

**EFL HIGH SCHOOL STUDENTS' VOCABULARY LEARNING
STRATEGIES IN AN ISLAMIC BOARDING SCHOOL**

A Thesis

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



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RATIFICATION SHEET

EFL High School Students' Vocabulary Learning Strategies in an Islamic Boarding School

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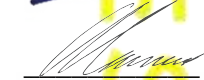
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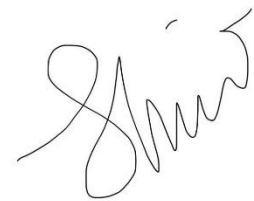


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STATEMENTS OF WORK ORIGINALITY

I sincerely affirm that this thesis under the title “A Survey of EFL High School Student’s Vocabulary Learning Strategy in an Islamic Boarding School” I wrote with my whole heart and struggle, it does not involve the other people written except those mentioned in the cited scientific resources, quotations, and references.

Yogyakarta, 30 Maret 2024



Sheila Monika Delisya

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MOTTO

You never know, if you never try.

Just Do It!

DEDICATION

I present this thesis to Mr. Syamsul Bahri and Mrs. Denok Sulistiandarwho have tried their best to facilitate all my study needs and support both materially and physically so that I can complete this thesis well.

I dedicate this thesis to myself who has struggled with all efforts and sacrificed all of my energy and time to complete this thesis.

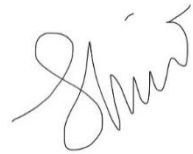
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Alhamdulillah rabbil'alamin, All praises to Allah SWT who has given me mercy and blessing till I can write this thesis finely. Shalawat and greetings may always be poured out on our great Prophet, Prophet Muhammad SAW, the messenger of Allah who brought the light of guidance to all mankind. In the process of completing this thesis I received encouragement, advice, and support that gave me strength and motivation through this path, thus, I want to take this opportunity to express thanksgiving to:

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**EFL HIGH SCHOOL STUDENT'S VOCABULARY LEARNING
STRATEGIES IN AN ISLAMIC BOARDING SCHOOL**

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ABSTRACT

Vocabulary is one of the main aspects to learn for mastering English language. Vocabulary learning strategies exist to investigate and identify the appropriate strategies for learners to improve the vocabulary ability. The aims of this study to identify the vocabulary learning strategies that used by students of senior high school in an Islamic boarding school in Yogyakarta. The method in this study is survey used Vocabulary learning strategies questionnaire adopted from Bennett (2006) by Schmitt's (1997) taxonomy. From total population 189 students, this research used 67 students from X grade senior high school. The finding of this research metacognitive strategy is the highest score of vocabulary learning strategies chosen by the students with score (M=3,36) continued by the determination strategy with (M=3,25), social strategy with (M=3,01), memory strategy with (M=2,82) and the least strategy used is cognitive strategy with (M=2,56).

Keywords: Vocabulary Learning Strategies, Islamic boarding school

CHAPTER I

INTRODUCTION

This part presents the outline of the study and the purposes of the study. The detail of this research will be explained in background of the study, identification problem, formulation of the problem, objective of study and significance of study.

1.1 Background to the Study

As the basics of learning English, EFL learners must know the importance of vocabulary knowledge. Furthermore, Ghalebi, Sadighi, and Bagheri (2021), highlighted that learners who are disciplined in learning vocabulary with good developing techniques might be successful learners. In fact, vocabulary learning has different situations in each context which can be restricted to achieving the target language information, production, and interaction in the English learning context (Ghalebi et al., 2021) . Therefore, it is necessary to make the learners enjoy and be motivated with effective learning strategies.

Goundar (2019) argues vocabulary learning strategies are the techniques students use to discover kind of newest words. As the general strategies in English learning, VLS (Vocabulary Learning Strategies) is used to help the teacher find out a student's style in learning and discovering the unknown or new vocabulary in a comfortable way. First step that learners need to achieve the language target is choose the appropriate technique that would be impactful

in learning English because it would base on learners' ability and competencies.

Vocabulary learning strategies as the basic of learning English will always be the main issue to investigate and identify to improve the vocabulary knowledge of learners, such as the previous research has discussed and used this Vocabulary Learning Strategies topic for their research study.

The first researcher is Damari (2019), she took a topic about vocabulary learning strategies at one of Madrasah Aliyah in Yogyakarta, this school has the same level as senior high school. The purpose of her research is to observe the use of vocabulary learning strategies by the students. The students suffer some problems such as low vocabulary mastery. The study tries to find out what strategies mainly use by the students during vocabulary learning. Then, to develop the student's vocabulary knowledge need a teacher who knows how to increase and fix students learn vocabulary by knowing the student's strategies.

The second researcher is Marsyadianti (2019), Her observation took place at a senior high school in Yogyakarta. From her observation, she found out that the students are lacking in their vocabulary knowledge especially in XII grade students. Furthermore, to fulfil the gap of the student's vocabulary knowledge the researcher purposes to investigate the vocabulary knowledge by students vocabulary learning strategies.

