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Learning Strategies and Challenges of EFL Learners in Enriching English Vocabularies

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Abstract

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Challenges always exist in learning any English skills, including vocabulary building. This leads to the fact that EFL learners still do not know what strategies can be used to enrich English vocabularies. This qualitative study therefore aims to investigate what strategies are used by EFL learners and the challenges experienced by them in enriching and memorizing vocabularies. To achieve those objectives, this research categorizes the respondents into three groups, namely the first, second and third grades of senior high school. They are all interviewed in a semi structured way to find out in-depth data. The analyses reveal that the respondents employ various strategies to enrich the English vocabularies. The majority of the first-grade respondents use the strategy of watching movies, reading English books and saying English words repeatedly. Then, the second-grade respondents prefer to use the strategy of saying the English words repeatedly, watching movies and reading articles. Lastly, the third grade of the respondents use the strategy of watching movies and listening to music. This indicates that enriching vocabulary not only requires formal strategies in the classroom but also informal strategies outside the classroom.

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INTRODUCTION

The research aims to investigate strategies used by State EFL learners in one of Kuningan, West Java, Indonesia to enrich vocabularies. The focus of our research is important to do because vocabulary is an important aspect in English. Humans communicate in various ways and English language is a means for humans to communicate with other humans. According to Harianto et al

(2019) English is an international language and one of the most used languages in the world. Learning English is essential since there are many jobs which demanded English skill. English also one of the subjects which is tested in national exam. The vocabulary mastery is the basic need of communication in English language. According to the Oxford Advanced Learner's Dictionary, vocabulary is all the words that a person knows or

uses. Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms which are, oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak, while print vocabulary consists of those words for which the meaning is known when we write or read silently (Kamil & Hiebert, 2005). There are four skills of English language which are reading, writing, speaking and listening (Harmer; 1983). Therefore, someone who masters a lot of vocabulary will certainly help him in communicating and conveying ideas both verbally and in writing.

First is *reading*, reading comprehension is impossible without the mastery of vocabulary. Reading is also related to vocabulary. If don't know the vocabulary while reading, you will not automatically be able to get information from the text. Although there are skimming and summarizing reading strategies, they cannot actually be implemented successfully without sufficient vocabulary. There is definitely the possibility of choosing the wrong sentence.

In *writing* fluency something must compose an orderly sentence structure to convey the correct meaning. Therefore, when writing text, vocabulary is needed so that it doesn't seem boring. Even though the meaning is conveyed, the limited vocabulary makes the text bad because of the repetition of words.

In *speaking* fluency, it has to do with mastery and memorization of vocabulary. There are two sources of weakness that cause hesitation in speaking a foreign language, namely vocabulary and grammar. These two factors are the most decisive factors when someone speaks a foreign language. When a person stops talking more often it is due to a lack of mastery and memorization in his vocabulary rather than his grammar. This is because words cannot appear by themselves when communicating.

Listening comprehension also is impossible without mastery of vocabulary. This listening activity is an activity to collect the meaning of the words heard, so it is required to identify the words that are heard. If the listener does not have a vocabulary enough, then it is likely to give the wrong response and this problem still occurs in communication until now. (Rambe, 2018),

According to Hebert & Kamil (2005: 3) in Rohmatullah define vocabulary is the knowledge of meanings of words. The term vocabulary has a range of meanings. For example, some teachers use the term to mean sight-word vocabularies, referring to students' immediate recognition of words in print other teachers refer to word's students understand as their meaning vocabularies. Still other teachers use the term to mean listening vocabularies, or students' understanding of words that they hear in the spoken language. Content teachers use the term academic vocabulary to refer to content-specific words. Within this section, we use the term vocabulary to refer to students' understanding of oral and print words.

