VOCABULARY LEARNING STRATEGY USED BY ENGLISH GOOD ACHIEVER : A CASE STUDY AT SEVENTH GRADE STUDENTS IN MTS N 4 KLATEN

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

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APPROVAL

VOCABULARY LEARNING STRATEGY
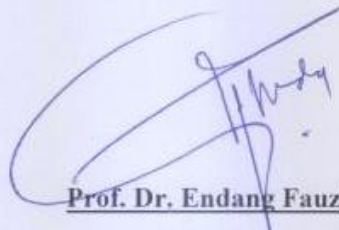## USED BY ENGLISH GOOD ACHIEVER : A CASE STUDY AT SEVENTH GRADE STUDENT IN MTS N 4 KLATEN

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USED BY ENGLISH GOOD ACHIEVER : A CASE STUDY THE SEVENTH GRADE STUDENTS OF MTS N 4 KLATEN
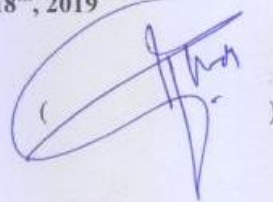
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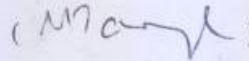1. Prof. Dr.Endang Fauziati, M.Hum.   (   )

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VOCABULARY LEARNING STRATEGY USED BY ENGLISH GOOD ACHIEVER : A CASE STUDY AT MTs N 4 KLATEN CLASS VII

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan strategi pembelajaran kosakata melalui ranah metakognitif, cognitif, dan sosioafektif pada siswa kelas VII di MTs N 4 Klaten. Penelitian ini merupakan penelitian kualitatif deskriptif. Subjek penelitian terdiri dari 6 siswa yang terdiri dari 3 laki-laki dan 3 perempuan. Di dalam penelitian ini pengumpulan data menggunakan wawancara dan pertanyaan tertutup yang didasarkan pada taksonomi O'malley. Hasil penelitian bahwa strategi pembelajaran yang digunakan siswa dalam ranah metakognitif seperti *advance organizer, selective attention, self management, self evaluation, self monitoring,* dan *functional planning*. Strategi *functional planning* sebagai strategi yang dominan dengan 83%. Strategi pembelajaran dalam ranah kognitif yang digunakan adalah *recombination, keyword, repetition, note taking,* dan *imagery*. Strategi *repetition* dan *note taking* sebagai dua stratregi yang dominan dengan 83%. Strategi pembelajaran yang digunakan dalam ranah sosioafektif yang dominan adalah berkelompok sebesar 100%. Penggunaan strategi pembelajaran kosakata dipilih secara selektif disesuaikan dengan materi yang akan diberikan kepada siswa sesuai tiga ranah ini (metakognitif, cognitif dan sosio afektif).

Kata Kunci: Kosakata, Strategi pembelajaran, berprestasi

Abstract

The researcher formulates the objective of the study was to describe the metacognitive, cognitive, and sosioaffective vocabulary learning strategy used by students in MTs N 4 Klaten. This researcy type of method was the qualitativ descriptive. The subject of this research was seventh grade student in MTs N 4 Klaten consist of 6 students, 3 male and 3 female. 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. The result of this finded was the metacognitive vocabulary learning strategies used by students there are six subsets of strategies advance organizer, selective attention, self management, self evaluation, self monitoring, and functional planning. The functional planning was dominant strategy with 100%. The cognitive vocabulary learning strategies used by students there are five subsets of strategies are recombination, keyword, repetition, note taking, an imagery. The repetition and note taking was dominant strategy with 83%. The socioaffective vocabulary learning strategies used by students type learning with together or group, there are 83%. The selection of strategies determined adapted to the material to given students in the learning vocabulary on these three categories (metacognitive, cognitive and sosioaffective).

Keywords: Vocabulary, learning strategy, good achiever

1. INTRODUCTION

In 2013 Curriculum Development, it is suggested that the desired learning process is learning that prioritizes personal experiences through observation (listening, speaking, reading, listening), association, asking questions, concluding, and communicating. It was also stated, that the desired learning process is a learning process centered on students (student centered active learning) with the nature of learning that is contextual. (Source: Development of Curriculum 20013, Public Test Materials, Ministry of Education and Culture). The pattern of learning English has undergone a shift since the changes in the 1984 Curriculum to the 1994 Curriculum. The shift was marked by the change in learning orientation when the 1984 Curriculum was enacted. When the 1984 curriculum was implemented, learning focused on mastering things that were grammatical. Meanwhile, the 1994 curriculum which was changed to the 2004 curriculum and then refined to the 2006 curriculum requires learning oriented to the development of 4 language skills, namely: listening, speaking, reading and writing. Learning orientation on the four skills aims to improve students' ability to communicate both oral and written.