The previous study mainly conducted in senior high school level students which only use English language while in the class or school area. Although having the same research topic, this study is conducted in an Islamic boarding

school. This school learning system is different from previous study which have not discussed before because, this research investigates in an Islamic modern boarding school which almost uses bilingual language (Indonesian-English language) in their daily communication and some school activity that require the students to use English language. Researcher choose boarding school as the location with the students as participants aims to get more information and knowledge about the student's strategies of vocabulary learning.

1.2 Identification of the Problem.

As a foundation or basic of English learning, vocabulary mastery is the first step that learners must know and master to enhance the next step of English learning such as reading, writing, listening, and speaking. Pratami & Margana (2020) limited vocabulary knowledge is one of the problems that happens in foreign learners on the English learning context. Improving more vocabulary knowledge, it obviously would be easier for the students to achieve many aspects of the English language.

Thus, for foreign learners it might be challenging to recognize and understand new vocabulary, especially for some EFL students who do not have the background or prior knowledge in learning English. Therefore, many students are uninterested and demotivated to learn English, because they feel confused about memorizing the meaning of words, spelling the words with correct pronunciation, and using the words in the correct sentence structure. Then, vocabulary learning strategies exist to recognize the types of learning strategies that can help the

students and teacher implement and developed vocabulary acquisition in English learning, especially for foreign learners.

1.3 Formulation of the Problem

This research aims to explain and answer the questions about:

- What are the Vocabulary Learning Strategies used by EFL senior high school students in an Islamic boarding school?

1.4 Objective of the study

The objective of this study is to identify the student's strategies in learning vocabularies. In particular, Islamic Boarding School students mostly use the English language for daily communication.

1.5 Significance of the study

The significance of this study theoretically aims to inform the importance of knowing students' vocabulary learning strategies in the EFL context which in this research develops theories from (Schmitt's, 1997) . Then practically, this research also aims for the teacher to implement the result of students' vocabulary learning strategies in learning English language as the student's target language.

CHAPTER II

LITERATURE REVIEW

This chapter explains about the theories used in this research with some references from the related studies and theoretical framework.

2.1 The importance of Vocabulary learning in EFL context

English language consists of some aspects that are related to each other for developing the learner's English proficiency such as speaking, writing, reading, and listening. Vocabulary knowledge is one of the core elements on achieving the capability to learn the English language. Wherever as foreigner, the different background of English language knowledge needs more efforts for learners to achieve the target language.

Bai (2018) state that language internationalization is essential in the current trend of globalization, because English language is the main language that used to communicate among interlocutor from another country. Mastering the English language for learners involve three main components in learning English there are Grammar, vocabulary, and pronunciation. From the three components, vocabulary is the important one because, vocabulary is the foundation of learning English. While communicate the target language learners need to know about the meaning and the purpose of what to talk to.

Vocabulary knowledge is extremely significant when learning English. As an English language foreign learner understanding the meaning of something want to express is important than the proper grammar while speaking with a native

people or English interlocutor. Obviously, expressing the vocabulary clearly in the context will easily be understood by other people in communication. Then, for learners mastering vocabulary can expand the step of achieving English skills as the target language (Agazzi, 2022).

2.2 Vocabulary Learning Strategies in EFL Context

When being one of the main components on English language learning strategies, vocabulary learning strategy has a specific thing to learn and explore deeper to support student's skills in the English language. One of the essential thing for learning English is vocabulary knowledge especially for L2 or foreign learners, because it helps the learners to able to communicate fluently in language target. Vocabulary learning strategies is a tool that learner used to looking for unknown or new words also build learners knowledge which might be retain in their memories for a long time (Al-bidawi, 2018).

According to Panduangaew (2018), learning and mastering vocabulary for EFL learners give a significant effect of students English skill in reading, writing, listening and speaking. Vocabulary Learning Strategies has supported the students to enhance their language ability also facilitate the students to achieve their vocabulary knowledge as much as students learn. In order to help second or foreign language students achieve their learning language targets, inform several strategies that have been learned before which appropriated and mastered by the learners then they could implement in their learning strategies even in different condition.

The classification of vocabulary learning strategies is seperated to some perceptions, the researchers who took Vocabulary learning strategies as their topic used the different theories from some sources such as : the theory of Gu and

Johnson (2016) and Schmitt (1997 and 200) were cited by Ghalebi et al., (2021), the theories of Rubin and Thompson (1994) and Lawson and Hogben (1996) were cited by Rahmani (2023), and the theories of Jones (2006) and Hadi and Guo (2020) were used by Boonnoon (2019).

