Learning English Vocabulary Strategies for Non-English Department Students at Intensive English Class

Dwi Hana Nurfauziah[1*], Tenny Murtiningsih[2], Miftah Al Farhan[3] ID

[1,2,3]English Language Education Department, University of Muhammadiyah Banjarmasin, Banjarmasin, Indonesia

A R T I C L E   I N F O

A B S T R A K

Penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran kosakata bahasa Inggris yang digunakan oleh mahasiswa jurusan non-bahasa Inggris dalam program Intensive English Class (IEC), serta mengeksplorasi kesulitan yang mereka hadapi dalam proses pembelajaran tersebut. Menggunakan pendekatan studi kasus kualitatif, penelitian ini melibatkan empat mahasiswa dan empat tutor IEC di salah satu universitas swasta di Barito Kuala, Kalimantan Selatan. Data dikumpulkan melalui observasi kelas dan wawancara mendalam. Hasil dari penelitian ini mengungkapkan bahwa siswa menggunakan berbagai strategi untuk mempelajari kosakata, yaitu mencatat kosakata baru beserta arti dan contoh kalimatnya, menghafal dengan mengulang-ulang, menonton film, atau mendengarkan musik berbahasa Inggris, menggunakan kamus online atau aplikasi penerjemah dan bertanya langsung kepada tutor atau teman sekelas. Strategi yang paling sering digunakan oleh mahasiswa adalah mencatat kosakata baru beserta arti dan contoh kalimatnya, kemudian yang jarang digunakan adalah bertanya langsung kepada tutor atau teman sekelas. Kesulitan utama yang dihadapi mahasiswa adalah kurangnya motivasi dan minat, serta kesulitan dalam memahami dan menerapkan kosakata dalam berbagai konteks, terutama terkait perubahan bentuk kata dalam kalimat. implikasi dari penelitian mahasiswa dapat meningkatkan motivasinya dalam perolehan vocabulary melalui aktivitas pembelajaran yang menyenangkan. Selanjutnya guru juga diharapkan untuk lebih kreatif, inovatif, dan memberikan apresiasi terhadap siswa sehingga tercipta suasana pembelajaran yang menyengkan.

A B S T R A C T

This study aims to identify English vocabulary learning strategies used by non-English major students in the Intensive English Class (IEC) program, as well as explore the difficulties they face in the learning process. Using a qualitative case study approach, this research involved four students and four IEC tutors at a private university in Barito Kuala, South Kalimantan. Data were collected through classroom observations and in-depth interviews. The results of this study reveal that students use various strategies to learn vocabulary, namely recording new vocabulary along with its meaning and example sentences, memorizing by repeating, watching movies, or listening to English music, using online dictionaries or translator applications and asking directly to tutors or classmates. The strategy most often used by students is to record new vocabulary along with its meaning and example sentences, then the least used is asking directly to tutors or classmates. The main difficulties faced by students are lack of motivation and interest, as well as difficulties in understanding and applying vocabulary in various contexts, especially related to changes in word forms in sentences. The implication of the research is that students can increase their motivation in vocabulary acquisition through fun learning activities. Furthermore, teachers are also expected to be more creative, innovative, and give appreciation to students so as to create a pleasant learning atmosphere.

1.   INTRODUCTION

Vocabulary is the foundation of a language. Vocabulary mastery is very important in language learning, especially English which is an international language with around 400 million native speakers and up to 1 billion if including second speakers (Ilyosovna, 2020). English is widely used in various fields such

Corresponding author.
E-mail addresses: dwihananrfzh@gmail.com (Dwi Hana Nurfauziah)

as science, aviation, technology, diplomacy, and tourism, making it the dominant language in the international world. (Schmitt, 2019), asserts that vocabulary acquisition is key to achieving proficiency in a foreign language.

Many countries include English as a second language in their school curriculum, with children starting to learn at an early age. Vocabulary learning is very important as it helps children understand what they hear and read, as well as express themselves well in writing and speech. According to (Dakhi and Fitria, 2019), vocabulary has four key components: as a basis for communication, a reflection of social reality, an amplifier of emotions, and a predictor of academic ability.

