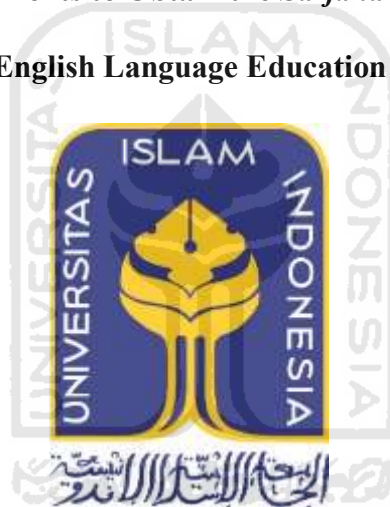


**VOCABULARY LEARNING STRATEGIES:
A SURVEY STUDY OF THE FIRST-YEAR STUDENTS IN THE
ENGLISH LANGUAGE EDUCATION DEPARTMENT ISLAMIC
UNIVERSITY OF INDONESIA 2015-2016**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By :

Imannia Tunggadewi

12322040

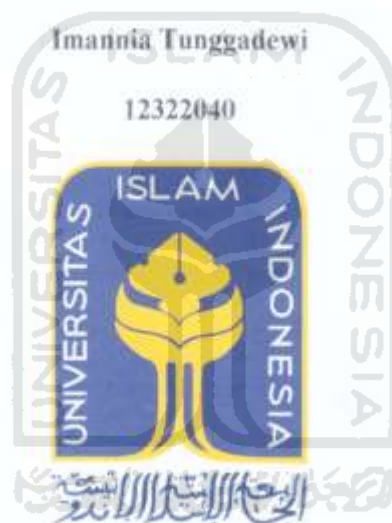
**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
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UNIVERSITY OF INDONESIA 201-2016**

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STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 31st October 2016

The writer,



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DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. The dean of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia Dr. rer. nat. Arief Fahmie, S.Psi.,M.A., Psikolog
2. The head of English Language Education Department Irma Windy Astuti S.S., M.Hum
3. My thesis supervisor : The kindhearted Astri Hapsari, S.S., M.TESOL who guide me with her patience
4. The whole lecturers at English Language Education Department and the staffs
5. My superhero : M. D. S. Yuniarto and Sri Ningsih who always take care of me and support me through their prayers. My beloved sister: Sekar C. K. May Allah bless and keep my family safe, each hour of everyday.
6. All of the 2015's students at English Language Education Department that have kindly participated as subject research in my thesis
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Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions,

recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

Yogyakarta, 20 November 2016

Imannia Tunggadewi
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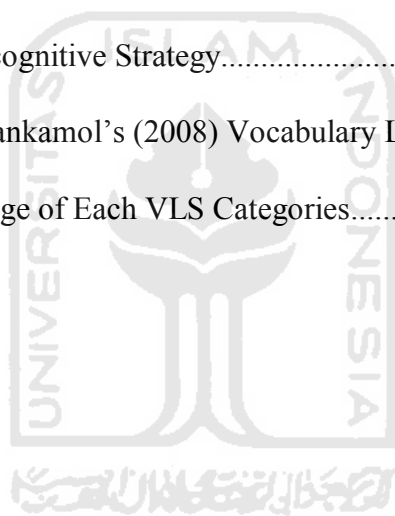
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ABSTRACT

The purpose of this research is to find out the highest and lowest frequently used of vocabulary learning strategies used by first-year students at English Language Education Department Islamic University of Indonesia. The populations of subject research were 86 first-year students at English Language Education Department Islamic University of Indonesia in batch 2015-2016. However there were 69 students that filled the questionnaire. Because there were some students who did not present in the class at that time. This survey research used Riankamol's (2008) instrument of vocabulary learning strategies. The instrument contained 25 items which are divided into 6 categories. The data was analyzed by using frequency, percentage, and means. The mean score shows that the most frequent strategy used for vocabulary learning is Determination strategy ($\bar{x}=2.60$), followed by metacognitive strategy ($\bar{x}=2.58$). While the least frequent strategy used is Cognitive strategy ($\bar{x}=2.11$). The result shows that metacognitive strategy: "I listen to English songs and news" is the most frequently used by students ($\bar{x}=3.54$). Meanwhile, the lowest frequently used is Cognitive strategy: "I make vocabulary cards and take them with me wherever I go" ($\bar{x}=1.55$).

Keywords: vocabulary learning strategies, survey research, English education students

CHAPTER I

INTRODUCTION

This chapter presents background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

A. Background to the Study

English language is an international language used by many people in the world. Indonesia is one of the expanding circle countries that use English as a Foreign Language. English language is used as subject study in schools and universities. In order to have sufficient English teacher in schools and universities, there are many institutions that provide English Education as major of study to graduate teacher candidates. English Language Education Department at Islamic University of Indonesia is one of departments that educate teacher candidates. English education students need to master all aspects in English language learning to become a competence teacher.

There are several important skills in learning English as a Foreign Language (EFL), such as: speaking, reading, writing and listening that are usually studied by the teacher candidates. Beside those macro skills, there are also micro skills that should be mastered by the English language students, such as structure (grammar), vocabulary, and pronunciation. English education students need to master all skills in English language, therefore they need some strategies to learn

English. They need language learning strategies (LLS) to facilitate them in learning both macro skills and micro skills.

In micro skills, vocabulary is the foundation of the EFL learners in order to master English language. Vocabulary is the basic component that should be learned first for every language learner, especially EFL students. Celce and Olshtain (2000:73) state that “Word lists were a core elements of the language curriculum”. It means that we have to master English vocabulary first, before we are going to learn to the higher level. Rubin and Thompson (1994) find that vocabulary learning is the heart of mastering a foreign language, since one cannot speak, understand, read, or write a foreign language without knowing a lot of words.

Wilkins (1972) states that “without grammar very little can be conveyed, without vocabulary, nothing can be conveyed”. It indicates that vocabulary is the roots of learning language especially for English education students. English language education students should have many vocabularies, because they will have responsibility to teach English language to others. These students may find obstacles because English is not their mother tongue and used for limited purposes, especially for first year students. Most of them should adapt with the environment that use English as their daily conversation. Based on interview among friends in English Language Education Department, they have difficulties in receiving materials that are delivered in full English, especially in reading books, articles, or listening to lecturers’ explanation. The problem that they highlight every day is vocabulary. They try to find the best way in learning vocabulary.

First-year students of English Language Education Department batch 2015 comes from various senior high schools and have different characteristics. Their characteristics, such as their hobbies, habit and style can influence the way they learn vocabulary. Students usually use vocabulary learning strategies (VLS) that suitable with themselves. They will be more confident and easy to memorize and also motivated by using their own strategies. As said by Cohen, (1990:198) “The use of appropriate learning strategies often results in increased language proficiency and greater self-confidence”. By having lot of vocabularies, students will be more confident to communicate with others. The students mastering English vocabularies will understand the lecturer’s explanation easily rather than others that has minimum vocabularies.

Therefore, VLS are the very crucial thing in learning English. Nation (2001) mentions that a large and rich vocabulary can be acquired with the help of vocabulary learning strategies. The effective strategy will have an important role to make the learners get better achievement and better understanding about vocabulary itself.

Considering the importance of vocabulary learning strategies in language learning, the researcher is intended to investigate vocabulary learning strategies that used by first-year students at English Language Education Department in batch 2015.

B. Identification of the Problem

The problems are associated with the strategies of the learners in mastering the English language vocabularies. Regarding all aspects, problems of English vocabulary can be seen from lecturers teaching styles, student characteristics, activities, environment, etc. When the lecturers give the materials for the first-year students, the lecturers directly use English language to deliver the materials. The students that have minimum vocabularies will decline some unknown words.

The students are also having different characteristics in learning vocabularies. Some students prefer to learn vocabularies by taking note, ask to their classmates, listen to the CD or music, use the internet to gets online vocabulary exercises, etc. The differences of the VLS will influence proficiency level of the students. Schmitt (1997) points out that learning methodology depends on a process in which information is gathered, stored, retrieved and used, with vocabulary strategies possibly influencing the process.

On the basis of the idea above, the researcher point out two problems; 1. Students with minimum vocabulary decline some unknown words when the lecturers explaining materials, 2. Students' awareness of VLS that they adopted to improve their English proficiency. The focus of this study is to describe the vocabulary learning strategies of first-year students at English Language Education Department Islamic University of Indonesia.

C. Limitation of the Problem

The strategies used by the students in mastering vocabulary is believed to be varied and complex. This research, however, does not limit the strategy into one or two aspects of the strategies used by the learners in mastering vocabulary but it tries to cover the strategies of vocabulary learning strategies for the first-year students of English Language Education Department at Islamic University of Indonesia.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the problem of this research can be formulated as follows: what is the most and least frequent strategy used by first-year students at English Language Education Department Islamic University of Indonesia?

E. Objective of the Research

This research aims to investigate the vocabulary learning strategies used by all of the first-year students at English Language Education Department.

F. Significance of the Research

The results of this research are to give contribution to English lecturers, the first-year students at English Language Education Department of the Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia, Students of English Education Department, English Language Education Department itself and also other researchers.

1. For English Lecturers

The researcher hopes that the results of this research will be useful for the English lecturers especially lecturers at English Language Education Department Islamic University of Indonesia. They can get information about strategies used by the learners when mastering English vocabularies.

2. For All Students at English Language Education Department

The researcher hopes that this research will inspire other students at English Language Education Department of Islamic University of Indonesia to develop further research on strategies in mastering vocabularies. They can identify which strategy that appropriate with their learning style in mastering vocabulary.

3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences

The researcher hopes that this study can be useful for the English Language Education Department especially in developing knowledge on the strategies of mastering vocabularies.

4. For Other Researchers

The researcher hopes that this study can inspire the other researchers to contribute in conducting research on mastering English vocabulary.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review, related studies, and conceptual framework. Based on the background of the study, this research will overview some literature related to Language Learning Strategies (LLS), Vocabulary Learning Strategies (VLS) and survey study.

A. Literature Review

1. Language Learning Strategies

Strategies are needed in order to achieve many kind of targets. In learning process, strategies are used by the students in order to achieve best score in their subjects, for examples math, history, science, language. According to Mayer (1988), learning strategies are behaviors of a learner that are intended to influence how the learner proceeds information. Language learning is one of most crucial subjects that learned by students, because language is a tool to communicate with others. According to Oxford (1990), strategies are important for language learning, because they are tools for self-directed involvement, which is substantial to develop communicative ability. In the context of English language learning, language learning strategies (LLS) are needed to help students in mastering English language proficiency.