Table 2.1 Vocabulary Learning Strategies Classifications

Researcher	Source	Elements	Categories
Ghalebi et al., (2021)	Gu & Johnson (1996)	Metacognitive & Cognitive	-Guessing strategies -Dictionary Strategies -Note taking strategies -Rehearsal strategies -Encoding Strategies -Activating Strategies
	Schmitt (1997)	1. Discovery 2. Consolidation	-Determination -Social Strategies -Social strategies -Memory strategies -Cognitive strategies -Metacognitive strategies
Rahmani (2023)	Rubin & Thompson (1994)		-Direct approach -Use mnemonics -Indirect approach
	Lawson & Hogben (1996)		-Repetition -Word feature analysis -Simple elaboration -Complex elaboration
Boonnoon (2019)	Jones (2006)		-Dictionary strategies -Guessing strategies -Study preference strategies -Memory strategies

			<ul style="list-style-type: none"> -Autonomy strategies -Note-taking strategies -Selective attention strategies -Social strategies
	Hadi & Guo (2020)		<ul style="list-style-type: none"> -Discovery new words -Gaining the capture & sounds of the words -Learning the words meaning -Build a strong connection between the physical appearance and its meaning -How to use the words

Vocabulary learning strategies are classified in different researchers above shows that many strategies to enhance and improve vocabulary acquisition for second language or foreign learners. In this study, the researcher wants to focus on the Vocabulary Learning Strategies theory of Schmitt (1997), it is because Schmitt has the same context and relatable to Indonesian EFL students.

The main domain of Schmitt's (1997) theory in vocabulary learning strategy which used in this study there are :

a). Determination strategy:

The strategy that used to find the meaning individually without help from other contexts such as looking from the dictionary as reference material, guessing context, and guessing from first language cognate.

b). Social Strategy:

Social strategy is the strategy of some interaction with someone who knows by asking the definition or meaning when finding new vocabulary, the common is

teacher or classmates. The other social strategy involves checking vocabulary lists or flash cards by teachers that help to know students' vocabulary ability outside of school or class environments and interaction with native speakers might be useful to gain more vocabulary.

c). Memory strategy

Memory strategy is known as mnemonics strategy that is used to remember the old vocabulary that has been learned before. From this strategy, the students are supposed to categorize the target language vocabulary based on related and unrelated words, images, grouping, studying pronunciation, studying affixes and root words, physical action, and speaking loudly when learning new vocabulary.

d). Cognitive strategy

having a quite similar to memory strategy, specifically this strategy focuses on mechanical things by comprehending known words in verbal and written repetition with specific tools, making word lists, taking notes, and vocabulary notebooks.

e). Metacognitive strategy

Metacognitive strategy is the strategy that learner use to choose the best way of their vocabulary learning strategy by controlling and examining the knowledge by themselves from the process they passed while learning vocabulary. Also, learners can maximize the effective strategy by themselves and check their vocabulary knowledge and comprehend by vocabulary or word tests.

2.3 Theoretical Framework

Based on the research objective of the study which aims to identify the vocabulary learning strategies that used by Islamic boarding school students equivalent with senior high school students. In this study, the researcher used the theory of Vocabulary Learning Strategies from Schmitt (1997). Vocabulary Learning Questionnaire by Schmitt (1997) was applied to acquire the results of VLS used by the students. This method was used by several researchers who took EFL vocabulary learning strategies by Schmitt (1997) as their topic research there are (Panduangkew,2018; Besthia, 2018; Al-bidawi, 2018; Ghalebi et al., 2021; Tahmina, 2023;). Even have the same context which focus to investigate student's VLS, this research developed from Ghalebi et al., (2021) which the questionnaire was adopted from Bennett (2006) used Schmitt's (1997) taxonomy. Schmitt (1997) states vocabulary learning strategies are the useful and beneficial strategies that learners use to enhance their English skills, therefore to select suitable learning strategies based on their own context Schmitt developed the taxonomy of vocabulary learning strategies.

Theoretical Framework is illustrated in the diagram below:

