# VOCABULARY LEARNING STRATEGIES USED BY ENGLISH DEPARTMENT STUDENTS OF IAIN KERINCI ACADEMIC YEAR 2021/2022

# **A THESIS**



**ENGLISH EDUCATION PROGRAM** FACULTY OF EDUCATION AND TEACHER TRAINING STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022 M/1443 H

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# **A THESIS**

Submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute Of Kerinci



INSTITUT AGAMA ISLAM NEGERI KERINCI

ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN) KERINCI
ACADEMIC YEAR 2022/1443 H

# CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled "Vocabulary Learning Strategies Used by English Department Students of IAIN Kerinci Academic Year 2021/2022" is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in this thesis. Any contribution made the researcher by others, with whom the researcher has worked at Stated Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expression is acknowledged.

Sungai Penuh, 26 April 2022

The Researcher

Niken Tisdiona

1810203055

# Sungai Penuh

### **OFFICIAL NOTE**

Assalamu'alaikum Warrahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Niken Tisdiona's thesis (the student number is 1810203055) entitled: "Vocabulary Learning Strategy Used By English Department Students of IAIN Kerinci Academic Year 2021/2022", we are the opinion that thesis has met the qualification as one partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh.

ADVISOR I

Dr. DAFLIZAR, M.A
NIP. 19731226 200312 1 002
NSTITUT AGAMA ISLAM NEGERI



# KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI FAKULTAS TARBIYAH DAN ILMU KEGURUAN JURUSAN TADRIS BAHASA INGGRIS

Jln. Kapten muradi sungai penuh telp. 0748-21065 faks: 0748-22114 Kode pos. 37112. Website: www.iainkerinci.ac.id email: info@iainkerinci.ac.id

# APPROVAL AND ACCEPTANCE

This thesis which entitled of VOCABULARY LEARNING STRATEGY USED BY ENGLISH DEPARTMENT STUDENTS OF IAIN KERINCI ACADEMIC YEAR 2021/2022 by Niken Tisdiona with students' number 1810203055 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 12th 2022 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, 12th May 2022

The Viva Voce

Dr. Suhaimi, M.Pd

NIP. 19690607 200312 1 002

The Chairman

Heri Midra, M.Pd

NIP. 19851216.201101 1 008

Examiner I

Novri Pahrizal, M.Pd

HP. 1986 NJ2 201101 1 007

**Examiner II** 

Dr. Daflizar, MA

NIP. 19731226 200312 1 001

Advisor I

Yelni Erniyati, M.Pd

NIP. 19840211 201903 006

Advisor II

Dean Faculty of Education

And Teacher Training

**Education Program** 

Dr. Hadi Candra, S.Ag., M.Pd NIP. 19730605 199903 1 004

Aridem Vintoni, M.Pd NIP. 19790925 200912 1 003

Head of English



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### **DEDICATION AND MOTTO**

# **DEDICATION**

I lovingly dedicate this thesis to:

My beloved Mother(Alm) and father

Thank you for your endless love, care support, suggestion and who always encourage me and pray for my success in the future.

My Grandma for always taking care of me, hugging me when I'm down

My big family, my sisters (Zeti Natasya and Siva Salsabila) especially my lovely sister (Zeti) always help me with all my conditions.

Last but not least, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having n days off, I wanna thank me for, for never quitting, I wanna thank me for always being a giver, and tryna give more than I receive, I wanna thank me for tryna do more right than wrong, I wanna thank me for just being me at all times.

**MOTTO** 

دَرَجَٰتُ ٱلۡعِلۡمَ أُوتُواْ وَٱلَّذِينَ مِنكُمۡ ءَامَنُواْ ٱلَّذِينَ ٱللَّهُ يَرۡفَعِ

Meaning:

Allah will exalt those who believe among you and those who were given knowledge by several degrees.

Artinya:

Allah akan meninggikan orang-orang yang beriman di anataramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat.

### **ABSTRACT**

NIKEN TISDIONA: Vocabulary Learning Strategy Used By English

**Department Students Of IAIN Kerinci Academic** 

Year 2021/2022.

Advisor : 1. Dr. Daflizar, M.A

2. Yelni Erniyati, M. Pd

Keyword : Vocabulary Language Learning Strategy

Learning strategies are one of the main factors in helping students how students learn. After all, every student has a different personality so they may use different strategies. The purpose of this research was to find out what strategies are used by 4<sup>th</sup> and 6<sup>th</sup> semester students of the English department of IAIN Kerinci. This study used mix-method with an embedded descriptive design. The samples in this research were 86 students of English department of IAIN Kerinci. The data were collected through questionnaires and interviews. The quantitative data were analyzed using the SPSS application while the qualitative data were analyzed using display data, data reduction, and data verification. Based on the results of the analysis, it was found that the students were high users of determination, memory, and metacognitive strategies, but medium users of social and cognitive strategies. The results showed that the determination strategies were ranked the highest (M=3.80), followed by the memory strategies (M=3.53) at the second place and metacognitive strategy (M=3.51) at the third place. Whereas, social strategies were at the fourth rank (M=3.16), followed by cognitive strategy at the lowest rank (M= 3.10).

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### **ABSTRAK**

NIKEN TISDIONA: Strategi Pembelajaran Kosakata yang digunakan

Mahasiswa Bahasa Inggris di IAIN Kerinci

Tahun 2021/2022.

Pembimbing : 1. Dr. Daflizar, M.A

2. Yelni Erniyati, M. Pd

Kata kunci : Strategi Pembelajaran Bahasa

Strategi pembelajaran merupakan salah satu faktor utama dalam membantu siswa bagaimana siswa belajar. Bagaimanapun, setiap siswa memiliki kepribadian yang berbeda sehingga mereka dapat menggunakan strategi yang berbeda. Tujuan dari penelitian ini adalah untuk mengetahui strategi apa yang digunakan oleh mahasiswa semester 4 dan 6 jurusan Bahasa Inggris IAIN Kerinci. Penelitian ini menggunakan metode campuran dengan desain deskriptif tertanam. Sampel dalam penelitian ini adalah 86 mahasiswa jurusan Bahasa Inggris IAIN Kerinci. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Data kuantitatif dianalisis menggunakan aplikasi SPSS sedangkan data kualitatif dianalisis menggunakan data display, reduksi data, dan verifikasi data. Berdasarkan hasil analisis ditemukan bahwa siswa merupakan pengguna strategi determinasi, memori, dan metakognitif yang tinggi, tetapi pengguna strategi sosial dan kognitif yang sedang. Hasil penelitian menunjukkan bahwa strategi determinasi menduduki peringkat tertinggi (M=3,80), diikuti oleh strategi memori (M=3,53) di peringkat kedua dan strategi metakognitif (M=3,51). Sedangkan strategi sosial menduduki peringkat keempat (M=3,16), diikuti strategi kognitif pada peringkat terendah (M=3,10).

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### **ACKNOWLEGEMENT**

# بسم الله الرحمن الرحيم النه والمستَلاة والستَلام على أشْرَف الأَنْبِيَاء والْمُرْسَلِيْنَ وَعَلَى الْحَمْدُ لله رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاء وَالْمُرْسَلِيْنَ وَعَلَى الْحَمْدِ الْجُمَعِيْنَ أَمَّا بَعْدُ

The researcher would like to express the greatest thank to Allah SWT. Who has given blessings, strength, and healthy, so the researcher could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW. The greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of a faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled: "Vocabulary Learning Used by English Department Students of IAIN Kerinci Academic Year 2021/2022", the researcher got difficulties, but guidance and support from other parties the researcher woul like to express thank to:

- 1. Dr. H. Asa'ari, M.Ag., as the Rector of State Islamic Institute of Kerinci
- 2. Dr. Hadi Candra, S.Ag., M.Pd. as the Dean of Education and Teacher Training faculty of State Islamic Institute of Kerinci
- 3. Aridem Vintoni, M.Pd., as the Head of English Education Department of State

  Islamic Institute of Kerinci

- 4. Dr. Daflizar, S.Pd., M.A., as her first advisor, who has given great attention, advice, suggestions, and guidance for this thesis from the beginning until the end.
- 5. Yelni Erniyati, M.Pd., as her second advisor, who has given great attention, advice, suggestion, and guidance for this thesis from the beginning until the end.
- 6. All lectures in the English Department of Education and Teaching Training faculty of State Islamic Institute of Kerinci. Thank you for all guidance, knowledge, support and etc.
- 7. All students, in the 4<sup>th</sup> and 6<sup>th</sup> semester, who has kindly permitted and helped her in conducting my research.
- 8. CCR Squad (Yessa, Wiwit, Risa, Delpi, Annisa Pad, Annisa Pra, Ovila, Sisi, Puja, Lamia). Thank you for all your support, motivation, and quality time, to cheer her up when she feel sad.
- 9. Her Gosip girls (Amy, Faras), who always listen to her complaints
- 10. Her Gabuth Squad, especially Della Desvita Sari, Siti Nurfatimah, and Ariffsa when we meet in the first semester until the last semester. Thank you for all the quality time to share happiness and sadness with me and understand me, Thank you for providing a shoulder to cry on and for helping me when I needed it, I will always keep our promise.
- 11. The last but not least, Nurul, Puja, Annisa Padila as her mentor thank you for all the directions so she can finish her thesis.

Thank you for the support, praying, patience, suggestion, corrections, comment, and guidance that help the researcher to finish this thesis. Finally, the researcher realized that this thesis is far from perfect, therefore some constructive criticism and suggestions are welcomed. May Allah always bless us.

Sungai Penuh, 26 April 2022

Researcher

Niken Tisdiona

NIM. 1810203055

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### **CHAPTER I**

### INTRODUCTION

# A. Background of the Problem

Vocabulary is one of the elements of language that connects the four skills: listening, speaking, reading, and writing. To communicate well in a foreign language, students must have sufficient vocabulary. According to Lidiasari (2017-1), vocabulary is one of the items that have to be mastered first by the students in learning English. Meanwhile, the student can describe everything that they think without using grammar, but they can express nothing without vocabulary (Bugis; 2018-1). From the above explanation, it can be seen that expressing ideas requires vocabulary. Without good and accurate vocabulary, the speaker or author will find it difficult to convey his message to the audience or readers and often fail to communicate. In addition, the amount of vocabulary mastered is also one of the indicators that affect students' language mastery. This is because a person's fluency in a language can be reflected in the amount of vocabulary they have and how they use it effectively. This is why students need to learn vocabulary.

