VOCABULARY LEARNING STRATEGIES
OF MALE AND FEMALE STUDENTS
(ENGLISH LANGUAGE EDUCATION DEPARTMENT)

THESIS

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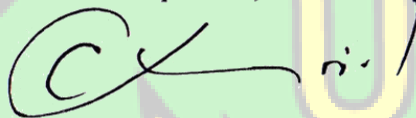
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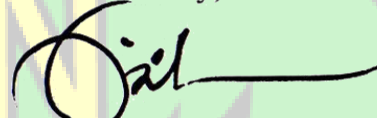in Darussalam, Banda Aceh
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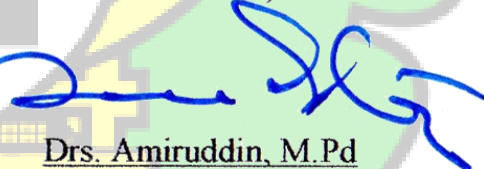
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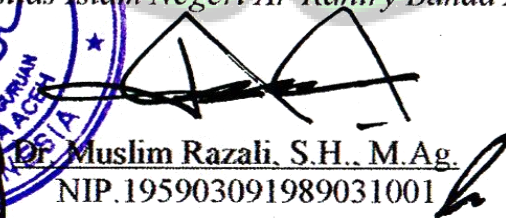Alfiatunnur, M.Ed   Drs. Amiruddin, M.Pd

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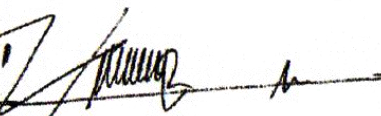
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Vocabulary Learning Strategies of Male and Female Students (English Education Department) adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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ABSTRACT

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The purpose of this research was to investigate the male and female students'strategies in learning vocabulary. Particularly, this research were several aims, to know the strategies in building vocabulary by male; and female and to investigate how male and female students in implements these strategies in learning vocabulary. This research was presented in quantitative and qualitative methods to answer the research questions. The instruments of this research were a questionnaire, interview, and documentation. The sample involved (15) male and (15) female students from the English Department year 2020. The result of the data showed that male and female students employed more than one strategy in learning vocabulary. Those strategies were determination, social, memory, cognitive, and metacognitive strategies. The most dominant strategy used by males and females was meta-cognitive strategies and cognitive strategies as the least used strategies than other strategies. However, males and females have the same way to increase their vocabulary, which is: (1) Watching movies, listening to music, Podcasts, or YouTube. (2) Memorizing vocabulary and making a simple sentence. (3) Reading books, journals, or articles. (4) Practicing speaking alone by the mirror. (5) Grouping Discussion and playing games only used by male students.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It is divided into several parts namely background, research questions, the aim of the study, the significance of the study, and clarification of terms.

A. Background of the Study

English has four skills, namely listening, speaking, reading, and writing which is important for students to learn and master. Those skills are related to each other and cannot be independent. Therefore, learners need to master those four skills. In listening, students must be able to understand and interpret the messages in the communication process. In the case of the learning process, listening skill plays an essential role in the teaching-learning cycle. In line with that, speaking skill also supports students in conveying ideas, thoughts, and responses (Sadiku, 2015). This skill can be helpful for students to improve their abilities in reading, writing, and speaking. While reading skill is an activity related to the eyes and mind. This skill can help students to improve their vocabulary and word power. The last skill that students must be mastered is writing skill. Writing skill is an activity of expressing ideas, thoughts, and opinions in writing with a specific purpose. This skill can be supported by the ability to read skill, which means that the more students do the reading activity the more vocabulary that student can be used in sentences which will be compiled in an article (Mundhe, 2015).

In the process of learning English, skills are divided into receptve and productive. According to Harmer (2007), receptve skill mean the ways in how people extract meaning from the written work that they see or hear. That includes Listening and reading which enable the learners to produce, receive and understand the language when they hear or see them, such as reading books, listening to music, and watching TV. Meanwhile, speaking and writing are part of productive skills which enable the learners to produce the language in form of written and spoken such as Speech, debate, and writing. According to Harmer (2007), speaking and writing are language skills that standout in the language learning process. Therefore, many students faced problems in speaking and writing. According to Buhendwa (2019), the students' speaking and writing skill are very low. In speaking, many students are difficult to speak properly and fluently. On the other hand, in writing skills students feel confused to convey their ideas clearly due to the lack of vocabulary mastery.

Applying the two skills mentioned above for vocabulary mastery is very important. It is an essential component in learning English, in which vocabulary plays an important role in the process of interaction both written and spoken. Furthermore, vocabulary can be seen as the basic foundation that students need to boost their English. According to Thornbury (2002), the writer difficult to convey and transfer their idea into writing if they do not have extensive vocabulary mastery (cited in Sipayung, 2018). In a further understanding, vocabulary is not only limited to the meaning of words but also include how vocabulary in a language is structured, which refer to the process of how the learner builds and

uses the vocabulary in the sentence properly, such as build the words, phrases, and word formation. This indicates that vocabulary is not only as words that the students memorize and know the meaning but also to help the student's learning process in arranging words and make a proper sentence.

The process of learning English vocabulary determines how much and how well the level of vocabulary in foreign languages is mastered. The learning strategy then becomes a necessity to carry out the learning process effectively. Learning will not produce maximum learning outcomes without the selection of effective learning strategies. Learning strategy is defined as the steps taken by learners to achieve what they learn. A good strategy is a procedure that helps students achieve their learning goals. According to Nayan and Krishnasamy (2015) described knowing the right strategies to get words is also necessary to help the learners in their study. According to Schmitt (1997), 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 are more mechanical means. 5. Meta-cognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress.

In the context of learning English vocabulary, the choice of vocabulary learning strategies carried out by male and female students have different levels. Considering Amin's (2018) and Maharani's (2020) reading, it is stated that in the learning process female students preferring to learn something that prioritizes communication (speaking, writing, discussion), while males tend to prefer to learn something that can build the imaginary structure of concepts in their minds such as, practicum, designing objects. Male students are lazier and lack learning English. According to Langgadi (2001) (as cited in Andi, 2015) he insisted that female students have higher linguistics knowledge due to their capability to memorize, being creative, and account for any social problems, while male students tend to have a higher competency in the scientific area. Therefore, every learning strategies carried out by students determines the success of their mastery of English vocabulary which ultimately has a lot of impact on improving their communication skills.

It is emphasized that acquiring a large number of vocabularies may assist learners in communicating in the target language based on the concepts of vocabulary learning presented above (references). However, if learners are unable to use words and the target language properly, this can cause problems for them. In short, it is known that there are two things that learners should be aware of when acquiring vocabulary: the need for a large vocabulary and the need to know 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.

It has been a number of studies conducted regarding this matter. A study conducted by Na (2016) about gender differences in the use of English vocabulary learning strategies in Chinese senior high schools. In this study, it was found that male students tend to involve the strategy within a social context, while female students are often implemented meta-cognitive and cognitive strategies more frequently than male students. Another survey was carried out by Shadikah (2020) entitled "Vocabulary Learning Strategies Used by Male and Female Learners of Higher Intermediate Level". A total of 20 students (male and female students) showed there were some strategies which memory strategies rehearsal, memory strategies encoding, and activation strategies. Regarding these findings, female learners tend to applied most strategies rather than male learners did. Female learners applied dictionary strategies more often rather than other strategies. Meanwhile, male learners applied to guess strategies more frequently rather than other strategies. In addition, there was previous research by Asgari (2011) about The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia. Meta-cognitive, memory, and determination are the popular strategies that chosen by students to build their vocabulary such as enhancing new vocabulary through reading, using of monolingual dictionary, using various English language media, and applying new English word in their daily conversation.

Based on the previous study, none of them used the mixed method. This is important to do because the mixed method can strengthen and clarify the strategies used by males and females in vocabulary learning strategies. In

addition, this research was also carried out after the presence of Covid. Therefore, the researcher would like to investigate the Vocabulary Learning Strategies of Male and Female Students (English Langugae Education Department).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 improve their vocabulary learning.

B. Research Question

1) What are the strategies for vocabulary building by male and female of English Language Education Department students?

2) How do male and female students of English Language Education Department implement their strategies on vocabulary?

C. The Aims of Study

1) To find what the strategies for vocabulary building by male and female of English Language Education Department students.

2) To investigate how male and female students of English Language Education Department implement their strategies on vocabulary.

D. Significance of Study

This study would like to know the strategies on vocabulary buildings by female and male of English Language Education department.The result of the study is expected to havebenefits for:

a. To the Teachers

Based on this study, the researcher hopes this research will make every teacher can give the best strategies for students to build vocabulary in English.

b. To the Students

For students, the researchers hope that students should be more enthusiastic to use the best strategies to build their vocabulary in English.

c. To other Researchers

This study does not cover all the questions and curiosity of the reader. And I do hope in the future other researchers will re-conduct the same study that can fill the gap.

d. To the Institution

The results of this study can be very useful for the institution as a strengthener. Through this study, it is expected that in the future the institution will more supportive, aware, and easy for students to administer the related matters relates to more know the best strategies on building their vocabulary in English. The more students improve their vocabulary, the better the image of an institution.

E. Clarification of Terms

To avoid the ambiguous meaning of some terms in this research, the writer gives the operational definition of the topics.

1. *Learning Strategies*

According to Richard and Renandya (2002) a strategy is a series of activity plans that include the use of methods and the use of various resources or

strengths in learningto achieve certain goals. Based on the definition above, strategy means a plan, method, or series of activities designed to achieves a particular educational goal. In this research, the strategy is a method use by the male and female student of English Department to build their vocabulary.

2. *Vocaabulary*

There are many expalanations of vocabulary stated by some experts. Hiebert & Kamil (2005) vocabulary is central to language and language learning vocabulary learning is crucial to the language learners. Other expert, Neuman and Drawyer (2009) mentioned that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (as cited in Alqahtani, 2015).

3. *Male and Female*

Ingeneralthe male and female have differences biologically and physically. The male has some characteristics such as has a big voice, mustache, beard, slimmer hips and flat chest. While female has soft clear voices, prominent chest, bigger hips, and reproductive organs that are very different from men. According to Mansour (1996) male as a person brings out an X and Y chromosome pair in the cell nuclei. Normally, a man has some special organs such as penis, scrotum, and testicles, and developing hair on the face of a man. While a female can produce two X chromosomes in the cell nuclei. Anatomically, the female has a vagina, a uterus, ovaries, and breastfeeding organs. Throughout human life, these organs will be continued to be attached to humans, both male and female. It means the

male is the sex that does not give birth, while the female is the sex that can give birth.

