

## Research Article

# Vocabularies Learning Strategies by JFL Good Learners in the Digital Era

Eka Marthanty Indah Lestari<sup>1\*</sup>, Dewi Puspitasari<sup>2</sup>

<sup>1,2</sup> Universitas Brawijaya, Jalan Veteran, Malang, 65145, Indonesia

\*Email: [lestari.eka@ub.ac.id](mailto:lestari.eka@ub.ac.id)

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## Abstract

Vocabulary is an integral aspect when learning a foreign language. The issue discussed in this research includes learning new vocabularies by Japanese language learners who are competent and the relevance of vocabulary-learning strategy by Oxford (1990) to foreign language learners' current condition. This research aims to elaborate on the relevant vocabulary-learning strategy for foreign learners of the Japanese language. The research methodology is qualitative, with semi-structured interviews by adopting the questionnaire by Saengpakdeejit (2014). The vocabulary-learning strategy is classified based on the taxonomy of vocabulary learning strategy by Oxford (1990), Schmitt (1997), and Churches (2009). The result shows that Japanese language learners who are competent apply the vocabulary learning strategy, as Oxford (1990) stated. The dominant strategy used by the participants is a cognitive strategy, which allows new vocabularies to be stored in the participant's memory. Furthermore, information related to new vocabularies needs to be stored in the participant's memory using vocabularies. Besides, a competent Japanese language learner can use the learning resources, printed materials, and digital application to improve the vocabularies.

**Keywords:** Cognitive strategy; Digital taxonomy; JFL good learners; Learning strategy; Vocabularies

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## 1. Introduction

One of the most challenging tasks in learning a second language is vocabulary learning. Vocabularies have a crucial role since they cannot express their idea and understand what is stated by other people without adequate vocabulary. It is in line with the statement of Wilkins (1972); *without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed*. Since vocabularies are essential in learning any language, it requires a learning strategy. There are many strategies for learning vocabulary to be used by learners. The learners may apply a

learning strategy different from each other and considered useful for learning new vocabularies (Goundar, 2015). Gerami & Baighlou (2011) performed an investigation from several researchers related to factors that affect the choice of a second language-learning strategy. They concluded that the influential factors are language fluency in learners, motivation, learning style, cultural background, gender, nationality, and language-learning context. Wang (2015) also stated that the use of second language-learning strategies is affected by internal factors (age, intelligence, personality, and

cognitive style) and external factors (teaching methods and teaching materials).

Researches related to vocabulary-learning strategy were conducted by Çelik & Toptaş (2010), Asgari & Bin Mustapha (2011), Amirian & Heshmatifar (2013), Nosidlak (2013) and Mutalib, Kadir, Robani, & Majid (2014), and Hashemi & Hadavi (2015). Some researchers are similar in investigating vocabulary-learning strategy in EFL learners (English as a Foreign Language). Furthermore, the research about vocabulary-learning strategy by Japanese language learners was conducted by Pangerapan (2013): strategies that are used the most dominantly by students are watching a movie, news, or listening to Japanese language songs. A comparative study related to language and vocabulary-learning strategies was conducted by Zheng (2015) and Viet Thi (2016). These two researchers discussed language and vocabulary-learning strategies in learners from the English department and non-English department. Besides, other research that addresses vocabulary-learning strategy based on the learning environment was conducted by Dakun & Gieve (2008) & Mahiques (2014). Dakun & Gieve (2008) explained the effect of the learning environment on the use of vocabulary-learning strategy in which participants in this research are Chinese learners in the environment of EFL (English as a Foreign Language) and ESL (English as a Second Language). These two groups learn English in China and Singapore. The research shows the result that the vocabulary-learning strategy applied by learners is affected by the learning environment. The learners in China tend to use memory strategy, while Singapore learners tend to use social strategy. Furthermore, Mahiques (2014) compared vocabulary-learning strategy in Spanish language learners who studied in America and got an opportunity to study in Spain (studying abroad). The research shows the result that only learners with high language

competence apply vocabulary-learning strategy, which is complex, mainly to get the opportunity for studying abroad using social strategy.

Japanese Literature Study Program, Faculty of Humanities, Brawijaya University does not teach vocabularies (*goi*) in a specific course, but it is integrated into skill courses (listening, speaking, reading, and writing). Therefore, learners are required to learn vocabulary independently to obtain the required vocabulary. The learners use a learning strategy consciously. Because having a purpose, they apply a learning strategy whether it is planned or spontaneously. A strategy that is considered suitable will be applied continuously to form behaviour. In this case, it is not related anymore to concern, awareness, purpose, and cognitive effort (Oxford, 2017, pp. 39–40). Oxford (1990) stated that learning strategies are steps taken by learners to improve their learning quality. It is essential in learning a language since the learning strategy is a tool that can be actively and independently used to develop language competence. Errey & Schollaert (2003:66) stated that various learning strategies are used sustainably by good learners, compared with the less good ones.

