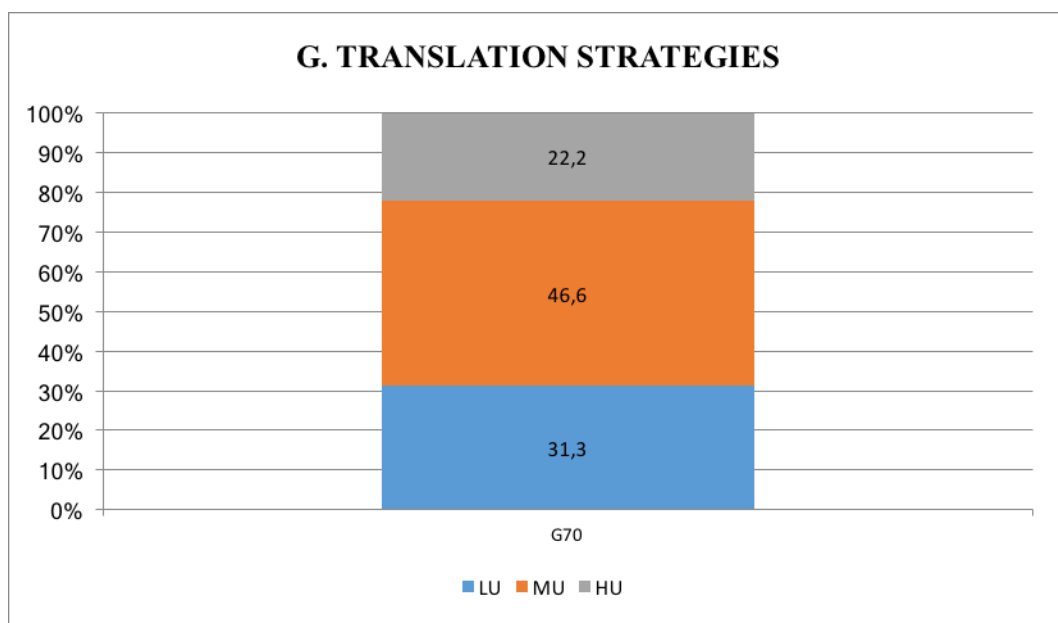
Table 34. The Use Frequency of the Translation Strategy

Translation Strategies (TS)		Low Use		Medium Use		High Use		Total	
		F	%	F	%	F	%	F	%
TS-70	Write meaning of new words in my native language	55	31.3	82	46.6	39	22.2	176	100.0

**1. Discussion of Findings on Participants’ Reported TS Use**

In relation to the research question of “what are the least and most frequently used VLSs by the undergraduate nursing students”. the above stated findings concerning the use of TS-70 “Write meaning of new words in my native language’ this strategy is considered as a popular strategy since its medium use percentage is the highest percentage. Thus, it is not the highly

used strategy among the seventy strategies since its low use percentage is higher than its high use percentage. This contradicts the findings of Wong' (2014) study who found out that the translation strategy is the most popular and highly used strategy among all the vocabulary learning strategies employed by the ESL Chinese learners taking English courses in Australia. The Figure 13 bellow illustrates the use frequency of translation strategy.



**Figure 14. The Use Frequency of Translation Strategy**

The medium use of the translation strategy ensures that the nursing learners benefit from their native language knowledge (Indonesian language) to learn English and even English for specific purposes. To effectively implicate this finding on the pedagogical field, teachers must give this translation strategy a great attention in the classroom without the focus on exposing the learners to their native language more than the target language in the class. The translation strategy should be used as a tool leading the learners to enrich their

vocabulary knowledge but not the only tool since each of the VLSs has its own value and context to be used in.

## **2 Overview of Participants' VLS Category Use Frequency**

Table 35 below illustrates the participants' category use frequency ranking. It is clear that the category of metacognitive regulation strategies is the category reflecting to the highest percentage of high use (26,5%) meaning that a big number of the participants are high users of metacognitive regulation strategies whereas the social strategies are the second ranked category of high use (23.7%) however, the high use percentage of both translation and determination strategies is similar with a very minor difference (0,1%). Therefore, the most frequently used strategy among all the vocabulary learning strategies is the category of metacognitive regulation strategies category. Meanwhile, the least frequently used category is the metacognitive strategies category with the lowest percentage of high use (13,5%) and the highest percentage of low use (40,6). In terms of high + medium VLS category use, the metacognitive regulation strategies category still the highest used category with a percentage of (80,1%) followed by the determination strategies category (71,7%) followed by the social strategies category (71,0%) followed by the memory strategies category (69,9%), followed by the cognitive strategies category (68,9%). Meanwhile the lowest percentage of high + medium VLS category use is given to the metacognitive strategies category (59,4%) and the translation strategies category (68,6%).

Table 35. Participants' VLS Category Use Frequency Ranking

VLS Categories	Low Use		Medium Use		High Use	
	Never	Seldom	Sometimes	Often	Usually	Always
A. MRS	3.3	16.6	30.1	23.5	12.4	14.1
	19.9		53.6		26.5	
	19.9		80.1			
B. MS	12.9	27.8	30.6	15.3	7.3	6.2
	40.6		45.9		13.5	
	40.6		59.4			
C. SS	11.0	18.0	28.6	18.8	14.3	9.3
	29.0		47.3		23.7	
	29.0		71.0			
D. DS	11.7	16.5	28.2	20.6	11.9	11.1
	28.3		48.8		22.9	
	28.3		71.7			
E. MMS	8.9	21.3	33.8	17.8	11.1	7.2
	30.1		51.6		18.3	
	30.1		69.9			
F. CS	9.6	21.6	31.5	17.6	10.7	9.1
	31.1		49.1		19.8	
	31.1		68.9			
G. TS	11.4	19.9	30.1	16.5	10.8	11.4
	31.3		46.6		22.2	
			68,6			

### 3. Discussion of Findings on Participants' VLS Category Use Frequency

In reference to the research question “what are the least and most frequently VLS used by the Indonesian nursing undergraduate learners” the metacognitive regulation category was found to be the most frequently used category by the participants. Meanwhile, the metacognitive strategy category is the least frequently used strategy. The findings of this study concurs the findings of Gu and Johnson’s (1996) research that revealed that the highest frequently used category is the metacognitive regulation strategy that are

related to the self-initiation and autonomy. Gu and Johnson's (1996) claim that the use of metacognitive regulation strategies is related to more successful vocabulary learners. Meanwhile, the low use of metacognitive strategy category contradicts the findings of Wu and Wang (1998) who found that the metacognitive strategy category is the highest frequently used category. Graham (1997) as cited in Rasekh (2003) state that the crucial role of metacognitive strategies in giving the learners the ability to plan, control, evaluate their learning is crucial for determining successful from less successful learners because successful learners tend to use them more often.

The high use of social strategies contradicts the findings of many researches Chamot (2004), Lengkanawati (2003), Griffith (2003), Merrifield (1996), Oxford (1993) who found that social strategies are lowly used by ESL and EFL learners due to the less preference of interacting with people to gain knowledge. Meanwhile it reinforces the findings of Munandar, Nurweni & Mahpul (2017) who found that the social strategies are the most frequently used strategies by 120 Indonesian second year students of MAN 1 Bandar Lampung. It also concurs the findings of Amelia, Setiyadi & Sudirman (2010) who found that the social strategies are the most frequently used category by 40 second grade Indonesian students. To pedagogically implicate the above-stated findings, it is necessary to provide more metacognitive regulation and social strategies instruction in the class since they are highly preferred and used by the learners. Meanwhile, more translation and metacognitive strategies training should be provided for the the low users of those strategies to ensure

the maximal benefit from them, due to the importance of those mentioned strategies.

#### **4. Discussion of Findings and Conclusions**

Table 36 illustrates a summary of the most and least frequently used vocabulary learning strategies of Indonesian undergraduate nursing students as a reflection to the research question “what are the least and most frequently used vocabulary learning strategies by the Indonesian undergraduate nursing students?” The metacognitive regulation strategy category was found to be the most frequently used category among all the categories. Meanwhile, the metacognitive strategy category as the least frequently used category. The analysis of the findings in terms of metacognitive strategies showed that listening to English songs is the most highly used strategy, thus, strategies in relation to watching TV shows and English news were highly used as well. Therefore, as mentioned before English teachers should benefit from this point in terms of providing more activities that include TV shows and songs when teaching English. Moreover, as the analysis revealed that the participants preferred reading online news and articles more than reading newspapers, it is advisable for teachers to give more home-works and activities that require reading online newspapers articles.

Concerning the participants' DS use frequency, Use Indonesian-English, English/Indonesian dictionary (DS-30) was the most highly used strategy, this as mentioned before due to the easiness of using monolingual dictionary more than bilingual dictionary that requires a good ability in understanding the concepts in the target language. ESP instructors should work more on

introducing and training their students to use more varieties of determination strategies and give them activities including such strategies, especially using the bilingual and thesaurus dictionaries. Thus, the high use of working in pairs and in groups to find the meaning of words arises the point that ESP instructors should encourage group and pair work since it is the one of the preferable strategies of the learners.

Concerning the use of metacognitive regulation strategies, as it has been mentioned in the analysis section, the most highly used strategy is find out more about vocabulary items I am not sure of (MRS-5), meaning that the self-initiation of the learners is more oriented to their needs than to their preferences. Hence, it is advisable for ESP teachers to acknowledge their students of the importance of the words they are learning and why they need them, so they will be more motivated to find out their meanings. make a note of nursing words important to me (MRS-2) is considered as the least frequently used strategy since it had the least high use percentage and the highest low use percentage. It is obvious that the nursing students prefer finding out the meaning of words they need without making note of them. This can be due to their preference of remembering the words using other ways besides making notes. ESP teachers should train their students to use metacognitive regulation strategies due to their importance and relation to the success in learning English vocabulary.

In terms of memory strategies use, participants reported to highly use the strategy of memorizing and studying the word's part of speech (i.e. noun, verb, adjective). (MMS-43). Moreover, the low use of semantic maps and

strategies in relation to synonyms and antonyms could be due to the limited English ability of the learners that does not allow them to find the synonyms and antonyms of words and apply them to recall the meaning of other words. This encourages ESP teachers to introduce the word parts of speech when introducing its meaning to facilitate the learners recall its meaning later since they prefer recalling it that way.

Concerning the use of social strategies, learn by group work in class (SS-19) is the most highly used strategy, thus teachers have to integrate activities that include interactions with the classmates in their classroom in form of group and pair work. Strategies in relation to the interaction with family members were found to be the least frequently used strategies. This could be due to the fact that most of the participants live far from their families and the limited English ability of the family members could be a factor as well. In terms of the use of cognitive strategies, “take notes in class” (CS-57) was found to be the most highly used strategy, Meanwhile, drawing images to illustrate the meaning of words was found to be the least used strategies due to the perceptions of the participants towards it as a strategy appropriate for young learners. Therefore, it advisable for teachers to support learners keeping a notebook where they can take notes and write the meanings of new words.

The translation strategy was found to have a medium use by the participants, thus the percentage of low use is higher than high use meaning that it is not considered as one of the popular strategies among the nursing students. hence, they use it in a medium way due to the similarities that do exist between some nursing words in English and Indonesian language (e.g

operation, operasi). Therefore, it advisable for ESP teachers to encourage the learners using this strategy in order to benefit from the similarities between their native language and English.

Table 36. Participants' Most & Least Frequently Used Vocabulary Learning Strategies of the Current Study

<b>Participants' Most &amp; Least Frequently Used Vocabulary Learning Strategies</b>		
<b>Types of Vocabulary Learning Strategies</b>	<b>Most Frequently Used</b>	<b>Least Frequently Used</b>
<b>Metacognitive Regulation</b>	find out more about vocabulary items I am not sure of (MRS-5)	make a note of nursing words important to me (MRS-2)
<b>Metacognitive</b>	listen to English songs (MS-9)	read English newspapers (MS-10)
<b>Social</b>	learn by group work in class (SS-19)	ask my family members for translation into native language (SS-23)
<b>Determination</b>	Use Indonesian-English, English/Indonesian dictionary (DS-30)	use a thesaurus dictionary (DS-27)
<b>Memory</b>	memorize and study the word's part of speech (i.e. noun, verb, adjective). (MMS-43)	use semantic maps (MMS-52).
<b>Cognitive</b>	"take notes in class" (CS-57)	"draw pictures to illustrate the meaning of new words" (CS-67)
<b>Translation</b>	Write meaning of new words in my native language. (TS-70)'	

## 5. A Comparison between the Findings of the Current Study and Other Studies

As the Table 37 and 38 below show, the findings of the current study differ from the findings of Wong (2014) study on 20 Chinese ESL learners taking English courses in Australia and Asgari and Mustafa's (2014) study on Indonesian students of Economic International Program. Asgari and Mustafa (2014) focused on ESP (English for Economics) Indonesian learners, however, the researchers did not consider the translation and metacognitive regulation strategies in the questionnaire used in their study. The findings of the current

study differ significantly in terms of the most and least frequently used strategies, meaning that the use frequency of the VLSs depends on other many factors including the learners' motivation, gender, mother tongue, the learning environment, the teaching method, the attitude, etc.

Table 37. Participants' Most & Least Frequently Used Vocabulary Learning Strategies of Wong (2014) study on 20 Chinese ESL students in Australia

<b>Participants' Most &amp; Least Frequently Used Vocabulary Learning Strategies</b>		
<b>Types of Vocabulary Learning Strategies</b>	<b>Most Frequently Used</b>	<b>Least Frequently Used</b>
<b>Metacognitive Regulation</b>	Find out the meaning of words I'm interested in. (MRS-1)	Read other English books besides textbook (MRS-3)
<b>Metacognitive</b>	Listen to English songs. (MS-9)	Listen to a tape of word lists. (MS-6)
<b>Social</b>	Learn by group work in class. (SS-18)	ask my family members for translation into native language (SS-23)
<b>Determination</b>	Use a thesaurus. (DS-26)	Use a picture dictionary. (DS- 27) <sup>c</sup>
<b>Memory</b>	Image word's meaning. (MMS-42)	Study and practise meaning in a group outside of class. (MMS- 35) and Use rhymes to remember new words. (MMS-43)
<b>Cognitive</b>	"take notes in class" (CS-57)	Put English labels on physical objects. (CoS-51)
<b>Translation</b>	Write meaning of new words in my native language. (TS-70) <sup>c</sup>	

Table 38. Participants' Most & Least Frequently Used Vocabulary Learning Strategies of Asgari & Mustafa's (2014) study on Indonesian students of Economic International Program

<b>Participants' Most &amp; Least Frequently Used Vocabulary Learning Strategies</b>		
<b>Types of Vocabulary Learning Strategies</b>	<b>Most Frequently Used</b>	<b>Least Frequently Used</b>
<b>Metacognitive</b>	Use English media (news, news broadcasting, internet, magazine, video, etc)	Skip or pass word which does not need to study.
<b>Social</b>	Ask the teacher for definition	Ask the teacher for synonyms or similar meanings of new words.
<b>Determination</b>	Check if the word is also an Indonesian word E.g.: debit, Indonesia: debit	Look up a word in English-English dictionary
<b>Memory</b>	Remember the word by studying and paying attention to its spelling.	Look for the words' synonyms and antonyms.
<b>Cognitive</b>	Underline the word.	Use flashcard

## 6. The Survey Questionnaire Reliability and Validity

### a. The Reliability

In order to establish the reliability of the questionnaire used for the quantitative data collection, the Cronbach's Alpha was calculated using the SPSS.

#### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. List wise deletion based on all variables in the procedure.

the Cronbach's Alpha is 0.974  $0,974 > 0,7$  meaning that the questionnaire is reliable.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.974	70

### b. The Validation

In order to establish the validity of the questionnaire, the researcher did a piloting to the questionnaire by distributing to 30 nursing students before administering it to the real sample. The researcher used the following criteria:

If the corrected item total correlation  $> r$  table, this means that it is valid.

If the corrected item total correlation  $< r$  table, this means that it is valid.

The trust percentage used is 95%

The significance indicator is  $(\alpha) = 5\%$

The total of the respondents is 30 students.

R tabel (95% ; 30) = 0,361 for all the items meaning that all of them are valid. For more details, see Appendix (xx)

### **Follow Up**

After investigating the use frequency of VLSs of undergraduate Indonesian nursing students, this research went a step further by comparing 40 successful and less successful students in terms of their VLSs use frequency.

### **B. A Comparison between Successful and less Successful ESP learners in terms of VLS Use Frequency**

In accordance to the research question “what differentiates between successful and less successful learners in terms of VLSs use frequency?” the current study went one step further by comparing between forty successful and forty unsuccessful learners in terms of VLSs use. As previously mentioned in chapter III, the researcher collected the English cumulative grand-point-average of the participants through five semesters to identify the successful and less successful students. After ranking the scores of each semester from the highest to the lowest, the researcher selected forty students with consistent high scores through the five semesters to be the successful group. Meanwhile, she selected the students which their scores ranked as the lowest consistently through the five semesters. When administering the questionnaire used in this study, the researcher with the help of the lecturers used a code for the paper of each of the eighty successful and less successful students to do the comparison later. Therefore,

eighty copies of the questionnaire used in the current study were coded by the researcher before being administered to the successful and less successful.

### **1. The Hypothesis**

Statistical analysis of data was done using the Statistical Package for Social Science SPSS in relation to the research question number two (quantitative data). The independent variable is the English proficiency (successful, unsuccessful). Dependent variable was the students' VLSs use frequency. The data analysis of this part includes firstly, calculating descriptive statistics, means and standard deviation for the two groups and secondly, an independent t-test to investigate whether there is any difference between the successful and unsuccessful students use of each VLSs category. In order to find out the possible difference between successful and less successful learners in terms of using the VLSs in their vocabulary learning, a hypothesis testing is necessary.

H<sub>0</sub>: There is no significant difference between successful and unsuccessful learners in terms of the VLSs use frequency. This hypothesis could be accepted if

H<sub>1</sub>: There is a significant difference between successful and unsuccessful in terms of the VLSs use frequency. This hypothesis could be accepted if  $t_{value}$  was higher than  $t_{table}$ .

### **2. Criteria**

Sig (2 tailed) = p.

$\alpha = 0,05$ .

If  $\text{sig (2 tailed)} < \alpha$   $H_0$  is rejected,  $H_1$  is accepted

If  $\text{sig (2 tailed)} > \alpha$   $H_0$  is accepted,  $H_1$  is rejected

### **3. Comparison of Metacognitive Regulation Strategies Use Frequency of 1} Successful and Unsuccessful Learners**

Based on the Figure 23 below, for the metacognitive regulation strategies, it can be seen that t value is 0,603 and two tailed significance  $\text{sig (2 tailed)} = 0,548$ .  $\text{sig (2 tailed)} > \alpha$  ( $0,548 > 0,05$ ). Therefore, there is no significant difference between the metacognitive regulation strategy use frequency between the two groups of the successful and unsuccessful learners. Thus, the mean of the successful group (19,20) is higher than that of the unsuccessful group (18,60).

### **4. Comparison of Metacognitive Strategies Use Frequency of Successful and Unsuccessful Learners**

Based on the Table 39 below, in terms of the metacognitive strategies, it can be seen that t value is 3,249 and two tailed significance  $\text{sig (2 tailed)} = 0,002$ .  $\text{sig (2 tailed)} < \alpha$  ( $0,002 < 0,05$ ). Therefore, there is a significant difference between the metacognitive strategy use frequency between the two groups of the successful and unsuccessful learners. Thus, the mean of the successful group (39,60) is higher than that of the unsuccessful group (34,00).

### **5. Comparison of Social Strategies Use Frequency of Successful and Unsuccessful Learners**

Based on Table 39 below, in terms of the social strategies, it can be seen that t value is 2,373 and two tailed significance  $\text{sig (2 tailed)} = 0,020$ .  $\text{sig (2 tailed)} < \alpha$  ( $0,020 < 0,05$ ) Therefore, there is a significant difference between the social strategy use frequency between the two groups of the

successful and unsuccessful learners. Thus, the mean of the successful group (28,30) is higher than that of the unsuccessful group (24,75).

#### **6. Comparison of Determination Strategies Use Frequency of Successful and Unsuccessful Learners**

Based on Table 39 below, in terms of the determination strategies, it can be seen that t value is 3,897 and two tailed significance sig (2 tailed) = 0,000. sig (2 tailed) <  $\alpha$  (0,000 < 0,05). Therefore, there is a significant difference between the determination strategy use frequency between the two groups of the successful and unsuccessful learners. Thus, the mean of the successful group (28,58) is higher than that of the unsuccessful group (23,85).

#### **7. Comparison of Memory Strategies Use Frequency of Successful and Unsuccessful Learners**

Based on Table 39 below, in terms of the memory strategies, it can be seen that t value is 2,838 and two tailed significance sig (2 tailed) =0,006. sig (2 tailed) <  $\alpha$  (0,006 < 0,05).

Therefore, there is a significant difference between the memory strategy use frequency between the two groups of the successful and unsuccessful learners. Thus, the mean of the successful group (65,55) is higher than that of the unsuccessful group (55,83)..

#### **8. Comparison of Cognitive Strategies Use Frequency of Successful and Unsuccessful Learners**

Based on Table 39 below, in terms of the cognitive strategies, it can be seen that t value is 3,136 and two tailed significance sig (2 tailed) = 0,002. sig (2 tailed) <  $\alpha$  (0,002 < 0,05). Therefore, there is a significant difference between the cognitive strategy use frequency between the two groups of the

successful and unsuccessful learners. Thus, the mean of the successful group (55,30) is higher than that of the unsuccessful group (46,00).

### 9. Comparison of Translation Strategies Use Frequency of Successful and Unsuccessful Learners

Based on the Table 39 below, in terms of the translation strategies, it can be seen that t value is 3,308 and two tailed significance sig (2 tailed) =0,001. sig (2 tailed) <  $\alpha$  (0,001 < 0,05). Therefore, there is a significant difference between the translation strategy use frequency between the two groups of the successful and unsuccessful learners. Thus, the mean of the successful group (3,93) is higher than that of the unsuccessful group (2,88).

Table 39. Means of Vocabulary Learning Strategy Use Frequency of Successful and Unsuccessful groups

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
A. METACOGNITIVE REGULATION STRATEGIES	successful	40	19.20	4.575	.723
	unsuccessful	40	18.60	4.325	.684
B. METACOGNITIVE STRATEGIES	successful	40	39.60	6.902	1.091
	unsuccessful	40	34.00	8.437	1.334
C. SOCIAL STRATEGIES	successful	40	28.30	6.977	1.103
	unsuccessful	40	24.75	6.388	1.010
D. DETERMINATION STRATEGIES	successful	40	28.58	5.267	.833
	unsuccessful	40	23.85	5.573	.881
E. MEMORY STRATEGIES	successful	40	65.55	14.511	2.294
	unsuccessful	40	55.83	16.096	2.545
F. COGNITIVE STRATEGIES	successful	40	55.30	12.728	2.013
	unsuccessful	40	46.00	13.773	2.178
G. TRANSLATION STRATEGIES	successful	40	3.93	1.185	.187
	unsuccessful	40	2.88	1.620	.256

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A. METACOGNITIVE REGULATION STRATEGIES	Equal variances assumed	.406	.526	.603	78	.548	.600	.996	-1.382	2.582
	Equal variances not assumed			.603	77.755	.548	.600	.996	-1.382	2.582
B. METACOGNITIVE STRATEGIES	Equal variances assumed	2.610	.110	3.249	78	.002	5.600	1.723	2.169	9.031
	Equal variances not assumed			3.249	75.052	.002	5.600	1.723	2.167	9.033
C. SOCIAL STRATEGIES	Equal variances assumed	.102	.750	2.373	78	.020	3.550	1.496	.572	6.528
	Equal variances not assumed			2.373	77.401	.020	3.550	1.496	.572	6.528
D. DETERMINATION STRATEGIES	Equal variances assumed	.165	.685	3.897	78	.000	4.725	1.212	2.311	7.139
	Equal variances not assumed			3.897	77.753	.000	4.725	1.212	2.311	7.139
E. MEMORY STRATEGIES	Equal variances assumed	.722	.398	2.838	78	.006	9.725	3.426	2.903	16.547
	Equal variances not assumed			2.838	77.177	.006	9.725	3.426	2.902	16.548
F. COGNITIVE STRATEGIES	Equal variances assumed	.006	.940	3.136	78	.002	9.300	2.965	3.397	15.203
	Equal variances not assumed			3.136	77.520	.002	9.300	2.965	3.396	15.204
G. TRANSLATION STRATEGIES	Equal variances assumed	4.167	.045	3.308	78	.001	1.050	.317	.418	1.682
	Equal variances not assumed			3.308	71.445	.001	1.050	.317	.417	1.683

## **10. Discussion of the Comparison between Successful and less Successful ESP learners in terms of VLS Use Frequency Findings**

In reference to the research question “is there a significant difference between successful and unsuccessful students in terms of VLSs use frequency? This discussion provides an interpretation of the above presented findings concerning the comparison between Successful and less Successful ESP learners in terms of VLS Use Frequency. As illustrated in the Figure 33, The t-test shows that the successful group gets a higher average result than the unsuccessful group. However, there is no significant difference between the successful and unsuccessful nursing students in terms of metacognitive regulation strategy use. Hence, the mean of successful group is slightly higher than that of unsuccessful group.

From Table 39 above, it can be seen that the participants reported a high use of memory, cognitive, determination, social, and metacognitive strategies. Thus, both the successful and unsuccessful students reported to use varieties of VLSs. However, the use frequency of each category besides the metacognitive regulation category differs significantly between successful and unsuccessful groups. Meaning that, the 40 successful students tended to use memory, cognitive, determination, social, metacognitive, and translation strategies more frequently than the 40 unsuccessful learners. Hence, their use of metacognitive regulation strategies does not differ significantly from the unsuccessful students use.

The findings of this comparison done through the current study reinforce the findings of many previous researches concerning that good

(successful) learners use vocabulary learning strategies more frequently than poor (unsuccessful learners).

There are some similarities between the results of the current study and of those of the previous studies. Firstly, and most importantly, good learners are found to use vocabulary learning strategies more frequently than poor learners. Secondly, good learners favor perception, activation, management, and source strategies more than poor learners. These two similarities will be discussed in detail later.

### **Follow Up**

After investigating the use frequency of VLSs of undergraduate Indonesian nursing students, and comparing 40 successful and less successful students in terms of their VLSs use frequency. The current research went one step further through focusing the forty successful students and conducting focus group interviews, observation, and think-aloud protocol with them. The next section presents the analysis of the focus group interviews findings.

## **C. Participant Focus Group Interviews**

### **1. Analysis of Participants' Focus Group Interviews Responses**

It has been proved by many researches that the prior experience in vocabulary learning plays a crucial role in the language learning of the learners and their vocabulary knowledge. Moir and Nation (2002) claim that the vocabulary repertoire of the learners has an indirect relationship with their language learning. Thus, the use of questionnaire only will not provide deep insights concerning the prior experience of the learners in learning vocabulary. Therefore, the current research went further by interviewing the

forty successful students in order to gain deeper information concerning their vocabulary knowledge and the vocabulary learning strategies they use for their learning. In addition, the interview was used to collect data concerning the learners' perceptions concerning the ESP vocabulary and its difference from EFL and ESL vocabulary. The interview considered the suggestions and recommendations that successful students can give to improve the situation of vocabulary teaching and learning in their university. The focus group discussions aimed mainly at eliciting information concerning the following aspects:

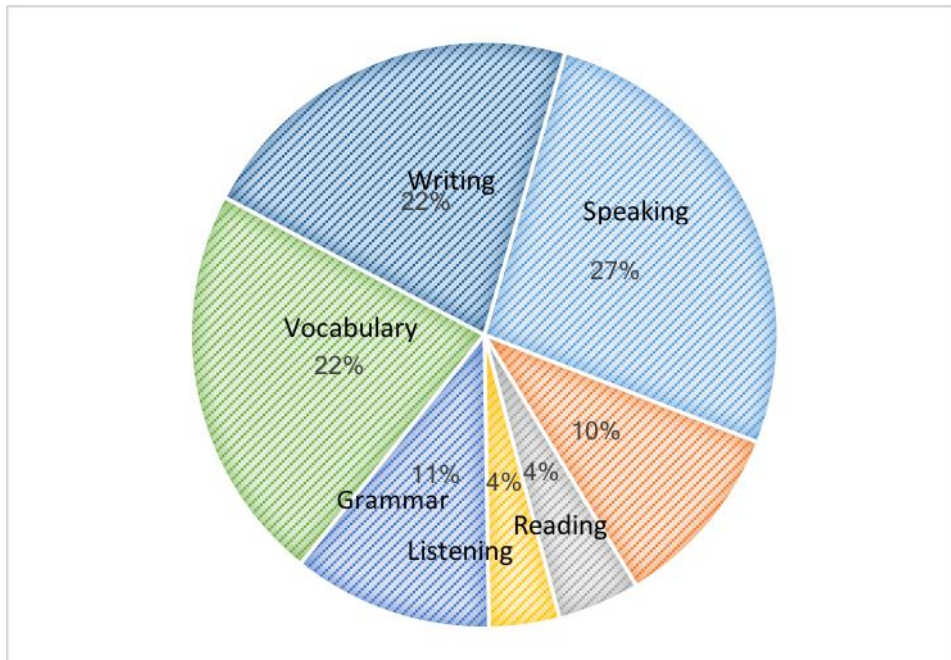
- a. The most difficult and easy areas in learning English.
- b. The students' perceptions towards English for Specific purposes Vocabulary and Difficulties facing them when learning it.
- c. The vocabulary learning strategies applied by the participants and the possibility of applying them for ESP learning.
- d. Recommendations for more effective ESP Vocabulary learning in the classroom.

The data analysis provided in this section is based on both the answers provided in the direct focus group discussions and the interviews sent to the participants via email. Samples of the answers provided by the participants after being translated are provided in the appendix 2.

## **2. Participants' Most Difficult English Language Learning Areas**

As the Figure 15 below shows, the speaking skill is the most challenging English area for the participants because twenty two of them said in the focus group interviews that is it is the most difficult part in learning

English. followed by the writing skill and the reading and vocabulary. Meanwhile, listening was the least difficult part because the participants said that it easier for them to understand people talking than to produce utterances in English.



**Key: % of participants**

Figure 15. Participants' Most Difficult English Language Skill

### 3. Main Reasons Given for Difficulties in Learning English Skills

As illustrated in the Table 40 and 41 below, the difficulties in learning English skills are related to different aspects, vocabulary is one of them. The inadequate vocabulary knowledge results negatively on the ability to learn the other language skills. In addition, the difficulty facing them in putting words in appropriate context made the productive skills as the most challenging skills for them. Thus, the lack of grammar mastery plays its role in restricting the

learners to produce correct and accurate utterances. Another aspect that has been mentioned by the participants to contribute in resulting difficulties in learning English skills is the lack of practice that is according to them due to the environment (English is not the native language in Indonesia), and the teaching method used in teaching them that focuses mainly on input more than the practice.

Table 40. Main Reasons Given for Difficulties in Learning English Skills

<b>Main Reasons behind Speaking Difficulties</b>	<b>Main Reasons behind writing Difficulties</b>
<ul style="list-style-type: none"> <li>- Inadequate Vocabulary Knowledge and limited range of vocabulary</li> <li>- unable to express their ideas adequately when speaking.</li> <li>- Having troubles in pronouncing the words appropriately.</li> <li>- Sometimes able to understand what the words mean but less able to employ them in an appropriate speaking context.</li> <li>- The complexity of nursing vocabularies mad them difficult to be pronounced.</li> <li>- Inadequate speaking practice.</li> <li>- Uncertain of the way to build and use complex sentence structures.</li> <li>- Uncertain of the suitable use of grammar, vocabulary and syntax in speaking.</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate Vocabulary Knowledge and limited range of vocabulary</li> <li>- unable to express their ideas adequately when writing.</li> <li>- Sometimes able to understand what the words mean but less able to employ them in an appropriate context.</li> <li>- Uncertain of the way to build and use complex sentence structures.</li> <li>- Uncertain of the suitable use of grammar, vocabulary and syntax. Inadequate writing practice</li> </ul>
<b>Main Reasons behind Reading Difficulties</b>	<b>Main Reasons behind Listening Difficulties</b>
<ul style="list-style-type: none"> <li>- Inadequate Vocabulary Knowledge and limited range of vocabulary</li> <li>- unable to understand the context of the written discourse, idiomatic expressions used in authentic texts.</li> <li>- Insufficient reading practice especially the one related to their field of study (nursing).</li> <li>- uncondusive English reading environment, which is more centered more on listening and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate Vocabulary Knowledge and limited range of vocabulary</li> <li>- unable to understand the context of the listening discourse, idiomatic expressions used by native speakers.</li> <li>- Insufficient listening practice especially the one related to their field of study (nursing).</li> <li>- Difficulties in understanding the pronunciation of words and the different accents of English.</li> </ul>
<b>Main Reasons behind Grammar Learning Difficulties</b>	
<ul style="list-style-type: none"> <li>- The inadequate vocabulary kniwledge that results negatiely on understanding th grammatical structures and apply them appropriateky.</li> <li>- the insufficient communication that allows the learners to put the grammatical structures in action and use them in context rather than understanding them theoritically only.</li> <li>- The teacher-centered teaching method that results on the insufficient practice of grammar in relation to the other skills.</li> </ul>	

#### 4. Main Reasons Given for Difficulties in Learning Vocabulary

As shown in Table 41 below, the participants reported to face difficulties in learning vocabulary due to the large size of vocabulary and the big amount of words that they should memorize. In addition, the nature of ESP vocabulary (nursing) as less frequently occurring if compared to ESL and EFL vocabulary made this latter challenging to be mastered. Another aspect is The inadequate practice in using English words due to the environment (non-native) and many other factors that can be related to the learners such as their motivation and attitude towards English vocabulary. The last aspect mentioned by the learners that plays an important role in resulting the difficulties in learning vocabulary is The teaching method used in the classrooms that provides limited ways to learn vocabulary. In this case what is meant by the “ways to learn vocabulary” is the vocabulary learning strategies that will facilitate them being autonomous and enjoy learning vocabulary in various ways.

Table 41. Main Reasons Given for Difficulties in Learning Vocabulary

<b>Main Reasons behind Vocabulary Learning Difficulties</b>
<ul style="list-style-type: none"><li>-The big amount of words to be memorized and remebered in order to master the language skills.</li><li>- The nature of ESP vocabulary as less occuring and complex to be memorized and retrieved.</li><li>- The inadequate praitce in using English words due to the envirnment (non-native) and many other facotrs.</li><li>- The teaching method used in the classrooms that provides limited ways to learn vocabulary.</li></ul>

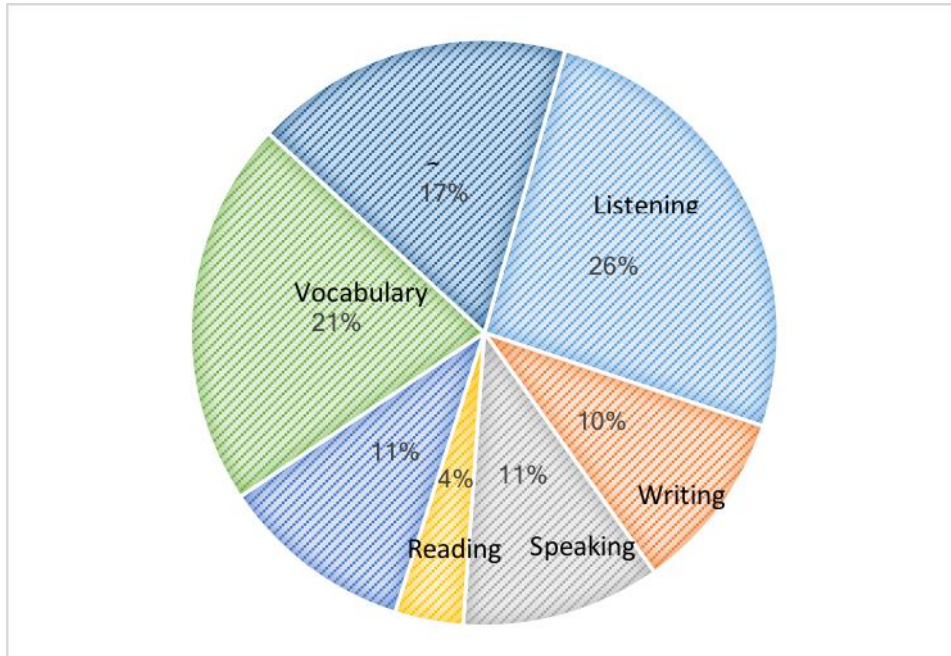
## **5. Summary**

Based on the learners' perceptions and their responses in the focus group interviews, vocabulary is considered as one of the main reasons behind the difficulties they face in learning English skills. The lack of using words in their context and communicate often in English resulted negatively on the vocabulary and the English skills mastery of the participants. Most of the participants considered the productive skills (writing and speaking) as the most difficult parts due to the limited vocabulary repertoire that will allow them to express themselves effectively through written or spoken discourses. The participants mentioned that the lack of vocabulary knowledge has been caused by several aspects that need to be given more attention by the teachers in the classrooms to help the learners enhance their vocabulary knowledge and English skills.

## **6. Participants' Easiest English Language Learning Areas:**

As illustrated in Figure 16 below, the listening skill is the easiest skill based on the learners' perceptions, twenty-four participants reported it as the easiest for them. Followed by the English grammar that they said it is easy to be understood in the class but difficult to be applied when communicating. Vocabulary and reading have been reported easier than writing and speaking. Meaning that the participants have difficulties in producing utterances in English more than understanding reading and spoken texts. Thus, they mentioned that the reasons behind the easiness in learning the receptive skills is that they do not need to spend efforts in selecting the most accurate words and grammar structures as when they have to speak or write. In addition,

most of the participants mentioned that they are more confident with their reading ability than their writing ability.



