

**ANALYSIS OF STRATEGIES USED BY STUDENTS IN LEARNING
ENGLISH FOR IMPROVING VOCABULARY AT THE
ELEVENTH GRADE OF SMAN4 KERINCI
IN ACADEMIC YEAR 2021-2022**

THESIS



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FACULTY TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN) OF KERINCI
ACADEMIC YEAR 2021/2022**

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A THESIS

Submitted to English Department Faculty of Tarbiyah and Teacher Training to
Fulfill One of Requirement to Obtain Bachelor Degree at State Islamic Institute of
Kerinci

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CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitle "Analysis of Strategies Used by Students in learning English for Improving Vocabulary At the Eleventh Grade of SMAN 4 Kerinci In 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 people, or material which to substantial extent has been accepted for the ward any other educational institutions, expect where due acknowledge is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or else. Where is fully acknowledge.

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

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

Wassalamu'allaikum Warahmatullahi Wabarakatuh

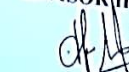
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APPROVAL AND ACCEPTANCE

This thesis which is entitled: **ANALYSIS STRATEGIS USED BY STUDENTS IN LEARNING ENGLISH FOR IMPROVING VOCABULARY AT THE ELEVENTH GRADE OF SMAN 4 KERINCI IN ACADEMIC YEARS 2021-2022** by YUYUN BAHAR Register Number 1710203041 has been examined in the board of examiner help by Faculty of Education and Teacher Training at IAIN Kerinci on 01 MARET 2022, thesis is submitted as one of partial of fulfillment of requirement for getting undergraduate degree at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

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DEDICATION AND MOTTO

DEDICATION:

I dedicate this thesis for:

My beloved mother and father

Jarimin and Yabahar

Thanks you for your endless love, encouragement,

Support, care, prayer, and as my inspiration.

My beloved brother Rica,

My beloved sister Emihartati S.E and Vemi .

Thanks for you love and guiding me.

And to all of my friends

Thanks for giving spirit and for coloring my life

I can not say anything, I just can say how much

I Love You.

MOTTO:

وَقُلْ لِعِبَادِي الَّذِينَ يَقُولُوا هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ
إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا

Meaning: And say to My servant “Let Them speak better (true) words.

Indeed, the devil (always) causes discord between them.

Indeed, devil is the real enemy of man” (QS. Al-Isra: Ayat 53)

ABSTRACT

Yuyun Bahar : Analysis of Strategies Used by Students in Learning English for Improving Vocabulary at The Eleventh Grade of SMAN 4 Kerinci in Academic Years 2021-2022.

**Advisor : 1. Aridem Vintoni, S.Pd., M.Pd
2. Okti Wilymafidini, S.S., M.Pd**

Keyword : Language Learning Strategies, Improving Vocabulary.

This research is entitled “Analysis of Strategies Used by Students in Learning English for Improving Vocabulary at The Eleventh Grade of SMAN 4 Kerinci in Academic Years 2021-2022”. The researcher formulated the problem into two research question, The first question What are the Strategies Used by students in Learning English for Improving Vocabulary and the second question What Learning Strategies are dominant choose by Students in Learning English for Improving Vocabulary. The purpose of the study was to obtain a proportion (percentage) of each type of English Learning Strategies that Used by at the Eleventh Grade of SMAN 4 Kerinci. In this research, the form of research is a descriptive quantitative. The population is the Eleventh Grade of SMAN 4 Kerinci. Consist of two class, class XI MIPA 1 and XI MIPA 2. XI MIPA 1 with a total 32 students consisting 9 male and 23 female and XI MIPA 2 with a total 32 students consisting 11 male and 21 female, total sampling is 64 students. In collecting data, researcher used the SILL Questionnaire version 7.0, which was adapted and adaptation by the lecture English, to understand the strategies chosen in the Language Learning Used by students in learning English for Improving Vocabulary. Based on the data analysis, after the deployment instruments questionnaire researchers found the percentage types of strategies in **Memory 17.55%, Cognitive 16.22%, Compensation 18.12%, Metacognitive 19.27%, Affective 16.10%, Social 16.55%**. The students used all the strategies in learning English and The dominant Language Learning Strategies Used by students in learning English for improving vocabulary was the **strategies Metacognitive 19.27%**.

ABSTRAK

Yuyun Bahar : Analisis Strategi yang Digunakan Siswa dalam Belajar Bahasa Inggris untuk Meningkatkan Kosakata pada kelas Sebelas Di SMAN N 4 Kerinci tahun ajaran 2021-2022.

**Advisor : 1. Aridem Vintoni, S.Pd., M.Pd
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Keyword : Language Learning Strategies, Improving Vocabulary.

Penelitian ini berjudul “Analisis Strategi yang Digunakan Siswa Dalam Belajar Bahasa Inggris untuk Meningkatkan kosakata pada kelas sebelas di SMAN 4 Kerinci. Peneliti memformulasikan masalah kedalam dua pertanyaan, pertanyaan yang pertama yaitu Strategi apa yang digunakan siswa dalam belajar bahasa inggris untuk meningkatkan kosakata dan pertanyaan yang kedua yaitu Strategi yang paling dominan yang dipilih siswa dalam belajar bahasa inggris untuk meningkatkan kosakata. Tujuan dari penelitian ini adalah untuk memperoleh (persentase) dari setiap jenis strategi yang digunakan siswa dalam belajar bahasa inggris untuk meningkatkan kosakata. Pada penelitian ini, bentuk penelitiannya adalah penelitian descriptive kuantitatif. Populasinya adalah murid kelas sebelas di SMAN 4 Kerinci. Terdapat dua kelas, yaitu kelas XI MIPA 1 dan kelas XI MIPA 2. XI MIPA 1 dengan jumlah siswa 32 yang terdiri dari 9 siswa laki-laki dan 23 siswa perempuan. Sedangkan kelas XI MIPA 2 dengan jumlah siswa 32 siswa yang terdiri dari 11 siswa laki-laki dan 21 siswa perempuan. Total keseluruhan 64 siswa . peneliti mengambil sampel dengan menggunakan total sampel. Dalam mengumpulkan data, peneliti menggunakan SILL kuestioner versi 7.0 yang telah di adaptasi dan telah divalidasi oleh dosen bahasa inggris, untuk mengetahui strategi yang digunakan siswa dalam belajar bahasa inggris untuk meningkatkan kosakata. Berdasarkan analisis data, setelah penyebaran instrument angket, peneliti menemukan persentase strategi yang digunakan siswa **Memory 17.55%, Kognitif 16.22%, Kompensasi 18.12%, Metakognitif 19.27%, Affektif 16.10%, Sosial 16.55%**. semua strategi digunakan oleh siswa dan strategi yang dominan digunakan siswa dalam belajar bahasa inggris untuk meningkatkan kosakata adalah **strategi metakognitif 19.27%**

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise and gratitude be Allah, giving praise and mercy upon all creatures in the earth, the all mighty, the lord of the universe has given the strength and guidance to the researcher so that the researcher can finish this thesis. Blessing and salutation be upon to our prophet Muhammad SAW, the greatest revolutionary in the universe who guides us from the barbarian to the civilized people.

This thesis, entitle “**Analysis Strategies Used by Students in learning English for Improving Vocabulary At the Eleventh Grade of SMAN 4 Kerinci In Academic Years 2021-22**”. Is intended to fulfill the requirement for achieving the degree of Sarjana in English Departement of Education and Teacher Training Faculty of Kerinci. Finishing this thesis was not simple thing at all and the researcher definitely spent my great deals of time but gave me valuable experience. Those, my deepest gratitude are expressed o my advisors **Aridem Vintoni, S.Pd., M.Pd** as my first advisors and **Okti Wilymafidini, S.S, M.Pd** as my second advisors. For their invaluable guidance as well as constructive suggestion. The researcher realize that this thesis would not have been completed without any contributions, motivation, and supports from many people. So, the researcher would like to express my thanks to the people who have given their time, ideas and supports:

1. Dr. H. Asa'ri, M.Ag. as the of IAIN Kerinci.
2. Dr. Ahmad Jamin, S.Ag.,S.IP.,M.Ag. as the first rector assistant of IAIN Kerinci.
3. Dr. Jafar Ahmad, S.Ag., M.Si. as the second rector assistant of IAIN Kerinci.
4. Dr. Halil Khisairi, M.Ag. as the third rector assistant of IAIN Kerinci.
5. Dr. Hadi Chandra, S.Ag., M.Pd. as Dosen Faculty of Education and Teacher Training of IAIN Kerinci.
6. Aridem Vintoni, M.Pd. as the leader of English Education Program and as her first advisor, who has given chance to consult and valuable suggestions, advices and recommendations in completing this thesis.
7. Musdzal, M.Pd. as secretary of English Departement.
8. Okti Wilymafidini, M.Pd as his second advisor has given chance to consult and valuable suggestion, advices and recommendations in completing this thesis.
9. As her first examiner in the final examiner who has giving suggestions to completing this thesis.
10. As her second examiner in the final examiner who has giving suggestions to completing this thesis.
11. Yelni Erniyati, M.Pd. as the validator of the instruments questionnaire of this thesis.
12. All the lectures of Kerinci especially at the lectures of English Departement.

13. My deep and sincere for my family, my beloved parents, Yabahar and Jarimin who give me support and financial during my lesson, my sister and my brother thank you for your support.
14. , the Head Master of SMAN 4 Kerinci who gave the researcher permission to conduct the research and the eleventh grade of student XI MIPA 1 and XI MIPA 2 who become the subject of this research.
15. Simamora, S.Pd. as English teacher and the students of XI MIPA 1 and XI MIPA 2 of SMAN 4 Kerinci for their participation as the participants of this thesis.
16. And to all my best friends in English Departement Students of IAIN Kerinci.

Finally, the researcher awares this thesis till have many weakness because limitation of knowledge and other. The researcher so expected and appreciate when there are some critics and suggestion for complete it. At last, the researcher pray to Allah SWT, may this thesis would be useful and may God bless us. Aminn

Sungai Penuh, 01 Maret 2022
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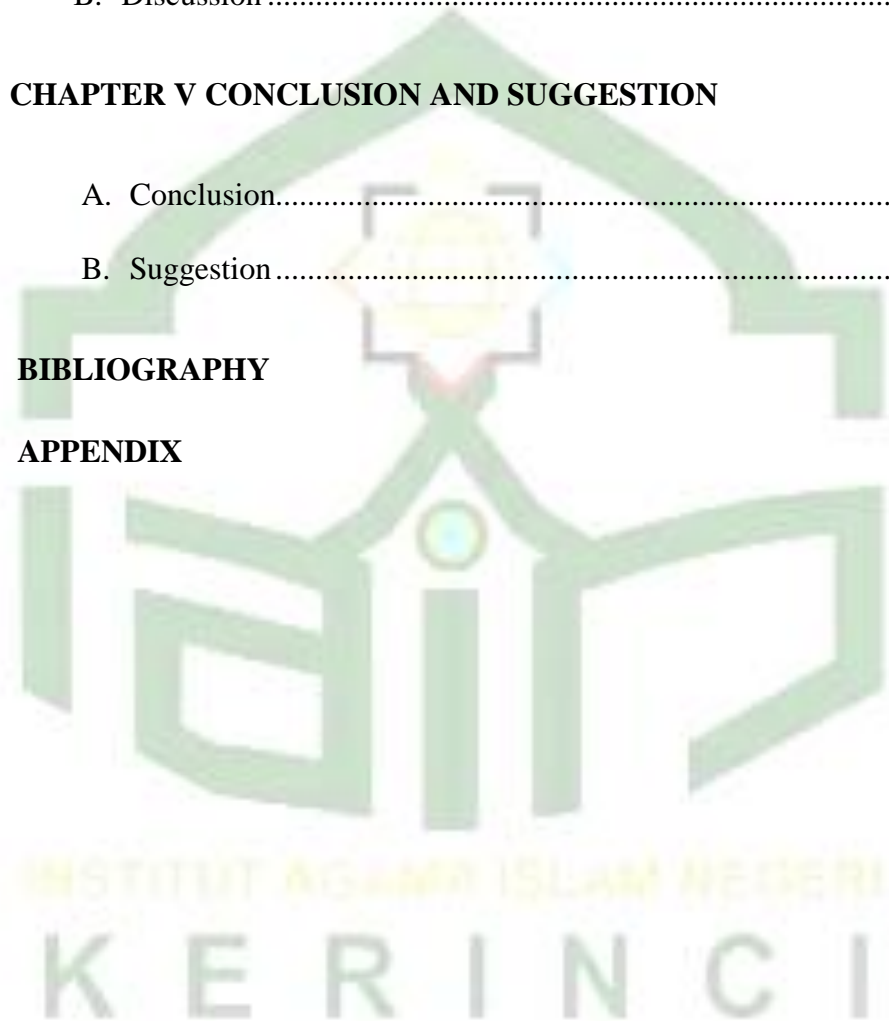
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KERINCI

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the international language. In Indonesia English is a foreign language. In learning English as a foreign language there are four main skills that must be taught in the process in teaching and learning English , listening, speaking, reading and writing. The four skill is interconnected with each other and have to learn by the students. The learner will master the English language if be able to master these four skills. The four skills have to be taught on the classroom by the teacher (Laoli : 2009-197).

Humans need to learn language to convey their intensions or opinion to others in a community. Their ability to communicate clearly and fluently to other refers to language performance. In order to use language well, we have to master the language competence. Language competence covers some skill and components. In language learning, there are four skill, listening, speaking, reading, and writing (Anjayani, et al : 2016-2).

English as an international language is used for communication by most people all over that world. It has become a dominant language in many fields of activity such as technology and science, communication, cultural, and others (Mckay : 2002-89).

The learning strategy is a device in guiding the learners to master what contents they will learn. English learning strategy constitute an effort from learners to make them easier understand, remember and more enjoyable their English subject (Laoli : 2009-197).

Learning strategies are the learners goal-directed action for improving language proficiency or achievement, completing a task, or making learning more efficient, more effective, and easier. A key influence on learning strategy research is the strategy concept, which came from ancient Greece, where strategy plans for winning a war. Through the military meaning continues, strategy now also means a systematic plan for achieving any goal. The idea of strategies for learning started as a result of the cognitive shift in psychology (1950s-1960s and beyond), when stimulus-response behaviorism was overturned (Aisyah : 2017-294).

