

ISBN 979-979-8559-99-0



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10**

**September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

BOOK 2



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10**

**September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

## FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63<sup>rd</sup> TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

## LIST OF INTERNAL AND EXTERNAL REVIEWERS

### INTERNAL REVIEWERS

1. Endang Mastuti Rahayu (Adi Buana University)
2. Ferra Dian Andanty (Adi Buana University)
3. Nunung Nurjati (Adi Buana University)
4. Dyah Rochmawati (Adi Buana University)
5. Wahyu Bandjarjani (Adi Buana University)
6. Siyaswati (Adi Buana University)
7. Salim Nabhan (Adi Buana University)
8. Irfan Rifai (Adi Buana University)
9. Hertiki (Adi Buana University)
10. Fajar Susanto (Adi Buana University)
11. Nukmatus Syahria (Adi Buana University)
12. Joesasono Oediarti (Adi Buana University)
13. Lambang Erwanto Suyyajid (Adi Buana University)
14. Rikat Eka Prasetyawan (Adi Buana University)
15. Rahmad Hidayat (Adi Buana University)
16. Titah Kinasih (Adi Buana University)
17. Endah Yulia Rahayu (Adi Buana University)
18. Maslakhatin (Adi Buana University)

### EXTERNAL REVIEWERS

1. Abdul Ghani Abu (University Pendidikan Sultan Idris Malaysia)
2. Mohamad Razak Abdul Karim (Open University Malaysia)
3. Aslam Khan Bin Samahs Khan (Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia)
4. Noriah Talib (Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia)
5. Fazlinah Binti Said (Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia)
6. Rozanna Noraini Amiruddin Albakri (Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia)
7. Handoyo Puji Widodo (Shantou University, China)
8. Ahmad Idris Asmaradhani (Graduate School of English Education, IKIP Mataram, NTB)
9. Herri Mulyono (University of Muhammadiyah Prof. DR. HAMKA)
10. Mukrim Thamrin (Tadulako University Palu)
11. E. Sadtono (Ma Chung University, Malang)
12. Gunadi Harry Sulistyono (Universitas Negeri Malang)
13. Suparmi (Maulana Malik Ibrahim State Islamic University, Malang)

- |                               |  |
|-------------------------------|--|
| 14. Rina Sari                 | (Maulana Malik Ibrahim State Islamic University, Malang) |
| 15. Achmad Farid              | (Universitas Pesantren Tinggi Darul Ulum Jombang)        |
| 16. Veronica L Diptoadi       | (Universitas Katolik Widya Mandala)                      |
| 17. Anita Lie                 | (Universitas Katolik Widya Mandala)                      |
| 18. Agustinus Ngadiman        | (Universitas Katolik Widya Mandala)                      |
| 19. Harto Pramono             | (Universitas Katolik Widya Mandala)                      |
| 20. Siti Mina Tamah           | (Universitas Katolik Widya Mandala)                      |
| 21. Ruruh Mindari             | (Universitas Katolik Widya Mandala)                      |
| 22. Luluk Prijambodo          | (Universitas Katolik Widya Mandala)                      |
| 23. Mateus Yumarnamto         | (Universitas Katolik Widya Mandala)                      |
| 24. Yohanes Nugroho Widiyanto | (Universitas Katolik Widya Mandala)                      |
| 25. Agnes Santi Widiati       | (Universitas Katolik Widya Mandala)                      |
| 26. Fabiola D Kurnia          | (Universitas Negeri Surabaya)                            |
| 27. Flora Debora Floris       | (Universitas Kristen Petra)                              |
| 28. Salimah                   | (Universitas Airlangga)                                  |
| 29. Yerly A Datu              | (Universitas Surabaya)                                   |
| 30. Rida Wahyuningrum         | (Universitas Wijaya Kusuma)                              |
| 31. Rica Sih Wuryaningrum     | (Universitas Wijaya Kusuma)                              |

#### **SETTING AND TYPESET**

1. Irfan Rifai
2. Catherine Sitompul
3. Salim Nabhan
4. Hertiki
5. Maslakhatin
6. Aryo Wibowo
7. Samsul Khabib
8. Armelia Nungki Nurbani
9. Lutfi Prahara
10. Abdul Ghoni
11. Ratna D Wiranti
12. Desi Priskawati
13. Dinda Dwiki Prasista
14. Ahmad Azzam Ridhoi
15. M. Ndaru Purwaning Laduni
16. Triana Mey Linda

#### **COVER**

Tantra Sakre

## LIST OF INVITED SPEAKERS

No.	Name	Affiliation
1	Prof. Lesley Harbon	University of Technology, Sydney
2	Dr. Lindsay Miller	City University of Hongkong
3	Christine C.M. Goh, PhD	Nanyang Technological University, Singapore)
4	William Little	Regional English Language Officer, US Embassy
5	Dr. Willy A Renandya	Nanyang Technological University, National Institute of Education, Singapore
6	Joseph Ernest Mambu, PhD	Satya Wacana Christian University, Salatiga, Indonesia
7	Made Hery Santosa, PhD	Ganesha University of Education, Bali, Indonesia

## LIST OF FEATURED SPEAKERS

No.	Name	Affiliation
1.	Dr Chan Yue Weng	RELC
2.	Payupol Suthathothon	Thai TESOL
3.	Ted O'Neill	JALT
4.	Colm Downes	British Council
5.	Lai-Mei Leong	MELTA
6.	Nicholas Millward	CamTESOL
7.	Sothearak Norng	CamTESOL
8.	Brad Hughes	University of Technology Sydney
9.	Dr. Aurora Murphy	University of Technology Sydney
10.	Dr. Neil England	University of Technology Sydney
11.	David Akast	British Council
12.	Ann Eastlake	British Council
13.	Michael Little	British Council
14.	Itje Chodidjah	British Council
15.	Aslam Khan Bin Samahs Khan	Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia
16.	Zoe Kenny	IALF Surabaya, Indonesia
17.	Wendy George	Aliansi Lembaga Bahasa Asing



**UNIVERSITY PRESS**  
**ADIBUANA SURABAYA**

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means: electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without prior written permission from the writers.

