The Students' Strategies in Enriching Vocabulary (A Study at English Department of UIN Ar-Raniry)

Thesis

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BANDA ACEH
2018 M/1439 H

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh.
In partial fulfillment of the requirements for Sarjana Degree (S-1) on
Teacher Education

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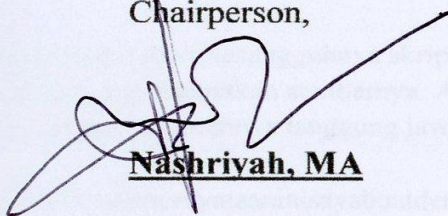**NIP:196011181988031001**

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It has been defended in Munaqasyah in front of the counsil of
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Fulfillment of the Requirements for Sarjana Degree
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On:
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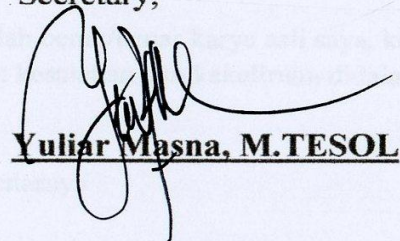Jumadil Awwal 2nd, 1439 H
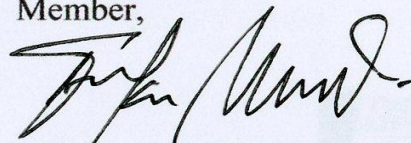
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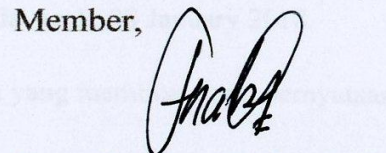
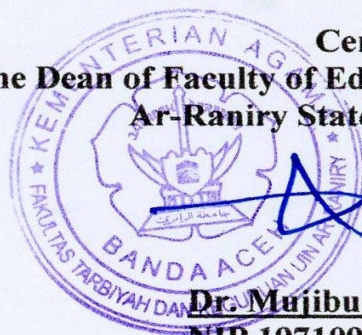Member,   Member,

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah, praise be to Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King Who owns the power over all the creatures, He Who always blesses and gives the researcher health, strength and passion to accomplish his thesis. Peace and salutation may be always granted to the noble prophet Muhammad SAW whom together with his family and companions had struggled whole heartedly to guide his *ummah* to the right path.

First of all, the researcher would like to dedicate her uncounted thanks to her parents, her beloved father Cut Abidin and her beloved mother Tisumah always support her with their endless love and always fight the best for her. Then, the researcher also like to devoted her love to her beloved sister and brother Khaidir, Armiati, Mas Wati, Sri Murni, Fitri Safrila, and for all of her family who always support her with love.

Then, the researcher would like to dedicate her deepest gratitude and appreciation to her beloved supervisors Drs. Luthfi Aunie, MA and Nashriyah, MA for their valuable guidance, advices, support, kindness, insightful comment, and immense knowledge in completing this thesis entitled: **"The Students' Strategies in Enriching Vocabulary (A Study at English Department of UIN Ar-Raniry)".** The researcher is extremely grateful to be supervised by them, if there is a word more honored than thank you very much, I will choose it to express my respects. The meaning and the purpose of the written of this thesis is

to fulfill the requirement to achieve fresh graduate degree of Department of English Language Education, Faculty of Education and Teacher Training UIN Ar-Raniry.

Also, the researcher great appreciation is also addressed to the Head of English Language Education study program of Faculty of Education and Teacher Training, Mr. Dr. T. Zulfikar., M.Ed and all staffs of English Language Education Department, my PA Nashriyah, MA and all lecturers, both English Language Education and non English Language Education Department lecturers who guided and helped her during her study in English Language Education Department of UIN Ar-Raniry.

Furthermore, researcher deeply thanks to the lecturer who has given permission to conduct her research in her class Miss Husnul Khatimah, S.Pd.I.,M.Pd. and her research participants brother and sisters from English Language Education Department year 2017 unit 3.

The researchers thanks are also addressed to all of her friends in English Language Education Department unit 1 and 2 (2013). Also, her special thanks for Abdul Majid, SE who always help, support, and also share the joy and sorrow with me. Next, the researcher thank also go to Bg Fatta, Bg Ibal, Inas Ghalda, Fiesca Maini Asri, Putri Haliza, Suriati, Jasmadi, Ecy, Rahma, Ifa, Zia, Nur, Daud, Aida, Indah, Munira, Mery Astria, Wahyu, Ema Yulia, and all people who supported and helped her in writing this thesis that she cannot mention one by one.

Finally, the researcher realizes this thesis is in need for the constructive ideas in order to fulfill its weakness. The researcher hopes it is useful for learning vocabulary in particular and English Language Education Department of UIN Ar-Raniry Banda Aceh.

Banda Aceh, 19 January 2018

Hartimi

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ABSTRACT

The title of this study is "The Students' Strategies in Enriching Vocabulary". The purpose of this research is to recognize the strategies used by students of UIN Ar-Raniry English Department in enriching the vocabulary, and to identify problems faced by students in enriching vocabulary. The writer employed two techniques to collect data; questionnaires and interviews. The questionnaire was distributed to 21 participants and 8 of them participated as interviewees. Having conducted the data, the result revealed that the English students had and used some strategies involving; watching movies, listening music, memorizing from dictionaries, and memorizing English words. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak. Hence, it can be concluded that the using of strategies can improve students' vocabulary skill.

Keyword: Strategies, Problems, Vocabulary, Improve

CHAPTER I

INTRODUCTION

A.   Background of The Study

English is used as international language, and has the highest sequence to dominate language in the world. In modern people, English still has upper power to be studied than other languages. Furthermore, many parts of daily life uses English, for example in business, economic, resort, etc. In smaller area, there are many English languages can be found in cover of a book, advertisement, clothes, etc. For that reason English is taught throughout the world, and in order to master English it is essential to perceive basic comprehension about English.

