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Vocabulary Learning Strategies in Vocational School for English Specific Purposes

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Abstract: There are several difficulties for both teachers and students in EFL classrooms while planning lessons and activities. The way they deal with the challenge, the quality with which they perform the task, and the value they provide to the group are just some of the ways in which this circumstance reveals its solutions. In this research, we questioned SMKN 2 Magelang's business and management students to get insight into the challenges they face while trying to learn English. The researchers in this study used a qualitative approach by recording their observations and conducting in-depth interviews. The results were confirmed once the data was summarized and presented. The results show that ESL students experience a broad variety of challenges while learning English. This happened because of the wide range of pupils' starting points in terms of competency.

Keywords: English specific purposes, vocational school, vocabulary learning strategies

1.   Introduction

Learners of English need extensive and diverse vocabularies if they are to make progress in the language, and this is particularly true when it comes to developing their ability to use English in specialized contexts. A limited vocabulary prevents children from developing their communication skills. Students need to put in lots of work, put in a lot of time, and put in a lot of practice in order to develop their talents and acquire a broad and diversified vocabulary. Learning English would be very difficult without a good vocabulary. While some academics (Anwar & Abdullah, 2021) may argue that expanding one's vocabulary is not all that tough, students often find that doing so is a significant source of stress (Anwar & Balcioglu, 2016). We need to go outside the box and address the primary elements that have effect on vocabulary acquisition in order to comprehend the process of vocabulary learning (Anwar & Ghafoor, 2017), (Anwar & Qadir, 2017) and (Anwar, K., & Louis, 2017)

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state that teaching vocabulary to second language students is one of the most difficult tasks in the field (Aziz et al. 2021).

Language, according to Lewis (1993), is not lexicalized but rather a grammaticalized lexis. Vocabulary items and the grammatical rules to which students are exposed contribute to the development of their linguistic competence. Schmitt (2010) restated the idea that understanding a word requires being familiar with its meaning, spelling, pronunciation, grammatical behavior and collocations, register, associations, and frequency; all of these aspects are interconnected, making vocabulary acquisition difficult. Oxford (1990) suggests that there are six distinct sorts of strategies: cognitive, metacognitive, memory, compensatory, emotional, and social. There are two types of tactics: straight up and roundabout. Direct techniques include things like learning, remembering, and coping, while indirect ones include things like metacognition, emotion regulation, and social support.

Vocabulary study, on the other hand, helps students get beyond that hump and into the world of sophisticated conversation and second language reading comprehension (Clarke, 1980). Vocabulary, as pointed out by Nyikos and Fan (2007), has a significant role in both receptive and productive abilities, which are fundamental to efficient communication. VLS research has been prompted, as Nyikos and Fan (2007) point out, since students' academic and social vocabulary requirements far exceed their capacity for learning and integrating new language. To this end, studies on the efficacy of Vocabulary Learning Strategies (VLS) for improving second-language acquisition have been conducted. Schmitt (2000) divides VLS into two types: those that aid in figuring out a word's meaning for the first time, and those that aid in remembering the term once it has been presented.

Learning vocabulary is a subset of learning languages, which is a subset of learning how to learn. The results of studies on vocabulary acquisition techniques are consistent with those of studies on more broad language learning strategies. As Schmitt (1997) points out, the focus on the role of learners as active participants in the learning process is what spurred the growth in significance of strategy utilization in second language acquisition. Learning vocabulary is similar to learning a new language in that both are a kind of learning process. Learning strategies are defined by O'Malley and Chamot (1990) as "thoughts or actions that learners use to grasp, acquire, or retain new knowledge." Since possibilities for exposure to and practice in the target language throughout the course of a foreign language study are limited, it follows that the use of engaging and productive learning methodologies is essential if students are to acquire a sufficient vocabulary (Tseng & Schmitt, 2008).

The choice, application, and success of vocabulary learning techniques rely on the task, the learner, and the learning setting, as Gu (2003) points out in a comprehensive overview of studies on a variety of vocabulary learning tactics. Contextual learning, dictionaries, vocabulary note-taking, rote practice, encoding (the processing), word construction, semantic networks, and vocabulary usage are all covered in Gu's study.