In modern education systems learners are expected to process with a creased degree of autonomy and show initiative in learning processes, inspecting learning materials, and understanding contents. Efficient growth of knowledge inside and outside of school is only possible if students have skills that initiate, guide, and control the search for information and later on its processing and storage. In learning and teaching research those techniques are called learning strategies.

Therefore, students have different strategies for learning, especially while learning a second language, students have to decide their learning strategies which are more suitable to make students understand the lesson more. Effective language learning is based on appropriate strategies (Fatimah; 2018-109). Thus, this is closely related to strategies used in the process of learning. Learning strategies be a major factor in increasing the language learning process and skills language. Learning strategies that don't well-structured possibility there is an unmet results target. Learners must adopt an appropriate, well-planned, and implement. That's why learning strategies are so important.

Conventional education takes place with direct interaction between the parties (educators, educational staff, and students) leading to indirect interactive learning. Because vocabulary learning can not only be completed in class but also cannot be practiced outside the classroom, students must establish their learning strategies, especially vocabulary development. However, in this research, the researcher is interested in learning new vocabulary that can be both fun and simple if we employ the right vocabulary strategies. The student may want to adjust their vocabulary strategies to their learning style. The student will choose the strategy that is suitable for themselves. So, it will become effective and joyful learning which can improve their vocabulary. The student will become easy to memorize and they have strong retention in their memorization, more motivated by using their learning strategies, increasing their language skills, and self-confidence to become independent learners.

In learning vocabulary, students need to prepare the strategies. The researcher chose English Department Students of State Islamic Institute of Kerinci Academic Year 2021/2022 as the subject of research. Thus the researcher plan to conduct research entitled "Students' Strategies In Vocabulary Online Learning At English Department Of The State Islamic Institute Of Kerinci Academic Year 2020/2021"

### **B.** Identification of The Problem

Based on the background of the problem above the researcher should do this research because there has been no research conducted on English Department Students of IAIN Kerinci before. Meanwhile, information is needed to answer about strategies in vocabulary learning.

# C. Limitation of The Problem

Based on some problems identified above, the researcher limited the problems and focus on the students' strategies in vocabulary learning. The research was conducted on 4<sup>th</sup> and 6<sup>th</sup>-semester students of the English Department Academic Year 2021/2022.

# D. Research Question

Based on the background of this study above, the research questions were formulated as follows:

- 1. What are the strategies used by English Department Students of IAIN Kerinci in learning English vocabulary?
- 2. What are the reasons behind the students' choices of their vocabulary learning strategies?

# E. Purpose of the Research

This research is conducted to identify the strategies the students used in learning vocabulary at the English Department of IAIN Kerinci Academic Year 2021/2022 and to know the reasons behind students' choices of their vocabulary learning strategies.

# F. Definition of the Key Terms

# 1. Vocabulary:

A list or collection of words or words and phrases is usually alphabetically arranged and explained or defined. Meanwhile, Carpenter (2011-2), that vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills.

# 2. Learning Strategies

Language learning styles and strategies are among the main factors that help determine how —and how well —our students learn a second or foreign language. The English language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. For example, a person might be more extroverted than introverted, more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement (Oxford;2003-2).

### **CHAPTER II**

# REVIEW RELATED LITERATURE

# A. Review of Related Theories

# 1. Vocabulary

# a. Definition of vocabulary

Vocabulary is defined as a set of words that are used to express ideas. According to Anuthama (2010-10), vocabulary learning is more than the study of individual words. Meanwhile, Carpenter (2011-2), said that vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills. Thus, Barnhart (2008: 697), interpreted vocabulary as follows:

- 1) The stock of words used by the person, class of people, profession, etc.
- 2) A collection or list of words, usually in alphabetical order and defined

By looking over that definition, the researcher concluded that vocabulary is always an important aspect of learning English as a foreign language. To make the learning process easier, everyone who learns a language must acquire the language's lexicon.

# b. The Importance of Vocabulary

Language is so complicated, and one of the complexity is its vocabulary, mastering vocabulary is critical to learning a language. English has a vocabulary that is both complex and diverse. We need to figure out the best strategy to expand pupil vocabulary because of the intricacy.

Therefore, learning a language becomes extremely difficult without a strong vocabulary foundation, and meaningful communication in the English language is impossible. Both in college and subsequently, in our careers, a good vocabulary can be a useful tool. As a result, we can see that mastering vocabulary is essential to learning a language.

According to Alqahtani (2015-22), states teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Vocabulary mastering is a difficult process. Because there are some components to vocabulary.

Furthermore, the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive learned for comprehensible communication (Alqahthani; 2015-23);

Finally, Dakhi (2019- 16) also said that there are several points why vocabulary is important:

1) Vocabulary is the basic for Communication.

What language users employ in expressing their feelings, ideas, and opinions, a manifestation of the human mind, is the vocabulary. Compared to another language aspect, more importantly, according to a linguistic perspective, the vocabulary seems to be more useful and urgent than the grammatical role.

2) Vocabulary as the Reflection of Social Reality.

Vocabulary also constructs the human reality. It forms the reality of the world or even can change the world of human thought, for which language listeners' attitudes and actions are developed.

# 3) Vocabulary as an Emotion Booster.

Words choice in the interaction helps people produce and perceive the emotion which is contextually linked to the situation where, when, and how they are communicated and received.

# 4) Vocabulary as an Academic Ability Predictor.

Believing science and technology are widely spread using academic discourses and academic discourses are composed of a string of structured words, it can be concluded that vocabulary is tightly related to the spread of scientific findings.

From the above understanding, it can be concluded that it makes sense that vocabulary plays an important role in language use.

This is the heat of language skills, more importantly, it seems to serve as a base for communication, a reflection of social reality, emotional drivers, and predictors of academic ability.

# c. Kinds of vocabulary

In Emergent Literacy Development Strategies, According to Montgomery (2007), states there are four different sorts of vocabulary. Listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary are all important parts of the learning process.

# 1) Listening vocabulary

Listening Vocabulary is the first form of vocabulary that a young child has to learn. It is generally acquired at home by listening to family members and people with whom the young kid interacts speak. It goes without saying that if a very young child attends any form of early childhood facility, the adults present play a critical role in the development of listening vocabulary.

# 2) Speaking Vocabulary

A young child develops speaking vocabulary by imitating and modeling the actions of family members and other adults with whom he or she interacts. As a result, the speech models for young children must use perfect grammar and interesting exact vocabulary.

# 3) Reading vocabulary

Reading Vocabulary is primarily formed in school unless the kid is an early reader, in which case it can be learned at home or in a child-care facility. Unless the kid is an impaired reader, the reading vocabulary of a child in the intermediate grades normally much outnumbers the spoken vocabulary.

# 4) Writing Vocabulary

The fourth sort of vocabulary is writing vocabulary, which is primarily learned in school but can begin before school entry, particularly if the kid is encouraged to use invented spelling. The writing vocabulary is usually the lowest because a person rarely uses a lot of terms that are commonly used in speaking or encountered when reading in his or her writing.

# 5) Potential or Marginal Vocabulary

Vocabulary that has the potential to be useful or that is only this form of meaning vocabulary is made up of all the words that a child may figure out the meaning of by looking at prefixes, suffixes, or word roots, or understanding derivates of words, using semantic (contextual) clues. It's difficult to estimate the extent of a child's perspective vocabulary because the context in which a word appears can influence whether or not the child understands its meaning. Each child in the primary grades should have a strong grasp of context and be familiar with the meanings of several words to develop a big and useful potential vocabulary. However, in comparison to its importance in the middle and upper classes, prospective vocabulary is of relatively minor importance in the elementary grades.

Different types of terminology can be found in other references. Dakhi (2019 - 18), stated four types there are:

# 1) Receptive AGAMA ISLAM N

The receptive vocabulary is defined as the vocabulary type the reader encounters during reading and listening, they are the words that the readers and listeners use to comprehend a given message.

# 2) Productive Vocabulary

Productive vocabulary refers to the set of words used to produce the messages. Two basic skills naturally make use of the productive vocabularies are speaking and writing.

# 3) Active Vocabulary

Active vocabulary is the words that listeners and writers usually use as they are completely understood. They are the words that are recalled and used at will when a situation of speech and writing requires them. Practically, the active words are those we can automatically use when writing and speaking without stopping and forcing ourselves to remember.

# 4) Passive Vocabulary

The passive vocabulary is meant for the words that are not completely understood so that they are infrequently used when writing and speaking.

# d. Learning vocabulary

Failing to find the right words to express thoughts ideas or even self-expression is the most enjoyable experience pathetic when speaking a foreign language. According to Solihati (2016-62), it's simple to understand the concept of language in communication, the speaker just chooses the word as media for delivering messages, seeking listeners to accept partners and understand the information intended by the reader. However, when one wishes to master a

language, then vocabulary is the basis, never someone masters the language, unless the person has a good command of his vocabulary (Solihati; 2016-62).

As stated by Mccarthy (2017-8) that it is not enough just to know the meaning of a word. You also need to know:

- 1) which words it is usually used with
- 2) its grammatical characteristics
- 3) how it is pronounced
- 4) whether it is formal, informal, or neutral.

Thus, the researcher can conclude that learning vocabulary is an essential component of language acquisition. The more words you know, the better you'll be able to understand what you hear and read, and the more effectively you'll be able to express yourself when speaking or writing.

# 2. Strategies

# a. Definition of Strategies

Language is a way of communication, vocabulary knowledge or language vocabulary knowledge becomes the main content of language learning. According to Aurora (2013-164) that the right learning strategy will foster students to think independently, creatively, and at the same time adaptive to various situations that occur and that might occur.

Then the strategy can be as a general pattern of activity what teachers and students do in an embodiment of learning activities teaching to achieve the goals that have been outlined(Aurora; 2013-165);

As a result of the implementation of teaching in schools carried out in a semester system, the researcher can conclude that the teaching strategy is a set of teaching and learning activities that are planned to achieve instructional goals, and is a plan of ways to utilize potential and adequate targets to improve teaching as a general pattern of actions of teachers and students in realizing activities effective and efficient teaching and learning.

# **b.** Learning Strategies

Students utilize learning strategies to maximize the processes of getting and remembering course topics. The ultimate goal of these tactics is for pupils to be able to recall and apply material from memory. According to Sartika (2019-11), in the field of learning strategy, Language Learning Strategy (LLS) plays an important role in the learning process.

Meanwhile, Fatimah (2018-110) stated that learning strategies are the action to implement a plan by using several variables such as goals, materials, methods, tools, and evaluations to achieve the established goals.