In English, there are four skills and three components that should be mastered by students. Those skills are listening, speaking, reading and writing. English components are pronunciation, grammatical constructions and vocabulary. Those components should be mastered by students to improve their learning proccess.

This research focuses on one of those three component namely; vocabulary. It is the basic knowledge to know meaning in language. Vocabulary refers to knowledge of words, meaning of words, and how effectively to use words during communication. It is essential to learn a language; it helps to communicate easily, fluently and naturally with others especially native speakers.If students have lack of English vocabulary, they will get difficulties to interact with others when they communicate with the language. In learning a language, vocabulary is one of

language aspects that should be acquired. Vocabulary is a central aspect in English learning since students cannot express their own ideas or understand others without sufficient vocabulary.

Richard and Renandya (2002, p. 225) stressed that "without extensive vocabulary and strategies for acquiring new word, learners are often difficult in using a language". In learning vocabulary, the students have various strategies. They learn based on their enjoyment in learning process. Learning strategies in vocabulary are different among the students. Those strategies will influence their result in English achievement. Students who have good strategy in learning vocabulary can easily understand about what they have learned because some aspects of English learning need vocabulary in understanding the meaning. Takac (2008, p. 106) defined vocabulary learning strategies as some activities, behaviors, steps or techniques used by learners to help them to discover lexical items of the word, meaning and form, and then store it in their brain.

There are many kinds of vocabulary learning strategy. To increase their vocabulary read English books, listen to music or radio, watch sub-title movie, etc. In this research, the researcher has some reasons to conduct research about how the students effectively learn their vocabulary. Many facts indicate that the good vocabulary will carry the students to good level of English, and students not are usually confident to speak English because of lacking of vocabulary.

Vocabulary is important in learning process, but some students in third semester of English department of UIN Ar-Raniry did not pay much attention on increasing their ability about vocabulary. It is evidenced during speaking class.

Students who had limited in their vocabulary were just silent in the discussions. They were timid to speak because their limitation in grammar and vocabulary. On the contrary, the students who realized how important the vocabulary considered to study vocabulary deeper. They who had attention in developing vocabulary had learning strategy to expand their vocabulary. As the result, they dominated to speak in the class.

Nation (2001, p. 9) stated that EFL learner need to know very large number of words and their meaning to help them improve their english. His study revealed that individual differences in their vocabulary knowledge may result in successful or unsuccessful text comprehension. Thus, some strategies are necessary to motivate students in enriching vocabulary and one of the strategy is playing scrabble. Putri (2006, p. 3)discovered in her research that playing scrabble could motivate students in improving vocabulary.

And the last one was the study that had been written by Laufer and Shmueli. Argued that second language vocabulary knowledge is essential in second language text comprehension. Thus, from his argument can be concluded that EFL students who have limited vocabulary knowledge are less likely to be able to develop advanced levels of reading, listening, writing and speaking skills in the target language (Laufer and Shmueli, 1997, p. 28)

In conclusion, based on the explanation above, the researcher wants to conduct a study about the learning strategies that are used by the students in expanding vocabulary. By looking at the fact that the first semester students in UIN Ar-Raniry especially good students have more experience to enrich

vocabulary when learning process than lower semester students, this study intends to explore UIN Ar-Raniry student's strategy in enriching vocabulary

B.   Research questions

1. What are the problems faced by the students' in enriching vocabulary at English department of UIN Ar-Raniry?

2. What are the students' strategies in enriching vocabulary a study at English department of UIN Ar-Raniry?

C.   Aim of the research

1. To identify the problems faced by the students in enriching vocabulary at English department of UIN Ar-Raniry

2. To find out the students strategies in enriching vocabulary a study at English department of UIN Ar-Raniry

D.   Significances of the research

The significances of this research may include the following items:

1. For the students

The findings of the research are expected to help students to find strategies that are good and enjoyable for them in learning vocabulary.

2. For the teachers

The findings of the research are expected to help the teachers to provide the valuable information about students' learning strategies to expand the vocabulary. It benefits to help the teacher in developing and teaching vocabulary for students.

3.   For other researchers

The findings of the research are hopefully this can be used as reference in conducting the same study for obtaining better result.

E.   Terminology

In order to avoid misunderstanding of this study, there are some terms in the title of this research:

1.   Learning strategy

Oxford (1990, p. 8) defined that learning strategy as a specific action that is taken by the learner to make their learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Then, Tarigan (1993, p. 2) also said that learning strategy as the ideas or behaviors that are used by individual to help themselves in understanding, learning, or recognizing new information. In his book, Tarigan described that learning strategy as pedagogic procedure which is arranged to establish the certain strategy for students in developing the competence to achieve the target.

2.   Vocabulary

Webster's (1979, p. 2046) dictionary states that "vocabulary is the words recognize and understood by particular person although not necessarily used by him. In a more general statement vocabulary is a list of word and sometimes phrase, usually arranged an alphabetical order and defined".

Oxford (2000, p, 482) Learner's Pocket Dictionary states that "vocabulary is a list of words with their meanings, especially in a book for learning foreign language and all the words that a person knows or use". From the above definition

it can be concluded that vocabulary is a number of words or a bunch of words someone has in his or her mind. Vocabulary is the words capasity that someone has when she or he speaks, reads, or prosedures every day in daily routine.

CHAPTER II
REVIEW OF RELATED LITERATURE

A.   Definition of vocabulary

Vocabulary is knowledge of words and word meaning. However, vocabulary is more complex than this definition suggests. First, words come in two forms; orally and written. Orally form vocabulary includes those words that we recognize and use in listening and speaking. Written vocabulary includes those words that we recognise and use reading and writing. Second, words knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we rocognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definition and connections or ever use them as we speak and write.

