THE STUDENTS' STRATEGIES IN LEARNING VOCABULARY OF THE

X YEAR STUDENTS AT BOARDING SCHOOLS AT ACEH BESAR

THESIS

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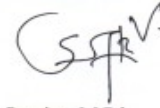Department of English Language Education
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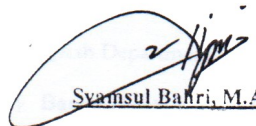
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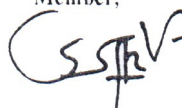
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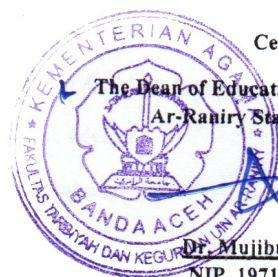Syamsul Bahri, M.A. TESOL

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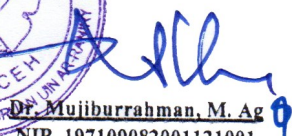Fera Busfina Zalha, M.A

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Banda Aceh, January 24th, 2018

The writer

Ridha Ikhsan

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XXIV. ABSTRACT

XXV.   Vocabulary is one of the language aspects that must be learned by the foreign language learners. Vocabulary knowledge is often viewed as a critical tool for foreign language learners because limited vocabulary in learning a foreign language make the student's barrier in communication. Students will find difficulties in learning English if they do not know strategies in learning vocabulary. The research purposes were: 1) To find out the students' strategies in learning vocabulary in various boarding schools, and 2) To find out the dominant strategies used by senior high school of the X year students in various boarding schools. In this study the writer used descriptive qualitative design. The population of this study was the students of MAS Oemardiyan, MAS Al-Manar, MAS RIAB consisting of 74 students. In collecting the data, the writer used open questionnaire as instrument. The result of the data showed that many students employed more than one strategies in learning vocabulary. Those strategies were using determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. The most dominant strategy was determination strategies. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own.

XXVI.

XXVII.

XXVIII.   Keywords: Strategies, Learning Vocabulary

A Background of Study

XXXI.   Nowadays, education is an equally important thing. It takes over values, good morals, cultures, job opportunities, and knowledge to the owner. It also brings the future of nation in the middle of world global civilization. Therefore, the government applies for the best system to improve the education quality in this country.

XXXII.   English is one of subject in the curriculum of school that must be taught by the teacher well. Although it is a foreign language, the students have to master that language in order to develop their skills and reach their dreams in the future. English is widely used for communication in the world. English is used in many fields such as: information, technology, economy, science, art, education, politics and so on. Thus, every school should contribute the best strategies to help the students master this language.

XXXIII.   Vocabulary is one of the language aspects that must be learned by the foreign language learners. Vocabulary knowledge is often viewed as a critical tool for foreign language learners because a limited vocabulary in learning a foreign language make it barrier in communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicate competence and the acquisition of a second language". Nation (2001, as cited in Mofareh Al-Qahtani, 2015) further describes the relationship between vocabulary knowledge and language use as complementary:

XXXIV.   knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge. In learning a foreign language (English language) students should know about vocabularies, because by knowing the words, students will try to use it and to express the idea and communicate. In fact, vocabulary cannot be separated from other language aspect. One of the problems that have to be faced by English learner is how to deal with vocabulary.

XXXV.   According to Norbert Schmitt (1997) in learning vocabulary strategies there are five sub-categories in learning vocabulary strategies, they are:

1. Determination strategies: they are individual learning strategies. **2. Social strategies:** they are learners learn new words through interaction with others. **3. Memory strategies:** they are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words. **4. Cognitive strategies:** they are strategies that do not engage learners in mental processing but is more mechanical means. **5. Metacognitive strategies:** they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress.

XXXVI.   From the concepts of vocabulary learning presented above, it is emphasized that acquiring a large number of vocabularies may assist learners in communicating in the target language. However, this also may bring some problems for the learners if they cannot utilize words and its context (of target language) appropriately. In short, it is believed that in learning vocabulary there are two things for the learners need to be aware, which are the need of large number of vocabulary acquisition and the need of knowing words. Word

knowledge is required to help learners to grasp the meaning of words deeply and enable them to know how to use the words in the context of learning properly.

XXXVII.   Based on the writer observation, it found that the students could master and always remember all the vocabularies learned at school well, but after they have finished their study, they lose many of English words and only limited numbers are remembered. So by knowing vocabularies, students will be able to develop the language.

XXXVIII.   This is the reason the writer needed to investigate **"THE STUDENTS' STRATEGIES IN LEARNING VOCABULARY"**. Through this study, by knowing the existence of vocabulary learning strategies, the students can find out what strategies which are suitable for them, so it can help them improving their vocabulary learning.

XXXIX.

B Research Questions

XL.   Based on the background of the study above the writer formulates the following problems, they are:

1   What are the students' strategies in learning vocabulary in various boarding schools?

2   What are the dominant strategies used by senior high school of the X year students in various boarding schools?

XLI.

XLII.

C The Aims of Study

XLIII.   The Aims of study are:

1   To find out the students' strategies in learning vocabulary in various boarding schools

2   To find out the dominant strategies used by senior high school of the X year students in various boarding schools.

XLIV.

D   Significance of the Study

XLV.   This research was hopefully useful to give benefit for learners in vocabulary classes and to see popular strategies in different boarding schools in Aceh Besar. The study has significance on contributing theoretically and practically:

XLVI.   **Theoretically,** this research finding are expected to support the existing theories and empirical evidence of the working knowledge and principles of English language teaching, particularly to the achievement of the students in learning vocabulary using scrabble game. Moreover, this research is also expected to contribute some researcher's theories.

XLVII.   **Practically,** the study is thought to be practical in its nature that is so provide educational feedback such as the students, through this study is expected that the achievement of the student's vocabulary can be improved.

Besides:

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1. **For the Students**

LI.   Hopefully, this study can motivate to be better in vocabulary. Through strategies used in learning vocabulary, students are expected to have good enrichment in vocabulary and changes of behaviour in vocabulary.

2. **For Researcher**

LII.   Through this study will be able to improve his knowledge in writing good thesis and to improve his knowledge in writing English learner.

3. **For the Other Researchers**

LIII. This study will be very useful references for those who are interested in the same study and give useful consideration to conduct another study which is still related to the area of the study.

LIV.

E   Terminology

1   Strategy

LV. Strategy is procedure used in learning, thinking, etc., which serves as a way of reaching a goal (Jack C. Richards and Richard, 4th edition, P. 559). It means when the students are learning or thinking about something, they need a procedure as a way to get the goal.

2   Learning

LVI.Learning is change behaviour, value and intelligence of learner based on long knowledge that takes new change. According to Kimble in Lodo's book, learning is a relativity permanent change in a behavioural tendency and is the result of reinforced (Brown, 1972)

3   Vocabulary

LVII. In the Oxford Advanced Learner Dictionary book (Hammam, 1992:1425), there are three definition of vocabulary:

a   Vocabulary is total number of words that make up of language.
b   Vocabulary is a body of words known to a person or used in a particular book, subject, etc.
c   Vocabulary is a list of words with their meaning, especially one which accompanies a textbook of foreign language.

