

SELF-REGULATED LEARNING STRATEGIES AND VOCABULARY SIZE AMONG INDONESIAN EFL SENIOR HIGH STUDENTS

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Abstrak

Belajar secara mandiri adalah proses pembelajaran yang melibatkan unsur-unsur instrinsik yang dimiliki oleh siswa, contohnya berupa strategi dan motivasi. Dalam proses pembelajaran, siswa tentu menggunakan strategi yang berbeda-beda sesuai dengan kebutuhannya. Dalam proses pembelajaran bahasa, siswa memiliki strategi masing-masing untuk menguasai kosa kata. Tujuan penelitian kali ini yakni untuk menyebutkan beberapa strategi pembelajaran yang digunakan oleh siswa menengah atas di Indonesia dan memeriksa hubungannya dengan jumlah kosa kata yang dikuasai oleh siswa. Penelitian secara kuantitatif dilaksanakan terhadap 76 siswa sekolah menengah atas di Gresik, Indonesia. Sampel dikumpulkan dengan mempertimbangkan kemudahan peneliti. Data dikumpulkan melalui nilai tes kosa kata siswa dan kuisioner tentang strategi pembelajaran secara mandiri. Hasil penelitian pertama menunjukkan bahwa strategi dalam kategori kontrol lingkungan sekitar menjadi strategi yang paling sering digunakan dan kontrol emosi menjadi kategori yang paling sedikit penggunaannya oleh siswa. Statistik secara deskriptif dilakukan untuk menjelaskan hasil penemuan. Penemuan kedua mengindikasikan bahwa ada hubungan antara penggunaan strategi dan penguasaan kosa kata. Dengan menggunakan korelasi pearson, hasil menunjukkan bahwa ada korelasi negatif yang rendah antara dua variabel.

Kata Kunci: Strategi dalam pembelajaran mandiri, Kosa kata, Bahasa Inggris sebagai bahasa asing.

Abstract

Self-regulated learning is a learning process that explores the students' intrinsic factors, such as strategies and motivations. Strategies used by students are different based on their needs. In language learning, students have their strategies to acquire good vocabulary. This present study aimed to describe the self-regulated learning strategies used by the Indonesian EFL senior high students and examine the correlation with the students' vocabulary size. Quantitative research was carried out on 76 senior high students in Gresik, Indonesia. The sample was collected through convenience sampling. The data were collected through students' vocabulary level test and self-regulated learning strategies questionnaire. The first finding shows that environmental control was the most used strategies and emotion control was the least used strategy by the students. A descriptive statistic was carried out to describe the result. The second finding indicates there was a significant correlation between strategies used by students and their vocabulary size. Pearson correlation indicates the low negative correlation between those two variables.

Keywords: Self-Regulated Learning Strategies, Vocabulary, English as Foreign Language Learners.

INTRODUCTION

English is known to be the most important foreign language that applies to communicate with people all around the world. Thus, English become a core competence that should be involved in all academic contexts. Yet, Indonesian people also still lack the interest to learn English because we do not use it as our daily language. Learning English or language is not easy to do. As the country that uses English as their foreign language, Indonesian learners face some problems in learning English. A previous study by Cahyono (2008)

mentions that the main problem in EFL learners comes from the limitation of language use in their daily activities. Learners tend to study English only with their teacher. Meanwhile, the teacher sometimes cannot teach the whole material in the classroom. When the teacher tries to explain the materials using English at school, learners who do not have an interest will automatically do not pay attention to the teacher. Indonesian students also seem to have low motivation in learning English. Zimmerman (2002) states that the lack of motivation appears because many students have not set any study

goals for themselves. Students only tell themselves to do as well as they can in their lesson.

According to Oxford (2001), to attain a high level of foreign language proficiency, students should have high motivation in regulating themselves. Regulating themselves means the use of self-regulated learning can help students get the better achievement. Even though the original concept of self-regulated learning based on psychology education, but recent research suggests its applicability to the language education field (Mahmoodi, et al., 2014).

