



**ENGLISH VOCABULARY LEARNING STRATEGIES USED
BY JUNIOR HIGH SCHOOL STUDENTS**

SKRIPSI

BY

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ABSTRACT

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Vocabulary learning strategy is one of the strategies for success that used by students in learning English. Therefore, effective use of vocabulary learning strategies may improve students' learning to be easier, faster, and enjoyable. Each student learns uniquely and may have their method for learning vocabulary outside of the classroom. Therefore, it is the responsibility of the teacher to use creative thinking while selecting vocabulary-learning exercises to create a fun environment. Vocabulary learning strategies are important for students; students need to apply the right strategies, learning strategies are taken by students to make learning easier, faster, more fun, more self-directed, more effective, and more transferable. Vocabulary learning strategies consist of 5 types, which are: determination, social, memory, cognitive, and metacognitive. This study aims to find out what vocabulary learning strategies were used by second-grade students at MTs Almaarif 01 Singosari. The fourth research questions raised by the researcher are, (1) what vocabulary learning strategies are mostly used by male students, (2) what vocabulary learning strategies are mostly used by female students, (3) what vocabulary learning strategies are used the least by male students, and (4) what vocabulary learning strategies are used the least by female students.

The method used in this research is qualitative. The researcher took 43 students consisting of 22 male students and 21 female students who were divided into two classes at MTs Almaarif 01 Singosari. A questionnaire with 50 items which was adapted from the taxonomy of vocabulary learning strategies (VLS) developed by Schmitt (1997). This research procedure includes several steps; taking scores from English teachers, distributed questionnaires, and analyzed data using Microsoft Excel.

The findings of this study are. The strategy that is mostly used by male and female students is the strategy of determination, boys (3.29) and girls (3.51). the strategy that was used slightly by male and female students was the metacognitive strategy, male (2.09) female (2.50). The research results from this study indicate that the determination strategy is mostly used by male and female students because it has some form of research that allows students to actively engage with new or common words and feel they own their learning process. The data also shows that female students have an advantage over male students in the Vocabulary Learning Strategy because female students study more formally, such as; revising the acquired vocabulary, and compose and analyze the words in a sentence. So it can be concluded that in the determination strategy, female students are superior to male students in using Vocabulary Learning Strategies. Metacognitive strategies are learning strategies that are slightly used by male and female students in the results



of this study. That is, students rarely learn English by using media such as music, newspapers, and radio. Metacognitive strategies require a higher level of awareness and self-reflection, which may be more challenging for some learners to develop and apply them effectively. In addition, metacognitive strategies may be less familiar to students and teachers, and therefore may not be emphasized or taught as often as other strategies.

In addition, after knowing the results of this vocabulary learning strategy, it can be concluded that in the determination strategy, female students are superior to male students in using Vocabulary Learning Strategies and determination strategies including strategies that are effectively used in learning English vocabulary in class. Metacognitive strategies require a higher level of awareness and self-reflection, which may be more challenging for some learners to develop and apply them effectively. In addition, metacognitive strategies may be less familiar to students and teachers, and therefore may not be emphasized or taught as often as other strategies.



ABSTRAK

Katakunci : Kosakata, Strategi Pembelajaran

Strategi pembelajaran kosakata merupakan salah satu strategi keberhasilan yang digunakan siswa dalam belajar bahasa Inggris. Oleh karena itu, penggunaan strategi pembelajaran kosakata yang efektif dapat meningkatkan pembelajaran siswa menjadi lebih mudah, cepat, dan menyenangkan. Setiap siswa belajar secara unik dan mungkin memiliki metodenya sendiri untuk mempelajari kosakata di luar kelas. Oleh karena itu, merupakan tanggung jawab guru untuk menggunakan pemikiran kreatif saat memilih latihan pembelajaran kosakata untuk menciptakan lingkungan yang menyenangkan. Strategi pembelajaran kosakata penting bagi siswa; Siswa perlu menerapkan strategi yang tepat, strategi pembelajaran ditempuh siswa agar pembelajaran menjadi lebih mudah, cepat, menyenangkan, lebih mandiri, lebih efektif, dan lebih transferable. Strategi pembelajaran kosakata terdiri dari 5 jenis, yaitu: determinasi, sosial, memori, kognitif, dan metakognitif. Penelitian ini bertujuan untuk mengetahui strategi pembelajaran kosakata apa yang digunakan oleh siswa kelas dua di MTs Almaarif 01 Singosari. Pertanyaan penelitian keempat yang diajukan peneliti adalah, (1) strategi pembelajaran kosakata apa yang paling banyak digunakan oleh siswa laki-laki, (2) strategi pembelajaran kosakata apa yang paling banyak digunakan oleh siswa perempuan, (3) strategi pembelajaran kosakata apa yang paling sedikit digunakan oleh siswa perempuan, siswa laki-laki, dan (4) strategi pembelajaran kosakata apa yang paling sedikit digunakan oleh siswa perempuan.

