



**EXPLORING EFL LEARNER'S VOCABULARY LEARNING
STRATEGIES AT DARUSSALAM ISLAMIC INSTITUTE**

THESIS

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ABSTRACT

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Keywords: Language Learning Strategy (LLS), Vocabulary learning strategies (VLSs), EFL students

The capability to master vocabulary constitutes the crucial spot in the acquisition of the English language besides four basic skills. In the process of learning the English language, the students of English as Second Language (ESL) or English as a foreign language (EFL) have difficulties achieving the English vocabulary. One of the basic skills that should be mastered by students of English as a Foreign Language (EFL) is vocabulary mastery as the basic unit to support the understanding of the English learning process. This study is focused on several aims Those are to figure out the features of vocabulary learning strategies made by the EFL students of Darussalam Islamic institute, to find the most strategy used by EFL students of Darussalam Islamic institute, the last is to know the least common vocabulary learning strategy made by EFL learners at Darussalam Islamic Institute. The study was carried out to 61 students as samples to collect the data. The majority of the respondent is female which is about 53 respondents and the rest is 8 male respondents from two classes in which each class consist of 30 students. The data collection involved several instruments, namely observation, questionnaire, and interview. The observation was done in the process of teaching and learning activities in the first semester intensively and attentionally to know the language learning activities of the target respondents. Afterward, a set of questionnaires was adapted based on Schmitt's (1997) taxonomy which is determination strategy (DET), social strategy (SOC), memory strategy (MEM), cognitive strategy (COG), and metacognitive strategy (MET). The 33 questions from 58 questions are adapted.

To achieve the three purposes of the present study, the data were analyzed by using all data in this study. The researcher took and moved the results of the questionnaire from spreadsheet to Microsoft excel 2010, then analyzed the data to explore EFL vocabulary learning strategies by using Microsoft excel 2010 with the =average formula. the overall implication of vocabulary learning strategies indicated that the most strategy applied is a cognitive strategy which is preferably used strategy by EFL learners with the highest total average score among others **3.27**. And the least vocabulary learning strategy used is social strategies with the average lowest total average score of 2.49. And the features shown by the respondebt are they tend to use a mechanical means. In which, those ways are taking a note in class for finding the new word in the teaching-learning process, writing word lists can facilitate the learners in vocabulary learning by sorting the vocabulary alphabetically. They also give characteristics like analyzing any available pictures and gestures and sometimes analyzing part of speech.

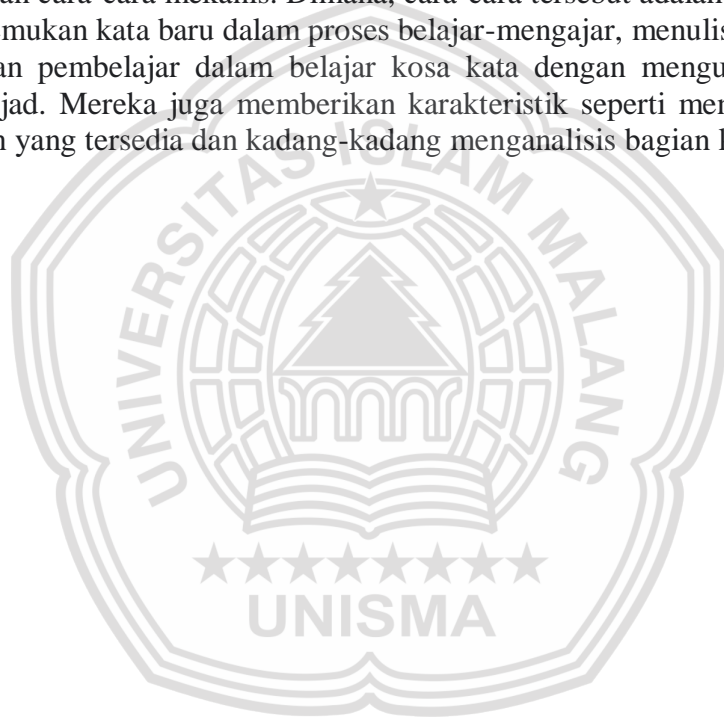
ABSTRAK

Najiyah, Ma`rifatun. 2022. Menggali Strategi Pembelajaran Kosakata Peserta Didik EFL Di Institut Islam Darussalam. Thesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing : Dr. H Langgeng Budianto, M.Pd.