According to Richards and Renandya (2002, p. 81) vocabulary is a core component of language proficiency and provides much of the basis to how well learners speak, listen, read, and write. Richards (2000, p. 70) states that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.

According to Nation (2008, p. 66) "vocabulary is central to language. The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Words are the tools which used to think, to express idea and feeling, and to learn about world. In

language learning vocabulary is an essential component. It links to four skills of listening, speaking, reading, and writing".

It can be said that vocabulary is a word or list with meaning and wich is known by the speakers and wich is used to communicate among those speakers and used by a group or individual.

According to Thornbury (2002, p. 103) "Vocabulary is the root of the language. This is something everyone should learn to improve the vocabulary and only to gain better communication and idea will not be conveyed properly without adequate vocabulary. Even in the mother tongue of a person, and learn that the better vocabulary never stops ".

Thornnury (2002, p. 198) put his thought in this statement:

> "All languages have words.The language appears first as a word, both historically, and in relation there are several ways each to learn the first language and other languages, learning vocabulary never stops to obtain good words either in the language as well as other languages, learning with new words, new meaning for old words."

In fact that people will keep on learning vocabulary even in their native language reflects its importance. Learning new words or new meanings of old words proves that vocabulary always develops. It doesn't stay in static line, yet moves along with time. For that reason, vocabulary becomes the subject of long-life learning.

The term of vocabulary has a wide meaning. Based on oxford dictionary, vocabulary means "all the word that the person knows or uses" (Hornby, 2010, p. 1722). "vocabulary also includes conceptual knowledge of words that goes well beyond a simple dictionary definition" (Antonacci & O'Callaghan, 2002, p. 83).

Vocabulary is central to language and it is really important to the language learners (Zimmerman, 1997, p. 5). According to Ur (2001, p. 3) vocabulary is "the words of the language". In line with that, Hatch and Brown (2001, p. 5) explained vocabulary "as a list or set of words for a particular language or a list or set of words that individual speaker of language might use". From the explanation above, it can be concluded that vocabulary is a number of words which is used for communication or to express the ideas and can be found in dictionary.

B. The problem of vocabulary

Many students that had problems with their vocabulary are usually caused by their poor reaching ability, lower intelligence and a lack of intellectual stimulation and practice.

Dowson (1987, p. 17) explained "Learning the language means learning pronunciation, vocabulary and grammar by practicing the four skills: listening, speaking, reading, and writing". Indeed, there are still many students that make mistakes in choosing a suitable word for forming the right sentence. From the experiences of many students, the writer found that some difficulties in learning vocabulary not only from personal factor but also external factor. He briefly mentioned that the personal factor is the factor that comes from the learners. It consists of growth, aptitude, exercises, motivation, and attitude. While, external factor is the factor, which comes from surrounding the learners such as family, teacher and teaching method, facilities, social motivation, environment and chance.

The common problems that appear in vocabulay class are lack of students' motivation and lack of students' engagement in the vocabulary materials given. The problems causes the students' difficulties in gaining new words.

Here are five common problems for students who need to upgrade their vocabulary skills: (Shelby. 2013, pp. 1-3)

1. Don't know prefixes and suffixes. Knowing Prefixes and suffixes are easy vocabulary builders.

2. Cannot tell the meaning of a new word from sentence or paragraph. If kids have poor predicting skills they have blank gaps when they read and miss a lot of information.

3. Primarily read books below their grade level. Don't ban comic books or graphic novels. Find out what genre your child is interested in and encourage them to read books that will use a wide vocabulary.

4. Don't keep vocabulary lists for each subject. Every subject has vocabulary. If your child is not learning the new vocabulary in every subject they won't be able complete assignments and do well on tests.

5. Cannot tell you what they read or describe story lines. Being able to retell a story using the words from the story may mean your child need to do extra work to remember vocabulary.

Nation (2000, pp. 6-10) mentioned the problems that mostly occur in learning vocabulary. They are:

1. Cannot tell you in detail what they are studying in English class. With a poor vocabulary students fall behind and feel lost.

2. Struggles to communicate what they are thinking. This can be a lack of words to describe what they want to say.

3. Writes bland essays. A good vocabulary supports the ability to express yourself and communicate unique ideas.

4. Uses the same words over and over again. A lack of descriptive words, adjectives and adverbs means kids stick to the few words they know.

5. Unable to transfer new words to real life vocabulary. New words are easily forgotten and never used.

Students can quickly understand a wide range of words and get better grades with a great vocabulary.

C. Types of vocabulary

All vocabulary is classified in two types which are called active vocabulary and passive vocabulary. Active vocabulary is the vocabulary that is used daily activity both in speaking and writing , while passive vocabulary is the vocabulary that we do not use it although we understand it. Passive vocabulary also called receptive vocabulary means the vocabulary that is need to know and comprehending other's words and writing. In contrast active vocabulary is the words that are produced by the user. There are two kinds of vocabulary namely controlled active and free active vocabulary. Controlled active vocabulary is the vocabulary that arranged systematically yet free active vocabulary is the vocabulary that is produced spontaneously and freely sucs as free talking.

In a journal entitled " active and passive vocabulary knowledge", Azadah Nemati mentioned active vocabulary is the words which are used in speech and

writing. Nevertheless, passive vocabulary is the vocabulary that is used to understanding the writing or hearing something. It means active vocabulary is actively has a role when we produce words yet passive vocabulary worked when comprehending other's words.

According to Graves (1987, p. 189) devided active vocabulary and passive vocabulary into two kinds which are oral and written. Then he highlited that oral is devided into two types, receptive oral and receptive written, and also productive in our speech and conversation, and productive written is the vocabulary that we write in our writing. In contrast, receptive oral is the vocabulary that we understand by hearing other's words, while receptive written is the vocabulary that we use in comprehending in other's writing.