## TABLE OF CONTENTS

FOREWORD .....	ii
LIST OF INTERNAL AND EXTERNAL REVIEWERS .....	iii
LIST OF INVITED SPEAKERS .....	v
LIST OF FEATURED SPEAKERS .....	vi
TABLE OF CONTENT .....	vii
<b>LINGUISTICS AND EFL TEACHING: UNDERSTANDING WHAT EFL TEACHERS CAN BENEFIT FROM LANGUAGE THEORIES .....</b>	<b>1</b>
I Ketut Warta .....	1
<b>ARE VOCATIONAL COLLEGE STUDENTS PRAGMATICALLY COMPETENT?: AN EMPIRICAL STUDY TO THE DEVELOPMENT OF PRAGMATIC-BASED ENGLISH LEARNING MODEL .....</b>	<b>6</b>
I M. Rai Jaya Widanta .....	6
I W. Dana Ardika .....	6
I N. Rajin Aryana .....	6
Luh N. Chandra Handayani .....	6
<b>CONTINUOUS PROFESSIONAL DEVELOPMENT INNOVATIVE WAYS: WHAT NEW ENGLISH TEACHERS CAN DO FOR LEARNING? .....</b>	<b>11</b>
I.G.A. Lokita Purnamika Utami .....	11
<b>AUTHENTIC ASSESSMENT ACTIVITIES IN 2013 CURRICULUM BASED TEXTBOOKS FOR JUNIOR HIGH SCHOOLS.....</b>	<b>20</b>
Ida Isnawati .....	20
<b>PRE-SERVICE TEACHERS' USE OF READING STRATEGIES IN THEIR OWN READINGS AND FUTURE CLASSROOMS .....</b>	<b>28</b>
Ida Puji Lestari .....	28
<b>NEEDS ANALYSIS IN DEVELOPING ENGLISH TEACHING MATERIALS FOR KINDERGARTEN STUDENTS .....</b>	<b>34</b>
Iin Inawati .....	34
<b>MODERN EDUCATIONAL TECHNOLOGY FOR THE 21ST CENTURY: ON THE APPLICATION OF TEACHING TOEIC FOR ENGINEERING STUDENTS .....</b>	<b>43</b>
Ika Erawati .....	43
<b>TEACHING ENGLISH THROUGH STORYTELLING IN A SHADOWS PUPPETS (WAYANG KULIT) SHOW .....</b>	<b>52</b>
Ika Ismurdyahwati .....	52
Suhari .....	52
Suparman .....	52
<b>SIMULTANEOUS WAY AND SUCCESSIVE WAY IN TEACHING GRAMMAR.....</b>	<b>55</b>
Ike Dian Puspitasari .....	55
<b>THE EFFECT OF MIND MAPPING TECHNIQUE IN IMPROVING STUDENTS' WRITING REPORT TEXT .....</b>	<b>60</b>
Ilham .....	60
M. Fauzi Bafadal .....	60

<b>AN ANALYSIS THE TYPES OF TEACHER TALK AND STUDENTS TALK IN SOCIAL SCIENCE TEACHING PROCESS OF MADRASAH IBTIDA'YAH INTERNATIONAL CLASS PROGRAM NURUL ULUM BOJONEGORO .....</b>	<b>68</b>
Ima Isnaini Taufiqur Rohmah.....	68
<b>THE INDONESIAN EFL LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING AS THE PRELIMINARY STUDY FOR DESIGNING THE TEACHING STRATEGIES AND DEVELOPING TEACHING MATERIALS .....</b>	<b>76</b>
Indah Fitriani .....	76
<b>THE EFFECTIVENESS OF HANDPHONE ANDROID AS A TEACHING MEDIA IN READING ACHIEVEMENT IN SMK FARMASI MAHARANI MALANG.....</b>	<b>84</b>
Indrawati Pusparini .....	84
<b>ERROR ANALYSIS BASED ACTION RESEARCH: INVESTIGATING THE EFL LEARNERS' WRITING.....</b>	<b>89</b>
Irawansyah .....	89
<b>INTEGRATING QUANTUM LEARNING FRAMEWORKS TO WRITING PROCESS IN ENGLISH LANGUAGE TEACHING .....</b>	<b>97</b>
Irfan Masrur .....	97
<b>THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE IN ENHANCING READING COMPREHENSION ON EFL SECONDARY SCHOOL STUDENTS .....</b>	<b>104</b>
Irma Savitri Sadikin .....	104
<b>MAKING EFL READERS BECOME 'HIGH RISK-TAKERS' IN WRITING READER RESPONSE JOURNALS: A THEORY-INTO-PRACTICE APPROACH TO TEACHING LITERATURE TO INDONESIAN COLLEGE STUDENTS .....</b>	<b>111</b>
Iskhak .....	111
Mursid Saleh .....	111
Ahmad Sofwan .....	111
Rudi Hartono .....	111
<b>NOTE TAKING: A POWER OF RESPECTING OTHERS .....</b>	<b>118</b>
Isna Indriati .....	118
<b>COOPERATIVE LEARNING TECHNIQUES IN GRAMMAR LEARNING .....</b>	<b>127</b>
Issy Yuliasri .....	127
<b>A CHALLENGE FOR ENGLISH LEARNERS AND TEACHERS: STUDENTS' ENGLISH VOCABULARY KNOWLEDGE AND VOCABULARY LEARNING STRATEGIES .....</b>	<b>134</b>
Istanti Hermagustiana .....	134
Anjar Dwi Astuti .....	134
<b>DEVELOPING AND INTEGRATING PUBLIC SPEAKING MATERIAL WITH ISLAMIC VALUES FOR EFL IN INDONESIAN ISLAMIC HIGHER EDUCATION .....</b>	<b>141</b>
Istiadah .....	141
Mira Shartika .....	141
Ulil Fitriyah .....	141
<b>USING WEB-BLOG TO IMPROVE THE WRITING SKILLS OF THE STUDENTS OF SMKN KUDU .....</b>	<b>150</b>
Ittha Pujiarti .....	150
Ida Setyawati .....	150
<b>METACOGNITIVE ORGANIC LANGUAGE APPROACH (MOLA): AN APPROACH TO TEACHING ADULT ESL STUDENTS IN A MULTILINGUAL CLASSROOM .....</b>	<b>156</b>
Jesse C. Kus .....	156



<b>IMPLEMENTING LOCAL WISDOM FOR SHAPING STUDENTS' MORAL IN ENGLISH LANGUAGE TEACHING CLASS TO FACE ASEAN ECONOMIC COMMUNITY ERA.....</b>	<b>163</b>
Joesasono Oediarti S. ....	163
<b>MERITS OF EMPLOYING PAIR WORK STRATEGY IN EFL CLASSROOMS .....</b>	<b>170</b>
Joni Alfino .....	170
M. Adnan Latief .....	170
Utami Widiati .....	170
<b>DEVELOPING ESP MATERIALS BASED ON THE NATIONAL QUALIFICATION FRAMEWORK (KKN) .....</b>	<b>176</b>
Joyce Merawati .....	176
Sri Dewiyanti .....	176
<b>MANAGING SELF-ASSESSMENT STRATEGY .....</b>	<b>183</b>
Junie Darmaningrum.....	183
<b>DEVELOPING "TOOLS" BOARDGAME TO ENRICH STUDENTS' VOCABULARY FOR AUTOMOTIVE PROGRAM STUDENTS AT SMKN 12 MALANG .....</b>	<b>188</b>
Kartika Ajeng Anggraeni .....	188
Mardhian Narwanto Putro.....	188
<b>THE APPLICATION OF 4/3/2 TECHNIQUE IN INCREASING STUDENTS' SPEAKING ABILITY AT THE THIRD SEMESTER OF ENGLISH STUDENTS AT THE UNIVERSITY OF BENGKULU .....</b>	<b>195</b>
Kasmaini .....	195
Riswanto.....	195
<b>CREATING MEANINGFUL READING ACTIVITIES BY INTEGRATING COLLABORATIVE STRATEGIC READING (CSR) WITH MIND MIRROR ACTIVITY .....</b>	<b>201</b>
Khadijah Maming .....	201
<b>THE EFFECTS OF DIALOGUE JOURNAL WRITING (DJW) IN ENGAGING AND EMPOWERING WRITING SKILL .....</b>	<b>211</b>
Khairunnisa Hatta .....	211
Amaluddin .....	211
<b>ANALYSIS OF RHETORICAL MOVES OF JOURNAL ARTICLES AND ITS IMPLICATION TO THE TEACHING OF ACADEMIC WRITING .....</b>	<b>227</b>
Kheryadi.....	227
Muchlas Suseno .....	227
<b>USING FACEBOOK TO IMPROVE THE STUDENTS'MOTIVATION AND SKILL IN WRITING NARRATIVE TEXT AT BATANGHARI UNIVERSITY, JAMBI .....</b>	<b>237</b>
Khidayatul Munawwaroh .....	237
<b>DEVELOPING MI-BASED ENGLISH COURSE BOOK FOR THE STUDENTS OF SECONDARY LEVEL.....</b>	<b>243</b>
Khoiriyah .....	243
<b>GRAMMAR BOOKS IN AN ISLAMIC COLLEGE: IMPROPER CONTENTS HIGHLIGHTED .....</b>	<b>252</b>
Khristianto.....	252
Bayu Adi Laksono .....	252
<b>ADAPTING TOPIC-BASED ACTIVITIES FOR UNDERGRADUATE LEARNER.....</b>	<b>256</b>
Kusumarasdyati.....	256
<b>STUDENTS' PERCEPTIONS TOWARD THE USE OF EDMODO AS AN EFFECTIVE TOOL FOR LEARNING ENGLISH .....</b>	<b>261</b>
Lailatul Kodriyah .....	261