Furthermore, Lubis(2013-203) informed that teaching and learning strategy includes:

- 1) Specifications and the qualification of changes in behavior
- 2) Determine the choice of approach to teaching and learning problem
- Choosing procedures, methods, teaching, and learning techniques
- 4) Applying the norms and criteria of successful learning activities.

Thus, Aurora (2013- 168) said that learning strategies are an outline of the bow acting to achieve the established goals, in the sense of science and tips on using all the sources owned and/or can be used to achieve the set goals. Learning strategy is a method in the broadest sense that includes planning, implementation, assessment, enrichment, and remedial, namely choosing and determining behavioral changes, approaches of procedures, methods, techniques, and norms or limits of success (Aurora; 2013- 168).

Learning strategies, according to the definition above, are the precise actions that learners do when learning a language to make it simpler for themselves to understand, learn, or recall new information.

# c. Learning Strategies in Vocabulary

To learn words learners use a range of strategies. According to Hadi (2020-3), vocabulary learning in the English language (L2) is hard to remember because of its size and quantity, and learners need to use deliberate learning strategies.

Meanwhile, Thornbury (2002 - 24) stated that in learning vocabulary, students need strategies, including:

- 1) Repetition: The time-honored way of memorizing new material is through a repeated rehearsal of the material while it is still in working memory. One kind of repetition that is important is repetitions of encounters with a word. It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times ever spaced intervals.
- 2) Retrieval: Another kind of repetition that is crucial is what is called the retrieval practice effect. This means that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Activities that require retrieval, such as using a new word in a written sentence.
- 3) Pacing: learners have different learning styles, and process data at different rates, so ideally they should be allowed to pace their rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work such as organizing or reviewing their vocabulary silently and individually.
  - 4) Use: Putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long—term memory.

    It is the principle popularly known as using it or losing it.

- 5) Imaging: Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Easily visualized words are more memorable than words that don't immediately.
- 6) Motivation: Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off but even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.

Thus, Fadilla (2021-46) said that language learning strategies are strategies that provide opportunities for learners to build cognitive, affective, and psychomotor, either through individual activities or social interaction with other learners, teachers, instructions, or others.

# 1) The cognitive

The realm of the cognitive realm has six sub-compiled starting with the simplest to the most complex and brief stages, namely: Knowledge (Knowledge) is the ability to remember the materials that have been studied before. Understanding (Comprehension) is the ability to capture the understanding of something, as it is Tran English languaged something or interpret something by explaining. Application (application) is the ability to

use materials that have been studied in new and concrete situations or real. Decomposition is the ability to sort out something ingredients in the parts of the Koraponen so that the structure of the material can be understood. Union (synthesis) is the ability to unite separate parts to build a whole. Assessment (evaluation) is to determine or determine the value of a material for a predetermined goal.

# 2) The affective

The realm of the affective domain is divided into five learning levels compiled from the simplest to the most complex and brief stages, namely: Receiving (receiving) is a person's willingness or student to follow a particular event, such as activities in class, textbooks, music and i. Provision of response (responding) is to appoint active participation of students or students to provide readiness reactions to respond or interest. Determination of the attitude is related to the value attached to students or students to an event or behavior, such as wanting to improve group skills. Organization (Organization) is to combine several different values and build systems that are consistent internally. Pattern Formation (Characterization by a Value or A Complex) is to point to the affection process in which someone has a self-value system that controls his behavior for a long time and in turn, will form his lifestyle.

# 3) The psychomotor

The realm of this psychomotor is divided into seven learning levels compiled from the simplest to the most complex and brief stages, namely: Perception (perception) is related to the use of the idea to capture the signal that guides motion activity. Readiness (set), namely showing the readiness to take action or mental and physical readiness to act. The guided response is the initial stage in studying complex skills such as imitation. The accustomed movement (a mechanism) is related to the performance in which the student's response or students have become accustomed and movements with confidence and skills. Complex Movement (Complex Overt Response) is a very skilled movement with very complex movement patterns. Adaptation of the movement pattern (adaptation) is related to the skills that are well developed so that one can modify movement patterns to adjust certain tuition or adjust certain situations. Creativity is to consume the rise to the patterns of new movement to adjust to certain situations or special problems.

As a result of other research findings, the researcher concluded that learners' behaviors, learning methods, learning styles, and learning context are critical aspects in making the learning process more fruitful, and learners will be able to establish autonomous and effective learning habits.

# d. Kinds of Learning Strategies

Learners needed to learn vocabulary independently, to get the required vocabulary. Students use learning strategies conscious English language because they have a purpose, they apply learning strategies are planned or spontaneous English language. A strategy considered suitable will be applied to continuous English language to shape behavior.

Schmitt (1997-132) stated that learning strategies have two parts, namely strategies for the discovery of a new word's meaning and strategies for consolidating a word once it has been encountered:

- 1) Discovery strategies:
  - a) Determination Strategies, the first contains strategies used by an individual with discovering a new word's meaning without recourse to another person's. This can be done through guessing from one's structural knowledge of a language, guessing from an Ll cognate, guessing from context, or using reference materials.
- b) Social Strategies, use the interaction with other people to improve language learning. One can ask teachers or classmates for information about a new word and they can answer in several ways (synonyms, translations, etc.).
  - 2) Consolidating a word once it has been encountered strategies:
    - a) Memory strategies involve relating the word to be retained with some previously learned knowledge, using some form

of imagery, or grouping. A new word can be integrated into many kinds of existing knowledge (e.g., previous experiences or known words) or images can be custom-made for retrieval (e.g., images of the word's form or meaning attributes).

- b) Cognitive strategies, are similar to memory strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary, including the keeping of vocabulary notebooks.
- c) Metacognitive strategies, involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study. This includes improving access to input, deciding on the most efficient methods of study or review, and testing oneself to gauge improvement. It also includes deciding which words are worth studying and which are not, as well as persevering with the words one chooses to learn.

So, there are 2 types of learning strategies, namely before vocabulary discovery there are determination and social strategies, and after vocabulary discovery, there are memory, cognitive, and metacognitive strategies.

# **B.** Review of Previous

To date, several studies have been done on the issues of vocabulary learning strategies. First, research was conducted by A.Rahayu Muti'atu Masrurin, under the title of Students 'Research' Strategies in Learning Vocabulary, this research was conducted at one of the schools MTSN Aryo Jeding. The subjects of this study were MTSN students. Research instruments in the form of interviews, observations, and documentation. The results of this study are as follows, 1) Students Have Strategic Various In Learning Vocabulary That Are Suitable With Their Interests And Their Characteristics, They Are; (a) Looking up the dictionary. (b) Asking People. (c) Making Notes. (D) memory. (e) Listening to music. (f) Watching an English Movie. (g) Reading Story. (h) Using Song's Lyrics. (i) sharing with other friends, and (j). Using the Vocabulary in Daily Life. 2) All of the Strategies in Learning Vocabulary Mentioned Above Are Very Useful for the subjects. Those Can Increase Their Vocabulary Mastery In Easier Ways And Their English Skills, Such As Speaking, Writing, Reading, and Listening. The Contribution of Students' Strategies in Learning Vocabulary Are: (a) Making Notes, and Writing Diary Strategies Are Contributive In Vocabulary Mastery and For Their Writing Skill. (b) Reading Story and Reading Song's Lyric, Don't Only Enrich Students' Vocabulary, but Also Improve Their Reading Skill. (c) Listening to Music and Watching English Movies Are Contributive In Improving Students' Vocabulary, Listening Skill, and Also Thore Pronunciation. (d) Asking People and Using Vocabularies for Communication in Daily Life Are Contributive To Increase Skill and Help Students Enrich Third Vocabulary. So, Those Learning Strategies Are Contributive In Improving Both The Four English Skills and The English Components, Especially For Increasing The Students' Vocabulary Mastery.

Second, research conducted by Robenna Sihotang, under the research title Vocabulary Learning Strategies Applied by the Students of English Education Study Program of Bengkulu University, this research was conducted in English class at Bengkulu University. The sample of this study was 86 students who were selected randomly. The research instrument in the form of a questionnaire was adapted from Schmitt's vocabulary learning strategies taxonomy (1997). The result of this study showed that the students applied the six groups of vocabulary learning strategies. However, the mean score of overall strategies indicated that the students applied the strategies with the frequency of "Sometimes". Moreover, the Determination strategy was the most frequently applied by the students, followed by the Metacognitive strategy, Cognitive Strategy, Memory strategy, Social (Discovery) strategy, and Social (Consolidation) as the least frequently applied by the students. It can be concluded that the students of the English Education Study Program preferred to learn and deal with new words individually to ask for people's help.

Third, the research conducted by Noraziah Mohd Amin, under the research title the Vocabulary Learning Strategies used by Uum Students concerning Their Proficiency Levels, was conducted by students at the

University of North Malaysia. The subjects of this research are UUM students. The research instrument is a questionnaire developed by Lachini 2007. The results show that there is no difference significant in terms of frequency of use between Band 1 and Band 4 participants as the majority of both groups used mostly good strategies 'a little' or 'often'. Research findings may help instructors to facilitate the learning of English vocabulary by UUM students and other students in general.

Fourth, the research conducted by Rio Naldi, under the research title the use of Vocabulary Learning Strategies by the First Year Students of English Department of Bengkalis State Polytechnic, was conducted at the Language Study Program at the University of Padang. The subjects of this study were students majoring in English at the Bengkalis State Polytechnic. The research instrument in the form of data was collected through vocabulary test questionnaires, interviews, and observations. The results of this study are as follows. The findings of this descriptive study indicate that 'expanding strategies' were the most frequently used strategy, whereas 'social discovery strategies' are the least used strategies in learning vocabulary. Groups of achievement of learning outcomes belonging to the achievement of high vocabulary learning outcomes using 'expanding strategies' and the most frequently used 'guessing strategies' strategy. Group achievement of vocabulary learning outcomes belonging to the achievement of results learning vocabulary is using 'expanding strategies' and 'practice' strategies' as the most frequently used strategy. Next, group achievement of vocabulary learning outcomes belonging to the achievement of results learns low vocabulary most often using 'repetition strategies' and 'expanding strategies'. The reasons for using vocabulary learning strategies are: The words used by the respondents were accessibility, attractiveness, accuracy, and culture.

