VOCABULARY LEARNING STRATEGY USED BY ENGLISH GOOD ACHIEVER: CASE STUDY ON ELEVENTH GRADE STUDENTS OF SMA NEGERI 6 SURAKARTA

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

by

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PUBLICATION ARTICLE

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Herewith, I testify that there is no plagiarism in this research paper. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written reference which are referred in this research paper and mentioned in the bibliography.

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Abstrak

Tujuan dari penelitian ini adalah untuk (1) menggambarkan strategi kognitif, yang digunakan oleh siswa dan (2) tipe dari strategi kognitif yang disukai oleh siswa berprestasi dalam mempelajari Bahasa Inggris. Penelitian ini merupakan studi kasus dengan metode kualitatif. Sumber data adalah enam siswa SMA N 6 SURAKARTA yang memiliki skor tertinggi dalam bahasa Inggris, termasuk tiga laki-laki dan tiga perempuan. Dalam studi ini para peneliti menggunakan kuesioner terbuka berdasarkan teori O'Malley di mana ada 23 pertanyaan, terdapat 13 pertanyaan mengenai metacognitif strategi yang didukung dengan wawancara mendalam. Untuk menganalisis data, peneliti menggunakan beberapa teknik seperti reduksi data, tampilan data, dan menarik kesimpulan / verifikasi. Hasil penelitian ini menunjukkan bahwa semua strategi kognitif digunakan oleh enam orang yang berprestasi.

Kata Kunci: strategi pembelajaran, pencapai bahasa Inggris yang baik, kognitif.

Abstract

The purpose of this study was to (1) describe cognitive strategies, which were used by students and (2) types of cognitive strategies that were preferred by English good achiever in learning English. This research was a case study with qualitative methods. The data source were six students of SMA N 6 SURAKARTA who have the highest score in English, including three males and three females. In this study the researchers used an open-ended questionnaire based on O’malley's theory in which there were 23 questions with 13 questions regarding cognitive strategies supported by in-depth interviews. In analyzing data, researchers used several techniques such as data reduction, data display, and drawing conclusions / verification. The results of this study indicate that all cognitive strategies were used by six English good achievers.

Keywords: learning strategy, good English achievers, cognitive strategy.
1. INTRODUCTION
A language is a communication tool, a tool for expressing ideas and thoughts as well as conveying ideas to others. Language cannot be separated from all other areas of life. At present English has been considered a subject that must be followed, starting from elementary, junior high, high school, and up to college. English has become a must for everyone because English is an international language, which most countries in the world use this language.

Language learning, which includes four language skills, namely reading, listening, writing and speaking, of course requires learning media and learning methods that vary in their implementation. The existence of package books, supporting books such as dictionaries, both Indonesian and vice versa dictionaries, idiom dictionaries, English-language magazines, audio-visual media that must also be available to support the creation of effective learning should also be available if you want successful language learning. Of the four skills above vocabulary are things that must be mastered by students because in English vocabulary is a basis that they must hold to achieve the success of an English learning.

Learning English in high school includes all four language skills namely: reading, listening, speaking and writing. All of that is supported by other language elements, namely: Vocabulary, Grammar and Pronunciation in accordance with the theme as a means of achieving goals. The four language skills must be given in one unity in the learning process. It is written as what mandated in the English curriculum, that language skills demonstrated by a combination of the four skills. That is, expertise the language must cover the whole between the four skills in a balanced manner. This is in line with what is listed in the 2006 curriculum (KTSP) that for SMA / MA participants are expected students can have the ability to develop communication competencies in English, not only in written form but also verbally for achieve a certain level of literacy (Siswandi, 2008: 12).

The researcher is interested in doing the research about learning strategy because she wants her study to be used as a reference in increasing the readers' knowledge and give a positive contribution to teaching and vocabulary learning.
activity. Moreover, the researcher is expected to give significant information to all people who need this, especially for students of English Department and English teachers.

The use of vocabulary learning strategies is one of the important factors that influence the success of foreign vocabulary acquisition. Learning strategies are solutions for students to overcome student difficulties and as a way to become independent learners. Knowing learning strategies is also an effective way to learn. The learners who use proper learning strategies are going to be successful in learning language. O'Malley et al. (1985: 582-584) divides language learning strategies into three main subcategories, which consist of metacognitive strategies, cognitive strategies, and social-affective strategies.

There have been previous studies on learning strategies (showed on research paper page 6-9), there were from Yeh and Wang (2004), Lai and Ling (2005), Siriwan (2007), Asgari (2010), Nacera (2010), Corrales (2011), and Easterbrook (2013). The study differs from previous studies on the problem statement, objective of the study, subject of the study, type of the study, method of collecting data, and technique of analyzing data. The focused problem statement was analyzing the cognitive learning strategies use O’Malley theory used by the SMA students and how are these strategies realized in practice.

The objectives of this study have two points, they were: (1) to describe the type of cognitive strategies used by English good achievers and (2) to describe the preference types of cognitive strategies which used by English good achievers to improve their English vocabulary achievement at SMA Negeri 6 Surakarta.

