LEARNING STRATEGIES TO DEVELOP VOCABULARY USED BY AN EIGHT GRADER OF *RSBI* OF SMPN 2 KARANGANYAR

PUBLICATION ARTICLE

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

by

LIZA WIDAYANTI
A320080187

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012**

ACCEPTANCE

LEARNING STRATEGIES TO DEVELOP VOCABULARY USED BY AN EIGHT GRADER OF *RSBI* OF SMPN 2 KARANGANYAR
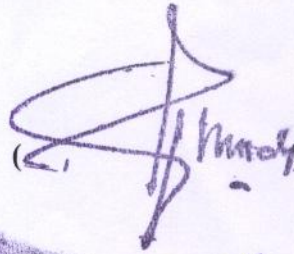
PUBLICATION ARTICLE

Written by:

LIZA WIDAYANTI
A320080187

Accepted and Approved by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Team examiner

1. **Prof. Dr. Endang Fauziati, M.Hum**
   Chair person

2. **Aryati Prasetyarini, S.Pd M.Pd**
   Member 1

Dean

Drs. H. Sofyan Anif, M. Si.
NIK. 547

LEARNING STRATEGIES TO DEVELOP VOCABULARY USED BY AN EIGHT GRADER OF *RSBI* OF SMPN 2 KARANGANYAR

by

Liza Widayanti

Prof. Dr. Endang Fauziati, M. Hum

Aryati Prasetyarini, M. Pd

English Department FKIP-UMS

Jl. A. Yani Tromol Pos 1- Pabelan, Kartasura Telp. (0271) 7175448 Surakarta 57102

ABSTRACT

This research is about learning strategies used by an eighth grader of RSBI program at SMPN 2 Karanganyar to develop vocabulary. The objective of this research is to describe learning strategies used by an eighth grader of SMPN 2 Karanganyar to develop vocabulary that is divided into four aspects, namely word meaning, pronunciation skill, spelling skill, and grammar. The subject of this research is a student of eighth grader at SMPN 2 Karanganyar. The type of this research is case study. The writer uses interview and observation to collect the data. The results of this research are separated into four, as follow: 1) The learning strategies used to understand word meaning are 6 meta-cognitive strategies, 11 cognitive strategies, and 2 socio-affective strategies. 2) The learning strategies to develop pronunciation skill are 6 meta-cognitive strategies, 7 cognitive strategies, and 2 socio-affective strategies. 3) The learning strategies to develop spelling skill are 4 meta-cognitive strategies, 5 cognitive strategies, and 2 socio-affective strategies. 4) The learning strategies to understand grammar are 5 meta-cognitive strategies, 6 cognitive strategies, and 1 socio-affective strategy. The conclusions of this research are the learning strategies that she used to understand word meaning are the most excessive strategy from the other aspects. And the learning strategies that are used to develop spelling skill are the lowest strategy from the other aspects.

Keywords   : learning strategy; vocabulary

1. INTRODUCTION

Learning is an activity to get more knowledge. Learning must be supported with strategy to get a satisfaction result. According to Brown in Iskandar and Sunendar (2009: 7), learning strategy relates to processing, saving, and retrievaling entering language source, but communication strategy relates with escaping language source. Iskandar and Sunendar (2009: 34) also state that strategy is an accurate planning about an activity to get special purpose. But, learning without strategy is not complete. Strategy makes learning becomes perfect. A person who does the activity that aim to get success must use the right strategy. The success cannot get spontaneously; it needs the effort that is not easy.

In language learning, strategy is important to help the students learning. Language learning strategy can be divided into meta-cognitive, cognitive, and socio-affective strategies (Brown, 2000: 124). The strategy has different characteristics. The differences may be influenced by the skill that is learned. In language learning, there are some skills that must be powered by the learner, namely speaking, listening, writing, and reading. The skills can be powered perfectly if the learner has vocabulary. Vocabulary is the first thing that must be learned by the language learner. According to Hornby (1985: 959), vocabulary is total number of words which (with rules for combining them) make up a language. The important role of vocabulary gives inspiration to the researcher to observe one of the students at junior high school who still needs more vocabulary

to develop English skills. Lina Alimatus Sadiyah is the student of SMPN 2 Karanganyar who joints *RSBI* program. *RSBI* can be known as the school with international standard. So, English is very important to communicate with the other in the school.