Zimmerman (2000) states that self-regulation refers to self-generated thoughts, feelings, and behaviors that are going to be oriented towards achieving goals. Students that use self-regulation learning strategies will have the motivation to learn and spend more time learning. Similarly, Pintrich (2004) and Schunk (2005) argue that self-regulated learning is an active and constructive process that the learners set their goals in their learning process. Then, they try to reach it by monitoring, regulating, and controlling their cognition, motivation, and behavior. In addition, learners' attitudes will be guided by their goals and their environment. These learning strategies can be used in the EFL class to make them more motivated to learn their foreign language.

The previous study in the psychology field done by Zimmerman (2002) discovers about students' lack of motivation in studying and tries to provide some help in developing the students' lacks. The lack of motivation may appear as the students' lack of goal setting, time management, learning strategies, self-evaluation, self-attributions, self-efficacy, or interest in the essential task. This lack of motivation possibly happens when the learners do not have any self-regulation in themselves. In language learning, self-regulation can be their goal to reach something in their learning goals.

In language learning, the study done by Gu and Johnson (1996) mentions in the learning process, learners have to understand themselves, although the teacher should adopt suitable materials, teaching methods, exercises, and evaluation that can encourage the learners. Learners have to know the strategies that they use while acquiring the learning materials. In a study by Gu and Johnson (1996) mention learners that consider as successful learners are the one that uses their self-initiation and flexibility in using strategies. They also might try new strategies than use their old ones. Meanwhile, passive learners might get failure because they do not even know how to apply the best strategies to find their goals.

Those strategies to set their goals and reach it can apply to the learners' vocabulary acquisition. In learning English, besides mastering language skills, students also

need to acquire language components. One of the language components is vocabulary. Vocabulary is one aspect that can use to measure the learners' knowledge of one language (Sentürk, 2016). Vocabulary also considers very importantly for the researchers in the education field to know their subjects' significance in language competence. Nation (2011) states vocabulary plays a vital role in learners' language learning acquisitions. In language learning, learners need to master vocabulary to understand and know what the learners receive and the learners' produce.

On the other hand, the problems are appearing in vocabulary acquisition because learners tend to master it by themselves. Learners cannot rely on their handbook or their teacher explanation. Previous research done by Berne and Blachowicz (2008) indicates the teacher do not confident with the strategy in teaching vocabulary. The teacher might have done explain it in the class, but the learners also tend to forget it after the class end. Also, Alqahtani (2011) states that learners tend to rely on their bilingual dictionary as their primary source. That method is not efficient in learning the language process. So, learners need to have their self-regulated strategies in learning vocabulary.

Thus, this study was conducted to find out the use of self-regulated strategies by Indonesian senior high students in their EFL class and examine its correlation with the students' vocabulary level size. The research problems in this present study are 1) What are the self-regulatory strategies used by Indonesian EFL senior high students in vocabulary learning, and 2) Is there any significant relationship between students' vocabulary size and self-regulated strategies. The present study aims 1) to describe the self-regulated learning strategies used by the Indonesian EFL students, and 2) to examine the possible significant relationship between the students' self-regulated strategies and their vocabulary size.

This study conducted to find out what are the common strategies used by the students to help them mastery their English vocabulary and the relationship between the Indonesian students' self-regulated learning strategies and their vocabulary size. The researcher conducted this study in the Indonesian EFL senior high students. However, because of the limited time and accessibility, this study focused on one private senior high school students in a small city in Indonesia. The limited number of the participant that selected and the vocabulary size that used as instrument also can be delimitation of the study. Another limitation is the school level and student achievement that might be different from the other school and students. So, this study cannot be standard as the other students in other schools who also have different learning strategies.

METHOD

The researcher used a quantitative research design. This present study used the correlation quantitative research design because this research will assess the relationship between two variables, which are: the students' self-regulatory strategies in language learning and their vocabulary size. Based on Ary et al., (2010), the purpose of quantitative research is to test the existing theories and the application in real situations. While the correlational study designed to accumulate data from two or more variables from the same group of the subjects and find out the correlation among those variables.

