

**A SURVEY STUDY ON STUDENTS' VOCABULARY LEARNING  
IN AN INDONESIAN JUNIOR HIGH 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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**AN INDONESIAN JUNIOR HIGH SCHOOL**

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## STATEMENT OF WORK'S ORIGINALITY

I hereby honestly declare that this thesis, titled 'A Survey Study on Vocabulary Learning Strategies of Indonesian Junior High School,' is my own work and does not contain any work or opinions previously written and published by others, except where explicitly cited and referenced in my writing, as is appropriate for a scientific paper.

Yogyakarta, 19 June 2024



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**MOTTO**

*Everything I have achieved in life is due to my mother's prayers.*

## **DEDICATION**

This thesis is dedicated to my beloved parents, sisters, and brothers who have provided unwavering prayers, support, and encouragement. A special dedication goes to my father, whose absence does not diminish his enduring influence and his hope that his child will achieve the same academic milestone.

I also dedicate this thesis to myself, who has invested considerable effort, energy, and time in this thesis.

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**A SURVEY STUDY ON VOCABULARY LEARNING  
STRATEGIES OF INDONESIAN JUNIOR HIGH SCHOOL**

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**ABSTRACT**

This research aims to identify the vocabulary learning strategies used by 9<sup>th</sup> grade students at a junior high school in Sleman, Yogyakarta while learning English as a foreign language. This research used a quantitative survey method and data was collected through a questionnaire shared via Google Form. Researchers collected data using the Vocabulary Learning Strategy (VLS) as questionnaires called VLQ 6.4, which was developed by Gu (2018), the survey comprised two main sections, one focused on beliefs about vocabulary learning, and vocabulary learning strategies. 91 students participated in this study. Quantitative analysis was conducted on the collected data. Data obtained from a questionnaire consisting of 62 items were analysed using the Statistical Package for the Social Sciences (SPSS) 25. The results indicate that out of the eight strategies, the most frequently used ones are inferencing and using the dictionary strategy. In the vocabulary learning strategy, students extensively utilize information to deduce the meanings of newly encountered vocabulary from sentences or texts as a whole. Meanwhile, the least utilized strategies by students are metacognitive and rehearsal, this results in the students appearing to struggle in mastering newly acquired vocabulary, as well as encountering difficulty in retaining these words through repetitive practice to enhance their understanding. Therefore, students are still developing their vocabulary skills, and it is understandable that they face many challenges because they are still young learners.

*Keywords: Vocabulary Learning, Junior High School, English Vocabulary EFL*

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background Study**

Vocabulary learning for junior high school students are significant, because junior high school students who have a wide and precise vocabulary can help them in learning and also in communicating well in the language they are learning. In Indonesia, learning English as a foreign language (EFL) holds significant importance in education. Ghalebi et al (2020) examined the efficacy of various vocabulary learning strategies for EFL learners. Results indicated that learners utilize a range of strategies, with dictionaries, repetition, and translation being the most successful. In their study, Hadi & Guo (2020) aimed to investigate the beliefs and vocabulary learning strategies adopted by English as a Foreign Language (EFL) learners at Shaikh Zayed University. The authors noted that vocabulary acquisition is a crucial component of language learning, and learners' beliefs and strategies can affect their success in this area. To contextualize their study, Hadi & Guo (2020) reviewed relevant literature on beliefs and vocabulary learning strategies in the EFL context. For instance, they noted that some studies have found that learners' beliefs about vocabulary learning are related to their motivation and performance (Wang, 2013), while other research has highlighted the importance of using a variety of strategies to learn new vocabulary (Schmitt, 2000). Furthermore, Hadi & Guo (2020) centered on the significance of vocabulary learning strategies in the process of acquiring a second language. Previous research has

established that learners' beliefs and strategies play a pivotal role in vocabulary acquisition. (Zimmerman, 1996) discussed the historical trends in second language vocabulary instruction and stressed the necessity for effective vocabulary learning strategies. Similarly, Zou & Zhou (2017) conducted a study on English vocabulary learning strategies among ethnic students and discovered that learners utilize various approaches, such as guessing, note-taking, and dictionary use.

Results indicated that learners utilize a range of strategies, with dictionaries, repetition, and translation being the most successful. The study also underscored the importance of comprehending learners' beliefs regarding vocabulary learning. These beliefs may vary, including views on the value of memorization or the utilization of context. By examining learners' beliefs and strategies, educators can gain valuable insights into learners' preferences, enabling them to tailor vocabulary instruction accordingly. In sum, the background study emphasized the crucial role of vocabulary learning strategies and learners' beliefs in second language acquisition. Understanding these aspects can guide effective vocabulary instruction and aid learners in developing efficient learning methods.

In addition, research on vocabulary learning strategies in an English as a Foreign Language (EFL) context, specifically within the secondary education system in Indonesia is scarce. According to Sitompul (2020) vocabulary learning is highly beneficial for students because they possess strong memory, the ability to grasp meaning in communication, and learn indirectly. However, they cannot learn a foreign

language on their own and often absorb it unconsciously through daily activities, leading to the underutilization of acquired knowledge. To address this gap, the researcher undertook a study focused on investigating the utilization of vocabulary learning strategies among students in the 9<sup>th</sup> grades at a junior high school in Sleman, Yogyakarta

### **1.2 Identification of the problem**

Based on the research background, vocabulary learning strategies are crucial for students aiming to learn a language, particularly English. Although there are various strategies available for students to use, many of them do not understand effective methods for learning vocabulary due to a lack of knowledge and interest (Gu, 2018). Additionally, implementing vocabulary learning strategies can help enhance their vocabulary knowledge, which is essential for mastering the target language. The study aims to identify students' the vocabulary learning processes of a state junior high school student. This is crucial because students at this age are still in the foundational stages of learning English, making it important for teachers to recognize the most effective learning strategies for them.

### **1.3 formulation of the problem**

Based on the background mentioned above, the researcher indicates the problem: What are the most effective vocabulary learning strategies for 9<sup>th</sup> grade junior high school students?

#### **1.4 Objective of the study**

Regarding the investigated issue, this research aims to identify the types of vocabulary learning strategies utilized by students in junior high school when learning English as a foreign language.

#### **1.5 Significances of the study**

The outcomes of the study can potentially contribute to the development of more efficacious strategies for students in vocabulary learning, thus, augmenting the students' vocabulary acquisition and elevating their overall language learning achievements. Furthermore, acquiring knowledge and employing efficacious vocabulary learning strategies can considerably augment students' English language proficiency. This research endeavor aims to identify the prevalent strategies employed by Indonesian junior high school students. By comprehending these strategies, educators can offer tailored assistance to enhance vocabulary acquisition and overall linguistic competence

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains vocabulary learning in language learning, the theories used in this study, and the theoretical framework. In line with the study's context, an overview of relevant literature concerning Vocabulary Learning (VL) be provided. The theoretical framework encompasses the concepts of this research and is derived from various theories.

