PJEE

Premise: Journal of English Education and Applied Linguistics
e-ISSN: 2442-482x, p-ISSN: 2089-3345
https://fkip.ummetro.ac.id/journal/index.php/english
DOI: 10.24127/pj.v12i2.7492

THINGS TO CONSIDER IN BLENDED LEARNING CONTEXT: STUDENTS' VOCABULARY LEARNING STRATEGIES

by

Gesia Afifah Ayu Wulandari*
English Education Study Program, Universitas Muhammadiyah Metro
Ayuwulandari2401@gmail.com

Eva Faliyanti
English Education Study Program, Universitas Muhammadiyah Metro
faliyantieva@gmail.com

Bambang Eko Siagiyanto
English Education Study Program, Universitas Muhammadiyah Metro
bambangekos6@gmail.com

Yasmika Baihaqi
English Education Study Program, Universitas Muhammadiyah Metro
yasmikabaihaqi@gmail.com

corresponding author

(Article History: Received:2023-03-30.Revised1:2023-04-19.Revised2:2023-05-08. Accepted:2023-06-13. Published: 2023-06-27).

Abstract:

The move from teacher-centered to learner-centered pedagogy, which empowered students to take charge of their learning, has attracted the researcher to conduct this study. This paper explored the types of vocabulary learning strategies (VLSs) used by intermediate learners of English as a foreign language in Lampung universities and the relationship between VLSs and their speaking ability. It also attempted to find out the most-used and least-used strategies for learning the vocabulary of the English language. It adopted a quantitative correlational research design. One hundred seventy-nine participants as intermediate learners from nine different universities in Lampung participated in this study. An adopted 50-item questionnaire of vocabulary learning strategies was used for data collection. This questionnaire was distributed in two separate sessions: online via a Google Form link and offline through a printed Questionnaire. The descriptive statistics analysis of the questionnaire's responses showed that the participants were medium strategy users (mean=3,11). Determination and memory strategies were the most frequently used, while social was the least used. Pearson correlation coefficient on SPSS revealed a fragile relationship between VLSs and the participants' speaking ability where the value is r< 0,30 (r= 0,089). Finally, it is recommended that the teachers help their students become initiative and take responsibility for their success by providing vocabulary learning strategies to enhance their vocabulary knowledge. Moreover, teachers should present a wide range of (VLSs) to their students for both a classroom-related setting and self-directed vocabulary learning.

Keywords:*blended learning;speaking ability;pearson correlation coefficient;vocabulary learning strategies*

Abstrak:

Perpindahan dari pedagogi yang berpusat pada guru ke pedagogi yang berpusat pada peserta didik, yang memberdayakan siswa untuk bertanggung jawab atas pembelajaran mereka, telah menarik

How to cite this article

Wulandari, G. A. A., Faliyanti, E., Siagianto, B. E., & Baihaqi, Y. (2023). Things to consider in a blended learning context: students' vocabulary learning strategies. *Premise: Journal of English Education and Applied Linguistics*, *12*(2), 720–739. https://doi.org/10.24127/pj.v12i2.7492

peneliti untuk melakukan penelitian ini. Tulisan ini mengeksplorasi jenis-jenis strategi pembelajaran kosakata (VLS) yang digunakan oleh pelajar menengah bahasa Inggris sebagai bahasa asing di perguruan tinggi Lampung dan hubungan antara VLS dan kemampuan berbicara mereka. Ini juga berusaha untuk mengetahui strategi yang paling banyak digunakan dan paling jarang digunakan untuk mempelajari kosakata bahasa Inggris. Ini mengadopsi desain penelitian korelasional kuantitatif. Seratus tujuh puluh sembilan peserta sebagai pembelajar menengah dari sembilan universitas berbeda di Lampung berpartisipasi dalam penelitian ini. Kuesioner 50 item yang diadopsi dari strategi pembelajaran kosakata digunakan untuk pengumpulan data. Kuesioner ini didistribusikan dalam dua sesi terpisah: online melalui tautan Google Form dan offline melalui Kuesioner cetak. Analisis statistik deskriptif dari tanggapan Kuesioner menunjukkan bahwa peserta adalah pengguna strategi menengah (mean = 3,11). Strategi penentuan dan memori adalah yang paling sering digunakan, sedangkan sosial adalah yang paling sedikit digunakan. Koefisien korelasi Pearson pada SPSS menunjukkan hubungan rapuh antara VLS dan kemampuan berbicara peserta dimana nilainya r< 0,30 (r= 0,089). Akhirnya, disarankan agar guru membantu siswa mereka menjadi inisiatif dan bertanggung jawab atas keberhasilan mereka dengan memberi mereka rasa strategi pembelajaran kosakata untuk meningkatkan pengetahuan kosakata mereka. Selain itu, guru harus menyajikan berbagai (VLS) kepada siswa mereka untuk pengaturan yang berhubungan dengan kelas dan pembelajaran kosakata mandiri.

