

Assessing the Needs for Developing the Students' Capacity for Autonomous Basic English Vocabulary Learning

1st Suwarsih Madya
English Department
Yogyakarta State University
Yogyakarta, Indonesia
suwarsihmadya@uny.ac.id

3rd Dyah Setyowati Ciptaningrum
English Department
Yogyakarta State University
Yogyakarta, Indonesia
dyah_ciptaningrum@uny.ac.id

2nd Anita Triastuti
English Department
Yogyakarta State University
Yogyakarta, Indonesia
anitatri@uny.ac.id

4th Devi Hermasari
English Department
Yogyakarta State University
Yogyakarta, Indonesia
devihermasari@uny.ac.id

Abstract—Basic English vocabulary learning needs special attention since its success will lay the foundation for further success in learning this foreign language. However, very little attention, if any at all, is paid to vocabulary teaching because of time constraints due to the heavy curriculum burden. Such a situation necessitates students to learn the vocabulary autonomously. Nevertheless, our observation has shown that they are not trained to do it and the teachers lack knowledge and skills to facilitate them to do it. Our study was conducted to assess the students' needs for building their capacity to learn autonomously and the teachers' needs for building their capacity to facilitate the development of students' learning autonomy. Data were collected through a four-scale questionnaire and interviews with selected students and all the teachers. Results of data analysis indicated that: (1) the students are aware of the importance of learning vocabulary autonomously but they have very little knowledge of the ways of learning vocabulary autonomously; and (2) the teachers agree that learning vocabulary autonomously is important but they have very little knowledge of the ways to facilitate their students to develop their learning autonomy. The findings imply the importance of an intervention to ensure that the vocabulary learning autonomy develops well within students and that the teachers become knowledgeable and skillful in facilitating their students' autonomous learning.

Keywords—vocabulary, games, puzzle, learning autonomy

I. INTRODUCTION

Vocabulary is important in supporting the success and meaningfulness of good communication in any language both in the mother tongue or foreign language [1], but at school teachers only teach explicitly 40% of the vocabulary of 12,000 words that must be mastered by students at the secondary school level [2]. The process of acquiring vocabulary is gradual, random, and at different rates [3]. Learners employ strategies for improving vocabulary

learning [4], e.g. the fifteen vocabulary acquisition activities to help learners remember the meanings of new words which reflect the need to retain meanings and learn autonomously [5]. Continuously developing the capacity of improving the effectiveness of vocabulary learning is critical, especially at the basic level of learning, as the failure of learning basic vocabulary will lead to the failure of further learning. It is urged by Wilkins that "Without grammar a little can be conveyed, without vocabulary nothing can be conveyed." [6].

Unfortunately, our preliminary observation in junior secondary schools in one sub-district in Sleman Regency, Yogyakarta Special Territory, shows that teachers do not explicitly teach basic vocabulary due to time constraints. This might have resulted in very low achievement of the students so far observed.

The proposed solutions to address the problems above include utilizing ICT to arouse students' motivation to practice the target language and develop their language skills [7] by creating vocabulary games through online applications and creating unique learning experiences to suit students' different learning styles and to meet their different learning needs [8].

Our observation has shown, however, that the available information and communication technology (ICT) is seldom used at schools [11] although the teachers generally have good ICT competence. The lack of knowledge and skills to fully benefit pedagogically from ICT in the classroom to meet the English curricular requirements and the specific learning needs seems to have contributed to the problem [9]. Another problem is time constraint due to the curriculum burden. An intervention is necessary to help solve the problems.

This paper presents the results of a needs analysis which is the first phase of our participatory action research which will be conducted to develop and improve the students' autonomy in learning basic English vocabulary and the teachers' autonomy in helping their students to develop their autonomy in learning vocabulary. The needs assessment included the identification of problems faced by the teachers

in teaching vocabulary, and the constraints found by students in learning vocabulary, and the students' experience in learning vocabulary.

A. Vocabulary Learning

Vocabulary is an important element of linguistic competence, a term proposed by Chomsky [13], to refer to the knowledge of language, which is context-free or situation-free. Later, this notion was challenged by Hymes [14] who proposed sociolinguistic competence as another component because to Hymes, language is context-bound and cannot therefore be separated from its context of use. Hymes' model of communicative competence is the earliest model. Evolutionarily, other components were added [15, 16, 17, 18], as summarized in Table 1. It is obvious from Table I that linguistic competence has stood time and vocabulary is part of it.