Metode yang digunakan dalam penelitian ini adalah kualitatif. Peneliti mengambil 43 siswa yang terdiri dari 22 siswa laki-laki dan 21 siswa perempuan yang dibagi menjadi dua kelas di MTs Almaarif 01 Singosari. Kuesioner berjumlah 50 item yang diadaptasi dari taksonomi strategi pembelajaran kosakata (VLS) yang dikembangkan oleh Schmitt (1997). Prosedur penelitian ini meliputi beberapa langkah; mengambil skor dari guru bahasa Inggris, menyebarkan kuesioner, dan menganalisis data menggunakan Microsoft Excel.

Temuan penelitian ini adalah. Strategi yang paling banyak digunakan oleh siswa putra dan putri adalah strategi determinasi putra (3,29) dan putri (3,51). strategi yang sedikit digunakan oleh siswa laki-laki dan perempuan adalah strategi metakognitif, laki-laki (2,09) perempuan (2,50). Hasil penelitian dari penelitian ini menunjukkan bahwa strategi determinasi banyak digunakan oleh siswa laki-laki dan perempuan karena memiliki beberapa bentuk penelitian yang memungkinkan siswa untuk secara aktif terlibat dengan kata-kata baru atau umum dan merasa memiliki proses belajarnya. Data tersebut juga menunjukkan bahwa siswa perempuan mempunyai keunggulan dibandingkan siswa laki-laki dalam Strategi Pembelajaran Kosakata karena siswa perempuan belajar lebih formal, seperti; merevisi kosakata yang diperoleh, dan menyusun serta menganalisis kata-kata dalam sebuah kalimat. Jadi dapat disimpulkan bahwa pada strategi determinasi, siswa perempuan lebih unggul dibandingkan siswa laki-laki dalam menggunakan Strategi Pembelajaran Kosakata. Strategi metakognitif merupakan strategi pembelajaran yang sedikit digunakan oleh siswa laki-laki dan perempuan dalam hasil penelitian ini. Artinya, jarang sekali siswa belajar bahasa Inggris

dengan menggunakan media seperti musik, surat kabar, dan radio. Strategi metakognitif memerlukan tingkat kesadaran dan refleksi diri yang lebih tinggi, yang mungkin lebih menantang bagi sebagian pelajar untuk mengembangkan dan menerapkannya secara efektif. Selain itu, strategi metakognitif mungkin kurang familiar bagi siswa dan guru, dan oleh karena itu mungkin tidak ditekankan atau diajarkan sesering strategi lainnya.

Selain itu, setelah mengetahui hasil dari strategi pembelajaran kosakata ini, dapat disimpulkan bahwa pada strategi determinasi, siswa perempuan lebih unggul dibandingkan siswa laki-laki dalam menggunakan Strategi Pembelajaran Kosakata dan strategi determinasi termasuk strategi yang efektif digunakan dalam pembelajaran kosakata bahasa Inggris di kelas. . Strategi metakognitif memerlukan tingkat kesadaran dan refleksi diri yang lebih tinggi, yang mungkin lebih menantang bagi sebagian pelajar untuk mengembangkan dan menerapkannya secara efektif. Selain itu, strategi metakognitif mungkin kurang familiar bagi siswa dan guru, dan oleh karena itu mungkin tidak ditekankan atau diajarkan sesering strategi lainnya.