Kata kunci: Language Learning Strategy (LLS), Vocabulary learning strategy (VLS), siswa EFL

Kemampuan menguasai kosa kata merupakan titik penting dalam penguasaan bahasa Inggris selain empat keterampilan dasar. Dalam proses pembelajaran bahasa Inggris, para siswa English as Second Language (ESL) atau English as a foreign language (EFL) mengalami kesulitan dalam penguasaan kosakata bahasa Inggris. Salah satu keterampilan dasar yang harus dikuasai oleh mahasiswa English as a Foreign Language (EFL) adalah penguasaan kosakata sebagai dasar untuk mendukung pemahaman proses pembelajaran bahasa Inggris. Penelitian ini difokuskan pada beberapa tujuan yaitu untuk mengetahui ciri-ciri strategi pembelajaran kosa kata yang dilakukan oleh mahasiswa EFL institut Islam Darussalam, untuk mengetahui strategi yang paling banyak digunakan oleh mahasiswa EFL institut Islam Darussalam, yang terakhir adalah untuk mengetahui yang paling tidak umum. strategi pembelajaran kosakata yang dilakukan oleh peserta didik EFL di Institut Islam Darussalam. Penelitian dilakukan terhadap 61 siswa sebagai sampel untuk mengumpulkan data. Responden mayoritas adalah perempuan yaitu sebanyak 53 responden dan sisanya adalah 8 responden laki-laki dari dua kelas yang masing-masing kelas terdiri dari 30 siswa. Pengumpulan data menggunakan beberapa instrumen yaitu observasi, angket, dan wawancara. Observasi dilakukan dalam proses kegiatan belajar mengajar pada semester pertama secara intensif dan penuh perhatian untuk mengetahui kegiatan belajar bahasa target responden. Setelah itu, seperangkat kuesioner diadaptasi berdasarkan taksonomi Schmitt (1997) yaitu strategi determinasi (DET), strategi sosial (SOC), strategi memori (MEM), strategi kognitif (COG), dan strategi metakognitif (MET). 33 soal dari 58 soal diadaptasi.

Untuk mencapai ketiga tujuan penelitian ini, data dianalisis dengan menggunakan semua data dalam penelitian ini. Peneliti mengambil dan memindahkan hasil kuesioner dari spreadsheet ke Microsoft excel 2010, kemudian menganalisis data untuk mengeksplorasi strategi pembelajaran kosakata EFL dengan menggunakan Microsoft excel 2010 dengan rumus = rata-rata. implikasi keseluruhan dari strategi pembelajaran kosakata menunjukkan bahwa strategi yang paling banyak diterapkan adalah strategi kognitif yang lebih disukai digunakan oleh pembelajar EFL dengan total skor rata-rata tertinggi antara lain 3,27. Dan strategi pembelajaran kosakata yang paling sedikit digunakan adalah strategi sosial dengan rata-rata skor total rata-rata terendah 2,49. Dan ciri-ciri yang ditunjukkan oleh responden adalah mereka cenderung menggunakan cara-cara mekanis. Dimana, cara-cara tersebut adalah mencatat di kelas untuk menemukan kata baru dalam proses belajar-mengajar, menulis daftar kata dapat memudahkan pembelajar dalam belajar kosa kata dengan mengurutkan kosa kata menurut abjad. Mereka juga memberikan karakteristik seperti menganalisis gambar dan gerakan yang tersedia dan kadang-kadang menganalisis bagian kelas kata.



CHAPTER I

INTRODUCTION

This chapter presents an introduction that includes a general description of the preparation according to the title. It consists of the background of the research, statement of the problem, objectives of the research, limitation of the research, significances of the research, and definition of key terms.

1.1 Background of Research

Vocabulary knowledge is extremely crucial for language learners in the process of learning any language. This also prevails in the English language where the capability to master vocabulary constitutes the crucial spot in the acquisition of an English language besides four basic skills. Without sufficient vocabulary, the L2 process will be hampered as long as the communication takes place. Its because the learners could not express or deliver the intent to be conveyed. In the process of learning the English language, the students of English as Second Language (ESL) or English as a foreign language (EFL) have difficulties achieving the English target. One of the basic skills that should be mastered by students of English as a Foreign Language (EFL) is vocabulary mastery as the basic unit to support the understanding of the English learning process.

The wider the vocabulary mastered by students, the easier for them to reach the target language. Language learners need a variety of target language words to

overcome the lack of vocabulary mastery in a second or foreign language. One method to help students to enhance their knowledge of L2 is by facilitating the students with various vocabulary education strategies. Sure, the appropriate strategy must be selected to gain maximum outcome. Many various classifications of vocabulary learning strategies had been proposed by Several previous researchers.

