

**THE STRATEGIES USED BY COMPETENT STUDENTS  
IN MASTERING VOCABULARY**

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY**

**BANDA ACEH**

**2022 M/1444 H**

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

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In front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for Bachelor Degree of Education in English Language Teaching

On:

Thursday, 15 December 2022  
21 Jumadil Awal 1444 H

In Darussalam, Banda Aceh

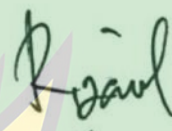
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## ACKNOWLEDGEMENT

Alhamdulillah, all praises are due to Allah SWT, the most merciful and the most beneficent Lord of the world, who has given the writer chance, strength, and capability in accomplishing this thesis. Prayer and peace be on our beloved prophet Muhammad SAW, his family, and the companions who has brought us the messages of God as the rule of life and guide us to the light.

The writer's deepest gratitude goes to both of her supervisors Siti Khasinah, M.Pd and Azizah, M.Pd for their valuable time, worthy advises and overall guidance during the process of her thesis. The writer's gratitude also goes to lecturers, especially English Language Education Department lectures who have taught and guided in academic and non academic during her study at English Department of Tarbiyah Faculty.

The writer also dedicates her deep gratitude along with her sincere love for her beloved father Ramli, and her beloved mother Ralian, who always love and encourage her. May Allah bless them both in this life and hereafter. Furthermore, the writer would like to thank her sister and brothers, and also special gratitude for her aunts, uncles, cousin, who have supported her and given lots of contributions to her life.

The writer never forgets to give her special gratitude for her best friends Amiruddin, Mutia Syarifah Munawarah, Yoni Suci Fitria, and many others she cannot mention one by one, who always cheer her up in running the days and encourage her in completing this thesis. May Allah SWT bless you.

Finally the writer realizes that this thesis is still far from being perfect. Therefore, she will be very pleased to hear many comments, critics, and suggestions for the better result of this thesis and she hopes that this thesis will give benefits for the educational sector.



Banda Aceh, November 23<sup>th</sup>, 2022

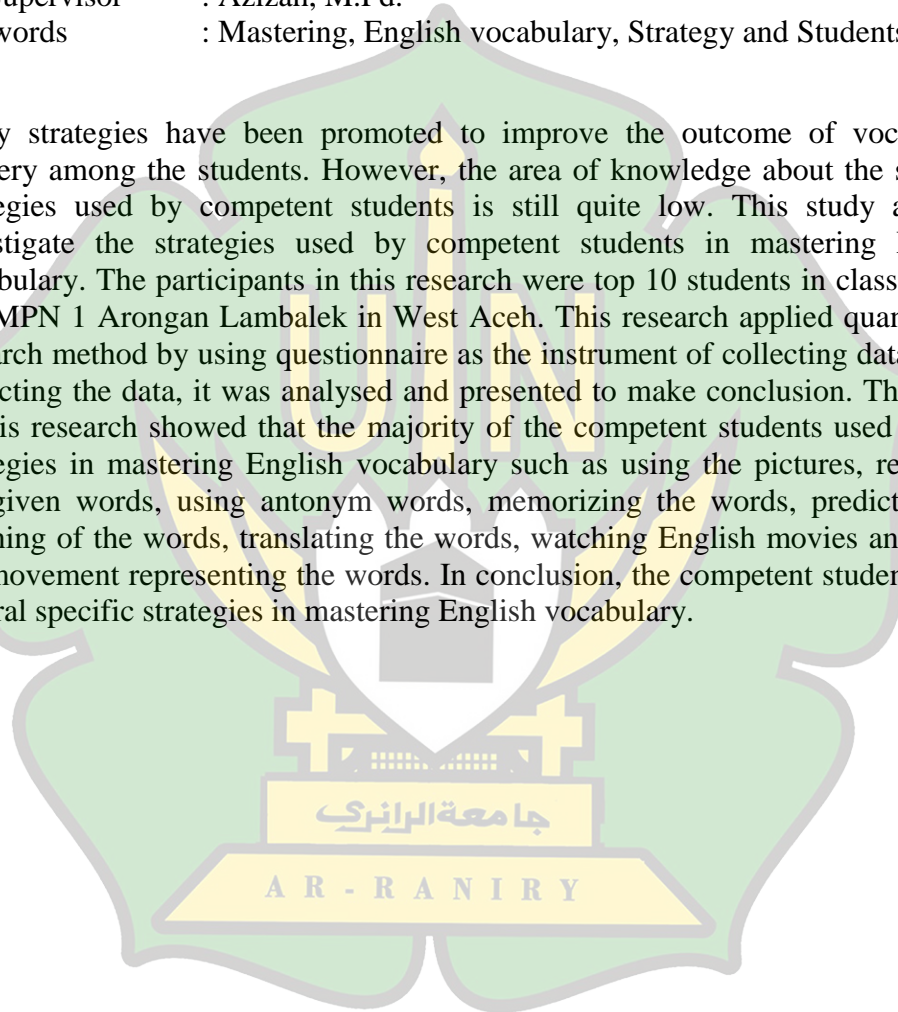
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## ABSTRACT

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Keywords : Mastering, English vocabulary, Strategy and Students

Many strategies have been promoted to improve the outcome of vocabulary mastery among the students. However, the area of knowledge about the specific strategies used by competent students is still quite low. This study aims to investigate the strategies used by competent students in mastering English vocabulary. The participants in this research were top 10 students in class VIII B of SMPN 1 Arongan Lambalek in West Aceh. This research applied quantitative research method by using questionnaire as the instrument of collecting data. After collecting the data, it was analysed and presented to make conclusion. The result of this research showed that the majority of the competent students used several strategies in mastering English vocabulary such as using the pictures, repeating the given words, using antonym words, memorizing the words, predicting the meaning of the words, translating the words, watching English movies and using the movement representing the words. In conclusion, the competent students used several specific strategies in mastering English vocabulary.