CHAPTER I

INTRODUCTION

The researcher discusses a number of research-related subjects in this chapter. The study's context, research question, objective, and significance are its four main components.

1.1 Background of the Study

When learning a language, students must first build their vocabulary. It is the element of language development that is most important. Without a strong vocabulary, it can be difficult for us to communicate vocally and in writing. Brown (1995), vocabulary serves as the foundation for language development, which is essential for communication. This means that acquiring vocabulary comes first when learning English. The ability to apply structural functions for efficient communication depends on vocabulary, hence acquiring vocabulary at a young age is more vital than studying grammar, (Nunan, 1991). In other words, while one can communicate a little without grammar, one cannot convey anything without vocabulary. Thornbury (2005) asserts that without vocabulary and very little more, oral communication is impossible.

Students need to be proficient in four language-related skills: speaking, reading, writing, and listening. Vocabulary aids students in communicating by allowing them to verbally convey their thoughts. Vocabulary plays a role in a reader's comprehension and interpretation of a text. In writing, vocabulary aids students in developing their concepts depending arranged the desired topic judgment. When people are listening, their interpretation of the teacher's dialogue,

the class argument, and further words is influenced by their vocabulary. As a result, students should not be permitted to learn vocabulary on their own.

According to Cameron (2001), learning a second language requires building a useful vocabulary. This means that developing a strong vocabulary involves more than just teaching children the words and having them memorize them; it also involves teaching them how to understand and use the terms in real-world situations. The students should learn a sufficient number of terms and be proficient in their usage. Harmer (2007), educators must make an effort to comprehend how their students think and behave. Macaro (2003), each student learns uniquely and may have their method used for learning vocabulary outside of the teaching space. Therefore, the subject is the responsibility of the teacher to use creative thinking while selecting vocabulary-learning exercises to create a fun environment.

Students must use the right strategies when acquiring vocabulary. According to Oxford (1990), students practice learning strategies to make learning simpler, earlier, extra enjoyable, extra self-directed, extra effective, and extra transferable. According to Schmitt (2000), vocabulary learning tactics can motivate students and hold their interest while they are learning language in a technique that motivates progress in vocabulary development. Active learning strategies must be utilized to increase vocabulary since they enable students to understand the meaning of new words, pick up additional terms, and communicate clearly (Cahyono, 2008). Therefore, using effective learning strategies will aid students in expanding their vocabulary, which in turn will impact their language abilities.

According to the researcher's observations, male students had trouble during the learning process identifying social roles, writing structures, language

components of spoken and written language, the relative meaning of "a and the," and words, nouns, and verbs. Adverbs and adjectives have trouble using the language in English. This indicates that the goal of the English instruction at MTs Al Maarif 01 Singosari has not been successfully met. English vocabulary learning strategies must be explored to get even better results.

In a previous study by Bai (2018), the researcher observed students' vocabulary learning strategies with a focus on university students. The researcher will concentrate on the gender differences of male and female second grade junior high school students in this study who scored high in English.

For the use of language learning strategies, Fan (2003) found some discrepancies between male and female students. To fully describe the sex variations in vocabulary learning strategies use, more study is required. Male and female students typically employ the same strategy, according to Fan (2003) study. According to certain studies, female students frequently use a greater variety of language learning strategies than male students.

To learn English vocabulary, different students employ different strategies. In order to accurately explain gender disparities in the usage of vocabulary learning strategies, study was done. The current study aims to identify the most and least common strategies employed by second graders at MTs Almaarif 01 Singosari.

After the background directly above, the researcher proposes to compartment a study that allowed "English Vocabulary Learning Strategies Used By Junior High School Students".

1.2 Research Question

1. What vocabulary learning strategies are mostly used by male students in the second grade of MTs Almaarif 01 Singosari?
2. What vocabulary learning strategies are mostly used by female students in the second grade of MTs Almarif 01 Singosari?
3. What vocabulary learning strategies are used the least by male students in the second grade of MTs Almaarif 01 Singosari?
4. What vocabulary learning strategies are used the least by female students in the second grade of MTs Almaarif 01 Singosari?