Learning and learning strategies have a profound influence in enriching vocabularies. Students who have a strategi and a good way of learning will then be easier in enriching vocabularies. According to Ayu & Viora (2019) the student' learning method in gaining the knowledge determines their level of achievement. It is necessary to emphasize the significance of motivating students. The reasons that learners try to learn a second language are known as motivation. To be able to build better curriculum materials or teaching practice to enhance students' desire for studying science in the new curriculum reform movement, it is crucial to address motivation and reasons for learning English. The strategy is a way or effort to achieve a goal. According to Hadi (2017) there are some factors that influenced students' vocabulary mastery. The internal factor is that the young learners are not actively involved during the teaching and learning process. They are not highly motivated and are not respect to vocabulary material because they are bored of teacher method. According to Amalia et al (2022) Learning is about the direct result of how students respond and interpret their experiences. The way that students react to and understand their experiences has a direct bearing on their ability to learn. This strategy can also be used in various fields, one of which is learning. In order to acquire a new language, especially a second language learners should be able to come up with

a plan or strategy for to learn and acquire the language easily (Hashim et al 2022). There are several definitions of learning strategies according to experts. According to Gerlach & Ely (1980) learning strategy is a way that is chosen to convey material in a particular learning environment consisting of the nature, scope and sequential activities that can provide learning experiences to students.

According to Rambe (2018) there are eight listed strategies of memorization vocabulary from the highest use to the lowest are, first is picking words from English movies and song, consulting dictionary for the meaning and making word wall. Second is writing boldly the words in a piece of paper and then put them in a special box. Third making song lyrics by using the new words and then sang the lyrics. Fourth making poets by using new words and then read the poets aloud. Fifth is intentionally using new words in English conversation. Sixth is memorizing English songs, and seventh is writing the new words in hand phone notes. And the method used by researcher is quantitative descriptive, method that is to describe the finding by using numbers. We adapted the strategies second journal from Arianti (2022) in this research the researcher found various strategies used by male and female students. The vocabulary learning strategies for male, the strategies are, first Watching movies. Second are listening to music, Podcasts, YouTube. Third is Playing game. Meanwhile, the vocabulary learning strategies for female are first Memorizing, second are reading books, journals, articles. Third Practicing speaking alone by the mirror and fourth Group from Gu & Johnson (1996) there are four important categories for vocabulary learning strategies which are metacognitive strategies, cognitive, memory and activation. Metacognitive strategies usually identifying essential word for comprehension there are using various methods to interpret the meaning of words. Cognitive strategies usually use feeling skill such as guessing, skillful use of dictionary and taking a note. Usually, students guess the meaning of a vocabulary from a phrase and a grammar. Memory strategies are classified into two categories, such as rehearsal and

encoding. The part of the rehearsal are to apply the words and repetition. The part of encoding strategies are association, imagery, visual, auditory, semantic and contextual encoding as well as word structure which includes analyzing a word in term of prefixes, stem and suffixes. Activation strategies include those strategies through which the learners actually use new words in different contexts. For instance, learners may set sentences using the words they have just learned. (Goundar, 2015)

In addition to good strategies and ways of learning, there must be difficulties faced. According to Rizqi et al (2022) Difficulty is a condition that shows the characteristics of obstacles in activities to achieve goals So that better efforts are needed to overcome these disorders. According to Longman Dictionary (2009, p. 279) in Albousaif (2011) difficulty is at problem, something that causes trouble, difficulty is defined as something that is not easy to do or hard to do and understanding. Students' difficulties are condition in which the students face the problem. It will be seen from students' mistakes and errors in learning process. According to Elvinda & Syahrul (2022) each had a different level of difficulty. Difficulty in communication and difficulty in grammar were seen most Vocabulary ambiguity. And basically, the learner Difficulty in Acquiring the Four Skills of English Learning Due to Lack of Vocabulary Engaged learner. According to Thornbury (2004: 27) in Rohmatillah proposes some factors that make some words more difficult as follows:

- a. *Pronunciation*. Research shows that words that are difficult to pronounce are more difficult to learn.
- b. *Spelling*. Sound spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, cupboard, muscle, etc.

- c. *Length and complexity.* Long words seem to be no more difficult to learn than short ones. But as a rule of thumb, high frequency words tend to be short in English and therefore the learner is likely to meet them more often, a factor favoring their "learnability".
- d. *Grammar.* Also problematic is the grammar associated with the word, especially if this differs from that of its LI equivalent. Remembering whether a verb like enjoy, Love or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.
- e. *Meaning.* When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.
- f. *Range, connotation and idiomaticity.* Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).