The research of language learning strategies (LLS) has been done over the recent years and become recognized since 1970s. As a consequence, the number of

LLS definition has been defined by many researchers. The researcher take some LLS definitions and functions refer to some literature as demonstrated in Table 2.1.

Table 2.1

LLS deffinitions by some authors

<u>Authors</u>	<u>LLS Definitions</u>	<u>Functions</u>
Wedden and Rubin (1987)	LLS are any sets of operations, steps, plans, routines, used by the learner.	To facilitate the obtaining, storage, retrieval, and use of information.
O'Malley and Chamot (1990)	The special thoughts or behaviours that individuals use	To help them comprehend, learn, or retain new information.
Oxford (1990)	Specific actions taken by the learner	To make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations.

Wedden and Rubin (1987) defined language learning strategies from some aspects of language learning behaviors, such as (1) learning and regulating the meaning of a second language or foreign language; (2) cognitive theory, such as learners strategic knowledge of language learning; and (3) affective view, such as learners' motivation, attitude, etc. Other opinion comes from O'Malley and Chamot (1990) who have studied language learning strategies in English as second language learners in the United States. They classified language learning strategies into three categories, metacognitive, cognitive, and social affective. It refers to learners' learning plan. Learners tried to monitor their own comprehension and evaluate

outcomes of their own learning. The last opinion comes from Oxford (1990), it's quite similar with previous authors. Oxford included cognitive, emotional, and social aspects of language learning proficiency and self-confidence. Oxford also tried to classify language learning strategies into two classifications that are direct and indirect strategies. Direct strategies are classified into some sub-categories, which are memory, cognitive, and compensation strategies. Indirect strategies do not directly involve using language, but they support language learning.

A number of researchers tried to classify LLS into some categories. Oxford's (1990) LLS categories are one of the most comprehensive detailed system. There are 2 major types that are direct and indirect which are divided into 6 categories;

Table 2.2

LLS categories by Oxford (1990)

<u>Types</u>	<u>Primary Strategies</u>	<u>Secondary Strategies</u>
Direct strategies	Memory strategies	<ol style="list-style-type: none"> 1. Creating mental linkages 2. Applying images and sounds 3. Reviewing well 4. Employing action
	Cognitive strategies	<ol style="list-style-type: none"> 1. Practicing 2. Receiving and sending messages 3. Analyzing and reasoning 4. Creating structure for input and output <ol style="list-style-type: none"> 1. Guessing intelligently

	Compensation strategies	2. Overcoming limitations in speaking and writing
Indirect strategies	Metacognitive strategies	1. Centering your learning 2. Arranging and planning your learning 3. Evaluating your learning
	Affective strategies	1. Lowering your anxiety 2. Encouraging yourself 3. Taking your emotional temperature
	Social strategies	1. Asking questions 2. Cooperative with others 3. Empathizing with others

These strategies can be specified as follow; memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, compensation strategies for using the language despite lack of knowledge, metacognitive strategies for coordinating learning process, affective strategies for regulating emotions, social strategies for learning with others.

2. Vocabulary Learning Strategies

There are some experts that have been explored LLS into some specific strategies. In recent decades, Vocabulary Learning Strategies comes out as the interesting topic that are studied by many researchers. Vocabulary learning strategies are sub-class of language learning strategies. Oxford and Scarcellat (1994) and Schmitt (1997) have acknowledged that in addressing vocabulary learning strategies, one should not lose correlation with language learning strategies. A number of researchers emphasize that VLS form sub-class of language learning strategies and because of it reason, they are applicable to a wide variety of language learning (LL) tasks, such as vocabulary, pronunciation and grammar to integrative tasks (reading comprehension and oral communication) (Wedden and Rubin 1987, O'Malley and Chamot 1990, Oxford 1990, and Schmitt 1997).

As the part of LLS, VLS are important role for students in gaining knowledge because vocabulary will affect language learner proficiency. Therefore, when language learners do English learning tasks, such as reading or writing, they are use different VLS to complete the tasks, such as memorizing, repeating and taking notes on lexical words are commonly used (Schmitt, 1997). Many researchers tried not only to classify VLS, but also gather these strategies in order to support learners' learning.

a. VLS Classification and Taxonomy

Some of researchers who developed classification and taxonomy of VLS are Cook and Mayer (1983), Gu and Johnson (1996), Schmitt (1997), and Nation (2001).

- **Cook and Mayer (1983)**

Cook and Mayer (1983) tried to classify vocabulary learning strategies into two basic classifications. They are discovery strategies and consolidating strategies.

In encountering a new word, learner have to used their own knowledge of language, contextual clues, or reference materials to find out the meaning (determination strategies), or ask someone else who knows (social strategies). Strategies that gaining initial information about new words called Discovery Strategies.

After the learners introduced new words, it will beneficial to make some effort to remember it, which is use Consolidating Strategies (social, memory, cognitive, metacognitive).

- **Gu and Johnson's taxonomy (1996)**

According to Gu and Johnson (1996), the taxonomy of VLS are divided into 4 strategies, they are;

TABLE 2.3

VLS TAXONOMY BY GU AND JOHNSON (1996)

<u>Metacognitive</u>	<u>Cognitive</u>	<u>Memory</u>	<u>Activation</u>
Selective Attention: Identifying essential words for comprehension.	Guessing: Activating background knowledge, using linguistic items Use of dictionaries Note taking	Rehearsal: Word lists, oral repetition, etc Encoding : Association (imagery, visual, auditory, etc)	Using new words in different contexts

The first is metacognitive strategy. Metacognitive strategy consists of selective attention and self-initiation strategy. In self-initiation strategy, students will use variety of means to understand the meaning of words. In selective attention students more focus to the words that are important for their proficiency. It's mean that they will ignore some words that they think unimportant.

The second is cognitive strategy. Cognitive strategy divided into guessing, using dictionaries, and also note taking. Guessing strategy can be done in some ways, such as relating the words that have known before to guess, guessing and then checking in dictionaries, guessing by the clues. Meanwhile, dictionary is tool for the students to find the meaning of any words. In note taking strategy, students can write the word in their first language and then write the meaning in English language. Moreover, students can write the additional information about the words.

The third is memory strategy. Memory strategy consists of rehearsal and encoding. Rehearsal strategy is strategy that used by the students by make words list and then the students will understand the meaning by repeating the words. The students repeat the words in order to memorize its meaning. Furthermore, students can also associate the meaning by imagery, visualize, and auditory to memorize the words by encoding strategy.

The last strategy of Gu and Johnson's is activation strategy. Activation strategies include those strategies in which the learners used new words in different context. Learner set sentences using the word they have learned. According to Gu and Johnson (1996) students should be able to use the words in different context, because knowing the meaning is not enough.

- **Schmitt's taxonomy (1997)**

Schmitt's taxonomy (1997) is a comprehensive inventory of vocabulary learning strategies. Schmitt divided VLS into two categories, and then he divided two groups into some strategies. The two groups are strategies for the discovery a new words and strategies for consolidating of a word. Schmitt includes social strategies in both categories since they can used for both purposes.

1. Strategies for the discovery a new word

It includes determination and social strategy. In order to determine strategies that will use by students, to find out the meaning of words, students will not need others to help. Instead of it, students use dictionary. While, in social strategy, students need others to ask the meaning of words.

2. Strategies for consolidating of a word

This category includes social strategy, memory strategy, cognitive strategy, and metacognitive strategy. In social strategy, students will interact with others to find words meaning. Memory strategy is relating with student's knowledge background in order to find words meaning. It is done in some ways like using physical action when learning words, grouping words together to study, connecting to previous experience, learn how to spell words, etc. Cognitive strategy is quite similar with memory strategy, but cognitive strategy is not related to mental process. It is use repetition or mechanical ways to learn vocabulary, such as, word list, flash cards, etc. The last is metacognitive strategy that will control and evaluate learning process.

The detailed Schmitt's taxonomy of Vocabulary Learning Strategies (VLS) can be shown as the table below:

Table 2.4

VLS taxonomy by Schmitt

<u>Strategies for the discovery of a new word's meaning</u>	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary (e.g. English - Bahasa Indonesia dictionary)

DET	Monolingual dictionary (e.g. English - English dictionary)
DET	Word lists
DET	Flash cards
DET	Ask teacher for an L1 translation
SOC (discovery)	Ask teacher for paraphrase or synonym of new word
SOC (discovery)	Ask teacher for a sentence including the new word
SOC (discovery)	Ask teacher for meaning
SOC (discovery)	Discover new meaning through group work activity
SOC (discovery)	

Strategies for consolidating a word once it has been encountered

SOC(Consolidation)	Study and practice meaning in a group
SOC(Consolidation)	Teacher checks students' word lists for accuracy
SOC(Consolidation)	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Imagine word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
	Use "scales" for gradable adjectives
	Peg Method1

MEM	Logic Method2
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new word in sentence
MEM	Group words together of a word
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Imagine word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use keyword Method
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
MEM	Verbal repetition
MEM	Written repetition
MEM	Word lists
MEM	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects

COG	Keep a vocabulary notebook
COG	Use English-language media (songs, movies, newspaper, etc)
COG	Testing oneself with word tests
COG	Use spaced word practice
MET	Skip or pass new word
	Continue to study word over time
MET	
MET	
MET	
MET	

Note: 1. Memorizing lists of facts by linking them to familiar words or numbers by means of an image.

2. Remembering lists by picturing them in specific locations

Schmitt's taxonomy adopted 4 from 6 classifications by Oxford's (1990) language learning strategies taxonomy (social, memory, cognitive, and metacognitive). Schmitt added new category that is determination to describe strategies that used by individual when facing a discovery of a new word's meaning without resource to another person expertise. A helpful distinction suggested by Cook and Mayer (1983) incorporate into Schmitt's taxonomy. They were suggested VLS into two major groups that are discovery (gaining initial information about new word) and consolidation (remembering a word once it has been introduced).

- **Nation's taxonomy (2001)**

Nation (2001) suggest a taxonomy various vocabulary learning strategies.