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LXXIII.   **CHAPTER II**

LXXIV.   **THEORETICAL ORIENTATION**

A **The Description of Vocabulary**

LXXV.   English as one of the language in the world is very important to learn because it can be used in giving or receiving information and for the development of education, technology, and arts. Preparing a young learner to study English as early as possible is very crucial because their brain and memory is ready for learning and most of them can learn quite well. According to Schmitt (2000), he says that second language students need approximately 2000 words to maintain conversations, 3000 words families to read authentic text, and as many as 10.000 words to comprehend challenging academic texts.

LXXVI.   Vocabulary cannot be separated from the language, it is important part of language. Hari Mukti Krida Laksana (1993), point out that vocabulary is a component of a language that maintains all of information about meaning and using word in language. It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defining as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in learning a foreign language.

LXXVII.   Vocabulary is commonly defined as all the words known and used by a particular person (Cambridge advanced learner's dictionary). Knowing a word,

LXXVIII.   however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge. In learning English, vocabulary is one of the basic elements in mastering English. Vocabulary plays a very important role in learning language because without vocabulary proficiency, the students automatically can not obtain the four of language skills, such as listening, speaking, reading and writing.

LXXIX.   According to Richards and Renandya (2002) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and written. Based on this statement, vocabulary gives a real effect for skills in English language, without vocabulary it is difficult to do oral communication between one and another. The more we enlarge our vocabulary, the more we can express our idea.

LXXX.   According to Kamil and Heibert (2005), vocabulary can be generically defined as knowledge of words or word meaning. They stated that vocabulary learning is the basis of language and without vocabulary, one cannot learn any language. Accordingly, Min and Hsu (2010) stated that vocabulary learning is closely related to foreign languages. In the foreign language learning process, the learners need to understand most of the vocabulary.

LXXXI.   There are many important aspects in vocabulary learning, such as the distinction between word and vocabulary, how important vocabulary is, why students need strategies in memorizing vocabulary. Vocabulary knowledge is often viewed as a critical tool for foreign language learners because a limited

vocabulary in learning a foreign language make it barrier in communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicate competence and the acquisition of a second language". Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge.

LXXXII.

B   Types of Vocabulary

LXXXIII.   Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. According to Hiebert and Kamil (2005) the different type of vocabulary that exist "vocabulary comes into two forms: oral and print." Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also specify the diverse types of vocabulary that is "vocabulary comes in two forms: receptive and productive". Receptive vocabulary includes word that we recognize when hear or see them. Productive vocabulary includes words that we use when speak or write.

LXXXIV.   Haycraft, quoted by Hatch and Brown (1995, as cited in Mofareh AlQahtani, 2015) indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a   Receptive Vocabulary

LXXXV.   Receptive vocabulary is words that learners recognize and understand when they are used in context (but which they cannot produce). It is vocabulary that learners recognize when they see or meet in reading text (but do not use it in speaking and writing).

b   Productive Vocabulary

LXXXVI.   Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

LXXXVII.   According to Pikulski and Templeton, vocabulary items play a dominant part in learning to communicate effectively while listening, speaking, reading, and writing. Vocabulary items in the picture below can be classified in terms of types, meanings, and functions. Based on the picture, vocabulary is categorised into four main groups as meaning/oral vocabulary, literate/written vocabulary, receptive vocabulary, and productive vocabulary. However, it is obvious that all vocabulary items are overlapped in meanings and functions.

LXXXVIII.   Figure 2.B.1 Types of vocabulary

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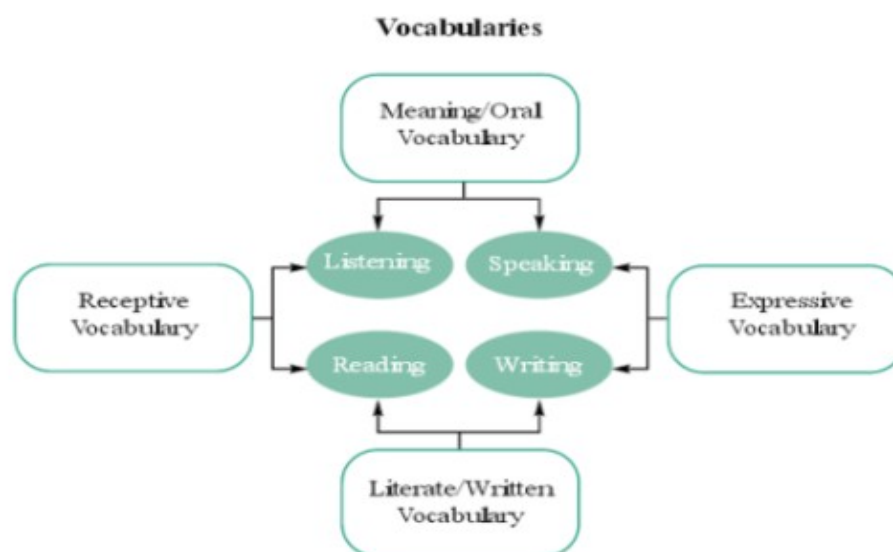
Vocabularies

Importance of Vocabulary

XC. Vocabulary plays an important part in learning, understanding, and communicating in a language. It is useful if language learners understand the importance of vocabulary in successful communication and comprehension. No one can communicate in any meaningful way without vocabulary. In communication situations, Davies and Pearse (2000) point out that vocabulary is often more important than grammar. It is frustrating for language learners when they discover that they cannot communicate effectively because they do not know many of words they need This confirms what we know from our own experience that one can understand others even if they pronounce words badly, and make grammatical mistakes, but without the mediation of words, any meaningful way of communication is rather impossible.

XCI. Words are the tools learners use to think, to express ideas and feelings, as well as to explore and analyse the world around them. A limited

vocabulary keeps them from expressing their thoughts and feelings. On the other hand, a large, rich vocabulary gives them the right words to use at the right time.

XCII.   According to some experts, there are some important things in learning vocabulary. For the detail information the researcher served their explanations as follow:

1   Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Schmitt, 2000).

2   According to Harmer (2007), in vocabulary learning, learners will be constantly tested to find out their level of improvement in vocabulary knowledge. If learners do not have sufficient vocabulary knowledge, they will have difficulties in recognizing the content thereby failing the vocabulary learning test and lose interest in reading.

3   The more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in (Nandy 1994, as cited in thesis Mayuree siriwan, 2007)

XCIII.   In short, the importance of vocabulary in language learners with vocabulary knowledge can achieve a great deal of success in their classroom, their social life, and in their continuing acquisition of the target language. A large, rich vocabulary gives language learners the right words to use at the right time, and also enables them to express their real thoughts, ideas, and feelings. From the scholars' statements mentioned, we can see that vocabulary plays a dominant role in learning and understanding a language as well as in communication situations.