The process of teaching English lessons at MTs N 4 Klaten for students can be said to be easy and difficult. We can see the material in the student companion book is very simple. English material for the MTs/SMP level places more emphasis on vocabulary and little about grammar. English subject teachers graduate from S1 who already have the conditions to be able to teach at the MTs / SMP level. We talked about methods of teaching English at the MTs/SMP level. The teaching process of English subjects in MTs/SMP will feel monotonous and boring if the teacher who teaches is very minimal in creativity, and does not have mastery in the methods of teaching English. Teaching English subjects not only writes vocabulary on the board, then the child copies it in the notes after which the child imitates the teacher in saying the words or vocabulary written before. Maybe this method is a conventional method and makes students and teachers become bored quickly.

Michael J. Lawson and Donald Hogben (1996). The Vocabulary-Learning Strategies of Foreign Language Students. The result in this paper did not intend to cover all language learning situation, nor to enter the debate about the exent to which vocabulary learning is a conscious activity.The categories within the four groupings have been arranged in the table in descending order of total usage for ease of reference. Yongqi Gu (2003). Learning Strategies for Vocabulary Development. The result shows that it found many vocabulary learning strategies correlated significantly with passive vocabulary size and with the percentage of active vocabulary beyond K1. The relationship between VLS and active vocabulary beyond K1, however, remained more complex.

Marika Marttinen (2008).Vocabulary Learning Strategies Used by Upper Secondary School Students Studying English as ASecond Language, The result of this study, upper secondary school students use the most commom strategies widely and almost all students use at least one of them. This analysis shows that females and males use other vocabulary learning strategies. Female used memory strategies more often than males And male used metacognitif strategies often than females.

Azadeh Asgari, 2010, The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia. The results showed that ESL learners in UPM are not aware of most of the vocabulary strategies mentioned in the present study. The common and specific strategies have used by participants will be discussed in following section. Based on the results, some implications can be observed. First of all, an advantage of this study is that it will increase the public awareness on the importance of vocabulary learning strategies in second language learning and teaching.

The strategy has shown the importance of Language Learning Strategies (LLS) in making keywords more effective and contains positive effects on the use of learning languages. In the steps taken by the participants to help in the process, better, more enjoyable, more independent, more effective, and more can be used for new education. LLS only refers to the individual approach to completing tasks. this is "an individual way to organize and use a certain set of skills to learn

content or complete other tasks more effectively and efficiently in school, as well as in non-academic settings" (Schumaker & Deshler, 1992: 56). LLS is the conscious mind and actions taken by students to achieve learning goals. teachers who intend to train their students in using LLS must learn about their students, their interests, motivations, and learning styles.

Language learning strategy is simply refers to an individual approac to complete a task. Oxford (2002: 362) in Endang (2015: 23), puts it as "specific behavior or thought processes that student use to anhance their own L2 learning." Thus, LLS are the conscious thought and actions that learners take in order to achieve a learning goal. Strategic learners have meta-cognitive knowledge about their own thinking and learning approaches. They have a good understanding of what a task entails and the ability to organize the strategies which best meet both the task demands and their own learning stengths.

Looking at various problems faced by students in English subjects, researchers will conduct research with the title: "Vocabulary learning strategy used by english good achiever: a case study the seventh grade of MTsN 4 Klaten." In this research will be focus in the analysis listening learning strategies used by a good students in VII class Mts N Surakarta 1. The research use only 6 students namely 3 Male and 3 famale. The research use Metacognitive strategies, cognitif strategies, and Socioaffective strategies based on O'Malley's Taxonomy.

There are several notions put forward by experts about vocabulary. Hornby (1995: 1959) states that vocabulary is total the number of words that make language. This means that vocabulary keywords to say a foreign language. the more vocabulary you have, the more free expression you will have in communicating. Likewise with Burn Oxford University Press (2008) claimed that vocabulary means 1) all words in a particular language, 2) all words that people know or use, 3) list of words with its meaning, exclusive in a foreign language.

