

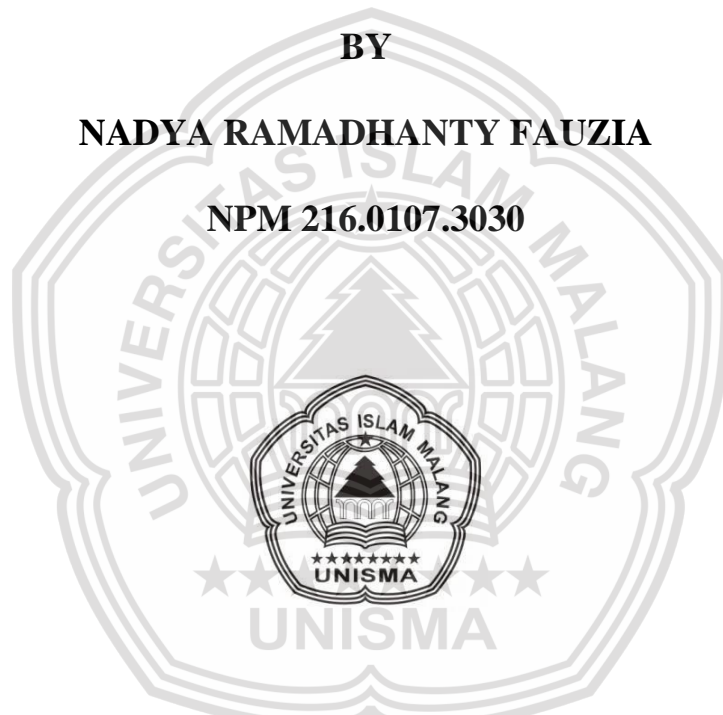
**STUDY ON VOCABULARY LEARNING STRATEGIES USED BY HIGH  
ACHIEVERS OF ENGLISH EDUCATION DEPARTMENT OF  
UNIVERSITY OF ISLAM MALANG**

***SKRIPSI***

**BY**

**NADYA RAMADHANTY FAUZIA**

**NPM 216.0107.3030**



**UNIVERSITY OF ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

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## ABSTRACT

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In learning a language, vocabulary cannot be separated. Vocabulary is a key in language learning so that learners can understand the meaning in a language. To be able to master the four English skills, vocabulary skills are needed first. Learners who have little knowledge of vocabulary will find it difficult to express their ideas in English. To be able to master vocabulary, a learning strategy is needed. Learning strategies are different from one student to another, therefore students are expected to have their own learning strategies in order to achieve success in learning.

The research problems in this research are: 1) What strategies do by high achievers at the fourth semester of English education department of University of Islam Malang employ in learning vocabulary? 2) What strategies mostly do by high achievers at the fourth semester of English education department of University of Islam Malang employ in learning vocabulary?

The purposes of this research are: 1) To know the strategies used by high achievers at the fourth semester of English education department of University of Islam Malang in learning vocabulary. 2) To know the strategies mostly used by high achievers at the fourth semester of English education department of University of Islam Malang in learning vocabulary.

The research methodology applied in this research includes: 1) Descriptive qualitative research design. 2) The English Education Department students in fourth semester especially high achievers in University of Islam Malang as subjects in this research. 3) The method to collect the data in this research employed by interview and questionnaire. 4) There are three techniques in analyzing the data involve making data reduction, drawing data display, and making conclusion/verification.

The result of the study, the researcher finds various strategies in learning vocabulary employed by high achievers in fourth semester in English education department. Those learning strategies are: 1) Memory strategy. 2) Cognitive strategy. 3) Compensation strategy. 4) Metacognitive strategy. 5) Affective strategy. 6) Social strategy. For the most frequently learning strategy used is compensation strategy.

The researcher offer suggestion as follows: 1) For teacher, this research can provide information related to various strategies in learning vocabulary so that it can be used to improve vocabulary skills in students also it can facilitate the



teaching and learning process. 2) For students, the students are suggest to use more strategy in learning vocabulary especially compensation strategy. 3) For readers, this research can help readers to increase knowledge about vocabulary learning strategies. 4) For the other researchers, this research can be a reference and can help other researchers to develop similar research so that it is expected to find new findings from the research conducted.



## CHAPTER I

### INTRODUCTION

This chapter explains about background of the study, research focus, problems of the study, objective of the study, significance of the study, scope and limitation of the research, and definition of key terms.

#### 1.1 Background of the Study

The main key in learning English is vocabulary. Richard (2002:255) stated that vocabulary is the core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. It means vocabulary is a supporting component of four English skills. With this, it makes easy for someone to be able to communicate with foreigners and be able to master English easily. It can be concluded that vocabulary is the first step to make it easier for someone to understand and apply English in the world of communication and education.

