VOCABULARY LEARNING STRATEGY
USED BY ENGLISH GOOD STUDENTS : A CASE STUDY AT
SEVENTH GRADE STUDENT IN MTS N SURAKARTA 2

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

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APPROVAL

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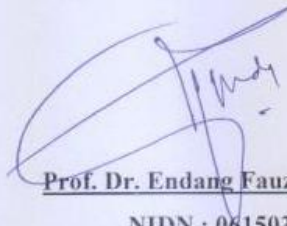STUDENT IN MTS N SURAKARTA 2

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Herewith, I testify that there is no plagoarism of the previous researchers which have been made to get bachelor degree of a univeristy and as long as the writer knows that there is also no work or opinion that has ever been composed or published by others, except those which the writing are referred in publication article and mentioned in literature review and bibliography.

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VOCABULARY LEARNING STRATEGY
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Abstrak

Penelitian ini menjelaskan strategi pembelajaran kosakata yang digunakan siswa ketika mereka mempelajari kata-kata baru. Strategi untuk mempelajari kosakata memiliki peran penting dalam bahasa Inggris. Penelitian ini melibatkan 6 siswa dari 3 siswa perempuan dan 3 laki laki. Penelitian ini menggunakan kualitatif dalam menganalisis data. Sumber data diambil dari MTs N Surakarta 2. Data dikumpulkan menggunakan kuesioner yang dikembangkan menggunakan taksonomi yang terdiri dari kognitif, metakognitif, dan sosioafektif. Penelitian ini bertujuan untuk mengetahui bahwa bagaimana cara meningkatkan kosakata bahasa Inggris siswa di MTs N Surakarta 2.

Kata Kunci: Strategi pembelajaran kosakata, aplikasi strategi

Abstract

This study described the vocabulary learning strategies that is used by students when they learn new words. Strategies for learning vocabulary has an important role in English. This study involved six students from three female and three male students. This study used qualitative analysis of data. Sources of data were taken from MTs N Surakarta 2. Data were collected used a questionnaire developed using taxonomy consist of cognitive, metacognitive, and socio-effective. This study aims to find out how to improve the English vocabulary of students at MTs N Surakarta 2.

Keywords: Vocabulary learning strategy, strategy application

1. INTRODUCTION

Vocabulary is an important component in language learning. In communication, vocabulary helps learners to convey meaning. Students' awareness of the role of vocabulary in language learning is reflected in learning behaviors when they use dictionaries to find meaning in vocabulary that is difficult or that is not understood. Such research was conducted to help teachers and students developed effective teach and vocabulary learn strategies. One of the tasks that must be faced by students during learning was learning vocabulary. Therefore, students must find ways to improve their vocabulary. The importance of learning strategies to develop vocabulary knowledge must receive sufficient attention by the teacher. In

the Vocabulary learning strategy, Middle School Students have differences in terms of gender, level of proficiency, or the environment in which they study. This study explores students' vocabulary learning strategies and identifies what strategies they use in learning vocabulary.

Metacognitive grows and develops with age. Metacognitive abilities begin to develop at the age of around 5 to 7 years (Woolfolk, 2008). So that at the initial stage, conceptual analysis by the teacher must be used as a basis for planning his presentation carefully which students can synthesize again by them. It can be a question that can be asked, an explanation is given, and the teacher can also fulfill the growth point of the student scheme, and provide the right material at the right time. Therefore, the teacher can gradually reduce students' dependence on the teacher, and can analyze the new material themselves so they can adjust it themselves even though the method is same from what was originally presented. Therefore, the teacher should be able to adjust the learning material to the stage of student development. That's where the teacher gradually increases students' analytical abilities, so students are no longer dependent on the teacher. English learning in SMP / MTs is targeted so that students can reach the functional level of communicating orally and writing to solve everyday problems by increasing vocabulary.