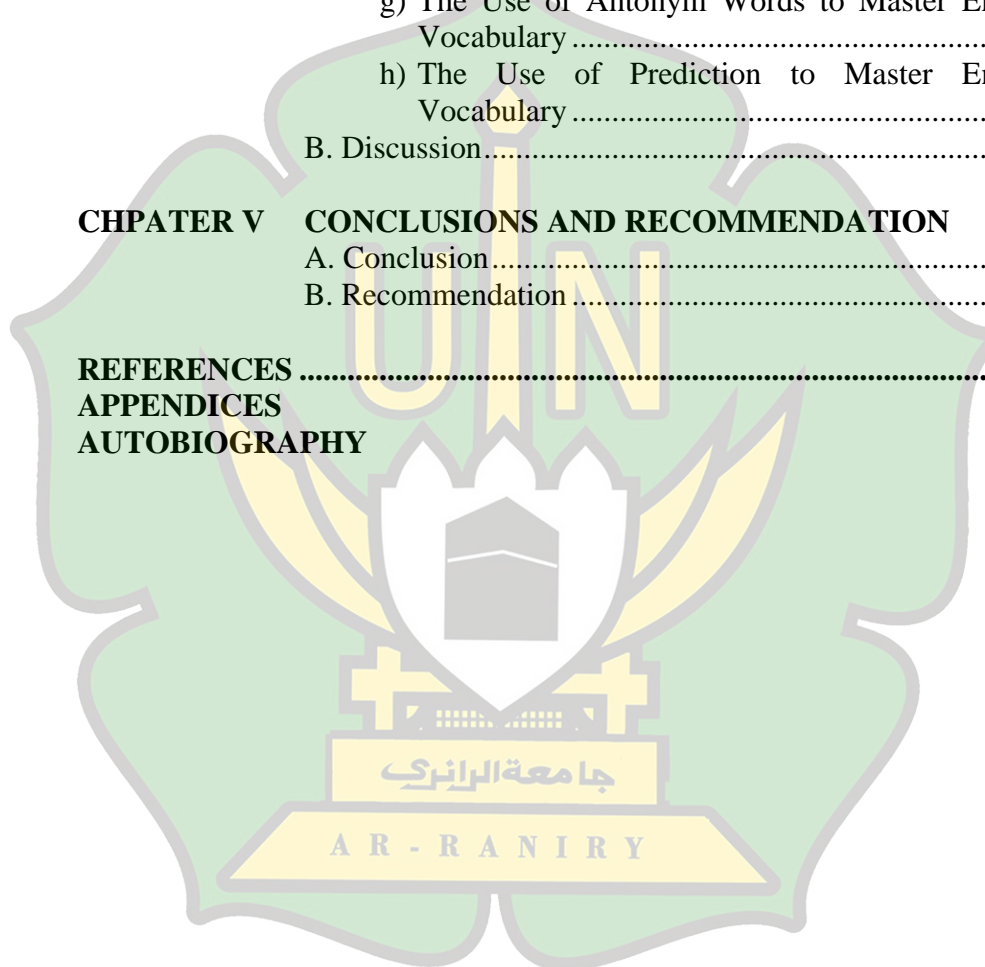


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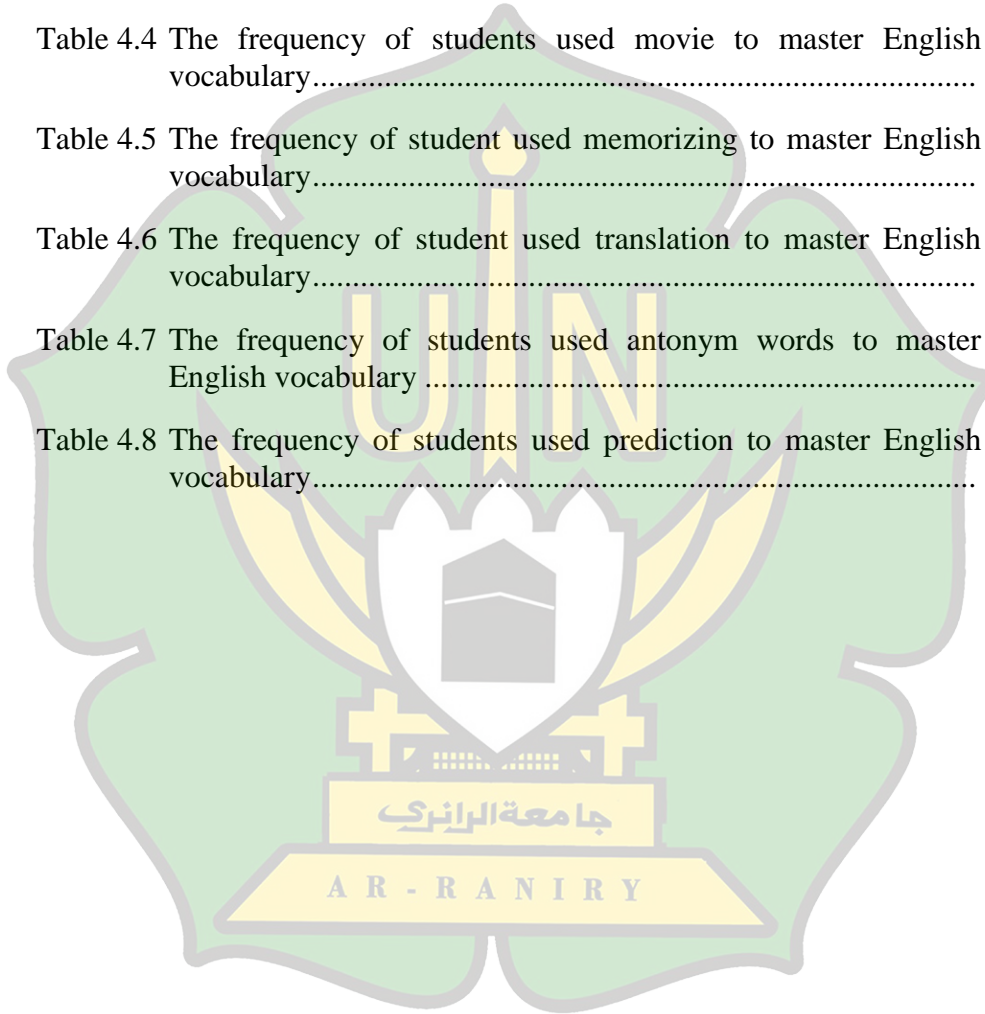


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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In foreign language learning, vocabulary has been playing an important role in mastering the language itself. It is become one of the elements in language that connects all four skills together, they are: speaking, listening, reading and writing. To learn a foreign language, learners must be able to obtain an adequate number of words and they should also know how to use them accurately in order to communicate well. Especially, the words of English now has entered to all aspects in education in Indonesia such as for instruction which is often used by teacher in the class (Khasbani, 2019). Learning vocabulary is not easy as it looks, besides having to understand the meaning of the word, the students also have to know how to use and pronounce it contextually. But the problem in learning the vocabulary is that most of the students are easier to forget what they have studied before. In other word, many of them have the same problem in vocabulary retention. Every student has different interest, characteristics, and ability. That makes different learning strategies in teaching them. Learning strategies is very important in learning vocabulary. What makes the learning strategies are very important because the students need it to help them in understanding and remembering vocabulary easier, and studying it in joyful using their own ways. So, the students can take more responsibility and control of their own learning. Consequently they can become good language learners. Every teaching activity needs a strategy to achieve a goal that it is gradual and tiered ranging from a very

conceptual to a practical concrete goal, curricular goals, general instructional goals and specific instructional objectives.

The strategy includes general pattern of teachers' actions in realizing teaching activities. To achieve learning goals, it is very important for the instructor to use a combination of teaching and facilitate methods that provide stimuli and interactivity for students (Munzaki, Suadah & Risdaneva, 2016). The general characteristic of the pattern means that the type and sequence of actions in question are used by teachers in various learning events. The teaching process is an event involving two parties, teachers and students with the same goal of achieving learning goals. The students focused on how to improve English vocabulary. On the other hand, teachers also think about students' strategies and their attention to the subject matter, the teachers motivate the students to achieve better results. This does not mean the teachers are more active than students, students' professional responsibilities need teachers to stimulate student learning. The students need it to help themselves in understanding and remembering vocabulary easier and studying it joyfully using their own ways. The students also can take more responsibility and control of their own learning to become good language learners.

This study focuses on one of those four components that is vocabulary and all the different ways in achieving these objectives. Vocabulary itself is the basic knowledge to know the meaning of the language. It refers to the meaning of words, knowledge of words, and how to use words in communication effectively. Learning a language has become essentially important for students, because it

helps them to communicate fluently and naturally with others especially the native speakers. Lack of mastering English vocabulary will make the students difficult in interacting with others. That is why students tend to learn multiple word meanings, spelling, derived forms, phrases, pronunciation, and proper grammatical uses by themselves. The primary factor that holds the learners in achieving their larger linguistic goals at a satisfactory rate is a dearth of vocabulary itself (Nation, 2001).

There are a lot of kinds learning strategy in vocabulary. In order to increase student's vocabulary learning, there are some ways: reading English books, watching sub-title movie, listening to music or radio, playing game, and many more. In this study, the writer has some reasons to conduct the research about how the students learn their vocabulary effectively. There are a lot of facts that indicate the good vocabulary will take the learners to the good level of English language; even many learners that do not like English and do not confident to speak English usually because of their lacking in mastering the vocabulary.

Cotterall and Reiders (2004) emphasize the benefit of students' strategies, as specific actions undertaken by the students to learn faster, easier, more enjoyable, more effective, more self-directed, and more transferable to the new situations. Vocabulary is important in the learning process. The students usually ponder writing and speaking activities are exhausting because it is keeping them on using the same expressions and words, it makes their conversation interrupted suddenly due to missing words. The students are confronted to the

problem in forgetting the words right away after the teacher elicited the meaning of the vocabulary or after they looked them in dictionary, and it is one of the problem appeared that became a cause of lacking in vocabulary. The more words learners know, makes them easier in memorizing all of it.

Nation (2001, p. 9) stated that EFL learner need to learn many words with the meaning to help them in improving their English. He revealed in his study that individual differences in their vocabulary knowledge may result in successful or unsuccessful text comprehension.

Education with regard to human development efforts, it is highly determined and depends on the human element itself. The human element determines the success of education; in this case it is the factor of teachers or educators. In addition, instructional factors or facilities and infrastructure that have an educational institution, indirectly affecting the learning process, it is the teacher who fosters and develops students' abilities so that later they become intelligent human beings and have high morals. Therefore, teachers are also required to take strategic actions in teaching vocabulary and can improve achievements in the quality of student learning.

Based on the explanation above, the writer wants to conduct a study investigate the competent of students' strategies in mastering their vocabulary at SMP Negeri 1 Arongan Lambalek particularly the students of class VIII B.

## **B. Research Questions**

Based on the explanation above, the writer wants to conduct a study to answer the question: What are the strategies used by competent students of class VIII B of SMP Negeri 1 Arongan Lambalek in mastering vocabulary?

## **C. Aim of Study**

The purpose of the study is to find out the strategies that used by competent students of class VIII B at SMP Negeri 1 Arongan Lambalek in learning vocabulary.

## **D. Significances of Study**

The significances of this study may include the following item:

### **1. For The Students**

The significances of this study may apply and develop students' learning strategies, particularly in learning vocabulary that can solve the problems in vocabulary learning. So the students can be more interested and easier to learn vocabulary, and be able to learn it independently.