From definitions, it can be said that vocabulary is the total amount words or stock of words with the meaning of Vocabulary by using the necessary roles in language that can help language learners to understand, master and use language in accordance with Ur (1998: 60) vocabulary can be defined, roughly, like the

words people teach in a foreign language. That means vocabulary is written or spoken Language units as symbols of ideas in foreign languages are introduced learner. If a teacher uses new words in a foreign language, that is the meaning of the teacher teaching vocabulary. According to O'Malley (1990: 582) divided LLS into three main sub categories, namely: meta-cognitive, cognitive, and socio-affective strategies.

The researcher formulates the objective of the study in the: To describe the metacognitive vocabulary learning strategy used by students in MTs N 4 Klaten, to describe the cognitive vocabulary learning strategy used by students in MTs N 4 Klaten, and to describe the socioaffective vocabulary learning strategy used by students in MTs N 4 Klaten.

2. METHOD

This researcy type of method is the qualitativ descriptive. The objective of the research is to find out Metacognitive strategies,cognitive strategies, socio affective strategies used by students MTs N 4 Klaten Class VII. The subject of this research is seventh grade student in MTs N 4 Klaten consist of 6 students, 3 male and 3 female. 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. Interviewswere 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.

3. FINDING AND DISCUSSION

The vocabulary learning strategy used by english good achiever of MTs N 4 Klaten based on these research problem.

3.1 The Metacognitive Vocabulary Learning Strategies Used by Students

Meta cognitive strategies refer to a term used in information-processing theory to indicate an executive funcion, that is the strategies which involve planning for learning, thinking about learning process was taking place, monitoring of one's production or comprehension, and evaluating learning after an activity was

completed. The metacognitive vocabulary learning strategies used the students MTs N 4 Klaten VIIA by informants in learning vocabulary are as follows:

3.1.1 Advance Organizer

Advance organizer was making a general but comprehensive previewed of the organizing concept or principle in an anticipated learning activity. Guessing was part of advance organizer. The strategy of guessing the meaning of a particular vocabulary when reading a text was done by students because they have heard the vocabulary. Guessing refer to the answer of question as have ever guessed the meaning of a particular vocabulary when reading a text ($Q_{20}M_8$). The learning strategy with guessing the meaning of a particular vocabulary when reading a text. Among six respondents, there are five respondents (83%) used the guessing strategy, there are R_1, R_2, R_4, R_5, and R_6.

This argument based on the statement responden in the answers of question that below:

> I just guessing (R_1), Yes, I just guessing (R_2), Yes, because I can hearing that the vocabulary (R_4), Yes, because I know the mean of the vocabulary (R_5), and Yes, I remembering that vocabulary (R_6).

Base in interview with four informants that usually guessing the mean (R_1), If ever memorize but forget the meaning and usually only guess the meaning of the word (R_2), had heard the vocabulary before and usually only guessed the meaning (R_5 and R_6) (Interview, April 12th 2019).

The data showed the guessing technique when read a text. Students used to guessing because they had heard the vocabulary and had memorized it too. The data showed is vocabulary can improve the ability to read english texts. Vocabulary were indeed be very helpful in honed English skills, good read, speak and write. The ability to guess the mean of a word was something that was important for someone because it can improve students' thinking skills. In the end, when they managed to guess correctly, they would be more confident to try this method on other occasions.

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3.1.2 Selective Attention

Selectie attention was decided in advanced to attend in general to a learn task and to ignore irrelevant distractors. The strategy in selective attention was underlined and select the vocabulary.

3.1.2.1 Underline

Underline was used to help studens organize what they have read by selecting what is important. This strategy only the key words, phrases, vocabulary, and ideas that are central to understanding the read. Strategies underline unknow vocabulary by search for meaned in the dictionary. Underline refer to the answer informan from the question about the select vocabulary in the process of read a text (Q_3M_1). Among the six students, two of them (33%) used underline learn strategy to process of read text. They are R_4 and R_5. This can be known through answers is draw the underline to looked for mean in the dictionary. According to the result of the interview with the fourth informan (R_4) that after drawing with underlining, I usually look for dictionary to meaning the vocabulary. The fiveth informant is used underlining the vocabulary, if he don't know the meaning" (Interview, April 12th 2019).