According to Nation (2001), VLS taxonomy are divided into 3 classifications. They are:

1. Planning vocabulary learning

In this classification, students will determine where, how, and how often they should focus on vocabulary. This strategy includes choosing words, choosing aspects to focus on, and planning repetition. Students should have a purpose to be achieved in learning vocabulary and they need to use strategy to decide where they should focus on.

2. Finding information about words (source)

In this second classification, students have to find information about the words. The information can be come from word form, context, or reference source like dictionaries or glossaries and from analogies and connections with other languages.

3. Process (establishing vocabulary knowledge)

Process is the last VLS classification from Nation (2001). To remember words, students can do some methods. It consists of noticing, retrieving, and generalize the vocabulary

From the researchers who discussed VLS, Schmitt (1997) has made influential contribution in vocabulary learning strategies field. For this reason, the

research use the instrument developed from Schmitt's taxonomy on VLS. The research will map vocabulary learning strategies that used by first-year students at English Language Education Department Islamic University of Indonesia.

3. Survey Research

Survey research is a research that design to identify specific group of people in order to collecting information to gain insight into what the entire group does or thinks. Scheuren (2004) mentions that the word "survey" is used to describe a method to gathering information from a sample of individuals. Therefore, survey can be seen as research strategy in quantitative information which is systematically collected from relatively large sample taken from a population. According to Kraemer (1991), there are three characteristics of survey research. First, survey research is used to quantitatively describe specific aspects of a population. Second, the data required for survey research are collected from people. The last, survey research is uses a selected portion of the population from that the finding can be generalized back to the population. Survey is a data collection tool to carry out survey research. Survey can also have used to asses needs, evaluate demand, and also examine impact (Salant and Dillman, 1994).

Survey research can obtain information from large samples of the population. According to Bell (1996), surveys are inclusive in the types and number of variables that can studied, require minimal investment to develop and administer, and relatively easy to making generalizations. However, biases can happen, either in the lack of response from the participants or the nature and accuracy of responses

that received. Respondents may find it difficult to assess their own behavior or have poor memory of the circumstances surrounding their behavior.

There are three points in survey design that are the considerations of sample selection, requirements in determining the needed sample size, and considerations in choosing the appropriate survey media. Salant and Dillman (1994) point out that sample selection depends on population size, its homogeneity, the sample media and the cost, and the degree of precision required. A sample is needed when the object of the research is large amounts.

In survey research, the researcher needs survey media as a tool to communicate with the research object. There are three kinds of survey media that are used in survey research, that are, written survey, verbal survey and mixed mode survey. In this research, the researcher will use written survey by considering time and cost.

B. Related Studies

Many researchers have conducted VLS research with their own specific field focus. In survey research, the researchers use instruments according to some VLS taxonomy. Some researchers are choosing Schmitt's taxonomy to build their questionnaire in their survey media. In this research, the researcher focused on research that used Schmitt's taxonomy as their instrument. The first is research by Schmitt's (1997), he surveyed a sample of 600 Japanese students to find out which VLS the learners actually used and how helpful they believed them to be. The second is research by Man (2008) that has VLS research in Hong Kong on August

2008. In 2008 a research by Natpassorn Riankamol which is quite similar with this survey research has done. The last is a research by Lip (2009) that focus to investigate the most frequently used and most useful VLS among Chinese postsecondary students in Hongkong. In this sub-chapter, the researcher tried to review some research that conducted with this research.

1. Schmitt's (1997) Research

Schmitt (1997) conducted the relationship between strategy use and perceived usefulness of these strategies. He surveyed a sample of 600 Japanese students to access which VLS the learner used.

The result showed that 6 strategies were most commonly used are: using bilingual dictionary', using a written repetition, using a verbal repetition, saying a new word aloud, studying a word's spelling, and taking notes in class.

Schmitt's (1997) research has three implications for vocabulary learning and teaching. First, it is evident that more advanced learners tended to use more complex and meaning-focus strategies than less advanced learners. Second, the patterns of strategy that used by students can change over time as a learner either more matures or becomes more proficient in the target language. Finally, these results imply that learners maybe willing to try new strategies if they are introduced to and instructed in them. Therefore, cognitive maturity and language proficiency should be taken into consideration when introducing strategies to the learners and a wide range of strategies should be recommended over time.

2. Man's (2008) Research

Man (2008) has done a research entitled “A Study of VLS for Form Three Students in an English-Medium Instruction Secondary School”. In his research, there are three stages. The first stage is VLS questionnaire about students' perception of their usefulness of the strategies. The questionnaire based on Schmitt's (1997) taxonomy. The second stage was think aloud vocabulary task, where the participants reported, the meaning of speech pronunciation of the target words. The last stage was semi structured interview. The participant was interviewed individually and list of questions was given to the participants 15 minutes' prior interview. Based on these stage can be seen that his research used mix method (qualitative and quantitative research).

The result of his study shed light on the role of learners and learner responsibility. In response to his research questions, the main findings are as follows:

1. Almost 80% of the form three students reported that they asked their classmates or peers for the meaning.
2. The consolidate a word in memory.
3. The form three students believed that asking teacher for meaning was the most useful discovery strategy.
4. All students unanimously agreed that keeping a vocabulary notebook was the most useful consolidation strategy.

5. There is no significant difference between the form three students and the high achievers.
6. The convincing evidence that the high achievers recognized the importance of vocabulary and vocabulary learning

3. Riankamol's (2008) research

In 2008 Rankamol did a research entitled “A Survey of VLS of Gifted English Students at Triam Udomsuka School in The First Semester of Academic Year 2008”. She used Schmitt's (1997) taxonomy as the questionnaire. The purpose of this research is to investigate most and least frequently used VLS by gifted English students.

There are 58 strategies based on Schmitt's taxonomy, but Riankamol (2008) only used 25 questionnaires that relevant with the object research. The conclusion of her research shows that “Metacognitive strategies” are the most frequently used by English gift students who are considered high proficiency students in English. The result also indicate that high proficient students tend to learn under their interest. The students seem enjoy English learning from real experiences, by listening, watching something about English. The least frequently used vocabulary strategy was “I learn words by listening to vocabulary CD's” in cognitive mode. Interviewed by the researcher, the gifted students who were respondents pointed out that vocabulary CD's were of no interested to them.

4. Lip's (2009) research

Investigating the most frequently used and the most useful VLS among Chinese EFL in Hongkong become Lip (2009) research focus. He used questionnaire as the data collection and adapted from Choung (2004) based on Schmitt's (2004) VLS taxonomy. The conclusion of this research is VLS most useful by Chinese EFL learners in this study was "Analyzing the sound segments of a word". The learners in their studies also liked searching the dictionary to find the meaning of words.

C. Conceptual Framework

In general, the main topic in this research is vocabulary learning strategies. Conducted with the aim of this study which is to map vocabulary learning strategies, to reach that goals the researcher used survey research as research method. Bounded variable in this research is first-year students at English Education Department Islamic University of Indonesia (PBI UII). As English Education students, they need to increase their vocabulary bank continuously.

Vocabulary learning strategies is strategies that used by language learner in order to improve their vocabulary bank. There are many factors that can influence vocabulary learning strategies that used by students, such as their preferences, hobbies, environment, etc. Therefore, each student may have different way to learn vocabulary.

Survey is a data collection tool to carry out survey research. Survey research is one of the research methods that used to gather the information, about

characteristics, action, or opinion in a large group of people. The researcher that used survey research need some or all of the population to gain the information based on it needs. There are two kinds of survey research based on sample design that are sample survey and census survey. Sample survey collected data for only fraction of the large population. Census survey, data are collected for all unit of the population. In this research, the researcher used census survey to collected data, because the population of this research were under 100 individuals. The researcher also used survey research which is quantitative research, because the researcher used questionnaire as the instrument. The questionnaire in this research based on Schmitt's (1997) taxonomy, because Schmitt's taxonomy presented comprehensive and details vocabulary learning strategies that are suitable with this research.

The conceptual framework of this research can be illustrated in the following diagram;



Figure 1. Conceptual Framework

CHAPTER III

METHODOLOGY

This chapter presents the method which is used for collecting data in this survey research. This chapter will discuss about the research design including research method and design, population and sample, data collection techniques, and data analysis techniques.

A. Research Method and Design

Social research needs a design before commencing, collecting, and analyzing the data. Research design includes detail work plans that have been done to complete a research. There are three types of method in research design, they are quantitative research method, qualitative research method, and mixed method. In this research the researcher used quantitative research method based on the needs and the aim of this research.

According to Cresswell (1994), quantitative research is a type of research that is explaining phenomena by collecting numerical data that are analyzed by using mathematically based method. Quantitative research generally focuses on measuring social reality. There are several types of quantitative research method, they are survey research, correlation research, experimental research and casual-comparative research. The principal aim of this research is to investigate the VLS that is used by the first-year students in English Language Education Department at Islamic University of Indonesia. The population of first-year students at English Language Education Department is 86 students. The subject of this research is

under 100 people, and it is possible to gain information from all of first-year students at English Language Education Department Islamic University of Indonesia. Moreover, the researcher has capability to access the subject research. Therefore, researcher uses survey research to investigate vocabulary learning strategies that are used by students. According to Kreamer (1991), there are three characteristics of survey research. First, Survey research is used to quantitatively describe specific aspects of a given population. Second, the data required for survey research are collected from people and are, therefore, subjective. Finally, survey research uses selected portion of the population from which the findings can later be generalized back to the population.

Survey is a data collection tools to carrying survey research. Kreamer (1991) defined a survey as a means for gathering information about the characteristics, actions, or opinions of a large group of people. The term survey instrument is often used to distinguish the survey research that is designed to support. Therefore, the most appropriate method for this research is survey research.

B. Population and Sample

The participants of this research were all of the first year students in English Education Department Islamic University of Indonesia whom amount 86 students. The participants were used English as Foreign Language (EFL). The researcher took all of the first-year students as population. The researcher chose first year students because the researcher hopes the result of this research will make

first-year students be aware their appropriate vocabulary learning strategies for the next year in college. The questionnaires distributed to 86 students, there were 69 questionnaires were returned (80% of the population) filled the questionnaires. From the feedback, can be known there were 55 students (80%) with ages 18-19 years old, 13 students (19%) were more than 19 years old, and 1 student (1%) were under 18 years old. From 69 students, there were 46 female students (67%), and 23 male students (33%) that participated to fill the questionnaires. The population of this research were under 100 participants and it was small population, so the researcher took all of the population as total sampling. According to Minister of Industry Canada (2003) in their book entitled “Survey Method and practices”, a research that collect information from all unit population is called Census Survey. Census has no sampling error since all member of population are enumerated. Because of the small population, census survey is preferable for this research.