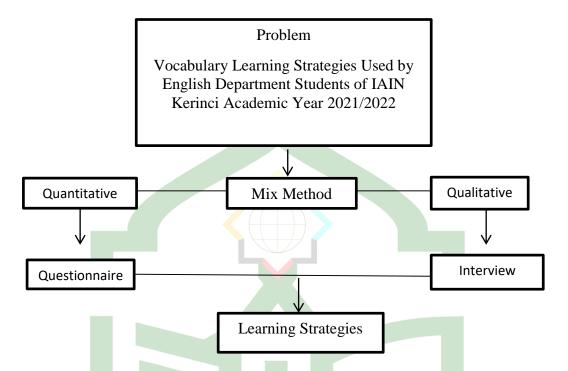
The Last, research conducted by Tiffani Putri Damari, under the research title a Survey of Vocabulary Learning Strategies in a Madrasah Aliyah, was conducted in one of the Madrasah Aliyah schools. The subjects of this study were students of Madrasah Aliyah. The research instrument in the form of a strategic vocabulary learning questionnaire was adopted from Yeh and Wang 2004. The results of this study are as follows the most frequently used strategies by Madrasah Aliyah students are determination strategies (M=3.12), and then followed by cognitive strategies (M=2.94), and metacognitive strategies (M=2.89), social strategies (M=2.88), and memory strategies (M=2.28).

Although many studies have been done on vocabulary learning strategies, the results are still inconclusive. Therefore, it is important to conduct another study in a different context. Secondly, while most of the studies stated above-employed questionnaires as data collection instruments, the present study used both questionnaires and interviews.

## C. Conceptual Framework

Based on the aspect of this research, the purpose of this research was to know what are the strategies that the students used in learning vocabulary by English Department Students of IAIN Kerinci Academic Year 2021/2022.

The Conceptual Framework of this research was as follow:



Based on the conceptual framework above, researchers need to know the students' strategies for learning new vocabulary. Then, researchers need to collect data by giving questionnaires, interviewing students, and analyzing data using SPSS for quantitative and qualitative data will be analyzed using data reduction, data display, and data verification. By analyzing the results of interviews and questionnaires, researchers will know and be able to understand the needs of students and the strategies used by students in acquiring new vocabulary

#### **CHAPTER III**

#### RESEARCH METHODOLOGY

## A. Research Design

This research used mix method with an embedded research design. Mixed research is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell; 2014-563).

In this case, a researcher focused on the meaning of issues obtained by participants. Therefore, in this study, the researcher tries to find the phenomena which occur in students" learning strategies. The researcher used this method because the researcher believes that using a mixed-method can give more natural information to the participants. Here, the mixed method was embedded in data collection by questionnaire and interview. Then, the researcher chose a mixed method to obtain the data on Vocabulary Learning Strategies Used by English Department Students of IAIN Kerinci Academic Year 2021/2022.

# B. The setting of the Research AWA SLAW NEGER

This research was conducted at the State Islamic Institute of Kerinci, especially in the English Department, the Faculty of Education, and Teacher Training, which is located in Sungai Liuk, Kota Sungai Penuh.

## C. Population and Sample

#### 1. Population

The population is the entire group that you want to conclude about. The population of this study was  $4^{th}$  and  $6^{th}$ -semester students in the English

department. There were a total of 38 students in semester 4, and in six semesters there were 48 students.

#### 2. Sample

A sample is a specific group for which you will collect data. The sample size is always smaller than the total population. The researcher used the total sampling method for quantitative data and used purposive sampling for qualitative data. Where in this study there were 86 students taken as participants based on the total sampling and purposive sampling

## D. The technique of Data Collection

Data collection techniques are the most important step in research because the main purpose of research is to obtain data. Data collecting methods applied by the researcher in this research are as follows:

#### 1. Questionnaire

The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The questionnaire is an efficient data collection technique if the researcher knows with certainty the variables to be measured and knows what to expect from the respondents.

**Table 1. Questionnaire Parameters** 

No	<b>Indicators</b>	Question No	Items
1	Determination	1, 2, 3, 11, 27, 33, 37, 38	8
2	Social	4, 5, 22, 23, 24, 36, 40, 35	8
3	Memory	6, 7, 8, 9, 10, 21, 25, 28	8
4	Cognitive	11, 12, 13, 14, 15, 16, 29, 30,	8
5	Metacognitive	17, 18, 19, 20, 31, 32, 34, 39,	8

Regarding the explanation above, the researcher found complete information about a problem without being worried if the respondent gives answers that are not in reality in filling out the list of questions. The researcher adopted a questionnaire to Schmitt's (1997) which was developed as a vocabulary learning strategy research instrument. In this research, there were 40 items statements related to vocabulary learning strategy. The questionnaire explained several questions for respondents to find out what vocabulary learning strategies were used.

#### 2. Interview

This research used semi-structured interviews. Interviews were conducted with 5 4<sup>th</sup> semester students and 5 6<sup>th</sup> semesters by providing a list of questions as guides and incidentals questions while interviewing to know the student's strategies in learning vocabulary. The following procedures were followed by the researcher to collect the interview data:

- a. The researcher prepared the concept of questions that would be asked to the participants
- b. The researcher also prepared a recorder to record interviewees' responses
- c. The researcher asked and talked in a friendly way according to the concept of questions that had been prepared in advance
- d. The researcher recorded interviewees' responses
- e. The researcher then transcribed the interview recordings verbatim

#### E. The technique of Data Analysis

Data analysis is the process of systematically searching and organizing interview transcripts, field notes, and other information collected to improve your understanding and share what you've learned with others.

Because this research is combination research that combines qualitative and quantitative data, in analyzing the data, the researcher used embedded techniques. This design is chosen when the researcher places one method as a top priority while another design is carried out to complement or develop the previous priority.

## 1. Quantitative data

In this study, data collected from the close-ended questionnaire were analyzed using SPSS. The researcher calculated the score from each item in the questionnaire. Table 2 presents the Likert Scale and the converted score used to measure the students' vocabulary learning strategies.

**Table 2: the converted score of the frequency** 

Frequency	The converted score
Never	10
Rarely	2
Sometimes	3
Often	4
Always	5

In the analysis, the Mean score and Standard Deviation of each item and each category of the strategies were calculated.

#### 2. Qualitative data

Interview data which is qualitative data has been analyzed with the following steps:

#### a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming, the data that appear in written up field notes or transcription. The steps taken are to sharpen the analysis, classify or categorize each issue through a brief description, direct, dispose of unnecessary, and organize data. The technique of analyzing data firstly the researcher collected the data by the instrument for collecting data such as interviews and questionnaires. Furthermore, the researcher analyzed the data by using questionnaires and interview transcripts to categorize students" learning strategies.

## b. Data display

The second major flow of analysis activity is data display. Display generically means organized, compressed assembly of information that permits conclusion drawing and action. Secondly, the researcher concludes by describing the information from the instrument for collecting data. For collecting data, use the table as a data display. Then, the researcher used descriptive text to explain the research findings. It is further to explain that good display is a major avenue to valid qualitative analysis. In conclusion, with data reduction, the creation and use of data display are not separate from analysis but part of it.

#### c. Conclusion/verification

Some inferences are the final step after data presentation and the initial conclusion remained temporary. It possibly changes if other valid drawing evidence are supporting another data collection. However, the initial conclusion which is supported by valid and consistent medicines conclude is strongly believed to be incredible. The last the researcher describes the information by in researcher's opinion after getting information.



#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSION

## A. Research Findings

This chapter presents the findings of the study on vocabulary learning strategies used by English department students of IAIN Kerinci, including learning determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. This research was conducted in April 2022 taken by filling out questionnaires and interviews. Results of research data processing with the questionnaire method are presented by the measured variables. Each variable has criteria to determine the description of research results.

#### **B.** Data Description

The instruments consist of a student learning strategy questionnaire and interviews. The number of instrument questions for the overall learning strategy of students is 40 statements which are divided into 5 types of learning styles, namely 8 determination strategy statements, 8 social strategy statements, 8 memory strategy statements, 8 cognitive strategy statements, and 8 metacognitive strategy statements. In addition, the interview questions consist of 10 questions that were asked to the participants. The participants of this study were students in the 4th and 6th semesters of the English department of IAIN Kerinci. This study uses a mixed-method (Embedded design) with the participants in this study selected by total sampling technique for qualitative data and purposive sampling technique for qualitative data.

#### 1. Quantitative Data

Questionnaires are used to obtain data on students' vocabulary learning strategies. There are 5 types of vocabulary learning strategies, namely determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Furthermore, 5 answer alternatives were given for each statement with the provisions of a score of 1 for the answer "Never", a score of 2 for the answer "Rarely", a score of 3 for the answer "Sometimes", a score of 4 for the answer "Often", and a score of 5 for the answer "Always". Oxford (1990) classified the frequency of the use of strategies into three levels: high (3.5-5.0), medium (2.5-3.4), and low 1.0-2.4).

Table 3. Students' overall usage of vocabulary learning strategies

Strategies	Mean	SD	Rank
Strategies for the discovery of a new word's			
meaning:			
Determination Strategies	3.80	.14	1
Social Strategies	3.16	.16	4
Strategies for consolidating a word once it has			
been encountered:			
Memory Strategies A MA COLOMBIA	3.53	.18	2
Cognitive Strategies	3.10	.38	5
Metacognitive Strategies	3.51	.45	3

The table above shows the overall vocabulary learning strategies used by the students. As shown in the table, the students were high users of determination, memory, and metacognitive strategies but medium users of social and cognitive strategies. The determination strategies were ranked the highest, with an average score of 3.80, followed by the memory strategies

(M=3.53) in the second place and the metacognitive strategy (M=3.51) in the third place. Whereas, social strategies were at the fourth rank (M=3.16), followed by cognitive strategy at the lowest rank, with an average score of 3.10.

#### a. Determination Strategy

Table 4. Students' usage of determination strategies

<b>Determination Strategy</b>	Mean	SD	Ran
			k
I guess new vocabulary by analyzing parts of their	3.67	1.07	7
speech such as nouns, adjectives, verbs, and adverbs.			
I use an English dictionary to translate vocabulary I	3.95	1.24	2
don't know			
I look up new vocabulary meanings, for example	4.08	1.03	1
speaking in a dictionary			
I will use physical movement to help me remember	3.65	1.30	8
new words, such as I jump and remember the word			
'jump'			
I will analyze the root, prefix, and suffix of a word	3.75	1.08	5
I will read English reading materials like oxfords	3.76	1,13	4
I create my sentences using the vocabulary I just	3.72	1.04	6
learned	3.72	1,04	J
I will always review the vocabulary I have learned	3.84	1,07	3
i will always leview the vocabulary I have learned	3.04	1,07	5

As displayed in Table 4 above, 'I look up new vocabulary meanings, for example, speaking in a dictionary ' (M=4.08) were scored the highest by the students, followed by 'I use an English dictionary to translate vocabulary I don't know ' (M=3.95). In the third place was 'I will always review the vocabulary I have learned' (M=3.84). Meanwhile, 'I will use physical movement to help me remember new words, such as I jump, and remember the word 'jump' (M=3.65) were ranked the lowest.

