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

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

By:
GEBI ERVINI RAMADHANTI
A320150205

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2019
APPROVAL

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

PUBLICATION ARTICLE

By:
Gebi Ervini Ramadhanti
A320150205

Approved to be examined by Consultant

Consultant,

Prof. Dr. Endang Fauziati, M. Hum
NIK/NIP. 274
ACCEPTANCE

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

PUBLICATION ARTICLE

by

GEBI ERVINI RAMADHANTI
A320150205

Accepted by Board Examiners School of Teacher Training and Education Muhammadiyah University of Surakarta on August 2019

Team of Examiners:

1. Prof. Dr. Endang Fauziati, M.Hum
   (Head Master of Examiner)

2. Dr. Dwi Haryanti, M.Hum
   (Examiner I)

3. Aryati Prasetyarini, M.Pd
   (Examiner II)

Dean,

Prof. Dr. Harun Joko Pravitno, M.Hum

SURABAYA, 0028046501
PRONUNCEMENT

Here with, I testify that there is no plagiarism in this publication article. 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 Ramadhantri
A320150205
VOCABULARY LEARNING STRATEGY USED BY GOOD ENGLISH ACHIEVERS: A CASE STUDY AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 KARANGANYAR

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 affektif 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

Abstract

This research aims: (1) to describe the metacognitive vocabulary learning strategy used by the students of SMA Muhammadiyah 1 Karanganyar; (2) to elaborate the cognitive vocabulary learning strategy used by the students; (3) to explain 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. To analyze data, the researcher took the process 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

1. INTRODUCTION

One of the goals of teaching English in the education aspect is to develop the students' communication skills in the language, both oral and written. These skills
include listening, speaking, reading and writing skills. In addition, the students have to master the language components such as phonology grammar, vocabulary, and pronunciation to support the four skills. Vocabulary is one of the important things to master English well. Thornbury (2002) claimed that with no knowledge about grammar, the meaning is received in very small amounts, but with no knowledge of vocabulary nothing can be perceived.

The quality of person's language skills depends on the quantity and quality of his or her vocabulary. The more vocabulary they have, the greater the possibility of being able to speak skillfully. Nowadays, a few students have the ability to speak, listen, read, and write in English. Even though they have studied English for at least six years at school, but some students have good English skills.

According to O’Malley (1990), good learners are aware of the learning process and of themselves as the learners, and seek to control their own learning through the use of appropriate learning strategy. O’Malley (in Fauziati, 2015) classifies the language learning strategies into three categories, namely metacognitive, cognitive and the socio-affective strategy. Metacognitive strategies consist of advance organizer, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production and self-evaluation strategy. Cognitive strategies involve repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, keyword, contextualization, elaboration, transfer, inferencing strategy. The last, socio-affective strategies consist of involve cooperation and question for clarification strategy.

There are some previous studies which have been conducted regarding to the vocabulary learning strategies. They were Yeh and Wang (2004), Nisa (2007), Handayani (2009), Ahour and Salamzadeh (2014). Yeh and Wang’s research entitled An Investigation Into Vocabulary Learning Strategies Used By Senior High School Students In Taiwan. They claimed that the cognitive strategies were reported as the most frequently used strategies. They also stated that good learners tended to use overall strategies more often than the less-good learners did. Nisa (2007) conducted a study regarding to the learning
strategies used by student of Primagama playgroup Yogyakarta in mastering English vocabulary. Her research was a descriptive qualitative, especially case study. The results of this previous study showed there were three kinds of learning strategies used by the student in mastering vocabulary, namely metacognitive, cognitive and socio-affective strategy. Handayani (2009) examined the learning strategy in mastering vocabulary. This previous researcher stated that there were two types of socio-affective used by the students. The socio-affective strategies involved cooperation and question for clarification strategy. Ahour and Salamzadeh’s finding (2014) indicated that the metacognitive strategy was not actively used by the participants.

Therefore, the researcher wanted to conduct a study regarding to the vocabulary learning strategies used by the good English achievers of SMA Muhammadiyah 1 Karanganyar. The researcher claimed that learning strategy was an important thing to achieve the success of learning. So, the researcher wanted to know what the vocabulary learning strategies used by the good English achievers. This research aimed to describe the metacognitive strategy in vocabulary learning used by the students; to elaborate the cognitive strategy used by the students vocabulary learning; to explain the socio-affective strategy used by the students in vocabulary learning.

