

**A SURVEY OF VOCABULARY LEARNING STRATEGIES IN MADRASAH ALIYAH**

**A Thesis**

**Presented to Department of English Language Education Partial**

**Fulfillment of Requirement of Obtain the *Sarjana Pendidikan* Degree in English Language**

**Education**



**By:**

**Tiffani Putri Damari**

**15322007**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES**

**ISLAMIC UNIVERSITY OF INDONESIA**

**YOGYAKARTA**

**2019**

**RATIFICATION SHEET**

**A SURVEY OF VOCABULARY LEARNING STRATEGIES IN  
MADRASAH ALIYAH**

By:

**TIFFANI PUTRI DAMARI**

**15322007**

Defended before the Board of Examiners 2019 and Declared Acceptable

Board Examiners

Chairperson : Astri Hapsari.,S.S.,M. TESOL

First Examiner : Adam Anshori, S.S., M.A

Second Examiner : Rizki Farani, S.Pd., M.Pd

Yogyakarta, on 05 September 2019

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia



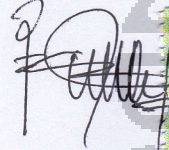
**Irma Windy Astuti, S.S., M.Hum**

**NIP. 062216005**

## STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or part of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 05 September 2019



Tiffani Putri Damari

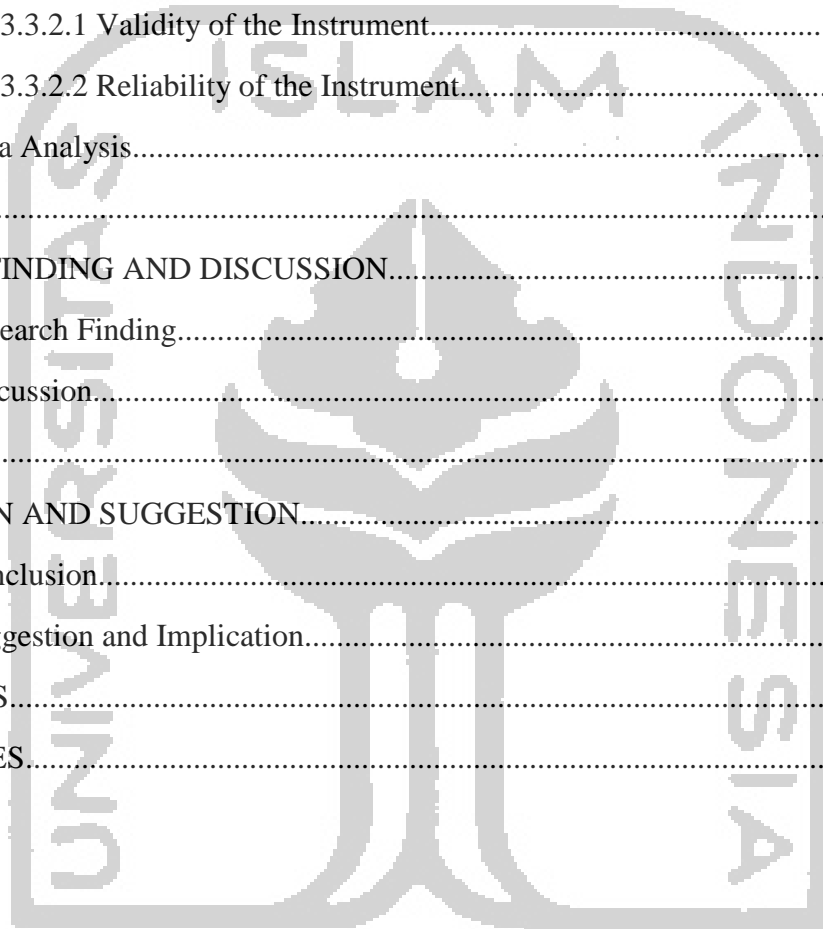
15322007

وَمَا كُنَّا بِمُعْجِزَاتِكَ

## TABLE OF CONTENT

A SURVEY OF VOCABULARY LEARNING STRATEGIES IN AN ISLAMIC SENIOR HIGH SCHOOL.....	i
APPROVAL SHEET .....	ii
RATIFICATION SHEET .....	iii
STATEMENT OF WORK'S ORIGINALITY.....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENT.....	viii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF APPENDICES.....	xii
ABSTRACT.....	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Formulation of the Problem.....	3
1.3 Objectives of the Study.....	4
1.4 Significance of the Study.....	4
CHAPTER II.....	5
LITERATURE REVIEW .....	5
2.1 Vocabulary Learning Strategies in English as a Foreign Language (EFL) Context.....	5
2.2 Taxonomy of Vocabulary Learning Strategies.....	6
2.3 Review on Related Studies.....	7
2.4 Theoretical Framework.....	8
CHAPTER III.....	11
RESEARCH DESIGN.....	11
3.1 Research Design.....	11

3.2 Population and Sample.....	11
3.3 Data Collection Techniques.....	13
3.3.1 Instrument.....	13
3.3.1.1 Questionnaire.....	18
3.3.2 Validity and Reliability.....	20
3.3.2.1 Validity of the Instrument.....	20
3.3.2.2 Reliability of the Instrument.....	21
3.4 Data Analysis.....	21
CHAPTER IV.....	22
RESEARCH FINDING AND DISCUSSION.....	22
4.1 Research Finding.....	22
4.2 Discussion.....	28
CHAPTER V.....	31
CONCLUSION AND SUGGESTION.....	31
5.1 Conclusion.....	31
5.2 Suggestion and Implication.....	31
REFERENCES.....	32
APPENDINCES.....	34



## LIST OF TABLES

Table 2.1 Schmitt (1997) Taxonomy of Vocabulary Learning Strategies

Table 3.1 Indonesian Version of Yeh and Wang (2004)'s Questionnaire

Table 3.3.2.1 Validity of per-Items

Table 3.3.2.2 Reliability of the Instrument



## LIST OF FIGURES

2.1 Theoretical Framework

5.1 Five Domains in Vocabulary Learning Strategies

5.2 Vocabulary Learning Strategies per-Item

5.3 Determination strategies

5.4 Social strategies

5.5 Memory strategies

5.6 Cognitive strategies

5.7 Metacognitive strategies



## LIST OF APPENDICES

Appendix 1. Questionnaire items Taiwan version

Appendix 2. Questionnaire items Indonesia version

Appendix 3. Data Analysis

Appendix 4. Letter of Research Completion

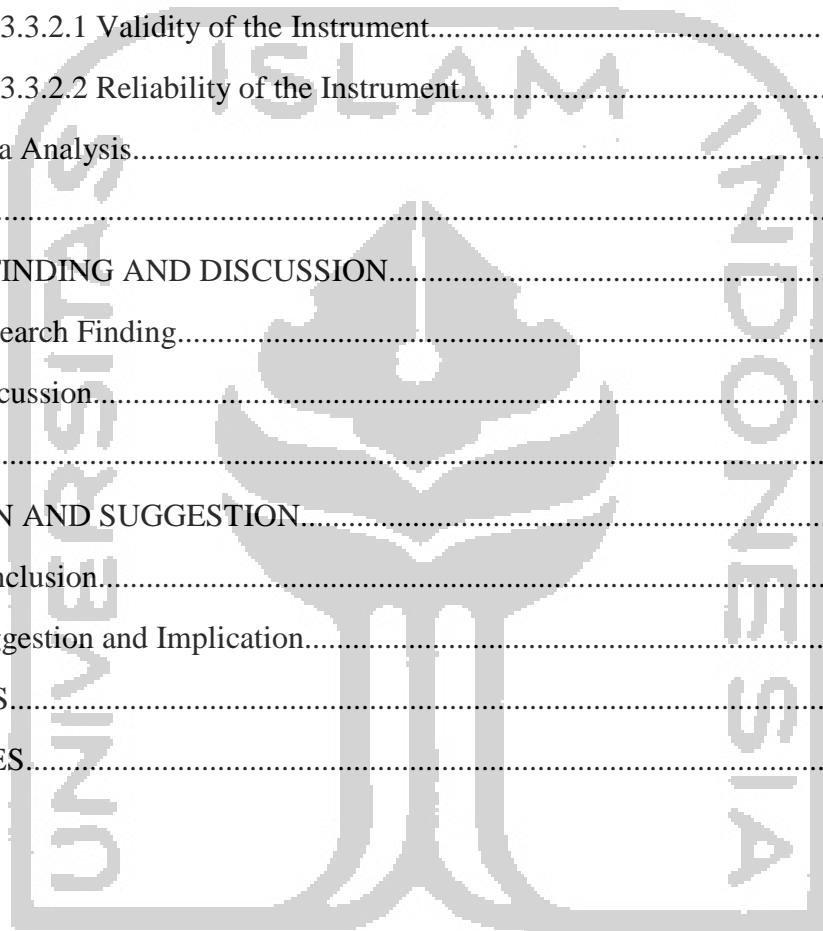




## TABLE OF CONTENT

A SURVEY OF VOCABULARY LEARNING STRATEGIES IN AN ISLAMIC SENIOR HIGH SCHOOL.....	i
APPROVAL SHEET .....	ii
RATIFICATION SHEET .....	iii
STATEMENT OF WORK'S ORIGINALITY.....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENT.....	viii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF APPENDICES.....	xii
ABSTRACT.....	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Formulation of the Problem.....	3
1.3 Objectives of the Study.....	4
1.4 Significance of the Study.....	4
CHAPTER II.....	5
LITERATURE REVIEW .....	5
2.1 Vocabulary Learning Strategies in English as a Foreign Language (EFL) Context.....	5
2.2 Taxonomy of Vocabulary Learning Strategies.....	6
2.3 Review on Related Studies.....	7
2.4 Theoretical Framework.....	8
CHAPTER III.....	11
RESEARCH DESIGN.....	11
3.1 Research Design.....	11

3.2 Population and Sample.....	11
3.3 Data Collection Techniques.....	13
3.3.1 Instrument.....	13
3.3.1.1 Questionnaire.....	18
3.3.2 Validity and Reliability.....	20
3.3.2.1 Validity of the Instrument.....	20
3.3.2.2 Reliability of the Instrument.....	21
3.4 Data Analysis.....	21
CHAPTER IV.....	22
RESEARCH FINDING AND DISCUSSION.....	22
4.1 Research Finding.....	22
4.2 Discussion.....	28
CHAPTER V.....	31
CONCLUSION AND SUGGESTION.....	31
5.1 Conclusion.....	31
5.2 Suggestion and Implication.....	31
REFERENCES.....	32
APPENDICES.....	34



## LIST OF TABLES

Table 2.1 Schmitt (1997) Taxonomy of Vocabulary Learning Strategies

Table 3.1 Indonesian Version of Yeh and Wang (2004)'s Questionnaire

Table 3.3.2.1 Validity of per-Items

Table 3.3.2.2 Reliability of the Instrument



## LIST OF FIGURES

2.1 Theoretical Framework

5.1 Five Domains in Vocabulary Learning Strategies

5.2 Vocabulary Learning Strategies per-Item

5.3 Determination strategies

5.4 Social strategies

5.5 Memory strategies

5.6 Cognitive strategies

5.7 Metacognitive strategies



## LIST OF APPENDICES

Appendix 1. Questionnaire items Taiwan version

Appendix 2. Questionnaire items Indonesia version

Appendix 3. Data Analysis

Appendix 4. Letter of Research Completion



**A SURVEY OF VOCABULARY LEARNING STRATEGIES IN A MADRASAH  
ALIYAH**

**Tiffani Putri Damari**

**15322007**

**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*

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents about background of the study, formulation of the problem, objective of the study, and significance of the study.

#### **1.1 Background of the Study**

Vocabulary learning strategies are important to students' vocabulary knowledge in learning a foreign language by helping students easier to understand new words who are unfamiliar with the students. According to Oxford, Nation, O'Malley and Chamot (1990) vocabulary learning strategies are highly recommended for students in order to acquire target language because students really need high motivation to develop their vocabulary independently. Moir & Nation (2008) argue that students must be able to choose which vocabulary needs to be learned and which does not need to be studied. In addition, Hu (1999) found that students who had knowledge of previous vocabulary had better abilities than those who supported those who did not have basic vocabulary knowledge. Nation and Waring (1997) argue that high school students must be able to master 2500-3000 words to meet the university's criteria and still learn more vocabulary at the university. By knowing the proper way of learning to develop their vocabulary knowledge, they can learn better because each student has the uniqueness in learning to achieve successful language learning (Lightbown & Spada, 1993) as quoted in Orawee & Thanyapa (2011).

Several researches have been done to describe vocabulary learning strategies in secondary high school (Yeh & Wang 2004, Riankamol 2008, Bona & Mariam 2014, Gusti 2016, Noprianto and Purnawarman 2019). Research from Yeh & Wang (2004) focused on vocabulary learning strategies in senior high school in Taiwan, the result is cognitive strategies as the most frequently used with statement “take notes in class” and social strategies as the least frequently used with statement “put English labels on physical objects”. Research from Riankamol (2008) focused on vocabulary learning strategies for gifted English students in a senior high school in Thailand, the result is metacognitive strategies the most frequently strategies used with statement “I listen to English songs and news” and social strategies the least frequently used with statement “I ask teacher to translate the words into Thai”. A research from Bona and Mariam (2014) focused on vocabulary learning strategies in Ethiopia for high and low achievers students’ Jorgo Noel Preparatory School, the finding is cognitive strategies the most frequently used with statement “I paraphrase the meanings of new words to remember them” and metacognitive strategies the least frequently used with statement “I try to find opportunities to communicate in English with people”. Research from Gusti (2016) described vocabulary learning strategies from secondary schools in Indonesia, the finding is determination strategies the most frequently used with statement “I use a dictionary to remember the new words” and cognitive strategies the least frequently used with statement “I use new words in sentences to remember them”. Then, research from Noprianto and Purnawarman (2019) focused on vocabulary learning strategies in a secondary school in



Indonesia, the result is determination strategies the most frequently used with statement “using a bilingual dictionary to help them translate English words into Bahasa Indonesia”and cognitive strategies as the least frequently used with statement “making vocabulary cards and take them with me wherever I go”.