It is importance of learning methods contained in the Al-Qur'an like the verse below:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ – ٢
 نَحْنُ نَقُصُّ عَلَيْكَ أَحْسَنَ الْقَصَصِ بِمَا أَوْحَيْنَا إِلَيْكَ هَذَا الْقُرْآنَ
 وَإِنْ كُنْتَ مِنْ قَبْلِهِ لَمِنَ الْغَافِلِينَ – ٣

Meaning: “(2) *Indeed, We have sent it down as an Arabic Qur'an, so that you may understand* (3) *We tell you (Muhammad) the best story by revealing this Qur'an to you, and verily you were before that of those who did not know*”. (QS. Yusuf: Ayat 2-3)

Based the explanation Surah Yusuf above, this surah explicitly describes the Lecture Method, which is one of the sub-indicators of learning method. In learning English and Arab, it is necessary to have methods and strategies in learning so that students can understand the meaning of each words (Quran Kemenag, 2021c).

In learning English, vocabulary plays an importance role in the four English language skills, in listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives ease for the learners to expand their ideas. In reading, vocabulary gives easiness for the learners comprehend the text. Vocabulary must not be neglected by anyone who learns a language (Syafiruddin, et al : 2018-2).

Vocabulary is one the important elements that must be mastered by students in learning languages. It plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together, in order to communicate well in a foreign language, students should acquire an adequate number of word and should know how to use the accurately (Joan : 2006-78).

Vocabulary is one of the elements of language that should be learned and taught. Vocabulary is central to language and of critical importance to typical language learner without a sufficient vocabulary (Syafiruddin, et al : 2018-2).

Senior high school students are try to do some ways in learning a vocabulary. It will be developed when the learning grow up and learn it a senior high school. Both of Senior high school and junior high school students have their similarity in learning but the Senior high school students have more specific treatment since they are in the concrete operation or grow to the semi abstract of psychological development.

Furthermore, according to the Senior High School curriculum, the purpose of in learning English is to understand the meaning of word and how to use word in communicating. As a teacher, his job is not only as a teaching staff but also has a duty to develop student skill. Generally, some of the students in school have the same problem in learning English. Students do not understand the meaning of words, how to use words in communicating, and students do not have motivation to learn.

Now days, the students of Senior High School are still bored in the learning process especially in learning English that is regarded by the big numbers of students as the difficult and confused lesson.

Based on the observation that has done by the researcher, there was problem faced by the students at SMAN 4 KERINCI. The students said they have less vocabulary, they difficulty to make sentence in learning English, the students difficult in pronunciation, and the students said they had less motivation in learning English.

After the observation with the students, the researcher found that of the four basic skills, vocabulary was a skill that was difficult to be mastered and want to analysis of strategies used by students of Learning English in improving vocabulary by students of SMAN 4 KERINCI.

In this case, researcher focus to analysis of strategies used by students in learning English in improving vocabulary especially students class XI MIPA 1 and XI MIPA 2 because to teach English in order to the students can

vocabulary well, the teacher should be choose which one should be more focused in Learning English.

Based of problems the researcher feels that research needs to be done and the researcher is interested to conduct the research about **“ANALYSIS OF STRATEGIES USED BY STUDENTS IN LEARNING ENGLISH FOR IMPROVING VOCABULARY AT THE ELEVENTH GRADE OF SMAN 4 KERINCI IN ACADEMIC YEAR 2021-2022”**

B. Identification of the Problem

Based on the background of the problems above, the researcher found some problems are faced by students on the class XI MIPA 1 and XI MIPA 2 of SMAN 4 KERINCI are:

1. The students less have vocabulary.
2. The students difficult of make the sentence in the learning English.
3. The students difficult of pronunciation vocabulary in learning English.
4. The students not focus of the lesson learning English in the improving vocabulary.
5. The students had less motivation in learning English.

C. Limitation of the Problem

Based on the background and the identification of the problems, the problem of research is focused Analysis of strategies used by students Learning English for improving vocabulary of class XI MIPA1 and XI MIPA 2 at SMAN 4 KERINCI.

D. Research Problem

Based of the background above, the researcher formulates the research question as follow:

1. What are the strategies Learning English used by students in Learning English for improving vocabulary?
2. What strategies Learning English are dominant choose by students in learning English for improving Vocabulary?

E. Purpose of the Research

Based on research question above, the purpose of this research are:

1. To know what are the strategies used by students in learning English for improving vocabulary
2. To know strategies are dominant choose by students in learning English for improving vocabulary.

F. Significant of Research

This research is expected to provide contributions and strategies used by students in learning English to improving vocabulary at XI MIPA 1 and XI MIPA 2 SMAN 4 KERINCI

1. For teacher :
 - a. Teacher can give motivation to students that students learning English to can improving vocabulary for the better.
 - b. To provide input to teacher where they can choose one of a variety of strategies.
2. For students :

- a. They can know their vocabulary and they know the lack that must be corrected.
 - b. It is hoped that it will serve as a good vocabulary guide. Students will no longer have difficulty in learning English, especially improving vocabulary.
3. For institution :
- a. It would function as the first step to act efforts in improving students vocabulary.
 - b. It also functions to find out the vocabulary must weakness of students in the school.

G. Definition of the key terms

To avoid misunderstanding and misinterpretation in this research the researcher defines term as follow:

a. Learning English

Language is our significant source of communication. It's the way through which we share our ideas, feeling, views, and though with other. Language separates us from animals and makes us human (Nishanthi ; 2018-871).

b. Learning English strategies

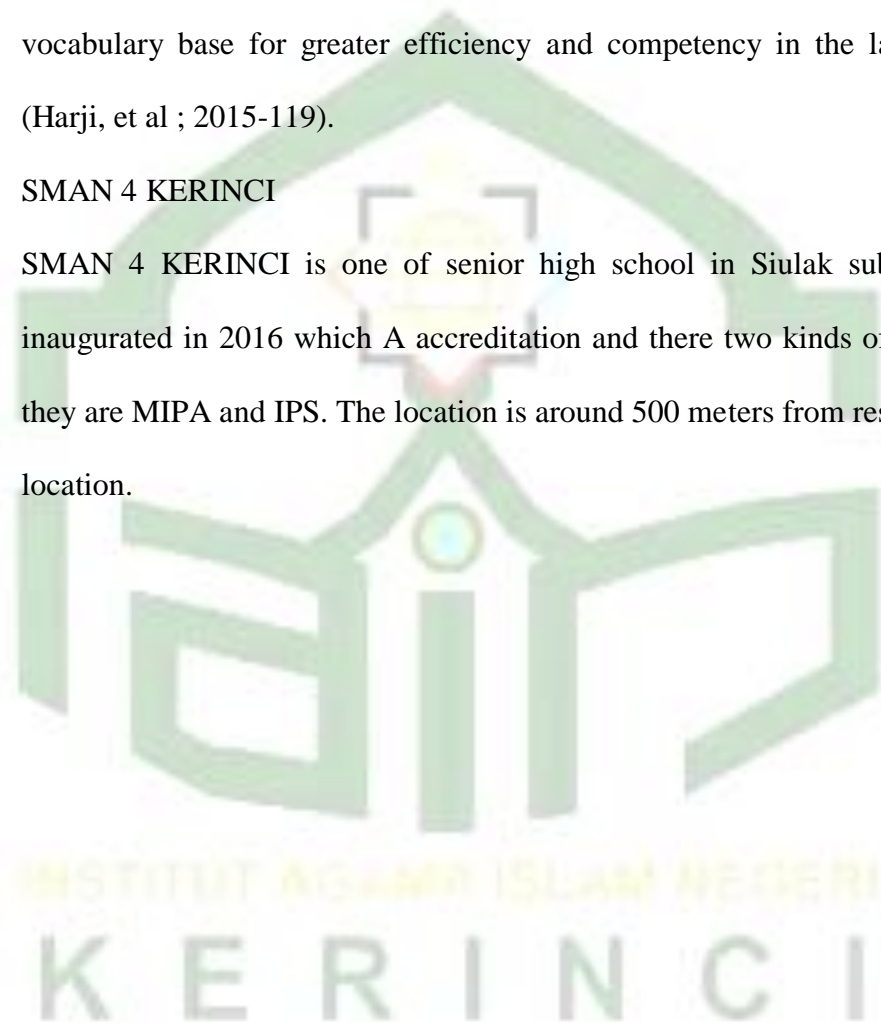
The English learning strategies can guide the students to differ and to select the important information from the less one. In other words, the effort enables the students acquire the content of their subject more easily (Laoli ; 2009-200).

c. Vocabulary

Vocabulary is a fundamental requirement of language acquisition, and its competence enables independent reading and effective language acquisition. In other words, effective language use requires adequate level of vocabulary knowledge and efforts must be made to identify students' vocabulary base for greater efficiency and competency in the language (Harji, et al ; 2015-119).

d. SMAN 4 KERINCI

SMAN 4 KERINCI is one of senior high school in Siulak sub-district inaugurated in 2016 which A accreditation and there two kinds of major, they are MIPA and IPS. The location is around 500 meters from researcher location.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Learning English Strategies

1. Definition of Learning English

In Indonesia, as well as many other countries, it is necessary for students to learn at least three language. They are mother language, national language and appropriate language. English has been taught and used as a foreign language in Indonesia over sixty five years. English as foreign language is being made as a compulsory subject in secondary school throughout Indonesia in 1945 soon after the Indonesian Independence Day, August 17, 1945.

In the general context of teaching English in most of Indonesia schools, the term of EFL is more appropriate that ESL because the EFL learning refers to the situation where the learners are learning English in context where English as a target language is not uncommon within be society in which the learners are living (Marlina : 2012-41).

According to Haliwell, the issue of learning English that young learners already have great skills in using limited language creatively. In the early stages of their mother tongue development, children are excellent at making a little language go along away. It can be concluded that learning English for students in early age needs a fun and enjoyable learning technique in order to make them more interested in learning English (Kusmaryati : 2017-185).

2. The Important of Learning English

According to (Ilyosovna : 2020-23) English is the dominant or official language in a number of countries, including many former British Empire territories. The rise of the British Empire offers many clues as to why the English language is so popular. People often want to know the best language to learn to get ahead in life. Many think that learning English, the international language, is the best option. English is of course an excellent choice. It is not enough to want to be fluent in English. In order actually learn English, you have to like learning English. There are many valuable reasons to learn language. Six reason why English is important.

- 1) It is an international common tongue
- 2) It is language of academia
- 3) It gives us access to a wealth of written media, online and printed
- 4) It comes in handy when travelling
- 5) It is essential if you want to work in international business or commerce
- 6) It is the language of Hollywood.

A language is a tool used to communicate with each other, so there is an understanding between the parties involved. The language itself can make it easier for us to channel ideas, ideas, feeling and many other thing. Those language used by many people is known as the English language.

English is the International Common Tongue. English is the most well-known unknown dialect. This implies that two individuals who come from various nations (for instance, a Mexican and a Sri Lankan) generally utilize English as an ordinary language to convey. That the reason everybody needs to get familiar with the language to connect on an international level. Talking it will assist you with speaking with individuals from nations everywhere in the world. Not only English-speaking ones. Learn English is significant as it empowers you to communicate effectively with your kindred worldwide residents (Putra : 2024-2).

3. Definition of Language Learning Strategies

Learning strategies are technique, approach, or deliberate actions the students take in order to facilitate the learning and recall of both linguistic and context area information. Strategies as the important factors in learning a language should be taken into account (Weda : 2009-4).

Learning strategies refer to method that students use to learn. This ranges from technique for improved memory to better studying or test-taking strategies. For example, the method of loci is a classic memory improvement technique; it involves making associations between facts to be remembered and particular locations. In order to remember something, you simply visualize places and the associated facts.

Learning strategies are the learner's goal-directed actions for improving language proficiency or achievement, completing a task, or

making learning more efficient, more effective, and easier. A key influence on learning strategy research is the strategy concept, which came from ancient Greece, where strategy plans for winning a war. Through the military meaning continues, strategy now also means a systematic plan for achieving any goal. The idea of strategies for learning started as a result of the cognitive shift in psychology (1950s-1960s and beyond), when stimulus-response behaviorism was overturned (L.Oxford : 2013-2).

Learning strategies are a bit difficult to define since the nomenclatures used in cognitive educational psychology as well as in strategic and self-regulated learning have not yet been standardized across and within these fields of study. Furthermore, the self-regulated use of learning strategies helps enable students to take more responsibility for their own learning now and to become lifelong learners.

The rapid development of advanced technology and the ever-expanding nature of workforce training will create ever-increasing demands for individuals to be lifelong learners. During the early 1970s and into the 1980s, after a number of studies provided evidence that strategies did enhance memory, attention turned toward the cognitive mechanisms by which mnemonics worked. Today, all theories of strategic and self-regulated learning include the use of learning strategies (Weistein : 2011-45).

From those explanation above it can be concluded that the learning is an action that goes through the process of learning or teaching that purpose to get an effective way to show how to get the results of learning.

4. The Important of Language Learning Strategies

Learning strategies as an important factor in the success of adult learners of foreign languages. What strategies or behaviors do adult language learners use? How are these strategies related to language learning proficiency and to other factors such as teacher perception, gender, aptitude, learning style, personality type, ego boundary, motivation, and anxiety? These are among the questions asked in this investigation. This is one of only a few language learning strategy studies involving such a wide range of factors; most studies examine just a handful of variables, not a broad or comprehensive set.

One purpose of the current investigation is to determine how these individuals' language learning strategies correlate with other factors language proficiency and various cognitive, affective, and social traits. An ultimate purpose is eventually to provide profiles for diagnosis, prediction, counseling, and teacher training. This article is organized as follows: review of previous research, research questions, methodology, results and interpretation, and summary and implications.

The students involved in the study are highly educated and motivated and are thus not completely representative of all foreign language learners. In some ways they might represent an 'optimal' foreign

language learning group. The correlational information gained from this group should provide a basis for future predictive studies with the same FSI data, and it should be helpful in suggesting trends or hypotheses to be tested with different populations (Ehrman, et al : 1995-362).

From those explanation above it can be concluded the important of strategies in learning English in a major factor in successful learning. With the existence of learning strategy, the learning process will be better. So that the strategies applied can be a reference for continuing learning and good outcome.