Furthermore, Chapelle & Roberts (in Nel, 2008) stated that a competent language learner could apply the strategy based on the given situation or task. On the contrary, a less competent learner cannot choose the strategy based on the given situation or task. Less competent learner tends to use the same strategy, though it shows the poor result. Thus, in this research, researchers focus on a vocabulary-learning strategy applied by good learners. There are no other researches yet related to new vocabulary-learning strategy as used by good Japanese language learners. In this case, what is meant by good learners are those who meet Expected Learning Outcomes (ELO) from the Japanese Literature Study Program, minimum passed

Japanese Language Proficiency Test (JLPT) N3.

The researcher aims to see the relevance between learning strategy as stated by Oxford (1990) and Japanese language learners who are good at implementing this strategy, whether or not it is relevant to the current condition. Oxford (1990) stated in the vocabulary-learning strategy theory when digital technology was not yet massively used by foreign language learners. Therefore, the researchers investigate this strategy's implementation in the digital era in good Japanese language learners. Similar research was conducted by Marin & Chetumal (2018) using English learners as a Foreign Language. The study shows the result that the vocabulary-learning strategy used does not change too much. Meanwhile, the most noticeable change is implementing the strategy in finding new vocabularies that are not through writing anymore, but new vocabularies are inputted to the gadget application.

This research is expected to provide information, particularly for Japanese language learners, related to the use of vocabulary-learning strategy in the digital era, as the development of a study conducted by Pangerapan (2013). Besides, it provides information about the use of technology in applying vocabulary-learning strategy. Furthermore, the vocabulary-learning strategy is explained in Oxford (1990) and Bloom's Digital Taxonomy, developed by Churches (2009).

Realising the objective requires a theoretical framework and methodology as references in this research. The conceptual framework used is the language-learning strategy, as reported by Oxford (1990). Learning strategy is a series of procedures used by learners, as shown through mental awareness and behaviour in a learning process. The strategy used can be cognition (in this case, the strategy is related to memory and compensation), metacognition, social and affective

strategies (Ortega, 2009). Therefore, the researcher classifies vocabulary learning based on four types of language-learning strategy.

The language-learning strategy has two parts, namely, direct and indirect strategies (Oxford, 1990). Direct strategies are (1) Memory strategy (pronouncing new vocabularies with a loud voice when learning, using gesture to memorise new vocabularies, using pictures to memorise new vocabularies), (2) Cognitive strategy (making vocabulary list, labelling daily goods with the Japanese language, bringing small notes to write new vocabularies), (3) Compensation strategy (guessing the meaning of the word before searching in the dictionary, searching synonym or antonym of a word). Furthermore, indirect strategies are (1) Metacognitive strategy (determining target in learning vocabularies, using media to learn vocabularies), (2) Affective strategy (encouraging oneself to use new vocabularies in learning language skill, writing the learning development in the diary), (3) Social strategy (asking the teacher about meaning of a word, learning vocabularies with the group, interacting with a native speaker).

Based on the theory, as mentioned earlier, the researcher identified participants in learning new vocabularies. Besides, the researcher used Bloom's Digital Taxonomy, which has been developed by Churches (2009), which serves to explain the use of technology by participants in learning vocabularies. Bloom's Digital Taxonomy seeks to explain learners' attitude and actions in the digital era, which are not yet elaborated on in the previous version. This learner's behaviour is universal, along with the development of technology. Classification in Bloom's Digital Taxonomy includes (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating. The researcher used this classification to explain the use of technology by learners in applying the vocabulary-learning strategy.

According to Thompson (2005), good language learners can independently learn without instruction from the teachers. When the learning process is performed together with teachers, learners can use it as an information source. Errey & Schollaert (2003:66) stated that good language learners use some strategies in learning a language. An indicator of the participants who are good language learners is an achievement, as Gu (1994) and Zhang (2011) asserted.

Furthermore, Rubin and Thompson (in Nunan, 1991) stated that good language learners use mnemonic strategies. For example, they were trying to guess the meaning, organise the whole information related to language, understand the contexts, and use linguistics to help second language learning. Therefore, associated with this research theme, the researcher concludes that good Japanese language learners are students with GPA above 3,00 and target of Expected Learning Outcomes from the Japanese Literature Study Program, namely the Japanese Language Proficiency Test (JLPT) N3. Besides, they have achievement outside campus activities, such as competition and working as a Japanese language tutor in an informal institution.