The study conducted in the EFL setting at the one of private senior high school in Gresik, Indonesia, where the students study English for general purposes. 76 students were selected as subjects. The subjects are taken from the 10th and 11th grades and considering having the same level of English learning. The average ages of the subjects are 15 to 17 years old. The researcher chose this grade because the students' in those grades tend to have the motivation to reach an excellent score than in the lower class. Alqahtani (2015) states that it is essential to know the students' strategies in the language learning process at this grade. For the students who do not use strategies yet, this study might introduce them about the strategy in language learning.

The subjects of the study were selected by convenience sampling. Etikan et al., (2016) state that convinces sampling is a sampling that selecting the subjects of the population that is easily accessible to the researcher. The data were collected through offline and online tests. The difference in the data collection setting was because of the researcher's limitation to meet the subjects directly. The data were collected through vocabulary level test and SRL in vocabulary questionnaire. The test was adopted from The Updated Vocabulary Level Test (VLT) by Webb, S., Sasao, Y., and Ballance, O. (2017), while the questionnaire was adapted from Tseng, W.-T., Dörnyei, Z., & Schmitt, N. (2006) name Self-regulating Capacity in Vocabulary Learning Scales (SRCVoc).

The updated Vocabulary Level Test is the vocabulary test based on the matching format and it has 150 items of multiple choices. For each word level, there were 30 questions and consist of the 15 nouns, 9 verbs, and 6 adjectives. In every cluster there were three definitions as the questions and six answers (three answers and three distractors). The subjects are asked to answer the question by finding the definition or meaning. The maximum score in every word level is 30. For the online vocabulary level test, the subjects are provided link by Google Form platform that contains vocabulary level test

form. This form arranged by following the original web-based test by Webb, et al., (2017) at Qualtrics platform.

The questionnaire was about the relationship between the students' self-regulated learning strategies and vocabulary acquisition. 20 items questionnaire consist of commitment control, metacognitive control, satiation control, emotion control, and environment control as the features and has 4 items for each features. The score of the questionnaire took from the accumulated Likert scale score from 1 (strongly disagree) to 6 (strongly agree). The Indonesian version of SRCVoc distributed to find out the answer from the first research question, what are the self-regulatory strategies used by Indonesian EFL senior high students in learning English? The items were translated into Indonesian by the researcher. The researcher checked the ambiguities through the Indonesian-English translator and confirmed it. The researcher also checked whether the Indonesian words are understandable for the subjects by piloting 3 students from the same school to read the items. While the researcher corrected the words until those students understand.

Then, the data were computed using Statistical Package for Social Science (SPSS). To answer the first research question, the researcher used descriptive statistics to describe the self-regulated learning strategies used by Indonesian EFL students. Then, the researcher calculates the sum based on Likert scale score from each items and find out the average score. Researcher found what the self-regulated learning strategies are used by the Indonesian EFL senior high students by the mean score of the Likert scale for each subscale.

Then, the second research question was answered by calculating the mean and SD of students' vocabulary level size and the questionnaire. The Pearson product-moment correlation coefficient used to examine is the possible significant relationship between the students' self-regulated strategies and their vocabulary size.

The data collected by offline and online meetings by the researcher and the students. First, the researcher checked the ambiguity from the translated questionnaire by ask 3 students from the same school to fill the questionnaire. The researcher came to the class accompanied by the English teacher. The teacher came to class only for monitoring the data collection process, while the researcher owns the class entirely. The researcher distributed the vocabulary level test and gave them the rules and directions orally. After the students are done with the vocabulary level test, the researcher gave them the questionnaire. The online data collection was carried due to the prohibition to meet the students directly. The online data collection technique was spread with the help of the English teacher. The researcher gave the Google

Form link that brought the students to fill the questionnaire. After done with the questionnaire, the researcher gave the vocabulary level test link with limited time.

RESULT AND DISCUSSION

In this chapter the researcher presents the results and the discussion of the study. The result will consist of the answers from the research questions: (1) what are the self-regulatory strategies used by Indonesian EFL senior high students in learning English, and (2) is there any significant relationship between students' vocabulary size and self-regulated strategies.

The result of this study divided into two sections. First, is to describe the self-regulated learning strategies used by the Indonesian EFL students. Second, to examine the possible significant relationship between the students' self-regulated strategies and their vocabulary size.