C. Data Collecting Techniques

This sub-chapter explains data collection techniques which are accordance with research design chosen.

1. Instrument

The method employed this research was survey research. The instrument used in this survey was a questionnaire used by Riankamol (2008) that consisted of 25 items based on Schmitt's (1997) taxonomy which consist of 6 categories in Schmitt's taxonomy which are; Determination strategy, Social (Discovery) strategy, Social (Consolidation) strategy, Memory strategy, Cognitive strategy,

Metacognitive strategy. The 25 items classification by Riankamol (2008) that modified from Schmitt's (1997) taxonomy is the comprehensive lists of vocabulary learning strategies that matched with the purpose of this research. The researcher adds gadget availability in the third part of questionnaire as supporting data which is not used in data analysis.

2. Validity

The appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on data collection (Fraenkel and Wallen, 1993). According to Fraenkel and Wallen (1993) validation of an instrument is the process of collecting evidence to support inferences. Validity is important part for the researcher to take the consideration when selecting the instrument.

This part explains how to ensure that instrument of Vocabulary Learning Strategies for the present research is appropriate to serve the purpose of this research. The researcher used 25 items from Riankamol (2003) that adopted from Schmitt's (1997) instrument as the instrument in this research to find out Vocabulary Learning Strategies that used by first year-students in English Language Education Department in PBI UIL.

In 2003 Riankamol has done a research about Vocabulary Learning Strategies. English students at Triam Udomsuka School Thailand as the subject of his research. He used 25 statements that adopted from Schmitt's (1997) taxonomy as the instrument. The similarity with the present research is that the participant of this research were used English as Foreign Language.

3. Reliability

According to Manstead and Semin (2001), a measure is reliable if it yields the same result on more than one occasion or when it used in different individual. Riankamol's (2008) was construct the instrument adapted from Schmitt's questionnaire 1997 in his taxonomy of vocabulary learning strategies. Riankamol's (2008) questionnaires were presented in English language, it constructed and revised under the guidance of Independent Study Advisor. The questionnaires were approved and improved by advisor and were tested by some students. There was some part to be readjusted and rewritten.

D. Data Analysis Techniques

The questionnaires that used in this research took from 25 items by Riankamol (2008) that adapted by Schmitt's (1997) vocabulary learning strategies taxonomy.

Vocabulary learning strategies questionnaire consists of 2 part as follow;

1. Respondent Personal Information

The first part was designed to collect information about the respondent, such as age, gender, how long the respondent studying English Language. The researcher adds gadget's availability, online habit and social media usage in the last part of the questionnaires in order to figure out ICT awareness, because English Education Department Islamic University of Indonesia developed English Learning with ICT based. The questions presented in checklist items.

2. Questionnaires About Student's Use of Vocabulary Learning Strategies

The questionnaires presented with checklist columns in rating. The scale of questionnaires indicated the frequency of each strategy.

- 0 = never use it
- 1 = seldom use it
- 2 = sometimes use it
- 3 = often use it
- 4 = always use it

The researcher used Microsoft Excel to analyze the data from the questionnaires into statistical package.

- Part I : the descriptive statistics were used to find frequencies, percentage, and mean (\bar{x}).
- Part II : the questionnaires of six categories; Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, and Metacognitive. The mean (\bar{x}), and percentages were used to compute the data.

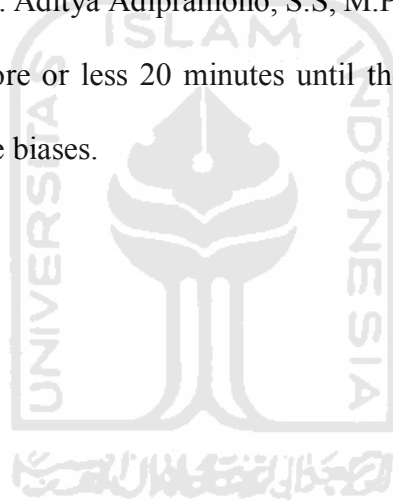
a. Steps of Data Analysis Technique

Step of data analysis technique in this research refers to Riankamol (2008), the researcher took same appropriate steps with this research.

- The first step was review of literature about VLS.

- Riankamol's (2008) questionnaire were chosen as the instrument.
- Checked one by one items in the questionnaire to make sure that it was easy to understand the meaning.
- Distributed 25 questionnaires to 86 first-year students of English Language Education and 69 questionnaires were returned.

The questionnaires were distributed to 69 first-year students of English Language Education Department at June-22-2016 in Teaching Methodology class by asked permission to Mr. Aditya Adipramono, S.S, M.Pd, B.I as the lecturer. The researcher assisted for more or less 20 minutes until the students completed the questionnaires to avoid the biases.



CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter describes the findings obtained from the questionnaires to examine vocabulary learning strategies used by first-year students at English Education Department Islamic University of Indonesia who's participating this survey research. To show mean scores of each vocabulary learning strategies, it would have illustrated by tables.

The result was divided into two parts; the respondent's general information and the use of vocabulary learning strategies based on Riankamol (2008) category on vocabulary learning strategies: determination, social discovery, social consolidation, memory, cognitive, and metacognitive.

A. Findings

1. Part I : Questionnaires Result

Table 4.1

Respondents' personal information

Item		Frequency	Precentage
Gender	Female	45	65.21
	Male	24	34.79
Age	<18 years old	1	1.44
	18-19 years old	55	79.71
	>19 years old	13	18.84
Year of English learning	3-5 years	6	8.69
	5-10 years	33	47.82
	>10 years	30	43.47

Total respondent was 69 students whom completed the questionnaires. From the table 1, there are 45 female students (65.21%), 24 male students (64.79%). The age of students mostly 18-19 years old (79.71%). Majority students have studying English for more than 5 years. There are 33 students (47.82%) were studying English for 5-10 years and there are 30 students (43.47%) were studying English for more than 10 years.

2.Part 2 : The Use of Six Categories of Vocabulary Strategies

Items of Determination strategy:

Det 1 : I use bilingual dictionary to help me translate English words into Bahasa Indonesia.

Det 2. : I use pictures illustrated in the textbook to find the words meanings.

Det 3 : I learn meaning of words by identifying its part of speech.

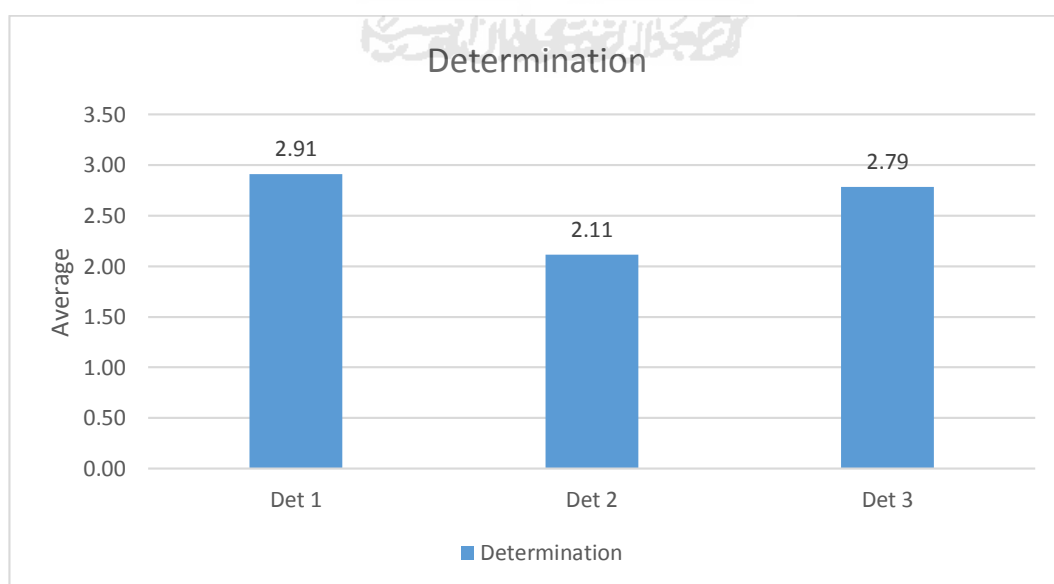


Figure 2. Charts on Determination Strategy

According to the diagram of Determination strategy, Det1 which is “I use a bilingual dictionary to help me translate English words into Bahasa Indonesia” is the most frequently used strategy ($\bar{x}=2.91$). While Det2 which is “I use pictures illustrated in the textbook to find the word meanings” is the lowest frequently used strategy ($\bar{x}=2.11$).

Items of Social (Discovery) strategy:

SoD 1 : I ask the lecturer to translate the words into Bahasa Indonesia

SoD 2 : I ask the lecturer to put an unknown words into a sentence to help me understand the word meaning

SoD 3 : I ask my classmate for meaning

SoD 4 : I know some new words when working in group works.