## b. Social Strategy

Students' responses to social strategy statements are shown in Table 5 below:

Table 5. Students' usage of social strategies

Social Strategy	Mean	SD	Ran k
I ask friends, or family about the meaning of the	3.48	1,02	1
vocabulary that is conveyed			
I practice my new vocabulary in front of my	3.05	1.06	6
classmates			
When I am on the road, I will ask to make sure my	3.01	1.18	8
vocabulary is pronounced. Example 'does the bus			
stop at IAIN Kerinci?'			
I will make a group to guess the quiz to confirm a	3.26	1.07	2
word			
I will ask the teacher for help with my	3.19	1.27	4
pronunciation			
I will train with native speakers related to my	3.04	1,13	7
vocabulary			
I make sentences with the vocabulary I have and	3.22	1,17	3
then practice with friends			
I use new vocabulary in conversations with	3.05	1,24	5
friends.			

As shown in Table 5 above, 'I ask friends, or family about the meaning of the vocabulary that is conveyed' was chosen the most (M=3.48). The second rank was 'I will make a group to guess the quiz to confirm a word' (M=3.26), followed by 'I make sentences with the vocabulary I have and then practice with friends' (M=3.22) in the third place. On the other hand, 'When I am on the road, I will ask to make sure my vocabulary is pronounced. Example 'does the bus stop at IAIN Kerinci? (M=3.01)' and 'I will train with native speakers related to

my vocabulary' (M=3.04) was two strategies that appeared to be practiced less by the students.

## c. Memory Strategy

Table 6. Students' usage of memory strategies

Memory Strategy	Mean	SD	Ran k
When I learn a word, I will pay attention to its pronunciation and designation	3.54	1.03	5
I made a vocabulary list with meaning and	3.34	1.17	6
examples in a notebook When I learn a word, I will read it aloud so I can	3.31	1.18	8
remember it I wrote items of newly learned words with	3.33	1.08	7
meaning on paper and posted them on the bedroom wall and repeatedly spelled the words.			
I always carry on a notebook with me to take	3.70	1.12	2
down new vocabulary I put vocabulary labels on things I don't know	3.65	1.06	3
what they mean. For example, put a pen label on my pen			
I will write down idioms or phrases related to a word	3.77	1.13	1
I will use one vocabulary card to memorize new	3.59	1.08	4
vocabulary. For example, a card is written with English vocabulary on one side and Indonesian on			
the other.			

According to the data shown in Table 6 above, the most frequently used strategy was 'I will write down idioms or phrases related to a word' (M=3.77), followed by 'I always carry on a notebook with me to take down new vocabulary' (M=3.70) in the second place. The statement 'I put vocabulary labels on things I don't know what they mean. For example, put a pen label on my pen' (M=3.65) was ranked the third.

Whereas, 'When I learn a word, I will read it aloud so I can remember it' (M=3.31) was the least memory strategy used by the students.

## d. Cognitive Strategy

Table 7. Students' usage of cognitive strategies

Cognitive Strategy	Mean	SD	Ran k
when I learn a word, I will pay attention to its	3.41	1.29	5
pronunciation and designation			
I made a vocabulary list with meaning and	3.25	1.22	6
examples in a notebook			
when I learn words I will read them aloud so I	3.69	1.34	3
can remember it			
I wrote items of newly learned words with	3.79	1.27	1
meaning on paper and posted them on the			
bedroom wall and repeatedly spelled the words.			
I always carry a notebook with me, to take down	3.63	1.31	4
new vocabulary			
I put vocabulary labels on things I don't know	3.76	1.15	2
what they mean. For example, put a pen label on			
my pen			
I will write idioms or phrases related to a word	3.09	1.18	8
I will use one vocabulary card to memorize new	3.16	1.22	7
vocabulary. For example, a card is written with			
English vocabulary on one side and Indonesian			
on the other.			

About cognitive strategies (see Table 7), 'I wrote items of newly learned words with meaning on paper and posted them on the bedroom wall and repeatedly spelled the words' (M=3.79) appeared to be the most frequently used cognitive strategy. 'I out vocabulary labels on things I don't know what they mean. For example, put a pen label on my pen' (M=3.76) was ranked the second, followed by 'when I learn words I will read them aloud so I can remember them' (M=3.69). Meanwhile, the three least used strategies in this category were 'I will write idioms or phrases related to a word' (M=3.09), 'I will use one vocabulary card to memorize new vocabulary. For

example, a card is written with English vocabulary on one side and Indonesian on the other' (M=3.16), and 'I made a vocabulary list with meaning and examples in a notebook' (M=3.25).

## e. Metacognitive Strategy

Table 8. Students' usage of metacognitive strategies

Metacognitive Strategy	Mean	SD	Rank
I learn to multiply vocabulary from any source, anywhere, and anytime	3.94	1.08	2
I memorize vocabulary by watching movies, songs, and magazines in English.	4.17	.89	1
I will use a vocabulary test to test if I can remember the vocabulary	3.44	1.14	5
I will hear the recorded vocabulary list	3.51	.99	4
I will ignore any new word I come across	3.25	1.21	8
I will watch English pronunciation related videos to learn new vocabulary	3.5	1.08	6
Once I get a new vocabulary, I immediately practice it	3.66	1.2	3
I will listen to English podcasts to learn vocabulary.	2.66	1.23	7

In terms of metacognitive strategies, as shown in Table 8, 'I memorize vocabulary by watching movies, songs, and magazines in English' (M=4.17) was used the most by the students. This was followed by 'I learn to multiply vocabulary from any source, anywhere, and anytime' (M=3.94) in the second place, and 'Once I get a new vocabulary, I immediately practice it' (M=3.66) in the third place. Meanwhile, the least frequently used was 'I will ignore any word I come across with a score (M=3.25).

## 2. Qualitative Data

Interviews were used to obtain students' responses regarding the tendency of the strategies they used. There were 10 lists of questions that were asked to the participants:

Question number 1: What do you think about how to learn vocabulary that makes it easy for yourself?

To this question, Student 1 commented, 'Hmm, this is what I think the first one is if there is something like a short text or sentence, I will open my dictionary, Sis, the second one when I get a new sentence, I immediately search for words I don't know. Different responses were expressed by Student 2, Student 3, and Student 4. Student 2 prefers to learn vocabulary through a tutor or a teacher. She said, 'Learning by using a tutor or learning teacher, from there if anyone doesn't understand can be directly asked, especially the teacher humble.' Meanwhile, Student 3 prefers to learn through pictures. He commented, 'I prefer if a picture is given, or something to guess, we immediately respond by finding out what it means, sis'. Student 4 likes to learn vocabulary from songs, videos, and short stories, saying, 'I learn vocab from songs, English YouTube videos, often read short stories to sis'.

Interview results for the first question showed that 5 students stated they prefer to be given a story text, and when they get a new word they will immediately look for it themselves. 3 students explained the learning they like with the help of the person who taught, plus the friendly teacher made students more comfortable receiving understanding, 2 students stated that

they learn vocabulary through songs, watching English youtube, and reading short stories.

Question number 2: When you learn vocabulary, you might experience problems in the learning process. Therefore have you ever discussed with your teacher how to make your study better?

Student 1 said, 'Yes, that's right, but I never discussed it with my teacher about it. Vocabulary can be searched on its own without the help of others, wherever it can be searched'.' The researcher found that 8 participants had something in common, but with different reasons. Student 4 said, 'Never, sis. Because I feel a bit awkward asking the teacher, moreover we don't know the character of the teacher yet'. Student 6 expressed, 'actually never, sis. Because I am a little embarrassed to ask, I usually try to write down the words and then look for them after a while instead of asking the teacher. For Student 2, however, although she never talk to her/his teacher but she/he usually discuss with her friends, saying, 'never sis, I usually discuss with friends'. A similar response was given by Student 3, 7, and Student 8.

The overall results of the second interview question show that a vast majority of the students have never practiced with their teacher because vocabulary can be obtained anywhere or anytime. In addition, 2 students stated never, but they often collaborate with their friends.

Question number 3: In learning the vocabulary of course it is not enough to rely on what is taught only by the teacher, to get more information what do you do?

Student 1 said, 'I usually look in the dictionary or make notes first, then I will immediately search'. Different responses were expressed by Student 6, Student 8, and Student 3. Student 6 said, 'I enjoy reading English poetry on my Instagram, sis. I also have a game on my smartphone called Duolingo, the application supports my vocabulary collection and my grammar'. Student 8 expressed, 'I learned from the lyrics of a song, sis. Then moved on to short stories, and podcasts in English, now what I like the most is checking if my pronunciation is correct because I am lazy to open a dictionary, that's why I'm more interested in English on my smartphone'. Student 3 expressed, 'in the game many terms use English, there I learned what they mean. It is also helped by my sending messages to friends from abroad through the application sis'.

Question number 4: If your teacher introduces new vocabulary what do you do? NSTITUT AGAMA ISLAM NEGERI

Student 3 said, 'make a list of the unknown, after arriving home, look up the meaning in the dictionary. Similar responses were given by Students 7, 9, and Student 10. Student 7 prefers to read comics, She said 'if after reading the comic, there is a vocabulary that I don't know, She immediately searches it in the online dictionary'. Meanwhile, Student 9 prefers to see the meaning of the word in the dictionary, She said 'I collect the vocabulary

first, after that I look in the dictionary so that the results are more accurate '. Meanwhile, Student 10 likes to remember vocabulary with pictures when the teacher introduces vocabulary, He said 'I like to take a picture of what is identical to the word, after that I immediately searched for it in the dictionary, on Google for further understanding, sis'.

The overall results of the four interview questions show that 10 students stated that they made notes on unfamiliar vocabulary, after that they searched for the word without the help of others.

Question number 5: When you don't understand the point about vocabulary what do you do?

According to student 5, 'translating, I also immediately saw the word in the oxford dictionary to make it clearer. Similar responses were expressed by Students 1, 2, and 3. Student 1 prefers to underline new words that are not known, She said 'underline the unknown word, then if there is a change I will look for the meaning'. Meanwhile, Student 2 prefer to list unknown groups, She expressed 'I choose words that I don't know in my mind then, group the words according to their context, sis'. Student 3 likes to directly translate words, He expressed 'translate directly sis, I learned the word so that I remember it well.