In case of learning, the male student seems more tend to sturctural context while female sudents tend to have an ability because of their experience. And another differences also about their behaviour in classroom, female student tend to obey the given rule while male student tend to disobey the given rule. According to Oxford (1993), males are less aggressive than females, and females are less competitive than males (as cited in Nikolovska, 2011). Male students tend to be more inflexible than female students in memorizing, writing, and reading vocabulary (Maharani, 2020).

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical description of the related literature that relevant to the topic that is about the definition of vocabulary, the kinds of vocabulary, the important of vocabulary, strategies learning of vocabulary, brief review on male and female, and previous research on strategies to learn vocabularies of male and female.

A. Review on Vocabulary

1. Definition of Vocabulary

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of language those are listening, speaking, reading, and writing. In order to communicate well in a foreign language, students should get an adequate number of words and should get an adequate number of words and should know how to use them accurately.

Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. Based on this statement, vocabulary gives a real effect on skills in the 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.

Harmer (2007), points out that vocabulary is a component of a language that maintains all of the information about the meaning and using the word in a

language. It means that vocabulary is an essential component of language; without vocabulary, the language would be unable to retain all information. Vocabulary is defining as a sound that expresses a meaning and functions as a separate unit in a language. Vocabulary can be defined as the smallest unit of speech that processes individual meaning to speak and can be used. It can also be defined as a group of words in a specific language as part of learning a foreign language. Schmitt (2000), vocabulary is also known as the knowledge of words, including explanations of word meanings, and the words are described as a sound or a combination of sound, or its representation in writing or printing that symbolizes and communities a meaning (as cited in Alqahtani, 2015).

In acquiring a language, vocabulary plays a great role (Wahyuni & Ratmanida, 2020). It is the core component of language proficiency and determines how well learners speak, listen, read, and write (Rahmatika et al., 2017). It means, vocabulary is very important for learners in studying English. Furthermore, vocabulary is also an important micro skill to develop such as grammar, vocabulary, pronunciation. Vocabulary plays a very important role in learning a language because without vocabulary proficiency, the students automaticallycannot obtain the four language skills, such as listening, speaking, reading, and writing.

From the discussion above, it can be concluded that vocabulary is a known set of words by someone or is part of a particular language. It is about the words in a language used to express meaning. However, in this research, the researcher uses the source about vocabulary by Harmer.

2.   *The Importance of Vocabulary*

Vocabulary plays an important part in learning, understanding, and communicating in a language. Learning vocabulary is very important because it can be demonstrated daily in and out the school (Alqahtani, 2015). Vocabulary as a bridge between students and teachers in the classroom. Meanwhile, understanding vocabulary is also important because it can help students to understand spoken language. The last one is communicating, it is also important because the involvement of vocabulary is the first thing that becomes a bridge in the communication process. As well as Carrazan et al. (2015) found vocabulary is a necessary part of the four language skills. Vocabulary is one of the important language elements that encourage the skills of speaking, listening, reading, and writing. It is useful for language learners to understand the importance of vocabulary in succeeding in communication.

The reason for the importance of the vocabulary commonly to understand English written work. In addition, some experts propose the idea of the importance of vocabulary in language learning. Avan (2015) suggested that vocabulary is a centralcomponent of a language and the most significant element to language learners. Similarly, Juskiw (2010) mentioned that vocabulary is a meaningful predictor of overall reading comprehension and students' performance. It means when the reader knows a lot of words, they can read more complex texts. When writers know more a lot of words, they can compose more refined documents. According to Alqahtani (2015), the more learners have words that allow learners to use more descriptive words to better communicate their

mind in their activity. It will also allow the learner to better understand information that they are reading orlistening, to thus increasing their memory.

Furthermore, Alqahtani (2015) said a few of words can make learners difficult in communication because vocabulary learning is significant in learning a second language. According to Wessels (2011), 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 (as cited in Shadikah, 2020). 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' statement mentioned, we can see that vocabulary plays a dominant role in learning and understanding a language as well as in communication situations.

3. *Types of Vocabulary*

Some experts divide vocabulary into two kinds which are active and passive vocabulary. According to Harmer (1991) (as cited in Maharani, 2020), she insisted that recognizes 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 refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Harmer(2007), indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Receptive vocabulary is the students' ability to understand the information spoken and written. Listening and reading activities are examples of skills of receptive vocabulary (Zunita, 2016). The receptive vocabulary knowledge is known and understood its meaning by students when reading text or listening to the text. According to Webb(2005), learning receptive vocabulary normally takes the form of the teachers explaining the meaning of the word and using it in a sentence, but only asking the students to spell and pronounce the word.

2) Productive Vocabulary

Productive vocabulary knowledge awareness is described as words that they understand and can pronounce by the students. Writing and speaking activities are examples of skills productive vocabulary.Maharani (2020), productive vocabulary is the words that the students understand and can pronounce correctly and use constructively in speaking and writing. For examplein speaking class, the teacher asks the students to convey speeches, opinions, and discussions in the class. It will require the learners to generate ideas, codes, concepts, and messages in meaningful communication. Another example, when students write novels, research papers, journals, theses, etc. These are activity to express ideas, experiences, and knowledge in the form of notes by using codes or symbols that are systematically made so that others can easily understand. In reality, students can effectively use these terms in both speech and writing. As a result, productive language can be thought of as a process of active words, so the students can produce words to convey their thoughts and feelings in

a way that others can understand (Webb, 2005).

Vocabulary acquisition role an important role in mastering a language. According to Pikulski and Templeton (2006), 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, all vocabulary items are overlapped in meanings and functions.
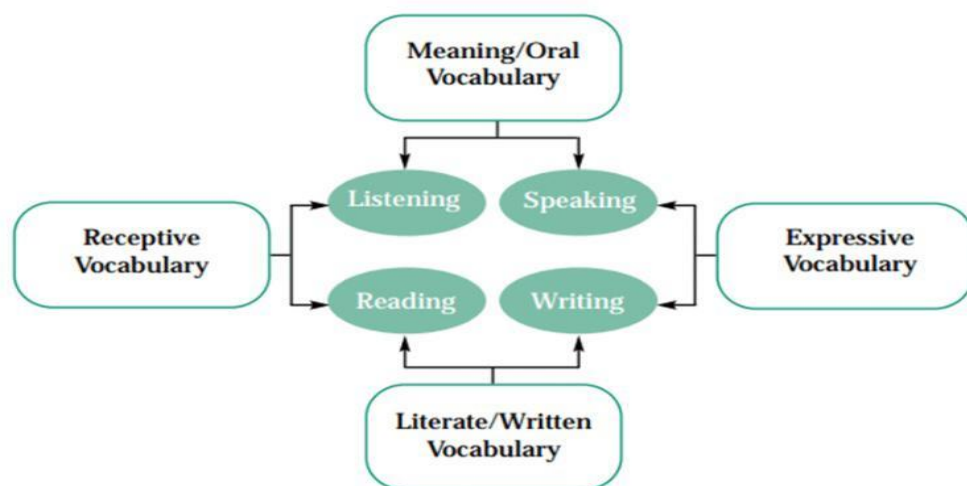
Figure 2.1 Types of Vocabularies.

3) *Word Formation*

According to Yule (2010), word formation deals with the process in which languages tend to involve themselves in forming new words. Yule explains word formation as a prosess in the desciption of language. There are several types of word formation as follows:

1)   Compounding

According to Mayer (1997) Compounding is joining two words together to form a third. Compounding frequently involves two nouns such as *bookcase* (from *book* and *case*), *seaman* (from *sea* and *man), wallpaper* (from *wall* and *paper*), etc. All these examples are nouns, but it can also create compound adjective (*good-looking, low-paid*) and compounds of adjective (*fast*) plus noun (*food*) as in a *fast-food restaurant* or *a full-time job*.

2)   Blending

This process deals with bringing together, two or more lexemes to form a new word. Blending is a common process of words formation in English. Blend are formed by combining two separate words with different meanings to form a new one. According to Richek (1996), two words may be combined to produce blends. Blends are similiar to compounds but parts of the words combined are deleted and so they are less than compounds. Example of words formed through the blending process in English incude: *brunch* (from *breakfast* and *lunch*), *motel* (from *motor* and *hotel*), *biopic* from (*biography* and *picture*), etc.

3)   Clipping

Clipped words are words shortened by common use. Yule (2010) maintains that clipping denotes the process whereby a lexeme is reduced, while still holding the similiar meaning and still being a member of the same class. According to Richek (1996), three main methods in which a lexeme is shortened to a clip.

1. The most common one is for the beginning of the base to be retained example *advert* (from*advertisement*), *exam* (from *examination*), *gym* (from *gymnasium*).

2. The next category is when the clip preserves the final part of the lexeme, as in *phone* (from *telephone*) and *roach* (from *cockroach*).

3. The last category is when the lexeme drops both its beginning and end, but holds and middle, for example *fridge* (from *refrigerator*).

According to Sokmen (1997), the term clipping denotes the subtraction of one or more syllable from a word. Qian (2002), asserted that clipping is thecreation of an existing one. There are three types of clipping in English, front clipping , baack clipping, front and back clipping.

1. Front clipping: This is the process of trimming words in the front in this order, the front syllable is takes to stand as a word. For example: *airplane* (from *plane*), *telephone* (from *phone*), etc.

2. Back clipping: This is another process of clipping where the trimming takes place at the back, thus, the back syllable is trimmed. For instance: *ad* (from *advertisement*), *gas* (from *gasoline*), *fan*, (from *fanatic*), *poly* (from *polythechnic*), etc.

3. Front and back clipping: This is where the clipping process takes place both afornt and back of the word. An example of this process is *flu* (from *Influenza*).

4) Borrowing

Borrowing is taking a word from one language and incorporating it into another. According to Yule (2010), borrowing is a direct process translation of the elements of a word into the borrowing language. Interesting example are the French term *gratte-ciel,* which literally translates as "scrape-sky, " the Dutch *wolkenkrabber* (cloud scratcher) or the German *Wolkenkratzer* (cloud scraper), all of which were *calques* for the English *skyscraper.*

5) Coinage

One of the least common process of word formation in English is coinage.Coinage is creation of a totally new word (Yule, 2010). The most typical sources are invented trade names for commercial products that become general terms (usually without capital letter) for any version of that product. For instance: *aspirin*, *nylon*, *vaseline*, *zipper*, etc (Yule, 2010).