Instructors of ESP classes increasingly rely on word lists and concordances as the backbone of their lessons. In order to increase their students' vocabulary and reading skills, ESP teachers should develop lessons based on reliable sources such as academic papers, government reports, and textbooks written in English. It is essential for the success of ESP programs to design content-based courses by developing a localized corpus based on textbooks. Having well-thought-out classroom activities and drills for the four language skills (listening, speaking, reading, and writing) is also beneficial. Academic English as a Second Language requires the creation of ESP course materials, the selection of ESP course content, and the establishment of networks with other community colleges (Perkins, 1993). The strategies and assumptions of English for Specific Purposes are distinct from those of Standard English. Learning English in a context relevant to the learner's requirements is the goal of English for Specific. Thus, the learner's motivation informs the course material, delivery style, or instructional approach. According to Esfandiari and Rahman (2015), the four language skills should be taught and emphasized equally in English for Specific lessons, which is distinct from Generic English (GE) instructions that are more general in character.

Simply said, as suggested by the above-mentioned description of Vocabulary Learning Strategies by a few so-called experts, learning a language that is not our native tongue is no simple task. Insufficient vocabulary, lack of study drive, lack of intellectual interest, and use of rarely-used terms. Taking SMKN 2 Magelang as an example, there are business and management majors, and the difference between a vocational school and a regular school is the focus on learning English for specialized purposes; students at a vocational

school study foreign languages in order to graduate ready to work in a global economy, and to understand and use the vocabulary and language skills of a foreign country. Article 1(3) of Chapter I of Government Regulation No. 29 of 1990 on Secondary Education in the Republic of Indonesia suggests that vocational education needs to center on the cultivation of students' expertise in certain disciplines (Mahbub, 2019).

For teachers of English, there is a wide range of approaches that may be used to pique and maintain their students' interest in the language and language acquisition. Teachers of English as a second language in vocational settings should have significant work experience relevant to the skills they will be teaching their students (Joseph & Godstime, 2016). Therefore, the primary goal of this research was to examine and then apply vocabulary acquisition methodologies for ESP at SMKN 2 Magelang, a vocational school

2.   Methodology

In this research, we examine how various vocabulary-learning processes affect the effectiveness of using English for specialized reasons. The subjects of the study are 11th-year SMKN 2 Magelang students. The researcher employed a variety of methods, including in-person interviews, written documents, and notes taken during discussions, to compile data for his analysis of the efficacy of various vocabulary-learning techniques in the classroom. According to Brown and Rodgers (2002), a data conversion is necessary for the quantitative research strategy as the qualitative research technique is the label for non-numerical research. This indicates that the information gathered was not numerical but rather textual, such as notes taken during interviews or transcribed from paper sources.

According to Moleong (2013), a qualitative study is one that results in descriptive data, such as text or audio recordings of interviews, as well as first-hand accounts of events. Descriptive qualitative methodology was employed for this investigation; this implies that the information gleaned from the study's observations, interviews, and field notes was recorded in the form of words and pictures rather than raw figures. Qualitative research attempts to address research issues using formal techniques of thinking and argumentation rather than relying on quantitative data support or putting the focus on a study premise. Facts, occurrences, and the study's meaning are often what descriptive qualitative is used to describe (Seixas et al., 2018). Because this research is more interested in reasoning and opinion than in numerical data, a descriptive qualitative approach will be used for analysis. The researcher carried out the observation, interview, and documentation necessary to analyze and collect the data. The researcher performed an analysis of the data using the framework proposed by Moleong (2013).

Researchers need reliable data to make conclusions. This study demonstrates a reliable method for obtaining data. This study employed theoretical triangulation, credibility checks, and dependability checks to ensure the data was reliable.

3.   Results and Discussion

Every regulation in the English class's lesson plan must be followed to the letter before the instructor may enter the classroom. The ability to choose and implement effective instructional media is also essential for preventing students' misunderstandings of the material being taught. If you're trying to get your kids to pay attention and learn something new, VLS is a great tool to employ.

Before moving on to the discussion, the author gives a table of observation findings based on Armasita (2017).

Table 1 - Observation results

NO	OBSERVATION ITEM	OBSERVATION SCORE					
		0	1	2	3	4	5
A.	**Pre-Teaching**						
	The teacher greats the students					√	
	The students respond to the greeting					√	
	The teacher ask the students' condition					√	
	The students tell their condition to the teacher					√	
	The teacher checks the attendance list					√	
	The teacher outlines the material					√	
	The teacher explain the goal of teaching and learning					√	
	The teacher warms up to the students, such as giving the students some question about the material that will be discussed to the students in the class					√	
B.	**Whilst teaching**						
	The students are ready to learn the material				√		
	The teacher gives the explanation of the material					√	
	The teacher uses series of pictures					√	
	The teacher gives the students a chance to express their opinion and to give a question that related to the lesson					√	
	The students give opinion and question				√		
	The teacher checks the students' understanding					√	
	The teacher gives the test to the students					√	
	The students use dictionary				√		
	The teacher moves around the class during the learning process to see the students' activities and gives help when needed.					√	
C.	**Post-Teaching**						
	The teacher summarizes the lesson					√	
	The teacher gives reward and motivates the students to participate more in the next meeting				√		
D.	**Class situation**						
	The students' enthusiasm/motivation				√		
	The students' involvement				√		
	Time allocation					√	
	The use of series picture as media			√			
	The teacher's instruction					√	