The overall results of the five interview question show that 10 students stated that they will look for meanings until they find the meaning, look in their oxford dictionary, and if they have found they will check again whether the word is correct for its pronunciation.

Question number 6: Do you think learning vocabulary is important?

Student 2 said, 'It is very important, especially for the English department, if we do not master much vocabulary, we will not understand the topic being discussed. Similar responses were expressed by Student 3, 9, and 10. Student 3 uses English in games, it's connected with his hobby, He said 'yes it is very important, sis. In addition to the world of education, in the world of games, a lot of English terms are used, I think it will be closely related to my hobby'. Meanwhile, Student 9 stated English for the world of technology is growing, She said 'yes, it's very important, sis. The development of the world is getting more advanced, the saying goes, whoever controls the science of technology, he is the one who leads the future'. Student 10 expressed it is important, English is recognized in various worlds, He said 'very important, English has been recognized as an official language in various countries, we don't know what the world will be like in the future, I think this should be developed'.

The overall results of the six interview question show that 10 students stated that English is important because English is international. Then, the students also said that English is very important because we can get information from various countries, and also if we want to master English we have to increase our vocabulary.

Question number 7: In your opinion, what is a good way to learn vocabulary?

As expressed by student 10, 'I think it's good in the form of a story, if you get a story, you will immediately analyze the vocabulary'. Similar responses were commented by Student 1 apply to make groups of words to remember words, She said 'let's look for it, sis. Then group the words, find a way that makes you comfortable to remember'. Student 5 said, 'Paying attention to the word after you can practice it, the best way to get the vocabulary is immediately put into practice. Different responses were expressed by Students 4 and 3. Student 4 practices every day to remember the pronunciation, She said, 'After learning English, we immediately apply it in daily life, it's okay if the pronunciation is wrong but at least we try. Meanwhile, Student 3 prefers to practice directly with native speakers, He said, 'talk directly to the native speaker, now there are many applications on your smartphone that can help you connect with native speaker'.

The overall results of the seven interview questions show that 4 students say they are good students listen to what the teacher says or explain and writing down what is the important point. Then, 2 students stated they think students should pay attention teacher when the teacher explains and looks for new vocabulary, immediately put the words into practice, and ask if someone doesn't know.

Question number 8: After you have collected a lot of vocabulary, how do you make sure that the vocabulary is correct?

As expressed by student 9, 'Oh sis, I try watching a movie that doesn't use Indonesian translation, or guessing a quiz, sis'. Different responses were commented on by Student 4, 3, and 5. Student 4 after learning a new word guesses the quiz, She said, 'I like to check the newly acquired vocabulary through quizzes'. Meanwhile, Student 3 make more mind mapping, He said, 'I repeated the word, made a mind map for myself too'. Student 5 ask someone to find out the mistake, She said, 'ask someone who understands better, if there is a correction, it means the pronunciation is wrong, sis'.

The overall results of the eight interview question show that 7 students stated by watching English films without Indonesian translations they can find out that the meaning of the word can be understood and can improve their pronunciation, and also often play quizzes on smartphones to check whether the meaning of the word is correct, complete with pronunciation, writing. And 3 students stated different strategies.

Question number 9: How much time do you spend on social media to improve your vocabulary?

According to student 6, 'It's been a long time sis, I often read captions, quotes, YouTube, so I get a lot of vocabulary from social media. Student 3 also gave similar response. He said, 'it can take an hour sis, especially depending on my mood, I usually learn vocabulary through movies sis, so I fill my spare time'. Student 7 said that the duration is not certain, depending

on her mood. She said, 'not every day, sis, depending on the mood, the duration is also uncertain, sis'. For Student 10, learning vocabulary depends on what appears on the smartphone, He commented, 'I'm not sure sis, but in a day I often say English words t, my sister, even though she doesn't understand'.

The overall results of the nine interview questions show that they unconsciously spend a lot of time on social media by reading quotes, captions, and videos in English, they get more vocabulary on social media.

Question number 10: What are the benefits you feel from learning vocabulary with media social?

Student 5 said, 'It's very useful, Sis, it's easier, faster, more efficient as well, such as to check whether the vocabulary we just learned is correct or not, there have been lots of conveniences'. Similar responses were given by Student 1, 2, and 3. Student 1 said that the advantage is that the features presented helps her learn faster. She said, 'it's more fun sis, the features presented support us to acquire vocabulary quickly'. Meanwhile, Student 2 stated that learning vocabulary with social media can make her confident. She expressed, 'we can make a caption in English, it is an important thing to increase word confidence in speaking later'. For Student 3, the advantage is that he can have many friends everywhere, He said, 'we can make more friends from several countries, the more friends the more open our knowledge'. Another student also said that the advantage of learning

vocabulary with social media made things easier, such as correcting pronunciation.

The overall results of the ten interview question show that they like social media because English vocabulary can be easily accessed anywhere, anytime, and they can also check that their vocabulary is correct or not through an application on their smartphone.

#### C. Discussion

The results of the present study revealed that the students were high users of determination strategies (M=3.80), memory strategies (M=3.53), and metacognitive strategies (M=3.51) but medium users of social strategies (M=3.16) and cognitive strategies (M=3.10). These results are by the results obtained in Sihotang (2017), in which determination strategies were the most frequently applied by the students. However, the results are different from the results in the Vo (2016) study which showed the highest score was cognitive. It can be concluded that the students in the English department students prefer to learn and deal with new words individually to ask for people's help.

The tendency of vocabulary learning strategies owned by this population will certainly be different from other populations as has been explained by Schmitt (1997). This supports other research that has indicated that patterns of strategy use can change over time as a learner either matures or becomes more proficient in the target language. Learners from other cultures will produce somewhat different patterns.

Based on the results of the study, it is known that students who tend to learn the majority determination strategy prefer to study alone rather than asking friends or teachers. This is by Schmitt's (1997: 135) opinion, which says that determination learning strategies are associated with the ability to analyze the context of reading, which can be done through guessing from one's structural knowledge of a language, guessing from L1 cognate, guessing from context, or using reference materials.

Students who tend to memory learning strategies mostly learn by connecting words to be stored with previously learned knowledge, using some form of imagery, or grouping. Schmitt (1997; 135) stated that grouping is an important way to help remember, and people seem to organize words into groups naturally without being prompted. Meanwhile, the majority of students who tend metacognitive strategies are skilled in listening to songs, watching English films, and using online media to achieve. This is by Ningrum's (2018) research, which shows that metacognitive strategies are related to "tactics" or ways to learn vocabulary.

Students who tend to majority social strategies prefer to discuss in groups, ask an expert, and practice their vocabulary more directly with experts in their field, one can also learn and consolidate vocabulary knowledge with others (Schmitt 1997; 135).

Students who tend the majority of Cognitive strategies prefer to use repetition and use mechanical methods to learn vocabulary, including keeping a vocabulary notebook. In this strategy, students are also more skilled in writing because this is their way to be able to remembering new vocabulary.

Based on the description above, it can be concluded that the 4th and 6th-semester students of the English Department of IAIN Kerinci have distinctive vocabulary learning strategies. This situation has implications for the learning process outside and inside the classroom. The findings that the majority of students tend to use determination strategies give an overview to the lecturers to optimize students' abilities during learning activities or in the form of giving assignments. The lecturers should also train and encourage their students to employ other types of vocabulary learning strategies so that the students can learn better.



#### **CHAPTER V**

#### **Conclusions and Suggestion**

#### A. Conclusions

The results of the present study showed that the students were high users of determination, memory, and metacognitive strategies but medium users of social and cognitive strategies. The most frequently used strategies were determination strategies in which students complete their findings more than asking for help from others. The second most frequently used strategies were memory strategies, such as focusing on analyzing the context, paying attention, making a vocabulary list with meaning, and using vocabulary cards to remember. In the third frequently used strategy, metacognitive strategies, students get additional vocabulary from watching English films, listening to music, and reading quotes on social media. In addition, the students also employed social strategies and cognitive strategies but these two strategies appeared to be infrequently used. In social strategies, the students tend to ask friends in groups or ask experts in their fields, and they also talk directly to native speakers through applications on their smartphones. In cognitive strategies, the students tend to use repeating, written repetition, and making a vocabulary list book.

The interview results confirm the questionnaire results and students mention various reasons for the choices of their vocabulary learning strategies to make their learning more effective and easier.

## **B.** Suggestion

Based on the result of the study, the researcher puts some suggestions to the following parties:

#### 1. The students

The students need to improve their experiences with vocabulary learning strategies. They also need to increase their motivation and interest in the best strategy in vocabulary learning.

#### 2. The teachers

For the teacher, it is hoped that this research can encourage them to consider a better strategy of teaching vocabulary to improve students" ability in learning strategies. The teacher also can apply interesting methods to develop their vocabulary learning strategies.

#### 3. For the next researchers

There are still many aspects that can be analyzed about vocabulary learning strategies. Finally, other researchers can investigate another side of learning strategies, the result of this study may be used as early information to conduct further research.