Vocabulary learning is a major challenge for English language learners. Several studies have examined ways to improve vocabulary learning in English performance and efficiency. Mobile learning using devices such as PDAs, tablet PCs, and cell phones is gradually considered effective due to the rapid growth of wireless and mobile technologies (Li, 2022).

There are several ways to acquire vocabulary, such as using compensatory, memory, cognitive, and metacognitive strategies. Environment and individual motivation levels are also factors in English learning (Lismay & Zubaidah, 2019). Students usually use learning strategies such as memorizing, using dictionaries, listening to music, translating, note-taking, and watching movies and videos.

Globalization has created a global network that connects everything, including the education sector. According to (Iftanti and Maunah, 2021), education can be defined as socially organized instruction and learning, either formally or informally. In this era of globalization, English language learning requires a more flexible and innovative approach to meet the demands of the times.

One of the efforts to improve vocabulary is through the Intensive English Class (IEC) program. IEC is an English language program organized by the Language Development and Service Center at one of the private universities in Barito Kuala, South Kalimantan. The program aims to teach English to students in all majors during their first year of college. According to (Murtiningsih, 2020), IEC aims to improve students' English skills, especially their ability to speak in front of the class.

IEC has many advantages for non-English major students who want to learn English vocabulary. (Nadia and Aditama, 2018), stated that IEC is the right choice for learning English for students who are not majoring in English because of its flexible schedule. The program provides an intensive schedule, materials, and conversation practice. IEC is designed to help students significantly improve their English proficiency in a short period, focusing on communication exercises to improve their English-speaking skills more fluently and confidently.

Effective vocabulary learning strategies are essential in IEC. (Adam and Magfirah, 2022), found that the most common vocabulary learning strategies used by non-English majors were using a dictionary, mentally spelling words multiple times, and intentionally interacting with the language through various media. An enjoyable approach to vocabulary learning is essential for the success of non-major English students.

Previous research has addressed vocabulary learning strategies for non-major English students with mixed results. (Holifah and Kurniasih, 2021), found that students responded positively to the use of vocabulary learning strategies, including memory strategies, note-taking strategies, guessing strategies, and dictionary strategies. On the other hand, (Elmahdi and Hezam, 2020) discussed the challenges in teaching English vocabulary to non-native learners, including linguistic and non-linguistic issues faced by teachers in teaching vocabulary.

This study aims to identify English vocabulary learning strategies used by non-native English majors in Intensive English classes and identify the difficulties they face in vocabulary learning. Unlike previous studies that only consider students' perceptions of vocabulary learning strategies, this study will further examine other factors that influence vocabulary learning, such as motivation, self-regulation, learning environment, and the role of the instructor.

The results of this study are expected to provide valuable insights for developing effective strategies in English vocabulary learning, as well as providing practical benefits for instructors, students, and other researchers in this field. Theoretically, this study can enrich the understanding of the use of vocabulary learning strategies in the under-researched context of learners of English as a foreign language.

By understanding the strategies and difficulties that non-English language students face in vocabulary learning, it is hoped that more effective approaches can be developed to improve their English language skills, especially in the context of Intensive English Class programs. This can ultimately contribute to improving the quality of English education at the tertiary level and preparing students to face increasing global demands.