#### **2.1 Vocabulary Learning Strategies in Language Learning**

Vocabulary learning strategies are necessary for the context of language learning, the attainment of comprehension is an essential prerequisite for rendering a language beneficial and significant to learners, as well as facilitating the overall process of linguistic acquisition (Krashen, 1982). According to Gu et al. (2012) vocabulary learning strategies are efforts to effectively retain and organize vocabulary lessons. These strategies aim to successfully expand vocabulary size and enable efficient use for students. Additionally, Bai (2018) suggests that students' habits in learning vocabulary are an effective strategy to enhance their mastery of the English language. English is crucial as it serves as the primary language for communication with people from various countries. Vocabulary acquisition emerges as the foremost critical skill to be mastered, as without an adequate vocabulary, students would encounter difficulties in comprehending the intended

meaning (Alqahtani, 2015). Furthermore, through the implementation of these strategies, students can improve their proficiency in understanding and communicating effectively in English. This approach helps to tackle the comprehension challenges highlighted by Alqahtani (2015), which are often linked to insufficient vocabulary, without a sufficient vocabulary, students may struggle to understand the meaning of words, phrases, or texts they encounter.

## **2.2 The Development of instrument of Vocabulary Learning Strategies**

Vocabulary learning strategies play a crucial role in language acquisition, as highlighted by several researchers. Schmitt (2010) categorizes these strategies as conscious and purposeful actions undertaken by learners to facilitate the intake, storage, retrieval, and use of new vocabulary. Gu & Johnson (1996), O'Malley & Chamot (1990), Oxford (1989), and Schmitt (2008) further contribute to the discourse by developing classifications that encompass metacognitive, cognitive, and socio-affective dimensions of vocabulary learning strategies. According to Schmitt (1997), vocabulary learning strategies encompass the processes through which EFL learners acquire, store, retrieve, and employ vocabulary items upon initial encounter. Fan (2003) extends this definition to include both general approaches and specific mental and behavioral techniques employed by learners for efficient vocabulary acquisition. O'Malley & Chamot (1990) classify learning strategies into metacognitive, cognitive, and socio-affective categories, while Nation (2001) distinguishes them as planning, sources, and processes. Gu (2013), however, proposes a taxonomy based on

metacognitive, cognitive, and belief dimensions, emphasizing self-initiative and inference among learners. Furthermore, Brenda D. Smith (2008) outlines a comprehensive framework consisting of seven essential steps for acquiring and retaining vocabulary, including rhyming words, creating associations, understanding word morphology, utilizing dictionaries, recognizing word families, exploring etymology, and applying analogical reasoning. According to Ghazal (2007) underscores the fundamental role of vocabulary in language comprehension, emphasizing that without a robust vocabulary foundation, students may struggle to fully understand educational materials. Effective vocabulary learning strategies, as identified by Nation (2001), enable learners to achieve their educational objectives and develop autonomy in their learning journey. In conclusion, contemporary research underscores the critical significance of vocabulary learning strategies in enhancing language proficiency. By employing these strategic approaches, learners can effectively assimilate and retain new vocabulary, thereby bolstering their overall language skills (Asgari & Mustapha, 2011; Morin & Goebel, 2001). According to Gu (2020), studies on vocabulary learning strategies for effective and less effective Chinese EFL students highlight the dynamic nature of words and their crucial role in language acquisition. These findings underscore the necessity for students not only to memorize words but also to understand their syntactic behaviors, develop contextual guessing strategies, and integrate both old and new vocabulary items. By recognizing vocabulary as a dynamic entity and adopting effective learning strategies, learners can enhance their language proficiency and address challenges in acquiring vocabulary.

Therefore, researcher chose to use Gu's (2018) Vocabulary Learning Strategies questionnaire for this study due to its established history of validation, strong content and construct validity, reliability, and suitability for ESL learners. These qualities collectively make it a robust and appropriate choice for exploring vocabulary learning strategies among ESL learners.

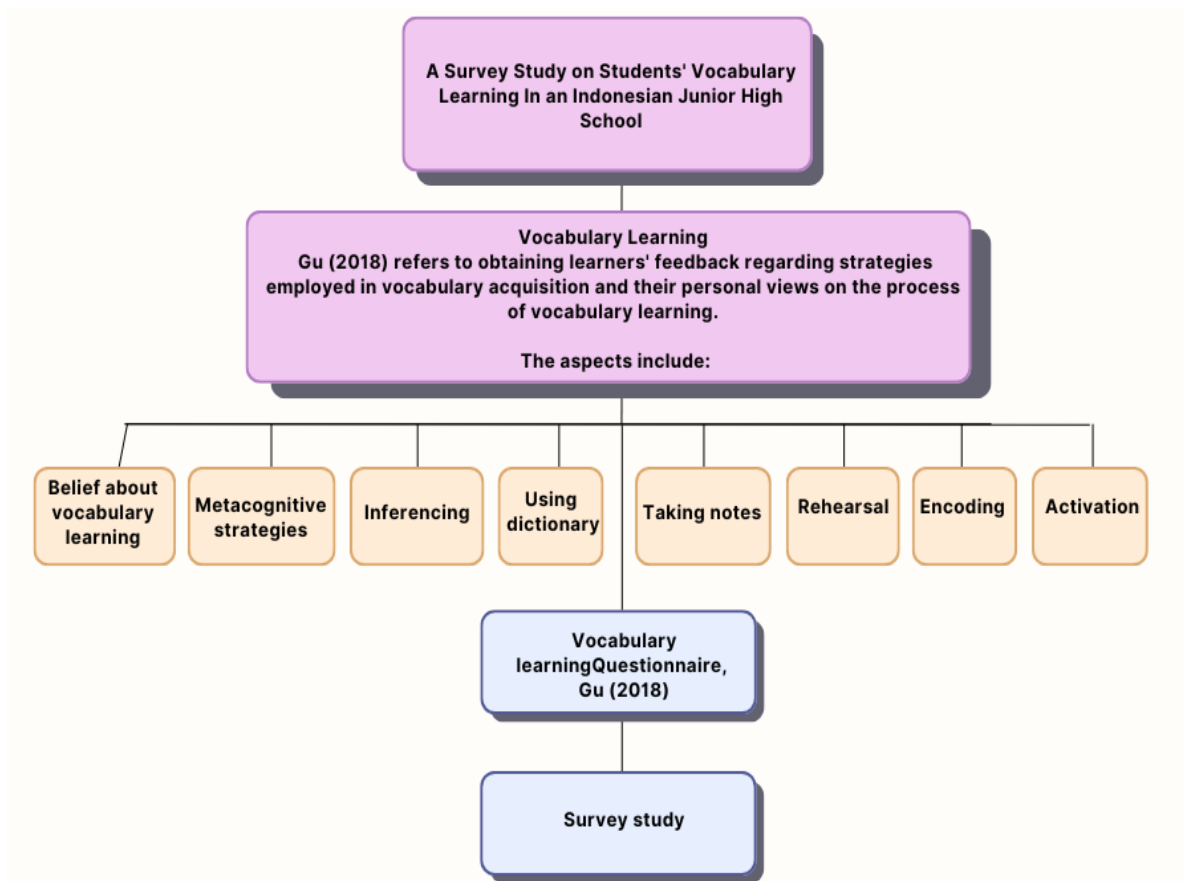
Hadi and Guo (2020) investigated the vocabulary learning strategies and perceptions of Afghan college students studying English. They utilized the VLQ developed by Gu (2018) to gather data on how learners approach vocabulary acquisition. The findings revealed a discrepancy: while participants expressed a preference for memorization, they actually leaned towards learning words through practical application. Cognitive strategies were the most frequently employed, followed by affective and metacognitive approaches. The study highlighted that participants' beliefs about effective learning did not consistently align with their actual learning behaviors. Consequently, there is a clear inclination among students to shift from rote memorization towards more meaningful methods of vocabulary learning, aiming to enhance their practical language use skills

Thiendathong and Sukying (2021) conducted a study to identify the various techniques used by high school students from diverse fields of study and to examine the relationship between the use of vocabulary learning strategies. The research population consisted of 491 high school students. The study employed a questionnaire with 47 items regarding vocabulary learning strategies. The results indicated that memory strategies were the least frequently used, while determination strategies were

the most frequently used. The factors influencing students' use of vocabulary learning strategies depended on the learning context.