TABLE I. THE EVOLUTIONARY DEVELOPMENT OF COMMUNICATIVE COMPETENCE

	Chomsky (1957, 1965)	Hymes (1967, 1972)	Canale & Swain (1980)	Canale (1983)	Celce-Murcia et al. (1995)	Celce-Murcia (2007)
Expanding Nature of Communicative Competence	Linguistic Competence	Linguistic Competence	Grammatical Competence	Grammatical Competence	Linguistic Competence	Linguistic Competence
		Sociolinguistic Competence	Sociolinguistic Competence	Sociolinguistic Competence	Sociocultural Competence	Sociocultural Competence
			Strategic Competence	Strategic Competence	Strategic Competence	Strategic Competence
				Discourse Competence	Discourse Competence	Discourse Competence
					Actional Competence	Interactional Competence
						Formulaic Competence

As can be seen in Table 1, the last model consists of 6 components [18] namely 1) socio-cultural competence which refers to the speaker's pragmatic knowledge, 2) discourse competence which involves using structures of language items and ideas to convey meanings, 3) linguistic competence which includes phonological and grammatical knowledge, 4) formulaic competence which involves chunking of language expressions, 5) interactional competence which requires the knowledge and ability to perform speech acts in the target language in interactions, take turns, and use non-verbal cues, and 6) strategic competence which refers to the speaker's learning strategies and communication strategies

The development of communicative competence as a construct indicates that the notion of linguistic competence

has been the root of a construct termed as 'communicative competence' and has therefore remained in the model from its earliest model. This shows that linguistic competence is the core of language ability without which effective language performance will be very difficult, if not impossible, to achieve. Of the components of linguistic competence is lexical or word knowledge, which is also termed 'vocabulary'.

As one of the important components of reading [20], vocabulary was found to significantly contribute to the overall success of learning at school, especially the success of reading [21, 22]. It has also been found that readers will not be able to understand the texts unless they know most of the words used in the texts [20]. This is in line with a research finding that comprehension can be obtained if the reader knows 95% of the words used in the texts [23]. "Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lack of either adequate word identification skills or adequate vocabulary will ensure failure" [24].

A synthesis of research studies on vocabulary learning presents eight findings [25] which reflect the urgency to explicitly teach vocabulary in various contexts [22, 27, 29], provide repeated and multiple exposure to vocabulary items with structured vocabulary tasks [26], incorporate ICT in vocabulary teaching [20], provide opportunities for incidental learning [30] through varied reading experiences [31] and use more than one single method to teach vocabulary [20].

That the teacher teaches a little vocabulary explicitly due to time constraints in keeping up with the curriculum demands was also found in a preliminary study by Madya [32]. Madya's experimental study was then conducted by holding a special class outside the school timetable to facilitate the repetitions of learning the words already introduced through reading texts in regular classes by a set of vocabulary games, which was found effective.

However, considering that the schools are faced with constraints to hold an additional class, it is deemed necessary to train students to do repetitions independently to not only solve the problem of time constraints for repetitions, but also to contribute to the growth of students' autonomy.

B. Autonomous Learning and Learners

Learning autonomy comprises learners' capacity to control [33] and take responsibility for their learning [34], and it has been claimed as the ultimate goal of education [35]. Such ability is not an inborn acquisition; instead, it is particularly developed through autonomous learning practices in formal education [36] and can be manifested by means of three approaches, comprising resource-based approach, technology-based approach, and learner-based approach [35]. The first two approaches focus on efforts to provide learners for opportunities to activate their self-directed learning. The third approach empowers learners to be able to control their learning processes by activating their learning skills to take advantage of the given opportunities.

Learner autonomy can be psychologically, technically, and socially-culturally fostered [37]. Learner autonomy is facilitated by rich learning resources to provide learners with opportunities to choose what, when, and how they learn to achieve their learning goals [38]. In this case, self-access learning center/corner (SALC) can be established to positively trigger learner autonomy [39]. However, the presence of SALC with rich learning resources does not always guarantee that learners always utilize the provided resources when an effective evaluation system to maintain the sufficiency and appropriateness of such facility is absent [40]. This implies the importance of such an evaluation.

The technical perspective allows the use of information and communication technology (ICT) to support learner autonomy. ICT-based autonomous learning activities can be realized by taking advantage of such online learning resources as wikis, blogs, and forums in classroom [41]. The use of ICT for classroom learning is beneficial not only for fostering learner autonomy, but also for promoting autonomous learners as agents or designers [42].

From the above definitions and perspectives, it can be said that learning autonomy is concerned with decision-making in all learning phases: determine the focus, choose the materials and activities, and determine the target of achievement.

C. Self Access Learning Center (SALC)

1) Description

SALC is designed to help develop students' autonomous learning, be it semi-autonomous or fully autonomous. SALC provides various learning materials to which students have free, independent access. Since the underlying concept of SALC is students' autonomy in learning, which means student empowerment in learning, this centre/corner should be designed to suit their learning needs. It should be noted, however, that students' learning autonomy falls into different levels [43] as illustrated by being adapted in Fig. 2 below.