B. Strategies on Vocabulary Learning

Vocabulary learning strategies are crucial steps taken by language learners to get new English words. Thus, the learners need to use the best vocabulary learning strategies to build their vocabulary. Some researchers have given information about the significant reasons deals with the importance of vocabulary learning strategies. Halilah's (2014) vocabulary learning strategies may prove to be the key to successful language acquisition. Knowing the right strategies to acquire words is also important to help learners in their study (Nayan & Krishnasamy, 2015). In this study, the researcher used a strategic taxonomy of vocabulary learning that has been developed by Schmitt. A variety of definitions

of the vocabulary learning strategies have been suggested in learning strategies Norbert Schmitt there are divided into two groups of strategies, are discovery strategies and consolidation strategies.

1) Discovery Strategies

A discovery strategy is a strategy used to find the meaning of a word. Which in included in the discovery strategy, they are:

a. Determination Strategies

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, if students do not understand a word, they can guess and discover the meaning of the new word in the first language that is connected to the second language with the help of context, structural knowledge, and references material such as dictionaries, using word lists, and flashcards. That means students find the meaning of the words on their own.

For examples of determination strategies used by students, such as; guess the meaning of the text and look up the meaning in the dictionary. A student likes to read English texts, even though she/he does not understand the meaning of every word in the text. When she/he enjoyed her/his reading, she/he tried to grasp the meaning of the word from context rather than distracting himself to find meaning in a dictionary. So, when she/he was finished reading, she/he tried to find the real meaning of the difficult words are he found.

Schmitt (1997) summarizes the vocabulary-guessing strategies normally

used by the language learners as follows:

a) The student must have a certain level of language proficiency in order to use this strategy, including the ability to accurately decode the orthographical form of new words.

b) The student must also have sufficient background knowledge of the subject as well as strategic knowledge of how to use the inference method effectively. Furthermore, the background must be rich enough in clues to enable guessing, with the most easily utilizable clues being in close proximity to the target phrase.

c) The most common strategy of determining a word's meaning is to consult reference sources, such as dictionaries.

b. Social Strategies

A second way to discover a new meaning employs the Social Strategy of asking someone who knows. Teachers are often in this position, and they can be asked to give help the students. According to Dethan and Yakob (2020) stated the teacher is a source of information that helps to provide a translation of a word in the first language (L1), provide synonyms of a word, provide a word definition using paraphrases, or use a new word in a sentence.

2) Consolidation Strategies

Consolidation strategy is a strategy that is used to reinforce a familiar word. There are several strategy in consolidation strategy, which are:

a. Social Strategies

They are learners who 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 to interact with other learners or native speakers of the language and make teamwork (Dethan and Yakob, 2020). Finally, the strategies can act in specific ways to foster certain aspects of that competence, such as grammatical, sociolinguistic, discourse, and strategic elements Ghazal (2007).

To develop vocabulary, students can interact directly with native speakers. This is a key element in language acquisition then it would seem that interacting with native-speakers would be an excellent way to gain vocabulary. Milton and Meara (1995) found that one group of nonnative-speakers enrolled in a British university (presuming a reasonably large amount of native speaker interaction) averaged vocabulary gains of 1,325 words per six months, compared to an average 275 words gain previously in their home countries.

Fauzia (2018), summaries there are three sets of social strategies normally used by the language leaners as follows:

a) The student can ask the speaker to repeat, give example, asking if a specific utterance is correct. This strategy occurs in conversation to find clarification with someone who understand well in speaking.

b) The student can cooperate with their peers or other language learners to improve language skills.

c) The student can emphasize with native speakers or other proficient users of the new language.

b. Memory Strategies

This is a strategy, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the newwords. 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. According to Schmitt (2000), a pictures will be remembered better than words. Also, he implies that associating words with pictures is a stronger recollection system. Groupings are an important way of bringing learned knowledge back.

Oxford (as quoted in Wei-dong Yang, 2012) shows the importance of associations in vocabulary memory strategies since the basic memory strategies Oxford cites consolidation the connection between word form and meaning in memory.

a) Dividing language content into useful units.

b) Associating new language knowledge with existing concepts remembering.

c) Integrating new vocabulary into a coherent 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 connected to a target language word so that it can be remembered more easily.

g) Using mechanical techniques, such as writing words on cards and moving cards from one stack to another when a new word is learned.

Rivers (1983) (as cited in Wei-dong Yang, 2012)summaries 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 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 to commit them to long-term memory.

f) Some students read dictionaries.

c. Cognitive Strategies

They are strategies that do not engage learners in mental processing but are more mechanical means. According to Schmitt (1997), cognitive strategies in his taxonomy are similar to memory strategies, but they focus on repetition and

mechanical means of learning vocabulary rather than manipulative mental processing. According to Sayyed (2013) mentioned learners are engaged in more mechanical processing rather than mental processing by using cognitive strategies that engage them. The traditional and popular examples of these are written and verbal repetition writing or saying a word over and over again. Wordlist, flashcards, and taking notes as well as using study aids such as language textbooks are also classified as cognitive strategies (Dethan and Yakob, 2020).

Schmitt (2001), word lists and flashcards are examples of cognitive activities that students often do in memorizing vocabulary. Studentscan remember and memorize vocabulary easily and quickly. Furthermore, the advantage of flash cards is that they can be taken almost anywhere and studied when one has free time.

Fauzia (2018) mentions there exist four steps in cognitive strategies used by the language learners as follows:

a) Repeating is saying or doing something over and over. The student will repeat the new material that he has done in teaching learning process.

b) The student used to skimming to receiving the main idea in the topicto find the specific details from the material.

c) Transferring is applying knowledge of word, concept, or structures from one language to another in order to understand the material.

d) The students will write down the main idea of the topic in notes and then they make summary abstract of a longer passage.

d. Metacognitive Strategies

They are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress. Meta-cognitive strategies are those that deal with processes like decision-making, tracking, and assessing a learner's progress (Sayyed, 2013). According to Schmitt (2001), meta-cognitive strategies help learners to regulate their cognition and focus in addition to planning and evaluating their progress. Schmitt (1997) (as cited in Dethan and Yakob, 2020) they mentioned that effective meta-cognitive strategies are getting maximum exposure to the 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 is useful meta-cognitive strategies.

Jamaris (2013), he summarized the teaching and learning process of metacognitive strategy can be implemented in the following procedures:

a) The students making plan their vocabulary learning.

b) Setting specific goals within a time frame.

c) Selecting the most appropriate vocabulary learning strategy.

d) Monitoring strategy use, use a ccombining of strategies.

e) Self-testing degree of mastery of the new vocabulary items after meeting their words for the first time.

f) Managing their time by devoting some time during their study hours to vocabulary practice.

g) Finally, evaluating the whole process contributed to this improved and expanded lexical knowledge.

C.   A Brief Review on Male and Female

God created man in two types, namely male and female. Both have similarities and characteristics, namely intellectual and physical perfection compared to other God's creatures. But where there are similarities, there must be differences, for example in strategies to build their vocabulary.

According to Mansour (1996) male as a person brings out an X and Y chromosome pair in the cell nuclei. Normally, a man has some special organs such as penis, scrotum, and testicles, and developing hair on the face of a man. While a female can produce two X chromosomes in the cell nuclei. Anatomically, the female has a vagina, a uterus, ovaries, and breastfeeding organs. Throughout human life, these organs will be continued to be attached to humans, both male and female. It means the male is the sex that does not give birth, while the female is the sex that can give birth.

Many aspects of human social and cognitive development have been found related to sexes in learning vocabulary . According to Oxford (1993), females are less aggressive than males, and females are less competitive than males (as cited in Nikolovska, 2011). Male students tend to be more inflexible than female students in memorizing, writing, and reading vocabulary (Maharani, 2020). Petersen (2018) states that more than 11 million grade 3 to 11 students in America show that women are slightly better than men in general verbal ability. Females also have the advantage of remembering faces and sensory images, while men are more fortunate in remembering information and abstract navigation (Palermo et al, 2016). Male and female have differences in language, male have been largely

ignored in dialect studies than male. In same line with Coates (2013) showed that male and female have differences in language. Female have been largely able to product vocabulary,literacy, and pronunciation than male.

There are four different brain structures between males and females as in the (1) corpus callosum, (2) hypothalamus, (3) inferior parietal lobe (parietal lobe), and (4) hippocampus. Anatomical differences will have implications for the different ways and styles of doing things including learning or remembering (Amin, 2018). According to Harianja (2009), the human brain system can be divided into three, namely (1) the brainlarge (sereberum), (2) cerebellum (cerebellum), (3) brainstem. The most part of the brain important in language activities is the big brain. The part of the cerebrum directly involved in language processing is the cerebral cortex. Cerebral cortex is the part that looks like white blobs and is a the largest part in the human brain system. This section organizes or manages processes cognitive in humans, and one of them of course is language.

Yule (2010) mentions there are two kinds language areas in the brain which are Broca's area and Wernicke's area.Broca's area is a part of the human brain located on the left, precisely in the superior frontal gyrus. This area functions in the language process, the ability to come up with ideas in good language, and use accurate words in spoken and written language. This ability is very important in human life. Because if this area of the brain is damaged, then humans can only understand but they cannot speak. on the other hand, Wernicke's area is an area in the brain that plays an important the involved in the understanding of speech.

Male and female learn differentially stated that these brain differences must make us aware that different brain structures play a major role in the learning patterns and workings of their brains, although not absolutely Coates (2013). Referring to the developmental phase and differences in brain structure, male are more likely to understand concepts by looking at pictures, graphics, or learning through hands-on activities such as practice, stringing, designing, making simulations. Besides, female are more comfortable through reading, writing, working together (discussing) with friends, or through other communication patterns such as drama or theatrical (Eliot, 2013).

D. Previous Study

Previous research on vocabulary learning strategies has yielded insightful results.Interms of memory, meta-cognitive, cognitive, social, and determination strategies.

A study conducted by Zarin and Khan (2014) showed that the memory strategywas the most frequently used strategy whilethe meta-cognitive strategy was the least frequently used. The finding of another similar research conducted by Basri (2014) mentioned that the students use a very varied strategy. To memorize they tend to use a memory strategy, while for practical purposes, students use a compensation strategy by using a dictionary, either an ordinary dictionary or an electronic dictionary. Social strategies are only used to memorize their memorization. The result of the study conducted by Yang and Dai (2012) shown that the most frequently used is memory strategies such as structural associations and semantics followed by rote repetition. The appearance of a rote

strategy among the strategies that students would use when they were involved in word list memorization is of considerable interest in that it indicates that students sometimes were not transforming or otherwise engaging the learning material in an active manner.