XCIV.

D   Components of Effective Vocabulary Instruction

XCV.	In this part, we discuss how each of the components of effective vocabulary instruction contributes to helping students overcome the major obstacles to vocabulary growth. These components extend the vocabulary development ideas. To be effective, a program of vocabulary instruction should provide students with opportunities for word learning by:

1 Wide reading

XCVI. The amount of students' reading is strongly related to their vocabulary knowledge (Cunningham, A. E., & Stanovich, K. E. 1991, as cited in promoting vocabulary development Journal, P.10). Students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which, in turn, improves their ability to read more and more complex text. In short, the single most important thing that can be done to improve students' vocabularies is to get them to read more.

2 Exposing students to high-quality oral language

XCVII. Both English language learners and English-speaking students may achieve fluency in the language of face-to-face conversation and still have little exposure to or knowledge of the kind of language they encounter in school textbooks. Clearly these students need more exposure to written English, and wide reading is the most effective way of increasing exposure to this kind of language. There are some strategies to increase student's vocabulary; Increase the quality of the oral language to which students are exposed. Let them hear spoken English that incorporates more of the vocabulary. A very effective way to expose children to literate vocabulary

is to read to them from storybooks, especially when the reading is accompanied with discussion (Promoting vocabulary development, 2002).

3   Promoting word consciousness

XCVIII. Word consciousness means having an interest and awareness of words (Texas Reading Initiative, 2002). Word consciousness involves awareness of word structure, including an understanding of word parts and word order. To become word conscious, students first need to develop a feel for how written language is different from everyday conversation. To this end, it is valuable to draw their attention to the distinctive characteristics of written language, even when reading aloud, and to help them learn to read like a writer, and to write with an audience in mind. Word consciousness can be promoted in a way that helps students become aware of differences between Standard English and non-standard varieties, without stigmatizing the latter. Shirley Brice Heath (Brice Heath, S. 1983, as cited in promoting vocabulary development, 2002 online revised edition) describes classrooms in which students learned to be "language detectives," studying how people speak differently in different groups and in different situations. She believes that this awareness made an important contribution to the students' academic success. It may be especially important to make such differences explicit for students who are familiar with standard English.

4   Providing explicit instruction of specific words

XCIX. Although students will learn many words from the various classroom language experiences, explicit instruction of carefully selected

words is needed for students to understand content-specific texts. Through

the direct instruction of key words, students acquire the in-depth

knowledge they need in order to understand the meaning of words they

will encounter while reading (promoting vocabulary development, 2002).

    C. The following guide was aadapted from J.D. Cooper (Texas Center

for Reading and Language arts, 2002).

CI.   Selecting Vocabulary words

- Before instruction, preview the text, even when using text that has pre-selected vocabulary words.
- Read the passage and identify vocabulary words that think students will find unfamiliar.
- Select words that are important to understanding the text.
- List words that predict will be challenging for the students.
- Determine which words are adequately defined in the text, some may be defined by direct definition and others through context.
- Identify words students may know based on their prefixes, suffixes and base or root words.
- Consider students prior knowledge.
- Determine the importance of the word.

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  CIII.

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5 Providing modelling and instruction in independent word-learning strategies.

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  CVIII.Independent word-learning strategies are techniques that teachers

can model and teach to students so as to help them figure out the meanings

of unknown words on their own. Because students learn most new words

incidentally, through wide reading, helping students to acquire a set of

word-learning strategies is important to their vocabulary development.

Key word-learning strategies include (promoting vocabulary development, 2002.):

CIX. **a. The efficient use of the dictionary**. Instruction in dictionary use that focuses on having students look up words and use information from their definitions to write sentences, does not provide students with the guidance they need to make dictionary use an efficient independent word-learning strategy. These dictionaries are not important aids to word learning. In fact, the more students are exposed to dictionary definitions, the better their word learning. The crucial point here is that students receive instruction in how to use what they find in a dictionary entry so that they are able to translate the cryptic and conventionalized content of definitions into usable word knowledge. This instruction includes modelling how to look up the meaning of an unknown word, thinking-aloud about the various definitions in an entry, and deciding which is the most appropriates definition for a particular context.

CX. **b. The use of word parts (prefixes, suffixes, roots, compounds) to unlock a word's meaning**. Teaching students how to use information about word parts can be very valuable in promoting vocabulary growth. Many students are not aware of this strategy. Even students who have learned to break words into parts in their decoding instruction may not understand that they can use this knowledge to figure out word meanings. Teacher modelling helps to

make the strategy's value clear to students. Using word-part information can be especially helpful in learning certain content-area concepts.

CXI. **c. The use of context clues.** Context clues are clues to the meaning of a word contained in the text that surrounds it. These clues include definitions, examples, and restatements. A student learns a new word from context by making connections between the word and the text in which it appears. When a new word is first encountered, the student stores in memory some information about how it fits into what is being read. In subsequent encounters with the word, the information is reinforced, and more information about the word's role in particular contexts is added until the word is understood and used appropriately.

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E   Some Strategies used in Learning Vocabulary

CXV.   Vocabulary learning strategies 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 classifications of vocabulary learning strategies which are proposed by different researchers (Stoffer, 1995 Nation, 2001 and Gu, 2003, as cited in Azadeh Asgari, June, 2011). In addition, there is a wide-ranging inventory of vocabulary learning strategies

developed by Schmitt. While a variety of definitions of the vocabulary learning strategies have been suggested In learning vocabulary strategies Norbert Schmitt there are five sub-categories in learning vocabulary strategies, they are:

1 Determination strategies

CXVI. They are individual learning strategies. According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience of another person. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own.

2 Social strategies

CXVII. They are learners learn new words through interaction with others. Social strategies provide interaction and more empathetic understanding which also are two important factors in reaching communicative competence. Social strategies include the actions the learner chooses to take in order to interact with other learners or native speakers of the language. Eventually the strategies can act in specific ways to foster certain aspects of that competence, such as grammatical, sociolinguistic, discourse and strategic elements (Oxford, 1990, as cited in The Use of Vocabulary Learning Strategies, 2017).

3 Memory strategies

CXVIII. They are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words. Memory strategies involve correlating the

word with previously learned information using some image or grouping format. It emphasizes that using visual materials is much more useful and effective than using verbal materials. Underwood also says that pictures will be remembered better than words. In addition, he implies that associating words with pictures is a stronger recollection system. Groupings are an important way of bringing learned knowledge back (Schmitt, 2000).

CXIX. Oxford (as cited in Wei-dong YANG, 2012) emphasizes the importance of associations in memory strategies for vocabulary since the specific memory strategies that Oxford mentions consolidated the connection between word form and meaning in memory.

a Grouping language material into meaningful units
   b Associating new language information to concept already in memory
   c Placing new words into a context, such as a meaningful sentence, conversation or story
   d Using semantic mapping
   e Using keywords with auditory and/or visual links
   f Representing sounds in memory in such a way that they can be linked with a target language word in order to remember it better
   g Using mechanical techniques, such as writing words on cards and moving cards from one stack to another when a new word is learned.

