ENGLISH STUDENT'S STRATEGY IN MEMORIZING NEW VOCABULARY

THESIS

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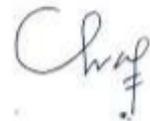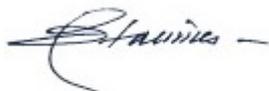**Department of English Language Education**
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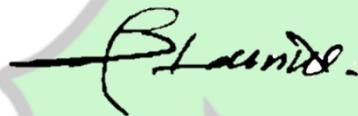for the Bachelor Degree of Education in English Language Teaching

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ENGLISH STUDENT'S STRATEGY IN MEMORIZING NEW VOCABULARY

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Thesis working title : Student's Strategy in Memorizing New Vocabulary
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Keywords : Vocabulary Learning strategy; Memorization; Student's Strategy.

Memorization is one of the specific strategies in vocabulary mastering. Most students used vocabulary memorizing strategies to acquire new words for improving their vocabulary skills. This study aims to find out students' strategies in memorizing new vocabulary and the most to least used strategies. The study was employed a quantitative approach since the researcher used 5 Likert scale frequency questionnaires to collect data. The descriptive statistic method was used to analyze the result with aided of the SPSS application. The population of this study was 106 students from batch 2020 of the Department of English language Education, UIN Ar-Raniry Banda Aceh. In selecting the sample, the researcher used purposive sampling and selected 30 students as the respondents. The result of study showed there were three main strategies in memorizing new vocabulary; Note-Taking, Repetition / Rote-Learning, and Association. The most used strategy by students was writing down a new word with Indonesian translation with mean value of 4,13 and the least used strategy was listing words in alphabetical order with mean value of 2,43. To conclude, the Vocabulary Memorizing Strategy was helped students in learning new vocabulary, and students have their own preferences in using each strategy to memorize a new vocabulary.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher provides background of the study, research question, the aims of the study and significance of study. Later on, terminology that becomes focus of the research.

A. Background of the Study

There are many strategies that students can take to master English. Vocabulary learning strategy is one of the most popular strategy in language learning. If students have limited vocabulary, it will be hard to communicate effectively. This also became a reason and made vocabulary has a vital role as one of the knowledge fields for learners (Cameron, 2001). Learning a new vocabulary is crucial in communicating and mastering a new language for students (Schmitt, 2008).

Vocabulary mastering will affect all of four basic skills in a language, such as listening and reading as the receptive skill, and speaking and listening as the productive skills (Al-Badi, 2015; Goh, 2000; Khan, Radzuan, Shahbaz, Muhammad, Ibrahim, & Mustafa, 2018; Shanker & Ekwall, 1998; Zainurraman & Sangaji, 2019). When they have a rich vocabulary, it will help them to improve academic performance (Schuth, Kohne & Weinert, 2017). Razali and Razali (2013) emphasized that an extensive vocabulary is one of crucial tasks for second language learners because it will help them to understand text in reading as one of the four

fundamental skills. Due to these reasons, students want to improve their vocabulary as much as possible because it will influence their academic performance.

As well as the variety of methods in learning English, students also have preferences in learning new vocabulary. All of students have a different method in enriching their vocabulary mastery. The variety of vocabulary learning strategies have many benefits for teaching and learning or expanding vocabulary skill (Gu, 2012). The researcher is interested in studying student strategies in memorizing new English words as part of vocabulary learning. As explained above, because with a broad vocabulary mastery will improve students' academic performances. In this research, the researcher focused on finding students' strategies from English Language Education of UIN Ar-Raniry University.

There are many previous research that study the way of the students in learning new vocabulary such as Al-Khresheh and Al-Ruwaili (2020) found that most English as foreign language's students use memory strategy to learn new vocabulary. The research was also attempted by Laffey (2020) found students use vocabulary learning strategy as their strategies in learning English, especially the use of technological vocabulary learning strategy and for the rest still prefer to use the traditional method.

Furthermore, the same studies were also conducted in Afghanistan by Hadi and Guo (2020) among Afghan English as foreign language Learners at Shaikh Zayed University and reported the students prefer to learn vocabulary using a dictionary, guessing the meaning, doing repetition, and auditory encoding. The study of vocabulary that focused on Memorizing Strategies has been conducted by

Oanh and Hien (2006) Memorization University Level in Vietnam and reported A majority of students (96%) stated that they choose memorization to learn vocabulary. Another study that focused on vocabulary memorizing strategy was conducted by Yang and Weiping (2012), in their study, the researchers found that students often used structural associations and semantic strategies in remembering new vocabulary.

In addition, the research about vocabulary learning strategy from Indonesia was targeted to students below the university level, such as, the researh at the junior high school in Parepare by Patahuddin, Syawal and Bin-Tahir (2017) the result shows some students use memorizing as their vocabulary learning strategy and most students use dictionaries for acquiring new vocabulary. Another research by Bakti (2017) in SMPN 1 Salatiga city and found that many students remember new words by studying and paying attention to the spelling of the words.

There are many previous studies relate to the research theme, but most of the study just focus on finding student strategy in general, not as the spesific one. Most of previous study, just focus in vocabulary learning strategy in universal and not take one of spesific strategy to be main object of study. In this research, one of spesific strategy was choosen and become the focus. The topic that choose in this rsearch is memorizing strategy in learning new vocabulary.

All existing research whether international or national shows that the way students memorize English vocabulary is not the same, and therefore the researcher is interested in finding the strategies used by the English students of UIN Ar-Raniry University.

B. Research Question

The research questions were formulated as follows:

1. What strategies were used by students in memorizing new vocabulary?

2. What were the most and least memorizing strategies used by students?

C. The Aims of Study

The aims of this study are:

1. To find out what strategies used by students in memorizing new vocabulary.

2. To find out the most and least memorizing strategies used by students.

D. Significance of Study

1. Theoretical Significance

The significance of the research could add as the study about vocabulary learning strategy that focus on memorizing vocabulary among the students, and make the student, teacher, and lecturer more understand about it.

As theoretical significance, this research will help the future research that focus on vocabulary learning strategy as one of theory in literature review or as one of previous study that focus on vocabulary memorizing strategy.

2. Practical Significance

a) For Lecturer

Researcher hope these results can help lecturers who teach English, especially for vocabulary subjects, to understand the tendency of vocabulary memorization strategies used among students. By learning their preferences, the lecturer may suggest the more appropriate technique for their student in the future.

b) For Student

Researcher hopes these results, help the student to understand more about memorization strategies among students, so there is the possibility to learn a new way of memorizing vocabulary in the future.

c) For Researcher

Researcher hopes the results of this study, able to help future researchers regarding memorization strategies and vocabulary learning strategies or research that wants to compare the strategies used by students.

E. Terminology

The following terms are given to make the readers of the research have the same perception for some terms used in this research. In order to avoid miss-understanding, so the terms here are to be defined as follows:

1. English Student

English Student term in this research is referred to the students from Department of English language Education from AR-RANIRY State Islamic University. The students also become the respondents in collecting the data about their strategy in memorizing new vocabulary, and the most use to least used by them.

2. Students' Strategy

The term students' strategy is referred to the students learning strategy of a language. It is related to which method they choose in learning English. Cohen (2014) stated that language learning strategies are selected consciously by the learners. Meanwhile, according to Weinstein & Mayer (1986, as cited in Macaro, 2001) stated that language learning strategies are engaging behaviors and thoughts of students during the learning process. In this research, students' strategy refers to strategy used by student in memorizing new vocabulary.

3. Vocabulary Memorizing Strategy

Vocabulary Memorizing Strategy is one of spesific strategy in vocabulary learning strategy. This strategy is one of the most popular strategy in vocabulary learning. In this research, Memorizing vocabulary is refered to student strategy in using the memorizition strategy to learn new vocabulary

4. New Vocabulary

In this research, new vocabulary is refered to new unfamiliar words for students before memorized them. The development of vocabulary is needed by