A study conducted by Jamaris (2013) showed that metacognitive strategy is commonly that can students apply to build their vocabulary. The finding of another similar research conducted by Sartika, Santihastuti, and Wahjuningsih (2019) the study explained that metacognitive became the most frequently learning strategy used by successful students, while cognitive strategy was the unsuccessful students used.According to Serkan and Veli (2010) showed that theTurkish EFL learners considered meta-cognitive strategies were more useful than other strategies, with social strategies being the least preferred. Another study conducted by Ansyari and Rahmi (2016) mentioned that male and female students choose meta-cognitive as the most frequent strategies to improve their vocabulary whereas memory is a rare strategy that they used.

Arjomand and Sharififar (2011) made effort to explore the relationship between vocabulary learning strategies and gender among Iranian EFL learners. They concluded that cognitive strategy was the most commonly used strategy, while social strategy was the least frequently used one. Furthermore, concerning gender, they claimed that cognitive/metacognitive and social strategies were respectively the most and the least level, the result of this study may have a significant contribution to our understanding of these strategies and the way they are applied by Iranian EFL university students.

The study conducted by Dethan and Yakob (2020) on 58 students in three, five, and seven semesters of the English Education Department revealed that there were significant vocabulary learning strategies between discovery and consolidation strategies. In discovery, the strategy was found as the most significant used by students was social strategy whereas determination strategy was the least used. In Consolidation, the students choose memory strategy as the dominant used but also the least used. In the line with, a study conducted by Na (2016) mentioned that male students tend to implicated the strategy within a social context, while female students are often implemented metacognitive and cognitive strategies more frequently than male students.

The findings of another similar Amirian and Heshmatifar (2013) explained that 74 EFL students (18 males and 56 females) order of strategy use by the students from the most frequent to the least frequent one. Determination is the most frequent than other strategies (cognitive, memory, meta-cognitive), then social strategy became the least strategy student used to build their vocabulary.
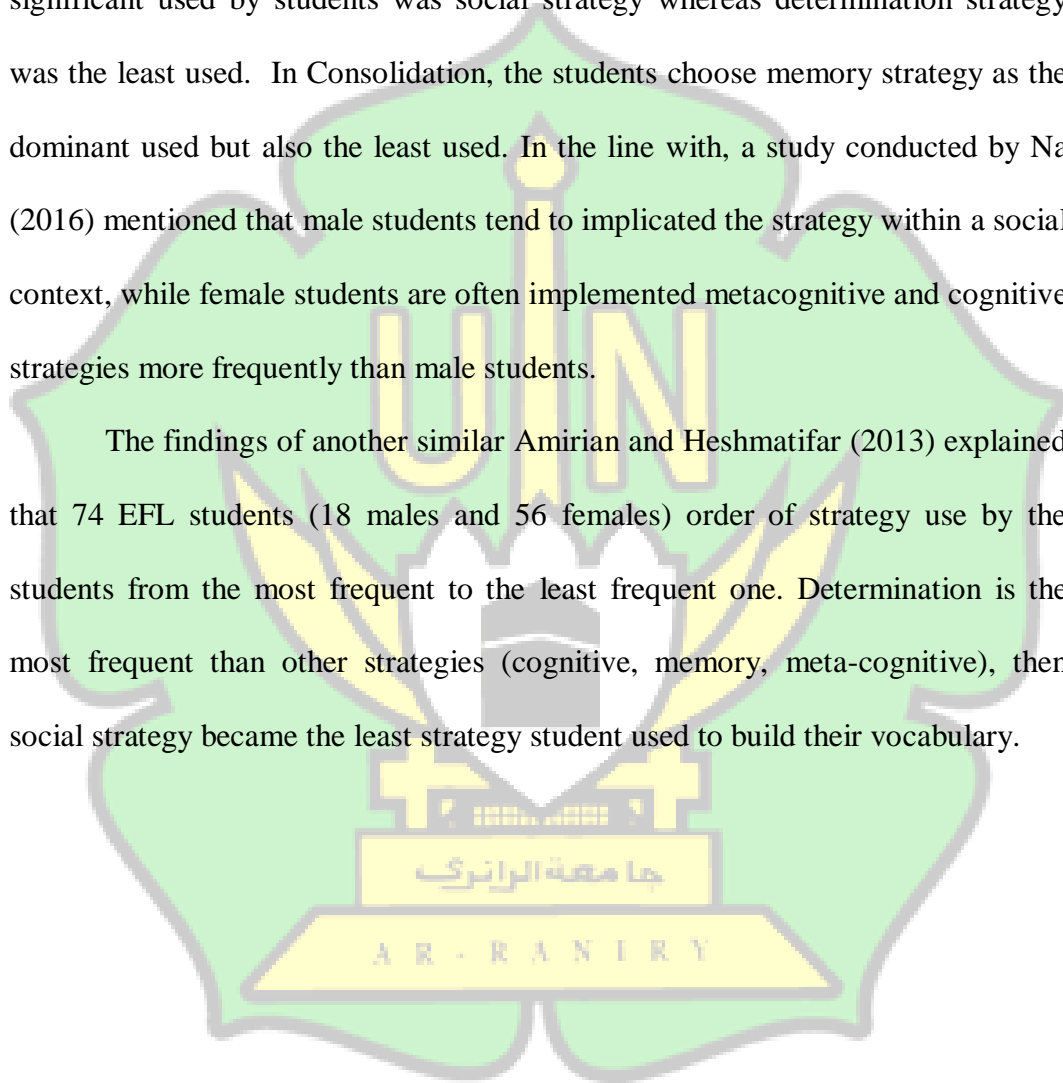
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained the methods of this research. It consists of some details about the method of the study, population and sample, and procedure of data collection.

A. Research Design

Creswell (2008) mentioned that research design is used to collect, analyze, and interpret data using quantitative and qualitative research. In this study, the researcher used combining both qualitative and quantitative research. The research illustrated the existence of the male and female students' vocabulary learning strategies of the English education department.

B. Population and Sample

1. Population

The population is a generalization area that consists of objects or subjects which become certain quantities and characteristics determined by researchers to be studied and can produce conclusions (Nuryadi et al., 2017). The population in this study were English students in the academic year 2020 consisted of 214. The sample in this study was determined by the purposive sampling method a total of 30 students (15 male and 15 female students). The sample collection method used is purposive sampling. Ilker (2016), purposive sampling is a technique by determining certain criteria. The critiea used in this study are:

1) English students in the academic year 2020.

2) They had completed the Vocabulary and Pronunciation course and got a minimum grade of A.

2. *Sample*

Creswell (2008) states that samples are the core group of the target population to be studied by researchers to generalize to the target population. In this study, the method used to take samples using a purposive sampling technique. The reason for using the purposive sampling technique is because not all samples have criteria that match what the authors have specified. Therefore, the researcher chose a purposive sampling technique by determining certain considerations or criteria that must be met by the sample used in this research.

After knowing the average result of samples, the researcher used document techniques to determine the sample to be studied from 15 males and 15 females using Academic Achievement Record (also known as *KHS* in Indonesian term) as evidence.

C. Data Collection Method

Data collection techniques are usually said to be the activities of researchers to collect or collect several of field data needed to answer research questions. In this study, researchers used questionnaire, interview and documentation techniques.

1. *Documentation*

According to Creswell (2008), documentation can take the form of writings, pictures, or works monumental of someone. According to Sidiq &

Choiri(2019) mentioned, documentation that is looking for data regarding things or variables that are in the form of notes, transcripts, books, letters news, journals, magazines, inscriptions, minutes of meetings, agendas, etc.

Based on both opinions the above experts can be concluded, that gathering data using documentation is a thing that is done by researchers to collect data from various print media results discuss sources that be researched. This research using the documentation method to collect data of students in the academic year 2020, and who completed a minimum grade of A in the vocabulary and Pronunciation course. Academic Achievement Record (also known as *KHS* in Indonesian term) as evidence also used for this study.

Figure 3.1 Example of Academic Achievement Record (also known as KHS in Indonesian term)

2. *Questionnaire*

To answer the second research question in this study, the researcher used a questionnaire as the main data collection technique. It is hoped that the use of the

questionnaire technique can collect the information and the needed by not giving direct questions or answers. Creswell (2008) stated a questionnaire is a technique or method of collecting data indirectly (researchers do not directly ask and answer questions). The form of the questionnaire used is structured with a closed answer form where the answer is already available and the respondent only answers each statement by choosing the alternative answer that has been provided.

The questionnaire using the Likert Scale model made easier for respondents to answer questions or statements that have been provided in the questionnaire.Budiaji (2013), the Likert scale is a scale that contains four options of answers regarding the respondent's approval of statements, namely: always (A), often (O), rarely (R), and never (N). Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Joshi & Pal, 2015). Respondents can choose one of four alternative answers which are invincible with the subject's circumstances.

Table3.1Likert Scale Model

Answer Range	Favorable	Unfavorable
Always	4	1
Often	3	2
Rarely	2	3
Never	1	4

There are two forms of questions that use Likert, namely positive questions to measure favorable interest, and negative questions to measure

unfavorable interest. Favorable answer is given a score of 4, 3, 2, and 1; while the form of unfavorable answer was given a score of 1, 2, 3, and 4. The form of the Likert scale answer consists of strongly.

Figure 3.2 Example of Questionnaire

3. *Interview*

According to Creswell (2008) a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answer. In the interview section, the researcher used semi structure

interviews. Semi structure interview is interviews conducted by looking for important topics for the person being interviewed at the beginning of the interview process. The researcher did not prepare a list of questions to be interviewed but rather engages with the interview participants by asking the number of questions that take place spontaneously. The interview is finished after knowing the male and female students' strategies on build vocabularies in English. The researcher interviewed male and female students of the English education department. The interview time took 10-15 minutes for each participant.

Respondent Interview Protocol

This interview aims to figure out the how do male and female students of English Department implement their strategies on vocabulary. This data is needed for thesis research entitled *"Vocabulary Learning Strategies of Male and Female Students (English Education Department)"*.

Interviewer   :

Interviewee   :

Place/Time   :

1. What is the importance of vocabulary in learning English and why?
2. What are the strategies that you use in learning English vocabulary?
3. Which strategies do you use the most?
4. Why do you use these strategies, and what are the benefits in using them?
5. How do you implement the strategies to build your vocabulary?