### **2. For The Teachers**

This study is able to make teachers easier to design materials and activities that suitable for the students in order to improve their vocabulary learning. Therefore, it is easily help English teacher in the process of teaching and learning, particularly in vocabulary aspect that can improve students' motivation to learn English.



### ***3. For Other Researchers***

This study is hopefully can be used as reference in conducting the same study for obtaining better result. It is expected to give the worthy contribution from the result of this study for the science in teaching and learning vocabulary, particularly for the beginner level learners because vocabulary is one of important things in learning English language. The information about strategies in vocabulary learning hopefully may make people who are interested in learning English language and know some of learning strategies that used by competent students.

### **E. Research Terminology**

In this research, there are some terms in the title:

#### ***1. Vocabulary***

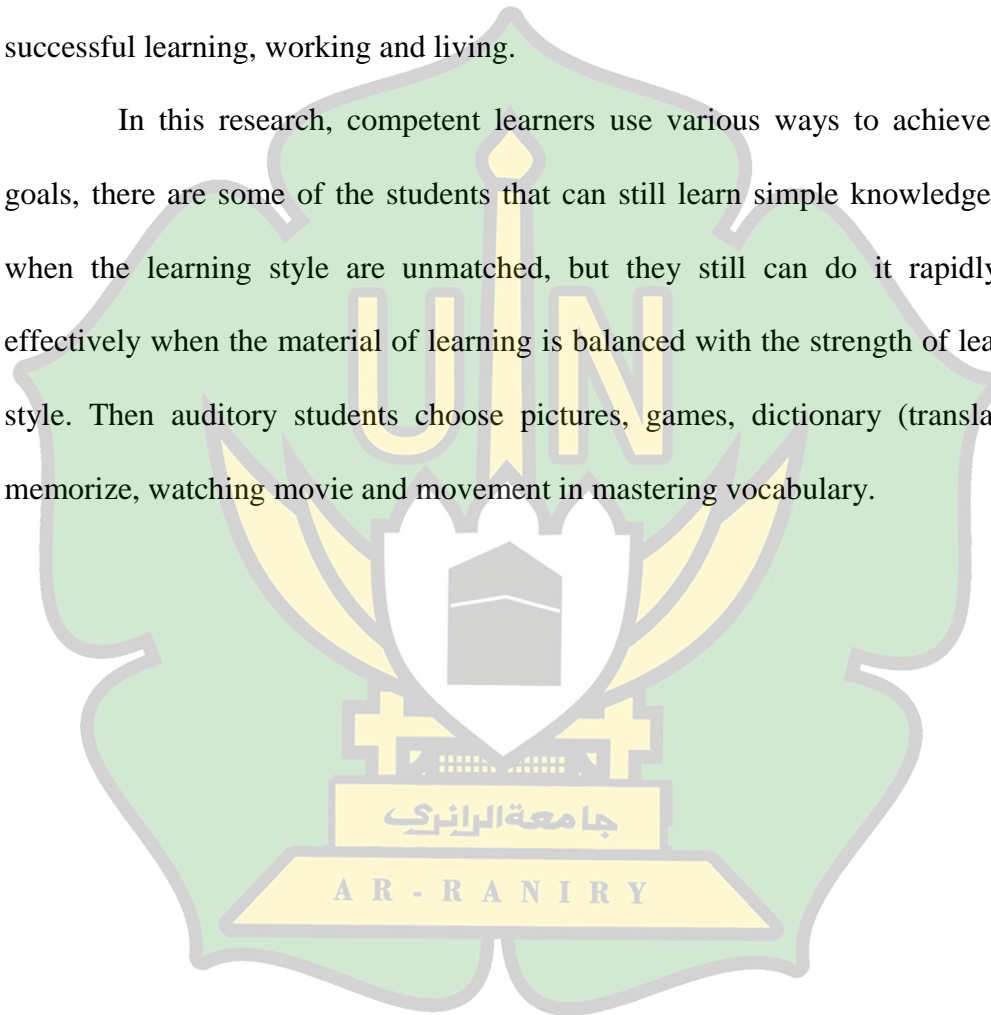
Vocabulary is a collection or list of words which have meanings. It contains more than one. Words listed/collected have to be one by one in a vocabulary so that one vocabulary consists of more than one word, Mawardin (2021).

Vocabulary is important in learning process; learners who had the limitation in the vocabulary were just less active in the classroom. On the contrary, the students who had more vocabulary were more active in the classroom; they continue to increase the number of vocabulary. Mastering the vocabulary can be constructed as the ability to combine knowledge or skill of words that used to expres meaning, in case of the physical object or idea, in form of symbols of group of letter in a single or more one word.

## 2. Competences

Michaela (2011) Competences refers explicitly to European definitions where the term is defined as a combination of knowledge, ability and attitudes oriented to actions in particular situations. Competences are combinations of skills, attitudes and knowledge that developed and applied by students for successful learning, working and living.

In this research, competent learners use various ways to achieve their goals, there are some of the students that can still learn simple knowledge even when the learning style are unmatched, but they still can do it rapidly and effectively when the material of learning is balanced with the strength of learning style. Then auditory students choose pictures, games, dictionary (translation), memorize, watching movie and movement in mastering vocabulary.



## CHAPTER II

### LITERATURE REVIEW

#### A. Vocabulary

##### *1. The Definition of Vocabulary*

Vocabulary is known as the most unmanageable and sizeable component in learning languages, whether it is mother tongue or foreign itself. No language acquisition, whether first, second, or foreign are able to take the place without the acquisition of lexis. It is can be one of the important components of language in studying English. If there are no amount of vocabulary that propotional in them, anyone will have a problem in speaking, listening, writing and reading. In other hands, the first ever that the language learners have to master in studying English is vocabulary. Nation (2008) “the central of language is vocabulary. It means that the main element of language is vocabulary. Language is the expression that consists from vocabulary or words. They are the tools that used to express feeling and idea, to think and to learn about many things in the world. So that is why vocabulary is one of an imporment component in learning vocabulary. It connects all four skills of reading, writing, listening and speaking”.

Thornbury (2002) stated that: “The words make up all the languages. The language constructed and consisted first as a word, both historically, and there are a lot of ways to study the first and the other languages, by learning vocabulary it will never make the learners less in obtaining good words either in the mother tongue or other languages themselves, they can learn the new words, and also the meaning in the old words.” By learning the old words and the new words proves

that vocabulary always develops. It doesn't stay in static line, yet moves along with time.

Therefore, it can be concluded from the explanation above that vocabulary is consist a number of words that is used to express or communicate the ideas and it can be found easily in dictionary.

## ***2. The Importance of Vocabulary***

The most important skills need in learning and teaching a foreign language is vocabulary. That is the basis for the development of all the other skills beside vocabulary, they are: listening comprehension, reading comprehension, writing, speaking, spelling and pronunciation. It also becomes the main tool for the learners in their attempt to use English effectively. When they were confronted with a native English speaker, when they watch a movie without subtitle or when they listen to a favorite English song, when they read a text or when they write a letter to family or friends, the words are always needed by students to operate the sentence.

“Automatic activation of individual words are involved by a second language or a foreign language itself and all these words are processed by automatic contextual during production and comprehension”. Moreover, if the focus on the acquisition of the automaticity of the use of vocabulary only in the learning task. Gu (2003) stated that. “it will be the most helpful strategies if they focus only on the recency, frequency and regularity of practice” (p.19). Kemble (2003) reported on the first stage of a large in his preliminary findings – scale three – year project, the purpose of which was to increase the awareness of teacher

and student in the use of vocabulary, strategies and knowledge. The purpose of the study addressed to discover the characteristics of student behavior when they are involved in vocabulary acquisition and learning. for the second stage, the teacher made an attempt to increase their vocabulary in teaching and teaching techniques, so that it will be increasing the vocabulary learning status among learners, and teachers will recommend the changes in implementing the curriculum at the third year. The first, second and final year students of Portsmouth University majoring in German were the participants of the study. The questionnaire itself was the measuring instrument, in which the types of question were used by both of quantitative and qualitative. The questions mostly focused on conscious vocabulary learning techniques (e.g., structuring vocabulary items, dictionary use, note-taking and contextualization).

Based on (Richard & Renandya, 2010, p. 255) “students frequently achieves less than the potential they have and it may be discouraged them from making the use of language learning opportunities around” Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It is essential because without the words from vocabulary, we do not know how to string the words what we want to deliver (Gough, 2002,p.3). Hence the more we know many words, the easier we can communicate well with other people. That is why mastering vocabulary mastering vocabulary would be useful because it will be:

1) Easier to learn the language

For example, if we want to read the English story, we have to understand the meaning of its vocabulary in order to know the whole meaning of the story clearly.

2) Easier to understand what people are talking about

For example, if we listen to some talks or conversation using English as the language, we should know what they say and talk about in order to understand them, the only way to know it just by knowing many words from vocabulary to make learners understand the conversation.