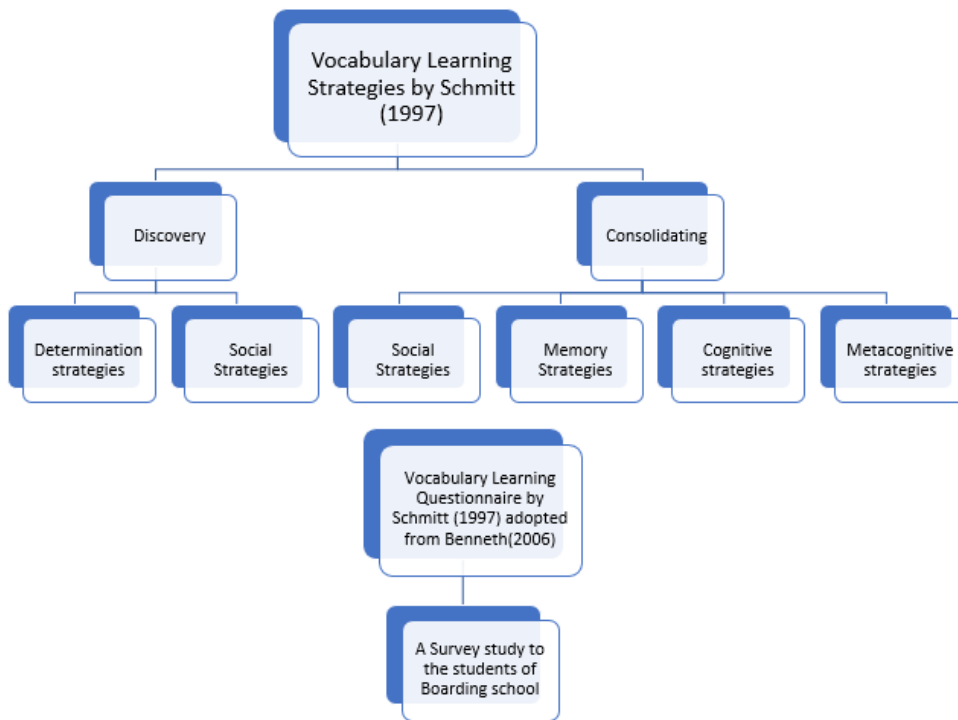


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This part describes how to collect and provide the data. There are research design, population and sample, data collection technique and data analysis technique

3.1 Research Design and Method

According to the objective and the necessity the researcher chose to use the survey method for this study. Previously, in Vocabulary Learning Strategies research, the survey study has been practiced to presenting a deeper insight into the many kinds of learning strategies used by participants.

According to Creswell (2014) Survey are focused on providing the data by numerical measuring and focus on social research. This study applies the survey questionnaire in an Islamic Boarding school about the Vocabulary Learning Strategies, so researcher use the survey method to get more amount of data needed for this study. A method that can gather information about a large number of people is needed in this study. Survey studies are designed to meet that purpose.

3.2 Population and Sample

The participants of this research is senior high school students from one of Islamic Boarding School in Yogyakarta. The participants of this research are English foreign learners because they are natives of Indonesian language. With total population 189 students of senior high school, the researcher selected 67 students, which consist of 31 female and 36 male students from X grade. The reason researcher chooses X grade as the

participant because X grade of senior high school is transition period from middle school to high school, which requires adjustment in learning English language. Moreover, there are several new students from outside of boarding school who don't know about the language learning system at boarding school because the school has two curriculum, government & Islamic curriculum that was developed by the foundation of the school itself. Learning English language being an important lesson because they believe that the language would be helpful to support participant abilities in the future. While in the boarding school, participants are almost used Bilingual language as their language to communicate in their daily. Researchers aim to investigate their strategies of learning English language especially in vocabulary learning.

3.3 Data Collection Techniques

3.3.1 Instrument

For this study, the data collecting method that the researcher used is a questionnaire. The questionnaire of this study is Vocabulary Learning Questionnaire (VLQ) by Bennett (2006) which adopted from Schmitt (1997) taxonomy. The researchers choose questionnaire to identify and classify the student's choice of vocabulary learning strategies. So, the questionnaire is separated in two sections. First, the consent from the participants to fulfil the questionnaire without any pressure and the information about the participant's identity and background. Second, the question about how participant vocabulary learning strategies adapted by

VLQ from Schmitt (1997). This questionnaire has 5 domain of VLQ : Determination strategy, Social strategy, Memory strategy, Cognitive strategy and Metacognitive strategy . The questionnaire used a likert scale from 1 to 5, 1: Never , 2: Seldom, 3: sometimes, 4: often, 5: Always. And for measuring the accurate data it use Cronbach's Alpha (α).

Table 3.1 Distribution of Questionnaire

Type of VLS	Total item
Determination	7
Social Strategy	5
Memory Strategy	17
Cognitive Strategy	7
Metacognitive Strategy	3
Total	39

3.3.2 Validity

According to Heale & Twycross (2015), Validity is the capacity to assess an idea appropriately. Using established measuring tools ensures the authenticity of the results acquired. For this study, the research used the Vocabulary Learning Questionnaire by Schmitt (1997) which validated by measuring the data on SPSS. VLQ by Schmitt also has been used as a reference by many researchers who investigated or analysed the VLS.

3.3.3 Reliability

Reliability is one of the measurements of the research instrument. Measurement instrument consistency is referred to as reliability. It represents the certain level at which a research tool regularly produces the same results when used in the same situation repeatedly (Heale & Twycross, 2015). The test can be reliable if the results given by the test are consistent despite repeated testing. It means that the questionnaire will give the same results even though it is used more than once (Widoyoko, 2013). To measure the reliability of this study researcher used Cronbach alpha (α), based on the adopted questionnaire amount 39 item Likert-scale questionnaire has a score reliability coefficient 0.86 Cronbach alpha. It means, the items of questionnaire are reliable to used.