CXX. Rivers (1983, as cited in Wei-dong YANG, 2012) summarizes the vocabulary-memorizing strategies normally used by the language learners as follows:

a   Some students make lists and memorize them.

b   Some students read a great deal and mark with an asterisk, a word they do not understand each time they meet it, thus creating their own frequency counts.

c   Some students note down words in a short context, repeatedly writing down the same words until their meaning and use are assimilated.

d   Some students make associations with words that sound or look similar in their native language, even though the meaning may be different.

e   Some students practice using new words as they talk to themselves in order to commit them to long-term memory.

f   Some students read dictionaries.

CXXI.Rivers (1983) points out that student's should not be forced to learn in ways that they find unappealing or personally unsatisfying if the ultimate goal for each student of developing autonomous long-term learning strategies is to be achieved.

4   Cognitive strategies

CXXII.They are strategies that do not engage learners in mental processing but is more mechanical means. According to Schmitt (1997), cognitive strategies of his taxonomy are similar to memory strategies but they do not concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary. The traditional and popular examples of these are written and verbal repetition writing or saying a word over and over again. Word list, flash cards and taking notes

as well as using study aids such as language textbooks are also classified as cognitive strategies.

5   Metacognitive strategies

CXXIII.They are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress. According to Oxford (1990), metacognitive strategies help learners to regulate their own cognition and focus in addition to planning and evaluating their progress. Cohen (1998, as cited in The Use of Vocabulary Learning Strategies, 2017) states that metacognitive strategies deal with pre-assessment, pre-planning on-line planning and evaluation and post-evaluation of language learning activities and of language use events. Schmitt (1997), mentions that effective metacognitive strategies are getting maximum exposure to language learner, for example, by reading books, watching movies and interacting with native speakers. Also efficient use of time and knowing when to actively study a new word are useful metacognitive strategies.

CXXIV.

F   Why Student's need strategies in learning vocabulary?

CXXV.   Language learning and vocabulary cannot be separated since vocabulary is considered the first step in learning language. People start their language learning by acquiring words so they can communicate and develop their language. Milton (2009) and Zhi-liang (2010) made an analog of language learning as a building construction. They argued that words are used as the building blocks of language. As constructing good building need enough

materials, developing language requires comprehension of a great number of words. It is argued that vocabulary is used as a foundation in language acquisition.

CXXVI.   Strategies are the mental and communicative procedures learners use in order to learn and use language Nunan (1999). Learning strategies are "particular approaches or techniques that learners employ to try to learn a second language" Ellis (1997), or "the thoughts and actions that individuals use to accomplish a learning goal" Chamot (2004). Besides, Rubin (1987) has defined language learning strategies as "strategies which contribute to the development of the language system which the learner constructs and affect learning directly". Likewise, language learning strategies are defined as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" O'Malley and Chamot (1990). Furthers, Oxford (1990) has specifically defined learning strategies as "tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence". The main purposes of language learning strategies taken by learners are "to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations" Oxford (1990).

CXXVII.   From the definitions and purposes of language learning strategies, the language learning strategies are any set of actions, plans, tactics, thoughts, or behaviours that language learners have made use of to help them to facilitate the comprehension, storage, retrieval, and use of information. Besides the definitions of language learning strategies, the features of language learning strategies are

also worth discussing as they may share some common characteristics with vocabulary learning strategies.

CXXVIII.

<div align="center">

CXXIX.

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</div>

CXXXV.   RESEARCH METHODOLOGY

CXXXVI.   This chapter presents the research methodology. This chapter consists of some details about the method of the study, population and sample, and procedure of data collection.

A Method of The Study

CXXXVII.   Observing and collecting the data for accomplishment of the study is partially conducted through intensive library research. In research activities, the function of method is very important because the success of research is depending on the methods applied. It is too difficult to achieve the purpose of research without using accurate method.

CXXXVIII.   The method applied in this study is descriptive research method design in analysing the data. The research will illustrate the existence of the student's strategies in learning vocabulary of the X year student's at boarding school in Aceh Besar (MAS Oemardiyan, MAS RIAB, and MAS Al-Manar).

CXXXIX.

B Population and Sample

1. Population

CXL.   According to Sugiyono (2009, *Metode penelitian pendidikan, pendekatan kuantitatif, kualitatif dan R&D, P.117*), population is generalization that composed of the subject/object that has certain qualities and characteristics of the applied researcher to learn and then be

CXLI. concluded. The target population of the study is the X grade student's at boarding school in Aceh Besar (MAS Oemardiyan, MAS RIAB, and MAS Al-Manar).

CXLII. No	CXLIII.	Class	CXLIV.	Number
CXLV CXLVI. 1	CXLVII.	X IPS MAS Oemardiyan	CXLVIII.	25
CXLIX.	CL. CLI.	X IPA 2 MAS RIAB	CLII.	29
CLIII. CLIV. 3	CLV.	X MAS Al-Manar	CLVI.	20
CLVII.	**Total**		CLVIII.	74

CLIX.

2. Sample

CLX. Sample is part of proportion of the population, which is used as the source of the real data of the research. Ms. Arikunto (2002) state if the research subject is less than 100, it is better to take all, while if the research subject is more than 100, it is better to take 10%-15% or 20%-25%. Based on explanation above, from 74 students (less than 100) of the X year students of MAS Oemardiyan, MAS RIAB, and MAS Al-Manar in academic year 2017/2018, the writer take all of students as sample. In choosing the class, the researcher used random method to decide students. The simple random sampling used in this research. Hanlon & Larget (2011: 10) stated that simple random sampling is a sample chosen in such a manner that each possible sample of same size has the same chance of being selected.

CLXI.

CLXII.

C   Procedure of data collection

    1   Observation

CLXIII.Observation is to know the student's strategies in learning

vocabulary in various boarding schools in Aceh Besar. The writer observed

the student's activity in classroom such as the students strategies in

learning vocabulary.

    2   Interview

CLXIV.To get additional information about the students strategies, the

writer interviewed some students about their strategies in learning

vocabulary to get some information about that.

    3   Questionnaire

CLXV.The questionnaire contain of some questions/statements in order to

get the data about the student's strategies in learning vocabulary. The

questionnaire consists of 32 items as showed in the following table (the

questionnaire model provided at the appendixes)

CLXVI.

CLXVII.

CLXVIII.

CLXIX.

CLXX.

CLXXI.

CLXXII.

CLXXIII.

CLXXIV.

CLXXV.   CHAPTER IV

CLXXVI.   RESEARCH FINDINGS

CLXXVII.

A   Data Analysis

CLXXVIII.   The collected data were analyzed using Microsoft Excel program. Descriptive statistics were used to answer the research question. It made the data easier to be analyzed because it showed which questions belonged to determination, social, memory, cognitive or metacognitive strategies. Each response of the questionnaire had certain point. The collected data were put into a table and then were calculated to find the average. The result of the data analysis showed what the student's strategies and what the dominant strategies were used by senior high school of the X year students in various boarding schools.