Figure3.3 Example of Respondent's Interview Protocol

D. Methods of Data Analysis

1. *Documentation*

In data analysis, the first time the researcher collected information Academic Achievement Record (also known as *KHS* in Indonesian term) of male and female students who got an A in Vocabulary and Pronunciation course.

2. *Questionnaire*

Secondly, researchers provided a questionnaire that has been prepared byresearchers to find out the vocabulary learning strategies of male and female students. The researcher processed the data because is important and needed for this research, then group the data into groups based on the theme of the questions.Creswell (2008), the theme is the same code that is collected together to form the main ideas in the database. After each data is analyzed, the researcher used the SPSS and Microsoft Excel Program to process analyzing data. The purpose of data analysis is to describe data so that it can be understood and also to make conclusions or draw conclusions about the characteristics of the population based on data obtained from the sample.

3. *Interview*

In the last process of analyzed data, the researcher interviewed three male and three female students of the English Education Department of academic 2020. The data has been recorded based on the purposes of this study that to find out vocabulary learning strategies of male and female students. For the results of the unstructured interview, the researcher transcribed the data which is commonly called the transcription process. Creswell (2008) stated that transcription is a

process of changing text data from audiotape recording or fieldnotes. Finally, after the interview results have been made in the form of transcripts, the data are interpreting to find out the vocabulary learning strategies of male and female students.

E. Instruments of Data Collection

1. *Validaty Test*

Validity test is conducted to see if the item is worth sharing to students or not. The researcher conducted a judgment test on the lecturer to see whether the items were valid. Based on the judgment process of the experts, several changes in words and sentences were obtained in relation to the scale items that would be tested on respondents. As for the expert lecturers in the judgment test considered the instruments is valid in terms, concept, and contents.

1) Dr. Nashriyah, MA

Table3.2The Results of Expert Judgement

CONSIDERATION	RECOMMENDATION/REVISION
TERMS	Good
CONCEPT	Good
CONTENTS	Good

2) *Piloting Study*

After getting a judgment test from the experts, from the 30 questions that were conducted the research was declared valid and allowed to be revealed to the field. To see the results in the field, the 30 questions were tested on a group of

students who were not included in the sample. The results obtained stated that of

the 30 questions only 25 they understood. So to be reduced to a sample of only 25

which are the results of the pilot study. To decision making can be seen the

correlation of the questionnaire at n 30 and α 0.05 is 0.361. If R_{count}> 0.361 then

the item is said to be valid and if the R_{count} is <0.361 then the item is declared

invalid (Kamilah, 2015). The total number of items or statement items that are

invalid and valid can be seen at the table.

Table3.3The Results of the Research Instrument Item Validity Test

Variable	Test Statement Items	Research Statement Items
The students of English Language Education Department at UIN Ar-Raniry Banda Aceh	30	25

3) *Reliability Test*

Reliability refers to the extent to which a measuring instrument is

consistent which is used to measure what you want to measure. Reliability is the

consistency or stability of the score of a research instrument against the same

individual given at different times (Muri, 2013). The state of a measuring

instrument can be seen from a person's test results where the test results show

relatively the same score, even though the respondent was tested at different

times. To measure the state of the questionnaire used, this study used a reliability

test based on "Cronbach's Alpha" with the help of SPSS. This analysis is used to

interpret the correlation between the scale made and the existing variable scale.

Knowing the reliability of an instrument, the calculated Rcount is compared with the table. At Rcount> Rtable, the instrument is significant. The results of the instrument realable can be seen in the table below:

Table 3.4The Result of the Research Variable Reliable Test Result

No.	Variable	Cronbach's Alpha
1.	The students of English Language Education Departement at UIN Ar-Raniry Banda Aceh	0.930
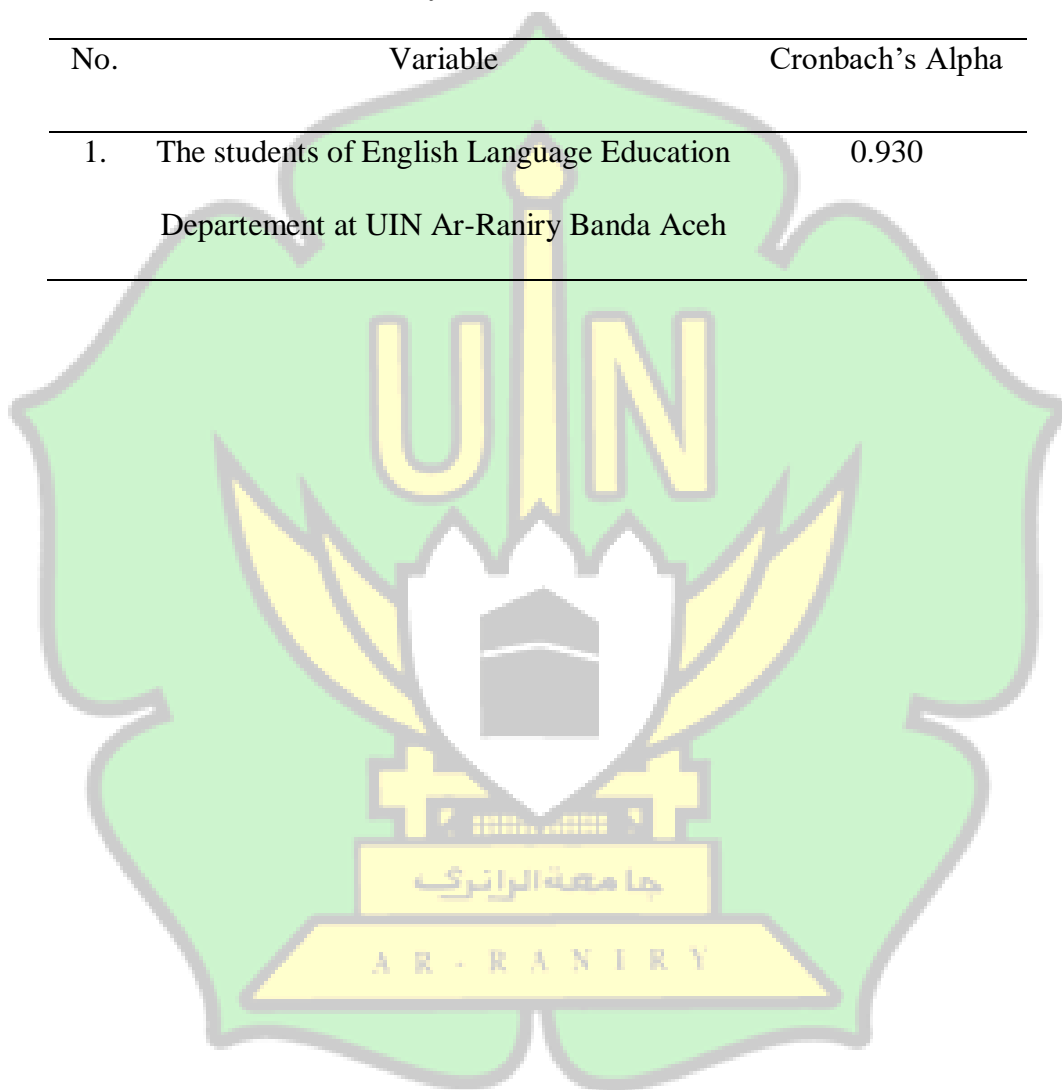
CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher presents the result of the data presentation and findings in the study itself. This presents the results obtained by the vocabulary learning strategies of male and female students of English Education Department and the results of interviews about the implement their strategies between male and female of learning vocabulary.

A. Result

1. *Questionnaire*

The questionnaire conducted once with thirty respondents. The researcher carried out the questionnaire to answer the research question "What are the strategies of vocabulary building by male and female of English Department student?". The data was statistically analyzed to answer for the first research questions.

a) Overall Strategies Used by Male and Female Students

The following figure illustrates the students' avarage in vocabulary learning strategies. The distribution in Figure 4.1 shows that from 25 questionnaires of 30 students (15 males and 15 females students) were not significantly different strategy in build their vocabulary, as shown in the following chart.

Figure 4.1 Overall Strategies of Vocabulary Learning Between Male and Female
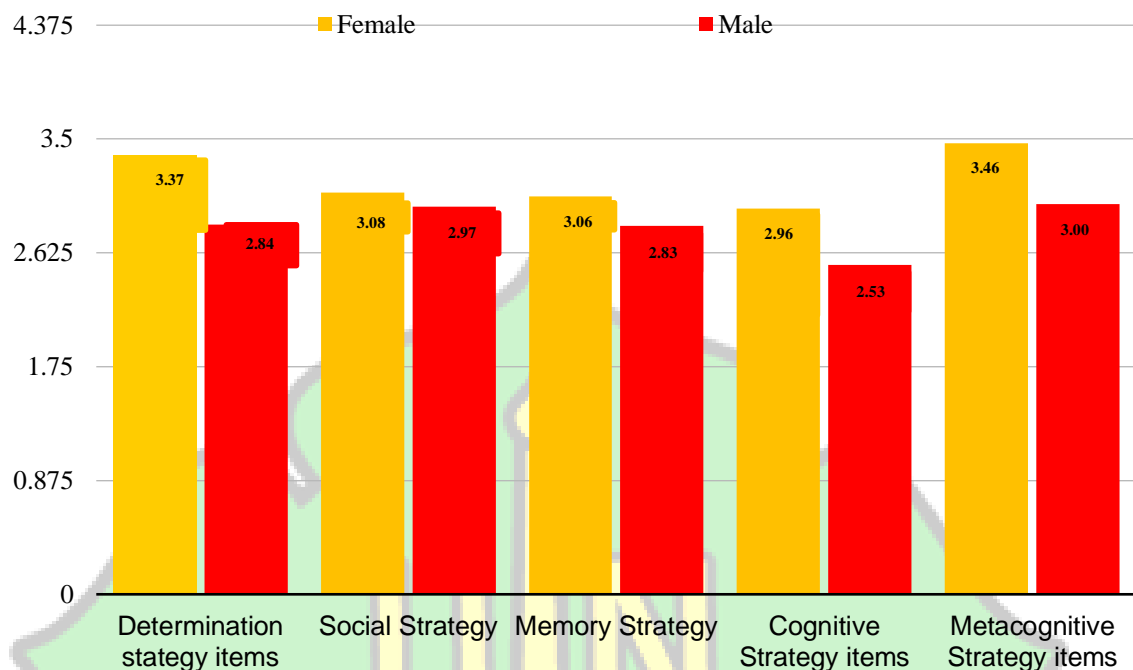
Overally for the five strategies as display in figure above, the researcher found that the meta-cognitive strategy of the male was (average= 3.00). Then it was followed by social strategies for male students (average = 2.97), determination strategies (average = 2.84), memory strategies (average = 2.83) and the last cognitive strategies (average = 2.53). Furthermore, meta-cognitive strategies is the highest used by female students is (average = 3.46). Next it was followed by determination strategies (average= 3.37), social strategies (average = 3.08), memory strategies (average = 3.06) and cognitive strategies (average = 2.96). Based on the above chart, the data shown that male and female students have same dominant strategies is me-tacognitve whereas cognitive is a rarely strategies that they used.