The highest level of autonomy can be achieved through various learning experiences, both inside and outside the classroom. Considering the target students' living environment, the semi-supervised self-access model is considered appropriate in the present study to accommodate the early development of autonomy.

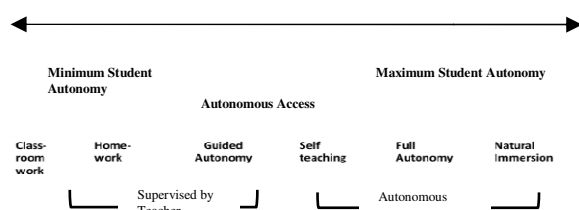


Fig. 2. A representation of levels of self-access

2) Types of SALC

With a range of focuses and its characteristics, each SALC provides ample opportunities for students to dig deeper in their language learning and demands teachers to take the role as a facilitator or counselor. SALC with Fully

Autonomous Learning, SALC with Semi-guided Learning, SALC integrated into English Writing, and SALC in the form of a program with classrooms functioning as centre for autonomous learning and self-access learning are among the types commonly found in EFL/ESL settings.

3) Strengths of SALC

SALC has at least the following advantages: (1) Students can learn according to their learning rates; (2) They themselves can determine the materials and levels of their difficulty; (3) They can determine when they are willing to use SALC and complete their tasks and this is the greatest strength, i.e. *flexibility*; and (4) They can make use of various learning resources in one place.

4) Weaknesses of SALC

The biggest weakness is basically concerned with the teachers' and students' ability to adapt themselves and integrate effectively this method into their learning activities, especially in situations in which they are not yet accustomed to working independently.

5) Experiences in Improving Learning Autonomy through SALC

Two points are worth noting in relation to efforts made to improve students' learning autonomy through SALC: (1) Teachers play an important role in helping their students to grow into autonomous learners [34]; and (2) Learning autonomy can be achieved when the students' skills include cognitive and metacognitive strategies, involving self-monitoring and self-evaluation as key aspects of self-access, that can contribute significantly through the whole development of learning autonomy in language learners [44]. The second point necessitates the involvement of students in self-monitoring and self-evaluation.

Some educational institutions have established SALC to improve their students' learning autonomy [45, 46]. This is done by involving teachers directly to close the gap between theory and practice [49].

D. The Use of Games

The use of games can help students' ability in retaining the mastery of new words already learned by practicing using the new words [47]. The use of ICT in vocabulary learning can motivate students to practice using the target language and can develop their language skills [48] especially to create vocabulary games. Therefore, teachers should select appropriate ICT to help meet the curriculum requirements.

II. METHOD

A. Research Design

This needs assessment study is the earliest part of our Participatory Action Research (PAR) on developing English teachers' professionalism in helping their students into more autonomous learners. This mixed-method study was carried out in Tempel Sub-district within the fixed school calendar involving four state and two private junior secondary schools.

B. The Research Participants and the Sampling Technique

This study involved ten teachers and 350 Grades 7 and 8 students from six junior secondary schools in Tempel Sub-district, Yogyakarta Special Territory. These participants were chosen through the convenient purposive sampling technique based on the following criteria: 1) the teachers who participated in the training of developing media for teaching vocabulary through ICT, 2) teachers who work in junior secondary schools in Tempel Sub-district, and 3) the students who are taught by the selected teachers.

C. Data Collection

Data on the needs assessment were collected through a survey on vocabulary learning and autonomous learning among the target students and interviews with the teachers and selected students. Of the 350 students surveyed, 297 (84%) returned the completed questionnaire.

The semi-guided interview was conducted to find out the problems faced by the teachers in developing autonomous vocabulary learning and to identify problems faced by the students in the process of learning English vocabulary and efforts to learn vocabulary autonomously. Students with varied abilities also participated in this study through the semi-structured interview exploring their activities and perceptions on autonomous learning.

D. Techniques of Data Analysis

The quantitative data obtained from the questionnaire were analyzed by using the software SPSS 16, while the qualitative data obtained through interview were analyzed using the manual content analysis using the interactive model [50] and the summative data analysis [51].

III. FINDING AND DISCUSSION

A. Students' Experiences in Learning Vocabulary

Results of the analysis of data on vocabulary learning obtained from the questionnaire in the form of tendencies are summarized in Table II.