So, language learning is a complex phenemonan. It has a psychological aspects since it is a cognitive process. Vocabulary learning has been problematic for most learners. Accordingly, vocabulary acquisition has currently received attention in second language pedagogy and research. But it is still a contentious issue how learners acquire vocabulary effectively and efficiently or how it can best be taught. However, vocabulary is generally given little emphasis in the university curriculum in Asian countries (Fan, 2003). The reason for taking this study with entitled title for a study is to find out what learning strategies students use in learning vocabulary at MTs N Surakarta 2.

Many researchers have examined the study of vocabulary learning strategy. To support the original of this study, the writer presents the previous study that has been conducted by other researchers. The writer finds some previous studies

that deal with the topic research. First was Astika's study (2016). Her study was entitled *"Vocabulary Learning Strategies of secondary school students"*. The result of this study comparison across school levels show that the majority of the students across school levels used determination strategy. Second was Subon's study (2013). His study was entitled *"Vocabulary Learning Strategies Employed by Form 6 Students"*. The result of this study is the implementation of vocabulary learning strategy beneficial to the form six students. They build their vocabulary by exposing them to varieties of reading materials which require students to do inferring or learning words from context.

Third was Nosidlak's study (2013). His study was entitled *"Vocabulary Learning Strategies of the Advanced"*. The result of this study is the advance students used similar kind of vocabulary learning strategies so that it has been shown that with the growing level of proficiency, students use less and less kinds of strategies. It may be considered to be the most effective. Fourth was Asgari's study (2010). His study was entitled *"The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia"*. Based on the result of this study that most of the students are not aware of the existence of the numerous strategies used to learn words other than using dictionaries and rote memorization, by using vocabulary learning strategies will increase the public awareness on the importance of vocabulary learning strategies in second language learning and teaching.

Fifth was Marttinen's study (2008). Her study was entitled *"Vocabulary Learning Strategies Used by Upper Secondary School Students Studying English as A Second Language"*. Based on the analysis of the result showed that there were differences implementation of used vocabulary learning strategies between man and female students. Mostly, female students used memory strategies more often than males and male used metacognitive strategies often than females. Six was Gu's study (2003). His study was entitled *"Learning Strategies for Vocabulary Development.* The result of this study was the participant used more varieties of vocabulary learning strategies more frequently than they did before.

Vocabulary is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge. This study aims in investigated the procedure students used in situations where they attempt some deliberate acquisition of vocabulary. Planned vocabulary acquisition seems to have no reason to believe that intentional vocabulary must be done in not same way from the others. Students must do some complex analysis of the meaning words to be obtained, then must make this complex representation in memory. Hindmarsh R (1980) stated that vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write.

The definition explain that Vocabulary provides a lot of foundation in learning. Then, it takes a lot of words in improving vocabulary skills which in this study use the method of listening a song Vocabulary provides a lot of foundation in learning. Then it takes a lot of words in improving vocabulary skills which in this study use the method of listening to a song.

The researcher wants to limit the scope of this study only on the vocabulary learning strategy used by students on the grade VIIA MTs N Surakarta 2. The researcher taked six students; three males and three females. The researcher used Metacognitive strategies, cognitive strategies, and socio-affective strategies based on O'Malley's Taxonomy

The researcher formulates the objective of the study to describe the metacognitive vocabulary learning strategy used by VII students in MTs N Surakarta 2, to describe the cognitive vocabulary learning strategies used by VII students in MTs N Surakarta 2, and to describe the socio-affective vocabulary learning strategies used by VII students in MTs N Surakarta 2.

2. METHOD

This research type of method was the qualitative descriptive. The objective of the research is to find out Metacognitive, cognitive, and socio affective strategies used by students MTs N Surakarta 2. The subject of this research was seventh grade student in MTs N Surakarta 2 consist of six students, three males and three females. In this study, data was collected using open ended interviews,

independent interviews, with guide line interview based on O'Malley Taxonomy as explained in the research instrument. Interviews were conducted with school samples and with the help of an English teacher in the school, interviews were given to student after the lesson. The data analysis with interactive method. In this research that Qualitative data analysis consist of three procedures namely: data reduction, data display, conclusion and verification.