3) Easier to communicate with different topic freely.

For example, when we want to bring any topic, like : music, sport, book, etc. We have to know what kind of vocabularies that are relevant with the topic that we want to discuss.

### ***3. The Difficulties in Learning Vocabulary***

Learning vocabulary is one of the most essential things in language learning. By knowing many vocabularies will make students able to comprehend anything they read and hear, and also it will make them easier to write and deliver anything that they want when it comes to writing and speaking. Of course it is a difficult one to achieve. There are other things that they have to know before they are able to speak what they know about words like a native speaker does. Learning vocabulary looks easiest than other's English learning, but in fact it is one of the most difficult language learning to learn, especially when the students have achieved a certain level of learning.

The first one is there are often happened in spelling is the mistake in spelling cause of the wrong selection of letter (sheell for shall), the wrong order of letters (littel for little), or the omission of letters (studing for studying). Pronunciation erros may result from the wrong choice of sound leave for live), addition of sounds (eschool for school), omission of sounds (produk for product) or misplaced word stress (comFORTable for comfortable).

A mis-selection is where there are an existing word form is chosen and it is has the similarity in spelling or sound to the right form the equivalent to a native speaker's malapropism. For example: the teacher was very hungry with the students (for angry). Or another example: they persuaded him to do a noise operation (for nose). These sentences become misinformation because of misapplying word formation rules. Producing non-existent word causes miss understanding among the people.

Meaning - related errors usually happen if the words that have the similarity or connected meanings are distracted and it will make the incorrect choice. Like the words of watch or watching that related to the words of see or seeing.

#### ***4. Factors Influencing Students in Learning Vocabulary***

In teaching vocabulary there will be many factors that impacted learners. Some of the factors link to the social conctect in which the learning process takes place. Based on Skehan (2009: 13) there are four factors which able to be applied to learners in teaching vocabulary, as follows:

### 1) Teacher

One of the main factor that impact for the high and low quality of the education itself is teacher that has a strategic position in teaching and learning process, that is why it has to give a great response and attention to people who give their effort in improving the quality of education to the improvement of the teachers both in term of quality and quantity. Teachers as instructor and educational support are one of the most determining factor for the successful of educational goals, because they are the people who are in contact in the classroom with the learners directly, to give the guidance that will generate the anticipated result. The teacher is essentially a professional position in its work needs a special expertise in their field, has commitment and responsibility moral responsibility in leading students to a more advanced world of life mature and useful for all, have love, sincerity and concern for his profession.

### 2) Materials

One of the important factors that greatly impact the achievement overall education is the teacher's capability and fruitfulness in creating the learning material. Learning material is importantly an integral section of inseparable from the syllabus, namely predicting, planning and projecting what kind of material that can be carried out throughout learning activities. Generally speaking, it can be explained that the learning materials is skill, attitude and knowledge that have to be learned by learners in order to achieve the standards of competency set.

### 3) Motivation

In learning activities, motivation are able to be said same as overall power driving force within students that able to fix the learners to be better.



Motivation included one of the factors that affect the effectiveness of student in learning activities. Motivation encourages learners to do activities of learning. Psychologists describe motivation qua a process within the individual who are active, encourage, provide direction, and preserve action at all times (slavin, 1994). It is also defined as the impact of desires and needs the intensity and direction of a person's action. From the source point of view, motivation divisible into 2, they are: extrinsic motivation and intrinsic motivation. Intrinsic motivation is the factors that happen from within the individual and give encouragement to do something, like someone who likes to read, then he does not need to be ordered to read cause reading just not a simple activity for her or him, but it could also be a his needs.

#### 4) Interest

In general, interest is the tendency and excitement for something like a great and high desire, according to Reber (Syah, 2003), Interest is not included as a popular term in psychology because of its dependence other internal factors, like curiosity, needs, motivation and concentration. But despite it is popularity, interest is the same as intelligence and motivation, because it impact the learning activities, because when the learner has No. interest in studying, she will not has the passion in studying and has no enthusiastic at all that makes her will not want to study. Therefore, in the context of learning in the classroom, a teacher or educational personnel need to arouse students' interest to be interested in the subject matter that will be studied.

## **B. Students' Competence**

### ***1. The definition of Students' Competence***

In defining the students' competence, it has a lot of debates from some scholars about the true meaning of competent. Schneider (2019) said that the concept of competence has a long historical journey which involved psychology and linguistics to create an absolute meaning of the word competence. White (1959) defined competence as someone's capacity to interact effectively with its environment. It means that competence refers to the capability of someone in interacting which indicates the ways used by someone in solving and dealing with environment surrounded him. It is followed by Weinert (1999) in Schneider (2019) who said that competence is ability to meet individual or social's demands properly and to carry out activity or task. This definition indicates that the competence is conceptualized to finish a task. When it comes to finish a task, a standard is made to determine whether someone is succeeding in finishing a task or not. If someone cannot finish a task, he/she will be considered as not competent. The task is not merely discussing about a paper based task but also constructing an action task or role.

A different meaning is mentioned by Klieme et al. (2008) who confirmed that competence as a disposition. They conceptualized the competence as a higher level of thinking which indicates three dominant aspects such as learnable, contextualized and cognitive. These three components construct the definition competence itself. When a person is considered learnable and can understand the ways in finishing both task or concept, he/she is grouped as a competent. The level of higher level of thought also indicates whether someone is

competent or not. Another different concept was also brought by Blomeke et al. (2015) who defined the competence as a process done continuously to understand the concept or an event. They believed that the time someone is considered competent is when he/she can understand a concept after finishing a long process of cohesive and continuous.

From the explanation above, it can be concluded that competence can be defined as capability of someone in understanding, overcoming and mastering a concept, task or event by higher thinking process which is done continuously. From this conclusion also, it can be defined that students' competent refers to those who have capability in understanding and mastering the concept and task fast and have a consideration to develop their knowledge or skills.

## ***2. Types of Competence***

There are some types of competence that have been divided by some scholars. Most of them are considered important to determine someone's professionalism. These types are related one to another to create a professional person in certain field of study: educational study. Declamare and Winterton (2005) divided the competence into five types. Those are:

### **a) Cognitive Competence**

It includes the understanding a concept and theory or any knowledge which is gained through experiential studies (Known-why).

b) Functional Competence

It refers to someone's ability in demonstrating how something is working (Known-How). It means that someone knows how to operate a thing or machine or role in certain circumstances.

c) Personal Competence

It refers to someone's behavior in acting or doing something in certain circumstances. Short (1985) in Schneider (2019) said that competence is state of being which means that a quality of manner possessed by someone.

d) Ethical Competence

It refers to someone's ability to do something or judge something in related work area properly and professionally without disturbing any obligated rules or norms.

e) Meta-Competences

It refers to someone's ability to handle or to cope with uncertainty as well as with learning and reflection.

Those are the types or demensions of competence which must be posseeed by student in order to become a professional worker or people. The five competences indeed should be mastered all but it is not obligated because for certain people, they only can handle with certain competence.

## C. Learning Strategies

### 1. Definition of Learning Strategies

Scarcella and Oxford (1992) explained that language learning strategies as specific behavior, steps, actions, or techniques, used by learners to increase

their own learning. Based on Nunan (1999:55), strategies in learning are the mental and communicative procedures that students have to study and use the language. In other hand, we knew that the strategies of learning is a specific behavior that taken by the students to help them study in easier, more enjoyable, more effective, faster, more self-directed and more transferable to the new environments (Oxford, 1990:8). As explained, it can be concluded that the students feel more helpful to understand, comprehend, remember and learn the new information in easiest way by learning strategies that they are used as the specific action in learning.

Language learners fell more helpful by using learning, because it helps the students in learning the language easily. According to Rebecca Oxford, there are two advantages of learning strategies (1990:1), strategies are tools for active self directed involvement, that is important in evolving the competence in communicative. And then the students who have evolved the appropriate learning strategies have bigger self-confidence and study more effectively.

## **2. Kinds of Learning Strategies**

O'Malley and Charnot (1990) stated a more detailed schema according to three major categories: metacognitive, cognitive, and social and affective strategies. Cognitive strategies are operations which done directly on the learning material that will be studied. It refers to the actions and process that the students use to help them in improving their capability in learning or remembering something, especially the students use it with the specific activities and classroom task. Such as, cognitive strategies that the students can use to help them in reading

comprehension and listening activities that include: making visual images that will help them to remember the new information given, repeating key words or phrases silently or aloud, and summarizing to make sure they will be remembered the essential one.

Whereas metacognitive strategies is the cognitive knowledge process which use to set the process of learning. The strategies implicate the thinking of the learning process; involve thinking about the learning process, monitoring the task of learning, planning for learning, and evaluating how far the students have studied. Metacognitive strategies explain mental operations used by students in their self-management learning.