TABLE II. RESULTS OF THE ANALYSIS OF DATA ON VOCABULARY LEARNING

Items	N	Min.	Max.	Mean	Std.Dev
Q1: finding meaning of words of interest	297	1.00	6.00	3.1111	1.12906
Q2: reading English textbooks	297	1.00	6.00	2.6936	.80353
Q3: learning words other than those taught in class	297	1.00	6.00	2.6936	.99512
Q4: searching for the meaning of new words	296	1.00	7.00	3.0101	1.12742
Q5: making use of the internet to increase vocabulary	296	1.00	6.00	3.1351	1.32332
Q6: listening to the English audio recording	297	1.00	6.00	2.2290	1.06611
Q7: watching English TV programs	296	1.00	7.00	2.4426	1.11845
Q8: listening to English songs	297	1.00	33.00	3.0808	2.10699
Q9: reading English newspapers	296	.00	6.00	1.5439	.74431

Q10: reading online English news articles	296	.00	6.00	1.9696	.97551
Q11: listening to English radio broadcasts	297	1.00	6.00	1.6801	.87498
Q12 reading commercial texts/labels	297	.00	7.00	2.5589	1.07367
Q13 consulting the dictionaries	297	1.00	7.00	3.8081	1.19975
Valid N (listwise)	293				

Table II indicates that the students are not active in searching for the meaning of new words encountered when reading or listening to English texts with limited strategies in learning such as using dictionaries. Other strategies are rarely used. (Mean scores range from 1.5439-3.8081).

Table III also shows that students prefer to learn together with their classmates, either in pairs or small groups. However, they have not maximally make benefit from partners and they still rely on teachers when they find difficult words to translate. The mean scores range from 2.3953- 3.2963. This means that they need some advice and guidance necessary for improving their learning strategies.

TABLE III. STUDENTS' EXPERIENCE IN WORKING WITH OTHERS

Item	N	Min.	Max.	Mean	Std. Dev.
Q14: Learning in groups in the classroom	297	.00	6.00	3.2963	1.09038
Q15 :Learning in pairs in the classroom	297	1.00	6.00	3.2862	1.06332
Q16: Asking the teacher to translate the difficult words	297	.00	6.00	3.1380	1.22107
Q17: Asking teachers or friends about phrases, synonyms	296	.00	6.00	3.1588	1.17248
Q18: Asking friends to translate new words	296	1.00	6.00	2.5000	1.01514
Q19: Having self practice outside the classroom using various resources	295	1.00	6.00	2.4237	1.09114
Q20: Having practice with friends	296	1.00	6.00	2.8412	.99070
Q21: Having practice with family members	296	1.00	6.00	2.3953	1.04274
Valid N (listwise)	294				

Students use their prior knowledge to learn new vocabulary by memorizing parts of speech. The scores ranging from 1.9797–3,2061 show a low frequency of connecting their prior knowledge with the new words. Only a few students learn new words by making use of synonym-antonym connection, semantic map/web, and word games.

Most of the students (90%) did not answer the open-ended question on their experiences of joyful vocabulary learning. Only a few (10%) answered by stating that they enjoyed vocabulary games. This implies that they need to be exposed to the joy of learning vocabulary through games.

Items	N	Min.	Max.	Mean	Std. Dev.
Q1: I make decisions and plans in learning	296	1.00	5.00	2.6858	,92385
Q2: I know how to learn best.	294	1.00	5.00	2.6088	1,01190
Q3: I use my leisure time to learn.	297	1.00	5.00	2.4175	,80166
Q4: I enjoy learning grammar in my own ways	297	1.00	5.00	2.5657	,97774
Q5: I find my own ways to learn vocabulary	297	1.00	5.00	2.6734	1,00223
Q6: I review the lesson before coming to class	295	1.00	7.00	2.5085	,87623
Q7: I am actively involved in activities using in English	297	1.00	5.00	2.6498	,95787
Q8: I make notes of the lesson	297	1.00	5.00	2.7912	1,01851
Q9: I make lesson conclusions	297	1.00	5.00	2.3636	,89806
Q10: I speak English with teachers outside the classroom	297	1.00	5.00	1.6768	,86401
Q11: I speak English with friends outside the classroom	294	1.00	5.00	1.7347	,88466
Q12: I practise English outside the classroom by recording my voice	293	1.00	7.00	1.5666	,85599
Q12: I practise communicating in English outside the classroom with other people	294	1.00	5.00	1.8163	,90142
Q13: I make use of the library Collection	294	1.00	5.00	1.9898	,86842
Q14: I use audiovisual materials by listening to the radio	293	1.00	7.00	1.6416	,86676
Q14: I use audiovisual materials by watching films	293	1.00	5.00	2.8635	1,05749
Q14: I use audiovisual materials by watching TV	293	1.00	7.00	2.8089	1,10617
Q14: I use audiovisual materials by watching Youtube	293	1.00	7.00	2.4334	1,24959
Q15: I take the risk in learning	296	1.00	5.00	2.2162	,98491
Q16: I identify my weaknesses and strengths in learning	296	1.00	5.00	2.0743	,96790
Q17: I make efforts to improve my ability	296	1.00	7.00	3.1318	1,10448
Q18: I am improving myself by finding references	296	1.00	5.00	2.5676	,86485
Q19: When I make progress I give myself reward	296	1.00	5.00	2.1689	,91235
Q20: I use the internet to improve my English	296	1.00	5.00	2.9223	1,16621
Valid N (listwise)	279				