The researcher used observation and interviews to collect data on the evaluation and application of vocabulary learning strategies. There was just one English instructor seen by the researcher, and that teacher was observed once. It can be seen from the data in the observation table that the answers for "Before Teaching," "During Teaching," "After Teaching," and "Class Situation" are respectively 32, 33, 7, and 16. According to the data shown above, 25.0% of all occurrences occur "Pre-Teaching," 27.2% occur "During Teaching," 28.5% occur "Post-Teaching," and 31.2% occur "in Class." If it conforms to the predetermined categorization matrix, then it meets the required standard of excellence. Based on the data gathered during the observations, it is clear that the English instructor has applied certain indicators in the learning process, however others have not been implemented at all or have not been implemented to their full potential.

A table of interview data from teachers is also provided by the researcher, based on data from Sorcinelli (1986) cited in Weimer (1991).

Table 2 - Teachers' interview results

No	Questions	Answers
1	What is your goal for the class? What do you hope students will gain from this session?	
2	What do you expect students to be doing in class to reach stated goals?	
3	What teaching methods did you use?	
4	What have students been asked to do to prepare for this class?	

1.1 Question 1

The teacher said that her goal for her class is to implement the Merdeka Belajar Curriculum well and students would have their confidence related to speak in English: *"The goal of the class is that the teacher and students would like to implement the Merdeka Belajar Curriculum well. I hope, after the class, students would have their confidence related to speak in English because I think speaking English is skill that important related to jobs' needed"*

1.2 Question 2

Then the teacher also explained about her expectation and her wishes for students to be doing in her class to reach stated goals: *"I suggest students, at least, can speak English with confidence as a provision for them in the world of work."*

1.3 Question 3

After that the teacher tells about the teaching method that she used: *"Based on my opinion, the role of teacher is based on the materials. For example, if the materials are conversation or speaking, the materials follow. If the materials focus on developing reading skills, the methods will follow. The materials are explanation and narrative"*

1.4 Question4

And also the teacher describes about the students should read the material before begin the class: *"Students need to read the materials before the class starts"*

The instructor had successfully implemented and mastered the use of VLS in the English classroom, as shown by the interview findings. The teacher in the example class may therefore be deemed to have used VLS in their classroom. This interview blueprint was adopted from Asysyifa, Handayani, A.M., and Rizkiani, S. (2019)

Table 3 - Students' interview results

	Questions	Answers
1	How do you feel when studying English in the classroom?	
2	What is the thing/s that bothers you when studying English in the classroom?	
3	Do you have any idea why you feel so anxious in your English class?	
4	How do you think your classmates will react if you make a mistake in English class?	
5	Do you think English is a difficult language to learn?	
6	Do teachers influence your mood in learning English?	
7	Do you have any ideas to make learning English more relaxing?	
8	What is your strategy to reduce your speaking anxiety?	

2.1 Question 1

Among the 36 participants, 32 of them were females and 4 of them were males. Their mean age was 16. Most participants said they felt hard to understand the materials because they did not have enough vocabulary: *"It is really hard to miss, I also do not have many vocabularies".......* (Participant 1)

Participant 2 also answered almost the same as participant number 1: *"I feel I do not understand the materials".* (Participant 2)

Interestingly, *participant* 3 felt that English is fun: *"because the class facilities are complete, there are headsets and the AC room is cold but a little boring because we cannot open our cell phone"* (Participant 3).