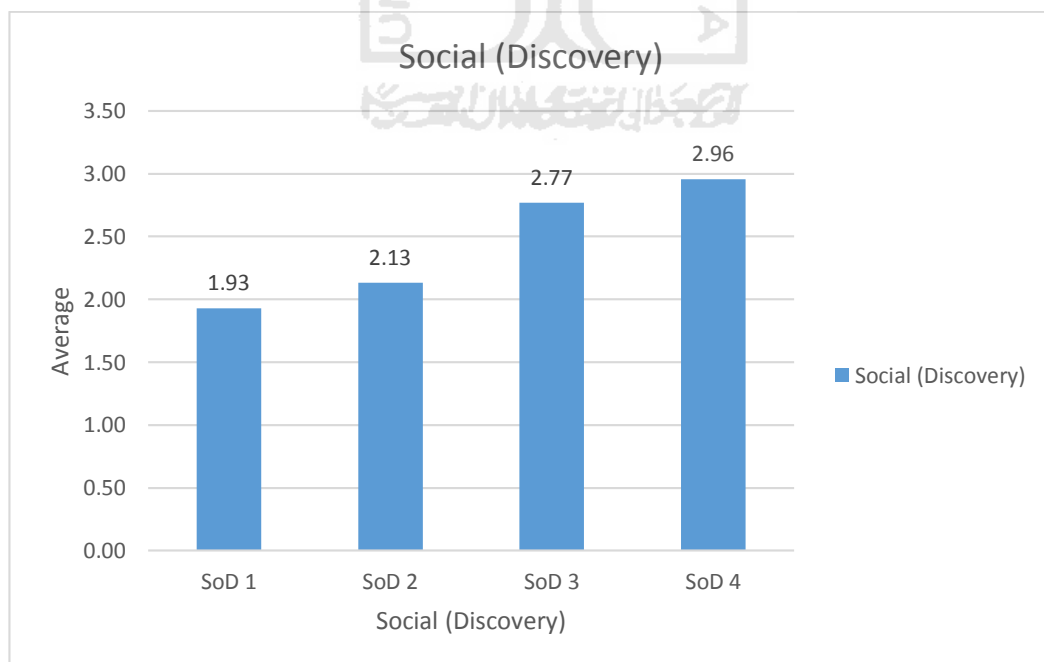


Figure 3. Charts on Social Discovery Strategy

According to the Social strategy (Discovery), SoD4 which is “I know some new words when working in group works” is the highest frequently used ($\bar{x}=2.96$). While, the lowest frequently used by students is SoD1 which is “I ask the lecturer to translate the words into Bahasa Indonesia” ($\bar{x}=1.93$).

Items of Social (Consolidation) strategy:

SoC 1 : I practice English in group work activities.

SoC 2 : I ask native speakers for help.

SoC 3 : I learn words about the culture of English speaking countries.

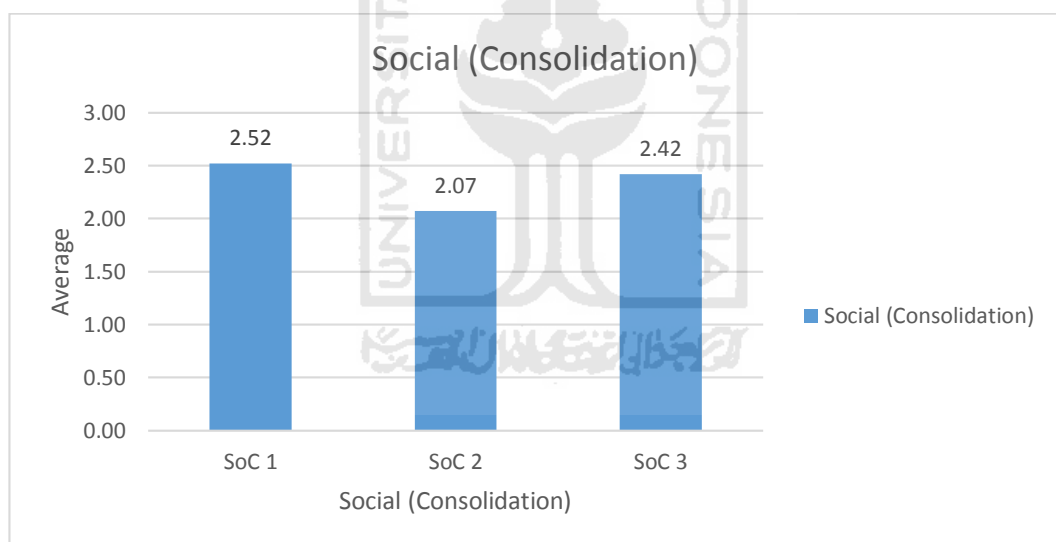


Figure 4. Charts on Social Consolidation Strategy

In Social strategy (Consolidation), the diagram shows that the highest frequently used is SoC1 which is “I practice English in group work activities” ($\bar{x}=2.52$). Meanwhile, the SoC2 which is “I ask native speakers for help” is the lowest frequent used ($\bar{x}=2.07$).

Items of Memory strategy:

Mem 1 : I write a new word in a sentence so I can remember.

Mem 2 : I study a spelling of new words.

Mem 3 : I use physical actions when learning words.

Mem 4 : I speak words out loud when studying.

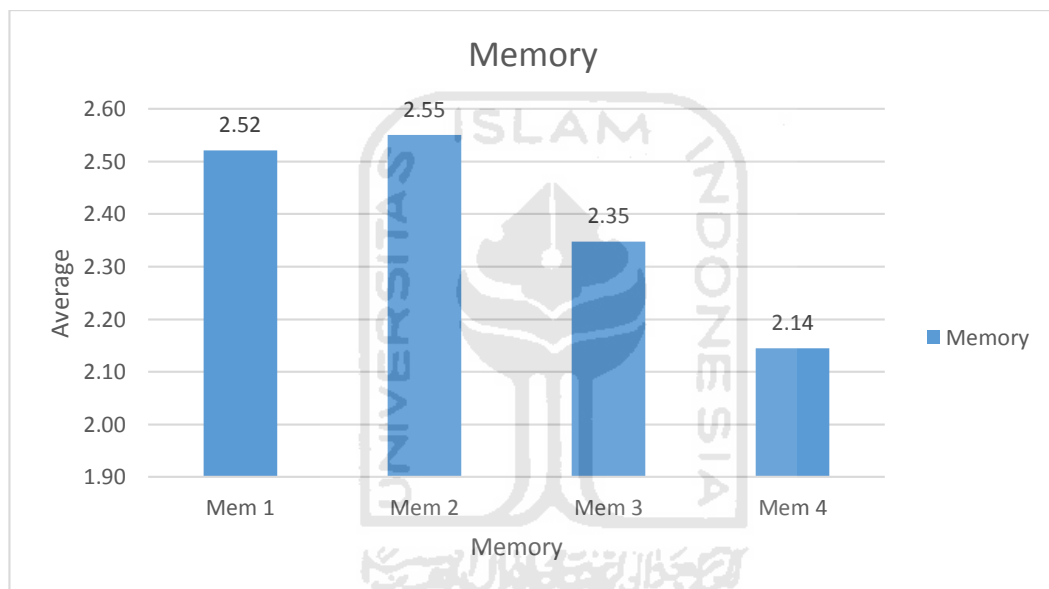


Figure 5. Charts on Memory Strategy

According to the diagram of Memory strategy, Mem2 which is “I study a spelling of new words” is the highest frequent used by the students ($\bar{x}=2.55$). While Mem4 which is “I speak words out loud when studying” is the lowest frequent used ($\bar{x}=2.14$).

Items of Cognitive strategy:

Cog 1 : I repeatedly practice new words.

Cog 2 : I write a new word on flash card so I can remember it.

Cog 3 : I learn words by listening to vocabulary CDs.

Cog 4 : I record vocabulary from English soundtrack movie in my notebook.

Cog 5 : When I try to remember a word, I write or say it repeatedly.

Cog 6 : I make vocabulary cards and take them with me wherever I go.

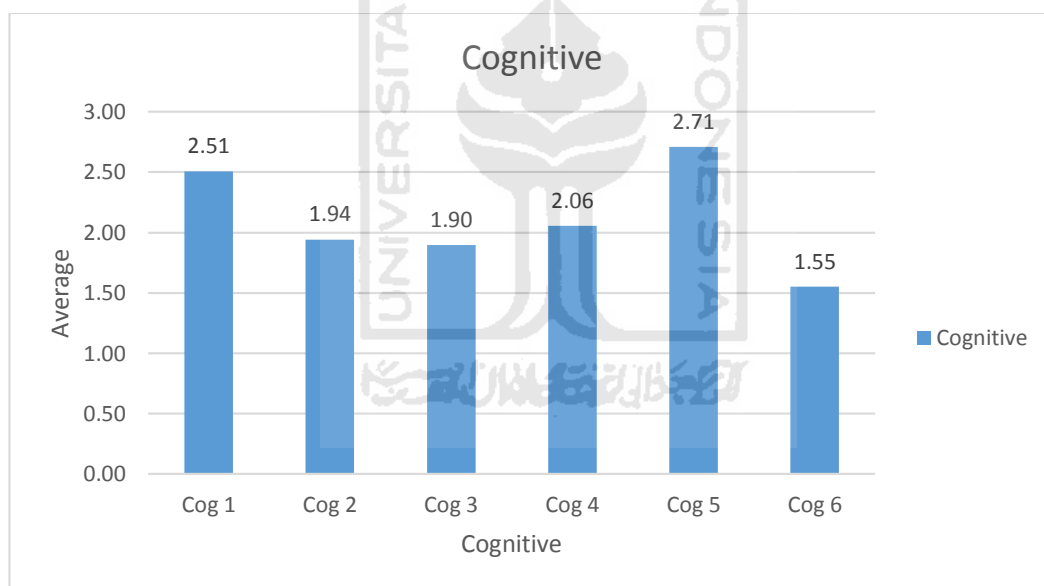


Figure 6. Charts on cognitive strategy

According to the Cognitive strategy, the diagram shows that the Cog5 which is “When I try to remember a word, I write or say it repeatedly” is the highest frequency used by students ($\bar{x} = 2.71$). Meanwhile, the Cog6 which is “I make

vocabulary cards and take them with me wherever I go” is the lowest frequent used ($\bar{x}=1.55$).

Items of Metacognitive strategy:

Met 1 : I listen to English songs and news.

Met 2 : I memorize word from English magazine.

Met 3 : I review my own English vocabulary cards for reviewing before the next lesson starts.

Met 4 : I am not worry very much about the difficult words found when reading or listening, I pass them.

Met 5 : I use online exercise to test my vocabulary knowledge.