Table 3.2 Reliability Score

Cronbach's alpha	N of items
0.86	39

3.4 Data Analysis Techniques

The researcher used the survey design method with the procedures below :

1. Ensure and review about main topic and the variables of vocabulary learning strategies with the complete point of each part and make appropriate questionnaires based on the guidance on previous study. Because of the school rules and the limited access to the gadget or

internet system, the researcher chose to divide the questionnaire with paper based.

2. Distribute the printed questionnaire to the high school students each student gets one set of questionnaires with the explanation or instruction written on the first page it aims the participant understand and honestly fill the questionnaire without any pressure.
3. The printed questionnaire was provided and given to the supervisor or chief of the class to divide before the English class started.
4. While the data was collected by writing and printing paper the researcher manually input the data to Microsoft Excel to formulate the data based on the participant answers and used *SPSS* (Statistical Package for Social Science) to measure the result of descriptive statistics also to acquire the concrete data for the research study.

CHAPTER IV

FINDINGS AND DISCUSSION

In this part, the researcher explains further information and findings the result of data collection by spreading the questionnaire to the participant which researcher took at one of Islamic boarding school in Yogyakarta.

4.1 Research Findings

This part consists of some report that describe about the findings of questionnaire result which consist participant information and vocabulary learning strategies of the students. the data presented by table after the statistical counting metode. further details of students who participated in this research, are in the table below:

4.1.1 Result of Participation Demographic

Table 4.1 Participant info demographic

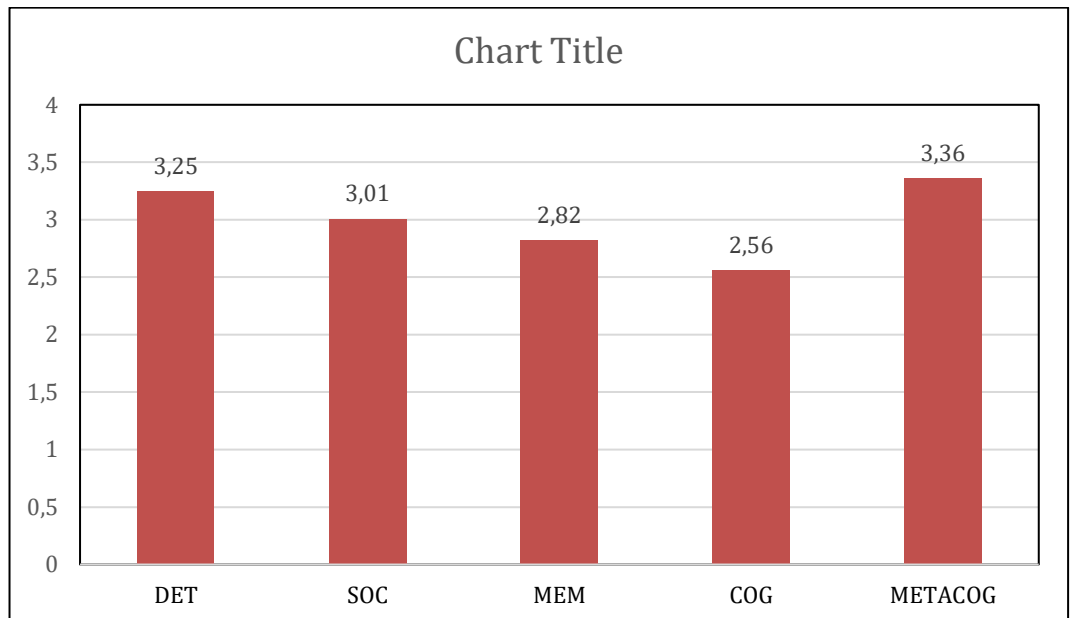
Characteristic		Frequency	Percentages
Gender	Female	31	46.3%
	Male	36	53.7%
Age	14	2	3%
	15	25	37.3%
	16	33	49.3%
	17	6	9%
	18	1	1.5%

Based on the table above, written that the detailed results of 67 participants who fulfilled the questionnaire were male about (53.7%) and female (46,3%). The participant age ranges from 14-18 years old. There are the X grade of senior high school in one of Islamic boarding school in Yogyakarta.

4.1.2 Five Domain of Vocabulary Learning Strategies

The survey of this research contain of 39 items questionnaire by Schmitt (1997) taxonomy were adopted from Bennett (2006), there are five domains as the general categories of this vocabulary learning strategy such as: Determination strategy (DET), Social strategy (SOC), Memory strategy (MEM), Cognitive Strategy (COG) and Metacognitive Strategy (METCOG). Researcher finds the the most and least frequent strategies that the participant use in learning the vocabulary. the general result described in the figure below:

Figure 4.1 Result of Five Domains of Vocabulary Learning Strategies



Based on the data attached in Figure 4.1, shown the metacognitive strategy is the highest score of vocabulary learning strategies that participants mostly used with (M=3,36) continued by the determination strategy with (M=3,25), social strategy with (M=3,01), memory strategy with (M=2,82) and the least strategy used is cognitive strategy with (M=2,56).