Kata kunci:*blended learning;strategi pembelajaran kosakata;kemampuan berbicara;koefisien korelasi pearson*

INTRODUCTION

Recent advancement in network and communication has emerged in many innovations, including using technology through blended learning in the teaching and learning environment. Many studies have claimed the beneficial impact of blended learning on teaching and learning. Thorne (Ghazizadeh & Fatemipour, 2017) offers support, who argued that blended learning is the most logical and natural evolution of our learning agenda. Thorne suggested an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. In the context of studying English as a Second Language (ESL) or a Foreign Language (EFL), it is also proven, and the use of blended learning may enhance students' English proficiency (Damayanti & Sari, 2017)

The main issue in implementing emerging technology is whether or not teachers can grant a higher and more interactive academic environment and which techniques can lead them to their aim (Al Hasan in (Alipour, 2020)). Dziuban in Rahim (2019) stated that blended learning implications, outcomes, and future directions increasingly affect educational settings. It indicates the need for paradigm-shifting in the language learning and teaching context and expresses a rapid influence of innovative approaches in EFL education. Nevertheless, in

http://creativecommons.org/licenses/by/4.0

reality, EFL teachers conduct English lessons through platform programs to assist materials such as power-point; this approach is somehow helpless because the students have been listening and watching (Khalil, 2021). The findings of a study (Murugaiah, 2016) also reported that many students did not participate actively in the online presentation class and refused to join the class discussion.

As much as substantial blended learning implementation, Rahim (2019) argued that there are some barriers to implementing blended learning that learners face mismanaged while it is also a challenge for educators to keep the learners concentrated on a given task. They tend to need help finding the proper approach. In supporting this, (Sudewi, 2020) categorized students' difficulties during implementing blended learning in the class. Four categories emerged, including managing time, technical issues, novelty of the learning, and learning style. Thus, it is worthwhile the educate learners on the obstacles learners face. Guskey (Kintu et al., 2017) noted that planning fits nicely. It occurs before any innovation's implementation and allows planners to determine the needs, consider participant characteristics, analyze contextual matters, and gather baseline information.

The researcher highlighted the learner's learning style as one of the obstacles in implementing blended learning. This shift shed light on language learning strategies as vital means to improve linguistic competency, indicating the importance of language learning strategies in learning. Vocabulary learning strategies are considered subordinate to language learning strategies when "vocabulary is the biggest part of meaning of any language, and it is the biggest problem for more learners" (Yaacob et al., 2019). This attention to vocabulary learning was unexpected in its importance for an EFL context. In recent years, this issue has been paid closer attention by numerous scholars and researchers, including Schmitt (1997), Bristi (2015), Elzuber (2016), Rabdi (2016), and Alqarni (2018).

Several scholars have classified VLS into different categories concerning their findings in classifying learning strategies. These classification systems contribute substantially to the knowledge of Vocabulary Learning Strategies. Gu in (Göçen, 2020) classified vocabulary learning strategies in a second language as follows: cognitive, metacognitive, memory, and activation strategies. In addition, according to Cohen (Rabadi, 2016), VLSs are classified into three main categories, including remembering words, semantic strategies, and strategies for vocabulary learning and practicing. Nation (2013)

http://creativecommons.org/licenses/by/4.0

proposes three vocabulary learning strategies: planning, finding information, and establishing knowledge. In his opinion, this classification includes a wide range of strategies of different complexity. However, the most well-known taxonomy of vocabulary learning strategy is Schmitt in 1997, who classifies five groups: determination, social, memory, cognitive, and metacognitive strategies. The researcher considered the opinion of (Catalán, 2003) as she argued that Schmitt's taxonomy is famous because it offers several advantages not found in other taxonomies, including the fact that it is comprehensive. It incorporates key elements from vocabulary learning taxonomies commonly used by Nation, Oxford, and Stoffer and is rooted in language learning theory and theories of cognition and memory.

Many studies have investigated using VLSs both in a second language learning and English as a foreign language. Ansari, Zohrabi, & Zeynali (2012) conducted a study to examine the relationship between VLS and vocabulary size in Iranian EFL learners, which revealed a significant relationship between those two variables. Another study conducted (Kafipour, 2016)revealed only social strategy contributed to the reading comprehension of Iranian EFL undergraduate students. Moreover, Ahmed (2017)found VLS to be the most influential in enhancing EFL learners' writing skills. Apart from numerous studies on VLS, it is surprising to find relatively little research focused on strategies used toward speaking skills. At the same time, vocabulary knowledge is key to successful oral communication.

Furthermore, grammar is essential, but vocabulary is much more critical. While with grammar, more can be conveyed, with vocabulary, something can be conveyed (Vo & Jaturapitakkul, 2016). However, it is surprising to find relatively little research which has focused on strategies used in second language acquisition, including VLSs used in learning English as a foreign language, and this finding led to the investigation of the present study.