Social and affective strategies implicate how the students associated with other people and take control of them to improve their language learning. Social strategies represent behavior taken in relation to other, while affective strategies represent behavior taken in relation to self. Social and affective strategies also related to the student's attitudes toward language as an object of learning. Learning strategies is a series of action learners take to facilities the completion of a learning task.

### **3. Vocabulary Learning Strategies**

Strategies of vocabulary learning are “actions which are used by the students to help themselves in understanding and remembering vocabulary easily” (Cameron, 2001:12). The strategies are surely needed in order to ensure that the students understand some techniques can be used in assisting them in mastering English vocabulary.

Nation (2001) states that the more vocabulary the students know can be acquired in helping the strategies of vocabulary learning and that strategies is proved its advantages for learners in any different level of language learning. The major advantage obtain from all learning strategies, includes the vocabulary learning strategies, is in fact that it allows students to take the control of what they learn in order to make them to take the responsibility in their learning (Nation, 2001).

The students will find that their definition is similar to the actual meaning (Stephanie, 2004). A lot of strategies can help students to evolve their vocabulary better, including the following:

#### 1) Picture

Using the pictures may help to describe the meaning of words. Teacher may describe by bringing the pictures or draw it on board. They may describe the concepts as above and easy to use such as: hats, cars, balls, and so on. Instructional media divided into seven types (Sukmahidayanti 2015); things, course-book, flipcharts, board, pictures, and computer based-technology. Images and picture are included into graphic materials which deliver information and messages. In this situation, the students use the pictures in learning process.

#### 2) Action and Movement

The action in particular, is perhaps easier described by pantomime. Concepts like “walk or smoke” are better to present this way, as well as the way of expression of walking, position, and time. In support of movement in the classroom, Ratey and Hagerman (2008) in general believes that physical

activity may improve thinking and increase memory, and over by post. Newman (2005) posits that movement is “uniquely suited to support conceptual learning”.

### 3) Repeat

Repetition is important and justified the conduct only in relation to something that must not be changed. Repetition as a conduct and as a point of view concerns non-exchangeable and non-substitutable singularities (2004). Students repeating English vocabulary lessons that have been described by the teacher.

### 4) Memorize

Memorization also may help the learners to increase their vocabulary. Richards and Platt (1992, p. 226), “Establishing the information through the memory is the process of memorizing. The term ‘memorizing’ generally back to the conscious processes”. It can be said that students consciously use the memorization and also think about the process of it when they are adjusting it.

### 5) Explanation

Giving explanations is a general activity used, it conducted by scientific specialist and layman alike (2003). Explaining the meaning of vocabulary, keep in mind that each vocabulary explains a fact or use of relevant words. This explanation can be given by teacher or the students can learn it independently by dictionary both online and offline. Even today, the students can search some videos on YouTube to find out the explanation of word’s meaning, pronunciation and function of usage of the words.



#### 6) Watching Movie

Watching movie is a popular pastime and in states where English is a not a first language it can be an enjoyable opportunity for language teaching (Nation, 2001). Some students improve their English vocabulary by watching movie that used subtitle. When they do not understand the words, they are looking for it by using dictionary.

#### 7) Translation

Translating is an easier and faster way to provide the words meaning, even there will be the problems. First thing is there will not be easy to translate words, and secondly, even where the translation might make it easier for the learners by pushing them to interact using words. About how the translation has been understood variously has identified by descriptive theory, and what different kinds of translation have been made in different contexts (Toury 1995). The problem faced by the students in mastering vocabulary needs an appropriate treatment, so that the students can overcome the problems.

The strategies mentioned above can be practiced by all students in order to help them in mastering the vocabulary. The students do not have to follow all the strategies but they can select one strategy instead. Those strategies are considered appropriate in mastering vocabulary.

#### **D. Vocabulary Learning Strategies for Competent Students**

Vocabulary learning strategies (VLS) are intuitively appealing to teaches and learners. The language learning strategy concept or strategy of the students depending on what they do to create their efficient and managable learning

(Visnja Pavicic Tacac, 2008). Competent students are a group of students who are good in English. Students use a range of strategies in order to learn the new words. Strategies are utilized by learners to carry out how the way to use their vocabulary knowledge to communicate with others. In general, vocabulary learning strategies considered to be a subcategory of language learning strategies.

Based on previous research, previous research has been conducted by other researchers before. The writer has been looked for the relevant studies that related to any of this research in order to compare with the writer's research itself, and the writer found that it has the difference in content and finding. The writer also found out some studies about vocabulary strategy:

The first related research that the writer has been found is "A descriptive study on strategies employed in teaching vocabulary to support students' vocabulary mastery at MTs Negeri Tulungagung" By Umah (2013) from STAIN Tulungagung.

According to Umah (2013), there are a lot of strategies in motivating learners to enrich the words in vocabulary. They are: translation, reading the text, making note, playing world games, practicing dialogue and storytelling, looking up at dictionary, and using the vocabulary in daily activity. By using translation the learners will know the meaning of words that they do not know. In reading text, it will increase the learners' vocabulary because they can find many vocabularies that they never heard before. Then, making notes are the strategies of learning that allows learners to write the words that they heard from the teacher in book in order to remember what they have been written, or they can see the note they have wrote if they forgeta about the vocabulary.

Further, practicing dialogue and retelling is real activity that allows learners to communicate with each other by using vocabulary that they have learned before. In playing word game, the teacher will show the students some images and ask them to describe it briefly in English language. The next is providing opportunity to students to use vocabulary in real life context. Here, the teacher will give the students a chance to practice the vocabulary that they have been learned in order to make them get used to have communicative ability. And then the last looking up dictionary, the learners can search from the dictionary the difficult words.

The second research is written by Fanani (2013) from IAN Tulungagung entitled “The strategy of learning vocabulary used by English students in semester VIIIB class at STAIN Tulungagung in academic year 2012/2013”. Here the writer analyzed the research problem of hers and found out that the media that she used can help the students in learning vocabulary and also she found some advantages using it in learning strategy.

There are the media which can support and help the students in learning strategy. They are: By playing games, watching English movie that do not have the subtitle or having an English subtitle, reading books, and using pictures or images. Based on her research, these media are effective to help the learners to learn the vocabulary because it makes the students happier while learning by seeing the pictures. The benefits of using the media itself were making the learners itself learned the vocabulary more enjoyable and fun. The process of learning often make learners felt bored to continue the learning process. But by using these

media, it was proved that the learners felt more interest to follow the learning process.

Individuals have different learning style, that is, they differ in their natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skill, Reid (1995). Learners who study by guessing pictures, dictionary, music, games, and movement have more benefits in absorbing the vocabulary. Classroom rules should be established by the students in a spirit of fairness and an appreciation and valuation of individual differences, Rich Weinfeld (2021). Every student plays an important role in helping themselves in mastering vocabulary, the students have their unique ways to learn and process information.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discussed the research method used in this research. It covered the presentation of the research design, data and data source, method of data collection, research instrument, and method of data analysis.

#### **A. Research Design**

Research design is the writer's plan for the research, which includes the method to be used, what data will be gathered, where, how, and from whom (Ary, 2006: 34). Based on the theory, this study was conducted in a descriptive study by using quantitative approach. Descriptive study is a scientific study which the purpose to picture out the phenomenon. In this research, the descriptive method was done in and out of the classroom. The writer wanted to know the strategies used by the competent learners of students class VIII B in mastering vocabulary at SMP Negeri 1 Arongan Lambalek in learning vocabulary.

#### **B. Research Participants**

According to Amirin (1986) the subject of research is someone or something about it that wants to obtain information or people in the research setting that are used to provide information about the situation and conditions of the research setting.

## ***1. Population***

According to Purwanto, (2018) population is the totality of all elements contained in a research area. Majid (2018), the population is a group interest that will generalize the result of the study. In this study the researcher decided to take second grade of Junior high school students at SMP Negeri 1 Arongan Lambalek located at Jl. Meulaboh – Banda Aceh, Drien Rampak, Kec. Arongan Lambalek, Aceh Barat Regency, Aceh. The total population is 120 students of second grade, they are students of class VIII A, VIII B, VIII C, and VIII D.

## ***2. Sample***

Creswell (2012) state that sample is a subgroup of the target population that researchers plan to study for generalization of sampling. By using purposive sampling, the researcher chose the competent students of class VIII B as the class where the researcher conducted the research. Mackey and Gass (2005) said that purposive sampling is a random selection which is done by the researcher and it creates a small group as a representative from the large population. The sample in this study is competent students of class VIII B which has 10 competent students from 31 students at SMP Negeri 1 Arongan Lambalek. The 10 competent students are selected based on their rank in class which means they were all in top ten in the class.