4.1.3 Result of Student's VLS

The student's answers to the vocabulary learning strategies questionnaire are presented in the chart below, which have been calculated and described by SPSS with descriptive statistical analysis. The chart shows the score of means for each item in types of vocabulary learning strategy with the high and lowest scores answered by the participant.

4.1.3.1 Determination Strategy

Table 4.2 Descriptive statistic result of Determination Strategy

Item	Statements	N	M	SD
6	Use a Indonesian-English dictionary	67	3,60	1.115
2	Look for any word parts that I know	67	3,55	.875
3	Check if the word is also an Indonesian word	67	3,37	1.112
1	Check the new word's form (verb, noun etc.)	67	3,30	.938
5	Guess from context	67	3,28	1.152
4	Use any pictures or gestures to help me guess	67	2,84	.963
7	Use an English-English dictionary	67	2,81	1.294
		67		

From the table above, the highest score mean in determination strategy is item questionnaire number 6 with (M=3,6) and (SD=1.115). at the point of view “(When I find a new English word that I don’t know, I...)” so the most answered statement by the students is “(Use a Indonesian-English dictionary)”. while, the lowest score in this strategy is at item questionnaire number 7 with (M=2,81) and (SD=1,294) the least chosen by the students with the statement “(Use an English-English dictionary)”

4.1.3.2 Social Strategy

Table 4.3 Descriptive statistic result of Social Strategy

Item	Statements	N	M	SD
2	Ask your classmates for the meaning	67	4.18	.815
1	Ask the teacher to give you the definition or a sentence	67	3.22	1.012
3	Study the word with your classmates	67	2.88	.946
4	Ask the teacher to check your definition	67	2.57	1.018
5	Talk with native speakers	67	2.18	1.127
	Valid N (listwise)	67		

The table above describe the result social strategy that students apply in vocabulary learning, then showed the highest score is item number 2 with (M=4,18) and (SD=.816) by the statement “(Ask your classmates for the meaning)” when finding some new word unknown before. Item number 5 being the lowest score with (M=2,18) and (SD=1.127) by the statement “(Talk with native speakers)” if want to memorize new words and additionally new vocabularies.

4.1.3.3 Memory Strategy

Table 4.4 Descriptive statistic result of Memory Strategy

Item	Statements	N	M	SD
11	Learn the sound of a word	67	3.36	1.055
8	Use words in sentences	67	3.30	.759
5	Match the word to other words with similar or opposite meanings	67	3.24	.923
10	Learn the word’s spelling	67	3.22	.982

4	Remember the words before or after the new word	67	3.16	.979
15	Remember from the form of the words (verb, noun, adjective)	67	3.10	.923
16	Create your own definition for the word	67	3.06	1.085
3	Connect the word to a personal experience	67	2.93	1.020
6	Remember words in 'scales' (always-often-sometimes-never)	67	2.91	1.041
12	Pronounce the new words out loud when you first meet them	67	2.76	1.046
2	Create a mental picture of what the word's means.	67	2.72	1.042
7	Group words together to study them	67	2.66	1.008
14	Remember the word using each kind of parts (im-, un-, -able, -ful, -ment, ex-)	67	2.61	.969
9	Use multiple new words in your paragraph writing	67	2.45	.989
17	Express physical action when learning a word	67	2.40	1.088
13	Make a mental image of the word's form	67	2.34	.993
1	Draw a picture of the word to help remember it	67	1.87	.869
Valid N (listwise)		67		

Based on the table above, the vocabulary learning strategy which most used by the students especially in memory strategy is item number 11 “(Learn the sound of words)” with (M=3,36) and (SD=1.055). in contrast, the lowest score in item number 1 “(Draw a picture of the word to help remember it)” with (M=1,87) and (SD=.869).

4.1.3.4 Cognitive Strategy

Table 4.5 Descriptive statistic result of Cognitive Strategy

Item	Statements	N	M	SD
5	Take notes or highlight new words in class	67	2.99	1.066
7	Keep a vocabulary notebook	67	2.90	1.220
1	Repeat the words aloud many times	67	2.87	1.028
2	Write the words several times	67	2.81	1.090
3	Make lists of new words	67	2.76	1.129
6	Attach labels in English on physical objects	67	2.00	.816
4	Use flashcards to record new words	67	1.61	.738
		67		

According to the table above, the highest score in cognitive strategy at item number 5 with (M=2,99) and (SD=1.066) the statement “(Take notes or highlight new words in class)” this answer the most chosen by the students if they want to memorize and improve the vocabularies. While, for the lowest score is item number 4 “(Use flashcards to record new words)” with score (M=1,61) and (SD=.738)

4.1.3.5 Metacognitive Strategy

Table 4.6 Descriptive statistic result of Metacognitive Strategy

Item	Statements	N	M	SD
1	Use English-language media (songs, movies, internet)	67	3,96	.944
3	Learn the new words many times	67	3,12	.977
2	Test yourself with word tests	67	3,03	1.050
Valid N (listwise)		67		

The table above show the highest score of metacognitive strategy with (M=3,96) and (SD=.944) the statement is “(Use English-language media songs, movies, internet)” and the

lowest score in this strategy is (M=3,03) and (SD=1.015) with the statement “(Test yourself with word test)”.