5. Characteristics of Language Strategies

In learning a new language, communicative competence becomes the main goal and strategies involve in the way to accomplish it. Oxford defined some basic features of learning strategies emphasizing in strategies that are not only focused on the development of communication competence in foreign language learning that can be seen on below (L.Oxford : 1990-8).

Figure 1.Characteristics of Language Learning Strategies

Language Learning Strategies
<ol style="list-style-type: none"> 1. Contribute to the main goal, communicative competence. 2. Allow learners to become more self-directed. 3. Expand the role of teacher. 4. Are problem-oriented. 5. Are specific actions taken by the learners. 6. Involve many aspect of the learner, not just the cognitive. 7. Support learning both directly and indirectly. 8. Are not always observable. 9. Are often conscious. 10. Can be taught. 11. Are flexible. 12. Are influenced by a variety of factors.

Strategies influence students' habit in learning because it allows students to be independent students and learn responsibly. To make students learn independently and responsibly, teachers have the new roles to make in happens. Teacher is expected to be someone who can identify students' learning strategies and train them in learning strategies, as a tool, contribute to solve them. In addition, language learning strategies are affected by many factors, inside and outside the learners like motivation.

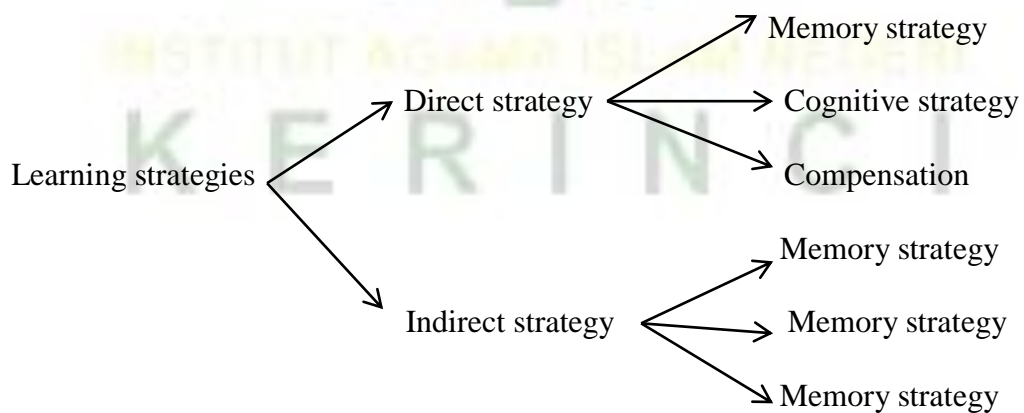
6. Types of Language Learning Strategies

English is considered a foreign language Indonesia since Indonesia do not use it for daily communication. They use language Indonesia as a mean of communication. However, looking at the demand of world society

which requires English as an international language, Indonesia government has considered English as the subject that students should master, it is shown as English becomes one of several subjects in National Examination at Junior High School and Senior High School.

In Indonesia curriculum, English has been taught for 6 years started from secondary until a higher level of education. However, learning English for more than 6 years doesn't guarantee students to be fluent in using English for communication. Besides the four basic skills of English, namely listening, speaking, reading, and writing are considered as a difficult skill to learn, students need to have their own motivation or strategy during the learning process. They are not considered as successful learners if they can't communicate in English effectively as they are expect to. These conditions need to be taken seriously since having a longer time to study English does to mean they learn English well without a correct strategy in learning (Mandasari : 2018-64).

Figure2. Diagram of the strategy System



Based on the beliefs above, it can be seen that Oxford's kinds of language learning strategies are more comprehensive, detail and systematic rather than the others. Moreover, these kinds of strategy become the main source which the research grounded that called Strategy Inventory for Language (SILL) made by oxford.

1) Memory Strategies

Memory strategy involves the mental process for storing new information in the memory and for retrieving them when needed. This strategy has four categories; creating mental linkages, applying images and sounds, reviewing well, and employing action.

Creating mental linkages can be applied through. a) grouping or classifying language materials into meaningful units based on the topic, b) associating or elaborating new language information to the concept that already in memory, or c) placing new words into a meaningful context.

Applying images and sound it can be applied by a) using visual imagery to remember something, b) making a semantic mapping, such as drawing a diagram of key concept at the center or the top, and then linked the key concept by lines or arrows. c) remembering new words using keywords, or d) remembering new language information according to its sounds.

Reviewing well, it can be done by structures reviewing. And the last is *Employing action*, is achieved by a) using physical response

or action, b) using mechanical technique in moving or changing something in order to remember the language.

2) Cognitive Strategies

This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

Practicing consist of a) repeating, rehearsing, and imitating the language. b) formally practicing sound and writing system, c) aware in recognizing and using formula or pattern, d) recombining known elements in a new ways, e) practicing the new language in natural ways.

In *receiving and sending message* involves a) getting the idea quickly by skimming and scanning, b) using print or non-print recourse to understand incoming and producing message.

Analyzing and reasoning includes a) using general rules and applying them to the target language in order to reasoning deductively, b) analyzing expression in order to understand the meaning of the whole expression, c) analyzing contrastively, such as comparing elements like sounds, vocabulary, or grammar to determine the similarities and differences, d) translating as the basic for understanding and producing the language, e) transferring the knowledge, concept, or structure from one language to another.

Creating structure for input and output which require a) taking notes specific ideas or topics, b) making a summarize, c) highlighting important information in the passage.

3) Compensation Strategies

Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. In this strategy consist of guessing intelligently, and overcoming limitations in speaking and writing.

Guessing intelligently can be achieved by a) using linguistics clues such as seeking and using language-based clues for guess the meaning what is heard or read in the language, b) using other clues such as seeking and using clues that not language-based in order to guess the meaning of the language.

Next is *overcoming limitations in speaking and writing can be achieved* by a) switching to the mother tongue, b) asking someone for help, c) using mime or gesture, d) avoiding communication partially or totally, e) selecting the topic in order to direct communication, f) adjusting or approximating the message, g) coining the words to communication the desire idea, h) using synonym.

4) Metacognitive Strategies

It allows learners to control their cognitive in order to coordinate the learning process. This strategy consist of centering your

learning, arranging and planning your learning, and evaluating your learning.

In *centering your learning* includes a) overviewing materials and link it with what already known, b) paying attention, c) delaying speech to focus on listening.

Arranging and planning your learning steps can be achieved by a) find out how language works, b) organizing the condition of learning to becoming optimal learning, c) setting aims for language learning, d) identifying the purpose of language task, e) planning for language task, f) seeking practice for opportunities.

And in *evaluating your learning* involves self-monitoring and self-evaluating.

5) Affective Strategies

Affective strategy assists learners to manage their emotion, motivation, and attitudes toward learning process. It consists of lowering anxiety, encouraging yourself, and taking your emotional temperature.

In *lowering anxiety* can be describe as a) using technique to alternate the tense by deep breathing or meditation, b) using music, c) using laughter.

While *encouraging yourself* includes of a) making positive statements, b) taking risk wisely, c) give reward for yourself. Last is taking emotional temperature can be achieved by a) understand the

condition of yourself, b) use checklist to discover feelings, attitudes and motivation, c) writing a language learning diary, d) discuss your feeling with other.

6) Social Strategies

This strategy facilitates language learning through interaction with other. It consists of asking questions, cooperating with other, and empathizing with other.

Asking question can be described a) asking clarification or verification, 2) asking for correction. Meanwhile, *cooperating with others* can be applied by a) cooperating with peers, b) cooperating with proficient user of or native speaker of the language.

And last is *empathizing with other* involves a) developing cultural understanding, b) becoming aware of others thought and feelings (L.Oxford : 1990-38).

The purpose of this study was to Analysis of Strategies used by students in learning English for improving vocabulary at the eleventh Grade of SMAN 4 KERINCI.

B. Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is the basic component of language, and a fundamentally important aspect of language development. To students, effective learning strategies can not only maximize their vocabulary size to make learning meaningful, but also enhance students learning

autonomy. Of course, it can also build up self-confidence and self-study ability (Bai : 2018-853).

Vocabulary is not only talk about the nouns, but beyond it. As a teacher, it is important to include adjectives, verbs, adverbs, and preposition as part of vocabulary curriculum. The teacher should facilitate vocabulary learning by teaching the learners with useful words. Useful words mean the words which are interest and intrigue the learners (Caroline T : 2005-66).

Vocabulary has been viewed differently depending on which method is fashionable. Flash back of the students' experience of English learning at high school, vocabulary was covered in the learning activities. (Susanto : 2017-184). Vocabulary is one of English components that should be taught by the learners, because it has main role for all language. vocabulary includes collections of words that are known not only as individual words but also as a group of words that have meaning (Kusumawati : 2017-9).

From those explanations above it can be conclusion that vocabulary is word which is an important element in a sentence which has a meaning to be arranged so that it becomes a new sentence.

2. The Important of Vocabulary

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary (Alqahtani : 2015-3).

The importance of vocabulary was also noted believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. However, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. In this sense, vocabulary is regarded as one of essential factors that give big influence to the people's communication. Thus, vocabulary should be ideally placed as important aspect of language learning that should be given much attention in the practice of TEFL so as to improve students' vocabulary mastery (Aisyah : 2017-2)

Vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the student (Syafiruddin, et al : 2018-2).

Teaching vocabulary is very important. It is very important because without vocabulary students could not speaking, writing, and could not understand the meaning of a sentence or could not understand

what the people say. Vocabulary had been tough start from elementary school. In this age, the students can accept the materials of vocabulary well. The student should practice their English vocabulary both inside and outside. If students did those activities, it would improve their vocabularies (Marzuki : 2013-1).

3. Kind of vocabulary

The characteristic of the words meaning of a word not in term of it is component features, but in term of its relationship to other word is treated as the analysis of lexical relation (Yule:2010).

According to (Hasan : 2018-81) The types of lexical relation which are usually appealed to can be briefly defined and exemplified those:

1) Synonymy.

Synonymy is a word which has the same or nearly the same meaning as another word. Thus synonymy are two or more forms with very closely related meaning, which are often but not always, intersubstitutable in sentences. Example of synonyms is the pairs: applaud-cheer, brief short, bold brave.

2) Antonym.

Antonym is a word which is opposite in meaning to other word. Hence, two forms opposite meaning are called antonyms. Antonyms are further distinguished into two types via, gradable and non-gradable antonyms. The pairs bad-good and dry-wet are examples of the

gradable and non-gradable antonym respectively. A thing is not bad must be good, but the season which is not wet must be dry.

3) Hyponymy.

Hyponymy is the relationship between two words, in which the meaning of one words includes the meaning of the other. Typical examples of such pairs are: dog-animal, carrot-vegetable. The concept of inclusion involved here is the idea that if any object is a dog, it is necessarily an animal. So, the animal is included in the meaning of dog, or dog is hyponym of animal.

4) Homophony.

Homophony is used to describe the relationship between two more different forms (written) which have the same pronunciation like the pairs: die-dye, curb-verb, key-quay, fore-four, and gait-gate.

5) Homonymy.

The term homonymy is used when one form (written or spoken) has two or more unrelated meaning.

6) Polysemy.

Polysemy is defined as one form (written or spoken) having multiple meaning which are all related by extension.

C. Review of Related Findings

To prove the originality of this research, the research wants to present the previous research dealing with analysis of strategies in improving vocabulary mastery in learning English.

First, A thesis by Vivin Ainun Alfiani, State Islamic of Sultan Syarif Kaim Riau (UIN SUSKA RIAU) with a research entitle: **“An Analysis Of Students Language Learning Strategies In Learning English Mts Ummatan Wasathan Pesantren Teknologi Riau”** This Research to find out the dominant of language learning strategies by the students in learning English. The research method that used descriptive quantitative and the study sample 47 students. The conclusion this research, the researcher concluded the types of choose students kinds of learning strategies in learning English. in the questionnaire, from the highest percentage to the lowest the choose students learning English. From the result of the research found that, language learning strategies is choose affective strategy.

Second, Astrid Itania from state Islamic college (IAIN) Tulungagung (2014) with a research tittle: **“Learning Strategies Used by the Students of Acceleration class in Speaking English at MAN 3 Tulungagung”**. The participant of research are the students of 10 grade at MAN 3 Tulungagung which consisted of 15 students, in fact when the researcher gave the questionnaire for the students, one of them was absent because of sickness so the subject of this research became 14 students. The method of collecting data validity and reliability.

The result of analysis researcher was concluded that, there was significant the learning strategies is used by the students of acceleration class is speaking class English. They used learning speaking strategies to support their English learning activities, because the speaking strategies is easier than

other strategies they choose speaking strategies and applying in daily especially in the class.