Before conducting this study, the researcher observed the vocabulary learning strategies in the Madrasah Aliyah. Problems related to vocabulary learning strategies that students used: students have limited vocabulary on their writing and their speech they only repeated the words. The students did not realized what they should do to help their knowledge in develop their English vocabulary. Schmitt (1997) introduced 5 domains of strategies in his taxonomy: determination strategy, social strategy, cognitive strategy, metacognitive strategy and memory strategy. Ideally, each student aware of different strategies depending on their preferences.

Based on the researchers’ observation, understanding in vocabulary learning can actually help students to develop their vocabulary. Lack of vocabulary can make students will not brave to do something or a task related to the subject. It can make a negative influence on the students. So, the teacher need to know what strategies the students need to developed students’ knowledge in vocabulary.

## **1.2 Formulation of the Problem**

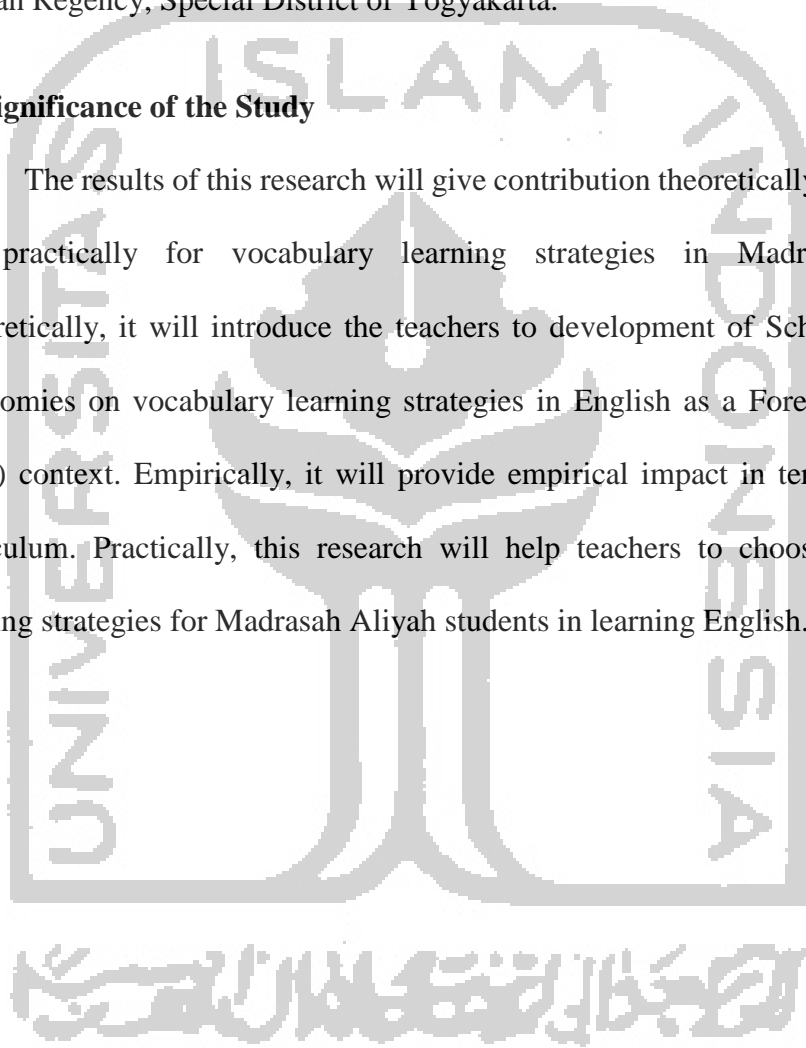
From the problem mentioned above, this study has tried to address the following question: What are student’s vocabulary learning strategies to learn English at Madrasah Aliyah in Sleman Regency, Special District of Yogyakarta?

### **1.3 Objectives of the Study**

Related to the issues investigated, the aim of the study is to identify student's vocabulary learning strategies to learn English in Madrasah Aliyah in Sleman Regency, Special District of Yogyakarta.

### **1.4 Significance of the Study**

The results of this research will give contribution theoretically, empirically, and practically for vocabulary learning strategies in Madrasah Aliyah. Theoretically, it will introduce the teachers to development of Schmitt's (1997) taxonomies on vocabulary learning strategies in English as a Foreign Language (EFL) context. Empirically, it will provide empirical impact in term of English curriculum. Practically, this research will help teachers to choose vocabulary learning strategies for Madrasah Aliyah students in learning English.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains about theories of this study: vocabulary learning strategies in English as a Foreign Language (EFL) context, types of vocabulary learning strategies, review of related studies, and theoretical framework.

#### **2.1 Vocabulary Learning Strategies in English as a Foreign Language (EFL) Context**

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. Schmitt (1997) states that vocabulary learning strategies are used by students to help them easier to develop their vocabulary knowledge and do their assignments. Cameron (2001) defines vocabulary learning strategies as the ways that can help students learn the vocabulary and support students' learning. Mayer (1997) states that vocabulary learning strategies is habit of the way students develop their knowledge. Therefore, students can understand new vocabulary easier by implementing their strategies to learn vocabulary.

Takac (2008) argues that VLS is a way used by learners to improve vocabulary learning from various aspects, such as: student habits and techniques. Moreover, Nation (2000) argues that in enhancing the knowledge of vocabulary strategies, the correct strategy is required in learning the unknown vocabulary, wheatear by practicing or getting used to the vocabulary.

#### **2.2 Taxonomy of Vocabulary Learning Strategies**

Each student has different ways to improve their vocabulary learning strategies. Wei (2007) states the use of strategies in vocabulary learning correctly can influence the development of vocabulary use in context. Oxford (1990) and Schmitt (1997) are some of researchers who develop the classification and taxonomy of VLS.

According to Oxford (1990), the taxonomy of VLS are divided into two groups: direct strategies (which include: memory strategies, cognitive strategies, compensation strategies) and indirect strategies (which include: metacognitive strategies, affective strategies, social strategies).

Meanwhile, Schmitt adopts Oxford's (1990) notion on vocabulary learning strategies and classifies vocabulary learning strategies into 5 groups: determination strategies, social strategies, memory strategies, cognitive strategies, metacognitive strategies. Table 2.2.1 explains Schmitt (1997)'s VLS

**Table 2.1 Schmitt (1997) Taxonomy of Vocabulary Learning Strategies (VLS)**

Types of VLS	Definition	Examples
Determination strategies	Determination strategies are guessing the word according to knowledge, asking the teacher, using a dictionary, or asking someone else	Predicting the meaning of words
Social strategies	Social strategies help students to interpret a definition of words with the help of surrounding people such as teachers, friends, family and native speakers find their meaning	Giving synonyms Giving definition through paraphrasing Using new words in a sentence.
Memory strategies	Memory strategies are very widely used by students to return to remembering vocabulary.	Remembering vocabulary
Cognitive strategies	Cognitive strategies focus on processing repetitions and uses appropriate ways to understand vocabulary.	Repeating words Labelling word
Metacognitive strategies	Metacognitive strategies mean students are able to control and pay attention to their learning, through their general knowledge of the language.	Using media , such as: music, newspaper, movies

The theory from Oxford (1990) has 2 categories of direct and indirect vocabulary strategies which consist of; Direct: memory strategies, cognitive strategies and compensation strategies, and Indirect: metacognitive strategies, affective strategies and social strategies. Then compared to Schmitt (1997), he categorized vocabulary strategies into determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. Actually Schmitt has developed by adding and also changing strategies from some of Oxford's. Because the VLS theory has grown, the researcher chooses Vocabulary Learning Strategies taxonomy by Schmitt (1997) to be used as theoretical framework. Since Schmitt (1997) developed VLS taxonomy from Oxford's (1990) LLS, many researchers developed instrument of VLS by adapting Schmitt's (1997) taxonomy.

### **2.3 Review on Related Studies**

There are some previous research that are relevant to this study which relate one another because the instrument was developed by adapted Schmitt's (1997) taxonomy. The first is Yeh and Wang (2004) who find out that the most and the least frequently strategies of 271 students senior high school in Taiwan are : (1) cognitive strategies were reported as the most frequently used strategies while social strategies were the least frequently used; (2) the most frequently used strategies were mostly related to —rote repetition or —the form of a word; (3) the least frequently used strategies were related to the use of study aids, social learning, and dictionaries with L2 definitions. The survey study used 50 items questionnaire Vocabulary Learning Strategies (VLS) adapted by Schmitt (1997)

The second is Noprianto and Purnawarman (2019) who intended to explore the frequency of vocabulary learning strategies used by Indonesian high school students, to find out their

knowledge of affixes as well as to figure out how their reported vocabulary learning strategies use relate to their knowledge of affixes. The participants were 116 students of senior high school which consists of 27 males and 89 females. The instrument of this research is a questionnaire 18 items adapted from Schmitt (1997). The results of this study the most strategies used by students is Social Strategies “I ask my classmate for meaning” and the least is Cognitive Strategies “I make vocabulary cards and take them with me wherever I go”.

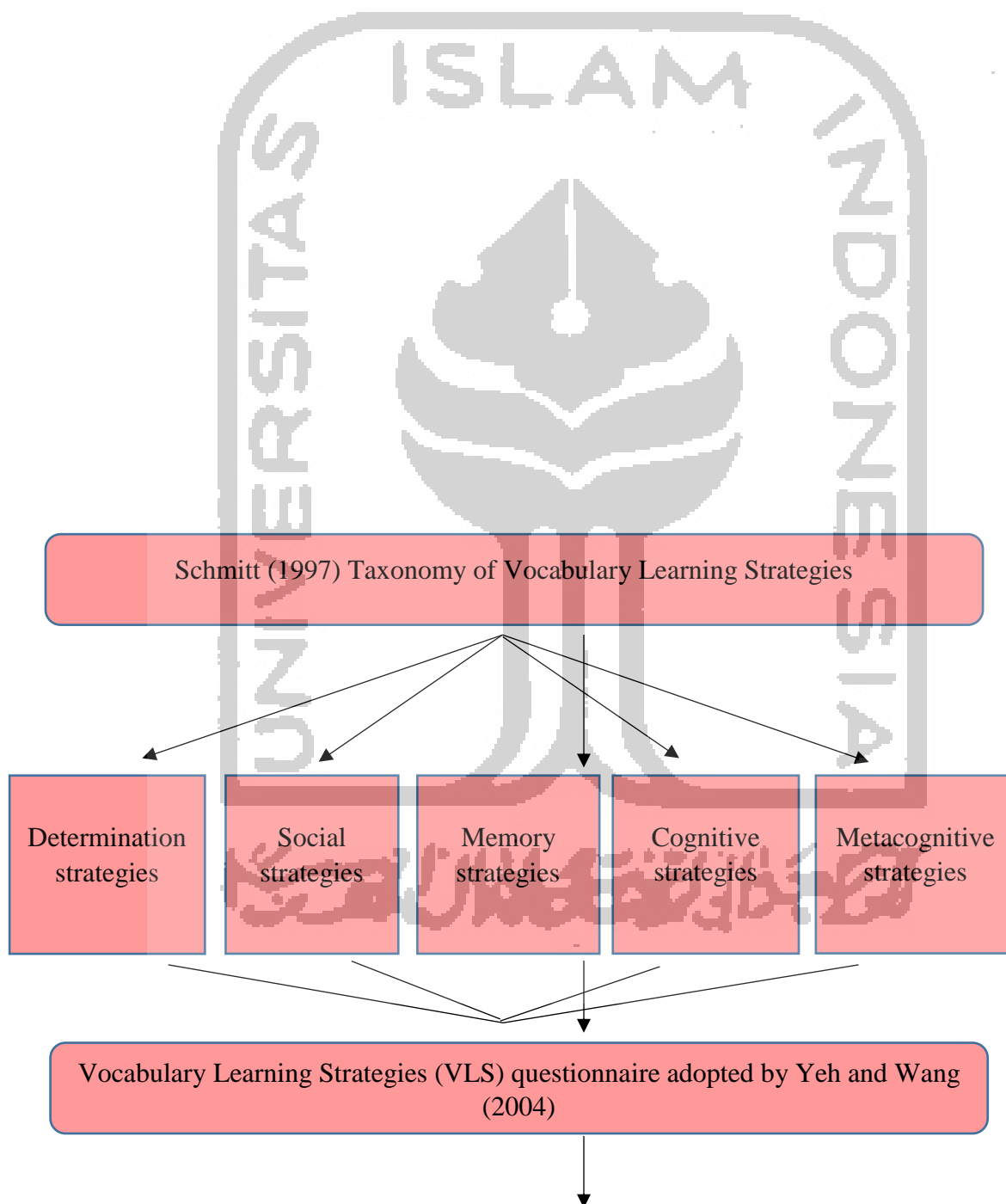
The Third research Bonsa and Mariam (2014) which aims to assess vocabulary learning strategies used by low and high achievers. The participants are 54 students (27 low achievers and 27 high achievers) of 11<sup>th</sup> grade Jorgo Noel Preparatory School. This study used a questionnaire VLS (Vocabulary Learning Strategies) by Schmitt (1997). The result from data is many of the high achievers cognitive strategies is the most frequently used which provided to discover the meanings of new English words and to consolidate the words they have learned.

In general, from each research above, it may be somewhat different from the strategies that have been grouped; each researcher has a vocabulary strategy that is widely known by many people. Likewise the teacher is very limited in providing lessons related to vocabulary in the classroom. And if students have a strategy described in the taxonomy above, they are able to understand the words themselves and they are able to master more words. Therefore, this study uses taxonomy developed by Schmitt (1997) which provides a clear explanation to explain on how the strategies of learning for basics of vocabulary, and also very easy to apply to everyone.