### 2.3 Theoretical Framework

In general, this study provides an overview of the vocabulary learning strategies employed by Gu's (2018) Vocabulary Learning Questionnaire to evaluate the students' approaches to acquiring new vocabulary. The study's research methodology is effectively depicted in the accompanying figure.



*Figure 2. 1 Theoretical Framework*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains the methodology of the research. In addition, the research design, data preparation, participant selection, and data collection techniques are comprehensively discussed in this section

#### **3.1 Research Design**

The purpose of this study was to identify the vocabulary learning strategies used by students in junior high school in Sleman. This research used a quantitative survey method and data was collected through a questionnaire shared via Google Form. Survey studies facilitate researchers in identifying the vocabulary learning strategies chosen by participants more easily (Rabadi, 2016). Therefore, they are relatively effective in reducing the time required for data collection.

#### **3.2 Research Respondents**

The study was conducted with 9th-grade students at a state junior high school in Sleman. There are 156 students in grade 9<sup>th</sup>, only 91 students participated. Among these 91 students, the questionnaires were distributed to 91 students from grade 9<sup>th</sup>, there were 47 female students (51,6%), and 44 male students (48,4%) that participated to fill questionnaires. They ranged in age from 14 to 16 years and had been studying English since grade 7, as English language courses are offered at this school. The

researchers selected this public school in Yogyakarta due to its distinct English curriculum compared to international schools. This school was chosen due to its reputation as one of the most favored junior high schools in Sleman, with students known for their proficient English language skills. This factor facilitates the researcher in obtaining the necessary data. The researcher chose 9th-grade students because by researching vocabulary learning strategies among junior high school students, researchers can identify the most effective methods, understand the challenges students face in learning vocabulary, and develop better approaches to enhance students' vocabulary proficiency at this level. The author used a convenience sampling method, selecting samples opportunistically from a population that suited the researcher's requirements. Questionnaires were distributed via Google Form, acknowledging the busy schedules of grade 9 students with school activities and exams. Thus, for practical reasons, researchers employed convenience sampling, approaching willing participants. They distributed the questionnaire link via Google Form to each class group, obtaining permission from respective teachers. In total, researchers administered the questionnaire to 5 classes as outlined.

### **3.3 Data Collecting Techniques**

This subchapter explains data collection techniques which are instrument, validity, and reliability.

### 3.3.1 Instrument

In this study, the researcher utilized a questionnaire as a data collection instrument to derive the findings. In this research, Researchers collected data using the Vocabulary Learning Strategy (VLS) as questionnaires called VLQ 6.4, which was developed by Gu (2018). The survey comprised two main sections, one focused on beliefs about vocabulary learning, and vocabulary learning strategies. The questionnaires consisted of 62 questions, while the belief about vocabulary learning strategies (10 items), metacognitive strategies (7 items), inferencing (7 items), using a dictionary (7 items), taking notes (7 items), rehearsal (9 items), encoding (12 items) and activation (4 items). Participants were requested to indicate their level of agreement with each question using a 4-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). Researchers avoid using a neutral scale (3) in questionnaires as it may limit response variability, consequently yielding less accurate data. As an alternative, employing a 1-4 scale without a neutral option can encourage respondents to make more concrete choices.

*Table 3.1 Description of VLS*

<b>Dimensions</b>	<b>Categories</b>	<b>Strategies</b>	<b>Items</b>
Metacognitive	Belief about VLS	Words should be memorized	1-6
		Words should be learned through the use	7-10
	Metacognitive strategies	Selective attention	11-13
Cognitive	Inferencing	Self-initiation	14-17
		Guessing strategies	18-24
		Dictionary strategies	25-31

Taking notes	Choosing which word to put into a notebook	32-34
	Deciding what information goes into notes	35-37
Rehearsal	Use of word lists	38-40
	Oral repetition	41-43
	Visual repetition	44-46
Encoding	Visual encoding	47-46
	Auditory encoding	50-52
	Use of words structure	53-55
	Contextual encoding	56-58
Activation	Activation	59-62

*Table 3. 2 Description of Likert-scale*

Likert-Scale	Score
Never	1
Seldom	2
Often	3
Always	4

### 3.3.2 Validity

In quantitative research, it involves the identification of an appropriate and reliable means of measuring data. According to Fraenkel & Wallen (1993), the appropriateness, significance, and utility of the specific deductions drawn by researchers based on data collection are key components of validity. As outlined by Fraenkel & Wallen (1993), the validation of an instrument entails the systematic gathering of evidence to substantiate the inferences made. Moreover, the researcher carried out further content validity assessment through expert judgment to refine the questionnaire by participant feedback. This section also indicates that the learning

strategy instruments used align with the research objectives. In this study, the researcher employed a vocabulary learning strategy questionnaire developed by Gu (2018), which was validated through pilot testing involving 62 items.

### 3.3.3 Reliability

Reliability is one of the measurements of a research instrument. It refers to the consistency of the measuring tool. This means that when a research instrument is repeatedly used in the same scenario, it consistently produces the same results (Heale & Twycross, 2015). A test instrument is deemed reliable if it consistently produces the same or consistent results when administered repeatedly (Widoyoko, 2012). Hence, in this study, the researcher employed a reliability test using Cronbach's Alpha ( $\alpha$ ) to assess the consistency of each item in the adapted questionnaire. The results showed that the questionnaire had a high level of overall reliability, as indicated by Cronbach's alpha value of .933 on 62 items, which means that the reliability value is excellent.

*Table 3. 3 Reliability statistics*

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.933	62

### **3.4 Data Collection Techniques**

Quantitative analysis was conducted on the collected data. Data obtained from a questionnaire consisting of 62 items were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were employed to measure the percentage, mean, and standard deviation of variables in the data. The researcher presented the findings in table format.