Based on some experts' statement, the writer can conclude that there are two kinds of vocabulary which are called active and passive vocabulary. The two types of vocabulary are devided into two subordinate, namely active oral-active written and also passivel oral-passive written. The difference between active oral and active written is active oral is vocabulary that is produced orally while active written is the vocabulary that is produced in writing or can be called printed vocabulary. However, the difference between passive oral and passive written is passive oral is the vocabulary that is used to understanding other's writing or in reading books.

D. **The Importance of Vocabulary**

In every language, vocabulary is very important to convey the idea, express desire and feelings; and to communicate with others. Vocabulary is one of the components, which supports the speakers in communication, whenever we want to communicate with other people using a language.

Harmer (2002, p. 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication. Tarigan (1984, p. 2) points out the importance of vocabulary in language is essential for successfull language use, because without an extenxive someone will be unable to use structure and function that has learned for comprehensible communication. Someone uses vocabulary to listen, read, speak, and write effectively.

Learning vocabulary of a language is important because vocabulary means how a word carries meanings (Ur, 2012, p.3). Vocabulary is important because without it words, we cannot carry the meaning of what we want to say (Gough, 2002, p.3). It means that the more the words we know, the more we will be able to communicate with other.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. "without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieves less than their potential and may be discouraged from making use of language learning opportunities around them" (Richard & Renandya, 2010, p. 255).

E.   Vocabulary learning strategies

Vocabulary learning strategies (VLS) are part of language learning strategies. Many researches have found that there is strong relasionship between vocabulary learning strategies and learning result (Gu, 2003, p. 105). According to Gu (2003, p. 116), "vocabulary learning strategies are important tool in describing and explaining the vocabulary development of a foreign language". It means that vocabulary learning strategies are tool in directing the students to learn vocabulary through effective way.

Vocabulary learning strategies is an approach to improve vocabulary skill. Schmitt (2000, p. 132) mentioned that "interest in VLs has paralleled a movement away from a predominantly teaching oriented perspective to one that includes interest in how the actions of learners might affect their acquisition of language". It can be infered that many learners actually have used strategies to learn vocabulary.

F.   The strategies used in enriching vocabulary

Gu and Johnson (1996, cited in Nation, 2001, p. 150) stated that direct instruction of vocabulary can help students learn enough words to become better readers, and becoming a better reader can in turn help students learn even more vocabulary. They provided a list of strategies in enrich vocabulary, which is based on:

1. **Graffiti Vocabulary**

When the vocabulary words are associated with subject specific concepts, have the student create word posters, provide recognition for good work by transforming the student work into the class word wall.

    a. Graffiti Criteria

        1) Vocabulary word is drawn using bubble letters

        2) Description of term using own words

        3) At least 3 images representing the term

        4) All white space must be colored in

2. **Making Meaning**

This is a great anticipatory activity to introduce students to context clues. Identify 4-5 vocabulary words from the text that students will need to understand in order to comprehend the text. In order to activate prior knowledge, students will brainstorm what they already know about the vocabulary term. Do a think-pair-share if you perceive that they will have difficulty with the new terms. During the reading, use the think aloud strategy to model how context clues provide context and give meaning to the vocabulary words.

3. **Word Wall Match-Up**

Authentic learning means putting the student at the center of the experience. But sometimes, they need a little support, especially when you are introducing new more complicated terms. Using the word wall match-up strategies, students using problem solving and reasoning skills to match up terms with definitions, and in some cases symbolic representation.

4. Vocabulary Anchor

There are times when explicitly teaching new vocabulary is appropriate. Try using a vocabulary anchor to introduce a new term during whole group instruction. Using an interactive smartboard, facilitate a class discussion by introducing a new vocabulary word and a similar term. For instance, introduce the word 'colony' and identify the word 'state' as a similar term. Because students are familiar with the meaning of *state*, activate their knowledge by asking them what characteristics the two words have in common (+). Next, use the think aloud strategy to help students brainstorm how the term *colony* is unique (-).

5. Vocabulary Cartoons

This strategy, taken from an SAT Prep resource, is an excellent way to help students to visualize new words. It includes the following elements:

    a. Vocabulary term

    b. Phoenetic spelling

    c. Brief description

    d. Linking word

    e. Cartoon

    f. Sentence that uses the vocabulary term

6. Wordsplash

A wordsplash is a collection of key words or concepts chosen from a passage or chapter that students are about to read. This strategy gives students a chance to relate the new words or concepts to the main topic of the reading.

G.   The difficulties in learning vocabulary

Learning vocabulary is important part of learning in language althought it seemed easy. In fact, it is as hard as other parts in learning languag, especially when ones has targeted in certain level in learning language. Learning vocabulary took time because it is almost impossible to know all English words in short period of time. It also requires practices which some people find difficulties to develop the vocabulary.

For the process of learning vocabulary itself, students face some difficulties. Thornbury (2002, p. 27) explained that there are factors that make vocabulary is difficult to be studied. Those are:

1. Pronunciation

Research shows that the words that are difficult to be pronounced is difficult to be learned.

2. Spelling

The mismatch of vocabulary will cause an error in pronunciation in learning vocabulary difficult to understand.

3. Grammar

Grammar is considered difficult as it determines the meaning of sentence. Because wrong grammar leads to misunderstanding students should aware about using grammar, on the other hand they should not confuse themselves from it, because what important is they know how to state their thought.

H.   Relevant Studies

Relevant study is study that has been conducted by other researchers before. The researcher has to look for relevant study relates with their research to compare its difference about the content and the finding. The researcher found some studies about strategy in vocabulary:

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

Umah (2013) stated that there are many strategies to motivate students in enriching vocabulary. Those strategies are reading text, translation, looking up at dictionary, making note, practicing dialogue and storytelling, playing word games, and use vocabularies for communication in daily life. In reading text, the students' vocabulary can increase because the students find a lot of vocabularies that they have never known before. Then, translation is used to know many meaning of vocabularies. In looking up at dictionary, the students look at dictionary to find the difficult words. Then, making notes is activity that demands students to write vocabularies that have been learned in note form in order to remember with those vocabularies. Further, practicing dialogue and retelling is real activity that demands students to conduct communication by applying vocabularies they master. In playing word game, the teaching process is teacher gives pictures for students and asks students to describe the picture. The last is providing opportunity to students to use vocabulary in real life context. Here, the

teacher facilitates students to practice their vocabulary in order they accustom to have communicative ability.