2.2 Question 2

Most of the *participants* said that what bothered them when learning English were their own classmates and the material presented made them sleepy: *"my chair mates, miss"* (Participant 1)

Participant 3 also *answered* almost the same as participant number 1: *"because of friends and noisy voices"* (Participant 3)

Surprisingly, *participant* 2 felt that she does not interesting with English and always feeling sleepy: *"I do not really like English and feel sleepy"* (Participant 2)

2. 3 Question 3

The participants said *that* they have their own solution so they do not feel anxious when learning English: *"I am silent or open the cell phone"* (Participant 1)

Participant 2 answered: *"because I do not understand the materials"* (Participant 2)

While *participant* 3 answered: *"feeling fear when the teacher answered in English"* (Participant 3)

2.4 Question 4

The *participants* said that classmates reaction, if they make a mistake in English class, they will: *"usually I shut up and smile"* (Participant 1)

Participant 2 answered: *"when I am late, my friends are embarrassed to have friends like me, when I am studying, they usually say "why are you naughty" and "how come you cannot be quiet?"* (Participant 2)

Then participant 3 answered: *"just normal" (Participant 3)"*

2.5 Question 5

Most of the participants said that they felt English is hard to understand: "difficult, because we have to memorize a lot of tenses, Miss" (Participant 2)

Participant 3 also answered almost the same as participant number 2: "yes miss, sometimes I feel difficult" (Participant 3)

Outstandingly, participant 1 felt that he just feel normal with English: "Just feel normal miss" (Participant 1)

2.6 Question 6

Most of the participants said that the teacher does not influence their mood in learning English: "No, it is up to me" (Participant 2)

Participant 3 also answered almost the same as participant number 2: "No" (Participant 3)

After that participant 1 answered: "so far so good" (Participant 1)

2.7 Question 7

Most of the participants said that to make learning English more relaxing they have their ways: *"maybe we can use the cooking demo method but explain how to cook it in English"* (Participant 2)

Participant 3 also answered almost the same as participant number 2: *"give an example of the correct pronunciation"* (Participant 3)

But participant 1 answered: *"I do not know"* (Participant 1)

2.8 Question 8

Most *of* the participants said that they have their strategy to reduce their speaking anxiety: *"have to memorize a lot of vocabulary, structure, and have to often practice chatting in English"* (Participant 2)

Participant 3 also answered almost the same as participant number 2: *"increase vocabulary by watching movies, listening to lots of English words using songs"*(Participant 3)

Meanwhile participant 1 answered: *"I usually take a breath and face the wall"* (Participant 1)

Students, based on a comparison of interview findings, study English in their own unique ways and solve problems in their own unique ways. While students may not always seem enthusiastic about learning English, their comments reveal a glimmer of curiosity.

It is safe to say that the instructor is the single most important aspect in every classroom. No amount of technology, no matter how advanced, can ever take the place of a human instructor in a classroom. "Too many human aspects like attitudes, value systems, sentiments, motives, habits, etc. are supposed to be the outcome of the learning process, but cannot be attained with these instruments," remarked Nana Sudjana (2009). It is hoped that the quality of education in Indonesia would rise along with the number of teachers who graduate with the credentials necessary to teach at the university level. If we want greater leverage in the quality or quality generated, we need students to be taught and nurtured by trained professionals.

How well a teacher can plan learning and impart content to pupils is strongly correlated with how well the teacher can themselves master different sorts of learning techniques. A teacher's expertise in developing individualized lesson plans for each student is essential when dealing with a classroom of mixed abilities. As society, science, and technology evolve, so must a teacher's capacity to effectively instruct her pupils. The Vocabulary Learning Strategy is meant to help students acquire new, previously unlearned words in a foreign language.

There is a single English instructor involved in this research. The instructor detailed the whole instructional process, from preparation to implementation, in the lesson plan. The first step in the teaching-learning process is the teacher's apperception activity. The first phase of each class is for the instructor to welcome everyone, pray over the class, verify attendance, provide assignments, and sometimes review material from the previous class. The instructor then went on to the more fundamental tasks, where the VLS was first implemented. According to Widodo (2016), ESP should be considered while teaching English in vocational education, especially at the secondary level. Because it is only through the process of need analysis that researchers, course designers, and material developers can determine and refine the content for an ESP course that meets the learners' need, need analysis has been considered the crucial factor and an integral part of establishing an ESP course (Mahbub, 2018).

4 Conclusion

In sum, VLS is a method that may be used in schools to help students comprehend English lessons, particularly in SMK N 2 Magelang. When pupils don't have a strong grasp of a foreign language's vocabulary, VLS may be the best option. In line with the results of the study, English instructors may use VLS to help their students learn the language. The study's author indicates that the Business and Management Department's English instructors' methods have a number of flaws. Some of these issues include instructors who aren't familiar with modifying their pedagogy for different contexts, a lack of resources, a stale curriculum, an absence of innovation, and a compressed timetable.

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