CLXXIX.

B   Discussion

CLXXX.   The data was statistically analyzed to answer all the research questions. To determine what the student's strategies and what the dominant strategies were used by the student's, the discussion was divided into two parts: analysis of overall strategies use and analysis of each strategy category. The average of overall strategy used and each category of strategies were calculated.
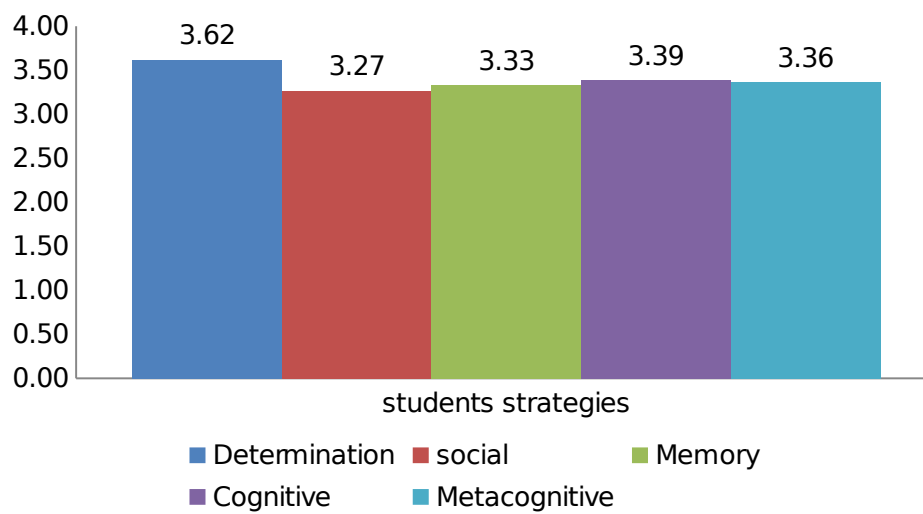
1   Overall strategies used

CLXXXI.   As display in Figure 1 below, determination strategies (average= 3.62) were found as the dominant strategies used by the students.

CLXXXII.

CLXXXIII. Figure 1. Overall Strategies of Vocabulary Learning

CLXXXIV.

CLXXXV. Then it was followed by cognitive strategies (average= 3.39), metacognitive strategies (average= 3.36), memory strategies (average= 3.33) and social strategies (average= 3.27). From the summary of average scores, the study revealed that social strategies were the least strategies used by the student's. As the data showed, the range of average scores were not

significantly different. It shows that all the five categories are also often used

by the student's.

CLXXXVI.   In the following section, the utilization of each strategy category is

discussed more specifically.

2. Determination Strategies

CLXXXVII. Determination strategies are individual learning strategies.

According to Schmitt (1997), determination strategies are used when

students discover the meaning of a new word without using the experience of

another person. Below, there are five statements used to investigate the use

of determination strategies.

CLXXXVIII.   *Ketika saya menemukan kosakata baru dalam bahasa inggris yang*

belum diketahui sebelumnya, saya….

CLXXXIX.   A1: *Mengenali kata tersebut termasuk fungsi kata apa (verb/kata*

kerja, noun/kata benda, adjective/kata sifat, dll)

CXC.   A2: *Memastikan apakah kata-kata tersebut merupakan kata*

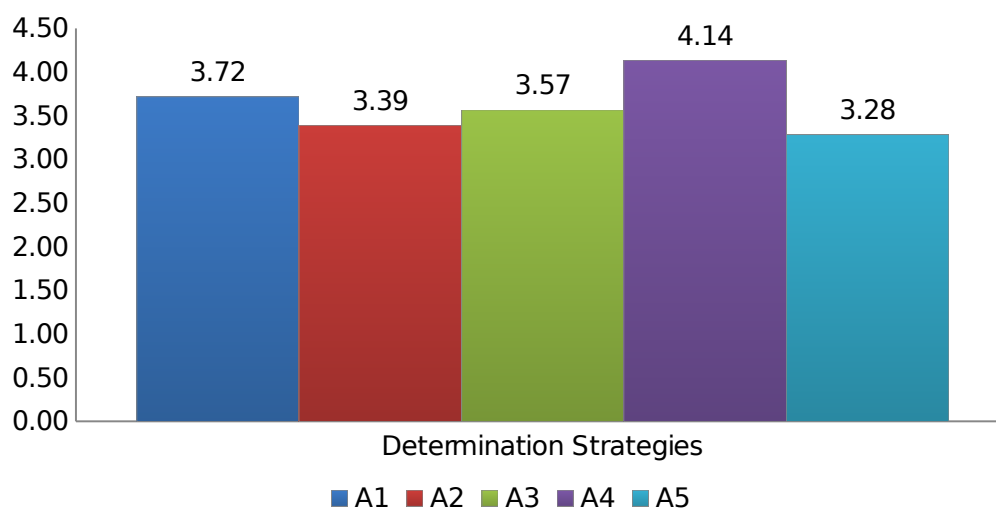*serapan (activity = aktivitas)*

CXCI.   A3: *Menebak makna kosakata dari konteksnya*

CXCII.   A4: *Menggunakan kamus bahasa Indonesia – Inggris*

CXCIII.   A5: *Menggunakan kamus bahasa Inggris – Inggris*

CXCIV.   Figure 2. Determination Strategies

CXCV.

CXCVI.   From figure 2 above, it could be seen that the average of each item

of determination strategies were below 4.15. The highest average was 4.14 of

A4, which means that most of the students using Indonesian-English

(bilingual) dictionary when they encountered new English words.

Furthermore, the strategy of recognize the word (statement A1) was also

frequently used by the students. The average of A1 was 3.72. Otherwise,

using English – English dictionary seemed to be the least strategy the

students used to determine meaning of new English word. It is shown from the average of A5 which was only 3.28. Other strategies in this category seemed not to significantly different. The average of A3 was 3.57 and A2 was 3.39.

CXCVII.   This study assumed that most students in this study were more concerned put their concern more on discovering new words rather than deeper understanding of the usage of the words. Since they were not English major, they were assumed to have no heavy pressure in learning English, consequently this strategy was considered sufficient for them.