TABLE IV. STUDENTS' LEARNING STRATEGIES

Item	N	Min.	Max.	Mean	Std. Dev.
Q22: Relating synonym with antonyms	296	1.00	6.00	2.5811	,98472
Q23: Learn through group practice outside the	295	,00	5.00	2.2983	,89547
Q24: Memorizing parts of speech	296	,00	6.00	3.2061	1,09611
Q25: Relating words with own experiences	296	,00	7.00	2.5541	1,09100
Q26: Reading aloud	295	,00	7.00	2.3966	1,13479

B. Students' Autonomous Learning Activities

Results of the analysis of the quantitative data on students' experiences of autonomous learning, as

summarized in Table V, revealed that students seldom learn new vocabulary autonomously (mean scores ranging from 1.5666-3,1318). Outside the classroom some students make use of the internet and also audio-visual media to learn vocabulary.

C. Students' Perceptions of Teacher Roles and Student Roles in Learning Vocabulary

Results of the data analysis on their perceptions of teacher and student roles, as summarized in Table VI, revealed the following findings. The respondent students in general indicated positive perceptions of teacher roles and student roles in learning vocabulary. They agreed that they should play an active role in improving their vocabulary autonomously as indicated in the results of data analysis summarized in Table VI. However, they still expected their teachers to help them in the processes of learning in the classroom. This shows that they need some facilitation to develop their learning autonomy, in which they have some belief in its importance.

TABLE V. STUDENTS' EXPERIENCES OF LEARNING AUTONOMOUS LEARNING

Q27: Using semantic map	295	1.00	7.00	1.9797	1.00657
Q28: Using word games	296	1.00	6.00	2.5405	1.13722
Valid N (listwise)	294				

The perceptions and practices of vocabulary learning were further explored by collecting qualitative data through interviews. This also functions as the data triangulation to ensure the reliability of responses.

The perceptions and practices of vocabulary learning were further explored by collecting qualitative data through interviews. This also functions as the data triangulation to ensure the reliability of responses.

1) The importance of learning autonomously

Learning autonomously was perceived as important. Most of the students interviewed stated that an autonomous learner of English would certainly have good English mastery. However, some other students stated that learning English autonomously did not guarantee their English mastery. The reason was that English was difficult to learn. Therefore, learning autonomously did not necessarily lead to better mastery of English. This shows that they had very little understanding, if any at all, of the meaning of autonomous learning.

2) The teacher role in autonomous learning

Around 10 percent of the students interviewed stated that teachers played an important role in autonomous learning.

One student even said that teachers of English could give assignments such projects so that they were motivated to learn autonomously, by searching for the words to be used in the project.

TABLE VI. PERCEPTIONS OF TEACHER ROLES & STUDENT ROLES IN LEARNING VOCABULARY

Item	N	Min.	Max.	Mean	Std. Dev.
Q1: Students must be responsible for finding their own ways of learning	296	1.00	7.00	3.5608	.98962
Q2: Students must use independent learning materials	295	1.00	7.00	3.3864	.96881
Q3: Students must self-assess to learn better	294	1.00	7.00	3.7619	.84928
Q4: Students formulate a clear vision before learning	294	1.00	7.00	3.5918	.88796
Q5: Learning can be carried out without any teacher	294	1.00	7.00	2.5442	1.25696
Q6: The teacher is responsible for making students understand	294	1.00	7.00	4.1190	.91038
Q7: The teacher must show students' mistakes	293	1.00	7.00	3.6382	.98212
Q8: The teacher must teach learning strategies other than delivering the	294	1.00	7.00	4.1803	.81254
Q9: The teacher need to exercise his power if necessary	294	1.00	7.00	3.5170	1.03095
Valid N (listwise)	293				

Other student could not mention the role of teacher in autonomous learning. No students were aware of the so-called Self Access Learning Center (SALC), which they could use to support their autonomous learning

3) Students' perspective towards themselves

The students surveyed in general state explicitly and implicitly that they were not yet autonomous learners, with some saying that they were autonomous learners but could not mention examples of activities to indicate their learning autonomy.

4) Teachers' perceptions

The ten respondent teachers have taught for 6-15 years. Some of them have taught in different schools. With the new curriculum their teaching burden is four teaching hours in average. They stated that their teaching burden was just right because they could so far reach the standard performance, i.e. by finishing the curriculum materials.

As for encouraging students to learn autonomously, all respondent teachers agree that it is very important for students to learn vocabulary autonomously, while admitting that they had not done much to support their students' autonomous learning and emphasized on memorizing activities. Factors which have influenced this situation are among others "lack of time due to the amount of materials to finish within one semester" and "lack of knowledge of how to do it."