From the arguments above, it is very clear that vocabulary and memorization of vocabulary are very important in all aspects of English. With the learning strategy in mastery of vocabulary, which in English is not the first language in

Indonesia used, it will be helpful to memorize and understand vocabulary quickly and effectively.

A number of studies have been conducted on the same topic as this one. Among them; first, research by Nurdini & Marlina (2017) this study is about Vocabulary Journal as a Learning Tool for Students in Learning Vocabulary through reading At Junior High School. The purpose of this journal is to lead the students to become autonomous/independent learners in learning vocabulary since the vocabulary cannot be taught but gained. In addition the author proposes a vocabulary learning strategies that students can use while reading, namely Vocabulary Journal. Vocabulary journal is a tool which helps students dealing with difficult/unknown words in reading.

Second, research by Yang (2011). The researcher investigates about Memorization of Vocabulary and Vocabulary Development against Chinese students. Researcher explains that Vocabulary development on the part of Chinese learners cannot be reached solely through such traditional means as rote memorization of vocabulary because it will create dependence, however the teachers should weave instruction on vocabulary learning methods and strategies into regular vocabulary task-related activities. Students should also be armed with various vocabulary learning strategies, the author also suggests that students are taught to learn how to improve their own abilities vocabulary regularly and systematically

Third, research by Goundar (2015). Researcher investigate about vocabulary learning strategies of English as foreign language learners. From this research has also proven that dictionary have a great impact in learning and one of the most common things that learners buy first is a dictionary, and learners always carry a dictionary around not grammar books. The research also shown how the dictionary have been use for learners to learning vocabulary. Since there have a combination of good features of both types of dictionaries, there has been considerable interest in the last twenty years in the "new bilingualized comprise dictionaries", hybrid dictionaries that essentially provide translations in addition to the good feature of

monolingual dictionaries, sometimes inside it also has a sentence structure and examples for using the various kinds of vocabulary that are available as well as explanations and translations. It was found that, regardless of the learners' proficiency level, the bilingualized version was rather significantly better than, or as good as, the other two types in both comprehension and production tasks.

Fourth, research by Arianti & Sujarianti (2022). Researcher investigate about male and female student learning strategies in mastering English vocabulary. From this research has also resulting in that there are some effective strategies for male and female to learn vocabulary. Researchers explain that the strategy for male are; watching movies, listening to music/podcast/YouTube and playing game. And for female the strategies are; memorizing, reading book/journals/article, practicing speaking alone and grouping discussion. This research concluded that male and female student tend to employ the cognitive strategies as the dominant to improve their vocabulary.

Fifth, research by Gulo et al (2022). Researcher investigate about improving student vocabulary mastery on narrative text trough mnemonic method at the seventh grade of SMP 1 Huruna. This result of this research classroom action is, at the first meeting, the percentage of student activity was 69.9% while in the second meeting it became 87.2%. From the data obtained, the authors concluded that there was an increase in students' vocabulary through the mnemonic method. The author gives advice to English teachers to use this mnemonic method for students in the learning process, because by using this mnemonic method the class atmosphere will become lively and there will be no boredom in learning English.

The researcher chose one of the schools in Kuningan because of all these studies, no one has researched in high school in Kuningan, West Java. In addition, According to Masruroh & Nurhayati (2016) Kuningan as a conservation district has many advantages in terms of its natural wealth. The existence of Mount Ciremai as the highest mountain in West Java is a

distinctive feature of Kuningan, apart from that the cool water, abundant fresh water and fertile soil are other features of Kuningan Regency. Some of these features gave birth to many tourism objects and potential. Thus, Kuningan requires human resources who master English to support tourism. The researcher chose to examine vocabulary memorization strategies because vocabulary is the basic and most important component in English so that it will make it easier for readers to memorize vocabulary because they already know the various strategies used.