3. Social Strategies
CXCVIII.   Besides determining the meaning of the new words independently, the students also used social strategy to grasp the new meanings with some helps from other people. However, the social strategy were the least frequency used by the students. The social strategy had an average of 3.28 compared with others strategies.
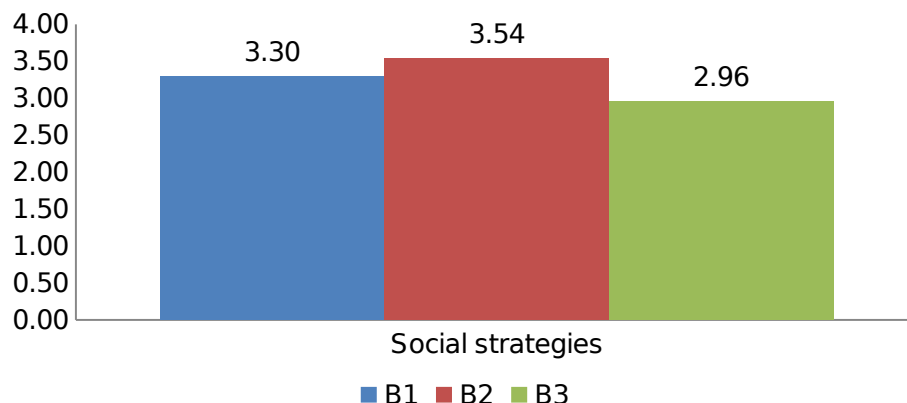CXCIX.
CC.
CCI.
CCII.

CCIII.   Figure 3. Social Strategies

CCIV.

CCV. In order to analyze the use of the social strategy, this study provided 3 statements, as seen below:

CCVI. B1: *Meminta bantuan kepada guru atau teman untuk mengartikan kata*

CCVII. B2: *Mempelajari kosakata bersama teman sekelas didalam kelompok*

CCVIII. B3: *Mempelajari kosakata baru langsung dari penutur asli (native speaker)*

CCIX. From figure 3 above, the strategy of learning vocabulary with friends in group (B2) had the highest average (3.54), and then followed by the strategy of B1 with average of 3.30 and the strategy of B3 with an average of 2.96, which was considered as the lowest average of all. It appears that the participant did not depend on help from other people. They may depend on technology to help them to figure out the vocabulary.

CCX.

CCXI.

4. Memory Strategies

CCXII.   Since the students had successfully discovered the meaning of the new words, the students applied some approaches that were done by connecting new words to their existing knowledge in order to keep the acquired vocabulary in mind. The approaches were memory strategies. From the collected data by questionnaire, the writer found that the students used memory strategies on average of 3.33.

CCXIII.   Fiqure 4. Memory Strategies

CCXIV.

4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00

2.59   3.82   3.42   3.35   4.09   3.74   2.70   2.76   2.99   3.84

Memory Strategy

■ C1 ■ C2 ■ C3 ■ C4 ■ C5 ■ C6 ■ C7 ■ C8 ■ C9 ■ C10
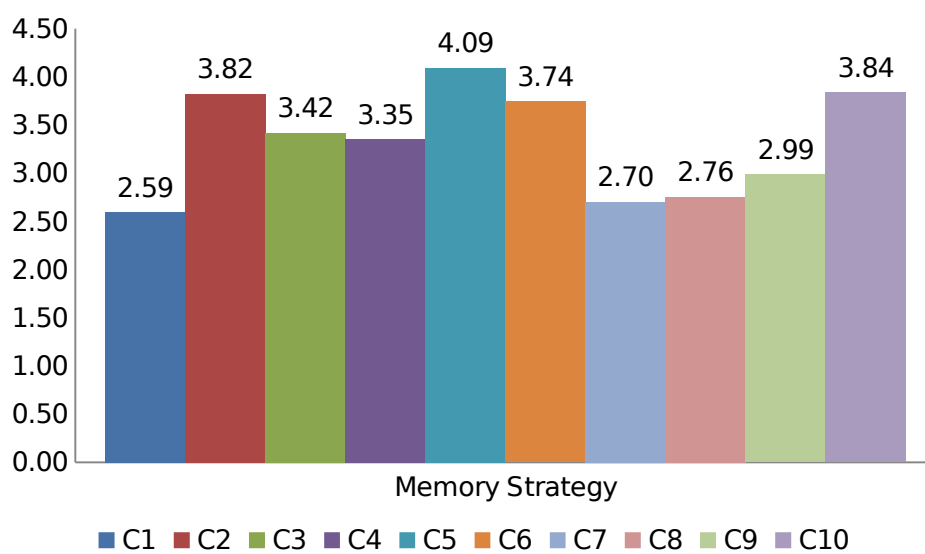
CCXV.   Below are ten statements provided for further analysis of memory strategy utilization.

CCXVI.   C1: *Membuat gambar berdasarkan kata yang ditemui untuk mempermudah mengingat kata tersebut*

CCXVII.   C2: *Mengingat kosakata baru dengan membayangkan atau menggambarkan kata tersebut didalam pikiran*

CCXVIII.   C3: *Menghubungkan kata yang baru ditemui dengan kata-kata yang telah dipelajari sebelumnya (misal: taught dihubungkan dengan teac, big dihubungkan dengan huge)*

CCXIX.   C4: *Menghubungkan kata baru dengan kata lain yang maknanya hampir sama atau berlawanan*

CCXX.   C5: *Menggunakan kata-kata baru dengan kalimat sehingga bisa mengingat*

CCXXI.   C6: *Mengucapkan kata-kata baru dengan lantang saat pertama menemuinya*

CCXXII.   C7: *Mengingat kosakata baru dengan menggunakan flashcard (kartu pengingat berisi tulisan kata-kata bahasa inggris)*

CCXXIII.   C8: *Mengingat kata melalui imbuhan kata (im-, un-, -able,-ful, -ment, ex-)*

CCXXIV.   C9: *Menggunakan gerakan saat mempelajari sebuah kata*

CCXXV.   C10: *Mengecek kembali kosakata yang sudah dipelajari*

CCXXVI.

CCXXVII.   This research investigated that most of the students commonly used strategy C5 in which they put the new vocabularies into sentences to make them easier to memorize the vocabulary. Figure 4 above shows that C5 strategies reached the highest average of 4.09. Nonetheless, the students were not really familiar to use pictures of the new words when they wanted to try to keep the vocabularies in their memory. This strategy got the lowest average (2,59) of all the strategies in memory strategy.

5. Cognitive Strategies

CCXXVIII. This research also found that the students also made use of

cognitive strategy in their learning process. As indicated in the statements

below, this research offered specific analysis of the process of the participant

in doing language transformation in their vocabulary learning.

CCXXIX.D1: *Mengucap kosakata baru berulang kali*
CCXXX.D2: *Membuat daftar kosakata baru*
CCXXXI.D3: *Menggunakan media berbahasa Inggris (game, lagu, atau film)*
CCXXXII.D4: *Mencatat atau menandai (menggarisbawahi atau memberi warna)*

kosakata baru yang saya temui
CCXXXIII.D5: *Memberi label dalam bahasa inggris pada benda-benda tertentu*
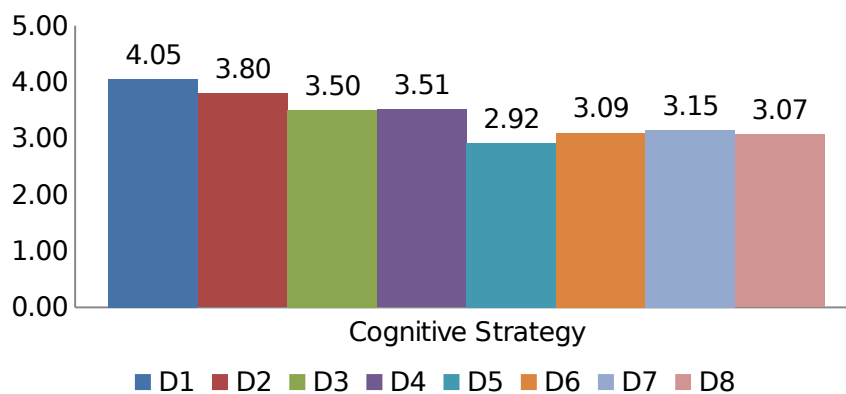CCXXXIV.D6: *Membuat catatan atau laporan dalam bahasa inggris*
CCXXXV.D7: *Mencoba untuk tidak mengartikan kata per kata*
CCXXXVI.D8: *Mencari kata dalam bahasa ibu (mother tongue) yang artinya*

hampir sama dengan kata baru dalam bahasa inggris
CCXXXVII.   Figure 5. Cognitive Strategies

CCXXXVIII.