This study added to the sparse literature on vocabulary learning strategies toward speaking ability, particularly before implementing blended learning in EFL classes. Thus, it is expected to answer the following questions:

1. Are the intermediate EFL undergraduate students studying English Education at nine universities in Lampung high, medium, or low strategy users?
2. Do VLSs correlate positively to the speaking ability of intermediate EFL undergraduate students studying English Education at nine universities in Lampung?

http://creativecommons.org/licenses/by/4.0

METHOD

Design

This research applies a quantitative correlational design to investigate the correlation between two variables. Thus, this study involved VLSs as an independent variable and speaking ability as a dependent variable. It is important to note that a correlation analysis does not justify a causal relationship (Schober & Schwarte, 2018). Correlation is a measure of a monotonic association between 2 variables. A monotonic relationship between 2 variables is one in which either (1) as the value of 1 variable increases, so does the value of the other variable; or (2) as the value of 1 variable increases, the other variable value decreases.

Participant

The researcher utilized stratified random sampling, where selecting the sample involved dividing the population into smaller subgroups known as strata. This technique forms the strata based on members' shared attributes or characteristics, such as students' grades. Subsequently, 179 male and female intermediate learners in the third year studying English Education from nine different universities in Lampung were selected to meet the study's objective. The sampling technique is to meet the data eligibility and the validity of the dataset.

Students of the third year were used since most of them have studied intermediate vocabulary courses and because they are the most affected students of online learning due to the COVID-19 pandemic and, at the same time, previously attended face-to-face classes. Thus, to homogenize the learners, the researcher determined their vocabulary achievement based on their alphabetical grade of "B" in the vocabulary course from their previous semester. The learning achievement of “ B “ grade was required condition for students to be eligible when taking data.

Instrument

the researcher administered a 5-Likert Vocabulary Learning Strategies Questionnaire (VLSQ) to gather the required data for the study (Yeh and Wang) based on Schmitt's Taxonomy and was translated from Mandarin to Indonesian (Damari, 2019)—the 50-item

http://creativecommons.org/licenses/by/4.0

questionnaire comprised two parts. The first part contained general instructions, personal information, and code interpretation as (1. Never 2. Rarely 3. Seldom 4. Often 5. Always), and the second part contained the 50 items of the questionnaire. In addition, the personal information includes the participants' scores in vocabulary and speaking courses. The researcher calculated the instrument validity using SPSS version 25 and found all the items were valid. The questionnaire's reliability was computed using Cronbach's alpha formula via SPSS. The reported reliability of the instrument was 0.993.

Data collecting technique

The researcher divided the data collection procedures into two ways in this study. The first is the online data collection procedure. It was considered that eight universities were out of reach from the researcher due to the restriction of health protocol during the COVID-19 pandemic. Thus, the researcher created a Google form of the questionnaire without changing the content and distributed it to the participants. The second is offline. The questionnaire was distributed to the participants from one university within the researcher's location by gathering them in a specific place. The researcher handed a hard copy of the questionnaire presented in two sections. Although completing the questionnaire takes approximately 30-35 minutes, the participants were informed that there was no fixed time. The purpose was to guarantee that the participants could understand the questionnaire completely.

Data analysis technique

After collecting sufficient data, the data were analyzed based on the study's objective. First, to check what types of vocabulary learning strategies users the participants were, descriptive statistics (mean and standard deviations) on Microsoft Excel were used. Oxford's scoring system was used to find high, medium, and low strategy users (Rabadi, 2016). According to this scoring system, scores 1-2.4 showed low strategy use, 2.4-3.5 showed medium strategy use, and 3.5-5 showed high strategy use. Based on this scoring system, the mean score for overall strategy use and each category of strategies were calculated. Finally, Pearson product-moment correlation was applied to answer the second research question. The researcher calculated the correlation using SPSS Version 25 on the Pearson Correlation formula. This statistical procedure showed whether the VLSs correlated positively with the participants' speaking ability.

http://creativecommons.org/licenses/by/4.0

RESULT AND DISCUSSION

Result

The researcher obtained 179 samples out of 304 participants who voluntarily completed the questionnaire. Concerning the first objective of this study, the following research question was posed: Are intermediate EFL undergraduate students studying English Education at university in Lampung high, medium, or low strategy users?

Table 1. Descriptive statistics for overall strategy use related to VLSQ

Number of Objects	Mean	Standard Deviation	Frequency Category
179	3,10	1,00	Medium use

According to Table 1 and Oxford's scoring system, the respondents of the present study were medium strategy users with a mean score of 3.10 and a standard deviation of 1.00 for overall strategy use. In addition, to bring more clarity to the findings, the descriptive statistics related to the participants' reported utilization of per strategy in VLSs, measured by the VLSQ, was summarized in Table 2 below.

Table 2. Rank order of the reported strategies

Strategy	Mean	Standard Deviation	Rank	Frequency Category
Determination	3,53	0,94	1	High
Memory	3,25	0,96	2	Medium
Cognitive	2,99	1,08	3	Medium
Metacognitive	2,88	1,06	4	Medium
Social	2,72	0,96	5	Medium

As depicted in Table 2, determination strategies (mean= 3,53) were determined as the most frequently used strategies by the respondents, followed by memory strategies (mean= 3,25), cognitive strategies (mean= 2,99), and metacognitive strategies (mean= 2,88). Furthermore, the social strategy was determined as the least frequently used strategy, with a mean score of 2,72. However, the four strategies were at a medium level, while one was at a high level.