## **2.4 Theoretical Framework**

In general, this research contains vocabulary learning strategies for Madrasah Aliyah. Using a questionnaire developed by Yeh and Wang (2004) which adopted Schmitt's (1997)

taxonomy. According to Schmitt (1997) taxonomy, vocabulary learning strategies are used by students to help them easier to improve their vocabulary knowledge and also to do their assignments. Schmitt (1997) confirms that if students use strategies differently naturally through the process of self-development.



A Survey of Vocabulary Learning Strategies in Madrasah Aliyah

Figure 2.1. Theoretical Framework





## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter describes and discusses the findings from the data collection to answer the research question: What are student's vocabulary learning strategies to learn English at Madrasah Aliyah in Sleman Regency, Special District of Yogyakarta?

#### 4.1 Research Findings

The general characteristics of the participants shown in the Table 4 below:

Variables	Frequency	(%)
Genders		
Male	52	39%
Female	83	61%
Age		
15	14	10%
16	87	22%
17	30	65%
18	4	3%

From the table above, there are 135 participants who have followed this study. The results from this questionnaire, there are 52 male students or 39% from all sample of this study and 83 for female students or 61% with age range 15-18 years old who filled out the questionnaire. The participants who have followed this study from second grade students in Madrasah Aliyah in Sleman Regency.

Based on data found by distributing questionnaire and descriptive analysis as tool to calculate data by used SPSS and Microsoft Excel. The data can be described into the table below:

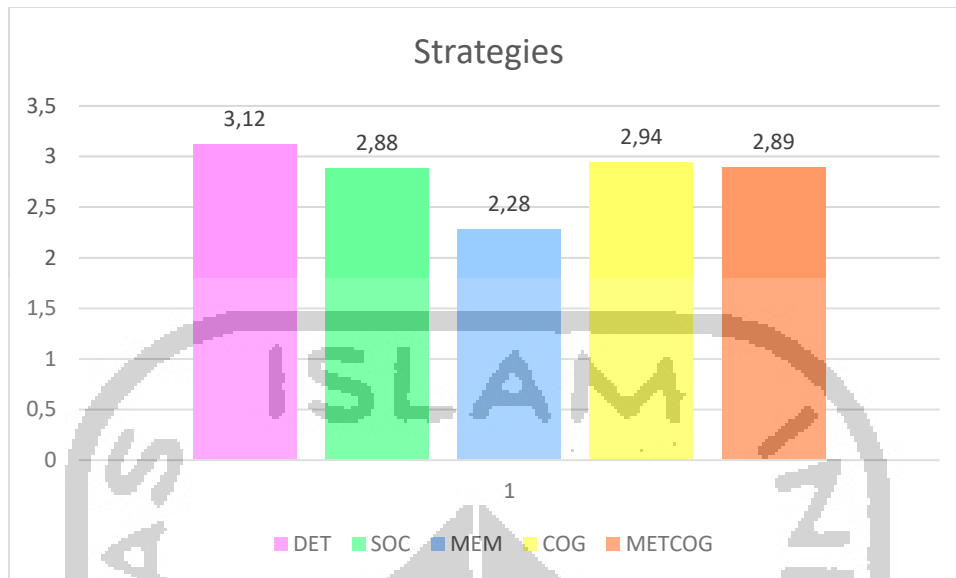


Figure 5.1 Five Domains in Vocabulary Learning Strategies

According on the data above, the survey results of 5 domains of vocabulary learning strategies based on Schmitt (1997) taxonomy are: determination strategies (M=3.12), social strategies (M=2.88), memory strategies (M=2.28), cognitive strategies (M=2.94) and metacognitive strategies (M=2.89). Determination strategies are the most frequently used strategies (M=3.12) and the least frequently used strategies are memory strategy (M=2.28)

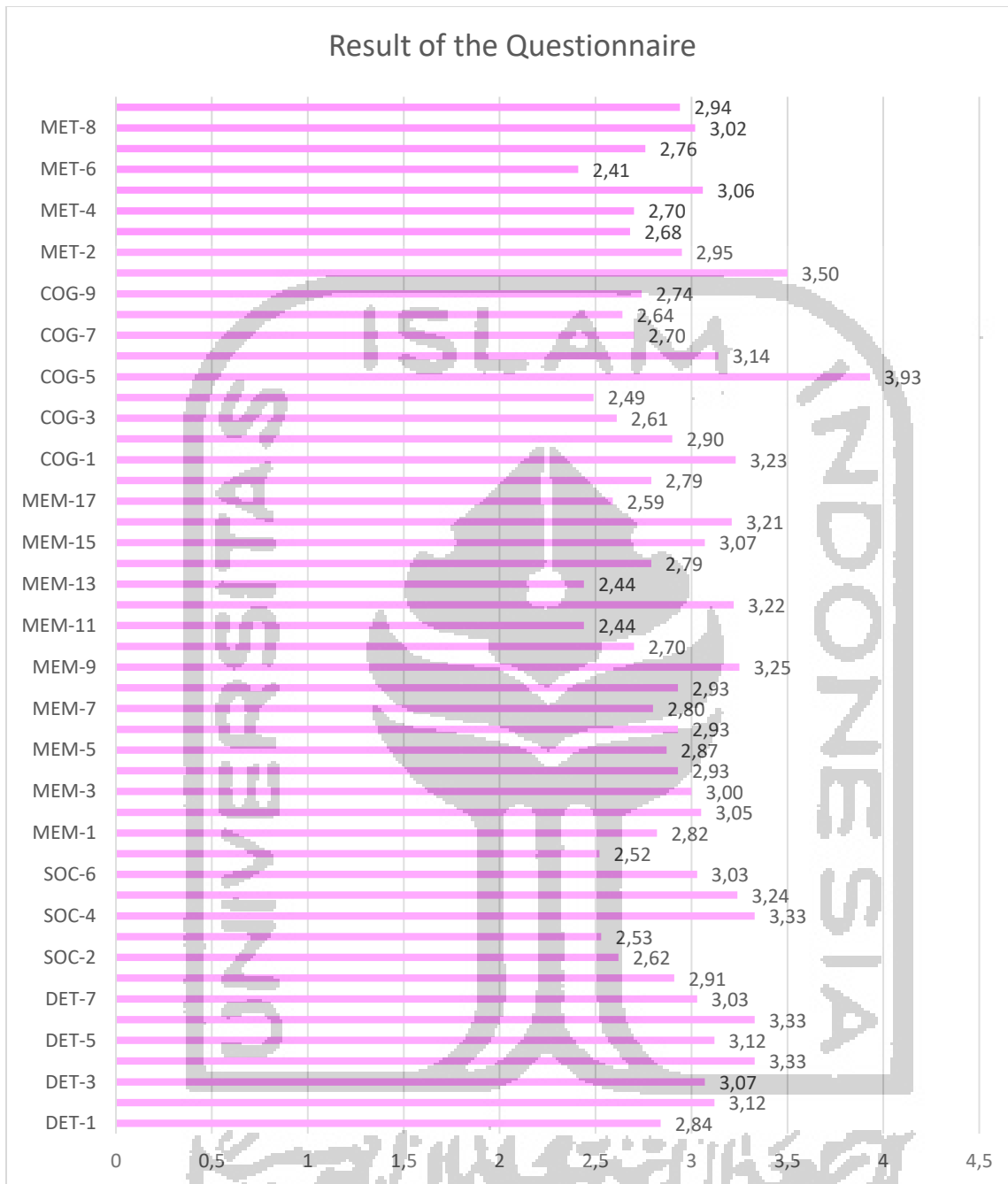


Figure 5.2 Vocabulary Learning Strategies per-Items

Based on the chart above the data obtained from 135 students, the table showed the most frequent strategy is item number 37 (Mean:3.93; SD:0.96) with statement “(Saya akan membuat catatan kosakata baru selama pelajaran)” and the least frequent strategy is item 36

(Mean:2.41;SD:1.12) with statement: “*Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata*”.

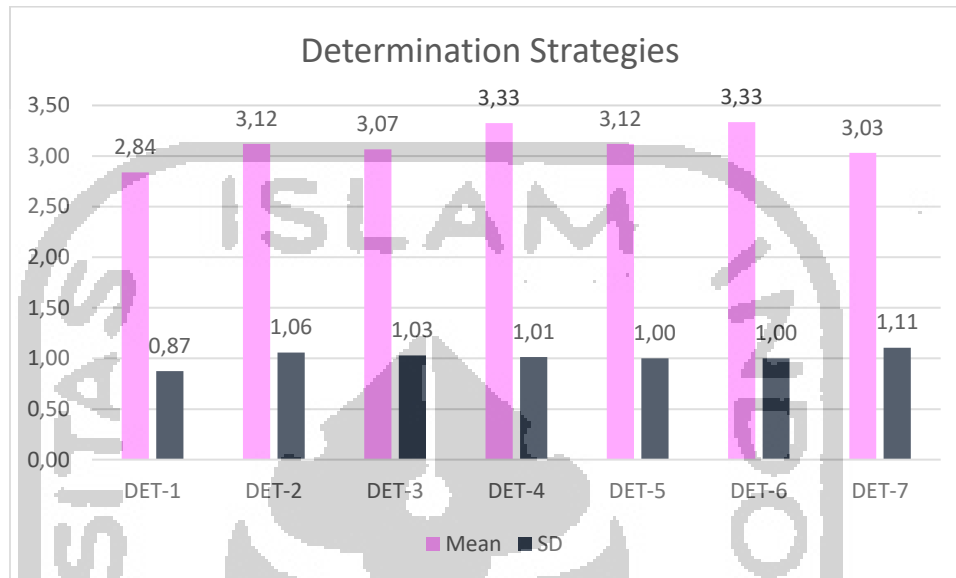


Figure 5.3 Determination Strategies

According to data on the chart above, the most frequently strategy from determination strategies is item DET-4 (*Saya akan menggunakan kamus bahasa Inggris-Indonesia untuk memeriksa arti kosakata*) (M=3.33), the least strategy is item DET-1 (*Saya akan menganalisa kelas kata (kata kerja, kata benda, dan lain-lain) untuk menentukan makna kosakata*) (M=2.84).

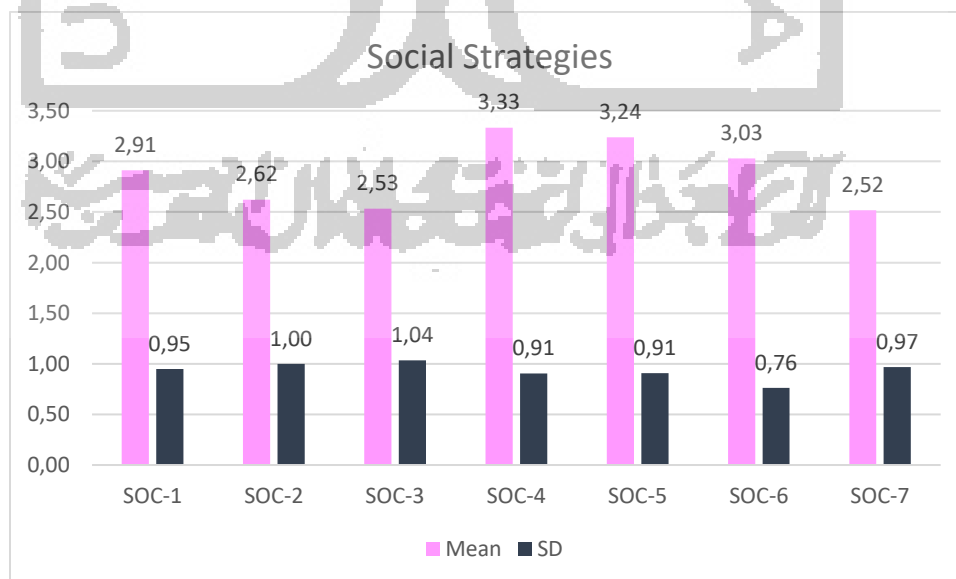


Figure 5.4 Social strategies

Based on result from the table above the most frequently strategy from social strategies is item SOC-4 (*Saya akan menanyakan arti kosakata baru ke teman sekelas saya*) (M=3.33), the least strategy is item SOC-7 (*Saya akan menggunakan kosakata baru untuk berbicara dengan orang-orang Inggris dan Amerika*) (M=2.52)

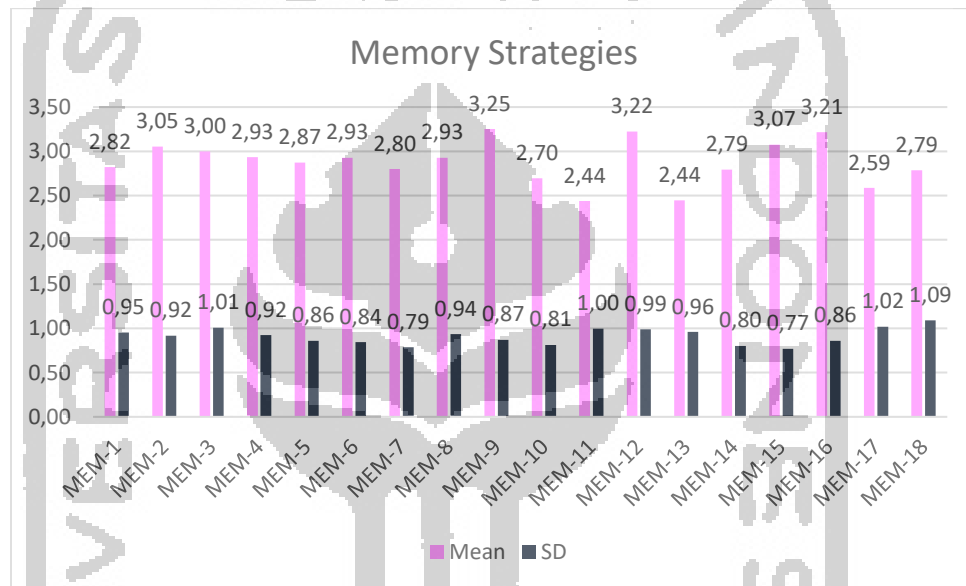


Figure 5.5 Memory strategies

According to the data shown on the chart above, the most frequently strategy is item MEM-9 (*Ketika saya mempelajari sebuah kosakata, saya akan ingat ejaannya*) (M=3.25). The least strategy is item MEM-11 (*Ketika saya belajar sebuah kosakata, saya akan membacanya dengan lantang*) (M=2.44)