## 2. Methods

This research is qualitative. In this case, the researcher focuses on the meaning of an issue obtained by participants (Creswell, 2007). This research methodology is explorative, aiming to find new ideas or views by learning phenomena, participants, and events. In qualitative research, the researcher is the leading research instrument that serves to collect and interpret data. Participants in this research are students of the Japanese Literature Study Program, Faculty of Humanities, Brawijaya University, who are considered good language learners. In this case, the Japanese language is learned as a foreign language, so it is called the “Japanese

language as a Foreign Language” (JFL). Researchers involved 33 of 360 college students who are categorised as good Japanese language learners. All participants qualify as good Japanese language learners. Criteria of good language learners are explained further in the discussion.

Instruments used in this research are written and oral interviews. Interview methodology is open and written, so the participants can freely write their responses. Furthermore, an oral interview belongs to a semi-structured interview, in which the interview is not strict, following the question format. In this case, the researcher modified questions following the responses given by participants. A semi-structured interview, in general, was used to identify motivation as the background of belief, choice, and behaviour of participants, including its effect. This kind of interview usually results in information not previously anticipated by the interviewer (Kervin, Vialle, Herrington, & Okely, 2006).

Questions proposed in the interview refer to the question list made by Saengpakdeejit (2014), which consists of two modified parts. The first part aims to collect necessary information about every participant, while the second part is focused on the vocabulary-learning strategy. Data were collected four times, once for a written interview and three times for an oral interview. The written interview was attended by the whole participants (33 people). Furthermore, an oral interview was divided into three sessions. Seven people attended the first session; the second session was attended by 13 people, while eight people participated in the third session. Meanwhile, five people did not participate in the oral interview due to particular circumstances.

The written interview was performed for around 1 hour. In this case, each participant was given one sheet of folio paper to answer questions related to the vocabulary-learning strategy

implementation. Furthermore, an oral interview was performed to clarify the answer of participants given in the written transcript. An oral interview was recorded using a voice recorder. The first session was recorded for 56 minutes 41 seconds, the second session was recorded for 43 minutes 24 seconds, while the third session was recorded for 33 minutes 16 seconds. The oral interview was transcribed word by word by the researchers.

The data were analysed using the 'open and axial coding' technique (Strauss, A. & Corbin, 1998) in which the questions for participants related to vocabulary-learning strategy were classified based on second language-learning strategy (vocabularies in particular) as stated by Oxford (1990). Researchers found 31 kinds of strategies used by participants to be grouped into the vocabulary-learning strategy. The implementation of a vocabulary-learning strategy in the digital era is explained using Bloom's Digital Taxonomy by Churches (2009).

### 3. Result and Discussion

The researcher asked participants to explain their efforts in learning the Japanese language and their achievement. Based on the questions asked to participants, it is known that some participants were active in attending competitions related to the Japanese language and following the multicultural exchange program. These competitions also brought results. Besides, some participants were Japanese language teachers in the informal institution and freelance translators. It proves that participants challenged themselves to practice Japanese language skills. Questions asked to some participants related to activities that have been and are being performed are as follows:

*Sewaktu SMA, saya pernah juara 1 lomba story telling dan benron taikai (pidato). Selain itu, saya juga pernah*

*mengajar bahasa Jepang di SMA dan komunitas. (FR, 30/8/2019)*

*I won first prize in storytelling and benron taikai (speech) competitions in senior high school. Besides, I taught the Japanese language in Senior High School and community. (FR, 30/8/2019)*

*Memiliki sertifikat JLPT N3. Menjadi pengajar bahasa Jepang (tingkat SMP, SMA, dan karyawan/umum). Mengikuti program multicultural exchange (Tabunka Kouryuu in Malang) sebagai pendamping mahasiswa yang berasal dari Jepang. (RI, 30/8/2019)*

*I have a certificate in JLPT N3. I teach the Japanese language (in Junior High School, Senior High School, and employees/general). I participated in a multicultural exchange program (Tabunka Kouryuu in Malang) as a companion of a student from Japan. (RI, 30/8/2019)*

*Saya pernah menjadi juara 1 lomba kakikikitori Bunkasai UNTAG 2016 dan juara 1 lomba kakikikitori Bunkasai SMAN 1 Kutorejo pada 2015. Selain itu, saya juga merupakan peserta Tabunka Kouryuu 2017. (LM, 30/8/2019)*

*I won the first prize in kakikikitori Bunkasai competition in UNTAG in 2016 and the first prize in kakikikitori Bunkasai competition in State Senior High School 1 Kutorejo, in 2015. Besides, I was a participant of Tabunka Kouryuu in 2017. (LM, 30/8/2019)*

*Pencapaian diri yang telah diraih terkait bahasa Jepang adalah lulus JLPT N3, bekerja sebagai freelance translator dari bahasa Jepang ke dalam bahasa Indonesia, mengikuti program multicultural exchange (Tabunka Kouryuu in Malang) baik untuk mahasiswa maupun keluarga, serta menjadi tutor bahasa Jepang bagi pemula. (ZA, 30/8/2019)*

*My achievements related to the Japanese language are to graduate from JLPT N3, to work as a freelance translator from the Japanese language*

to the Indonesian language, to participate in multicultural exchange (*Tabunka Kouryuu* in Malang) for college students and their family, and to be Japanese language tutor for a beginner. (ZA, 30/8/2019)

Participants described Japanese language skills, challenges to be faced, and how to solve them.