students to build their receptive and productive skill in communicating. Vocabulary can also be defined as the words that a person must to know in communicating effectively (Neuman & Dwyer, 2009).
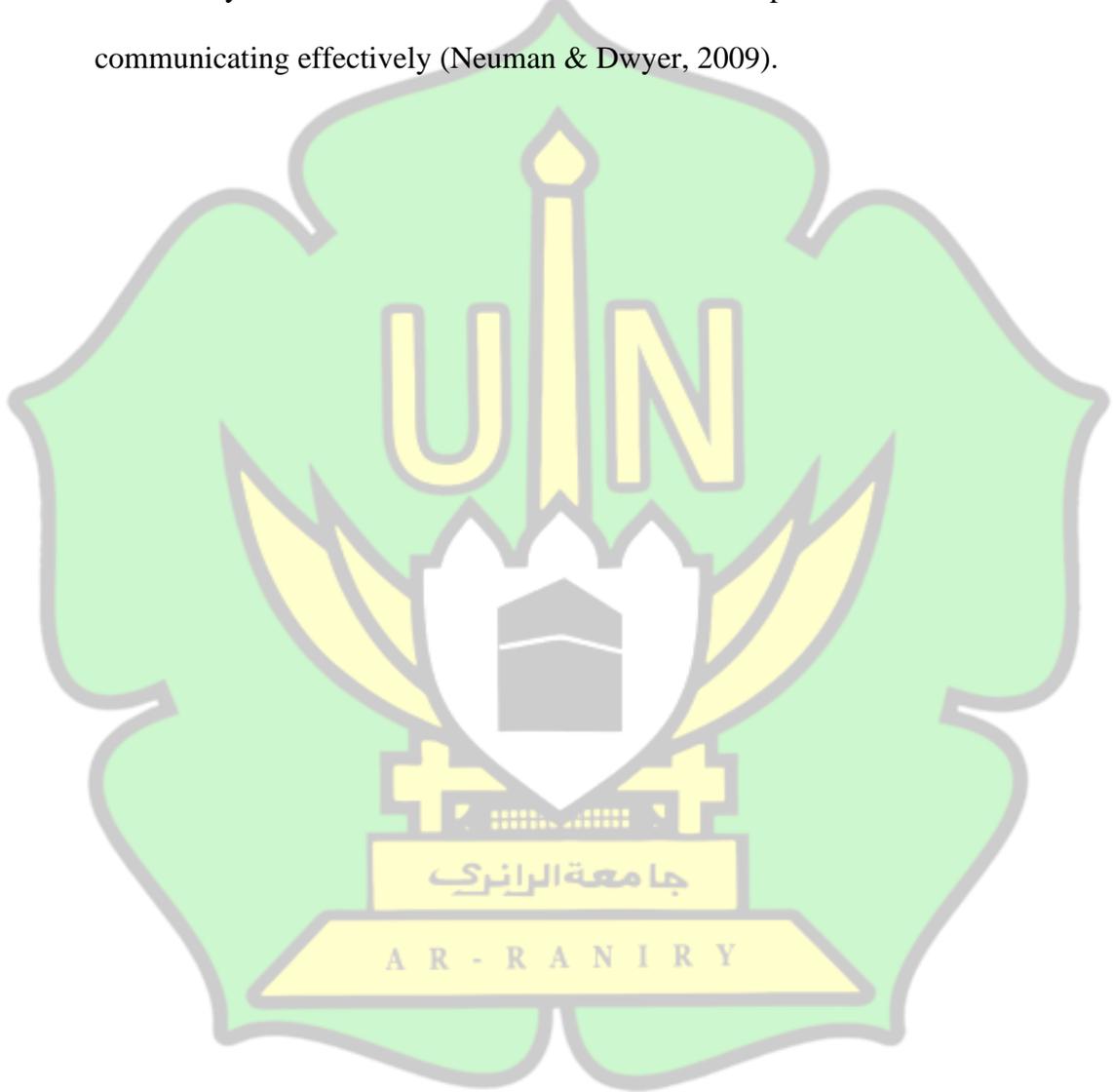
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses theories related to the study, such as definition of vocabulary, types of vocabulary, aspect of vocabulary, the importance of vocabulary, steps in learning new vocabulary, vocabulary learning strategies and vocabulary memorizing strategy as the main theory of study.

A. Vocabulary

1. Definition of Vocabulary

All words in a language are vocabulary as long as those words know or use by people. A noun, adjective, and verb are examples of vocabulary type, because those are word classes in a language. Table, chair, pen, and pencil are a few examples of vocabularies used as a noun. Sad, happy, angry are vocabularies as the adjective. Run, fly, wash are instances of vocabularies in verb context. Vocabulary can also be defined as all the language and words used by a person or community.

The followings are some definitions of vocabulary according to experts. Linse (2005) stated that vocabulary is the collection of word lists that an individual understands. This statement marks outed vocabulary as the list word that people own. Every word that people know automatically becomes a vocabulary for themself, and they may use their vocabulary in communicating. The more word they know, the more vocabulary they have.

Hornby (2006) explained that vocabulary is the whole words that people use when talk about a specific subject in a language. Hornby's explanation also referred vocabulary as the list of words a people own. Especially when they are talking about a particular subject or topic. Vocabulary can also be defined as the word list of a language, such as single item or phrases of several words that have a particular meaning (O'G & Akramovna, 2019).

Based on the explanations above, we can conclude that vocabulary is the word people know as their personal collection's words. The terms may be known and never used in communication. Likewise, some words are used in communicating with others, such as, when people want to say a particular word. They can choose other synonym or variety, because with board vocabulary can help language learners to master English.

2. Type of Vocabulary

Vocabulary can be divided into print and oral forms (Hibert & Kamil, 2005). The type of vocabulary is depended on how people use the vocabulary word. If People speak vocabulary orally, it is called oral form, and on another side, when people write the vocabulary word, it calls printing form. Furthermore, when readers read aloud, it is also called oral form, and when readers soundless and read it on their head, it will be categorized into print form. Hibert and Kamil (2005) also stated that vocabulary could also be divided into receptive and productive vocabulary. The types of vocabulary will be explained below:

a) Productive Vocabulary

Productive vocabulary is the vocabulary that uses in speaking and writing. As stated by Hiebert and Kamil (2005) productive vocabulary is the word list that students use either in writing or speaking. While Haycraft in Hatch and Brown (1995) explained that productive vocabulary is the words that students pronounce correctly and use in speaking and writing. If students have rich productive vocabulary, it can help students improve their speaking and writing skills, such as word choice skills.

b) Receptive Vocabulary

Receptive vocabulary is the word list that students can understand the meaning in their receptive skill such as listening or reading. Receptive vocabulary is a list of words that the students can recognize and understand when they occur in context, but they cannot produce it well (Haycraft in Hacth & Brown, 1995). The receptive skill also very important for the students who want to improve their listening and reading skills, because the recognition of the word is very crusial as the basis of receptive skill.

In short, there are two types of vocabulary. Receptive skill is the first one, and it concerns of using vocabulary skills to receive the word by listening or reading. The second one is productive skill, it is the opposite of receptive vocabulary because in this vocabulary type, students can use words in speaking or writing.

3. Aspects of Vocabulary

Vocabulary is not solely contained one component; it has more than one component since the vocabulary itself includes 5 aspects. In line with Lado as cited in Mardianawati (2012) there are five aspects of vocabulary, and it becomes crucial to be learned by the students who use vocabulary learning strategy. as the followings: 1) Meaning of vocabulary. 2) Spelling. 3) Pronunciation of words. 4) Word categorize. and 5) word use. Those aspects will be explained below

a) Meaning of Vocabulary

The first aspect of vocabulary is meaning. If students want to learn a new word, they should memorize the meaning. A vocabulary may consist of more than one meaning; sometimes, the same word can be interpreted with different meanings based on the context. For example, the word "lie" has two different meanings, first as a verb, it means to stay at rest in a horizontal position, and as a verb, the word can be interpreted to create a false or misleading impression. Learning the meaning of vocabulary is very important for the students since learning without knowing the meaning becomes pointless and useless because we will misuse the vocabulary.

b) Spelling

Knowing the correct spelling of a word is crucial for students, primarily if the students wants to use a vocabulary in writing and they not learn well about it, students will misspell some word, such as the word "argument" often misspelled as "arguement" or word misspell itself as "mispell". That is why

students need to learn the proper spelling of each word to avoid misspell in written form

c) Pronunciation of Words

While spelling is essential in writing, on the other side pronunciation is crucial for spoken communication. By learning the correct pronunciation of a vocabulary, students will avoid mispronouncing, which probably makes a miscommunication. Therefore, with the good pronouncing, speaking skill will also be improved because the students knows the sound of a vocabulary.

d) Word Catagories

Word classes or word categories are an aspect of vocabulary. This very essential for students, especially if they want to conduct a semantic analysis. There are eight categories of words in English: adjectives, verbs, adverbs, nouns, pronouns, prepositions, conjunctions, and interjection. The categorize of a word may change by adding an affix or when a word uses depending on its function in communication.

e) Word Use

The last aspect of vocabulary is the word use. it refers to how a vocabulary uses in communicating. Mardianawati (2012) stated that the word use sometimes involves grammar and the subject in analyzing profoundly.

In this research, the resarcher focused on how were the students memorize the new words. Including how the students memorize the aspects of vocabulary, such as the student's strategy in memorizing the word meaning, pronunciation, spelling, word class, and word use.

4. The Importance of Vocabulary

Vocabulary has a crucial role in mastering English. Because the vocabulary is connected to four fundamental basic skills in English, they are speaking, listening, writing, and reading (Huyen & Nga, 2003). Vocabulary becomes one of the factors that decide good or not students in mastering English skills. With a rich vocabulary, students can use it for their academic purposes. For example, in writing, they have more word choices for their essay; in speaking, they can express something in many ways, like the phrase "I am very hungry" become "I am starving" it has the same meaning.

Dellar H and Hocking D as cited in Thornbury (2002) found that when students decide to spends most of their time to learn grammar instead of vocabulary, there is no significant improvement in their English skill. because without grammar maybe someone just can say something but very little, but without word they can say anything. and with unrich vocabulary they can say something but very limited

As explains above, the researcher concluded it very important for the students to mastered vocabulary or enriching their vocabulary as many as they can. When they have rich vocabulary, it will help them improve students'

academics (Schuth, Kohne & Weinert, 2017). In reverse, if the students have poor vocabulary, it also will detain their academic life due to the limitation of word mastering.