<b>UTILIZING L2 MOVIES WITH L2 SUBTITLES TO ATTAIN L2 LEARNERS' SPEAKING SKILL</b> .....	<b>267</b>
Lasim Muzammil .....	267
Nur Mukminatien .....	267
Mohammad Adnan Latief .....	267
Yazid Basthomi .....	267
<b>RECYCLING TRADITIONAL SONGS INTO PEDAGOGIC SONGS AS LISTENING- AND PROJECT-BASED MATERIALS FOR ENGLISH YOUNG LEARNERS</b> .....	<b>274</b>
Leonora Saantje Tamaela .....	274
<b>WRITING SHORT ESSAY BY USING LITERARY-BASED INSTRUCTION: H.C ANDERSEN'S THE LITTLE MATCH GIRL</b> .....	<b>279</b>
Lestari Setyowati .....	279
Sony Sukmawan .....	279
<b>PROJECT AND TECHNOLOGY USED AS THE BRIDGE TO IMPROVE STUDENTS' LANGUAGE SKILLS ABILITY</b> .....	<b>287</b>
Lia Agustina .....	287
<b>TEACHER'S CREATIVE STRATEGIES IN DEVELOPING STUDENTS' SPEAKING SKILLS</b> .....	<b>292</b>
Lia Novita .....	292
<b>MULTICULTURAL ANALYSIS ON TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) PREPARATION TEXTBOOKS DEVELOPED BY INDONESIAN AND NATIVE AUTHORS</b> .....	<b>297</b>
Lies Amin Lestari .....	297
Luh Mas Ariyati .....	297
<b>THE ILLOCUTIONARY ACTS IN UNDERSTANDING TOEIC SHORT CONVERSATIONS AND TALKS</b> .....	<b>304</b>
Lilik Handayani .....	304
<b>INTEGRATED TEACHING WRITING AND LITERATURE</b> .....	<b>312</b>
Lina Mariana .....	312
Rika Riwayatningsih .....	312
<b>TEACHING SPEAKING: DISCUSSION AS AN ACTIVITY TO PROMOTE SPEAKING</b> .....	<b>316</b>
Lisa Septiany .....	316
<b>STUDENT'S INTEREST TOWARD PEER FEEDBACK IN PARAGRAPH WRITING CLASS</b> .....	<b>320</b>
Listiani .....	320
<b>DESIGNING AN INTERACTIVE MEDIA FOR ADULT LEARNERS IN UNDERSTANDING PHRASAL VERBS FOR COMMUNICATION</b> .....	<b>325</b>
Lusia Eni Puspendari .....	325
<b>'WHAT'S NEXT?': A 'STORYLINE' APPROACH FOR OPTIMIZING STUDENTS' WRITING</b> .....	<b>334</b>
Lulus Irawati .....	334
<b>DESIGNING COMPUTER-BASED EXERCISES USING WEBLOG, HOT POTATOES SOFTWARE AND SKYPE MESSENGERS IN CREATING IDEAS TO FACILITATE INDEPENDENCE LEARNING OF READING COMPREHENSION FOR FOURTH SEMESTER ENGLISH EDUCATION DEPARTMENT WIJAYA KUSUMA UNIVERSITY</b> .....	<b>338</b>
Lusy Tunik Muharlisiani .....	338
Anang Kukuh Adisusilo .....	338
Supeno .....	338

<b>SPEAKING TEACHING STRATEGIES: A CHOICE OF NEEDS .....</b>	<b>346</b>
Lutfi Istikharoh .....	346
<b>A MODEL OF RESEARCH PAPER WRITING INSTRUCTIONAL MATERIALS FOR ACADEMIC WRITING COURSE: NEEDS ANALYSIS &amp; TEXTBOOK EVALUATION .....</b>	<b>351</b>
M. Ali Ghufron .....	351
<b>QUESTIONS IN CLASSROOM INTERACTIONS: TYPES, LEVELS, AND STRATEGIES USED BY TEACHERS IN TEACHING READING .....</b>	<b>363</b>
M. Zaim .....	363
<b>PROMOTING EFL STUDENTS' ABILITIES IN WRITING DEFINITION PARAGRAPH THROUGH BLOGGING ACTIVITIES .....</b>	<b>370</b>
M. Zaini Miftah .....	370
<b>DEVELOPING MOLUCCAN CULTURE MATERIALS BY USING SCIENTIFIC APPROACH .....</b>	<b>380</b>
Mansye Sekewael .....	380
<b>THE USE OF DUOLINGO TO IMPROVE THE STUDENTS' VOCABULARY .....</b>	<b>388</b>
Maria Cholifah .....	388
<b>BENEFITS OF INDONESIAN GAMES IN BOOSTING UNIVERSITY STUDENT' ENGLISH GRAMMAR COMPETENCE: A CASE STUDY .....</b>	<b>397</b>
Maryani .....	397
<b>EVALUATING DEVELOPED LANGUAGE TEACHING MATERIAL .....</b>	<b>406</b>
Mayuasti .....	406
<b>USING READING LOG TO START AN EFFECTIVE READING HABIT .....</b>	<b>412</b>
Mega Wati .....	412
<b>IMPLEMENTING ENGLISH IS A TEACHER HERE (ETH) STRATEGY TO ENHANCE SPEAKING SKILL FOR THE EARLY SEMESTER STUDENTS OF ENGLISH DEPARTMENT .....</b>	<b>420</b>
Meiga Ratih Tirtanawati .....	420
<b>THE IMPLEMENTATION OF READING ENGLISH NEWSPAPER TO IMPROVE THE STUDENTS VOCABULARIES IN SMA UNGGUL DEL .....</b>	<b>427</b>
Meri Kristina Siallagan .....	427
<b>THE EFFECTIVENESS OF CLIL IN TEACHING VOCABULARY: A CASE STUDY .....</b>	<b>434</b>
Michael Setiawan .....	434
<b>BUILDING WRITING HABIT BY TELLING STORY ON DIARY .....</b>	<b>440</b>
Miftahul Janah .....	440
<b>SEMANTIC RELATION ANALYSISFOR VOCABULARY ENRICHMENTIN EFL CLASSES .....</b>	<b>448</b>
N. K. Mirahayuni .....	448
<b>REFLECTION OF STUDENT-TEACHERS ON THEIR TEACHING PRACTICUM IN THE GRADUATE PROGRAM OF ENGLISH LANGUAGE TEACHING, UNIVERSITAS NEGERI MALANG .....</b>	<b>454</b>
Mirjam Anugerahwati .....	454