D. Discussion

The findings of this study show that "Dictionaries" and "memorization" are still the main tool and technique to

support their vocabulary learning. This will not help students because depending on the sole technique of learning vocabulary will not give optimal results [20].

The respondent students also stated that they trusted the teachers to translate new or difficult words rather than their friends. This is in line with a finding of a research study [52] that students trust their teachers who will be more likely to give correct answers than their friends. The challenge here, however, is that they have limited interactions with their teachers at schools. Their great dependence on their teachers will then impede their progress. Other strategies such as relating synonym to antonym and words to their personal experience, and using the semantic map are seldom used. This will hinder the student's efforts to improve their vocabulary acquisition. Findings of previous studies [53] [54] indicate that good language learners are usually able to use various strategies to learn high frequency words.

Concerning the ability to learn autonomously, the responses were 'seldom' and 'sometimes' to the 20 statements. In relation to learning autonomy, Holec [36] stated that learning autonomy is not students' inborn capacity (something possessed from birth by the students). If the students are introduced to autonomous learning activities and not trained in doing them in their formal education, their success of learning English will be hindered.

All of this shows that respondent students in the five junior secondary schools in Tempel Sub-district need other strategies and techniques to supplement the process of learning vocabulary in their classes. This is consistent with Schmitt [4] that in order to make vocabulary learning taking place efficiently, the vocabulary learners use different strategies. However, the respondent teachers are constrained by time to do the repetition in their classes. It is therefore necessary to find ways which make it possible for the students to do the repetition autonomously outside the classroom but still under the teacher's supervision. In addition, it is also important to have the supporting facilities and equipment at school[39]. However, Tan, Zhang, and Yan [40] remind facilities such as SALC will not automatically result in students' autonomy in making use of such facilities without an evaluation mechanism which can direct and help students to utilize such autonomous learning facilities.

Therefore, it is necessary to create a program of developing teacher professionalism in the form of training workshop of which the materials are about how to make vocabulary learning media necessary for autonomous vocabulary learning.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The findings and discussion above have led to the following conclusions: *First*, in learning English basic vocabulary, the respondent students are not yet accustomed to using various repetition techniques and strategies. The strategies they have used are limited to using the dictionary and memorizing techniques by relating new words to their word classes. *Second*, in terms of learning vocabulary autonomously, the students are not yet autonomous learners.

They are still too dependent on their teachers in translating new words they encounter. *Third*, the teachers realize the importance of vocabulary in learning a foreign language, but due to time constraints they do not teach it explicitly. Besides, they face a big challenge due to their lack of knowledge of vocabulary learning strategies. *Fourth*, the students and teachers agree that it is important for students to learn to become autonomous vocabulary learners but students hardly know the way to become autonomous learners and the teachers hardly know how to help their students to become autonomous vocabulary learners.

B. Suggestions

The conclusions above have led to the following suggestions. *First*, it is necessary to create a professional development program for the respondent teachers to equip them with knowledge and skills to help students learn how to become autonomous vocabulary learners. The program should be carried through a workshop of which one activity is peer mentoring so that the teachers will learn to be mentors by doing mentoring. *Second*, a sort of self-access learning centre (SALC) needs to be established in the respondent teachers' schools to facilitate the development of autonomous vocabulary learning. This centre should be equipped with adequate media which enable students to do fading repetitions of learning basic English vocabulary. *Third*, the students should be trained in using SALC for purposes of improving their learning autonomy. The training should be carried out in such a way that the students will be involved in planning the learning and monitoring their effectiveness and then re-planning for better learning.