3. FINDING AND DISCUSSION

The vocabulary learning strategy used by English good achiever of MTs N Surakarta 2 into three main sub categories, namely: meta-cognitive, cognitive, and socio-affective strategies.

3.1 The Metacognitive Vocabulary Learning Strategies Used by the Students

The metacognitive vocabulary learning strategies used by the students MTs N Surakarta 2 were as follows.

3.1.1   Advance Organizers

An advance organizer helps teacher present information so that a students will better understand and remember it. It can be defined as a tool used to introduce the lesson topic and illustrate the relationship between what the students are about to learn and the information they have already learned. Based on the open ended question (OEQ) included in the advanced organizers strategy was a guessed. The ever guessed the meaning of a particular vocabulary when reading a text $(Q_{18}M_7)$. Among six respondent just one (16%) respondent (R_1) use a guessed to the strategy learning. Guessed was a correct vocabulary and something is wrong (R_1). The statement from.

> Guessed was a correct vocabulary and something is wrong. Yes sometimes there was corrected vocabulary and something wrong. (R_1)

It defines as a process of make a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity. Based on the result of the interview with the first informant (R_1) namely true and false vocabulary. Heard and read the book (R_2) and (R_3) (Interview, 1st May 2019). By using an advance organizer to link the new information to old information, the

new information can be remembered more easily. There was three basic purposes of advance organizers. First, they direct students' attention to what was important in the upcoming lesson. Second, they highlight relationships among ideas that will be presented. Third, they remind students of relevant information that they already have.

3.1.2   Selective Attention

One of the most important strategies was selective attention which included in the category of meta-cognitive strategies. Selective attention means that deciding in advance to attend to specific aspects of language input or situational detail that will cue the retention of language input. Included in the selective attention category was selected vocabulary and maked a sentence. This was based on two open ended questions to selected vocabulary in reading text (Q_3M_2). The answers respondent was the vocabulary can got more understanded and meaned (R_1) and open ended questions about make a sentence always apply the vocabulary according to the context ($Q_{14}M_5$). Among six respondent, there were one respondent (R_1) used selective attention strategy. The respondent statement as show that you get more vocabulary (R_1). The respondent statement as showed.

> Yes so that the vocabulary can get more understanding and meaning. Yes so that you get more vocabulary (R_1).

Based on the result of the interview with the first informant (R_1) was the vocabulary can got more understanded and mean (Interview, 1st May 2019). It was a manner of deciding in advanced to attend to specific aspects of language input or situational details that will cue the retention of language input. Selective attention means that deciding in advance to attend to specific aspects of language input or situational detail that will cue the retention of language input. In this paper, selective attention means drawing learners' attention to target words in reading and listening texts and ensuring that they notice them, for example, by underlining, bold-facing the new words in reading and recurring them in listening, it is a kind of fully contextualizing category of vocabulary teaching.

3.1.3 Self-Management

Self-management skills refer to steps, strategies, and skills that individuals can used toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management skills will prepare students in environments where there is little guidance structure and monitoring.

Self-management was seen from the open ended question about have an efficient and appropriate time to develop vocabulary (Q_2M_1). Among the six respondent, the statement respondent showed when relaxed or there were free time is one (16%) respondent (R_1) and in the school four respondent (66%) are R_4, R_5, and R_6. Based on the result of the interview with the first informant (R_1) namely when relaxed or there were free time and the fourth informant (R_4) with in the school, the fifth informant (R_5) with in the school and then the sixth informant (R_6) with in the school (Interview, 1st May 2019). The respondent statement as showed.

> "Yes, when relaxed or there is free time", (R_1) and "Yes in the school" (R_4, R_5, & R_6). "Yes, when relaxed or there is free time," and the fourth informant (R_4) with "Yes in the school," the fifth informant (R_5) with "Yes in the school" and then the sixth informant (R_6) with "Yes in the school."