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## **APPENDDIX**

## Appendix 1. Student data with a questionnaire

Email * friskadenioktrisya18@gmail.com	Strategi mahasiswa dalam mempelajari kosakata  Pilihlah salah satu jawaban pada kolom yang tersedia 1.Never(Tidak Pernah) 2.Rarek(Jarang) 3.Sometimes(Kadang-Kadang) 4.Often(Sesekali) 5.Always(Selalu)
Nama Friska Deni Oktrisya	1.Saya menebak kosakata baru dengan menganalisis bagian dari pidato mereka seperti kata benda, sifat, kerja, dan kata keterangan. *
	1 2 3 4 5  Never O O O O Always
NIM 1910203017	2.Saya menggunakan kamus bahasa Inggris untuk menerjemah kosakata yang tidak diketahui. *
Strategi mahasiswa dalam mempelajari kosakata	1 2 3 4 5  Never
Pilihlah salah satu jawaban pada kolom yang tersedia .Never(Tidak Pernah)	3.Saya mencari arti kosakata baru dari sumber day elektronik, misalnya kamus berbicara. *
2.Rarely(Jarang) 3.Sometimes(Kadang-Kadang) 4.Often(Sesekali) 5.Always(Selalu)	1 2 3 4 5  Never O O O • Always

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							Never	0	•	0	0	0	Always
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	1	2	3	4	5			1	2	3	4	5	
Never	0	0	0	•	0	Always	Never	0	0	0	0	0	Always
.Saya m nenerjer						ris untuk ui. *	6.Saya me		apkan	kosaka	ata dei	ngan a	rtinya
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P.Saya mer mengelom menurut si	pokka	an kat	a-kat	a barı		lajari	13.Ketika membac menging	anya ke					ya akan	
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Never O O O	Always	Ne	ver O	0	•	0	0	Always
.Saya mengingat kosakata der m, lagu, majalah yang berbaha 1 2 3 4		mem	etika saya d astikan pel ous stop at	afalan k	kosaka	ata. Co		
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Never	0	•	0	0	0	Always	Neve		1	2	3	4	5	Always
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	1	2	3	4	5					-				
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Never	1	0	3	0	5	Always	dan se		1	2	3	4	5	Always
27.Saya a akhiran d				ata da	sar, aw	ala, dan	31.Saya	akar	n me	ndeng	gar rek	aman	daftar	kosakata
	1	2	3	4	5				1	2	3	4	5	
Never	0	0	0	0	0	Always	Neve	r (	0	•	0	0	0	Always

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32.Saya a nggris ur	tuk be	lajar k	osaka	ta. *		nasa	35.Saya n tabel beri bahasa In	isi bah	asa Ing				ingat, satu I berisi
	1	2	3	4	5								
Never	0	0	0	0	0	Always		1	2	3	4	5	
							Never	0	0	0	0	0	Always
3.Saya a nggris ur lovel, cer	ituk me	empel	ajari k				36.Saya n percakap						am
	1	2	3	4	5			1	2	3	4	5	
Never	0	•	0	0	0	Always	Never	0	0	100	0	0	Always
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	si baha dones	asa Ing ia. *	ggris d	untuk an sati	mengi u tabel	ngat, satu	38.Saya a	kan se	elalu m	<ul><li>eninja</li></ul>	0	O kata ya	

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**Appendix 2. Interview with the students** 







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## APPENDDIX Questionnaire list adopting by Schmitt's 1997:

No	Statements	Never	Rarely	Sometimes	often	Always
1	I guess new vocabulary by					
	analyzing parts of their					
	speech such as nouns,					
	adjective, verbs and					
	adverbs.					
	(Saya menebak kosakata					
	baru dengan menganalisis					
	bagian dari pidato mereka					
	seperti kata benda, sifat,					
	kerja dan kata keterangan)					
2	I use English Dictionary					
	to translate vocabulary I					
	don't know.	GAMA	ISLA	AM NEG	ERI	
	(Saya menggunakan					
	kamus bahasa inggris	R				
	untuk menrjemah kosa					
	kata yang tidak di ketahui)					
3	I look up new vocabulary					
	meanings from electronic					

	resources, for example
	Speaking Dictionary.
	(Saya mencari arti
	kosakata baru dari sumber
	daya elektronik, misalnya
	kamus berbicara).
4	I ask friends, teachers,
	or family about the
	meaning of the
	vocabulary that is
	conveyed.
	(Saya menanyakan
	teman, guru, atau
	keluarga tentang arti
	kosa kata yang di
	sampaikan).
5	I practice my new
	vocabulary in front of
	my classmates.
	(Saya mempraktekkan
	kosakata saya di depan
	teman-teman kelas
	saya)

6	I pronounce the	
	vocabulary with its	
	meaning repeatedly.	
	(Saya mengucapkan	
	kosakata dengan artinya	
	berulang kali)	
7	I wil connect the word	
	with my personal	
	experience. For	
	example: When I learn	
	ed about rain, I thought	
	of my experience when	
	enjoying rain with	
	friends.	
	(Saya akan	
	menghubungkan kata	
	dengan pengalaman	GAMA ISLAM NEGERI
	pribadi saya. Contohnya	RINCI
	ketika saya belajar	
	tentang rain, saya	
	memikirkan	
	pengalaman saya ketika	

	menikmati hujan	
	bersama teman-teman.)	
8	I remember vocabulary	
	by grouping new words	
	learned according to the	
	similarity of	
	pronunciation and	
	spelling).	
	(Saya mengingat	
	kosakata dengan	
	mengelompokan kata-	
	kata baru dipelajari	
	sesuai dengan kesamaan	
	pengucapan dan ejaan)	
9	I remember vocabulary	
	by grouping new words	GAMA ISLAM NEGERI
	studied according to its	RINCI
	synonyms and	
	antonyms.	
	(Saya mengingat	
	kosakata dengan	
	mengelompokan kata-	

	kata yang baru dipelajari
	menurut sinonim dan
	antonim)
10	I will give a picture
	related to the meaning
	of word into my mind.
	For example: When I
	learn about cloud, in my
	mind the sky wil appear
	(Saya akan memberikan
	suatu gambaran terkait
	makna dari suatu kata ke
	dalam pikiran saya.
	Contohnya ketika saya
	belajar tentang cloud, di
	pikiran saya akan
	muncul langit) TAGAMA ISLAM NEGERI
11	I will use physical
	movement to help
	remember new words.
	Example: I jump and
	remember the word
	"jump".

	(Saya akan	
	menggunakan gerakan	
	fisik untuk membantu	
	mengingat kata baru.	
	Contohnya saya	
	melompat dan ingat kata	
	"jump")	
12	I made a vocabulary list	
	with meaning and	
	examples in a notebook.	
	(Saya membuat daftar	
	kosakata dengan arti dan	
	contoh di buku catatan)	
13	When I learned a word,	
	I would read it hard.	
	(Ketika saya	
	mempelajari suatu kata	GAMA ISLAM NEGERI
	saya akan membaca nya	RINCI
	keras-keras agar dapat	
	mengingatnya)	
14	I write the newly	
	learned word items with	
	meaning on the paper	

	and stick it on the wall in	
	the bedroom and	
	repeatedly spell the	
	words.	
	(Saya menulis item	
	kata-kata yang baru di	
	pelajari dengan makna	
	di atas kertas dan	
	tempelkan di dinding	
	kamar tidur dan	
	berulang kali mengeja	
	kata-kata nya)	
15	I always carry notebook	
	with me to record new	
	vocabulary.	
	(Saya selalu membawa	
	buku catatan untuk	SAMA ISLAM NEGERI
	mencatat kosakata	RINCI
	baru).	
16	I put vocabulary labels	
	on things I don't know	
	what they mean.	
	Example	

	(Saya memberi label	
	kosakata pada benda	
	yang saya tidak tau	
	artinya. Contohnya beri	
	label pen di pena saya)	
17	I learned to multiply	
	vocabulary from any	
	source, anywhere, and	
	anytime.	
	(Saya belajar	
	memperbanyak	
	kosakata dari sumber	
	manapun, dimanapun,	
	dan kapanpun).	
18	I remember vocabulary	
	by watching English	CAMA ICI AM NECEDI
	movies, songs,	SAMA ISLAM NEGERI
	newspaper, etc.	RINGI
	(Saya mengingat	
	kosakata dengan	
	menonton film, lagu,	
	majalah yang berbahasa	
	Inggris )	

19	I will use a vocabulary					
	test to test if I can					
	remember new					
	vocabulary.					
	(Saya akan					
	menggunakan tes					
	kosakata untuk menguji					
	apakah saya dapat					
	mengingat kosakata					
	baru)					
20	After I get a new					
	vocabulary I					
	immediately practice it.					
	(Setelah saya					
	mendapatkan kosakata					
	yang baru , saya			M NEO		
	langsung melatihnya)	JAMA 	ISLA	AM NEG	EKI	
21	I will give a picture	R		1 C		
	related to the meaning					
	of word into my mind.					
	For example: When I					
	learn about cloud, in my					
	mind the sky wil appear					

(Saya akan memberikan	
suatu gambaran terkait	
makna dari suatu kata ke	
dalam pikiran saya.	
Contohnya ketika saya	
belajar tentang cloud, di	
pikiran saya akan	
muncul langit)	
22 I will connect one word	
to the word related to it.	
For example: When I	
learn aple vocabulary, I	
also think of other fruits	
such as bananas, grape,	
etc.	
(Saya akan	
menghubungkan satu	GAMA ISLAM NEGERI
kata ke kata yang terkait	RINCI
dengannya. Contohnya	
ketika belajar kosakata	
apel, saya juga	
meikirkan buah-buahan	

	lainnya seperti	
	pisang,anggur, dll.)	
23	I will group the words to	
	be learned. For	
	example: the name of	
	the object in the	
	classroom.	
	(Saya akan	
	mengelompokan kata-	
	kata yang akan	
	dipelajari. Contohnya	
	nama benda-benda	
	diruang kelas)	
24	I will combine a few	
	new words and connect	
	it into a story to help me	MA ISLAM NEGERI
	remember.	I N C I
	(Saya akan	
	menggabungkan	
	beberapa kata baru dan	
	menghubungkannya ke	

	dalam sebuah cerita	
	untnuk membantu saya)	
25	I will group the words to	
	be learned. For	
	example: the name of	
	the object in the	
	classroom.	
	(Saya akan	
	mengelompokan kata-	
	kata yang akan	
	dipelajari. Contohnya	
	nama benda-benda	
	diruang kelas)	
26	I will combine a few	
	new words and connect	
	it into a story to help me	
	remember. ISLAM NEGERI	
	(Saya Eakan R C	
	menggabungkan	
	beberapa kata baru dan	
	menghubungkannya ke	
	dalam sebuah cerita	
	untnuk membantu saya)	

27	When I study a word, I	
	will remember spelling.	
	(Ketika saya	
	mempelajari kosakata	
	baru saya akan	
	mengingat ejaannya)	
28	When I learn a word, I	
	will pay attention to the	
	pronunciation and	
	designation.	
	(Ketika saya	
	mempelajari kosakata,	
	saya akan	
	memperhatikan	
	pengucapannya dan	
	peruntukannya)	
29	I will remember the	SAMA ISLAM NEGERI
	basic word, prefix, and	RINCI
	end of a word.	
	(Saya akan mengingat	
	kata dasar, awalan, dan	
	akhiran dari suatu kata)	