REFERENCES

- [1] A. Hunt and D. Beglar, A Framework for developing EFL reading vocabulary, *Reading in a Foreign Language*, vol. 17, 2005, pp. 23-59.
- [2] W.E. Nagy and R.C. Anderson, How many words are there in Printed School English, *Reading Research Quarterly*, 19, 1984, pp. 304-330. <http://dx.doi.org/10.2307/747823>.
- [3] N. Schmitt, *Vocabulary in Language Teaching*, Cambridge: Cambridge University Press, 2000.
- [4] N. Schmitt, Vocabulary learning strategies. In: N. Schmitt and M. McCarthy, Eds., *Vocabulary: Description, Acquisition, and Pedagogy*, Cambridge University Press, Cambridge, 1997, pp. 198-227.
- [5] W.R. Holden, Learning to learn: 15 vocabulary acquisition activities. *Modern English Teacher*, 8(2), 1999, pp.42-47.
- [6] S. Thornbury, *How to Teach Vocabulary*, London: Pearson Education Limited, 2002.
- [7] U. Felix, An orchestrated version of language learning online, In U. Felix (Ed.), *Language learning online: Towards best practice*. Exton, Pa.: Swets & Zeitlinger, 2003, pp. 7-17.
- [8] C. M. Christensen, M. B. Horn, & C. W. Johnson, *Disrupting Class How Disruptive Innovation will Change the Way the World Learns*, New York: McGraw-Hill Companies, Inc, 2008.
- [9] P. Mishra, & M. J. Koehler, Technological pedagogical content knowledge: A new framework for teacher knowledge. *Teachers College Record* 108(6), 2006, pp. 1017-1054.
- [10] Ministry of National Education. Peraturan menteri pendidikan nasional republik Indonesia nomor 16 tahun 2007 tentang standar kualifikasi akademik dan kompetensi guru (The minister of national education regulation no. 16/2007 about teacher academic qualification and competency standard). Jakarta, 2007
- [11] O. Hoseanto, R. L. Tobing, & I. M. A. A. Widiatmika, "Teachers' readiness for teaching with ICT", paper presented at the Simposium Tahunan Penelitian Pendidikan, 2008, retrieved from http://puslitjknov.org/data/file/2008/makalah_poster_session_pdf/ObertHoseanto_teachers%20readiness%20for%20teaching%20with%20ICT.pdf.
- [12] H. D. Surjono & A. Gafur, Potensi pemanfaatan ICT untuk peningkatan mutu pembelajaran SMA di Kota Yogyakarta, *Cakrawala Pendidikan*, 29 (2), 2010, pp. 161-175
- [13] A. Marwan & T. Sweeney, "Teachers' perceptions of educational technology integration in an Indonesian polytechnic", *Asia Pacific Journal of Education*, vol.30 (4), 2010, pp. 463-476
- [14] E. Sari & A. Tedjasaputra, "Exploring potentials and challenges of mobile ICT for learning in Finland and Indonesia", *International Journal of Mobile Learning and Organisation*, 2(2), 2008, pp. 103-118.
- [15] N. Chomsky, *Syntactical Structures*, The Hague: Mouton, 1957.
- [16] D. Hymes, *The Antrophology of Communication*, in F.E. Dance (Ed.), *Human communication theory: Original essays*, New York: Holt, Rinehart and Winston, 1967.
- [17] M. Canale & M. Swain, "Theoretical bases of communicative approaches to second language teaching and testing", *Applied Linguistics*, Vol. 1, 1980.
- [18] M. Canale, "From communicative competence to communicative language pedagogy", in J. C. Richards & R. W. Schmidt, (Eds.), *Language and Communication*, London: Longman, 1983.
- [19] M. Celce-Murcia et al., "Communicative competence: a pedagogically motivated model with content specifications", *Issues in Applied Linguistics*, 6(2), 1995, retrieved from <https://cloudfront.escholarship.org/dist/prd/content/qt2928w4zj/qt2928w4zj.pdf?t=lfjwp7>.
- [20] M. Celce-Murcia, "Rethinking the role of communicative competence in language teaching", in *Intercultural language use and language learning* (Soler, E. A. & Jorda, M.P.S) (Eds.), Singapore etc.: Springer, 2007.
- [21] D. A. Wilkins, *Linguistic in Language Teaching*, Michigan University: MIT Press, 1972.
- [22] National Institute of Child Health and Human Development, Report of the national reading panel: teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, US: U.S. Department of Health and Human Services, 2000.
- [23] S. Baker, D. Simmons, & E. Kame'enui, *Vocabulary acquisition: synthesis of the research*, Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, Educational Resources Information Center, 1998.
- [24] R.C. Anderson & W.E. Nagy, Word meanings, in R. Barr, M.L. Kamil, P.B. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research*, Vol. 2, White Plains, NY: Longman, 1991.
- [25] I.S.P. Nation, *Learning vocabulary in another language*, Cambridge: CUP, 2001.
- [26] A. Biemiller, Size and sequence in vocabulary development: Implications for choosing words for primary grade vocabulary instruction, in E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice*, Mahwah, NJ: Lawrence Erlbaum, 2005.
- [27] NRTAC (National Reading Technical Assistance Center), A review of the current research on vocabulary instruction, US: U.S. Department of Education, 2010.
- [28] S.A. Stahl, Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction), in E.H. Hiebert and M.L. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice*, Mahwah, NJ: Erlbaum, 2005.
- [29] I. Beck & M. G. McKeown, "Direct and rich vocabulary instruction", in *Vocabulary Instruction*, New York: The Guildford Press, 2002.
- [30] M. L. Kamil, "Vocabulary and comprehension instruction: summary and implications of the National Reading Panel findings" in P. McCordle and V. Chhabra (Eds.), *The Voice of Evidence in Reading Research*, Baltimore, MD: Paul H. Brookes, 2004.
- [31] S. A. Stahl & B. Kapinus, *Word Power: What Every Educator Needs to Know About Teaching Vocabulary*, Washington, D.C.: National Education Association, 2001.
- [32] A. E. Cunningham & K. E. Stanovich, *What Reading Does for the Mind*, US: American educator, 1998.
- [33] A. E. Cunningham, *Vocabulary growth through independent reading and reading aloud to children*, in E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice*, Mahwah, NJ: Erlbaum, 2005.