Thornbury (2002:13) concludes about the importance of learning vocabulary by saying "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Therefore there are several reasons why vocabulary is the main key in learning English. First, in speaking when someone wants to convey an idea, it requires vocabulary to explain what is being conveyed. Second, in reading with the amount of vocabulary mastered by someone the

process of understanding reading will be easier because it can understand every word contained in the reading. Third, in writing someone can use vocabulary to compose ideas that are owned. Fourth, in listening someone will easily find out the meaning of what is heard with a collection of vocabulary that has been understood.

Mastery of vocabulary in learning languages is important, especially in learning English. In learning English, learner will easily understand the language well if masters a lot of vocabulary, because the main key in learning a language is knowing the meaning of a word and sentence. Vocabulary mastery will provide benefits when learning languages, it will provide convenience for students in learning English. The more vocabulary possessed by a learner will provide a great opportunity to master English easily.

English is not easy to master, even more vocabulary is considered as one of the most difficult elements when learning English. Without mastering vocabulary students will find it difficult to express their ideas in English. Oxford (1990) suggests that language learners must be able to use strategies in their process of learning. Therefore a strategy in mastering vocabulary is needed so that it will facilitate students in learning.

A learner needs a strategy in learning vocabulary, the strategy is certainly different between one students with another students. The learning strategy is believed to make the learning process more effective. Oxford (1990) said that “language learning strategies are specific actions, behaviors or techniques that students employ, often consciously, to improve their own progress in

internalizing, storing, retrieving and using the target language”. It means the learning strategy is considered as a step taken by the learner to achieve something that has been learned. A good strategy that is owned by the learner in learning vocabulary will make learners easily understand English, because in learning that language requires vocabulary to understand the meaning.

The English language curriculum at the university is English language skills which include writing, reading, speaking, and listening. At the University of Islam Malang, especially in English language education majors, the four courses are taught in semester one to semester four. In studying these four courses, vocabulary mastery skills are needed to learn them so that it will be easier for students to understand each material that will lead to satisfying results.

Vocabulary learning strategies are categorized as general learning strategies that are used with the aim of mastering a second language. Knowing the importance of vocabulary learning strategies will make it easier for learners to learn the strategies and find out what strategies are suitable to use to help learners build vocabulary. Vocabulary learning strategies are very important for a learner because it can help learners to improve vocabulary mastery and understand new words. Students at universities are required to be independent learners, students cannot always rely on their lecturers. Therefore they are required to be able to understand each material in their own way, in this case the vocabulary learning strategy has an important role in the learning process of a student.

The vocabulary learning process certainly has steps. According to Brown & Payne (1994) there are five steps in the process of learning vocabulary: first,

having sources for encountering new words, second, getting a clear image, either visual or auditory or both, of the forms of the new words, third, learning the meaning of the words, fourth, making a strong memory connection between the forms and the meanings of the words, and the last is using the words. The existence of these steps will make it easier for learners to learn English vocabulary.

Students must be able to take advantage of vocabulary learning strategies because it can help students in the process of learning new vocabulary. Whenever students study words they use strategies to help vocabulary learning work well. Students have the free opportunity to choose the right strategy to use, but beforehand students must know about a good and efficient strategy. Strategies that are suitable and work well for one student might fail in another student, it means that in certain learning situations one strategy happens to be better than another.

There are several previous studies that discuss the same object as investigated by researcher. The first was written by Lestari (2015). Her research was conducted at Syarif Hidayatullah State Islamic University Jakarta. The subjects of this study were the fourth and the sixth students of English Education Department and the object of this study was language learning strategies. Based on this study, it can be concluded that students in the English education department use all learning strategies that include memory, cognitive, compensation, metacognitive, affective, and social. The metacognitive strategy is the strategy most used by fourth and sixth semester students. Whereas social strategy is the strategy that is least used by fourth and sixth semester students.

The second study was written by Bakti (2018). The purpose of this study is to investigate the vocabulary learning strategies used by junior high school students in learning English. The results of this study are students choosing strategies that are easy, practical, and fast in learning vocabulary. The intended strategy includes using English media, underlining the word, remembering the word by studying and paying attention to word's spelling, studying the word with classmate, asking the teacher to give definition, guessing the word meaning from the context, and checking if the word is also an Indonesian word.