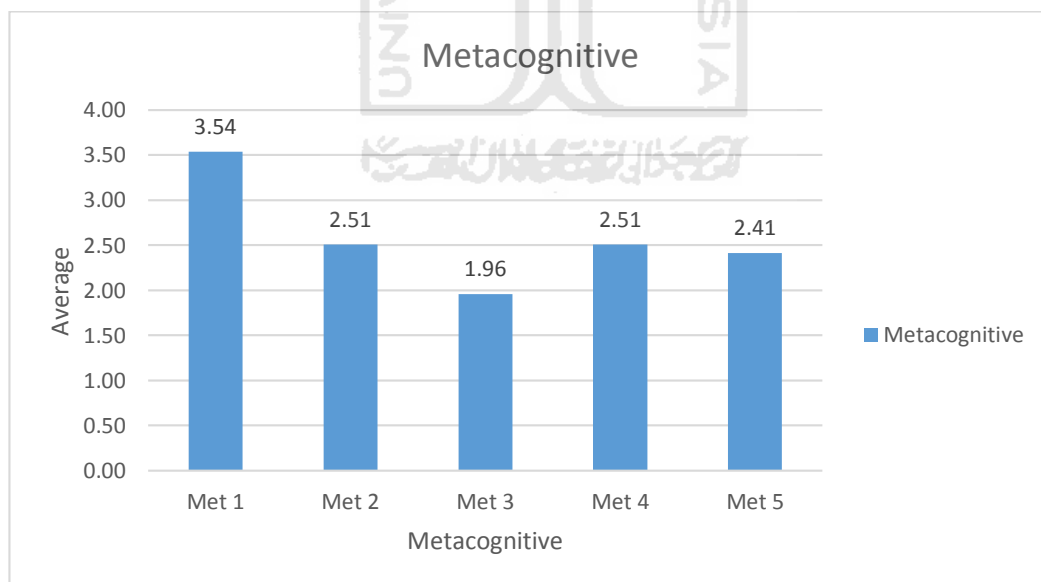


Figure 7. Charts on Metacognitive strategy

According to the diagram of Metacognitive strategy, Met1 which is “I listen to English songs and news” is the most strategy used by student ($\bar{x}=3.54$). While, Met3 which is “I review my own English vocabulary cards for reviewing before the next lesson starts” is the lowest frequency used by students ($\bar{x}=1.96$).

3.Part 3. Supporting data

Table 4.2

Gadget's availability and Social Media Usage

Gadget availability	Smartphone	66	95.65
	Tablet	12	17.39
	Laptop	53	76.81
Online habit	>2 hours	4	5.79
	2-4 hours	14	20.28
	4-6 hours	28	40.57
	>6 hours	23	33.33
Social media usage	Facebook	57	82.60
	Instagram	59	85.50
	Snapchat	21	30.43
	Line	67	97.10
	Twitter	27	39.13
	Path	35	50.72
	WhatsApp	40	57.97
	BBM	51	73.91

The addition statements in questionnaire is gadget's availability, online habit and social media usage. Gadget's availability shows that majority students

(93.65%) have smartphone. Most of the students have online habit 4-6 hours per day (40.57%). The majority students used Line for communication (97.10%). This data was not used in data analysis.

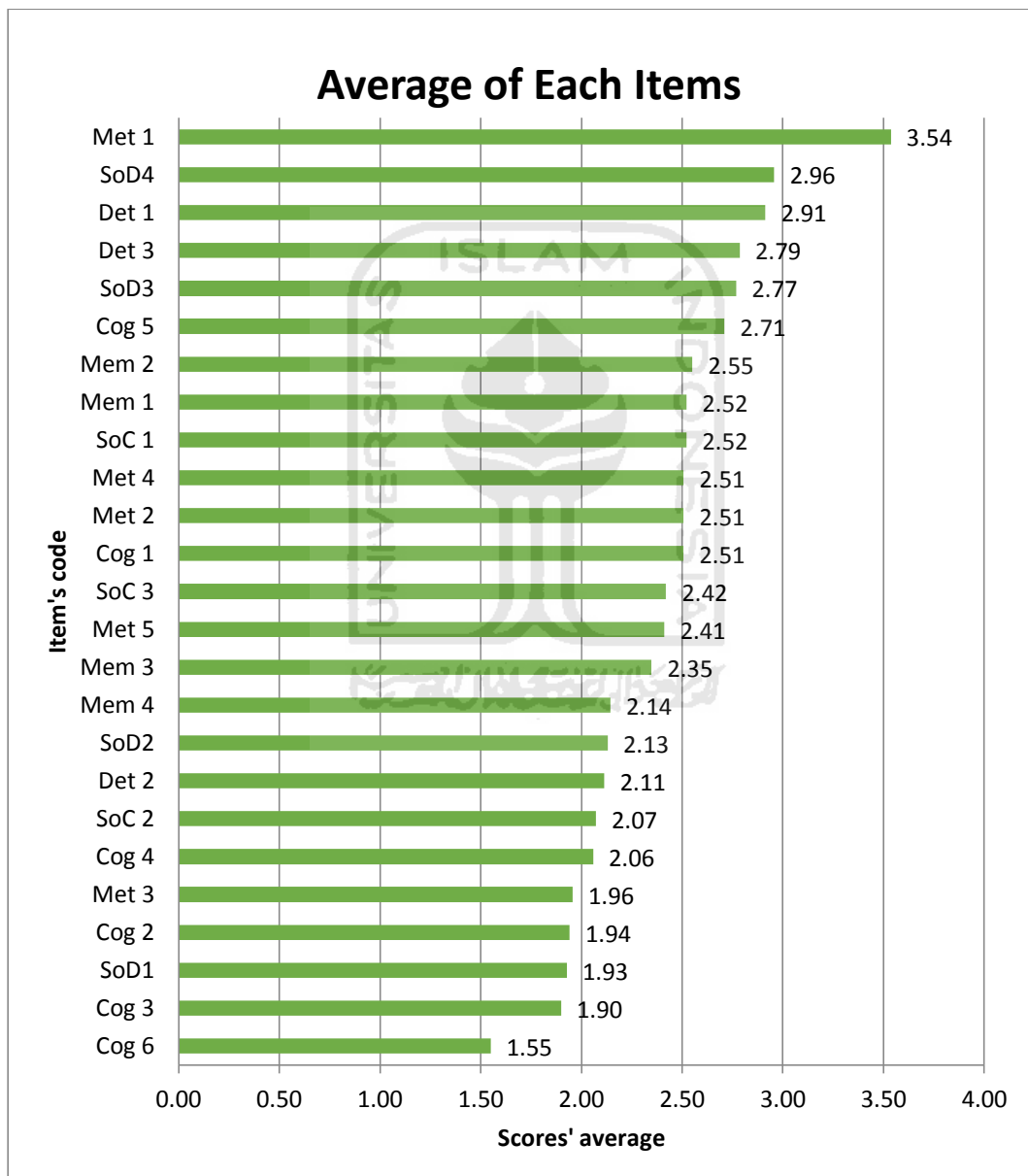


Figure 8. Charts on all Riankamol's (2008) Vocabulary Learning Strategies

The diagram above present the highest score of vocabulary learning strategy used by first-year students of English Education Department Islamic University of Indonesia. The result shows that Met1 which is “I listen to English songs and news” is the most frequently used by students ($\bar{x}=3.54$). Meanwhile, the lowest frequently used is Cog6 which is”I make vocabulary cards and take them with me wherever I go” ($\bar{x}=1.55$).

B. Discussion

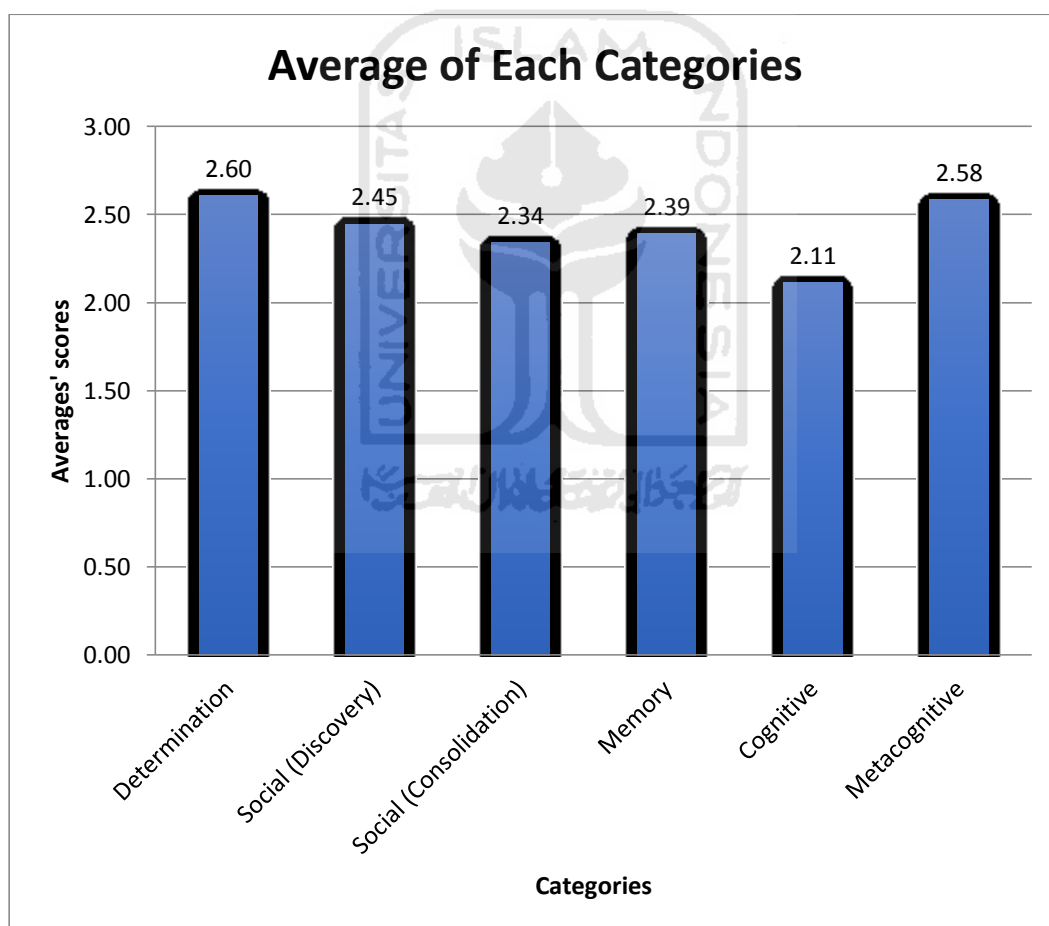


Figure 9. Average of Each VLS Categories

The last diagram shows the score from each categories of vocabulary learning strategies. It shows that the most frequent strategy used is Determination strategy ($\bar{x}=2.60$), followed by metacognitive strategy ($\bar{x}=2.58$). While the least frequent strategy used is Cognitive strategy ($\bar{x}=2.11$). Determination strategy is strategy which utilize their structural knowledge such as using reference materials to find the meaning of words and also guessing the meaning of words by context. The most strategy used in determination strategy is the use of bilingual dictionary.