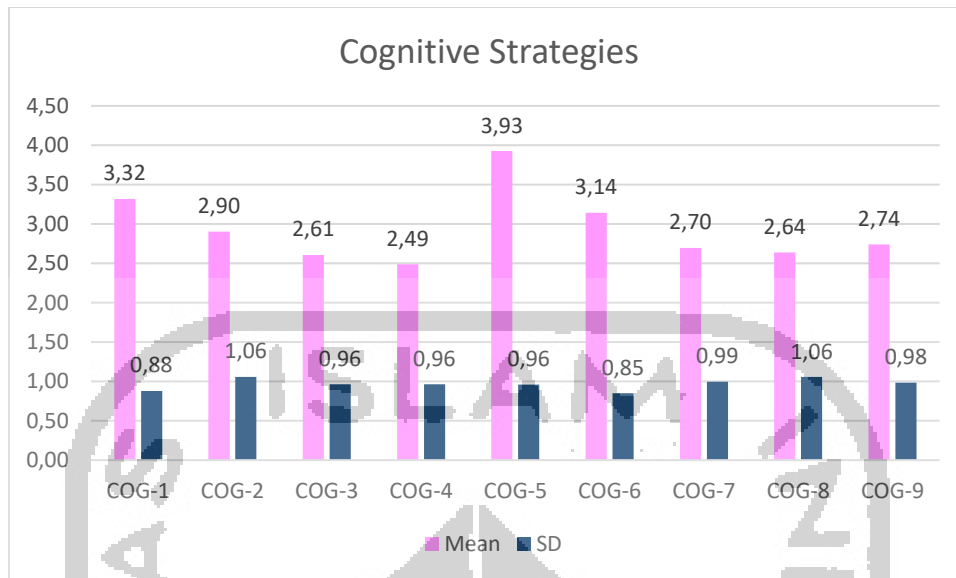


Figure 5.6 Cognitive strategies

Based on the chart shown above the most frequently used strategy is item COG-5 (*Saya akan membuat catatan kosakata baru selama pelajaran*) (M=3.93). The least strategy is item COG-4 (*Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis kosakata bahasa Inggris di satu sisi, sisi lain menulis arti bahasa Indonesia yang sesuai)*) (M=2.49).

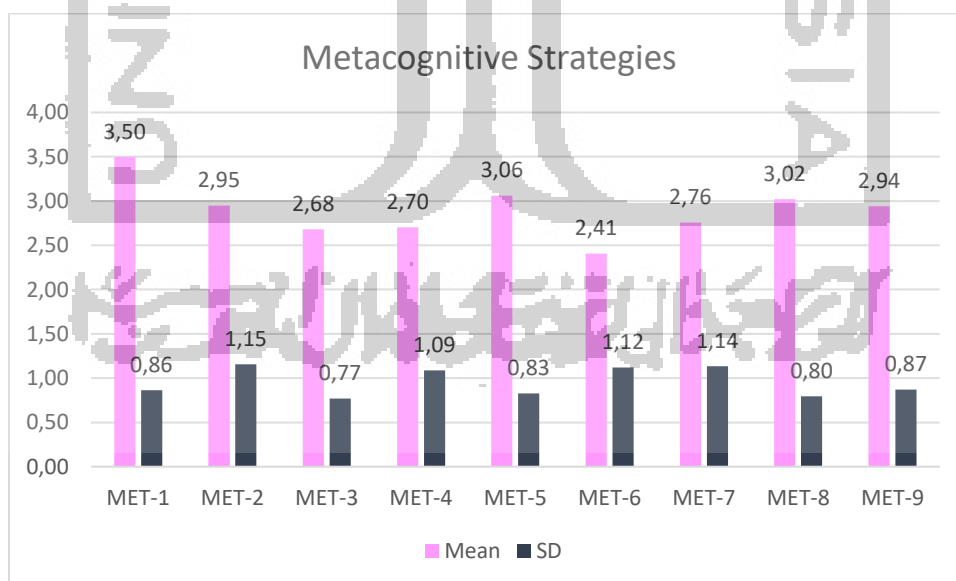


Figure 5.7 Metacognitive strategies

According to chart above, the most frequently used strategy is item MET-1 (*Saya akan menggunakan lagu bahasa Inggris untuk mempelajari kosakata baru*) (M=3.50). The least strategy is MET-6 (*Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata*) (M=2.41)

#### **4.2 Discussion**

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), next is metacognitive strategies (M=2.89), then is social strategies (M=2.88), and the last is memory strategies with (M=2.28).

The data analysis also shows the most and least frequently used strategy by Madrasah Aliyah students. From determination strategies, the most frequent strategy used by students' is item 4/DET-4 with statement "Saya akan menggunakan kamus bahasa Inggris-Indonesia untuk memeriksa arti kosakata" (M=3.33), followed by item 1/DET-1 with statement "Saya akan menganalisa kelas kata (kata kerja, kata benda, dan lain-lain) untuk menentukan makna kosakata" (M=2.84) as the least determination strategies. It means that students prefer to find the meaning of new word by dictionary than judge the meaning. After that, in social strategies, the most frequently used strategy by students is item 11/SOC-4 with statement "Saya akan menanyakan arti kosakata baru ke teman sekelas saya" (M=3.33), the least frequently used strategy by students is item 14/SOC-7 with statement "Saya akan menggunakan kosakata baru untuk berbicara dengan orang-orang Inggris dan Amerika" (M=2.52). It means students prefer to ask their classmate than try to speak with Native speaker. In memory strategies the most frequently used strategy is item 23/MEM-9 (*Ketika saya mempelajari sebuah kosakata, saya akan ingat ejaannya*) (M=3.25), and the least frequently used strategy is item number 25/MEM-11 (*Ketika saya belajar sebuah*

kosakata, saya akan membacanya dengan lantang) (M=2,44). It means that students prefer to save new word in their mind than speak loud. The most frequently used strategy used in cognitive strategies is item 37/COG-5 with statement “Saya akan membuat catatan kosakata baru selama pelajaran” (M=3.93) and the least frequently used strategy is item 36/COG-4 with statement “Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis kosakata bahasa Inggris di satu sisi, sisi lain menulis arti bahasa Indonesia yang sesuai)” (M=2.49). It means that students tend to write a note during the class session than use flash card to learn new vocabulary. In metacognitive strategies showed that item 42/META-1 with statement “Saya akan menggunakan lagu bahasa Inggris untuk mempelajari kosakata baru” (M=3.50) as the most frequently used strategy by students, and item 47/META-6 with statement “Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata” (M=2.41) as the least frequently strategy in metacognitive strategies used by students. Based on that, students used vocabulary by listening songs than listening English radio program.

The result from this study Madrasah Aliyah students use cognitive strategies as the most frequently used vocabulary learning strategies. The findings are different from Yeh and Wang (2004)’s findings - cognitive strategies as the most frequently used and social strategies as least frequently used by the students. Noprianto and Purnawarman (2019) research, the most frequently used by students are determination strategies and the least frequently strategies are cognitive strategies. The findings are also different from to Bonsa and Mariam (2014) which find that the most frequently used strategy are cognitive strategies and the least frequently used strategy by students are metacognitive strategies.



## CHAPTER III

### RESEARCH DESIGN

This chapter explains the research methodology. In the cover of the research design, participants and data collection.

#### 3.1 Research design

This research is conducted to identify vocabulary strategy applied in Madrasah Aliyah students.

The research of vocabulary learning strategies is done by applying a quantitative research method. According to Creswell (2012) in quantitative research, researchers use the instrument to observe, measure and collect data related subject studied. The research design is survey and uses questionnaire as the instrument. Furthermore, this study focuses on using survey whereby to collect quantitative data by distributing questionnaires and analysing statistical data to find out the results of research questions.

#### 3.2 Population and Sample

MAN 4 Sleman is a public school in Sleman Regency which is located in Kaliurang KM 16 and a bit far from the city center and also MAN 4 Sleman is great demand by teenagers there. The English language subject has been a challenge, especially for 11<sup>th</sup> grade. They have low motivation in attending English classes. The students need to more motivation in English vocabulary because they have less knowledge about vocabulary. Therefore students feel they have to learn English independently and choose the right strategy to foster their vocabulary in language learning. All students in 11th grade have different self-awareness in vocabulary learning skills.

Therefore 11th grade students were chosen as the target population of the study. According to Sugiyono (2011) the population is a target that has its own characteristics that have been determined by researchers to be studied and taken conclusions. Based on a Madrasah Aliyah students, there are 205 population of students in 7 classes (3 natural science classes and 3 social classes and 1 Religion class)

Creswell (2012) states that a survey research is conducted by selecting and taking the possibility of samples from the population. Then generalize the results from the sample to the population. To calculate total sample from population this research using Slovin's formula. The Slovin's formula below :

$$n = \frac{N}{1+Ne^2}$$

Explanation:

n = Number of Sample

N = Population

e = Error rate (5% = 0,05)

To determine the number of samples to be used, the researcher chose to use an error rate of 5%. The higher the error rate, the smaller the sample size. The estimated amount of this study is 205, with the above calculation, the estimation results are as follows:

$$n = \frac{205}{1+(205)(0,05^2)}$$

$$n = \frac{205}{1,512}$$

$n = 135,582$  or 135 students

So, the total a sample is 135,582 participants. Because in the calculation produces a fraction), then the fraction is rounded off. From the population the number of samples to be used is 135 students.

### 3.3 Data Collection Techniques

This quantitative research describes data collection techniques which are instrument, validity and reliability.

#### 3.3.1 Instruments

The instrument used in this research is questionnaire. Yunhao (2011) states researchers are facilitated with instruments to measure variables. The questionnaire uses Schmitt's (1997) taxonomy which is developed to VLS research instrument by Yeh and Wang (2004). In this research context, Yeh and Wang's (2004) VLS questionnaire is translated into Indonesia from Mandarin.

**Table 3.1 Indonesian Version of Yeh and Wang (2004)'s Questionnaire**

Item	Statement	Strategy Group
1	Saya akan menganalisis jenis kata (kata kerja, kata benda, kata sifat atau kata keterangan.) dari sebuah kata baru untuk menentukan maknanya.	
2	Saya akan menganalisis bentuk kata dasar, awalan atau akhiran untuk mengetahui makna kata. Contohnya: im-possible = tidak mungkin	
3	Saya akan menebak makna sebuah kata dari konteksnya.	Determination Strategies (DET)
4	Saya akan menggunakan kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui makna sebuah kata.	

5	Saya akan menggunakan kamus Bahasa Inggris-Bahasa Inggris untuk mengetahui makna sebuah kata.
6	Saya akan menggunakan kamus Bahasa Indonesia-Bahasa Inggris, kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui makna sebuah kata.
7	Saya akan menggunakan kamus elektronik untuk mengetahui makna sebuah kata.
8	Saya akan meminta guru untuk menerjemahkan kata yang baru menjadi Bahasa Indonesia.
9	Saya akan meminta guru untuk memberikan sinonim dari kata yang baru.
10	Saya akan meminta guru untuk memberikan contoh suatu kalimat yang terdapat kata baru tersebut.
11	Saya akan menanyakan makna sebuah kata pada teman sekelas saya.
12	Saya akan mencari tahu makna sebuah kata itu melalui diskusi kelompok.
13	Saya akan melatih kata yang telah saya pelajari dengan teman sekelas saya.
14	Saya akan menggunakan kata-kata yang baru saya ketahui untuk berbicara dengan penutur asli Bahasa Inggris.
15	Saya akan memasang kata dengan gambar yang mewakili kata itu.
16	Saya akan memberikan suatu gambaran terkait makna dari suatu kata ke dalam pikiran saya. Contohnya, ketika Anda belajar tentang <i>cloud</i> , di pikiran saya akan muncul langit.

Social Strategies  
(SOC)

17	Saya akan menghubungkan kata dengan pengalaman pribadi saya. Contohnya, ketika belajar tentang <i>rain</i> , saya memikirkan pengalaman saya ketika menikmati hujan bersama teman-teman.	
18	Saya akan menghubungkan satu kata ke kata yang terkait dengannya, misalnya: ketika belajar kosakata apel, saya juga memikirkan buah-buahan lainnya, seperti pir, pisang, dan lain-lain	
19	Ketika saya belajar sebuah kata, saya memperhatikan sinonim (makna kata yang sama) dan antonim (makna kata yang berlawanan), sebagai contoh: ketika belajar kosakata <i>beautiful</i> , saya belajar maknanya dapat berarti cantik untuk sinonim, dan <i>ugly</i> (jelek) untuk antonim.	Memory Strategies (MEM)
20	Saya akan mengelompokkan kata-kata yang akan dipelajari. Contohnya: nama benda-benda di ruang kelas.	
21	Saya akan menggunakan kata yang baru saya pelajari untuk membuat kalimat.	
22	Saya akan menggabungkan beberapa kata baru dan menghubungkannya ke dalam sebuah cerita untuk membantu saya mengingat.	
23	Ketika saya mempelajari suatu kata, saya akan mengingat ejaannya.	
24	Ketika saya mempelajari suatu kata, saya akan memperhatikan pengucapan dan peruntukkannya.	
25	Ketika saya mempelajari suatu kata, saya akan membacanya keras-keras.	