2. METHOD
The type of this research was a case study. In this study, the researcher used descriptive qualitative with a case study method. The data sources were six students of SMA N 6 SURAKARTA who got the highest score in English including three males and three females. In this study, the researchers used an open-ended questionnaire and were supported by in-depth interviews based on O'Malley's theory in which there were 23 questions. Of the 23 questions, there
were 13 questions containing questions about cognitive strategies, 13 questions containing questions about cognitive strategies, and 2 questions containing questions about socio-affective strategies. To analyze the data, the researcher used some technique such as data reduction, data display and drawing conclusion/verification.

3. FINDINGS AND DISCUSSION

In this part, the researcher presented the finding and discussion of the research which include the types and the preferred types of cognitive strategies used by English good achievers to improve their vocabulary skills. There are 4 columns in the table below consists of numbers, Types of Cognitive Strategies, the number of students who use the strategy ($\sum$) and the percentage of students who use these strategies (%) obtained from $\frac{\sum (\text{students who use the strategies})}{\text{6 (English good achievers)}} \times 100$.

3.1 Types of Cognitive Strategies Used by English Good Achievers

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Cognitive Strategies</th>
<th>$\sum$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Repetition</td>
<td>4</td>
<td>66,6%</td>
</tr>
<tr>
<td>2.</td>
<td>Resourcing</td>
<td>4</td>
<td>66,6%</td>
</tr>
<tr>
<td>3.</td>
<td>Translation</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>Grouping</td>
<td>1</td>
<td>16,6%</td>
</tr>
<tr>
<td>5.</td>
<td>Note Taking</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>6.</td>
<td>Deduction</td>
<td>2</td>
<td>33,3%</td>
</tr>
<tr>
<td>7.</td>
<td>Recombination</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>8.</td>
<td>Imagery</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>9.</td>
<td>Keyword</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>10.</td>
<td>Contextualizarion</td>
<td>5</td>
<td>133,3%</td>
</tr>
<tr>
<td>11.</td>
<td>Elaboration</td>
<td>5</td>
<td>133,3%</td>
</tr>
<tr>
<td>12.</td>
<td>Transfer</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>13.</td>
<td>Inferencing</td>
<td>2</td>
<td>33,3%</td>
</tr>
</tbody>
</table>
The finding of this research indicate that of the six good achievers use all strategies in cognitive strategies. The percentage of strategies used are as follows: Repetition (66,6%), Resourcing (66,6%), Translation (100%), Grouping (16,6%), Note Taking (100%), Deduction (33,3%), Recombination (50%), Imagery (50%), Keyword (50%), Contextualizarion (133,3%), Elaboration (133,3%), Transfer (50%), Inferencing (33,3%).

3.2 The Preference Types of Cognitive Strategies Used by English Good Achievers

<table>
<thead>
<tr>
<th>No.</th>
<th>The Preference Types of Cognitive Strategies</th>
<th>∑</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Imagery</td>
<td>P2 P4 P5</td>
<td>50%</td>
</tr>
<tr>
<td>2.</td>
<td>Keyword</td>
<td>P1 P3 P6</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

There are 4 columns in the table above consists of numbers, the preference types of Cognitive Strategies, the number of students who choose the strategy (∑) and the percentage of students who choose these strategies (%) obtained from $\frac{\sum \text{ (students who choose the strategies)}}{6 \text{ (English good achievers)}} \times 100$. The preference types of cognitive strategy which were used by good achievers were Imagery and Keyword that taken from the interview result. There were three students used Imagery (50%) and three students used Keyword (50%) on their preferred types to improve English vocabulary achievement.
3.3 Discussion

3.3.1 Types of Cognitive Strategies used by English good achievers

The results of this study were consistent with research conducted by Yeh and Wang (2004) which states that good learners favored verbal repetition and tended to learn words in context, while poor learners favored written repetition and tended to learn words in isolation. Siriwan's research results (2007) found 7 strategies and only 2 that were relevant to the results of this research were previous language learning experiences and vocabulary level.

Then, this research was in line with previous studies by Lai and Ling’s (2005) that the Taiwanese senior high school English teachers involved were aware of a range of vocabulary learning strategies which have been identified in relevant literature based on their personal learning experience, including both direct and indirect vocabulary learning approaches.

3.3.2 The Preference Types of Cognitive Strategies used by Good Achievers

This finding of the preference type was also in line with the results of research by Easterbrook (2013) showed that guessing meanings, searching dictionaries, studying spelling, writing them, studying pronunciation, saying it out loud, and linking it with Chinese meanings were the strategies most often used of Chinese English vocabulary include.

4. CONCLUSION

Based on the research findings and discussion, the researcher concludes that:

a. The types of Cognitive Strategies used by good achievers to improve their English vocabulary skills based on the O'Malley theory found that of the six good achievers used all strategies in cognitive strategies. The percentage of strategies used were as follows: Repetition (66,6%), Resourcing (66,6%), Translation (100%), Grouping (16,6%), Note Taking (100%), Deduction (33,3%), Recombination (50%), Imagery (50%), Keyword (50%), Contextualization (133,3%), Elaboration (133,3%), Transfer (50%), Inferencing (33,3%)
b. The preference types of cognitive strategy which were used by good achievers were Advance Organizers and Selective Attention that there taken from interview result. There were three students used Imagery (50%) and three students used Keyword (50%) on their preferred types to improve English vocabulary achievement.

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