Key: % of participants

Figure 16. Participants' Easiest English Language Skill

## 7. Main Reasons Why English Listening is the Easiest Skill

The participants who reported that listening is the easiest skill justified it by saying that speaking allows them to learn both the pronunciation and meanings of words in the same time. This finding concurs the finding of the questionnaire when the participants were found to prefer vocabulary learning strategies in relation to sound, spelling, and songs (listening). In addition, the participants reported that listening is the easiest because it does not require them to spend efforts thinking and remembering the meanings of words to be used as when they speak. To add, the participants stated that their confidence with their English is higher when they listen and try to understand more than

when they read or produce utterances. Another reason behind perceiving listening as the easiest skill, is that the participants expressed their preference of learning sources and materials that include listening such as TV shows and English songs. This finding as well reinforces the findings of the survey questionnaire where participants reported using strategies in relation to English songs and TV shows more often.

#### **8. Discussion of Findings on Participants' Prior Vocabulary Learning and their English Language Learning Difficulties**

In accordance to the research question “what are the participants’ perceptions concerning the role of vocabulary knowledge in enhancing the English skills development” the current discussion proves that the learners perceive vocabulary knowledge whether ESP or EFL vocabulary as a crucial element in learning English language. Moreover, they consider the lack of vocabulary mastery is the main reason behind facing difficulties in learning all the English skills including grammar. The participants stated that the teacher-centred teaching method used is one of the reasons behind the limited vocabulary knowledge of the learners. Huda (1999:127) states that English language teaching in Indonesia was based more on grammar teaching than vocabulary. As Table 42 below shows, there is a strong relationship between the language learning difficulties and the vocabulary knowledge based on the participants’ perspectives.

Tabel 42. Relationships between English Language Learning Difficulties and inadequate Vocabulary/Vocabulary Knowledge

<b>Relationship between Limited Vocabulary, Vocabulary Knowledge and Language Learning Difficulties</b>	
<b>Language Learning Difficulties</b>	<b>Limited Vocabulary and Vocabulary Knowledge</b>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>- Have difficulties in use the appropriate and accurate words for the appropriate context.</li> <li>- Less knowledge on how to use the words for communication.</li> <li>- unsure of which words are appropriate for speaking.</li> <li>- Less confidence when speaking because of the limited vocabulary knowledge.</li> <li>- Afraid of making mistakes when speaking.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>- Have difficulties in retrieving words they know to be used in the written texts.</li> <li>- Limited vocabulary knowledge.</li> <li>- unsure of which ESP words can be used for writing.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>- Inadequate Vocabulary Knowledge and limited range of vocabulary</li> <li>- unable to understand the context of the written discourse, idiomatic expressions used in authentic texts.</li> <li>- less confident with their English when reading due to the inadequate vocabulary knowledge.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>- Not able to comprehend every word native speakers use when talking.</li> <li>- Have difficulties in understanding the pronunciation of some words and English accents.</li> <li>- Limited vocabulary knowledge in terms of synonyms and antonyms.</li> </ul>

### **9. The Participants' perceptions towards English for Specific purposes Vocabulary and Difficulties facing them when learning it**

Most of the participants reported that the English used for nursing is less frequently occurring and more complex than EFL and ESL English what make it more challenging to them. In addition, the participants reported to have difficulties in understanding the ESP vocabulary due to the limited attention given to English in the curriculum and the time allocated for teaching it. This concurs what Marwan (2009) said that it is not possible to avoid the adoption of ESP in Indonesian classrooms and Universities. Thus, it was adopted without being fully comprehend and understood. Another aspect

mentioned by the participants is the limited ways used in the classroom to learn ESP in the classroom that mainly focus on providing word lists and limited vocabulary learning strategies training, what reinforces the findings of Gorsev and Volkan's study (2010) that reveals that the teaching strategies used by teachers focus mainly on grammar, accuracy, and memorization. Table 43 below illustrates the categorization of the participants' perceptions towards ESP vocabulary and its level of difficulty.

The participants gave reasons behind the difficulty in learning ESP vocabulary in relation to ESP vocabulary itself and in relation to the teaching method used and to the learners themselves. The participants stated that learning ESP vocabulary is more challenging than learning EFL vocabulary and one of them gave an example of the word "book" (EFL general vocabulary) and the word "stethoscope" (ESP nursing vocabulary). The participant said that if comparing the two words, the word "book" is a word that we can hear in our daily life often. Meanwhile, the word "stethoscope" is used only in the field of medicine and nursing what makes the practice of ESP vocabularies happens less often than that for EFL/ESL vocabulary.

Table 43. The categorization of the participants' perceptions towards ESP vocabulary and its level of difficulty

<b>Reasons behind ESP Vocabulary difficulty</b>	
<b>Related to the nature of ESP Vocabulary itself</b>	<ul style="list-style-type: none"> <li>- English used for nursing is less frequently occurring and more complex than EFL and ESL English.</li> <li>- ESP words are more complex and difficult to be memorized than EFL/ESP words.</li> <li>- Sources to learn ESP vocabulary are not as available as those for EFL/ESL vocabulary.</li> <li>- The environment outside the classroom supports more the use of ESL/EFL vocabulary than ESP</li> </ul>
<b>Related to the teaching of ESP in the Classroom</b>	<ul style="list-style-type: none"> <li>- The time allocated to learn ESP in the classroom is not enough.</li> <li>- Teachers provide limited practice and training to use VLSs in learning ESP.</li> <li>- The focus in the classroom is mostly given only to the words given in the course-book.</li> <li>- Sometimes English lecturers are not well trained to teach ESP vocabulary.</li> </ul>
<b>Related to the participants' themselves</b>	<ul style="list-style-type: none"> <li>- Feeling unconfident with their ESP ability because English is not their native language.</li> </ul>

### **10. The vocabulary learning strategies applied by the participants and the possibility of applying them for ESP learning**

When asked about the vocabulary learning strategies they employ when learning ESP vocabulary, the participants reported to use varieties of strategies that implies a creativity and autonomy. The Table 44 below illustrates the strategies the learners reported to use. It is clear from the figure below that the forty successful learners use varieties of vocabulary strategies, especially that ones in relation to the self-initiation and autonomy such as “trying to find native speakers in Social Media and have chats with them to learn new words from them”; “Keep vocabulary notebook that is special for ESP terms”; “Talk to my self while looking on the mirror and use the new

words I learned to memorize them” ; “Read news online in relation to nursing and health services” ; “Join English learning groups online to learn new words”; “Put English labels on the medical instruments when doing practice.”; “Merging the use of English and Indonesian languages when having audio and video calls with my family members”. What concurs the findings of Abraham & Vann (1987) proven that good language learners choose strategies that are rarely or even never employed by less successful learners. Meaning that, successful learners are more creative in terms of using the VLSs and adjusting them to their needs.

In accordance to the research question “what are the VLSs used by the successful learners to learn ESP vocabulary” the current discussion provides an answer for the mentioned question. Based on the participants’ responses of the focus group interviews, the strategies they use often to learn vocabulary especially that of ESP are as illustrated in the Table 44 below. It can be seen from the figure that the successful learners employ some strategies that are considered as rare and they employ them in a creative way such using English language mixed with Indonesian when talking having video calls with family members. In addition, the way they employ the strategies shows the extent to which they spend efforts to learn new words. Thus, the great ranges of strategies employed by the successful learners and the high use frequency in employing them is one of the factors contributing on their success in learning English Vocabulary. Kojic-Sabo & Lightbown (1999) claim that the quality of the strategies used and the way learners use them is the aspect that mostly matters more than the overall use.

Table 44. The VLSs mostly used by the successful participants to learn ESP and EFL Vocabulary

<b>Participants</b>	<b>VLSs Category</b>	<b>VLSs Strategy</b>
<b>Participant 1, 8, 13, 25, 40</b>	Metacognitive	- listen to famous English songs.
	Cognitive	- repeat saying words in songs by repeat singing the songs. - look for the meaning of new words met in songs using bilingual and monolingual dictionaries.
<b>Participant 2, 12, 18, 36, 27, 17</b>	Metacognitive Regulation Strategies	- Browse the internet to find new nursing words that can be learnt. - Try to find native speakers in Social Media and have chats with them to learn new words from them.
	Social Strategies	- learn new words with my roommate and try to put them in new sentences.
<b>Participant 7. 39, 15, 34, 20, 28</b>	Cognitive Strategies	- Keep vocabulary notebook that is special for ESP terms. - record the sound of the word and listen to it for several times.
	Determination Strategies	- Read the nursing articles I find in internet and Guess from textual context in reading
<b>Participants 4, 6, 14, 23, 30, 14</b>	Memory Strategies	- Memorize the meaning of affix and roots of words to remember them when forgetting the meaning of the word itself. - Draw a diagram of words in relation to the word I am about to memorize (semantic maps)
	Translation strategies	- find the meaning of the words in Indonesian language and see whether it is the same or not and then memorize its meaning.
<b>Participants 22, 12</b>	Cognitive Strategies	- paraphrase the word's meaning by myself
	Social Strategies	- work in pairs and groups in the classroom
	Metacognitive	- make my own list of difficult medical words illustrated in pictures
Other Strategies used by the successful participants	<ul style="list-style-type: none"> <li>- make my own lists of new English words and hang it on the wall to see it often.</li> <li>- learn with oldest sister the new words and have conversations in English using them.</li> <li>- memorize lyrics of songs I am interested in and find the meaning of new words.</li> <li>- Use google translate to know the meaning and pronunciation of words.</li> <li>- Relate the words with their collocations.</li> <li>- watch action movies and read their lyrics.</li> <li>- Talk to my self while looking on the mirror and use the new words I learned to memorize them.</li> <li>- Read news online in relation to nursing and health services.</li> <li>- Join English learning groups online to learn new words.</li> <li>- Put English labels on the medical instruments when doing practice.</li> <li>- Merging the use of English and Indonesian languages when having audio and video calls with my family members.</li> </ul>	

As shown Table 44 above, the successful learners use more strategies in relation to self-initiation, autonomy what made them more responsible for their own learning. in addition, the initiatives they made to learn English vocabulary is an evidence approving their high motivation to learn new ESP/EFL words. More details concerning the way the successful learners employ the VLSs will be presented in the next section of think aloud protocol findings analysis.

### **11. Recommendations for More Effective ESP Vocabulary Learning in the Classroom**

The last question in the interview focused on the suggestions and recommendations that participant could give in terms of effective vocabulary learning activities that should be applied in the classroom. The participants recommended activities that integrate more media and games, what concurs with the findings of the survey questionnaire where participants reported to more frequently the strategies in relation to English songs, TV programs and videos. In addition, the participants recommended activities that include the use of authentic material with original language. In terms of ESP vocabulary, the participants recommended activities that focus at providing the opportunity to practice the words learnt and use them in context. To add, the participants recommended that the teachers consider the strategies mentioned in the questionnaire they filled in the survey part in their classrooms. The participants recommended that the teachers have to use more videos and programs in relation to nursing in the classrooms. Some of the participants recommended role plays and games to be done in the classroom. Meanwhile

two other participants recommended that the teachers train them to use the strategies they are not familiar with such as the keyword method and using semantic maps.

In terms of the learning material used by the lecturers and the time allocation of ESP teaching in the curriculum. Most of the participants recommended that more time should be given to ESP teaching, in addition, they stated that the lecturers should provide more texts and recommendations for reading in relation to ESP since the ESP vocabulary is less frequently occurring in EFL texts. participants recommended group work in the class to be more supported since they enjoy learning in groups more than in pairs or individually. What reinforces the findings of survey questionnaire where the participants reported to highly use the social strategies in relation to group and pair work. One of the participants recommended that each class will have group sharing of new words to exchange knowledge. The recommendation of group work concurs the findings of Schmitt's (1997) study who found that group work is good for learning and practicing new words.

## **12. The Participants' Awareness of Vocabulary Learning Strategies**

The participants stated that the integration of the vocabulary learning strategies included in the questionnaires and mentioned in the focus group interviews are not well integrated by the lecturers in the classrooms. In addition, they stated that it is their first time knowing about some strategies. Thus, they showed a high awareness of most of the strategies. The participants recommended that the vocabulary learning strategies should be integrated in the classrooms and learning especially for learning nursing

vocabulary. They mentioned that the complexity of ESP vocabulary requires a good ability in using great ranges of VLSs and employing them in effective ways. A pedagogical implication from this findings is that ESP material developers and lecturers should consider the different categories of VLSs when developing activities for learning.

#### **D. Classroom Observations Report**

The researcher of this study used the observation as a tool supporting the other instruments of the qualitative part. The researcher was a non-participating observer of five meetings. Through these meetings, the observation aimed at providing deeper insights concerning the following aspects:

1. The extent to which vocabulary learning strategies are trained and considered by the lecturers when teaching ESP.
2. The extent to which vocabulary learning strategies are integrated in the activities and exercises performed in the class.
3. The ESP learners' ability in using various VLSs in the class when performing activities and tasks.
4. The teaching method used to teach vocabulary in Stikes Surya Global.

The researcher an observation checklist taken from (for more details kindly check appendix xx). The observation checklist was adapted from Terfa (2017) who used it in her research on an Assessment of the Practice of Vocabulary Teaching Strategies in EFL Classes. The researcher added some parts to the checklist to cover all the aspects considered by her. The added parts are the

ones in relation to course-books and learning materials and the learners' use of VLSs in the classroom.

### **1. Teacher's Role During Vocabulary Instruction**

The findings of the observation revealed that the lecturers still use traditional methods in teaching ESP with a less consideration of the use of media in the class, especially media that included authentic TV shows and videos. In addition, the lecturers introduce new ESP words in isolation of the syntax and grammar. In addition, the lecturers introduced the the students to know the objectives of the lesson so that the students direct their attention to vocabulary instruction in three meetings. Meanwhile, in two meeting the lecturer 1 did not do that. Nation (2001) states that it is possible for teachers to attract the learners' focus to a word by writing it on the board and drawing the learners' attention on its definition.

### **2. The Learners' Awareness and Use of VLSs in the Classroom**

The learners' awareness and use of vocabulary learning strategies still limited, because the researcher realized through the observation that they use some strategies in the class but they repeat using them or all the activities. That can be due to the activities provided by the teachers that mainly support the use of limited range of VLS. In addition, the fact that limited number of communicative activities in the class made the learners use limited range of the strategies. More details concerning the learners' use of VLSs will be provided on the next section of reading task findings analysis.

### **3. The Integration of VLSs Training in the Course-books and Learning Materials Used in the Class**

The researcher drawn conclusions concerning the integration of VLSs Training in the Course-books and Learning Materials Used in the class through observing the course-book activities applied in the classrooms. According to the observation findings, the course-book does not support the use of media in teaching ESP, little attention is given to the media integration in the course-book used in the classrooms. In addition, the course-book contains specific parts for ESP vocabulary learning, but they focus mainly on introducing definition and meanings of the new words rather than having them in context. Another aspect concerning the course-book is that it contains many activities supporting repetition, but few of them were selected to applied in the classrooms by the teachers. One aspect that needs to be given a big part of attention is that the course-book contains only few reading texts what resulted negatively on the learners' use of VLSs in relation to reading as has been proven in the survey questionnaire analysis part.

Lecturers used some learning material developed by them, but it contained few considerations of VLSs training.

### **4. Discussion of Classroom Observations Findings**

Based on the findings presented above, it can be summed up that vocabulary learning and teaching in Stikes Surya Global still need improvement in terms of the consideration and use of VLSs in teaching and learning. To add, learning materials and books that support the use of great range of VLSs should be taken into consideration. The current study suggests

the future studies to develop VLSs- based vocabulary learning model for teaching ESP vocabulary to solve the mentioned problems. The learners' awareness of VLSs and their use of them in the classrooms can be considered as medium but it still needs improvement since the ESP vocabulary is more complex and difficult than EFL/ESL vocabulary.

## **E. Reading Vocabulary Task**

### **1. Analysis of Vocabulary Learning Strategies Used in the Reading Vocabulary Task**

As previously mentioned in Chapter III, the current research uses a reading task as one its parts to elicit information concerning the thinking process leading the participants to select certain strategies for a particular task. By using the think aloud technique, the researcher was able to observe the way the participants use the vocabulary learning strategies to find the meaning of difficult nursing terms in the text. The text used was developed by the researcher based on course-book used in the SSG (Pmaudya, 2004: 6-11).

#### **The Reading Paragraph for Vocabulary Task**

The nurse tied tightly **a tourniquet** around the upper arm of the patient. She asked the patient if it is painful. Yes. A bit painful, he answered. after taking a blood sample of the patient, the nurse prepared **forceps** and **catheter** for **the surgeons** to start the operation. The medical professional used **stethoscope** to listen to the beating of the heart, and sounds of breathing. Based on the report made by the **oncologist**, the patient suffers of a tumour in his **throat**. It started by difficulty in swallowing that led to **shivering** attacks and an urgent throat surgery is needed.

Source: *Pmaudya, A. L. (2004). English for Professional Nurses (1). Jakarta: EPN consistent.*

Figure 17. The Reading Paragraph for Vocabulary Task

Since the aim of the current study is not to test the participants' vocabulary knowledge, but to investigate which VLSs they use in dealing with the reading text and how to use them, the researcher developed the paragraph based on the nursing terms found in the course book used by the lecturers. Thus, it is obligatory to not have a paragraph that contains many difficult words. The eight nursing words selected are illustrated in Table 45 below. The abbreviation "W" means "word" that is used for each word.

Table 45. ESP Vocabulary Items in the Reading vocabulary Task

<b>Vocabulary Item (W)</b>	<b>Part of Speech</b>	<b>Meaning</b>
<b>Tourniquet (W1)</b>	<b>Noun</b>	a device for stopping the flow of blood through a vein or artery, typically by compressing a limb with a cord or tight bandage.
<b>Forceps (W2)</b>	<b>Noun</b>	a pair of pincers or tweezers used in surgery or in a laboratory.
<b>Catheter (W3)</b>	<b>Noun</b>	a flexible or rigid hollow tube employed to drain fluids from body cavities or to distend body passages.
<b>Surgeons (W4)</b>	<b>Noun</b>	A medical practitioner qualified to practice surgery.
<b>Stethoscope (W5)</b>	<b>Noun</b>	A piece of medical equipment that doctors use to listen to your heart and lungs.
<b>Oncologist (W6)</b>	<b>Noun</b>	a medical practitioner qualified to diagnose and treat tumors.
<b>Throat (W7)</b>	<b>Noun</b>	the passage that leads from the back of the mouth of a person or animal.
<b>Shivering (W8)</b>	<b>Noun</b>	A momentary trembling movement.

To ensure that the theme of the paragraph and its level of difficulty are appropriate for the level of the participants, the researcher checked it with the two lecturers teaching ESP in SSG and both agreed that it is suitable for the participants' level and field of the study. The participants were given the opportunity to perform the task in pairs, groups, or individually. Thus, six of

the participants chose to do it in a group. Meanwhile, the others did it individually. Performing the task in a group facilitated the researcher to analyse the findings in relation to social strategy use, but it was in the same time difficult to analyse the strategies used by each participant. Eleven students choose not to use the think aloud technique because they expressed their shyness and anxiety when talking, saying that they prefer report the way they employ the strategies through writing. The researcher had no choice on that, so she accepted having them reporting it through writing and she had a discussion with them after that.

In accordance to the two research questions “what are the VLSs employed by the ESP successful learners when doing a reading task?”; “what are the intuitions and thinking process leading the participants to select certain strategies for a particular task?”. The reading task was used in this research in order to:

- a. Investigate the VLSs successful learners use to find the meaning of difficult ESP words in a reading paragraph.
- b. The way the successful learners use certain VLSs and the thinking process leading them to select them.
- c. The VLSs successful learners use to memorize and store the new words in their memories.

This part of reading task findings analysis plays a crucial role in the current research, because through it, the researcher is able to identify whether the meanings of ESP terms are easy or difficult to be guessed and deduced. In

addition, it provides a deep overview concerning the way VLSs are used since what make successful learners differ from the unsuccessful is the way of using the strategies, learners can be categorized in terms of their strategy use as effective and ineffective users (Moir and Nation, 2002: 26). The vocabulary learning strategies that were found to be more frequently by the learners in finding the eight words meanings are as the following:

Strategies for determining the meaning of new words:

- a. Guessing the meaning of the word from the reading context.
- b. Asking friends about the meaning of words and writing them down, trying to confirm by reading the context using the given meaning.
- c. Using monolingual and bilingual dictionaries.
- d. Trying to find the word or its picture in course-book.

### 1) Vocabulary Item 1: Tourniquet:

#### a) The Process of Guessing from the Reading Context

Eleven participants tried to guess the meaning of the word “tourniquet” from the reading context as a first initiative to determine its meaning. as Figure 18 below shows, the participants used the words “tied tightly”, “upper arm”, and “the patient” to help them guess the meaning of the word “tourniquet”.

The nurse **tied tightly** a **tourniquet** around the **upper arm** of the patient

Figure 18. The Words Participants Used to Help them Determine the Meaning of “Tourniquet”

After reading the context where the word “tourniquet” mentioned, the participants started the processing of guessing its meaning as the following:

**Nurse:** tourniquet is something that is related to nursing.

**Tied tightly:** tourniquet is an instrument used by the nurse that can be tied.

**Around the upper arm:** the tourniquet is a tool or an instrument that the nurse use through tying it tightly around the upper arm.

**Guess 1 (three participants):** nurses usually ty something around the upper arm when willing to measure the blood pressure. “a tourniquet” is **the tool used to measure the blood pressure** then.

**Guess 2 (most of the participants (28):** when something is tied tightly around the upper arm, that means that the nurse wants to stop the blood to flow on that part because of several reasons, it can be to stop bleeding or to minimize blood loss. Therefore, the tourniquet is **a compressing tool used to control the blood flow.**

**Guess 3 (9) Participants:** these nine participants did not understand the meaning of the word “tied” so as an initial guess, they said that “a tourniquet” can be a tool to inject liquids into the body. They were not sure of their guess since they do not know the meaning of the word “tied”, so they asked their friends about the meaning of the word “tied” and then tried to discuss the meaning of the word and even act it together by imagining the nurse tying something around the arm of one of them. Finally, they repeated reading the sentence and relating the word “tied” to the word “hurt” and ended up saying that “a tourniquet” is a tool used to stop the blood flow in a part of the body

especially the arm. As Table 46 below shows, the first strategy that initially used by all the participants was guessing from the context. The nine participants who were not sure of their answers asked their friends for help to find the meanings of clues in the reading context.

**Table 46. Strategies Used to Guess/Determine the meaning of the First Vocabulary Item**

<b>The vocabulary Item</b>	<b>The VLSs Used</b>	<b>Right Answers</b>	<b>Wrong Answers</b>
<b>A tourniquet</b>	Guessing from the reading context	28	12
	Asking friends about the meaning of clues in the reading context	9	0

**2) Vocabulary Item 2: Forceps (W2)**

The first thing that all the participants remarked about this word is that it ends with an “s” meaning that it a plural noun. Eleven of the participants took a note about that. Meanwhile, the six participants working in one group had a discussion trying to remember the plural noun they met before in relation to nursing. Following that, the participants read back the context where the word was mentioned. After reading the sentence where the word “forceps” was mentioned, thirty-five of the participants said that “forceps” are tools used by doctors in operations and surgeries. Thus, they could not give a specific definition or more information, so some of them tried to find any information concerning them in the course book. Meanwhile, two participants used the vocabulary notebooks they had in their bag trying to find word meaning there. The rest of the participants used monolingual medical dictionary to find its meaning.

the nurse prepared **forceps** and **catheter** for **the surgeons** to **start the operation**.

**Figure 19. The Words Participants Used to help them determine the meaning of “forceps”**

**Table 47. Strategies Used to Guess/determine the meaning of the Second Vocabulary Item**

<b>The vocabulary Item</b>	<b>The VLSs Used</b>	<b>Right Answers</b>	<b>Wrong Answers</b>
<b>Forceps</b>	Using the words part of speech to guess the meaning of the word.	11	29
	Using vocabulary notebook, curse-books	9	0
	Using monolingual dictionaries and online dictionaries	20	0

### **3) Vocabulary Item 3: “catheter”**

Most of the participants used bilingual and monolingual to find the meaning of this word. Three of the participants used Oxford Paperback Thesaurus dictionary rather than using monolingual and bilingual dictionaries. One of the participants checked her notebook she usually keeps with her saying that she remembers that she took a note of this words’ meaning from an American medical drama “Grey’s Anatomy”. one pedagogical implication can be drawn from this finding, that is lecturers have to integrate the use of medical drama and TV shows in the classroom to provide more authentic use of ESP in the classroom.

Table 48. Strategies Used to Guess/determine the meaning of the Second Vocabulary Item

<b>The vocabulary Item</b>	<b>The VLSs Used</b>	<b>Right Answers</b>	<b>Wrong Answers</b>
<b>Catheter</b>	Using monolingual, bilingual, and online dictionaries	46	0
	Using a Thesaurus	3	0
	Associating the words with the first time it was met (American medical drama “Grey’s Anatomy”).	1	0

#### 4) Vocabulary Item 4: “Surgeons”

As illustrated in the Figure 20 below, some of the participants associated the word surgeons to the word “surgery” that they know its meaning, so it facilitated them finding the meaning of “Surgeons” by checking the reading context again to make sure about the exact meaning. Meanwhile, some other participants remembered the word “plastic surgery” that they always hear in advertisements and commercials. This word is considered as easy for the participants because all of them could find its meaning without the need to check the dictionary or ask their friends. The pedagogical implication of this finding is that the teachers should encourage the learners to associate new words with information they already possess to find its meaning. Encouraging the use of such strategy can be through integrating activities that include words that can be usually met in movies, drama, TV shows, songs, nursing practice in the hospital.

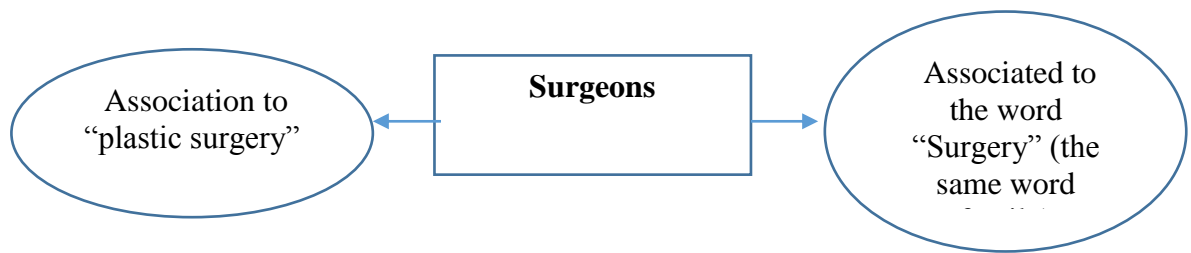


Figure 20. Use of Word Association to determine the meaning of the word (Surgeons)

### 5) Vocabulary Item 5: “Stethoscope” (W5)

This word is not new for the most of the learners because they used to learn it in the fourth semester. Thus, some of them remembered its meaning easily. Meanwhile, some others spend longer time to retrieve the meaning. when asked about the strategies they used to memorize it, three of the participants reported to use a label and put it on the Stethoscope they use when practicing in the hospital. Meanwhile, eleven participants said that they tried to draw the picture of Stethoscope in their copybooks so they can remember it easily. Five other participants said that they associate the word “Stethoscope” with their personal experience when they practiced the first time in the hospital and used it. The participants who found difficulties to retrieve the meaning of the word “Stethoscope” are those who reported that they wrote the word in their notebook but they did not be in exposure to the word since their fourth semester. Five of the participants said that they practice reading online medical articles often where the word is used often.

Three pedagogical implications could be drawn from those findings, the first is that lecturers of ESP should associate the learning of new words

with the learners' personal experience when practicing in the field. This can be done through giving them home-works and activities that can be done when practicing in the hospital such as having a discussion or conversation when practicing. The second pedagogical implication is supporting the intensive reading and requesting titles of medical articles and texts to be read at home due to the importance of reading in enriching the vocabulary knowledge. the last pedagogical implication is related to the use of pictures and illustrations when teaching ESP new word, especially those related to medical equipment and parts of body. Thus, it is crucial to encourage the learners drawing pictures of the new words and using mnemonic (memory) strategies.

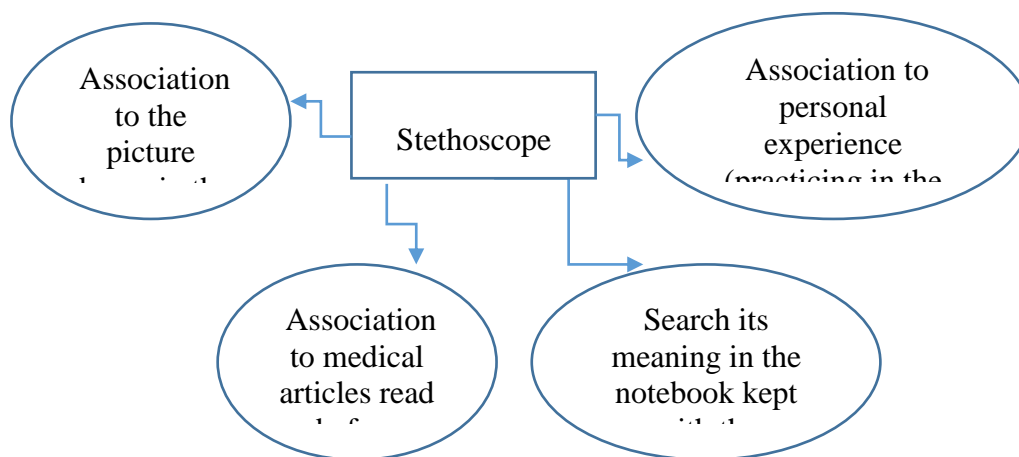


Figure 21. The Strategies Used to retrieve the meaning of the word (Stethoscope)

#### 6) Vocabulary Item 6: “Oncologist” (W6)

This word was totally new for all the participants, after reading the context where it is mentioned, the participants started drawing some initial

guesses based on the surrounding words as shown in the Figure 22 below. The participants related the word “oncologist” with the two words “report” and “tumor”. Following that, they focused on the word itself, some of them broke it into two parts “oncolo” and “ist” and then discussed together the type of this noun to end up saying that it is a name of job because it ends with the suffix “ist” same as “specialist” and “pharmacist”. Five of the participants checked the meaning of the word in Google translate to confirm. Meanwhile, some of them checked the meaning of the part “oncolo” only.

Based on **the report made** by the **oncologist**, the patient suffers of a **tumour** in his **throat**

Figure 22. The Words Participants Used to help them determine the meaning of “oncologist”

The pedagogical implication from this finding is that lecturers of ESP should always introduce the word’s parts of speech and word family to the learners to make them able to use them when retrieving the words. In addition, they have to use more activities concerning the parts of speech and word family.

#### **7) Vocabulary Item 7: “Throat” (W7)**

Actually the word “throat” can be considered as an EFL and ESP term in the same time because it is popular for EFL learners as well. Thus, the researcher used it in the paragraph to balance between the level of difficulty of the words. Only two of the participants did not know the meaning of the word and tried to ask their friends but not for the meaning directly, they asked about some clues or association that can help them finding its meaning. what

was surprising to the research, she realized that the successful learners avoid the use of the strategies that easily facilitate them getting the meaning of the word directly. They challenge themselves to find the meaning of words they do not know rather than focusing on the use of dictionaries or asking about the meaning of the word directly. A pedagogical implication for this finding is that lecturers should train the less successful learners to use the strategies that require efforts to find the meaning of new words because they help them store the words in the memory. The Figure 23 below illustrates the associations and strategies the participants made to find/ retrieve the meaning

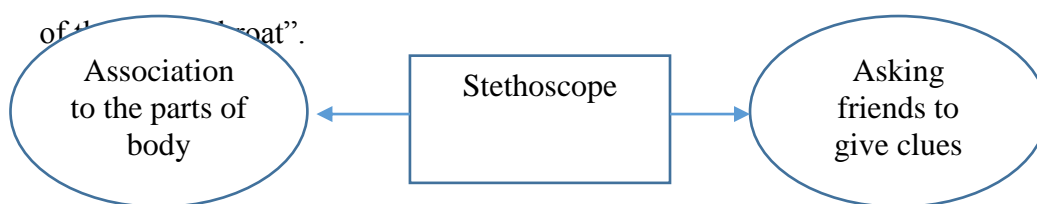


Figure 23. The Strategies Used to determine/retrieve the meaning of the word (throat)

### 8) Vocabulary Item 7: “Shivering” (W8)

The participants broke the word “shivering” into two parts, “shiver” and “ing” and then they discussed with each other the function and grammatical nature of words with the suffix “ing”. Some of them said that words ending with “ing” are gerunds. Meanwhile some of them said that they are adjective participles. When the discussion leaded them nowhere, the participants checked the monolingual dictionaries provided by the researcher to find the meaning of “shiver” in English and then they associated it to its suffix. Some

other participants used the reading context to guess the meaning of the word as illustrated in the Figure 24 below:



Figure 24. The Strategies Used to determine/retrieve the meaning of the word (Shivering)

## 2. Discussion of Reading Task Findings and Conclusion

From the findings presented above concerning the forty successful nursing students' performance of the reading task, it can be said that vocabulary learning is a process that requires the learners to pay attention to the word and think about its meanings, function, associations, parts of speech, roots and affixes, synonyms and opposites, sound, etc. By using the think aloud protocol, the researcher was able to observe and obtain a detailed overview concerning the way participants select certain strategies to be used for a particular task. The findings presented above concerning the strategies used by the nursing successful learners are limited on that group of learners and cannot be generalized for all the nursing Indonesian learners. Despite the mentioned limitation, the findings provide deep insights concerning the VLSs used to solve vocabulary problems in reading tasks.

In accordance to the research questions, "what are the vocabulary learning strategies used by the successful nursing undergraduate students to deal with a reading task?" and "what are the intuitions and thinking process

leading the successful nursing undergraduate students to select certain strategies for a particular task” The current discussion focuses on the mentioned questions and provide answers to them. From the findings of this research, the successful participants tended to challenge themselves by trying to guess the meaning of new words from the reading context and associate the word with its associations and parts of speech rather than asking for the meaning or checking the dictionaries first. This proves that the learners possess a good level of proficiency as Schmitt (1996: 209) claims that guessing the meaning of new words form the context and using the clues given in texts require “a certain level of language proficiency” and “adequate background knowledge of subject”. Besides guessing the meaning from the reading context, the participants used the following VLSs to determine the meaning of the eight words:

- a. Asking friends about the meaning of words and writing them down, trying to confirm by reading the context using the given meaning.
- b. Using monolingual and bilingual dictionaries.
- c. Trying to find the word or its picture in course-book.
- d. Associating the word with a personal experience (practicing in the hospital).
- e. Associating the word to its parts of speech and word family.
- f. Associating the word to medical drama.
- g. Associating the word to its root and affixes, synonyms and opposites.
- h. breaking up a word into parts and look for the meaning of the root.

- i. Discussing the meaning with friends and asking them to give clues.

The findings of this study show a correlation between the participants' level of proficiency and the use of "guessing from the context" strategy, hence, due to the high level of proficiency of the participants, most of them try to guess from the context as an initial strategy before thinking about using any other strategy. Meaning that the participants can understand the surrounding words and clues what made most of them succeeded in finding the meaning of some words from the reading context. Associating the word to other aspects such as its parts of speech or word family have been found to be the most used strategies after guessing from the context, hence, most of the participants tended to focus on the word itself when failing in using the context. The use of association was found to be related to the words' level of difficulty and its nature as well, such as the word "surgeons" was easier to be associated to words of the same family than the word "Oncologist".

The use of social strategies (asking friends for the meaning, asking for clues, confirmation, discussion) was found to be related to the words' level of difficulty. In other words, the participants used the social strategies for the difficult that they were not able to guess their meanings only. Thus, more studies should be done in terms of the relation between the ESP words level of difficulty and the social strategy use. Other aspect that has to be considered by the future studies is the relationship between the learners' level of proficiency and the use of social strategies. Concerning the use of dictionaries, the participants showed less interest in using the dictionaries

directly as the first initiative to determine the meaning. when asked about the reason, the participants said that it is true that the using the dictionary is less time consuming and easier but it is not so beneficial in terms of storing the word in the memory. Meaning that the easier the meaning of the word to be find to easier to be forgotten, unless, it is followed by good application of memory and cognitive strategies such as writing the meaning of the word down or repeating the word for several times.

Another aspect revealed by the current study is the weakness of “guessing from the context” strategy that was shown when the some of the participants used contextual clues to guess the meaning of the word “tourniquet”, but they ended up misinterpreting the real meaning of the word and thinking that the tourniquet is a tool to measure blood pressure. Thus, vocabulary teaching should be well integrated with teaching reading skill to train the learners guess the meaning of words from the context without misinterpreting its real meaning. In the other hand, the high use of VLSs related to associations of words’ parts of speech reveals the need of integrating syntax and grammar with vocabulary teaching, so the learners can benefit from them in determining the meaning of new words based on their parts of speech.

## **5. Summary of Discussion:**

### **a. VLS Use Frequency:**

The metacognitive regulation strategy category was found to be the most frequently used category among all the categories. Meanwhile, the metacognitive strategy category as the least frequently used category. The analysis of the findings in terms of metacognitive strategies showed that listen to English songs is the most highly used strategy, thus, strategies in relation to watching TV shows and English news were highly used as well. Therefore, as mentioned before English teachers should benefit from this point in terms of providing more activities that include TV shows and songs when teaching English. Moreover, as the analysis revealed that the participants preferred reading online news and articles more than reading newspapers, it is advisable for teachers to give more home-works and activities that require reading online newspapers articles.