*Kemampuan bahasa Jepang yang saya miliki saat ini meliputi menulis, membaca teks dalam bahasa Jepang, serta dapat melakukan percakapan sehari-hari. Tantangan yang saya alami, yaitu sulit mengingat kanji dan kosakata. Selain itu, saya juga masih merasa kesulitan ketika harus berbicara dalam bahasa Jepang. Terkadang saya juga merasa kesulitan ketika mempelajari bunpou (tata bahasa), terlebih lagi ketika bunpou tersebut memiliki arti yang sama. Untuk menanggulangi kesulitan-kesulitan tersebut ialah dengan banyak berlatih. Seperti kanji, saya harus sering berlatih soal-soal kanji atau menggunakannya lebih sering agar tidak lupa, karena kalau ditulis di catatan saja, saya tidak bisa ingat. Sama halnya dengan bunpou, saya akan mencari banyak contoh kalimat baik di buku maupun internet untuk lebih memahaminya.* (ZA, 30/8/2019)

My Japanese language skills include writing, reading text in the Japanese language, and daily conversation. My obstacle is difficulty in memorising *kanji* and vocabulary. Besides, I find it difficult when speaking in the Japanese language. I seldom see it difficult when learning *bunpou* (grammar), particularly when *bunpou* has the same meaning. Solving these problems requires many practices. Like *kanji*, I must frequently answer *kanji* questions or use them more regularly to avoid forgetting because I cannot memorise them if I only write them on a note. Like *bunpou*, I will search many sentence examples on books and the internet to

understand them better. (ZA, 30/8/2019)

*Saat ini saya sudah sampai pada pembelajaran bahasa Jepang tingkat menengah, sehingga saya merasa mampu mengajukan pertanyaan maupun menjawab pertanyaan dengan topik yang lebih beragam. Tantangan yang dihadapi seperti menghafal huruf kanji dan kosakata bahasa Jepang. Solusinya, saya menggunakan beberapa metode pembelajaran yang lebih mudah diterima.* (NB, 30/8/2019)  
I have been at an intermediate level of Japanese language learning, so I feel that I can ask and answer questions with various topics. The challenge is to memorise *kanji* and vocabulary in the Japanese language. The solution is the use of some learning methods which are easier to be accepted. (NB, 30/8/2019)

*Setara JLPT N2, dalam proses memahami percakapan bahasa Jepang alami. Lebih berkaitan dengan pekerjaan, dalam proses mempelajari senmon yougo (istilah-istilah dalam bidang tertentu (permesinan, fisika, dan manufaktur). Selain itu, proses belajar N1 untuk karir dan studi lanjut. Tantangan yang dihadapi menemukan ekspresi yang tidak pas dalam bahasa Jepang. Solusinya membaca literatur di internet dan bertanya pada native speaker. Selain itu, menemukan istilah teknik yang berbeda dengan istilah bahasa Indonesia. Solusinya bertanya pada teman yang bergelut dalam bidang permesinan, mencari di katalog standar JIS, ISO, dan sebagainya. Selanjutnya, sulit mengeluarkan ekspresi dalam bahasa Jepang. Solusinya adalah terus berlatih.* (AR, 30/8/2019)

It is equal to JLPT N2, in the process of understanding conversation in the natural Japanese language. It is related to work in learning *senmon yougo* (terms in specific fields, such as machinery, physics, and manufacturing). Besides, the N1 learning process is for career and further study. My challenge is to find an

expression that is not suitable in the Japanese language. Its solution is to read literature on the internet and to ask the native speaker. Besides, another challenge is to find technical terms that are different from words in the Indonesian language. The solution is to ask colleagues in the field of machinery to find a standard catalogue of JIS, ISO, etcetera.

Furthermore, it is challenging to state expression in the Japanese language. The solution is to keep practising. (AR, 30/8/2019)

Participants also kept guessing the meaning of words accurately and practised the Japanese language frequently. The related questions from participants are as follows:

*Sering menebak arti kosakata dengan benar, tetapi terkadang salah. Karena jika mencarinya di kamus, satu kosakata bisa memiliki banyak arti sehingga harus menyesuaikan konteks.* (ALS, 26/9/2019)

I frequently guess the meaning of vocabularies correctly, but I seldom do it wrong. When searching glossaries in the dictionary, one vocabulary can have many meanings based on its context. (ALS, 26/9/2019)