1.3 Research Objective

1. To explain what vocabulary learning strategies are mostly used by male students in the second grade of MTs Almaarif 01 Singosari.
2. To explain what vocabulary learning strategies are mostly used by female students in the second grade of MTs Almaarif 01 Singosari.
3. To explain what vocabulary learning strategies are used the least by male students in the second grade of MTs Almaarif 01 Singosari.
4. To explain what vocabulary learning strategies are used the least by female students in the second grade of MTs Almaarif 01 Singosari.

1.4 Significances of the Study

The outcomes of this study should aid students both conceptually and practically.

1. Theoretically:

The results of the study will help teachers understand the Schmitt (1997) taxonomy of vocabulary learning strategies in an English as a Foreign Language

(EFL) setting. Analytically, the circumstance will reveal an impact on the English curriculum that can be seen. In order to help Madrasah Tsanawiyah students learn English, this research will assist teachers in developing vocabulary learning strategies.

2. Practically:

Students, teachers, and researchers should expect the following tangible benefits from this study.

a. Teachers

To get better results in teaching strategies and be able to use this vocabulary learning strategy for students.

b. Students

The results of this study can aid students in expanding their knowledge of appropriate and useful English vocabulary.

c. Researcher

This research can provide information about strategies that are mostly used and not used by male and female students.

1.5 Scope and Limitation of the Study

This study focuses on the strategies that students employ to learn vocabulary in English. Particularly for junior high school students at MTs AlMaarif 01 Singosari, this study's restrictions apply. Using a questionnaire, researchers will make direct observations.

1.6 Definition of Key Terms

To minimize misunderstandings, the researcher will provide definitions of terms to readers.

1.6.1 Vocabulary

Vocabulary is the total quantity of words we have at our disposal for verbal communication. Vocabulary in this study refers to the words that junior high school students use.

1.6.2 Learning Strategy

Learning strategy refers to the strategies and methods that students employ to effectively learn vocabulary.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

When learning a language, students must first build their vocabulary. Without a strong vocabulary, it is difficult for us to communicate and express ourselves both verbally and in writing. Each student learns differently and might have his own outside-the-classroom strategy for picking up language. Therefore, it is the teacher's responsibility to use creative thinking while selecting vocabulary learning exercises to create a pleasant environment. The results showed that the vocabulary learning strategy that was mostly used by students was a determination strategy and a strategy that was used little by students was the metacognitive strategy.

First, the strategy that is mostly used by male and female students is the strategy of determination, meaning that they have learned a lot by using the strategy of determination. The data shows that female students have an advantage in using the determination strategy in the Vocabulary Learning Strategy because female students study more formally, such as; revising the acquired vocabulary, compose and analyze the words in a sentence. So it can be concluded that in the determination strategy, female students are superior to male students in using Vocabulary Learning Strategies and determination strategies including strategies that are effectively used in learning English vocabulary in class.

Second, the strategy that was used a little by male and female students was the metacognitive strategy. Metacognitive strategies require a higher level of

awareness and self-reflection, which may be more challenging for some learners to develop and apply them effectively. In addition, metacognitive strategies may be less familiar to students and teachers, and therefore may not be emphasized or taught as often as other strategies.

5.2 Suggestion

For students, the results of this study show that the student's vocabulary strategy for learning in MTs Almaarif 01 Singosari second grade is in the low category. The discovery that the category average is extremely low serves as proof of this. Students are urged to develop more effective strategies for learning vocabulary. The students' experience with vocabulary learning strategies needs to be increased. Additionally, they need to become more motivated and interested in using the most effective vocabulary learning strategy.

For teachers, the situation is believed that this research would inspire them toward consider a more successful vocabulary teaching strategy to advance students' learning abilities. To help students improve their vocabulary learning strategies, the teacher can employ interesting strategies.

In other research, there are still maley facets of vocabulary learning strategies that can be examined. Finally, other researchers can look into an alternative aspect of learning processes, and the results of this study may then stand used as preliminary data aimed at additional research.

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