Then, the second one is written by Fanani (2013) from IAIN Tulungagung entitled "The strategy of learning vocabulary used by English students in semester VIIIB class at STAIN Tulungagung in academic year 2012/2013". The researcher analyzed the problem of her research and found that media could support the learning vocabulary and offered advantages by using the media in learning vocabulary. In learning vocabulary, there are media that can support the learning strategy. Those media are: by watching movie that have English subtitle like BOX OFFICE film and WALT DISNEY, by playing game, by reading book, and by using pictures. These media are effective to help students in learning vocabulary because it is considered more enjoyable by students. The advantages of using these media are the students learn vocabulary without feel learn. The process of learning sometimes make student bore to conduct learning. By using these media, the students enjoy their learning without feel boring.

CHAPTER III

RESEARCH METHODOLOGY

A.   A Brief Description of Field Research

The research took place at University Islam Negeri Ar-Raniry, Banda aceh. University Islam Negeri (UIN) Ar-Raniry (State Islamic University) is the Islamic university under the authority of departement of religious Affair. According to Presidential decree number 64 year 2014, the previous name of UIN Ar-Raniry was IAIN/ The State Institute for Islamic Studies of Ar-Raniry. UIN Ar-Raniry was firstly established on October 5[th]1963. It is located at Ar-Raniry Kopelma Darussalam (Lingkar Kampus) steet- Banda Aceh. The name of Ar-Raniry was initially taken from Syeikh Nuruddin Ar-Raniry who reigned in 1637-1641. He has contributed a very valuable thing in developing Islamic thought in South east Asia, especially in Aceh.

Based on 2014/2015 UIN' academic handbook, UIN Ar-Raniry which is currently headed by Prof. Farid Wajdi Ibrahim, MA as the rector, is an Islamic Educational institution has graduated thousands scholars and some doctor. As an Islamic University, it not only concerns about Islamic affairs but also focuses on general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, that is The Faculty of Education and Pedagogy, the Faculty of Syariah and Low, the Faculty of Ushuluddin and Philosophy, the Faculty of Dakwah and Communication, the Faculty of Adab and Humaniora, the Faculty of Social Knowledge and Government, the Faculty of Psychology, the Faculty of Science and Technology, and the Faculty of Economi and Islamic Bussiness. The aim of

Education and Teacher Training Faculty is to educate pious Muslim, to become an expert in education and teaching of Islam that is able to develop and proficient in implementing knowledge in various educational institutions.

The Faculty of Education and Pedagogy provides twelve departments which are classified based on their specific studies and programs, namely Pendidikan Agama Islam/PAI (Islamic Teaching department), Pendidikan Bahasa Arab/PBA (Arabic Department), Pendidikan Bahasa Inggris /PBI (English Department), Pendidikan Matematika/PMA (Mathematics Department), Pendidikan Fisika/PFS (Physics Department), Pendidikan Biologi/PBL (Biology Department), Pendidikan Kimia/PKM (Chemistry Department), Manajemen Pendidikan Islam/ MPI (Islamic Education Management), Pendidikan Guru Ibtidaiyah/PGMI (Elementry School Department), Pendidikan Guru RaudhatulAthfal/PGRA (Kindergarten Department), Pendidikan Teknik Elektro/PTE (Electro Enginer Department), and Pendidikan Teknologi Informatika/PTI (Information and Technology Department).

The English Education Department has 50 lecturers which consist of 32 permanent lecturers and the rest of them are part-time, some of them graduated from abroad universities such as Pennsylvania University, Mc. Gill University, Deakin University, University of Liverpool, Leiden University, University of Amsterdam, and many more. The other graduated from Indonesian Universities such as state of Islamic University of Ar-Raniry, Syiah Kuala University, UIN Yogjakarta, UI Jakarta, and many more. This research about "The Students' Strategies In Enriching Vocabulary" took place in English Department. English

Departement is headed by Mr. T. Zulfikar M. Ed. It has 32 permanent teachers and total 1122 students, and this department is specialized in teaching learning English. In addition, it is also supported by facilities such as a library which provides many books, journals, novels, dictionaries, and various topics of previous thesis written by the alumni.

In supporting the students to the study, there are some facilities provided by English Department, there are multimedia room and reading room. Multimedia room usually used to teach listening and held a TOEFL test. The reading room is used by the English student to look for and read books for reference and source which related to their subjects.

The vision of the English Education Department is to be an excellent institution that produces the graduates who are qualified, competitive, creative, innovative, pious and able to give positive contribution to others, and also to make this department as a superior and innovative English training center that attaches to Islamic principles and values.

The mission of the English Education Department is to improve the quality of English in Aceh in particular and in Indonesia in general by:

1. Educating its students to be future English teachers who are qualified, innovative, independent, professional, pious and Taqwa.

2. Producing English teachers who are ready to compete and able to develop their ability then gives positive contribution to develop their country or continue their studies to the higher level.

3. Develoving the practical, applicable and modern methods for the English Education departement (Tim Revisi/ Buku Panduan Akademik, 2010/2011, p. 66)

B. Research Design

After determining the brief description of research location, the researcher designed the research. The research design is the one of the most important section in the process of research. As stated by Ary *et.al* (1985, p. 21) "Research may be defined as the application of the scientific approach to the study of a problem". Problem is something which has to be solved. Thus, research is required to look for the answer relate with problem which want to be solved. In research, the researcher must have design to make easy in analyzing the data. A research design is a plan or strategy for conducting the research. It is required to get dependable and useful information. So, a research is conducted to solve the problem or to answer the question, no problem means no research. In order to solve the problem, a research need to collect some data related to the problem of a research. Thus, an appropriate method need to be chosen by a research in collecting the data. In this study, the researcher used qualitative research approach. According to Creswell (2003, p. 33) qualitative research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations of the respondents.