2. METHOD
This research was a qualitative research using a case study. Qualitative research is a descriptive study. It used no statistical analysis. The subject of the research was six good English achievers at the tenth grade students of SMA Muhammadiyah 1 Karanganyar which consisted of three females and three males. The object was the learning strategy.

The techniques of collecting data used in–depth interview and open–ended questionnaire proposed by O’Malley classification. In- depth interview is a process of getting the detailed information by doing interview. Open- ended questionnaire is a kind of questionnaire which requires more than one word answers. The answers can be in the form of a list, a few sentences, or paragraph. The data were recording, note, and questionnaires. The techniques of analyzing
data included data reduction, data display, and verification. Data reduction was a process of selecting, transforming the data which were written in the note. Data display referred to a set of information from the data reduction written in word or text form. Verification referred to these steps looked back at the analyzed data mean and then drew the conclusion. The validity of the research used triangulation.

3. FINDING AND DISCUSSION
Finding is the answer of research problem regarding to the vocabulary learning strategies used by good English achievers at the tenth grade students.

3.1 The Metacognitive Strategy Used by the Students.
Based on the in-depth interview and open-ended questionnaire, the researcher found that there were seven kinds of metacognitive strategy which were applied by the students.

3.1.1 Advance Organizer
Advance Organizer is compiling a preliminary summary which is systematic, general but comprehensive about the concepts or principles to be learned. Based on the data, three students used this strategy. They were S1, S3, S4. The students summarized the material to be learned (questionnaire). It aimed to facilitate the students during learning activities. Therefore, it made the students easier to learn vocabulary. The questionnaire above was supported by the interview as follows:

"I always summarize vocabulary and differentiate each material so that it can be easier to be learnt." (Interview, April 18th 2019)

3.1.2 Directed Attention
Directed Attention is deciding earlier to do a learning task and ignore irrelevant interference. The result showed that S1, S2, S3, S4, S5, S6 applied this strategy. Students concentrated during the learning process. Students needed concentration in learning vocabulary, because it was easier to be understood (questionnaire). They focused on the material being studied. Therefore, it only focused on what is being studied. In addition, they also ignored the disturbances which could interfere in studying. The questionnaire above was supported by the interview as follows:
"I also stay away from things which interfere my concentration such as snacks and HP." (Interview, April 18th 2019)

3.1.3 Selective Attention
Selective attention is a strategy in which students pay attention to the material being studied. From the data, S1, S2, S3, S4, S5 and S6 applied this strategy. Student gave a sign or underlined the vocabulary in order not to forget (questionnaire). The difficult word was marked, then they looked for the meaning. The questionnaire above was supported by the interview as follows:
"I give an underline mark to the vocabulary which I do not know, then I look for the meaning of the vocabulary." (Interview, April 18th 2019)

3.1.4 Self-Management
Self-Management is related to the condition of students in learning. The data showed that S1, S3, S4, S5, and S6 used this strategy. Students understood when their best time to study were (questionnaire). This made the students to more be able to concentrate, because they could understand the condition well. The questionnaire above was supported by the interview as below:
"My best time is in the afternoon, after the Ash prayer. It is at 3:30 a.m. or 4:00 p.m. It is able to better concentrate, after take a bath” (Interview, April 18th 2019)

3.1.5 Self-Monitoring
Self-Monitoring is correcting the learning outcomes. From the data, four students used this strategy. They were S1, S2, S4 and S6. Student checked the results of work (questionnaire). The students made sure whether the answer was right or wrong by checking the answer. They did this to ensure the correctness of their work. The student’s statement was supported by the interview as follow:
"At the time of the exam or test, I always check again, so there are no mistakes." (Interview, April 18th 2019)

3.1.6 Delayed Production
Delayed Production is consciously delaying the production of learning outcomes and learning to listen first. The result showed that S1, S2, and S4, and applied this strategy. Student read the text first (questionnaire). After reading to completion,
students understood the contents of the text. The student’s statement was supported by the interview as follows:

"I read the text until it was finished and then I understood the meaning of the text." (Interview, April 18th 2019)

