LEARNING STRATEGIES USED BY TWELFTH GRADE STUDENTS OF ENGLISH TUTORIAL PROGRAM TO DEVELOP VOCABULARY REPERTOIRE (A CASE STUDY ON RIRIN BIMBEL, PLOSOREJO)

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor Degree of Education in English Department School of Teacher Training and Education

By:

MEILINDA KURNIA DEWI
NIM. A320150166

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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APPROVAL

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By:
MEILINDA KURNIA DEWI
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Approved to be Examined by the Consultant
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Consultant,

Prof. Dr. Endang Fauziati, M.Hum.
NIK. 061 008 157 0024
ACCEPTANCE

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By:
MEILINDA KURNIA DEWI
A320150166

Accepted and Approved by Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
On Thursday, September 10th, 2020

Team of Examiners:

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

2. Mauly Halwat Hikmat, Ph.D
   (Member I of Examiner)

3. Kossoemo Ratih, Ph.D
   (Member II of Examiner)

Dean,

PROF. DR. HORUS PRAYITNO, M.HUM.
NIP. (19650428199303 1 001)
TESTIMONY

I undersigned below:
Name: Meilinda Kurnia Dewi
NIM: A320150166
Program: Department of English Education
Research Title: LEARNING STRATEGY USED BY TWELFTH GRADE STUDENTS OF ENGLISH TUTORIAL PROGRAM TO DEVELOP VOCABULARY REPERTOIRE (A CASE STUDY ON RIRIN BIMBEL, PLOSOREJO)

Herewith, I testify that in this Research Paper, there is no plagiarism from previous study which has been raised to obtain bachelor degree, nor there are opinions or masterpiece which have been written or published by others, except those which are referred in the manuscript and mentioned in the literary review and bibliography.

If it is proved that there are some untrue statements in this testimony, I will hold full responsible.

Surakarta, September 10th 2020
The Researcher

MEILINDA KURNIA DEWI
A320150166
MOTTO

~Keep going until you forget that you’ve been through a few bumps and you’re at your success~

Meilinda Kurnia Dewi
DEDICATION

This research paper is dedicated to:

1. Allah Subhaanahu Wa Ta’ aala
2. My Dearest Parents Mr. Supriyadi and Mrs. Siti Tuntiyah
3. My Beloved Husband Slamet Febrarianyanto
4. My Beloved Son Abrisam Rafif Rafasya
5. Strong Enough Fams.
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This research is far from being perfect. Therefore, the researcher is very grateful if there are any suggestions and criticisms. She hopes that this research can be useful for readers and can be reference in the field of education

Wassalamu’allaikumwarohmatullohawaiwabarakatuh

The researcher

Meilinda Kurnia Dewi
RINGKASAN


Meilinda Kurnia Dewi, a320150166
A320150166@students.ums.ac.id
Prof. Dr. Endang Fauziati, M.Hum
Endang_fauziati@ums.ac.id

Penelitian ini mempelajari tentang bagaimana strategi memori yang digunakan oleh siswa kelas dua belas Program Tutorial Bahasa Inggris untuk mengembangkan perbendaharaan kosakata (Studi kasus pada Ririn Bimbel, Plosorejo). Penelitian ini bertujuan untuk mendeskripsikan strategi memori yang digunakan oleh siswa kelas dua belas Program Tutorial Bahasa Inggris di Ririn Bimbel untuk mengembangkan makna, bentuk, dan penggunaan kosakata. Data terdiri dari strategi memori siswa yang digunakan oleh siswa kelas XII program Tutorial Bahasa Inggris di Ririn Bimbel. Sumber data terdiri dari siswa kelas XII program Tutorial Bahasa Inggris di Ririn Bimbel. Kuesioner strategi memori dan wawancara dilakukan untuk proses pengumpulan data. Analisis data dilakukan dengan melalui beberapa langkah seperti reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan: (1) strategi memori yang digunakan siswa dalam mengembangkan makna adalah menciptakan keterkaitan mental, mengaplikasikan gambar dan suara, dan mereview dengan baik; (2) strategi memori yang digunakan siswa dalam mengembangkan bentuk adalah menciptakan keterkaitan mental, menerapkan gambar dan suara, meninjau dengan baik, dan menggunakan tindakan; (3) strategi memori yang digunakan siswa dalam mengembangkan penggunaan meliputi menciptakan keterkaitan mental, menerapkan gambar dan suara, dan menggunakan tindakan. Dapat disimpulkan bahwa semua strategi tersebut digunakan oleh siswa dalam frekuensi yang berbeda, namun strategi yang dominan diterapkan adalah keterkaitan mental dan penerapan strategi gambar dan suara menjadi strategi yang lebih populer digunakan oleh siswa daripada mereview dengan baik dan menggunakan tindakan.

Kata kunci: perbendaharaan kosakata, strategi pembelajaran, strategi memori.
SUMMARY


Meilinda Kurnia Dewi, A320150166
A320150166@students.ums.ac.id
Prof. Dr. Endang Fauziati, M.Hum
Endang_fauziati@ums.ac.id

This study deals with the memory strategies used by twelfth grade students of English Tutorial Program to develop vocabulary repertoire (A case study on Ririn Bimbel, Plosorejo). This research objective is to describe the memory strategies which is used by twelfth grade students of English Tutorial Program in Ririn Bimbel in developing form, meaning, and use of vocabulary. The research data were students’ memory strategies used by the twelfth grade students of English Tutorial program in Ririn Bimbel. The data sources of this research were informants consisting of twelfth grade students of English Tutorial program in Ririn Bimbel. The data collection was done by using memory strategies questionnaire and interview. The data were analyzed through some steps, those were data reduction, data display, and conclusion. The results of this research showed that: (1) the memory strategies used by the students in developing meaning were creating mental linkages, applying images and sounds, and reviewing well; (2) the memory strategies used by the students in developing form were creating mental linkages, applying images and sounds, reviewing well, and employing action; (3) the memory strategies used by the students in developing use covered creating mental linkages, applying images and sounds, and employing action. It can be conclude that All those strategies are used by the students in different frequency, thus creating mental linkages and applying images and sounds strategies become more popular strategies used by the students rather than reviewing well and employing action.

Keywords: learning strategy, memory strategy, vocabulary repertoire
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