



**STUDENTS' STRATEGIES IN LEARNING VOCABULARIES OF THE 8th
GRADE STUDENT AT MADRASAH TSANAWIYAH ZAINUL HASAN
GENGGONG**

SKRIPSI

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ABSTRACT

Amani, Ruhil. 2023. *Students Strategies in Learning Vocabularies of The 8th Grade Students at Madrasah Tsanawiyah Zainul Hasan Genggong.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Ika Hidayanti, S.Pd., M.Pd. Advisor II: Henny Rahmawati, S.Pd., S.S., M.Pd.

Keywords: Learning Strategies, Vocabulary Skill, High and Low Achievers.

This research aims to know about student strategies in learning vocabulary and to know how high and low achievers use strategies to solve the possible problems. The research design of the study employed mix method. The population of this research was the eighth graders students of MTs. Zainul Hasan Genggong which consist of twenty-five students. The instruments of this research were questionnaire and interview. The researcher used closed-ended questionnaire which contained 50 statements about vocabulary learning strategy. The interview used to know how high and low achiever used strategies to solve problems in learning vocabulary. The researcher used purposive sampling to determine the interviewee. In this case, the researcher determined two high achievers and two low achievers as an interviewee based their grades. To analyze the data of the intensity of the strategies used by students, the researcher used descriptive statistic method to calculate the data through SPSS 24. On the other hand, to analyze how high and low achievers used strategies to solve problem in learning vocabulary, the researcher recorded transcribed the data from the interview, and presented them descriptively.

The finding of this study showed that the intensity of the use of the overall strategy is at moderate level ($M = 3.10$). Social strategies were taken at the most frequent ($M = 3.22$), followed by the Determination strategies ($M = 3.21$), Memory strategies ($M = 3.11$), Cognitive strategies ($M = 3.08$) and the least frequent strategies is Metacognitive ($M = 2.89$). In relation to the strategies used by high and low achievers, the finding indicated that there are differences between high and low achievers to solve the problems in learning vocabulary. The high achiever used cognitive strategy, and the low achiever chose memory strategy. On the other hand, another high and low achiever used the same strategy, social strategy.

Based on the finding of the study, it is addressed to the EFL learner to better understand their learning processes and strengthen their areas of weakness. It is important for students to comprehend how they learn best and how to facilitate their vocabulary strategy. The teacher can motivate students to pinpoint the reason behind their actions and evaluate their approaches in order to effectively handle the effort. Further, for the next researcher can properly extend to a much larger population and reinforce theories about vocabulary learning strategies for EFL created by the experts.

CHAPTER I

INTRODUCTION

This chapter present about background of the study, research problem, object of study, scope and limitation, significance of the research and definition of terms of this study.

1.1 Background of the Study

Vocabulary is an important aspect of language learning that students must master. It is an important aspect of language learning. Students will struggle to write or even speak in English unless we master our vocabulary. Vocabulary is a language aspect, constructing material, and speech premise. Students who have mastered their vocabulary will be able to speak more confidently. Vocabulary learning strategies play a critical role in students' vocabulary development. Brown (1992) pointed that vocabulary is the foundation for constructing language and plays a critical role in communication. This means that vocabulary is important when learning English.

According to Nunan (1991), vocabulary learning is more fundamental than grammar learning in the early stages because without vocabulary, people will be unable to communicate effectively using structural functions. We can say that without grammar, you can communicate a little, but without vocabulary, you can communicate nothing. According to Oxford, Nation, O'Malley, and Chamot (1990), students should learn vocabulary learning strategies in the target language because

developing one's vocabulary independently requires a high level of motivation. In addition, Moir and Nation (2008) state that students should be able to choose which vocabulary to study and which not to study. Furthermore, Hu (1999) discovered that students with basic vocabulary knowledge performed better than those without basic vocabulary knowledge. Nation and Waring (1997) argue that high school students must be able to master 2500-3000 words in order to meet college standards and learn more vocabulary in college.

Cameron (2001) found that building an appropriate vocabulary is central to learning a foreign language. Building correct vocabulary is not just for students to know and remember words, but also to provide students with the knowledge to understand and use words in practical contexts. Students should choose appropriate number of words and should know how to use words correctly. Harmer (2007) pointed out that teachers need to invest time in understanding how students think and behave. Each student has a different learning approach or strategy, and as Macaro (2003) stated, learners may have their own strategies for learning vocabulary outside the classroom. Therefore, it is a task for teachers to think productively to find interesting and enjoyable activities while teaching vocabulary.

