VOCABULARY LEARNING STRATEGY USED BY GOOD ENGLISH ACHIEVERS: A CASE STUDY AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 KARANGANYAR

RESEARCH PAPER

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

by:

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DEPARTMENT OF ENGLISH EDUCATION
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UNIVERSITAS MUHAMMADIYAH SURAKARTA
2019
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PRONOUNCEMENT

Here with, I testify that there is no plagiarism in this research paper. As far as I know, there is no literary work which has been raised to obtain bachelor degrees of university. Nor there are options of masterpiece which have been written or published by others, except those in which the writings are referred manuscript and mentioned in the literary review and bibliography. Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, July 29, 2019
The researcher

Gebi Ervini Ramadhanti
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MOTTO

“The way get strated is to quit talking and begin doing”

(Walt Disney)

“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time”

(Thomas Alva Edison)
DEDICATION

This research paper is wholeheartedly dedicated to:

1. My beloved mother (Sunarti) and my beloved father (Purwadi)
2. My beloved brother (Geri)
3. My dearest friends
ACKNOWLEDGMENT

Bismillahirrohmanirrohiim

With gratitude for the presence of Allah SWT who gives blessing and mercy, so the researcher can finish her research entitled Vocabulary Learning Strategy Used By Good English Achievers : A Case Study At The Tenth Grade Students Of Sma Muhammadiyah 1 Karanganyar. Shalawat and salam and peace always be given to prophet Muhammad SAW.

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6. The students as the subject of the research.
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8. Her closed friends; Desinta, Meylisa, Ninda, Dina, Sandy, Eri, Radifa, Elsa that always support the researcher.
9. All of the researcher friends in English Department.

The researcher realizes that this research is still far from being perfect. The researcher hopes that this research would helps and inspires the other researcher to conduct a research in the future.

Surakarta, 29 July 2019

Researcher,

Gebi Ervini Ramadhanti
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Abstrak

Penelitian ini bertujuan: (1) untuk mendeskripsikan strategi metakognitif yang digunakan siswa berprestasi di SMA Muhammadiyah 1 Karanganyar dalam mempelajari kosakata; (2) untuk mendeskripsikan strategi kognitif yang digunakan siswa berprestasi dalam mempelajari kosakata; (3) untuk mendeskripsikan strategi sosio afektif yang digunakan siswa berprestasi dalam mempelajari kosakata. Penelitian ini merupakan penelitian deskriptif kualitatif. Metode pengumpulan data yang digunakan adalah melalui kuesioner dan wawancara. Analisis data menggunakan data reduksi, tampilan data, dan verifikasi. Hasil dari penelitian menunjukkan bahwa (1) ada tujuh strategi metakognitif yang digunakan siswa. Strategi yang dominan digunakan siswa adalah perhatian yang terarah dan perhatian yang selektif dengan persentase 100%; (2) Tiga belas strategi kognitif digunakan oleh siswa. Strategi kognitif yang dominan digunakan siswa adalah resourcing, penerjemahan, dan kontekstualisasi dengan persentase 100%; (3) Dua strategi sosio afektif digunakan oleh siswa, yaitu kooperasi dan pertanyaan untuk klarifikasi. Strategi pertanyaan untuk klarifikasi merupakan strategi yang dominan digunakan dengan persentase 100%.

Kata kunci: strategi belajar, kosakata
VOCABULARY LEARNING STRATEGY USED BY GOOD ENGLISH ACHIEVERS: A CASE STUDY AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 KARANGANYAR

Abstract

This research is aimed: (1) describing the metacognitive vocabulary learning strategy used by the students of SMA Muhammadiyah 1 Karanganyar; (2) elaborating the cognitive vocabulary learning strategy used by the students; (3) explaining the socio affective vocabulary learning strategy used by the students. The research type was descriptive qualitative. The data collection techniques were open-ended questionnaire and in-depth interview. Technique to analyze data consisted of data reduction, data display, and verification. The result of the research showed that (1) There were seven metacognitive strategies used by the students. The dominant strategy used by the students were directed attention and selective attention with percentage 100%; (2) Thirteen cognitive strategies used by the students. The dominant cognitive strategy applied by the students were resourcing, translation, and contextualization with percentage 100%; (3) Two socio-affective strategies used by the students, namely cooperation and question for clarification. Question for clarification strategy was the dominant strategy used by the students with percentage 100%.

Keywords: learning strategy, vocabulary