Self-management was seen from students who has an efficient and appropriate time to developed vocabulary. It described as a process of understanding the conditions that help one learn and arranging for the presenced of those conditions. Self-management helps the student became a successful learner. Self-management includes goal setting, planning, and managing the time and a key skill that will help the learning.

3.1.4 Functional Planning

Planning for and rehearsing linguistic components necessary to carry out an upcoming language task. Functional planning was based on using dictionaries, books, or other tools that can help in developing vocabulary. This can be seen in the question the respondent always use dictionaries, books, or other tools that can help in developing vocabulary (Q_4M_3). Among the six respondent, just one (16%)

the statement respondent showed was make it easier to interpret (R_1). The respondent statement was.

> "Yes to make it easier to interpret." (R_1)   "Yes to make it easier to interpret." "Yes to make it easier," (R_2, R3, R4, R5, R6).

Based on the result of the interview with the first informant (R_1) was to make it easier to interpret. The other informant answered to make it easier (R_2, R3, R4, R5, R6) or 83% from six respondents (Interview, 1st May 2019). It defines as a planning for and rehearsing linguistic components necessary to carry out an upcoming language task.

3.1.5 Self-Monitoring

Self-monitoring was a process of metacognition was ability to plan for and execute a task, monitor one's actions, analyze a problem, apply a strategy, maintain attention, and evaluate or monitor completion of an activity. Self-monitoring was seen through question to respondent was a have way to improve your learning to make it easier (Q_5M_4). Self-monitoring was intended to improve vocabulary learning. Among the six respondent, just one (16%) the respondent statement was by summarizing and understanding (R_1). The respondent statement was

> "Yes, by summarizing and understanding." (R_1). "Yes, with by summarizing and understanding", "Yes" (R_2, R3, R4, R5, R6).

Based on the result of the interview with the first informant (R_1) that by summarizing and understanding. The other informant among the six respondent, there were five (83%) answered 'yes', they were R_2, R_3, R_4, R_5, and R_6 (Interview, 1st May 2019). It describes a correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or the people who are present.

3.1.6 Self-Evaluation

Self-evaluation is a checking the outcomes of one's own language learning against an internal measure of completeness and accuracy. As a form of self-evaluation of vocabulary, the research question included in this category are always try to make

sentences with the vocabulary that you just found ($Q_{16}M_6$). Among the six respondent, just one (16%) the respondent statement was so that we are also trained in using vocabulary (R_1). It defines as a process of checking the outcomes of one's own language learning against an internal measure of completeness and accuracy. The respondent statement was.

> "Yes, so that we are also trained in using vocabulary." (R_1). "Yes, so that we are also trained in using vocabulary." "Yes to train to be more understanding," (R_4).

Based on the result of the interview with the first informant (R_1), it is found that we are also trained in using vocabulary. The other informant just one (16%) the statement respondent showed answered to train to be more understanding (R_4) (Interview, 1st May 2019).

Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it was important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control.

Metacognitive strategies refer to methods used to help students understand the way they learn; in other word, it means processed designed for students to think about their thinking. Based on the description of the results of the metacognitive vocabulary learning strategy, some of the strategies applied by students MTs N Surakarta 2 include six strategy, there was advance organizers, selective attention, self-management, functional planning, self-monitoring, and self-evaluation. The one of metacognitive strategy is very dominant is self-management with 67%. Self-management it describes as a process of understanding the conditions that help one learn and arranging for the presence of those conditions.

3.2 The Cognitive Vocabulary Learning Strategies Used by Students

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. Its' limited to specific learning tasks and they involve more direct manipulation of the learning material itself. In cognitive strategies there was repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, inference. All of these strategies involve deliberate manipulation of language to improve learning.