## **C. Techniques of Data Collection**

The research is conducted by using quantitative research. In the collection of the data in the field, several stages are taken which in general the researcher divides into two stages, namely the preparation stage and the stage of

conducting research at the stage of preparing the researcher completing the things that needed in the field first. While at the stage of the implementation of the study the researcher collects the data through way, namely questionnaire, which is to create a question format that has been prepared before and then shared to the students to fill in the answers that have been prepared in advance by the researcher.

In this study, the writer used questionnaire as instrument to gain the data from competent learners. Questionnaire is a technique of data collection carried out by giving a set of questions or written statements to the respondent to answer (Sugiyono, 2008). It is very useful to collect information, personal opinions, facts, or attitudes from respondents. The lists of questionnaire were adapted from Sarianah (2015). The questionnaire used Likert scale which indicated the frequency of use of strategy in mastering vocabulary. The scale is *Always, Often, Rare* and *Never*. The Questionnaire for young people which could determine the preference learning styles of students in mastering English vocabulary In order to make the student understand the questionnaire, the writer translated it into Bahasa first. The lists of Questionnaire could be seen in Appendix 1.

#### **D. Techniques of Data Analysis**

The data that has been collected is analyzed using quantitative descriptive techniques, then presented in the form of percentages. To avoid the misunderstanding, the questionnaire was written in Bahasa and the researcher explained the purpose and how to answer the questions. Then, the participants were asked to check the statements carefully and read them thoroughly. In

connection with that, the data analysis technique used by the author was data processing analysis with descriptive analysis of percentages that is by using the following formula:

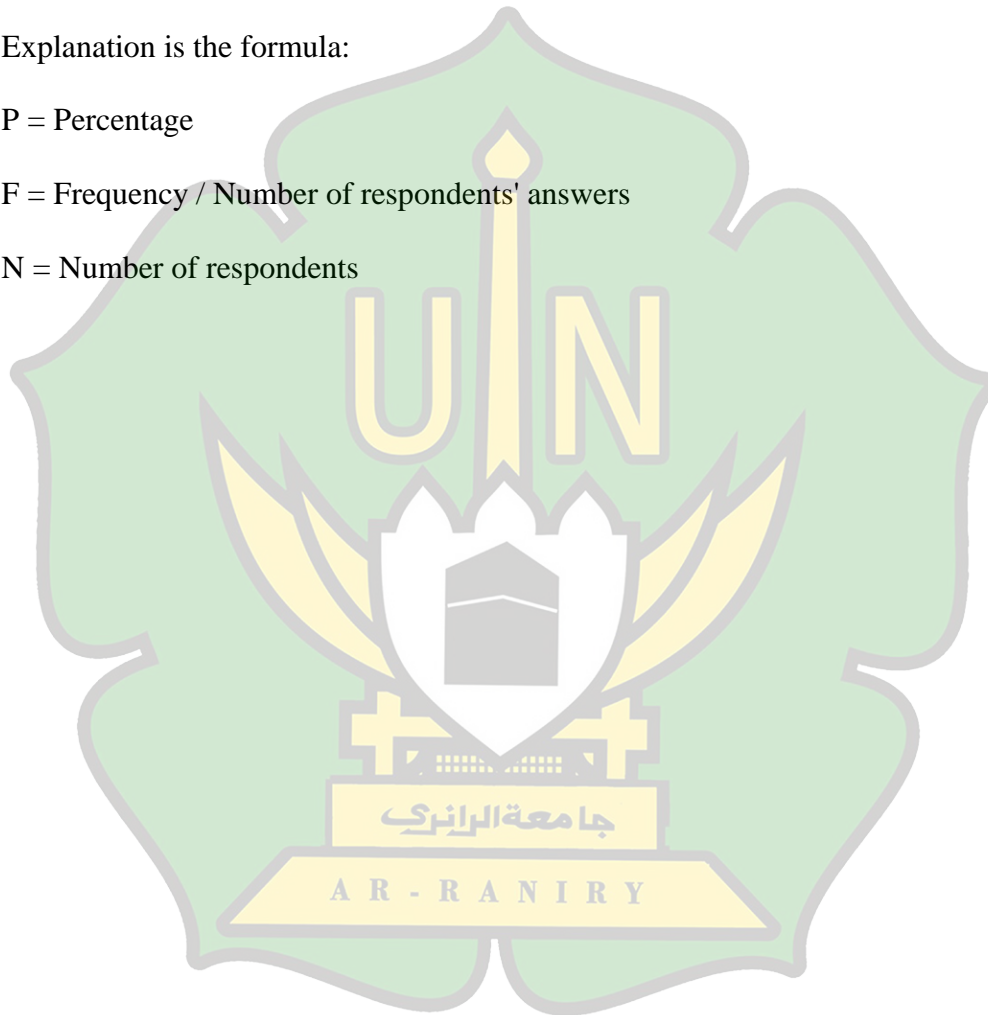
$$P = \frac{F}{N} \times 100\%$$

Explanation is the formula:

P = Percentage

F = Frequency / Number of respondents' answers

N = Number of respondents





## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of two parts. There are research findings and discussions. After gaining the data, it was analyzed by the researcher to answer the research questions of this research. Then, a discussion was presented to see the influence of the competent students' strategies in mastering vocabulary and the factors that influence them in learning English vocabulary

#### A. Research Findings

##### *1. The Strategies Used by Competent Students in Mastering English Vocabulary*

###### *a) The Use of Picture in Mastering English Vocabulary.*

The result of the questionnaire showed that half of the competent students in class of VIII B of SMP Negeri 1 Arongan Lambalek used picture as their strategies in mastering English vocabulary.

Table 4.1  
*The frequency of students used picture in mastering English vocabulary*

No.	Variables	Frequency	Percentage (%)
1.	Always	3	30,00
2.	Often	2	20,00
3.	Seldom	5	50,00
4.	Never	0	0,00
<b>Total</b>		<b>10</b>	<b>100</b>

Based on the table above, it was proven that half of students (50%) rarely used pictures as their strategy to mastering English vocabulary. However, there were 3 students (30%) who used the pictures as their strategy to master English vocabulary and there were 2 of them (20%) who liked to use the pictures to master English vocabulary.

b) The Use of Movement or Action in Mastering English Vocabulary

The movement of action in this case related to the movements that had been practiced by the teacher to promote a certain word in foreign language. This movement was meant to be a stimulus for the students to recall the previous vocabularies. The result also revealed that all the competent students learned English vocabulary through movements / actions by teachers in the class of VIII B SMP Negeri 1 Arongan Lambalek:

Table 4.2

*The frequency of students used movements to master English vocabulary*

No.	Variables	Frequency	Percentage (%)
1.	Always	3	30,00
2.	Often	7	70.00
3.	Seldom	0	0,00
4.	Never	0	0,00
<b>Total</b>		<b>10</b>	<b>100</b>

Based on table above, it could be seen that 3 students (30%) always learned English vocabulary through the movements or actions by teachers in class.

Then, 30 students (75%) respond that they often did this type of strategy. While, there was none of students who answered seldom and never (0%).

c) The Use of Repeating strategy to master English Vocabulary

The repeating strategy means that the students repeated the meaning that had been explained or explained by the teachers. As for the result showed that the competent students overall always used this strategy to learn English vocabulary in class VIII B of SMP Negeri 1 Arongan Lambalek.

Table 4.3  
*The frequency of student used repeating to master English Vocabulary*

No.	Variables	Frequency	Percentage (%)
1.	Always	5	50,00
2.	Often	2	20,00
3.	Seldom	1	10,00
4.	Never	2	20,00
<b>Total</b>		<b>10</b>	<b>100</b>

Based on table above, the data showed that there were 5 students (50%) who answered always in using repeating strategy to master English vocabulary. Then, there were 2 students (20%) who responded often used the strategy of repeating the explained vocabulary. On the other hand, there were 2 students (20%) responding that they never used the strategy and there was only 1 student (10%) who rarely used the strategy of repeating.

#### d) The Use of Movie to Master English Vocabulary

The use of movie means that the students watched any English movie to master English vocabulary. Interestingly, the result revealed that the majority of students responded that always English movie to improve their vocabulary especially for competent students in VIII B class of SMP Negeri 1 Arongan Lambalek.

Table 4.4  
*The Frequency of students used movie to master English vocabulary*

No	Variables	Frequency	Percentage (%)
1.	Always	8	80,00
2.	Often	1	10,00
3.	Seldom	1	10,00
4.	Never	0	0,00
<b>Total</b>		<b>10</b>	<b>100</b>

Based on table above, the data proved that 20 students (80%) always watched movie to improve their English vocabulary. In addition, there was a student who often watched English movie to help his/her English vocabulary. Finally, there was a student who responded that he/she seldom watched English movie as a strategy to master vocabulary.