“Use Indonesian-English, English/Indonesian dictionary”; “working in pairs and in groups to find the meaning of words”; “find out more about vocabulary items I am not sure of” strategies were found to be the most highly used strategies. Hence, ESP instructors should work more on introducing and training their students to use more varieties of determination strategies and give them activities including such strategies, especially using the bilingual and thesaurus dictionaries. should encourage group and pair work since it is the one of the preferable strategies of the learners. In addition, they have to acknowledge their students of the importance of the words they are learning

and why they need them, so they will be more motivated to find out their meanings.

The least frequently used strategies were “asking family members for the meaning of new words”; “use semantic maps”; “draw images to illustrate the meaning of words” were found to be the least used strategies. Therefore, it is advisable for teachers to support learners using these strategies and train them to employ them effectively.

**b. Comparison between VLSs Use Frequency of Successful and unsuccessful Learners:**

The successful learners got a higher average result than the unsuccessful group. However, there was no significant difference between the successful and unsuccessful nursing learners in terms of metacognitive regulation strategy use. Hence, the mean of successful group is slightly higher than that of unsuccessful group. Both the successful and unsuccessful students reported to use varieties of VLSs. However, the successful ones tended to use memory, cognitive, determination, social, metacognitive, and translation strategies more frequently than the unsuccessful learners. Hence, their use of metacognitive regulation strategies does not differ significantly from the unsuccessful students use.

**c. Participants easiest and most Difficult English Skills in Relation to Vocabulary Learning:**

The focus group interviews findings showed that vocabulary is considered as one of the main reasons behind the difficulties they face in learning English skills. The lack of using words in their context and communicate often in

English resulted negatively on the English skills mastery of the participants. Most of the participants considered the productive skills (writing and speaking) as the most difficult parts due to the limited vocabulary repertoire that will allow them to express themselves effectively through written or spoken discourses. Meanwhile, the listening skill was the easiest skill based on the learners' perceptions, because they do not need to spend efforts in selecting the most accurate words and grammar structures when listening as when they have to speak or write. In addition, most of the participants mentioned that they are more confident with their reading ability than their writing ability.

**d. VLSs Use in Stikes Surya Global**

It was found that vocabulary learning and teaching in Stikes Surya Global still need improvement in terms of the consideration and use of VLSs in teaching and learning. To add, learning materials and books that support the use of great range of VLSs should be taken into consideration. The current study suggests the future studies to develop VLSs- based vocabulary learning model for teaching ESP vocabulary to solve the mentioned problems. The learners' awareness of VLSs and their use of them in the classrooms can be considered as medium but it still needs improvement since the ESP vocabulary is more complex and difficult than EFL/ESL vocabulary.

**e. VLSs Used by the Participants When Performing the Reading**

**Task:**

The participants were found to spend efforts in studying the word and think about its meanings, function, associations, parts of speech, roots and affixes,

synonyms and opposites, sound, etc. They challenge themselves by trying to guess the meaning of new words from the reading context and associate the word with its associations and parts of speech rather than asking for the meaning or checking the dictionaries first. This proves that the learners possess a good level of proficiency as Schmitt (1996: 209) claims that guessing the meaning of new words from the context and using the clues given in texts require “a certain level of language proficiency” and “adequate background knowledge of subject”.

The findings of this study showed a correlation between the participants’ level of proficiency and the use of “guessing from the context” strategy, hence, due to the high level of proficiency of the participants, most of them try to guess from the context as an initial strategy before thinking about using any other strategy. Meaning that the participants can understand the surrounding words and clues what made most of them succeeded in finding the meaning of some words from the reading context. Associating the word to other aspects such as its parts of speech or word family have been found to be the most used strategies after guessing from the context, hence, most of the participants tended to focus on the word itself when failing in using the context. The use of association was found to be related to the words’ level of difficulty and its nature as well.

#### **6. The Practicality and Reliability of the Qualitative Part Findings:**

As previously mentioned in Chapter III, the researcher used triangulation of data collection techniques to establish the practicality and reliability of the

qualitative data findings. In addition, the researcher used another technique that is based on having discussions and consultations with the participants before finishing the conclusions drawing part. The researcher met the participants in the last phases of qualitative data analysis process to confirm that the conclusions drawn by her are exactly what the participants wanted to say. Most of the participants after reading the conclusions of focus group interviews and reading task confirmed that there is no conclusion in contradiction with what they reported and performed through the two mentioned data elicitation techniques.

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

This chapter summarizes the procedure of the study and its findings in accordance to the research questions (see chapter II). In addition, this chapter presents the way the findings of this study can pedagogically applied and the limitations of this study and recommendations for the future studies in the field.

### **A. Conclusions:**

Based on the data analysis, it can be concluded that:

1. The metacognitive regulation category was found to be the most frequently used category by the participants. Meanwhile, the metacognitive strategy category is the least frequently used strategy. The vocabulary learning strategies of metacognitive regulation, determination, social, and memory categories were found to be more frequently used than the other strategies of translation, metacognitive, and cognitive categories. “listen to English songs, find out more about vocabulary items I am not sure of”, “watching TV shows and English news”, “reading online news and articles” were the high frequently used strategies. Meanwhile, “asking family members for the meaning of words”, “drawing images to illustrate the meaning of words” and were found to be the least frequently used strategies.
2. In terms of the comparison between Successful and less Successful ESP learners VLS Use Frequency, good learners were found to use vocabulary learning strategies more frequently than poor learners. They used all the strategies

more often including the metacognitive regulation strategies because the mean of successful learners use frequency is higher than that of unsuccessful learners use frequency although there was no significant difference between them.

3. In accordance the most difficult and easiest English learning skills based on the forty successful learners' perceptions", vocabulary was considered as one of the main reasons behind the difficulties they face in learning English skills. The lack of using words in their context and communicate often in English resulted negatively on their English skills mastery. In addition, the productive skills (writing and speaking) were the most difficult parts due to the limited vocabulary repertoire of the participants. The listening skill was found to be the easiest skill

4. English used for nursing was perceived by the participants as less frequently occurring and more complex than EFL and ESL English what make it more challenging to them.

5. In accordance to the VLSs that successful nursing students employ when dealing with a reading task and the thinking process leading them to select certain VLSs for a particular task, it was found that the participants payed attention to the word and think about its meanings, function, associations, parts of speech, roots and affixes, synonyms and opposites, sound, etc. The participants tended to challenge themselves by trying to guess the meaning of new words from the reading context and associate the word with its associations and parts of speech rather than asking for the meaning or checking the dictionaries first. The findings of this study showed a correlation between the participants' level of proficiency and the use of "guessing from the context" strategy, hence, due to the

high level of proficiency of the participants, most of them try to guess from the context as an initial strategy before thinking about using any other strategy.

#### **B. Suggestions, Dissemination, and Recommendations for Further Research**

The findings of this research are only limited on the forty Indonesian undergraduate successful nursing students. Thus, the findings of the quantitative part could be generalized for the whole population (the students of the nursing faculty in Stikes Surya Global). Another aspect is that the use of one task for the think-aloud protocol technique is less adequate to provide deep insights concerning the VLSs use especially in relation to the other skills besides reading. In addition, it is confusing for people who are not familiar with metacognitive regulation strategies to distinguish them from the metacognitive strategies, but actually one of the unique aspects concerning this research is that it sheds the light on this category that has been given less attention although its crucial role in determining whether the learners are successful or not. This research provides an explanation of the difference between metacognitive regulation strategies as strategies in relation to self-initiation and autonomy and metacognitive strategies that are related to the way learners plan, evaluate, and monitor their learning.

It is highly recommended for the future studies to focus on smaller amount of successful learners to be able to control the research process and data elicitation procedure. In addition, since the researcher in the current study selected the successful learners based on their ESP scores through five semesters of study, the current study sheds the light on the urgent need of attempts to develop a standardized test that is specific to measure the ESP vocabulary knowledge of

nursing undergraduate students. hence, one of the limitations of the current study is the use of the learners' scores to determine the successful and unsuccessful ones. Meanwhile, it will be more valid and reliable if a standardized nursing vocabulary test was used, but unfortunately, no such tests do exist so far. Another aspect to be encouraged by the current study is the use of think aloud protocol technique in future studies due to its benefit in providing deep and thick overview concerning the thinking process leading to select certain VLSs for a particular task.

To sum up, the current study provided deep insights concerning the use of VLSs for learning nursing and medical vocabulary. Its findings have to be considered by teachers and lecturers of ESP by applying the pedagogical implications such as training the learners to use the less frequently used strategies and use activities and exercises that include strategies with a high percentage of use frequency. In addition, the findings concerning the participants' perceptions towards ESP vocabulary and the difficult English learning areas would be used by the teachers as basic data that will help them understand their learners' needs and necessities. Moreover, the data provided by using the think aloud technique are beneficial for both unsuccessful learners and ESP instructors to have a thick and deep overview concerning the effective use of VLSs when dealing with reading tasks.

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## APPENDICES

### APPENDIX 1

#### **The Preliminary Research Interviews Transcripts:**

##### **Interview with ESP lecturer 1:**

**Interviewer:** Good morning, my name is Djihad and I am willing to interview you today concerning several aspects that I need to know in relation to ESP teaching and learning in this university.

**Interviewee:** Good morning miss Djihad, alright no problem.

**Interviewer:** Could you please give me information on how ESP is taught here?

**Interviewer:** Students in Stikes Surya Global take English classes starting from their first semester until the last one. However, ESP (nursing) intensive classes are provided in the fourth semester. In this semester, students learn about body parts, medical instruments, hospital rooms, names of deceases and many other units in relation to medical and nursing field.

**Interviewer:** Alright, what is the vision and mission of ESP teaching in Stikes Surya Global?

**Interviewee:** ESP is given a significant part of attention in SSG due to its role as an international language that facilitates the students to have access wherever they want in this globalization era. In addition, it is acknowledged by the SSG principles that English is highly needed by the student for their future career. To add, possessing an adequate ability of ESP, they will be able to pursue their studies abroad and be highly competent in their career.

**Interviewer:** How do you usually teach ESP in the classroom?

**Interviewee:** Actually it challenging to teach ESP for non-native speakers, because even the general English level still not advanced and they need to learn technical words. Thus, I try my best to integrate teaching both general and technical terms together in my classes. I use the course book provided by the University as the main learning material when teaching, but I develop some learning materials when needed.

**Interviewer:** How about teaching ESP vocabulary, do you give direct instruction of vocabulary or you integrate it with the other skills?

**Interviewee:** I rarely give direct instruction of vocabulary in my classes because of the time constraints. However, I explain new words from each new unit and try to provide word lists.

**Interviewer:** Do you consider the use of vocabulary learning strategies in your classrooms, and when giving home-works to your students?

**Interviewee:** Actually I do not give specific part of attention to them because their presentation in the course book is very limited. In addition, the mainly used strategies in the classroom are using monolingual or online dictionaries. Thus, there are some students who are considered as really active and competent, they keep vocabulary notebooks and use bilingual, thesaurus dictionaries.

**Interviewer:** Could you please provide more information concerning the active learners you have mentioned?

**Interviewee:** Yes, actually the English level of proficiency of SSG is considered as average or intermediate. However, in each class there is a group of students

ranging from 3 to eight are active, highly motivated, intelligent, with a high level of proficiency.

**Interviewer:** How could you assume that their English level of proficiency is high?

**Interviewee:** I assumed that based on both their English grades and their performance in the class. When doing activities in the class, a significance difference between the students' performance is obvious and can be remarked easily.

**Interviewer:** What do you think is the main reason behind this group of students' high achievements in learning English?

**Interviewee:** I think that there are many factors contributing on that, such as their level of intelligence and their high motivation. In addition, the initiatives they take when learning reflect to a high level of intelligence and responsibility. These students have control on their own learning more than the other students who depend mainly on the teacher.

**Interviewer:** Thank you so much for your time, see you in another opportunity.

**Interviewee:** Thanks miss Djihad, see you.

## APPENDIX 2

<b>PRESENSI UJIAN AKHIR SEMESTER IV</b>											
<b>PESANTREN MAHASISWA STIKES SURYA GLOBAL YOGYAKARTA</b>											
<b>PROGRAM STUDI ILMU KEPERAWATAN</b>											
<b>TA. 2016/2017</b>											
MATA UJIAN	: BAHASA INGGRIS ADVANCED										
DOSEN	: Risa Arroyani, SPd, M.Hum										
HARI DAN TANGGAL	: Juli 2017									KODE MK : MPK101	
KELAS	: AIKP/IV-1										
NO	NIM	TUGAS 20%	Lain- lain 10%	UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN		
						ANGKA	HURUF				
A1.1	4112764							ANDRITA TABATTINI	1		
A1.2	4143850							JANIBA GURIUM	2		
A1.3	4143874	47	75	40	10	33	E	SRI WAHYUNI PUTRI	3		
A1.4	4154080	73	95	80	93	85	A	AI FAUZIAH	4		
A1.5	4154081	51	95	30	30	41	D	AI INDRIAWATI	5		
A1.6	4154082	59	90	50	69	63	C	AINUN MACHFUDOH	6		
A1.7	4154084	86	95	76	90	86	A	ANIS KARTIASARI	7		
A1.8	4154085	83	90	81	97	89	A	ANITA TUBAK	8		
A1.9	4154086	63	80	0	30	33	E	ARIZKAH M MOKODOMPIT	9		
A1.10	4154087	92	90	96	99	96	A	ARYANI PUJI PRATIWI	10		
A1.11	4154089	84	95	76	95	87	A	CINDY TA DESYA VENDRI EKA YUANDA	11		
A1.12	4154090	84	90	85	97	90	A	DESI RATNASARI	12		
A1.13	4154091	81	95	73	90	84	B	ELIZA RESVALENI	13		
A1.14	4154094	70	95	80	81	80	B	HAELFIANA	14		
A1.15	4154095	81	95	85	96	90	A	HENI WIDIYAWATI	15		
A1.16	4154097	68	95	62	76	72	B	KIKI APRILIANA	16		
A1.17	4154099	87	95	85	98	92	A	MEYLAN HANAPI	17		
A1.18	4154100	77	95	73	91	83	B	MIRANTI DJAINI	18		
A1.19	4154101	55	95	66	78	72	B	MISRA	19		
A1.20	4154102	80	95	80	93	87	A	DEWINDA NINDI SAPUTRI	20		
A1.21	4154103	80	95	83	81	83	B	NONA SIRANGGI	21		
A1.22	4123280	30	70	10	10	20	E	EVA FEBRIANTI	22		
A1.23									23		
A1.24									24		
A1.25									25		
A1.26									26		
A1.27									27		
A1.28									28		
A1.29									29		
A1.30									30		
A1.31									31		
A1.32									32		
A1.33									33		
A1.34									34		
A1.35									35		
A1.36									36		
A1.37									37		
DOSEN										PENGAWAS	
Standar Range Penilaian Stikes Surya Global Yogyakarta											
	Angka	Huruf	Bobot Nilai								
	85 - 100	A	4								
	70 - 84	B	3								
	55 - 69	C	2								
	40 - 54	D	1								
	≤ 39	E	0								

**PRESENSI UJIAN AKHIR SEMESTER IV****PESANTREN MAHASISWA STIKES SURYA GLOBAL YOGYAKARTA****PROGRAM STUDI ILMU KEPERAWATAN****TA 2016/2017**

MATA UJIAN : BAHASA INGGRIS ADVANCED

DOSEN : Risa Arroyani, SPd, M.Hum

HARI DAN TANGGAL : Juli 2017

KODE MK : MPK101

KELAS : A/IKP/IV - 2

NO	NIM	TUGAS 20%	Lain- lain 10%	UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN
						ANGKA	HURUF		
A2.1	4154104	62	95	75	88	80	B	NOVI NURCAHYANI	1
A2.2	4154105	82	95	87	91	88	A	NURAZIZAH	2
A2.3	4154106	62	95	67	64	68	C	NURNANINGSIH	3
A2.4	4154107	59	95	60	79	71	B	NURSANTRI MS SANATU	4
A2.5	4154108	90	95	90	88	90	A	PINDA DEVIANA	5
A2.6	4154109	65	85	78	86	79	B	PUTRI HERLINA ARYANTI	6
A2.7	4154111	90	95	83	91	89	A	REFIKA SAHARA DEWI	7
A2.8	4154112	83	95	83	93	88	A	RIKA DAMAYANI	8
A2.9	4154113	85	85	72	91	84	B	RIMALISA ASTUTI	9
A2.10	4154115	81	95	86	93	89	A	SEPTIANI	10
A2.11	4154116	70	95	83	70	76	B	SINTA KURNIAWATI	11
A2.12	4154118	60	95	71	79	74	B	SITI SOFIYANI	12
A2.13	4154119	64	95	66	95	80	B	ULI DEBORA PURBA	13
A2.14	4154120	64	95	74	83	78	B	WIDYA SALINA	14
A2.15	4154121	60	95	68	75	72	B	WINDI LASDIANTI	15
A2.16	4154122	72	90	77	87	81	B	YATI WULANDARI	16
A2.17	4154123	53	95	67	48	59	C	ZUMIRNA RUMASORENG	17
A2.18	4154290	73	90	83	92	85	A	RIRIN AFRIANI	18
A2.19	4154291	68	95	35	80	66	C	SITTI MUNIFATUZZAHRAH	19
A2.20	4154292	71	95	50	67	66	C	ULFA JUMROTIN ABUTALIB	20
A2.21	4154293	70	90	82	90	84	B	NINDES AYU NURFITRI	21
A2.22	4123318	0	45	40	0	17	E	DIANI MERISA	22
A2.23									23
A2.24									24
A2.25									25
A2.26									26
A2.27									27
A2.28									28
A2.29									29
A2.30									30
A2.31									31
A2.32									32
A2.33									33
A2.34									34
A2.35									35
A2.36									36
A2.37									37

DOSEN

PENGAWAS

Standar Range Penilaian Stikes Surya Global Yogyakarta

Angka	Huruf	Bobot Nilai
85 - 100	A	4
70 - 84	B	3
55 - 69	C	2
40 - 54	D	1
≤ 39	E	0

**PRESENSI UJIAN AKHIR SEMESTER IV****PESANTREN MAHASISWA STIKES SURYA GLOBAL YOGYAKARTA****PROGRAM STUDI ILMU KEPERAWATAN****TA. 2016/2017**MATA UJIAN : **BAHASA INGGRIS ADVANCED**

DOSEN : Risa Arroyani, SPd, M.Hum

HARI DAN TANGGAL : Juli 2017

KODE MK : MPK101

KELAS : **B/IKP/IV-1**

NO	NIM	TUGAS 20%	Lain- lain 10%	UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN
						ANGKA	HURUF		
B1.1	4143891							DWI MUSTIKA WATI	1
B1.2	4154125	58	75	65	81	71	B	ANISA NUR ANGGRAENI	2
B1.3	4154126	60	90	67	64	67	C	DEFI RETNO PALUPI	3
B1.4	4154127	51	90	68	74	69	C	DESSY RASTIANI PRATIWI	4
B1.5	4154128					0		DESTIN NATALIA	5
B1.6	4154129	62	95	74	90	80	B	DIAH ARINI SITAWATI	6
B1.7	4154130	55	80	33	62	54	D	DITA YUNITA	7
B1.8	4154131	79	95	84	95	89	A	ELFIANA DEWI LESTARI	8
B1.9	4154132	80	95	81	61	74	B	ETIKA SRI KANTI	9
B1.10	4154133	82	95	93	95	92	A	HARTATIK NURHAYATI	10
B1.11	4154134	75	90	82	77	79	B	HENI ISTIANAH	11
B1.12	4154135	63	85	48	73	65	C	IBNA DZAKIA RAHMAYANTI	12
B1.13	4154137	79	95	60	91	80	B	KURNIA LATIFAH	13
B1.14	4154138	71	95	76	85	81	B	LILIH MARLIANI	14
B1.15	4154139	79	80	80	93	85	A	LILIK NUR FAIDAH	15
B1.16	4154141	55	75	42	42	48	D	MARIA GIOVANI SA LONGU	16
B1.17	4154142	59	85	50	62	60	C	MEGA APRISAH	17
B1.18	4154143	62	90	65	74	71	B	MIFTAHUL KHAIRAH	18
B1.19	4154144	54	75	56	50	55	C	NANDIAR SUSANTI	19
B1.20									20
B1.21									21
B1.22									22
B1.23									23
B1.24									24
B1.25									25
B1.26									26
B1.27									27
B1.28									28
B1.29									29
B1.30									30
B1.31									31
B1.32									32
B1.33									33
B1.34									34
B1.35									35
B1.36									36
B1.37									37

DOSEN

PENGAWAS

Standar Range Penilaian Stikes Surya Global Yogyakarta

Angka	Huruf	Bobot Nilai
85 - 100	A	4
70 - 84	B	3
55 - 69	C	2
40 - 54	D	1
≤ 39	E	0

**PRESENSI UJIAN AKHIR SEMESTER IV**

**PESANTREN MAHASISWA STIKES SURYA GLOBAL YOGYAKARTA**  
**PROGRAM STUDI ILMU KEPERAWATAN**  
**TA. 2016/2017**

MATA UJIAN : BAHASA INGGRIS ADVANCED

DOSEN : Risa Arroyani, SPd, M.Hum

HARI DAN TANGGAL : Juli 2017

KODE MK : MPK101

KELAS : B/IKP/IV- 2

NO	NIM	TUGAS 20%	Lain- lain 10%	UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN
						ANGKA	HURUF		
B2.1	4154146	69	85	50	67	64	C	NOVIA N SISWANTO	1
B2.2	4154147	69	85	69	88	78	B	NOVITA DWI M.R	2
B2.3	4154148	77	95	77	82	81	B	PRATIWI ABDURAHMAN	3
B2.4	4154149	72	95	75	80	78	B	RAGIL PUSPA DEWI	4
B2.5	4154152	48	95	60	69	65	C	RISKA DYAH AYU KUSUMANINGTYAS	5
B2.6	4154154	74	95	74	79	78	B	SARI ARTIKA ERMINAWATI	6
B2.7	4154156	74	95	84	97	88	A	SHINTYA PRATIWI	7
B2.8	4154157	73	95	73	89	82	B	SITI FATIMAH	8
B2.9	4154158	92	95	89	90	91	A	SITI NGAFINAH	9
B2.10	4154159	86	95	83	96	90	A	SITI RAHMAH	10
B2.11	4154160	70	90	79	92	84	B	SRI RIZKI TOYIBAH	11
B2.12	4154161	56	95	43	75	64	C	SRI YELIN TALAMU	12
B2.13	4154162					0	E	SRIWANTI FITRIANI SISWANTO	13
B2.14	4154164	82	90	75	89	84	B	ULYA MAULIDA	14
B2.15	4154165	83	85	77	81	81	B	WA ODE SITI HARDIANTI	15
B2.16	4154166	75	85	68	88	79	B	WAHYUNI	16
B2.17	4154167	87	95	86	93	90	A	WINA NURUL WAHYUNI	17
B2.18	4154168	66	90	53	84	72	B	YENI MAISARAH	18
B2.19	4154169	90	90	82	95	90	A	ZAHROTUN NISA	19
B2.20	4154218	65	95	73	81	77	B	CITRA MANDAR SARI	20
B2.21									21
B2.22									22
B2.23									23
B2.24									24
B2.25									25
B2.26									26
B2.27									27
B2.28									28
B2.29									29
B2.30									30
B2.31									31
B2.32									32
B2.33									33
B2.34									34
B2.35									35
B2.36									36
B2.37									37

DOSEN

PENGAWAS

Standar Range Penilaian Stikes Surya Global Yogyakarta

Angka	Huruf	Bobot Nilai
85 - 100	A	4
70 - 84	B	3
55 - 69	C	2
40 - 54	D	1
< 39	E	0

**PRESENSI UJIAN AKHIR SEMESTER IV****PESANTREN MAHASISWA STIKES SURYA GLOBAL YOGYAKARTA****PROGRAM STUDI ILMU KEPERAWATAN**

TA. 2016/2017

MATA UJIAN : BAHASA INGGRIS ADVANCED

DOSEN : Rusmi Aswiyati, SPd, MPd

HARI DAN TANGGAL : April 2017

KODE MK : MPK101

KELAS : C/IKPIV-1

NO	NIM	TUGAS 20%		UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN
						ANGKA	HURUF		
C1.1	4133542	0	70	60	85	59	C	BAIQ YUNITA RIZQIYA	1
C1.2	4133625	0	70	90	85	68	C	SITI YESI NURAENI	2
C1.3	4154171	77	90	80	78	79.6	B	ARIA NINGSIH	3
C1.4	4154172	85	90	80	85	84	B	AYU ANGGITA PUTRI	4
C1.5	4154173	80	90	78	85	82.4	B	BAHRIA IPA	5
C1.6	4154174	87.5	90	90	87	88.3	A	DEWI KHOIRUNNISA	6
C1.7	4154178	82.5	90	83.88	83	83.86	B	ERNAWATI	7
C1.8	4154179	80	90	83.33	84	83.6	B	HALIMAH ROSYIDAH	8
C1.9	4154180	80	90	80	82	81.8	B	HANIK MAFIROH	9
C1.10	4154181	85	90	80	87	84.8	B	HUJATUL NURHAYATI	10
C1.11	4154182	80	90	80	78	80.2	B	IRMAWATI	11
C1.12	4154183	85	90	80	82	82.8	B	ITA URRIZQY	12
C1.13	4154184	80	90	90	85	86	A	JIHAN TIRTA YANTI	13
C1.14	4154185					0	E	LENI SANTIKA	14
C1.15	4154186	84	90	80	80	81.8	B	LIA INAMUL AUFA	15
C1.16	4154187	84	90	80	82	82.6	B	LINDA HAIRUNNISA	16
C1.17	4154188	85	90	80	86	84.4	B	MERLIANA MURNIWATI	17
C1.18	4154190	92.5	90	88.33	86	88.4	A	MYANTIKE	18
C1.19	4154192					0	E	NANI YULIANI	19
C1.20	4154193	92.5	90	90	86	88.9	A	NITA PRAMITA	20
C1.21						0	E		21
C1.22									22
C1.23									23
C1.24									24
C1.25									25
C1.26									26
C1.27									27
C1.28									28
C1.29									29
C1.30									30
C1.31									31
C1.32									32
C1.33									33
C1.34									34
C1.35									35
C1.36									36
C1.37									37

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DOSEN : Rusmi Aswiyati, SPd, MPd

HARI DAN TANGGAL : April 2017

KODE MK : MPK101

KELAS : C/IKP/IV- 2

NO	NIM	TUGAS 20%	Lain- lain 10%	UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN
						ANGKA	HURUF		
C2.1	4154194	92.5	90	81.67	80	84	B	NOVIANA ANJANI	1
C2.2	4154195	90	90	80	85	85	A	NUR IZMI RAHIM	2
C2.3	4154196	30	85	79.33	83	71.5	B	NURYANA WAHYUNI	3
C2.4	4154197	85	90	80	83	83.2	B	RATNA WIDHYASTUTI	4
C2.5	4154198	92.5	90	85	83	86.2	A	RIALITA SAPUTRI	5
C2.6	4154199	87.5	90	80	85	84.5	B	RINI ANGGIANTI	6
C2.7	4154200	85	90	85	75	81.5	B	RIZKI APRILIANI	7
C2.8	4154201	95	90	88.33	87	89.3	A	SEPTI DELLA SANDAY	8
C2.9	4154202	93	90	85	82	85.9	A	SILMI HAQ SABRI	9
C2.10	4154203	75	90	80	75	78	B	SITI AMELIA PUTRI	10
C2.11	4154204	85	90	80	78	81.2	B	SITI HASANAH	11
C2.12	4154205	90	90	90	90	90	A	SITI KULSUM	12
C2.13	4154206	84	90	88.33	80	84.3	B	SITI ZAHRAH	13
C2.14	4154207	30	85	78	87	72.7	B	SRI WAHYUNI	14
C2.15	4154208	82.5	90	78	80	80.9	B	SRIWATI	15
C2.16	4154209	87.5	90	90	87	88.3	A	SULISTYANI	16
C2.17	4154210	87.5	90	88.33	80	85	B	TUTI AMBARWATI	17
C2.18	4154211	87.5	90	80	80	82.5	B	UUT DEWI ASRIFAH	18
C2.19	4154212	80	90	88.33	80	83.5	B	UWIN NAFIATUL	19
C2.20	4154213	80	90	95	87.5	88.5	A	WAHYU OKTARIATI	20
C2.21	4154214	84.5	90	85	84.5	85.2	A	WAVA NUR AIDA	21
C2.22	4154215	87.5	90	90	87.5	88.5	A	WIWIN NOVIANA KAPOTA	22
C2.23									23
C2.24									24
C2.25									25
C2.26									26
C2.27									27
C2.28									28
C2.29									29
C2.30									30
C2.31									31
C2.32									32
C2.33									33
C2.34									34
C2.35									35
C2.36									36
C2.37									37

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MATA UJIAN : BAHASA INGGRIS ADVANCED

DOSEN : Maryani, SS, M.Hum

: Oktina Utami, SS, M.Hum

HARI DAN TANGGAL: April 2017

KODE MK : MPK101

KELAS : D/I/KP/IV-1

NO	NIM	TUGAS 20%	Lain- lain 10%	UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN
						ANGKA	HURUF		
D1.1	4102608	0	0	60	0	18	E	NITA AYU SASMITA	1
D1.2	4112972	0	0	0	0	0	E	SULASTRI WAHYUNI ABAS	2
D1.3	4154216	87.5	70	90	90	87.5	A	ANNISA KHOTIMATUL FAIZAH	3
D1.4	4154217	75	75	80	75	76.5	B	BETI APRIANI	4
D1.5	4154219	90	75	90	95	90.5	A	DEWI ALIFAH	5
D1.6	4154220	85	75	90	95	89.5	A	DWI ASTUTI	6
D1.7	4154221	70	70	70	75	72	B	ELLA NURATIKA DWI LESTARI	7
D1.8	4154222	72.5	70	75	75	74	B	ERIKA PUTRI DESYA	8
D1.9	4154223	75	70	70	80	75	B	FARHANA YOLANDA	9
D1.10	4154224	92.5	95	90	95	93	A	FIKROTUL ULYA NUR AMALIAH	10
D1.11	4154225	82.5	75	80	75	78	B	FIRNA YOLANDA	11
D1.12	4154226	90	95	90	95	92.5	A	GEA LINDRI ISLAMIAH	12
D1.13	4154227	35	70	75	80	68.5	C	GHINA UTAMI	13
D1.14	4154228	70	70	75	80	75.5	B	GUNANTI NURIKASARI	14
D1.15	4154229	87.5	85	80	80	82	B	HALIMATUS SAKDIYAH	15
D1.16	4154230	77.5	70	90	95	87.5	A	HANANING RIZQI AULIA	16
D1.17	4154231	72.5	70	80	80	77.5	B	HANI SATIA MAYADIKA	17
D1.18	4154232	82.5	75	90	95	89	A	INKA DEWI FATMALA	18
D1.19	4154233	85	70	90	85	85	A	JUHROTUN NISA	19
D1.20	4154235	75	70	75	80	76.5	B	LILIS NAJARIAH	20
D1.21	4154236	77.5	70	85	95	86	A	LINA JULIASARI	21
D1.22	4154237	75	70	70	80	75	B	LUH PUTU DEWI RASMINI	22
D1.23									23
D1.24									24
D1.25									25
D1.26									26
D1.27									27
D1.28									28
D1.29									29
D1.30									30
D1.31									31
D1.32									32
D1.33									33
D1.34									34
D1.35									35
D1.36									36
D1.37									37

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DOSEN : Maryani, SS, M.Hum

: Oktina Utami, SS, M.Hum

HARI DAN TANGGAL : April 2017

KODE MK : MPK101

KELAS : D/IKP/IV - 2

NO	NIM	TUGAS 20%	Lain- lain 10%	UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN
						ANGKA	HURUF		
D2.1	4154238	77.5	85	75	95	84.5	B	LULUK MAISYAROH	1
D2.2	4154239	77.5	70	75	90	81	B	MALINDA LITA RANI	2
D2.3	4154240	87.5	90	85	95	90	A	MARDIATUL HAYATI	3
D2.4	4154241	77.5	75	80	85	81	B	MIFTAH SILVIA AYU SAPUTRI	4
D2.5	4154242	82.5	70	85	75	79	B	MIFTAQL ROHMAH	5
D2.6	4154243	72.5	70	90	80	80.5	B	NADIA MEI RAHAYU	6
D2.7	4154244	82.5	75	80	95	86	A	NAELATUR RIZQIYAH	7
D2.8	4154245	75	75	80	85	80.5	B	NAFIATUL IZKA	8
D2.9	4154246	82.5	85	85	80	82.5	B	NI LUH MADE YENI ASTARI	9
D2.10	4154247	72.5	70	75	75	74	B	NI MADE MIRTA PURNAMI DEWI	10
D2.11	4154248	77.5	70	75	85	79	B	NI NYOMAN KUSUMA DEWI	11
D2.12	4154249	75	70	80	80	78	B	NUR NGAMALINA	12
D2.13	4154252	80	75	85	85	83	B	RIMA WAHYUNI	13
D2.14	4154253	75	70	90	75	79	B	RISKA AYU ANGGRAENI	14
D2.15	4154254	75	70	75	75	74.5	B	RISKIYANTI	15
D2.16	4154255	92.5	85	95	95	93.5	A	RIZKA AULIA UTAMI	16
D2.17	4154256	92.5	80	80	90	86.5	A	ROHMAH	17
D2.18	4154258	77.5	70	75	75	75	B	VERA VURIRAHAYU	18
D2.19	4154259	77.5	70	85	80	80	B	YUANA DEWI HARYANI	19
D2.20	4154260	80	70	85	90	84.5	B	ZIYANAH BINTI SAROHA	20
D2.21	4154261	75	70	80	75	76	B	ZULIANA	21
D2.22	4123280	0	0	0	0	0	E	EVA FEBRIANTI	22
D2.23		35	70	65	70	61.5	C	DWI MUSTIKAWATI	23
D2.24									24
D2.25									25
D2.26									26
D2.27									27
D2.28									28
D2.29									29
D2.30									30
D2.31									31
D2.32									32
D2.33									33
D2.34									34
D2.35									35
D2.36									36
D2.37									37

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DOSEN : Maryani, SS, M.Hum

: Oktina Utami, SS, M.Hum

HARI DAN TANGGA : April 2017

KODE MK : MPK101

KELAS : E/IKP/IV

NO	NIM	TUGAS 20%	Lain- lain 10%	UTS 30%	UAS 40%	NILAI		NAMA	TANDA TANGAN
						ANGKA	HURUF		
E1	4123412	0	0	0	0	0	E	LATHIF FAUZI	1
E2	4154262	90	75	90	90	88.5	A	ABDUL GOFURROHIM	2
E3	4154263	85	70	95	85	86.5	A	ABI YOGA	3
E4	4154265	95	100	80	85	87	A	BUDIYANTO BILONDATU	4
E5	4154266	82.5	100	85	95	90	A	DIAN NUGROHO	5
E6	4154267	80	75	75	90	82	B	FIKRY HAFIZI	6
E7	4154268	90	75	80	75	79.5	B	GADING WIRATAMA	7
E8	4154269	85	80	75	85	81.5	B	HIKMAHTIAR ARIEF BUDIMAN	8
E9	4154270	77.5	85	70	80	77	B	ISMAIL YUNUS	9
E10	4154271	85	100	80	85	85	A	ISWANDI ZULPAHMIANSYAH	10
E11	4154272	82.5	80	75	75	77	B	JUMALI	11
E12	4154273	72.5	75	80	70	74	B	KARISMA NURHIDAYAT	12
E13	4154274	80	90	80	80	81	B	KETUT ADI GUNAWAN	13
E14	4154275	82.5	80	85	90	86	A	KHARIS NAWAWI	14
E15	4154277	85	70	85	85	83.5	B	MOHAMMAD SHOLEH RAMADHANA	15
E16	4154279	75	70	65	70	69.5	C	MUHAMMAD DAUD	16
E17	4154280	72.5	70	70	70	70.5	B	MURDIONO	17
E18	4154281	80	85	85	85	84	B	RASMAN SALEH PITUN	18
E19	4154282	75	70	70	80	75	B	SAEPUL ALAM	19
E20	4154283	80	70	70	75	74	B	SAMSUDIN	20
E21	4154284	92.5	100	95	95	95	A	SEPTIANNUR CAHYO	21
E22	4154285	77.5	70	80	75	76.5	B	SUTIYO	22
E23	4154287	80	80	75	80	78.5	B	WIRA JAYADI	23
E24	4123424	70	70	80	75	75	B	ANSARI	24
E25	4123525	35	70	65	70	61.5	C	YUSRAN MAKATITA	25
E26	4112820	0	0	65	0	19.5	E	ALI RAIS YUSUF	26
E27	4112920	72.5	70	80	70	73.5	B	TRI TEGUH WALUYO	27
E28	4112863	0	60	70	70	55	C	SAHREL INSANI	28
E29									29
E30									30
E31									31
E32									32
E33									33
E34									34
E35									35
E36									36
E37									37

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### APPENDIX 3

**VLS QUESTIONNAIRE (English):**

This survey / questionnaire collects information about your vocabulary learning strategies

and how often you use them to learn English vocabulary (general English vocabulary and nursing vocabulary) (e.g. words and phrases), It can be related to any skills (i.e. listening, reading, speaking, and writing) and any place of learning (e.g. school, work, and home).

**Instructions:** Please show which strategy you use and how often you actually use the strategy by drawing a circle around the number that shows how often you actually use the strategy following this key / scale:

<b>Frequency of Strategy Use</b>					
0%	20%	40%	60%	80%	100%
1 = Never	2 = Seldom	3 = Sometimes	4 = Often	5 = Usually	6 = Always

In this questionnaire there are no correct or wrong answers. Also, you can indicate the use of one particular strategy simultaneously with another one.