The researcher also analyzed which frequently used item per strategy to discover more depth to the VLSs used by the participants (See Table 3). Table 3 exposes that among

http://creativecommons.org/licenses/by/4.0

questionnaire items of determination strategy, the most frequently used per item strategy was item 7, 'I use an electronic dictionary to find the meaning of the word' (mean= 3,94). It was followed by item 11 on social strategy 'I ask my classmates the meaning of the word' (mean=3,32). Item 24 on memory strategy 'When I learn words, I pay attention to the pronunciation and the usage' (mean= 4,01). Then, item 33 on cognitive strategy, 'I repeat words to remember them' (mean= 3,82). Last, item 42 was also found to be the most frequently used metacognitive strategy 'I use English songs to learn new words' (mean= 3,91).

Table 3. Frequently used item of per strategy

Strategy	Number of Items	Mean	Standard Deviation
Determination	7	3,94	0,98
Social	11	3,32	0,81
Memory	24	4,01	0,89
Cognitive	33	3,82	0,91
Metacognitive	42	3,91	1,01

For the second research question, to find the correlation between VLSs and the speaking ability of intermediate EFL undergraduate students studying English Education at the university in Lampung, the Pearson correlation coefficient on SPSS version 26 was used. The following table presents the correlation between those two variables.

Table 4. Pearson correlation between VLSs and participants' speaking ability

		VLS	Speaking Ability
VLS	Pearson Correlation	1	0,089
	Sig. (2-tailed)		0,240
	N	179	178
Speaking Ability	Pearson Correlation	0,089	1
	Sig. (2-tailed)	0,240	
	N	178	178

The two-tailed Pearson correlation analysis in Table 4 exposes a very weak positive correlation as the correlation value is r< 0,30 (r= 0,089). While both variables tend to increase in response, the relationship could be stronger. The result shows no statistically significant relationship between the two variables since p>0,05 (p=0,240). Therefore, there is no direct and significant relationship between VLS and participants' speaking ability. To analyze the extent to which strategy correlates positively at the highest score, the researcher ran the following correlation calculation per strategy to the participants' speaking ability.

http://creativecommons.org/licenses/by/4.0

Table 5. Pearson correlation between determination strategy and participants' speaking ability

		DET	Speaking Ability
Determination (DET)	Pearson Correlation	1	0,128
	Sig. (2-tailed)		0,090
	N	179	178
Speaking Ability	Pearson Correlation	0,128	1
	Sig. (2-tailed)	0,090	
	N	178	178

Table 5 manifests a weak positive relationship with r<0,30 (r= 0,128) between determination strategy and participants' speaking ability. As Table 18 demonstrates p>0,05 (p= 0,090), there is no direct and significant relationship between determination strategy and participants' speaking ability.

Table 6. Pearson correlation between social strategy and participants' speaking ability

		SOC	Speaking Ability
Social (SOC)	Pearson Correlation	1	0,005
	Sig. (2-tailed)		0,948
	N	179	178
Speaking Ability	Pearson Correlation	0,005	1
	Sig. (2-tailed)	0,948	
	N	178	178

As shown in Table 6, the researcher discovered r<0,30 (r=0,005), presenting a fragile positive relationship between social strategy and participants' speaking ability. The significant level also displays p> 0,05 (p= 0,948), showing no direct and significant relationship between social strategy and participants' speaking ability.

Table 7. Pearson correlation between memory strategy and participants' speaking ability

		MEM	Speaking Ability
Memory (MEM)	Pearson Correlation	1	0,116
	Sig. (2-tailed)		0,124
	N	179	178
Speaking Ability	Pearson Correlation	0,116	1
	Sig. (2-tailed)	0,124	
	N	178	178

Table 7 reports a weak positive relationship with r< 0,30 (r= 0,116) between memory strategy and participants' speaking ability. The table shows no direct and significant relationship between the two variables, as the significant level is p>0,05 (p= 0,124).

Table 8. Pearson correlation between cognitive strategy and participants' speaking ability

http://creativecommons.org/licenses/by/4.0

		COG	Speaking Ability
Cognitive (COG)	Pearson Correlation	1	0,084
	Sig. (2-tailed)		0,268
	N	179	178
Speaking Ability	Pearson Correlation	0,084	1
	Sig. (2-tailed)	0,268	
	N	178	178

As presented in Table 8, the finding demonstrates a similar result as the other strategies with a very weak positive correlation as r<0,30 (r= 0,84). Regarding Table 21, the researcher also found no direct and significant relationship between cognitive strategy and participants' speaking ability as p>0,05 (p= 0,268).

Table 9. Pearson correlation between metacognitive strategy and participants' speaking ability

		MET	Speaking Ability
Metacognitive (MET)	Pearson Correlation	1	-0,008
	Sig. (2-tailed)		0,915
	N	179	178
Speaking Ability	Pearson Correlation	-0,008	1
	Sig. (2-tailed)	0,915	
	N	178	178

Table 9 reveals an intriguing result as the correlation between metacognitive strategy and participants' speaking ability is r< -0,30 (r= -0,008), indicating a weak negative correlation or no association between the two variables, following the significant level of p>0,05 (p= 0,915) displaying no direct and significant relationship between metacognitive strategy and participants' speaking ability.

