

**VOCABULARY LEARNING STRATEGIES USED BY ELEVENTH GRADE
STUDENTS OF SMAN 1 GROGOL IN ACADEMIC YEAR 2015/2016**

SKRIPSI



By:

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NPM. 11.1.01.08.01

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 8, 2016

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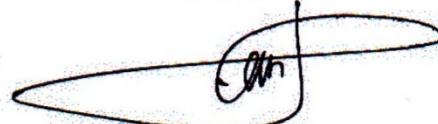
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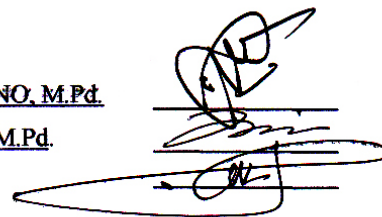
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ABSTRACT

Vocabulary is knowledge of words and word meaning. Vocabulary is important component in English which support other skills such as listening, speaking, reading and writing. In learning vocabulary students have to know the meaning and how to use in the context. It can help them in speaking. By having a lot of vocabulary students felt confident because they can communicate with other people fluently. In other hand if they have less vocabulary they felt difficulty in all of skills.

Learning strategies are used by the students to improve their ability and competence in learning. Learning strategies also help students to understand the material easily. Learning strategies seem to be tricks learners to help them remember things better. But in this research, the writer only identified on strategies in learning vocabulary especially what kinds of vocabulary learning strategies are used in learning vocabulary by the students of SMAN 1 Grogol ? and what are the most frequent strategies used by the students of SMAN 1 Grogol?

In this research the writer was conduct in SMAN 1 Grogol. There are eight classes in eleventh grade divided science and social classes. The writer just chosen two classes to be a sample to represent the research there are XI MIA-3 and XI IIS-3. XI MIA-3 represent science class and XI IIS-3 represent social class. The design of the research is descriptive quantitative. The writer used close-ended questionnaire to get the data. In close-ended questionnaire there are 10 questions in scale and their answer counted using total score and percentage form.

The result of this research showed that there are five kinds of strategies that used by eleventh grade students of SMAN 1 Grogol, there are determination strategy about guessing and using dictionary, Memory strategy about synonym and image meaning, Social strategy about practice group and speak with native speakers, Cognitive strategy about repetition and make a list, Metacognitive strategy about using picture and English media. The most frequent strategy used by students was using dictionary that can be found in determination strategy Average score of respondents' answer in Determination Strategy with a value of 3.63. The second sequence is occupied by Memory Strategy with a value of 3.07. The next sequence with a mean 2.99 and 2.85 and 2.77 are occupied by Metacognitive Strategy, Cognitive Strategy, and Social Strategy

By knowing the kinds of learning strategies, teachers can suggest to their students to use this strategy according to their ability in teaching learning process to make students more easily and quickly improve their vocabulary.

Keyword: Vocabulary Learning Strategies.

I. INTRODUCTION

Vocabulary is very important because when the students study English they should know the word. It can support them in speaking, by having a lot of vocabularies they can communicate well, can write and translate the meaning. But if students have less vocabulary, they have a problem in speaking, writing and translating anything in English.

Vocabulary is very important because it is essential for success in reading, students cannot understand what they read without understanding what most of the words mean. It means that vocabulary is very important because it is the key for students to know what their read, they cannot understand what they read without having vocabularies.

From the definition above about The Importance of Vocabulary, the writer can conclude that vocabulary is very useful because by having rich vocabulary they can understand about something if they know the meaning, they can understand and easily to communicate with other.

So vocabulary is very important in learning English. To master in vocabulary, students must have some strategy in learning vocabulary. It means that learning strategy is the way from students to enrich their study using strategy. Strategy is a necessity in learning English because by having rich vocabulary, they can be active, self confidence to increase their language and

also can help students more easily to understand and comprehend the meaning.

According to Schmitt and McCharthy (1997:200) there are kinds of strategies, such as Determination Strategy, Social Strategy, Memory Strategy, Cognitive Strategy and the last is Metacognitive Strategy. It is clear that there are some strategies used in learning English. The students may use more than one strategy above to learn English.

Vocabulary learning strategies (VLSs) are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as demonstrated by the classification of vocabulary learning strategies are proposed by different researcher (Nation, 2001 ; and Gu, 2003). In addition, there is a wide ranging inventory of vocabulary learning strategies develop by Schmit in (1997). While a variety of definitions of the vocabulary learning strategies have been suggested, this study has applied the definition that is suggested by Schmitt (1997).