4.2 Discussion

According to the result of the general domains in vocabulary learning strategy by Schmitt (1997) taxonomy, the most chosen strategies by the students are metacognitive strategy, determination strategy, continued by social strategy, and memory strategy hence, the least is cognitive strategy. The summary is students prefer to learn using metacognitive strategy rather than a cognitive strategy for learning vocabulary.

Students prefer metacognitive strategies with the highest mean score in the statements to study with use of English media such as songs, films and the internet. A similar finding most frequent in metacognitive strategy using English media as vocabulary learning strategy also found in Bennett (2006), Al-Khresheh & Al-Ruwaili (2020), Chamidah et al., (2021) surveys, state the use English media such as song, film, internet or video for vocabulary learning might be helpful for the students because as the alternative media help the students to find the unknown word with the clear context. In this developed era, using media for learning English is the easiest way because can access in everywhere and anywhere (Bakti, 2018). From this survey the reason why students choose to use this strategy is that the student's interest increases when learning by media, learning strategies with media such as songs, films, and the internet, it also becomes enjoyment for students so they don't get bored quickly because of the varied learning system.

The second strategy sequence that is often used is determination, which is one of the basic strategies that every learner

must have, the desire or intention within the student to learn something. Different from Benett (2006) the most often strategy is to check the new word's form. While in this strategy the highest score is in item number 6 "use an Indonesian English dictionary" to look for the new word definitions. Using a bilingual dictionary as the determination strategy for vocabulary learning also found in some research in (Chamidah et al., 2021) and (Panduangkaew, 2018) survey, state that using a dictionary can help students find the correct spelling and pronunciation of words as the source of information. As foreign language learners it has become common to use bilingual dictionaries to help find unknown words, in recent times dictionaries have been developed more easily with various variations and methods. Using a dictionary as a learning strategy is one way that makes it easier for students to discover the definition of vocabulary so they can grasp the meaning quickly and easily.

After the determination strategy, social strategy is in third place as a vocabulary learning strategy chosen by students. In questionnaire item number 2, "ask your classmate for the meaning" is the highest score and most frequently chosen by students and the lowest is talk with native speakers. The most frequent strategy used in this research has the same result in (Al-Omairi, 2020) survey, in contrast with Bennett (2006) the most frequent strategy used is "ask the teacher for definitions or sentences". It means for social strategy students prefer to communicate or to have relations by asking classmates rather than to native speakers because it is more possible to do than to ask the native speaker whether in their environment there is no one native speaker living there.

The fourth position of the most strategy used, is memory strategy by the statement "study the sound of word" as the most often strategy used by the students and the least is drawing the picture of the new words. This result have same finding in Besthia (2018) and Chamidah et al., (2021). It is supposed that strategy is

most useful for the student knowing how the sound of the word forms such as the pronunciation itself similar to Bennett's (2006) survey correct pronunciations is important because have a big impact. This strategy likes to help them memorize the new vocabulary clearly and then make it easier to keep in their mind. Also, the least chosen by the students is perhaps drawing something unknown or strange would be difficult and waste many time moreover if unmastered in art it might be challenging.

Lastly, from all the five domains in vocabulary learning strategies the least strategy with the lowest score that students use is cognitive strategy. The most chosen statements in cognitive strategy is “taking-notes or highlighting new words in the class” and for the least is “using flashcards”. Taking notes in cognitive strategy represents of consolidating strategy this result has a similar finding in Awalin (2022) survey. The result is when they want to remember and add their vocabulary knowledge the students prefer to highlight or taking notes. It might work more efficient because by note-taking or highlighting the new vocabulary marked on their notebooks and can re-read or learn if they need sometimes because easy to find (Bennett, 2006), so that strategy help students a lot to vocabulary learning. While for the least strategy chosen is using flashcard, the reason why students do not use flashcard because they don't have the media or things to make the flashcards or maybe the limited media that is prepared in the school for each person make them rarely chose flashcard as vocabulary learning strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last part provides the conclusion of this study from the findings in the previous chapter also some suggestions and recommendations for future researchers.

5.1 Conclusion

To investigate and identify the vocabulary learning strategies of EFL high school students is the purpose of this study. The participants were at an Islamic boarding school in Yogyakarta with 67 students of Grade X. The participants of this research have fulfilled the questionnaire completely. Hence, the conclusion of this research is explain below:

Among the five vocabulary learning strategies most chosen is the metacognitive strategy, the students chose to use metacognitive strategy to improve and learning vocabulary knowledge specifically chose to use English media to learn and improve their vocabulary ability. Because media will increase their intention and make them more comfortable to learn from everywhere. while the least strategy chosen by the students is cognitive strategy. From the result of the highest score in every category shows that several strategies are possibly being their main strategy for learning vocabulary. The following strategies are: 1) Use English language media, 2) Use an Indonesian-English dictionary, 3) Ask a classmate for the meaning, 4) Study the sound of the word, 5) Take notes or highlight of new word in the class.