5. *Steps in Learning New Vocabulary*

When the students want to assimilate new vocabulary, they will be faced with vocabulary learning steps. Students do not learn vocabulary automatically; nevertheless, there are five steps or processes in memorizing a new vocabulary (Brown & Payne in Hatch & Brown, 1995):

a) *Encountering New Words*

Finding a new word is the first step of memorizing strategy. Students may find a new word when they read magazines, newspapers, watch youtube, listen to the radio, or read their favorite comic book. An unfamiliar word may appear when they are doing those activities. When a new word is encountered, students who want to memorize the vocabulary, can write it on the note and do the next step.

b) *Learning Word Form*

After receiving a new word, students start to identify the word in general. Such as forms or word type. Learners also try to identify the word's sound or form. Some learners in this step will guess or analyze words without checking the dictionary. They will associate an image of new vocabulary with the word

they have already mastered. This step is a basic step for maintaining the words and retrieving words on memory.

c) *Learning The Meaning*

The intermediate step in learning new vocabulary is finding the word meaning. If in the previous step, the students tried to guess and identify the new word. in this step, the students make sure about the meaning and type of word by checking the dictionary or asking the teacher about the word they have found. Of course, now it is straightforward for the student if they want to learn the meaning of word. they can access their online dictionary like google translate or other applications anywhere and anytime.

d) *Store Word Form and Meaning in Memory*

After students knows the meaning of a word, the next crucial step of learning new vocabulary is storing the word in memory. Students will choose their strategy to memorize a new word. in this context, a student will choose the vocabulary memorizing strategy and use it to help them remember the new word.

e) *Using The Words*

The last step of learning new vocabulary is applying the word itself. Students will use the new word in a speech or text. Using the word in communication will help students make the word last longer in their memory.

Students can also practice speaking with their friend and use the word in the conversation.

Although the steps of learning new vocabulary typically in order were: find a new word, learn word form, learn word meaning, store the word in memory, and use word. some students may skip some steps or not use them and it depend to what type of strategy they used.

B. Vocabulary Learning Strategies

Students have their own way to learn vocabulary, as well as variations in language learning strategies, learning vocabulary also different for each students. The students have their strategies and preferences in learning vocabulary. Vocabulary learning strategies is referred to several strategies language learners used in learning vocabulary.

The strategy was chosen by students will help them to improve their vocabulary skill. The student learn a new vocabulary because vocabulary mastering is believed to be one way to master a language. Furthermore, If students have rich vocabulary, it will help their academic life. Good vocabulary skill is essential to communicative competence (Coady & Huckin, 1997; Harley, 1996; Richards & Renandya; 2002).

Schmitt (1997, as cited in Hadi & Guo 2020) vocabulary learning strategy's taxonomy was divided into two main categories: (1) discovery strategies and (2) consolidation strategies. Determination and social strategies are part of discovery strategies, futhermore social strategies, memory strategies, cognitive and

metacognitive strategies are consolidation. This study was focused on students memorizing strategies in learning new vocabulary.

C. Vocabulary Memorizing Strategies

Vocabulary memorizing is one of the strategies in learning vocabulary. Memorizing vocabulary is used by many students as language learners. The differences between Vocabulary memorizing strategies and vocabulary learning strategies are like the surface of an iceberg and its root. Vocabulary memorizing is solely just a tiny part of vocabulary learning strategies. This research field mainly talks about students' cognitive level in memorizing new vocabulary because memorizing is also considered as a strategy to master English.

Oxford (1990, cited in Nation 1990) emphasizes the significance relationship in memorizing strategy for vocabulary. Oxford mentions there are consolidate and connection between word form and meaning in memory. It means word form is very important to memorize new word. Oxford's also devide specific memorizing vocabulary strategies as the followings: 1) Classified language material into meaningful units. 2) Connecting the new information into a similar item in memory. 3) Using new vocabulary into a context, like a sentence, story, or a conversation. 4) Semantic mapping. 5) Using keywords with auditory-visual links. 6) Representing sounds in memory that they can be linked with the mother tongue language word to memorize it well, and 7) Mechanical techniques, for example, writing the new words on a card.

Rivers (1983) summarizes the most vocabulary memorizing strategies used by the students as follows **:**1) Making a list to help them memorize it. 2) if the students read the text which included unknown meaning words, they will give an asterisk, and learn it later. 3) Some note down words and writing repeatedly the same words until the word use and meaning of are assimilated. 4) trick the new vocabulary by the sound or look similar in their native language, even the meaning may be different from learning language. 5) simulating the conversation in their mind to store into long-term memory, and 6) using the dictionaries.

From the previous theories above, we can conclude that there are varitions in vocabuary memorizing strategy; furthermore, Yang and Weiping (2012) divided previous theories into 3 main categories as follows:1) Note-taking, that concerns where and how the students write down new vocabulary. 2) Rote Learning, in this strategy focuses on how the students doing repitition or repeat the action again and again until they memorized the new vocabulary, and 3) Associations, the last main strategy is focused on how the students linking a new vocabulary with their current memory and tricking the targeted language with unique way to be memorized. From these main catagories, the previous researchers also developed 38 questionnaires for their study and then were adopted in this research methodology as the instrumental in collecting data from respondents.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher provided a research design that was adopted in the study. After that, explain who were populations and sample in the study. Later on, the researcher explained how the data were collected from participants. Finally, the procedure of data analysis was used by the researcher.

A. Research Design

This study employed a quantitative approach since the researcher used a questionnaire to gather data from the participant. Research's design was chosen because the study surveyed students' strategies in memorizing new vocabulary. According to Ary, Jacobs, Rezavieh and Sorensen (2013) in survey research, investigators asked questions about a person's belief, opinion, characteristic, and behavior. The questionnaires were likert type and adopted based on previous research about Vocabulary Memorizing Strategy by Yang and Weiping (2012) who have surveyed students' strategies in memorizing new vocabulary of Chinese university from english and non-english major student.

Results were analyzed to understand the student's strategy in memorizing new vocabulary. The results aimed at the type of student strategies afterward, the most and least used method in memorizing new vocabulary.

B.   Population and Sample

Population is all members of well-defined class of objects or events. It means all the object observation members are the population in which the larger group about the generalization is made (Ary, et al, 2013). In this research, the study population was 106 students from batch 2020 of the Department of English Language Education at UIN Ar-Raniry in Banda Aceh.

In selecting the sample, the purposive sampling technique is used in research. Purposive sampling, also known as judgmental sampling, reflects a group of sampling techniques that rely on the researchers' judgment in selected units study (Sharma, 2017). The sample of this study were 30 students who have used memorizing strategy of vocabulary learning strategy and have just taken vocabulary and pronunciation class.

C.   Data Collecting Procedure

The researcher used 5 points Likert questionnaire in collecting data from the participants. 38 frequency likert questionnaires were used in the study. The participants were asked to answer between always, often, sometimes, rarely, and never for each questionnaire. They can answer it based on their frequency in using each strategy in vocabulary memorizing strategy.

The researcher used the collecting procedure because this study focused on finding the students' strategy in memorizing new vocabulary and the most sequence of strategy used by them. It can be accomplished by using this type of Likert

questionnaire. By applying this data collecting procedure, the frequency of students in using each type of memorizing strategies were revealed.

D. Data Analysis

The descriptive statistic was used to analyze data from likert questionnaire. Descriptive statistics are numbers of the data to describe what occurred in the sample (Thompson, 2009).

The researcher did the following steps to analyze the data :

1. After the data were collected from respondents, the researcher was processing the data gained through questionnaires by using Microsoft Excel 2019. The researcher gave a score for each answer by respondents in the questionnaire. The scores were graded from five to one; Always (5), Often (4), Sometimes (3), Rarely (2), Never (1).

2. The questionnaire was calculated through the Statistical Packages for the Social Science (SPSS) version 20.0. Descriptive statistic, including frequencies, means, standard deviation, and ranking were implemented to investigate the data and the use of Memorizing Learning Strategies. After collecting the data, the research used descriptive statistics to find the students strategies in memorizing vocabulary and the most and least used strategy in memorizing vocabulary.

3. The data were presented from the questionnaire in the form of table as a writing report. Then, in the discussion section, the researcher discussed the result and also related them with the experts' theories.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter, the researcher presents research findings during the study. The researcher discusses and explains about Memorizing Vocabulary Strategy used by English Students.

A. Research Findings

This research was conducted within two weeks, from 12 to 26 December 2021. The researcher distributed the questionnaire in an electronic form. The distribution of questionnaire through online media was selected because this research was carried out during a pandemic outbreak and to avoid direct contact with students. The researcher contacted the student by E-Mail and Whatsapp phone number. First, the researcher introduced himself and informed the respondent regarding the research's purposes; furthermore, the researcher asked the respondents to answer the questionnaires on the google form.

Purposive sampling was used in selecting samples from batch 2020 of the Department of English Language Education at UIN Ar-Raniry University. The study respondents were chosen with two main criteria, used vocabulary memorizing strategy and took the vocabulary and pronunciation class. Students answered 38 questionnaires of 5 point Likert-scale about their frequency in using each strategy in memorizing new vocabulary. After collecting the data, the researcher analyzed the data using spss software. The data were analyzed using the descriptive statistic method.

1. *Student's Strategy in Memorizing New Vocabulary*

The data of student's strategy in memorizing new vocabulary were presented in frequency, percent, valid percent, and comulative percent, the results of the study were analyzed after the students answering 38 questionnaires about their strategy in memorizing new vocabulary.