### 3.1.7 Self-Evaluation

Self-Evaluation is checking the outcome of the language learning process to measure internally the completeness and accuracy. The data showed that S1, S4, and S5 applied this strategy. Student rated the work (questionnaire). To find out whether the results of students’ work had met the target or not, the students evaluated the learning outcomes. The questionnaire above was supported by the interview as follows:

"Yes, I rate my work in order to know the result of learning.” (Interview, April 18th 2019)

#### Table 1. Table of Metacognitive Strategy Used by Good English Achievers

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Metacognitive Learning Strategy</th>
<th>Examples</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Advance Organizer</td>
<td>Student made summary of the material.</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Directed Attention</td>
<td>Student concentrated during the learning process.</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Selective Attention</td>
<td>Student marked difficult vocabularies.</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>Self-Management</td>
<td>Student chose the time to learn.</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Self-Monitoring</td>
<td>Student checked the results of work.</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Delayed Production</td>
<td>Student comprehended the whole text first</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Self-Evaluation</td>
<td>Student assessed one's own work</td>
<td>3</td>
</tr>
</tbody>
</table>

#### 3.2 The Cognitive Strategy Used by the Students.

The researcher found thirteen strategies of cognitive strategy which were applied by the students as follows:
3.2.1 Repetition
Repetition is imitating a model or example of language including continuous practice and inner repetition. Based on the data, S1, S2, S3, S4, and S6 applied this strategy. Students memorized the vocabulary continuously (questionnaire). Students memorized vocabulary not only once but continuously. The student’s statement was supported by the interview as follows:

"If I memorize the vocabulary once or twice, I will easily forget. So, I memorize continuously." (Interview, April 18<sup>th</sup> 2019)

3.2.2 Resourcing
Resourcing is utilizing learning resources in the target language. The data showed that S1, S2, S3, S4, S5, and S6 used this strategy. The student used other learning resources in learning vocabulary (questionnaire). The student used the internet, YouTube, movies, and music to get a better understanding and broad knowledge. The student’s statement was supported by the interview as follows:

"If there is a vocabulary in a film or music which I do not know, I take note and remember the vocabulary." (Interview, April 18<sup>th</sup> 2019)

3.2.3 Translation
Translation is using the first language as a basis for understanding or producing a second language. The result showed that S1, S2, S3, S4, S5, and S6 applied this strategy. Student translated words from English into Bahasa (questionnaire). Students translate words to better understand their meaning. The student’s statement was supported by the interview as follows:

"I translate the word into Bahasa so that I can memorize the word, both in English and Indonesian." (Interview, April 18<sup>th</sup> 2019)

3.2.4 Grouping
Grouping is re-arranging or re-classifying and also labeling material which has been studied based on the prominent features. Based on the data, three students applied this strategy, namely S1, S4, and S6. Student grouped vocabulary into three categories (questionnaire). Students distinguished vocabulary in learning, so they can understood the material well. The student’s statement was supported by the interview as below:
"I usually group vocabulary into three, namely nouns, verbs and adjectives in studying" (Interview, April 18th 2019)

3.2.5 Note taking
Note taking is making a note related to the main ideas, important points, making outlines, or concluding information presented orally or in writing. The result showed that four students applied this strategy. They were S2, S3, S4, S5, and S6. Student took notes the unknown vocabulary (questionnaire). They made a note related to the unfamiliar words and then looked for the meaning of those vocabulary. The statement was presented by the student as follows:

"I take notes a difficult word and then I search the meaning." (Interview, April 18th 2019)

3.2.6 Deduction
Deduction is consciously applying the rules to produce or understand the target language. The data showed that three students applied this strategy. They were S1, S2, S4, S5, and S6. Student composed words using the rules in English (questionnaire). When the students arranged a sentence, they pay attention to the rules in English. This was done in order that the sentence can be arranged correctly. The student’s statement was supported by the interview as below:

"I compose words based on the rules in English so that the sentence can be arranged well." (Interview, April 18th 2019)

3.2.7 Recombination
Recombination is composing the meaningful sentences or in larger linguistic units by combining known elements in different ways. Based on the data, S1, S3, and S6 applied this strategy. Student made a sentence using a new vocabulary (questionnaire). Students made sentences and then practiced it. The statement was presented in the questionnaire by the student as follows:

"I arrange sentences using new vocabulary with words which I have already known." (Interview, April 18th 2019)

3.2.8 Imagery
Imagery is connecting the new information with visual concepts in memory in a familiar way so that it can be easy to remember. The result showed that S1, S2,
S4, S5, and S6 applied this strategy. Student used parable in order to make it easy to be remembered (questionnaire). The students also used the first letter of a vocabulary to remember the vocabulary. The student’s statement was supported by the interview as follows:

"I use imagery to make it easy to remember vocabulary. I am not only using images, but also using letters from the vocabulary." (Interview, April 18th 2019)

3.2.9 Keyword
Keyword is remembering the new words in the target language by (1) recognizing words which are similar in mother language or foreign language that have been studied before in sound or form and (2) lowering images which are easy to remember in the relationship of new words to words already known. The data showed that two students applied this strategy. They were S3 and S4. The student remembered vocabulary which was similar to Bahasa word (questionnaire). The students remembered vocabulary which has a similar form to the Bahasa word. The student’s statement was supported by the interview as below:

"I am easy to remember the vocabulary which is similar to the Bahasa word such as transportasi which means transportation." (Interview, April 18th 2019)

3.2.10 Contextualization
Contextualization is placing the meaningful words or phrases in speech. The result showed that S1, S2, S3, S4, S5, and S6 applied this strategy. Student used vocabulary in a particular context (questionnaire). The students used vocabulary in accordance with the context, so the students did not easily forget the vocabulary. The student’s statement was supported by the interview as follows:

"I use vocabulary based on a particular context. When the situation around me is sad, I use words which express sadness." (Interview, April 18th 2019)

3.2.11 Elaboration
Elaboration is linking the new information with other concepts in memory. The data showed that two students used this strategy. They were S2 and S3. The students were linking understanding of other vocabulary when they were learning
new vocabulary (questionnaire). They connected other information with a concept in memory. The questionnaire above was supported by the interview as follows:

"I connect other vocabulary when I am learning new vocabulary, because the insight is broader and easier to be understood." (Interview, April 18th 2019)

3.2.12 Transfer
Transfer is using the linguistic knowledge which has been received previously to facilitate the task of learning of the next language. The result showed that S1, S2, S3, S4, and S6 applied this strategy. The students transferred words into English (questionnaire). They transferred the word to make them easy to be understood. The student’s statement was supported by the interview as below:

"I often transfer the word in Bahasa into English, because it is easier to be understood." (Interview, April 18th 2019)

3.2.13 Inferencing
Inferencing is using the existing information to guess the meaning, predict results, or fill in missing information. The data showed that S3, S4, and S6 applied this strategy. The students was guessing the meaning of the vocabulary in the text (questionnaire). The students guessed the meaning of the vocabulary of the information contained in the text. The student’s statement was supported by the interview as follows:

"I often guess the meaning of vocabulary, because sometimes there are words which I have heard before. So, I guess the meaning." (Interview, April 18th 2019)

Table 2. Table of Cognitive Strategy Used by Good English Achievers

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Cognitive Learning Strategy</th>
<th>Examples</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Repetition</td>
<td>Student memorized repeatedly vocabulary.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Resourcing</td>
<td>Student used other learning resources in learning vocabulary.</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Translation</td>
<td>Student translated new words into Indonesian.</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>Grouping</td>
<td>Student grouped vocabulary by word class.</td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
<td>Types of Cognitive Learning Strategy</td>
<td>Examples</td>
<td>Number of students</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>5.</td>
<td>Note Taking</td>
<td>Students took notes difficult words.</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Deduction</td>
<td>Student applied existing rules to understand vocabulary.</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Recombination</td>
<td>Student made sentences using new vocabulary.</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>Imagery</td>
<td>Student used parables in learning vocabulary.</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>Keyword</td>
<td>Student remembered vocabulary which had similar sound with Bahasa word.</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Contextualization</td>
<td>Students learnt vocabulary according to the context that occurs.</td>
<td>6</td>
</tr>
<tr>
<td>11.</td>
<td>Elaboration</td>
<td>Student linking understanding of other vocabulary when learning new vocabulary.</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>Transfer</td>
<td>Student transferring word into Indonesian.</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Inferencing</td>
<td>Student guessing the meaning of the word</td>
<td>3</td>
</tr>
</tbody>
</table>