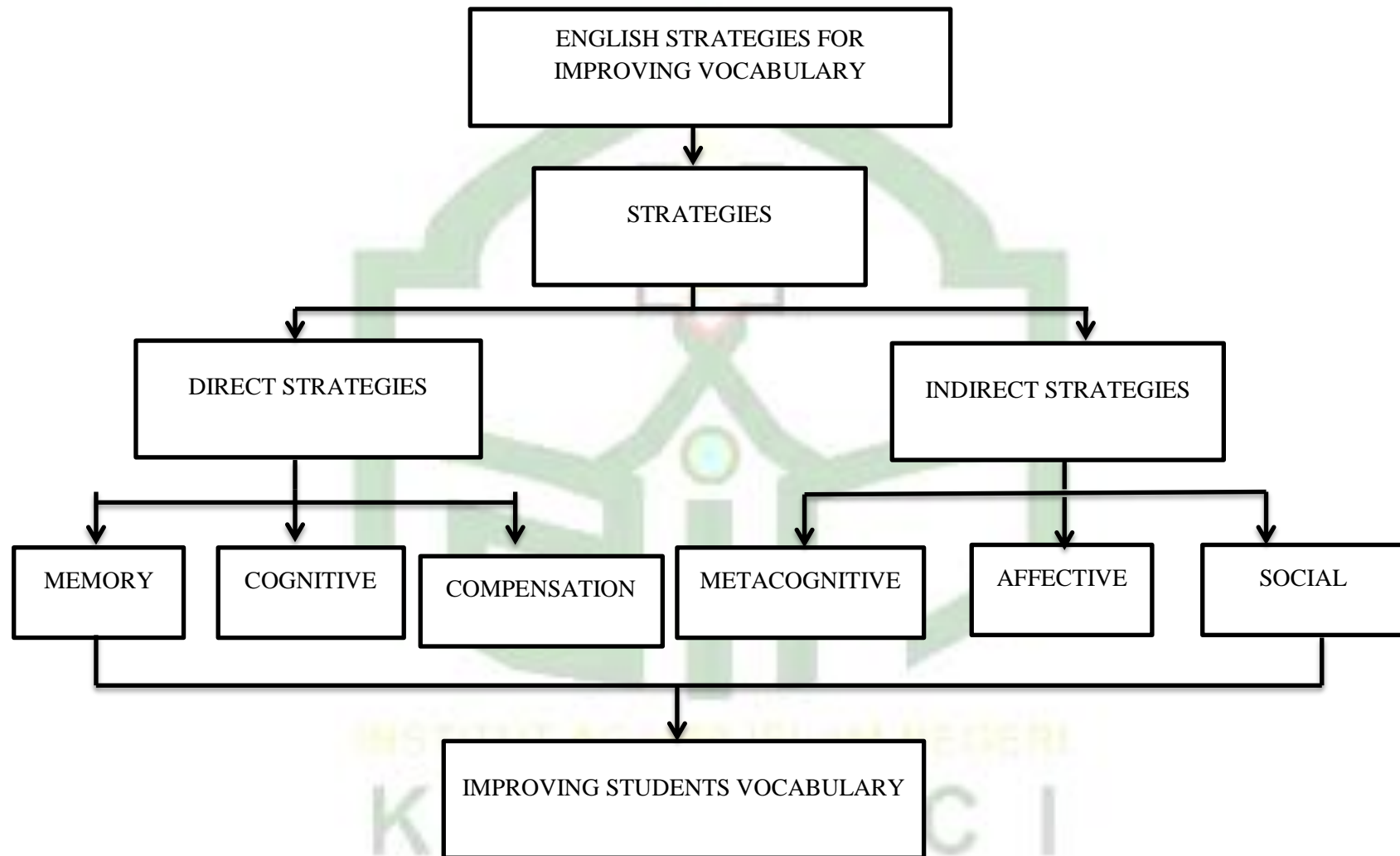
Besides, the different between this researcher with the research above, in this research about Analysis of Strategies used by Students in Learning English for improving vocabulary at the eleventh grade of SMAN 4 KERINCI. The Research collected the data from students class XI SMAN 4 KERINCI as the participant in this research. The researchers choose students class XI MIPA 1 of SMAN 4 KERINCI.

D. Concept of Frame Work

Based on the explanation above, the writer created the theoretical framework is following



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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted using descriptive research design to answer the questions of the study. Descriptive study was chosen due to the type of the study which is to know the learning strategies of the students SMA N 4 Kerinci. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numerical data can be analyzed using statistical procedures (Wahidmurni : 2017-3).

According to Ricard state that “Descriptive research is the research design that try to describe a phenomena, subject or area accurately and factually”.

Descriptive quantitative is described and analysis of a research problem based on mathematical analysis in numeric form (Creswell, et al : 2012-9)

In this term the six type of strategies learning English memory, cognitive, compensational, metacognitive, affective, and social strategies. The research focused on what are strategies used by students in learning English for improving vocabulary. In order collect data of this research, the research used the questionnaire.

B. Population and sample

1. Population

Population was the whole number of people or inhabitants in a country or region. Simplify, Arikunto points out that the population is the entire subject in the research (Ary : 1985-30).

Population is a generalization are consisting of objects or subjects that have certain qualities and characteristics determined by the research to be studied and then draw conclusion (Sugiyono : 2018-149). The population in this research was class eleventh grade of MIPA 1 and XI MIPA 2 SMAN 4 KERINCI. The total population can be seen from the table below:

Table 1. Total Population

Class	Male	Female	Total
XI MIPA 1	9 Students	23 Students	32 Students
XI MIPA 2	11 Students	21 Students	32 Students
TOTAL			64Students

Source: eleventh students at SMAN 4 KERINCI

2. Sample

Sample is a part of the number and characteristics possessed by the population. The population in this study is not yet known, so research determine the number of samples to be studied. If the subject is less than 100, it is better to take from all the research is a population study (Sugiyono : 2018-150).

Sampling in this study uses a Total Sampling Technique. Total Sampling Technique is the entire population is sample (Budiati : 2012-97).

The sample in this research all students in class the eleventh grade XI MIPA 1 and XI MIPA 2 of SMAN 4 KERINCI.

C. Technique Data Collection

1. Observation

In general, observation is a way or method of collecting information or data which is carried out by conducting systematic observations and recordings of the phenomena that are being targeted for observation (Nasution : 2000-106). According to Gunawan, observation is a way to conduct evaluations by observing and recording systematically, logically, and rationally about the activities investigated (Hermanto, et al : 2019-4).

In this the researchers can do observations a school at SMA N 4 KERINCI the focus students class XI MIPA 1 and XI MIPA 2 for to see students filling out questionnaire in classroom when learning English.

2. Questionnaire

Questionnaire is a document designed with the purpose of seeking specific information from the respondents. Best used with literate people (assess readability level). Design is crucial to success process of called questionnaire or survey construction (Janet E : 2012-8).

As defined is simply a list of mimeographed or printed questions that is complete by or for a respondent to give opinion. A questionnaire is the main mean of collecting quantitative primary data. A questionnaire

enables quantitative data to be collected in a standardized way so that are internally consist and coherent for analysis (Roopa S, et al : 2012-273).

The questionnaire is a number of items that require a response from students in order to see the strategies used by students in learning English for improving vocabulary.

D. Research Instruments

1. Questionnaire

There two type version of the SILL that are popular as widely used learning strategy questionnaire. One is for foreign language learners whose native language is English (version 5.0, 80 items). The other is for English foreign learners or English as second language learners (version 7.0, 50 items). Because the participants of this study were EFL/ESL learners, this study used SILL version 7.0, the SILL questionnaire is designed to assess language learning strategy use.

The instruments used in this study intend to determine the strategies used by students in learning English to improving vocabulary. This research was collected by using adapted from SILL questionnaire Strategies Inventory for Language Learning (version 7.0, 50 items by Oxford (1990) adoption and adaptation, translated in used Indonesia language. Based on Oxford classification of language learning strategies, learners with a mean of 2.5 and under are identified as low strategy users, and the mean for high users is more than 3.5.

Table 2. Questionnaire Students Learning Strategies Oxford (1990) SILL

No	Aspect	Number of Items
1	Memory Strategies	1-9
2	Cognitive Strategies	10-23
3	Compensation Strategies	24-29
4	Metacognitive Strategies	30-38
5	Affective Strategies	39-44
6	Social Strategies	45-50
Total		50 Items Questionnaire

Table 3. Indicators of Learning Strategies Oxford (1990) SILL

Type of Strategies	Aspect	Indicator	Number of items
Direct Strategies	Memory	Creating mental linkages, Applying images and sounds, Reviewing well, and Employing action	1-9
	Cognitive	Practicing, receiving and sending messages, Analyzing and reasoning, Creating structure for input and output	10-23
	Compensation	Guessing intelligently, Overcoming limitations in speaking and writing	24-29

Indirect Strategies	Metacognitive	Centering your learning, arranging and planning your learning, Evaluating your learning	30-38
	Affective	Lowering anxiety, encouraging yourself, and taking your emotional temperature	39-44
	Social	asking questions, cooperating with other, and empathizing with other	45-50

For completeness of the questionnaire can be seen in the appendix. The instruments used in this study will be tested first through the validity test and reliability test.

2. Validity of the Questionnaire

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. Validity was used to measure the validity of the questionnaire, a questionnaire will be valid if the statement on the questionnaire is able to reveal something that will be measured by the questionnaire (Twycross, et al : 2015-66).

Validity is validity is the most complete criterion of an affective test (Brown : 2004-22). It measure what have to be measured and

truthfulness. It is the most important characteristics of the test or measuring instrument can process (Peter, et al : 2003-161).

In this case, to find out the validity of questionnaire, the researcher used face validity. The face validity was used to evaluate the relevancy of the instruments content with the samples to be measured. Face validity evaluates the appearance the questionnaire in terms of feasibility, readability, consistency of style and formatting, and the clarity of the language used (Hamed, et al : 2016-28).

The component face validity in this study are formulation of sentences in terms of affirmative statement that required an answer, the clarity of instruction, formulation of communicative sentences, the appropriateness of language used for the participant.

The validator (expert judgment) of this research was Yelni Erniyanti, M.Pd she is the English lecturer of State Islamic Institute of Kerinci where the research was conducted. She was given chance to translate and validate the items questionnaire for four days, then the instruments were taken back to be clarified and compared. She assessed that the questionnaire needed to be revised, that were some of the words in the questionnaire was wrong, some the statement had to be replaced according to the indicators, and the instructions should be clearly.

In this research, the research needed to Try-Out the adapted SILL version 7.0. This try out was conducted students class XI MIPA 4 the number of student 30 Students in the class. The researcher then was

measuring the validity and reliability of the questionnaire by using SPSS version 20 application.

The result of the validity questionnaire was analyzed by using SPSS 20. In this case, the validity was done by comparing the of r_{hitung} and r_{table} , the sample was $(n-2) = 30-2 = 28$, $\alpha = 0,05$ and $r_{table} = 0,3610$. The items of questionnaire were considerably valid when the item had the level of correlation $\geq 0,3610$. Based on the result the calculation of the questionnaire from the tried out, the validity of the questionnaire it can be seen on the table below.

Table 4. Validity of Strategies used by Students in Learning English for Improving Vocabulary

No	Aspect	Number of items	Corrected item-Total Correlation	Criteria
1	Memory Strategies	1	.642	Valid
		2	.654	Valid
		3	.575	Valid
		4	.437	Valid
		5	.569	Valid
		6	.724	Valid
		7	.571	Valid
		8	.523	Valid
		9	.646	Valid
	Cognitive Strategies	10	.738	Valid
		11	.546	Valid
		12	.510	Valid
		13	.432	Valid
		14	.677	Valid
		15	.734	Valid
		16	.563	Valid
		17	.643	Valid
		18	.742	Valid
		19	.499	Valid
		20	.562	Valid
		21	.584	Valid
		22	.381	Valid
		23	.619	Valid

	Compensation Strategies	24	.369	Valid
		25	.678	Valid
		26	.608	Valid
		27	.577	Valid
		28	.795	Valid
		29	.720	Valid
2	Metacognitive Strategies	30	.700	Valid
		31	.524	Valid
		32	.691	Valid
		33	.365	Valid
		34	.540	Valid
		35	.689	Valid
		36	.776	Valid
		37	.745	Valid
		38	.571	Valid
	Affective Strategies	39	.383	Valid
		40	.369	Valid
		41	.590	Valid
		42	.430	Valid
		43	.648	Valid
		44	.742	Valid
	Social Strategies	45	.660	Valid
		46	.475	Valid
		47	.475	Valid
		48	.649	Valid
		49	.860	Valid
50		.369	Valid	
Total		50		

From the table 4, it can be seen that all the statement strategies used by students in learning English improving vocabulary was valid because that statement had level of correlation $\geq 0,3610$.

3. Reliability of the Questionnaire

Reliability is the degree to which a test consistently measures whatever it is measuring (Hamed, et al ; 2016-165).

Besides validity, the data should reliable because a valid questionnaire is always reliable (Peter ; 2003-169). In this research, the

researcher tried to make the questionnaire is valid and also reliable. In order to get reliability of the questionnaire, the researcher analyzed by use formula Cronbach Alpha.

Table 5. Category of Reliability

No	Reliability	Category
1	$\geq 0,90$	Very highly reliable
2	0,80-0,90	Highly reliable
3	0,70-0,79	Reliable
4	0,60-0,69	Minimally reliable
5	$\leq 0,60$	Unacceptably low reliable

After validity tes and obtained valid statements, then the reliability test was carried out by using Cronbach Alpha formula. The instrument will reliable if the value of Cronbach Alpha $\geq 0,60$. The analysis of reliability from SPSS 20 it can be seen in the table below:

Table 6. Reliability of the Questionnaire

No	Variable	Cronbach Alpha	Standard Reliability	Criteria
1	Strategies Used by Students in Learning English For Improving Vocabulary	0,965	0,60	Highly Reliable

Based on the table above, the reliability of the students Strategies Used by students in learning English for improving vocabulary based on Cronbach Alpha analysis was 0,965 and standard reliability was 0,60. It can conclusion that the instrument of the research was highly reliable.

E. Data Analysis

Data analysis techniques are interpreted as an effort to process data into information, so the characteristic, the properties of the data are easy to understand and useful to answer problems that have proceeded with the research based on the data obtained (Sugiyono : 2000-145).

Table 7. Criteria Percentage Strategies Used by Students in Learning English

No	Score Percentage	Criteria
1	20% - 36%	Very Low
2	36,01% - 53%	Low
3	52,01% - 68%	Highly Sufficient
4	69,01% - 84%	High
5	84,01% - 100%	Very High

The data take in this study are result of students' answers to the questionnaire instruments. The analyzed by calculating the percentage of the number of students who answered each item in the Questionnaire. The Item that the students answered was the English learning strategy. The researcher use formula of percentage.

$$P = \frac{f}{N} \times 100\%$$

Note:

P: Percentage of item

F: Frequency of learning strategies item

N: Number of total strategy

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

The research findings are based on the result of data analysis. Data analysis consisted of questionnaires. Before distributing the learning strategies questionnaire to students, the researchers first made observations to schools to find out students activities in learning English, find out the English learning schedule, and discuss with the English teacher.

After observation with the students, the researchers found that vocabulary is one of the most difficult skills for students to master. For this reason, the researchers distributed questionnaire as a tool to find out the strategies used by students in learning English to increase vocabulary. The questionnaire was contributed to the class by the researchers when the students were learning English so they did not take the students study schedule with others and had asked for time from the English teacher who was teaching in the class.