**Vocabulary Learning Strategies:**

**A. Metacognitive Regulation Strategies**

To be more autonomous and have control on my own vocabulary learning , I.....

- |   |             |
|---|-------------|
| 1 find out meaning of words I am interested in.   | 1 2 3 4 5 6 |
| 2 make a note of nursing words important to me  | 1 2 3 4 5 6 |
| 3 read other English books in relation to nursing besides my classroom textbook.  | 1 2 3 4 5 6 |
| 4 Learn other nursing vocabulary items not given by teacher through using/ surfing the Internet (e.g. English websites, e-chatting [e.g.; speaking: Skype]) | 1 2 3 4 5 6 |

5 find out more about vocabulary items I am not sure of . 1 2 3 4 5 6

**B. Metacognitive Strategies**

To improve, plan, and monitor my vocabulary learning, I....

6 listen to a tape-recording / CD of the words. 1 2 3 4 5 6

7 watch medical TV shows and programs in English 1 2 3 4 5 6

8 watch videos related to nursing field in English 1 2 3 4 5 6

9 listen to English songs 1 2 3 4 5 6

10 read English newspapers. 1 2 3 4 5 6

11 read English news and articles online 1 2 3 4 5 6

12 read medical articles in English 1 2 3 4 5 6

13 listen to English radio programs 1 2 3 4 5 6

14 skip or pass difficult medical English words 1 2 3 4 5 6

15 use vocabulary games for repetitions such as cross-word puzzles, word search puzzles. 1 2 3 4 5 6

16 skip difficult English idioms. 1 2 3 4 5 6

17 learn English words written on commercial items. 1 2 3 4 5 6

18 Write meaning of new medical words in English 1 2 3 4 5 6

**C. Social Strategies with no adaption:**

To interact with people to help me know/retain the meaning of new words, I.....

19 learn by group work in class. 1 2 3 4 5 6

20 learn by pair work in class 1 2 3 4 5 6

21 ask my English language teacher for translation into my native language. 1 2 3 4 5 6

22 ask my tutor/learning support teacher/classmate for a paraphrase or synonym. 1 2 3 4 5 6

23 ask my family members for translation into native language. 1 2 3 4 5 6

24 ask classmates/friends for translation into my native language. 1 2 3 4 5 6

25 practise English with my friends 1 2 3 4 5 6

26 Practise English at home with my family members. 1 2 3 4 5 6

**D. Determination Strategies**

To determine the meanings of new words, I.....

27 use a thesaurus dictionary. 1 2 3 4 5 6

28 use picture dictionary. 1 2 3 4 5 6

29 use English-English dictionary. 1 2 3 4 5 6

30 use Indonesian- English, English- Indonesian dictionary. 1 2 3 4 5 6

31 use word lists made by language teacher. 1 2 3 4 5 6

32 guess from textual context in reading. 1 2 3 4 5 6

33 use vocabulary applications in my phone. 1 2 3 4 5 6

34 ask other people (e. g a classmate, the teacher, or one of 1 2 3 4 5 6

my family members)

### **E. Memory Strategies**

#### **I use my existing knowledge to learn new vocabulary items, by...**

- |    |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|
| 35 | study the word's relationship with other words (e.g. make money = a profit).  | 1 | 2 | 3 | 4 | 5 | 6 |
| 36 | connect the word list to its synonyms and antonyms..  | 1 | 2 | 3 | 4 | 5 | 6 |
| 37 | use new words in sentences.   |   |   |   |   |   |   |
| 38 | study and practise meaning in a group outside of class.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 39 | connect a word to already known words.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 40 | learn idioms from stories.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 41 | memorize idioms I have learnt.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 42 | memorize the meaning of affixes and roots.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 43 | memorize and study the word's part of speech (i.e. noun, verb, adjective).  | 1 | 2 | 3 | 4 | 5 | 6 |
| 44 | group words together within story line.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 45 | image word's meaning.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 46 | use rhymes to remember new words.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 47 | connect word to a personal experience.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 48 | study the spelling of a word.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 49 | study the sound of a word.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 50 | say new word aloud when studying.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 51 | use Keyword Method (use what a word sounds like to visualize something memorable that will help me later recall the definition) | 1 | 2 | 3 | 4 | 5 | 6 |
| 52 | use semantic maps   | 1 | 2 | 3 | 4 | 5 | 6 |
| 53 | link the word with words I already know and have similar pieces (e.g. dam / damage)   | 1 | 2 | 3 | 4 | 5 | 6 |

### **F. Cognitive Strategies**

#### **To manipulate English language in order to learn new vocabularies, I...**

- |    |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|
| 54 | use the vocabulary section in my textbook.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 55 | put English labels on physical objects.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 56 | keep a vocabulary notebook.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 57 | take notes in class   | 1 | 2 | 3 | 4 | 5 | 6 |
| 58 | write my own wordlist of new words  | 1 | 2 | 3 | 4 | 5 | 6 |
| 59 | paraphrase the word's meaning by myself   | 1 | 2 | 3 | 4 | 5 | 6 |
| 60 | say the word aloud several times  | 1 | 2 | 3 | 4 | 5 | 6 |
| 61 | write the word several times  | 1 | 2 | 3 | 4 | 5 | 6 |
| 62 | look at the word several times  | 1 | 2 | 3 | 4 | 5 | 6 |
| 63 | memorize Indonesian-English / English-Indonesian lists  | 1 | 2 | 3 | 4 | 5 | 6 |
| 64 | do vocabulary exercises through listening to recordings/CD of the words, make up rhymes to link | 1 | 2 | 3 | 4 | 5 | 6 |

- words together
- 65 practice words (e.g. verbs) by acting them out 1 2 3 4 5 6
- 66 try to imagine what the new word looks like or (making a sentence with that word) 1 2 3 4 5 6
- 67 draw pictures to illustrate the meaning of new words 1 2 3 4 5 6
- 68 try to imagine what the new word looks in my mind 1 2 3 4 5 6
- 69 remember the prefix, suffix and root-word of new words 1 2 3 4 5 6

**G. Translation Strategies**

- 67 Write meanings of new word in my native language 1 2 3 4 5 6

Please write any other strategies you have used that are not written above, if any.

.....

.....

.....

.....

.....

Thank you very much for your cooperation. I will use your answer confidentially.

Please feel free to ask me any questions about this questionnaire or my research.

Any comments or questions are welcome.

## APPENDIX 4

### **Kuesioner Strategi Pembelajaran Kosakata (Bahasa Indonesia)**

Survei/kuesioner ini bertujuan untuk mengumpulkan informasi tentang strategi-strategi anda dalam mempelajari kosakata, dan seberapa sering anda menggunakannya untuk mempelajari kosakata Bahasa Inggris (kosakata Bahasa Inggris umum dan kosakata yang khusus di bidang keperawatan (baik kata maupun frasa). Hal ini dapat berkaitan dengan keterampilan-keterampilan Bahasa (menyimak, membaca, berbicara, dan menulis) dan di manapun tempat belajar anda (misal: sekolah, kerja, dan rumah).

**Petunjuk:** tunjukkan strategi yang anda gunakan dan seberapa sering anda menggunakan strategi tersebut dengan cara melingkari angka yang menunjukkan tingkat keseringan anda dalam menggunakan strategi tersebut berdasar pada kunci/skala di bawah ini:

#### **Frekuensi Penggunaan Strategi**

0%	20%	40%	60%	80%	100%
1 = Tidak pernah	2 = Jarang	3 = Kadang-kadang	4 = Sering	5 = Biasanya	6 = Selalu

### **Kuesioner Strategi-Strategi Pembelajaran Kosakata Bahasa Inggris**

#### **A. Strategi Pengaturan Metakognitif:**

**Untuk menjadi lebih otonom dan memiliki kontrol pada pembelajaran**

**kosakata saya sendiri, saya .....**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. mencari tahu arti kata-kata yang saya minati.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. membuat catatan kata-kata keperawatan penting bagi saya  | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. membaca buku-buku bahasa Inggris lainnya dalam kaitannya dengan menyusui selain buku pelajaran kelas | 1 | 2 | 3 | 4 | 5 | 6 |

- saya.
- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 4. Pelajari materi kosa kata keperawatan lain yang tidak diberikan oleh guru melalui penggunaan / berselancar di Internet (misalnya situs web berbahasa Inggris, e-chatting [misalnya; berbicara: Skype]) | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. cari tahu lebih lanjut tentang item kosakata yang tidak saya yakini.   | 1 | 2 | 3 | 4 | 5 | 6 |

**B. Strategi Metakognitif:**

**Untuk memperbaiki, merencanakan, dan memantau pembelajaran kosakata, saya...**

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 6. Mendengarkan rekaman-rekaman / CD yang berisi kata-kata.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Menonton acara dan program TV yang terkait dengan medis dalam Bahasa Inggris.                             | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Menonton video yang terkait dengan bidang keperawatan dalam Bahasa Inggris.                               | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Mendengarkan lagu Bahasa Inggris.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Membaca koran berbahasa Inggris.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Membaca berita dan artikel berbahasa Inggris secara online.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Membaca artikel medis dalam bahasa Inggris   | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Mendengarkan program radio berbahasa Inggris   | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. melewati atau melompati kata-kata yang sulit tentang medis berbahasa Inggris                             | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. mengunakan permainan kosakata untuk pengulangan seperti teka-teki silang kata, teka-teki pencarian kata. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. melewati idiom bahasa Inggris yang sulit.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Mempelajari kata-kata Bahasa Inggris yang tertulis pada barang komersial.                                | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Menulis arti kata-kata yang baru tentang medis dalam Bahasa Inggris                                      | 1 | 2 | 3 | 4 | 5 | 6 |

**C. Strategi Sosial:**

**Saya berinteraksi dengan orang lain untuk membantu saya mengetahui / menguasai arti kata-kata baru, dengan...**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 19. belajar secara berkelompok di kelas.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. belajar secara berpasangan di kelas.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. meminta guru Bahasa Inggris saya untuk menerjemahkan arti kata ke bahasa ibu.         | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. bertanya kepada guru / teman sekelas saya tentang sebuah parafrase atau padanan kata. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. meminta anggota keluarga untuk menerjemahkan ke                                       | 1 | 2 | 3 | 4 | 5 | 6 |

- bahasa ibu.
- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 24. meminta teman sekelas / teman yang lain untuk menerjemahkan ke bahasa ibu saya. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. berlatih bersama teman-teman saya.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. berlatih dengan anggota keluarga saya.  | 1 | 2 | 3 | 4 | 5 | 6 |

#### **D. Strategi Penentuan:**

**Untuk mengetahui arti dari kata baru, saya....**

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 27. menggunakan kamus <i>thesaurus</i> .   | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. menggunakan kamus bergambar.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. menggunakan kamus Bahasa Inggris - Inggris.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. menggunakan kamus Indonesia – Inggris dan Inggris - Indonesia.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. menggunakan daftar kosakata yang dibuat oleh guru bahasa.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. menebak dari konteks bacaan yang ada di teks.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. Menggunakan aplikasi pembelajaran kosa kata dari hp saya   | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. bertanya kepada teman sekelas, guru, atau salah satu anggota keluarga saya tentang makna kosakata itu. | 1 | 2 | 3 | 4 | 5 | 6 |

#### **E. Strategi Memori:**

**Saya menggunakan pengetahuan yang ada untuk mempelajari materi kosakata baru, dengan...**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 35. mempelajari hubungan kata dengan kata yang lain (misalnya make money = profit).   | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. menghubungkan daftar kata ke sinonim dan antonimnya.                              | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. menggunakan kata baru dalam kalimat.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. mempelajari dan mempraktikkan makna kosakata dalam sebuah kelompok di luar kelas. | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. menghubungkan kata dengan kata-kata yang sudah saya ketahui                       | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. belajar idiom dari cerita.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. menghafal idiom yang saya pelajari.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. menghafalkan arti imbuhan dan kata dasar.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. menghafal dan mempelajari kelas kata (kata benda, kata kerja, kata sifat).        | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. mengelompokkan kata-kata menjadi satu dalam alur cerita.                          | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. membayangkan arti kata.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 46. menggunakan rima untuk mengingat kata-kata baru.                                  | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. menghubungkan kata dengan pengalaman pribadi.                                     | 1 | 2 | 3 | 4 | 5 | 6 |
| 48. mempelajari ejaan kata.   | 1 | 2 | 3 | 4 | 5 | 6 |

49.	mempelajari bunyi kata.	1	2	3	4	5	6
50.	mengucapkan kosakata baru dengan keras ketika belajar.	1	2	3	4	5	6
51.	menggunakan Metode Kata Kunci (menggunakan kata apa yang terdengar sama untuk memvisualisasikan sesuatu yang berkesan yang akan membantu saya untuk mengingat arti sebuah kata	1	2	3	4	5	6
52.	menggunakan peta semantik.	1	2	3	4	5	6
53.	menghubungkan kata dengan kata-kata yang sudah saya ketahui dan memiliki bagian yang sama (misalnya <i>dam</i> , <i>damage</i> )	1	2	3	4	5	6

#### **F. Strategi Kognitif**

**Saya mensiasati bahasa Inggris untuk mempelajari kosakata baru, dengan....**

54.	menggunakan bagian kosakata di buku teks saya di kelas.	1	2	3	4	5	6
55.	memberikan label Bahasa Inggris pada objek fisik.	1	2	3	4	5	6
56.	menyimpan buku kosakata.	1	2	3	4	5	6
57.	mencatat di kelas.	1	2	3	4	5	6
58.	menulis daftar kata-kata baru.	1	2	3	4	5	6
59.	mengutip makna kata itu sendiri.	1	2	3	4	5	6
60.	mengucapkan kata itu beberapa kali dengan keras	1	2	3	4	5	6
61.	menulis kosakata beberapa kali	1	2	3	4	5	6
62.	melihat kosakata itu beberapa kali	1	2	3	4	5	6
63.	menghafal daftar kosakata Indonesia-Inggris / Inggris-Indonesia	1	2	3	4	5	6
64.	melakukan latihan kosakata dengan mendengarkan rekaman-kaset / CD kata-kata	1	2	3	4	5	6
65.	melatih kata-kata (misalnya kata kerja) dengan cara mempraktikkannya.	1	2	3	4	5	6
66.	mencoba membayangkan seperti apa kata baru itu (atau membuat kalimat dengan kosakata itu)	1	2	3	4	5	6
67.	menggambar sebuah gambar untuk mengilustrasikan makna kata-kata baru	1	2	3	4	5	6
68.	mencoba membayangkan bentuk kosakata baru dalam pikiran saya,	1	2	3	4	5	6
69.	mengingat kata imbuhan awal, akhir, dan kata dasar dari kosakata-kosakata yang baru	1	2	3	4	5	6

**G. Strategi Terjemahan:**

70. menulis arti kata-kata baru dalam bahasa ibu. 1 2 3 4 5 6

Jika ada sebutkan strategi lain yang biasanya anda gunakan dan tidak tertulis di atas. Jika tidak ada, berilah komentar, atau pertanyaan tentang kuesioner ini atau tentang penelitian saya. Saya akan menggunakan jawaban anda se-efektif mungkin. Terima kasih atas kerjasamanya.

.....  
.....  
.....  
.....  
.....  
.....  
.....

Semua jawaban anda akan digunakan secara konfidensial. Silahkan berilah komentar, atau pertanyaan tentang kuesioner ini atau tentang penelitian saya. Saya akan menggunakan jawaban Anda seefektif mungkin. Terima kasih atas kerjasamanya.

## APPENDIX 5

### The Process of the Questionnaire Adaptation:

#### A. Metacognitive Regulation Strategies Category Adaptation

##### Metacognitive Regulation Strategies Category in The Original Questionnaire

1	find out meaning of words I am interested in.	1	2	3	4	5	6
2	make a note of words important to me	1	2	3	4	5	6
3	read other English books besides my classroom textbook.	1	2	3	4	5	6
4	Learn other vocabulary items not given by teacher						
5	find out more about vocabulary items I am not sure of .	1	2	3	4	5	6

##### Metacognitive Regulation Strategies After Adaption

To improve, plan, and monitor my vocabulary learning, I.....

1	find out meaning of words I am interested in.	1	2	3	4	5	6
2	make a note of nursing words important to me	1	2	3	4	5	6
3	read other English books in relation to nursing besides my classroom textbook.	1	2	3	4	5	6
4	Learn other nursing vocabulary items not given by teacher through using/ surfing the Internet (e.g. English websites, e-chatting [e.g.; speaking: Skype])	1	2	3	4	5	6
5	find out more about vocabulary items I am not sure of .	1	2	3	4	5	6

#### B. Metacognitive Strategies Adaption

##### Metacognitive Strategies in the original questionnaire:

6	Listen to tape of word lists.	1	2	3	4	5	6
7	watch TV program in English	1	2	3	4	5	6
8	watch a video in English	1	2	3	4	5	6
9	listen to English songs	1	2	3	4	5	6
10	read English newspapers.	1	2	3	4	5	6
11	read English news and articles online	1	2	3	4	5	6
12	Listen to an English program in that language.	1	2	3	4	5	6
13	skip or pass difficult medical English words	1	2	3	4	5	6
14	use spaced word practice.	1	2	3	4	5	6
15	skip difficult English idioms.	1	2	3	4	5	6
16	learn English words written on commercial items.	1	2	3	4	5	6
17	write meaning of new medical words in English	1	2	3	4	5	6

### **Metacognitive Strategies after adaption:**

To improve, plan, and monitor my vocabulary learning, I.....

6	listen to a tape-recording / CD of the words.	1	2	3	4	5	6
7	watch medical TV shows and programs in English	1	2	3	4	5	6
8	watch videos related to nursing field in English	1	2	3	4	5	6
9	listen to English songs	1	2	3	4	5	6
10	read English newspapers.	1	2	3	4	5	6
11	read English news and articles online	1	2	3	4	5	6
12	read medical articles in English	1	2	3	4	5	6
13	listen to English radio programs	1	2	3	4	5	6
14	skip or pass difficult medical English words	1	2	3	4	5	6
15	use vocabulary games for repetitions such as cross-word puzzles, word search puzzles.	1	2	3	4	5	6
16	skip difficult English idioms.	1	2	3	4	5	6
17	learn English words written on commercial items.	1	2	3	4	5	6
18	Write meaning of new medical words in English	1	2	3	4	5	6

### **C. Social Strategies Adaption**

#### **Social Strategies with no adaption:**

To interact with people to help me know/retain the meaning of new words, I.....

19	learn by group work in class.	1	2	3	4	5	6
20	learn by pair work in class	1	2	3	4	5	6
21	ask my English language teacher for translation into my native language.	1	2	3	4	5	6
22	ask my tutor/learning support teacher/classmate for a paraphrase or synonym.	1	2	3	4	5	6
23	ask my family members for translation into native language.	1	2	3	4	5	6
24	ask classmates/friends for translation into my native language.	1	2	3	4	5	6
25	practise English with my friends	1	2	3	4	5	6
26	Practise English at home with my family members.	1	2	3	4	5	6

#### D. Determination Strategies Adaption:

##### Determination Strategies in the original questionnaire:

27	use a thesaurus dictionary.	1	2	3	4	5	6
28	use a thesaurus	1	2	3	4	5	6
29	use picture dictionary.	1	2	3	4	5	6
30	use bilingual dictionary.	1	2	3	4	5	6
31	Use monolingual dictionary.	1	2	3	4	5	6
32	Use word lists made by language teacher	1	2	3	4	5	6
33	guess from textual context in reading.	1	2	3	4	5	6

##### Determination Strategies after Adaption:

27	use a thesaurus dictionary.	1	2	3	4	5	6
28	use picture dictionary.	1	2	3	4	5	6
29	use English-English dictionary.	1	2	3	4	5	6
30	use Indonesian- English, English/Indonesian dictionary.	1	2	3	4	5	6
31	use word lists made by language teacher.	1	2	3	4	5	6
32	guess from textual context in reading.	1	2	3	4	5	6
33	use vocabulary applications in my phone.	1	2	3	4	5	6
34	ask other people (e.g a classmate, the teacher, or one of my family members)	1	2	3	4	5	6

#### E. Memory Strategies Adaption:

##### Memory Strategies in the Original Questionnaire:

36	Associate the word with its coordinates.	1	2	3	4	5	6
37	Connect the word list to its synonyms and antonyms.	1	2	3	4	5	6
38	study and practise meaning in a group outside of class.	1	2	3	4	5	6
39	Use new words in sentences.	1	2	3	4	5	6
40	Study and practice meaning in group outside of class.	1	2	3	4	5	6
41	connect words to already known words.	1	2	3	4	5	6
42	learn idioms from stories.	1	2	3	4	5	6
43	memorize idioms learnt.	1	2	3	4	5	6
44	memorize the meaning of affixes and roots	1	2	3	4	5	6
45	memorize parts of speech	1	2	3	4	5	6
46	use rhymes to remember new words.	1	2	3	4	5	6
47	group words together within a story line.	1	2	3	4	5	6
48	Image words' meaning.	1	2	3	4	5	6
49	Use rhymes to remember new words.	1	2	3	4	5	6
50	Connect words to personal experience.	1	2	3	4	5	6
51	Study the spelling of a word	1	2	3	4	5	6
46	Study the sound of a word.	1	2	3	4	5	6
47	Say new word aloud when studying	1	2	3	4	5	6

51	use Keyword Method	1	2	3	4	5	6
52	use semantic maps.	1	2	3	4	5	6

**The Memory Strategies after adaption:**

35	study the word's relationship with other words (e.g. make money = a profit).	1	2	3	4	5	6
36	connect the word list to its synonyms and antonyms..	1	2	3	4	5	6
37	use new words in sentences.						
38	study and practise meaning in a group outside of class.	1	2	3	4	5	6
39	connect a word to already known words.	1	2	3	4	5	6
40	learn idioms from stories.	1	2	3	4	5	6
41	memorize idioms I have learnt.	1	2	3	4	5	6
42	memorize the meaning of affixes and roots.	1	2	3	4	5	6
43	memorize and study the word's part of speech (i.e. noun, verb, adjective).	1	2	3	4	5	6
44	group words together within story line.	1	2	3	4	5	6
45	image word's meaning.	1	2	3	4	5	6
46	use rhymes to remember new words.	1	2	3	4	5	6
47	connect word to a personal experience.	1	2	3	4	5	6
48	study the spelling of a word.	1	2	3	4	5	6
49	study the sound of a word.	1	2	3	4	5	6
50	say new word aloud when studying.	1	2	3	4	5	6
51	use Keyword Method (use what a word sounds like to visualize something memorable that will help me later recall the definition)	1	2	3	4	5	6

**F. Cognitive Strategies Adaption:**

**The Cognitive Strategies in the Original Questionnaire:**

51	use the vocabulary section in my textbook.	1	2	3	4	5	6
52	put English labels on physical objects.	1	2	3	4	5	6
53	keep a vocabulary notebook.	1	2	3	4	5	6
54	do a verbal repetition	1	2	3	4	5	6
55	Do written repetition.	1	2	3	4	5	6
56	Take notes in the class	1	2	3	4	5	6
57	Write my new own wordlist of new words.	1	2	3	4	5	6
58	Paraphrase the words' meaning by myself.	1	2	3	4	5	6

**Cognitive Strategies after Adaption:**

54	use the vocabulary section in my textbook.	1	2	3	4	5	6
55	put English labels on physical objects.	1	2	3	4	5	6
56	keep a vocabulary notebook.	1	2	3	4	5	6

57	take notes in class	1	2	3	4	5	6
58	write my own wordlist of new words	1	2	3	4	5	6
59	paraphrase the word's meaning by myself	1	2	3	4	5	6
60	say the word aloud several times	1	2	3	4	5	6
61	write the word several times	1	2	3	4	5	6
62	look at the word several times	1	2	3	4	5	6
63	memorize Indonesian-English / English-Indonesian lists	1	2	3	4	5	6
64	do vocabulary exercises through listening to recordings/CD of the words, make up rhymes to link words together	1	2	3	4	5	6
65	practice words (e.g. verbs) by acting them out	1	2	3	4	5	6
66	try to imagine what the new word looks like or (making a sentence with that word)	1	2	3	4	5	6
67	draw pictures to illustrate the meaning of new words	1	2	3	4	5	6
68	try to imagine what the new word looks in my mind	1	2	3	4	5	6
69	remember the prefix, suffix and root-word of new words	1	2	3	4	5	6

**G. Translation Strategies Adaption:**

**The Translation Strategies used in both Wong (2014) and the current study**

67	write meaning of new words in my native language.	1	2	3	4	5	6
----	---	---	---	---	---	---	---

## APPENDIX 6

### Examples of the Participants' Answers Survey Questionnaire Answers:

#### Kuesioner Strategi Pembelajaran Kosakata (Bahasa Indonesia)

Survei/kuesioner ini bertujuan untuk mengumpulkan informasi tentang strategi-strategi anda dalam mempelajari kosakata, dan seberapa sering anda menggunakannya untuk mempelajari kosakata Bahasa Inggris (kosakata Bahasa Inggris umum dan kosakata yang khusus di bidang keperawatan (baik kata maupun frasa). Hal ini dapat berkaitan dengan keterampilan-keterampilan Bahasa (menyimak, membaca, berbicara, dan menulis) dan di manapun tempat belajar anda (misal: sekolah, kerja, dan rumah).

**Petunjuk:** tunjukkan strategi yang anda gunakan dan seberapa sering anda menggunakan strategi tersebut dengan cara melingkari angka yang menunjukkan tingkat keseringan anda dalam menggunakan strategi tersebut berdasar pada kunci/skala di bawah ini:

#### Frekuensi Penggunaan Strategi

0%	20%	40%	60%	80%	100%
1 = Tidak pernah	2 = Jarang	3 = Kadang-kadang	4 = Sering	5 = Biasanya	6 = Selalu

#### KUESIONER STRATEGI-STRATEGI PEMBELAJARAN KOSA KATA BAHASA INGRIS

##### A) STRATEGI PENGATURAN METAKOGNITIF:

**Untuk menjadi lebih otonom dan memiliki kontrol pada pembelajaran kosakata saya sendiri, saya .....**

- |  |             |
|--|-------------|
| 1. mencari tahu arti kata-kata yang saya minati.   | 1 2 3 4 5 6 |
| 2. membuat catatan kata-kata keperawatan penting bagi saya   | 1 2 3 4 5 6 |
| 3. membaca buku-buku bahasa Inggris lainnya dalam kaitannya dengan menyusui selain buku pelajaran kelas saya.  | 1 2 3 4 5 6 |
| 4. Pelajari materi kosakata keperawatan lain yang tidak diberikan oleh guru melalui penggunaan / berselancar di Internet (misalnya situs web berbahasa Inggris, e-chatting [misalnya; berbicara: Skype]) | 1 2 3 4 5 6 |
| 5. cari tahu lebih lanjut tentang item kosakata yang tidak saya yakini.  | 1 2 3 4 5 6 |

##### B) STRATEGI METAKOGNITIF:

**Untuk memperbaiki, merencanakan, dan memantau pembelajaran kosakata, saya...**

- |  |             |
|--|-------------|
| 6. Mendengarkan rekaman-rekaman / CD yang berisi kata-kata.                      | 1 2 3 4 5 6 |
| 7. Menonton acara dan program TV yang terkait dengan medis dalam Bahasa Inggris. | 1 2 3 4 5 6 |
| 8. Menonton video yang terkait dengan bidang keperawatan dalam Bahasa Inggris.   | 1 2 3 4 5 6 |
| 9. Mendengarkan lagu Bahasa Inggris.   | 1 2 3 4 5 6 |
| 10. Membaca koran berbahasa Inggris.   | 1 2 3 4 5 6 |

- |  |             |
|--|-------------|
| 11. Membaca berita dan artikel berbahasa Inggris secara online.  | 1 2 3 4 5 6 |
| 12. Membaca artikel medis dalam bahasa Inggris   | 1 2 3 4 5 6 |
| 13. Mendengarkan program radio berbahasa Inggris   | 1 2 3 4 5 6 |
| 14. melewati atau melompati kata-kata yang sulit tentang medis berbahasa Inggris                             | 1 2 3 4 5 6 |
| 15. mengunakan permainan kosakata untuk pengulangan seperti teka-teki silang kata, teka-teki pencarian kata. | 1 2 3 4 5 6 |
| 16. melewati idiom bahasa Inggris yang sulit.  | 1 2 3 4 5 6 |
| 17. Mempelajari kata-kata Bahasa Inggris yang tertulis pada barang komersial.                                | 1 2 3 4 5 6 |
| 18. Menulis arti kata-kata yang baru tentang medis dalam Bahasa Inggris                                      | 1 2 3 4 5 6 |

**C) STRATEGI SOSIAL:**

**Saya berinteraksi dengan orang lain untuk membantu saya mengetahui / menguasai arti kata-kata baru, dengan...**

- |   |             |
|---|-------------|
| 19. belajar secara berkelompok di kelas.  | 1 2 3 4 5 6 |
| 20. belajar secara berpasangan di kelas.  | 1 2 3 4 5 6 |
| 21. meminta guru Bahasa Inggris saya untuk menerjemahkan arti kata ke bahasa ibu.         | 1 2 3 4 5 6 |
| 22. bertanya kepada guru / teman sekelas saya tentang sebuah parafrase atau padanan kata. | 1 2 3 4 5 6 |
| 23. meminta anggota keluarga untuk menerjemahkan ke bahasa ibu.                           | 1 2 3 4 5 6 |
| 24. meminta teman sekelas / teman yang lain untuk menerjemahkan ke bahasa ibu saya.       | 1 2 3 4 5 6 |
| 25. berlatih bersama teman-teman saya.  | 1 2 3 4 5 6 |
| 26. berlatih dengan anggota keluarga saya.  | 1 2 3 4 5 6 |

**D. STRATEGI PENENTUAN:**

**Untuk mengetahui arti dari kata baru, saya....**

- |  |             |
|--|-------------|
| 27. menggunakan kamus <i>thesaurus</i> .   | 1 2 3 4 5 6 |
| 28. menggunakan kamus bergambar.   | 1 2 3 4 5 6 |
| 29. menggunakan kamus Bahasa Inggris - Inggris.  | 1 2 3 4 5 6 |
| 30. menggunakan kamus Indonesia – Inggris dan Inggris - Indonesia.   | 1 2 3 4 5 6 |
| 31. menggunakan daftar kosakata yang dibuat oleh guru bahasa.  | 1 2 3 4 5 6 |
| 32. menebak dari konteks bacaan yang ada di teks.  | 1 2 3 4 5 6 |
| 33. Menggunakan aplikasi pembelajaran kosa kata dari hp saya   | 1 2 3 4 5 6 |
| 34. bertanya kepada teman sekelas, guru, atau salah satu anggota keluarga saya tentang makna kosakata itu. | 1 2 3 4 5 6 |

**E. STRATEGI MEMORI:**

**Saya menggunakan pengetahuan yang ada untuk mempelajari materi kosakata baru, dengan...**

35. mempelajari hubungan kata dengan kata yang lain (misalnya make money = profit). 1 2 (3) 4 5 6
36. menghubungkan daftar kata ke sinonim dan antonim-nya. (1) 2 3 4 5 6
37. menggunakan kata baru dalam kalimat. 1 (2) 3 4 5 6
38. mempelajari dan mempraktikkan makna kosakata dalam sebuah kelompok di luar kelas. 1 2 3 4 (5) 6
39. menghubungkan kata dengan kata-kata yang sudah saya ketahui 1 2 3 4 (5) 6
40. belajar idiom dari cerita. (1) 2 3 4 5 6
41. menghafal idiom yang saya pelajari. 1 (2) 3 4 5 6
42. menghafalkan arti imbuhan dan kata dasar. (1) 2 3 4 5 6
43. menghafal dan mempelajari kelas kata (kata benda, kata kerja, kata sifat). 1 2 3 4 (5) 6
44. mengelompokkan kata-kata menjadi satu dalam alur cerita. 1 2 3 4 (5) 6
45. membayangkan arti kata. 1 2 3 4 (5) 6
46. menggunakan rima untuk mengingat kata-kata baru. 1 (2) 3 4 5 6
47. menghubungkan kata dengan pengalaman pribadi. 1 (2) 3 4 5 6
48. mempelajari ejaan kata. 1 2 3 4 (5) 6
49. mempelajari bunyi kata. 1 2 3 4 (5) 6
50. mengucapkan kosakata baru dengan keras ketika belajar. 1 2 3 4 (5) 6
51. menggunakan Metode Kata Kunci (menggunakan kata apa yang terdengar sama untuk memvisualisasikan sesuatu yang berkesan yang akan membantu saya untuk mengingat arti sebuah kata 1 2 3 4 (5) 6
52. menggunakan peta semantik. (1) 2 3 4 5 6
53. menghubungkan kata dengan kata-kata yang sudah saya ketahui dan memiliki bagian yang sama (misalnya *dam*, *damage*) 1 2 3 4 (5) 6

#### F. STRATEGI KOGNITIF

Saya mensiasati bahasa Inggris untuk mempelajari kosakata baru, dengan....

54. menggunakan bagian kosakata di buku teks saya di kelas. 1 2 (3) 4 5 6
55. memberikan label Bahasa Inggris pada objek fisik. (1) 2 3 4 5 6
56. menyimpan buku kosakata. 1 2 3 4 (5) 6
57. mencatat di kelas. 1 2 3 4 (5) 6
58. menulis daftar kata-kata baru. 1 2 3 4 (5) 6
59. mengutip makna kata itu sendiri. (1) 2 3 4 5 6
60. mengucapkan kata itu beberapa kali dengan keras 1 2 3 4 (5) 6
61. menulis kosakata beberapa kali 1 (2) 3 4 5 6
62. melihat kosakata itu beberapa kali 1 (2) 3 4 5 6
63. menghafal daftar kosakata Indonesia-Inggris / Inggris-Indonesia 1 2 3 4 (5) 6
64. melakukan latihan kosakata dengan mendengarkan rekaman-kaset / CD kata-kata 1 (2) 3 4 5 6
65. membuat syair untuk menghubungkan kata-kata bersama, melatih kata-kata (misalnya kata kerja) dengan cara mempraktikkannya. 1 2 3 4 (5) 6

66. mencoba membayangkan seperti apa kata baru itu (atau membuat kalimat dengan kosakata itu) 1 2 **3** 4 5 6
67. menggambar sebuah gambar untuk mengilustrasikan makna kata-kata baru **1** 2 3 4 5 6
68. mencoba membayangkan bentuk kosakata baru dalam pikiran saya, 1 2 3 4 **5** 6
69. mengingat kata imbuhan awai, akhir, dan kata dasar dari kosakata-kosakata yang baru 1 2 **3** 4 5 6

**G) STRATEGI TERJEMAHAN:**

70. menulis arti kata-kata baru dalam bahasa ibu. **1** 2 3 4 5 6

Jika ada sebutkan strategi lain yang biasanya anda gunakan dan tidak tertulis di atas. Jika tidak ada, berilah komentar, atau pertanyaan tentang kuesioner ini atau tentang penelitian saya. Saya akan menggunakan jawaban anda se-efektif mungkin. Terima kasih atas kerjasamanya.

*Komentar: Pengan adanya questioner ini saya dapat mengetahui bagaimana dan seberapa sering nya saya dalam mencoba mempelajari bahasa Inggris*

.....

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Semua jawaban anda akan digunakan secara konfidensial. Silahkan berilah komentar, atau pertanyaan tentang kuesioner ini atau tentang penelitian saya. Saya akan menggunakan jawaban Anda seefektif mungkin. Terima kasih atas kerjasamanya.

### Kuesioner Strategi Pembelajaran Kosakata (Bahasa Indonesia)

Survei/kuesioner ini bertujuan untuk mengumpulkan informasi tentang strategi-strategi anda dalam mempelajari kosakata, dan seberapa sering anda menggunakannya untuk mempelajari kosakata Bahasa Inggris (kosakata Bahasa Inggris umum dan kosakata yang khusus di bidang keperawatan (baik kata maupun frasa). Hal ini dapat berkaitan dengan keterampilan-keterampilan Bahasa (menyimak, membaca, berbicara, dan menulis) dan di manapun tempat belajar anda (misal: sekolah, kerja, dan rumah).

**Petunjuk:** tunjukkan strategi yang anda gunakan dan seberapa sering anda menggunakan strategi tersebut dengan cara melingkari angka yang menunjukkan tingkat keseringan anda dalam menggunakan strategi tersebut berdasar pada kunci/skala di bawah ini:

#### Frekuensi Penggunaan Strategi

0%	20%	40%	60%	80%	100%
1 = Tidak pernah	2 = Jarang	3 = Kadang-kadang	4 = Sering	5 = Biasanya	6 = Selalu

### KUESIONER STRATEGI-STRATEGI PEMBELAJARAN KOSA KATA BAHASA INGRIS

#### A) STRATEGI PENGATURAN METAKOGNITIF:

Untuk menjadi lebih otonom dan memiliki kontrol pada pembelajaran kosakata saya sendiri, saya .....

1. mencari tahu arti kata-kata yang saya minati. 1 2 3 4 5 **6**
2. membuat catatan kata-kata keperawatan penting bagi saya 1 2 3 4 **5** 6
3. membaca buku-buku bahasa Inggris lainnya dalam kaitannya dengan menyusui selain buku pelajaran kelas saya. 1 **2** 3 4 5 6
4. Pelajari materi kosakata keperawatan lain yang tidak diberikan oleh guru melalui penggunaan / berselancar di Internet (misalnya situs web berbahasa Inggris, e-chatting [misalnya; berbicara: Skype]) 1 2 3 **4** 5 6
5. cari tahu lebih lanjut tentang item kosakata yang tidak saya yakini. **1** 2 3 4 5 6

#### B) STRATEGI METAKOGNITIF:

Untuk memperbaiki, merencanakan, dan memantau pembelajaran kosakata, saya...