Vocabulary learning strategies are important to students; students must apply appropriate strategies, as Oxford (1990) shows learning strategies applied by learners to make learning easier, faster, more enjoyable, more self-directed, more effective more efficient and transferable. Schmitt (2000) also states that vocabulary learning strategies can empower learners' vocabulary development. Vocabulary should be learned by applying active strategies as it allows learners to understand

unfamiliar word concepts, acquire a better word count, and successfully use words for communication purposes (Cahyono:2008). Therefore, the use of effective strategies in vocabulary learning will contribute positively to the development of students' vocabulary, which in turn will affect their language skills.

Students should master four skills for learning language. The first skill is speaking which requires a lot of vocabulary skill to make it easier for student to explain their ideas orally. The second is reading which influences students in their ability to understand the text. The third skill is writing which develops the topic sentence based on their ideas easily. The last skill is listening which helps students to understand teacher's speech, class discussion and other speeches. In conclusion, vocabulary is a skill that should not be missed by students

However, the importance of vocabulary is not enough to trigger the practice of ELT, which places more emphasis on vocabulary teaching and learning, which is neglected in English learning in the Indonesian context (Cahyono and Widiati:2008). This is confirmed by Richards and Renandya (2002), who point out that vocabulary education receives little attention in second language courses and that traditional vocabulary learning is often left unchecked and receives little attention in many language courses.

This study departed from the problem of the junior high school students that have limited vocabulary in understand the context of the text by knowing the meaning of the vocabulary. The students will find the difficulty in mastering speaking, reading, writing and listening if they have limited vocabulary. The

researcher believes that when students used strategy in learning vocabulary, it can help both students and teacher in learning activities. The goal of the learning is vocabulary skill in line with the function of vocabulary learning strategies is to support students in learning vocabulary. The researcher planned to identify the existence of the use of learning strategy in learning vocabulary and the difference between high and low achiever in the use of learning strategy in learning vocabulary.

The previous study was from Ikhsan (2017) that used Senior High School as the subject of this study while the researcher used Junior High School as the subject of this study. Another previous study was written by Murdewi (2021) who conducted the study because of the difficulties of the students in speaking and writing while the researcher conducted the study because the lack of vocabulary will make students difficult in mastering speaking, reading, writing and listening. On the other hand, the gap of this study was the previous study have not measure the intensity of the use of learning strategies in English vocabulary learning. The previous study just used questionnaire as the instrument while this study used questionnaire and interview. Because of this, it is necessary to improve every aspect of the current study, therefore the researcher used this research.

1.2 Research Problems

Based on the background above, the researcher analyzed student strategies and formulated the problems as follows.

1. To what extent do the students use strategies in learning vocabularies at Islamic Junior High School Zainul Hasan Genggong?
2. How do high and low achievers use strategies to solve possible problems in learning vocabulary?

1.3 Objectives of the Study

Based on the problems statement, the researcher formulates the purposes of this research as follows.

1. To know about the students' strategies in learning vocabularies at Islamic Junior High School Zainul Hasan Genggong
2. To know how high and low achievers use strategies to solve problems in learning vocabulary.

1.4 Scope and Limitation of the Study

The researcher only focused this research on vocabulary learning strategy used by eight grade students at Islamic Junior High School. The researcher is fully aware this research had some limitations. First, the researcher just took a research through questionnaire without conducting direct learning observation with students so that the result of the research only based on the students' perspective. Second, the scope of the participants was small and localize so the result of this research could not fully be generalized into a much wider population. Third, the interview

session between the researcher and the participants were conducted in Indonesian because of some conditions as the participants are from EFL students. Fourth, the students' score not only focused on vocabulary.

1.5 Significances of the Study

This study aimed to know popular strategies used by student and provide assistance to language learners in classroom. The study is important for making both theoretical and practical contributions. Theoretically, the strategies that can be employed to improve student vocabulary are expected to contribute to a better understanding of the vocabulary learning strategies. Furthermore, it is expected that this research would benefit students' vocabulary development. The study is also expected to encourage EFL students and teacher to use a variety of vocabulary learning strategies. Practically, it is additionally that this study would give an in-depth description of the strategies for learning employed by both high and low achievers in English vocabulary.

1.6 Definition of Key Terms

The following definitions of some terms used in the study to avoid any misunderstandings.

1.6.1 Learning Vocabulary

In this study, the term “learning vocabulary” refers to an integral part of foreign language learning. It helps student in communicating, writing and also reading in English. The students must have at least one new vocabulary each day

especially in nouns, verb, adjectives and adverb to increase students' ability in learning vocabulary.

1.6.2 Learning Strategies

The method that student employ to learn and use the target language is known as learning strategy. In other words, learning strategy is a general plan of students' activities as part of their learning effort. In this study, a strategy refers to a set of activities that students employ to mastering vocabulary. These strategies can be specified as follow; determination for guessing the meaning of the vocabulary, memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, metacognitive strategies for coordinating learning process, and social strategies for learning with others.