<b>QUIZ-DEMONSTRATION-PRACTICE-REVISION (QDPR) IN TEACHING LONG AND REDUCED ENGLISH VOWELS TO INDONESIAN EFL LEARNERS .....</b>	<b>459</b>
Moedjito .....	459
<b>TEACHING CRITICAL THINKING THROUGH EXPOSITORY TEXT TO ENHANCE STUDENTS' READING COMPREHENSION .....</b>	<b>464</b>
Mokh. Arif Bakhtiyar .....	464
<b>GESTICULATED TEACHING READING IN EFL CLASSES .....</b>	<b>472</b>
Muchlas Suseno .....	472
<b>THE PROBLEMS AND STRATEGIES IN LEARNING LISTENING COMPREHENSION .....</b>	<b>478</b>
Muhammad Lukman Syafii .....	478
<b>CUE CARD AS MEDIA FOR TEACHING SPEAKING IN SENIOR HIGH SCHOOL</b>	<b>486</b>
Muhammad Saibani Wiyanto .....	486
<b>THE EFFECT OF EFL LEARNER'S LANGUAGE ATTITUDE OF CODE SWITCHING AND LANGUAGE INTELLIGENCE ON VOCABULARY MASTERY .....</b>	<b>494</b>
Mujiono .....	494
<b>DEVELOPING TEACHING ENGLISH MODALITY MODEL BY APPLYING INTASC STANDARDS AT THE ENGLISH DEPARTMENT OF IKIP MATARAM .....</b>	<b>501</b>
Muliani .....	501
Sofia Maurisa .....	501
Nurusshobah .....	501
<b>THE INTEGRATIVE ENGLISH TEACHING AND LEARNING METHOD OF FIVE "R" FOR ESP LEARNERS .....</b>	<b>510</b>
Nailul Fauziyah .....	510
<b>EXTENSIVE READING FOR ELEMENTARY SCHOOL STUDENTS IN INDONESIA: A CALL FOR TEACHERS .....</b>	<b>517</b>
Nastiti Primadyastuti .....	517
Nicko Putra Witjatmoko .....	517
<b>THE APPLICATION OF METALINGUISTIC CORRECTIVE FEEDBACK TO ENHANCE THE UNSIKA STUDENTS' ABILITY TO ELIMINATE GRAMMATICAL ERRORS IN WRITING (A Case Study of Students at University of Singaperbangsa Karawang) .....</b>	<b>527</b>
Nia Pujiawati .....	527
Yousef Bani Ahmad .....	527
<b>TEACHING WITH AND WITHOUT SYLLABUS: A CASE OF ENGLISH INSTRUCTORS IN TEACHING TEST OF ENGLISH AS FOREIGN LANGUAGE PREPARATION COURSE .....</b>	<b>531</b>
Nicko Putra Witjatmoko .....	531
Nastiti Primadyastuti .....	531
<b>SPEAKING QUALITY IN ENGLISH AND LEARNING STRATEGIES OF STUDENTS IN PONDOK PESANTREN DARULHIJRAHMARTAPURA .....</b>	<b>538</b>
Nida Mufidah .....	538
<b>INTEGRATING ENGLISH INDEPENDENT STUDY IN PRONUNCIATION COURSE .....</b>	<b>547</b>
Nina Inayati .....	547

<b>DEVELOPING BUSINESS ENGLISH COURSE MATERIALS FOR THE STUDENTS OF MANAGEMENT .....</b>	<b>555</b>
Nina Sofiana .....	555
<b>DEVELOPING LISTENING MATERIALS ON MONOLOGUE TEXT FOR EIGHTH GRADERS .....</b>	<b>561</b>
Nine Febrie Novitasari .....	561
<b>DEVELOPING ENGLISH MATERIAL FOR ISLAMIC EDUCATION DEPARTMENT .....</b>	<b>569</b>
Ninik Suryatiningsih .....	569
<b>PROMOTING SOCIAL MEDIA GROUP INTERACTION FOR STUDENTS' PRODUCTIVE SKILLS ENHANCEMENT .....</b>	<b>574</b>
Ninit Krisdyawati .....	574
Nurfitriah .....	574
<b>TEACHING ENGLISH LESSONS BY USING DRILLING ACTIVITIES IN AUDIO LINGUAL METHOD (ALM) .....</b>	<b>579</b>
Nisa Mahbubah .....	579
<b>DEVELOPING AUTHENTIC LANGUAGE MATERIALS BY UTILIZING THE LOCAL TOURISM RESOURCES .....</b>	<b>584</b>
Noor Eka Chandra .....	584
<b>LEARNING AND TEACHING ENGLISH USING QUIPPER SCHOOL FOR INDONESIAN LEARNERS .....</b>	<b>588</b>
Novi Nur Lailisna .....	588
<b>ENGLISH GRAMMATICAL ERRORS AMONGST THIRD GRADE STUDENTS IN KECAMATANBANJARAGUNGTULANGBAWANG LAMPUNG .....</b>	<b>593</b>
Noviana Amelia .....	593
<b>BLENDING CLASSROOM LEARNING AND DIGITAL LEARNING TO ACHIEVE OPTIMAL WRITING SKILL .....</b>	<b>599</b>
Nur Alfa Rahmah .....	599
Afifah Linda Sari .....	599
<b>THE SPEECH ACT USED BY THE MAJOR CHARACTER OF SHERLOCK TV SERIES "A STUDY IN PINK" (2010) AND ITS IMPLICATION IN ENGLISH LANGUAGE TEACHING .....</b>	<b>605</b>
Nur Fatimah .....	605
Dyah Rochmawati .....	605
<b>BROADCASTING VIDEO PROJECT TO PROMOTE STUDENTS' MOTIVATION IN SPEAKING SKILL .....</b>	<b>611</b>
Nurdevi Bte Abdul .....	611
<b>THE INFLUENCED OF COOPERATIVE INTEGRATED READING AND COMPOSITION METHOD ON EFL STUDENTS TRANSLATION ABILITY .....</b>	<b>617</b>
Nurdin Bramono .....	617