Based on the statements above, the writer formulates the research problem as follows: What are the learning strategies used by Lina Alimatus Sadiyah in developing vocabulary? More specifically, this research intends to find out to (1) what are learning strategies used by Lina Alimatus Sadiyah to understand word meaning? (2) What are learning strategies used by Lina Alimatus Sadiyah to develop pronunciation skill? (3) What are learning strategies used by Lina Alimatus Sadiyah to develop spelling skill? And (4) what are learning strategies used by Lina Alimatus Sadiyah to understand grammar? So, this research aims to describe learning strategy used by Lina Alimatus Sadiyah to develop vocabulary that is divided into four aspects, namely word meaning, pronunciation skill, spelling skill, and grammar.

Previous study is the study that has been done before the current study and become the basis of the current study to do the next study. The first previous research was conducted by Nisa' (*UMS,* 2007) with her research entitled *A Learning Strategies Used by Student of Primagama Playgroup Yogyakarta in Mastering Vocabulary (a Case Study).* The subject of the research is Zalfaa, a student of Primagama, and the object is learning strategies employed by Zalfaa in

mastering vocabulary. The researcher uses observation and interview as methods in her research. The objective of this research describes the learning strategies that are used by student of Primagama Playgroup Yogyakarta in mastering English Vocabulary. Then, the result of the research shows that the subject of the research uses metacognitive strategies covers advance organizer, directed attention, selective attention, and delayed production; cognitive strategies involve repetition, inferencing, imagery, and resourcing ; and the last, the subject uses one type of social-affective strategies includes clarification. The second previous research was conducted by Dewi (*UMS*, 2008) with her research entitled *The Students' Learning Strategies in Developing Speaking Skill : a Case Study on the First Year Students of SMAN 1 Colomadu.* The subject of this research is the three students who have highest, middle, and lowest mark in SMAN 1 Colomadu, and the object of this research is learning strategies employed by the subject of the research. Then, the method of this research is observation and interview. The objective of this research knows the learning strategies used by three students of the first year in SMA N I colomadu who have different speaking skill (high, middle, and low). The result of this research shows that the students who have the best mark in English speaking uses the highest number of learning strategies proposed by O'Malley and Charmot. The numbers of learning strategies are 7 in metacognitive strategies, 7 in cognitive strategies, 1 in socio-affective strategies. The third previous research was conducted by Nafiah (*UMS*, 2008) with her

research entitled *A Case Study on the Students' Learning Strategies to Develop Writing Skill at SMPN 2 Keling at the Eight Year.* The subject of this research is the three students who have different mark on writing English and the object of this research is learning strategies employed by the subject of the research. Then, the method of this research is observation, documentation, and interview. The objective of this research describes learning strategies used by the student of SMP N 2 Keling in developing writing skill and to know the students result in English writing. The first result of this research shows that the first student has more strategies than student 2 and 3. The most difference between this research and the all previous researches are this research more extends on the learning strategy to develop vocabulary of an eighth grader of *RSBI* of junior high school student. The subject of this research gets more attention because it never observed by the previous researches. The subject of this research is an eighth grader of *RSBI* of junior high school student. Although, this research also have similarity on objective of the all previous researches, which describes the case study of learning strategies. So, the position of the current study is the extender of the previous studies on learning strategy research.

2. RESEARCH METHOD

The setting of this research is SMPN 2 Karanganyar with the *RSBI* program. This school is choosed to observe because this school have *RSBI* program as the characteristics. The case study intends to describe the learning

strategies used by Lina Alimatus Sadiyah as a student of RSBI of SMPN 2 Karanganyar in developing vocabulary. Clearly, this research focuses on the case of learning strategy by Lina to develop vocabulary and the uniquely of this research is on the subject of the research as a middle achiever of English in her class. In previous researches, no one observes middle achiever to more specific.

The data of this study are the information dealing Lina Alimatus Sadiyah's learning strategy to develop vocabulary. The data collection techniques are divided into 2 stages, namely observation and interview. The observation was done on March to April 2012 in her school and in her home on December 2011 and during April 2012. Then, the interview was done on 28th December 2011, 1st and 3rd March 2012 in non formal condition. The analysis of the data was done by comparing the data collection to O'Malley's learning strategies. The O'Malley's learning strategies is a basis of this study.