- 
- 26 Saya akan menggarisbawahi kata baru untuk meningkatkan kesan saya.
- 
- 27 Saya akan mencari padanan suara homofonik bahasa Indonesia yang mirip dengan pengucapan bahasa Inggris untuk membantu menghafal kata baru.
- 
- 28 Saya akan mengingat kata dasar, awalan dan akhiran dari suatu kata.
- 
- 29 Saya akan mengingat kata baru dari cara pengucapannya.
- 
- 30 Saya akan melihat deskripsinya pada teks untuk menjelaskan makna suatu kata. Contohnya: *housekeeper* diinterpretasi sebagai orang yang merawat suatu rumah.
- 
- 31 Saya akan menuliskan seluruh frase atau idiom yang berhubungan dengan suatu kata.
- 
- 32 Saya akan menggunakan gerakan fisik untuk membantu mengingat kata baru. Contohnya: Saya melompat dan ingat kata "*jump*".
- 
- 33 Saya akan mengulang arti kata untuk mengingatnya.
- 
- 34 Saya akan menulis kata berulang-ulang untuk mengingatnya.
- 
- 35 Saya menggunakan tabel untuk mengingat (satu tabel berisi kosakata bahasa Inggris tabel lainnya arti bahasa Indonesia).
- 
- 36 Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis dengan kosakata bahasa Inggris di satu sisi, sisi lain menulis artinya dalam bahasa Indonesia).
- 
- 37 Saya akan membuat catatan kosakata baru selama pelajaran.
-

38	Saya akan menggunakan konteks dalam teks untuk menjelaskan arti suatu kata.	Cognitive Strategies (COG)	
39	Saya akan mendengarkan rekaman daftar kosakata.		
40	Saya akan meletakkan label bahasa Inggris pada objek untuk membantu saya mengingat kosakata itu, misalnya: beri label <i>vase</i> di vas bunga		
41	Saya akan selalu membawa buku catatan untuk mencatat kosakata yang baru.		
42	Saya akan menggunakan lagu berbahasa Inggris untuk belajar kata baru.		
43	Saya akan menonton video terkait pengucapan dalam bahasa Inggris untuk belajar kosakata.		
44	Saya akan membaca koran berbahasa Inggris untuk belajar kosakata.		
45	Saya akan membaca majalah bahasa Inggris untuk belajar kosakata.		
46	Saya akan membaca bahan bacaan bahasa Inggris untuk mempelajari kata baru (seperti: novel, cerita pendek, dan lain-lain.)		Metacognitive Strategies (MET)
47	Saya akan mendengarkan program radio Bahasa Inggris untuk belajar kosakata.		
48	Saya akan menggunakan tes kosakata untuk menguji apakah saya dapat mengingat kosakata baru.		
49	Saya akan selalu meninjau kosakata yang telah saya pelajari setiap saat.		
50	Saya akan mengabaikan kata baru yang saya temukan.		

### 3.3.1.1 Questionnaire

In this study, researchers use questionnaire from Yeh and Wang (2004)'s Vocabulary Learning Strategies (VLS) as an instrument in this study. This study focuses on how students' strategies are when they learn vocabulary. This questionnaire used 5 Likert-scale, namely: 1 for never; 2 for seldom; 3 for sometimes; 4 for often; and 5 for always. This questionnaire consists of 50 statements which there are 5 strategies, namely: determination strategies (DET) for statement number 1,2,3,4,5,6, and 7; social strategies (SOC) for statement number 8,9,10,11,12,13 and 14; memory strategies (MEM) for statement number 15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31 and 32; cognitive strategies (COG) for statement number 33,34,35,36,37,38,39,40 and 41; and metacognitive strategies (MET) for statement number 42,43,44,45,46,47,48,49 and 50. Determination strategies have 7 items, Social Strategies have 7 items, Memory Strategies have 18 items, Cognitive Strategies have 9 items, and Metacognitive Strategies have 9 items.

### 3.3.2 Validity and Reliability

#### 3.3.2.1 Validity

According to Widoyoko (2013) internal validity is divided into content validity and constructs validity. Content validity is arranged based on material that students have learned or competencies developed in learning activities while construct validity defines to what extent an instrument measures the conceptual framework based on a theory. Construct validity can be tested by expert judgment and field trial. The researcher use SPSS to find the validity of each items by doing a field trial for 30 participants from population. It is recommended that a survey study have 10-30 participants as pilot study (Johanson & Brooks, 2009)

Table 3.3.2.1. Validity of per-items

Item	Pearson correlation	R-table	Criteria
------	---------------------	---------	----------



1	0.916	0.361	Valid
2	0.926	0.361	Valid
3	0.834	0.361	Valid
4	0.916	0.361	Valid
5	0.407	0.361	Valid
6	0.965	0.361	Valid
7	0.979	0.361	Valid
8	0.947	0.361	Valid
9	0.948	0.361	Valid
10	0.828	0.361	Valid
11	0.927	0.361	Valid
12	0.916	0.361	Valid
13	0.926	0.361	Valid
14	0.834	0.361	Valid
15	0.407	0.361	Valid
16	0.965	0.361	Valid
17	0.965	0.361	Valid
18	0.893	0.361	Valid
19	0.916	0.361	Valid
20	0.965	0.361	Valid
21	0.965	0.361	Valid
22	0.979	0.361	Valid
23	0.947	0.361	Valid
24	0.948	0.361	Valid
25	0.407	0.361	Valid
26	0.916	0.361	Valid
27	0.965	0.361	Valid
28	0.965	0.361	Valid
29	0.893	0.361	Valid
30	0.916	0.361	Valid
31	0.965	0.361	Valid
32	0.965	0.361	Valid
33	0.979	0.361	Valid
34	0.916	0.361	Valid
35	0.965	0.361	Valid
36	0.965	0.361	Valid
37	0.893	0.361	Valid
38	0.916	0.361	Valid
39	0.965	0.361	Valid
40	0.565	0.361	Valid
41	0.979	0.361	Valid
42	0.916	0.361	Valid
43	0.965	0.361	Valid
44	0.965	0.361	Valid
45	0.893	0.361	Valid

46	0.916	0.361	Valid
47	0.570	0.361	Valid
48	0.965	0.361	Valid
49	0.979	0.361	Valid
50	0.407	0.361	Valid

Based on the tabel above all items are proven to be valid after being analyzed by SPSS

25 Statistics because the value of Pearson Correlation is higher than the value of r table.

### 3.3.2.2 Reliability

According to Widoyoko (2013) the test can be reliable if the results given by the test consistent despite repeated testing. It means that the questionnaire will give the same results even though it is used more than once. Based on Cronbach's Alpha for reliability from this questionnaire:

Table 3.3.2.2 Reliability of the Instruments

<i>Cronbach's Alpha for Reliability.</i>	
<u>N of items</u>	<u>Cronbach <math>\alpha</math></u>
50	.993

The questionnaire of vocabulary learning strategies is filled individually. The time given to participants to fill out biodata ranges from 5 minutes and 20 minutes to fill out the questionnaire on vocabulary learning strategies. After explaining the purpose of this study, the researcher gave the opportunity to participants to ask things that cannot be understood in the questionnaire given. After that, the researcher guided the participants to read the vocabulary learning strategy statements that use a Likert scale where there are 5 scales to choose in each statement. Participants were guided to choose the scale that is most suitable to them that are presented on each column that already exists in the questionnaire table.

### 3.4 Data Analysis

Before doing data analysis, several steps in data collection were rechecked:

1. Reviewed literature about the questionnaire.
2. Adopted Yeh & Wang (2004)' s questionnaire on Vocabulary Learning Strategies as the instrument.
3. Translated the instrument into Bahasa Indonesia
4. Checked each item of VLS questionnaire and ensure its content and construct validity.
5. Tried out the questionnaire into 30 participants
6. Analyzed validity of each item (50 items were proven to be valid)
7. Checked the reliability of the instrument
8. Distributed the questionnaire to the sample (135 students).
9. Organized the data to Microsoft Excell data tabulation.

After the steps of data collection is done, the researcher analyzed descriptive statistics of the data by using SPSS 25 statistics and discussed the findings with relevant studies.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter describes and discusses the findings from the data collection to answer the research question: What are student's vocabulary learning strategies to learn English at Madrasah Aliyah in Sleman Regency, Special District of Yogyakarta?

#### 4.1 Research Findings

The general characteristics of the participants shown in the Table 4 below:

Table 4.1		
<i>The characteristics of participants (N=135)</i>		
Variables	Frequency	(%)
Genders		

Male	52	39%
Female	83	61%
Age		
15	14	10%
16	87	22%
17	30	65%
18	4	3%

From the table above, there are 135 participants who have followed this study. The results from this questionnaire, there are 52 male students or 39% from all sample of this study and 83 for female students or 61% with age range 15-18 years old who filled out the questionnaire. The participants who have followed this study from second grade students in Madrasah Aliyah in Sleman Regency.

Based on data found by distributing questionnaire and descriptive analysis as tool to calculate data by used SPSS and Microsoft Excel. The data can be described into the table below:

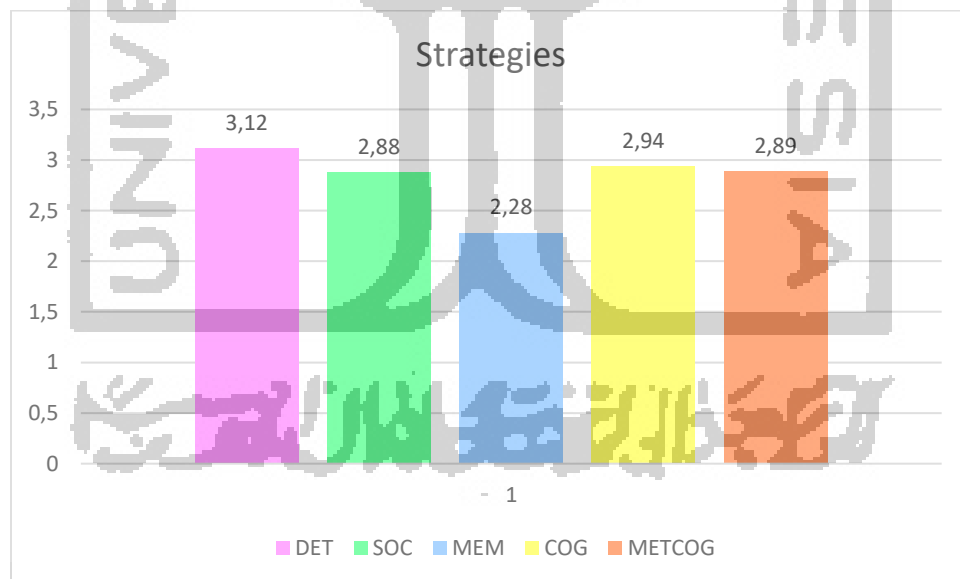


Figure 5.1 Five Domains in Vocabulary Learning Strategies

According on the data above, the survey results of 5 domains of vocabulary learning strategies based on Schmitt (1997) taxonomy are: determination strategies (M=3.12), social strategies (M=2.88), memory strategies (M=2.28), cognitive strategies (M=2.94) and metacognitive strategies (M=2.89) .Determination strategies are the most frequently used strategies (M=3.12) and the least frequently used strategies are memory strategy (M=2.28)



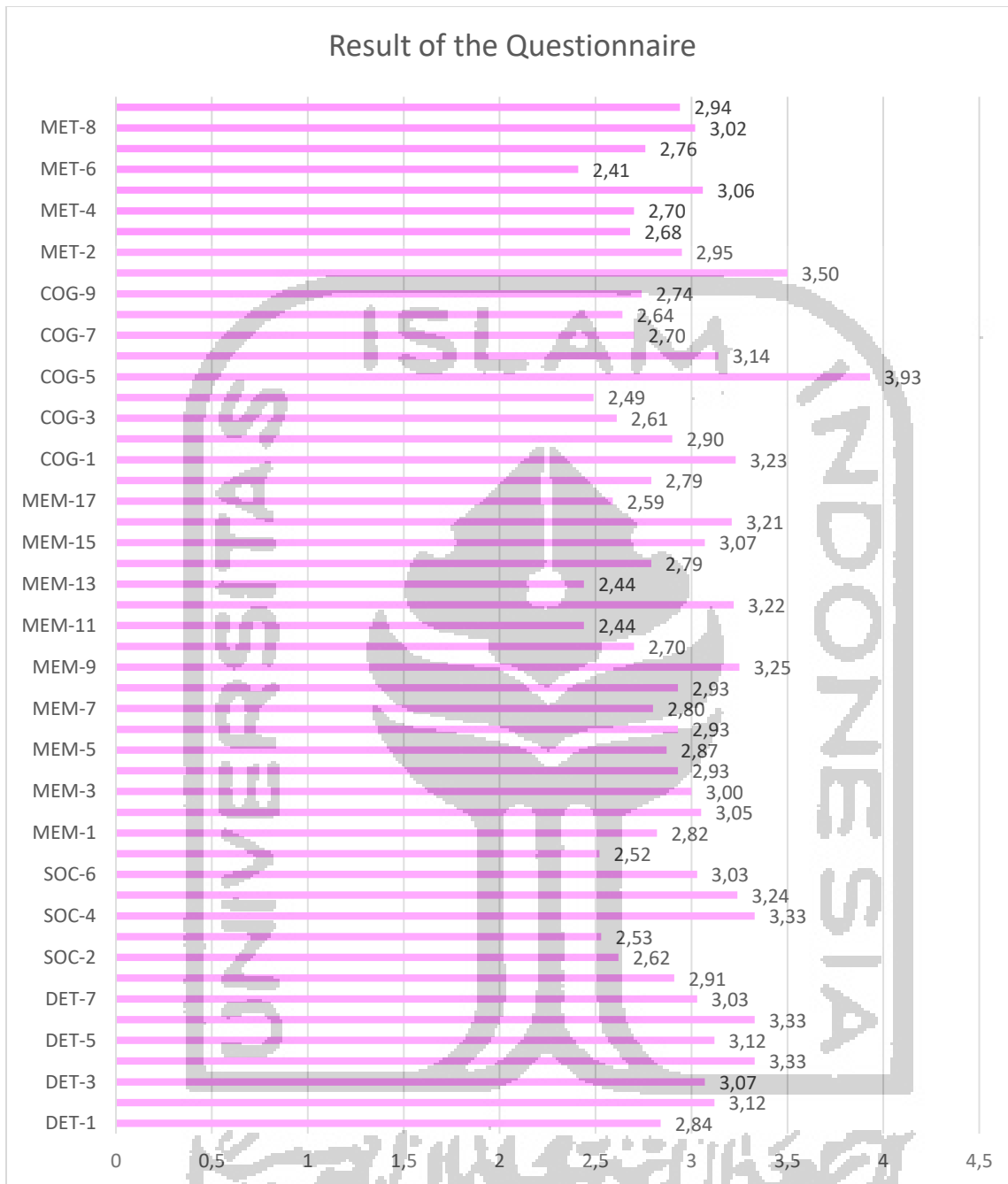


Figure 5.2 Vocabulary Learning Strategies per-Items

Based on the chart above the data obtained from 135 students, the table showed the most frequent strategy is item number 37 (Mean:3.93; SD:0.96) with statement “(Saya akan membuat catatan kosakata baru selama pelajaran)” and the least frequent strategy is item 36

(Mean:2.41;SD:1.12) with statement: “*Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata*”.