<b>GENDER REPRESENTATION IN THE NINTH GRADE STUDENTS' ENGLISH TEXTBOOK THINK GLOBALLY ACT LOCALLY .....</b>	<b>625</b>
Nurhayati .....	625
<b>A BLENDED LEARNING: AN APPROACH TO ENHANCE COLLEGE LEARNERS' READING SKILLS .....</b>	<b>631</b>
Nuriyatul Hamidah .....	631
<b>MASSIVE MULTI-STUDENTS ONLINE LEARNING: STRATEGIC ONLINE LEARNING INSPIRED BY MASSIVE MULTI-PLAYER ONLINE ROLE GAME PLAY .....</b>	<b>639</b>
Pandu Prasodjo .....	639
<b>EXPANDING LANGUAGE LEARNING EXPERIENCES THROUGH THE USE OF MODERN INFORMATION TECHNOLOGY .....</b>	<b>644</b>
Patrisius Istiarto Djiwandono .....	644
<b>ENGLISH FOR JOB HUNTING: ENHANCING EFL STUDENTS' CAREER MARKETABILITY .....</b>	<b>649</b>
Paulus Widiatmoko .....	649
<b>DEVELOPING E-MODULE FOR ESP STUDENTS OF COMPUTER AND NETWORKING TECHNOLOGY .....</b>	<b>656</b>
Pebrina Pirmani .....	656
Inayatil Izzah .....	656
<b>TRAINING BEGINNER TEACHERS TO PROMOTE INTEGRATED APPROACH AND PERSONAL BELIEFS INTO LEARNING MATERIALS .....</b>	<b>662</b>
Peggy Magdalena Jonathans .....	622
<b>A RESPONSE TO STUDENTS' LOW SPEAKING SKILLS .....</b>	<b>670</b>
Perwi Darmajanti .....	670
<b>LEXICAL DENSITY AND NOMINAL GROUP OF STUDENTS' SKRIPSIS AND INTERNATIONAL JOURNALS AND THE IMPLICATION FOR TEACHING WRITING .....</b>	<b>677</b>
Pila Depita A. ....	677
<b>BOOSTING STUDENTS' SPEAKING ABILITY BY PROJECT-BASED LEARNING: ITS' EFFECT AND IMPLEMENTATION (A MIX METHOD RESEARCH) .....</b>	<b>685</b>
Pryla Rochmahwati .....	685
Nurul Khasanah .....	685
<b>INDIVIDUAL ACCOUNTABILITY IN COOPERATIVE LEARNINGAS A MEDIUM FOR PROVIDING LEARNING EXPERIENCESAS MANDATED BY THE 2006 AND 2013 CURRICULUMS: THE CASE OF SECONDARY SCHOOL EFL CLASSROOMS .....</b>	<b>692</b>
Puji Astuti .....	692
<b>INCORPORATING ISLAMIC VALUES IN AN ENGLISH LEARNING MODULEOF ISLAMIC BOARDING SCHOOLSIN WEST NUSA TENGGARA .....</b>	<b>699</b>
Puspita Dewi .....	699
Joko Priyana .....	699

<b>DEVELOPING PROJECT-BASED LEARNING MATERIAL FOR TEACHING ENGLISH BASED ON CURRICULUM 2013</b> .....	707
Putu Rusanti.....	707
<b>PROJECT BASED LEARNING: STUDY ON VOCATIONAL ENGLISH TO TEACH ENGLISH FOR NON ACADEMICS</b> .....	713
Rahmawati Khadijah Maro .....	713
<b>ENGLISH FOR CULINARY MAJOR IN VOCATIONAL HIGH SCHOOL: THE PROTOTYPE</b> .....	720
Raisha Nur Anggraini .....	720
Kinanthi Widyadari Darmesta .....	720
Ardhi Eka Fadilah.....	720
<b>CONDUCTING WINDOWS MOVIE MAKER AS A CALL (COMPUTER ASSISTED LANGUAGE LEARNING AID) IN TEACHING CREATIVE WRITING</b> .....	730
Ratna Ayu P.K.D .....	730
JannatulLaily Novia Bahari .....	730
<b>THE GAP BETWEEN THE ESP CLASSROOM WITH THE WORKPLACE NEEDS (THE CASE STUDY OF RESTAURANT SERVICES)</b> .....	741
Ratnah.....	741
<b>REASONS WHY LISTENING IN ENGLISH IS DIFFICULT: VOICE FROM FOREIGN LANGUAGE LEARNERS</b> .....	748
Ratna Rintaningrum.....	748
<b>INSTRUCTIONAL ROLE PLAY METHOD: AN ALTERNATIVE WAY IN TEACHING SPEAKING(A Research Project at Access Microscholarship Program in Ambon)</b> .....	754
Renata C. G. Vigeleyn Nikijuluw.....	754
Sultan G. S. Stover.....	754
<b>USING ITEMAN TO ANALYZE MULTIPLE-CHOICE TEST ITEMS</b> .....	762
Renata Kenanga Rinda .....	762
<b>THE EFFECT OF BLENDED LEARNING IN TEACHING LISTENING VIEWED FROM STUDENTS' INTERESTS</b> .....	772
Rengganis Siwi Amumpuni .....	772
<b>PROMOTING INTERCULTURAL CITIZENSHIP IN EFL LISTENING MATERIALS THROUGH DIGITAL STORYTELLING</b> .....	776
Reni Kusumaningputri .....	776
Dewianti Khazanah.....	780
Riskia Setiarini.....	780
<b>DEVELOPING READING MATERIAL IN CLIL CONTEXTS: WAY TO EMPOWER STUDENTS' COMPETENCES IN EFL</b> .....	785
Reny Windi Astuti .....	785
Tety Mariana.....	785
<b>ESTABLISHING A WHATSAPP CONVERSATION: ONE OF INNOVATIONS IN ENGLISH LANGUAGE TEACHING</b> .....	790
Restu Mufanti .....	790
Andi Susilo .....	790
<b>EFL LEARNERS' TRANSLATION COMPETENCE IN INDONESIAN-ENGLISH TRANSLATING CLASSROOM</b> .....	797
Rida Wahyuningrum.....	797