- [32] S. Madya, "Improving vocabulary learning through media-aided fading repetition", A paper, presented at the 16th Asia TEFL Conference, Macau, China, 26-29 June 2018.
- [33] D. Nunan, Syllabus Design, Oxford: Oxford University Press, 2000.
- [34] P. Benson & P. Voller (eds.), *Autonomy & Independence in Language Learning*, New York: Longman, 1997.
- [35] P. Benson, *Autonomy in language learning*, Essex, UK: Pearson Education Limited, 2001.
P. Benson, Making sense of autonomy in language learning, in S. Toogood, R. Pemberton & A. Barfield (Eds.), *Maintaining Control: Autonomy and Language Learning*. Hong Kong: Hong Kong University Press, 2009, pp. 13 – 26.
- [36] H. Holec, *Autonomy in foreign language learning*, Oxford: Pergamon, 1981.
- [37] P. Benson, *Autonomy in Language Teaching and Learning*, State of the art Article, *Language Teaching*, 40(1), UK: Cambridge University Press, 2006. pp. 21-40.
- [38] R. Oxford, Toward a more systematic model of L2 learner autonomy, in D. Palfreyman & R. Smith (Eds.), *Learner autonomy across cultures: Language education perspectives* (pp. 75-91), New York: Palgrave Macmillan, 2003.
- [39] K. Brandon, "Best practice in guided individual learning in Australian ELICOS colleges", paper presented at the Inaugural Independent Learning Association Conference, 2003, retrieved from http://independentlearning.org/ILA/ila03/ila03_papers.htm.
- [40] Y. Tan, R. Zhang, & H. Yan, Zizhu xuexi huanjing xia de xuexi celue yanjiu (An investigation into learning strategies in the self-access center for college English learning), *Foreign Language Learning: Theory and Practice*, 2(63), 2011, pp. 64-69.
- [41] S. Guth, & F. Helm, *Review of telecollaboration 2.0: language, literacies, and intercultural learning in the 21st century*, New York: Peter Lang, 2010.
M. Pegrum, *From blogs to bombs: The future of digital technologies in education*, Australia: UWA Publishing, 2009.
- [42] R. Hampel & M. Hauck, "Computer-mediated language learning: Making meaning in multimodal virtual learning spaces," *The JALT CALL Journal*, vol. 2, pp. 3-18, September 2006.
- [43] F.R. Jones, "Self-instruction and success: A learner-profile study," *Applied Linguistics*, Volume 19, Issue 3, pp. 378-406, 1998.
- [44] D. Thanasoulas, "What is learner autonomy and how can it be fostered?", *The Internet TESL Journal* 11, 2000.
- [45] M. Gremmo & P. Riley, "Autonomy, self-direction and self access in language teaching and learning: the history of an idea", *System* Vol. 23, 1995, pp. 151-164.
- [46] S. Cotterall and H. Reinders, "Fortress or bridge? Learners' perceptions and practice in Self Access Language Learning", *Tesolanz* 8, pp.23-38, 2001.
- [47] M. F. Graves, D. August, & J. Mancilla-Martinez, *Teaching Vocabulary to English Language Learners*, New York, NY: Teachers College Press, 2013.
- [48] R. Kern, P. Ware, & M. Warschauer, Network-based language teaching, in N. V. Deussen-Scholl & N. H. Hornberger (Eds.), *Encyclopedia of language and education*, New York: Springer, 2008, pp. 281 – 292.
- [49] M. Fullan, P. Hill, & C. Cr  vola, *Breakthrough*, Thousand Oaks, CA: Corwin Press, 2006.
- [50] M. B. Miles, A. M. Huberman, J. Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, Thousand Oaks, CA: Sage., 2013.
- [51] J. W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, New York: SAGE Publications, Inc, 2013.
- [52] G. Wharton, Language learning strategy use of bilingual foreign language learners in Singapore, *Language Learning*, 50(2), 2000.
- [53] M.O.Ahmed, *Vocabulary learning strategies. Beyond words*. London:British Association for Applied Linguistics, 1989, pp. 3–14.
- [54] Y.M.E., Wong, *A Case Study of the Vocabulary Learning Strategy Use of TwentyChinese ESL Learners in Australia*, Doctor of Education Thesis. Griffith University,Australia, 2014.