METHOD

The writing of this article involves qualitative research methods. Qualitative researchers, perhaps by nature, tend to focus on the experiences of actors as they negotiate their worlds. Consequently, we predicted that all of the studies found would examine the effect of practices that require much teacher direction. On the other hand, we anticipated finding studies interested in more than descriptions of context alone (Waxman, 2017). According to Cresswell (1998:24) in Ardiansyah & Herwiana qualitative research is a sort of research that produces findings that cannot be attained (obtained) via statistical processes or other means of quantification (measurement). In general, qualitative research can be used to study people's lives, histories, behaviors, organizational functionalization, and social activities, among other things. The author chooses to use the qualitative method with several considerations which are, the qualitative method is easier to implement in accordance with the theme that the author presents and quantitative methods make researchers and participants interact directly so that the research carried out is more in-depth. The fifteen participants in this study were State EFL learners in Kuningan, five participants from grade one, five participants from grade two, and five participants from grade three. The author chose State EFL learners in Kuningan as participants because students' minds are much more mature and must have many strategies for memorizing vocabulary. We collected data by interviewing each participant. The questions

from this interview were adapted from Arianti, Hamid and Sujariati (2022). The interview guide was used to direct the research in obtaining information about the vocabulary memorization strategies used by students of State EFL learners in Kuningan levels one, two and three.

In this research used semi-structured interviews in order to elicit detailed information for the objective of the research (Arianti et al 2022). We conducted interviews directly with participants in State EFL learners in Kuningan, from several representative participants from levels one, two and three. The steps in this study are, first is identify participation, second is classifying participants, third is data collection and last is data evaluation.

RESULTS AND DISCUSSIONS

Difficulties to Enrich English Vocabulary

This section explains the difficulties in enriching English vocabulary for EFL learners in Kuningan. Below are the results of the data taken through interviews which qualified three according to the grade with a total of fifteen participants. This data is presented with a presentation whose calculation results from the number of occurrences of data divided by the total occurrence and then multiplied by 100.

Table 1.1 Difficulties of First Grade Student in Enriching English Vocabulary

English Vocabulary Difficulties					
Pronunciation	Spelling	Length and complexity	Grammar	Meaning	Range, connotation and idiomaticity
27,7%	16,6%	-	11,1%	16,6%	27,7%

The above chart is a percentage of data obtained in grade one in enriching vocabulary. The total data that experienced difficulties in the six categories above were eighteen in the first grade. The results obtained were five people who

experienced difficulty in pronunciation which was presented to 27.7%. The results obtained were three people who had difficulty in spelling which was presented at 16.6%. The results obtained were two people who had difficulty in grammar which was presented to 11.1%. The results obtained were three people who had difficulty in meaning which was presented to 16.6%. The results obtained were five people who had difficulty in range, connotation and idiomaticity which had been presented to 27.7%.

Table 1.2 Difficulties of Second Grade Student in Enriching English Vocabulary

English Vocabulary Difficulties					
Pronunciation	Spelling	Length and complexity	Grammar	Meaning	Range, connotation and idiomaticity
20%	20%	10%-	15%	20%	15%

The table above shows the percentage of difficulties in enriching vocabulary in grade two from the interview results. The data obtained from the six categories of difficulties in enriching vocabulary totals twenty. There are four people who have difficulty in pronunciation and it has been presented to be 20%. There are four people who have difficulty in spelling and the percentage has been reduced to 20%. There are two people who have difficulty in length and complexity and the percentage has been reduced to 10%. There are three people who have difficulties in grammar and it has been presented to be 15%. There are four people who experience difficulties in understanding the meaning and it has been presented to be 20%. There are three people who have difficulty in the range, connotation and idiomaticity which has been presented to be 15%.

Table 1.3 Difficulties of Third Grade Student in Enriching English Vocabulary

English Vocabulary Difficulties

Pronunciation	Spelling	Length and complexity	Grammar	Meaning	Range, connotation and idiomaticity
17,3%	13%	13%-	21,7%	17,3%	17,3%

The table above shows the percentage of difficulties in enriching vocabulary in grade three from the interview results. The data obtained from the six categories of difficulties in enriching vocabulary is twenty-three in total. There are four people who have difficulty in pronunciation and it has been presented to be 17.3%. There are three people who have difficulty in spelling and the percentage has been reduced to 13%. There are five people who have difficulties in grammar and it has been represented to be 17.3%. There are four people who experience difficulties in understanding the meaning and it has been presented to be 17.3%. There are four people who have difficulty in range, connotation and idiomaticity which has been presented at 17.3%.