#### **3.4.1 The steps in adopting the analytical technique**

The researcher used a survey design to collect the data, with the same steps as this study:

1. Developing a research framework, and selecting appropriate questionnaires by Gu (2018).
2. Adapting the VLS questionnaire to fit the research context.
3. Identifying research population and sampling.
4. Translating VLS the questioner into Bahasa Indonesia.
5. Validating the questionnaire translation (research supervisor).
6. Distributing the questionnaires to the respondents.
7. Analyzing the data using Social Science Statistical Package (SPSS) 25 to determine descriptive statistics such as the highest value, lowest value, standard deviation, mean, and Cronbach's alpha.
8. Reporting the result in descriptive statistics.

9. Inputting data questionnaire into Microsoft Excel, Mean, and Standard Deviation and calculating using SPSS for descriptive statistics analysis.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents and analyzes the research findings from questionnaires completed by 9th-grade students at a Junior High School in Yogyakarta. Additionally, it includes a detailed descriptive analysis of each item, which is displayed in tables.

#### 4.1 Research findings

##### 4.1.1 Result of Respondents Demographic Information

The results obtained are presented as data and explained through tables, including participant data and domain analysis. This data was collected from 91 students who completed the Vocabulary Learning Strategies questionnaire developed by Gu (2018), focusing on two domains and eight categories.

#### Gender

*Table 4. 1 Total participants in gender*

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<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	44	48.4%
Female	47	51.6%

---

A total of 91 participants filled out the consent form to participate. The data in Table 4.1 shows that there are 47 female participants (51.6%) and 44 male participants (48.45%).

#### 4.1.2 Eight categories of vocabulary learning

The questionnaire comprises 62 items that evaluate the Vocabulary Learning Strategies (VLS) of Junior High School students. These statements are categorized into 2 dimensions: belief about vocabulary learning categorist, and vocabulary learning strategies categories are metacognitive, inferencing, using dictionary, taking notes, rehearsal, encoding, and activation. From the results of descriptive statistical analysis using SPSS, the researcher found the most common and rarely used strategies. The details are described below:

*Table 4. 2 Result of 8 domains VLS*

<b>Strategies</b>	<b>M</b>	<b>SD</b>
Inferencing	3,27	.458
Using dictionary	3,22	.494
Belief about vocabulary learning	3,16	.388
Activation	3,03	.563
Encoding	3,01	.469
Taking notes	2,81	.722
Metacognitive strategies	2,78	.414
Rehearsal	2,73	.546

### **4.1.3 Total result of eight categories of Vocabulary Learning Strategies**

Based on the data from the table above, the study shows that students scored very high in inferencing with a mean score ( $M=3.27$ ), and in using a dictionary, also with a mean score ( $M=3.22$ ). On the other hand, the lowest scores were in metacognitive strategies ( $M=2.78$ ) and rehearsal ( $M=2.73$ ). These findings suggest that students frequently infer or guess the meanings of new words and use dictionaries to learn new vocabulary. In contrast, the lower scores indicate that students are less effective in using metacognitive strategies and rehearsal techniques, which are important for mastering vocabulary and enhancing their language skills.

### **4.1.4 The use of Eight categories of Vocabulary Learning Strategies**

In this section, a brief explanation of the descriptive statistics for each category of vocabulary learning strategies, the first part of the questionnaire is belief about vocabulary learning and the second part is strategies of vocabulary learning based on the data from participants' questionnaires, will be provided. This explanation will then be divided into eight categories as presented below.

#### **4.1.4.1 Belief about vocabulary learning strategies**

As we can see from the table below, the highest mean score is for the statement “Repetition is the best way to remember words ( $M=3.63$ ,  $SD=0.571$ ).” On the other hand, the lowest score is for the statement “You can only learn a large vocabulary by memorizing a lot of words ( $M=2.36$ ,  $SD=0.972$ ).” From the highest score, we can

conclude that students believe repeating words is the best method for remembering English vocabulary. This occurs because each repetition strengthens the memory trace, thereby enhancing retention and recall. Conversely, from the lowest score, it can be inferred that most students do not believe that merely memorizing a large number of words is an effective way to learn vocabulary.

*Table 4. 3 Result of belief about vocabulary learning strategies*

No	Belief about vocabulary learning strategies	N	M	SD
1	Once the English words of all my native language meanings have been remembered, English is learned.	91	3.22	.593
2	The best way to remember words is to memorize word lists or dictionaries.	91	2.55	.958
3	The purpose of learning a word is to remember it.	91	2.92	.969
4	A good memory is all you need to learn a foreign language well.	91	3.35	.808
5	Repetition is the best way to remember words.	91	3.63	.571
6	You can only learn a large vocabulary by memorizing a lot of words.	91	2.36	.972
7	The meanings of a large amount of words can be picked up through reading.	91	3.47	.621

8	Learners should pay attention to expressions (e.g., pick up) and collocations (e.g., heavy rain; strong wind) that go with a word.	91	3.35	.639
9	Learners can learn vocabulary simply through reading a lot.	91	3.60	.630
10	The least a learner should know about a word is its spelling, pronunciation, meaning, and its basic usage.	91	3.16	.946
Valid N (listwise)		91		

#### 4.1.4.2 Vocabulary learning strategies

##### 4.1.4.2.1 Metacognitive strategies

Based on the data below, it can be concluded that the majority of junior high school students, in addition to reading textbooks, also read other books that match their interests (M=3.49, SD=0.689). On the other hand, the lowest score indicates that students are not very concerned with vocabulary that is not explained by the teacher in class (M=1.82, SD=0.914).

*Table 4. 4 Result of metacognitive strategies*

No	Metacognitive strategies	N	M	SD
1	I know whether a new word is important in understanding a passage.	91	3.33	.578
2	I know which words are important for me to learn.	91	3.30	.675
3	When I meet a new word or phrase, I know clearly whether I need to remember it.	91	3.31	.645

4	Besides textbooks, I look for other readings that fall under my interest.	91	3.49	.689
5	I would not learn what my English teacher does not tell me to learn. (Reversed value)	91	1.89	1.016
6	I only focus on things that are directly related to examinations. (Reversed value)	91	2.32	1.031
7	I would not care much about vocabulary items that my teacher does not explain in class. (Reversed value)	91	1.82	.914
Valid N (listwise)		91		

#### 4.1.4.2.2 Inferencing

In general, Gu (2018) Inferencing refers to the ability to deduce or guess the meanings of new words based on contextual clues, as shown in Table 4.1.3.3 below, junior high school students are more likely to check their guesses within the context of a paragraph or the entire text to see if they are correct ( $M=3.49$ ,  $SD=0.673$ ) rather than guessing the meaning of a new word using the grammatical structure of a sentence ( $M=3.00$ ,  $SD=0.803$ ).

*Table 4. 5 Result of inferencing*

No	Inferencing	N	M	SD
1	I make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word	91	3.26	.712
2	I use common sense and knowledge of the world when guessing the meaning of a word.	91	3.42	.634

3	I check my guessed meaning in the paragraph or whole text to see if it fits in	91	3.49	.673
4	When I do not know a new word in reading, I use my background knowledge of the topic to guess the meaning of the new word.	91	3.34	.582
5	I look for explanations in the reading text that support my guess about the meaning of a word.	91	3.40	.594
6	I make use of the grammatical structure of a sentence when guessing the meaning of a new word.	91	3.00	.803
7	I make use of the part of speech of a new word when guessing its meaning.	91	3.03	.706
Valid N (listwise)		91		

#### 4.1.4.2.3 Using dictionary

The data from the table below show that the highest mean score is for the statement “I look up words that are important to the understanding of the sentence or paragraph in which they appear.” (M=3.45, SD=0.582). Conversely, the lowest mean score is for the statement “When not knowing a word prevents me from understanding a whole sentence or even a whole paragraph, I look it up.” (M=3.09, SD=0.877). This indicates that junior high school students prefer to look up important words to understand the sentence rather than failing to comprehend an entire paragraph due to not knowing a single word.

