

**LEARNING STRATEGIES USED BY A STUDENT OF
PRIMAGAMA PLAYGROUPO YOGYAKARTA IN
MASTERING VOCABULARY (A CASE STUDY)**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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APPROVAL

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MOTTO

- ★ *God will always help you if you remember Him.*
- ★ *“Make others happy”. If we cannot do it, at least do not make them sad.*
- ★ *There will be happiness behind the sadness.*

DEDICATION

This research paper is greatly dedicated to:

☆ Her beloved father and mother (the late),

☆ Her beloved little brother,

☆ Her beloved soulmate, Dodik S. W., and

☆ Her beloved friends.

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim

Assalamu'alaikum Wr. Wb.

Alhamdulillah, praise be to Allah SWT the Most Glorious and the Most Merciful, Lord of the world. Thanks to him and His Mercy given to the writer so that she could complete her research paper entitled **Learning Strategies Used by Student of Primagama Playgroup Yogyakarta in Mastering Vocabulary (A Case Study)**. The writer believes that He has secret for all things that happen to her.

The writer is fully aware that this work cannot be separated from other people help and guidance. Therefore, on this opportunity, she would like to express her gratitude and appreciation to:

1. Drs. H. Sofyan Anif, M.Si., the dean of School of Teacher Training and Education,
2. Koesoemo Ratih, S. Pd., M. Hum, as the head of English Department,
3. Drs. Djoko Srijono, M.Hum., as the first consultant who has been willing to guide, suggest, motivate, and correct the research wisely and completely,
4. Aryati Prasetyarini, M.Pd., as the second consultant who gives her guidance, support, advices, suggestions, information, and correction for the sake of finishing this research patiently and sincerely,
5. All of English Departement lecturers in Muhammadiyah University of Surakarta,

6. Her beloved father and mother (the late), for their love, attention, and motivation in finishing this research paper, she will do her best, “I love you”,
7. Her beloved little brother, “thank you for your advices and support me, I love you”,
8. Her beloved soulmate, Dodik. “Thank you for your togetherness, sadness, happiness, motivation, help, and patience. I love you from the deepest of my heart”,
9. Her beloved friends in English Department (Fai, Shita, Tina, Dewi, Romli, Chandra, Ferick, etc). And her beloved friends in Puri Wacana Asri (PWA) community (Yeni, Tina, Pipit, Vera, Puput, Mely, etc), thank you for your togetherness and motivation, “CHAYO”. “I love you all, guys”,
10. The parties that cannot be mentioned one by one.

Lack of time, energy, and competence means that the research paper has not been excellent yet. Hopefully more constructive criticism, valuable comments, and suggestions are expected in order to make progress in the next study. Finally, the writer hopes that the research paper will be dedicated to person who is interested in conducting research on language learning strategies.

Surakarta, 5 Juni 2007

Nisa'

SUMMARY

Ika Choirun Nisa', A. 320. 030. 004. LEARNING STRATEGIES USED BY STUDENT OF PRIMAGAMA PLAYGROUP YOGYAKARTA IN MASTERING VOCABULARY (A CASE STUDY). Research Paper. Muhammadiyah University of Surakarta. 2007

The research studies the learning strategies used by student of Primagama playgroup Yogyakarta in mastering English vocabulary. The type of this research is case study. The subject of this research is a student of Primagama playgroup. The methods of collecting data are interview and observation.

The result of the research shows that the subject of the research uses three kinds of learning strategies. They are metacognitive strategies, cognitive strategies, and social-affective strategies. Metacognitive strategies covers advance organizer, directed attention, selective attention, and delayed production. While cognitive strategies involve repetition, inferencing, imagery, and resourcing. The last, the subject uses one type of social-affective strategies. It is question for clarification. Each of them modifies each other. Totally, she applies nine strategies in learning English.

Most of learning strategies employed are full consciousness. As a playgroup student, she likes applying these strategies. In learning English as a foreign language, she needs full concentration and awareness.