2. METHODS

a.   Research Design

This research used a qualitative approach with a case study design to investigate English vocabulary learning strategies used by non-English speaking students in an Intensive English Class. The research was conducted through classroom observation and student interviews. Observation involved direct observation of the vocabulary learning strategies applied by non-English major students in the Intensive English Class. This observation aims to gain a first-hand understanding of the various strategies applied by the students in the Intensive English Class. Interviews with Intensive English Class students were conducted to gain in-depth insights into the vocabulary learning strategies they use. The interview questions covered their views on the strategies used, how to learn vocabulary and the effectiveness of their vocabulary learning strategies. Interviews can provide a qualitative dimension that enriches the understanding of students' vocabulary learning strategies in the context of Intensive English Class.

b.   Research Participant

The study consisted of 4 non-English major students in the Intensive English Class (IEC) from different classes and 4 tutors who taught the students' classes. Before the IEC program was implemented, all students were given a placement test by the IEC organizer, then based on the results of the test scores, students were divided into classes based on their scores, into the order of the highest and lowest classes. Therefore, the selected participants are some of those from the highest class, and some others come from the lowest class. An additional criterion in the selection of student participants is based on the recommendation of the instructor in the class, with a focus on students who demonstrate superior English language skills in their class.

c.   Data Collection Technique

Data collection techniques are how researcher collect data. In this study, data collection was used through interviews, observation, and documentation techniques. The type of data collection based on the technique are:

1)   In-depth Interview

An in-depth interview is a data collection technique involving two or more people related to providing information through question-and-answer activities. The questions asked were prepared in advance by the researcher before interviewing the participants. This interview was conducted directly or face-to-face with the participants involved in this study.

2)   Observation

This research also conducted observation activities. The observation was conducted in the intensive English class and focused on the students be the participants in this study. The researcher observed the strategies used by the students to improve their vocabulary knowledge.

3)   Documentation

Documentation is a data collection technique to obtain physical data at the time of data collection. Documentation can be in the form of a sound recording, video, pictures, or written notes taken during the research.

d.   Data Analysis Technique

Data Analysis Techniques are ways and procedures used by researchers to analyze the data that has been collected in a study. There are three methods used in this research, namely data condensation, data display, and conclusion drawing.

1)   Data Condensation

Data condensation is an important process in data analysis. Data condensation involves selecting, focusing, abstracting, and transforming raw data obtained from various sources such as interviews, observations, or documents in research. Through data condensation, the researcher summarized and simplified rough data into a more meaningful form by making a summary of the data.

2)   Data Display

Data display is an effort to visualize data in a certain format so that researchers can see what is going on and determine what to do next. Data display helps researchers to draw valid conclusions based on data that has been organized and presented visually.

3)   Conclusion Drawing

Conclusion drawing is the final stage in the data analysis process. At this stage, researchers try to interpret and interpret all the data that has been collected and analyzed previously. Conclusion drawing is done by interpreting emerging themes, explaining patterns and relationships, and comparing research results with theory and previous research.

3.   RESULT AND DISCUSSION

Results

This chapter presents the findings obtained through observations and in-depth interviews conducted with four students and four teachers in the Intensive English Class. This study aims to explore the strategies used and the difficulties faced by non-English major students in learning English vocabulary in the Intensive English Class. Through the analysis of interview and observation data, the findings of this study will be described in detail and discussed in depth to provide a comprehensive understanding of the strategies and difficulties of non-major English students in learning English vocabulary in an Intensive English Class environment. Based on the data analysis, there were two main points that the research found:

1.   The Strategies Used by Non-English Department Students to Learn English Vocabulary at Intensive English Class

In learning English, students need various strategies to improve their vocabulary, especially for non-English students. Many vocabulary learning strategies can be used by students. Based on the results of observations and interviews conducted by researchers with four students and 4 teachers in the Intensive English Class, it was found that the strategy most often used by students is the note-taking strategy. Students record the new vocabulary they get along with the meaning and example sentences to help them remember and learn it more easily. This strategy is considered effective because by taking notes, students can repeat and relearn the new vocabulary whenever and wherever they want. Not only that, based on observations made by researchers for some time, on average all teachers in the class also apply a similar strategy, which is to write all new vocabulary on the board along with its meaning, then sometimes ask students to make sentences with these words based on correct grammar. This method is considered to help students not only remember new vocabulary but also understand its use in the context of a proper sentence by applying grammar rules.