C.   The Subject of The Study

The subject in this research is the students of English departement of UIN Ar-Raniry. There were 21 students who participated in this research who were first-semester students.

This research used purposive sampling in selecting reseach subject, thus the participants are selected purposively since they fit the requirement that was necessary for the research. The requirement was that they were attending Vocabulary.

D.   Techniques of Data Collection

The research is conducted qualitatively. It uses only general problem statements or questions. In conducting this research, the researcher needs various kinds of data and information. So, the researcher used some techniques of data collection: questionnaire and interviews:

1.   Questionnaire

Arikunto (2006, p. 151) stated that questionnaire could be in the form of multiple choice, essay, check-list and rating-scale so respondents would only select one of the provided answers in it. In this study, the researcher used a multiple-choice questionnaire, there were 8 questions in the questionnaire. Participant in this research had to select one of the four provided answers by crossing one of those (A, B, C or D) in each question.

2. Interviews

According to Natasha (2005, p. 58) the definition of interview is "interviews are particularly useful for getting the story behind a participant experiences. The interviewer can pursue in-depth information around the topic. Interview may be useful as follow-up to certain respondents to questionnaires.

This research used interview to gain supporting data. The researcher conducted interview with 8 participants who took part in questionnaire session. The interview was intended to get further information through their personal experience about matter of interest, in this case was about strategy in enriching vocabulary. The participants were interviewed separately and were recorded by the researcher during the inteview. It took 4 days to complete the interview.

E. Technique of Data Analysis

1. Interview

The interview would be conducted to eight respondent of English Language Education Department in unit 3. The interview guide concist of six questions related to this research. The result of the interview was analyzed and explain to answer the research question.

2. Questionnaire

Questionnaire was another technique that use by the research in collecting the data. The questionnaire were given to know the students' strategies in enriching vocabulary. To analyzed the information of the questionnaire, the researcher use statistic formula. It is statistical method applied by frequency distribution. The data of the questionnaire would be presented in percentage.

According to Sudjana (2016, p. 79) the questionnaire analyzed by using the formula as follow:

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

Which:

        P   : percentage

        F   : frequency

        N   : number of sample

        100% : constant value

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the writer discusses the research result that obtained from the process of collecting and processing data. The first discussion is the result of first instrument that is questionnaire, and the second discussion is the result of interview which were taken from first semester students of English Department of UIN Ar-Raniry.

A. The Analysis of Questionnaire and Interview

1. Analysis of questionnaire

The questionaire was designed to help the researcher get more information of the students' interest.

The writer used the simple formula. It is the statistical method that applied by frequency distribution. The data would be presented in percentage by using the following formula.

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

Which:

P : percentage

F : frequency

N : number of sample

100% : constant value

The data analysis of the questinaire was showed on the following tables:

Table 4.1 Whether the students like learning English vocabulary

No	Option	Frequency	Percentage
A	Strongly Agree	6	28,57%
B	Agree	13	61,90%
C	Neutral	2	9,52%
D	Disagree	0	0%
E	strongly Disagree	0	0%
	Total	21	100%

It clearly can be assumed that the entire class (100%) agreed if they liked the vocabulary since nobody took option (D) or (E).

Table 4.2 The reasons why students liked learning English vocabulary

No	Option	Frequency	Percentage
A	Learning vocabulary is fun	0	0%
B	Mastering the vocabulary is important	14	66,60%
C	Mastering the vocabulary then the practice of speaking will also be applied so that students' ability in speaking will also be better	5	23,80%
D	The lecturer is fun	2	9,52%
E	Other	0	0
	Total	21	100%

The questionnaire above indicated that most students (66,60%) considered vocabulary is significant in order to improve their speaking skill. In vocabulary class, the lecturer taught students how to pronounce English words correctly, this made student thought if this class was substantial in improving their vocabulary.

Table 4.3 The reason why the students disliked learning English vocabulary

No	Option	Frequency	Percentage
A	Very boring	2	9,52%
B	The lecturer who teaches is not fun	9	42,85%
C	Not important	9	42,85%
D	Lack of media available	0	0%
E	Other	1	4,76%
	Total	21	100%

On the other hand, 9,52% students thought if vocabulary is boring. The assumption might came from fact the that the vocabulary had lack of teaching media to draw students' full attention.

Table 4.4 Learning English vocabulary is too difficult

No	Option	Frequency	Percentage
A	Strongly Agree	1	4,76%
B	Agree	1	4,76%
C	Neutral	15	71,42%
D	Disagree	0	0%
E	Strongly Disagree	4	19,04%
	Total	21	100%

Most of the students (71,42%) had no problem in attending vocabulary, because they believed vocabulary was important although some participants thought if the student was tedious.

Table 4.5 The factors of the students' difficulties in learning English vocabulary

No	Option	Frequency	Percentage
A	Lack of media available	0	0%
B	limitations in remembering	0	0%
C	Lack of motivation	0	0%
D	Different accent	14	66,60%
E	Other	7	33,33%
	Total	21	100%

The difference in accent is the most common difficulty faced by majority of the students (66,60%) and the rest of them (33,33%) had dificulties in vocabulary class with other reasons.