*Menebak dari kosakata bahasa Korea yang memiliki kesamaan dengan kosakata bahasa Jepang. Frekuensi belajar intens pada saat benkyokai, akan tetapi minimal saya belajar dua hari dalam seminggu.* (AL, 20/9/2019)

I guess the vocabulary from the Korean language which are similar to the Japanese style. The frequency of intense Learning is in *benkyoukai*, but I learn at least twice a week. (AL, 20/9/2019)

*Frekuensi belajar kosakata dalam satu minggu minimal dua kali. Sudah menyiapkan jadwal tersendiri untuk belajar kosakata.* (KL, 23/9/2019)

The frequency of learning vocabulary in one week is at least twice. A specific

schedule has been prepared for learning vocabulary. (KL, 23/9/2019)

*Setiap hari berlatih kosakata dengan cara menerapkan penggunaan kosakata yang diaplikasikan pada percakapan monolog. Dapat menerangkan arti dari kosakata baru dengan benar karena melihat dan membayangkan arti dari kanji yang membentuk kosakata.* (DK, 26/9/2019)

Vocabularies are practised every day by applying the use of vocabularies in monologue. New vocabularies can be guessed correctly by seeing and imagining kanji's meaning, which makes vocabularies. (DK, 26/9/2019)

Participants tried to use the Japanese language in front of other people, namely learners, lecturers, and native speakers.

*Berani mengambil resiko, dan jika ada kesempatan langsung mengutarakan apa yang ingin disampaikan.* (TG, 26/9/2019) (DK, 26/9/2019) (YA, 26/9/2019)

I took risks and directly stated what I want to say when I had the opportunity. (TG, 26/9/2019) (DK, 26/9/2019) (YA, 26/9/2019)

Participants evaluated themselves by considering and comparing the learning strategy done by other people. A suitable strategy is applied to themselves.

*Suka memperhatikan saat orang lain berbicara menggunakan bahasa Jepang untuk introspeksi diri dan memperbanyak perbendaharaan kosakata. Penting untuk menerapkan strategi dalam mempelajari kosakata. Sudah menemukan strategi pembelajaran yang cocok untuk diri sendiri, hanya perlu lebih sering menerapkannya.* (AB, 26/9/2019)

I like paying attention to other people when speaking in the Japanese language to enhance my vocabulary. It

is essential to apply strategy in learning vocabulary. I have found a suitable learning strategy for myself. It only needs to be used more frequently. (AB, 26/9/2019)

*Pernah memperhatikan cara belajar teman, namun ada beberapa yang dirasa tidak efektif jika diterapkan pada diri sendiri. Lebih cocok jika belajar menggunakan aplikasi dibanding anime.* (AS, 23/9/2019)

I paid attention to how my friend learned, but it was felt ineffective when applied to myself. It is more suitable to learn using applications over anime. (AS, 23/9/2019)

*Pernah memperhatikan cara belajar teman, namun belajar kosakata melalui anime dirasa lebih efektif dibandingkan dengan membuat list kotoba secara manual.* (DPT, 26/9/2019)

I observed how my friend learned, but learning vocabulary from anime is more effective than making a vocabulary list manually. (DPT, 26/9/2019)

*Pernah memperhatikan cara belajar teman, salah satunya merangkum materi dengan tujuan memudahkan mengkonsepkan kosakata tersebut.* (DS, 23/9/2019)

I observed how my friend learned. One of the methods was to summarise material to facilitate vocabulary conceptualisation. (DS, 23/9/2019)

Based on the participants' statements from written and oral interviews, it can be concluded that participants made several efforts to learn the Japanese language. The vocabulary-learning strategy by the participants is explained further below.

### 3.1 Vocabulary-Learning Strategy by Participant

The vocabulary-learning strategy stated by participants will be synchronised with the theory stated by Oxford (1990). Based on

data classification, it is known that participants applied direct and indirect strategies simultaneously. Furthermore, the vocabulary-learning strategy used by the participants is memory strategy (7 kinds), cognitive strategy (11 kinds), compensation strategy (1 kind), metacognitive strategy (7 kinds), affective strategy (1 kind), and social strategy (4 kinds). The researchers performed a classification related to questions as stated by participants shown in Table 1.