#### e) The Use of Memorizing strategy to Master English Vocabulary

The students also responded that they had a classic strategy such as remembering the vocabulary that had been given by teacher to them. The result

showed that most of the competent students used this strategy to master English vocabulary for students in class VIII B of SMP Negeri 1 Arongan Lambalek.

Table 4.5  
*The Frequency of student used memorizing to master English vocabulary*

No	Variables	Frequency	Percentage (%)
1.	Always	8	80,00
2.	Often	2	20,00
3.	Seldom	0	00,00
4.	Never	0	00,00
<b>Total</b>		<b>10</b>	<b>100</b>

Based on table above, the data indicated that there were 8 students (80%) who responded that they always used memorizing as a strategy to master the English vocabulary. It was accompanied by the 2 students (20%) who often used this strategy to master vocabulary. Interestingly, there was no student who applied this strategy either seldom or never.

f) The Use of Translation to Master English Vocabulary

Translation is an activity where a student brings the meaning from foreign language into native language or mother tongue. There were varieties of answers from the students toward this strategy. The students translated the words by referring the words into dictionary or electronic devices. The result revealed that half of the competent students used this strategy in class VIII B of SMPN 1 Arongan Lambalek.

Table 4.6  
*The Frequency of student used translation to master English vocabulary*

No	Variables	Frequency	Percentage (%)
1.	Always	5	50,00
2.	Often	2	20,00
3.	Seldom	2	20,00
4.	Never	1	10,00
<b>Total</b>		<b>10</b>	<b>100</b>

Based on table above, it was revealed that half of the students (50%) always used translation as one of the strategies to master English vocabulary. Then, there were 2 students (20%) who declared that they often used this type of strategy in mastering the vocabulary. However, there were 2 students (20%) who responded that they seldom used the strategy and 1 student (10%) who responded that she never used translation to master English vocabulary mastery.

g) *The Use of Antonym Words to Master English Vocabulary*

The result of this study also revealed that the students used antonym words to understand and master the certain words. The majority of the competent students applied this type of strategy to help them mastering the vocabulary in class VIII B of SMPN 1 Arongan Lambalek Aceh Barat.

Table 4.7  
*The frequency of students used antonym words to master English vocabulary*

No	Variables	Frequency	Percentage (%)
1.	Always	8	80,00
2.	Often	1	10,00
3.	Seldom	1	10,00
4.	Never	0	0,00
<b>Total</b>		<b>10</b>	<b>100</b>

Based on table above, the data proved that most of students (80%) used the opposite of the words to master English vocabulary. Then, there was a student (10) who responded that she often used the strategy in mastering English and yet there was a student (10%) who seldom used this type of the strategy.

#### h) The Use of Prediction to Master English Vocabulary

The last strategy that was used by the students in mastering English vocabulary was to predict the meaning of the words. The prediction could be done by understanding the content of the passage or idea where the words were located. In this research, it was found that there were varieties of frequency of this strategy which was applied by competent students in class VIII B of SMPN 1 Arongan Lambalek.

Table 4.8  
*The frequency of students used prediction to master English vocabulary*

No	Variables	Frequency	Percentage (%)
1.	Always	3	30,00
2.	Often	2	20,00
3.	Seldom	1	10,00
4.	Never	4	40,00
<b>Total</b>		<b>10</b>	<b>100</b>

Based on table above, it was shown that there were 3 competent students (30%) who always used this strategy to master English vocabulary. Then, there were 2 students (20%) who declared that they often used this strategy. Yet, there were 4 students (40%) who never and a student who seldom used this kind of strategy in mastering English vocabulary mastery.

In conclusion, competent students in class VIII B SMPN 1 Arongan Lambalek used several strategies to master English vocabulary such as using the pictures, repeating the given words, using antonym words, memorizing the words, predicting the meaning of the words, translating the words, watching English movies and using the movement representing the words.

## **B. DISCUSSION**

After analyzing the result of the study, the researcher presented the discussion to find out the answer to this research question. The discussion was meant to find out whether the result of this result could support or oppose the



previous theory. The research question of this research is “What are the strategies used in mastering vocabulary in class VIII B of SMP Negeri 1 Arongan Lambalek?”. To answer this research question, the result of the study was presented.

According to the result of this research, it was obtained that there were several strategies that were used by the competent students to master English vocabulary. The first strategy was the use of pictures in mastering the English vocabulary. The result indicated that the students were helped by the use of the pictures. It was in line with Sukmahidayanti (2015) who said that the use of proper instructional media such as pictures can aid the students in learning certain vocabulary easily. The second strategy used by the students in mastering English vocabulary was to repeat the words that had been given by the teachers. The given words such as its pronunciation and meaning had been explained first by the teacher then the student repeated it. It was supported by Tacac (2008) conveying that the students should be able to manage their learning management so that the efficient learning outcome could be achieved. In repeating the vocabulary given by the teacher, students needed to manage when and where to practice it.

The third strategy used by the competent students in mastering English vocabulary was to use antonym words. It was true that by remembering the word and its opposite word could make the understanding of the vocabulary become better. As mentioned by Schmitt (2000), learning vocabulary is like an incremental process where the progress takes step by step to finish it. So, by remembering the opposite word of certain word could be an incremental process in mastering English vocabulary. The fourth strategy used was to memorize the

words. As the classic strategy practiced by the students, memorizing is still being a proper strategy to improve the vocabulary mastery. It was mentioned by Richards and platt (1992) that memorizing could increase the number of vocabulary for the students. Then, the next strategy practiced by competent students was to predict the meaning of the words. It was true, sometimes learner tried to guess the meaning of the word by understanding the concept or context in the text or situation where the worlds used then the leaner made an appropriated prediction for the word. It was first said by O'Malley and Charnot (1990) who explained in learning process students often used their metacognitive skill such thinking about the learning process, planning, monitoring and evaluating how well they learned. By thinking the condition and the context of the text, the students could made a good predicted meaning of the words.

Then, translating the words was also one of the strategies used by the students in mastering the English vocabulary. The translation process including both from dictionary and electronical device. Usually, when the student translated a word at an important moment, it would make the word lasted longer. Toury (1995) mentioned that translating is a quick and easy way to present the meaning of words and student was pushed to often search the meaning of the word so that he/she could remember it. Then, Ratey and Hagerman (2008) suggest that physical activity in general can sharpen thinking and enhance memory. It was in line with the result of this research where the students used the movements and actions in mastering the English vocabulary for example "walking" action to represent the meaning of word "walk". The last strategy the competent students used in mastering English vocabulary was to watch any English movie. The

students conveyed that they watched some movies in English to master vocabulary. It was supported by the result of research conducted by Fanani (2013) who conveyed that students preferred to improve their vocabulary through film such as Box Office and Desney movies. Reid (1995) also said that the individuals have different preferable learning method especially in absorbing, processing, and retaining new information.



## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### A. CONCLUSION

Based on the findings and discussion of this research, it was concluded that competent students in class VIII B SMPN 1 Arongan Lambalek used several strategies in mastering English vocabulary. The first strategy was the students used some pictures to learn English vocabulary. The pictures usually were provided by the teachers or already printed in the book. The second strategy was to use the movements or actions. Some students did any movement and action to recall the meaning of certain vocabulary. The third strategy was about to use the opposite meaning of the remembered words. It is a good strategy of the students where they can learn another word by knowing the contrast of that word. The fourth strategy was to repeat the words that have been given by the teachers in the class especially the newest words obtained in a day. Then, the next strategy was to remember the word gradually. For example, the students remember the words that they found in dictionary or given by the teacher in their home. The sixth strategy was to predict the meaning of the word especially if the students were able to know the context or concept of the text, they could made a good prediction of the word's meaning. The last strategy used by competent students in mastering English vocabulary was to watch English movie. The native movie which all the conversation was in English surely could improve students' vocabulary mastering.

## B. RECOMMENDATIONS

After analyzing the result of this study, the researcher formulated several recommendations toward students, teachers and further researchers. Firstly, for the students, it is essential for them to apply any of the strategies that have been explained in this research in mastering English vocabulary. Since those strategies were practiced by competent students, it could be good resources for them to apply these strategies. The second recommendation is meant to the teachers. As explained before that teachers play an important role in conducting an appropriate teaching method and materials to help the students in improving their English vocabulary. Thus, the teacher can refer their teaching method or media based on the result of this research.