Discussion

As referred to in the first research question, this study presents different findings compared to previous studies. The same objective of finding the VLSs usage by the students (Alqarni, 2018) showed that Saudi English language primary first-year students are "Low/ poor" users of VLSs with a rating scale of 1.63. However, the current study confirms that intermediate EFL undergraduate students studying English Education at nine universities in Lampung were medium strategy users with an overall strategy mean score of 3,11. The result of this study was congruent with the results of (Rachmawati, 2018). Nevertheless, the results of this study showed that participants varied in the range and frequency of the strategies being

http://creativecommons.org/licenses/by/4.0

used. All the strategies were preferred/used by the participants, and there are no fixed patterns of ranking the employment of vocabulary learning strategies that could be similar to the results of previous studies.

Data analysis discovered determination and memory strategies as undergraduate students' most frequently used strategies. The determination strategy utilizes their structural knowledge, such as using reference materials to find the meaning of words and guessing the meaning by context. The high use of determination and memory strategies is proof that The finding is consistent with the studies conducted by Ghalebi et al. (2020), Rabadi (2016), and Bristi (2015). High use of these strategies revealed that the undergraduate students preferred vocabulary learning strategies which were more straightforward and had less need for mental activities and processing. Ibrahim & Alshami (2022) argued that determination strategies use steps to pinpoint or consolidate vocabulary items through contextual cues or dictionary use, among others. In their research on Sudanese EFL learners, determination Strategies were appreciated by EFL learners to guess and discover the meaning of the new words from context, structural knowledge, and reference material.

Moreover, according to Walz in Rabadi (2016), it is evident that the determination strategy implied is of high use for EFL learners, wherein dictionaries are the essential resource for obtaining information about lexis items. Miyanga in Rabadi (2016) added that using a dictionary helps language learners be more independent in learning a language as they can adequately explain new vocabulary items in sentences without relying on the teacher's explanations. However, using a dictionary is one of the most used passive vocabulary learning strategies (Mokhtar et al., 2017). Many researchers agree that using a dictionary is ineffective in learning vocabulary because it reduces learning speed (Knight in Huang & Eslami (2013). As a result, learners should use a guessing strategy more than a dictionary (Huang and Eslami, 2013). These learners also use context for learning new words meaning, which is a widely appreciated strategy. This strategy helps weaker and struggling learners overcome the difficulty of unknown words. These learners also utilize their knowledge of prefixes and suffixes to understand a new word's meaning which complies with the findings of Schmitt.

Memory strategies were found to be the second most frequently used strategies due to the popularity of rote learning among students and teachers. Memory and note-taking strategies help students save and use information when needed (Sihotang et al., 2017). Deeper

http://creativecommons.org/licenses/by/4.0

strategies require significant active manipulation, such as imagery, differencing, and keyword method (Ghalebi, Sadighi, & Bagheri, 2020). In line with our findings, Schmitt believes that intermediate or advanced learners prefer deeper strategies. A BASKIN et al. (2017) study also presented, 'I study a spelling of new words to be the most frequent strategy used by EFL learners. The most popular learning strategies for memorizing spelling and pronunciation included creating mental linkages, using imagination, and mechanical repetition/rewriting. With this in mind, students should be encouraged to find a link between the spelling and their knowledge/pronunciation of a word and to rewrite a given word many times (Nosidlak, 2013).

The finding showed that intermediate EFL undergraduate learners use cognitive strategy as a medium. As illustrated, the sub-strategy highly preferred was item (33), "Repeat the words with its meaning," with a mean value of 3.82 and a standard deviation of 0.91. This finding is similar to the results obtained in (Alqarni, 2018), which investigated the top ten strategies Saudi students employ. One of the strategies proposed included: "Repeat orally a single word with its meaning to learn it." Our findings also agree with those of Elzubier (2016), which stated that Sudanese students used mostly verbal repetition as a cognitive skill, and Bristi (2015), which asserted that cognitive strategy was predominantly used by Bangladeshi students who stated, ‘I say the new word again and again.' They agreed that they always use the mentioned items to learn new words. The findings revealed a general tendency among the respondents for these subcategories within "Cognitive Strategies." Cognitive strategies concentrate on repetition and mechanical techniques in vocabulary learning, as previously stated by El Ghouati (2014). Thus, they were the favorite ones for the respondents to reinforce their vocabulary knowledge.

This result of metacognitive being the second least frequently used was congruent with many previous studies. A reason for the relative neglect of this strategy is that students tend to rely too much on their instructor in class since they might trust the instructor as a professional speaker and as the only person with whom they can often interact in the target language (Vo & Jaturapitakkul, 2016). Nevertheless, metacognitive strategies were found to be the first and most frequently used strategy for postgraduate students. It showed that MA and Ph.D. learners were firmly taking control of their learning. Taking control of one's learning is a significant feature of independent learning (Ghalebi et al., 2020). Thus, these

http://creativecommons.org/licenses/by/4.0

strategies were used frequently due to the sufficient general English proficiency of the MA and Ph.D. learners in the previous study.