1. Data Description

The data description of the data obtained from questionnaire is presented in the table that describes the number of students who used learning strategy below:

Table 8. The Number of Students Using Language Learning Strategies

The number of item	Strategy	Never (1)	Seldom (2)	Some times (3)	Usually (4)	Always (5)
1.	Memory	7 Students	9	31	14	3
2.	Memory	3 Students	13	24	19	5
3.	Memory	12 Students	22	14	11	5
4.	Memory	6 Students	15	19	19	5
5.	Memory	12 Students	9	32	8	3
6.	Memory	14 Students	17	25	7	1
7.	Memory	3 Students	16	26	15	3
8.	Memory	1 Students	7	29	18	9
9.	Memory	1 Students	8	32	21	11
The number of item	Strategy	Never	Seldom	Some times	Usually	Always
10.	Cognitive	4 Students	16	20	17	7
11.	Cognitive	9 Students	12	28	11	4
12.	Cognitive	4 Students	11	24	15	10
13.	Cognitive	5 Students	16	26	14	3
14.	Cognitive	1 Students	12	26	14	10
15.	Cognitive	5 Students	12	17	21	9
16.	Cognitive	4 Students	16	21	14	9
17.	Cognitive	11 Students	14	21	11	6
18.	Cognitive	4 Students	18	22	10	10
19.	Cognitive	5 Students	19	28	6	6
20.	Cognitive	4 Students	18	25	11	6
21.	Cognitive	2 Students	13	34	12	3
22.	Cognitive	3 Students	15	36	8	2
23.	Cognitive	3 Students	15	21	18	7
The number of item	Strategy	Never	Seldom	Some times	Usually	Always
24.	Compensation	6 Students	13	22	14	9
25.	Compensation	7 Students	12	23	15	7
26.	Compensation	7 Students	9	26	15	7
27.	Compensation	7 Students	11	28	12	6

28.	Compensation	5 Students	14	21	18	6
29.	Compensation	8 Students	8	22	21	5
The number of item	Strategy	Never	Seldom	Some times	Usually	Always
30.	Metacognitive	1 Students	6	31	19	7
31.	Metacognitive	0 Students	5	28	22	9
32.	Metacognitive	1 Students	3	15	25	20
33.	Metacognitive	1 Students	6	19	25	13
34.	Metacognitive	1 Students	8	32	16	7
35.	Metacognitive	0 Students	13	28	17	6
36.	Metacognitive	0 Students	7	30	17	10
37.	Metacognitive	0 Students	6	27	23	8
38.	Metacognitive	0 Students	2	23	28	11
The number of item	Strategy	Never	Seldom	Some times	Usually	Always
39.	Affective	0 Students	18	26	7	13
40.	Affective	0 Students	15	36	9	4
41.	Affective	0 Students	16	36	9	3
42.	Affective	0 Students	18	33	10	3
43.	Affective	0 Students	23	28	10	3
44.	Affective	0 Students	14	37	12	1
The number of item	Strategy	Never	Seldom	Some times	Usually	Always
45.	Social	0 Students	11	34	13	6
46.	Social	0 Students	22	26	14	2
47.	Social	0 Students	13	34	16	1
48.	Social	0 Students	13	32	16	3
49.	Social	0 Students	18	20	22	4
50.	Social	0 Students	19	29	10	5

2. Data Analysis

The questionnaire of strategies used by students in learning English for improving vocabulary were to 64 students of class XI MIPA 1 and XI MIPA 2 at SMAN 4 KERINCI. It was consisted of 50 statements that divided into 6 learning strategy category; which are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. For the questionnaire is written in Indonesian to avoid miss interpretation, to make it easier for respondents to fill out the questionnaire can be understood well by students. After the entire questionnaire is filled out by students, the result was analyzed using Microsoft Excel and SPSS to get precise and accurate analysis result.

The result of according overall learning strategy that used by students can be seen below:

a. Memory Strategies

Memory strategy involves the mental process for storing new information in the memory and for retrieving them when needed. This strategy has four categories; creating mental linkages, applying images and sounds, reviewing well, and employing action. Creating mental linkages can be applied through.

Table 9. Percentage of Memory Strategies Used by Students

Type of Strategies	Overall	Percentage
Memory Strategies	210.4	17.55%
Total		17.55%

From the table 8 it can be seen the percentage of the Memory strategies used by students in learning English from improving vocabulary.

The results of the percentage of Memory strategies are 17.55%.

b. Cognitive Strategies

This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

Table 10. Percentage of Cognitive Strategies Used by Students

Type of Strategies	Overall	Percentage
Affective strategies	194.6	16.22%
Total		16.22%

From the table 9 it can be seen the percentage of the Cognitive strategies used by students in learning English from improving vocabulary.

The results of the percentage of Cognitive strategies are 16.22%.

c. Compensation Strategies

Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. In this strategy consist of guessing intelligently, and overcoming limitations in speaking and writing.

Table 11. Percentage of Compensation Strategies Used by Students

Type of Strategies	Overall	Percentage
Compensation Strategies	217.3	18.12%
Total		18.12%

From the table 10 it can be seen the percentage of the Compensation strategies used by students in learning English from improving vocabulary. The results of the percentage of Compensation strategies are 18.12%.

d. Metacognitive Strategies

It allows learners to control their cognitive in order to coordinate the learning process. This strategy consist of centering your learning, arranging and planning your learning, and evaluating your learning.

Table 12. Percentage of Metacognitive Strategies Used by Students

Type of Strategies	Overall	Percentage
Metacognitive Strategies	231.1	19.27%
Total		19.27%

From the table 11 it can be seen the percentage of the Metacognitive strategies used by students in learning English from improving vocabulary. The results of the percentage of Metacognitive strategies are 19.27%.

e. Affective Strategies

Affective strategy assists learners to manage their emotion, motivation, and attitudes toward learning process. It consists of lowering anxiety, encouraging yourself, and taking your emotional temperature.

Table 13. Percentage of Affective Strategies Used by Students

Type of Strategies	Overall	Percentage
Affective Strategies	193.1	16.10%
Total		16.10%

From the table 12 it can be seen the percentage of the Affective strategies used by students in learning English from improving vocabulary. The results of the percentage of Affective strategies are 16.10%.

f. Social Strategies

This strategy facilitates language learning through interaction with other. It consists of asking questions, cooperating with other, and empathizing with other.

Table 14. Percentage of Social Strategies Used by Students

Type of Strategies	Overall	Percentage
Social Strategies	198.5	16.55%
Total		16.55%

From the table 13 it can be seen the percentage of the Social strategies used by students in learning English from improving vocabulary. The results of the percentage of Social strategies are 16.55%.

B. Discussion

From the data analyzed above, it can be seen the percentage of the strategies used by students in learning English for improving vocabulary is that students use all strategies in learning English. And the dominant strategy used by students to improving vocabulary is Metacognitive strategies. Metacognitive strategy is the most widely used strategy by students while affective strategy is the strategy that is least used by student class XI MIPA 1 and XI MIPA 2.

Metacognitive strategy, such as overviewing, organizing, paying attention, setting goals and objectives, considering the purpose, self monitoring, and so on, can help students become an affective learner in learning the language. As in Lius study explored a variety of learning strategies used by technological English major students in china, he found that the participants of his study preferred using metacognitive strategy the most. The present study support his finding. A possible explanation about why become the most preferred strategies because it allows the learners to overview the lesson, to pay attention in the classroom and to self-monitoring and self-evaluating the language learning (Liu ; 2014)

For the most dominant strategy used students are the highest percentage strategies, from the table and data the percentage of the lowest is the affective strategies 16.10% and highest strategies is the metacognitive strategy 19.27%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation and data analysis in chapter IV, this researcher was carried out to analyze and classify the type of strategies used by students in learning English for improving vocabulary. The collected was classified based on Oxford theory. The researcher concluded the type of strategies used by students in learning English for improving vocabulary at eleventh grade of SMAN 4 Kerinci. In their questionnaire, from the highest percentage students language learning strategies in learning English.

It can concluded that the total number of Memory strategies 210.4 or 17.55%, Cognitive strategies 194.6 or 16.22%, Compensation strategies 217.3 or 18.12%, Metacognitive strategies 231.1 or 19.27%, Affective strategies 193.1 or 16.10%, and Social strategies 198.5 or 16.55%. From the results, the researcher found that all strategies used by students and the dominant strategy used by students in learning English for improving vocabulary were the same, namely Metacognitive strategies at eleventh grade of SMAN 4 Kerinci with **231.1 or 19.27%**.

B. Suggestion

Based on the conclusion above, the researcher proposed several suggestions as follow:

1. Suggestion for English Teacher

As an English teacher, the teacher must have an interesting idea that can bring students to have an interest in learning English which is called a foreign language in Indonesian and can apply any media to motivate students to learn so that students do not feel saturated and become good language learners in accordance with the characteristics of students.

Therefore, the teacher can present the types of learning strategies in learning English to improve vocabulary to help students apply learning strategies when they learn themselves. This is useful for students in using various language learning strategies such as Memory, Cognitive, Compensation, Metacognitive, Affective, and Social strategies, so that they can produce good English skill for improving vocabulary.

2. Suggestion for the Students

- a. When learning English, students should pay more attention to the lessons explained by the teacher in front of the class.
- b. Motivation is the most important thing that must be owned by students when learning English.
- c. In learning English, students learn and practice various types of learning strategies. After that, they must know and ensure what is the right strategy in learning English from themselves.

- d. Hopefully the strategy that students choose can improve their vocabulary in learning English and students will always use these strategies.



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APPENDIX 1: QUESTIONNAIRE (BAHASA INDONESIA VERSION)

Angket Strategi Pembelajaran Siswa

Nama :

Kelas :

Petunjuk !

- Isilah pernyataan pada angket dengan memberikan tanda ceklist (√) pada kolom jawaban yang telah disediakan
- Jawaban yang anda berikan dijamin keabsahannya, sesuai dengan gambaran anda yang didasarkan pada pengalaman dalam belajar bahasa inggris dan tidak berpengaruh pada nilai atau status anda sebagai pelajar/siswa. Untuk itu, mohon memberikan jawaban dengan sejujurnya.
- Kriteria untuk penilaian angket tersebut adalah sebagai berikut:
 - 1 = Tidak Pernah
 - 2 = Jarang
 - 3 = Kadang-Kadang
 - 4 = Sering
 - 5 = Selalu

No	Pernyataan	Respon Siswa				
		1	2	3	4	5
Memory Strategy						
1.	Dalam belajar bahasa inggris saya menghubungkan kosakata yang baru saya pelajari dengan apa yang sudah saya ketahui sebelumnya					
2.	Saya menggunakan kosakata bahasa inggris yang baru saya ketahui dalam bentuk kalimat supaya saya bisa mengingatnya					
3.	Untuk mengingat kosakata baru, saya menghubungkan bunyi dengan gambaran atau ilustrasi tersebut					
4.	Saya mengingat kosakata baru dalam bahasa inggris dengan cara membayangkan sebuah situasi dimana					

	kata tersebut dapat digunakan					
5.	Saya menggunakan rima untuk mengingat kosa kata baru (rice-ice, no-know)					
6.	Saya menggunakan flash card untuk mengingat kosakata baru					
7.	Saya menggunakan secara fisik kosakata bahasa inggris yang baru saya pelajari					
8.	Saya sering mengulang kembali pelajaran bahasa inggris					
9.	Saya mengingat kosakata atau frasa baru dengan mengingat dimana saya melihat kosakata tersebut (halaman buku, papan tulis dll)					
Cognitive Strategy						
10.	Saya mengucapkan atau menulis kosakata baru untuk beberapa kali					
11.	Saya berusaha berbicara seperti penutur asli (native speaker)					
12.	Saya berlatih pengucapan kosakata bahasa inggris					
13.	Saya menggunakan kosakata bahasa inggris yang saya tahu dengan berbagai cara yang berbeda					
14.	Saya biasa memulai percakapan dalam bahasa inggris dari kosakata yang saya ketahui					
15.	Saya menonton TV atau film yang menggunakan bahasa inggris, sehingga saya menemukan kosakata baru					
16.	Saya membaca bacaan-bacaan ringan yang berbahasa inggris yang terdapat banyak kosakata					
17.	Saya menulis catatan kosakata baru didalam surat, atau laporan dalam bahasa inggris					
18.	Saya membaca tulisan berbahasa inggris dengan skimming, setelah itu saya kembali membaca dengan					

	teliti					
19.	Saya mencari kosakata salam bahasa Indonesia yang mirip dengan kosakata bahasa inggris					
20.	Ketika belajar kosakata baru, saya mencoba untuk memahami pola/struktur bahasa inggris (grammar)					
21.	Saya mengartikan sebuah kata bahasa inggris dengan cara membaginya menjadi bagian yang saya mengerti (ex; disobedient, solvable-prefix and suffix)					
22.	Saya mencoba untuk tidak mengartikan kata perkata dalam sebuah kalimat					
23.	Saya membuat ringkasan kosakata berbahasa inggris dari apa yang saya baca atau dengar					
Compensation Strategy						
24.	Untuk memahami kosakata yang tidak familiar, saya suka menebak-nebak					
25.	Dalam percakapan, ketika saya tidak bisa menemukan kosakata yang pas, saya menggunakan gesture					
26.	Saya mengarang kata-kata baru ketika saya tidak tahu kata yang seharusnya digunakan dalam bahasa inggris					
27.	Saya membaca bahasa inggris tanpa perlu mengecek makna setiap kosa kata baru					
28.	Saya suka menebak apa yang orang lain akan katakan selanjutnya di dalam percakapan					
29.	Ketika saya kesulitan dalam memikirkan kata-kata bahasa inggris yang pas, saya suka menggunakan kata-kata atau phrase yang maknanya hamper sama					
Metacognitive Strategy						
30.	Saya mencari kesempatan untuk dapat menggunakan kosakata dengan baik dalam bahasa inggris					

31.	Saya mencari tahu kesalahan bahasa inggris yang untuk memperbaiki bahasa saya					
32.	Saya memperhatikan ketika seseorang berbicara dalam bahasa inggris					
33.	Saya selalu mencari tahu supaya bisa menjadi pembelajar bahasa inggris dengan baik					
34.	Saya merencanakan jadwal saya supaya saya bisa mengoptimalkan waktu belajar bahasa inggris saya					
35.	Saya mencari teman atau partner yang bisa saya ajak untuk belajar kosakata bahasa inggris					
36.	Saya mencari kesempatan sebanyak mungkin untuk kosakata bahasa inggris					
37.	Saya mempunyai tujuan yang jelas untuk bisa meningkatkan kemampuan bahasa inggris					
38.	Saya memikirkan tentang kemajuan saya dalam belajar bahasa inggris untuk meningkatkan kosakata saya					
Affective Strategy						
39.	Saya mencoba untuk rileks ketika saya takut dalam belajar bahasa inggris					
40.	Saya mendorong diri saya untuk kosakata bahasa inggris bahkan saya takut membuat kesalahan					
41.	Saya memberikan hadiah untuk diri saya ketika saya bisa menggunakan kosakata bahasa inggris dengan baik					
42.	Saya gugup atau tegang ketika belajar atau menggunakan kosakata bahasa inggris					
43.	Saya menulis tentang perasaan saya di dalam buku harian belajar bahasa inggris					
44.	Saya belajar dengan orang lain mengenai perasaan saya ketika belajar kosakata bahasa inggris					

Social Strategy					
45.	Ketika saya tidak mengerti sesuatu ucapan atau kosakata dalam bahasa inggris, saya memintanya untuk memperlambat atau mengulangi ucapannya				
46.	Saya meminta penutur asli bahasa inggris untuk mengkoreksi saya ketika saya salah dalam pengucapan kosakata				
47.	Saya berlatih bahasa ingris dengan teman atau murid yang lain				
48.	Saya meminta bantuan dari penutur ahli bahasa inggris				
49.	Saya mengajukan pertanyaan dalam bahasa inggris				
50	Saya mencoba untuk belajar tentang budaya inggris				



APPENDIX 2: QUESTIONNAIRE (ENGLISH VERSION)

Students Learning Strategy Questionnaire

Name:

Class:

Instruction!