> *"Because in Intensive English Class, my tutor usually writes down difficult vocabulary and maybe vocabulary that I have just heard on the board. So **usually what the tutor writes on the board, I write down in my book, in addition to vocabulary and its meaning, I also often write down example sentences along with the tense formula used** so that I can better understand and easily remember the use of vocabulary." (Participant Student G, May 7th 2024, face-to-face interview).*

In addition, some students also revealed that they often apply the strategy of memorization through repetition. Students memorize new words by repeating them multiple times. With this method, they hope to strengthen their memory and solidify their understanding of the new vocabulary they have learned. After acquiring or remembering the new vocabulary, students usually also practice the use of the new vocabulary in daily conversations, both inside the classroom during learning sessions and outside the classroom in interactions with friends or the surrounding environment. In this way, they can practice their speaking skills and get used to using new vocabulary in a more real and natural context.

> *"The strategy that I usually apply is after getting a new vocabulary, **I memorize it by repeating reading it several times**, then during learning, I also often practice the new vocabulary with my friends in class. Outside of class, sometimes if the vocabulary can be used, I use it to interact. Sometimes I even talk to myself using the new vocabulary. In that way, I think it helps me remember the new vocabulary." (Participant Student Y, May 6th 2024, face-to-face interview).*

Another strategy that is also very often used by students to improve their mastery of English vocabulary is watching movies or listening to music that uses English. This strategy is considered very effective not only to hone listening skills but also to enrich students' vocabulary. By being directly exposed to conversations in movies and song lyrics that use English, students can learn new vocabulary in a more real and natural context. This helps them to more easily remember and apply vocabulary in the right situation, compared to just memorizing vocabulary from a list or dictionary. In addition, watching movies or listening to music in English can also be a fun means of entertainment and motivate students to continue learning the language. By using media that they like, the learning process becomes more interesting and less boring, thus increasing students' interest and perseverance in learning English.

> *"**I learn more by using movies,** well usually I watch the movie if I like the movie, and I can watch it more than once, the strategy I usually use is by watching with subtitles first, but then when I re-watch the movie, I don't use subtitles. I think that strategy is quite helpful in enriching my vocabulary. As for music, **I often listen to English music**. Usually, when I listen to music, I look up the lyrics, and then if there are vocabulary or sentences from the lyrics that I don't know, I*

immediately look up the meaning. Of course, that helps my vocabulary knowledge, because I usually listen to the music repeatedly, not just once." (Participant Student G, May 7th 2024, face-to-face interview)

The strategy is also highly recommended by the tutors, as it is considered an effective and fun learning method for students. The tutors realized that watching movies or listening to music in English can provide a more meaningful and contextual learning experience, thus helping students to understand and remember new vocabulary more easily. The tutors also said that this strategy can increase students' interest and motivation in learning English because it involves activities that they enjoy in their daily lives.

*"**I usually advise my students to listen to English songs often**, but while reading the lyrics. Also, there are many viral songs in English, for example, the song "Drunk Text" Well yesterday I asked my students what the meaning of the song was, and then I told them to find the meaning of the song so they knew the meaning. **I also suggest that they watch more Western movies**, but don't use Indonesian subtitles, use English subtitles. Anyway, my advice is that if we are watching or listening to a Western song, we should get used to reading the text, because that might be better recorded in the memory. I think if we only listen, but not while reading, maybe it will not increase our vocabulary, because maybe what we hear is not necessarily the same writing as what we hear. I'm not just advising my students, but I also applied it until now. Until now, when I watch movies and listen to Western songs, I always use the text, and it is quite helpful to increase my vocabulary." (Participant Tutor R, May 21th 2024, face-to-face interview).*

Some students in the Intensive English Class also use online dictionaries or translator apps when they do not know a vocabulary they have just heard or seen. Students tend to prefer using online dictionaries or translator apps such as Google Translate to look up the meaning of new vocabulary, they encounter rather than using conventional book dictionaries. This is understandable given the ease of access and practicality offered by these online resources, where they only need to type in the word, they want to find the meaning of and the results will appear within seconds.