Rabadi (2016) supported the idea by stating that metacognitive strategies were the least frequent strategies because learners have much exposure to English in classes, so they learn it consciously. In contrast, in a study conducted by Alqarni (2018) on first-year students majoring in EFL, the result revealed metacognitive to be the most frequently used, while memory strategies were the least employed. Alqari studied first-year students who might need to know about the learning process and the new learning environment. Thus, the metacognitive strategy suits them the most in the adjustment. His discovery of memory as the least strategy used supports this claim as this strategy is no longer preferable at the undergraduate level compared to the high school level, which is also a good sign that learners have started moving away from rote learning.

This study shows social strategy as the least frequently preferred of all five strategies among the participants, with a mean of 2.77 at medium use. It indicates that the EFL are familiar with the interaction with others. The researcher attributes this finding to the characteristics of social strategies which enable the students to interact with each other and develop emotional skills, such as empathy (Al-Bidawi, 2018). In contrast, his research on Saudi undergraduate EFL students found a social strategy to be the highest use among the five strategies. However, as the recent study presents, asking classmates about the word meaning to be the most desirable among the sub-strategy, the social interaction of doing so has changed adjusting to the situation during blended learning in the online class. Students preferred WhatsApp to the online learning tool as a means to communicate with their peers, even to discuss an assignment (Simbolon, 2021). He also added that approximately 90% of the students agreed that WhatsApp helps improve their English communication skills. Regarding the second research question, the researcher found a weak positive correlation between VLSs and intermediate EFL undergraduate students studying English Education at the varsity in Lampung. The calculation exposes that while both variables tend to go up in response to one another, the relationship could be more assertive.

The result shows no statistically significant relationship between the two variables since $p>0,05$ ($p=0,240$). The result of no observed relationship between learners' strategy use and their speaking scores can be explained by several reasons. One reason is a mismatch

http://creativecommons.org/licenses/by/4.0

between strategies used while learning and how the learners could obtain a specific score in their speaking course. To clarify, each learner used different VLSs at different frequencies to facilitate their English skill mastery, especially in speaking. Some strategies are effective in learning and possibly in tackling speaking problems. The studies conducted by Hamad (2013); and Khan et al. (2018) on female Saudi EFL learners indicate a need for more vocabulary knowledge resulting in poor speaking performance. These outcomes originate only from verifying and authenticating the crucial demand and need to concentrate on vocabulary learning strategy instruction pedagogy and framework and the importance of vocabulary instruction to improve the current state of Indonesian learners' oral skills development.

CONCLUSION

Conclusion

This study aimed to investigate the most-used and the least-used Vocabulary Learning Strategies (VLSs) by intermediate EFL undergraduate students studying English Education at nine universities in Lampung and to find the relationship between VLSs and their speaking ability.

The findings revealed that the participants from nine universities were medium strategy users. It is based on the holistic mean score (3,10) showing medium frequency use. A frequency of use of the five vocabulary learning strategies can also be seen, with the highest mean frequency score (3,53) for the Determination strategy. Following the second most used with a mean of (3,25) presenting medium use for Memory strategy, the third most used strategy for Cognitive strategy with a mean of (2,99), while metacognitive and social strategy was at the least used with a mean of (2,88) and (2,72), respectively. In the detail of per item strategy, the strategies represented the highest use were: Item number 24 of Memory strategies "study sound of words" with a mean of 4,01 and Item number 7 of Determination strategies "using an electronic dictionary to find meaning" with mean of 3,94. On the other hand, the least strategy used was found at item number 50, "skip or pass new words," with a mean of 2,09.

The results related to the correlation between overall vocabulary learning strategies and EFL undergraduate students' speaking ability demonstrated a very weak positive correlation

http://creativecommons.org/licenses/by/4.0

with r< 0,20 (r= 0,089) and with p> 0,05 (p=0,294), revealing no direct and significant relationship between the two variables. Among the five strategies, only the Social strategy displayed a very weak negative correlation or no association with the participants as the r< -0,20 (r= -0,008) and significant level of p>0,05 (p= 0,915). This study could be helpful to both language instructors and language learners because it offers information regarding the VLSs preferred by varsity students in Lampung learning English as their L2. Moreover, this study could raise awareness among educators to consider the learners' vocabulary learning strategies before implementing blended learning in the class.

For the findings to apply to a broader range of situations, the researcher advised that, in the future, investigators should recruit additional people who came from a greater variety of or more specific backgrounds. In addition to this, future researchers may also decide to create and administer an English vocabulary test to the population to choose the participants.

Limitation

The present study has some constraints related to the number of participants who participated in understanding vocabulary knowledge for spoken proficiency. Extensive investigations with large-scale populations from different campuses may indicate better outcomes and implications for this vital aspect of language learning and teaching. Similarly, more experimental studies are required to support, develop and affirm the vocabulary knowledge development with spoken proficiency of EFL learners. Further research is needed to provide a better understanding of their interconnection and conduct the test, which will find their accuracy and conduct a more comprehensive investigation on a wide range of the factors and variables affecting VLS used by EFL students, especially Indonesian students.