In the following section, the utilization of each strategy category is discussed more specifically.

1) Determination Strategies
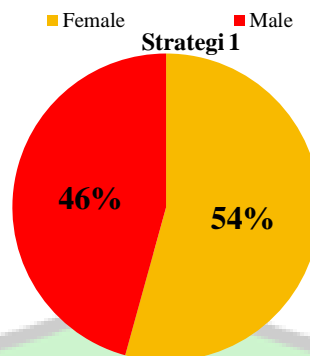
Figure 4.2 Determination Strategies between Male and Female Students

From figure 4.2 above, it could be seen that the average of sex of determination strategies between male and female was nearly similar 46 % for the male and 54 % for the female, which means that most of the students using this strategy to build vocabulary are female. This study assumed that most female students in this study were more concerned put their concern more on learning by their selves.

2) Social Strategies
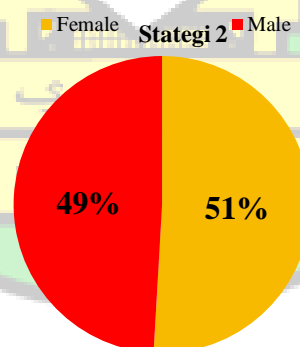
Figure 4.3 Social Strategies between Male and Female Students

From the diagram above, the vocabulary learning strategy used by male and female was slightly different, it could be seen that the average of sex of social

strategies which are; 49% for the male and 51% for the female. Female student is the most used this strategy than male students to increase their vocabulary.This strategy seemed not tohave a significantdifference between both of them. This research assumed that most female students prefer to use this strategy such as practice English with their friends or interact with a native speaker.

In addition, students learning independently, the students also used social strategies to grasp the new meanings with some help from other people. Social strategies provide interaction and more empathetic understanding which also are two important factors in reaching communicative competence.

3) Memory Strategies
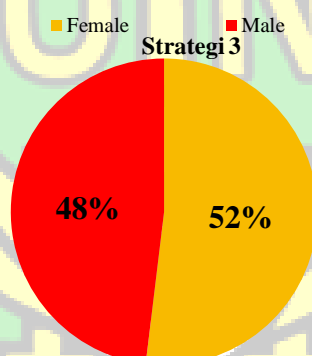
Figure 4.4 Memory Strategies between Male and Female Students

From the collected data by questionnaire, the writer found that the students used memory strategies on average of 48% for male and 52% for the female. In this memory most adopted by female students to link the word with previously learned information using some image or grouping format rather than male students. In conclusion, there is no significant difference on memory strategies preference in learning English vocabulary between male and female of the English Education Department.

4) Cognitive Strategies

Female   Male
Strategi 4

46%   54%
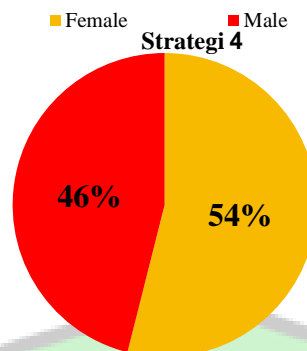
Figure 4.5 Cognitive Strategies between Male and Female Students

For the diagram above, it showed that cognitive strategies were almost similar between male 46% and female 54% which means that male least than female by using this strategy.So the researcher assumed that from the five strategies used, cognitive is the least commonly used cognitive strategy by male and female students.

5) Metacognitive Strategies

This data analysis yielded questionnaire which proved that the students of this research used meta-cognitive strategies in their vocabulary learning process.

Female   Male
Strategi 5

46%   54%
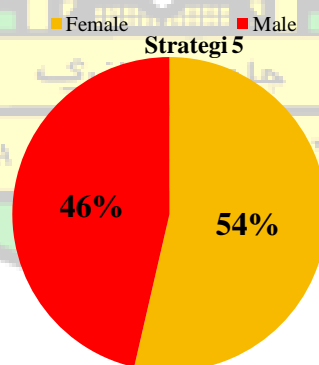
Figure 4.6 Meta-cognitive Strategies between Male and Female Students

From the Diagram Pie above, it showed that meta-cognitive strategies were nearly different between male 45% along with female student 54%. Related

to the aforementioned finding, the questionnaire showed that the students give particular attention to the new encountered English words for example by reading books, watching movies, and interacting with native speakers.

2. Interview

The interview was conducted to answer the second questions are "How do male and female students of the English Language Education Department implementation their strategies on vocabulary?". It includes the strategy that they used and the implement of their strategy on vocabulary. From the phone calls interview, the researcher chose six participants (three male and three female) randomly to know more about that the implementation of their strategy to build vocabulary. The following is the summary of the transcript from each interviewee.

Based on the interview, the researcher found various strategies used by male and female students. The strategies are (1) Watching movies, listening to music, Podcasts, or YouTube. (2) Memorizing vocabulary and making a simple sentence. (3) Reading books, journals, or articles. (4) Practicing speaking alone by the mirror. (5) Grouping Discussion. (6) Playing games.

1) Interview with Three Female Students

Interview was conducted by 3 female students namely F1, F2, and F3.

a) *Watching Movie, Listening Music, Podcasts, or YouTube*

This strategy is used by F1, F2 and F3. F1 commented that watchingmovie, and YouTube were strategies that it provides her with examples of Englishused in real situations such as accent, speedy, pronunciation. F2 and F3

agree with the F1 statement because they think that YouTube has many features to improve their English such as listening to music, watching movies or TV shows, etc. By this strategy, they can try listening to some individual new words and help them to understand what the speaker said. In addition, they add the benefit of using this strategy especially in a movie or TV show which is can expose they to natural expressions and the natural flow of speech.

b) *Memorizing Vocabulary and Make a Simple Sentence*

This strategy was carried out by F1 and F3 in building their vocabulary. Normally, they memorize five new vocabularies that they have never known before. In addition, the most obvious strategy is to improve the vocabulary by deeply understanding words. It can make their vocabulary grow exponentially. Instead of just memorizing words they tried to understand them by looking at their etymology, word roots, prefixes, and suffixes, then they started to use the new words in the sentence that they try to commit to my long-term memory. It is made them understanding the logic behind words always pays off in terms of learning and recalling.

c) *Reading Book, Journal, or Article*

F2 likes reading journals and articles to improve her vocabulary. F2 assumed that reading is important because it develops her thoughts, gives her this strategy that can help her learn and understand things that cannot be underestimated. F3 also mentioned reading books can hold and keep all kinds of information, stories, thoughts, and feelings unlike anything else in this world. So, the benefits of reading include enhancing their language skills, especially if the

reading material blends familiar and challenging concepts. Vocabulary, grammar, and syntax are all advanced by reading, which enhances their ability to speak and write.

d) *Practicing Speaking Alone by Mirror*

Based on F1, F2, and F3 personalities, they were implementedthe same strategies to build their vocabulary which is practicing speaking alone by the mirror. Usually, they will spare around 5 -10 minutes to talk by themselves in front of a mirror. By this strategy, they can get more vocabulary, improve their pronunciation and presentation style. So, they often use this strategy because mirrors are their best friend.

e) *Grouping Discussion*

Group discussion is a platform for F1and F2 to help them to increase vocabulary. They explained that make a group is one of the best ways to help them find friends to share, learn English together.They mentioned debating, speech, listening, and watching a movie as common strategies that they applied in their group discussion. Those strategies can increase their spirit in learning vocabulary. They also explained the importance of grouping discussions to increase their vocabulary and found the right person to talk to. They cited that practicing is most important for the student English department.

2) Interview with Three Male Students

Interview was conducted by 3 male students namely M1, M2, and M3.

a) *Watching Movie, Listening Music, Podcasts, or YouTube*

This strategy is used by M1, M2, and M3. M1 explained thatmany various

ways to build his vocabulary, one of themwatch movies TV shows, listening to Podcasts, and YouTube. It can help him to watch a movie in a foreign language (with subtitles or without subtitles) and he tries to find out what the words mean. In the same line, M2 and M3 also agree on the statement. M2 and M3 havecommonly used this strategy to build their vocabulary. They cited that these strategies can help them to get more vocabulary, idioms, slang, and expressions. It can also improve important pronunciation.

b) *Memorizing Vocabulary and Make a Simple Sentence*

M2 and M3 choose this strategy to build their vocabulary. According to both of them memorizing vocabulary and make a simple sentence is the common strategy they used. They said that by memorizing they can get more vocabulary and help them to make a sentence easier.

c) *Reading Book, Journal, or Article*

This strategy is used by M1 and M3. According to M1 reading is a way to develop his vocabulary. He found that many varieties of grammar structures, both familiar and new, and how the word is uses in context. The context or articles, journals, books, and conversations help them figure out and understand the meaning of English words in the text that are new to them. Therefore reading is a particularly valuable exercise for English language learners to provide repetition of vocabulary words they have already learned to help them remember.

d) *Practicing Speaking Alone by Mirror*

This strategy is used by M1, M2, and M3. They assumed that practicing by themselves can guide them to be more confident and try to recall the vocabulary.

In the same line, they can select an interesting topic to discuss by a mirror. M3 used this strategy around 2-3 minutes to talk in front of the mirror. This exercise really helps them to recall vocabulary, pronunciation, and confidence. In addition, talking to the mirror can also help gestures to speak politely.

e) *Grouping Discussion*

Making group discussion is a strategy that M1 and M2 used to improve their skills such as, listening, speaking, reading, and writing. They think Using group discussion tasks to improve their speaking and enrich their vocabulary especially. Basically, the group discussion can provide some tasks, which could give them to opportunity to practice the language being learned repeatedly. The goal of the activity was to give as much opportunity for them to speak English correctly. They would give supervision and direct connection to each other. The use of discussion made them enthusiastic and got the motivation to increase their vocabulary.