*"I rarely use book dictionaries. Nowadays it's modern, so **I usually use online dictionaries, such as Google Translate and others**, because I think it's easier and faster." (Participant Student B, May 6th 2024, face-to-face interview).*

However, the use of online dictionaries or translator apps is also not free from certain drawbacks and risks. Some tutors admit that sometimes there are translation errors or inaccurate meanings given by the application, especially for vocabulary that has multiple meanings or is related to a particular context. Especially when students are asked to make a sentence, tutors strongly recommend not to use Google Translate. Therefore, they always remind students to be careful and double-check the meaning that they get, and not to rely entirely on the machine translation results.

*"**I sometimes also allow my students to open Google Translate** when they don't know a word. But when it comes to making a sentence, I strongly discourage them from using Google Translate. Because if you make a sentence using Google Translate, the meaning might not be right." (Participant Tutor I, May 22nd 2024, face-to-face interview).*

In addition, based on the results of observations and interviews, students also use the strategy of asking directly to tutors or classmates. Although this strategy is rarely used, during the Intensive English Class, some students prefer to use this strategy, compared to using Google Translate. This is due to several factors, including the presence of the tutor as a trusted source of information who can provide a more comprehensive explanation of the meaning, usage, and context of the vocabulary. In addition, by asking directly, students can also immediately get feedback and clarification if there are still things that are not understood related to the new vocabulary learned. This direct interaction is considered more effective in helping students' understanding than just reading the definition from a dictionary or translator application. On the other hand, asking classmates is also often done by students because it is considered more relaxed and less formal when asking the tutor. Classmates can often provide explanations in simpler and more understandable language.

*"If I don't know the meaning of the vocabulary that I just heard, I will ask the people around me. In the Intensive English Class, **I usually ask my tutor**, and when someone asks, my tutor usually answers immediately, and he also sometimes explains how to use the vocabulary. Then if I am too lazy to ask my tutor, **I usually ask a friend** who is around me." (Participant Student C, May 7th 2024, face-to-face interview).*

It can be concluded that non-English major students in Intensive English Class apply various strategies to learn English vocabulary. The most frequently used strategies are note-taking, memorizing by repetition, and watching movies or listening to English music. The least frequently

used strategies are using online dictionaries or translator apps, and asking teachers or classmates directly.

2. The Difficulties Non-English Department Students in Learning English Vocabulary at Intensive English Class

Even though each student has their strategy for learning and improving vocabulary, because they are students who come from non-English majors, of course, they also have some difficulties. The most common difficulty felt by students is the lack of motivation and interest in learning new vocabulary. That of course can be an obstacle to learning English vocabulary easily. As expressed by one of the students, having an interest in English is the main prerequisite to being able to learn effectively, because, without a sense of pleasure from within, the learning process will feel heavy and difficult to do.

*"I think the **lack of interest and motivation** in learning English is something that affects the vocabulary learning process. because if there is no interest in ourselves, how can we be interested in learning. Especially for students from non-English majors like me, maintaining interest and building motivation to learn English vocabulary is very difficult." (Participant Student B, May 6th 2024, face-to-face interview).*

In addition, from the tutors' point of view, they also stated the same thing. The main challenge in teaching in Intensive English Class is to build students' interest in learning English vocabulary, especially for non-English speaking students who tend to think that learning English is not that important for them. The teachers emphasize the importance of students' interest and motivation as the main factors in learning English, as well as having the initiative to learn independently without having to be told, liking the learning process, and having the desire to learn English without having to be forced. Thus, students can enjoy the learning process and digest the learning more easily and maximally.

*"The obstacle I face is how to make students' enthusiasm for learning increase. **The interest in learning English vocabulary for students who come from non-English majors is very lacking** because for them learning vocabulary is not very important. **Then the motivation to learn is low,** so that's the challenge I face, how can I overcome these obstacles. Restore students' focus, interest, enthusiasm, and motivation to learn." (Participant Tutor I, May 22nd 2024, face-to-face interview).*

Another difficulty found in this study is the difficulty in understanding and applying vocabulary in various contexts. Students often experience confusion when dealing with words that change form when used in sentences, such as changes in verbs in various tenses or changes in nouns to adjectives. This is further complicated by the fact that the meaning of a word can changes or have different meanings depending on the context in which it is used. As a result, students often struggle to grasp the right meaning and use vocabulary accurately in various communication situations.