3.1.2.2 Select the Vocabulary

Included in the selective attention category is selecting vocabulary and making a sentence. This is based on questions about select vocabulary in reading text ($Q_{18}M_6$). Among the six students, three of them (50%) used selected the vocabulary. They are R_1, R_2 and R_6. The goal of this strategy is to applying the vocabulary in according to the context. The data indicate underlining and select the vocabulary used the student to learning strategy for selecting vocabulary and searching for mean in the dictionary. Underlining is used to help students organize what they have read by selecting what is important. This strategy learning students to underline only the key words, phrases, vocabulary, and ideas that are central to understanding the reading. Selected the vocabulary strategy used to applying the vocabulary in according to the context.

3.1.2.3 Self Management

Self management is understanding the conditions that help one learn and arranging for the presence of these conditions. In the category in self management is memorizing. The strategy of memorizing vocabulary is done by students in developing vocabulary. Base on question that have an efficient and appropriate time to develop your vocabulary (Q_4M_2). The learning strategy with memorizing used four respondent (67%) among the six respondent, there are R_1, R_2, R_3, and R_6. The memorizing strategy used the student to develope the vocabulary.

Memorizing refer to the answer four statement respondens (R_1, R_2, R_3, and R_6) as to be mean (R_1) below:

> "to more understand the vocabulary (R_2), , to memorizing in the test (R_3), and to be understand and memorize (R_6).

Base in interview with three informants are used of memorizing that usually memotize the vocabulary before sleep (R_2), after finding the new vocabulary and then memorize that vocabulary (R_3), and usually memorize the vocabulary if don't work/task" (R_6) (Interview, April 12th 2019).

Students use memorizing techniques intended to develop their vocabulary, can better understand vocabulary, and be able to memorize. Knowing a word is complex in that it involves not only the ability to recognize its form, or memorizing its definition provided in the dictionary, it also includes knowledge of using it correctly and appropriately in communication and writing.

3.1.2.4 Self Evaluation

Self evaluation is checking the outcomes of one's own language learning against an internal measure of completeness and accuracy. Strategies try to make sentences with vocabulary intended to determine the suitability or accuracy in its application. This strategy is intended to train the application of English in a sentence.

Based on questions about always try to make sentence with the vocabulary that you just found ($Q_{19}M_7$). Just one (17%) from the six respondents to answer make sentence in learning strategy. Make sentences based on answer the fourth respondent show to practice applying English in a sentence (R_4). Base in

interview with fourth informant that to practice applying English I sometimes apply it in a sentence (R_4). (Interview, April 12th 2019).

Correction strategies for vocabulary are carried out to ensure the correct meaning of the vocabulary encountered. Based on questions about make corrections to the vocabulary that you will convey or apply (Q_6M_4). Make corrections to vocabulary refer to the statement all responden are: to ensure the meaning of the vocabulary correctly (R_1), to ensure the word is right (R_2), to ensure the word is correnctly (R_3), to ensure the word is correnctly (R_4), always check the vocabulary that will convey (R_5), and to sure the word I say is correct (R_6).

Based on the data of the above questions that all responden did a strategy of applying English in a sentence with finding a new vocabulary. The purpose of this strategy is to apply the right vocabulary according to the text. The strategy of making a sentence after getting a new vocabulary is a learning strategy that can make it easier for students to apply the vocabulary in a sentence that is appropriate to the context. Students who are able to apply vocabulary is a sentence that is appropriate to the context.

3.1.2.5 Self Monitoring

Self monitoring is correcting one's spech for accuracy in pronounciation, grammar, vocabulary, or for appropriateness related to the setting or to the pople who are present. Self monitoring can be applied in the questions about have a special tips for make the mistake is correctly in the time of learning (Q_7M_5). Among six responden, four of them R_1, R_2, R_3, and R_6, give information with the statement answer is same besause to find out my mistake.

Based on interviews with the four informans that repeated again with the lesson and to master the subject metter (R_2), Usually if don't understand a material, and will focus more on the material rather than other material" (R_3), the vocabulary is my learning material (R_5), and corrected the work and tried to answer it again (R_6) (Interview, April 12th 2019). The data showed is the student use vocabulary correction strategies in learning strategies intended to find out

errors in vocabulary so the student are able to ensure that the vocabulary is correct and can be applied in a sentence.

3.1.2.6 Functional Planning

Functional planning is planning for and rehearsing linguistic component necessary to carry out an upcoming language task. Functional planning in this strategy is search for meaning by students by always preparing dictionaries or books that can help in developing vocabulary. Strategy for finding words are difficult to do by searching the dictionary. Students bring dictionaries and find difficult vocabulary when experiencing difficulties. Find for difficult words intended to develop student vocabulary.