Implication

The current result of the study is essential to integrate vocabulary learning strategy instruction with the current curriculum taught in Indonesian institutions. The impact of different strategies will lead learners to know the meaning by themselves and its retention. Likewise, EFL instructors should make their learners more self-governing by identifying the learning strategies they have and those they need to adopt. Additionally, the instructors can motivate their learners to participate in classroom activities by using an extensive range of vocabulary to acquire mastery in spoken proficiency. More essentially, using available

http://creativecommons.org/licenses/by/4.0

technology in teaching vocabulary may present better results in the Indonesian context, as most EFL learners are addicted to smartphone technologies. Speaking English fluently is always a difficult task for EFL learners, but it can be oppressed by learning various strategies while developing vocabulary. The present attempt will benefit, guide, and stimulate research on developing vocabulary knowledge that can facilitate EFL oral skill development.

ACKNOWLEDGEMENT

The researcher would like to express her sincere gratitude to all the individuals who have contributed to this research paper's publication. First and foremost, she would like to thank her supervisors, Eva Faliyanti, M.Pd, and Bambang Eko Siagiyanto, M.Pd, for their invaluable guidance and support throughout the research process.

BIO-PROFILE:

Gesia Afifah Ayu Wulandari, S.Pd, held his bachelor of Education (in English Education) from the Muhammadiyah University of Metro. She is now a part-time tutor at the English Language Training course in Metro, Lampung, as well as a teaching assistant at the Muhammadiyah University of Metro language institute. She sparks an interest in research on English Language Teaching (ELT).

Eva Faliyanti, M.Pd, graduated from Ahmad Dahlan University (Bachelor of English Education Study Program) in 2004 and pursued her Master of English Education at Ahmad Dahlan University of Yogyakarta in 2012. Then, she officially became a full-time lecturer in the English Education Study Program at the Faculty of Teacher Training and Education, Muhammadiyah University of Metro, in 2008. Her research interest focuses on Experimental Classes, CAR, Correlation Studies, English Language Teaching, Vocabulary Learning, and English Teaching Methods.

Bambang Eko Siagiyanto, M.Pd, is currently a lecturer in the English Education department of the Muhammadiyah University of Metro. He received his bachelor's degree from Lampung University in 1990 and a master's from Malang State University in 2002. He also has worked as a Journal reviewer and chief editor of PREMISE Journal at Muhammadiyah University of Metro since 2006. He is specially qualified in the fields of Language Assessment and Teaching Methods. Furthermore, he has published over 17 articles until now.

http://creativecommons.org/licenses/by/4.0

Yasmika Baihaqi, M.Pd, is a certified lecturer at Muhammadiyah University of Metro for the English Education department and a head of the Language Institute of Muhammadiyah University of Metro until 2025. He pursued his bachelor's degree at Muhammadiyah University of Metro in 2010, then in the same year, continued his master's degree at Ahmad Dahlan University. He published several books such as: Yes, I Can! for enhancing communicative English skills, Part of Speech for Economic Faculty, Pengantar Pendidikan, and many others.

http://creativecommons.org/licenses/by/4.0

REFERENCES

Ahmed, A. (2017). The role of vocabulary learning strategies in enhancing EFL learners' writing skills. *International Journal of Humanities and Social Sciences*, *4*(8). https://doi.org/10.20431/2349-0381.0408006

Al-Bidawi, S. A. (2018). Vocabulary learning strategies (VLSs) are preferred by Saudi EFL students. *English Language Teaching*, *11*(12), 211–220.

Alipour, P. (2020). A Comparative study of online vs. blended learning on vocabulary development among intermediate EFL learners. *Http://Www.Editorialmanager.Com/Cogentedu*, *7*(1). https://doi.org/10.1080/2331186X.2020.1857489

Alqarni, I. R. (2018). Saudi English major freshmen students' vocabulary learning strategies: An exploratory study. *International Journal of Applied Linguistics and English Literature*, *7*(1), 141–145. https://doi.org/10.7575/AIAC.IJALEL.V.7N.1P.141

Baskin, S., İşcan, A., Karagöz, B., & Birol, G. (2017). The use of vocabulary learning strategies in teaching Turkish as a second language. *Journal of Education and Practice*, *8*(9), 126–134. https://www.iiste.org/Journals/index.php/JEP/article/view/36067

Bristi, N. L. (2015). Exploring vocabulary learning strategies used by Bangladeshi undergraduate EFL learners: A Comparative Analysis of Three Proficiency Level Learners. *Global Journal of HUMAN-SOCIAL SCIENCE: G Linguistics & Education* , *15*(2).

Catalán, R. M. J. (2003). Sex differences in L2 vocabulary learning strategies. *International Journal of Applied Linguistics*, *13*(1), 54–77. https://doi.org/10.1111/1473-4192.00037

Damari, T. P. (2019). *a Survey of Vocabulary Learning Strategies in Madrasah Aliyah*.