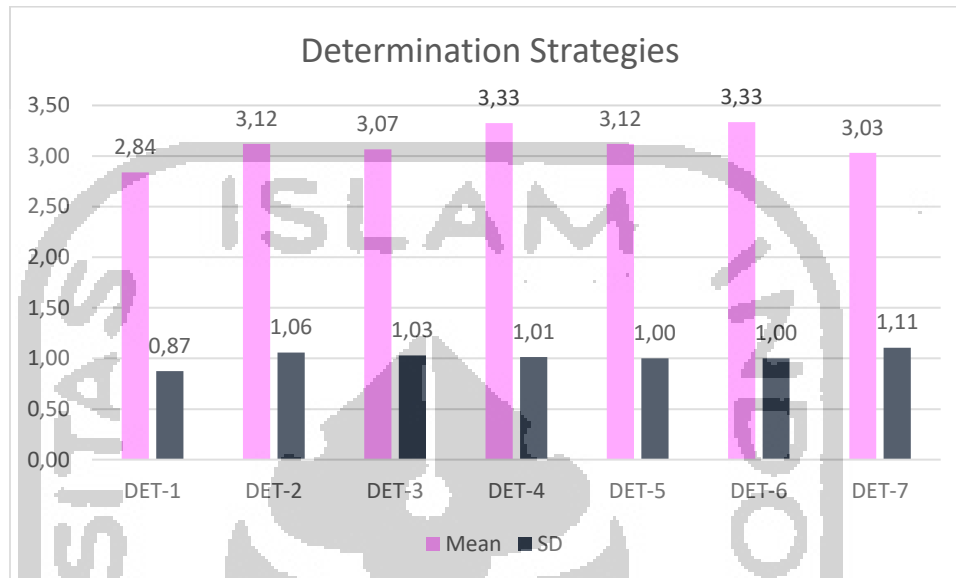


Figure 5.3 Determination Strategies

According to data on the chart above, the most frequently strategy from determination strategies is item DET-4 (*Saya akan menggunakan kamus bahasa Inggris-Indonesia untuk memeriksa arti kosakata*) (M=3.33), the least strategy is item DET-1 (*Saya akan menganalisa kelas kata (kata kerja, kata benda, dan lain-lain) untuk menentukan makna kosakata*) (M=2.84).

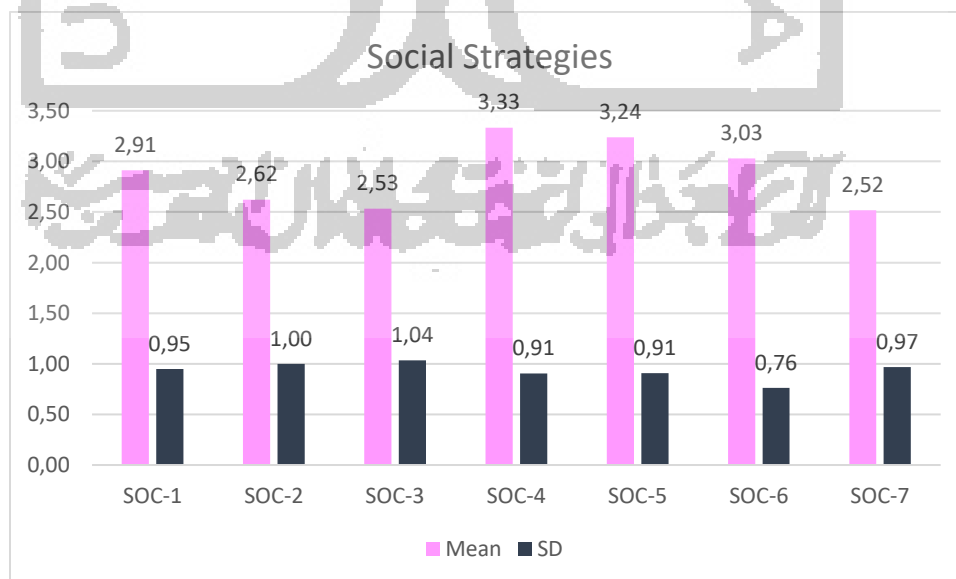


Figure 5.4 Social strategies

Based on result from the table above the most frequently strategy from social strategies is item SOC-4 (*Saya akan menanyakan arti kosakata baru ke teman sekelas saya*) (M=3.33), the least strategy is item SOC-7 (*Saya akan menggunakan kosakata baru untuk berbicara dengan orang-orang Inggris dan Amerika*) (M=2.52)

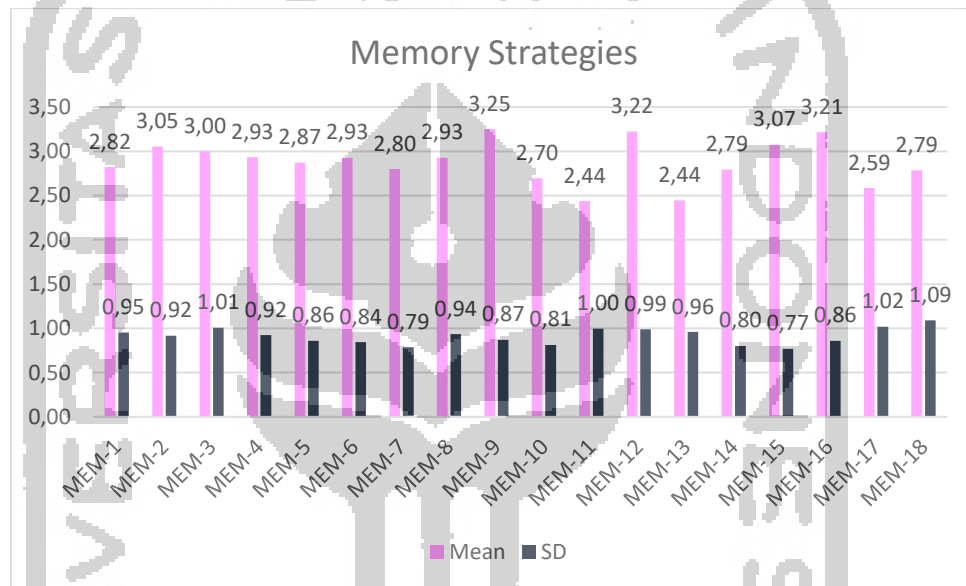


Figure 5.5 Memory strategies

According to the data shown on the chart above, the most frequently strategy is item MEM-9 (*Ketika saya mempelajari sebuah kosakata, saya akan ingat ejaannya*) (M=3.25). The least strategy is item MEM-11 (*Ketika saya belajar sebuah kosakata, saya akan membacanya dengan lantang*) (M=2.44)



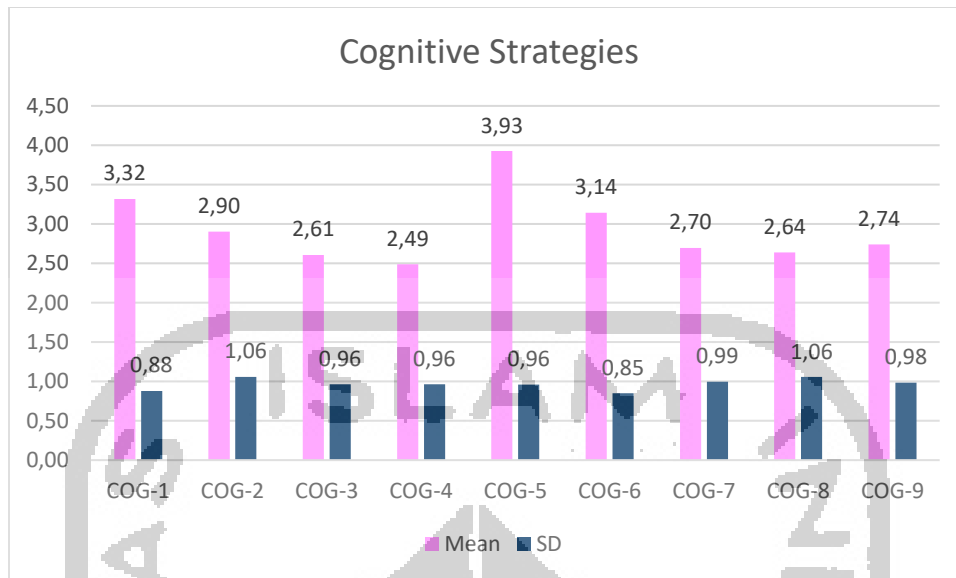


Figure 5.6 Cognitive strategies

Based on the chart shown above the most frequently used strategy is item COG-5 (*Saya akan membuat catatan kosakata baru selama pelajaran*) (M=3.93). The least strategy is item COG-4 (*Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis kosakata bahasa Inggris di satu sisi, sisi lain menulis arti bahasa Indonesia yang sesuai)*) (M=2.49).

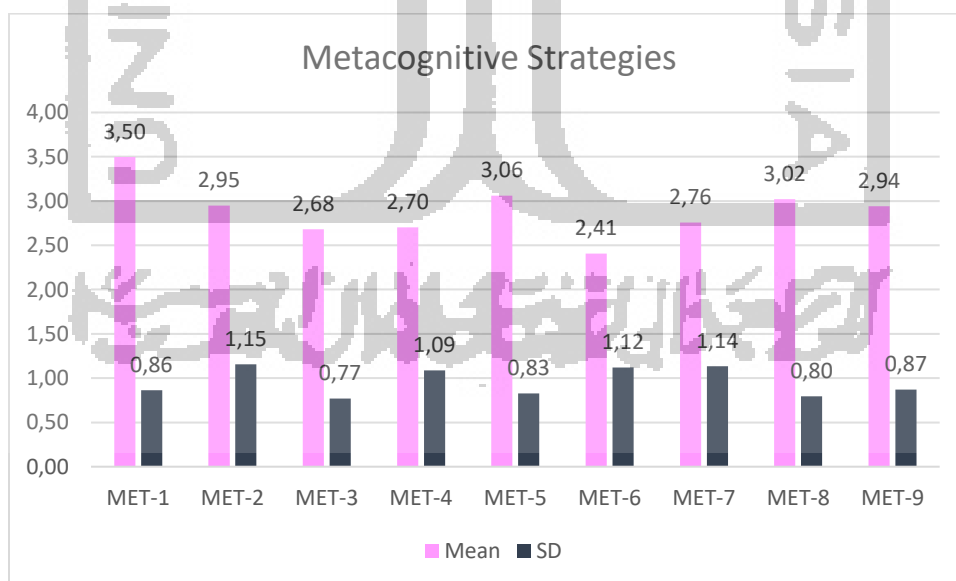


Figure 5.7 Metacognitive strategies

According to chart above, the most frequently used strategy is item MET-1 (*Saya akan menggunakan lagu bahasa Inggris untuk mempelajari kosakata baru*) (M=3.50). The least strategy is MET-6 (*Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata*) (M=2.41)

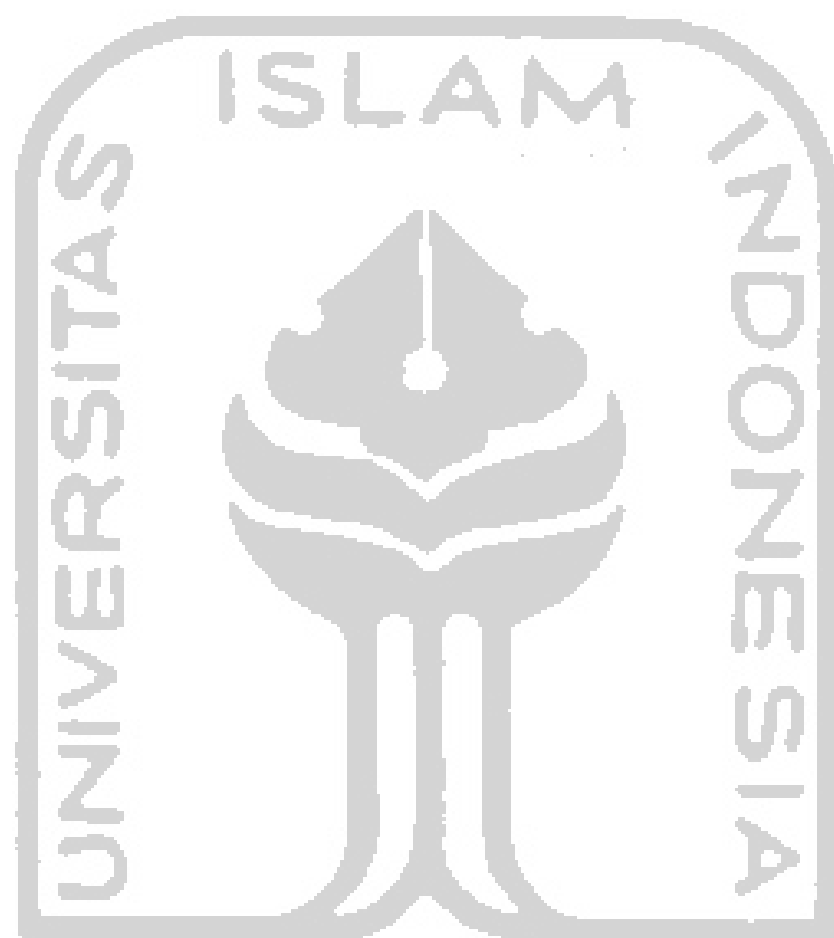
#### **4.2 Discussion**

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), next is metacognitive strategies (M=2.89), then is social strategies (M=2.88), and the last is memory strategies with (M=2.28).