<b>DEVELOPING STUDENTS' SPEAKING SKILL THROUGH TWO STAY TWO STRAY TECHNIQUE: PRE-EXPERIMENTAL STUDY .....</b>	<b>806</b>
Rika Irawati .....	806
Wahyudi .....	806
<b>STUDENTS' ESSAY WRITING STYLES OF ENGLISH EDUCATION PROGRAM 2013 AT ADIBUANA UNIVERSITY OF SURABAYA .....</b>	<b>814</b>
Rikat Eka Prastyawan.....	814
<b>THE INFLUENCE OF USING DOMINOES GAME ON STUDENT'S GRAMMAR ACHIEVEMENT AT JALAN JAWA JUNIOR HIGH SCHOOL GRADE 8th.....</b>	<b>819</b>
Rima Fitria Ningrum .....	819
Armelia Nungki Nurbani.....	819
<b>STUDENTS' PERCEPTIONS ON PLAGIARISM IN THEIR ACADEMIC WRITING: AN INDONESIAN CASE STUDY.....</b>	<b>829</b>
Rina Agustina.....	829
Aulia Nisa Khusnia.....	829
Pambudi Raharjo.....	829
<b>DEVELOPING ENGLISH TEXTBOOK FOR ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT BASED ON GENRE-BASED APPROACH .....</b>	<b>835</b>
Rina Sari.....	835
<b>LINOIT APPLICATION: THE NEW WAY IN TEACHING STUDENTS' READING COMPREHENSION.....</b>	<b>841</b>
Rini Estiyowati Ikaningrum .....	841
<b>INTEGRATION OF POWOON AND PAIR WORK PROJECT IN ENHANCING ORAL COMMUNICATION SKILL.....</b>	<b>848</b>
Ririn Ovilia.....	848
<b>"ELT CURRICULUM AND TEXTBOOK ANALYSIS" AS A SUBJECT TO HELP STUDENTS IN DEVELOPING MATERIALS .....</b>	<b>856</b>
RirinPusparini .....	856
Esti Kumiasih .....	856
<b>DEVELOPING DIGITAL STORY TELLING THROUGH PROJECT BASED APPROACH .....</b>	<b>862</b>
Risa Triassanti .....	862
<b>STORYTELLING SENTENCE PRODUCTIONS OF EYL STUDENT TEACHERS: LANGUAGE TYPOLOGY BASED ON MOTION EVENTS.....</b>	<b>870</b>
Riski Lestiono.....	870
<b>THE APPLICATION OF PEER AND SELF ASSESMENT IN LISTENING AND SPEAKING CLASS (A PARTICIPATORY ACTION RESEARCH).....</b>	<b>879</b>
Rismar Riansih .....	879
<b>BE STRENGTH OR WEAKNESS: TBLT THREE PHASE TECHNIQUE STAGES IN TEACHING LISTENING FOR TOEFL PREPARATION.....</b>	<b>888</b>
Risqi Ekanti Ayuningtyas Palupi.....	888
<b>TRADITIONAL GAMES IN TEACHING SPEAKING IN NON-ENGLISH DEPARTMENT CLASS.....</b>	<b>895</b>
Riyatno .....	895



<b>INTEGRATIVE MOTIVATION AFTER TUTORING PROGRAM: A CASE STUDY .....</b>	<b>904</b>
Riza Weganofa.....	904
<b>BENEFITING MORE OF PROJECT WORK IN A LARGE CLASS .....</b>	<b>907</b>
Rohaniatul Makniah .....	907
<b>HAVE A LOOK AT LANGUAGE LEARNING STRATEGIES: A GOOD STEP FOR SUCCESSFUL ENGLISH AS FOREIGN LANGUAGE LEARNING .....</b>	<b>916</b>
Rohfin Andria Gestanti .....	916
<b>INCORPORATING CRITICAL LITERACY THROUGH ONLINE INTERACTIVE READING JOURNAL .....</b>	<b>923</b>
Rojab Siti Rodliyah.....	923
<b>ASSESSING LEARNERS' PRAGMATIC COMPETENCE TO INTERPRET IMPLICATURES .....</b>	<b>927</b>
Ronald Maraden Parlindungan Silalahi .....	927
<b>DEVELOPING STUDENTS' LISTENING COMPREHENSION BY USING VIDEO MATERIAL .....</b>	<b>935</b>
Rugaiyah .....	935
<b>USING "BEFORE AND AFTER" CHART IN READING A NURSERY RHYME TO BUILD THE COMPREHENSION SKILLS OF EARLY YEAR STUDENTS .....</b>	<b>942</b>
Rully Fitria Handayani.....	942
<b>DEVELOPING TEACHING MATERIALS FOR ENGLISH ELEMENTARY TEACHERS.....</b>	<b>948</b>
Veronica L. Diptoadi .....	948
Ruruh Mindari .....	948
Hendra Tedjasuksmana.....	948

# A CHALLENGE FOR ENGLISH LEARNERS AND TEACHERS: STUDENTS' ENGLISH VOCABULARY KNOWLEDGE AND VOCABULARY LEARNING STRATEGIES

Istanti Hermagustiana

istanti\_hermagustiana@yahoo.com

Universitas Mulawarman Samarinda, Indonesia

Anjar Dwi Astuti

anjardwi.010@gmail.com

Universitas Mulawarman Samarinda, Indonesia

## ABSTRACT

*Technical vocabulary in business English has been challenging for EFL learners in English for Specific Purposes (ESP) course. This study focuses on the students' vocabulary learning strategies and their understandings of English vocabulary selected from one of their ESP courses, Business Correspondence (BC). The participants were 30 university students in their third semester. In addition to the students' scores obtained from the final test of Business Correspondence course, the researchers used 5-point self-report Vocabulary Knowledge Scale and the Vocabulary Learning Strategies Questionnaire. The results of the study indicate that students' vocabulary knowledge in relation to business English is low, the students' vocabulary knowledge has no significant correlation with their comprehension on Business Correspondence and only determination strategies are significantly correlated with the students' vocabulary knowledge. The paper concludes with the discussion of implication for teaching and learning ESP vocabulary. This will benefit both the students and the teachers of ESP course in improving their understanding of the importance of vocabulary in business English.*

**Keywords:** *ESP, business correspondence, vocabulary learning strategies, vocabulary knowledge*

## INTRODUCTION

Business Correspondence (BC) as one of the ESP courses focuses on letter-writing as an essential part of business. This course is aimed at enhancing students' ability to write English letter for business purpose and familiarizing students with procedures and conventions in business. The topics cover the effective BC, such as: parts of the letter, the letter forms, how to write and reply the letter. Therefore, technical vocabulary in relation to business is crucial in this sphere of teaching. In order to develop students' communicative competence, language teachers should encourage them to learn as many words as possible in order to improve the students' understanding of certain technical words that are usually used in business correspondence.

Schmitt (2000) highlights that transferring lexical information from the short-term memory, also called working memory where it resides during the process of manipulating language, to the permanent long-term memory as the storage area of information is the object of vocabulary learning. One approach of facilitating vocabulary learning that has attracted increasing attention is vocabulary learning strategies (VLS) (Schmitt, 2000). There are numerous different VLS, with one list containing fifty-eight different strategies (Schmitt, 1997). First, he divided the list into two major categories: (1) strategies that are useful for the initial discovery of a word's meaning, and (2) those useful for remembering that word once it has been introduced. This reflects the different processes necessary for working out a new word's meaning and usage, and for consolidating it in memory for future use. Second, the strategies are further classified into five groupings. The first contains strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise (*Determination strategies* [DET]). *Social strategies* (SOC) use interaction with other people to improve language learning. *Memory strategies* (MEM)

(traditionally known as *mnemonics*) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping. *Cognitive strategies* (COG) exhibit the common function of "manipulation or transformation of the target language by the learner" (Oxford, 1990 in Schmitt, 2000). Lastly, *Metacognitive strategies* (MET) involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study.

The students should become aware of the importance of VLS in learning vocabulary in ESP. Being able to apply the vocabulary and structures that they learn in a meaningful context emphasizes what is taught and improves their motivation in learning English. Based on that reason, this study focuses on the students' vocabulary learning strategies and their understandings of English vocabulary selected from one of their ESP courses, Business Correspondence.

## METHODS

There were 30 third-semester students participating in this study. These students were selected from two classes of Business Correspondence. The participants were 22 females and eight males ranging in age from 18-21 from the same department in a state university in East Kalimantan, Indonesia.