The last recommendation is meant to the further researchers who will conduct a study with similar background and interest with this study. Since this study only used questionnaire to obtain the data from the participants, the next research can be done by interviewing the participants or conducting experimental research to find out the effectiveness of the strategies used in this research. Then, a proper research also needs to be conducted to the senior high school level with wider range of perspective and more strategies can be obtained in mastering English vocabulary.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B- 16656/Un.08/FTK/KP.07.6/11/2021

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

DEKAN FAKULTAS TARBİYAH 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-3718/Un.08/FTK/KP.07.6/3/2020** 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 14 Februari 2020
- Menetapkan  
PERTAMA : **MEMUTUSKAN**  
Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-3718/Un.08/FTK/KP.07.6/3/2020** tanggal 6 Maret 2020
- KEDUA : Menunjuk Saudara:  
1. Siti Khasinah, M.Pd Sebagai Pembimbing Pertama  
2. Azizah, M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi : - RANIRY  
Nama : Hayaton Nufus  
NIM : 150203004  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Strategies Used By Competent Students' in Mastering Vocabulary
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- 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: 09 November 2021  
Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-17133/Un.08/FTK-I/TL.00/11/2021  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Kepala Sekolah SMPN 1 Arongan Lambalek

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **HAYATON NUFUS / 150203004**  
Semester/Jurusan : XIV / Pendidikan Bahasa Inggris  
Alamat sekarang : Rukoh, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Strategies Used By Competent Students' In Mastering Vocabulary*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 25 November 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



*Berlaku sampai : 20 Desember  
2021*

AR-RANIRY  
Dr. M. Chalis, M.Ag.



PEMERINTAH KABUPATEN ACEH BARAT  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 1 ARONGAN LAMBALEK**

Jln. Nasional Simpang Lambalek Kec. Arongan Lambalek Kode Pos 23652



Arongan Lambalek, 18 Juli 2022

Nomor : 421.3/02/VI/2022  
Lampiran : -  
Hal : Surat Balasan Penelitian Ilmiah Mahasiswa

Dengan hormat,

Berdasarkan surat saudara Nomor: B-7955/Un.08/FTK.1/TL.00/07/2022, perihal izin melakukan penelitian di Sekolah Menengah Pertama Negeri 1 Arongan Lambalek maka bersama ini kami sampaikan kepada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry bahwa mahasiswa yang berketerangan di bawah ini :

Nama : **HAYATON NUFUS**  
NIM : 150203004  
Semester : XV  
Jurusan : S1 - Pendidikan Bahasa Inggris  
Judul Penelitian : **The Strategies Used by Competent Students' in Mastering Vocabulary**

Telah melakukan penelitian di Sekolah Menengah Pertama Negeri 1 Arongan Lambalek mulai tanggal 15 Juli 2022 sampai dengan 16 Juli 2022.

Demikian surat ini kami buat, agar dapat dipergunakan sebagaimana mestinya, dan atas perhatiannya kami ucapkan terimakasih.

Mengetahui,  
Kepala SMP Negeri 1 Arongan Lambalek  
  
**AMIRUDDIN, S.Pd**  
NIP. 196405151990031022



## DAFTAR PERTANYAAN

### KUESIONER UNTUK SISWA KELAS VIII B SMP NEGERI 1 ARONGAN LAMBALEK

#### I. INFORMASI

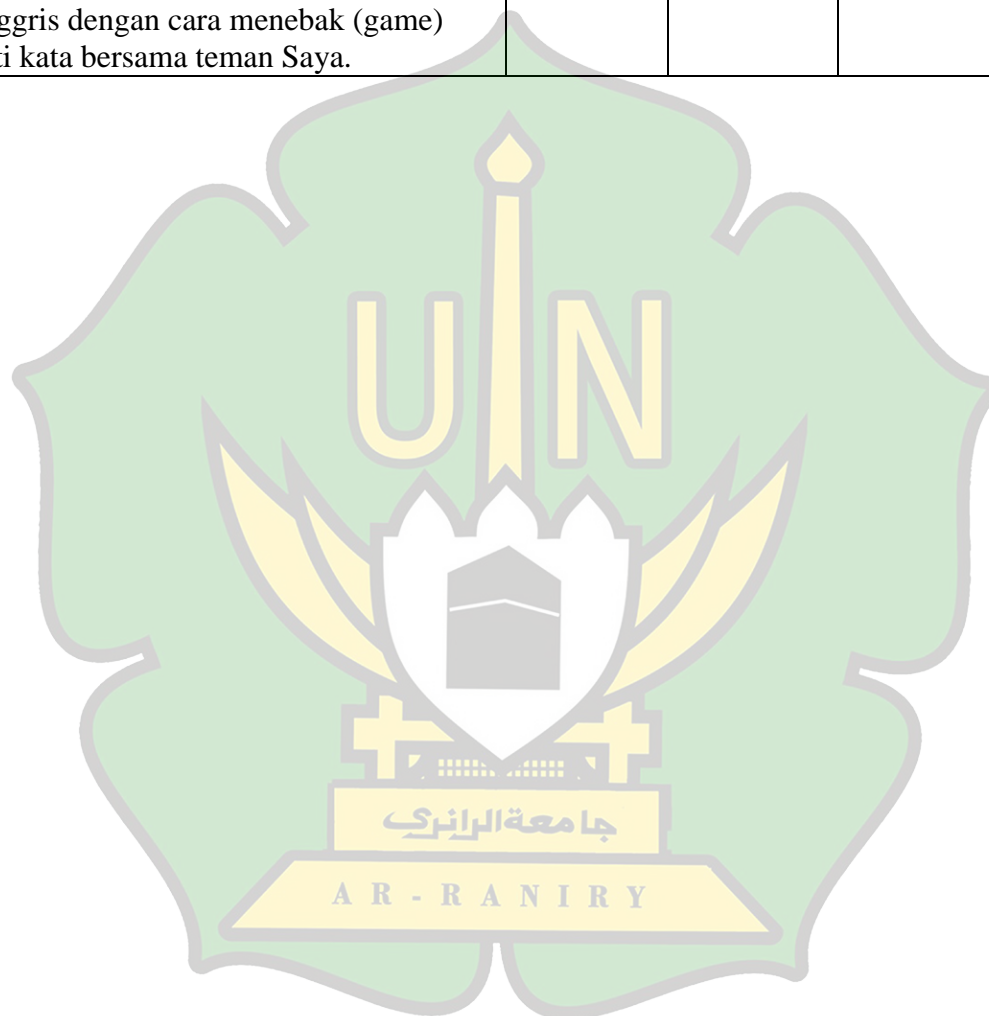
1. Tes ini dimaksudkan untuk mengukur bagaimana mempelajari kosakata bahasa Inggris.
2. Hasil tes ini menjadi data untuk penulisan Tesis Penelitian serta data untuk kualitas strategi pengajaran bahasa Inggris, khususnya kosa kata.

#### II. INSTRUKSI UNTUK PENGISIAN

Pilihlah jawaban di bawah ini dengan menggunakan tanda silang (x) pada jawaban yang tersedia.

No.	Pernyataan	Frekuensi			
		Selalu	Sering	Jarang	Tidak Pernah
1.	Guru bahasa Inggris Saya memotivasi saya untuk belajar kosakata bahasa Inggris				
2	Saya termotivasi untuk mengulang pelajaran kosakata bahasa Inggris di rumah				
3	Saya belajar Kosakata bahasa Inggris dengan menghafal kata antonim dari kata tersebut				
4	Saya belajar kosakata bahasa Inggris melalui gambar				
5	Saya dan teman Saya belajar kosakata bahasa Inggris dengan menggambar atau membawa gambar dari kata-kata yang dimaksud dan mempelajarinya bersama-sama.				
6	Saya belajar kosa kata bahasa Inggris (terutama kata kerja) dengan mempraktikkan kata yang dimaksud bersama teman Saya.				

7	Saya meningkatkan kosakata Bahasa Inggris dengan menonton film yang berbicara bahasa Inggris.				
8	Saya meningkatkan kosakata Bahasa Inggris dengan cara menghafal kosa kata baru				
9	Saya meningkatkan kosakata Bahasa Inggris dengan cara menerjemahkan teks atau kalimat dengan menggunakan kamus.				
10	Saya meningkatkan kosa kata Bahasa Inggris dengan cara menebak (game) arti kata bersama teman Saya.				



## AUTOBIOGRAPHY

1. Name : Hayaton Nufus
2. Place / Date of Birth : Blang Luah/ 02 Maret 1997
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Blang Luah. Kec. Woyla Barat. Kab. Aceh Barat
9. Email : hayatun97nufus@gmail.com
10. Parents' Names
  - a. Father : Ramli
  - b. Mother : Ralian
11. Parents' Occupation
  - a. Father : Farmer
  - b. Mother : Housewife
12. Address : Blang Luah. Kec. Woyla Barat. Kab. Aceh Barat
13. Education Background
  - a. Elementary School : MIS Blang Luah (2003-2009)
  - b. Junior High School : SMPN 1 Arongan Lambalek (2009-2012)
  - c. Senior High School : MAN 1 Aceh Barat (2012-2015)
  - d. University : UIN Ar-Raniry Banda Aceh (2015-2022)

Banda Aceh, December 9<sup>th</sup> 2022

Hayaton Nufus