Fan as cited in Amirian & Heshmatifar, 2013, (p.636) states that “All vocabulary learning strategies consist of five steps: (1) to encounter the word, (2) to get a visual or auditory image of the word, (3) to learn the meaning of the word, (4) to make a strong memory link between the forms and the meaning of the words and (5) to use the words”. Another perspective on vocabulary learning strategies comes from Schmitt as cited in (Amirian & Heshmatifar, 2013, p.636) which has two main groups of classification both are Discovery strategies and Consolidation strategies. Discovery strategy itself is a strategy that is used by learners to discover the meaning of the word, while a word that is consolidated once has been encountered to facilitate the students is called Consolidation strategies.

Furthermore, two main groups mentioned had been categorized within five sub-categories, those are (DET) determination strategies: used students to gain meaning of the word without any helping from the teacher or peers or it could be said that the students found it by their self, (SOC) social strategies: this strategy needs interaction with other people to find the new word, (MEM) memory Strategy: requiring the student`s present or background knowledge to uncover the new word, (COG) cognitive strategies: strategy that more using mechanical means

rather than mental processing, (MET) metacognitive strategy is strategies which linked with how to establishing decision, observing, and evaluating someone`s progress.

In addition, various classifications of language learning strategies are also explained by O'Malley & Chamot as cited in (Gerami & Baighlou, 2011, p,1568) declared the use of 24 strategies employed by learners of English as a second language in the United States. They divided these strategies into three main categories: “metacognitive”, “cognitive”, and “socio-affective” strategies. There is another accepted classification as suggested by Oxford as cited in (Gerami & Baighlou, 2011, p,1568).

Further, she distinguished between the direct and indirect strategies. She added that direct strategies contain “memory”, “cognitive”, and “compensation” strategies while indirect strategies include “metacognitive”, “effective”, and ‘social” strategies. Each of these is divided into several subscales. Oxford (1990) distinguished several aspects of learning strategies; 1) Relate to communicative competence, 2) Let learners become self-directed, 3) Increase the role of teachers, 4) Are problem-oriented, 5) Special behaviors by the learners, 6) Include many aspects of the learners as well as the cognitive approach, 7) Support learning both directly and indirectly, 8) Are not always observable, 9) Are teachable, 10) Are flexible, and 11) Maybe influenced by a variety of factors.

From the various kinds of learning strategies proposed by the experts, the existence of strategy of learning vocabulary is highly needed to support the progress of learning to get the desired result in the learning process and based on the real condition at the field which the EFL learners confront makes the researcher want to know more about the proper strategy should be used by them so as the appropriate strategy will lead the learners to reach acquisition in vocabulary.

The research of vocabulary learning strategy was also conducted previously by some researchers, one of them is from Amirian and Heshmatifar (2013). A survey research design was applied and it was counted by using 5 Likert scales. This reveals the most frequently and the least frequently used vocabulary learning strategies by using Schmitt taxonomy (1997). The result of his research stated that determination strategy was reported as the most frequent vocabulary learning strategy used by Iranian EFL students while social strategy was placed on the least frequently vocabulary learning strategy used by Iranian EFL learners.

In his study above there were different points with this research that is on the question problems and the subject of the study. Two question problems are employed to seek the information on that research that are the most common and the least common vocabulary learning strategy used. And the Iranian EFL university students as the subject of his study.

Afterward, other research about this context is from Celika and Toptasa (2010). This research also used a survey research design and the study was mostly based upon Schmitt's (1997) taxonomy. The focus of this study is to figure out the vocabulary learning strategies the Turkish EFL learners employed, as well as their rating of the most helpful strategies on the different language levels. The finding of this research indicates that students of Turkish EFL learners have a positive relationship between the frequency of the learners' use of strategies and the rank of their language levels.

On that research have different points with this study among them are from the question problems, the focus of the research, and the subject of study. Which study above addressed the three research questions, those are the most frequent vocabulary learning strategy used by Turkish EFL learners, the student's perception regarding the helpfulness of vocabulary learning strategies, and the usage of vocabulary learning strategy is differentiated from student's different language levels. Turkish EFL learners are employed as the subject of the study in this research.

After looking at the previous research, This study is going to explore some different points from other previous research which is based on the subjects to be studied. The different points are on the research problems which would explore the features of vocabulary learning strategy, the most and the least frequently vocabulary learning strategy used, and the subject the study is from Darussalam Islamic Institutes EFL learners.

1.2 Formulation of the Problem

The study addressed the following research questions:

1. What strategies do the EFL students use most at Darussalam Islamic Institutes?
2. What strategies do the EFL students use least at Darussalam Islamic Institutes?
3. What are the features of vocabulary learning strategy made by the EFL students at Darussalam Islamic Institutes?

1.3 Objectives of the Research

The objective of this study is focused on several aims based on the statement of the problem previously stated that are to figure out the features of Vocabulary learning strategies made by the EFL students of Darussalam Islamic Institutes. Furthermore, to find the most strategy used by EFL students of Darussalam Islamic Institutes. The last is to know the least common vocabulary learning strategy made by EFL learners at Darussalam Islamic Institutes Blokagung Banyuwangi.