Table 4.1
I keep the vocabulary notebook.

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	3	10.0	10.0	10.0
	Sometimes	13	43.3	43.3	53.3
1	*Often*	8	26.7	26.7	80.0
	Always	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Item 1. I keep the vocabulary notebook. There were 3 students (10%) answering *rarely*, 13 students (43,3%) choosing *sometimes*, 8 students (26,7%) responding *often*, 6 students (20.0%) claiming *always*, and none of them selecting *never*.

Table 4.2
I write down a new word to remember in separate sections of an English notebook

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	4	13.3	13.3	13.3
	Sometimes	5	16.7	16.7	30.0
2	*Often*	14	46.7	46.7	76.7
	Always	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Item 2. I write down a new word to remember in separate sections of an English notebook. There were 4 students (13,3%) answering *rarely*, 5 students (16,7%) choosing *sometimes*, 14 students (46,7%) responding *often*, 7 students (23.3%) claiming *always*, and none of them selecting *never*.

Table 4.3
I keep my own vocabulary cards

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	3	10.0	10.0	10.0
	Rarely	8	26.7	26.7	36.7
3	*Sometimes*	5	16.7	16.7	53.3
	Often	10	33.3	33.3	86.7
	Always	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Item 3. I keep my own vocabulary cards. There were 3 students (10,0%) answering *never*, 8 students (26,7%) choosing *rarely*, 5 students (16,7%) responding *sometimes*, 10 students (33,3%) claiming *often*, and 4 students (13.3%) answering *always*.

Table 4.4
I keep notes in margins of textbook

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	6.7	6.7	6.7
	Rarely	3	10.0	10.0	16.7
4	*Sometimes*	7	23.3	23.3	40.0
	Often	12	40.0	40.0	80.0
	Always	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Item 4. I keep notes in margins of textbook. There were 2 students (6,7%) answering *never*, 3 students (10,0%) choosing *rarely*, 7 students (23,3%) responding *sometimes*, 12 students (40,0%) claiming *often*, and 6 students (20%) selecting *always*.

Table 4.5

I write down a new word to remember with Indonesian translations

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	0	0	0	3.3
5	*Sometimes*	8	26.7	26.7	30.0
	Often	6	20.0	20.0	50.0
	Always	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

Item 5. I write down a new word to remember with Indonesian translations. There was 1 student (3,3%) answering *never*, 8 students (26,7%) choosing *sometimes*, 6 students (20%) responding *often*, and 15 students (50%) claiming *always*, and none of them selecting *rarely*.

Table 4.6

I write down a new word to remember with English synonyms or phrases.

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	6.7	3.3
	Rarely	6	20.0	20.0	23.3
6	*Sometimes*	9	30.0	30.0	53.3
	Often	9	30.0	30.0	83.3
	Always	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Item 6. I write down a new word to remember with English synonyms or phrases. There was 1 student (3,3%) answering *never*, 6 students (20%) choosing *rarely*, 9 students (30%) responding *sometimes*, 9 students (30%) claiming *often*, and 5 students (16,7%) selecting *always*.

Table 4.7

I write down a new word to remember with its English pronunciation

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	6.7	6.7	6.7
	Rarely	8	26.7	26.7	33.3
7	*Sometimes*	8	26.7	26.7	60.0
	Often	5	16.7	16.7	76.7
	Always	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Item 7. I write down a new word to remember with its English pronunciation. There were 2 students (6,7%) answering *never*, 8 students (26,7%) choosing *rarely*, 8 students (26,7%) responding *sometimes*, 5 students (16,7%) claiming *often*, and 7 students (23,3%) selecting *always*.

Table 4.8

I write down a new word to remember with its grammatical category

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	4	13.3	13.3	13.3
	Rarely	6	20.0	20.0	33.3
8	*Sometimes*	7	23.3	23.3	56.7
	Often	6	20.0	20.0	76.7
	Always	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Item 8. I write down a new word to remember with its grammatical category (e.g. noun, verb, etc). There were 4 students (13,3%) answering *never*, 6 students (20%) choosing *rarely*, 7 students (23,3%) responding *sometimes*, 6 students (20%) claiming *often*, and 7 students (23.3%) selecting *always*.

Table 4.9

I take notes of a new word to remember with examples in which it is used.

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	6	20.0	20.0	20.0
	Sometimes	9	30.0	30.0	50.0
9	*Often*	9	30.0	30.0	80.0
	Always	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Item 9. I take notes of a new word to remember with examples in which it is used. There were 6 students (20%) answering *rarely*, 9 students (30%) choosing *sometimes*, 9 students (30%) responding *often*, and 6 students (20%) claiming *always*, and none of them selecting *never*.

Table 4.10

I take notes of a new word to remember with its definitions.

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	5	16.7	16.7	16.7
	Sometimes	9	30.0	30.0	46.7
10	*Often*	11	36.7	36.7	83.3
	Always	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Item 10. I take notes of a new word to remember with its definitions. There were 5 students (16,7%) answering *rarely*, 9 students (30%) choosing *sometimes*, 11 students (36,7%) responding *often*, and 5 students (16,7%) answering *always*, and none of them selecting *never*.

Table 4.11

I list the new word to remember in order as they appear

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	4	13.3	13.3	16.7
11	*Sometimes*	8	26.7	26.7	43.3
	Often	15	50.0	50.0	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 11. I list the new word to remember in order as they appear. There was 1 student (3,3%) answering *never*, 4 students (13,3%) choosing *rarely*, 8 students (26,7%) responding *sometimes*, 15 students (50%) claiming *often*, and 2 students (6,7%) selecting *always*.

Table 4.12

I list the new word in order as they appear and revise them with additional semantically-related ones

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	3	10.0	10.0	10.0
	Rarely	5	16.7	16.7	26.7
12	*Sometimes*	10	33.3	33.3	60.0
	Often	10	33.3	33.3	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 12. I list the new word in order as they appear and revise them with additional semantically-related ones. There were 3 students (10%) answering *never*, 5 students (16,7%) choosing *rarely*, 10 students (33,3%) responding *sometimes*, 10 students (33,3%) claiming *often*, and 2 students (6,7%) selecting *always*.

Table 4.13

I list words in alphabetical order

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	5	16.7	16.7	16.7
	Rarely	13	43.3	43.3	60.0
13	*Sometimes*	7	23.3	23.3	83.3
	Often	4	13.3	13.3	96.7
	Always	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Item 13. I list words in alphabetical order. There were 5 students (16,7%) answering *never*, 13 students (43,3%) choosing *rarely*, 7 students (23,3%) responding *sometimes*, 4 students (13,3%) claiming *often*, and 1 student (3.3%) selecting *always*.

Table 4.14

I list the new word grammatically

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	5	16.7	16.7	16.7
	Rarely	7	23.3	23.3	40.0
14	*Sometimes*	7	23.3	23.3	63.3
	Often	10	33.3	33.3	96.7
	Always	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Item 14. I list the new word grammatically (e.g. I group all nouns together, verbs together, etc.). There were 5 students (16,7%) answering *never*, 7 students (23,3%) choosing *rarely*, 7 students (23,3%) responding *sometimes*, 10 students (33,3%) claiming *often*, and 1 student (3.3%) selecting *always*.

Table 4.15

I say the word repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	1	3.3	3.3	6.7
15	*Sometimes*	7	23.3	23.3	30.0
	Often	15	50.0	50.0	80.0
	Always	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Item 15. I say the word repeatedly. There was 1 student (3,3%) answering *never*, 1 student (3,3%) choosing *rarely*, 7 students (23,3%) responding *sometimes*, 15 students (50%) claiming *often*, and 6 students (20%) selecting *always*.

Table 4.16

I write the word repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	7	23.3	23.3	26.7
16	*Sometimes*	14	46.7	46.7	73.3
	Often	6	20.0	20.0	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 16. I write the word repeatedly. There was 1 student (3,3%) answering *never*, 7 students (23,3%) choosing *rarely*, 14 students (46,7%) responding *sometimes*, 6 students (20%) claiming *often*, and 2 students (6.7%) selecting *always*.

Table 4.17

I read the word repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	1	3.3	3.3	3.3
17	*Sometimes*	10	33.3	33.3	36.7
	Often	11	36.7	36.7	73.3
	Always	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Item 17. I read the word repeatedly. There was 1 student (3,3%) answering *rarely*, 10 students (33,3%) choosing *sometimes*, 11 students (36,7%) responding *often*, and 8 students (26,7%) choosing *always*.

Table 4.18

I listen to the word repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	4	13.3	13.3	13.3
18	*Sometimes*	9	30.0	30.0	43.3
	Often	10	33.3	33.3	76.7
	Always	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Item 18. I listen to the word repeatedly. There were 4 students (13,3%) answering *rarely*, 9 students (30%) choosing *sometimes*, 10 students (33,3%) responding *often*, and 7 students (23,3%) claiming *always*, and none of them selecting *never.*

Table 4.19

I say the word with its English synonyms repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
19	*Never*	1	3.3	3.3	3.3
	Rarely	8	26.7	26.7	30.0
	Sometimes	12	40.0	40.0	70.0
	Often	8	26.7	26.7	96.7
	Always	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Item 19. I say the word with its English synonyms repeatedly. There was 1 student (3,3%) answering *never*, 8 students (26,7%) choosing *rarely*, 12 students (40%) responding *sometimes*, 8 students (26%) claiming *often*, and 1 student (3,3%) selecting *always*.

