A SURVEY OF VOCABULARY LEARNING STRATEGIES IN A MADRASAH ALIYAH

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ABSTRACT

Vocabulary learning strategies (VLS) are needed by every language learner to make it easier to use or understand the meaning contained in a word and a sentence. By knowing what strategies are suitable to use, language learners can learn better and faster.This research aims to identify the vocabulary learning strategies used in a Madrasah Aliyah. The participants of the research were 135 students from natural science, social science, and religion majors in Madrasah Aliyah in Sleman Regency, Special District of Yogyakarta. The research design was a survey by using questionnaire of vocabulary learning strategies (VLS) adopted from Yeh and Wang (2004). The instrument contained 50 items with 5 domains of vocabulary learning strategies based on Schmitt's (1997) taxonomy: determination, social, memory, cognitive, and metacognitive strategies. Based on overall data collected by using vocabulary learning strategies questionnaire, the most frequently used strategies by Madrasah Aliyah students are determination strategies (M=3.12), and then followed by cognitive strategies (M=2.94), metacognitive strategies (M=2.89), social strategies (M=2.88), and memory strategies (M=2.28).

Keywords: *VLS (Vocabulary Learning Strategies), Madrasah A*