5.2 Suggestion

To enhance vocabulary learning, the researcher intends to make some suggestions for English teachers of the boarding school and the future researcher especially those who focus on vocabulary learning strategy at the points below:

1. English Teacher

The strategy that students choose might be helpful for the teacher to implement the English learning system in the class, because it shows several ways to improve the learning method of the English language, especially for vocabulary. then, as educators, it's an opportunity to develop and improve the learning method or learning style relatable to students learning strategies to achieve students' ability in English, especially vocabulary knowledge.

2. Future Researcher

This research might be a reference for those researchers who want to investigate about vocabulary learning. Also, for future researchers possibly develop the study to a larger scale with qualitative method in another level capacity of the participant.

5.3 Limitations of the Study

This study was limited to identifying the vocabulary learning strategies of EFL high school students in an Islamic boarding school in Yogyakarta. To collect the data in this study researcher used a survey with close-ended questions and distributed the questionnaire directly to the participants by visiting the classes. Thus, this limitation of the study focused on 10-grade students' vocabulary learning strategies by Schmitt's taxonomy with five domain strategies are supposed manageable and related to the participants of the study.

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Appendices :

Frequency : 1) tidak pernah 2)jarang 3)kadang-kadang 4) sering 5) sangat sering

- Saat saya menemukan kata baru dalam bahasa Inggris yang tidak saya ketahui, saya akan...

No	Pernyataan	TP	JR	KK	SR	SL
1	Memeriksa bentuk kata baru (kata kerja, kata benda, dll.)					
2	Mencari bagian kata yang saya tahu					
3	Memeriksa apakah kata tersebut juga merupakan kata dalam bahasa Indonesia					
4	Menggunakan gambar atau isyarat apa pun untuk membantu saya menebak					
5	Menebak dari konteks					
6	Menggunakan kamus bahasa Indonesia-bahasa Inggris					
7	Menggunakan kamus bahasa Inggris-bahasa Inggris					
8	Meminta guru untuk memberikan definisi atau contoh kalimatnya.					
9	Menanyakan pada teman sekelas maksud atau makna kata tersebut					

- Saat saya ingin mengingat kata-kata baru dan menambah kosa kata, saya akan....

No	Pernyataan	TP	JR	KK	SR	SL
1	Mempelajari kata tersebut bersama teman sekelas saya					
2	Meminta guru untuk memeriksa definisi saya					
3	Berbicara dengan penutur asli					
4	Membuat gambar dari kata tersebut untuk membantu mengingatnya					
5	Membuat gambaran tentang arti kata tersebut					
6	Menghubungkan kata tersebut dengan pengalaman pribadi					

7	Mengingat kata-kata yang mengikuti atau mendahului kata baru tersebut.					
8	Menghubungkan kata tersebut dengan kata lain yang mempunyai arti serupa atau berlawanan					
9	Mengingat kata-kata dalam 'skala' (selalu-sering-kadang-tidak pernah)					
10	Mengelompokkan kata-kata untuk dipelajari					
11	Menggunakan kata-kata baru dalam kalimat					
12	Menulis paragraf menggunakan beberapa kata baru					
13	Mempelajari ejaan sebuah kata					
14	Mempelajari bunyi sebuah kata					
15	Mengucapkan kata-kata baru dengan lantang saat pertama kali Anda mengenalnya.					
16	Membuat gambaran tentang bentuk kata tersebut					
17	Mengingat kata menggunakan bagian-bagiannya (im-, un-, -able, -ful, -ment, ex-)					
18	Mengingat kata menggunakan bentuk kata (kata kerja, kata benda, kata sifat)					
19	Membuat definisi Anda sendiri untuk kata tersebut					
20	Menggunakan pergerakan tubuh saat mempelajari sebuah kata					

- Saat saya ingin mengingat kata-kata baru dan menambah kosa kata, saya...

No	Pernyataan	TP	JR	KK	SR	SL
1	Mengulangi kata-kata tersebut dengan lantang berkali-kali					
2	Menulis kata-katanya berkali-kali					
3	Membuat daftar kata-kata baru					
4	Menggunakan kartu <i>flash card</i> untuk merekam kata-kata baru					

	(Flash card): kartu dengan kata atau gambar didalamnya					
5	Mencatat atau menyoroti kata-kata baru di kelas					
6	Memberi label bahasa Inggris pada benda fisik					
7	Menyimpan buku catatan kosakata					
8	Menggunakan media berbahasa Inggris (lagu, film, internet)					
9	Menguji diri Anda dengan tes kata					
10	Mempelajari kata-kata baru berkali-kali					