*Table 4. 6 Result of using a dictionary*

<b>No</b>	<b>Using dictionary</b>	<b>N</b>	<b>M</b>	<b>SD</b>
1	When I see an unfamiliar word again and again, I look it up.	91	3.16	.749
2	When not knowing a word prevents me from understanding a whole sentence or even a whole paragraph, I look it up	91	3.09	.877
3	I look up words that are important to the understanding of the sentence or paragraph in which it appears.	91	3.45	.582
4	I pay attention to the examples when I look up a word in a dictionary.	91	3.18	.851
5	When I want to have some deeper knowledge about a word that I already know, I look it up.	91	3.26	.743
6	When I want to know more about the usage of a word that I know, I look it up.	91	3.14	.824
7	I check the dictionary when I want to find out the similarities and differences between the meanings of related words.	91	3.29	.688
	Valid N (listwise)	91		

#### **4.1.4.2.4 Taking notes**

From the results in the table below, it can be seen that the highest mean score is for the statement “I make a note when I think the meaning of the word, I am looking up is commonly used” (M=2.89, SD=0.900). On the other hand, the lowest mean score is for the statement “I write down both the meaning in my native language and the English explanation of the word I look up” (M=2.71, SD=0.922).

**Table 4. 7** Result of taking notes strategies

No	Taking notes	N	M	SD
1	I make a note when I think the meaning of the word, I am looking up is commonly used.	91	2.89	.900
2	I make a note when I think the word, I am looking up is related to my personal interest.	91	2.88	.867
3	I make a note when I see a useful expression or phrase.	91	2.81	.930
4	I write down the English explanations of the word I look up.	91	2.77	.895
5	I write down both the meaning in my native language and the English explanation of the word I look up.	91	2.71	.922
6	I note down examples showing the usages of the word I look up.	91	2.79	.937
	Valid N (listwise)	91		

#### 4.1.4.2.5 Rehearsal

From the results in the table below, it can be seen that the highest mean score is for the statement “When I try to remember a word, I repeat its pronunciation in my mind” (M=3.42, SD=0.634). Conversely, the lowest mean score is for the statement “I make vocabulary cards and take them with me wherever I go” (M=2.14, SD=1.039).

**Table 4. 8** Result of rehearsal strategies

No	Rehearsal	N	M	SD
1	I go through my vocabulary list several times until I remember all the words on the list.	91	2.80	.859

2	I make vocabulary cards and take them with me wherever I go.	91	2.14	1.039
3	I make regular reviews of new words I have memorized.	91	2.55	.922
4	When I try to remember a word, I say it aloud to myself.	91	2.80	9.22
5	When I try to remember a word, I repeat its pronunciation in my mind.	91	3.42	.634
6	Repeating the sound of a new word to myself would be enough for me to remember the word.	91	3.07	.800
7	When I try to remember a word, I write it again and again.	91	2.41	.989
8	I memorize the spelling of a word letter by letter.	91	2.48	1.015
9	I write both the new words and their translation in my native language again and again in order to remember them.	91	2.95	.874
Valid N (listwise)		91		

#### 4.1.4.2.6 Encoding

From the table above, it is shown that the highest mean score is for the statement “I create a picture in my mind to help me remember a new word” (M=3.32, SD=0.681). Conversely, the lowest mean score is for the statement “I act out some words to remember them better (e.g., jump)” (M=2.48, SD=1.079).

*Table 4. 9 Result of encoding*

<b>No</b>	<b>Encoding</b>	<b>N</b>	<b>M</b>	<b>SD</b>
1	I act out some words in order to remember them better (e.g., jump).	91	2,48	1.079
2	I create a picture in my mind to help me remember a new word.	91	3,32	.681
3	To help me remember a word, I try to “see” the spelling of the word in my mind.	91	3,21	.768
4	I put words that sound similar together in order to remember them.	91	3,01	.863
5	When words are spelled similarly, I remember them together.	91	2,85	.881
6	When I try to remember a new word, I link it to a sound-alike word that I know	91	3,11	.706
7	When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g., international).	91	2,76	.958
8	I intentionally study how English words are formed in order to remember more words.	91	2,90	.857
9	I memorize the commonly used roots and prefixes.	91	2,82	.811
10	When I try to remember a word, I also try to remember the sentence in which the word is used.	91	3,31	.609
11	I put words in set expressions or sentences in order to remember them.	91	3,13	.687
12	I remember a new word together with the context where the new word appears.	91	3,13	.710

Valid N (listwise)	91
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#### 4.1.4.2.7 Activation

In the last category, the results from the table show that the highest mean score is for the statement “I try to use newly learned words in imaginary situations in my mind” (M=3.29, SD=0.735). Conversely, the lowest mean score is for the statement “I try to use newly learned words in real-life situations” (M=2.29, SD=0.735).

*Table 4. 10 Result of activation*

No	Activation	N	M	SD
1	I make up my own sentences using the words I just learned.	91	2,98	.816
2	I try to use the newly learned words as much as possible in speech and writing	91	3,13	.748
3	I try to use newly learned words in real situations.	91	2,73	.920
4	I try to use newly learned words in imaginary situations in my mind	91	3,29	.735
Valid N (listwise)		91		

## 4.2 Discussion: English Vocabulary Learning Strategies through Junior High School Students

In terms of belief about vocabulary learning strategies, students appreciate the repetition of words because it is considered the best method for memorization, involving repeated interactions that reinforce memory. Conversely, they are less inclined to memorize a large set of vocabulary at once

as it tends to be difficult and less effective for students. According to Hadi & Guo (2020), students believe that more words should be memorized, but they do not trust that learning the meaning of all words in their native language would help them retain the words in long-term memory. However, repetition alone is not sufficient to learn a large vocabulary. To master a broad vocabulary, students also need to memorize many words.

In the metacognitive strategy, students also like finding different books to read based on what they are interested in. This not only helps them learn more about different subjects but also makes their critical thinking skills better. However, sometimes students do not pay much attention to learning new words from their teachers in class. They are more focused on understanding the main ideas instead of every single word. Students are interested in more than just what is taught in class, they also look for other ways to learn new words (Rahmani, 2023). However, they can figure out which words are important to learn, especially ones that need to understand new words and phrases

In terms of inferencing, junior high school students tend to verify their guesses within the context of paragraphs or entire texts to ensure their accuracy. They often avoid using grammatical sentence structures when attempting to interpret new words, preferring instead to rely on the easier accessible and understandable context of the text. This phenomenon is attributed to their tendency to depend on easily accessible contexts, as explained by Teng (2023). To enhance vocabulary comprehension, students are encouraged to read more

English books. Reading exposes them to various contexts, thereby improving their ability to infer word meanings and engagement in language learning. Additionally, this suggests the importance of engaging in English book reading. Reading is a skill that needs to be honed, as it enables students to comprehend texts and expand their knowledge. High motivation is required to cultivate a habit of reading among students, especially since much of the English reading material originates from native speakers (Kurniawati et al., 2021).