The cognitive vocabulary learning strategies used by the students MTs N Surakarta 2 are as follows:

3.2.1   Repetition

Repetition was a process of imitating a language model; include overt practice and silent rehearsal. Cognitive repetition is formulated in the open ended question with often go back to the new vocabulary is the respondent found. (Q_7C_3). This shows that informants re-learn the new vocabulary found. It is a process of imitating a language model; include overt practice and silent rehearsal. Among six respondent, there is one respondent (R_1) used by repetition. The statement's respondent showed.

Yes, to be more understanding and know the mean in deep (R_4), to train to be more understanding (R_4)

Based on the result of the interview with the first informant (R_1) is so that we are also trained in using vocabulary. The other informant just one (16%) the statement respondent showed answered to train to be more understanding (R_4) (Interview, 1st May 2019).

3.2.2   Resourcing

Resourcing defines as a process of using target language reference materials. This resourcing strategy is seen from the process of increasing vocabulary. Research question about have a reference book to help improve vocabulary. The informant's answer was.

The book which is given by the teacher. (R_1)

It defines as a process of using target language reference materials. The other informant just one (16%) the statement respondent showed answered to train to improve vocabulary (R_1) (Interview, 1st May 2019).

3.2.3   Translation

Translation it describes of using the first language as a base for understanding and/or producing the second language. Translation is interpreted in search of understanding. This can be seen from the interviews with question about the meaning of vocabulary if don't know the translation (Q_8C_4). The informant's answer is to more difficult to understand and increase vocabulary difficult to find dictionary. It describes of using the first language as a base for understanding and/or producing the second language. Among six respondent, there is one respondent (R_1) used by translation. This can be seen from the interviews.

> Yes, it so that we are use the dictionary to meaning of difficult using vocabulary (R_1)

Based on the result of the interview with the first informant (R_1) is so that we are use the dictionary to meaning of difficult using vocabulary. The other informant just one (16%) the statement respondent showed answered to understand and increase vocabulary difficult to more understanding (R_1) (Interview, 1st May 2019).

3.2.4   Grouping

Grouping it is process of reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes. Grouping is defined as grouping vocabulary. This is seen from the question with always grouping the vocabulary by category in order to facilitate the understanding of learning (Q_9C_5). The informant's answer is to more easily. It is process of reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes. Among six respondent, there was three respondents (R_1, R_5 and R_6) used by translation. The informant's answer is.

> Yes, it is easier to comprehend the vocabulary (R_1, R_5 and R_6).

Based on the result of the interview with the first informant (R_1) is so that vocabulary by category in order to facilitate the understanding of learning. The other informant (R_5) the statement respondent showed answered to understand and increase vocabulary by category in order to facilitate the understanding of learning (Interview, 1st May 2019).

3.2.5   Note Taking

Note taking it defines as a process of writing down the main idea, important points, the outline, or summary of information presented orally or in writing. Make summaries or take notes as a form of note taking strategy. Judging from the question about always taking note the news vocabulary ($Q_{10}C_6$.). The informant's answer was to study in depth (R_5). Another question with the habits that can help develop vocabulary ($Q_{13}C_9$). The informant's answer was to communication with English teacher and parents. It defines as a process of writing down the main idea, important points, the outline, or summary of information presented orally or in writing. The informant's answer was.

> Yes, to be deep learned (R_1). The informant's answer was to communication with English teacher and parents (R_2)

Among six respondent, there was five respondents (R_1, R_2, R_3, R_5 and R_6) used by translation. Based on the result of the interview with the first informant (R_1) to communication with English teacher and parents. The other informant (R_6) the statement respondent was to study in depth (Interview, 1st May 2019). Based on the description of the results of the cognitive vocabulary learning strategy, several strategies implemented by students MTs N Surakarta 2 include repetition, resourcing, translation, grouping, note taking, recombination, imagery, keyword, contextualization, and elaboration. The elaboration is a dominant strategy in cognitive vocabulary learning with 83% and contextualization with 83%. Contextualization it is the process of placing a word or phrase in a meaningful language sequence. Elaboration it is the process relating new information to other concepts in memory.