The research instruments applied in this study were: (1) The teacher-made test which was used to get the data of students' scores on the final examination of Business Correspondence, (2) The vocabulary test consisting of 30 English words: 10 nouns, 10 verbs, and 10 adjectives, and (3) The Vocabulary Learning Strategies (VLS) Questionnaire which used five-point scale, with the options ranging from "never" to "always" showing the frequency of the strategy use in learning English vocabulary and consisted of 25 items related to VLS which were grouped into six categories of Discovery and Consolidation strategies.

To collect the data, the researchers provided the vocabulary test for the students to carry out in 30 minutes. On the same day, after the vocabulary test was accomplished, the questionnaire was distributed to the students to discover their vocabulary learning strategies. The students were told to answer the questions based on their learning experiences and their responses to the questionnaire would not affect their course grades. In order to gather the data from the teacher-made test, it was conducted when the students were scheduled to have their final examination of Business Correspondence course. The lecturer of the course scored the students' work and the researchers used the scores to see whether or not they correlated with the students' vocabulary knowledge.

In the data analysis, the researchers calculated the mean scores of the teacher-made test, the vocabulary test, and the vocabulary learning strategies questionnaire with SPSS 19.0. After the results were obtained, tests of correlation were utilized. The data were analyzed statistically to find out the relationship between students' vocabulary knowledge (VK) and their tendency on the use of vocabulary learning strategies, and the correlation between students' vocabulary knowledge and their comprehension on Business Correspondence.

## FINDINGS AND DISCUSSION

After the vocabulary test was given, the overall result of students' vocabulary knowledge along with the calculation of the mean score was gained as seen in the following table.

Table 1. Mean score of students' vocabulary test.

<b>Student</b>	1	2	3	4	5	6	7	8	9	10
<b>Score</b>	2,63	2,40	2,60	1,53	2,33	2,57	3,40	2,60	2,37	3,20
<b>Student</b>	11	12	13	14	15	16	17	18	19	20
<b>Score</b>	3,50	2,67	2,40	2,23	2,10	3,70	2,47	2,67	2,47	2,40

<b>Student</b>	21	22	23	24	25	26	27	28	29	30
<b>Score</b>	2,63	2,50	2,63	3,63	2,50	3,17	3,13	3,00	3,40	3,83

Mean score: 2.76

From the obtained mean score, the students' vocabulary knowledge is low because it does not even reach Level III, which means that most of the meanings of the words tested are not known despite the familiarity with the English words.

The questionnaire of vocabulary learning strategies was the next research instrument the students had to complete. The calculation of the frequency of the strategy use from each strategy group is displayed in the following table.

Table 2. Score averages of the five groups of Vocabulary Learning Strategies

CATEGORIES	SCORE AVERAGE
1. Determination Strategies	3.26
2. Social Strategies 1 (Discovery Strategies)	3.07
3. Social Strategies 2 (Consolidation Strategies)	2.82
4. Memory Strategies	3.06
5. Cognitive Strategies	2.97
6. Metacognitive Strategies	2.96

The following information is about each group of strategies which reveals different mean scores.

- (1) Determination strategy has the highest score average, 3.26. It shows that this strategy was the most frequently used by the students. The most frequent strategy used in this category was *use a bilingual dictionary to translate English words into Indonesian language*; while the least frequently used strategy was *use pictures illustrated in the textbook to find the word meanings*.
- (2) Social strategy under Discovery Strategy was fairly frequent, with a score average 3.07. *Learn some new words when working in groups* was the most frequently used strategy in this category. The least frequent strategy used was *asking the teacher to put an unknown word into a sentence to help the students to understand the word meaning*.
- (3) Compared to other categories, Social strategy under Consolidation strategy was the least frequently used strategy with a score average 2.82. The most frequent strategy in this category was *practice English when completing assignments in small groups* and the least frequent one was *ask native speakers for help*.
- (4) Memory strategy with a score average 3.06 was almost equal to Social strategy under Discovery Strategy. *Write a new word in a sentence so students can remember it* was the most frequently used strategy, while *use physical actions when learning words* was the least frequent one.
- (5) Cognitive strategy was ranked after Memory strategy. It had a score average 2.97. *Write new words on flash cards* was the least frequent strategy used by the students, while the most frequent strategy use was *try to remember a word, then write or say it repeatedly*.
- (6) The last category was Metacognitive strategy with a score average 2.96, almost equal to Cognitive strategy. *Listen to English songs and news* was the most frequently used strategy, while *does not worry very much about the difficult words found when reading or listening and skip them* was the least frequent one.

The teacher-made test was given to the students at the end of the semester. The following is the overall scores of the written test with the calculation of the mean score.

Table 3. Mean score of final written test of Business Correspondence

<b>Student</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Score</b>	95	93	90	56	78	84	65	90	59	42	66	73	57	70	72

<b>Student</b>	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Score</b>	76	100	42	78	70	90	67	56	76	68	76	77	66	90	90

Mean score: 73.73

From the result of the final written test of Business Correspondence, it is shown that the highest score was 100 and the lowest score was 42. The mean score of the final written test was 73.73 which includes as good based on standard score category. It is displayed that 9 students are having excellent comprehension, and 10 students are including as good. Furthermore, 15 students or 50% who receive up the average score and 15 students or 50% of them who receive under the average.

#### Correlation between Vocabulary Knowledge and Vocabulary Learning Strategies

The calculation by using Product Moment formula was in line with the calculation using SPSS 19.0

Table 4. The Correlation between VK and Consolidation Strategies

		VK	DET
VK	Pearson Correlation	1	,414*
	Sig. (2-tailed)		,023
	N	30	30
DET	Pearson Correlation	,414*	1
	Sig. (2-tailed)	,023	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

From the calculation above, it is concluded that through applying the Pearson Product Moment Formula and SPSS v19, the r-obtained achieve from the students' vocabulary knowledge as variable X and students' vocabulary learning strategy, specifically, determination strategy as variable Y, which is 0.414. It means there is significant correlation between two variables between vocabulary knowledge and determination strategy. Positive correlation is the result of the improvement of vocabulary knowledge which is followed by good determination strategy.

Table 5. The Correlation between VK and Social Strategies (1)

		VK	SOC.1
VK	Pearson Correlation	1	-,307
	Sig. (2-tailed)		,098
	N	30	30
SOC.1	Pearson Correlation	-,307	1
	Sig. (2-tailed)	,098	
	N	30	30

Table 6. The Correlation between VK and Social Strategies (2)

		VK	SOC.2
VK	Pearson Correlation	1	,330
	Sig. (2-tailed)		,075
	N	30	30
SOC.2	Pearson Correlation	,330	1
	Sig. (2-tailed)	,075	
	N	30	30

Table 7. The Correlation between VK and Memory Strategies  
Correlations

		VK	MEM
VK	Pearson Correlation	1	-.067
	Sig. (2-tailed)		,723
	N	30	30
MEM	Pearson Correlation	-.067	1
	Sig. (2-tailed)	,723	
	N	30	30

Table 8. The Correlation between VK and Cognitive Strategies  
Correlations

		VK	COG
VK	Pearson Correlation	1	,087
	Sig. (2-tailed)		,647
	N	30	30
COG	Pearson Correlation	,087	1
	Sig. (2-tailed)	,647	
	N	30	30

Table 9. The Correlation between VK and Metacognitive Strategies  
Correlations

		VK	METCOG
VK	Pearson Correlation	1	,252
	Sig. (2-tailed)		,179
	N	30	30
METCOG	Pearson Correlation	,252	1
	Sig. (2-tailed)	,179	
	N	30	30

Table 5, 6, 7, 8 and 9 illustrated the correlation between vocabulary knowledge as variable X and social strategy 1 under discovery strategy, and all learning strategies under Consolidation Strategy: social strategy 2, memory strategy, cognitive strategy and metacognitive strategy as variable Y. It can be seen that the X and Y deliver the calculation to the result that the r-obtained value is -0.307, 0,330, -0,067, 0,087 and 0,252. The r-obtained is lower than r-table 0.361. The result implied is insignificant. It means students' vocabulary knowledge and the abovementioned strategies do not correlate each other.