Descriptive Statistic of Self-Regulated Learning Strategies used by Indonesian EFL Students

This section answered the first research question. The result of the Self-Regulated Learning Capacity in Vocabulary Learning Scale (SRCvoc) by Tseng, et al., (2006) was administered to the 76 participants. The result of the questionnaire calculated using SPSS to find the descriptive statistic. In a paper-based test, the questionnaire administered after participants finish the vocabulary level test. While in a web-based test, the questionnaire administered first. The items for each variables are: *commitment control* for the items 4, 7, 10, 18; *metacognitive control* for items 5, 9, 11, 16; *satiation control* for items 1, 8, 18, 19; *emotion control* for items 2, 6, 12, 15; and *environment control* for items 3, 14, 17, 20. Table 1 showed the descriptive statistic of SRCvoc based on their variables control.

Table 1. Descriptive Statistic of SRCvoc

Variables	Mean	SD
Environment Control	18.38	2.29
Satiation Control	16.95	2.84
Commitment Control	16.89	3.31
Metacognitive Control	16.76	3.35
Emotion Control	15.39	2.32

The result indicates from the 76 participants, that the environment control has the highest score ($M= 18.38$, $SD= 2.29$). Meanwhile, the lowest score was emotion control ($M= 15.39$, $SD= 2.32$). Dörnyei (2001) states that environment control is about how students eliminate the unfavorable environment (such as friends or noises), and create some favorable environment. While, the emotion

control can be described as strategies that used to maintain or manage our emotion so students can focus on achieving their goals.

There are two items with highest mean those are item 17 ($M= 5.14$, $SD= .92$) 'When learning vocabulary, I am aware that the learning environment matters.' and item 20 ($M=5.14$, $SD= .95$) 'When I study vocabulary, I look for a good learning environment.' Those items belonged to the environment control variables and seemed to be the common learning strategies used by the EFL students. While the others two items from environment control was item 3 ($M= 4.03$, $SD= 1.24$) 'When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.' And item 14 ($M= 4.07$, $SD= 1.09$) 'When learning vocabulary, I know how to arrange the environment to make learning more efficient.'

It also indicates the lowest mean ($M= 3.21$, $SD= 1.35$) from item 12 'When I feel stressed about vocabulary learning, I simply want to give up.' that belonged to the emotion control. It shows that the statement has the least used strategy by the EFL students. Whereas, the other items from emotion control are item 2 ($M= 3.87$, $SD= 1.26$) 'When I feel stressed about vocabulary learning, I know how to reduce this stress.'; item 6 ($M= 4.53$, $SD= 1.03$) 'I feel satisfied with the methods I use to reduce the stress of vocabulary learning.'; and item 15 ($M= 3.79$, $SD= 1.14$) 'When I feel stressed about my vocabulary learning, I cope with this problem immediately.' Emotion control on items 2, 6, 12, and 15 was about the deal with emotion and mood while doing the learning process. This means the subject was not inclined to use their self-encourage or any mediation technique (Tseng, et al., 2006).

In addition, the other variables are satiation control with the second-highest score ($M=16.95$, $SD=2.84$) is about how students control their learning habits or routine so they can diminish the boredom while achieving goals. Items 19 ($M= 4.46$, $SD= 1.00$) 'When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process' has the biggest score in satiation control. Means that item 19 is the satiation control strategy most used by the students. The other items are 8 ($M= 4.32$, $SD= 1.20$) 'During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.'

Commitment control ($M=16.89$, $SD= 3.31$) is strategies that concern about how the students focus on the goals by comparing the rewards and the failure. One of the most used commitment control strategies by Indonesian EFL senior high students is item 10 ($M= 4.39$, $SD= .94$) 'When learning vocabulary, I persist until I reach the goals that I make for myself'. It means that

many students insist to commit their self in achieving the goals. In item 13 ($M= 4.22$, $SD= 1.07$) with 'I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.', also states that the students sure that they can overcome any obstacle and focus on their goals.

The metacognitive control ($M= 16.76$, $SD= 3.35$) is about strategies used by students to monitor and control concentration and try to eliminate the postponement. On the items 5 ($M=4.47$, $SD= 1.19$) with 'When learning vocabulary, I have special techniques to keep my concentration focused', is the most used metacognitive strategies by the students. This item is about the use of techniques by the students to control their concentration while acquiring new vocabulary.