*"I find it **difficult to learn vocabulary whose context changes when made into a sentence**. I am confused that sometimes there is vocabulary that changes when it becomes a sentence, such as changes in verbs, and tenses. I am confused about which verb to use." (Participant Student C, May 7th 2024, face-to-face interview).*

So, in this study, the researcher found some difficulties experienced by students from non-English majors in the Intensive English Class in learning English vocabulary, namely: a lack of motivation and interest in learning new vocabulary and difficulties in understanding and applying vocabulary in various contexts.

Discussion

Based on the above data obtained from classroom observations and interviews with students and tutors, several vocabulary learning strategies applied by non-English major students in Intensive English Class were found. The most frequently used strategies are note-taking, memorization by repetition, and watching movies or listening to English music. The least frequently used strategies are using online dictionaries or translator apps, and asking the teacher or classmates directly.

The most common strategy used by students is to record the new vocabulary along with its meaning and example sentences. This consolidation strategy is in line with (Takac, 2008), classification of formal vocabulary learning strategies, which involves structured and organized learning methods. By recording new vocabulary and its meaning, learners actively consolidate their knowledge of the word's meaning. Furthermore, by writing example sentences, they not only remember the vocabulary but also practice its use in meaningful contexts. This helps to strengthen the link between vocabulary and grammar and improves their understanding of the proper use of vocabulary. For example, if an English learner learns the word "diligent", the formal strategy they use is to note its meaning in their native language, which is *"rajin"*,

and then write example sentences such as "She is a diligent student who always completes her assignments on time." This way, the learner not only remembers the meaning of the word but also understands how to use it in sentences with correct grammar.

Besides note-taking, the findings of this study reveal that another strategy often used by students from non-English majors in Intensive English Class is the strategy of memorizing new vocabulary through regular and consistent repetition, both independently and with classmates. This is in line with the findings of (Wulandari et al., 2020), who stated that memorization strategies, such as remembering word sounds or pictures, using new vocabulary in sentences, practicing vocabulary, and repeating English lessons, are among the main strategies used by students to overcome difficulties in learning vocabulary. By repeating reading new vocabulary repeatedly, as expressed by student Y, students hope to strengthen their memory and solidify their understanding of the new vocabulary. After remembering the new vocabulary, students also practice its use in daily conversations, both inside the classroom during learning sessions and outside the classroom in interactions with friends or the surrounding environment. In this way, they can practice their speaking skills and get used to using the new vocabulary in a more real and natural context. This finding is consistent with the views of previous findings that emphasize the importance of memorization and practice strategies in supporting better vocabulary acquisition.

The findings in this study also reveal that students utilize various media such as watching movies or listening to English music as strategies to enrich their vocabulary acquisition. This approach is closely related to the incidental vocabulary learning strategy proposed by (Takac, 2008), where vocabulary learning can occur spontaneously through naturalistic situations and fun daily activities. By being exposed to authentic language contexts through media such as movies or music, students can understand and remember new vocabulary more effectively. For example, when watching an English movie, students will be exposed to new vocabulary in natural and realistic conversations and situations, so the vocabulary is easier to remember because it is related to the scene, emotion, or story in the movie. Similarly, by listening to English music, students can remember new vocabulary better because the vocabulary is related to interesting or memorable song lyrics. In addition, this approach also makes the vocabulary acquisition process not feel boring or forced, because the media used is an activity that students like. This is in line with the principle stated in previous research that incidental vocabulary learning can occur through situations and activities that are entertaining for students.