CCXXXIX.   **Figure 5** illustrates that the students repeating the new vocabulary repeatedly most often to remember new words and built their vocabulary storage (D1 strategy) despite of the labeled in English on certain object (D5 strategy).

6. Metacognitive strategies

CCXL. Metacognitive strategies help learners to regulate their own cognition and focus in addition to planning and evaluating their progress (Oxford, 1990). By using metacognitive strategies, learners are expected to be able to control their own learning (Schmitt, 1997). On the other hand, this data analysis yielded an observation which proved that the students of this research used metacognitive strategies in their vocabulary learning process.

This research used six statements to get more detailed inquiry of metacognitive strategy application:

CCXLI.E1: *Mencari kesempatan untuk belajar kosakata bahasa Inggris diluar jam sekolah*

CCXLII.E2: *Menguji kemampuan saya dalam menguasai kosakata yang telah saya pelajari*

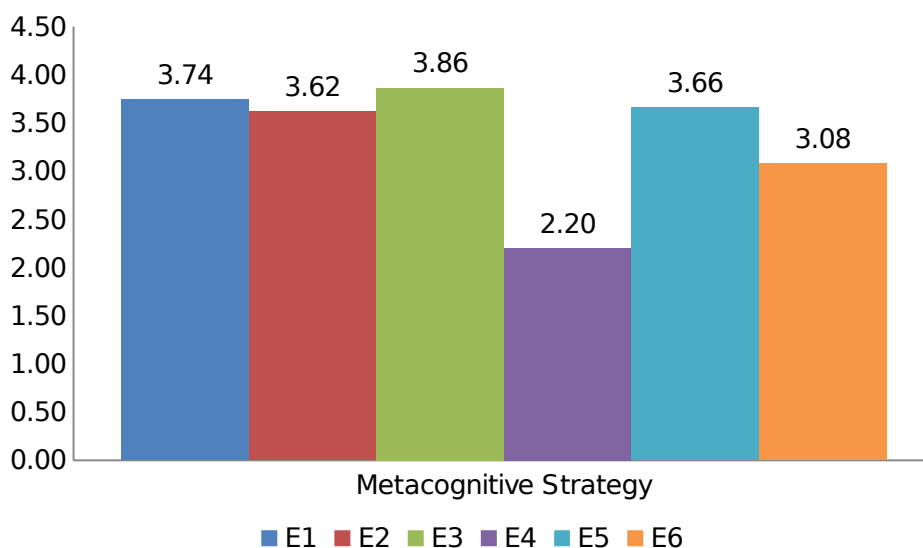CCXLIII.E3: *Memberi perhatian khusus terhadap kata-kata bahasa Inggris yang baru saya temui*

CCXLIV.E4: *Mengabaikan kata yang saya temui jika tidak mengetahui artinya*

CCXLV.E5: *Menonton film, mendengarkan lagu, bermain game dalam bahasa inggris dengan tujuan khusus untuk memperkaya kosakata*

CCXLVI.E6: *Menggunakan gerakan tubuh saat saya tidak bisa mengucapkan dalam bahasa Inggris*

CCXLVII.   Figure 6. Metacognitive Strategies

CCXLVIII.

4.50
4.00   3.74   3.86
3.50   3.62   3.66
3.00   3.08
2.50
2.00   2.20
1.50
1.00
0.50
0.00
                Metacognitive Strategy

■ E1 ■ E2 ■ E3 ■ E4 ■ E5 ■ E6

CCXLIX.   The least commonly used of metacognitive strategy was statement

E4. The average score of E4 statement was much lower (2.20) than those of

others statements. In contrast, statement E3 was considered as the most

commonly used of metacognitive strategy. Its average was (3.86). Related to

the aforementioned finding, this observation showed that the students give

particular attention to the new encountered English words (strategy of E3)

more often with the aim of providing opportunities to enrich their vocabularies. Besides, the students seemed to give more attention to the unknown meaning of words rather than ignoring new words when they did not know its meaning (strategy E4).

CCL. In addition, this study discovered that the way the participants intentionally enriched their vocabulary storage was by using Indonesian – English (bilingual) dictionary (Determination Strategies). This ranked as the dominant strategies used among all strategies. This approach attained the highest average score (4.14).

CCLI. The discussion above shows that the student's strategies in learning vocabulary and the dominant strategies were used by the students in learning English vocabulary. The most obvious finding to emerge from this research was that there were five types of strategies which were used in learning vocabulary. The strategies included determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies and determination strategies were the dominant strategy used by senior high school of the X year students in various boarding schools. Even though the students were not studying English as their major, they were trying to learn English vocabulary. Furthermore, this research discovered that the students had already been familiar with the different vocabulary learning strategies even though not all strategies were used.

CCLII.

CCLIII.

CCLIV.

CCLV.

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CCLIX.

CCLX.

CCLXI.

CCLXII.   CHAPTER V

CCLXIII.   CONCLUSION AND SUGGESTIONS

A   Conclusion

CCLXIV.   As far the classification of strategies was concerned, this research seemed to support Schmitt's vocabulary learning strategies. The present research was classified into two parts. The first set of analysis examined the students strategies of learning vocabulary. The second part was the investigation the dominant strategy used by senior high school students.

CCLXV.   Returning to the research question posed at the beginning of this research, it is now clear that this research had discovered the student's strategies in learning vocabulary. The most obvious finding to emerge from this research was that there were five types of strategies which were used in learning vocabulary. The strategies included determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies and determination strategies were the dominant strategy used by senior high school of the X year students in various boarding schools. According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience of another person. Besides discovering the new words meaning independently, learners may ask help from other person in grasping the meaning of new vocabularies which is considered as social strategies. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own.

B   Suggestion

C   Naturally this research still has some limitations, but the writer suggests to the students should be familiar with strategy in learning vocabulary, the students should keep or increase their achievement in learning English, and the students must be active in learning vocabulary.