6. Mendengarkan rekaman-rekaman / CD yang berisi kata-kata. 1 2 3 **4** 5 6
7. Menonton acara dan program TV yang terkait dengan medis dalam Bahasa Inggris. 1 **2** 3 4 5 6
8. Menonton video yang terkait dengan bidang keperawatan dalam Bahasa Inggris. 1 2 3 **4** 5 6
9. Mendengarkan lagu Bahasa Inggris. 1 2 3 4 **5** 6
10. Membaca koran berbahasa Inggris. 1 2 3 4 **5** 6

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 11. Membaca berita dan artikel berbahasa Inggris secara online.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Membaca artikel medis dalam bahasa Inggris  | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Mendengarkan program radio berbahasa Inggris  | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. melewati atau melompati kata-kata yang sulit tentang medis berbahasa Inggris                              | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. menggunakan permainan kosakata untuk pengulangan seperti teka-teki silang kata, teka-teki pencarian kata. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. melewati idiom bahasa Inggris yang sulit.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Mempelajari kata-kata Bahasa Inggris yang tertulis pada barang komersial.                                 | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Menulis arti kata-kata yang baru tentang medis dalam Bahasa Inggris                                       | 1 | 2 | 3 | 4 | 5 | 6 |

**C) STRATEGI SOSIAL:**

**Saya berinteraksi dengan orang lain untuk membantu saya mengetahui / menguasai arti kata-kata baru, dengan...**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 19. belajar secara berkelompok di kelas.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. belajar secara berpasangan di kelas.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. meminta guru Bahasa Inggris saya untuk menerjemahkan arti kata ke bahasa ibu.         | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. bertanya kepada guru / teman sekelas saya tentang sebuah parafrase atau padanan kata. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. meminta anggota keluarga untuk menerjemahkan ke bahasa ibu.                           | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. meminta teman sekelas / teman yang lain untuk menerjemahkan ke bahasa ibu saya.       | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. berlatih bersama teman-teman saya.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. berlatih dengan anggota keluarga saya.  | 1 | 2 | 3 | 4 | 5 | 6 |

**D. STRATEGI PENENTUAN:**

**Untuk mengetahui arti dari kata baru, saya....**

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 27. menggunakan kamus <i>thesaurus</i> .   | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. menggunakan kamus bergambar.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. menggunakan kamus Bahasa Inggris - Inggris.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. menggunakan kamus Indonesia – Inggris dan Inggris - Indonesia.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. menggunakan daftar kosakata yang dibuat oleh guru bahasa.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. menebak dari konteks bacaan yang ada di teks.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. Menggunakan aplikasi pembelajaran kosa kata dari hp saya   | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. bertanya kepada teman sekelas, guru, atau salah satu anggota keluarga saya tentang makna kosakata itu. | 1 | 2 | 3 | 4 | 5 | 6 |

**E. STRATEGI MEMORI:**

**Saya menggunakan pengetahuan yang ada untuk mempelajari materi kosakata baru, dengan...**

35. mempelajari hubungan kata dengan kata yang lain (misalnya make money = profit). 1 2 ③ 4 5 6
36. menghubungkan daftar kata ke sinonim dan antonim-nya. 1 ② 3 4 5 6
37. menggunakan kata baru dalam kalimat. 1 2 ③ 4 5 6
38. mempelajari dan mempraktikkan makna kosakata dalam sebuah kelompok di luar kelas. 1 ② 3 4 5 6
39. menghubungkan kata dengan kata-kata yang sudah saya ketahui 1 2 ③ 4 5 6
40. belajar idiom dari cerita. ~~1~~ 2 ③ 4 5 6
41. menghafal idiom yang saya pelajari. 1 2 ③ 4 5 6
42. menghafalkan arti imbuhan dan kata dasar. 1 ② 3 4 5 6
43. menghafal dan mempelajari kelas kata (kata benda, kata kerja, kata sifat). 1 2 3 ④ 5 6
44. mengelompokkan kata-kata menjadi satu dalam alur cerita. 1 ② 3 4 5 6
45. membayangkan arti kata. 1 2 ③ 4 5 6
46. menggunakan rima untuk mengingat kata-kata baru. ① 2 3 4 5 6
47. menghubungkan kata dengan pengalaman pribadi. 1 ② 3 4 5 6
48. mempelajari ejaan kata. 1 2 ③ 4 5 6
49. mempelajari bunyi kata. 1 2 ③ 4 5 6
50. mengucapkan kosakata baru dengan keras ketika belajar. 1 2 ③ 4 5 6
51. menggunakan Metode Kata Kunci (menggunakan kata apa yang terdengar sama untuk memvisualisasikan sesuatu yang berkesan yang akan membantu saya untuk mengingat arti sebuah kata 1 2 3 4 ⑤ 6
52. menggunakan peta semantik. ① 2 3 4 5 6
53. menghubungkan kata dengan kata-kata yang sudah saya ketahui dan memiliki bagian yang sama (misalnya *dam*, *damage*) 1 2 3 4 ⑤ 6

#### F. STRATEGI KOGNITIF

Saya mensiasati bahasa Inggris untuk mempelajari kosakata baru, dengan....

54. menggunakan bagian kosakata di buku teks saya di kelas. 1 2 3 ④ 5 6
55. memberikan label Bahasa Inggris pada objek fisik. 1 ② 3 4 5 6
56. menyimpan buku kosakata. 1 2 ③ 4 5 6
57. mencatat di kelas. 1 2 3 4 ⑤ 6
58. menulis daftar kata-kata baru. 1 2 ③ 4 5 6
59. mengutip makna kata itu sendiri. 1 2 ③ 4 5 6
60. mengucapkan kata itu beberapa kali dengan keras 1 2 ③ 4 5 6
61. menulis kosakata beberapa kali 1 2 ③ 4 5 6
62. melihat kosakata itu beberapa kali 1 2 ③ 4 5 6
63. menghafal daftar kosakata Indonesia-Inggris / Inggris-Indonesia 1 2 3 ④ 5 6
64. melakukan latihan kosakata dengan mendengarkan rekaman-kaset / CD kata-kata 1 2 3 4 ⑤ 6
65. membuat syair untuk menghubungkan kata-kata bersama, melatih kata-kata (misalnya kata kerja) dengan cara mempraktikkannya. 1 2 ③ 4 5 6

66. mencoba membayangkan seperti apa kata baru itu (atau membuat kalimat dengan kosakata itu) 1 2 3 4 5 6
67. menggambar sebuah gambar untuk mengilustrasikan makna kata-kata baru 1 2 3 4 5 6
68. mencoba membayangkan bentuk kosakata baru dalam pikiran saya, 1 2 3 4 5 6
69. mengingat kata imbuhan awal, akhir, dan kata dasar dari kosakata-kosakata yang baru 1 2 3 4 5 6

**G) STRATEGI TERJEMAHAN:**

70. menulis arti kata-kata baru dalam bahasa ibu. 1 2 3 4 5 6

Jika ada sebutkan strategi lain yang biasanya anda gunakan dan tidak tertulis di atas. Jika tidak ada, berilah komentar, atau pertanyaan tentang kuesioner ini atau tentang penelitian saya. Saya akan menggunakan jawaban anda se-efektif mungkin. Terima kasih atas kerjasamanya.

1. Mendengarkan lagu & sambil melihat liriknya. Setelah itu dihafalkan.
2. Menghafal setiap 10 kosa kata setiap akan masuk kelas b. Inggris.
3. Membuat catatan kosa kata / kata yang sulit saya pahami kemudian ditempatkan di buku.

Semua jawaban anda akan digunakan secara konfidensial. Silahkan berilah komentar, atau pertanyaan tentang kuesioner ini atau tentang penelitian saya. Saya akan menggunakan jawaban Anda seefektif mungkin. Terima kasih atas kerjasamanya.

## APPENDIX 7

### VLSs Categories Use Frequency SPSS Data Output

#### 1. Metacognitive Regulation Strategies Use Frequency SPSS Output

No	A. METACOGNITIVE REGULATION STRATEGIES					Low Use		Medium Use		High Use		Total
						Never	Seldom	Sometimes	Often	Usually	Always	
	1	2	3	4	5	1	2	3	4	5	6	
1	5	3	3	5	6	0	0	2	0	2	1	5
2	5	2	4	6	6	0	1	0	1	1	2	5
3	3	3	4	3	6	0	0	3	1	0	1	5
4	6	3	5	5	5	0	0	1	0	3	1	5
5	6	2	3	4	6	0	1	1	1	0	2	5
6	4	3	3	3	4	0	0	3	2	0	0	5
7	4	2	3	3	4	0	1	2	2	0	0	5
8	6	3	4	4	6	0	0	1	2	0	2	5
9	3	1	3	5	4	1	0	2	1	1	0	5
10	5	3	5	6	6	0	0	1	0	2	2	5
11	3	2	5	4	4	0	1	1	2	1	0	5
12	3	3	2	3	4	0	1	3	1	0	0	5
13	3	2	3	3	4	0	1	3	1	0	0	5
14	5	3	3	5	6	0	0	2	0	2	1	5
15	3	2	3	3	3	0	1	4	0	0	0	5
16	4	5	5	6	6	0	0	0	1	2	2	5
17	4	3	4	4	4	0	0	1	4	0	0	5
18	3	3	3	3	4	0	0	4	1	0	0	5
19	5	3	4	6	5	0	0	1	1	2	1	5
20	4	3	4	4	6	0	0	1	3	0	1	5
21	4	1	3	4	6	1	0	1	2	0	1	5
22	4	2	3	3	2	0	2	2	1	0	0	5
23	6	2	5	5	5	0	1	0	0	3	1	5
24	3	2	2	3	4	0	2	2	1	0	0	5
25	3	2	3	4	4	0	1	2	2	0	0	5
26	6	4	3	3	4	0	0	2	2	0	1	5
27	5	2	5	4	6	0	1	0	1	2	1	5
28	2	1	2	1	4	2	2	0	1	0	0	5
29	3	2	2	3	3	0	2	3	0	0	0	5
30	3	1	2	3	3	1	1	3	0	0	0	5
31	5	3	3	5	5	0	0	2	0	3	0	5
32	5	2	4	4	6	0	1	0	2	1	1	5
33	4	3	4	5	5	0	0	1	2	2	0	5
34	4	2	4	3	3	0	1	2	2	0	0	5
35	4	3	3	3	2	0	1	3	1	0	0	5
36	4	3	2	3	3	0	1	3	1	0	0	5
37	6	2	1	1	3	2	1	1	0	0	1	5
38	3	2	2	3	4	0	2	2	1	0	0	5
39	6	5	5	6	6	0	0	0	0	2	3	5
40	3	4	5	5	6	0	0	1	1	2	1	5
41	2	1	3	3	2	1	2	2	0	0	0	5
42	6	2	3	5	6	0	1	1	0	1	2	5
43	4	4	5	4	5	0	0	0	3	2	0	5
44	5	3	3	4	6	0	0	2	1	1	1	5
45	5	2	3	3	4	0	1	2	1	1	0	5
46	4	3	4	3	1	1	0	2	2	0	0	5
47	4	5	5	5	6	0	0	0	1	3	1	5
48	4	3	3	3	3	0	0	4	1	0	0	5
49	3	3	3	4	4	0	0	3	2	0	0	5
50	5	3	4	4	3	0	0	2	2	1	0	5
51	3	2	2	3	3	0	2	3	0	0	0	5

52	4	3	4	4	6	0	0	1	3	0	1	5
53	4	2	3	4	4	0	1	1	3	0	0	5
54	3	2	3	3	4	0	1	3	1	0	0	5
55	5	2	3	3	3	0	1	3	0	1	0	5
56	4	3	3	5	5	0	0	2	1	2	0	5
57	5	2	5	4	5	0	1	0	1	3	0	5
58	6	3	3	5	6	0	0	2	0	1	2	5
59	3	3	4	5	6	0	0	2	1	1	1	5
60	5	2	3	4	5	0	1	1	1	2	0	5
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62	6	2	4	5	6	0	1	0	1	1	2	5
63	4	3	3	5	2	0	1	2	1	1	0	5
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65	3	1	4	4	6	1	0	1	2	0	1	5
66	2	1	3	2	6	1	2	1	0	0	1	5
67	5	4	4	5	5	0	0	0	2	3	0	5
68	4	3	3	2	4	0	1	2	2	0	0	5
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70	2	3	3	3	4	0	1	3	1	0	0	5
71	4	3	4	2	3	0	1	2	2	0	0	5
72	4	3	3	3	4	0	0	3	2	0	0	5
73	3	2	2	4	4	0	2	1	2	0	0	5
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76	4	1	3	4	5	1	0	1	2	1	0	5
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78	5	3	2	4	6	0	1	1	1	1	1	5
79	6	4	4	6	6	0	0	0	2	0	3	5
80	6	4	4	6	6	0	0	0	2	0	3	5
81	3	2	3	4	6	0	1	2	1	0	1	5
82	4	3	4	6	6	0	0	1	2	0	2	5
83	4	3	2	4	4	0	1	1	3	0	0	5
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85	4	2	3	5	6	0	1	1	1	1	1	5
86	4	4	3	6	6	0	0	1	2	0	2	5
87	4	4	6	6	6	0	0	0	2	0	3	5
88	2	2	4	4	3	0	2	1	2	0	0	5
89	3	3	4	4	4	0	0	2	3	0	0	5
90	2	1	3	3	2	1	2	2	0	0	0	5
91	6	2	2	3	5	0	2	1	0	1	1	5
92	3	4	5	3	6	0	0	2	1	1	1	5
93	3	2	5	4	3	0	1	2	1	1	0	5
94	3	2	3	2	2	0	3	2	0	0	0	5
95	3	2	2	2	2	0	4	1	0	0	0	5
96	4	3	4	4	5	0	0	1	3	1	0	5
97	4	1	2	1	3	2	1	1	1	0	0	5
98	3	1	3	3	2	1	1	3	0	0	0	5
99	3	2	3	4	1	1	1	2	1	0	0	5
100	6	2	2	6	2	0	3	0	0	0	2	5
101	6	2	2	6	4	0	2	0	1	0	2	5
102	2	2	2	2	2	0	5	0	0	0	0	5
103	4	5	6	2	6	0	1	0	1	1	2	5
104	4	2	3	3	3	0	1	3	1	0	0	5
105	4	3	4	4	5	0	0	1	3	1	0	5
106	3	1	3	3	2	1	1	3	0	0	0	5
107	3	2	1	1	3	2	1	2	0	0	0	5
108	3	2	3	3	3	0	1	4	0	0	0	5
109	3	3	3	2	4	0	1	3	1	0	0	5
110	3	3	2	4	3	0	1	3	1	0	0	5
111	3	2	3	3	3	0	1	4	0	0	0	5
112	4	2	3	3	3	0	1	3	1	0	0	5
113	2	2	3	2	4	0	3	1	1	0	0	5
114	4	2	2	3	2	0	3	1	1	0	0	5
115	6	4	6	6	6	0	0	0	1	0	4	5
116	5	3	3	3	6	0	0	3	0	1	1	5
117	6	3	5	6	6	0	0	1	0	1	3	5
118	2	2	4	4	6	0	2	0	2	0	1	5



	total	176	176	176	176	176
		%	%	%	%	%
Never	1	0.0	10.8	1.7	2.8	1.1
Seldom	2	7.4	39.8	20.5	6.8	8.5
Sometimes	3	28.4	36.4	38.6	33.5	13.6
Often	4	31.8	9.7	22.2	30.7	23.3
Usually	5	14.8	2.8	13.1	13.6	17.6
Always	6	17.6	0.6	4.0	12.5	35.8
	total	100	100	100	100	100

## 2. Metacognitive Strategies SPSS Data Output

No	B. METACOGNITIVE STRATEGIES													Low Use		Medium Use		High Use		Total
	6	7	8	9	10	11	12	13	14	15	16	17	18	Never 1	Seldom 2	Sometimes 3	Often 4	Usually 5	Always 6	
1	2	3	1	3	1	1	1	1	3	1	3	3	3	6	1	6	0	0	0	13
2	3	3	2	6	1	2	3	1	3	3	3	5	4	2	2	6	1	1	1	13
3	3	4	4	4	1	3	3	3	4	3	3	4	4	1	0	6	6	0	0	13
4	5	4	4	6	1	2	4	1	3	3	3	4	4	2	1	3	5	1	1	13
5	1	1	5	5	1	5	2	1	1	4	2	5	2	5	3	0	1	4	0	13
6	2	2	1	3	1	2	2	1	3	1	1	1	1	7	4	2	0	0	0	13
7	3	3	3	4	2	3	1	1	3	3	1	2	3	3	2	7	1	0	0	13
8	3	4	3	5	2	3	3	3	3	3	2	3	4	0	2	8	2	1	0	13
9	3	2	4	2	1	1	1	1	2	1	1	2	1	7	4	1	1	0	0	13
10	5	3	3	6	2	2	4	1	4	5	3	3	3	1	2	5	2	2	1	13
11	2	3	4	5	2	2	3	3	2	2	3	3	4	0	5	5	2	1	0	13
12	3	4	3	3	2	2	3	2	3	2	3	3	2	0	5	7	1	0	0	13
13	3	4	4	4	1	3	3	2	3	3	2	3	3	1	2	7	3	0	0	13
14	3	5	3	6	2	2	2	1	3	3	3	3	3	1	3	7	0	1	1	13
15	3	2	2	5	1	1	1	1	2	1	1	3	2	6	4	2	0	1	0	13
16	5	6	6	3	1	2	2	1	1	3	3	4	4	3	2	3	2	1	2	13
17	3	2	2	4	1	2	2	1	3	3	2	4	2	2	6	3	2	0	0	13
18	3	2	3	5	1	2	3	1	2	3	3	3	2	2	4	6	0	1	0	13
19	2	3	3	3	2	2	2	2	4	2	4	1	3	1	6	4	2	0	0	13
20	3	2	3	3	1	2	2	1	4	2	3	3	2	2	5	5	1	0	0	13
21	2	2	2	5	1	1	3	1	2	4	1	3	1	5	4	2	1	1	0	13
22	2	2	3	2	1	1	2	1	3	1	1	3	2	5	5	3	0	0	0	13
23	2	5	4	5	1	1	4	1	2	4	4	4	5	3	2	0	5	3	0	13
24	3	3	3	2	2	1	1	2	2	1	1	2	2	4	6	3	0	0	0	13
25	3	2	2	3	1	2	2	1	3	2	2	2	2	2	8	3	0	0	0	13
26	2	3	3	2	2	2	2	2	4	4	2	2	4	0	8	2	3	0	0	13
27	5	5	5	6	1	5	3	1	1	1	3	5	3	4	0	3	0	5	1	13
28	3	1	1	4	1	2	2	1	4	2	1	1	1	7	3	1	2	0	0	13
29	3	2	2	3	1	2	3	1	4	2	2	3	3	2	5	5	1	0	0	13
30	2	2	2	3	1	1	2	1	2	1	1	2	1	6	6	1	0	0	0	13
31	4	3	2	2	1	3	1	1	1	2	2	3	2	4	5	3	1	0	0	13
32	2	2	2	4	1	2	2	1	3	3	3	4	4	2	5	3	3	0	0	13
33	4	4	4	5	2	4	3	2	3	2	4	3	4	0	3	3	6	1	0	13
34	2	2	2	4	2	1	2	1	4	2	3	2	2	2	8	1	2	0	0	13

35	4	4	1	6	1	3	1	1	2	1	1	1	2	7	2	1	2	0	1	13
36	2	2	1	4	1	2	2	1	2	3	2	3	2	3	7	2	1	0	0	13
37	1	3	4	5	1	2	3	1	4	5	1	4	3	4	1	3	3	2	0	13
38	3	3	3	3	2	2	3	3	4	2	2	4	2	0	5	6	2	0	0	13
39	5	6	6	6	2	6	6	1	3	3	4	5	6	1	1	2	1	2	6	13
40	5	3	4	5	1	4	4	2	4	5	3	5	4	1	1	2	5	4	0	13
41	3	4	2	3	1	1	2	1	5	3	2	5	3	3	3	4	1	2	0	13
42	6	6	4	5	1	3	4	2	2	4	3	4	4	1	2	2	5	1	2	13
43	3	3	4	4	3	3	2	3	5	4	2	3	4	0	2	6	4	1	0	13
44	3	5	5	3	1	3	4	1	4	3	3	5	4	2	0	5	3	3	0	13
45	4	4	4	5	2	2	3	3	3	3	3	4	4	0	2	5	5	1	0	13
46	6	5	5	6	2	3	3	3	3	2	3	5	4	0	2	5	1	3	2	13
47	4	3	3	6	5	6	4	4	4	4	3	2	2	0	2	3	5	1	2	13
48	3	3	4	4	3	3	3	3	2	3	2	3	2	0	2	9	2	0	0	13
49	3	3	3	4	3	2	3	2	3	3	3	2	3	0	3	9	1	0	0	13
50	5	3	3	6	3	4	3	2	3	3	3	4	2	0	2	7	2	1	1	13
51	3	3	3	4	1	2	2	3	4	3	5	5	2	1	3	5	2	2	0	13
52	5	3	3	6	2	4	4	2	3	4	4	6	4	0	2	3	5	1	2	13
53	2	4	4	2	2	2	2	2	3	2	4	4	4	0	7	1	5	0	0	13
54	3	4	3	4	1	3	4	2	3	4	3	3	4	1	1	6	5	0	0	13
55	3	4	4	6	3	3	4	3	2	3	3	4	5	0	1	6	4	1	1	13
56	5	6	5	3	2	2	2	2	2	3	3	3	5	0	5	4	0	3	1	13
57	3	5	5	3	1	2	2	1	3	3	3	5	5	2	2	5	0	4	0	13
58	6	3	4	6	1	6	3	2	4	6	3	6	3	1	1	4	2	0	5	13
59	6	4	4	4	2	3	3	1	3	3	3	4	4	1	1	5	5	0	1	13
60	2	5	3	5	2	3	2	2	5	3	3	2	2	0	6	4	0	3	0	13
61	2	3	3	4	1	2	4	1	4	2	2	2	4	2	5	2	4	0	0	13
62	5	2	2	6	2	3	2	2	6	1	2	1	6	2	6	1	0	1	3	13
63	4	5	3	4	5	3	3	2	2	3	3	4	2	0	3	5	3	2	0	13
64	5	3	4	6	3	3	3	3	3	4	3	4	5	0	0	7	3	2	1	13
65	5	4	5	6	5	4	2	1	3	3	3	5	2	1	2	3	2	4	1	13
66	3	3	4	6	1	1	1	1	1	1	1	2	1	8	1	2	1	0	1	13
67	3	3	3	2	2	1	2	2	3	3	3	5	5	1	4	6	0	2	0	13
68	5	2	3	5	1	2	2	2	3	2	2	2	3	1	7	3	0	2	0	13
69	2	3	3	4	1	1	1	1	3	1	2	1	2	6	3	3	1	0	0	13
70	3	4	4	4	1	3	3	1	2	2	2	3	3	2	3	5	3	0	0	13
71	4	5	5	6	1	5	4	1	1	1	2	3	4	4	1	1	3	3	1	13
72	2	3	3	6	1	2	2	2	3	3	3	3	3	1	4	7	0	0	1	13
73	3	5	5	5	2	2	3	3	1	3	2	2	2	1	5	4	0	3	0	13
74	4	2	2	4	2	1	1	2	2	2	3	4	3	2	6	2	3	0	0	13
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76	2	4	4	2	2	1	2	2	4	2	3	3	5	1	6	2	3	1	0	13
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78	3	3	4	6	2	5	3	2	4	3	3	4	3	0	2	6	3	1	1	13
79	3	4	3	4	3	3	3	3	2	3	4	3	4	0	1	8	4	0	0	13
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81	2	2	2	3	1	1	2	2	3	2	2	3	3	2	7	4	0	0	0	13
82	3	6	4	5	2	3	4	2	2	3	4	4	6	0	3	3	4	1	2	13
83	4	3	3	6	3	2	3	4	4	2	2	2	2	0	5	4	3	0	1	13
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91	2	3	3	6	1	1	2	1	6	2	2	2	3	3	5	3	0	0	2	13
92	4	6	3	4	1	2	3	3	3	3	2	1	2	2	3	5	2	0	1	13
93	4	4	2	6	3	2	3	2	2	2	3	3	2	0	6	4	2	0	1	13
94	3	3	3	4	2	2	2	2	2	2	2	3	3	0	7	5	1	0	0	13
95	3	3	3	3	2	2	2	2	2	2	2	2	3	0	8	5	0	0	0	13
96	4	3	4	5	2	3	2	2	3	3	3	3	2	0	4	6	2	1	0	13
97	2	3	3	6	1	2	1	2	6	6	2	5	3	2	4	3	0	1	3	13
98	3	4	4	3	1	3	3	1	3	2	1	2	3	3	2	6	2	0	0	13
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101	6	6	3	6	1	4	3	2	1	3	3	4	6	2	1	4	2	0	4	13
102	3	3	3	3	3	2	2	2	2	2	2	2	2	0	8	5	0	0	0	13
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104	4	4	5	4	2	2	3	3	4	3	2	3	4	0	3	4	5	1	0	13
105	4	3	3	5	2	3	4	2	3	3	3	3	3	0	2	8	2	1	0	13
106	2	2	2	2	2	2	2	1	4	5	2	2	2	1	10	0	1	1	0	13
107	1	1	1	2	1	1	1	1	3	1	2	2	2	8	4	1	0	0	0	13
108	3	6	5	3	2	2	2	1	2	3	2	3	4	1	5	4	1	1	1	13
109	3	3	4	4	1	2	2	1	2	3	2	3	4	2	4	4	3	0	0	13
110	3	3	4	4	2	3	3	2	4	3	3	2	1	1	3	6	3	0	0	13
111	3	1	2	4	1	2	2	1	3	1	2	2	4	4	5	2	2	0	0	13
112	2	3	5	4	1	2	2	2	3	1	2	3	3	2	5	4	1	1	0	13
113	2	3	2	3	2	2	2	2	2	2	2	3	3	0	9	4	0	0	0	13
114	2	3	4	5	2	3	2	2	2	2	2	3	3	0	7	4	1	1	0	13
115	4	6	3	6	3	5	5	1	3	6	4	3	3	1	0	5	2	2	3	13
116	6	3	3	5	2	2	4	3	3	3	2	2	4	0	4	5	2	1	1	13

117	3	5	5	6	3	3	3	3	2	6	2	6	5	0	2	5	0	3	3	13
118	4	4	3	6	1	2	3	1	3	4	3	4	3	2	1	5	4	0	1	13
119	3	3	3	5	2	3	3	3	3	2	2	6	3	0	3	8	0	1	1	13
120	4	4	4	6	2	3	4	3	2	6	2	2	3	0	4	3	4	0	2	13
121	3	4	4	4	1	1	3	1	3	5	2	3	5	3	1	4	3	2	0	13
122	6	4	4	5	1	2	3	2	4	5	3	4	6	1	2	2	4	2	2	13
123	5	3	3	6	1	2	2	1	3	3	3	5	6	2	2	5	0	2	2	13
124	2	4	3	6	1	2	3	1	3	2	2	2	3	2	5	4	1	0	1	13
125	3	3	2	6	2	2	2	2	3	2	3	3	2	0	7	5	0	0	1	13
126	3	2	3	5	2	5	5	2	3	2	2	2	3	0	6	4	0	3	0	13
127	3	3	5	6	1	3	3	2	3	3	3	6	3	1	1	8	0	1	2	13
128	5	5	3	6	2	2	3	3	3	3	4	4	4	0	2	5	3	2	1	13
129	2	3	3	5	2	2	3	2	2	3	3	3	3	0	5	7	0	1	0	13
130	3	5	3	6	1	3	3	3	2	2	1	1	3	3	2	6	0	1	1	13
131	6	6	5	6	2	4	2	2	4	2	1	2	5	1	5	0	2	2	3	13
132	3	2	2	4	1	1	1	2	3	2	1	1	4	5	4	2	2	0	0	13
133	6	3	5	6	1	2	3	1	3	1	2	3	4	3	2	4	1	1	2	13
134	5	6	5	6	1	3	4	2	4	5	3	6	3	1	1	3	2	3	3	13
135	3	5	3	6	1	3	3	2	3	5	3	5	3	1	1	7	0	3	1	13
136	3	3	3	3	6	2	2	1	2	1	2	3	4	2	4	5	1	0	1	13
137	4	6	5	6	1	3	4	2	3	5	4	6	3	1	1	3	3	2	3	13
138	4	3	4	6	1	1	2	1	4	4	3	4	3	3	1	3	5	0	1	13
139	4	3	3	3	1	2	2	3	2	2	2	3	3	1	5	6	1	0	0	13
140	2	2	5	6	1	3	2	2	3	4	3	6	3	1	4	4	1	1	2	13
141	3	6	5	6	2	4	3	1	3	3	4	6	5	1	1	4	2	2	3	13
142	1	2	2	3	1	1	1	1	2	1	1	2	2	7	5	1	0	0	0	13
143	3	3	3	3	3	2	2	3	3	3	2	2	5	0	4	8	0	1	0	13
144	4	4	3	6	3	4	3	4	3	5	3	5	4	0	0	5	5	2	1	13
145	3	3	2	4	2	5	3	2	5	5	3	2	2	0	5	4	1	3	0	13
146	2	2	2	3	1	1	1	1	4	1	2	4	2	5	5	1	2	0	0	13
147	3	6	3	6	5	2	2	3	2	3	2	6	4	0	4	4	1	1	3	13
148	2	1	3	6	1	5	4	1	2	3	4	3	3	3	2	4	2	1	1	13
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150	3	3	3	5	1	2	3	1	6	2	2	3	4	2	3	5	1	1	1	13
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154	2	4	3	5	1	3	4	1	6	1	2	3	3	3	2	4	2	1	1	13
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156	4	3	3	4	1	3	2	2	3	3	2	2	4	1	4	5	3	0	0	13
157	3	5	4	3	4	2	2	3	4	1	4	5	2	1	3	3	4	2	0	13

158	2	5	4	6	3	3	3	1	2	2	3	5	3	1	3	5	1	2	1	13
159	2	2	5	6	2	5	5	2	6	3	3	4	4	0	4	2	2	3	2	13
160	6	3	3	2	1	3	3	1	6	4	3	6	1	3	1	5	1	0	3	13
161	4	3	3	4	2	2	2	1	2	1	1	2	2	3	6	2	2	0	0	13
162	5	3	3	5	1	2	3	1	4	6	2	1	3	3	2	4	1	2	1	13
163	4	4	4	4	1	3	3	1	2	2	2	2	2	2	5	2	4	0	0	13
164	4	4	4	6	2	3	2	3	3	4	3	3	3	0	2	6	4	0	1	13
165	2	2	2	4	2	3	3	2	3	3	3	3	2	0	6	6	1	0	0	13
166	4	4	4	6	3	3	3	3	2	2	2	3	3	0	3	6	3	0	1	13
167	2	4	3	6	2	3	4	3	2	4	2	4	2	0	5	3	4	0	1	13
168	3	5	5	6	2	2	3	2	2	3	3	2	4	0	5	4	1	2	1	13
169	2	2	6	3	1	2	3	1	3	2	1	1	4	4	4	3	1	0	1	13
170	3	6	2	2	1	1	2	1	3	2	1	1	3	5	4	3	0	0	1	13
171	3	4	3	4	2	2	3	2	4	2	3	5	6	0	4	4	3	1	1	13
172	4	4	4	3	3	2	2	2	4	3	2	3	3	0	4	5	4	0	0	13
173	3	2	3	4	2	2	4	2	3	6	2	2	5	0	6	3	2	1	1	13
174	2	4	4	6	1	2	2	2	3	3	4	2	5	1	5	2	3	1	1	13
175	5	3	5	6	3	3	4	2	4	2	2	1	3	1	3	4	2	2	1	13
176	4	3	2	6	2	2	2	2	2	3	3	3	4	0	6	4	2	0	1	13

	F	F	F	F	F	F	F	F	F	F	F	F	F	F						
Never	1	7	6	6	0	85	25	15	72	10	25	21	14	9						
Seldom	2	43	32	28	14	65	72	63	66	50	51	69	42	40						
Sometimes	3	66	65	65	32	19	51	63	33	67	63	66	54	56						
Often	4	31	40	46	40	2	10	28	4	36	18	19	31	45						
Usually	5	19	17	25	29	4	12	6	1	6	12	1	21	14						
Always	6	10	16	6	61	1	6	1	0	7	7	0	14	12						
total	176	176	176	176	176	176	176	176	176	176	176	176	176	176						
	%	%	%	%	%	%	%	%	%	%	%	%	%	%						
Never	1	4.0	3.4	3.4	0.0	48.3	14.2	8.5	40.9	5.7	14.2	11.9	8.0	5.1						
Seldom	2	24.4	18.2	15.9	8.0	36.9	40.9	35.8	37.5	28.4	29.0	39.2	23.9	22.7						
Sometimes	3	37.5	36.9	36.9	18.2	10.8	29.0	35.8	18.8	38.1	35.8	37.5	30.7	31.8						
Often	4	17.6	22.7	26.1	22.7	1.1	5.7	15.9	2.3	20.5	10.2	10.8	17.6	25.6						
Usually	5	10.8	9.7	14.2	16.5	2.3	6.8	3.4	0.6	3.4	6.8	0.6	11.9	8.0						
Always	6	5.7	9.1	3.4	34.7	0.6	3.4	0.6	0.0	4.0	4.0	0.0	8.0	6.8						
total	100	100	100	100	100	100	100	100	100	100	100	100	100	100						

### 3. Social Strategies SPSS Data Output

No	C. SOCIAL STRATEGIES								Low Use		Medium Use		High Use		Total
									Never	Seldom	Sometimes	Often	Usually	Always	
	19	20	21	22	23	24	25	26	1	2	3	4	5	6	
1	6	5	1	3	1	1	5	3	3	0	2	0	2	1	8
2	3	5	2	5	1	6	5	4	1	1	1	1	3	1	8
3	4	4	3	4	4	4	3	3	0	0	3	5	0	0	8
4	4	4	3	3	3	3	3	5	0	0	5	2	1	0	8
5	3	2	1	3	1	1	5	1	4	1	2	0	1	0	8
6	3	2	2	1	1	2	3	1	3	3	2	0	0	0	8
7	3	3	3	3	1	3	3	2	1	1	6	0	0	0	8
8	3	2	3	2	2	3	3	2	0	4	4	0	0	0	8
9	4	3	1	1	1	1	2	1	5	1	1	1	0	0	8
10	5	5	3	3	3	3	5	2	0	1	4	0	3	0	8
11	5	5	2	3	3	3	3	3	0	1	5	0	2	0	8
12	3	3	3	2	2	2	4	2	0	4	3	1	0	0	8
13	3	3	4	3	3	3	3	3	0	0	7	1	0	0	8
14	3	4	3	4	2	1	3	1	2	1	3	2	0	0	8
15	4	4	2	1	1	1	4	1	4	1	0	3	0	0	8
16	6	6	5	5	1	3	5	5	1	0	1	0	4	2	8
17	2	2	2	2	1	3	3	1	2	4	2	0	0	0	8
18	6	5	3	3	1	2	4	1	2	1	2	1	1	1	8
19	5	3	3	5	1	1	4	3	2	0	3	1	2	0	8
20	6	4	2	4	1	4	6	2	1	2	0	3	0	2	8
21	5	4	5	2	1	1	4	1	3	1	0	2	2	0	8
22	3	3	2	3	1	3	3	1	2	1	5	0	0	0	8
23	6	5	4	4	1	3	5	1	2	0	1	2	2	1	8
24	4	3	2	3	1	1	3	1	3	1	3	1	0	0	8
25	4	4	3	3	1	4	3	1	2	0	3	3	0	0	8
26	4	4	3	3	3	2	3	2	0	2	4	2	0	0	8
27	5	5	5	3	1	1	3	1	3	0	2	0	3	0	8
28	4	2	6	2	1	5	6	1	2	2	0	1	1	2	8
29	3	3	3	4	2	4	4	3	0	1	4	3	0	0	8
30	3	2	2	2	1	2	2	1	2	5	1	0	0	0	8
31	5	5	4	4	5	3	4	4	0	0	1	4	3	0	8
32	6	6	6	5	5	5	6	4	0	0	0	1	3	4	8
33	6	5	4	6	1	4	6	2	1	1	0	2	1	3	8
34	4	3	3	2	1	3	3	1	2	1	4	1	0	0	8