Table 4.6 The laboratory language is needed in learning English vocabulary

No	Option	Frequency	Percentage
A	Increased my memory when in class	0	0%
B	Actively talk to friends in different ways	5	23,80%
C	Learn to prepare ready mentally	8	38,09%
D	Added a new vocabulary	5	23,80%
E	Other	3	14,28%
	Total	21	100%

No student (0%) agreed that the language laboratory help students to improve their memory skill. Most of them (38,09%) thought that the laboratory may support their mental state while they learn vocabulary. 5 students (23,80%) thought that the vocabulary allow them to speak in English freely in laboratory,

other 5 students (23,80%) thought the laboratory helps them to increase their vocabulary, and the rest of them (14,28%) had their own reason.

Table 4.7 The students have strategies in improving vocabulary skill

10 participants stated that if they did not have any strategy to improve their vocabulary skill but 6 of them stated otherwise.

Table 4.8 The strategies that are used by the students in improving vocabulary skill

No	Option	Frequency	Percentage
A	Interact in English with friends or native speakers	4	19,04%
B	Watching movies	10	47,61%
C	Reading international news	0	0%
D	Memorizing vocabulary that has been learned	2	9,52%
E	Other	5	23,80%
	Total	21	100%

The most popular (47,61%) strategy among students to improve their vocabulary is to watch English movie, because watching movies helped them to correct their spelling and pronounciation.

2. Analysis of Interview

Another main source of data for this study is interview. The interview was conducted to gain further information. There were 8 participants in this interview. The participants were selected from participants who took part in questionaire session. The interview consist of six questions regarding students' strategy to improve their vocabulary. Here is the the result of interview

1. Do you have any strategies in enriching your vocabulary?

The entire participants admitted that they had special strategies to enrich their vocabulary.

2. What strategies do you use in enriching your vocabulary?

The participants have strategies to enrich their vocabulary, such as communicating English with their friends or English speakers, watching movie, and memorizing vocabulary as stated by student A: "*of course I have, the strategy I use to enrich my vocabulary is practicing English, there is no point in just remembering English words*".Student B stated: "*my strategy could be watching English movie*". Some of the students had two additional strategy to improve their vocabulary, those are listening English music and writing English words As stated by student C: "*I have some strategies to enrich my vocabulary such as listening music, reading English article and learning form grammatical books*".

3. Are the strategies effective in enriching your vocabulary? Why ?

All participants agreed if their strategies are effective to improve their vocabulary because their strategies are organized by themselves, not only the strategies motivate them to improve their vocabulary but also these strategies are applicable as stated by student B: "*the strategy is effective because I can learn directly and I can practice it*". Student C argued if her strategy was effective : "*I like listening music because I enjoy it and it help me learn English*".

4. Do you find any difficullties in learning English vocabulary ? if you do, what are they?

The argument offered by the all participants concerning difficulties in learning vocabulary was pronounciation as admitted by student A, C, and G. The participants are hardly able to pronounce correctly the words that they were being learned. Both Student C and student G said that it was not easy to memorize and remember words in English, Student E and A argued if one English word has many different meanings which make it hard to memorize or to remember.

5. How many strategies of learning vocabulary do you know? Please mention it!

The participants had some strategies that they were familiar with to improve their vocabulary such as listening English music, watching English movies, studying words from English dictionaries and memorizing them, reading English stories, writing English words that they thought were difficult in order to help them to memorize those words, and some of them admitted that they were practicing English with English speakers.

6. Why do you choose those strategies to learn your vocabulary?

The participants had different arguments about their own strategies to improve their vocabulary, but they all agreed that their strategies were effective to improve their vocabulary because they believed their strategies were enjoyable for them and easy to do as stated by student H and student D: "*it is enjoyable, so I think it it effective form me*.".

B.   Discussion

Based on data analysis that was collected and was analyzed from the students of English Department UIN Ar-Raniry Banda Aceh, the writer would like to answer the research questions as stated before. It consisted of two questions involving students' strategies in enriching vocabulary and problem in enriching vocabulary. In addition, to answer research question, the writer was supported by result of data analysis including questionaire and interview.

The first research question was about problems faced by the students in enriching vocabulary at English of UIN Ar-Raniry. The pronounciation is get more common issue faced by the students while learning vocabulary because they were not confident to pronounce English words with their accent, especially when they had to use those words in conversation. In the class, they had other issues, some participants stated if vocabulary was not significant to improve their vocabulary, some others said that they were not comfortable with the lecturer who teach vocabulary course and the rest of them if vocabulary was tedious.

Finally, the second research questions was about strategies used by the students in enriching vocabulary at English department of UIN Ar-Raniry. Founded on the result of questionaire and interview that the strategies used by students to improve their English vocabulary included listening music, watching movies, studying English words from dictionaries, memorizing English words, reading English stories, writing English words to memorize them, and practicing English with English speakers.

English learners believed if strategy in learning English, especially to enrich English vocabulary would be effective for them if the strategy was enjoyable for them as proved by this study which supported by relevant study of research by Fanani (2013). The finding of both research indicated that watching movie was the most enjoyable for English learners which lead to effectivenesss of the learning strategy. So, the using of the strategy is more favorable during teaching and learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions concerning the result of the research. It also proposes some suggestions for the readers and the next researchers learning English in order to improve the students' enrich on vocabulary.

A. Conclusions

Based on the discussion of the result of this research, the researcher gets conclusion from the research. The conclusion is explained below.

Firstly, students get some problems faced by students to improve their vocabulary. Those problems related with motivation in learning, the ability of memory that is impossible to remember all vocabularies which had been gotten, differentiating words that had similar spelling and pronounciation. The pronounciation was prominent prolem faced by students to improve their vocabulary. The students had difficulty to pronounce Englihs words and they were not comfortable to speak English with their accent, so that made them not confident to speak English freely.

The last, to overcome such issue, there are many strategies in enrich vocabulary which is used by students in first semester of English department in UIN Ar-Raniry. Those learning strategies are: watching English movies, practicing vocabulary every day, and memorizing English words. The strategies often used by students to develop their vocabulary.

B. **Suggestions**

After getting the conclusion, the researcher provides the suggestion for the students, the teachers, and hopefully this reseach can be reference for later study.