1.6.3 EFL Students

The term "English as a Foreign Language," or "EFL," refers to those who learn the language in non-English-speaking nations where it is not their mother tongue. The study's EFL participants in this study are students who are in Islamic Junior High School at Zainul Hasan Genggong and have learned English for two years.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusions and suggestions. This summarizes the topics discussed in the previous chapter's study findings in the conclusions section. The recommendations section offers some advice on vocabulary learning strategies employed by MTs Zainul Hasan Genggong's students as well as other suggestions for more research.

5.1 Conclusion

This research examined the findings about the extent to which strategies are used and how high and low achievers solve problems in learning vocabulary. According to the first results of the intensity investigation, the general strategies used were at a moderate level. On the other hand, students used the social strategies the most, while they used the metacognitive strategies the smallest amount. It can be drawn that all five primary categories – social, cognitive, determination, memory, and metacognitive strategies – are used at the highest mean ($M = 3.22$) with social strategy and the lowest mean with metacognitive strategies ($M = 2.89$).

The findings of the research indicate that high achievers and low achievers used different strategies. The high achiever students preferred social and cognitive strategies while low achiever students preferred social and memory strategy realized that these methods assisted them in learning new vocabulary or terms. Some students chose the social strategy because they could use it to discuss it with a friend or even their teacher. On the other hand, students who chose the cognitive

strategy did so because they believed that using strategies like taking notes, practicing, summarizing and analyzing, highlighting, copying their teachers, and looking up difficult words in dictionaries would help them improve their English language skills, particularly in vocabulary learning. Another side, a student's ability to learn can be impacted by using memory strategies. It can be said that learning vocabulary becomes easier when one uses their memory to retain certain facts.

5.2 Suggestions

Following the study's conclusion, some general suggestions for vocabulary strategies for learning will be given. Future researchers, English teachers, and students will find these recommendations to be helpful.

5.2.1 EFL Students

The conclusions of this research are expected that students should be able to better understand their learning processes and strengthen their areas of weakness. Students need to comprehend how they learn best and how to facilitate their vocabulary strategy. Students who achieve less well are also anticipated to employ more learning strategies to acquire vocabulary in English. To sustain their accomplishments, the researcher also expects that successful students will be able to refine their learning processes.

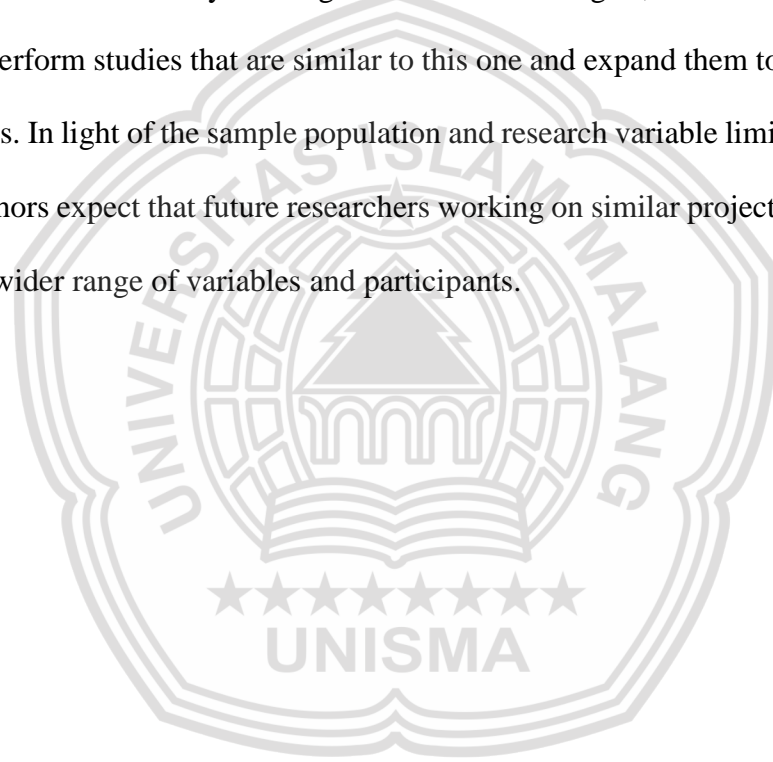
5.2.2 English Teachers

In order for language learners to become proficient users, they require strategies that are matched to their individual needs and weaknesses, in addition to practice. As a result, it's important to recognize that different learners use different

learning strategies since they learn differently depending on a variety of conditions. Following that, we must motivate students to pinpoint the reason behind their actions and evaluate their approaches in order to effectively handle the effort.

5.2.3 Future Researchers

The researcher hopes that to uncover all factors that support, enhance, and increase the level of vocabulary learning research methodologies, future researchers will need to perform studies that are similar to this one and expand them to include other variables. In light of the sample population and research variable limits in this study, the authors expect that future researchers working on similar projects will be able to use a wider range of variables and participants.



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