The third study was written by Boki (2014). The main focus of this study is vocabulary learning strategies applied by second semester students of English Language Education Study Department. From these study the researcher concluded that most students use strategies in learning vocabulary to be able to master the vocabulary. From the results of the questionnaire most students more often use two determination strategies as an example using bilingual dictionary and analyzing part of speech. The least used strategy is to ask a lecturer to check the accuracy in vocabulary list in social strategy and play vocabulary games which is metacognitive strategy. Meanwhile from the results of the interview an effective vocabulary learning strategy used by students is to watch an English-language movie. From this the student can write a new word from English, repeat the word, make a vocabulary list on the hand phone then pronounce the word and memorize it.

In this study, researchers have reason to conduct research on high achievers about the strategies they use in learning vocabulary. Many facts show



that the majority of students who have higher Grade Point Average (GPA) use strategies in learning vocabulary so that they can successfully enrich the vocabulary that affects their learning outcomes. In this case the indicators of students who are successful in mastering vocabulary are those who get an A in subjects related to English skills, namely writing, reading, speaking, and listening. A higher achievers strategy needs to be known so that it can provide motivation for students who have moderate and low Grade Point Average (GPA) in subjects related to English skill as a result they can learn vocabulary easily by using learning strategies. Students who have limited vocabulary will have difficulty expressing their ideas, this causes embarrassment when speaking due to limited vocabulary knowledge. Another case with students who know how important it is to master vocabulary so they decide to study deeper and use strategies in learning vocabulary. As a result students who have extensive knowledge of vocabulary will find it easier to express their ideas so when in a discussion they will be seen to dominate.

From the statement above, researcher is interested in conducting research on learning strategies used by high achievers in learning vocabulary. By looking at the fact that the majority of students who get highest score use strategies in learning and can master the vocabulary well than lower students, the researcher conduct a study entitled "Study on Vocabulary Learning Strategy Used by High Achievers of English Education Department of the University of Islam Malang".

## 1.2 Research Focus

In this research, the researcher focuses on vocabulary learning strategy used by high achievers of English education department in University of Islam Malang.

## 1.3 Problems of the Study

Based on the background of the study mentioned above, the researcher formulate research questions as follows:

1. What strategies do by high achievers at the fourth semester of English education department of University of Islam Malang employ in learning vocabulary?
2. What strategies mostly do by high achievers at the fourth semester of English education department of University of Islam Malang employ in learning vocabulary?

## 1.4 Objective of the Study

Based on the formulation of research problem, the objective of the study can be stated as follows:

1. To know the strategies used by high achievers at the fourth semester of English education department of University of Islam Malang in learning vocabulary.

2. To know the strategies mostly used by high achievers at the fourth semester of English education department of University of Islam Malang in learning vocabulary.

### 1.5 Significance of the Study

In a study presented some evidence that shows the benefits of the study. In this research, it is expected to provide benefits for several parties, they are:

#### 1. For the teacher

The results of this study are expected to be able to provide information for teachers about the students learning strategies to enrich vocabulary. It will help the teacher to develop ways of teaching vocabulary.

#### 2. For the students

The results of this study are expected to help the students provide explanations to students about strategies in learning vocabulary so that they can understand and can implement strategies that are enjoyable for them in learning vocabulary.

#### 3. For other researcher

This research is expected to provide information about strategies in learning vocabulary. This can inspire them to find new findings as a reference in learning English, especially in learning vocabulary.

## 1.6 Scope and Limitation of the Study

Based on the background of the study and problem of the study, the focus of the research is on the use of vocabulary learning strategy by high achievers. This research is conducted in University of Islam Malang. The subject is high achievers of fourth semester students of English education department especially students who have the highest grades in the subjects related to English skill. Students who have good English language skills certainly have a good vocabulary mastery ability. Their vocabulary mastery is very useful in all aspects of English. Students who have the highest grades in the class are always active during the lesson than other students because of their mastery of vocabulary.

## 1.7 Definition of Key Terms

In a study, several things that need to be affirmed or defined must be stated so that they do not cause different interpretations for the reader. The definition of key terms used in this study are as follows:

### 1. High achiever

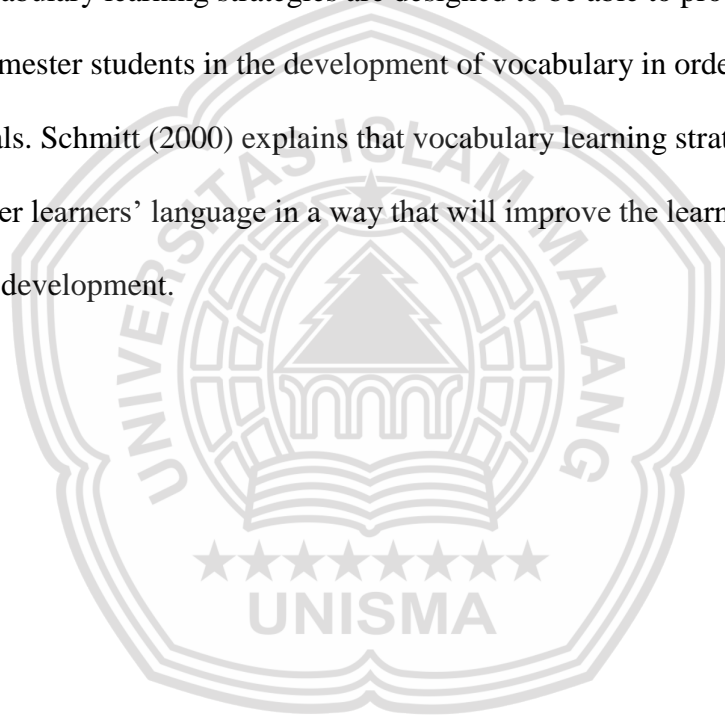
High achievers are fourth semester students who have the ability to achieve a goal that they set to be successful in school. The ability possessed is the ability to understand themselves so that they can motivate to learn. High achievers are known as good language learners so they tend to be learners who get high score or graduate with specified standards.

### 2. Advanced vocabulary

B J Thomas (1989) defines that advanced vocabulary is for students who already have a good command of the basic structure of English and who now wish to increase their range of vocabulary, and to gain more knowledge of particular styles of English. This can help students prepare for advanced English exams.

### 3. Vocabulary learning strategy

Vocabulary learning strategies are designed to be able to provide facilities to fourth semester students in the development of vocabulary in order to achieve optimal goals. Schmitt (2000) explains that vocabulary learning strategies (VLS) can empower learners' language in a way that will improve the learners' vocabulary development.



## CHAPTER V

### CONCLUSION AND SUGGESTION

After presenting the data that have been collected, then researchers draw conclusions and provide suggestions related to vocabulary learning strategies used by high achievers. Therefore, there are two main points in the discussion of this research, namely the vocabulary learning strategies used by high achievers and the vocabulary learning strategies mostly used by high achievers. This chapter presents conclusions based on the results of the study.

#### 5.1 Conclusion

This research was conducted to answer two research questions as stated in the problems of the study, namely the vocabulary learning strategy used by high achievers and the vocabulary learning strategies mostly used by high achievers.

##### 5.1.1 The Vocabulary Learning Strategies Used by High Achievers

The strategies used in this study are memory, cognitive, compensation, metacognitive, affective, and social strategies. These strategies were applied by high achievers at the fourth semester of English Education Department of University of Islam Malang.

### 5.1.2 The Vocabulary Learning Strategies Mostly Used by High

#### Achievers

The result of the study showed that between those strategies the most frequently used vocabulary learning strategies by high achievers is guessing the meaning of words. The strategy is included in the compensation strategy. The strategy is considered effective in increasing vocabulary because guessing the meaning of words is a challenging way of learning vocabulary so that it can provide motivation for high achievers. And also guess the meaning of words included in the exercise in learning so that the vocabulary obtained can always be remembered. Therefore, it can be concluded that vocabulary learning strategies are basic for a student to be successful in learning vocabulary. To improve vocabulary learning strategy requires more practice on how to use learning strategies itself. Students must also continue to develop their vocabulary learning strategies so that the learning process becomes more effective.

### 5.2 Suggestion

After drawing the conclusion, the researcher provides the suggestion for the teachers, the students, the readers, and the other researchers. The researcher offer suggestions as follows:

1. For Teachers.

This research can provide information related to various strategies in learning vocabulary so that it can be used to improve vocabulary skills in students also it can facilitate the teaching and learning process. In learning vocabulary teachers tend to use memorization strategies, in fact there are various strategies in learning vocabulary. Teachers can use other learning strategies so that the learning process is more fun. The teacher should provide knowledge to students if learning vocabulary is very important especially when they are learning English.

#### 2. For Students.

This research can make students more creative to find out what strategies are suitable for use in the learning process so that it can influence learning achievement. The students are suggest to use more strategy in learning vocabulary especially compensation strategy. The ability of each student is certainly different, so the learning strategies between students are not always the same. Students can develop effective learning strategies based on their abilities. In improving vocabulary it is not difficult if students have motivation in learning.

#### 3. For Readers.

This research can help readers to increase knowledge about vocabulary learning strategies. The readers had better employ a variety of strategies in learning vocabulary to achieve success in learning.

#### 4. For Other Researchers.



This research can be a reference and can help other researchers to develop similar research so that it is expected to find new findings from the research conducted.





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