3. FINDINGS AND DISCUSSION

A. Findings

As the answer of research problem about learning strategies used by Lina Alimatus Sadiyah to develop vocabulary that is separated into (1) learning strategies to understand word meaning (2) learning strategies to develop pronunciation skill (3) learning strategies to develop spelling skill and (4)

learning strategies to understand grammar, this research found various learning strategies used by Lina. She used different strategies to every vocabulary aspects.

1) Learning Strategies to Understand Word Meaning

The learning strategies used to understand word meaning are meta-cognitive, cognitive, and socio-affective strategy. The meta-cognitive strategies used to understand word meaning are advance organizer, directed attention, self management, functional planning, delayed production, and self evaluation. And the cognitive strategies used to understand word meaning are repetition, resourcing, translation, grouping, note taking, deducation, imagery, auditory representation, key word, transfer, and inferencing. Then, the socio-affective strategies used to understand word meaning are cooperation and question for clarification. So, from the explanation can be known that Lina uses various strategies to understand word meaning as aspects of vocabulary. It means that understand word meaning is the most important aspect that must get attention.

2) Learning Strategies to Develop Pronunciation Skill

The learning strategies used to develop pronunciation skill are meta-cognitive, cognitive, and socio-affective strategy. The meta-cognitive strategies used to develop pronunciation skill are advance organizer, directed attention, self management, self monitoring, delayed production, and self evaluation. And the cognitive strategies used to develop pronunciation skill are repetition, resourcing,

grouping, deducation, imagery, auditory representation, and inferencing. Then, the socio-affective strategies used to develop pronunciation skill are cooperation and question for clarification. The learning strategy to develop pronunciation is important by Lina, but it is not more than the strategies to understand develop word meaning.

3) Learning Strategies to Develop Spelling Skill

The learning strategies used to develop spelling skill are meta-cognitive, cognitive, and socio-affective strategy. The meta-cognitive strategies used to develop spelling skill are directed attention, self management, delayed production, and self evaluation. And the cognitive strategies used to develop spelling skill are repetition, resourcing, translation, auditory representation, and key word. Then, the socio-affective strategies used to develop spelling skill are cooperation and question for clarification. The spelling skill is the aspect of vocabulary that is gotten less attention by Lina. The strategies used to develop spelling skill are the lowest from the strategy in other aspects.

4) Learning Strategies to Understand Grammar

The learning strategies used to understand grammar are meta-cognitive, cognitive, and socio-affective strategy. The meta-cognitive strategies used to understand grammar are directed attention, self management, functional planning, delayed production, and self evaluation. And the cognitive strategies used to

understand grammar are resourcing, translation, grouping, note taking, transfer, and inferencing. Then, the socio-affective used to understand grammar is question for clarification. Grammar is the most difficult aspect of vocabulary. But, Lina uses the learning strategy to understand grammar is less than the strategy to understand word meaning. So, the understanding grammar of her is less too.

B. Discussion

From the explanation of the finding above, the researcher discusses the current research finding with the previous research finding by comparing the each finding and the theory. There are three previous research findings and O'Malley's theory of language learning strategy that become orientation and comparison to the current research.

The first previous research finding was conducted by Nisa' (*UMS,* 2007). The previous research finding found the learning strategy to master vocabulary used by a student of playgroup. Besides, the research finding also found that the subject of research uses 4 meta-cognitive, 4 cognitive, and 1 socio-affective strategy. The research finding is related to the classification of learning strategy by O'Malley and Chamot that classify the learning strategy into meta-cognitive, cognitive, and socio-affective strategy. Based on the previous research, the current research has differences on the finding of research. In the current research, researcher found the learning strategies used by an eighth grader of SMP N 2

Karanganyar are separated into four aspects of vocabulary, while the previous research explains the vocabulary in general. Besides, the learning strategy used by the subject of the current research is more than the previous research. So, from the finding can be concluded that the current research can be extender of the previous research.

The second previous research finding was conducted by Dewi (*UMS*, 2008). The previous research finding found the learning strategies that are used by the high, middle, and low achiever to develop speaking skill in SMAN 1 Colomadu. Then, the research finding found that the subjects of the research use different strategy. The high achiever uses the highest number of strategy base on O'Malley and Chamot's learning strategy. While the low achiever uses the lowest number of strategy base on O'Malley and Chamot's learning strategy. Based on the previous research finding, the current research has differences on finding of research. In the current research, researcher found the learning strategy to develop vocabulary, while the previous research found the learning strategy to develop speaking skill. Although that, the both of researches have similar theory to be comparison and orientation. The theory is from O'Malley and Chamot who classify the learning strategy into meta-cognitive, cognitive, and socio-affective strategy.