Table 4.20

I write the word with its English synonyms repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
20	*Never*	3	10.0	10.0	10.0
	Rarely	6	20.0	20.0	30.0
	Sometimes	11	36.7	36.7	66.7
	Often	6	20.0	20.0	86.7
	Always	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Item 20. I write the word with its English synonyms repeatedly. There were 3 students (10%) answering *never*, 6 students (20%) choosing *rarely*, 11 students (36.7%) responding *sometimes*, 6 students (20%) claiming *often*, and 4 students (20%) selecting *always*.

Table 4.21

I read the word with its English synonyms repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	6.7	6.7	6.7
	Rarely	7	23.3	23.3	30.0
21	*Sometimes*	9	30.0	30.0	60.0
	Often	10	33.3	33.3	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 21. I read the word with its English synonyms repeatedly. There were 3 students (10%) answering *never*, 6 students (20%) choosing *rarely*, 11 students (36.7%) responding *sometimes*, 6 students (20%) claiming *often*, and 4 students (20%) selecting *always*.

Table 4.22

I say the word with its Indonesian translations repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	8	26.7	26.7	26.7
22	*Sometimes*	7	23.3	23.3	50.0
	Often	11	36.7	36.7	86.7
	Always	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Item 22. I say the word with its Indonesian translations repeatedly. There were 8 students (26,7%) answering *rarely*, 7 students (23,3%) choosing *sometimes*, 11 students (36,7%) responding *often*, and 4 students (13.3%) claiming *always*, and none of them selecting *never*.

Table 4.23

I write the word with its Indonesian translations repeatedly

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	8	26.7	26.7	30.0
23	*Sometimes*	10	33.3	33.3	63.3
	Often	9	30.0	30.0	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 23. I write the word with its Indonesian translations repeatedly. There was 1 student (3,3%) answering *never*, 8 students (26,7%) choosing *rarely*, 10 students (33,3%) responding *sometimes*, 9 students (30%) claiming *often*, and 2 students (6,7%) selecting *always*.

Table 4.24

I read the word with its Indonesian translations

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	3	10.0	10.0	13.3
24	*Sometimes*	10	33.3	33.3	46.7
	Often	10	33.3	33.3	80.0
	Always	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Item 24. I read the word with its Indonesian translations. There was 1 student (3,3%) answering *never*, 3 students (10,0%) choosing *rarely*, 10 students (33,3%) responding *sometimes*, 10 students (33,3%) claiming *often*, and 6 students (20%) selecting *always*.

Table 4.25

I review the word and test myself from time to time

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	6.7	6.7	6.7
	Rarely	4	13.3	13.3	20.0
25	*Sometimes*	12	40.0	40.0	60.0
	Often	10	33.3	33.3	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 25. I review the word and test myself from time to time. There were 2 students (6,7%) answering *never*, 4 students (13,3%) choosing *rarely*, 12 students (40%) responding *sometimes*, 10 students (33,3%) claiming *often*, and 2 students (6,7%) selecting *always*.

Table 4.26

I try to remember words by doing multiple-choice vocabulary exercises after the Lesson

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	10	33.3	33.3	36.7
26	*Sometimes*	8	26.7	26.7	63.3
	Often	10	33.3	33.3	96.7
	Always	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Item 26. I try to remember words by doing multiple-choice vocabulary exercises after the lesson. There was 1 student (3,3%) answering *never*, 10 students (33,3%) choosing *rarely*, 8 students (26,7%) responding *sometimes*, 10 students (33,3%) claiming often, and 1 student (3,3%) selecting *always*.

Table 4.27

I associate an English word with another English word according to structure

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	3	10.0	10.0	10.0
	Rarely	9	30.0	30.0	40.0
27	*Sometimes*	8	26.7	26.7	66.7
	Often	8	26.7	26.7	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 27. I associate an English word with another English word according to structure (e.g. root, affix;). There were 3 students (10%) answering *never*, 9 students (30%) choosing *rarely*, 8 students (26,7%) responding *sometimes*, 8 students (26,7%) claiming *often*, and 2 students (6,7%) selecting *always*.

Table 4.28

I associate a word with other English words by sound only without meaning

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	6.7	6.7	6.7
	Rarely	9	30.0	30.0	36.7
28	*Sometimes*	9	30.0	30.0	66.7
	Often	8	26.7	26.7	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 28. I associate a word with other English words by sound only without meaning (e.g. pair-pare, piece-peace, and dead-dad). There were 2 students (6,7%) answering *never*, 9 students (30%) choosing *rarely*, 9 students (30%) responding *sometimes*, 8 students (26,7%) claiming *often*, and 2 students (6,7%) selecting *always*.

Table 4.29

I associate English words to Indonesia words in sound such as presentation, adaptation, and verification.

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	10	33.3	33.3	33.3
29	*Sometimes*	6	20.0	20.0	53.3
	Often	10	33.3	33.3	86.7
	Always	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Item 29. I associate English words to Indonesian words in sound such as presentation, adaptation, and verification. There were 10 students (33.3%) answering *rarely*, 8 students (26,7%) responding *sometimes*, 8 students (26,7%) choosing *often*, and 2 students (6,7%) answering *always* and none of them selecting *never*.

Table 4.30

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	3	10.0	10.0	13.3
30	*Sometimes*	11	36.7	36.7	50.0
	Often	14	46.7	46.7	96.7
	Always	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Item 30. I associate the word with some physical sensation or activity. There was 1 student (3,3%) answering *never*, 3 students (10%) choosing *rarely*, 11 students (36,7%) responding *sometimes*, 14 students (46,7%) claiming *often*, and 1 student (3,3%) selecting *always*.

Table 4.31

I associate the word with some physical sensation or activity

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	6.7	6.7	6.7
	Rarely	5	16.7	16.7	23.3
31	*Sometimes*	10	33.3	33.3	56.7
	Often	9	30.0	30.0	86.7
	Always	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Item 31. I associate the word with the situation in which it appeared (e.g. which lesson of the text; who said the word). There were 2 students (6,7%) answering *never*, 5 students (16,7%) choosing *rarely*, 10 students (33,3%) responding *sometimes*, 9 students (30%) claiming *often*, and 4 students (13,3%) selecting *always*.

Table 4.32

I associate the English word with a frequently seen sign

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	11	36.7	36.7	40.0
32	*Sometimes*	13	43.3	43.3	83.3
	Often	5	16.7	16.7	100.0
	Always	0	0	0	100.0
	Total	30	100.0	100.0	

Item 32. I associate the English word with a frequently seen sign (e.g. I - for information). There was 1 students (3,3%) answering *never*, 11 students (36,7%) choosing *rarely*, 13 students (43,3%) responding *sometimes*, and 5 students (16,7%) claiming *often* and none of them selecting *always*.

Table 4.33

I associate the English word with a particular event I have experienced in the past.

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	7	23.3	23.3	23.3
33	*Sometimes*	12	40.0	40.0	63.3
	Often	9	30.0	30.0	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 33. I associate the English word with a particular event I have experienced in the past. There were 7 students (23,3%) answering *rarely*, 12 students (40%) choosing *sometimes*, 9 students (30%) responding *often*, and 2 students (6,7%) selecting *always*, and none of them selecting *never*.

Table 4.34

I try to remember words in meaning group

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	3	10.0	10.0	13.3
34	*Sometimes*	9	30.0	30.0	43.3
	Often	15	50.0	50.0	93.3
	Always	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Item 34. I try to remember words in meaning group (e.g. garden, vegetables, household articles, etc.). There was 1 student (3,3%) answering *never*, 3 students (10,0%) choosing *rarely*, 9 students (30%) responding *sometimes*, 15 students (50%) claiming *often*, and 2 students (6,7%) selecting *always*.

Table 4.35

I try to remember not only the word but also other words in context

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	4	13.3	13.3	13.3
35	*Sometimes*	11	36.7	36.7	50.0
	Often	11	36.7	36.7	86.7
	Always	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Item 35. I try to remember not only the word but also other words in context. There were 4 students (13,3%) answering *rarely*, 11 students (36,7%) choosing *sometimes*, 11 students (36,7%) responding *often*, and 4 students (13,3%) claiming *always*, and none of them selecting *never*.

Table 4.36

I try to remember the word by checking it in a dictionary

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	2	6.7	6.7	6.7
36	*Sometimes*	12	40.0	40.0	46.7
	Often	10	33.3	33.3	80.0
	Always	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Item 36. I try to remember the word by checking it in a dictionary. There were 2 students (6,7%) answering *rarely*, 12 students (40%) choosing *sometimes*, 10 students (33,3%) responding *often*, and 6 students (20%) claiming *always*, and none of them selecting *never*.

Table 4.37

I make a strong memory connection between the form and meaning of the words

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	3.3	3.3	3.3
	Rarely	3	10.0	10.0	13.3
37	*Sometimes*	7	23.3	23.3	36.7
	Often	16	53.3	53.3	90.0
	Always	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Item 37. I make a strong memory connection between the form and meaning of the words. There was 1 student (3,3%) answering *never*, 3 students (10,0%) choosing *rarely*, 7 students (23,3%) responding *sometimes*, 16 students (53,3%) claiming *often*, and 3 students (10%) selecting *always*.