- a. Fill in the statement on the questionnaire by giving a checklist (√) in the answer column provided
- b. The answer you provide is guaranteed its validity, in accordance with your description based on experience in learning English and has no effect on your value or status as a student. For that it is to give an answer to honestly.
- c. The criteria for the questionnaire assessment are as follows:
 1. Never
 2. Seldom
 3. Sometimes
 4. Always
 5. Usually

No	Statements	Students Respond				
		1	2	3	4	5
Memory Strategies						
1.	I think of relationship between vocabulary and new things I learn in English.					
2.	I use vocabulary in a sentence so I can remember them.					
3.	I connect new English vocabulary and an image or pictures of words to help remember words.					
4.	I remembering new English vocabulary by making a mental picture of situations in which the word might be used					
5.	I use rhymes to remember new vocabulary in English.					
6.	I use flashcard to remember new vocabulary in English.					

7.	I physically act out the new vocabulary in English.						
8.	I review English lesson often.						
9.	I remember new vocabulary or phrases by remembering where I saw the vocabulary(on book page, on a board, or a street sign)						
Cognitive Strategies							
10.	I say or write new vocabulary several times.						
11.	I try to talk like native English speakers.						
12.	I practice vocabulary in English.						
13.	I use the vocabulary English I know in different ways.						
14.	I usually start a conversation in English from the vocabulary I know.						
15.	I watch English language movie TV shows spoken in English, so I found a new vocabulary.						
16.	I read English readings that have a many of vocabulary.						
17.	I write of vocabulary in the notes, message, letters, or report in English.						
18.	I read the English text by skimming, after that I read it again be carefully.						
19.	I look for vocabulary in my own language that are similar to vocabulary in English.						
20.	When learning English new vocabulary, I try to find patterns in English.						
21.	I find the meaning of an English word by driving it into parts that I understand.						
22.	I try not to translate word-for-word.						
23.	I make summaries vocabulary or information that I hear or read in English.						

Compensational Strategies						
24.	To understand unfamiliar English vocabulary, I make guesses.					
25.	When conversation I cannot think of a vocabulary in English, I use gesture.					
26.	I make up new words if I do not know the right ones in English.					
27.	I read English without looking up every new vocabulary.					
28.	I try to guess what the other person will say next in English.					
29.	If cannot think of an English word, I use a word or phrase that means the same thing.					
Metacognitive Strategies						
30.	I am looking for an opportunity to be able to use good vocabulary in English.					
31.	I notice my English mistakes and use that information to help me do better.					
32.	I pay attention when someone is speaking English.					
33.	I try to find out how to be a better learner of English.					
34.	I plan my schedule so I will have enough time to study English.					
35.	I look for friends I can study vocabulary in English.					
36.	I look for opportunities to study vocabulary in English.					
37.	I have clear goals for improving my English skills.					
38.	I think about my progress in learning English for improving vocabulary skills.					
Affective Strategies						
39.	I try to relax whenever I feel afraid to study English.					

40.	I encourage for study vocabulary English when I am afraid of making mistake.						
41.	I give myself a reward when I do vocabulary English well.						
42.	I notice or nervous when I do vocabulary in English.						
43.	I write down my feelings in a language learning diary.						
44.	I talk to someone else about how a feel when I am learning vocabulary in English.						
Social Strategies							
45.	If I do not understand something vocabulary, I ask the other person to slow down or say again it.						
46.	I ask for speakers of English experts in correct when I mistake in the pronunciation vocabulary.						
47.	I practice English with other students.						
48.	I ask for help from English speakers.						
49.	I ask questions in English.						
50.	I try to learn about the culture of English speakers.						

APPENDIX 3: THE STUDENTS WORKSHEET VERSION 7.0**SILL Worksheet Version 7.0****Name:** Arun Armita**Class :** XI MIPA 1

Part A (9)	Part B (14)	Part C (6)	Part D (9)	Part E (6)	Part F (6)
1. <u>4</u>	10. <u>5</u>	24. <u>5</u>	30. <u>4</u>	39. <u>2</u>	45. <u>3</u>
2. <u>5</u>	11. <u>5</u>	25. <u>3</u>	31. <u>3</u>	40. <u>2</u>	46. <u>2</u>
3. <u>4</u>	12. <u>3</u>	26. <u>3</u>	32. <u>5</u>	41. <u>3</u>	47. <u>4</u>
4. <u>5</u>	13. <u>5</u>	27. <u>3</u>	33. <u>3</u>	42. <u>3</u>	48. <u>3</u>
5. <u>5</u>	14. <u>5</u>	28. <u>3</u>	34. <u>2</u>	43. <u>3</u>	49. <u>3</u>
6. <u>4</u>	15. <u>5</u>	29. <u>3</u>	35. <u>2</u>	44. <u>2</u>	50. <u>3</u>
7. <u>5</u>	16. <u>5</u>		36. <u>2</u>		
8. <u>5</u>	17. <u>4</u>		37. <u>3</u>		
9. <u>4</u>	18. <u>5</u>		38. <u>2</u>		
	19. <u>5</u>				
	20. <u>5</u>				
	21. <u>5</u>				
	22. <u>5</u>				
	23. <u>5</u>				

Whole SILL.

SUM Part A. $41/9 = 4.6$ SUM Part B. $67/14 = 4.8$ SUM Part C. $20/6 = 3.3$ SUM Part D. $26/9 = 2.9$ SUM Part E. $15/6 = 2.5$ SUM Part F. $18/6 = 3.0$

**APPENDIX 4: ANALYSIS LANGUAGE LEARNING STRATEGIES (MEMORY,
COGNITIVE, COMPENSATION, METACOGNITIVE, AFFECTIVE
AND SOCIAL**

Profile of The Result

Memory Strategies													Overall	Categories
No	Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Total	Overall		
1	Students 1	4	5	4	5	5	4	5	5	4	41	4.6	High	
2	Students 2	3	3	2	2	3	2	3	4	3	25	2.8	Medium	
3	Students 3	3	5	5	5	3	3	3	5	3	35	3.9	High	
4	Students 4	3	3	4	3	1	3	3	3	2	25	2.8	Medium	
5	Students 5	4	4	2	3	2	1	4	5	5	30	3.3	Medium	
6	Students 6	2	1	1	2	3	3	2	2	3	19	2.1	Low	
7	Students 7	1	2	5	4	3	1	4	2	2	24	2.7	Medium	
8	Students 8	3	1	2	4	1	1	2	5	4	23	2.6	Medium	
9	Students 9	2	4	2	3	2	3	2	4	5	27	3.0	Medium	
10	Students 10	2	2	3	2	3	3	2	3	2	22	2.4	Low	
11	Students 11	3	3	2	2	3	3	3	3	2	24	2.7	Medium	
12	Students 12	1	1	1	1	3	3	2	3	3	18	2.0	Low	
13	Students 13	1	2	1	1	1	2	3	4	5	20	2.2	Low	
14	Students 14	3	4	2	2	3	3	5	3	2	27	3.0	Medium	
15	Students 15	3	2	2	4	3	2	3	3	4	26	2.9	Medium	
16	Students 16	2	4	4	3	3	2	4	3	5	30	3.3	Medium	
17	Students 17	3	3	2	4	4	3	3	2	4	28	3.1	Medium	
18	Students 18	4	3	3	4	3	3	4	4	4	32	3.6	High	
19	Students 19	3	3	4	4	3	3	3	4	4	31	3.4	Medium	
20	Students 20	3	2	2	2	3	4	3	3	3	25	2.8	Medium	
21	Students 21	3	3	2	2	3	1	2	4	5	25	2.8	Medium	
22	Students 22	3	3	1	2	3	3	2	3	4	24	2.7	Medium	
23	Students 23	3	4	2	2	3	2	4	2	3	25	2.8	Medium	
24	Students 24	3	2	2	4	2	2	3	4	5	27	3.0	Medium	
25	Students 25	3	4	2	4	4	3	2	3	4	29	3.2	Medium	
26	Students 26	3	3	1	2	1	3	4	4	2	23	2.6	Medium	
27	Students 27	2	5	4	4	3	4	3	4	4	33	3.7	High	
28	Students 28	1	2	1	3	1	2	1	3	3	17	2.9	Medium	
29	Students 29	4	3	3	4	3	3	4	4	4	32	3.6	High	
30	Students 30	2	3	3	3	3	1	2	3	3	23	2.6	Medium	
31	Students 31	2	3	2	3	3	1	2	3	3	22	2.4	Low	
32	Students 32	3	4	2	4	3	2	3	3	4	28	3.1	Medium	
33	Students 33	3	3	3	3	2	3	3	3	3	26	2.9	Medium	
34	Students 34	2	3	2	2	2	1	1	4	2	19	2.1	Medium	
35	Students 35	1	4	1	1	1	1	4	5	5	23	2.6	Medium	
36	Students 36	3	3	3	4	3	3	2	4	4	29	3.2	Medium	
37	Students 37	3	3	4	4	4	4	4	4	4	34	3.8	High	
38	Students 38	4	3	5	5	3	3	3	5	4	35	3.9	High	
39	Students 39	3	3	3	4	3	3	1	4	4	28	3.2	Medium	
40	Students 40	5	4	3	4	3	2	2	4	4	31	3.4	Medium	
41	Students 41	3	4	4	3	3	2	2	3	3	27	3.0	Medium	
42	Students 42	3	2	4	2	2	2	3	2	3	23	2.6	Medium	
43	Students 43	1	4	1	1	1	1	3	5	5	22	2.4	Low	
44	Students 44	3	4	2	3	3	3	3	3	3	27	3.0	Medium	
45	Students 45	4	4	2	3	3	2	4	3	4	29	3.2	Medium	
46	Students 46	3	3	3	2	4	3	3	3	3	27	3.0	Medium	
47	Students 47	4	4	4	4	4	4	4	4	4	36	4.0	High	
48	Students 48	3	4	2	3	3	3	3	3	3	27	3.0	Medium	
49	Students 49	3	4	3	3	3	2	2	2	3	25	2.8	Medium	
50	Students 50	2	2	3	3	4	2	5	4	3	28	3.1	Medium	
51	Students 51	3	2	4	4	4	4	4	3	3	31	3.4	Medium	
52	Students 52	5	4	5	5	3	1	3	3	4	33	3.7	High	
53	Students 53	4	3	4	4	2	4	3	3	3	30	3.3	Medium	
54	Students 54	4	2	1	2	1	1	2	3	3	19	2.1	Low	
55	Students 55	4	5	2	3	1	3	4	3	5	30	3.3	Medium	
56	Students 56	4	3	3	3	3	2	2	2	3	25	2.8	Medium	
57	Students 57	4	3	2	4	5	2	3	4	5	32	3.4	Medium	
58	Students 58	3	2	1	1	2	1	3	1	1	15	1.7	Low	
59	Students 59	1	4	1	1	1	1	4	5	5	23	2.5	Medium	
60	Students 60	4	3	3	3	4	3	3	3	4	30	3.3	Medium	
61	Students 61	4	3	5	5	5	5	4	3	2	36	4.0	High	
62	Students 62	3	5	1	3	1	1	2	5	3	24	2.6	Medium	
63	Students 63	5	4	3	3	1	3	3	3	4	29	3.2	Medium	
64	Students 64	3	2	2	2	2	2	3	3	3	22	2.4	Low	
												210.4		