Table 1 explains the strategies used by the participants. A participant can use some strategies at once in learning vocabulary. The statement of participants is as follows:

*Strategi yang saya gunakan diantaranya: 1) menonton video di Youtube (Channel orang Jepang); 2) membaca buku pelajaran, teks; 3) menonton acara Jepang; 4) mencatat kosakata yang baru dipelajari; 5) menghafal kosakata dengan menggunakan flash card; 6) menghafal kosakata dengan membuat contoh kalimat.* (ALS, 26/9/2019)

The strategies which I used are 1) watching videos on YouTube (Japanese channel); 2) reading textbook, text; 3) watching Japanese show; 4) writing vocabularies which have been learned; 5) memorising vocabularies using flashcard; 6) memorising vocabularies by making sentence example. (ALS, 26/9/2019)

*Strategi yang digunakan diantaranya: 1) mempelajari kanji sekaligus kosakata yang dapat dibentuk oleh kanji tersebut; 2) mempelajari kosakata melalui aplikasi JLPT; 3) mempelajari kosakata melalui anime, film, dan manga; 4) mempelajari kosakata dari bacaan; 5) mempelajari*



*kosakata melalui video youtube (nihongo no mori); 6) mempelajari kosakata melalui grup bahasa Jepang di facebook.* (RI, 26/9/2019)  
The strategies used are 1) learning kanji and vocabularies, which can be formed by kanji; 2) learning vocabularies through JLPT application; 3) learning vocabularies from anime, movie, and manga; 4) learning vocabularies from reading material; 5) learning vocabularies from YouTube videos (*Nihongo no Mori*); 6) learning vocabularies from Japanese language group on Facebook. (RI, 26/9/2019)

*Strategi yang saya gunakan adalah 1) menulis kosakata secara berulang-ulang empat sampai sepuluh kali beserta artinya; 2) mencatat kosakata baru yang didengar saat menonton drama atau anime; 3) mencatat kosakata baru dari video game yang berbahasa Jepang; 4) mencoba menggunakan kosakata tersebut sesuai dengan topik yang dibicarakan agar tidak lupa.* (TG, 30/8/2019)

My strategies are 1) writing vocabularies recursively from four to ten times with their meaning; 2) writing new vocabularies which have been listened to when watching drama or anime; 3) writing new vocabularies from a video game in the Japanese language; 4) trying to use these vocabularies based on the discussed topic, to avoid forgetting. (TG, 30/8/2019)

Participants actively searched method to memorise the vocabularies obtained and understood in terms of the context of use. For example, when watching anime and finding new vocabularies, participants directly wrote them and searched for information related to vocabularies in the dictionary. Besides, a participant directly

applied new vocabularies to the monologue. Its effects also referred to affective factors used by participants when learning the Japanese language, from what is liked. The statement of participants is as follows:

*Membaca teks berbahasa Jepang yang disenangi seperti lirik lagu, komik, dan sebagainya.* (NB, 30/8/2019)

Reading the preferred Japanese texts, such as song lyrics and comic. (NB, 30/8/2019)

*Mendengar atau menonton dari anime dan lagu Jepang* (OC, 26/9/2019)

Listening or watching anime and Japanese song (OC, 26/9/2019)

*Menonton anime, meskipun tujuan utamanya untuk hiburan, saya masih mendapat kosakata baru dari menonton beberapa anime. Selain itu karena 95% music yang saya sukai berbahasa Jepang, saya menjadi tertarik untuk mencari artinya. Jadi saya mulai mencoba translate sendiri, tentunya saya juga mempelajari kosakata barunya. Sama seperti anime, saya mendapat kosakata dari voice line dalam game yang memiliki dubbing bahasa Jepang.* (AB, 26/9/2019)

Although it was done only for entertainment purposes, I still learned new vocabularies from watching anime. Besides, 95% of my favourite songs are in the Japanese language, so I am interested in finding the meaning. Thus, I started translating the song myself while learning new vocabulary. Like anime, I found vocabularies from the voice line in-game with Japanese language dubbing. (AB, 26/9/2019)

*Saya senang menjawab soal-soal kuis di web online. Kuis di web online memang bukan khusus kuis kosakata, namun dari soal-soal kuis tersebut kita bisa mendapat kosakata baru. Selain itu, web online terkesan praktis dan tidak membebankan, karena seperti memainkan sebuah game. Soal-soalnya berupa pilihan ganda sehingga mudah dalam menjawabnya.* (NB, 30/8/2019)

I like answering a quiz on the website. The quiz on the website is not for vocabularies, but these questions can help to find new vocabulary. Besides, the website is practical and easy since it is like playing a game. Questions are in multiple choices, so it is easy to answer. (NB, 30/8/2019)

Besides, based on oral and written interviews, participants can be classified into two groups, namely 1) participants that have found vocabulary-learning strategies which are suitable for them; 2) participants that are still figuring out which strategies are more suitable for themselves. Statements from participants related to the suitability of the strategies used are as follows:

*Strategi pembelajaran kosakata diperlukan, karena jika tidak menemukan strategi yang cocok untuk diri sendiri akan kesulitan mengingat kosakata dalam jangka waktu panjang. Saya sudah menemukan cara belajar yang sesuai.* (OC, 23/9/2019)

The vocabulary-learning strategy is required since there will be difficulty memorising vocabulary for a long time when a suitable strategy is not found. I have found an appropriate learning method. (OC, 23/9/2019)