The use of dictionaries includes a subcategory known as dictionary strategies, which are particularly relevant to junior high school students who frequently search for keywords in texts to enhance their understanding of sentences or paragraphs. Keywords play a crucial role in summarizing and interpreting text content. When encountering unfamiliar words, students often face challenges in grasping the overall meaning. Consequently, they frequently resort to using dictionaries to look up unfamiliar words and ensure comprehensive understanding of the text. According to Bai (2018), consulting dictionaries is a commonly utilized cognitive strategy, often considered the primary approach. Many students rely on dictionaries not only to decipher the meaning of unfamiliar words but also to understand associated phrases or expressions. Additionally, students tend to revisit familiar words to confirm their understanding and proper usage.

In terms of taking note strategy, most students often take notes when they encounter the meanings of frequently used words, but they seldom write

down their meanings in their native language along with explanations in English. This may occur because they feel that a general understanding is sufficient, thus not deeming it necessary to jot down more detailed explanations in both their native language and English. This aligns with the statement Rahmani (2023) which asserts that most students admit to not noting down frequently used words or those related to their interests. Additionally, they acknowledge that they do not record useful expressions or phrases, nor the explanations of those words. Consequently, they fail to note down examples of word usage that they encounter.

According to Satang (2024), the implementation of rehearsal strategies can enhance students' reading comprehension and increase their participation in the learning process. This is closely related to the rehearsal strategy in learning vocabulary, where most students often repeat words in their minds but seldom create vocabulary cards. The primary reason is that it is mentally easier and quicker than exerting physical effort to make cards. This affects students' ability to remember words in the long term and associate them with real-life situations. Therefore, students must realize that effective rehearsal strategies involve more than just repeating words in their minds. Thus, the use of rehearsal strategies significantly contributes to improving students' reading comprehension.

Regarding encoding strategies, utilizing visual patterns, as highlighted by Subon (2018), has been demonstrated to help students grasp and create new

words, as well as boost their vocabulary. This undoubtedly supports the notion that students often employ visualization as a tool for remembering words. However, students seldom utilize physical movement such as acting out words, although this method can enhance memory through motor engagement. According to research conducted by Hadi & Guo (2020), students demonstrate sufficient proficiency in creating visual images or they believe that the process of creating visual images or applying learned words through various actions can enhance their ability to retain those words in the long term.

Lastly, in terms of activation strategy, when students learn new words, they often visualize their usage in their minds. Within their imagination, they feel free to experiment with these words, which aids in reinforcing understanding. However, when faced with real-life usage, many students are reluctant to do so due to a lack of confidence or fear of making mistakes. They prefer cognitive strategies over activation because it is easier. This is consistent with the research of Gu (2018), when students apply newly learned words in their sentences and make an effort to use them as much as possible, or when they employ new vocabulary in real or imaginary situations, this action is referred to as the activation strategy.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter elaborates on the conclusion based on the researchers' findings and provides suggestions for future research

#### 5.1 Conclusion

The main aim of this research is to identify the Vocabulary Learning Strategies utilized by junior high school students in a state school in Yogyakarta. A total of 91 students have participated in filling out this questionnaire. There are eight strategies developed by Gu (2018), totaling 62 questionnaires. The researcher collected all these questionnaires and translated them to Bahasa Indonesia. The results indicate that out of the eight strategies, the most frequently used ones are inferencing ( $M=3,27$   $SD=.458$ ) and using the dictionary strategy ( $M=3.22$   $SD=.494$ ). In the vocabulary learning strategy, students extensively utilize information to deduce the meanings of newly encountered vocabulary from sentences or texts as a whole. Additionally, when students fail to find the desired vocabulary, they resort to using a dictionary to enhance their vocabulary range and seek precise definitions for the newly encountered terms. Meanwhile, the least utilized strategies by students are metacognitive ( $M=2.78$   $SD=.414$ ) and rehearsal ( $M=2.73$   $SD=.546$ ), this results

in the students appearing to struggle in mastering newly acquired vocabulary, as well as encountering difficulty in retaining these words through repetitive practice to enhance their understanding.

## **5.2 Suggestion**

To enhance the quality of future research endeavours, researchers plan to provide a series of recommendations to students, instructors, and future researchers. These recommendations aim to enable them to select strategies that are most aligned with their abilities and needs to enhance vocabulary understanding. Additionally, increasing the number of respondents in research will enhance the accuracy and validity of research findings, as the acquired data will better represent and be generalizable to a larger population. Researchers also advocate for the use of mixed methods (quantitative and qualitative) to produce more comprehensive research and consider a more diverse research context. For instance, studies could be conducted across various educational institutions, ranging from elementary to higher education. This is expected to aid in understanding how vocabulary learning strategies evolve according to educational levels. Furthermore, researchers recommend the utilization of Gu's Vocabulary Learning Questionnaire (VLQ) from 2018, which, despite undergoing several revisions, is still considered valid and reliable over time, ensuring its validity and reliability across different periods.

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## APPENDIX

### Appendix 1: Questionnaire translation

Categories	Strategies	Items	Translate	English
Belief about vocabulary learning	Words should be memorized	1	Saat kata-kata Bahasa Inggris dengan semua makna dalam bahasa asli saya sudah diingat, bahasa inggris dipelajari	Once the English words of all my native language meanings have been remembered, English is learned.
		2.	Cara terbaik untuk mengingat kata-kata adalah dengan menghafal daftar kata atau kamus	The best way to remember words is to memorize word lists or dictionaries.
		3.	Tujuan dari mempelajari sebuah kata adalah untuk mengingatnya	The purpose of learning a word is to remember it.
		4.	Memiliki ingatan yang baik adalah hal yang perlu diperlukan untuk belajar bahasa asing dengan baik.	A good memory is all you need to learn a foreign language well.
		5	Mengulang adalah cara terbaik untuk mengingat kata-kata.	Repetition is the best way to remember words.
		6	Anda hanya bisa mempelajari kosakata yang banyak dengan menghafal banyak kata.	You can only learn a large vocabulary by memorizing a lot of words.

	Words should be learned through Use	7	Makna dari banyak kata bisa dipahami melalui membaca.	The meanings of a large amount of words can be picked up through reading.
		8	Para pelajar sebaiknya memperhatikan ungkapan (contohnya, "pick up") dan kata-kata yang sering digunakan bersamaan (contohnya, "hujan deras; angin kencang") yang berhubungan dengan sebuah kata.	Learners should pay attention to expressions (e.g., pick up) and collocations (e.g., heavy rain; strong wind) that go with a word.
		9	Pera pelajar dapat belajar kosakata dengan mudah melalui banyak membaca.	Learners can learn vocabulary simply through reading a lot.
		10	Yang paling sedikit yang seorang pelajar harus ketahui tentang sebuah kata adalah ejaannya, pelafalannya, maknanya dan penggunaan dasarnya	The least a learner should know about a word is its spelling, pronunciation, meaning, and its basic usage.
Metacognitive strategies	Selective attention	11	Saya tahu apakah sebuah kata baru penting untuk memahami sebuah teks.	I know whether a new word is important in understanding a passage.
		12	Saya tahu kosakata mana yang penting untuk saya pelajari.	I know which words are important for me to learn.