Compensation Strategies										
No	Students	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Total	Overall	Categories
1	Students 1	5	3	3	3	3	3	20	3.3	Medium
2	Students 2	5	5	4	3	5	5	27	4.5	High
3	Students 3	5	3	5	3	2	3	21	3.5	High
4	Students 4	3	3	3	3	3	4	19	3.2	Medium
5	Students 5	2	2	3	3	4	4	18	3.0	Medium
6	Students 6	2	2	4	2	3	4	17	2.8	Medium
7	Students 7	2	3	3	4	3	4	19	3.2	Medium
8	Students 8	3	4	4	3	3	4	21	3.5	High
9	Students 9	4	4	3	3	4	4	22	3.7	High
10	Students 10	4	3	4	4	3	3	21	3.5	High
11	Students 11	3	3	2	2	2	4	16	2.7	Medium
12	Students 12	5	3	4	5	3	4	24	4.0	High
13	Students 13	3	4	2	3	3	3	18	3.0	Medium
14	Students 14	4	3	4	3	4	4	22	3.7	High
15	Students 15	3	4	4	3	2	2	18	3.0	Medium
16	Students 16	1	5	5	3	4	3	21	3.5	High
17	Students 17	3	3	3	1	4	4	18	3.0	Medium
18	Students 18	3	4	4	3	2	2	18	3.0	Medium
19	Students 19	2	2	3	3	3	3	16	2.7	Medium
20	Students 20	4	1	3	3	4	3	18	3.0	Medium
21	Students 21	4	4	3	3	3	3	20	3.3	Medium
22	Students 22	3	5	5	1	5	4	23	3.8	High
23	Students 23	2	2	2	2	4	4	16	2.7	Medium
24	Students 24	4	3	3	4	4	4	22	3.7	High
25	Students 25	5	5	5	4	4	4	27	4.5	High
26	Students 26	5	5	3	3	3	3	22	3.7	High
27	Students 27	2	1	3	3	3	4	16	2.7	Medium
28	Students 28	2	3	3	3	3	3	17	2.8	Medium
29	Students 29	4	4	1	3	3	3	18	3.0	Medium
30	Students 30	4	3	3	5	4	4	23	3.8	High
31	Students 31	4	4	4	4	4	1	21	3.5	High
32	Students 32	2	2	1	5	2	5	17	2.8	Medium
33	Students 33	5	5	5	2	2	2	21	3.5	High
34	Students 34	3	3	3	2	4	2	17	2.8	Medium
35	Students 35	1	2	3	1	1	4	12	2.0	Low
36	Students 36	3	3	1	4	4	1	16	2.7	Medium
37	Students 37	2	5	1	3	4	4	19	3.2	Medium
38	Students 38	3	1	1	2	5	4	16	2.7	Medium
39	Students 39	3	4	4	4	4	3	22	3.7	High
40	Students 40	4	4	4	3	4	5	24	4.0	High
41	Students 41	4	1	1	1	3	3	13	2.2	Low
42	Students 42	5	3	4	1	2	3	18	3.0	Medium
43	Students 43	3	2	4	5	2	3	19	3.2	Medium
44	Students 44	3	4	2	5	5	3	22	3.7	High
45	Students 45	4	4	5	2	2	1	18	3.0	Medium
46	Students 46	1	1	2	2	3	3	12	2.0	Low
47	Students 47	4	3	3	4	5	3	22	3.7	High
48	Students 48	1	2	3	2	1	1	10	1.7	Low
49	Students 49	2	3	2	1	3	2	13	2.7	Medium
50	Students 50	2	3	3	2	4	3	17	2.8	Medium
51	Students 51	5	4	3	5	5	4	26	4.3	High
52	Students 52	2	2	2	3	1	1	11	1.8	Low
53	Students 53	3	4	3	3	3	2	18	3.0	Medium
54	Students 54	4	4	3	3	1	3	18	3.0	Medium
55	Students 55	1	3	2	1	1	1	9	1.5	Low
56	Students 56	3	3	4	3	2	5	20	3.3	Medium
57	Students 57	3	2	5	4	3	4	21	3.5	High
58	Students 58	3	1	4	3	2	3	16	2.7	Medium
59	Students 59	3	2	3	3	3	2	16	2.7	Medium
60	Students 60	3	3	2	4	3	2	17	2.8	Medium
61	Students 61	1	2	3	3	2	1	12	2.0	Low
62	Students 62	3	3	3	4	2	5	20	3.3	Medium
63	Students 63	3	3	3	4	2	1	16	2.7	Medium
64	Students 64	2	1	1	2	4	3	13	2.2	Low
								217.3		

Metacognitive Strategies													
No	Students	Item 30	Item 31	Item 32	Item 33	Item 34	Item 35	Item 36	Item 37	Item 38	Total	Overall	Categories
1	Students 1	4	3	5	3	2	2	2	3	2	26	2.9	Medium
2	Students 2	3	3	3	2	3	3	3	3	3	26	2.9	Medium
3	Students 3	2	3	4	4	4	5	4	4	4	34	3.8	High
4	Students 4	1	4	1	1	1	2	2	3	4	19	2.1	Low
5	Students 5	4	3	4	3	2	3	3	2	2	26	2.9	Medium
6	Students 6	4	4	4	4	5	3	4	4	4	36	4.0	High
7	Students 7	4	4	5	5	5	4	5	5	5	42	4.7	High
8	Students 8	4	3	4	3	3	3	3	2	3	28	3.1	Medium
9	Students 9	4	4	4	5	3	4	4	4	5	37	4.1	High
10	Students 10	4	5	5	4	2	3	5	5	4	37	4.1	High
11	Students 11	4	4	5	4	3	3	2	3	4	32	3.6	High
12	Students 12	2	4	2	2	2	3	3	3	4	25	2.8	Medium
13	Students 13	2	3	4	3	3	3	4	3	3	28	3.1	Medium
14	Students 14	4	4	4	4	3	3	5	4	4	35	3.9	High
15	Students 15	4	4	4	3	5	4	3	3	4	34	3.8	High
16	Students 16	4	4	4	4	3	3	4	3	4	33	3.7	High
17	Students 17	3	3	3	4	3	2	3	3	3	27	3.0	Medium
18	Students 18	3	3	3	2	4	3	3	4	3	28	3.1	Medium
19	Students 19	4	4	4	5	3	3	4	4	3	34	3.8	High
20	Students 20	4	3	4	3	3	2	3	4	3	29	3.2	Medium
21	Students 21	3	4	4	5	3	2	3	4	5	33	3.7	High
22	Students 22	5	5	4	3	5	4	3	4	3	36	4.0	High
23	Students 23	5	3	4	4	3	5	5	5	4	38	4.2	High
24	Students 24	3	4	5	3	2	4	5	5	4	35	3.9	High
25	Students 25	3	3	3	2	4	4	3	4	5	31	3.4	Medium
26	Students 26	3	2	3	2	3	3	4	3	3	26	2.9	Medium
27	Students 27	3	2	3	3	3	4	3	3	4	28	3.1	Medium
28	Students 28	3	3	3	3	3	3	3	3	4	28	3.1	Medium
29	Students 29	5	4	5	3	2	4	5	5	5	38	4.2	High
30	Students 30	3	4	5	4	2	3	2	3	3	29	3.2	Medium
31	Students 31	3	3	5	4	4	3	4	4	3	33	3.7	High
32	Students 32	3	4	5	4	4	2	3	3	3	31	3.4	Medium
33	Students 33	3	5	4	5	2	3	3	3	5	33	3.7	High
34	Students 34	5	5	5	4	3	4	5	3	3	37	4.1	High
35	Students 35	3	2	3	3	4	2	3	4	4	28	3.1	Medium
36	Students 36	4	5	5	5	4	4	5	5	4	41	4.6	High
37	Students 37	3	3	4	4	3	3	3	4	5	32	3.6	High
38	Students 38	5	5	5	5	4	4	4	5	5	42	4.7	High
39	Students 39	3	2	4	3	3	3	3	3	4	28	3.1	Medium
40	Students 40	3	3	5	5	3	2	4	3	4	32	3.6	High
41	Students 41	5	5	5	5	5	5	4	4	5	43	4.8	High
42	Students 42	3	3	4	4	4	4	3	2	3	30	3.3	Medium
43	Students 43	3	4	5	3	3	2	4	4	5	33	3.7	High
44	Students 44	3	4	3	5	5	5	4	3	5	37	4.1	High
45	Students 45	2	4	4	4	3	3	3	3	4	30	3.3	Medium
46	Students 46	3	3	2	3	3	3	3	4	3	27	3.0	Medium
47	Students 47	5	4	5	5	4	5	5	5	4	42	4.7	High
48	Students 48	3	3	4	4	3	2	3	3	4	29	3.2	Medium
49	Students 49	3	3	4	4	3	3	3	2	4	29	2.9	Medium
50	Students 50	2	3	3	3	5	5	3	4	4	32	3.6	High
51	Students 51	4	5	5	4	3	3	4	4	4	36	4.0	High
52	Students 52	3	3	4	4	4	4	3	3	3	31	3.4	Medium
53	Students 53	3	3	3	3	3	3	2	2	3	25	2.8	Medium
54	Students 54	4	5	5	5	4	4	5	4	4	40	4.4	High
55	Students 55	3	3	2	4	4	3	4	4	4	31	3.4	Medium
56	Students 56	4	3	4	3	3	3	2	3	3	28	3.1	Medium
57	Students 57	4	4	5	5	4	4	3	3	3	35	3.9	High
58	Students 58	3	4	5	4	3	2	3	4	3	31	3.4	Medium
59	Students 59	4	4	5	4	3	4	4	4	4	36	4.0	High
60	Students 60	3	2	3	2	3	3	3	2	3	24	2.7	Medium
61	Students 61	3	3	4	4	3	3	4	4	4	32	3.6	High
62	Students 62	2	3	3	4	4	2	2	3	3	26	2.9	Medium
63	Students 63	2	3	3	3	4	4	3	3	4	29	3.2	Medium
64	Students 64	3	3	4	4	3	2	3	3	3	28	3.1	Medium

231.1

Affective Strategies										
No	Students	Item 39	Item 40	Item 41	Item 42	Item 43	Item 44	Total	Overall	Categories
1	Students 1	2	2	3	3	3	2	15	2.5	Medium
2	Students 2	2	3	3	3	3	2	16	2.7	Medium
3	Students 3	2	3	2	3	2	3	15	2.5	Medium
4	Students 4	3	3	3	3	2	3	17	2.8	Medium
5	Students 5	4	3	3	2	4	3	19	3.2	Medium
6	Students 6	5	4	3	4	3	3	22	3.7	High
7	Students 7	5	4	5	4	3	3	24	4.0	High
8	Students 8	4	3	3	3	3	3	19	3.2	Medium
9	Students 9	3	3	3	4	3	4	20	3.3	High
10	Students 10	5	2	3	3	2	3	18	3.0	Medium
11	Students 11	2	3	3	3	3	2	16	2.7	Medium
12	Students 12	2	3	3	2	3	2	15	2.5	Medium
13	Students 13	2	3	3	2	3	2	15	2.5	Medium
14	Students 14	2	2	3	3	2	3	15	2.5	Medium
15	Students 15	2	2	3	3	2	2	14	2.3	Low
16	Students 16	2	3	3	4	3	3	18	3.0	High
17	Students 17	2	2	3	2	3	3	15	2.5	Medium
18	Students 18	3	3	2	4	2	2	16	2.7	Medium
19	Students 19	3	3	2	5	4	3	20	3.3	Medium
20	Students 20	4	3	3	4	2	3	19	3.2	High
21	Students 21	3	2	2	3	3	3	16	2.7	Medium
22	Students 22	5	3	3	2	2	3	18	3.0	Medium
23	Students 23	3	5	3	5	2	4	22	3.7	High
24	Students 24	5	3	2	2	3	2	17	2.8	Medium
25	Students 25	5	3	3	2	3	2	18	3.0	Medium
26	Students 26	2	3	3	2	3	3	16	2.7	Medium
27	Students 27	2	2	3	3	3	2	15	2.5	Medium
28	Students 28	3	5	4	3	3	4	22	3.7	High
29	Students 29	3	3	2	3	2	3	16	2.7	Medium
30	Students 30	4	4	2	3	2	3	18	3.0	Medium
31	Students 31	3	3	2	4	3	2	17	2.8	Medium
32	Students 32	2	4	4	3	4	3	20	3.3	Medium
33	Students 33	3	2	3	2	2	3	15	2.5	Medium
34	Students 34	3	3	4	3	2	3	18	3.0	Medium
35	Students 35	5	3	2	4	5	5	24	4.0	High
36	Students 36	3	3	2	3	4	4	19	3.2	Medium
37	Students 37	5	3	4	4	2	4	22	3.7	High
38	Students 38	3	3	3	4	4	3	20	3.3	High
39	Students 39	3	4	4	2	5	4	22	3.7	High
40	Students 40	4	3	3	2	3	4	19	3.2	Medium
41	Students 41	3	2	3	5	4	2	19	3.2	Medium
42	Students 42	5	5	5	3	2	3	23	3.8	High
43	Students 43	3	3	4	2	3	3	18	3.0	Medium
44	Students 44	5	3	3	3	2	3	19	3.2	High
45	Students 45	2	2	3	3	4	3	17	2.8	Medium
46	Students 46	3	2	3	3	3	3	17	2.8	Medium
47	Students 47	2	3	3	3	2	4	17	2.8	Medium
48	Students 48	3	4	3	3	2	4	19	3.2	High
49	Students 49	3	3	2	4	3	4	19	3.2	Medium
50	Students 50	4	4	2	2	5	3	20	3.3	High
51	Students 51	3	3	2	3	2	2	15	2.5	Medium
52	Students 52	5	2	4	3	2	3	19	3.2	Medium
53	Students 53	3	2	4	3	5	2	19	3.2	High
54	Students 54	3	2	2	3	4	4	18	3.0	Medium
55	Students 55	2	3	3	2	3	3	16	2.7	Medium
56	Students 56	3	2	3	3	3	3	17	2.8	Medium
57	Students 57	3	2	2	3	3	4	17	2.8	Medium
58	Students 58	5	3	3	2	3	3	19	3.2	Medium
59	Students 59	2	3	3	3	2	2	15	2.5	Medium
60	Students 60	4	4	3	3	4	3	21	3.5	High
61	Students 61	2	3	2	2	3	3	15	2.5	Medium
62	Students 62	5	3	3	3	2	3	19	3.2	Medium
63	Students 63	3	3	4	3	4	3	20	3.3	Medium
64	Students 64	3	4	2	2	3	3	17	2.8	Medium
									193.1	