35	5	2	3	4	2	2	2	1	1	4	1	1	1	0	8
36	4	3	3	3	3	4	3	2	0	1	5	2	0	0	8
37	6	5	6	5	1	4	6	2	1	1	0	1	2	3	8
38	4	3	2	2	2	2	2	4	0	5	1	2	0	0	8
39	5	5	2	3	2	2	6	2	0	4	1	0	2	1	8
40	6	6	4	3	1	3	5	2	1	1	2	1	1	2	8
41	3	3	2	4	4	4	5	1	1	1	2	3	1	0	8
42	6	6	6	4	3	4	5	2	0	1	1	2	1	3	8
43	5	3	4	2	2	5	5	4	0	2	1	2	3	0	8
44	3	4	4	5	3	4	2	2	0	2	2	3	1	0	8
45	5	4	4	3	4	4	4	4	0	0	1	6	1	0	8
46	5	4	5	5	5	5	5	5	0	0	0	1	7	0	8
47	4	3	2	2	2	2	2	2	0	6	1	1	0	0	8
48	4	4	3	4	3	2	3	3	0	1	4	3	0	0	8
49	4	4	3	2	2	3	3	3	0	2	4	2	0	0	8
50	6	6	3	3	1	2	5	3	1	1	3	0	1	2	8
51	2	2	3	3	1	2	3	1	2	3	3	0	0	0	8
52	6	5	6	5	2	4	5	3	0	1	1	1	3	2	8
53	5	4	4	4	3	4	4	3	0	0	2	5	1	0	8
54	4	4	3	4	3	3	2	2	0	2	3	3	0	0	8
55	6	5	3	5	2	3	5	5	0	1	2	0	4	1	8
56	6	5	3	4	4	3	6	5	0	0	2	2	2	2	8
57	5	5	4	4	1	4	5	2	1	1	0	3	3	0	8
58	6	6	6	4	2	2	5	3	0	2	1	1	1	3	8
59	4	4	3	3	2	1	3	1	2	1	3	2	0	0	8
60	5	5	2	2	2	3	4	3	0	3	2	1	2	0	8
61	3	3	5	5	2	2	5	4	0	2	2	1	3	0	8
62	3	3	2	3	2	3	4	2	0	3	4	1	0	0	8
63	3	3	4	4	1	2	3	2	1	2	3	2	0	0	8
64	5	6	3	5	1	4	6	3	1	0	2	1	2	2	8
65	5	5	5	3	2	2	5	3	0	2	2	0	4	0	8
66	3	2	1	3	3	2	3	2	1	3	4	0	0	0	8
67	5	5	5	5	2	3	5	1	1	1	1	0	5	0	8
68	5	5	6	3	1	6	4	1	2	0	1	1	2	2	8
69	4	3	2	4	1	2	4	1	2	2	1	3	0	0	8
70	4	4	2	4	2	2	4	3	0	3	1	4	0	0	8
71	5	3	2	2	2	2	3	4	0	4	2	1	1	0	8
72	5	5	3	3	3	3	3	3	0	0	6	0	2	0	8
73	3	3	2	3	2	3	3	3	0	2	6	0	0	0	8
74	4	4	2	2	2	2	4	5	0	4	0	3	1	0	8
75	3	4	3	4	1	2	3	1	2	1	3	2	0	0	8

76	5	4	3	4	1	1	3	3	2	0	3	2	1	0	8
77	5	5	6	6	6	6	5	4	0	0	0	1	3	4	8
78	4	4	6	3	4	3	6	6	0	0	2	3	0	3	8
79	4	3	4	3	2	4	3	2	0	2	3	3	0	0	8
80	3	4	6	6	2	4	3	2	0	2	2	2	0	2	8
81	4	4	5	3	1	3	3	1	2	0	3	2	1	0	8
82	3	5	3	4	1	3	5	1	2	0	3	1	2	0	8
83	4	6	6	4	2	4	4	2	0	2	0	4	0	2	8
84	3	5	2	5	2	1	2	1	2	3	1	0	2	0	8
85	3	3	4	4	4	4	3	3	0	0	4	4	0	0	8
86	6	6	5	3	3	4	4	4	0	0	2	3	1	2	8
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88	5	5	2	4	1	6	5	1	2	1	0	1	3	1	8
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104	3	3	4	4	4	4	3	4	0	0	3	5	0	0	8
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115	3	3	3	4	3	4	3	3	0	0	6	2	0	0	8
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122	4	4	3	3	1	3	3	1	2	0	4	2	0	0	8
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124	3	3	2	2	2	2	2	2	0	6	2	0	0	0	8
125	4	3	3	3	1	2	3	2	1	2	4	1	0	0	8
126	5	5	3	3	3	3	5	5	0	0	4	0	4	0	8
127	6	6	3	3	1	3	3	1	2	0	4	0	0	2	8
128	4	5	3	4	3	3	6	5	0	0	3	2	2	1	8
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130	5	5	2	1	1	1	5	1	4	1	0	0	3	0	8
131	3	5	5	2	1	2	2	1	2	3	1	0	2	0	8
132	4	3	2	3	2	2	4	3	0	3	3	2	0	0	8
133	3	3	3	4	1	1	4	4	2	0	3	3	0	0	8
134	3	3	5	4	3	4	6	3	0	0	4	2	1	1	8
135	3	3	5	5	1	3	5	5	1	0	3	0	4	0	8
136	3	3	3	3	2	3	4	2	0	2	5	1	0	0	8
137	3	4	5	4	3	4	6	4	0	0	2	4	1	1	8
138	4	3	5	5	1	4	5	4	1	0	1	3	3	0	8
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140	6	6	6	6	2	6	6	6	0	1	0	0	0	7	8
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147	4	5	3	3	4	3	3	3	0	0	5	2	1	0	8
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149	5	5	3	4	2	2	3	1	1	2	2	1	2	0	8
150	3	2	5	4	2	3	6	2	0	3	2	1	1	1	8
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152	6	5	3	2	2	2	4	4	0	3	1	2	1	1	8
153	6	6	4	5	5	4	6	6	0	0	0	2	2	4	8
154	6	6	4	3	5	6	5	3	0	0	2	1	2	3	8
155	5	5	4	5	1	4	5	2	1	1	0	2	4	0	8
156	4	4	4	5	2	3	5	3	0	1	2	3	2	0	8
157	3	4	5	2	5	3	4	6	0	1	2	2	2	1	8

158	3	3	3	3	2	3	3	2	0	2	6	0	0	0	8
159	5	5	3	2	1	6	6	1	2	1	1	0	2	2	8
160	6	2	1	4	6	2	3	6	1	2	1	1	0	3	8
161	3	3	3	3	1	2	4	1	2	1	4	1	0	0	8
162	3	3	5	5	5	5	4	5	0	0	2	1	5	0	8
163	3	2	2	2	1	2	3	2	1	5	2	0	0	0	8
164	5	4	2	4	4	3	2	4	0	2	1	4	1	0	8
165	4	4	3	4	2	3	4	2	0	2	2	4	0	0	8
166	4	4	4	4	2	4	3	2	0	2	1	5	0	0	8
167	4	4	3	4	3	3	4	3	0	0	4	4	0	0	8
168	6	3	6	3	3	3	4	3	0	0	5	1	0	2	8
169	4	2	1	1	1	1	2	1	5	2	0	1	0	0	8
170	3	2	3	3	1	5	2	1	2	2	3	0	1	0	8
171	5	6	6	2	2	6	6	2	0	3	0	0	1	4	8
172	3	3	3	3	2	2	3	3	0	2	6	0	0	0	8
173	3	5	6	6	6	6	5	5	0	0	1	0	3	4	8
174	4	3	3	3	4	1	2	2	1	2	3	2	0	0	8
175	5	5	5	4	2	3	5	2	0	2	1	1	4	0	8
176	4	4	6	6	1	1	5	1	3	0	0	2	1	2	8

	F	F	F	F	F	F	F	F	F	
Never	1	1	0	9	8	66	19	1	51	
Seldom	2	4	19	40	30	54	42	17	48	
Sometimes	3	54	50	59	57	26	59	63	34	
Often	4	45	44	22	47	16	34	36	20	
Usually	5	40	43	22	25	10	11	36	15	
Always	6	32	20	24	9	4	11	23	8	
	total	176	176	176	176	176	176	176	176	
	%	%	%	%	%	%	%	%	%	
Never	1	0.6	0.0	5.1	4.5	37.5	10.8	0.6	29.0	
Seldom	2	2.3	10.8	22.7	17.0	30.7	23.9	9.7	27.3	
Sometimes	3	30.7	28.4	33.5	32.4	14.8	33.5	35.8	19.3	
Often	4	25.6	25.0	12.5	26.7	9.1	19.3	20.5	11.4	
Usually	5	22.7	24.4	12.5	14.2	5.7	6.3	20.5	8.5	
Always	6	18.2	11.4	13.6	5.1	2.3	6.3	13.1	4.5	
	total	100	100	100	100	100	100	100	100	

### Determination Strategies Use Frequency Data Output

No	D. DETERMINATION STRATEGIES								Low Use		Medium Use		High Use		Total
									Never	Seldom	Sometimes	Often	Usually	Always	
	1	2	3	4	5	6									
1	1	3	1	6	3	5	3	5	2	0	3	0	2	1	8
2	1	4	1	6	5	3	4	4	2	0	1	3	1	1	8
3	2	2	3	4	3	3	3	3	0	2	5	1	0	0	8
4	1	4	3	5	4	6	5	5	1	0	1	2	3	1	8
5	1	3	1	6	1	6	1	5	4	0	1	0	1	2	8
6	1	2	1	2	2	2	1	1	4	4	0	0	0	0	8
7	1	1	2	4	1	2	1	1	5	2	0	1	0	0	8
8	1	1	2	3	3	3	2	2	2	3	3	0	0	0	8
9	2	2	3	4	3	2	1	2	1	4	2	1	0	0	8
10	1	2	1	6	4	4	1	4	3	1	0	3	0	1	8
11	3	3	3	4	3	4	4	3	0	0	5	3	0	0	8
12	1	1	4	4	2	3	2	2	2	3	1	2	0	0	8
13	3	3	4	4	4	3	2	3	0	1	4	3	0	0	8
14	3	3	2	4	3	3	4	4	0	1	4	3	0	0	8
15	1	1	4	5	3	2	3	3	2	1	3	1	1	0	8
16	1	2	5	6	3	3	3	3	1	1	4	0	1	1	8
17	1	2	2	4	4	4	4	4	1	2	0	5	0	0	8
18	1	2	3	3	2	2	2	4	1	4	2	1	0	0	8
19	1	5	4	4	3	2	2	4	1	2	1	3	1	0	8
20	4	4	1	6	3	3	4	3	1	0	3	3	0	1	8
21	1	3	1	4	3	1	1	3	4	0	3	1	0	0	8
22	2	2	1	4	3	2	3	3	1	3	3	1	0	0	8
23	2	1	5	6	4	5	2	5	1	2	0	1	3	1	8
24	1	3	3	3	2	1	1	2	3	2	3	0	0	0	8
25	2	2	1	4	3	4	2	2	1	4	1	2	0	0	8
26	1	2	3	3	3	3	3	4	1	1	5	1	0	0	8
27	1	3	3	6	3	3	3	3	1	0	6	0	0	1	8
28	1	2	1	6	6	5	1	5	3	1	0	0	2	2	8
29	2	3	1	4	3	3	2	4	1	2	3	2	0	0	8
30	1	3	1	3	2	3	1	2	3	2	3	0	0	0	8
31	1	3	1	4	4	4	3	4	2	0	2	4	0	0	8
32	3	4	1	6	4	5	3	3	1	0	3	2	1	1	8

33	2	3	1	5	5	5	3	4	1	1	2	1	3	0	8
34	1	2	1	4	2	2	3	3	2	3	2	1	0	0	8
35	4	3	1	5	3	3	4	2	1	1	3	2	1	0	8
36	3	4	4	5	4	3	3	5	0	0	3	3	2	0	8
37	1	4	1	6	5	4	6	4	2	0	0	3	1	2	8
38	3	3	4	4	3	2	2	2	0	3	3	2	0	0	8
39	1	6	5	6	3	5	1	3	2	0	2	0	2	2	8
40	6	2	4	6	5	4	5	6	0	1	0	2	2	3	8
41	1	4	6	6	4	6	3	5	1	0	1	2	1	3	8
42	5	6	1	6	4	3	3	3	1	0	3	1	1	2	8
43	2	3	3	6	4	3	4	3	0	1	4	2	0	1	8
44	3	2	1	5	3	5	3	4	1	1	3	1	2	0	8
45	4	3	3	4	4	3	4	4	0	0	3	5	0	0	8
46	3	2	6	3	4	3	4	4	0	1	3	3	0	1	8
47	1	2	2	6	4	4	5	3	1	2	1	2	1	1	8
48	1	2	3	4	3	3	3	4	1	1	4	2	0	0	8
49	1	2	3	3	2	2	4	4	1	3	2	2	0	0	8
50	5	5	2	5	4	6	3	5	0	1	1	1	4	1	8
51	1	3	3	4	4	4	1	2	2	1	2	3	0	0	8
52	5	5	6	6	5	3	4	6	0	0	1	1	3	3	8
53	4	4	4	4	3	4	3	4	0	0	2	6	0	0	8
54	4	3	3	6	6	3	4	6	0	0	3	2	0	3	8
55	4	3	3	5	4	3	3	2	0	1	4	2	1	0	8
56	5	2	5	6	5	5	5	5	0	1	0	0	6	1	8
57	6	6	4	6	4	5	3	4	0	0	1	3	1	3	8
58	6	6	1	6	6	6	3	2	1	1	1	0	0	5	8
59	4	3	4	4	4	2	2	4	0	2	1	5	0	0	8
60	3	1	5	5	2	4	3	3	1	1	3	1	2	0	8
61	3	4	6	6	4	4	2	5	0	1	1	3	1	2	8
62	1	3	4	6	5	5	3	4	1	0	2	2	2	1	8
63	3	2	3	4	3	1	1	2	2	2	3	1	0	0	8
64	3	2	1	5	5	4	4	4	1	1	1	3	2	0	8
65	1	1	5	5	4	5	3	4	2	0	1	2	3	0	8
66	2	3	2	3	2	3	2	3	0	4	4	0	0	0	8
67	3	3	1	5	3	4	5	5	1	0	3	1	3	0	8
68	1	4	4	4	1	3	1	4	3	0	1	4	0	0	8
69	1	4	5	6	2	4	4	4	1	1	0	4	1	1	8
70	2	3	2	3	3	2	2	3	0	4	4	0	0	0	8
71	1	2	3	4	2	1	3	1	3	2	2	1	0	0	8
72	2	3	5	3	3	3	2	4	0	2	4	1	1	0	8
73	1	3	3	4	3	3	3	4	1	0	5	2	0	0	8

74	1	4	5	5	2	2	2	2	1	4	0	1	2	0	8
75	2	2	3	4	4	4	3	3	0	2	3	3	0	0	8
76	1	4	1	6	6	4	5	3	2	0	1	2	1	2	8
77	4	5	6	6	5	5	5	5	0	0	0	1	5	2	8
78	2	4	3	6	6	6	3	4	0	1	2	2	0	3	8
79	2	4	4	4	3	2	3	3	0	2	3	3	0	0	8
80	2	2	4	5	2	2	3	6	0	4	1	1	1	1	8
81	5	2	3	4	2	2	1	4	1	3	1	2	1	0	8
82	1	3	4	6	4	4	5	3	1	0	2	3	1	1	8
83	2	3	4	4	2	2	2	3	0	4	2	2	0	0	8
84	2	5	5	6	2	2	3	5	0	3	1	0	3	1	8
85	1	4	5	5	5	5	4	4	1	0	0	3	4	0	8
86	6	4	2	6	5	3	4	2	0	2	1	2	1	2	8
87	3	6	6	5	3	3	6	4	0	0	3	1	1	3	8
88	2	1	5	6	3	2	3	4	1	2	2	1	1	1	8
89	1	2	6	6	5	3	5	6	1	1	1	0	2	3	8
90	1	4	2	6	3	2	2	3	1	3	2	1	0	1	8
91	5	4	1	6	2	2	3	5	1	2	1	1	2	1	8
92	1	1	4	6	5	4	2	2	2	2	0	2	1	1	8
93	1	3	6	6	5	2	5	2	1	2	1	0	2	2	8
94	1	3	3	3	3	4	2	3	1	1	5	1	0	0	8
95	2	3	3	3	2	2	2	2	0	5	3	0	0	0	8
96	3	3	2	4	4	5	6	3	0	1	3	2	1	1	8
97	1	2	3	3	1	1	1	6	4	1	2	0	0	1	8
98	1	2	4	4	3	4	4	4	1	1	1	5	0	0	8
99	1	4	4	4	3	3	3	4	1	0	3	4	0	0	8
100	2	3	1	3	2	3	3	2	1	3	4	0	0	0	8
101	2	6	6	6	6	4	6	6	0	1	0	1	0	6	8
102	3	3	3	3	3	3	3	3	0	0	8	0	0	0	8
103	2	5	6	6	3	5	5	5	0	1	1	0	4	2	8
104	3	4	4	4	4	3	3	3	0	0	4	4	0	0	8
105	3	3	5	4	4	5	5	3	0	0	3	2	3	0	8
106	1	3	1	5	3	4	3	5	2	0	3	1	2	0	8
107	3	3	3	3	3	3	1	2	1	1	6	0	0	0	8
108	1	3	1	4	3	2	2	3	2	2	3	1	0	0	8
109	1	2	3	3	4	2	1	4	2	2	2	2	0	0	8
110	3	3	1	5	3	1	3	3	2	0	5	0	1	0	8
111	1	3	3	3	3	2	2	2	1	3	4	0	0	0	8
112	1	3	3	4	3	2	2	3	1	2	4	1	0	0	8
113	3	2	5	6	3	2	3	3	0	2	4	0	1	1	8
114	1	3	3	3	3	3	3	4	1	0	6	1	0	0	8

115	4	5	1	6	4	6	3	5	1	0	1	2	2	2	8
116	5	2	1	6	3	2	3	3	1	2	3	0	1	1	8
117	6	4	5	5	5	6	4	6	0	0	0	2	3	3	8
118	1	5	4	3	4	3	3	3	1	0	4	2	1	0	8
119	2	3	4	3	3	3	3	3	0	1	6	1	0	0	8
120	3	4	5	5	5	6	4	6	0	0	1	2	3	2	8
121	5	6	1	6	5	6	2	1	2	1	0	0	2	3	8
122	1	3	6	6	5	4	4	3	1	0	2	2	1	2	8
123	2	6	6	6	6	6	6	6	0	1	0	0	0	7	8
124	2	2	3	3	2	2	2	3	0	5	3	0	0	0	8
125	2	4	4	4	2	2	2	3	0	4	1	3	0	0	8
126	2	3	3	4	4	2	3	5	0	2	3	2	1	0	8
127	2	3	1	6	4	5	3	5	1	1	2	1	2	1	8
128	2	3	3	4	5	4	4	5	0	1	2	3	2	0	8
129	2	3	3	3	3	4	4	4	0	1	4	3	0	0	8
130	1	5	2	5	5	6	3	3	1	1	2	0	3	1	8
131	5	2	3	4	2	5	3	6	0	2	2	1	2	1	8
132	4	3	1	6	3	2	4	1	2	1	2	2	0	1	8
133	2	4	4	4	4	3	3	2	0	2	2	4	0	0	8
134	1	3	3	3	3	5	5	6	1	0	4	0	2	1	8
135	2	3	5	5	3	2	3	5	0	2	3	0	3	0	8
136	1	3	1	3	1	1	1	3	5	0	3	0	0	0	8
137	4	3	2	6	5	5	3	5	0	1	2	1	3	1	8
138	5	1	2	6	3	5	5	4	1	1	1	1	3	1	8
139	1	2	2	3	2	2	2	3	1	5	2	0	0	0	8
140	1	2	1	5	4	3	3	5	2	1	2	1	2	0	8
141	2	4	4	6	5	3	3	5	0	1	2	2	2	1	8
142	3	3	3	3	2	1	1	1	3	1	4	0	0	0	8
143	2	3	6	6	3	3	3	3	0	1	5	0	0	2	8
144	3	3	5	5	4	4	3	4	0	0	3	3	2	0	8
145	3	4	5	6	6	3	3	4	0	0	3	2	1	2	8
146	2	2	1	6	2	2	2	6	1	5	0	0	0	2	8
147	2	4	6	6	2	3	2	4	0	3	1	2	0	2	8
148	1	2	5	5	3	3	2	3	1	2	3	0	2	0	8
149	3	1	4	4	5	5	4	3	1	0	2	3	2	0	8
150	1	1	1	6	3	6	5	6	3	0	1	0	1	3	8
151	3	4	3	5	4	4	3	5	0	0	3	3	2	0	8
152	2	3	5	5	4	3	2	4	0	2	2	2	2	0	8
153	1	4	5	6	3	5	4	5	1	0	1	2	3	1	8
154	3	3	1	6	6	6	3	6	1	0	3	0	0	4	8
155	1	1	3	5	4	4	1	4	3	0	1	3	1	0	8

156	3	2	3	6	3	2	3	4	0	2	4	1	0	1	8
157	2	4	5	4	3	4	6	6	0	1	1	3	1	2	8
158	4	2	4	4	2	3	4	4	0	2	1	5	0	0	8
159	4	4	4	4	2	2	3	1	1	2	1	4	0	0	8
160	1	1	6	6	3	6	1	6	3	0	1	0	0	4	8
161	3	3	4	2	2	2	2	3	0	4	3	1	0	0	8
162	5	4	1	6	4	6	3	5	1	0	1	2	2	2	8
163	2	3	2	3	3	2	2	3	0	4	4	0	0	0	8
164	4	2	4	6	4	3	3	5	0	1	2	3	1	1	8
165	4	2	3	4	3	4	3	3	0	1	4	3	0	0	8
166	3	3	4	4	4	3	4	4	0	0	3	5	0	0	8
167	4	4	4	4	3	3	3	3	0	0	4	4	0	0	8
168	3	4	3	6	5	4	4	3	0	0	3	3	1	1	8
169	3	4	4	6	2	4	2	3	0	2	2	3	0	1	8
170	3	3	2	6	2	6	2	4	0	3	2	1	0	2	8
171	1	6	2	6	6	6	3	5	1	1	1	0	1	4	8
172	1	2	1	5	4	3	4	4	2	1	1	3	1	0	8
173	6	4	6	6	6	6	6	2	0	1	0	1	0	6	8
174	1	2	4	6	3	3	2	3	1	2	3	1	0	1	8
175	2	4	4	6	5	6	4	4	0	1	0	4	1	2	8
176	1	4	5	6	5	5	2	6	1	1	0	1	3	2	8

		F	F	F	F	F	F	F	F						
Never	1	69	14	41	0	5	8	21	7						
Seldom	2	40	43	18	2	31	40	37	22						
Sometimes	3	34	62	42	28	62	51	66	52						
Often	4	16	39	35	48	41	33	30	48						
Usually	5	11	9	24	29	26	24	15	29						
Always	6	6	9	16	69	11	20	7	18						
	total	176	176	176	176	176	176	176	176						
		%	%	%	%	%	%	%	%						
Never	1	39.2	8.0	23.3	0.0	2.8	4.5	11.9	4.0						
Seldom	2	22.7	24.4	10.2	1.1	17.6	22.7	21.0	12.5						
Sometimes	3	19.3	35.2	23.9	15.9	35.2	29.0	37.5	29.5						
Often	4	9.1	22.2	19.9	27.3	23.3	18.8	17.0	27.3						
Usually	5	6.3	5.1	13.6	16.5	14.8	13.6	8.5	16.5						
Always	6	3.4	5.1	9.1	39.2	6.3	11.4	4.0	10.2						
	total	100	100	100	100	100	100	100	100						

#### 4. Memory Strategies Use Frequency Data Input

No	E. MEMORY STRATEGIES																			Low Use		Medium Use		High Use		Total
	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	Never	Seldom	Sometimes	Often	Usually	Always	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	1	2	3	4	5	6	
1	1	3	3	3	3	1	1	3	3	3	3	3	3	3	3	1	5	1	1	6	0	12	0	1	0	19
2	5	2	2	3	3	1	1	4	5	3	6	4	3	4	5	6	5	1	2	3	3	4	3	4	2	19
3	4	4	4	3	3	3	2	3	3	3	3	2	3	4	4	3	2	2	3	0	4	10	5	0	0	19
4	4	5	5	5	5	4	4	4	5	5	5	3	6	4	4	3	6	3	5	0	0	3	6	8	2	19
5	5	3	1	1	6	1	1	1	3	3	6	1	1	1	1	6	2	1	5	10	1	3	0	2	3	19
6	2	1	2	1	2	1	1	2	2	1	1	2	2	2	2	2	2	1	2	7	12	0	0	0	0	19
7	2	1	2	2	3	2	2	2	3	3	3	1	3	3	3	3	4	1	3	3	6	9	1	0	0	19
8	3	3	3	3	3	4	3	4	5	3	2	2	4	3	4	2	3	1	3	1	3	10	4	1	0	19
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156	2	3	2	4	4	2	3	4	5	4	2	2	3	3	3	4	4	3	4	0	5	6	7	1	0	19	
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158	3	3	3	3	3	4	4	3	4	4	4	3	4	4	3	4	4	2	0	1	8	10	0	0	19		
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161	2	2	1	2	3	2	2	3	3	2	1	2	3	4	2	2	2	2	2	2	12	4	1	0	0	19	
162	4	2	4	4	4	3	3	4	6	4	6	3	2	3	3	3	6	3	6	0	2	7	6	0	4	19	
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166	4	3	3	4	4	4	3	3	4	4	4	3	4	4	4	4	3	3	4	0	0	7	12	0	0	19	
167	3	3	4	4	3	4	4	3	4	3	4	3	3	3	3	3	3	2	3	0	1	12	6	0	0	19	
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176	2	1	2	1	2	1	1	4	6	3	3	4	4	5	5	6	6	2	3	4	4	3	3	2	3	19	

	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F		
Never	1	10	15	14	15	3	29	29	6	0	9	9	19	12	5	5	13	6	76	22								
Seldom	2	68	57	41	42	20	45	50	41	15	40	24	48	26	19	18	34	36	40	47								
Sometimes	3	51	70	74	73	60	60	64	71	53	69	63	57	61	52	50	52	49	45	56								
Often	4	33	20	26	18	44	28	24	37	38	28	37	29	42	51	47	30	34	12	17								
Usually	5	11	13	12	25	29	11	4	12	43	13	24	15	18	29	38	25	27	3	19								
Always	6	3	1	9	3	20	3	5	9	27	17	19	8	17	20	18	22	24	0	15								
	total	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Never	1	5.7	8.5	8.0	8.5	1.7	16.5	16.5	3.4	0.0	5.1	5.1	10.8	6.8	2.8	2.8	7.4	3.4	43.2	12.5								
Seldom	2	38.6	32.4	23.3	23.9	11.4	25.6	28.4	23.3	8.5	22.7	13.6	27.3	14.8	10.8	10.2	19.3	20.5	22.7	26.7								
Sometimes	3	29.0	39.8	42.0	41.5	34.1	34.1	36.4	40.3	30.1	39.2	35.8	32.4	34.7	29.5	28.4	29.5	27.8	25.6	31.8								
Often	4	18.8	11.4	14.8	10.2	25.0	15.9	13.6	21.0	21.6	15.9	21.0	16.5	23.9	29.0	26.7	17.0	19.3	6.8	9.7								
Usually	5	6.3	7.4	6.8	14.2	16.5	6.3	2.3	6.8	24.4	7.4	13.6	8.5	10.2	16.5	21.6	14.2	15.3	1.7	10.8								
Always	6	1.7	0.6	5.1	1.7	11.4	1.7	2.8	5.1	15.3	9.7	10.8	4.5	9.7	11.4	10.2	12.5	13.6	0.0	8.5								
	total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

## 1. Cognitive Strategies Use Frequency SPSS Data Output

No	F. COGNITIVE STRATEGIES																Low Use		Medium Use		High Use		Total
	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	Never 1	Seldom 2	Sometimes 3	Often 4	Usually 5	Always 6	
1	1	1	3	5	3	1	3	2	3	3	1	1	1	1	1	1	9	1	5	0	1	0	16
2	2	3	3	5	4	3	5	3	3	3	4	2	3	3	3	4	0	2	9	3	2	0	16
3	3	3	4	4	3	5	3	3	3	3	3	3	4	2	3	3	0	1	11	3	1	0	16
4	3	3	4	2	3	5	4	3	3	4	5	3	4	4	4	4	0	1	6	7	2	0	16
5	4	3	6	6	2	2	5	1	3	5	1	3	5	2	1	5	3	3	3	1	4	2	16
6	1	1	1	2	1	1	2	1	1	1	1	1	1	1	2	1	13	3	0	0	0	0	16
7	3	2	2	4	3	4	4	2	2	3	2	2	2	2	2	3	0	9	4	3	0	0	16
8	2	3	3	3	4	4	4	3	3	4	4	3	3	1	2	3	1	2	8	5	0	0	16
9	1	2	1	1	2	2	3	2	2	1	3	2	1	1	1	3	7	6	3	0	0	0	16
10	2	3	3	3	3	6	6	4	4	6	4	4	5	5	5	6	0	1	4	4	3	4	16
11	2	3	2	3	3	3	2	3	3	3	3	2	2	3	4	4	0	5	9	2	0	0	16
12	2	3	1	4	2	2	2	2	2	3	1	1	1	1	1	1	7	6	2	1	0	0	16
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0	0	16	0	0	0	16
14	3	5	4	3	4	3	3	4	3	4	2	2	3	2	3	4	0	3	7	5	1	0	16
15	2	2	2	5	5	3	5	5	5	3	2	4	4	4	4	3	0	4	3	4	5	0	16
16	3	3	5	5	5	3	3	4	4	4	3	3	2	1	2	3	1	2	7	3	3	0	16
17	3	3	2	1	2	2	1	1	2	3	2	2	3	2	2	2	3	9	4	0	0	0	16
18	3	2	3	5	3	3	3	3	3	3	5	2	1	2	3	3	1	3	10	0	2	0	16
19	3	3	4	5	5	3	2	3	3	2	2	2	1	1	2	3	2	5	6	1	2	0	16
20	3	2	6	6	3	3	3	4	3	4	2	3	3	2	3	4	0	3	8	3	0	2	16
21	1	1	2	3	3	1	3	1	4	4	4	1	1	1	2	3	7	2	4	3	0	0	16
22	2	1	1	2	2	2	2	2	2	2	1	1	3	2	3	2	4	10	2	0	0	0	16
23	3	2	5	6	6	5	3	3	5	5	3	2	4	1	5	3	1	2	5	1	5	2	16
24	3	2	2	3	2	2	2	2	2	3	3	1	3	2	2	2	1	10	5	0	0	0	16
25	3	2	3	4	3	2	3	2	2	2	2	2	2	1	2	3	1	9	5	1	0	0	16
26	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	0	3	13	0	0	0	16
27	3	5	5	5	5	4	3	5	5	5	3	1	3	1	5	3	2	0	5	1	8	0	16
28	2	1	2	6	1	1	2	2	2	2	1	1	1	1	2	2	7	8	0	0	0	1	16
29	3	4	3	3	3	3	3	3	4	3	2	1	2	3	2	2	1	4	9	2	0	0	16
30	3	1	3	3	2	3	1	2	2	3	1	1	2	1	3	1	6	4	6	0	0	0	16
31	4	2	3	4	2	3	4	1	4	2	1	2	2	2	4	2	2	7	2	5	0	0	16
32	4	1	4	6	3	5	5	3	2	3	3	1	2	2	5	5	2	3	4	2	4	1	16

33	3	3	4	4	3	3	3	3	4	4	3	3	3	4	4	3	0	0	10	6	0	0	16
34	2	2	2	3	3	3	3	2	3	4	2	1	3	1	2	3	2	6	7	1	0	0	16
35	2	2	3	1	4	3	2	3	4	4	4	3	3	2	3	3	1	4	7	4	0	0	16
36	6	5	6	6	4	2	2	2	3	2	4	1	1	1	2	1	4	5	1	2	1	3	16
37	6	1	6	6	6	1	2	1	2	1	1	1	1	1	1	3	9	2	1	0	0	4	16
38	1	2	1	4	2	2	2	1	3	2	2	2	1	1	1	1	7	7	1	1	0	0	16
39	6	6	6	6	6	6	6	6	6	6	1	6	5	5	6	6	1	0	0	0	2	13	16
40	6	2	5	6	6	6	2	4	6	6	4	1	4	1	6	6	2	2	0	3	1	8	16
41	3	1	6	6	2	2	5	3	3	4	2	1	2	3	3	5	2	4	5	1	2	2	16
42	3	4	5	6	6	6	2	6	6	5	5	4	6	2	6	6	0	2	1	2	3	8	16
43	2	3	4	6	5	3	2	3	4	4	3	3	2	3	2	3	0	4	7	3	1	1	16
44	3	1	3	4	4	4	2	2	3	2	3	4	4	3	3	3	1	3	7	5	0	0	16
45	3	4	5	5	5	4	5	4	4	3	3	5	3	4	4	4	0	0	4	7	5	0	16
46	4	3	4	5	5	5	5	4	4	5	6	6	4	4	5	4	0	0	1	7	6	2	16
47	6	2	6	5	5	5	4	4	3	3	3	4	4	4	4	5	0	1	3	6	4	2	16
48	2	3	3	5	3	3	3	3	2	2	2	3	2	2	3	3	0	6	9	0	1	0	16
49	3	1	4	4	4	3	2	2	2	2	1	1	2	2	2	3	3	7	3	3	0	0	16
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51	4	1	2	6	5	4	3	3	5	4	4	4	4	2	3	4	1	2	3	7	2	1	16
52	5	5	4	6	5	5	3	5	4	4	4	3	4	3	4	4	0	0	3	7	5	1	16
53	4	4	4	4	3	4	4	4	3	4	3	3	4	4	4	4	0	0	4	12	0	0	16
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55	4	3	3	4	4	3	3	3	4	6	6	4	3	4	4	4	0	0	6	8	0	2	16
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66	1	1	1	4	2	1	1	1	3	2	2	2	2	2	2	2	6	8	1	1	0	0	16
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101	6	4	6	6	6	6	2	6	6	6	4	2	1	1	1	4	3	2	0	3	0	8	16
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115	3	5	5	6	4	6	3	3	3	3	6	6	6	4	4	4	5	0	0	4	4	3	5	16
116	4	3	3	4	3	3	3	3	3	3	3	5	2	3	1	2	2	1	3	9	2	1	0	16
117	6	3	6	6	6	3	3	5	5	6	5	3	6	3	6	6	0	0	5	0	3	8	16	
118	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4	4	0	0	10	6	0	0	16	
119	2	2	2	6	3	3	2	3	2	4	4	2	2	1	1	2	2	8	3	2	0	1	16	
120	3	3	3	4	3	4	4	3	6	6	3	2	6	2	3	5	0	2	7	3	1	3	16	
121	3	2	6	6	2	3	3	1	2	1	2	3	4	5	3	2	2	5	5	1	1	2	16	
122	3	2	3	4	5	4	6	6	6	6	6	3	2	1	4	6	1	2	3	3	1	6	16	
123	3	3	6	6	6	6	2	2	3	3	2	2	4	4	4	4	0	4	4	4	0	4	16	
124	2	2	2	3	3	3	3	2	3	2	3	2	2	2	2	2	0	10	6	0	0	0	16	
125	2	2	3	4	3	2	2	2	2	2	2	2	3	2	2	2	0	12	3	1	0	0	16	
126	4	3	3	6	6	6	5	5	5	5	5	3	2	2	3	2	0	3	4	1	5	3	16	
127	3	1	2	6	3	4	3	5	3	2	2	2	3	3	3	4	1	4	7	2	1	1	16	
128	4	3	3	3	3	6	6	1	1	1	6	6	6	5	5	3	0	6	4	1	3	5	16	
129	2	2	3	2	3	2	4	4	4	3	4	3	2	4	3	4	4	0	5	5	6	0	16	
130	3	1	5	6	5	1	5	2	2	5	2	5	5	1	1	1	5	3	1	0	6	1	16	
131	2	2	2	6	6	4	4	3	2	3	6	2	1	2	1	1	3	6	2	2	0	3	16	
132	2	4	6	6	5	4	4	4	6	6	6	3	3	3	3	0	1	5	4	1	5	16		
133	3	1	4	4	2	4	4	2	2	4	4	4	2	4	3	2	1	5	4	2	8	0	16	
134	5	2	5	6	6	5	5	5	5	5	5	5	5	5	5	0	1	0	0	13	2	16		
135	5	3	6	6	5	3	6	5	3	6	5	3	3	3	3	5	0	0	7	0	5	4	16	
136	4	2	3	5	3	3	3	3	3	4	5	3	3	2	3	3	0	2	10	2	2	0	16	
137	3	4	3	6	3	4	5	3	5	5	5	3	4	5	4	5	0	0	5	4	6	1	16	
138	2	2	3	4	3	3	3	4	4	5	5	1	4	1	3	3	2	2	6	4	2	0	16	
139	2	2	3	3	3	3	3	4	3	4	4	3	3	4	4	4	0	2	8	6	0	0	16	
140	4	5	4	5	4	4	4	4	4	5	5	3	5	2	4	4	0	1	1	9	5	0	16	
141	3	3	6	6	6	2	1	4	5	6	6	6	2	4	5	6	1	2	2	2	2	7	16	
142	2	1	2	2	3	2	3	3	4	3	2	1	2	1	1	2	4	7	4	1	0	0	16	
143	2	2	5	3	3	2	3	3	5	5	3	3	3	3	2	3	0	4	9	0	3	0	16	
144	3	3	4	4	4	5	5	5	5	5	5	4	4	3	4	3	0	0	4	6	6	0	16	
145	3	3	3	6	4	4	5	5	4	5	3	3	4	3	3	5	0	0	7	4	4	1	16	
146	1	2	1	5	3	2	3	2	3	2	2	3	2	1	2	3	3	7	5	0	1	0	16	
147	3	3	3	5	4	4	5	5	3	5	3	3	4	5	5	3	0	0	7	3	6	0	16	
148	4	3	2	6	5	3	2	2	3	4	1	1	2	1	3	4	3	4	4	3	1	1	16	
149	1	3	4	6	3	3	4	4	4	4	3	4	2	3	5	5	1	1	5	6	2	1	16	
150	2	1	1	6	6	6	3	1	3	4	3	2	3	1	3	3	4	2	6	1	0	3	16	
151	4	5	5	6	6	5	4	4	4	5	5	4	4	5	5	5	0	0	0	6	8	2	16	
152	3	2	2	3	2	3	4	4	3	4	3	2	3	3	3	3	0	4	9	3	0	0	16	
153	6	4	4	6	5	6	6	6	6	6	4	4	6	5	6	6	0	0	0	4	2	10	16	
154	3	3	4	5	3	4	3	3	3	4	1	2	1	2	2	2	2	4	6	3	1	0	16	
155	1	1	4	5	5	3	4	1	4	4	1	1	3	1	3	2	6	1	3	4	2	0	16	