		13	Ketika saya menemukan kata atau frasa baru, saya tahu dengan jelas apakah saya perlu mengingatnya.	When I meet a new word or phrase, I know clearly whether I need to remember it.
	Self-initiation	14	Selain buku teks, saya mencari bacaan lain yang sesuai dengan minat saya.	Besides textbooks, I look for other readings that fall under my interest.
		15	Saya tidak akan belajar apa yang tidak diajarkan oleh guru bahasa Inggris saya.	I would not learn what my English teacher does not tell me to learn. (Reversed value)
		16	Saya hanya fokus pada hal-hal yang berhubungan langsung dengan ujian. (Kebalikan nilai)	I only focus on things that are directly related to examinations. (Reversed value)
		17	Saya tidak akan terlalu peduli tentang kosakata yang tidak dijelaskan oleh guru saya di kelas. (Kebalikan nilai)	I would not care much about vocabulary items that my teacher does not explain in class. (Reversed value)
Inferencing	Guessing strategies	18	Saya menggunakan perkembangan logis dalam konteks (misalnya, sebab dan akibat) saat menebak arti sebuah kata	I make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word
		19	Saya logika dan pengetahuan umum saat menebak arti sebuah kata.	I use common sense and knowledge of the world

		when guessing the meaning of a word.
20	Saya memeriksa arti yang saya tebak dalam paragraf atau teks keseluruhan untuk melihat apakah sesuai.	I check my guessed meaning in the paragraph or whole text to see if it fits in
21	Ketika saya tidak mengetahui kata baru dalam membaca, saya menggunakan latar belakang pengetahuan saya tentang topik tersebut untuk menebak arti dari kata baru tersebut	When I do not know a new word in reading, I use my background knowledge of the topic to guess the meaning of the new word.
22	Saya mencari penjelasan dalam teks bacaan yang mendukung tebakan saya tentang arti sebuah kata.	I look for explanations in the reading text that support my guess about the meaning of a word.
23	Saya menggunakan struktur gramatikal sebuah kalimat ketika menebak arti sebuah kata baru.	I make use of the grammatical structure of a sentence when guessing the meaning of a new word.
24	Saya menggunakan jenis kata dari sebuah kata baru saat menebak artinya.	I make use of the part of speech of a new word when guessing its meaning.

Using dictionary	Dictionary strategies	25	Ketika saya melihat kata asing, saya mencari makna kata itu berulang kali.	When I see an unfamiliar word again and again, I look it up.
		26	Ketika tidak mengetahui makna sepatah kata dapat menghalangi saya dalam memahami seluruh kalimat atau bahkan seluruh paragraf secara keseluruhan, saya mencarinya di kamus.	When not knowing a word prevents me from understanding a whole sentence or even a whole paragraph, I look it up
		27	Saya mencari kata-kata yang penting untuk memahami kalimat atau paragraf di mana kata tersebut muncul.	I look up words that are important to the understanding of the sentence or paragraph in which it appears.
		28	Saya memperhatikan contoh ketika saya mencari kata di kamus.	I pay attention to the examples when I look up a word in a dictionary.
		29	Ketika saya ingin memiliki pengetahuan yang lebih mendalam tentang sebuah kata yang sudah saya ketahui, saya mencarinya di kamus.	When I want to have some deeper knowledge about a word that I already know, I look it up.
		30	Ketika saya ingin mengetahui lebih banyak tentang penggunaan sebuah kata yang sudah saya	When I want to know more about the usage of a word that I know, I look it up.

			ketahui, saya mencarinya di kamus.	
		31	Saya membuka kamus ketika saya ingin mengetahui persamaan dan perbedaan antara arti dari kata-kata yang saling berhubungan.	I check the dictionary when I want to find out the similarities and differences between the meanings of related words.
Taking notes	Choosing which word to put into notebook	32	Saya membuat catatan ketika saya berpikir bahwa makna kata yang saya cari sering digunakan.	I make a note when I think the meaning of the word, I am looking up is commonly used.
		33	Saya membuat catatan ketika saya berpikir bahwa kata yang saya cari terkait dengan minat pribadi saya.	I make a note when I think the word I am looking up is related to my personal interest.
		34	Saya membuat catatan ketika saya melihat ekspresi atau frase yang berguna.	I make a note when I see a useful expression or phrase.
	Deciding what information goes into notes	35	Saya menuliskan penjelasan dalam bahasa Inggris dari kata-kata yang saya cari.	I write down the English explanations of the word I look up.
		36	Saya mencatat baik arti dalam bahasa asli saya maupun penjelasan dalam	I write down both the meaning in my native language and the English

			bahasa Inggris dari kata yang saya cari.	explanation of the word I look up.
		37	Saya mencatat contoh yang menunjukkan penggunaan kata yang saya cari.	I note down examples showing the usages of the word I look up.
Rehearsal	Use of word lists	38	Saya memeriksa daftar kosakata saya beberapa kali sampai saya mengingat semua kata dalam daftar.	I go through my vocabulary list several times until I remember all the words on the list.
		39	Saya membuat kartu kosakata dan membawanya ke mana pun saya pergi.	I make vocabulary cards and take them with me wherever I go.
		40	Saya membuat tinjauan rutin terhadap kata-kata baru yang telah saya hafal	I make regular reviews of new words I have memorized.
	Oral repetition	41	Ketika saya mencoba mengingat sebuah kata, saya mengucapkannya dengan keras pada diri saya sendiri	When I try to remember a word, I say it aloud to myself.
		42	Ketika saya mencoba mengingat sebuah kata, saya mengulangi pengucapannya dalam pikiran saya.	When I try to remember a word, I repeat its pronunciation in my mind.
		43	Mengulangi bunyi kata baru untuk diri saya sendiri sudah cukup bagi saya untuk mengingat kata tersebut.	Repeating the sound of a new word to myself would be enough for me to remember the word.

	Visual repetition	44	Ketika saya mencoba mengingat sebuah kata, saya menulisnya berulang kali.	When I try to remember a word, I write it again and again.
		45	Saya menghafal ejaan sebuah kata huruf demi huruf.	I memorize the spelling of a word letter by letter.
		46	Saya menulis baik kata-kata baru dan terjemahannya dalam bahasa asli saya untuk mengingatnya.	I write both the new words and their translation in my native language again and again in order to remember them.
Encoding	Visual encoding	47	Saya mempraktekkan beberapa kata untuk mengingatnya dengan lebih baik (misalnya, lompat).	I act out some words in order to remember them better (e.g., jump).
		48	Saya membuat gambaran dalam pikiran saya untuk membantu saya mengingat sebuah kata baru.	I create a picture in my mind to help me remember a new word.
		49	Untuk membantu saya mengingat sebuah kata, saya mencoba "melihat" ejaan kata tersebut dalam pikiran saya.	To help me remember a word, I try to "see" the spelling of the word in my mind.
	Auditory encoding	50	Saya menggabungkan kata-kata yang terdengar serupa untuk mengingatnya.	I put words that sound similar together in order to remember them.