30	I wil see the description		
	on the text t explain the		
	meaning of word. For		
	example: housekeeper is		
	interpreted as a person		
	who cares for a house.		
	(Saya akan melihat		
	deskripsinya pada teks		
	untuk menjelaskan		
	makna suatu kata.		
	Contohnya housekeeper		
	diinterpretasikan		
	sebagai orang yang		
	merawat suatu rumah)		
31	I wil write down all		
	phrases or idioms	AMA ICI AM NECEDI	
	related to a woed.	AMA ISLAM NEGERI	
	(Saya akan menuliskan	KINCI	
	idiom atau frase yang		
	berhubungan dengan		
	suatu kata)		
32	I will use one		
	vocabulary card to		

	remember new	
	vocabulary. It means	
	cards are written with	
	English vocabulary on	
	ne side, on the other	
	hand write the Indonesia	
	meaning.	
	(Saya akan	
	menggunakan satu kartu	
	kosakata untuk	
	mengingat kosakata	
	baru. Maksudnya kartu	
	ditulis dengan kosakata	
	bahasa inggris di satu	
	sisi dan sebaliknya)	
33	I will listen to a recorder	
	vocabulary list.	GAMA ISLAM NEGERI
	(Saya akan	RINCI
	mendengarkan rekaman	
	daftar kosakata)	
34	I will listen to an	
	English radio program	
	to learn vocabulary.	
<u> </u>		

	(Saya akan	
	mendengarkan program	
	radio bahasa Inggris	
	untuk belajar kosakata)	
35	I will read English	
	reading materials to	
	learn new words. Such	
	as: novels, short stories,	
	etc.	
	(Saya akan membaca	
	bahan bacaan bahasa	
	Inggris untuk	
	mempelajari kosakata	
	baru seperti novel cerita	
	pendek)	
	INIOTITUT A	
36	I will watch videos	SAMA ISLAM NEGERI
	related to pronunciation	RINCI
	in English to learn	
	vocabulary.	
	(Saya akan menonton	
	video terkait	
	pengucapan dalam	

	bahasa Inggris untuk	
	mempelajari kosakata	
	baru)	
37	I use tables to	
	remember, and table	
	contains English	
	vocabulary and one	
	table contains	
	Indonesian words.	
	(Saya menggunakan	
	tabel untuk mengingat,	
	satu tabel berisi	
	kosakata bahasa Inggris	
	dan satu table berisi	
	bahasa Indonsia )	
38	I use new vocabulary in	
	conversations with	GAMA ISLAM NEGERI
	friends and teachers.	RINCI
	(Saya mencoba	
	menggunakan kosakata	
	baru dalam percakapan	
	dengan teman dan guru )	

39	I make my own sentence	
	using the vocabulary I	
	just learned.	
	(Saya membuat kalimat	
	sendiri menggunakan	
	kosakata yang baru saya	
	plelajari)	
40	I write the newly	
	learned word items with	
	meaning on the paper	
	and stick it on the wall in	
	the bedroom and	
	repeatedly spell the	
	words.	
	(Saya menulis item	
	kata-kata yang baru di	
	pelajari dengan makna	GAMA ISLAM NEGERI
	di atas kertas dan	RINCI
	tempelkan di dinding	
	kamar tidur dan	
	berulang kali mengeja	
	kata-kata nya)	



**Student 1:** 

Assalamu'alaikum wr.wb,,, Good afternoon Friska, sorry to interrupt your short break. ok Friska, thank you very much for being willing to give me permission to be interviewed, here is a list of interviews that will be answered by you later, are you ready?

A: Waalaikumsalam. Wr.wb... Yes I'm ready

**Q:** Ok, for the first question, what do you think about how to learn vocabulary that makes it easy for yourself or what of learning English do you want?

A: hmm, this is what I think the first one is if there is something like a short text or sentence, I will definitely open my own dictionary, Sis, the second one when I get a new sentence, I immediately search for words I don't know.

Q: Next question, as a student studying the vocabulary of course, you will experience problems in the learning process. Therefore have you ever discussed with your teacher how to make your study better?

A: Yes, that's right, but I never discussed with my teacher about it.

Vocabulary can be searched on its own without the help of others, wherever it can be searched.

Q: In learning the vocabulary of course, it is not enough to rely on what is taught only by the teacher, to get more information what do you do?

A: Usually watching videos, listening to English songs, opening social media, there are quotes directly looking for meaning, so the vocabulary collection can also increase.

Q: If your teacher introduces new vocabulary what do you do?

A: make a list of the unknown, after arriving home, look up the meaning in the dictionary.

**Q:** When you don't understand the point about vocabulary what do you do?

A: Translate on the smartphone, sometimes double-checking the words that have just been obtained.

**Q**: Do you think learning vocabulary is important?

A: It is very important, especially for the English department, if we do not master much vocabulary, we will not understand the topic being discussed.

**Q:** In your opinion, what is good way to learning vocabulary?

**A:** I think it's good in the form of a story, if you get a story, you will immediately analyze the vocabulary.

Q: After Friska has collected a lot of vocabulary, how does Friska make sure that the vocabulary is correct?

A: Oh, sis, Friska, try watching a movie that doesn't use Indonesian translation, or guessing a quiz, sis

Q: How much do you spend on social media to improve your vocabulary?

A: It's been a long time sis, I often read captions, quotes, youtube, so I get a lot of vocabulary from social media.

Q: What are the benefits you feel from learning vocabulary with media social? TITUT AGAMA ISLAM NEGERI

A: It's very useful, Sis, it's easier, faster, more efficient as well, such as to check whether the vocabulary we just learned is correct or not, there have been lots of conveniences.

#### Student 2:

Assalamu'alaikum wr.wb,,, Good afternoon, sorry to interrupt your short break. thank you very much for being willing to give me permission to be interviewed, here is a list of interviews that will be answered by you later, are you ready?

A: Waalaikumsalam. Wr.wb... Yes of course I'm ready

**Q:** Ok, for the first question, what do you think about how to learn vocabulary that makes it easy for yourself or what of learning English do you want?

A: Listen to music more often, watch fairy tales, look at oxford dictionaries sis

**Q:** Next question, as a student studying the vocabulary of course, you will experience problems in the learning process. Therefore have you ever discussed with your teacher how to make your study better?

A: never sis, I usually discuss with friends

**Q:** In learning the vocabulary of course, it is not enough to rely on what is taught only by the teacher, to get more information what do you do?

A: From social media, Sis, I usually read comics in English

Q: If your teacher introduces new vocabulary what do you do?

A: I always take notes, and look up the meaning in the online dictionary sis

**Q:** When you don't understand the point about vocabulary what do you do?

**A:** translating, I also immediately saw the word in the oxford dictionary to make it clearer

INSTITUT AGAMA ISLAM NEG

Q: Do you think learning vocabulary is important?

A: t's very important, Sis, it supports all aspects for reading, writing, speaking, listening

**Q:** In your opinion, what is good way to learning vocabulary?

**A:** like this, sis, in a text, for example, we immediately identify the word, so we feel better like that, sis

**Q**: After has collected a lot of vocabulary, how you to make sure that the vocabulary is correct?

- A: I repeated the word, made a mind map for myself too
- **Q:** How much do you spend on social media to improve your vocabulary?
- A: In one day I open social media for 1 hour to look at the dictionary, it's like playing crossword puzzles in English
- **Q:** What are the benefits you feel from learning vocabulary with media social?
- A: it's easier to remember the vocabulary that I get, on my smartphone I also use English quotes wallpapers obtained from social media that make me more accustomed to using English.

#### Student 3

Assalamu'alaikum wr.wb,,, Good afternoon Friska, sorry to interrupt your short break. ok, thank you very much for being willing to give me permission to be interviewed, here is a list of interviews that will be answered by you later, are you ready?

- A: Waalaikumsalam. Wr.wb... Yes I'm ready
- **Q:** Ok, for the first question, what do you think about how to learn vocabulary that makes it easy for yourself or what of learning English do you want?
- A: Learn by using a tutor or learning teacher, from there if anyone doesn't understand can be directly asked, especially the teacher humble
- **Q:** Next question, as a student studying the vocabulary of course, you will experience problems in the learning process. Therefore have you ever discussed with your teacher how to make your study better?
- A: I've never done that, I usually just search for the definition of that word
- **Q:** In learning the vocabulary of course, it is not enough to rely on what is taught only by the teacher, to get more information what do you do?
- **A:** I usually look in the dictionary, or make notes first, then I will immediately search

**Q:** If your teacher introduces new vocabulary what do you do?

A: recorded in the memo on your smartphone, not in a book, right?

**Q:** When you don't understand the point about vocabulary what do you do?

A: find out until I can find it on my smartphone application

**Q:** Do you think learning vocabulary is important?

A: It's important, Sis, because if you want to communicate fluently, if you want to know news about the outside world, you have to master a lot of vocabulary

Q: In your opinion, what is good way to learning vocabulary?

A: Paying attention to the word, after you can practice it, the best way to get the vocabulary is immediately put into practice

**Q:** After you has collected a lot of vocabulary, how does you make sure that the vocabulary is correct?

A: re-read it, so you can remember

Q: How much do you spend on social media to improve your vocabulary?

A: I open social media every day, Sis, so you can learn additional vocabulary there, the time is not very specific bro

**Q:** What are the benefits you feel from learning vocabulary with media social?

A: maybe easier to access, everywhere can be accessed.

### Student 4:

Assalamu'alaikum wr.wb,,, Good afternoon, sorry to interrupt your short break. ok, thank you very much for being willing to give me permission to be interviewed, here is a list of interviews that will be answered by you later, are you ready?

A: Waalaikumsalam. Wr.wb... Yes I'm ready

**Q:** Ok, for the first question, what do you think about how to learn vocabulary that makes it easy for yourself or what of learning English do you want?

A: I learn vocab from songs, English YouTube videos, often read short stories too bro

**Q:** Next question, as a student studying the vocabulary of course, you will experience problems in the learning process. Therefore have you ever discussed with your teacher how to make your study better?

A: never sis, most of the time we get self-taught vocabulary too, like learn from songs

Q: In learning the vocabulary of course, it is not enough to rely on what is taught only by the teacher, to get more information what do you do?

A: as I talk before listening to song, open my oxford dictionary,

**Q:** If your teacher introduces new vocabulary what do you do?

A: write in a notebook, then translate, write Indonesian and English

Q: When you don't understand the point about vocabulary what do you do?

A: I'll take a vocabulary list, sis, or just search

A: of course, because to speak english we need vocabulary right, if there is no vocabulary how are we going to understand

**Q:** In your opinion, what is good way to learning vocabulary?

A: If the new vocabulary is given, it's better to write it down in a notebook, it's better to practice directly with outsiders, sis.

**Q:** After you has collected a lot of vocabulary, how does make sure that the vocabulary is correct?

**A:** I play using applications on my smartphone more often, it's really fun to check our vocabulary

**Q:** How much do you spend on social media to improve your vocabulary?

**A:** Not every day, sis, depending on the mood, the duration is also uncertain, sis

**Q:** What are the benefits you feel from learning vocabulary with media social?

A: It feels really good, Sis, we get new vocabulary, we can improve, spelling words, and check our pronunciation, sis