Furthermore, the current findings also reveal that some students use online dictionaries or translator apps, such as Google Translate, to look up the meaning of unknown words. This is closely related to vocabulary learning strategies that utilize digital technology, as found in the study of (Duong et al., 2021). The use of online resources such as digital dictionaries and translator applications is considered easier, more practical, and more efficient than conventional dictionaries in the form of books. Students can quickly look up the meaning of a new word they need by simply typing the word, and the results will appear within seconds. This trend is in line with the development of an increasingly modern and digital age, where the integration of technology in language learning is becoming increasingly important. This finding shows that students tend to adjust their vocabulary learning strategies by utilizing the convenience and efficiency offered by digital technology. This is in line with previous research that highlights the importance of integrating technology in language learning, including in the process of vocabulary acquisition.

Moreover, the research findings show that some students also apply social strategies, such as asking for explanations and clarifications from tutors or classmates regarding new vocabulary. This is in line with the social strategies found by (Ghalebi et al., 2020), where social strategies involve interacting with others to help the vocabulary learning process, such as asking teachers or classmates to enrich vocabulary understanding. As found in the current findings, students tend to choose to ask directly to tutors or classmates when encountering new vocabulary. Engaging in direct interaction with a trusted source, either a tutor or a classmate, is considered effective in helping the understanding of new vocabulary because it allows students to get a more comprehensive explanation, including the meaning, usage, and context of the vocabulary.

Although each student has their strategy, they also have their difficulties. The researcher found some difficulties experienced by students from non-English majors in the Intensive English Class in learning English vocabulary, namely the lack of motivation and interest in learning new vocabulary and difficulties in understanding and applying vocabulary in various contexts.

The findings in this study reveal the difficulties often experienced by non-English students in Intensive English Classes, namely the lack of motivation and interest in learning new vocabulary. Some non-English majors tend to think that learning English is not that important for them. So that it hinders the development of vocabulary learning for them. It is related to the study conducted by (Afidah et al., 2022), who mentioned the lack of interest in learning English as a barrier to vocabulary learning. The findings of this research and study highlight the importance of students' interest and motivation as the main factors in

learning English, as well as having the initiative to learn independently without having to be ordered, liking the learning process, and having the desire to learn English without having to be forced. Thus, students can enjoy the learning process and digest learning more easily and maximally.

Moreover, the findings of this study reveal that students from non-English majors in the Intensive English Class have difficulties in understanding and applying vocabulary in various contexts. This is in line with the results of research from (Lutfiyah & Nuraeningsih., 2022), that students have difficulties in using vocabulary appropriately in certain contexts, understanding the connotations of words, and identifying opposite or related words. This study deepens that understanding by revealing students' specific confusion related to words from changes in sentences, especially verb changes in various tenses and the transformation of nouns into adjectives. This research deepens that understanding by revealing students' specific confusions related to changes in tense in sentences, especially verb changes in various tenses and the transformation of nouns into adjectives. As said by student C, students are confused by a vocabulary whose context changes when made into a sentence, such as changes in verbs, and tenses. This shows that students' difficulties are not only about the meaning of words but also about grammar and the use of words in different contexts. This happens because English is complicated, the words often change depending on how they are used in the sentence. In addition, the structure of English is different from our mother tongue, and the language we speak daily.

4.   CONCLUSION

Based on the results of the study, English vocabulary learning strategies used by non-English major students in Intensive English classes include: recording new vocabulary along with its meaning and example sentences, memorizing by repetition, watching movies or listening to English music, using online dictionaries or translator apps, and asking directly to tutors or classmates. The most frequently used strategy is noting down new vocabulary along with its meaning and example sentences, while the least frequently used strategy is asking directly to a tutor or classmate. The main difficulties faced were lack of motivation and difficulty in applying vocabulary in various contexts. Based on these findings, it is suggested that students should increase their motivation by making vocabulary learning a fun activity and students need to improve their vocabulary skills by practicing or implementing vocabulary in all their English skills, while teachers are expected to create an innovative learning atmosphere and give appreciation to students. For future researchers, it is recommended to involve more participants from various backgrounds, and for the Language Development and Service Center, it is recommended to continue developing teaching modules and facilitate further research in the context of Intensive English Class. By implementing these suggestions, it is expected to increase the effectiveness of English vocabulary learning for non-English major students.