156	4	4	4	6	5	2	6	3	3	4	3	3	3	2	3	4	0	2	6	5	1	2	16
157	4	3	5	4	3	4	5	4	5	4	6	4	3	5	2	4	0	1	3	7	4	1	16
158	3	3	3	4	4	4	4	3	3	4	4	4	3	3	3	0	0	9	7	0	0	16	
159	5	4	3	4	1	1	2	2	4	4	2	2	1	4	4	3	4	1	7	1	0	16	
160	2	1	6	6	6	1	6	2	1	6	6	6	6	6	2	2	3	4	0	0	0	9	16
161	2	1	3	3	3	2	2	2	2	2	2	1	1	1	1	3	5	7	4	0	0	0	16
162	6	4	4	6	5	5	4	6	6	6	6	1	6	6	6	6	1	0	0	3	2	10	16
163	2	2	3	3	2	2	2	2	2	2	2	2	3	3	3	3	0	10	6	0	0	0	16
164	3	3	6	4	4	5	3	4	3	4	5	4	3	2	3	3	0	1	7	5	2	1	16
165	3	2	2	6	5	5	3	3	5	3	2	2	3	2	2	3	0	6	6	0	3	1	16
166	4	4	3	4	3	4	4	4	4	3	4	3	4	4	3	3	0	0	6	10	0	0	16
167	3	3	3	4	3	3	4	4	4	4	2	2	3	2	3	3	0	3	8	5	0	0	16
168	6	4	3	2	3	3	3	3	3	3	3	3	4	4	6	6	0	1	9	3	0	3	16
169	2	2	6	6	6	5	5	5	5	6	3	1	2	2	2	3	1	5	2	0	4	4	16
170	2	1	3	4	3	3	2	2	3	1	1	1	3	2	3	3	4	4	7	1	0	0	16
171	3	3	3	6	6	6	6	6	6	6	4	3	2	2	2	6	0	3	4	1	0	8	16
172	3	3	3	3	3	3	4	3	3	4	3	2	3	3	2	3	0	2	12	2	0	0	16
173	2	3	3	4	3	3	3	3	3	3	4	2	3	3	4	1	1	2	10	3	0	0	16
174	4	4	2	2	3	2	4	3	3	4	5	5	2	2	2	3	3	0	6	4	4	2	16
175	1	2	3	5	6	3	3	2	4	3	4	3	1	2	2	3	2	4	6	2	1	1	16
176	2	4	2	6	2	2	5	5	5	6	3	5	5	4	2	6	0	5	1	2	5	3	16

	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
Never	1	15	25	14	3	3	13	7	15	5	8	20	37	25	49	17	14						
Seldom	2	43	45	34	11	29	31	35	35	37	26	38	53	45	54	55	36						
Sometimes	3	67	67	55	37	61	57	65	63	56	46	54	52	55	40	52	60						
Often	4	32	23	35	40	29	34	28	30	38	46	28	19	31	19	31	32						
Usually	5	9	14	18	28	26	25	30	23	25	25	19	6	10	11	13	18						
Always	6	10	2	20	57	28	16	11	10	15	25	17	9	10	3	8	16						
	total	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176	176						
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%						
Never	1	8.5	14.2	8.0	1.7	1.7	7.4	4.0	8.5	2.8	4.5	11.4	21.0	14.2	27.8	9.7	8.0						
Seldom	2	24.4	25.6	19.3	6.3	16.5	17.6	19.9	19.9	21.0	14.8	21.6	30.1	25.6	30.7	31.3	20.5						
Sometimes	3	38.1	38.1	31.3	21.0	34.7	32.4	36.9	35.8	31.7	26.1	30.7	29.5	31.3	22.3	29.5	34.1						
Often	4	18.2	13.1	19.9	22.7	16.5	19.3	15.9	17.0	21.6	26.1	15.9	10.8	17.6	10.8	17.6	18.2						

Usually	5	5.1	8.0	10.2	15.9	14.8	14.2	17.0	13.1	14.2	14.2	10.8	3.4	5.7	6.3	7.4	10.2
Always	6	5.7	1.1	11.4	32.4	15.9	9.1	6.3	5.7	8.5	14.2	9.7	5.1	5.7	1.7	4.5	9.1
	total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

No	F. COGNITIVE STRATEGIES	Low Use		Medium Use		High Use		Total
		Never 1	Seldom 2	Sometimes 3	Often 4	Usually 5	Always 6	
	70							
1	2	0	1	0	0	0	0	1
2	5	0	0	0	0	1	0	1
3	3	0	0	1	0	0	0	1
4	6	0	0	0	0	0	1	1
5	1	1	0	0	0	0	0	1
6	1	1	0	0	0	0	0	1
7	1	1	0	0	0	0	0	1
8	3	0	0	1	0	0	0	1
9	3	0	0	1	0	0	0	1
10	6	0	0	0	0	0	1	1
11	3	0	0	1	0	0	0	1
12	2	0	1	0	0	0	0	1
13	3	0	0	1	0	0	0	1
14	3	0	0	1	0	0	0	1
15	1	1	0	0	0	0	0	1
16	4	0	0	0	1	0	0	1
17	3	0	0	1	0	0	0	1
18	1	1	0	0	0	0	0	1
19	4	0	0	0	1	0	0	1
20	3	0	0	1	0	0	0	1
21	1	1	0	0	0	0	0	1
22	2	0	1	0	0	0	0	1
23	6	0	0	0	0	0	1	1
24	2	0	1	0	0	0	0	1
25	2	0	1	0	0	0	0	1
26	3	0	0	1	0	0	0	1
27	1	1	0	0	0	0	0	1
28	2	0	1	0	0	0	0	1
29	4	0	0	0	1	0	0	1
30	2	0	1	0	0	0	0	1
31	1	1	0	0	0	0	0	1
32	5	0	0	0	0	1	0	1
33	3	0	0	1	0	0	0	1
34	2	0	1	0	0	0	0	1
35	1	1	0	0	0	0	0	1

36	1	1	0	0	0	0	0	1
37	5	0	0	0	0	1	0	1
38	3	0	0	1	0	0	0	1
39	6	0	0	0	0	0	1	1
40	5	0	0	0	0	1	0	1
41	2	0	1	0	0	0	0	1
42	3	0	0	1	0	0	0	1
43	3	0	0	1	0	0	0	1
44	3	0	0	1	0	0	0	1
45	4	0	0	0	1	0	0	1
46	5	0	0	0	0	1	0	1
47	3	0	0	1	0	0	0	1
48	1	1	0	0	0	0	0	1
49	1	1	0	0	0	0	0	1
50	5	0	0	0	0	1	0	1
51	3	0	0	1	0	0	0	1
52	4	0	0	0	1	0	0	1
53	4	0	0	0	1	0	0	1
54	3	0	0	1	0	0	0	1
55	4	0	0	0	1	0	0	1
56	5	0	0	0	0	1	0	1
57	3	0	0	1	0	0	0	1
58	2	0	1	0	0	0	0	1
59	4	0	0	0	1	0	0	1
60	5	0	0	0	0	1	0	1
61	6	0	0	0	0	0	1	1
62	5	0	0	0	0	1	0	1
63	2	0	1	0	0	0	0	1
64	3	0	0	1	0	0	0	1
65	5	0	0	0	0	1	0	1
66	2	0	1	0	0	0	0	1
67	5	0	0	0	0	1	0	1
68	2	0	1	0	0	0	0	1
69	2	0	1	0	0	0	0	1
70	5	0	0	0	0	1	0	1
71	2	0	1	0	0	0	0	1
72	3	0	0	1	0	0	0	1
73	2	0	1	0	0	0	0	1
74	2	0	1	0	0	0	0	1
75	6	0	0	0	0	0	1	1
76	2	0	1	0	0	0	0	1

77	2	0	1	0	0	0	0	1
78	2	0	1	0	0	0	0	1
79	2	0	1	0	0	0	0	1
80	5	0	0	0	0	1	0	1
81	3	0	0	1	0	0	0	1
82	5	0	0	0	0	1	0	1
83	2	0	1	0	0	0	0	1
84	2	0	1	0	0	0	0	1
85	2	0	1	0	0	0	0	1
86	6	0	0	0	0	0	1	1
87	6	0	0	0	0	0	1	1
88	4	0	0	0	1	0	0	1
89	1	1	0	0	0	0	0	1
90	1	1	0	0	0	0	0	1
91	1	1	0	0	0	0	0	1
92	2	0	1	0	0	0	0	1
93	1	1	0	0	0	0	0	1
94	3	0	0	1	0	0	0	1
95	2	0	1	0	0	0	0	1
96	3	0	0	1	0	0	0	1
97	3	0	0	1	0	0	0	1
98	4	0	0	0	1	0	0	1
99	3	0	0	1	0	0	0	1
100	3	0	0	1	0	0	0	1
101	6	0	0	0	0	0	1	1
102	3	0	0	1	0	0	0	1
103	6	0	0	0	0	0	1	1
104	2	0	1	0	0	0	0	1
105	3	0	0	1	0	0	0	1
106	1	1	0	0	0	0	0	1
107	1	1	0	0	0	0	0	1
108	3	0	0	1	0	0	0	1
109	4	0	0	0	1	0	0	1
110	2	0	1	0	0	0	0	1
111	2	0	1	0	0	0	0	1
112	2	0	1	0	0	0	0	1
113	2	0	1	0	0	0	0	1
114	3	0	0	1	0	0	0	1
115	2	0	1	0	0	0	0	1
116	3	0	0	1	0	0	0	1
117	6	0	0	0	0	0	1	1

118	4	0	0	0	1	0	0	1
119	3	0	0	1	0	0	0	1
120	6	0	0	0	0	0	1	1
121	3	0	0	1	0	0	0	1
122	5	0	0	0	0	1	0	1
123	4	0	0	0	1	0	0	1
124	1	1	0	0	0	0	0	1
125	3	0	0	1	0	0	0	1
126	3	0	0	1	0	0	0	1
127	4	0	0	0	1	0	0	1
128	3	0	0	1	0	0	0	1
129	2	0	1	0	0	0	0	1
130	4	0	0	0	1	0	0	1
131	2	0	1	0	0	0	0	1
132	3	0	0	1	0	0	0	1
133	3	0	0	1	0	0	0	1
134	6	0	0	0	0	0	1	1
135	6	0	0	0	0	0	1	1
136	3	0	0	1	0	0	0	1
137	4	0	0	0	1	0	0	1
138	4	0	0	0	1	0	0	1
139	3	0	0	1	0	0	0	1
140	5	0	0	0	0	1	0	1
141	3	0	0	1	0	0	0	1
142	3	0	0	1	0	0	0	1
143	3	0	0	1	0	0	0	1
144	4	0	0	0	1	0	0	1
145	6	0	0	0	0	0	1	1
146	3	0	0	1	0	0	0	1
147	4	0	0	0	1	0	0	1
148	3	0	0	1	0	0	0	1
149	6	0	0	0	0	0	1	1
150	4	0	0	0	1	0	0	1
151	4	0	0	0	1	0	0	1
152	3	0	0	1	0	0	0	1
153	4	0	0	0	1	0	0	1
154	3	0	0	1	0	0	0	1
155	5	0	0	0	0	1	0	1
156	6	0	0	0	0	0	1	1
157	3	0	0	1	0	0	0	1
158	3	0	0	1	0	0	0	1

159	4	0	0	0	1	0	0	1
160	6	0	0	0	0	0	1	1
161	6	0	0	0	0	0	1	1
162	6	0	0	0	0	0	1	1
163	3	0	0	1	0	0	0	1
164	3	0	0	1	0	0	0	1
165	4	0	0	0	1	0	0	1
166	5	0	0	0	0	1	0	1
167	3	0	0	1	0	0	0	1
168	4	0	0	0	1	0	0	1
169	4	0	0	0	1	0	0	1
170	4	0	0	0	1	0	0	1
171	5	0	0	0	0	1	0	1
172	2	0	1	0	0	0	0	1
173	4	0	0	0	1	0	0	1
174	1	1	0	0	0	0	0	1
175	3	0	0	1	0	0	0	1
176	4	0	0	0	1	0	0	1

		F
Never	1	20
Seldom	2	35
Sometimes	3	53
Often	4	29
Usually	5	19
Always	6	20
	total	176
		%
Never	1	11.4
Seldom	2	19.9
Sometimes	3	30.1
Often	4	16.5
Usually	5	10.8
Always	6	11.4
	total	100

## APPENDIX 8

### The Comparison between Successful and Unsuccessful Learners SPSS Data Output

No	A. METACOGNITIVE REGULATION STRATEGIES						Total Score
		1	2	3	4	5	
1	unsuccessful	5	3	3	5	6	22
2	unsuccessful	5	2	4	6	6	23
3	unsuccessful	3	3	4	3	6	19
4	unsuccessful	6	3	5	5	5	24
5	unsuccessful	6	2	3	4	6	21
6	unsuccessful	4	3	3	3	4	17
7	unsuccessful	4	2	3	3	4	16
8	unsuccessful	6	3	4	4	6	23
9	unsuccessful	3	1	3	5	4	16
10	unsuccessful	5	3	5	6	6	25
11	unsuccessful	3	2	5	4	4	18
12	unsuccessful	3	3	2	3	4	15
13	unsuccessful	3	2	3	3	4	15
14	unsuccessful	5	3	3	5	6	22
15	unsuccessful	3	2	3	3	3	14
16	unsuccessful	4	5	5	6	6	26
17	unsuccessful	4	3	4	4	4	19
18	unsuccessful	3	3	3	3	4	16
19	unsuccessful	5	3	4	6	5	23
20	unsuccessful	4	3	4	4	6	21
21	unsuccessful	4	1	3	4	6	18
22	unsuccessful	4	2	3	3	2	14
23	unsuccessful	6	2	5	5	5	23
24	unsuccessful	3	2	2	3	4	14
25	unsuccessful	3	2	3	4	4	16
26	unsuccessful	6	4	3	3	4	20
27	unsuccessful	5	2	5	4	6	22
28	unsuccessful	2	1	2	1	4	10
29	unsuccessful	3	2	2	3	3	13
30	unsuccessful	3	1	2	3	3	12
31	unsuccessful	5	3	3	5	5	21
32	unsuccessful	5	2	4	4	6	21
33	unsuccessful	4	3	4	5	5	21
34	unsuccessful	4	2	4	3	3	16
35	unsuccessful	4	3	3	3	2	15
36	unsuccessful	4	3	2	3	3	15
37	unsuccessful	6	2	1	1	3	13
38	unsuccessful	3	2	2	3	4	14
39	unsuccessful	6	5	5	6	6	28
40	unsuccessful	3	4	5	5	6	23
137	successful	5	3	2	3	6	19
138	successful	3	2	3	3	5	16
139	successful	3	2	2	3	3	13
140	successful	6	2	6	6	5	25
141	successful	6	3	5	6	6	26
142	successful	2	1	2	1	2	8
143	successful	3	3	4	4	6	20
144	successful	4	3	3	4	6	20
145	successful	4	1	3	3	6	17
146	successful	2	1	2	2	4	11
147	successful	6	4	6	6	6	28
148	successful	5	3	4	5	4	21
149	successful	4	3	5	3	4	19
150	successful	4	4	3	3	5	19
151	successful	5	2	4	3	5	19
152	successful	4	3	3	3	5	18
153	successful	6	4	6	6	6	28
154	successful	3	2	2	3	2	12

155	successful	5	2	4	4	5	20
156	successful	6	6	5	6	6	29
157	successful	6	4	5	3	5	23
158	successful	4	4	4	4	6	22
159	successful	3	3	3	5	3	17
160	successful	6	2	3	4	6	21
161	successful	3	2	2	3	4	14
162	successful	4	2	2	3	6	17
163	successful	2	3	3	3	4	15
164	successful	3	2	3	4	4	16
165	successful	5	2	3	5	5	20
166	successful	3	3	3	4	4	17
167	successful	3	4	3	4	6	20
168	successful	4	3	4	4	4	19
169	successful	4	3	4	2	4	17
170	successful	2	2	3	4	6	17
171	successful	6	2	4	4	6	22
172	successful	4	3	3	3	5	18
173	successful	3	3	2	3	6	17
174	successful	4	3	3	4	5	19
175	successful	6	5	4	6	5	26
176	successful	6	2	6	4	5	23

No	B. METACOGNITIVE STRATEGIES														Total Score
	6	7	8	9	10	11	12	13	14	15	16	17	18		
1	2	3	1	3	1	1	1	1	3	1	3	3	3	26	
2	3	3	2	6	1	2	3	1	3	3	3	5	4	39	
3	3	4	4	4	1	3	3	3	4	3	3	4	4	43	
4	5	4	4	6	1	2	4	1	3	3	3	4	4	44	
5	1	1	5	5	1	5	2	1	1	4	2	5	2	35	
6	2	2	1	3	1	2	2	1	3	1	1	1	1	21	
7	3	3	3	4	2	3	1	1	3	3	1	2	3	32	
8	3	4	3	5	2	3	3	3	3	3	2	3	4	41	
9	3	2	4	2	1	1	1	1	2	1	1	2	1	22	
10	5	3	3	6	2	2	4	1	4	5	3	3	3	44	
11	2	3	4	5	2	2	3	3	2	2	3	3	4	38	
12	3	4	3	3	2	2	3	2	3	2	3	3	2	35	
13	3	4	4	4	1	3	3	2	3	3	2	3	3	38	
14	3	5	3	6	2	2	2	1	3	3	3	3	3	39	
15	3	2	2	5	1	1	1	1	2	1	1	3	2	25	
16	5	6	6	3	1	2	2	1	1	3	3	4	4	41	
17	3	2	2	4	1	2	2	1	3	3	2	4	2	31	
18	3	2	3	5	1	2	3	1	2	3	3	3	2	33	
19	2	3	3	3	2	2	2	2	4	2	4	1	3	33	
20	3	2	3	3	1	2	2	1	4	2	3	3	2	31	
21	2	2	2	5	1	1	3	1	2	4	1	3	1	28	
22	2	2	3	2	1	1	2	1	3	1	1	3	2	24	
23	2	5	4	5	1	1	4	1	2	4	4	4	5	42	
24	3	3	3	2	2	1	1	2	2	1	1	2	2	25	
25	3	2	2	3	1	2	2	1	3	2	2	2	2	27	
26	2	3	3	2	2	2	2	2	4	4	2	2	4	34	
27	5	5	5	6	1	5	3	1	1	1	3	5	3	44	
28	3	1	1	4	1	2	2	1	4	2	1	1	1	24	
29	3	2	2	3	1	2	3	1	4	2	2	3	3	31	
30	2	2	2	3	1	1	2	1	2	1	1	2	1	21	
31	4	3	2	2	1	3	1	1	1	2	2	3	2	27	
32	2	2	2	4	1	2	2	1	3	3	3	4	4	33	
33	4	4	4	5	2	4	3	2	3	2	4	3	4	44	
34	2	2	2	4	2	1	2	1	4	2	3	2	2	29	
35	4	4	1	6	1	3	1	1	2	1	1	1	2	28	
36	2	2	1	4	1	2	2	1	2	3	2	3	2	27	
37	1	3	4	5	1	2	3	1	4	5	1	4	3	37	
38	3	3	3	3	2	2	3	3	4	2	2	4	2	36	
39	5	6	6	6	2	6	6	1	3	3	4	5	6	59	
40	5	3	4	5	1	4	4	2	4	5	3	5	4	49	
137	4	6	5	6	1	3	4	2	3	5	4	6	3	52	
138	4	3	4	6	1	1	2	1	4	4	3	4	3	40	
139	4	3	3	3	1	2	2	3	2	2	2	3	3	33	
140	2	2	5	6	1	3	2	2	3	4	3	6	3	42	
141	3	6	5	6	2	4	3	1	3	3	4	6	5	51	
142	1	2	2	3	1	1	1	1	2	1	1	2	2	20	
143	3	3	3	3	3	2	2	3	3	3	2	2	5	37	
144	4	4	3	6	3	4	3	4	3	5	3	5	4	51	
145	3	3	2	4	2	5	3	2	5	5	3	2	2	41	
146	2	2	2	3	1	1	1	1	4	1	2	4	2	26	
147	3	6	3	6	5	2	2	3	2	3	2	6	4	47	
148	2	1	3	6	1	5	4	1	2	3	4	3	3	38	
149	1	2	3	2	1	6	4	2	4	4	4	5	6	44	
150	3	3	3	5	1	2	3	1	6	2	2	3	4	38	
151	3	3	4	4	2	4	4	3	4	3	3	3	4	44	
152	3	3	6	5	3	3	4	3	2	2	2	1	1	38	
153	4	4	4	6	4	5	4	3	1	4	4	4	4	51	
154	2	4	3	5	1	3	4	1	6	1	2	3	3	38	
155	1	4	4	4	1	2	2	1	3	3	3	4	3	35	
156	4	3	3	4	1	3	2	2	3	3	2	2	4	36	
157	3	5	4	3	4	2	2	3	4	1	4	5	2	42	
158	2	5	4	6	3	3	3	1	2	2	3	5	3	42	
159	2	2	5	6	2	5	5	2	6	3	3	4	4	49	
160	6	3	3	2	1	3	3	1	6	4	3	6	1	42	

161	4	3	3	4	2	2	2	1	2	1	1	2	2	29
162	5	3	3	5	1	2	3	1	4	6	2	1	3	39
163	4	4	4	4	1	3	3	1	2	2	2	2	2	34
164	4	4	4	6	2	3	2	3	3	4	3	3	3	44
165	2	2	2	4	2	3	3	2	3	3	3	3	2	34
166	4	4	4	6	3	3	3	3	2	2	2	3	3	42
167	2	4	3	6	2	3	4	3	2	4	2	4	2	41
168	3	5	5	6	2	2	3	2	2	3	3	2	4	42
169	2	2	6	3	1	2	3	1	3	2	1	1	4	31
170	3	6	2	2	1	1	2	1	3	2	1	1	3	28
171	3	4	3	4	2	2	3	2	4	2	3	5	6	43
172	4	4	4	3	3	2	2	2	4	3	2	3	3	39
173	3	2	3	4	2	2	4	2	3	6	2	2	5	40
174	2	4	4	6	1	2	2	2	3	3	4	2	5	40
175	5	3	5	6	3	3	4	2	4	2	2	1	3	43
176	4	3	2	6	2	2	2	2	2	3	3	3	4	38

No	C. SOCIAL STRATEGIES									Total Score
	19	20	21	22	23	24	25	26		
1	6	5	1	3	1	1	5	3		25
2	3	5	2	5	1	6	5	4		31
3	4	4	3	4	4	4	3	3		29
4	4	4	3	3	3	3	3	5		28
5	3	2	1	3	1	1	5	1		17
6	3	2	2	1	1	2	3	1		15
7	3	3	3	3	1	3	3	2		21
8	3	2	3	2	2	3	3	2		20
9	4	3	1	1	1	1	2	1		14
10	5	5	3	3	3	3	5	2		29
11	5	5	2	3	3	3	3	3		27
12	3	3	3	2	2	2	4	2		21
13	3	3	4	3	3	3	3	3		25
14	3	4	3	4	2	1	3	1		21
15	4	4	2	1	1	1	4	1		18
16	6	6	5	5	1	3	5	5		36
17	2	2	2	2	1	3	3	1		16
18	6	5	3	3	1	2	4	1		25
19	5	3	3	5	1	1	4	3		25
20	6	4	2	4	1	4	6	2		29
21	5	4	5	2	1	1	4	1		23
22	3	3	2	3	1	3	3	1		19
23	6	5	4	4	1	3	5	1		29
24	4	3	2	3	1	1	3	1		18
25	4	4	3	3	1	4	3	1		23
26	4	4	3	3	3	2	3	2		24
27	5	5	5	3	1	1	3	1		24
28	4	2	6	2	1	5	6	1		27
29	3	3	3	4	2	4	4	3		26
30	3	2	2	2	1	2	2	1		15
31	5	5	4	4	5	3	4	4		34
32	6	6	6	5	5	5	6	4		43
33	6	5	4	6	1	4	6	2		34
34	4	3	3	2	1	3	3	1		20
35	5	2	3	4	2	2	2	1		21
36	4	3	3	3	3	4	3	2		25
37	6	5	6	5	1	4	6	2		35
38	4	3	2	2	2	2	2	4		21
39	5	5	2	3	2	2	6	2		27
40	6	6	4	3	1	3	5	2		30
137	3	4	5	4	3	4	6	4		33
138	4	3	5	5	1	4	5	4		31
139	4	3	4	4	1	3	3	2		24
140	6	6	6	6	2	6	6	6		44
141	6	5	6	5	1	2	3	1		29
142	1	2	3	2	2	2	2	1		15

143	6	4	3	3	3	3	2	2	26
144	5	5	4	4	3	4	5	4	34
145	3	5	6	5	4	4	4	4	35
146	4	4	1	2	4	4	3	1	23
147	4	5	3	3	4	3	3	3	28
148	5	4	1	3	1	2	3	1	20
149	5	5	3	4	2	2	3	1	25
150	3	2	5	4	2	3	6	2	27
151	5	5	3	4	3	3	4	4	31
152	6	5	3	2	2	2	4	4	28
153	6	6	4	5	5	4	6	6	42
154	6	6	4	3	5	6	5	3	38
155	5	5	4	5	1	4	5	2	31
156	4	4	4	5	2	3	5	3	30
157	3	4	5	2	5	3	4	6	32
158	3	3	3	3	2	3	3	2	22
159	5	5	3	2	1	6	6	1	29
160	6	2	1	4	6	2	3	6	30
161	3	3	3	3	1	2	4	1	20
162	3	3	5	5	5	5	4	5	35
163	3	2	2	2	1	2	3	2	17
164	5	4	2	4	4	3	2	4	28
165	4	4	3	4	2	3	4	2	26
166	4	4	4	4	2	4	3	2	27
167	4	4	3	4	3	3	4	3	28
168	6	3	6	3	3	3	4	3	31
169	4	2	1	1	1	1	2	1	13
170	3	2	3	3	1	5	2	1	20
171	5	6	6	2	2	6	6	2	35
172	3	3	3	3	2	2	3	3	22
173	3	5	6	6	6	6	5	5	42
174	4	3	3	3	4	1	2	2	22
175	5	5	5	4	2	3	5	2	31
176	4	4	6	6	1	1	5	1	28

No	D. DETERMINATION STRATEGIES								Total Score
	27	28	29	30	31	32	33	34	
1	1	3	1	6	3	5	3	5	27
2	1	4	1	6	5	3	4	4	28
3	2	2	3	4	3	3	3	3	23
4	1	4	3	5	4	6	5	5	33
5	1	3	1	6	1	6	1	5	24
6	1	2	1	2	2	2	1	1	12
7	1	1	2	4	1	2	1	1	13
8	1	1	2	3	3	3	2	2	17
9	2	2	3	4	3	2	1	2	19
10	1	2	1	6	4	4	1	4	23
11	3	3	3	4	3	4	4	3	27
12	1	1	4	4	2	3	2	2	19
13	3	3	4	4	4	3	2	3	26
14	3	3	2	4	3	3	4	4	26
15	1	1	4	5	3	2	3	3	22
16	1	2	5	6	3	3	3	3	26
17	1	2	2	4	4	4	4	4	25
18	1	2	3	3	2	2	2	4	19
19	1	5	4	4	3	2	2	4	25
20	4	4	1	6	3	3	4	3	28
21	1	3	1	4	3	1	1	3	17
22	2	2	1	4	3	2	3	3	20
23	2	1	5	6	4	5	2	5	30
24	1	3	3	3	2	1	1	2	16
25	2	2	1	4	3	4	2	2	20
26	1	2	3	3	3	3	3	4	22
27	1	3	3	6	3	3	3	3	25
28	1	2	1	6	6	5	1	5	27
29	2	3	1	4	3	3	2	4	22
30	1	3	1	3	2	3	1	2	16
31	1	3	1	4	4	4	3	4	24
32	3	4	1	6	4	5	3	3	29
33	2	3	1	5	5	5	3	4	28
34	1	2	1	4	2	2	3	3	18
35	4	3	1	5	3	3	4	2	25
36	3	4	4	5	4	3	3	5	31
37	1	4	1	6	5	4	6	4	31
38	3	3	4	4	3	2	2	2	23
39	1	6	5	6	3	5	1	3	30
40	6	2	4	6	5	4	5	6	38
137	4	3	2	6	5	5	3	5	33
138	5	1	2	6	3	5	5	4	31
139	1	2	2	3	2	2	2	3	17
140	1	2	1	5	4	3	3	5	24
141	2	4	4	6	5	3	3	5	32
142	3	3	3	3	2	1	1	1	17
143	2	3	6	6	3	3	3	3	29
144	3	3	5	5	4	4	3	4	31
145	3	4	5	6	6	3	3	4	34
146	2	2	1	6	2	2	2	6	23
147	2	4	6	6	2	3	2	4	29
148	1	2	5	5	3	3	2	3	24
149	3	1	4	4	5	5	4	3	29
150	1	1	1	6	3	6	5	6	29
151	3	4	3	5	4	4	3	5	31
152	2	3	5	5	4	3	2	4	28
153	1	4	5	6	3	5	4	5	33
154	3	3	1	6	6	6	3	6	34
155	1	1	3	5	4	4	1	4	23
156	3	2	3	6	3	2	3	4	26
157	2	4	5	4	3	4	6	6	34
158	4	2	4	4	2	3	4	4	27

159	4	4	4	4	2	2	3	1	24
160	1	1	6	6	3	6	1	6	30
161	3	3	4	2	2	2	2	3	21
162	5	4	1	6	4	6	3	5	34
163	2	3	2	3	3	2	2	3	20
164	4	2	4	6	4	3	3	5	31
165	4	2	3	4	3	4	3	3	26
166	3	3	4	4	4	3	4	4	29
167	4	4	4	4	3	3	3	3	28
168	3	4	3	6	5	4	4	3	32
169	3	4	4	6	2	4	2	3	28
170	3	3	2	6	2	6	2	4	28
171	1	6	2	6	6	6	3	5	35
172	1	2	1	5	4	3	4	4	24
173	6	4	6	6	6	6	6	2	42
174	1	2	4	6	3	3	2	3	24
175	2	4	4	6	5	6	4	4	35
176	1	4	5	6	5	5	2	6	34

No	E. MEMORY STRATEGIES																			Total Score
	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	
1	1	3	3	3	3	1	1	3	3	3	3	3	3	3	1	5	1	1	1	47
2	5	2	2	3	3	1	1	4	5	3	6	4	3	4	5	6	5	1	2	65
3	4	4	4	3	3	3	2	3	3	3	3	2	3	4	4	3	2	2	3	58
4	4	5	5	5	5	4	4	4	5	5	5	3	6	4	4	3	6	3	5	85
5	5	3	1	1	6	1	1	1	3	3	6	1	1	1	1	6	2	1	5	49
6	2	1	2	1	2	1	1	2	2	1	1	2	2	2	2	2	2	1	2	31
7	2	1	2	2	3	2	2	2	3	3	3	1	3	3	3	3	4	1	3	46
8	3	3	3	3	3	4	3	4	5	3	2	2	4	3	4	2	3	1	3	58
9	1	2	1	1	2	1	1	1	3	1	2	3	2	1	1	1	1	2	1	28
10	3	4	6	5	6	4	4	4	4	6	5	4	6	4	6	6	4	1	4	86
11	2	2	3	3	3	2	2	3	4	2	3	3	3	2	2	2	2	2	2	48
12	3	2	2	2	3	2	2	3	3	2	2	3	2	3	3	2	2	1	3	45
13	2	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57
14	4	3	3	3	4	3	3	3	4	3	4	3	3	4	4	4	4	2	3	64
15	2	2	3	4	3	1	1	2	3	3	4	2	4	3	3	5	4	1	2	52
16	3	3	4	3	4	3	3	4	5	5	4	4	4	4	3	4	5	1	3	69
17	2	2	3	2	4	4	2	3	3	4	4	4	4	4	4	2	4	3	3	61
18	3	2	4	3	4	2	3	2	3	4	2	2	3	3	3	4	3	1	1	52
19	3	3	3	2	3	1	2	3	4	4	4	3	4	4	4	3	4	1	3	58
20	3	3	4	4	3	3	3	2	4	3	3	2	4	3	3	3	4	2	3	59
21	2	3	3	2	2	1	1	2	4	3	3	3	3	2	4	1	1	1	1	42
22	2	2	2	3	3	2	2	2	3	3	3	2	3	3	3	3	2	1	2	46
23	2	1	2	5	6	1	1	2	5	4	3	1	4	2	1	1	3	1	1	46
24	2	2	3	2	4	3	2	2	4	3	3	1	3	3	2	2	2	1	2	46
25	3	2	3	2	3	2	2	3	3	3	3	3	1	3	2	3	3	3	3	50
26	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	54
27	2	1	3	5	6	3	3	2	5	5	5	5	3	6	6	5	2	1	3	71
28	1	5	1	1	6	1	1	2	5	2	2	2	2	5	1	6	2	1	1	47
29	2	2	2	2	2	1	1	2	3	2	3	2	2	3	3	3	3	1	3	42
30	2	1	3	1	2	1	1	2	3	1	3	1	2	2	3	3	2	1	2	36
31	3	2	1	2	3	3	2	2	3	2	4	3	4	3	4	4	3	1	2	51
32	3	2	2	2	2	3	2	2	4	3	5	3	3	4	5	6	6	1	2	60
33	4	4	4	5	5	3	2	4	5	5	2	3	3	5	5	3	5	3	4	74
34	1	1	2	3	3	2	1	2	3	2	3	2	3	3	3	2	2	2	2	42
35	2	3	2	3	2	1	1	3	3	2	1	1	3	4	4	3	2	1	1	42
36	4	3	3	5	5	3	3	4	6	6	3	4	4	6	5	4	5	2	6	81

37	4	2	1	1	5	1	1	5	5	2	1	1	3	5	5	5	2	1	1	51
38	2	2	2	3	2	2	1	2	2	2	2	2	3	3	4	2	3	2	2	43
39	5	6	6	2	6	6	5	5	6	6	6	2	6	6	6	6	6	1	6	98
40	5	5	6	3	5	5	5	6	6	6	5	1	6	6	6	1	6	4	6	93
137	4	5	4	6	6	3	2	4	5	4	5	4	6	6	6	5	4	3	4	86
138	3	2	2	4	5	2	2	2	6	5	4	3	3	5	5	6	4	1	2	66
139	2	2	3	2	5	5	3	3	3	3	4	3	4	4	4	5	5	3	2	65
140	3	1	4	3	3	2	2	3	4	2	5	5	5	5	5	5	5	1	4	67
141	2	3	5	4	4	5	4	3	6	3	6	4	6	6	6	2	3	2	1	75
142	2	1	1	3	2	2	1	2	3	2	1	2	3	3	3	2	3	2	1	39
143	3	3	3	3	3	2	4	3	3	3	2	3	3	2	5	5	3	3	3	59
144	4	3	4	3	4	3	3	4	3	4	5	4	4	4	5	5	5	3	4	74
145	2	3	4	5	5	4	3	4	5	5	4	5	3	5	6	6	4	2	4	79
146	2	2	3	2	3	2	1	3	4	2	4	2	2	4	4	2	3	2	1	48
147	5	5	5	2	4	2	1	3	4	3	5	2	5	5	5	5	6	2	4	73
148	4	3	3	3	4	3	4	4	5	3	5	5	4	5	5	4	4	3	3	74
149	4	3	4	3	4	2	2	3	4	2	1	3	2	3	3	3	3	4	3	56
150	4	2	3	5	3	2	2	2	4	2	3	1	2	4	4	5	2	1	3	54
151	4	4	3	4	4	3	4	4	5	4	4	3	4	4	5	4	4	3	5	75
152	2	3	3	3	3	4	4	4	4	4	3	4	3	4	4	3	3	3	3	64
153	5	4	5	5	6	5	6	6	6	6	6	5	6	6	6	4	6	4	6	103
154	2	3	4	2	2	3	2	5	5	3	2	1	4	3	3	2	2	1	2	51
155	3	3	4	3	5	3	2	2	4	2	3	2	1	2	4	4	3	1	3	54
156	2	3	2	4	4	2	3	4	5	4	2	2	3	3	3	4	4	3	4	61
157	3	5	3	5	2	5	3	4	6	3	5	3	5	3	5	3	4	4	3	74
158	3	3	3	3	3	4	4	3	4	4	4	3	4	4	4	3	4	4	2	66
159	3	4	2	1	1	2	2	4	5	4	3	2	2	5	5	5	3	3	3	59
160	1	3	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	3	6	103
161	2	2	1	2	3	2	2	3	3	2	1	2	3	4	2	2	2	2	2	42
162	4	2	4	4	4	3	3	4	6	4	6	3	2	3	3	3	6	3	6	73
163	2	2	2	2	2	2	1	2	2	3	3	2	2	3	2	3	3	2	2	42
164	4	3	3	5	5	3	3	3	3	4	3	6	4	4	5	3	4	3	3	71
165	3	3	3	5	5	3	2	3	5	3	3	3	3	4	4	2	3	2	3	62
166	4	3	3	4	4	4	3	3	4	4	3	4	3	4	4	4	3	3	4	69
167	3	3	4	4	3	4	4	3	4	3	4	3	3	3	3	3	3	2	3	62
168	3	3	3	3	4	3	4	4	4	3	4	5	4	4	4	3	3	3	2	66
169	1	2	3	3	4	3	3	3	4	2	4	4	4	4	4	4	4	1	2	59
170	2	2	2	3	3	2	1	2	2	2	4	2	3	2	2	3	4	3	2	46
171	3	3	6	3	6	3	3	6	6	6	6	6	6	6	6	6	6	3	6	96
172	4	3	3	3	4	2	2	3	5	3	4	3	4	4	4	5	3	1	3	63
173	2	2	3	3	3	3	3	3	6	3	3	3	3	3	3	3	6	4	2	61