This result of this research is similar with research finding that have done by Schmitt (1997), which the most frequent strategy used by junior high schools, senior high schools, and university students is used of bilingual dictionary which is one of Determination strategy.

In Riankamol's (2008) research findings, Metacognitive is the most frequent strategy used by English gift students at Triam Udomsuka. As can be seen from figure 7, Metacognitive strategy facilitates students in learning English with many sources, such as ; listening to English songs and news, and memorizing words by English magazine. While in this research, Metacognitive strategy stand as the second frequent strategy used by first-year students in English Language Education Department Islamic University of Indonesia.

Thornbury (2002) states that "the teachers can play a major role in motivating learners to take vocabulary seriously". In this case, the lecturers in English Language Education Department Islamic University of Indonesia should allow students to become aware to their vocabulary learning strategies, it can help

them to be more responsible to gain their learning goals. The lecturers can help students to become better language learner by training them to use an appropriate vocabulary learning strategies that suit with their preference. Language learning goals can be achieving if the students are well trained in strategy used. Language learning strategy known as good tools for language learners, this study expected to be able to support the lecturers to give valuable up to date information on how students process the information and the most appropriate vocabulary learning strategies to improve their second language.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the summary of the research based on research findings in previous chapter. Recommendation for further researchers also covered in the end of this chapter.

A. Conclusion

The purpose of this research is to investigate the highest and the lowest frequently used of vocabulary learning strategies by first-year students at English Language Education Department Islamic University of Indonesia. There were 69 from total 86 first-year students in English Language Education Department Islamic University of Indonesia whom participated to fill the questionnaires.

This study finds that:

1. Determination strategy is the most frequently used by first-year students in English Language Education Department Islamic University Indonesia in batch 2015 ($\bar{x}=2.60$). However, from overall items in questionnaire, based on the table average of each items, the highest frequently used is “I listen English song and news” which is part of Metacognitive strategy. It means that listening songs and news is the most popular strategy that used by first-year students at English Language Education Department Islamic University of Indonesia in batch 2015.
2. The second is that the lowest frequently used of vocabulary learning strategy is Cognitive strategy ($\bar{x}= 2.11$). Cognitive strategy is strategy which involve

repetition and using mechanical means to study vocabulary. The statements in the questionnaire in this research for Cognitive strategy such as write a new word in a flash card, listening to vocabulary CD's, make vocabulary cards and take them wherever they go. There are 6 item statements Cognitive strategy that presented in the questionnaire in this research, one of those found as the lowest frequently used, that is Cog6 "I make vocabulary cards and take them with me wherever I go".

B. Suggestion

The result finding in this research intentionally support the first-year students at English Language Education Department Islamic University of Indonesia. As teacher candidates they can tried their vocabulary bank by listening to the music or watching news. For some students that have difficulties in learning vocabulary, they can have tried other vocabulary learning strategies based on 25 items of questionnaire.

The questionnaire should be appropriately adapted with current condition. Based on general information in the part I questionnaire, present students more interested with technology, gadget, and social media. Therefore, further researcher can arrange the questionnaire specifically with technology awareness.

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APPENDIX 1

Questionnaire of Vocabulary Learning Strategies

Directions

- This vocabulary learning strategies is designed for students who learn English as a foreign language. You will find about vocabulary learning strategies. Please read each statement.
- Put (√) in the box (4,3,2,1, or 0) that tells the degree of opinion on the strategies you use to learn English vocabulary. Please mark the statement that most describes you.

4 = always use it

3 = often use it

2 = sometimes use it

1 = seldom use it

0 = never use it

Part I : General Information

1. Name : _____

2. Gender: Female

Male

3. Age : Under 18

18-19 years

More than 19 years

4. How long have you been studying English?

3-5 years

5-10 years

More than 10 years

5. Gadget's availability (you can choose more than one)

Smartphone

Tablet

Laptop

6. Online habit

< 2 hours/day

4-6 hours/day

2-4 hours/day

> 6 hours/day

7. Social media usage (you can choose more than one)

Facebook

Instagram

Snapchat

Line

Twitter

Path

Whatsapp

BBM

Part II : Statements of Vocabulary Learning Strategies

Put (√) in the box which most describes your opinion on the strategies you use to learn English.

No	The Statement of Vocabulary learning Strategies	Degree of Frequency				
		4	3	2	1	0
1	I use bilingual dictionary to help me translate English words into Bahasa Indonesia.					
2	I use pictures illustrated in the textbook to find the word meanings.					
3	I learn meaning of words by identifying its part of speech.					
4	I ask the lecturer to translate the words into Bahasa Indonesia.					
5	I ask the lecturer to put an unknown word into a sentence to help me understand thw word meaning.					
6	I ask my classmate for meaning.					
7	I know some new words when working in group works.					
8	I practice English in group work activities.					
9	I ask native speakers for help.					

10 I learn words about the culture of English speaking countries.

11 I write a new word in a sentence so I can remember it.

12 I study a spelling of new words.

13 I use physical actions when learning words.

14 I speak words out loud when studying.

15 I repeatedly practice new words

16 I write a new word on a flash card so I can remember it.

17 I learn words by listening to vocabulary CDs.

18 I record vocabulary from English soundtrack movies in my notebook.

19 When I try to remember a word, I write or say it repeatedly.

20 I make vocabulary cards and take them with me wherever I go.

21 I listen to English songs and news.

22 I memorize words from English magazines.

23 I review my own English vocabulary cards for reviewing before the next lesson starts.

24 I am not worry very much about the difficult words found when reading or listening, I pass them.

25 I use online exercise to test my vocabulary knowledge.



APPENDIX 2

Descriptive Statistics of Each Categories

Table 1

Descriptive Statistics of Strategy Use in Individual Item of Determination

Item	Degree of Frequency										
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		\bar{x}
	F	%	F	%	F	%	F	%	F	%	F
1. I use a bilingual dictionary to help me translate English words into Bahasa Indonesia	21	30.43	26	37.68	17	24.63	5	7.24	0	0.00	2.91
2. I use pictures illustrated in the textbook to find the word meanings	4	5.79	21	30.43	26	37.68	14	20.28	4	5.79	2.12
3. I learn meaning of words by identifying its part of speech	11	15.94	34	49.27	22	31.88	2	2.89	0	0.00	2.78

Table 2

Descriptive Statistics of Strategy Use in Individual item of Social Strategy

Item	Degree of frequency										
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		\bar{x}
	F	%	F	%	F	%	F	%	F	%	F
4. I ask the lecturer to translate the words into Bahasa Indonesia	1	1.44	13	18.84	37	53.62	16	23.18	2	2.89	1.93
5. I ask the lecturer to put an unknown word into a sentence	4	5.79	16	23.18	36	53.62	11	15.94	2	2.89	2.13

to help me understand the word meaning											
6. I ask my classmate for meaning	12	17.39	36	32.17	15	21.73	5	7.24	1	1.44	2.77
7. I know some new words when working in group works	16	23.18	37	53.62	13	18.84	3	4.34	0	0.00	2.96

Table 3

Descriptive Statistics of Strategy Use in Individual item of Social (consolidation)

Item	Degree of frequency										
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		\bar{x}
	F	%	F	%	F	%	F	%	F	%	
8. I practice English in group work activities	7	10.14	26	37.68	32	46.37	4	5.79	0	0.00	2.52
9. I ask native speakers for help	2	2.89	20	28.98	31	44.92	13	18.84	3	4.34	2.07
10. I learn words about the culture of english speaking countries	9	13.04	20	28.98	32	46.37	7	10.14	1	1.44	2.42

Table 4

Descriptive Statistics of Strategy Use in Individual item of Memory

Item	Degree of frequency										
	Always use it		Usually use it		Someimes use it		Seldom use it		Never use it		\bar{x}
	F	%	F	%	F	%	F	%	F	%	

11. I write a new word in a sentence so I can remember it	15	21.73	21	30.43	21	30.43	9	13.04	3	4.34	2.52
12. I study a spelling of new words	8	11.59	36	52.17	12	17.39	12	17.39	1	1.44	2.55
13. I use physical actions when learning words	10	14.49	15	21.73	35	50.72	7	10.14	2	2.89	2.35
14. I speak words out loud when studying	6	8.69	18	26.08	26	37.68	18	26.08	1	1.44	2.14

Table 5

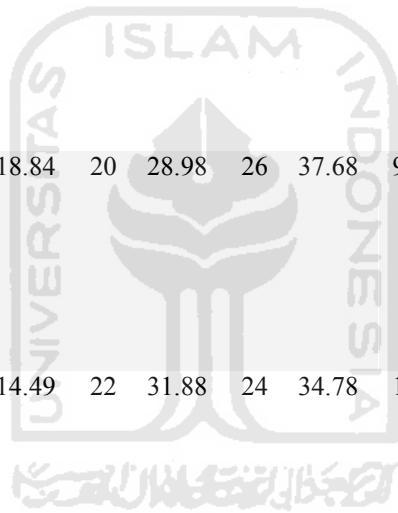
Descriptive Statistics of Strategy Use in Individual item of Cognitive

Item	Degree of frequency										
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		\bar{x}
	F	%	F	%	F	%	F	%	F	%	
15. I repeatedly practice new words	8	11.59	31	44.92	20	28.89	8	11.59	2	2.89	2.51
16. I write a new word on a flash card so I can remember it	3	4.34	20	28.98	20	28.98	22	31.88	4	5.79	1.94
17. I learn words by listening to vocabulary CDs	6	8.69	13	18.84	27	39.13	14	20.28	9	13.04	1.90
18. I record vocabulary from English soundtrack movies in my notebook	7	10.14	20	28.98	18	26.08	16	23.18	7	10.14	2.06
19. When I try to remember a word, I write or say it repeatedly	15	21.73	29	42.02	17	24.63	6	8.69	2	2.89	2.71
20. I make vocabulary cards and take them with me wherever I go	2	2.89	10	14.49	20	28.98	29	42.02	8	11.59	1.55

