

**THE PRELIMINARY RESEARCH OF VOCABULARY LEARNING  
STRATEGIES USED BY THE HIGHEST ACHIEVER LEARNERS AT  
SMA BINA ANAK SHOLEH (BIAS) YOGYAKARTA**

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**ABSTRACT**

This thesis describes the vocabulary learning strategies used by the high achiever learners at SMA Bina Anak Sholeh (BIAS) Yogyakarta. The aim of this research is to determine the vocabulary learning strategies used by the high achiever learners at SMA BIAS.

Vocabulary is a basic element of language and a fundamental part of language system. Without vocabulary, language can not be learned comprehensively. When learners have appropriate strategies to learn, it will bring them to be success in learning English language. However, different learning style will affect the different techniques and strategies used by the learners to learn vocabulary. It can also happen to high achiever learners. This study involved 3 high achiever learners at SMA BIAS. The high achiever learners were chosen from each grade. To identify the high achiever English learners in each grade, the researcher asked recommendation from English teacher in that grade and analyzed the learner's score.

The research approach was a descriptive qualitative research. The data were collected from observation, interview, and documentation. The instruments were developed based on Schmitt's taxonomy on vocabulary learning strategies. To confirm the trustworthiness, the researcher used triangulation. To present the research, the researcher used chart and description. The research results show that 5 vocabulary learning strategies were used by the high achiever learners. the strategies such as asking and interacting with others, contextual clues, dictionary use, media use, repetition, study part of speech where are related to social, determination, metacognitive, cognitive, and memory are popular strategies and the learners are enthusiastic in using them.

**Keywords:** *vocabulary, vocabulary learning strategies (VLS), high achiever learners*