Table 4.38

I make up pictures in my mind to help remember the word

No	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	0	0	0	0
	Rarely	2	6.7	6.7	6.7
38	*Sometimes*	11	36.7	36.7	43.3
	Often	9	30.0	30.0	73.3
	Always	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Item 38. I make up pictures in my mind to help remember the word. There were 2 students (6,7%) answering *rarely*, 11 students (36,7%) choosing *sometimes*, 9 students (30%) responding *often*, and 8 (26,7%) students claiming *always* and none of them selecting *never*.

2. The Most and Least use Vocabulary Memorizing Strategy

In finding the most and least least strategy of students in memorizing vocabulary, the data were ranked from strategy catagories in vocabulary memorizing strategy. With ranking the items based on mean value, the most and least used strategies were reveal.

Table 4.39

Note-Taking : How I Keep A Note

Statement	N	Min	Max	Mean	SD	Rank
1.I keep the vocabulary notebook.	30	2	5	3.57	.935	2
2.I write down a new word to remember in separate sections of an English notebook.	30	2	5	3.80	.961	1
3.I keep my own vocabulary cards	30	1	5	3.13	1.252	3
4.I keep notes in margins of textbook.	30	1	5	3.57	1.135	2
Valid N (listwise)	30					

Item number 2 was become the most frequent used strategy in memorizing vocabulary with mean 3,80. The majority of students were prefered to write a new vocabulary in the English notebook with separate sections in their notebook. Followed by the item 1 and 4 with mean 3,57, and then for the strategy the least used in note taking : how I keep a note is item number 3 with mean 3,13.

Table 4.40

Note-Taking : How I Write Down A New Word

Statement	N	Min	Max	Mean	SD	Rank
5. I write down a new word to remember with Indonesian translations.	30	1	5	4.13	1.042	1
6. I write down a new word to remember with English synonyms or phrases.	30	1	5	3.37	1.098	4
7. I write down a new word to remember with its English pronunciation.	30	1	5	3.23	1.278	5
8. I write down a new word to remember with its grammatical category (e.g. noun, verb, etc.	30	1	5	3.20	1.375	6

Statement	N	Min	Max	Mean	SD	Rank
9. I take notes of a new word to remember with examples in which it is used.	30	2	5	3.50	1.042	3
10. I take notes of a new word to remember with its definitions.	30	2	5	3.53	.973	2
Valid N (listwise)	30					

In this Note-Taking section, Item number 5 is become the most frequent used strategy in memorizing new vocabulary with mean 4,13. Followed by the items 10, 9, 6, and 7 with mean 3,53, 3,50, 3,37, 3,23. Item number 8, where students write a new word based on the word classes was become the least use strategy with mean 3,20.

Table 4.41

Note-Taking : How I Organizes Vocabulary Notes Strategy

Statement	N	Min	Max	Mean	SD	Rank
11. I list the new word to remember in order as they appear	30	1	5	3.43	.935	1

Statement	N	Min	Max	Mean	SD	Rank
12. I list the new word in order as they appear and revise them with additional semantically-related ones.	30	1	5	3.10	1.094	2
13. I list words in alphabetical order.	30	1	5	2.43	1.040	4
14. I list the new word grammatically (e.g. I group all nouns together, verbs together , etc.)	30	1	5	2.83	1.177	3
Valid N (listwise)	30					

In the last section of Note-Taking part, Item number 11 or listing the new vocabulary same as the order as the word appear was become the most frequent used strategy in memorizing new vocabulary with mean 3,43. Followed by the item 12 and 14 with mean 3,10, 2,83. Item 13 listing the new vocabulary based on alphabetical order was become the least use strategy with mean 2,43.

Table 4.42

Rote-Learning

Statement	N	Min	Max	Mean	SD	Rank
15. I say the word repeatedly.	30	1	5	3.80	.925	2
16. I write the word repeatedly	30	1	5	3.03	.928	9
17. I read the word repeatedly	30	2	5	3.87	.860	1
18. I listen to the word repeatedly.	30	2	5	3.67	.994	3
19. I say the word with its English synonyms repeatedly.	30	1	5	3.00	.910	10
20. I write the word with its English synonyms repeatedly.	30	1	5	3.07	1.172	8
21. I read the word with its English synonyms repeatedly.	30	1	5	3.10	1.062	7
22. I say the word with its Indonesian translations repeatedly.	30	2	5	3.37	1.033	5

Statement	N	Min	Max	Mean	SD	Rank
23. I write the word with its indonesian translations repeatedly.	30	1	5	3.10	.995	7
24. I read the word with its Indonesian translations.	30	1	5	3.57	1.040	4
25. I review the word and test myself from time to time.	30	1	5	3.20	.997	6
26. I try to remember words by doing multiple-choice vocabulary exercises after the lesson.	30	1	5	3.00	.983	10
Valid N (listwise)	30					

A R - R A N I R Y

The students read new vocabulary repeatedly, Item number 17 was become the most used strategy in memorizing for repitition strategy with mean 3,43. Followed by the item 15, 18, 24, 22, 25 with mean 3,80, 3,67, 3,57, 3,37, 3,20. in rank 7th there were two items, questionnaire number 21 and 23 with mean 3,10. Followed by item 20 and 16 with following mean 3,07, 3,03. For the least use strategy in repitition, there were two items, item 26 and 19 with mean 3,00.

Table 4.43

Association

Statement	N	Min	Max	Mean	SD	Rank
27. I associate an English word with another English word according to structure (e.g. root, affix;).	30	1	5	2.90	1.125	10
28. I associate a word with other English words by sound only without meaning (e.g. pair-pare, piece-peace, and dead-dad).	30	1	5	2.97	1.066	9
29. I associate English words to Indonesia words in sound such as presentation, adaptation, and verification.	30	2	5	3.27	1.081	7
30. I associate the word with some physical sensation or activity.	30	1	5	3.37	.850	6

Statement	N	Min	Max	Mean	SD	Rank
31. I associate the word with the situation in which it appeared (e.g. which lesson of the text; who said the word).	30	1	5	3.27	1.112	7
32. I associate the English word with a frequently seen sign (e.g. I- for information).	30	1	4	2.73	.785	11
33. I associate the English word with a particular event I have experienced in the past.	30	2	5	3.20	.887	8
34. I try to remember words in meaning group (e.g. garden, vegetables, household articles, etc.).	30	1	5	3.47	.900	5
35. I try to remember not only the word but also other words in context.	30	2	5	3.50	.900	4

Statement	N	Min	Max	Mean	SD	Rank
36. I try to remember the word by checking it in a dictionary.	30	2	5	3.67	.884	2
37. I make a strong memory connection between the form and meaning of the words.	30	1	5	3.57	.935	3
38. I make up pictures in my mind to help remember the word.	30	2	5	3.77	.935	1
Valid N (listwise)	30					

In association, Most students imagine the picture to help them in memorizing new vocabulary, item 38 was become the most used strategy with mean 3,77. Followed by item 36, 37, 35, 34, and 30 with mean 3,67, 3,57, 3,50, 3,47, 3,37. The 7th ranks were items 29 and 31, with mean 3,27. Followed by item 33, 28, and 27 with mean 3,20, 2,97, 2,90. The least use strategy in association was item 32 with mean 2,73.

B. Discussion

Based on the results above, this subchapter discusses the research finding related to student's strategy in memorizing new vocabulary or known as the vocabulary memorizing strategy, included the most and least strategies used by students. This research aimed to find out the research questions of study :

1. What strategies were used by students in memorizing new vocabulary?

2. What were the most and the least memorizing strategies used by students?

First, student's strategy in memorizing new vocabulary. The researcher found that students have their preferences in memorizing new vocabulary since the questionnaires were 5 Point Likert-Scale, and the data were shown students did not use only one specific memorizing strategy, for example, as found in item number 5. I write down a new word to remember with Indonesian translations. There were 15 students answering always, the rest answered for other options; if the Vocabulary Memorizing Strategy of students were the same, all students would select for the same choice. Such as, the whole respondents would choose always.

The results were same as expected from previous research and literature review. Students have a varied way in memorizing new vocabulary words. Al-Khresheh and Al-Ruwaili (2020), the researchers that have conducted the study about vocabulary learning strategy found memorization is the most used strategy by students. The memorizing strategy used by students like rote-learning, such as read the word repeatedly, imagine picture in association and use or write a new

word in sentence or write were also have high mean value as this study. Furthermore, similar with the results of the study conducted by Hadi and Guo (2020) found most students relied on using a dictionary, repetition, and auditory encoding in learning vocabulary, which is also found as the most commonly used strategy by students. Such as item number 36. I try to remember the word by checking it in a dictionary. Become the 2nd the most used strategy in association, and read, say, listen to the word in repetition become the most used strategies in repetition which is also connected to auditory encoding strategy in the previous study.

Second, after the data were ranked, the researcher found 5 the most strategies used by students as following :

1. Item number *5. I write down a new word to remember with Indonesian translations* was the most used strategy by students in Note-Taking, the mean of this item is 4,13. In general, most students prefer to memorize a new vocabulary word by write down a word with indonesian meaning.

2. Item number *17. I read the word repeatedly* was the most used strategy after item number 5, with mean 3,87 this strategy very common used by students to memorize new word by read the word repeatedly.