El Ghouati, A. (2014). Investigating vocabulary learning strategies: Master students of the English department of Meknes as a Case Study. *International Journal of Bilingual & Multilingual Teachers of English*, *02*(01), 1–14. https://doi.org/10.12785/IJBMTE/020101

Elzubier, E. A. (2016). Vocabulary learning strategies used by Sudanese EFL learners at university level . *Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed) International Journal*, *4*(4).

Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology*, *7*(1). https://doi.org/10.1080/23311908.2020.1824306

Ghazizadeh, T., & Fatemipour, H. (2017). The effect of blended learning on EFL learners' reading proficiency. *Journal of Language Teaching and Research*, *8*(3), 606. https://doi.org/10.17507/JLTR.0803.21

http://creativecommons.org/licenses/by/4.0

Göçen, G. (2020). Journal of language and linguistic studies Turkish as a foreign language learners' use of vocabulary learning strategies. *Journal of Language and Linguistic Studies*, *16*(1), 316–332. https://doi.org/10.17263/jlls.712838

Huang, S., & Eslami, Z. (2013). The use of dictionary and contextual guessing strategies for vocabulary learning by advanced English-Language Learners. *English Language and Literature Studies*, *3*(3), p1. https://doi.org/10.5539/ELLS.V3N3P1

Idrees Ibrahim, A., & Mohamed Ali Alshami, H. (2022). Vocabulary learning strategies are frequently used by Sudanese EFL learners at the tertiary level to strengthen their vocabulary knowledge. *Journal of English Language Teaching and Applied Linguistics* , *4*(1), 37–43. https://doi.org/10.32996/JELTAL.2022.4.1.4

Hamzah, M. S. G., Kafipour, R., & Abdullah, S. K. (2009). Vocabulary learning strategies of Iranian undergraduate EFL students and its relation to their vocabulary size. *European Journal of social sciences*, *11*(1), 39-50.

Khalil, E. R. (2021). The effect of types of blended learning strategies on EFL students` achievements. *TESOL Journal* , *16*.

Khan, R., Radzuan, N., Shahbaz, M., Ibrahim, A., & Mustafa, G. (2018). The Role of vocabulary knowledge in speaking development of Saudi EFL learners. *Arab World English Journal*, *9*(1), 406–418. https://doi.org/10.24093/AWEJ/VOL9NO1.28

Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features, and outcomes. *International Journal of Educational Technology in Higher Education*, *14*(1), 1–20. https://doi.org/10.1186/S41239-017-0043-4/TABLES/6

Mokhtar, A. A., Rawian, R., Yahaya, M. F., Abdullah, A., & Mohamed, A. (2017). Vocabulary learning strategies of adult ESL learners. *The English Teacher*.

Murugaiah, P. (2016). Pecha Kucha style PowerPoint presentation: An innovative call approach to developing oral presentation skills of tertiary students. *Teaching English with Technology*, *16*(1), 88–104. http://www.tewtjournal.org

Nosidlak, K. M. (2013). Vocabulary learning strategies of the advanced students. *Journal of Language Teaching and Research*, *4*(4).

Rabadi, R. I. (2016). Vocabulary learning strategies employed by undergraduate EFL Jordanian Students. *English Language and Literature Studies*, *6*(1), 47. https://doi.org/10.5539/ells.v6n1p47

Rachmawati, D. L. (2018). Vocabulary learning strategies used by the first year of EFL students. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, *2*(2). https://doi.org/10.26905/enjourme.v2i2.1649

Rahim, M. N. (2019). The use of blended learning approach in EFL education. *International Journal of Engineering and Advanced Technology (IJEAT)*, *8*(5C).

http://creativecommons.org/licenses/by/4.0

Schober, P., & Schwarte, L. A. (2018). Correlation coefficients: appropriate use and interpretation. *Anesthesia and Analgesia*, *126*(5), 1763–1768. https://doi.org/10.1213/ANE.0000000000002864

Sihotang, R., Afriazi, R., & Imranuddin. (2017). Vocabulary learning strategies applied by the students of the English education study program of Bengkulu University. *Journal of English Education and Teaching*, *1*(1).

Simbolon, N. E. (2021). EFL students' perceptions of blended learning in English language course: learning experience and engagement. *Journal on English as a Foreign Language*, *11*(1), 152–174. https://doi.org/10.23971/JEFL.V11I1.2518

Sudewi, P. W. (2020). Learning experiences using blended learning on EFL learners at Sulawesi Barat University. *JURNAL BASIS*, *7*(1), 121–132. https://doi.org/10.33884/BASISUPB.V7I1.1787

Vo, T. D., & Jaturapitakkul, N. (2016). The use of vocabulary learning strategies by Thai EFL learners studying Vietnamese as a third language. *LEARN Journal: Language Education and Acquisition Research Network*, *9*(2), 105–121. https://so04.tci-thaijo.org/index.php/LEARN/article/view/102650

Yaacob, A., Shapii, A., Saad Alobaisy, A., Al-Rahmi, W. M., Al-Dheleai, Y. M., Yahaya, N., & Alamri, M. M. (2019). Vocabulary learning strategies through secondary students at Saudi school in Malaysia. *SAGE Open*, *9*(1). https://doi.org/10.1177/2158244019835935

http://creativecommons.org/licenses/by/4.0