The suggestions are drawn as follows:

1. The studensts

The researcher hopes the discussion of the learning strategies of vocabulary, the problems faced by students in enrich in vocabulary and the solutions to solve those difficulties are benefit for the students. If the students want to improve vocabulary, the students can improve those vocabularies base on the students' enjoyment in learning. The good learning strategy is when the students can develop their vocabulary effectively. If the students want to improve their vocabulary to be more effective, they should learn vocabulary from many sources, such as: watching English movies practicing vocabulary every day, and memorizing English words.

2. The teachers

Teachers had important role in students' learning development. So they needed to apply likable strategies to make learning process interesting. Based on the result of the research, the most popular strategy to improve students' vocabulary was watching English movies. Thus, using interesting of strategies during learning process actually had great impact to enrich students' vocabulary skill. In addition, teachers had to encourage students practicing English outside the classroom. However, students themselves had to memorize English words to do the practicing.

3. The next researchers

The researcher believed that this study is still incomplete and imperfect. The researcher suggest that further research about the students' strategies in enriching vocabulary may add in learning and also give more practice every day to the students.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-255/UN.08/FTK/KP.07.6/07/2017
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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juli 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

    1. Drs. Luthfi Aunie, MA   Sebagai Pembimbing Pertama
    2. Nashriyah, MA   Sebagai Pembimbing Kedua
    Untuk membimbing Skripsi :

Nama	:	**Hartimi**
NIM	:	**231324155**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Students' Strategies in enriching Vocabulary (A Study at English Department of UIN Ar-Raniry)**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT	:	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: 18 Juli 2017
An. Rektor
Dekan,

Mujiburrahman

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

Surat Keterangan

No: B-4657/UN.08/KJ.PBI/TL.00/11/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-9488/Un.08/TU-FTK/ TL.00/10/2017 tanggal 18 Oktober 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: **Hartimi**
NIM	: **231324155**
Prodi /Jurusan	: Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Students' Strategies in Enriching Vocabulary (A Study at English Department of UIN Ar-Raniry)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 01 November 2017

Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

Nomor : B- 9488 /Un.08/TU-FTK/ TL.00/10/2017   18 Oktober 2017

Lamp : -

Hal   : Mohon Izin Untuk Mengumpul Data
        Menyusun Skripsi

Kepada Yth.

Di -
     Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Hartimi
N I M	:	231 324 155
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. Lingkar Kampus Lr. Serumpun No. 01, Gp. Rukoh Banda Aceh

Untuk mengumpulkan data pada:

UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Students' Strategies in enriching Vocabulary (A Study at English Department of UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM   BAG. UMUM

Kode 6014

Appendices IV

ANGKET UNTUK MAHASISWA

Sebelumnya saya mengucapkan terima kasih atas kesediaan saudara/i untuk mengisi kuisioner in. Saya bermaksud untuk melakukan survey sederhana tentang strategy yang di gunakan mahasiswa dalam memperbaiki kemampuan vocabulary. Oleh karena itu saya mohon kesediaan anda untuk dapat meluangkan waktu memberikan jawaban yang sejujur-jujurnya pada penelitian ini.

Semua jawaban responden dalam penelitian ini akan saya jaga kerahasiaannya dan hanya akan dipergunakan untuk keperluan survey ini.

Karakteristik responden

1. **Nama lengkap:**
2. **Jenis kelamin :**
3. **No hp   :**

Petunjuk pengisian

Beri tanda silang (x) pada jawaban yang diberikan dan isilah titik-titik dibawah ini jika di perlukan.

Contoh: 1   2   3   4   5

1	2	3	4	5
Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak seyuju

1.	Saya suka mata kuliah vocabulary	1 2 3 4 5

2.	Saya suka mata kuliah vocabulary karena:
	   a. Belajar vocabulary itu menyenangkan
	   b. Menguasai vocabulary itu penting
	   c. Dengan menguasai vocabulary maka practice speaking juga akan teraplikasi sehingga kemampuan mahasiswa di dalam speaking juga akan lebih bagus
	   d. Dosennya menyenangkan
	   e.	

3.	Alasan saya tidak suka mata kuliah vocabulary:
	   a. Sangat membosankan
	   b. Dosen yang mengajar tidak menyenangkan
	   c. Tidak penting
	   d. Kurangnya media yang tersedia
	   e.	

4.	Vocabulary itu sangat sulit	1 2 3 4 5

5.	Kesulitan yang saya hadapi dalam mempelajari vocabulary:
	   a. Kurangnya media yang tersedia
	   b. Keterbatasan saya dalam mengingat
	   c. Kurangnya motivasi
	   d. Dialek berbeda-beda
	   e.	

6.	Laboratorium bahasa penting untuk mata kuliah vocabulary
	   a. Meningkat kan daya ingat saya ketika di kelas
	   b. Aktif berbicara dengan teman-teman dengan cara berbeda-beda
	   c. Belajar menyiap kan mental yang siap
	   d. Menambah kosa kata baru
	   e.	

7.	Saya punya strategi-strategi yang mampu memperbaiki kemampuan vocabulary:	1 2 3 4 5

8.	Strategi yang saya gunakan:
	   a. Berinteraksi dalam bahasa inggris dengan teman atau native speaker
	   b. Menonton film/movie
	   c. Membaca berita internasional
	   d. Mengingat kosa kata yang sudah di pelajari
	   e.	

Appendices V

INTERVIEW SHEET

1. Do you have any strategies in enriching your vocabulary?

2. What strategies do you use in enriching your vocabulary?

3. Are the strategies effective in enriching your vocabulary? / why?

4. Do you find any difficullties in learning english vocabulary ? if you do, what are they?

5. How many strategies of learning vocabulary do you know? Please mention it!

6. Why do you choose those strategies to learn your vocabulary?

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Banda Aceh, January 19th 2018

The writer