3. Item number 2 and 15 were the most use strategy after item number 17, in item *2. I write down a new word to remember in separate sections of an English notebook* was used by students to memorized new word, this item also has same rank with item number 15 in rote-learning strategy. Item number *15. I say the word repeatedly* is like item number 17, but the difference is some students do

not just read the word silently, some students also saying that word. Item 2 of Note-Taking and Item 15 in Repition strategies have mean 3,80.

4. Item number 38. *I make up pictures in my mind to help remember the word* with mean 3,77. Some students also have a unique method to remember a new vocabulary, some students in memorizing new vocab and to make a better memory use this method. They imagine a picture to make a connection with the word that they try to memorize. For example to remember word sky, student can imagine the spelling of sky appears in the sky.

5. Item number 18 and 36 were 5th most used vocabulary memorizing strategy with mean 3,67. Item 18. *I listen to the word repeatedly*, after some students prefer to say and read the word rapeatedly, some students also memorize new word by listen to the word repeatedly, and in item 36. *I try to remember the word by checking it in a dictionary* was used by students as a simple method to memorize new vocabulary. Of course, the students can decide to open an online or offline dictionary.

Third, after the data were ranked, the researcher found 5 the least strategies used by students as following :

1. The least used strategy of vocabulary memorizing was Note-Taking. Item number *13. I list words in aphabetical* order was seem rarely use by students. The item also got the lowest mean. About 43,3% answered rarely, and 16,7% students responded never. this made the item number 13 as the least used strategy by students with mean value 2,43.

2. Followed by item number 32. *I associate the English word with a frequently seen sign (e.g. I - for information),* with mean 2,73. Students seem rarely used this strategy in memorize new vocabulary.

3. The 3rd least used strategy is item number *14. I list the new word grammatically based on word classess* rarely used by students with mean 2,83.

4. Item 27 in association strategy is become rank number 4 of the least used strategy by students. Students seem rarely associate an English word with another English word according to structure (e.g. root, affix;). The mean of this item is 2,90.

5. Item 28. *I associate a word with other English words by sound only without meaning (e.g. pair-pare, piece-peace, and dead-dad)* was the 5th rank of the least use strategy by students in memorizing new vocabulary with mean 2,97.

The study results match mostly with the previous study on EFL students of Chinese University by Yang and Weiping (2012), which surveyed 32 English major and 36 non-English major students. 65,6% students of english major responded always and 21.8% answered often used item number 5. I write down a new word to remember with chinese translations and ranked as the most used strategy in this study. The result also same as found in this research, item 5. I write down a new word to remember with indonesian translations was responded always used by 15 student (50%) and often used by 6 students (20%) with mean value 4,13 and ranked the item 5 as the most used strategy than other strategy.

The least used streategy by students were litte different with the previous study. In the previous study by Yang and Weiping (2012) the least used strategy was Item number *3. I keep my own vocabulary cards.* 90,6% student was responded never. this is different with the result of this research. In this study Item number 3 even not became the 5 least used strategy, but for other the least used strategy in this research also found less used by students in previous research, except item number 27. *I associate an English word with another English word according to structure (e.g. root, affix;)* was highly used.
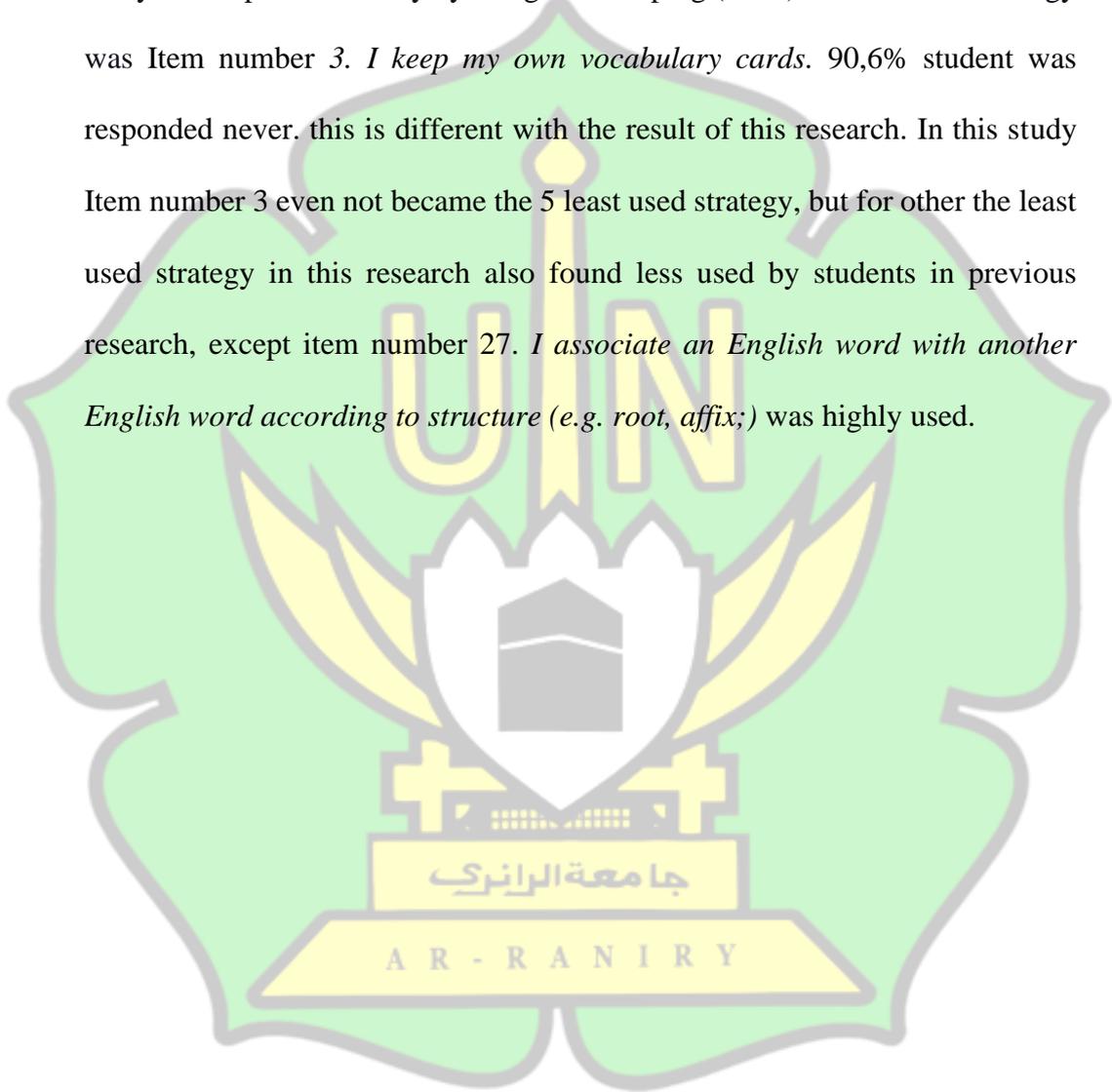
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusions of all previous chapters of this study, and suggestions for the lecuterer, student and the next researcher on the future

A. Conclusions

Students' Vocabulary Memorizing Strategies were surveyed in this study based on their frequency in using each strategy. In general, student's strategy in memorizing can be divided into three main strategies, Note-Taking, Rote-Learning/repetition and association. Note-Taking itself can be separated into more specific strategies such as how they keep a note, write a note, and organize their vocabulary note. In this study, the researcher found that most students write down a new word with Indonesian translation. In repetition, the most used strategy was to read a word repeatedly, followed by saying and listening to the word repeatedly until student acquired a new word. Checking new vocabulary in a dictionary was ranked as the most used strategy in association.

The study has also found writing down a new word in Note-Taking as the most used vocabulary memorizing strategy for English students of UIN AR-Raniry with mean value 4,13. 15 of 30 students answered always used this strategy, and 6 of 30 answered often. The least used strategy was also found from the Note-Taking

strategy, which listed a new word in alphabetical order with mean value 2,43. There were 5 students (16,7%) answering *never*, 13 students (43,3%) responding *rarely*.

B. Suggestions

After conducting the study of student strategy in memorizing new vocabulary and also found the most to least strategy in memorizing new vocabulary, the researcher has several suggestions for the lecturer, students, and the researcher on the future.

First, for the lecturer and teacher that teach Vocabulary subjects can use the results of the study to evaluate the strategies that have been used by students in memorizing new vocabulary. They are the possibility that the strategy used by students was not effective and that is why the lecturer suggested by the researcher to evaluate students' strategies. This research did not evaluate how effectively students used their strategy in order to memorize a new vocabulary.

Second, for English students from batch 2020 of UIN Ar-Raniry the researcher suggest students to use full english Note-Taking, repitition and association strategies in memorizing new vocabulary word, because the study found full english strategy were less used than other strategy. Such as associating an English word with another English word, writing an English word with a synonym, reading the word with its English synonyms repeatedly, or other full English strategy. The researchers believe that using full English strategy can help

students to improve their language skill better than using English-Indonesian vocabulary memorizing strategy.