The data showed finding the mean for difficult word used by student for make it easier for student to help in developing their vocabulary. This principle is used by students by bringing English books and dictionaries. Based on answers to questions about always prepare dictionaries or books that can help you develop the vocabulary your have (Q_5M_3). Finding the mean refer to the answer five respondent's statement Among the six students, five of them (83%) used finding the mean for difficult word learning strategy to develop the vocabulary. There are R_1, R_2, R_3, R_4, and R_6.

> The answers as so we can find difficult meanings and vocabulary (R_1), to finding the difficult of word (R_2), to find the meaning (R_3), to find difficult word and alway bring of dictionary (R_4), and to find the difficult word" (R_6).

Based on interviews with the three informans that always prepare dictionaries for English lesson (R_2), always prepare the dictionary to find meaning of the vocabulary (R_3), and always prepare the dictionary, LKS, book packet to hand out in the English lesson and to find meaning of the vocabulary if I want to find (R_4) (Interview, April 12th 2019).

Using dictionaries and English books makes it easy for students to search for difficult word meaning so student are able to understand the meaning of vocabulary in a sentence. Students who understand the mearning in a sentence are expedcted to be able to understand the meaning of this sentence. There are six subsets of strategies within metacognitive strategies are advance organizer,

selective attention, self management, self evaluation, self monitoring, and functional planning. O'Malley (1985, see chang, 2009) founded that intermediate level student tended to adopt more metacognitive strategies than student with beginning levels of proficiency.

3.2 The Cognitive Vocabulary Learning Strategies Used by Students

Its' limited to specific learning tasks and they involve more direct manipulation of the learning material itself. In cognitive strategies there are repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, inference. The cognitive vocabulary learning strategies used by the students MTs N 4 Klaten VIIA class as follow:

3.2.1   Recombination

Recombination is cunstructing a meaningful sentence or larger language sequence by combining know elements in a new way. Find or apply used the student for adding the vocabulary. The use of this strategy is done by students when there is a text that will be rewritten vocabulary that does not know the meaning then search for meaning in the dictionary. Underline the vocabulary. Find and apply again refer to the answer question as finding and applying term for using to add the vocabulary (Q_1C_1). The responden statement that:

> Find and apply the vocabulary used by the student with give underlining in the vocabulary (R_4). The student finding mean in dictionary and write again the vocabulary for know (R_5).

Based on this result, among the six respondent, there are three (50%) the student use this strategy.

3.2.2   Repetition

Repetition is imitating a language model, including overt practice and silent rehearsal. This strategy is intended to increase students' understanding of learning. Re-learning the new vocabulary found refer to the answer question the student to repetiion new vocabulary if he was find (Q_8C_3). Among six responden, there are five (83%) respondent is used repetition. this is based on the anwerd question is a

learning material (R_1), to learning material (R_2), to more understanding (R_4), to learning material (R_5), and to learning material (R_6)

3.2.3 Keywords

Keywords is remembering a new word in the second language with identifying a familiar word in the first language that sounds like or otherwise resembles the new word and. Generating easily recailed images of some relathionship between the new word and the familiar word. Using keywords to make it easier to improve vocabulary for students so that they are easy to remember and understand. Uses keyword refer to the answer question as the student used keyword to esier for add vocabulary ($Q_{14}C_9$). Among six respondents, there are five (83%) is R_1, R_2, R_3, R_4, and R_6 respondent. The keyword strategy used the student to easy to remember (R_1, R_2, R_3, R_4) and easy understanding (R_6).

3.2.4 Imagery

The imagery strategy learning is relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations. Using imagination in understanding vocabulary in a text is intended so that students can understand the meaning of the vocabulary. Using imagery refer to the answer question to used imagery to understanding the vocabulary in a text ($Q_{15}C_{10}$). Among six respondent there are four respondent (67%) are R_1, R_2, R_4, and R_6. This strategy imagery learning used the student to meaningfull the vocabulary and can applying in the text.

3.2.5 Note taking

The note taking strategy learning for student is writing down the main idea, imoertant point, outline, or summary of information presented orally or in writing. The strategy to help students develop vocabulary is to underline and then read the vocabulary. Then write a new vocabulary and color it using highlighter. Note taking refer to the answer question a have habits that can developing the vocabulary ($Q_{16}C_{11}$). Among the six respodent, there are four (67%) to used note taking strategy with underlining (R_1, R_4, R_5, and R_6).