5.   REFERENCES

Adam, S., & Magfirah, S. (2022). Vocabulary Strategies for English Learners. Els Journal on Interdisciplinary Studies in Humanities, 5(3), 563–572. Https://Doi.Org/10.34050/Elsjish.V5i3.23164

Afidah, Ul, Imam Machfudi, M., & Haji Achmad Siddiq Jember, K. (2022). Uin Kyai Haji Achmad Siddiq Jember Students' Difficulties in Vocabulary Mastery. 1(1). Https://Doi.Org/10.35719/Crewjourna

Dakhi, S., & Fitria, T. N. (2019). The Principles and The Teaching of English Vocabulary: A Review Tira Nur Fitria. Journal Of English Teaching, 5(1).

Duong, T. M., Tran, T. Q., & Nguyen, T. T. P. (2021). Non-English Majored Students' Use of English Vocabulary Learning Strategies with Technology-Enhanced Language Learning Tools. Asian Journal of University Education, 17(4), 455–463. Https://Doi.Org/10.24191/Ajue.V17i4.16252

Elmahdi, O. E. H., & Hezam, A. M. M. (2020). Challenges For Methods of Teaching English Vocabulary to Non-Native Students. Advances in Social Sciences Research Journal, 7(5), 556–575. Https://Doi.Org/10.14738/Assrj.75.8263

Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary Learning Strategies: A Comparative Study of EFL Learners. Cogent Psychology, 7(1). Https://Doi.Org/10.1080/23311908.2020.1824306

Holifah, H., & Kurniasih, K. (2021). Non-EFL Students Vocabulary Learning Strategies Holifah 1). English Language in Focus (Elif), 4(1), 51–60. Https://Doi.Org/10.24853/Elif.4.1.51-60

Iftanti, E., & Maunah, B. (2021). Belief, Perception, And Challenges of English Department Students to Learn English in Globalization Era. Indonesian EFL Journal, 7(1), 1–12. Https://Doi.Org/10.25134/Ieflj.V7i1.3985

Iiyosovna, N. A. (2020). The Importance of English Language. International Journal on Orange Technologies, 2(1), 22–24. Www.Researchparks.Org

Li, L. (2022). A Discussion of The Application of Context Theory in English Vocabulary Teaching. Academic Journal of Humanities & Social Sciences, 5(16), 8–13. Https://Doi.Org/10.25236/Ajhss.2022.051602

Lismay, L., & Zubaidah. (2019). Strategi Pembelajaran Bahasa Inggris Mahasiswa Mahad Iain Bukittinggi. Journal Educative: Journal of Educational Studies, 4(1), 45.

Lutfiyah, N., & Nuraeningsih, R. (2022). The Obstacles in Learning Vocabulary of EFL Students. Prominent: Journal of English Studies, 5(2), P-Issn.

Murtiningsih, T. (2020). Utilizing Online Learning to Enhance English Skills on Intensive English Class. International Journal of Educational Best Practices (IJEBP), 4(2). Https://Doi.Org/10.32581/Ijebp.V4n2.P48-59

Nadia, H., & Aditama, M. J. (2018). The Effect of Intensive English Class on Students' Language Skill (Vol. 1, Issue 1). Https://Journal.Umbjm.Ac.Id/Index.Php/Tefla

Schmitt, N. (2019). Understanding Vocabulary Acquisition, Instruction, and Assessment: A Research Agenda.

Takac, V. P. (2008). Vocabulary Learning Strategies and Foreign Language Acquisition. Http://Www.Multilingual-Matters.Com

Wulandari, A., Alaydrus, Y., & Ni'mah, D. (2020). A Study on The Learning Vocabulary Difficulties and Strategies Used By High Achievers Of The Seventh Grade Students of SMP. 26, 15.