*Strategi pembelajaran kosakata diperlukan karena kosakata adalah fondasi dasar dalam pembelajaran bahasa. Penerapan strategi pembelajaran kosakata sangat membantu, terlebih jika strategi tersebut dinilai menyenangkan sehingga tidak ada paksaan.* (DPT, 26/9/2019)

The vocabulary-learning strategy is required since vocabularies are basic in learning a language. Implementation of a vocabulary-learning strategy is helpful, mainly when the strategy is considered fun, and there is no coercion to use it. (DPT, 26/9/2019)

*Saya sudah menemukan strategi yang cocok untuk diri sendiri, tetapi juga mencari atau mencoba strategi lain.* (DK, 26/9/2019)

I found a suitable strategy for myself, but I also search or try another strategy. (DK, 26/9/2019)

*Saya sering memperhatikan teman yang memiliki ketertarikan pada hal yang sama, sehingga tertarik untuk mencoba cara belajarnya. Adanya strategi sangat penting, namun harus disesuaikan dengan kenyamanan diri sendiri.* (DT, 26/9/2019)

I often pay attention to friends with the same interest, so I am interested to learn it. The strategy is essential, but it must be adjusted to make me comfortable. (DT, 26/9/2019)

In the subchapter below, researchers explain the role of technology in implementing the vocabulary-learning strategy by good learners.

### **3.2 Implementation of Vocabulary-Learning Strategy in The Digital Era**

Prensky (2001) stated that learners in the digital era spent more time using computers, video games, digital music players, video cameras, smartphones, and other devices. These characteristics are found in the strategy used by participants in learning vocabularies. Technology is helpful for learners to form the thinking framework for understanding the surrounding environment. Furthermore, technology supports the learners to be independent in controlling information to be obtained (Kaba, 2017). Participants of this research show this phenomenon. Participants cannot be separated from technology, which supports vocabulary learning. Technology can be hardware and software, such as a notebook and gadget, with the application installed to assist participants in searching, recognising, understanding meaning, and understanding context in the use of vocabularies.

Based on Bloom's Digital Taxonomy developed by Churches (2009), participants' use of technology is in two stages. Namely, 1) remembering step (searching the meaning of the word through Japanese language application or Google Translate) and 2) applying (sharing information or story on social media or chatting in the Japanese language). In the remembering stage, participants applied the strategy as follows:

*Mempelajari kosa kata melalui anime dengan melihat subtitle secara berulang-ulang dan mencari arti kosa kata yang tidak dipahami. (FKH, 23/9/2019)*

Learning vocabulary from anime by reading subtitles recursively and searching the meaning of vocabulary, which is not understood. (FKH, 23/9/2019)

*Belajar kosakata menggunakan aplikasi flashcard di gadget, menonton film dan anime lalu mencatat dan mencari arti kosakata yang tidak dimengerti di kamus. (RD, 23/9/2019)*

Learning vocabularies using flashcard applications on gadgets, watching movies and anime, writing, and searching the meaning of vocabularies in the dictionary. (RD, 23/9/2019)

*Belajar menghafal bentuk serta cara bacaan kosakata dari media sosial. (DEL, 23/9/2019)*

Learning to memorise the form and pronunciation of vocabularies from social media. (DEL, 23/9/2019)

*Belajar melalui visual novel dan game berbahasa Jepang. (DN, 23/9/2019)*

Learning through novel and game in the Japanese language. (DN, 23/9/2019)

*Sering kali mendengarkan kosakata dari lagu maupun film. Membuat ppt yang berisi kosakata. (LI, 23/9/2019)*

I am frequently learning vocabulary from songs and movies. Making ppt

which contains vocabulary. (LI, 23/9/2019)

In this stage, participants tried to search for strategy considered sufficient based on their behaviour, using support from applications and audiovisual media. In the applying stage, participants applied some strategies as follows:

*Cenderung tipe pembelajar aktif khususnya ketika ada lawan bicara yang juga menggunakan bahasa Jepang, baik orang Jepang, dosen, maupun teman. Menerapkan kosakata dalam percakapan sehari-hari. (DEL, 23/9/2019)*

I tend to be an active learner, mainly when interlocutors (Japanese people, lecturers, and friends) use the Japanese language. I apply vocabulary in daily conversation. (DEL, 23/9/2019)

*Berani mengambil resiko, dan jika ada kesempatan langsung mengutarakan apa yang ingin disampaikan. (TG, 26/9/2019)*

I took risks and directly stated what I want to say when I had the opportunity. (TG, 26/9/2019)

*Setiap hari berlatih kosakata dengan cara menerapkan penggunaan kosakata yang diaplikasikan pada percakapan monolog. (DK, 26/9/2019)*

I practice vocabulary every day by applying the use of vocabulary in monologue. (DK, 26/9/2019)

*Berlatih kosakata dengan cara menghafal arti kosakata dan mengaplikasikannya ke dalam bentuk kalimat. (FR, 26/9/2019)*

I practice vocabulary by memorising the meaning and applying them in sentences. (FR, 26/9/2019)

In this stage, participants applied the strategy above using vocabularies, which have been learned, whether or not they can be accepted and understood by interlocutors.