174	3	3	3	3	3	2	4	4	5	3	3	4	2	4	5	6	3	2	2	64
175	4	4	3	3	3	2	2	3	5	4	3	4	3	4	4	3	2	3	1	60
176	2	1	2	1	2	1	1	4	6	3	3	4	4	5	5	6	6	2	3	61

No	F. COGNITIVE STRATEGIES																	G. TRANSLATION STRATEGIES
	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	Total Score	70
1	1	1	3	5	3	1	3	2	3	3	1	1	1	1	1	1	31	2
2	2	3	3	5	4	3	5	3	3	3	4	2	3	3	3	4	53	5
3	3	3	4	4	3	5	3	3	3	3	3	3	4	2	3	3	52	3
4	3	3	4	2	3	5	4	3	3	4	5	3	4	4	4	4	58	6
5	4	3	6	6	2	2	5	1	3	5	1	3	5	2	1	5	54	1
6	1	1	1	2	1	1	2	1	1	1	1	1	1	1	2	1	19	1
7	3	2	2	4	3	4	4	2	2	3	2	2	2	2	2	3	42	1
8	2	3	3	3	4	4	4	3	3	4	4	3	3	1	2	3	49	3
9	1	2	1	1	2	2	3	2	2	1	3	2	1	1	1	3	28	3
10	2	3	3	3	3	6	6	4	4	6	4	4	5	5	5	6	69	6
11	2	3	2	3	3	3	2	3	3	3	3	2	2	3	4	4	45	3
12	2	3	1	4	2	2	2	2	2	3	1	1	1	1	1	1	29	2
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48	3
14	3	5	4	3	4	3	3	4	3	4	2	2	3	2	3	4	52	3
15	2	2	2	5	5	3	5	5	5	3	2	4	4	4	4	3	58	1
16	3	3	5	5	5	3	3	4	4	4	3	3	2	1	2	3	53	4
17	3	3	2	1	2	2	1	1	2	3	2	2	3	2	2	2	33	3
18	3	2	3	5	3	3	3	3	3	3	5	2	1	2	3	3	47	1
19	3	3	4	5	5	3	2	3	3	2	2	2	1	1	2	3	44	4
20	3	2	6	6	3	3	3	4	3	4	2	3	3	2	3	4	54	3
21	1	1	2	3	3	1	3	1	4	4	4	1	1	1	2	3	35	1
22	2	1	1	2	2	2	2	2	2	2	1	1	3	2	3	2	30	2
23	3	2	5	6	6	5	3	3	5	5	3	2	4	1	5	3	61	6
24	3	2	2	3	2	2	2	2	2	3	3	1	3	2	2	2	36	2
25	3	2	3	4	3	2	3	2	2	2	2	2	2	1	2	3	38	2
26	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	45	3
27	3	5	5	5	5	4	3	5	5	5	3	1	3	1	5	3	61	1
28	2	1	2	6	1	1	2	2	2	2	1	1	1	1	2	2	29	2
29	3	4	3	3	3	3	3	3	4	3	2	1	2	3	2	2	44	4
30	3	1	3	3	2	3	1	2	2	3	1	1	2	1	3	1	32	2
31	4	2	3	4	2	3	4	1	4	2	1	2	2	2	4	2	42	1
32	4	1	4	6	3	5	5	3	2	3	3	1	2	2	5	5	54	5
33	3	3	4	4	3	3	3	3	4	4	3	3	3	4	4	3	54	3

34	2	2	2	3	3	3	3	2	3	4	2	1	3	1	2	3	39	2
35	2	2	3	1	4	3	2	3	4	4	4	3	3	2	3	3	46	1
36	6	5	6	6	4	2	2	2	3	2	4	1	1	1	2	1	48	1
37	6	1	6	6	6	1	2	1	2	1	1	1	1	1	1	3	40	5
38	1	2	1	4	2	2	2	1	3	2	2	2	1	1	1	1	28	3
39	6	6	6	6	6	6	6	6	6	6	1	6	5	5	6	6	89	6
40	6	2	5	6	6	6	2	4	6	6	4	1	4	1	6	6	71	5
137	3	4	3	6	3	4	5	3	5	5	5	3	4	5	4	5	67	4
138	2	2	3	4	3	3	3	4	4	5	5	1	4	1	3	3	50	4
139	2	2	3	3	3	3	3	4	3	4	4	3	3	4	4	4	52	3
140	4	5	4	5	4	4	4	4	4	5	5	3	5	2	4	4	66	5
141	3	3	6	6	6	2	1	4	5	6	6	6	2	4	5	6	71	3
142	2	1	2	2	3	2	3	3	4	3	2	1	2	1	1	2	34	3
143	2	2	5	3	3	2	3	3	5	5	3	3	3	3	2	3	50	3
144	3	3	4	4	4	5	5	5	5	5	5	4	4	3	4	3	66	4
145	3	3	3	6	4	4	5	5	4	5	3	3	4	3	3	5	63	6
146	1	2	1	5	3	2	3	2	3	2	2	3	2	1	2	3	37	3
147	3	3	3	5	4	4	5	5	3	5	3	3	4	5	5	3	63	4
148	4	3	2	6	5	3	2	2	3	4	1	1	2	1	3	4	46	3
149	1	3	4	6	3	3	4	4	4	4	3	4	2	3	5	5	58	6
150	2	1	1	6	6	6	3	1	3	4	3	2	3	1	3	3	48	4
151	4	5	5	6	6	5	4	4	4	5	5	4	4	5	5	5	76	4
152	3	2	2	3	2	3	4	4	3	4	3	2	3	3	3	3	47	3
153	6	4	4	6	5	6	6	6	6	6	4	4	6	5	6	6	86	4
154	3	3	4	5	3	4	3	3	3	4	1	2	1	2	2	2	45	3
155	1	1	4	5	5	3	4	1	4	4	1	1	3	1	3	2	43	5
156	4	4	4	6	5	2	6	3	3	4	3	3	3	2	3	4	59	6
157	4	3	5	4	3	4	5	4	5	4	6	4	3	5	2	4	65	3
158	3	3	3	4	4	4	4	3	3	4	4	4	3	3	3	3	55	3
159	5	4	3	4	1	1	2	2	4	4	2	2	1	4	4	4	47	4
160	2	1	6	6	6	1	6	2	1	6	6	6	6	6	2	2	65	6
161	2	1	3	3	3	2	2	2	2	2	2	1	1	1	1	3	31	6
162	6	4	4	6	5	5	4	6	6	6	6	1	6	6	6	6	83	6
163	2	2	3	3	2	2	2	2	2	2	2	2	3	3	3	3	38	3
164	3	3	6	4	4	5	3	4	3	4	5	4	3	2	3	3	59	3
165	3	2	2	6	5	5	3	3	5	3	2	2	3	2	2	3	51	4
166	4	4	3	4	3	4	4	4	4	3	4	3	4	4	3	3	58	5
167	3	3	3	4	3	3	4	4	4	4	2	2	3	2	3	3	50	3
168	6	4	3	2	3	3	3	3	3	3	3	3	3	4	6	6	59	4
169	2	2	6	6	6	5	5	5	5	6	3	1	2	2	2	3	61	4
170	2	1	3	4	3	3	2	2	3	1	1	1	3	2	3	3	37	4

171	3	3	3	6	6	6	6	6	6	6	4	3	2	2	2	6	70	5
172	3	3	3	3	3	3	4	3	3	4	3	2	3	3	2	3	48	2
173	2	3	3	4	3	3	3	3	3	3	4	2	3	3	4	1	47	4
174	4	4	2	2	3	2	4	3	4	5	5	2	2	2	3	3	50	1
175	1	2	3	5	6	3	3	2	4	3	4	3	1	2	2	3	47	3
176	2	4	2	6	2	2	5	5	5	6	3	5	5	4	2	6	64	4

**DATA**

	GROUP	A. METACOGNITIVE REGULATION STRATEGIES	B. METACOGNITIVE STRATEGIES	C. SOCIAL STRATEGIES	D. DETERMINATION STRATEGIES	E. MEMORY STRATEGIES	F. COGNITIVE STRATEGIES	G. TRANSLATION STRATEGIES
1	unsuccessful	22	26	25	27	47	31	2
2	unsuccessful	23	39	31	28	65	53	5
3	unsuccessful	19	43	29	23	58	52	3
4	unsuccessful	24	44	28	33	85	58	6
5	unsuccessful	21	35	17	24	49	54	1
6	unsuccessful	17	21	15	12	31	19	1
7	unsuccessful	16	32	21	13	46	42	1
8	unsuccessful	23	41	20	17	58	49	3
9	unsuccessful	16	22	14	19	28	28	3
10	unsuccessful	25	44	29	23	86	69	6
11	unsuccessful	18	38	27	27	48	45	3
12	unsuccessful	15	35	21	19	45	29	2
13	unsuccessful	15	38	25	26	57	48	3
14	unsuccessful	22	39	21	26	64	52	3
15	unsuccessful	14	25	18	22	52	58	1
16	unsuccessful	26	41	36	26	69	53	4
17	unsuccessful	19	31	16	25	61	33	3
18	unsuccessful	16	33	25	19	52	47	1

19	unsuccessful	23	33	25	25	58	44	4
20	unsuccessful	21	31	29	28	59	54	3
21	unsuccessful	18	28	23	17	42	35	1
22	unsuccessful	14	24	19	20	46	30	2
23	unsuccessful	23	42	29	30	46	61	6
24	unsuccessful	14	25	18	16	46	36	2
25	unsuccessful	16	27	23	20	50	38	2
26	unsuccessful	20	34	24	22	54	45	3
27	unsuccessful	22	44	24	25	71	61	1
28	unsuccessful	10	24	27	27	47	29	2
29	unsuccessful	13	31	26	22	42	44	4
30	unsuccessful	12	21	15	16	36	32	2
31	unsuccessful	21	27	34	24	51	42	1
32	unsuccessful	21	33	43	29	60	54	5
33	unsuccessful	21	44	34	28	74	54	3
34	unsuccessful	16	29	20	18	42	39	2
35	unsuccessful	15	28	21	25	42	46	1
36	unsuccessful	15	27	25	31	81	48	1
37	unsuccessful	13	37	35	31	51	40	5
38	unsuccessful	14	36	21	23	43	28	3
39	unsuccessful	28	59	27	30	98	89	6
40	unsuccessful	23	49	30	38	93	71	5
41	successful	19	52	33	33	86	67	4
42	successful	16	40	31	31	66	50	4

43	successful	13	33	24	17	65	52	3
44	successful	25	42	44	24	67	66	5
45	successful	26	51	29	32	75	71	3
46	successful	8	20	15	17	39	34	3
47	successful	20	37	26	29	59	50	3
48	successful	20	51	34	31	74	66	4
49	successful	17	41	35	34	79	63	6
50	successful	11	26	23	23	48	37	3
51	successful	28	47	28	29	73	63	4
52	successful	21	38	20	24	74	46	3
53	successful	19	44	25	29	56	58	6
54	successful	19	38	27	29	54	48	4
55	successful	19	44	31	31	75	76	4
56	successful	18	38	28	28	64	47	3
57	successful	28	51	42	33	103	86	4
58	successful	12	38	38	34	51	45	3
59	successful	20	35	31	23	54	43	5
60	successful	29	36	30	26	61	59	6
61	successful	23	42	32	34	74	65	3
62	successful	22	42	22	27	66	55	3
63	successful	17	49	29	24	59	47	4
64	successful	21	42	30	30	103	65	6
65	successful	14	29	20	21	42	31	6
66	successful	17	39	35	34	73	83	6

67	successful	15	34	17	20	42	38	3
68	successful	16	44	28	31	71	59	3
69	successful	20	34	26	26	62	51	4
70	successful	17	42	27	29	69	58	5
71	successful	20	41	28	28	62	50	3
72	successful	19	42	31	32	66	59	4
73	successful	17	31	13	28	59	61	4
74	successful	17	28	20	28	46	37	4
75	successful	22	43	35	35	96	70	5
76	successful	18	39	22	24	63	48	2
77	successful	17	40	42	42	61	47	4
78	successful	19	40	22	24	64	50	1
79	successful	26	43	31	35	60	47	3
80	successful	23	38	28	34	61	64	4

## T-Test

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
A. METACOGNITIVE REGULATION STRATEGIES	successful	40	19.20	4.575	.723
	unsuccessful	40	18.60	4.325	.684
B. METACOGNITIVE STRATEGIES	successful	40	39.60	6.902	1.091
	unsuccessful	40	34.00	8.437	1.334
C. SOCIAL STRATEGIES	successful	40	28.30	6.977	1.103
	unsuccessful	40	24.75	6.388	1.010
D. DETERMINATION STRATEGIES	successful	40	28.58	5.267	.833
	unsuccessful	40	23.85	5.573	.881
E. MEMORY STRATEGIES	successful	40	65.55	14.511	2.294
	unsuccessful	40	55.83	16.096	2.545
F. COGNITIVE STRATEGIES	successful	40	55.30	12.728	2.013
	unsuccessful	40	46.00	13.773	2.178
G. TRANSLATION STRATEGIES	successful	40	3.93	1.185	.187
	unsuccessful	40	2.88	1.620	.256

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A. METACOGNITIVE REGULATION STRATEGIES	Equal variances assumed	.406	.526	.603	78	.548	.600	.996	-1.382	2.582
	Equal variances not assumed			.603	77.755	.548	.600	.996	-1.382	2.582
B. METACOGNITIVE STRATEGIES	Equal variances assumed	2.610	.110	3.249	78	.002	5.600	1.723	2.169	9.031
	Equal variances not assumed			3.249	75.052	.002	5.600	1.723	2.167	9.033
C. SOCIAL STRATEGIES	Equal variances assumed	.102	.750	2.373	78	.020	3.550	1.496	.572	6.528
	Equal variances not assumed			2.373	77.401	.020	3.550	1.496	.572	6.528

D. DETERMINATION STRATEGIES	Equal variances assumed	.165	.685	3.897	78	.000	4.725	1.212	2.311	7.139
	Equal variances not assumed			3.897	77.753	.000	4.725	1.212	2.311	7.139
E. MEMORY STRATEGIES	Equal variances assumed	.722	.398	2.838	78	.006	9.725	3.426	2.903	16.547
	Equal variances not assumed			2.838	77.177	.006	9.725	3.426	2.902	16.548
F. COGNITIVE STRATEGIES	Equal variances assumed	.006	.940	3.136	78	.002	9.300	2.965	3.397	15.203
	Equal variances not assumed			3.136	77.520	.002	9.300	2.965	3.396	15.204
G. TRANSLATION STRATEGIES	Equal variances assumed	4.167	.045	3.308	78	.001	1.050	.317	.418	1.682
	Equal variances not assumed			3.308	71.445	.001	1.050	.317	.417	1.683

## APPENDIX 9

### The Survey Questionnaire Validation SPSS Data Output

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
MRS01	229.97	2928.654	.480	.974
MRS02	231.60	2936.731	.535	.973
MRS03	230.60	2914.317	.610	.973
MRS04	230.27	2909.099	.603	.973
MRS05	229.53	2928.051	.458	.974
MS06	231.00	2912.552	.618	.973
MS07	230.73	2916.547	.550	.973
MS08	230.67	2941.678	.479	.974
MS09	229.70	2897.666	.730	.973
MS10	232.23	2953.013	.407	.974
MS11	231.27	2916.961	.540	.973
MS12	231.40	2916.731	.685	.973
MS13	232.03	2960.309	.385	.974
MS14	231.27	2964.685	.398	.974
MS15	231.10	2907.817	.683	.973
MS16	231.73	2929.995	.733	.973
MS17	230.50	2915.086	.563	.973
MS18	230.97	2911.137	.699	.973
SS19	229.90	2913.610	.625	.973
SS20	230.27	2900.754	.746	.973
SS21	230.83	2920.075	.458	.974
SS22	230.97	2926.102	.541	.973
SS23	231.73	2949.789	.402	.974
SS24	231.07	2950.202	.392	.974
SS25	230.43	2920.806	.549	.973
SS26	231.77	2946.185	.391	.974
DS27	231.80	2947.338	.376	.974
DS28	231.37	2941.620	.436	.974
DS29	231.00	2934.276	.371	.974
DS30	229.30	2921.252	.585	.973
DS31	230.87	2920.533	.613	.973
DS32	230.90	2940.576	.472	.974

DS33	231.53	2937.430	.428	.974
DS34	230.77	2920.461	.545	.973
MS35	231.23	2945.151	.405	.974
MS36	231.47	2907.775	.712	.973
MS37	231.10	2887.610	.703	.973
MS38	231.33	2943.264	.489	.974
MS39	230.27	2919.513	.577	.973
MS40	231.33	2907.471	.641	.973
MS41	231.57	2902.875	.709	.973
MS42	230.90	2905.472	.734	.973
MS43	230.23	2907.082	.704	.973
MS44	230.90	2881.266	.769	.973
MS45	230.40	2875.697	.687	.973
MS46	231.07	2941.582	.385	.974
MS47	230.33	2874.851	.839	.973
MS48	230.27	2882.409	.784	.973
MS49	230.03	2878.861	.788	.973
MS50	230.37	2915.964	.434	.974
MS51	230.40	2895.559	.666	.973
MS52	231.90	2963.679	.380	.974
MS53	231.00	2894.621	.647	.973
CS54	230.60	2914.317	.610	.973
CS55	230.27	2909.099	.603	.973
CS56	230.33	2874.851	.839	.973
CS57	230.27	2882.409	.784	.973
CS58	230.03	2878.861	.788	.973
CS59	230.60	2914.317	.610	.973
CS60	230.27	2909.099	.603	.973
CS61	231.47	2907.775	.712	.973
CS62	231.07	2950.202	.392	.974
CS63	230.43	2920.806	.549	.973
CS64	230.90	2905.472	.734	.973
CS65	230.23	2907.082	.704	.973
CS66	230.90	2881.266	.769	.973
CS67	229.53	2928.051	.458	.974
CS68	231.00	2912.552	.618	.973
CS69	230.90	2940.576	.472	.974
G70	231.53	2937.430	.428	.974

Item	Corrected Item Total Correlation	r tabel	
MRS01	0.480	0.361	Valid
MRS02	0.535	0.361	Valid
MRS03	0.610	0.361	Valid
MRS04	0.603	0.361	Valid
MRS05	0.458	0.361	Valid
MS06	0.618	0.361	Valid
MS07	0.550	0.361	Valid
MS08	0.479	0.361	Valid
MS09	0.730	0.361	Valid
MS10	0.407	0.361	Valid
MS11	0.540	0.361	Valid
MS12	0.685	0.361	Valid
MS13	0.385	0.361	Valid
MS14	0.398	0.361	Valid
MS15	0.683	0.361	Valid
MS16	0.733	0.361	Valid
MS17	0.563	0.361	Valid
MS18	0.699	0.361	Valid
SS19	0.625	0.361	Valid
SS20	0.746	0.361	Valid
SS21	0.458	0.361	Valid
SS22	0.541	0.361	Valid
SS23	0.402	0.361	Valid
SS24	0.392	0.361	Valid
SS25	0.549	0.361	Valid
SS26	0.391	0.361	Valid
DS27	0.376	0.361	Valid
DS28	0.436	0.361	Valid
DS29	0.371	0.361	Valid
DS30	0.585	0.361	Valid
DS31	0.613	0.361	Valid
DS32	0.472	0.361	Valid
DS33	0.428	0.361	Valid
DS34	0.545	0.361	Valid
MS35	0.405	0.361	Valid
MS36	0.712	0.361	Valid
MS37	0.703	0.361	Valid
MS38	0.489	0.361	Valid

MS39	0.577	0.361	Valid
MS40	0.641	0.361	Valid
MS41	0.709	0.361	Valid
MS42	0.734	0.361	Valid
MS43	0.704	0.361	Valid
MS44	0.769	0.361	Valid
MS45	0.687	0.361	Valid
MS46	0.385	0.361	Valid
MS47	0.839	0.361	Valid
MS48	0.784	0.361	Valid
MS49	0.788	0.361	Valid
MS50	0.434	0.361	Valid
MS51	0.666	0.361	Valid
MS52	0.380	0.361	Valid
MS53	0.647	0.361	Valid
CS54	0.610	0.361	Valid
CS55	0.603	0.361	Valid
CS56	0.839	0.361	Valid
CS57	0.784	0.361	Valid
CS58	0.788	0.361	Valid
CS59	0.610	0.361	Valid
CS60	0.603	0.361	Valid
CS61	0.712	0.361	Valid
CS62	0.392	0.361	Valid
CS63	0.549	0.361	Valid
CS64	0.734	0.361	Valid
CS65	0.704	0.361	Valid
CS66	0.769	0.361	Valid
CS67	0.458	0.361	Valid
CS68	0.618	0.361	Valid
CS69	0.472	0.361	Valid
G70	0.428	0.361	Valid

## APPENDIX 10

### The Interview Adaption Process

#### 1. The Original Interview:

##### INTERVIEW QUESTIONS

Please answer the following questions. Your answers can be written in Chinese, or a combination of

Chinese and English. Please write as much as you want. Please do not worry about language fluency or

accuracy. I am more interested in your views about your personal English vocabulary learning and vocabulary learning in general.

1. Which, do you think, is the most difficult area in learning English? E.g.

- a. Listening
- b. Reading
- c. Speaking
- d. Writing
- e. Spelling
- f. Learning Vocabulary
- g. Others

Please highlight the answer in another colour, and elaborate why that area is the most difficult to you.

2. Which, do you find, is the easiest?

Please write down the answer in another colour, and elaborate why that area is the easiest to you.

3. What is the greatest problem you face when communicating with native speakers?

E.g.

- a. understanding what they say
- b. expressing yourself
- c. others

4. Why do you think ESL learners have difficulty understanding native speakers? E.g.

- a. fast pace of speaking
- b. don't understand vocabulary used
- c. don't understand idioms used
- d. different pronunciation
- e. not used to the accent of speakers
- f. not sure what speakers mean
- g. others

There can be more than one answer. Please highlight the answer(s) in another colour, and provide reasons or examples.

5. Why do you think ESL learners have difficulty expressing themselves? E.g.

- a. lack of confidence
- b. limited vocabulary
- c. lack practice
- d. others

There can be more than one answer. Please highlight the answer(s) in another colour, and provide reasons or examples.

6. How important is vocabulary learning to you?

7. How did your teacher teach you vocabulary in your first language?

8. How did you learn new vocabulary on your own in your first language?

9. Do you think we can apply the same strategies to English vocabulary?

10. What do you normally do when you come across new English words?

11. Do you think your vocabulary learning strategies have helped you to learn new English words in an effective manner?

12. What do you think is the most boring way of learning new English words?

13. What, in your opinion, is the most interesting way to learn new English words?

14. What are your suggestions for more effective Vocabulary learning in the classroom?

15. Any other comments which you would like to add about learning new English words.

Thank you very much for taking the time to answer the interview questions

## 2. The Interview after Adaption:

### Interview Questions:

Please answer the following questions. Your answers can be written in Indonesian, or a combination of Indonesian and English. Please write as much as you want. Please do not worry about language fluency or accuracy. I am more interested in your views about your personal English vocabulary learning and vocabulary learning in general and vocabulary in relation to your field of specialization (nursing) in particular.

1. Which, do you think, is the most difficult area in learning English?

- a. Listening
- b. Reading
- c. Speaking
- d. Writing
- e. Spelling
- f. Learning Vocabulary g. Others

Please tick the answer, and elaborate why that area is the most difficult to you.

2. Which, do you find, is the easiest?

Please write down the answer, and elaborate why that area is the easiest to you.

3. How many hours a week do you study ESP in the classroom at your university?

4. According to question No. 3, do you think it is enough?

5. Based on your experience learning English for specific purposes ESP (nursing) vocabularies, do you think that it is more challenging than English as a second language and English as a foreign language vocabulary?

6. What is the greatest problem you face when Learning English for specific purposes?

E.g. a. understanding the overall meaning of texts. b. explaining something  
c.others

7. Why do you think ESP learners have difficulty in understanding reading texts?

E.g. a. limited grammar knowledge. b. limited vocabulary c. lack of practice d. others

8. How important is ESP vocabulary learning to you?

9. Which area is more challenging for you, determining the meaning of new words or

memorizing it?

10. Which strategies you usually use to learn English as a foreign language?

10. Do you think we can apply the same strategies to learn English for specific purposes vocabulary?

13. Do you think we can apply the same strategies to nursing vocabulary?

14. What do you normally do when you come across new nursing words?

15. Do you think your vocabulary learning strategies have helped you to learn new English words in an effective manner?

16. Do you use any specific strategies to learn low frequency vocabulary (nursing)?

17. What do you think is the most boring way of learning new English words?

18. What do you like to do to help you retain the newly-learned English vocabulary, especially when in class and outside it?

19. What, in your opinion, is the most interesting way to learn new English words?

19. What are your suggestions for more effective ESP Vocabulary learning in the classroom?

20. Any other comments which you would like to add about learning new ESP and EFL words.

Thank you very much for taking the time to answer the interview questions



## APPENDIX 11

### Classroom Observation Checklists:

#### 1. Observation Checklist Meeting (1): (Lecturer 1)

<b>Teacher's role during vocabulary instruction</b>		
	YES	NO
The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.	√	
The teacher lets the students know the significance of vocabulary learning to their real-life communication		√
The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.	√	
At the end of the class, does the teacher give home take assignment that invite students to practice vocabulary self-selection?		√
Does the teacher integrates different types of media in relation to medical vocabulary?		√
Does the teacher support group and pair work?	√	
Does the teacher integrate syntax and grammar with vocabulary teaching?		√
Does the teacher use a lot of repetitions of the words when teaching.?	√	
Does the teacher give the students home-works that support the use of different VLSs?		√
Does the teacher uses learning materials developed by him/her?		√
Teacher requests students titles of medical articles and texts		√
Teacher teaches vocabulary through games including repetitions		√
<b>The Learners' Awareness and Use of VLSs in the Classroom</b>		
	YES	NO
Learners use great ranges of VLSs when performing activities in the classroom		√
Learners use rote memorization of the new words.	√	
Learners use a lot of repetition in the classroom.	√	
Learners work in groups and pairs to find the meanings of new words.	√	

<b>The Integration of VLSs Training in the Course-books and Learning Materials Used in the class</b>		
	YES	NO
The course-book supports the use of media in teaching ESP.		√
The course-book contains specific parts for ESP vocabulary learning	√	
The course-book contains many activities supporting repetition	√	
The course-book contains many activities supporting extensive reading.		√
The course-book contains many activities supporting teaching vocabulary through games.		√
The learning materials used by the teacher supports the use of VLSs		√

**Observation Checklist Meeting (2): (Lecturer 01)**

<b>Teacher's role during vocabulary instruction</b>		
	YES	NO
The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.	√	
The teacher lets the students know the significance of vocabulary learning to their real-life communication		√
The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.		√
At the end of the class, does the teacher give home take assignment that invite students to practice vocabulary self-selection?		√
Does the teacher integrates different types of media in relation to medical vocabulary?		√
Does the teacher support group and pair work?	√	
Does the teacher integrate syntax and grammar with vocabulary teaching?		√
Does the teacher use a lot of repetitions of the words when teaching.?	√	
Does the teacher give the students home-works that support the use of different VLSs?		√
Does the teacher uses learning materials developed by him/her?	√	

Teacher requests students titles of medical articles and texts		√
Teacher teaches vocabulary through games including repetitions		√
<b>The Learners' Awareness and Use of VLSs in the Classroom</b>		
	YES	NO
Learners use great ranges of VLSs when performing activities in the classroom		√
Learners use rote memorization of the new words.	√	
Learners use a lot of repetition in the classroom.		√
Learners work in groups and pairs to find the meanings of new words.		√
<b>The Integration of VLSs Training in the Course-books and Learning Materials Used in the class</b>		
	YES	NO
The course-book supports the use of media in teaching ESP.		√
The course-book contains specific parts for ESP vocabulary learning	√	
The course-book contains many activities supporting repetition	√	
The course-book contains many activities supporting extensive reading.		√
The course-book contains many activities supporting teaching vocabulary through games.		√
The learning materials used by the teacher supports the use of VLSs	√	

### Observation Checklist Meeting (3): (Lecturer 1)

<b>Teacher's role during vocabulary instruction</b>		
	YES	NO
The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.		√
The teacher lets the students know the significance of vocabulary learning to their real-life communication		√
The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.		√
At the end of the class, does the teacher give home take assignment that invite students to practice vocabulary self-selection?	√	

Does the teacher integrates different types of media in relation to medical vocabulary?		√
Does the teacher support group and pair work?		√
Does the teacher integrate syntax and grammar with vocabulary teaching?		√
Does the teacher use a lot of repetitions of the words when teaching.?	√	
Does the teacher give the students home-works that support the use of different VLSs?		√
Does the teacher uses learning materials developed by him/her?	√	
Teacher requests students titles of medical articles and texts		√
Teacher teaches vocabulary through games including repetitions		√
<b>The Learners' Awareness and Use of VLSs in the Classroom</b>		
	YES	NO
Learners use great ranges of VLSs when performing activities in the classroom	√	
Learners use rote memorization of the new words.		√
Learners use a lot of repetition in the classroom.		√
Learners work in groups and pairs to find the meanings of new words.		√
<b>The Integration of VLSs Training in the Course-books and Learning Materials Used in the class</b>		
	YES	NO
The course-book supports the use of media in teaching ESP.		√
The course-book contains specific parts for ESP vocabulary learning	√	
The course-book contains many activities supporting repetition	√	
The course-book contains many activities supporting extensive reading.		√
The course-book contains many activities supporting teaching vocabulary through games.		√
The learning materials used by the teacher supports the use of VLSs		√

**Observation Checklist Meeting (4): (Lecturer 2)**

<b>Teacher's role during vocabulary instruction</b>		
	YES	NO
The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.		√
The teacher lets the students know the significance of vocabulary learning to their real-life communication		√
The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.		√
At the end of the class, does the teacher give home take assignment that invite students to practice vocabulary self-selection?	√	
Does the teacher integrates different types of media in relation to medical vocabulary?		√
Does the teacher support group and pair work?		√
Does the teacher integrate syntax and grammar with vocabulary teaching?		√
Does the teacher use a lot of repetitions of the words when teaching.?	√	
Does the teacher give the students home-works that support the use of different VLSs?		√
Does the teacher uses learning materials developed by him/her?	√	
Teacher requests students titles of medical articles and texts		√
Teacher teaches vocabulary through games including repetitions		√
<b>The Learners' Awareness and Use of VLSs in the Classroom</b>		
	YES	NO
Learners use great ranges of VLSs when performing activities in the classroom	√	
Learners use rote memorization of the new words.		√
Learners use a lot of repetition in the classroom.		√
Learners work in groups and pairs to find the meanings of new words.		√
<b>The Integration of VLSs Training in the Course-books and Learning Materials Used in the class</b>		

	YES	NO
The course-book supports the use of media in teaching ESP.		√
The course-book contains specific parts for ESP vocabulary learning	√	
The course-book contains many activities supporting repetition	√	
The course-book contains many activities supporting extensive reading.		√
The course-book contains many activities supporting teaching vocabulary through games.		√
The learning materials used by the teacher supports the use of VLSs		√

**Observation Checklist Meeting (5): (Lecturer 2)**

<b>Teacher's role during vocabulary instruction</b>		
	YES	NO
The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.	√	
The teacher lets the students know the significance of vocabulary learning to their real-life communication		√
The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.		√
At the end of the class, does the teacher give home take assignment that invite students to practice vocabulary self-selection?	√	
Does the teacher integrates different types of media in relation to medical vocabulary?		√
Does the teacher support group and pair work?		√
Does the teacher integrate syntax and grammar with vocabulary teaching?		√
Does the teacher use a lot of repetitions of the words when teaching.?	√	
Does the teacher give the students home-works that support the use of different VLSs?		√
Does the teacher uses learning materials developed by him/her?	√	
Teacher requests students titles of medical articles and texts		√
Teacher teaches vocabulary through games including repetitions		√

<b>The Learners' Awareness and Use of VLSs in the Classroom</b>		
	YES	NO
Learners use great ranges of VLSs when performing activities in the classroom	√	
Learners use rote memorization of the new words.		√
Learners use a lot of repetition in the classroom.		√
Learners work in groups and pairs to find the meanings of new words.		√
<b>The Integration of VLSs Training in the Course-books and Learning Materials Used in the class</b>		
	YES	NO
The course-book supports the use of media in teaching ESP.		√
The course-book contains specific parts for ESP vocabulary learning	√	
The course-book contains many activities supporting repetition	√	
The course-book contains many activities supporting extensive reading.		√
The course-book contains many activities supporting teaching vocabulary through games.		√

## APPENDIX 12

### Examples of the Think Aloud Protocol Reports:

Nama: Siti Ngapinah

#### The Reading Task:

The nurse tied tightly a **tourniquet** around the upper arm of the patient. She asked the patient if it is painful. Yes. A bit painful, he answered. after taking a blood sample of the patient, the nurse prepared **forceps** and **catheter** for the **surgeons** to start the operation. The medical professional used **stethoscope** to listen to the beating of the heart, and sounds of breathing. Based on the report made by the **oncologist**, the patient suffers of a tumour in his **throat**. It started by difficulty in swallowing that led to **shivering** attacks and an urgent throat surgery is needed.

- Untuk menemukannya kata-kata yang Bold (Cetak tebal) ada beberapa yang saya belum tahu misal = shivering. Ada strategi yang saya lakukan.
- 1/ Saya menebak arti dari shivering tersebut dahulu
  - 2/ Mencari di kamus english - Indonesia / Indonesia - english.
  - 3/ Memisalkan kata imbuhan dari bentuk asli
  - 4/ Jika di kamus tidak ditemukan, cari di google
  - 5/ Tanya pada orang yang dianggap tahu akan arti kata tersebut
  - 6/ Setelah ditemukan arti, saya membayangkan makna arti kata tersebut
  - 7/ Mengingat kata tersebut bisa dg dicatat dalam notebook
  - 8/ Menggambar sesuatu yang ada kaitannya atau berhubungan dengan kata tersebut supaya lebih mudah diingat
  - 9/ Mengaplikasikan dalam kegiatan sehari-hari misal pada saat presentasi atau study focus ~~dan~~
  - 10/ Membuat lagu dari kata-kata baru dan artinya dan mengucapkannya berulang-ulang.

Nama : Hartatik Nurhayati

**The Reading Task:**

The nurse tied tightly a **tourniquet** around the upper arm of the patient. She asked the patient if it is painful. Yes. A bit painful, he answered. After taking a blood sample of the patient, the nurse prepared **forceps** and **catheter** for the **surgeons** to start the operation. The medical professional used **stethoscope** to listen to the beating of the heart, and sounds of breathing. Based on the report made by the **oncologist**, the patient suffers of a tumour in his **throat**. It started by difficulty in swallowing that led to **shivering** attacks and an urgent throat surgery is needed.

Jika saya belum mengetahui arti suatu kata/kosa kata biasanya saya mencari artinya terlebih dahulu dari kamus, setelah itu saya tulis di selembar kertas, selanjutnya saya imajinasikan kata tersebut setelah mengetahui artinya. Jika saya tidak bisa/tidak dapat mengimajinasikan, saya cari di internet tentang kata tersebut dan melihat seperti apa gambarnya. Dengan cara itu, saya bisa paham dengan arti kata tersebut ~~yang~~ digabungkan menjadi suatu kalimat.

Ada strategi lain dalam menghafal kosa kata baru yaitu dengan mengucapkan kata tersebut saat beraktifitas dalam rangkaian sebuah kalimat. Selain itu juga bisa menghafal dengan teman, dimana teman sebagai pendengar dan pengoreksi dari hafalan saya.

Seperti kata (**shivering**) yg belum saya ketahui artinya. Maka saya akan menghafal kata tersebut dengan strategi-strategi tersebut.

### The Reading Task:

The nurse tied tightly a **tourniquet** around the upper arm of the patient. She asked the patient if it is painful. Yes. A bit painful, he answered. After taking a blood sample of the patient, the nurse prepared **forceps** and **catheter** for **the surgeons** to start the operation. The medical professional used **stethoscope** to listen to the beating of the heart, and sounds of breathing. Based on the report made by the **oncologist**, the patient suffers of a tumour in his **throat**. It started by difficulty in swallowing that led to **shivering** attacks and an urgent throat surgery is needed.

- 1/ a. Tourniquet : Saya sudah tau, karena sering digunakan waktu praktek di kampus maupun di rumah sakit.  
Tourniquet yaitu alat untuk membandung pembuluh darah untuk mempermudah penemuan pembuluh darah vena.
- 2/ Forceps : saya sudah tau, yaitu untuk menahan anggota tubuh.  
Forceps sering digunakan saat praktek di rumah sakit.
- 3/ catheter : saya sudah tau karena sering berinteraksi dengan alat tersebut. Catheter untuk mengalirkan urine pada pasien.
- 4/ the surgeons : saya sudah tau. karena biasa dilibatkan di rumah sakit, khususnya diruangan bedah.
- 5/ stethoscope : saya sudah tau, karena sering digunakan, baik saat praktikum di kampus maupun praktek di rumah sakit. stethoscope alat untuk mendengarkan suara organ di dalam tubuh.
- 6/ oncologist : saya sudah tau, yaitu suatu bidang spesialis kanker, sering disebut dalam pembelajaran.
- 7/ throat : saya belum tau, karena sering dalam mendengar.
- 8/ shivering : saya sudah tau, yaitu menggigil organ tubuh yang tidak asing untuk dilakukan pemasangan alat terapi.

## APPENDIX 13

### Documentations