3.3 The Socioaffective Vocabulary Learning Strategies Used by Students

Its' have to do with social msediating activities and interacting with others. The socioaffective vocabulary learning strategies done by students in groups. Grouped so that if there are difficulties can be done together. In additions, in groups students discuss and ask each other questions. It is working with one or more peers to obtain feedback, pool information, or model a language activity.

The socioaffective vocabulary learning strategies used by students and how are these strategies realized in practice refer to the answer of question about type learning with together or group ($Q_{22}S_1$). Among the six responden, there are five (83%) responden used group. The group learning can doing task together if the task is difficulty (R_1). With the group can be question (R_2). With group can be discussion (R_4). With group can familier with the students (R_5) and with group can be discussion together (R_6).

3.4 Discussion

This finding was based of O'Malley theory. The learning strategies as being operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information. O'Malley and his colleagues developed a taxonomy of their own identifying 26 strategies which they divided into three categories: metacognitive (knowing about learning), cognitive (specific to distinct learning activities) and social.

3.4.1   The Metacognitive Vocabulary Learning Strategies Used by Students

The result shows that it found many there are six subsets of strategies within metacognitive strategies are advance organizer, selective attention, self management, self evaluation, self monitoring, and functional planning. This finding is relevant with the research O'Malley (1985, see chang, 2009) founded that intermediate level student tended to adopt more metacognitive strategies than student with beginning levels of proficiency. The same of this finding in the placement metacognitive strategy in the beginner levels.

This finding is not relevant with Zhang Yunhao (2011), that the result of the questionnaire clearly shows that the employment of vocabulary learning strategies is widely spread among Chines college students, which is proved by the

relatively high means in both high and low groups for all the strategies listed in the questionnarie. This finding is not used questionary in collection of data but used the question and interviews.

3.4.2   The Cognitive Vocabulary Learning Strategies Used by Students

The cognitive vocabulary learning strategies used by students there are five subsets of strategies are recombination, keyword, repetition, note taking, an imagery. The repetition and note taking is a dominant strategy with 83%. This finding is support to the research Yongqi Gu (2003) with the result participants used more varieties of vocabulary learning strategies more frequently than they did six months ago, and that there was more consistency between beliefs and strategies at the end of the course. This finding has been approved to the research Michael J. Lawson and Donald Hogben (1996), with the result students use repetition in almost two thirds of the opportunities, but repetition was used on most of the words by most of the students. This finding is in line of repetition strategy.

This finding also relevant with Marika Marttinen (2008), her result that upper secondary school students use the most commom strategies widely and almost all students use at least one of them. Used strategies were written repetition and translation. This finding is in the use of repetition strategy. This finding is not relevant with Azadeh Asgari (2010), besauce learners in UPM are not aware of most of the vocabulary strategies mentioned in the present study. The common and specific strategies have used by participants will be discussed in following section. While in this finding did not used the mentioned strategy.

3.4.3   The Socioaffective Vocabulary Learning Strategies Used by Students

The socioaffective vocabulary learning strategies used by students. Its' have to do with social msediating activities and interacting with others. The socioaffective vocabulary learning strategies done by students in groups. Grouped so that if there are difficulties can be done together. In additions, in groups students discuss and ask each other questions. It is working with one or more peers to obtain feedback, pool information, or model a language activity.

This finding is relevant to the reserach Marika Marttinen (2008) with the result participants of the present study use a relatively fixed range of vocabulary learning strategies. There is still room for research in vocabulary learning strategies and hopefully the present research has offered more information on the field. The relevant of this finding that females and males use other vocabulary learning strategies. Female used memory strategies more often than males and male used metacognitif strategies often than females.

4. CONCLUSION

The metacognitive vocabulary learning strategies used by students there are six subsets of strategies within metacognitive strategies are advance organizer, selective attention, self management, self evaluation, self monitoring, and functional planning. The functional planning is a dominant strategy with 83%. The cognitive vocabulary learning strategies used by students there are five subsets of strategies are recombination, keyword, repetition, note taking, an imagery. The repetition and note taking is a dominant strategy with 83%. The socioaffective vocabulary learning strategies used by students type learning with together or group, there are five (83%) responden used group.

Based on the findings, the researcher concluded that the strategies in vocabulary learning is not only focused on these three categories. This finding only description that is learning vocabulary can use metacognitive, cognitive, and sosioaffective strategy based on O'Malley's. The selection of strategies determines adapted to the material to be given to students in the learning vocabulary.

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