The data analysis also shows the most and least frequently used strategy by Madrasah Aliyah students. From determination strategies, the most frequent strategy used by students' is item 4/DET-4 with statement "Saya akan menggunakan kamus bahasa Inggris-Indonesia untuk memeriksa arti kosakata" (M=3.33), followed by item 1/DET-1 with statement "Saya akan menganalisa kelas kata (kata kerja, kata benda, dan lain-lain) untuk menentukan makna kosakata" (M=2.84) as the least determination strategies. It means that students prefer to find the meaning of new word by dictionary than judge the meaning. After that, in social strategies, the most frequently used strategy by students is item 11/SOC-4 with statement "Saya akan menanyakan arti kosakata baru ke teman sekelas saya" (M=3.33), the least frequently used strategy by students is item 14/SOC-7 with statement "Saya akan menggunakan kosakata baru untuk berbicara dengan orang-orang Inggris dan Amerika" (M=2.52). It means students prefer to ask their classmate than try to speak with Native speaker. In memory strategies the most frequently used strategy is item 23/MEM-9 (Ketika saya mempelajari sebuah kosakata, saya akan ingat ejaannya) (M=3.25), and the least frequently used strategy is item number 25/MEM-11 (Ketika saya belajar sebuah

kosakata, saya akan membacanya dengan lantang) (M=2,44). It means that students prefer to save new word in their mind than speak loud. The most frequently used strategy used in cognitive strategies is item 37/COG-5 with statement “Saya akan membuat catatan kosakata baru selama pelajaran” (M=3.93) and the least frequently used strategy is item 36/COG-4 with statement “Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis kosakata bahasa Inggris di satu sisi, sisi lain menulis arti bahasa Indonesia yang sesuai)” (M=2.49). It means that students tend to write a note during the class session than use flash card to learn new vocabulary. In metacognitive strategies showed that item 42/META-1 with statement “Saya akan menggunakan lagu bahasa Inggris untuk mempelajari kosakata baru” (M=3.50) as the most frequently used strategy by students, and item 47/META-6 with statement “Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata” (M=2.41) as the least frequently strategy in metacognitive strategies used by students. Based on that, students used vocabulary by listening songs than listening English radio program.

The result from this study Madrasah Aliyah students use cognitive strategies as the most frequently used vocabulary learning strategies. The findings are different from Yeh and Wang (2004)’s findings - cognitive strategies as the most frequently used and social strategies as least frequently used by the students. Noprianto and Purnawarman (2019) research, the most frequently used by students are determination strategies and the least frequently strategies are cognitive strategies. The findings are also different from to Bonsa and Mariam (2014) which find that the most frequently used strategy are cognitive strategies and the least frequently used strategy by students are metacognitive strategies.



جامعة الإسلام في إندونيسيا

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter describes the conclusion and suggestion from the research summary based on research finding from the previous chapters and recommended from further research.

#### 5.1 Conclusion

Based on the findings, vocabulary learning strategies used by students of MAN 4, Sleman Regency, Special District of Yogyakarta are: determination strategies (M=3.12), social strategies (M=2.88), memory strategies (M=2.28), cognitive strategies (M=2.94) and metacognitive strategies (M=2.89). Determination strategy are the most frequently used strategies (M=3.12) and the least frequently used strategies are memory strategy (M=2.28)

#### 5.2 Suggestion

In general the recommendation given in this study is teachers in Madrasah Aliyah should give attention, motivation, activity and facilities to help students aware to their vocabulary learning. Although students chose their strategy to learn vocabulary, but English teacher in Madrasah Aliyah must help the students to determinedly choose a strategy that is suitable for students. Researcher believes that this study is useful with another attribute that related to the study of vocabulary learning strategies. This study will can be beneficial for researchers who interested in vocabulary learning strategies.

## REFERENCES

- Bonsa, G. B. & Mariam, G.S. (2014). Vocabulary Learning Strategies used by EFL students.the case of 11<sup>th</sup> grade high and low achievers at Jorgo Nole Preparatory School. *Ethiopia. J. Educ. & Sc.*
- Cohen, L., Manion, L., & Morrison, K. 2007. *Research Methods in Education (6th ed.)*. London, New York: Routledge Falmer.
- Creswell, J., W., 2012, *Research design Pendekatan kualitatif, Kuantitatif dan Mixed; Cetakan ke-2*, Yogyakarta: Pustaka Pelajar.
- Fan, M.Y. (2003). Frequency of use, perceived, usefulness, and actual usefulness of second language vocabulary strategies: a study of Hongkong learners. *The Modern Language Journal*, 87, 222-241.
- Gu, Y. & Johnson, R.K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46, 643-679.
- Gusti, I. (2016). Vocabulary Learning Strategies of Secondary School Students. *IJOLTL*, Vol. 1, No. 1. Salatiga, Indonesia.
- Hu, Ling-Sheue. (1999). *The Effects of Knowledge of Topical Background and Textual Vocabulary on EFL Students' Listening Performance*. MA thesis. National Kaohsiung Normal University.
- Johanson, G.A., & Brooks, G. P. (2009). Initial Scale Development: Sample Size for Pilot Studies. *Educational and Psychological Measurement*, 1-7
- Kovanen, J. (2014). *Vocabulary Learning Strategies Employed by Finnish High School EFL Students*. Finlandia.
- Nation, I. S. (2000). What Is In A Word? Vocabulary Development in Classroom in a Multilingual N.McWilliam. *Studies in Second Language Acquisition* 22 (1): 126-127.
- Nation, P., & Waring, R., (1997). Vocabulary size, text coverage and words lists. In Schmitt & McCharty (Eds), *Vocabulary, : Description, acquisition and pedagogy* (pp. 6-19).
- Noprianto, E., & Purnawarman, P. (2019). EFL students' vocabulary learning strategies and their affixes knowledge. *Journal of Language and Linguistic Studies*. Bandung, Indonesia.
- Orawee, P., & Thanyapa, C. (2011). Language learning strategies used by first year students at Thaksin University Songkhla Campus Thailand. Paper presented at the 3<sup>rd</sup> *International Conference on Humanities and Social Sciences*, Faculty of Liberal Arts, Prince of Songkla University.

- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Newbury House.
- Riankamol, N. (2008). *A Survey Study of Vocabulary Learning Strategies of Gifted English Students at Triam Udomsuksa School in the first semester of Academic year 2008*. Thailand.
- Schmitt, N. (1997). Vocabulary learning strategies. In Norbert Schmitt & Michael McCarthy (Eds.), *Vocabulary: Description, Acquisition, and Pedagogy*. Cambridge: Cambridge University Press. 199-227.
- Sugiyono. (2011) *Metode Penelitian Kuantitatif dan Kualitatif dan R & D*. Bandung: CV Alfabeta.
- Takac, P (2008). *Vocabulary Learning Strategies and Foreign Language*. Brieger & Pohl. Technical
- Yeh, C. & Wang, Y. (2004). An Investigation into Vocabulary Learning Strategies used by Senior High School students in Taiwan. *Taiwan Journal of TESOL*. Taiwan.
- Yunhao, Z (2011). *The use of Vocabulary Learning Strategies by Good and Poor Language Learner*. Swedia: English, Spring.
- Wei, M. (2007). An examination of vocabulary learning of college-level learners of English in China. *The Asian EFL Journal*, 9, 93-114.
- Widyoko, E. P. (2013). *Teknik Penyusunan Instrumen Penelitian*. *Pustaka Pelajar*. Yogyakarta, Indonesia.

APPENDICES

Appendix 1 Questionnaire items (Taiwan version)

字彙學習調查表請根據你平時學習字彙的實際情形圈選一個適合的選項

	從 少 此	很 如 此	未 如 此	偶 而 如 此	經 常 如 此	一 直 如 此
1. 分析生字的詞類（動詞、名詞等）來判斷它的意思。	1	2	3	4	5	
2. 我會分析字根、字首或字尾以猜測單字的意思。 例如：impossible = im+possible；artist = art+ist	1	2	3	4	5	
3. 我會從文章的上下文來推測單字的意思。	1	2	3	4	5	
4. 我會用英漢辭典來查生字的意思。	1	2	3	4	5	
5. 我會用英英辭典來查生字的意思。	1	2	3	4	5	
6. 我會用英英、英漢雙解辭典來查生字的意思。	1	2	3	4	5	
7. 我會用電子辭典來查生字的意思。	1	2	3	4	5	
8. 我會要求老師翻譯生字的中文意思。	1	2	3	4	5	
9. 我會要求老師提供生字的同義字。	1	2	3	4	5	
10. 我會要求老師提供一個包含生字的句子。	1	2	3	4	5	
11. 我會請教同學生字的意思。	1	2	3	4	5	
12. 我會透過小組討論的方式，找出生字的意思。	1	2	3	4	5	
13. 我會和同學一起練習所學的單字。	1	2	3	4	5	
14. 我會利用新學的單字和英美人士交談。	1	2	3	4	5	
15. 我會將單字和代表此字的圖畫一起配對學習。	1	2	3	4	5	
16. 我會將單字的意思在內心形成一個意象來記。						
17. 例如：學習 cloud 時，心中便浮現天空的						



一片雲。	
17. 我會把單字連結到自己個人的經驗上。 例如：學 snow 時，想到以往在山上賞雪的情景。	1 2 3 4 5
18. 我會將一個單字連結到與其相關的字。 例如：apple, 想到其它水果 pear, cherry 等。	1 2 3 4 5
19. 我學單字時會同時注意它的同義字和反義字。 例如：學習 beautiful 時，同時學其同義字 pretty 和反義字 ugly。	1 2 3 4 5
20. 我會將單字分類整理來學習。例如：家具類的名稱一起學。	1 2 3 4 5
21. 我會用新學的單字來造句。	1 2 3 4 5
22. 我會結合幾個新學的單字，串聯成故事來幫助記憶。	1 2 3 4 5
23. 我在學習單字時，會去記它的拼法。	1 2 3 4 5
24. 我在學習單字時，會去注意它的發音和念法。	1 2 3 4 5
25. 我在學習單字時，會大聲念出來。	1 2 3 4 5
26. 我會在新學單字下劃線，加強印象。	1 2 3 4 5
27. 我會找出與英文發音相近的中文諧音來幫助記憶新單字。例如：學 cool 時，利用中文的諧音「酷」，想像一位很「酷」的歌手在「涼爽」的樹下唱的「很棒」。	1 2 3 4 5
28. 我會記住單字之字根、字首、字尾。	1 2 3 4 5
29. 我會記住單字的詞性。	1 2 3 4 5
30. 我會用一段文字來解釋單字的意思。	1 2 3 4 5

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

<p>例如：housekeeper 解釋為 a person who looks after a house</p>	
31. 我會把包含此單字的整個片語或成語一起記下來。	1 2 3 4 5
<p>例如：學習 attempt 時，記住此片語 in an attempt to</p>	
32. 我會用肢體動作來幫助記住新學的單字。例如：我跳起來，記住「jump」這個字。	1 2 3 4 5
33. 我會重複誦唸，來記住單字。	1 2 3 4 5
34. 我會重複地書寫單字，以便記憶。	1 2 3 4 5
35. 我會利用單字表來記單字 (單字表內含英文單字並搭配其中文意思)。	1 2 3 4 5
36. 我會用單字卡來記單字 (卡片一面寫英文單字，另一面寫相對應的中文意思)。	1 2 3 4 5
37. 我會在上課時作筆記。	1 2 3 4 5
38. 我會利用教科書內字彙註解的部分來學習單字。	1 2 3 4 5
39. 我會聽單字表的錄音帶。	1 2 3 4 5
40. 我會在實物上貼上英文標籤，來幫助記住單字。	1 2 3 4 5
<p>例如：在花瓶上貼一個 vase 的標籤。</p>	
41. 我會隨時帶著記單字專用的筆記本，以便記下新字彙。	1 2 3 4 5
42. 我會利用英文歌曲來學習單字。	1 2 3 4 5
43. 我會看英語發音的影片來學習單字。	1 2 3 4 5
44. 我會看英文報紙來學習單字。	
45. 我會看英文雜誌來學習單字。	
46. 我會閱讀英文課外讀物來學習單字	
<p>(如：小說、短篇故事等)。</p>	
47. 我會收聽英文廣播節目來學習字彙。	1 2 3 4 5
48. 我會用字彙測驗來測試自己是否記住新學的單字。	1 2 3 4 5
49. 我會每隔一段時間就複習一次所學過的字彙。	1 2 3 4 5
50. 我碰到新單字時會略過或跳過。	

## Appendix 2 Questionnaire Items (Indonesian Version)

### KUESIONER STRATEGI PEMBELAJARAN KOSAKATA BAHASA INGGRIS (VOCABULARY LEARNING STRATEGIES)

#### PETUNJUK UMUM:

1. Jawaban tidak untuk menentukan nilai
2. Kuesioner ini bertujuan untuk mendapatkan informasi
3. Jawaban anda sangat berarti untuk mengetahui strategi belajar kosakata baru bahasa Inggris
4. Kuesioner ini terdiri dari pernyataan-pernyataan mengenai beberapa strategi dalam mempelajari kosakata baru bahasa Inggris
5. Data responden dan semua informasi yang diberikan akan dijamin kerahasiaannya, oleh sebab itu dimohon untuk mengisi kuesioner dengan sebenar-benarnya.

