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DEVELOPING STUDENTS' VOCABULARY LEARNING STRATEGIES WITH EXAMPLES

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Abstract: This article devoted about how foreign language learners must develop a good foreign language vocabulary in order to grasp what they hear and read and to express themselves fluently and appropriately. The secret to vocabulary learning may include helping students see the relevance of strategy use in learning foreign language vocabulary, introducing them to the strategies used often by proficient vocabulary learners and most important encouraging them to develop their own effective strategies for learning. Most students acquire vocabulary incidentally through indirect exposure to words at home and at school—by listening and talking, by listening to books read aloud to them, and by reading widely on their own. The amount of reading is important to long-term vocabulary development. Vocabulary is key to reading comprehension. The ability to understand what you are reading. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Key words: junior high school student, vocabulary learning strategies (VLS), appropriately, predominantly, to be acquired, proficient vocabulary learners, to research, vocabulary acquisition, consistently, to adopt, authentic, correlated, to contribute.

Introduction. It is widely accepted today that to learn English as second or foreign language, a person should set himself to the task of acquiring a huge amount of the lexicon of English. In addition, research studies in corpus linguistics point out that the language which is used in speech and writing covers a high proportion of prefabricated language therefore, foreign language learners must develop a good foreign language vocabulary in order to grasp what they hear and read and to express themselves fluently and appropriately. Strategies in vocabulary development: Why it is important? Building of vocabulary for all learners essential, especially for ELL;

To gain information from reading, knowing meaning of words important; Fluency is tied to vocabulary knowledge. It is a very well-known fact that, research has largely sought the best strategy for vocabulary acquisition. In reality, however, learners tend to use a variety of strategies in combination. Students consistently adopt types of strategies based on their beliefs

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about vocabulary learning or on other pre-existing cognitive or social factors. Therefore, how different learners combine different strategies and how this affects their learning outcomes warrant studying, perhaps more than the effects of individual strategies.

Taxonomies of Vocabulary Learning Strategies: strategies involving authentic language use; strategies used for self-motivation; strategies used to organize words; strategies used to create mental linkages; memory strategies; strategies involving creative activities; strategies involving physical action; strategies used to overcome anxiety; auditory strategies Generally, the students did not seem to believe in memorization; in accordance with their beliefs, they responded, negatively to rote memorization strategies. They most focused on guessing, dictionary strategies and activation strategies. The results suggest that learners employ a wide range of vocabulary learning strategies other than rote learning strategies. The beliefs of acquiring vocabulary in context, learning vocabulary and putting it into use and, oral repetition, extended dictionary, dictionary looking, visual encoding strategies were highly correlated with vocabulary size test. But on the other hand, memorization strategies, guessing strategies in wider context, dictionary comprehension, dictionary looking-up, self-initiation, usage oriented note-taking, using word lists and activation strategies were not highly correlated with vocabulary size test. Although the size of vocabulary was highly correlated with vocabulary proficiency of the participants of the present study, the success level differed in these two types of tests. The subjects got better results at the proficiency test than the vocabulary size test. Moreover, the positive and negative predictors somehow differed in these two tests. To illustrate, the beliefs of acquiring vocabulary in context, learning vocabulary and putting it into use and, usage-oriented notetaking, oral repetition, oral repetition and using word structure strategies were found to be the positive predictors; and contextual encoding, semantic encoding, association strategies were negative predictors of the proficiency test in this study. Whereas, self-initiation, dictionary using strategies emerged as the positive predictors and visual repetition and imagery strategies emerged as the negative predictors of vocabulary size.

The secret to vocabulary learning may include helping students see the relevance of strategy use in learning foreign language vocabulary, introducing them to the strategies used often by proficient vocabulary learners and most important encouraging them to develop their own effective strategies for learning. Are Dictionary Definitions Always Effective?

- Using a Dictionary is Not Enough: Reading a definition does not tell us how a word is actually used; We need examples in context; Dictionary definitions can be incomplete; Being able to define a word is an end result of knowing the word very well; Reinforce Definitions With; Gestures; Pictures; Objects; Examples and non-examples.