3.3 The Socio-affective Strategy Used by the Students

The researcher found two strategies of socio-affective strategy which were applied by the students as below:

3.3.1 Cooperation

Cooperation is collaborating with the peers to obtain input, gather information or find language-based activity models. The data showed that S5 applied this strategy. Student learnt in groups with their friends (questionnaire). The students asked their friends when they did not understand the material. Group learning made the students comprehending the material being studied. The student’s statement was supported by the interview as follows:

"I study in groups with friends. Therefore, I can ask friends when I don't understand the material." (Interview, April 18th 2019)

3.3.2 Question for Clarification

Question for clarification is asking the instructor or native speaker to just repeat, paraphrase, explain or give an example. The result showed that S1, S2, S3, S4, S5,
and S6 applied this strategy. Student asked the teacher (questionnaire). The students asked the teacher so that students could better understand the subject matter. The statement was presented by the student in the interview as follows:

"I asked the teacher so that I could understand more about what I did not understand." (Interview, April 18th 2019)

Table 3. Table of Socio- affective Strategy Used by Good English Achievers

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Socio-Affective Learning Strategy</th>
<th>Examples</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cooperation</td>
<td>Student learnt in groups with their friends.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Question for Clarification</td>
<td>Student asked the teacher or friend.</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4. Table of Learning Strategy Used by Good English Achievers

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Learning Strategy</th>
<th>Sub Types of Learning Strategy</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Metacognitive</td>
<td>Advance Organizer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directed Attention</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selective Attention</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-Management</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-Monitoring</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delayed Production</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Cognitive</td>
<td>Repetition</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resourcing</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Translation</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grouping</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note Taking</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deduction</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recombination</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Imagery</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keyword</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contextualization</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elaboration</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inferencing</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Socio- Affective</td>
<td>Cooperation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question for Clarification</td>
<td>6</td>
</tr>
</tbody>
</table>
3.4 Discussion

The researcher presents the discussion of the research. This research explains about the learning strategy used by the good English achievers at the tenth grade students of SMA Muhammadiyah 1 Karanganyar.

3.4.1 The Metacognitive Strategy Used by the Students

The metacognitive strategies which were used by the good English achievers support the learning strategy theory proposed by O’Malley and Chamot. Based on the finding, the researcher found that the good English achievers used the learning strategies classified by O’Malley and Chamot. Those strategies helped the students to be better in learning vocabulary. However, the finding of this research is not in line with Ahour and Salamzadeh’s finding (2014). Ahour and Salamzadeh’s finding stated that the metacognitive strategy was not actively used by the participants. The finding of the current research showed that metacognitive strategy was actively used by the students. The students used seven sub-categories of eight metacognitive strategies.

3.4.2 The Cognitive Strategy Used by the Students

The current research finding corresponds to Yeh and Wang’s (2004). Their findings showed that cognitive strategies were reported as the most frequently used strategies. This current research indicated that almost all of the students used all kinds of cognitive strategies. There were thirteen cognitive strategies which were applied by the students.

3.4.3 The Socio-affective Strategy Used by the Students

The socio-affective strategies which were used by the good English achievers support the learning strategy theory classified by O’Malley and Chamot. The researcher found that the good English achievers used two strategies of socio-affective strategy. The socio-affective strategy involved cooperation and question for clarification strategy. Two strategies of socio-affective helped the students in learning vocabulary.

The current research findings are in line with Handayani’s finding (2009) that the students used two types of socio-affective strategy. Socio-affective strategy included cooperation and question for clarification. In the current
research, the researcher found that two kinds of socio-affective strategy were used by the students, namely cooperation and question for clarification.

4. CONCLUSION
The good English achievers applied three kinds of learning strategies, namely metacognitive strategies, cognitive strategies, and socio-affective strategies. The students used seven of metacognitive strategy, thirteen of cognitive strategy, and two of socio-affective strategy. Each student had their own learning strategies. One student had different strategies to the other students. Some of good English achievers used many learning strategies.

BIBLIOGRAPHY


Yeh, Chieh-yue and Wang, Yu-hua. (2004). An Investigation Into Vocabulary Learning Strategies Used By Senior High School Students In Taiwan. Taiwan: Taiwan Journal of TESOL