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Playing such important role, vocabulary is taught since learners are in playgroup. To teach vocabulary, learners need some strategies to learn and to master vocabulary. Learning strategies according to Rubin (1987:23) are strategies which contribute to the development of the language system which the learner constructs and affects learning directly. English learning strategies are an intentional behavior and thought used by the learners during learning English to help them understand, learn, or remember new information.

Cohen (1998:4) defines learning strategies as learning process, which is consciously selected by the learner. Specifically vocabulary for children, the strategies used are, word grouping, repetition, using pictures, using illustrations, word cards, etc. (http://www.teachingenglish.org.uk/think/vocabulary/vocab_autonomy.html). Here, the writer concerns with the strategies used by Zalfaa Zafarina Hanifi, a student of Primagama playgroup in Yogyakarta, in mastering English vocabulary.

Zalfaa Zafarina Hanifi has been studying there for 2 years. Now she is 4 year old. She was born in Klaten (a district in Central Java) on 30 April 2003. Now she lives in Klaten with her parents.

Her father, Kamal Musthofa, is an outdoor equipment seller in Surakarta. He was born in Klaten and spent his childhood there, so the language that he acquired was Javanese. Her mother's name is Nurul Hidayati. She is a housewife. Zalfaa's parents got a little bit English subject in their Junior High School and Senior High School. Therefore, they only learn a little about the basic English pattern. Zalfaa's parents never taught English vocabulary at all. Zalfaa

started learning English vocabulary in Primagama playgroup. She is quite interested in it. She often sings some English songs, which were taught in Primagama playgroup.

In Primagama playgroup, students are taught some simple English vocabulary. The purpose is to introduce English to children. In teaching vocabulary, teachers use pictures, miniature, and sometimes teachers give model when the material is verb. Those methods are to make students easy to understand and to memorize well about the material.

The writer is attracted to do the research in Primagama playgroup Yogyakarta because this playgroup is one of famous playgroups in Yogyakarta. This playgroup is one of good playgroups in Yogyakarta. Therefore, in this research, the writer will conduct a study entitled “LEARNING STRATEGIES USED BY STUDENT OF PRIMAGAMA PLAYGROUP YOGYAKARTA IN MASTERING VOCABULARY (A CASE STUDY)”.

B. Problem of the Study

Based on the background above, the research problems are:

1. What learning strategies used by Zalfaa to master English vocabulary?
2. What are the difficulties faced by Zalfaa in learning English vocabulary?

C. Objective of the Study

This study aims to describe:

1. The learning strategies used by Zalfaa to master English vocabulary.

2. The difficulties faced by Zalfaa in mastering English vocabulary.

D. Benefit of the Study

This research has practical and theoretical benefits:

1. Practical Benefit

This research will give a contribution for other researchers who are interested in analyzing or investigating the learning strategies of foreign language learners.

2. Theoretical Benefit

- a. The finding of the research will be useful especially for Zalfaa who learns English.
- b. It also gives consideration for teachers who teach English at PRIMAGAMA playgroup Yogyakarta and other playgroup teachers especially in improving the student's vocabulary.

E. Research Paper Organization

The writer divides this research paper into five chapters. Chapter I is introduction which consists of the background of the study, research problem, limitation of the study, and research paper organization.

Chapter II is the underlying theory. It contains review of previous study and some related studies, which deal with notion of language learning, notion of language learning strategies, characteristics of young learner, learning strategies for mastering vocabulary, and classification of learning strategies.

Chapter III is research method. In this chapter, the writer presents research design, data and data source, object of the study, and data analysis.

Chapter IV is analysis and discussion. In this chapter, the writer describes the implementations of learning strategies used by student of PRIMAGAMA playgroup in mastering English vocabulary. The writer also discusses the finding of the research.

Chapter V is conclusion and suggestion. In this chapter, the writer draws conclusion and proposes the suggestion taken from the result of the research.