Below is the statements from EFL learners about difficulties in enriching vocabulary. From EFL 1 translated into English

My difficulty in memorizing vocabularies is in spelling different from the way it is written.

Kesulitan saya dalam menghafal vocabulary adalah karena penyebutan kata yang berbeda dengan penulisan.

Difficulty from EFL 2

My difficulty in memorizing the vocabulary are pronounce, the meaning and in grammar.

Kesulitan saya dalam menghafal kosa kata adalah pada pronounce, arti dan grammar.

The result of the interview states that EFL learners have difficulty memorizing vocabulary

in grammar and in pronunciation. The difficult in the pronunciation because of different writing and spelling, others have similar pronunciation but different meanings. For example: One pronunciation is Wan, Sea and See the translation are *pantai* dan *melihat*. The difficult in the grammar with the turn of the verb one, two and three used tenses and they forget the sentence structure. For example: See – Saw – Seen.

Learning Strategies to Enrich English Vocabulary

This section explains the results of our research on the strategy used in memorizing the vocabulary. We interview participants and adapt them into three groups: five participants from grade one, five participants from grade two, five participants from grade three. Table one below are the strategies used by five EFL learners from grade one:

Table 2.1 First Grade Students' Strategies to Enrich English Vocabulary

No	Strategies	E F L 1	E F L 2	E F L 3	E F L 4	E F L 5
1.	Listening music				√	
2.	Watching movies and Youtube	√			√	
3.	Reading article					
4.	Reading English book			√		√
5.	Use translator application					
6.	Saying words English repeatedly	√				√
7.	Use social media			√		

The interview obtained results that EFL one uses the watching movie and YouTube strategy to memorize vocabulary, because he thinks using the strategy memorizing the vocabulary is becoming no monotonous and easy

to remember. In EFL two he used the strategy of memorizing vocabulary by saying English words repeatedly, he uses this strategy because by frequent repetition of words then vocabulary will be easy to remember and remember by itself. In EFL three reading English books and using social media are the strategies to memorize vocabulary because she thinks social media is so consistent with life these days that she gets a lot of Indonesian or English information so easily she memorizes vocabulary. Whereas she uses the reading English book strategy because in this way she finds a lot of vocabulary which makes her curious so he will seek out their meaning. In EFL four, listening to music and watching movies and YouTube are the strategies he uses to memorize vocabulary because both are his hobbies so he will feel happy and easier to memorize vocabulary. In EFL five they use reading English books and saying English words repeatedly to memorize vocabulary, because he will get a new vocabulary and will repeat the new word. While below are the strategies used by the five participants from grade two:

Table 2.2 First Grade Students' Strategies to Enrich English Vocabulary

No	Strategies	E F L 1	E F L 2	E F L 3	E F L 4	E F L 5
1.	Listening music				√	
2.	Watching movies and Youtube	√	√			
3.	Reading article	√	√			
4.	Reading English book			√		
5.	Use translator application	√				
6.	Saying words English repeatedly			√	√	√
7.	Use social media					

The interview explained that EFL One uses the strategy of watching movies and YouTube, reading articles and using a translator application to memorize vocabulary. She uses watching YouTube strategy and the movie because she thinks using the vocabulary is easy to remember, she could also know the correct pronunciation of native speaker and the meaning of subtitled. She uses reading articles because articles are everywhere, including on the cell phone that he often uses. She also used the translator application because with the translator application he could know the meaning and the way of pronunciation so makes it easier for him to remember the vocabulary. In EFL 2, he uses a vocabulary memorization strategy by watching movies and YouTube and also reading articles, by using this strategy it becomes easier for him to memorize vocab because it is not monotonous. In EFL three, using reading English books and saying English words repeatedly is the strategy for memorizing vocabulary, because according to him, reading books really helps him find new words and repeating words will make him memorize quickly. In EFL four listening to music and saying English relatively is a strategy he uses to memorize vocabulary because he can listen to music anytime, he also knew the way it was pronounced and repeated it by singing the song so that vocabulary could be memorized by accident and would always be remembered. In EFL five, he uses saying words English repeatedly because that way makes it easier to memorize. While below are the strategies used by the five participants from grade three:

Table 2.3 First Grade Students' Strategies to Enrich English Vocabulary

No	Strategies	E F L 1	E F L 2	E F L 3	E F L 4	E F L 5
1.	Listening music	√		√		√
2.	Watching movies and Youtube	√	√	√	√	√
3.	Reading article		√			

4.	Reading English book				√	
5.	Use translator application				√	
6.	Saying words English repeatedly					
7.	Use social media					

From the interview, it was found that EFL One uses the strategy of listening to music and watching movies and YouTube, he uses this strategy because watching and listening to music is his hobby so if he does that it will be fun. In EFL two using the strategy of Watching movies and YouTube and reading articles, he uses this strategy because watching movies is fun and can be said to be playing while learning. In EFL three listening to music, watching movies and YouTube and saying words repeatedly. He uses the listening music strategy because he likes listening to music and from there, he can more easily remember the vocabulary by singing the song. He uses the strategy of watching movies and YouTube because for him that way makes it much easier to memorize, he can also find out how to read from the speaker. In EFL four, they use the strategy of watching movies and YouTube, using translator applications and saying words repeatedly. He uses these strategies because they are more effective, make it easier and more fun for him to memorize vocabulary. In EFL five, the strategy is listening to music and watching movies and YouTube. He uses these strategies because both are his hobbies so if he does something along with his hobbies it will be fun so memorizing vocabulary becomes his favorite and easier activity.

. Implication for EFL Teachers

In this study we get several implications for teachers in teaching students to enrich vocabulary. According Poly & Mims (2009) in Ungar & Alkay (2011) definitions of good teaching, in educational projects the teachers' Perception of their knowledge is considered a critical success factor. Below are the implications

that teachers can apply as learning innovations in enriching the Vocabulary.

Teachers should be better able to advanced teaching practices by using new ingredients such as physical audio and application like use music coco melon, or English pop music to make vocabulary and vocabulary learning vocabulary more fun. The author suggests this because based on the results of the data the author obtained are several of EFL genealogical grade one, two and three explaining that using such a strategy makes them easier in memorizing grammar because listening to music and watching is their hobby, In addition it would also create Susana learning that is not monotonous and they could sing together so they would inadvertently remember the new vocabulary of the song by cooking the songs. With that too then they would be familiar with pronunciation because they often hear native speakers.

Teachers must have varying teaching techniques so as not to be monotonous that is by not increasing practice but by observation. We as teachers now are required to be able to keep up with the times for our capital in learning in the classroom. Using technology, we can develop a variety of teaching techniques. For example, it's like guessed in English the image that was displayed on the screen projector, playing an English song, going in groups and stuff. If the study is more active and is less focused on the subject of practice, it will make the class atmosphere more fun and less boring. Even the students' learning process will be easier for them to accept. If we continue to use the subject matter for English training, they will probably get bored and feel that English is a difficult lesson. But if we change our teaching techniques with more modern and custom students' conditions, such as direct interaction, practice and exploring new words from many media (songs, articles, videos, etc.) that will make most children interested in English.

Teachers provide motivation for learners to prefer English studies and thus find it easier to deal with the difficulties they encounter. The author suggests this because most EFL learners lack the motivation to deepen English so

memorizing becomes lazy. Teachers are expected to explain the importance of English today for them so they have the enthusiasm to memorize vocabulary.

CONCLUSION

Based on the finding the conclusion of this research is most of grade one use the strategy of saying words in English repeatedly. Most of grade two use strategy watching movies and youtube and there are also use translator application. Most of grade three use the strategy of reading article, watching movie and listening to musics. In a previous chapter this research concludes most of EFL learners in Kuningan tend to use strategies with media, which are first is using applications such as youtube, second is listening to music, third using translators' application and articles in social media. It is hoped that the research conducted by the authors on strategies in enriching vocabulary can become a reference for future research, one of which is by raising the theme of the effectiveness of the strategies used by EFL learners in enriching vocabulary. The writer also hopes that the implications for teachers in teaching English vocabulary can be implemented properly and can reduce difficulties in enriching vocabulary.

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