Table 6

Descriptive Statistics of Strategy Use in Individual item of Metacognitive

Item	Degree of frequency										
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		\bar{x}
	F	%	F	%	F	%	F	%	F	%	F
21. I listen to English songs and news	45	65.21	18	26.08	4	5.79	2	2.89	0	0.00	3.54
22. I memorize word from English magazine	13	18.84	22	31.88	24	35.78	7	10.14	3	4.34	2.51
23. I review my own English vocabulary cards for reviewing before the next lesson starts	2	2.89	16	23.18	33	47.82	13	18.84	5	7.24	1.96
24. I am not worry very much about the difficult words found when reading or listening, I pass them	13	18.84	20	28.98	26	37.68	9	13.04	1	1.44	2.51
25. I use online exercise to test my vocabulary knowledge	10	14.49	22	31.88	24	34.78	12	17.39	1	1.44	2.41



APPENDIX 3 Data Analysis

Jumlah Ang	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13	item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24	item25	
1	4	2	3	1	1	4	4	2	2	4	4	1	2	3	2	2	2	1	2	1	4	2	1	4	4	
2	3	1	2	2	2	4	3	2	2	2	3	3	2	2	3	1	1	1	3	1	3	2	1	1	2	
3	3	2	3	1	3	1	1	2	2	2	3	1	3	2	2	1	0	0	2	0	4	3	0	3	2	
4	4	4	4	2	2	4	4	4	2	4	4	3	3	2	3	3	3	3	3	1	4	4	2	2	2	
5	2	3	3	3	2	3	3	4	4	3	4	2	3	2	2	3	2	3	3	1	4	2	2	3	4	
6	4	3	4	1	2	4	4	3	3	3	2	2	2	1	3	3	4	3	3	2	4	4	3	2	4	
7	2	2	3	2	2	3	3	3	3	4	3	4	3	2	3	3	3	3	3	3	4	3	3	3	3	
8	3	2	3	2	2	3	4	4	4	4	3	4	3	2	3	2	3	2	3	3	4	3	3	3	2	
9	4	2	3	2	3	4	4	4	2	2	3	3	3	2	4	3	2	3	3	1	4	3	3	2	3	
10	3	1	3	1	3	3	4	2	2	1	4	2	3	2	1	4	4	2	4	4	3	3	2	3	2	
11	4	2	4	1	1	3	3	2	2	3	2	3	2	3	3	1	2	1	3	1	2	2	2	1	4	
12	2	2	2	2	2	3	3	2	2	1	1	2	2	2	3	1	1	2	3	1	4	2	1	2	3	
13	3	2	3	3	4	2	4	2	3	3	4	4	3	4	1	2	4	0	2	1	4	4	2	4	4	
14	1	1	4	2	2	3	4	4	4	4	1	3	4	2	3	3	3	2	3	2	4	4	2	4	4	
15	4	2	3	1	1	3	2	2	2	4	3	3	1	1	3	2	2	4	4	3	4	1	2	1	3	
16	3	3	2	2	2	3	3	3	2	3	3	3	3	2	3	2	2	2	3	2	2	2	2	3	2	
17	3	1	2	3	3	3	3	2	3	4	3	3	1	1	3	2	3	2	3	2	3	2	3	3	2	
18	4	2	2	1	2	4	4	3	3	2	2	4	4	2	3	1	4	3	1	1	4	3	3	2	3	
19	3	3	3	2	2	2	2	2	3	3	2	3	3	1	2	3	1	2	2	2	4	3	3	2	2	
20	3	4	4	2	3	3	3	2	2	3	4	3	2	4	4	3	0	0	4	1	4	3	2	4	4	
21	2	0	4	1	1	3	3	3	0	2	0	0	2	2	2	0	0	0	4	0	4	1	0	4	1	
22	3	2	3	1	2	3	3	2	3	2	4	4	3	4	4	3	2	1	4	2	3	2	3	4	2	
23	4	1	4	2	2	2	2	2	1	2	3	3	1	2	3	2	3	2	4	3	4	2	2	3	2	
24	3	2	2	1	2	3	2	2	1	2	3	3	2	1	2	2	1	0	1	1	3	2	1	2	2	
25	4	3	4	3	3	3	3	3	3	3	4	3	4	3	3	4	3	4	3	3	4	4	4	4	4	
26	4	2	3	1	1	2	3	3	1	2	2	3	1	2	2	1	2	1	1	0	4	0	0	3	3	
27	3	2	3	3	3	4	3	3	3	2	3	3	2	1	2	1	1	3	3	1	4	3	2	1	1	
28	3	1	2	2	1	3	3	3	2	2	3	1	2	1	2	1	0	0	2	0	3	2	2	1	1	
29	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	2	2	1	2	2	4	2	2	2	1	
30	2	2	1	1	1	1	2	1	1	1	0	3	2	1	2	1	1	2	3	1	4	2	1	4	1	
31	4	3	3	2	1	1	3	3	1	2	2	1	2	2	1	3	4	1	1	4	1	4	1	4	3	
32	2	3	3	2	4	3	3	3	3	3	3	3	3	3	2	3	3	3	3	4	2	4	3	3	3	
33	2	3	3	2	2	2	3	3	1	4	4	1	1	1	1	1	1	1	4	4	1	4	4	2	1	
34	3	2	2	2	2	2	3	3	3	2	3	2	1	2	2	2	2	2	3	2	3	2	2	2	1	
35	4	0	4	2	2	2	4	2	1	2	3	4	1	2	2	1	2	1	3	0	3	1	3	2	1	
36	3	3	2	2	2	4	4	3	2	3	2	3	2	2	3	2	2	2	2	3	2	2	2	2	3	
37	3	0	3	3	2	2	4	3	2	2	4	2	4	3	4	1	2	4	4	1	4	2	1	4	2	
38	4	4	2	2	4	3	3	2	2	3	2	4	4	3	3	2	4	4	4	4	4	4	2	4	3	
39	2	1	3	3	4	4	3	2	3	2	4	4	4	4	3	2	2	4	1	4	4	4	3	4	1	
40	2	1	2	1	2	2	1	3	2	1	3	2	1	3	3	3	1	2	3	3	4	3	2	2	1	
41	3	1	2	2	3	3	3	2	3	3	3	3	2	3	3	3	1	3	3	3	3	2	2	2	2	
42	3	1	2	2	2	3	3	2	2	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	
43	2	3	2	2	2	3	3	2	2	3	4	3	4	3	4	2	2	1	4	1	4	3	2	2	2	
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48	3	3	4	2	3	2	3	3	2	1	4	3	2	2	3	1	2	3	3	2	4	4	4	3	3	
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50	4	2	3	3	3	3	3	2	2	2	3	2	3	3	2	3	3	1	2	1	3	2	1	2	2	
51	4	3	2	1	2	2	4	2	2	2	3	4	4	4	3	2	2	2	3	2	4	2	2	3	2	
52	4	3	3	4	2	4	2	1	1	0	0	1	0	0	0	1	3	3	4	0	4	4	0	2	0	
53	1	1	3	0	0	4	4	4	0	1	2	1	2	2	3	0	2	3	2	0	4	3	1	1	4	
54	1	3	2	2	3	1	3	3	2	2	1	1	0	1	2	1	0	3	0	1	2	3	2	1	2	
55	4	3	3	2	2	3	3	2	2	3	3	2	2	2	2	2	2	3	3	2	4	3	3	3	2	
56	1	1	3	1	1	0	3	2	1	2	1	1	1	1	1	0	0	0	0	0	3	0	0	3	1	
57	1	2	1	3	1	3	2	1	3	2	2	3	2	1	0	1	2	3	3	3	3	1	2	0	1	
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60	2	3	2	2	2	3	2	2	1	2	2	3	2	2	2	3	2	1	1	1	3	2	2	2	3	
61	3	4	3	1	3	3	3	2	2	2	1	1	2	1	2	0	0	1	2	1	4	4	3	1	2	
62	4	3	3	2	2	3	3	2	3	3	3	3	2	3	3	3	3	2	2	1	4	3	2	3	3	
63	3	2	2	2	2	3	2	3	3	2	2	2	3	2	2	1	2	2	3	3	3	2	2	3	3	
64	2	3	3	3	3	1	3	2	2	2	2	1	1	3	3	2	1	2	3	1	3	3	2	2	2	
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66	2	3	2	2	2	3	3	2	2	2	2	1	2	2	3	2	2	3	3	2	3	2	2	3	3	
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69	3	2	3	2	2	4	4	3	3	3	2	4	3	3	3	2	2	2	3	2	4	3	2	3	3	
70	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
		2,91	2,11	2,79	1,93	2,13	2,77	2,96	2,52	2,07	2,42	2,52	2,55	2,35	2,14	2,51	1,94	1,90	2,06	2,71	1,55	3,54	2,51	1,96	2,51	2,41
	Determination			Social Strategy				Social (Consolidation)				Memory				Cognitive				Metacognitive						
		Det 1	2,91	SoS 1	1,93			SoC 1	2,52			Mem 1	2,52			Cog 1	2,51					Met 1	3,54			
		Det 2	2,11	SoS 2	2,13			SoC 2	2,07			Mem 2	2,55			Cog 2	1,94					Met 2	2,51			
		Det 3	2,79	SoS 3	2,77			SoC 3	2,42																	



UNIVERSITAS ISLAM INDONESIA

FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA

Program Studi Psikologi (S1), Program Studi Ilmu Komunikasi (S1), Program Pendidikan Bahasa Inggris (S1),
Program Studi Hubungan Internasional (S1), Program Magister Profesi Psikologi (S2)

Surat Keterangan Penelitian

Nomor : 01/RA/X/2016

Yang bertanda tangan di bawah ini :

Nama : Raditya Adipramono S.s, M.Pd, BI
Tempat : R. 3.20 Fakultas Psikologi dan Ilmu Sosial Budaya

Dengan ini menyatakan bahwa :

Nama : Imannia Tunggadewi
NIM : 12322040
Fakultas : Psikologi dan Ilmu Sosial Budaya
Jurusan : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian yang dimulai pada tanggal 15 Juni 2016- 05 September 2016 di Kelas Teaching Methodology Pendidikan Bahasa Inggris Fakultas Psikologi dan Ilmu Sosial Budaya untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **“Vocabulary Learning Strategies : A Survey Study of First-Year Students at Department of English Language Education Islamic University of Indonesia (2015-2016)”**.

Demikian keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 20 Oktober 2016

Raditya Adipramono S.S, M.Pd, B.I.