3.3 The Socio-affective Vocabulary Learning Strategies Used By Students

The socio-affective vocabulary learning strategies used by the students MTs N Surakarta 2 is socio-affective as a form of learning strategies in groups. Judging from the answers of the informants that as many as 50% of students like groups and others are individual. Groups are meant to easily communicate and learn together. Its' have to do with social mediating activities and interacting with others. Cooperation is working with one more person to obtain feedback, pool information, or model a language activity.

3.4 Discussion of Finding

Vocabulary is a sum of words employed by a language, group, individual, or work or in a field of knowledge.

3.4.1 Metacognitive vocabulary learning strategy used by VII students in MTs N Surakarta 2

The finded of this study of the metacognitive vocabulary learning strategy that some strategies applied by students MTs N Surakarta 2 reveals six types include advance organizers, selective attention, self-management, functional planning, self-monitoring, and self-evaluation. This finded is relevant the research Marttinen (2008), with her study was the analysis of the result showed that there was differences implementation of using vocabulary learning strategies between man and female students. This finded has been approved with the results of Marttinen research lies in the difference in strategy in vocabulary learning.

This finded was support with Astika (2016). Her study was the result of this finded comparison across school levels show that the majority of the students across school levels used determination strategy. This finded has been approved of this finded was metacognitive learning strategy was a way of learning by providing a high level of understanding.

3.4.2 Cognitive vocabulary learning strategies used by VII students in MTs N Surakarta 2

The finded of this study of the cognitive vocabulary learning strategy that some of the strategies implemented by students MTs N Surakarta 2 reveals ten types include repetition, resourcing, translation, grouping, note taking, recombination,

imagery, keyword, contextualization, and elaboration. This finded was relevant with Asgari (2010), with his study was the result of this finded that most of the students are not aware of the existence of the numerous strategies used to learn words other than using dictionaries and rote memorization, by using vocabulary learning strategies will increase the public awareness on the importance of vocabulary learning strategies in second language learning and teaching.

The common sense lies in the use of dictionaries and memory. Where inside the cognitive strategy learning there was repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, inference. The cognitive strategy learning has translation of course using a dictionary, whereas memory is used in imagery strategies.

3.4.3 Socioaffective vocabulary learning strategies used by VII students in MTs N Surakarta 2.

The finded of this study of the socioaffective as a form of learning strategies in groups. Judging from the answers of the informants that as many as 50% of students like groups and others are individual. Groups are meant to easily communicate and learn together. Its' have to do with social mediating activities and interacting with others. This research is relevant with Gu study (2003), his study was the participant used more varieties of vocabulary learning strategies more frequently than they did before. The similarity with Gu study lies in the form of participation in vocabulary learning strategy. Participant is identic with group or the learning together.

4. CONCLUSION

The metacognitive vocabulary learning strategy that some strategies applied by students MTs N Surakarta 2 include advance organizers, selective attention, self-management, functional planning, self-monitoring, and self-evaluation. The one of metacognitive strategy is very dominant is self-management with 67%. Self-management it describes as a process of understanding the conditions that help one learn and arranging for the presence of those conditions.

The cognitive vocabulary learning strategy, several strategies implemented by students MTs N Surakarta 2 include repetition, resourcing, translation, grouping, note taking, recombination, imagery, keyword, contextualization, and elaboration. The elaboration is a dominant strategy in cognitive vocabulary learning with 83% and contextualization with 83%. Contextualization it is the process of placing a word or phrase in a meaningful language sequence. Elaboration it is the process relating new information to other concepts in memory.

The socioaffective strategy learning as a form of learning strategies in groups. Judging from the answers of the informants that as many as 50% of students like groups and others are individual. Groups are meant to easily communicate and learn together. Its' have to do with social mediating activities and interacting with others. Cooperation or group with learning together it is working with one or more peers to obtain feedback, pool information, or model a language activity. Based on findings, the researchers concluded that the learning strategy metacognitive, cognitive, and socioaffective can be applied the teacher in learning the vocabulary.

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