1.4 Scope and Limitation of the Research

In this study, the researcher only focused on how EFL students` strategy on learning vocabulary using vocabulary learning strategies proposed by Scmhit (1997).

This study is also arranged no more than three question problems in which reveals the features of vocabulary learning strategy made by EFL students at Darussalam Islamic Institutes, the strategies are used the most, and the strategies are used the least by EFL students at Darussalam Islamic Institutes.

Furthermore, this study is also conducted on a certain class that is in the first semester of the English department of Darussalam Islamic Institutes.

1.5 Significances of the Research

The researcher of this study expects that this research could give many benefits in helping students to reach the target in the English learning process particularly at vocabulary learning through the students learning experience. There are two benefits of this research; Theoretical and practical benefits.

1. Theoretically

The finding of this research could be used as a reference in identifying the EFL students` strategy to learning vocabulary.

2. Practically

The results of this research purposed to give a contribution to other researchers, the teachers or lecturer and the researchers themselves, as followed.

a. Other researchers

The researcher expects that other researchers get benefits or provide information for further research associated with EFL students` strategy to learning vocabulary.

b. Teachers and lecturer

The researcher wants that this research can be useful for the teachers or lecturer to know what exactly appropriate strategies should be conducted by them in learning vocabulary toward their student's learning experience.

c. The researchers themselves

The researcher that also as the teacher of English as Foreign Language able to take benefits from this study by knowing the appropriate strategy in teaching vocabulary learning based on real EFL students' experience on vocabulary learning strategy.

1.6 Definition of Key Terms

The terms used in this study were, Language Learning Strategy (LLS), Vocabulary learning strategies (VLSs), EFL students. The explanation those terms are as follows:

1. Language Learning Strategy (LLS)

Language learning strategy constitutes an approach which is shelters several aspects in the process of language learning. One of these aspects included in language learning strategy is vocabulary learning strategies. Vocabulary learning strategies are a part of language learning strategies which is indispensable for the EFL student at Darussalam institutes to reach the language target.

2. Vocabulary Learning Strategy

Vocabulary learning strategy is a way on how the students of EFL students at

Darussalam Islamic Institutes learn the vocabulary of the English language by using a special techniques that facilitates to comprehend the new words. Vocabulary learning strategy constitutes an effort that is used by EFL students of Darussalam Islamic Institutes to study the English language by using a certain approach to comprehending new English words to reach the target language.

3. EFL Students (English as Foreign Language)

EFL (English as Foreign Language) student is a person who learns other languages which that language is not often used to communicate with others because of the limitation of circles. In this study, the EFL learners are from students of Darussalam Islamic institutes prices at the first semester of English department where those students cannot speak English because of their environment more using native language. Due to this limitation, they are called students of English as a foreign language (EFL).

BAB V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions regarding the result of this research. The conclusions are drawn based on the findings of the previous chapter and the suggestion directs further researchers who are interested in conducting similar research.

5.1 Conclusion

This research has answered the three questions from the research problem. Those three research problems are the features of vocabulary learning strategy used by EFL students, the most frequent strategy used by EFL students, and the least strategy used by the EFL students. From these research questions, it revealed that the features of vocabulary learning strategy used by the EFL students are varied, among them are taking a note in class, imagining the word's meaning, and establishing movie or song as media.

This feature is more using some mechanical ways in strategy. Other dominant features of vocabulary learning strategies that are used by EFL students are they tend to use write word lists in learning vocabulary and practice in writing the word in a sentence. Then, using pictures is also shown by the EFL students as the features of vocabulary they learned. They said that this highly helps to facilitate them in the vocabulary learning process.

Afterward, related with the most strategy used by the student is occupied by cognitive strategy primarily on the statement “I take note in class”. With resulting the highest average score among others item each strategy. This described the EFL students feel that this strategy is effective to gain new words in the vocabulary learning process. Subsequently, the least strategy used by the EFL students is from Social strategy with the statement “I interact with a native speaker” that has gained the lowest average score from others item each strategy. This strategy has reflected that the EFL students never practice directly with a native speakers so that this is to be the least frequently strategy used.

By seeing those findings, it could be implied that those features, most strategy used, and least strategy used by EFL can describe all over the population in how the way in learning vocabulary. However, this study is limited by involving only one university as its sampling and the small number of participants and also

5.2 Suggestion

According to of this research, there are several suggestions presented for further research. The researcher suggests further research to involve more universities as a sample with a larger number of participants and a wider scope than this research. The researcher also suggests further researchers study deeply vocabulary learning strategy by using other expert taxonomy.

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