The present study is in line with the previous study by Masitho (2018), which indicates the students in the adolescent level have environmental control as the most used strategies in their learning process and emotion control as the least used strategies? Meanwhile, this finding was contradicted with the previous study at a higher level by Sentürk (2016) that find out the metacognitive control and commitment control has a higher score. Whilst, emotion control, and satiation control have the lowest score. This difference might have happened since the subjects of the study were different, the senior high level and university level students. The differences also might come from the vocabulary size that they have.

Correlation between SLR Strategies and Vocabulary Size

This section presents the results of Pearson correlation analysis used to examine the relationship between self-regulated learning strategies and vocabulary size of the Indonesian ELF senior high students. The result from the calculation shows that there was a low negative correlation between two variables as shown in Table 2 below.

Table 2. Pearson Correlation of SRCvoc and Vocabulary Size

		SRCvoc	Vocab Size
SRCvoc	Pearson Correlation	1	-.293*
	Sig. (2-tailed)		,010
	N	76	76
Vocab Size	Pearson Correlation	-.293*	1
	Sig. (2-tailed)	,010	

	N	76	76
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The result from 76 samples (N) indicates the p value is .01 or < .05 means there is a correlation between students' self-regulated learning strategies and their vocabulary size. The Pearson correlation coefficient (r) is -.293, based on the Pearson correlation scale it indicates the correlation is low negative. Therefore, it can be concluded that the higher the vocabulary size of the students, the less self-regulated learning strategies used by students.

It indicates that students are not using many strategies to achieve a high vocabulary score. This means the higher score of the vocabulary does not depend on the much strategy that they used. The other factors that affect the high acquisition of the vocabulary might come from the educational system, teachers, or the learning materials (Mahmoodi, et al., 2014).

The result was not in line with the previous study by Sentürk (2016). The study showed that there was a positive relationship between SRL components and the vocabulary size of the higher education level. Means, the more self-regulated strategies used the higher vocabulary level.

Yang (1994) states the high strategies used will increase proficiency levels significantly. Students who used more various learning strategies will get better achievement in the learning process. This means, the teacher can help the students to be more self-regulated learners. The more students know their self-regulation, the better learning achievement they will get.

Thus, a recent study indicates that Indonesian EFL senior high students have more vocabulary acquisition with less self-regulated learning strategies or more self-regulated learning strategies with less vocabulary acquisition.

CONCLUSION AND SUGGESTION

Conclusion

Many previous studies about vocabulary have been conducted since the importance of vocabulary as the main component in every language aspects, especially language skills. As stated by Laufer and Nation (1999) that vocabulary is considered as an interesting aspect to investigate on the first and second language competence. The present study carried to investigate the most used self-regulated learning strategies and the relationship between Indonesian EFL senior high students' self-regulated learning strategies and their vocabulary size. The first finding indicates that the most used strategies while acquiring the vocabulary knowledge by the Indonesian EFL senior high students were environmental control. While the least used strategies was emotion

control. Second, there was a low negative correlation between Indonesian EFL senior high students' vocabulary size and the use of self-regulated learning strategies. In addition, it shows that the more vocabulary size acquired by the students the less self-regulated learning strategies used by them.

Suggestion

The first suggestion is for teachers that can introduce the self-regulated learning strategies to their students. Besides, teachers that have been introducing self-regulated learning to their students should encourage them to expand their strategies used in the language learning process. Since it proved that the use of self-regulated learning strategies helps the students to get better vocabulary acquisition. Even though the vocabulary acquisition known as the individual learning that the students need to master by themselves, teacher roles in class and the material that given also being the important rules. Teachers have to determine in helping the students in acquiring new vocabulary.

This present study was limited to many aspects, future researchers need to conduct the research widely with more students in many regions in Indonesia. Since this study used one school in small city in Indonesia as the subject. The future researcher also suggests to held the study in the other grade of students. The researcher also suggest future researcher to conduct the study in offline meeting, since it might affect the authenticity of the study result.

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