Social Strategies											
No	Students	Item 45	Item 46	Item 47	Item 48	Item 49	Item 50	Total	Overall	Categories	
1	Students 1	3	2	4	3	3	3	18	3.0	Medium	
2	Students 2	2	3	3	3	2	3	16	2.7	Medium	
3	Students 3	4	4	3	4	4	2	21	3.5	High	
4	Students 4	3	3	2	3	3	2	16	2.7	Medium	
5	Students 5	4	3	3	3	2	3	18	3.0	Medium	
6	Students 6	4	4	4	4	4	3	23	3.8	High	
7	Students 7	4	3	4	4	4	3	22	3.7	High	
8	Students 8	4	3	3	4	3	2	19	3.1	Medium	
9	Students 9	3	2	3	4	3	2	17	2.8	Medium	
10	Students 10	3	4	2	3	3	2	17	2.8	Medium	
11	Students 11	4	3	2	3	2	3	17	2.8	Medium	
12	Students 12	3	2	3	3	2	4	17	2.8	Medium	
13	Students 13	3	2	2	3	4	4	18	3.0	Medium	
14	Students 14	3	3	4	4	3	2	19	3.2	Medium	
15	Students 15	3	3	3	3	2	4	18	3.0	Medium	
16	Students 16	4	4	3	3	3	2	19	3.2	Medium	
17	Students 17	3	3	3	3	3	3	18	3.0	Medium	
18	Students 18	3	2	2	3	3	3	16	2.7	Medium	
19	Students 19	3	3	4	4	4	4	22	3.7	Medium	
20	Students 20	3	2	2	3	4	3	17	2.8	Medium	
21	Students 21	2	2	3	3	2	3	15	2.5	Medium	
22	Students 22	3	4	3	3	3	3	19	3.2	Medium	
23	Students 23	3	3	4	3	4	2	19	3.2	Medium	
24	Students 24	2	2	3	2	2	3	14	2.3	Low	
25	Students 25	2	2	3	3	3	3	16	2.7	Medium	
26	Students 26	3	2	4	3	2	3	17	2.8	Medium	
27	Students 27	3	2	2	3	2	2	14	2.3	Low	
28	Students 28	3	3	2	4	4	3	19	3.2	Medium	
29	Students 29	4	3	4	4	2	2	19	3.2	Medium	
30	Students 30	3	4	3	2	3	2	17	2.8	Medium	
31	Students 31	2	2	3	2	2	5	16	2.7	Medium	
32	Students 32	4	4	3	5	2	3	21	3.5	High	
33	Students 33	4	4	4	4	4	4	24	4.0	High	
34	Students 34	3	2	3	3	2	4	17	2.8	Medium	
35	Students 35	5	5	3	4	4	5	26	4.3	High	
36	Students 36	3	2	3	4	4	3	19	3.2	Medium	
37	Students 37	5	3	2	3	3	3	19	3.2	Medium	
38	Students 38	3	2	2	2	4	4	17	2.8	Medium	
39	Students 39	3	3	3	2	2	3	16	2.7	Medium	
40	Students 40	4	4	3	3	3	2	19	3.2	Medium	
41	Students 41	5	3	3	2	4	3	20	3.3	Medium	
42	Students 42	3	4	3	3	3	3	19	3.2	Medium	
43	Students 43	2	2	3	2	4	2	15	2.5	Medium	
44	Students 44	3	2	4	3	2	3	17	2.8	Medium	
45	Students 45	3	3	3	2	5	4	20	3.3	Medium	
46	Students 46	3	3	2	2	4	3	17	2.8	Medium	
47	Students 47	5	3	4	2	4	3	21	3.5	High	
48	Students 48	3	3	3	4	5	5	23	3.8	High	
49	Students 49	3	4	5	5	3	5	25	4.2	High	
50	Students 50	4	3	4	3	5	3	22	3.7	High	
51	Students 51	2	4	3	5	3	4	21	3.5	High	
52	Students 52	2	3	4	3	4	2	18	3.0	Medium	
53	Students 53	5	2	4	3	2	2	18	3.0	Medium	
54	Students 54	3	3	3	3	2	2	16	2.7	Medium	
55	Students 55	4	4	3	2	4	3	20	3.3	Medium	
56	Students 56	3	3	2	3	3	2	16	2.7	Medium	
57	Students 57	3	2	4	4	4	3	20	3.3	Medium	
58	Students 58	3	2	4	2	3	4	18	3.0	Medium	
59	Students 59	2	2	3	3	4	2	16	2.7	Medium	
60	Students 60	5	5	3	3	4	3	23	3.8	High	
61	Students 61	3	4	3	3	4	5	22	3.7	High	
62	Students 62	3	3	2	4	2	3	17	2.8	Medium	
63	Students 63	4	3	3	2	4	4	20	3.3	Medium	
64	Students 64	2	2	3	4	3	2	16	2.7	Medium	
									198.5		

APPENDIX 5: THE RECAPITULATION STUDENTS STRATEGIES

No	Students	Classification of Language Learning Strategies					Total	
		Memory	Cognitive	Compensation	Metacognitive	Affective		Social
1	Students 1	4.6	4.8	3.3	2.9	2.5	3.0	21.1
2	Students 2	2.8	2.7	4.5	2.9	2.7	2.7	18.3
3	Students 3	3.9	3.9	3.5	3.8	2.5	3.5	20.1
4	Students 4	2.8	3.1	3.2	2.1	2.8	2.7	16.7
5	Students 5	3.3	4.4	3.0	2.9	3.2	3.0	19.8
6	Students 6	2.1	2.1	2.8	4.0	3.7	3.8	18.5
7	Students 7	2.7	2.6	3.2	4.7	4.0	3.7	20.9
8	Students 8	2.6	2.9	3.5	3.1	3.2	3.1	18.4
9	Students 9	3.0	2.4	3.7	4.1	3.3	2.8	19.3
10	Students 10	2.4	3.1	3.5	4.1	3.0	2.8	18.9
11	Students 11	2.7	3.1	2.7	3.6	2.7	2.8	17.6
12	Students 12	2.0	2.9	4.0	2.8	2.5	2.8	17.0
13	Students 13	2.2	1.9	3.0	3.1	2.5	3.0	15.7
14	Students 14	3.0	2.9	3.7	3.9	2.5	3.2	19.2
15	Students 15	2.9	3.1	3.0	3.8	2.3	3.0	18.1
16	Students 16	3.3	3.1	3.5	3.7	3.0	3.2	19.8
17	Students 17	3.1	3.2	3.0	3.0	2.5	3.0	17.8
18	Students 18	3.6	3.4	3.0	3.1	2.7	2.7	18.5
19	Students 19	3.4	3.1	2.7	3.8	3.3	3.7	20.0
20	Students 20	2.8	2.7	3.0	3.2	3.2	2.8	17.7
21	Students 21	2.8	3.1	3.3	3.7	2.7	2.5	18.1
22	Students 22	2.7	2.9	3.8	4.0	3.0	3.2	19.6
23	Students 23	2.8	3.1	2.7	4.2	3.7	3.2	19.7
24	Students 24	3.0	2.7	3.7	3.9	2.8	2.3	18.4
25	Students 25	3.2	2.6	4.5	3.4	3.0	2.7	19.4
26	Students 26	2.6	3.5	3.7	2.9	2.7	2.8	18.2
27	Students 27	3.7	1.4	2.7	3.1	2.5	2.3	15.7
28	Students 28	2.9	3.0	2.8	3.1	3.7	3.2	18.7
29	Students 29	3.6	2.4	3.0	4.2	2.7	3.2	19.1
30	Students 30	2.6	2.3	3.8	3.2	3.0	2.8	16.9
31	Students 31	2.4	3.1	3.5	3.7	2.8	2.7	18.2
32	Students 32	3.1	3.1	2.8	3.4	3.3	3.5	19.2
33	Students 33	2.9	3.0	3.5	3.7	2.5	4.0	19.9
34	Students 34	2.1	2.8	2.8	4.1	3.0	2.8	17.6
35	Students 35	2.6	3.4	2.0	3.1	4.0	4.3	19.4
36	Students 36	3.2	2.0	2.7	4.6	3.2	3.2	18.9
37	Students 37	3.8	3.7	3.2	3.6	3.7	3.2	21.2
38	Students 38	3.9	2.8	2.7	4.7	3.3	2.8	20.2
39	Students 39	3.2	3.6	3.7	3.1	3.7	2.7	20.0
40	Students 40	3.4	3.6	4.0	3.6	3.2	3.2	21.0
41	Students 41	3.0	3.5	2.2	4.8	3.2	3.3	20.0
42	Students 42	2.6	3.3	3.0	3.3	3.8	3.2	19.2
43	Students 43	2.4	3.1	3.2	3.7	3.0	2.5	17.9
44	Students 44	3.0	1.9	3.7	4.1	3.2	2.8	18.7
45	Students 45	3.2	2.6	3.0	3.3	2.8	3.3	18.2
46	Students 46	3.0	3.8	2.0	3.0	2.8	2.8	17.4
47	Students 47	4.0	3.9	3.7	4.7	2.8	3.5	22.6
48	Students 48	3.0	3.8	1.7	3.2	3.2	3.8	18.7
49	Students 49	2.8	2.7	2.7	2.9	3.2	4.2	18.5
50	Students 50	3.1	1.9	2.8	3.6	3.3	3.7	18.4
51	Students 51	3.4	3.5	4.3	4.0	2.5	3.5	21.2
52	Students 52	3.7	3.4	1.8	3.4	3.2	3.0	18.5
53	Students 53	3.3	3.5	3.0	2.8	3.2	3.0	18.8
54	Students 54	2.1	4.0	3.0	4.4	3.0	2.7	19.2
55	Students 55	3.3	2.9	1.5	3.4	2.7	3.3	17.1
56	Students 56	2.8	3.1	3.3	3.1	2.8	2.7	17.8
57	Students 57	3.4	2.5	3.5	3.9	2.8	3.3	19.4
58	Students 58	1.7	3.8	2.7	3.4	3.2	3.0	17.8
59	Students 59	2.5	2.0	2.7	4.0	2.5	2.7	16.4
60	Students 60	3.3	2.3	2.8	2.7	3.5	3.8	18.4
61	Students 61	4.0	3.0	2.0	3.6	2.5	3.7	18.8
62	Students 62	2.6	2.8	3.3	2.9	3.2	2.8	17.6
63	Students 63	3.2	3.7	2.7	3.2	3.3	3.3	19.4
64	Students 64	2.4	3.2	2.2	3.1	2.8	2.7	16.4
	Overall	210.4	194.6	217.3	231.1	193.1	198.5	1199.2
	Percentage	17.55%	16.22%	18.12%	19.27%	16.10%	16.55%	100

APPENDIX 6 : QUESTIONNAIRE VALIDATION SHEET**Lembar Validasi Angket**

Peneliti : Yuyun Bahar
NIM : 1710203041
Sasaran : Siswa Kelas XI MIPA 1 dan XI MIPA 2 SMA N 4 Kerinci
Judul : Analysis of Strategies used by Students in learning English for
Improving Vocabulary at the Eleventh Grade of SMAN 4 Kerinci in
In Academic Year 2021-20211

Petunjuk!

1. Untuk memberikan penilaian terhadap angket, Bapak/Ibu cukuop memberikan tanda ceklis (√) pada kolom yang telah disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
 - 0 = Tidak Valid
 - 1 = Kurang Valid
 - 2 = Cukup Valid
 - 3 = Valid
 - 4 = Sangat Valid
3. Huruf-huruf yang terdapat pada kolom berarti:
 - A = Dapat digunakan tanpa revisi
 - B = Dapat digunakan dengan revisi sedikit
 - C = Dapat digunakan dengan revisi sedang
 - D = Dapat digunakan dengan revisi banyak sekali
 - E = Tidak dapat digunakan

No	Aspek yang dinilai	Penilaian					Ket
		0	1	2	3	4	
A. Materi							
1.	Item sesuai dengan indicator						
2.	Isi item angket sesuai dengan tujuan pembelajaran						
3.	Isi item angket sesuai dengan jenjang, jenis sekolah dan kelas						
B. Konstruksi							
1.	Ada petunjuk yang jelas tentang petunjuk pengisian						
2.	Ada pedoman penskoran						
C. Bahasa							
1.	Rumusan kalimat pernyataan item angket komunikatif dan dapat dipahami						
2.	Menggunakan bahasa Indonesia dengan baik						
3.	Tidak mengandung kata atau kalimat yang menimbulkan penafsiran ganda atau salah pengertian						

PENILAIAN SECARA UMUM

No	URAIAN	A	B	C	D	E
1.	Penilaian secara umum terhadap item angket					

Saran-saran:

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Sungai Penuh,
Validator

2021

Yelni Erniyati, M.Pd
NIP. 19840211 201903 2 006

APPENDIX 7: VALIDITY AND RELIABILITY

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.965	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	160.0000	1202.897	.642	.964
X2	159.8333	1200.006	.654	.964
X3	160.0000	1192.138	.575	.964
X4	159.5333	1215.775	.437	.965
X5	160.5667	1193.220	.569	.964
X6	161.0333	1198.240	.724	.964
X7	160.0000	1207.448	.571	.964
X8	159.8667	1205.361	.523	.965
X9	159.6667	1191.264	.646	.964
X10	159.7333	1191.995	.738	.964
X11	159.4333	1200.323	.546	.964
X12	159.2667	1207.306	.510	.965
X13	159.6333	1214.723	.432	.965
X14	159.5667	1194.875	.677	.964
X15	159.8000	1178.924	.734	.964
X16	159.9333	1203.030	.563	.964
X17	160.7667	1197.289	.643	.964

X18	159.9667	1188.792	.742	.964
X19	160.0667	1210.547	.499	.965
X20	159.7000	1203.045	.562	.964
X21	160.1000	1202.507	.584	.964
X22	160.2667	1214.064	.381	.965
X23	159.9000	1198.576	.619	.964
X24	159.4667	1218.395	.369	.965
X25	160.0333	1193.068	.678	.964
X26	159.6667	1198.299	.608	.964
X27	160.4333	1192.116	.577	.964
X28	159.7333	1163.720	.795	.963
X29	159.7667	1188.599	.720	.964
X30	159.4000	1189.972	.700	.964
X31	159.3333	1205.402	.524	.965
X32	158.8333	1202.902	.691	.964
X33	159.2333	1222.185	.365	.965
X34	160.6000	1205.972	.540	.964
X35	159.9333	1185.168	.689	.964
X36	159.9000	1180.576	.776	.964
X37	159.6000	1179.076	.745	.964
X38	159.2667	1193.237	.571	.964
X39	159.0333	1217.137	.383	.965
X40	159.6000	1219.559	.369	.965
X41	160.7333	1194.685	.590	.964
X42	159.7333	1234.409	.430	.966
X43	160.8333	1187.799	.648	.964
X44	160.4667	1167.085	.742	.964
X45	159.3667	1186.723	.660	.964
X46	160.1667	1197.592	.475	.965
X47	160.1333	1178.533	.475	.964
X48	160.4667	1177.568	.649	.964
X49	160.4667	1163.913	.860	.963
X50	160.3333	1223.195	.369	.965

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
163.1667	1246.075	35.29978	50

APPENDIX 8: DOCUMENTATION

DOCUMENTATION