Overall, male and female students agree on the same statement about vocabulary learning strategies, which are The strategies are (1) Watching movies, listening music, Podcasts, or YouTube. (2) Memorizing vocabulary and making a simple sentence. (3) Reading book, journal, or article. (4) Practicing speaking alone by mirror. (5) Grouping Discussion but only playing games is only used by male students.

f) *Playing Games*

M2 and M3 cited that building vocabulary is a very important aspect of life-long learning, personal fulfillment, and academic advancement. They

assumed that to build their vocabulary in English is by playing games. It was can help them to find new words and they can also talk to strangers in English. It means thatutilizing play games is an effective strategy for increasing their vocabulary. Since games are engaging and fun, they usually devote more time studying vocabulary when it involves a game. It was effective for helping build their vocabulary due to they get many vocabularies from playing games that they can practice in their daily life.

B. Discussion

Based on the result of the data analysis, this research aimed to find out theresearch questions in this study.

1) What are the strategies for vocabulary building by male and female of English Department students?

2) How do male and female students of English Department implement their strategies on vocabulary?

Toanswer the first research question, the researcher conducted a questionnaire of 25 items for 30 respondents (15 male and 15 female students). Besides, to answer the second research question, the researcher conducted an interview with six students (3 male and 3 female students). The result of this study showed there are five suitable and common strategies in learning vocabulary bymales and females of English Language Education Department. The strategies includeddetermination strategies, social strategies, memory strategies, cognitivestrategies, and metacognitivestrategies. In the questionnaire and interview section, meta-cognitive strategies were the highest used by male and

female students whereas cognitive strategies were the rare strategies used by male and female students.

The metacognitive strategy was the highest commonly used by male students to improve their vocabulary. This idea support by Ansyari and Rahmi (2016), male students choose meta-cognitive as the most frequent strategies to improve their vocabulary. Serkan and Veli (2010) have conducted research that concluded, that Turkish EFL learners considered meta-cognitive strategies were more useful than other strategies (memory, cognitive, social, and determination). Moreover, Jamaris (2013) commented that metacognitive strategy dominantly tat can students apply to increase their vocabulary. The finding of another similar research conducted by Sartika, Santihastuti, and Wahjuningsih (2019) the study explained that meta-cognitive became the most frequently learning strategy used by successful students, while cognitive strategy was the unsuccessfulstudents used.

In addition, Eliot (2013), referring to the developmental phase and differences in brain structure, males are more likely to understand concepts by looking at pictures, graphics, or learning through hands-on activities such as practice, stringing, designing, making simulations. Furthermore, femalesare morecomfortable through reading, writing,discussing with friends, or through other communication patterns such as drama or theatrical.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusion of this study and suggestion for the next researcher.

A. Conclusion

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 strategies for vocabulary building by male and female of English LanguageEducation Department students. Thesecond part was the investigation male and female students of EnglishLanguage EducationDepartment implement their strategies on vocabulary.

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 which are; determination, social, memory, cognitive and meta-cognitive strategies. Based on the research result and discussion in the previous chapter, the researcher concluded that male and female students tend to employ meta-cognitive as the dominant strategies to improve their vocabulary whereas cognitive strategies became the least strategies that they used. However, male and female have the same way to increase their vocabulary, which are: (1) Watching movies, listening music, Podcasts, or YouTube. (2) Memorizing vocabulary and making a simple

sentence. (3) Reading book, journal, or article. (4) Practicing speaking alone by mirror. (5) Grouping Discussion and playing game only used by male student.

B. Suggestion

Based on the conclusions and implications above, some suggestions will be directed toward the English student, teacher and the other researchers.

1) The Student

By using determination, social, memory, cognitive, and meta-cognitive strategies the students can increase their vocabulary. The students are suggested to be spirit build vocabulary because those strategies help the students to be active in learning English.

2) The Teacher

The role of the English teacher in improving student vocabulary is very necessary to facilitate students to understand the material provided by the teacher to students and make it easier for students to use in speaking, writing, and reading. Therefore, the English teacher must find and use interesting methods to teach vocabulary.

3) The Researcher

The researcher hopes that for the future researchers who interested in conducting similar research, it will contribute to be better understanding of the differences in vocabulary mastery students have and can be supplemented by what strategies teachers use in the teaching process.

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APPPENDIX A

APPPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8065/UN.08/FTK/KP.07.6/04/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-12752/Un.08/FTK/KP.07.6/06/2020** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2020

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-12752/Un.08/FTK/KP.07.6/06/2020** tanggal 19 November 2020
KEDUA	:	Menunjuk Saudara:

1. Khairiah Syahabuddin, M.Hsc. Esl., M.TESOL, Ph.D — Sebagai Pembimbing Pertama
2. Alfiatunnur, M.Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Ricky Sriyanda**
NIM	:	**170203013**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Vocabulary Learning Strategies of Male and Female Students (English Education Department)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 28 April 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

APPPENDIX B

RECOMMENDATION LETTER FROM DEPARTMENT OF ENGLISH

LANGUAGE EDUCATION TO CUNDUCT RESEARCH

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id. Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-297/Un.08/PBI/TL.00/07/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-10118/Un.08/FTK.I/TL.00/06/2021 tanggal 21 Juni 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Ricky Sriyanda
NIM   : 170203013
Fak/Prodi   : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Vocabulary Learning Strategies of Male and Female Students (Eenglish Education Department)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Juli 2021
Ketua Prodi Pendidikan Bahasa Inggris,
an. sekprodi

T. Zulfikar

THE RESULTS OF EXPERT JUDGEMENT

Instrument   : Instrument Vocabulary Learning Strategies of Male and Female Students

(English Education Department)

Name   : Ricky Sriyanda

Student ID   : 170203013

CONSIDERATION	RECOMMENDATION/REVISION
TERMS	GOOD
CONCEPT	GOOD
CONTENTS	GOOD

Banda Aceh, 04 Juni 2021

Instrument Advisor,

(Dr. Nashriyah, MA)
NIP: 196908191999032003

QUESTIONNAIRE PROTOCOL

docs.google.com

1. To remember new vocabulary words in *
English, I created a picture in my mind to
help me remember.

1   2   3   4

NEVER   ALWAYS

2. I have to look up the dictionary when I *
see a new word repeatedly.

1   2   3   4

NEVER   ALWAYS

3. When looking up the dictionary, I will *
directly look up the prototype of the
vocabulary (created - create)

RESPONDENT'S INTERVIEW PROTOCOL

This interview aims to figure out the how do male and female students of English Department implement their strategies on vocabulary. This data is needed for thesis research entitled "*Vocabulary Learning Strategies of Male and Female Students (English Language Education Department)*".

Interviewer   :

Interviewee   :

Place/Time   :

1. What is the importance of vocabulary in learning English and why?

2. What are the strategies that you use in learning English vocabulary?

3. Which strategies do you use the most?

4. Why do you use these strategies, and what are the benefits in using them?

5. How do you implement the strategies to build your vocabulary?

APPENDIX F

ACADEMIC ACHIEVEMENT RECORD OF ENGLISH STUDENTS

UIN AR-RANIRY
Universitas Islam Negeri
Banda Aceh, ACEH

TRANSKRIP AKADEMIK
PROGRAM SARJANA

NIM : **200203075**
NAMA : **IRHAMNI BERLIANA**
T.T.L : **BANDA ACEH, 14 May 2001**
PRODI : Pendidikan Bahasa Inggris

NO	KODE	NAMA MATAKULIAH	SKS	NILAI HURUF	TOTAL BOBOT	NO	KODE	NAMA MATAKULIAH	SKS	NILAI HURUF	TOTAL BOBOT
1	2012PBI004	Matematika Dasar	2	A-	7.34	5	2032PBI003	Bahasa Arab	2	A	8.00
2	2012PBI005	Ulumul Hadits	2	A-	7.34	6	2032PBI006	BASIC ENGLISH GRAMMAR	2	A-	7.34
3	2032PBI001	Pancasila dan Kewarganegaraan	2	A	8.00	7	2032PBI007	BASIC LANGUAGE SKILLS	4	A-	14.68
4	2032PBI002	Ulumul Qur'an	2	A-	7.34	8	2032PBI008	Vocabulary and Pronunciation	4	A	16.00

TOTAL SATUAN KREDIT SEMESTER (SKS)	:	**20** SKS
TOTAL BOBOT	:	**76.04**
INDEKS PRESTASI KUMULATIF	:	**3.80**

KETERANGAN BOBOT NILAI : A = 4.00   D = 1.0
Total Bobot = Bobot Nilai x SKS   B = 3.00   E = 0.00
C = 2.00

BANDA ACEH, 28 April 2021
Wakil Dekan I

* Dokumen ini tidak memerlukan tanda tangan, karena
dicetak secara komputerisasi

Dr. M. Chalis, M.Ag.,
(NIP. 197201082001121001)

TRANSCRIPT OF INTERVIEW

1. *Transcript F1*

Interviewer	: Assalamu'alaikum
Interviewee	: Wa'alaikumussalam
Interviewer	: How are you?
Interviewee	: I am good, thanks. How about you?
Interviewee	: I am well, thanks for asking me back.
Interview	: What are the importance of vocabulary in learning English and why?
Interviewee	: Vocabulary is the first thing for us, to learn new language. Without vocabulary we can not say anything.
Interviewer	: Yeah. You are right. Vocabulary is the foundation of all languages. So, if you want to build your vocabulary, what are the strategies that you use in learning English vocabulary?
Interviewee	: They are several strategies that I used, which are: (1) Watching movie, listening music, Podcasts, or YouTube, because using this strategy is that it provides me with examples of English used in real situations such as accent, speedy, pronunciation.(2) Memorizing vocabulary and make a simple sentence. I used this strategy because I like memorize some new vocabulary in English, and I do not forget to make the word in the simple sentence. (3) Practicing speaking alone by mirror, this strategy is really help me to improve my English, due to I can see my progress in a mirror when I talking by my self. (4) Grouping discussion. I think, make grouping discussion is one of the best strategies to can help improve my English. By this strategy I can make relation to another people.
Interviewer	: I agree that your strategies. So, which strategies do you use the most?
Interviewee	: Watching movie, listening music, Podcasts, or YouTube, practicing speaking alone by mirror and memorizing vocabulary and make a simple sentence. These strategies are the currently that I use to improve my vocabulary.
Interviewer	: Why do you use these strategies, and what are the benefits in using them?
Interviewee	: I used them, because I like them and also simple to do it. I think that, these strategies really help me to increase my vocabulary and also my self confident, because I know how use the word, pronunciation of the word, and so on.
Interviewer	: How do you implement these strategies to build your vocabulary?
Interviewee	: Every single day, I will spent my time around 5 -10 minutes to

talk by myself in front of a mirror or with people around me. Furthermore, when I wake up in the morning I would memorize five new vocabularies that I never known before and I tried to make the word on the sentence. I do these strategies to enrich my vocabulary.