#### Correlation between Vocabulary Knowledge and Business Correspondence Comprehension

The following calculation in the table below displays the correlation between VK and BC comprehension.

Table 10. The Correlation between VK and BC Comprehension.

		VK	BCS
VK	Pearson Correlation	1	,104
	Sig. (2-tailed)		,585
	N	30	30
BCS	Pearson Correlation	,104	1
	Sig. (2-tailed)	,585	
	N	30	30

From the calculation of Pearson correlation, it was concluded that the r-value achieved from the students' vocabulary knowledge as variable X and students' comprehension of BC as variable Y was 0.104. This r-value is lower than r-table, 0.361. It shows that there was insignificant correlation between the two variables, students' vocabulary knowledge and their comprehension of BC. In other words, students' vocabulary knowledge and students' comprehension of BC do not correlate each other.

In terms of students' vocabulary knowledge, the result confirms that most of the word meanings related to BC seem to be difficult for the students to translate into Indonesian, to find the English synonyms, or to give some definitions or explanations. According to the level of word knowledge developed by Paribakht & Wesche (1993), the students are familiar with the words but they do not know their meanings. This might result from several factors. One of them is associated with the capacity of short-term and long-term memories in processing information in the brain. The process of transferring lexical information from the short-term memory might not be as smooth as expected, thus it causes forgetting information, which is the stock of the meanings of words seen or heard before. This is where the students who appear to learn new words, but cannot recall it later on-demand. There might be some reasons why it could happen. First, students probably forget a thing because they are thinking about something else so they are not listening. Secondly, they do not think the idea is important so they ignore it, and then forget it. The last, they might not have time to learn or store the material properly. It is all associated with the limited working memory as empirically investigated in some studies (Daneman & Green, 1986).

The findings also indicated that the positively significant correlation only occurred when students' vocabulary knowledge was correlated using Pearson correlation formula with Determination Strategy, one of the vocabulary learning strategies under Discovery Strategies. One of the Discovery strategies which is the most frequently used by the students is using bilingual dictionaries to translate English words into Indonesian language. This demonstrates that students rely their knowledge on English words on bilingual dictionaries, English-Indonesian or Indonesian-English, as their English proficiency is considered inadequate to deal with English vocabulary. Therefore, they understand most of English words by looking them up in the dictionaries.

With regard to the students' comprehension on BC which focuses on letter-writing as an essential part of business, the students' evaluation is based on how they can identify part of business letters and write certain kinds of business letters. Thus, it is important for the students to know and understand the meaning of the words that usually used on writing business letters. Therefore, studies on the use vocabulary learning strategies in learning vocabulary in ESP is important to make students become aware of language learning strategies and get trained to use them appropriately. Moreover, McCarthy (1990, p.viii) points out that "No matter how well the student learns grammar, no matter how successfully the sounds of second language (L2) are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way". Thus, the number of words learned depends on numerous exposures to a particular word and words are not learned instantaneously but they are learned over period of time. However, from the research result it can be predicted that students actually face difficulties while learning new English words. It is difficult to learn words especially ESP words in BC context because they are low-frequency words and are not encountered very often. For that reason, although their written final test score of BC is included in good category but their vocabulary knowledge in BC's context is unequal.

Whereas for their good result in the BC written final test, it possibly happened because they were only memorizing the sentences that are usually used in business letter without completely understand their meanings. They only know the words because they have seen the words in the textbook but they forget the meanings.

## CONCLUSION AND SUGGESTION

In general, the students of BC course reported using discovery strategies (i.e. Determination strategies) more frequently than consolidation strategies. One interpretation of this is that the students tend to be more concerned in discovering or understanding the English word meanings than in learning them. This could be due to the fact that during a letter-writing activity, the English students involved in this study just discover the meanings to understand the content of the letter or to answer comprehension questions. One of the learning strategies that need to be developed for the students in university context is metacognitive strategies which are associated with independent learning. The students are supposed to employ some metacognitive strategies, like planning their vocabulary learning and assessing their vocabulary in order to help them become aware of their vocabulary knowledge and develop it. The students' infrequent use of metacognitive strategies indicates that most of the students do not have plans or directions for their learning, which are important for success. It also reveals that the students are not independent in their learning and lack the knowledge of what to learn about words. These findings are consistent with those of Moir and Nation (2002) who discovered that the subjects of their study were not responsible for their learning and unaware of what learning vocabulary requires. Such students should be helped to become more independent in their learning through learner training.

A possible recommendation for these students is to concentrate on strategies that help them develop both their receptive and productive knowledge, since their vocabulary knowledge in business English is very low. In addition, students' understanding of parts of speech should be improved as much as possible in direct vocabulary learning through word chunks which can help maintain information in working memory (Gilchrist, Cowan, Naveh-Benjamin, 2009).

For ESP teachers, instead of teaching technical vocabulary they should confirm if the learners understood technical vocabulary that appears in the context. In line with Nation's argument that "technical vocabulary" is a type of specialized vocabulary and its occurrence is affected by factors that influence the use of all vocabulary. Language teachers should prepare their learners to deal with the large numbers of technical words that occur in specialized text (Nation, 2001).

In accordance with the previous conclusions and the data of this study which are mostly insignificant, we suggest some points. First, for further studies, it needs more participants as the research subject and more comprehensive vocabulary test. Second, it is suggested to conduct an experimental study which involves some treatments on teaching strategies for ESP vocabulary.

## REFERENCES

- Daneman, M. and Green I. (1986) Individual differences in comprehending and producing words in context. *Journal of Memory and Language*, 25 (1986) 1-18
- Gilchrist, Cowan, Naveh-Benjamin. (2009). Investigating the childhood development of working memory using sentences: New evidence for the growth of chunk capacity. *Journal of Experimental Child Psychology*, 104, 252-265.
- McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
- Moir, J. & Nation, P. (2002). Learners' use of strategies for effective vocabulary learning. *Prospect*, 17 (1), 15-35.
- Nation, I.S.P (2001) *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Paribakht, T. S. & Wesche, M. B. (1993). Reading comprehension and second language development in a comprehension-based ESL program. *TESL Canada Journal*, 11(1), 9-29
- Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt and M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press, 199-227.
- Schmitt, N. (2000) *Vocabulary in language teaching*. Cambridge: Cambridge University Press.