Third, for the researcher, especially those who want to conduct research about vocabulary learning strategy, the researcher suggest to conduct specific strategy in vocabulary learning strategy. Many research studies studied vocabulary learning strategy as the main topic, but less conducting research that chooses the specific Catagories in VLS, such as determination, cognitive, Metacognitive, or social strategies.
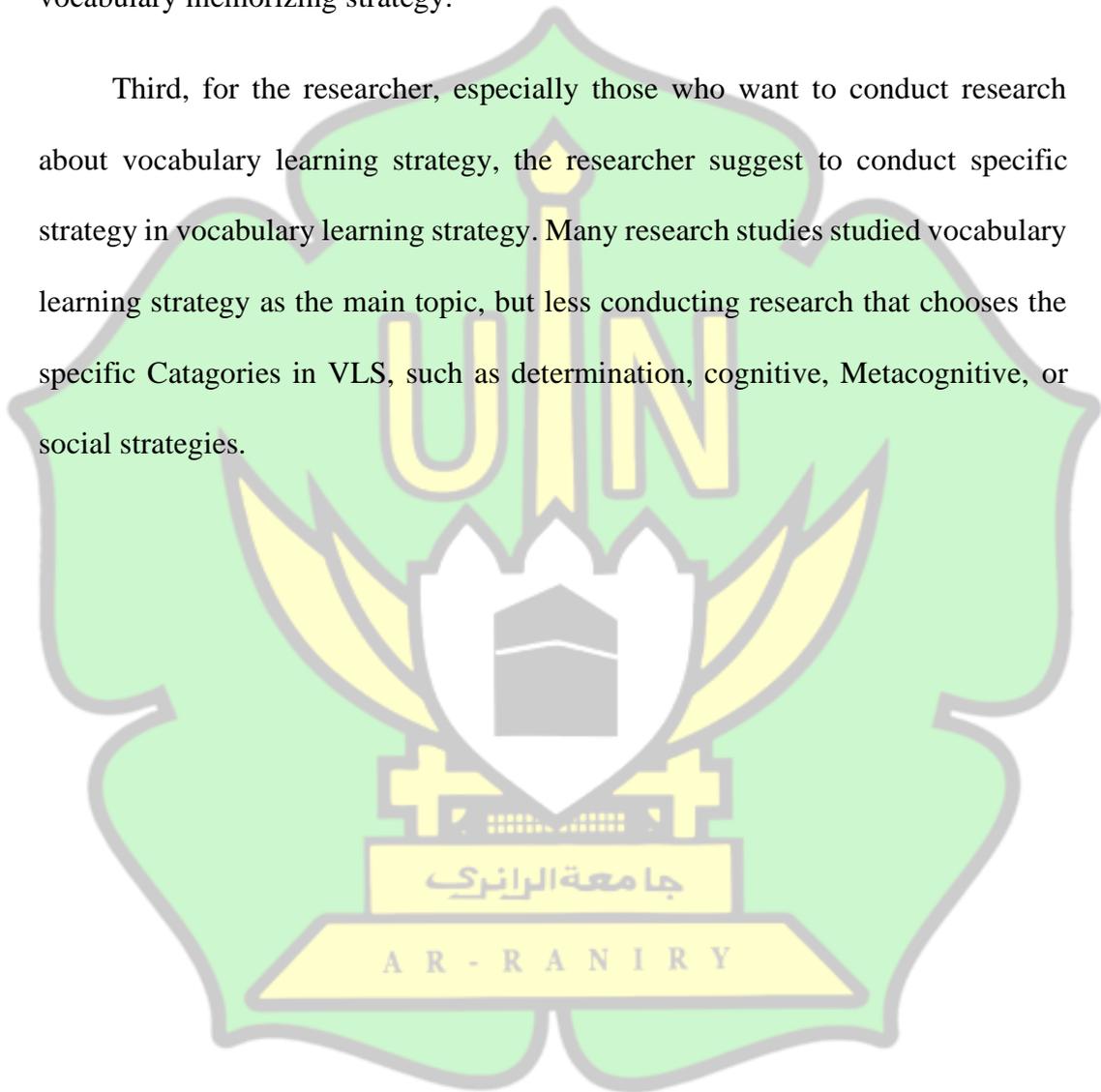
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APPENDIX A

APPROVAL LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11087/UN.08/FTK/KP.07.6/07/2021

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-undangNomor 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 28 Juni 2021

MEMUTUSKAN

Menetapkan :

PERTAMA Menunjuk Saudara:
1. Dr. Luthfi Aunie, MA   Sebagai Pembimbing Pertama
2. Siti Khasinah M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Sufarwitar NZ**
NIM : **170203041**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **English Student's Strategy in Memorizing New Vocabulary**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

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: 29 Juli 2021
An. Rektor
Dekan,

Muslim Razali

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

APPENDIX B

RECOMMENDATION LATTER

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh

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Nomor   : B-2171/Un.08/FTK.1/TL.00/02/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

    1. Ketua Prodi Pendidikan Bahasa Inggris
    2. Mahasiswa Letting 2020 PBI UIN Ar-Raniry

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

Nama/NIM   : **SUFARWITAR NZ / 170203041**
Semester/Jurusan   : X / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Laks. Malahayati Gampoeng Kajhu, Kec. Baitusalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *English Student's Strategy in Memorizing New Vocabulary*

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

Banda Aceh, 11 Februari 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 10 Maret 2022   Dr. M. Chalis, M.Ag.

APPENDIX C

COMFIRMATION LATTER

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

SURAT KETERANGAN
Nomor: B-136/Un.08/PBI/TL.00/03/2022

Schubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-2171/Un.08/FTK.I/TL.00/02/2022 tanggal 11 Februari 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Sufarwitar NZ
NIM   : 170203041
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

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

English Student's Strategy in Memorizing New Vocabulary

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 28 Maret 2022
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

APPENDIX D

QUESTIONNAIRES LIST

Your Full Name :

Student's ID (NIM) :

Your E-Mail :

Note-Taking: *How I Keep the notes*

1. I keep the vocabulary notebook.

   o Always   o Rarely
   o Often   o Never
   o Sometimes

2. I write down a new word to remember in separate sections of an English notebook.

   o Always   o Rarely
   o Often   o Never
   o Sometimes

3. I keep my own vocabulary cards

   o Always   o Rarely
   o Often   o Never
   o Sometimes

4. I keep notes in margins of textbook.

   o Always   o Rarely
   o Often   o Never
   o Sometimes

How I Write Down A New Word:

5. I write down a new word to remember with Indonesian translations.

    - o Always
    - o Often
    - o Sometimes
    - o Rarely
    - o Never

6. I write down a new word to remember with English synonyms or phrases.

    - o Always
    - o Often
    - o Sometimes
    - o Rarely
    - o Never

7. I write down a new word to remember with its English pronunciation.

    - o Always
    - o Often
    - o Sometimes
    - o Rarely
    - o Never

8. I write down a new word to remember with its grammatical category (e.g. noun, verb, etc.)

    - o Always
    - o Often
    - o Sometimes
    - o Rarely
    - o Never

9. I take notes of a new word to remember with examples in which it is used.

    - o Always
    - o Often
    - o Sometimes
    - o Rarely
    - o Never

How I organize vocabulary notes:

10. I take notes of a new word to remember with its definitions.

   - o Always
   - o Often
   - o Sometimes

   - o Rarely
   - o Never

11. I list the new word to remember in order as they appear.

   - o Always
   - o Often
   - o Sometimes

   - o Rarely
   - o Never

12. I list the new word in order as they appear and revise them with additional semantically-related ones.

   - o Always
   - o Often
   - o Sometimes

   - o Rarely
   - o Never

13. I list words in alphabetical order.

   - o Always
   - o Often
   - o Sometimes

   - o Rarely
   - o Never

14. I list the new word grammatically (e.g. I group all nouns together, verbs together , etc.)

   - o Always
   - o Often
   - o Sometimes

   - o Rarely
   - o Never

Rote-Learning/Repitition :

15. I say the word repeatedly.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

16. I write the word repeatedly.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

17. I read the word repeatedly.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

18. I listen to the word repeatedly

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

19. I say the word with its English synonyms repeatedly.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

20. I write the word with its English synonyms repeatedly.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

21. I read the word with its English synonyms repeatedly.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

22. I say the word with its Indonesian translations repeatedly.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

23. I write the word with its Indonesian translations repeatedly.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

24. I read the word with its Indonesian translations.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

25. I review the word and test myself from time to time.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

26. I try to remember words by doing multiple-choice vocabulary exercises after the lesson.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

Associotion :

27. I associate an English word with another English word according to structure (e.g. root, affix;).

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

28. I associate a word with other English words by sound only without meaning (e.g. pair-pare, piece-peace, and dead-dad).

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

29. I associate English words to Indonesia words in sound such as presentation, adaptation, and verification.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

30. I associate the word with some physical sensation or activity.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

31. I associate the word with the situation in which it appeared (e.g. which lesson of the text; who said the word).

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

32. I associate the English word with a frequently seen sign (e.g. ! for Warning, and i for information).

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

33. I associate the English word with a particular event I have experienced in the past.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

34. I try to remember words in meaning group (e.g. garden, vegetables, household articles, etc.).

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

35. I try to remember not only the word but also other words in context.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

36. I try to remember the word by checking it in a dictionary.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

37. I make a strong memory connection between the form and meaning of the words.

- o Always
- o Often
- o Sometimes
- o Rarely
- o Never

38. I make up pictures in my mind to help remember the word.

- o Always
- o Often
- o Never
- o Sometimes
- o Rarely