What is vocabulary instruction? Process that continues throughout life; Includes the development of receptive (listening and reading) and expressive (speaking and writing) vocabularies; Includes both direct and indirect methods of instruction.

Why builds vocabulary?

- The meanings of individual words contribute to the meanings of sentences

and therefore, to understanding. After the age of five, oral conversation is a much less effective way of developing vocabulary knowledge.

- As students increase their reading skills, text becomes the vehicle for learning many new words that are not part of their oral vocabulary.

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Words Heard in an Hour. Poverty: 615 words; Middle Class: 1,251 words; Professional: 2,153 words

How Do Children Learn Vocabulary? Teach directly and indirectly; Repetitions; Rich Context; Incidental Learning; Computer Technology; Use multiple vocabulary instruction methods Words to Teach Directly Words critical to understanding the text; Words that are likely to be encountered many times; Difficult words that need interpretation - metaphorical, abstract,nuanced How to Select Vocabulary Words; Pick 3-5 words for direct teaching; Select words that are: unfamiliar to the students; Big ideas of the author; Words used to summarize the text. In short, here is 10 ways to build ELL vocabulary: Act it out; Use word walls; Label everything; Use pictures; Build words using play dough. Students are also encouraged to learn material in greater depth than they might otherwise have done, and to think of creative ways to convince the teacher that they have mastered the required material. Oftentimes people will feel that they are getting nowhere when a student simply wants to speak about their job, or their cat, or even their wife! Since they usually are the ones paying for it, they will argue that they can have the right to do this. Naturally, this is true. It does not mean, that nothing can't be learned from class. If they want to talk incessantly about their pet, then simply incorporate that into the whole lesson. The more they talk, the better their English will become!

Vocabulary learning strategies (VLS) are designed to assist learners in facilitating and streamlining their vocabulary learning to achieve optimal goals. Schmitt (2000) explains that VLS can empower learners and attract learners' attention in learning language in a way that will improve the learners' vocabulary development. Schmitt (1997) also mentions that in vocabulary acquisition, emphasizing high exposure to the language is critical. Furthermore, VLS are important in second language learning to maximize the productivity of language acquisition. According to Takač (2008), VLS are specific strategies utilized in vocabulary learning activities in the target language. Moreover, VLS are the methods for learning vocabulary that facilitate expedient language learning (Amiryousefi & Ketabi, 2011). For this reason, VLS can assist learners in figuring out the meaning of terms in the target language to expand their vocabulary knowledge (Hulstjin, 1993, as cited in Morin & Goebel, 2001).

In addition, Asgari and Mustapha (2011) define vocabulary learning strategies as stages taken by learners when learning new words. When students encounter new English words in their learning process, they need to take actions to comprehend the words in order to help them understand the materials. However, VLS do not only focus on how learners learn new vocabulary, but also on how they store the words in their long-term memories as well as use and produce the words in the appropriate contexts as stated by Ruutments (2005) as cited in Jurcoviæ (2006). Gu (2003: 75) adds that "knowing a word means knowing at least its form, its meaning, and its basic usage in context receptively and productively". This indicates that vocabulary learning strategies do not merely relate to comprehension of new words, but cover broader areas as well.

Conclusion. The aim of this study is to determine what vocabulary learning strategies are most frequently adopted by junior high school students when learning English. To answer this research question, a questionnaire was administered and interviews were conducted. This study found that the junior high school students preferred checking if the word is also an Indonesian word (for example, the English doctor and the Indonesian dokter), guessing a word's meaning from the context (DET), asking their classmate with learning the word, asking the teacher for a definition (SOC), remembering the word by studying and paying attention to its spelling (MEM), underlining the word (COG), and using English media such as news, the Internet, magazines, and videos (MET). The participants chose vocabulary learning strategies which were practical,

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fast, and simple but helpful in discovering and remembering new words, such as guessing the meaning from the context, asking the teacher for definition, studying the meaning with friends, underlining words, and using other English-language media. These findings indicate that what is most important for language learners is to discover the meaning of new vocabulary. Therefore, the participants of this study infrequently chose strategies such as using flashcards, grouping the words according to topic, and classifying the words into their form.

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