**Table 1. Vocabulary-Learning Strategy by Participant**

Type	Strategy	Description	Amount of Participants
Direct Strategies	Memory	1. Understanding intention and nuance in a vocabulary	22
		2. Understanding nuance and the use of vocabularies	
		3. Memorising vocabulary and its meaning manually	
		4. Practising vocabularies in book	
		5. Interpreting the meaning of vocabularies from their kanji	
		6. Searching illustration related to vocabularies	
		7. Recalling vocabularies that have been learned	
	Cognitive	1. Highlighting new vocabularies found in several media	23
		2. Writing new vocabularies which have been learned (with a coloured pen)	
		3. Translating language in the gadget to the Japanese language	
		4. Writing sentence examples	
Compensation	5. Searching example of the use in a vocabulary	33	
	6. Searching explanation of vocabulary meaning in monolingual and bilingual dictionaries		
	7. Using electronic Japanese language dictionary		
Indirect Strategies	Metacognitive	8. Using flashcard	27
		9. Writing and spelling vocabularies recursively	
		10. Making the list of vocabularies and meaning	
	Affective	11. Searching proper equivalence for cultural vocabularies	33
		Guessing the meaning of a word before searching in the dictionary	
	Social	1. Taking time to understand vocabularies	16
		2. Visual image, picture, comic, game, and animation	
3. Visual video, drama, talk show in the Japanese language			
4. Audio Visual and song			
Social	5. Reading article/text in the Japanese language	33	
	6. Learning vocabularies on website, application, and social media		
	7. Commitment or intention		
	1. Practising/applying vocabularies that have been learned in daily conversation		
Social	2. Riddles with friend	16	
	3. Asking friend/lecturer/native speaker		
	4. Discussing with friends		
	4. Discussing with friends		

#### 4. Conclusion

Participants applied 31 kinds of strategies in learning vocabularies. The strategy used belongs to direct and indirect strategies. The direct strategy is memory, cognitive, and compensation. Furthermore, the indirect strategy is metacognitive, affective, and social. Based on the result of data classification, it is known that compensation and affective strategies are

used by all participants, 33 people. It shows that the dictionary has a vital role in learning vocabularies, though the dictionary, which is frequently used, tends to be an application or online dictionary. Furthermore, it shows that all participants learn vocabulary from what they like. This method is done to make vocabulary learning more fun, and new vocabularies are easier to be understood.

Based on the analysis, Japanese language good learners tend to apply cognitive strategies. When they learn new words, they are trying and using them as soon as they can. The more they practice on learning a word, the more likely it will become part of their active vocabulary. After obtaining information related to meaning or context from new vocabularies, good learners will memorise and understand the use of vocabularies required to be remembered and used. Good learners commit to providing time for learning vocabulary. It belongs to the metacognitive strategy. When applying several vocabulary-learning strategies, participants cannot be separated from technology, supporting foreign language learning.

The role of technology in learning vocabularies is dominantly shown in remembering and applying stages since the participants find easiness with the aid of technology, particularly in searching for new vocabularies. Besides, technology has been an inseparable part of the daily life of Japanese language learners. In a manual way or with the aid of technology, the Vocabulary-learning strategy was chosen by participants by adjusting to their respective learning styles. The learning style of participants in this research can be explained based on the classification of vocabulary-learning strategy by Oxford (1990). However, there is a shift in the implementation and technology devices, which have been part of daily life in learners. It is in line with the result of research, as Marin & Chetumal (2018) stated. In this case, technology supports finding or improving new vocabularies and assisting learners in quickly memorising the vocabularies. However, the learner still relies on the printed materials for learning vocabularies.

Meanwhile, this research shows that competent Japanese language learners can use printed materials and online learning application to improve vocabularies. The researcher suggests that the development of

theory about the vocabulary-learning strategy by Oxford (1990) is required to explain learners' behaviour in the digital era. Foreign language-learning strategies are still applied to date in memory, cognitive, affective, and social strategies. However, technology development affects the variation of every strategy used.

Types of vocabulary learning strategy applied by competent learners are affected by intrinsic and extrinsic motivations. In this case, intrinsic motivation is a desire to improve knowledge, personal satisfaction, challenge, and other aspects which make learner interested. Meanwhile, extrinsic motivation is factors outside oneself, e.g. to meet graduation and job requirements. Besides, it is affected by learner personalities, such as strong habit, attitude, belief, intuition, thinking, and sensing. Thus, the writer agrees with an opinion stated by (Griffiths, 2008) that we still have a lot to learn about what makes for a good language learner.

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