Interviewer : I conclude that, there are several strategies that you use to improve your vocabulary, which are; watching movie, listening music, Podcasts, or YouTube, practicing speaking alone by mirror and memorizing vocabulary and make a simple sentence.

Interviewee : Yeah.

Interviewer : Thank you very much, nice to see you.

Interviewee : Nice to see you too.

1. Transcript F2

Interviewer : Assalamu'alaikum. How's life?
Interviewee : Wa'alaikumussalam. Alhamdulillah I am Fine. How about yours?
Interviewer : I am fine too. Thanks. Well, before we start I just want to say thank you so much to being one of my participants in my research.
Interviewee : My pleasure.
Interviewer : OK. The first question what is the importance of vocabulary in learning English and why?
Interviewee : Learning vocabulary is the first thing to learn new language. By vocabulary we can understand easier what people say to us.
Interviewer : What are the strategies that you use in learning English to build your vocabulary?
Interviewee : Well, I use several strategies to help me improve my vocabulary. Firstly, YouTube. I use this strategy because I think, YouTube is the best way to learn English, I can looking for what I want such as movie, music, talk show, and so on. Secondly, I like reading journal and article because by reading I can develop my thought make me critical thinking to understand things cannot be underestimated. Thirdly, practicing speaking alone in front of the mirror. At least, my friends and I make a groping discussion to improve our English.
Interviewer : Among them, which strategies do you use the most?
Interviewee : I decide to watching YouTube, reading journal and article, and practicing by myself in front of a mirror.
Interviewer : I want to know, why do you use these strategies and what are the benefits in using them?
Interviewee : I use these strategies because on YouTube I can found many features to improve my English such as listening to music watching

a movie or TV show and etc. By reading journal and article make my vocabulary to be rich and I easily understand what the text talk about.

Interviewer : How do you implement these strategies to build your vocabulary?

Interviewee : Usually, I will practice my English in front of a mirror because I think, the more practice the more you get it. So, I will recall my vocabulary that I remember before. In the same line, YouTube and reading journal and article as a role to improve my skill like speaking, listening, reading, writing because I will get many knowledge from them.

1. *Transcript F3*

Interviewer : Hallo

Interviewee : Hallo

Interviewer : How are you?

Interviewee : I am really well, thanks. How about you?

Interviewer : Oh.... I am good. Anyway, they are several questions that you should answer. Are you ready for the first question?

Interviewee : Yes, I a ready.

Interviewer : What is the importance of vocabulary in learning English and why?

Interviewee : Based on my opinion, *vocabulary* is so *important* because it make us understanding in learning process English language.

Interviewer : So, you mean that vocabulary is the first thing that everyone do to learn new language.

Interviewee : Yeah... Exactly.

Interviewer : I believe in building vocabulary, you have strategies that can help improve your vocabulary. So tell me, what is that?

Interviewee : Actually, I like listening music, memorizing vocabulary and then try to make a simple sentence, reading book, and practicing speaking alone by mirror. I use these strategies because it was help me to improve my skills specially listening, speaking.

Interviewer : I agree that your statements. So, which strategies do you use the most?

Interviewee : The most strategies that I use to improve my vocabulary are listening music, memorizing some vocabulary, reading a book and Talking in front of a mirror. Moreover, talking in front of mirror is still one of the best things I can do to improve my pronunciation and presentation style.

Interviewer : Why do you these strategies, and what are the benefits in using them?

Interviewee : I often use these strategies because it was help them to catch up and try to understand what the speaker said. For example, In listening music, I can try listening to some individual words that I might have checked up last time or I might try to see how much I can catch up the film without subtitles. In the same line, reading

Book can help me to increase my vocabulary, grammar, and get more new knowledge.

Interviewer : The last question is, how do you implement the strategies to build your vocabulary?

Interviewee : Honestly, I like listening. I think, music is my friend to improve my vocabulary. At least, every day I am listening Westren music because I get a lot of new words, phrases, and how to the correct pronunciation. When I have free time I will read a book to enrich my vocabulary.

1. Transcript M1

Interviewer : Assalamu'alaikum

Interviewee : Wa'alaikumusalam. How are you?

Interviewer : I am good, thanks. How about you?

Interviewee : I am fine.

Interviewer : OK. Actually, their are five questions. The first, what is the importance of vocabulary in learning English and why?

Interviewee : English is an international language that can give many advantages for me. So, this language is interesting for me. So, I think Vocabulary is the foundation to learn every languages. Without vocabulary we can not convey anything in English.

Interviewer : What are the strategies that you use in learning English vocabulary?

Interviewee : I preference to watch movies TV shows, listening Podcast and YouTube, reading book, speaking alone, and make group discussion.

Interviewer : So, you use four strategies, which are watch movies TV shows, listening Podcast and YouTube, reading book, speaking alone, and make group discussion to build your vocabulary.

Interviewee : Yes, you are right.

Interviewer : Which strategies do you use the most?

Interviewee : The dominant strategies that I use are watching movies TV shows, listening Podcast and YouTube, reading a book, and grouping discussion.

Interviewer : Why do you use these strategies, and what are the benefits in using them?

Interviewee : I think that these strategies are the best way to develop my vocabulary. I found that many varites of grammar structures, both familiar and new, and how the word is uses in context by them. In the grouping discussion, I can make real connection to each other and give me the opportunity to practice the language being learnt repeatedly.

Interviewee : How do you implement the strategies to build your vocabulary?

Interviewee : On the weekend I will watch TV shows, Podcast and YouTube to practice y listening skills, and then when I have a free time I will

read a book or go to the mirror and talking with my friends on grouping discussion.

Interviewer : Thank you so much for your timing. That is really help me to collect my research.

Interviewee : You are welcome.

1. Transcript M2

Interviewer : Assalamu'alaikum

Interviewee : Wa'alaikumussalam. How are you?

Interviewer : I am good, thanks. How about you?

Interviewee : I am fine.

Interviewer : where are you from?

Interviewee : I am from Banda Aceh.

Interviewer : Nice to meet you, anyway.

Interviewee : Nice to meet you too.

Interviewer : Thank you for being one of my participants.

Interviewee : Anytime.

Interviewer : So, let's go the first question. What is the importance of vocabulary in learning English and why?

Interviewee : I think, vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills like Reading comprehension, Listening comprehension, speaking, writing, spelling, and pronunciation.

Interviewer : I think so. Vocabulary is the central in every language. So, what are the strategies that use in learning English vocabulary?

Interviewee : I love watching movie, memorizing vocabulary and try to make a simple sentence, talking by myself, making group discussion with my friends and playing games. So, I think these strategies really help me to understand what the speaker said and of improve my vocabulary too.

Interviewer : Which strategies do you use the most?

Interviewee : Commonly, I use watching movie because I can kill two birds with one stone. It means, I can improve my listening, which is really important in learning English, because I need to have good listening skills in order to get correct input. The second my strategies is joining group discussion with my friends and sometimes playing games if I get feel bored.

Interviewer : Why do you use these strategies, and what are the benefits in using them?

Interviewee : That I said before, those are strategies can help me to improve my English skill. By watching movies I can learn to speak and also listen to conversations in English, of course this will also be very helpful for me who is currently in the process of learning English.

Interviewer : How do you implement the strategies to build your vocabulary?

Interviewee	: I like watching movie. So at the end of each week, I will set my time to watch movie with subtitles or not, because I want to practice my listening skills and comprehension about English. Then, sometimes I will join grouping discussion with my friend to discuss some tasks or talking to each other, and so on.
Interviewer	: I agree. I think the more you practice the more you get it.
Interviewee	: Definetly.
Interviewer	: So, thank you for answer, and have great day!
Interviewer	: Have great day too!
Interviewer	: Bye.

1. Transcript M3

Interviewer	: Assalamu'alaikum
Interviewee	: Wa'alaikumussalam. How are you?
Interviewer	: I am good, thanks. How about you?
Interviewee	: I am fine.
Interviewer	: I am fine too. Thanks.
Interviewee	: You are welcome.
Interviewer	: So, they are several questions that I would ask you. Are you ready for the first question?
Interviewee	: Yes. I am ready.
Interviewer	: So, what is the importance of vocabulary in learning English and why?
Interviewee	: In my own view building my vocabulary is one easy way to improve my communication skills. Having a large vocabulary can help me choose the right word or phrase needed for the situation, allowing me to easily convey my ideas, concerns, decisions and more.
Interviewer	: I strongly agree that vocabulary is the basic foundation in a language. I think without vocabulary we can not say something in our target language.
Interviewee	: Yes.. You are right.
Interviewer	: Hmm.... So, to build your vocabulary what are the strategies that you use in learning English vocabulary?
Interviewee	: My personally, I use watching movie, memorizing vocabulary, reading a book, practicing by myself in front of a mirror and playing games.
Interviewer	: OK. There are five strategies to build our vocabulary, right?
Interviewer	: So, which strategies do you use the most?
Interviewee	: In my experiences, all the strategies I mentioned these are strategies that I often use to build my vocabulary.
Interviewer	: Why do you use these strategies, and what are the benefits in using them?
Interviewee	: Because I like them and easy to do it. I realize that by those strategies I get feedback. For example, in play game. It helps me to find new words and give me opportunity to talk with strangers in

English. In addition, reading is the best way to improve my vocabulary and writing skills.

Interviewer : How do you implement the strategies to build your vocabulary?

Interviewee : For example, in the morning I will memorize some vocabularies and I will take the time to stand for 2-3 minutes to talk in front of the mirror discussing interesting topics by the words. I also play games to help me improve my vocabulary because it can allow me to talk and make connection to each other. That is really fun for me.

Interviewer : I agree that, playing games can also help improve our vocabulary. So, I conclude that there are five strategies to build your vocabulary which are; watching movie, memorizing vocabulary, reading a book, practicing by myself in front of a mirror and playing games.

Interviewer : So, thank you very much for and have a nice day.