	51	Ketika kata-kata di eja secara mirip, saya mengingatnya bersama-sama.	When words are spelled similarly, I remember them together.
	52	Ketika saya mencoba mengingat kata baru, saya menyatukannya dengan kata yang terdengar mirip yang saya tahu.	When I try to remember a new word, I link it to a sound-alike word that I know
Use of word-structur	53	Ketika saya mempelajari kata-kata baru, saya memperhatikan awalan, akar kata, dan akhiran (contohnya, inter-nation-al).	When I learn new words, I pay attention to prefixes, roots, and suffixes (e.g., inter-nation-al).
	54	Saya sengaja mempelajari bagaimana kata-kata bahasa Inggris dibentuk untuk mengingat lebih banyak kata.	I intentionally study how English words are formed in order to remember more words.
	55	Saya menghafal akar kata dan awalan yang sering digunakan.	I memorize the commonly used roots and prefixes.
Contextual encoding	56	Ketika saya mencoba mengingat sebuah kata, saya juga mencoba mengingat kalimat dimana kata tersebut digunakan.	When I try to remember a word, I also try to remember the sentence in which the word is used.

		57	Saya menempatkan kata-kata ke dalam rangkaian ekspresi atau kalimat untuk mengingatnya.	I put words in set expressions or sentences in order to remember them.
		58	Saya mengingat kata baru bersama dengan konteks di mana kata baru itu muncul.	I remember a new word together with the context where the new word appears.
Activation	Activation	59	Saya membuat kalimat sendiri menggunakan kata-kata yang baru saja saya pelajari.	I make up my own sentences using the words I just learned.
		60	Saya mencoba menggunakan kata-kata yang baru saja pelajari sebanyak mungkin didalam pidato dan tulisan saya.	I try to use the newly learned words as much as possible in speech and writing
		61	Saya mencoba menggunakan kata-kata yang baru saja pelajari dalam situasi nyata.	I try to use newly learned words in real situations.
		62	Saya mencoba menggunakan kata-kata yang baru saya pelajari dalam situasi khayalan di pikiran saya.	I try to use newly learned words in imaginary situations in my mind

## Appendix 2: Forms Vocabulary Learning Strategies

Link: [bit.ly/skripsivian](https://bit.ly/skripsivian)

## A SURVEY STUDY ON VOCABULARY LEARNING STRATEGIES OF INDONESIAN JUNIOR HIGH SCHOOL

Assalamu'alaikum Wr. Wb.

Perkenalkan saya Zulvia Dharma (20322136), Mahasiswa Program Studi Pendidikan Bahasa Inggris S1 Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian untuk mengumpulkan data untuk kepentingan skripsi saya yang berjudul "A Survey Study on Vocabulary Learning Strategies of Indonesian Junior High School". Penelitian saya merupakan penelitian kuantitatif dengan metode pendekatan survei dengan instrumen penelitian berupa kuisisioner. Oleh karena itu, saya meminta kesediaan saudara/i untuk berpartisipasi dalam penelitian saya. Kuisisioner ini dikhususkan untuk saudara/i Sekolah Menengah Pertama (SMP). Saudara/i dapat mengisi kuisisioner sesuai dengan kondisi yang sebenar-benarnya, karena tidak ada jawaban yang benar maupun salah. Seluruh data yang diperoleh akan dijaga kerahasiaannya dan hanya digunakan untuk penelitian.

Bagi 5 responden beruntung akan mendapatkan reward berupa saldo yang dikirimkan melalui e-wallet sesuai dengan yang diinginkan partisipan. Jika saudara/i memiliki pertanyaan terkait kuisisioner ini, silakan menghubungi saya dari salah satu kontak yang tersedia:

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Terima kasih atas partisipasi dan ketersediaannya dalam mengisi kuisisioner ini. Semoga Allah SWT membalas kebaikan anda.

Wassalamu'alaikum Wr. Wb.

Hormat saya.

Zulvia Dharma

Dosen Pembimbing,

Ista Maharsi, SS, M.Hum.

### Appendix 3: Questionnaires Validity.

VLS Questionnaire	Sig (R Arithmetic)	Symbol	R table	Reasons
Q1	0.343	>	0.202	VALID
Q2	0.354	>	0.202	VALID
Q3	0.364	>	0.202	VALID

Q4	0.322	>	0.202	VALID
Q5	0.335	>	0.202	VALID
Q6	0.270	>	0.202	VALID
Q7	0.203	>	0.202	VALID
Q8	0.374	>	0.202	VALID
Q9	0.386	>	0.202	VALID
Q10	0.456	>	0.202	VALID
Q11	0.502	>	0.202	VALID
Q12	0.463	>	0.202	VALID
Q13	0.568	>	0.202	VALID
Q14	0.488	>	0.202	VALID
Q15	0.32	>	0.202	VALID
Q16	-0.001	<	0.202	INVALID
Q17	0.38	>	0.202	VALID
Q18	0.493	>	0.202	VALID
Q19	0.497	>	0.202	VALID
Q20	0.539	>	0.202	VALID
Q21	0.447	>	0.202	VALID
Q22	0.500	>	0.202	VALID
Q23	0.522	>	0.202	VALID
Q24	0.460	>	0.202	VALID
Q25	0.393	>	0.202	VALID
Q26	0.383	>	0.202	VALID
Q27	0.530	>	0.202	VALID
Q28	0.464	>	0.202	VALID
Q29	0.445	>	0.202	VALID
Q30	0.481	>	0.202	VALID

<b>Q31</b>	<b>0.438</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q31</b>	<b>0.664</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q33</b>	<b>0.565</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q34</b>	<b>0.609</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q35</b>	<b>0.584</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q36</b>	<b>0.567</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q37</b>	<b>0.616</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q38</b>	<b>0.608</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q39</b>	<b>0.454</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q40</b>	<b>0.514</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q41</b>	<b>0.317</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q42</b>	<b>0.431</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q43</b>	<b>0.549</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q44</b>	<b>0.482</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q45</b>	<b>0.497</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q46</b>	<b>0.607</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q47</b>	<b>0.357</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q48</b>	<b>0.482</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q49</b>	<b>0.513</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q50</b>	<b>0.584</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q51</b>	<b>0.478</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q52</b>	<b>0.629</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q53</b>	<b>0.627</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q54</b>	<b>0.606</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q55</b>	<b>0.404</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q56</b>	<b>0.407</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q57</b>	<b>0.524</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>

<b>Q58</b>	<b>0.480</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q59</b>	<b>0.458</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q60</b>	<b>0.467</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q61</b>	<b>0465</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>
<b>Q62</b>	<b>0.463</b>	<b>&gt;</b>	<b>0.202</b>	<b>VALID</b>