#### KETERANGAN CARA PENGISIAN:

Berilah tanda **X (silang)** untuk setiap pernyataan di bawah ini sesuai strategi yang anda gunakan dalam mempelajari kosakata bahasa Inggris pada kolom:

1. **TIDAK PERNAH**
2. **JARANG**
3. **KADANG-KADANG**
4. **SERING**
5. **SELALU**

Nama :

Umur :

Jenis Kelamin :

No. Telp :

Pernyataan Strategi Belajar Kosa Kata	Seberapa Sering				
	1	2	3	4	5
1. Saya akan menganalisis jenis kata (kata kerja, kata benda, kata sifat atau kata keterangan.) dari sebuah kata baru untuk menentukan maknanya.	1	2	3	4	5
2. Saya akan menganalisis bentuk kata dasar, awalan atau akhiran untuk mengetahui makna kata. Contohnya: impossible = tidak mungkin	1	2	3	4	5
3. Saya akan menebak makna sebuah kata dari konteksnya.	1	2	3	4	5
4. Saya akan menggunakan kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui makna sebuah kata.	1	2	3	4	5

Pernyataan Strategi Belajar Kosakata	Seberapa Sering				
	1	2	3	4	5
5. Saya akan menggunakan kamus Bahasa Inggris-Bahasa Inggris untuk mengetahui makna sebuah kata.	1	2	3	4	5
6. Saya akan menggunakan kamus Bahasa Indonesia-Bahasa Inggris, kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui makna sebuah kata.	1	2	3	4	5
7. Saya akan menggunakan kamus elektronik untuk mengetahui makna sebuah kata.	1	2	3	4	5
8. Saya akan meminta guru untuk menerjemahkan kata yang baru menjadi Bahasa Indonesia.	1	2	3	4	5
9. Saya akan meminta guru untuk memberikan sinonim dari kata yang baru.	1	2	3	4	5
10. Saya akan meminta guru untuk memberikan contoh suatu kalimat yang terdapat kata baru tersebut.	1	2	3	4	5
11. Saya akan menanyakan makna sebuah kata pada teman sekelas saya.	1	2	3	4	5
12. Saya akan mencari tahu makna sebuah kata itu melalui diskusi kelompok.	1	2	3	4	5
13. Saya akan melatih kata yang telah saya pelajari dengan teman sekelas saya.	1	2	3	4	5
14. Saya akan menggunakan kata-kata yang baru saya ketahui untuk berbicara dengan penutur asli Bahasa Inggris.	1	2	3	4	5
15. Saya akan memasang kata dengan gambar yang mewakili kata itu.	1	2	3	4	5
16. Saya akan memberikan suatu gambaran terkait makna dari suatu kata ke dalam pikiran saya. Contohnya, ketika Anda belajar tentang <i>cloud</i> , di pikiran saya akan muncul langit.	1	2	3	4	5
17. Saya akan menghubungkan kata dengan pengalaman pribadi saya. Contohnya, ketika belajar tentang <i>rain</i> , saya memikirkan pengalaman saya ketika menikmati hujan bersama teman-teman.	1	2	3	4	5
18. Saya akan menghubungkan satu kata ke kata yang terkait dengannya, misalnya: ketika belajar kosakata apel, saya juga memikirkan buah-buahan lainnya, seperti pir, pisang, dan lain-lain.	1	2	3	4	5
19. Ketika saya belajar sebuah kata, saya memperhatikan sinonim (makna kata yang sama) dan antonim (makna kata yang berlawanan), sebagai contoh: ketika belajar kosakata <i>beautiful</i> , saya belajar maknanya dapat berarti cantik untuk sinonim, dan <i>ugly</i> (jelek) untuk antonim.	1	2	3	4	5
20. Saya akan mengelompokkan kata-kata yang akan dipelajari. Contohnya: nama benda-benda di ruang kelas.	1	2	3	4	5

Pernyataan Strategi Belajar Kosakata	Seberapa Sering				
	1	2	3	4	5
21. Saya akan menggunakan kata yang baru saya pelajari untuk membuat kalimat.	1	2	3	4	5
22. Saya akan menggabungkan beberapa kata baru dan menghubungkannya ke dalam sebuah cerita untuk membantu saya mengingat.	1	2	3	4	5
23. Ketika saya mempelajari suatu kata, saya akan mengingat ejaannya.	1	2	3	4	5
24. Ketika saya mempelajari suatu kata, saya akan memperhatikan pengucapan dan peruntutkannya.	1	2	3	4	5
25. Ketika saya mempelajari suatu kata, saya akan membacanya keras-keras.	1	2	3	4	5
26. Saya akan menggarisbawahi kata baru untuk meningkatkan kesan saya.	1	2	3	4	5
27. Saya akan mencari padanan suara homofonik bahasa Indonesia yang mirip dengan pengucapan bahasa Inggris untuk membantu menghafal kata baru.	1	2	3	4	5
28. Saya akan mengingat kata dasar, awalan dan akhiran dari suatu kata.	1	2	3	4	5
29. Saya akan mengingat kata baru dari cara pengucapannya.	1	2	3	4	5
30. Saya akan melihat deskripsinya pada teks untuk menjelaskan makna suatu kata. Contohnya: <i>housekeeper</i> diinterpretasi sebagai orang yang merawat suatu rumah.	1	2	3	4	5
31. Saya akan menuliskan seluruh frase atau idiom yang berhubungan dengan suatu kata.	1	2	3	4	5
32. Saya akan menggunakan gerakan fisik untuk membantu mengingat kata baru. Contohnya: Saya melompat dan ingat kata " <i>jump</i> "	1	2	3	4	5
33. Saya akan mengulang arti kata untuk mengingatnya.	1	2	3	4	5
34. Saya akan menulis kata berulang-ulang untuk mengingatnya.	1	2	3	4	5
35. Saya menggunakan tabel untuk mengingat (satu tabel berisi kosakata bahasa Inggris tabel lainnya arti bahasa Indonesia).	1	2	3	4	5
36. Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis dengan kosakata bahasa Inggris di satu sisi, sisi lain menulis artinya dalam bahasa Indonesia).	1	2	3	4	5
37. Saya akan membuat catatan kosakata baru selama pelajaran.	1	2	3	4	5
38. Saya akan menggunakan konteks dalam teks untuk menjelaskan arti suatu kata.	1	2	3	4	5

Pernyataan Strategi Belajar Kosakata	Seberapa Sering				
	1	2	3	4	5
39. Saya akan mendengarkan rekaman daftar kosakata.	1	2	3	4	5
40. Saya akan meletakkan label bahasa Inggris pada objek untuk membantu saya mengingat kosakata itu, misalnya: beri label <i>vase</i> di vas bunga	1	2	3	4	5
41. Saya akan selalu membawa buku catatan untuk mencatat kosakata yang baru.	1	2	3	4	5
42. Saya akan menggunakan lagu berbahasa Inggris untuk belajar kata baru.	1	2	3	4	5
43. Saya akan menonton video terkait pengucapan dalam bahasa Inggris untuk belajar kosakata.	1	2	3	4	5
44. Saya akan membaca koran berbahasa Inggris untuk belajar kosakata.	1	2	3	4	5
45. Saya akan membaca majalah bahasa Inggris untuk belajar kosakata.	1	2	3	4	5
46. Saya akan membaca bahan bacaan bahasa Inggris untuk mempelajari kata baru (seperti: novel, cerita pendek, dan lain-lain.)	1	2	3	4	5
47. Saya akan mendengarkan program radio Bahasa Inggris untuk belajar kosakata.	1	2	3	4	5
48. Saya akan menggunakan tes kosakata untuk menguji apakah saya dapat mengingat kosakata baru.	1	2	3	4	5
49. Saya akan selalu meninjau kosakata yang telah saya pelajari setiap saat.	1	2	3	4	5
50. Saya akan mengabaikan kata baru yang saya temukan.	1	2	3	4	5



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
113		3	3	2	4	3	5	4	2	5	2	2	5	1	2	4	3	1	1	
114		2	3	2	3	1	3	3	2	2	3	1	4	2	2	3	3	1	2	
115		5	5	5	3	3	3	3	3	5	1	1	2	2	3	3	3	1	3	
116		3	3	3	3	3	3	3	3	3	2	3	3	2	1	3	3	1	3	
117		3	3	4	2	2	3	3	4	4	3	2	3	2	1	3	3	1	3	
118		3	3	4	2	2	3	3	4	4	2	2	3	2	1	3	1	1	3	
119		3	3	3	3	3	3	3	3	4	2	2	3	1	3	3	2	3	4	
120		2	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	
121		3	5	5	2	4	2	3	4	5	3	2	5	1	3	5	3	4	5	
122		2	3	3	3	3	3	3	3	3	2	2	2	3	3	3	4	3	3	
123		1	3	3	1	3	4	4	3	3	1	3	4	1	3	4	3	1	3	
124		3	2	3	3	3	4	1	2	3	4	1	4	3	3	3	3	5	3	
125		3	3	3	3	4	3	1	1	5	2	2	5	4	3	1	3	3	3	
126		3	3	3	3	4	3	1	1	5	3	2	5	4	3	1	5	3	3	
127		2	3	3	3	2	4	3	3	4	2	1	3	3	3	3	3	2	5	
128		4	5	1	3	3	4	3	3	4	2	2	2	4	4	3	3	3	3	
129		3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	4	2	3	
130		3	3	3	3	3	3	3	3	3	3	4	3	3	2	3	3	2	3	
131		3	3	3	3	3	3	3	3	3	3	4	3	3	2	3	4	2	3	
132		3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	
133		3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	2	2	3	
134		3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	2	3	3	
135		2	3	2	1	2	3	2	1	4	5	3	5	3	3	4	2	2	4	
136		2	2	2	2	2	2	2	2	2	2	3	2	3	2	3	3	3	2	
137 Mean		<a href="#">2.82</a>	3,05	3,00	<a href="#">2,93</a>	2,87	2,93	2,80	2,93	3,25	2,70	2,44	3,22	2,44	2,79	3,07	3,21	2,59	2,79	2,2
138 SD		<a href="#">0.95</a>	0,92	1,01	<a href="#">0.92</a>	0,86	0,84	0,79	0,94	0,87	0,81	1,00	0,99	0,96	0,80	<a href="#">0,77</a>	<a href="#">0,86</a>	<a href="#">1,02</a>	1,09	

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



	A	B	C	D	E	F	G	H	I	J	K
116		3	5	2	2	4	4	3	3	2	
117		3	5	2	2	4	4	2	3	3	
118		3	5	2	2	4	4	3	3	2	
119		4	3	3	2	4	3	2	3	3	
120		3	3	3	3	3	3	3	3	3	
121		4	3	3	2	5	3	4	3	2	
122		3	3	3	3	3	3	3	2	2	
123		3	4	3	1	3	3	1	3	3	
124		4	3	3	3	5	5	2	1	4	
125		4	3	3	3	4	4	1	2	2	
126		4	3	3	3	4	4	1	2	4	
127		3	3	4	2	5	5	2	2	4	
128		4	2	1	2	3	3	3	3	2	
129		3	2	3	3	4	3	3	3	3	
130		3	2	3	3	4	3	3	3	3	
131		3	2	3	3	4	3	3	3	3	
132		3	2	3	3	4	3	3	3	3	
133		3	2	3	3	4	3	3	3	3	
134		3	4	3	3	4	3	3	3	3	
135		5	5	2	1	5	5	3	2	3	
136		3	2	3	4	3	3	3	3	3	
137	Mean	3,32	2,90	2,61	2,49	3,93	3,14	2,70	2,64	2,74	2,94
138	SD	0,88	1,06	0,96	0,96	0,96	0,85	0,99	1,06	0,98	

... DET SOC MEM **COG** META Result All Domains Gender Age ALL ITEMS

	A	B	C	D	E	F	G	H	I	J	K
116		3	2	2	4	3	2	2	3	3	
117		4	2	2	4	3	2	2	3	2	
118		3	2	2	4	4	2	2	3	1	
119		3	3	3	3	3	3	3	3	2	
120		4	1	1	1	5	1	1	4	2	
121		4	2	3	3	3	3	4	3	2	
122		3	1	2	1	4	1	1	3	2	
123		3	3	2	1	3	3	1	3	3	
124		4	3	3	3	3	3	2	3	2	
125		3	2	3	3	3	2	5	3	3	
126		3	2	4	3	3	2	5	3	3	
127		4	2	3	2	3	1	2	4	3	
128		3	3	2	3	2	2	3	3	1	
129		3	3	4	2	4	1	2	3	3	
130		3	3	3	2	3	3	3	3	3	
131		4	3	2	2	5	2	3	3	4	
132		3	3	3	2	3	1	3	3	2	
133		3	3	4	2	3	1	3	4	3	
134		4	3	2	3	3	3	3	3	3	
135		4	2	3	2	3	2	3	2	3	
136		4	3	4	2	2	1	2	2	5	
137	Mean	3,50	2,95	2,68	2,70	3,06	2,41	2,76	3,02	2,94	2,89
138	SD	0,86	1,15	0,77	1,09	0,83	1,12	1,14	0,80	0,87	

... DET SOC MEM COG **META** Result All Domains Gender Age ALL ITEMS