There are numerous different classification systems for vocabulary learning strategies. Several common used are listed at the following. Gu and Johnson (1996) developed a classification of vocabulary learning strategies that are beliefs about vocabulary learning, metacognitive regulation, guessing

strategies, dictionary strategies, note-taking strategies, memory strategies (rehearsal), memory strategies (encoding) and activation strategies

Schmitt (1997) took advantage of Rebecca (1990:14) classification of learning strategies containing memory strategies, cognitive strategies, metacognitive strategies, and social strategies, and the Discover/Consolidation distinctions suggested by Cook and Mayer to propose an extensive taxonomy of vocabulary learning strategies. It can be divided into two classes. Five groups are included in these two classes. First, strategy are used for the discovery of a new word's meaning. In this strategy consist of Determination strategies (DET): the strategies are used to discover a new word's meaning without recourse to another's expertise when learners don't know a word and Social strategies (SOC): the strategies are employed to ask someone who knows.

Second, strategies are used for consolidating a word once it has been encountered which consist of Social strategies (SOC): they can also be employed to consolidate learned words by interacting with other people like studying and practicing meaning in a group, Memory strategies (MEM): the strategies (traditionally known as mnemonics) involve connecting the word to be retained with some previously learned knowledge, using

some form of imagery, or grouping. Kind of this strategy are Picture/imagery, Related words, Unrelated words, Grouping, Word's orthographical or phonological form, Other memory strategies such as Cognitive strategies (COG): The strategies are similar to memory strategies, but are not focused so specifically on manipulative mental processing and Metacognitive strategies (MET): Students used the strategies to control and evaluate their learning, behaving an overview of the learning process in general.

The review of related research from Ghazal (2008:90) about Learning Vocabulary in EFL Contexts Through Vocabulary Learning Strategies states that “one way to help learners to enhance their knowledge of L2 vocabulary is through equipping learners with a variety of vocabulary learning strategies”. It means there are some ways to help students EFL to increase their ability exactly in vocabulary is using learning strategies, such as Memory strategy like connect word to a previous personal experience, say new word aloud when studying, Determination strategy like Analyze part of speech, Guess meaning from textual context, using dictionary and many more.

Here the writer took a research in SMAN 1 Grogol, it is located in Jln. Raya Gringging No. 16 Sonorejo Grogol. The school is a formal education institution and

II. METHOD

In this study, the writer use quantitative approach. In this research, the writer will use a quantitative research design. Dornyei (2007: 24) defines that “Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods.” It means that the data is in the form of number that uses a statistic analysis is used to analyze the data.

Ary et al. (2010:45) defined that Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data. The statement refers that quantitative research use the form of number that was analyzed by using statistical formula

The instrument used to get the data is questionnaire. Questionnaire is a number of the researcher question, which are used to get respondents’ information” means that questionnaire used to get the students’ information about their knowledge, their self and what they know about the strategy. In this research, the writer use closed questionnaire to get the data

Scoring technique of the instrument is the respondent just choose the number 1 up to 5. The meaning of every single number are: 1 = if the respondent never use the strategy 2 = if the respondent seldom use the strategy 3 = if the respondent sometimes use the strategy 4 = if the respondent often use the strategy 5 = if the respondent very often use the strategy. In this research, the technique of the data collection that the writer use is closed questionnaire. The writer collects the data by giving questions which is provided with the answees so that respondent can choose the answer directly.

The data is got from the total score of the student’s questionnaire about the vocabulary learning strategies and it is taken from the vocabulary conducted by the students of the eleventh grade at SMAN 1 Grogol. The aspects that are calculated in questionnaire are about the students’ strategies in vocabulary learning

According to Likert (1932) Likert scale develop the principle of measuring attitudes by asking people to response to a series of statements about a topic in term of the extent to which they are agree with them. The writer used closed ended questionnaire type, it has 10 items. Each question contains five options, the writer

would like respondents choose the option that they like based on the reality. The numerical value assigned to each alternative, as follow :1 = if the respondent never use the strategy, 2 = if the respondent seldom use the strategy 3 = if the respondent sometimes use the strategy 4 = if the respondent often use the strategy 5 = if the respondent very often use the strategy.

According to Likert (19932)

Frequent score in each number

$$P = \frac{f}{n} \times 100\%$$

Keterangan:

P : Percentage

f : Respondent' answer

n : total of respondent

Mean score of most frequent strategy

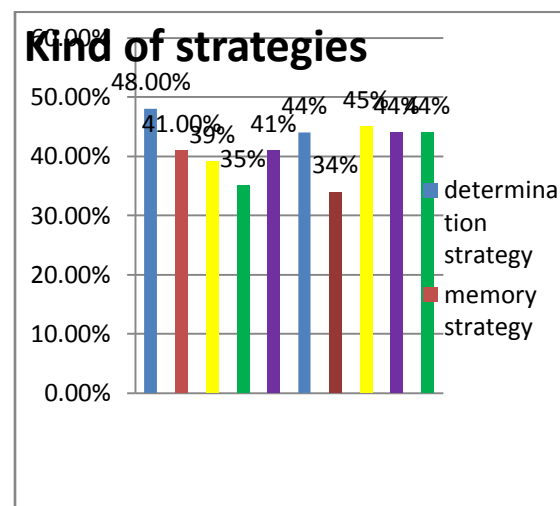
$$\text{Total average} = \frac{\text{total average score}}{\text{total respondent}}$$

III. FINDING AND DISCUSSION

Before analyzing the data, the writer has determined a value in each options of questionnaire that are very often = 5, often = 4, sometime = 3, seldom = 2, never = 1. Then in analysis process the writer uses total score for each indicator of strategies that

used by eleventh grade students of SMAN 1 Grogol, further she makes percentage from the total score in each indicator of strategies and makes the average of each strategies.