The third previous research finding was conducted by Nafiah (*UMS*, 2008). The previous research finding found the learning strategies that are used

by three students of SMPN 2 Keling to develop writing skill. Then, the research finding also found that one of three students has the most number of strategies. The students have different response in applying learning strategy to develop their writing skill. Based on the previous research finding, the current research has differences on finding of research. The current research also found the learning strategy to develop vocabulary, while the previous research found the learning strategy to develop writing skill. But, the both of research findings are related to the classification of learning strategy by O'Malley and Chamot (1990) that classify the learning strategy into meta-cognitive, cognitive, and socio-affective strategy.

Besides comparing with the previous research finding, the current research also compare with the theory by O'Malley. The current research finding found that the subject of research uses 19 strategies to understand word meaning divided into 6 meta-cognitive strategies, 11 cognitive strategies, and 2 socio-affective strategies. Then, 13 strategies to develop pronunciation skill divided into 6 meta-cognitive strategies, 7 cognitive strategies, and 2 socio-affective strategies. And 11 strategies to develop spelling skill divided into 4 meta-cognitive strategies, 5 cognitive strategies, and 2 socio-affective strategy, and 12 strategies to understand grammar divided into 5 meta-cognitive strategies, 6 cognitive strategies, and 1 socio-affective strategy. But, in O'Malley classification there are 24 strategies divided into 8 meta-cognitive strategies, 14 cognitive strategies, and 2 socio-

affective strategies. So, from the comparison can be seen that the subject of research of the current research does not use all of the strategy by O'Malley.

Although, the classification of learning strategy in the current research and the three previous researches are appropriate to the classification of learning strategy by O'Malley and Chamot. But, the current research explains more complete than the previous researches.

4. CONCLUSION AND IMPLICATION

A. Conclusion

Based on the description, the researcher concludes that the learning strategies used by Lina to understand word meaning are the most excessive strategy from the other aspects. And the learning strategies used to develop spelling skill are the lowest strategy from the other aspects. From the research finding that is found by the researcher, Lina is a middle achiever. She uses 19 strategies to understand word meaning, 13 strategies to develop pronunciation skill, 11 strategies to develop spelling skill, and 12 strategies to understand grammar. Learning strategies to understand word meaning can make her to be a high achiever because almost all of the learning strategies by O'Malley and Chamot are used by her. But, the learning strategies to develop pronunciation skill, spelling skill, and to understand grammar makes her to be a middle achiever because the number that are used just a half of learning strategies by O'Malley

and Chamot that have 24 strategies. So, the average number of learning strategies used by Lina makes her to be a middle achiever.

B. Implication

Learning strategy is important in learning language for students. So, Teacher should suggest to the students that learning strategy to develop every lesson is important, especially to develop vocabulary. Besides, teacher should know the learning strategies to develop the other English skill because this research just focuses on learning strategies to develop vocabulary. And for the next researchers, the theory and the finding of this research should be references in doing research. Besides, the next researchers should do the similar research to extend the current research because this research just observes an eighth grade student of junior high school with *RSBI* program. The next researcher can observe to the other subject in order to get more knowledge about learning strategies that are used by students.

5. REFERENCES

Brown, Douglas. 2000. *Principles of Language learning and Teaching: fourth edition.* New York: Addison Longman, Inc.

Chamot, A.U., & O'Malley, J.M. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.

Dewi, Yanita Candra. 2008. *The Students Learning Strategies in Developing Their Speaking Skill: a Case Study on The First Year Students of SMA N I Colomadu*. Unpublished S1 Research Paper. Surakarta: Muhammadiyah University of Surakarta.

Hornby, A. S. 1985. *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.

Iskandar, & Sunendar, D. 2009. *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya.

Nafiah, Najmiyatun. 2008. *A Case Study on the Students' Learning Strategies to Develop Writing Skill at SMP N 2 Keling at the Eight Year*. Unpublished S1 Research Paper. Surakarta: Muhammadiyah University of Surakarta.

Nisa, Ika Choirun. 2007. *A Learning Strategies Used By Student of Primagama Playgroup Yogyakarta in Mastering Vocabulary (A Case Study)*. Unpublished S1 Research Paper. Surakarta: Muhammadiyah University of Surakarta.