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AY APPENDIX I

AZ VOCABULARY LEARNING STRATEGIES

BA QUESTIONNAIRE

BB (Adapted from Kafipour & Naveh and Schmitt's VLSQ)

BC Kuesioner ini disusun untuk mengumpulkan data dalam riset mata kuliah Bahasa Inggris di fakultas Tarbiyah Universitas Islam Negeri, Banda Aceh. Penelitian ini di tujukan untuk mengetahui strategi yang digunakan siswa/siswi SMA/MA boarding school dalam mempelajari kosakata Bahasa Inggris. Partisipasi anda dalam pengisian kuesioner ini akan sangat membantu saya dalam pembuatan skripsi untuk menyelesaikan studi saya di Fakultas Tarbiyah Pendidikan Bahasa Inggris.

BD Petunjuk Umum:

BE Beri respon pada pertanyaan dan pernyataan di bawah ini dengan cara memberi tanda centang pada kolom yang anda anggap paling sesuai dengan diri anda.

BF Contoh:

BG Ketika saya menemukan kosakata baru dalam bahasa inggris yang belum diketahui sebelumnya, saya….	BH 1	BI 2	BJ 3	BK 4	BL 5
BM A1	BN Menghafal dalam hati	BO	BP	BQ v	BR	BS

BT

BU 1 : Tidak Pernah (0%)   **BV 4 : Sering (75%)**

BW   2 : Jarang (25%)   **BX 5 : Selalu (100%)**

BY 3 : Kadang – kadang (50%)   **BZ**

CA Hasil dari penelitian ini tidak akan mempengaruhi nilai Bahasa Inggris Anda.

CB

CC

CD

CE

CF

CG **Pertanyaan Mengenai Informasi Diri**

CH   NAMA   :

CI NIS   :

CJ JENIS KELAMIN ☐ L   ☐ P

CK **Ketika saya menemukan kosakata baru dalam bahasa inggris yang belum diketahui sebelumnya, saya….**		CL 1	CM 2	CN 3	CO 4	CP 5
CQ A1	CR Mengenali kata tersebut termasuk fungsi kata apa (*verb*/kata kerja, *noun*/kata benda, *adjective*/kata sifat, dll)	CS	CT	CU	CV	CW
CX A2	CY Memastikan apakah kata-kata tersebut merupakan kata serapan (*activity* = aktivitas)	CZ	DA	DB	DC	DD
DE A3	DF Menebak makna kosakata dari konteksnya	DG	DH	DI	DJ	DK
DL A4	DM Menggunakan kamus bahasa Indonesia – Inggris	DN	DO	DP	DQ	DR
DS A5	DT Menggunakan kamus bahasa Inggris – Inggris	DU	DV	DW	DX	DY
DZ B1	EA Meminta bantuan kepada guru atau teman untuk mengartikan kata	EB	EC	ED	EE	EF
EG B2	EH Mempelajari kosakata bersama teman sekelas didalam kelompok	EI	EJ	EK	EL	EM
EN B3	EO Mempelajari kosakata baru langsung dari penutur asli (*native speaker*)	EP	EQ	ER	ES	ET
EU **Saat saya ingin mengingat kosakata baru dan meningkatkan jumlah kosakata, saya**		EV	EW	EX	EY	EZ
FA C1	FB Membuat gambar berdasarkan kata yang ditemui untuk mempermudah mengingat kata tersebut	FC	FD	FE	FF	FG
FH C2	FI Mengingat kosakata baru dengan membayangkan atau menggambarkan kata	FJ	FK	FL	FM	FN

	tersebut didalam pikiran					
FO C3	FP Menghubungkan kata yang baru ditemui dengan kata-kata yang telah dipelajari sebelumnya (misal: *taught* dihubungkan dengan *teac, big* dihubungkan dengan *huge*) FQ	FR	FS	FT	FU	FV
FW C4	FX Menghubungkan kata baru dengan kata lain yang maknanya hampir sama atau berlawanan	FY	FZ	GA	GB	GC
GD C5	GE Menggunakan kata-kata baru dengan kalimat sehingga bisa mengingat	GF	GG	GH	GI	GJ
GK C6	GL Mengucapkan kata-kata baru dengan lantang saat pertama menemuinya	GM	GN	GO	GP	GQ
GR C7	GS Mengingat kosakata baru dengan menggunakan *flashcard* (kartu pengingat berisi tulisan kata-kata bahasa inggris)	GT	GU	GV	GW	GX
GY C8	GZ Mengingat kata melalui imbuhan kata (*im-, un-, -able,-ful, -ment, ex-*)	HA	HB	HC	HD	HE
HF C9	HG Menggunakan gerakan saat mempelajari sebuah kata	HH	HI	HJ	HK	HL
HM C10	HN Mengecek kembali kosakata yang sudah dipelajari	HO	HP	HQ	HR	HS
HT D1	HU Mengucap kosakata baru berulang kali	HV	HW	HX	HY	HZ
IA D2	IB Membuat daftar kosakata baru	IC	ID	IE	IF	IG
IH D3	II Menggunakan media berbahasa Inggris (game, lagu, atau film)	IJ	IK	IL	IM	IN
IO D4	IP Mencatat atau menandai (menggarisbawahi atau memberi warna) kosakata baru yang saya temui	IQ	IR	IS	IT	IU
IV D5	IW Memberi label dalam bahasa inggris pada benda-benda tertentu	IX	IY	IZ	JA	JB
JC D6	JD Membuat catatan atau laporan dalam bahasa inggris	JE	JF	JG	JH	JI
JJ D7	JK Mencoba untuk tidak mengartikan kata per kata	JL	JM	JN	JO	JP

JQ D8	JR	Mencari kata dalam bahasa ibu 9mother tongue) saya yang artinya hamper sama dengan kata baru dalam bahasa inggris	JS	JT	JU	JV	JW
JX E1	JY	Mencari kesempatan untuk belajar kosakata bahasa Inggris diluar jam sekolah	JZ	KA	KB	KC	KD
KE E2	KF	Menguji kemampuan saya dalam menguasai kosakata yang telah saya pelajari KG	KH	KI	KJ	KK	KL
KM E3	KN	Memberi perhatian khusus terhadap kata-kata bahasa Inggris yang baru saya temui	KO	KP	KQ	KR	KS
KT E4	KU	Mengabaikan kata yang saya temui jika tidak mengetahui artinya	KV	KW	KX	KY	KZ
LA E5	LB	Menonton film, mendengarkan lagu, bermain game dalam bahasa inggris dengan tujuan khusus untuk memperkaya kosakata	LC	LD	LE	LF	LG
LH E6	LI	Menggunakan gerakan tubuh saat saya tidak bisa mengucapkan dalam bahasa Inggris	LJ	LK	LL	LM	LN

LO

LP   -Terima Kasih atas partisipasi Anda dalam mengisi kuisioner ini-

LQ

LR

LS

LT

LU

LV

LW

LX APPENDIX II

LY DESCRIPTIVE STATISTICS FOR VOCABULARY LEARNING

STRATEGIES

LZ

MA

MB