Strategies in Learning Vocabulary



Based on the chart above it shows that : Determination Strategy set up in number 1 and 6 about guessing using dictionary. For guessing that is “guessing the meaning which appropriate content” 34 students (48%) choose option “3” (sometimes). For using dictionary that is “using dictionary and find a new word” 31 students (44%) choose option “4” (often)

Memory Strategy set up in number 2 and 7 about synonym, and image meaning. For synonym that is “find the synonym if find the new word” 29 students (41%) choose option “3” (sometimes). For image meaning

that is “image the meaning when find a new word” 24 students (34%) choose option “4” (often).

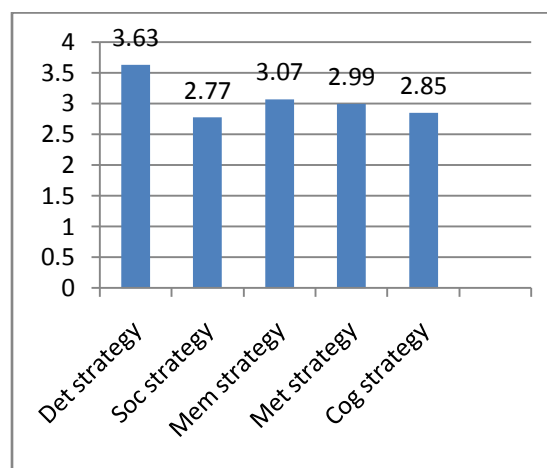
Social Strategy set up in number 3 and 8 about practice meaning in group and interact with native speakers. For practice in group that is “students practice a new word in group” 28 students (39%) choose option “3” (sometimes). For interact with native speaker that is “I spoke with a native speakers to increase vocabulary” 32 students (45%) choose option “3” (sometimes)

Cognitive Strategy set up in number 5 and 9 about repetition and make a list. For repetition that is “ doing repetition when find new words” 29 students (41%) choose option “4” (often). For make a list that is “ make a word list about new words” 31 students (44%) choose option “2” (seldom)

Metacognitive Strategy set up in number 4 and 10 about using pictures and using English language media. For using pictures that is “using picture to find and increase a new word” 25 students (35%) choose option “3” (sometimes). For using English language media 31 students (44%) choose option “3” (sometimes)

An average score of respondents’ answer to the questionnaire represent (XI MIA 3 and XI IIS 3) in each strategies obtained the

highest average in Determination Strategy with a value of 3.63. the second sequence is occupied by Memory Strategy with a value of 3,07. The next sequence with a mean 2.99, and 2.85 and 2.77 are occupied by Metacognitive Strategy, Cognitive Strategy and Social Strategy



Based on the result of data analysis, the writer interpreters that there are five kind of strategies used by the eleventh grade students of SMAN 1 GROGOL, they are determination strategy, social strategy, memory strategy, cognitive strategy, and metacognitive strategy. Although they used each strategies not very often.

In Determination Strategies with 34 students (48%) choose sometimes guessing the meaning which appropriate with the content. Social Strategies with 32 students (45%) choose sometimes students interact with native speaker. Memory Strategies with



29 students (41%) choose sometimes students image the meaning. Cognitive Strategies with 31 students (44%) choose

often make a word list about a new word. Metacognitive Strategies with 31 students (44%) choose sometimes using language English media to increase a new word.

IV. CONCLUSION

There are five kinds of vocabulary learning strategies used by eleventh grade students of SMAN 1 Grogol namely Determination Strategy, Memory Strategy, Social Strategy, Cognitive Strategy and Metacognitive Strategy.

The most frequently strategy that used by eleventh grade students of SMAN 1 Grogol is Determination Strategy. Average score of respondents' answer in Determination Strategy with a value of 3.63. The second sequence is occupied by Memory Strategy with a value of 3.07. The next sequence with a mean 2.99 and 2.85 and 2.77 are occupied by Metacognitive Strategy, Cognitive Strategy, and Social Strategy

The writer has some suggestions. The writer hopes it is useful for the students also

the English teacher in SMAN 1 Grogol. by knowing the kinds of learning strategies, teachers can use to facilitate students in learning new vocabulary so make students enjoyable and easily to understand

by knowing the kinds of learning strategies, teachers can help students to understand new words using this type of strategy that fits with the student's ability

For the students by knowing the kinds of strategies, then students can customize the type of strategy that best suits their ability by knowing the kinds of strategies, students more easily and quickly increase their vocabulary



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