STUDENTS' VOCABULARY LEARNING STRATEGIES
IN SMA NEGERI 2 PURWOKERTO

THESIS

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CHAPTER I
INTRODUCTION

A. Background of the problem

In this modern epoch, people request to have more than one language. Language as a device for communication takes an important role in our lives. It is used to handover information, ideas, and feeling to another person. There are so many languages in this world, one of them is English.

Now, English becomes an international language or world language. English is also the main communication medium in various collaborations between countries, whether it is for communication, business, politics, entertainment, and so on. Therefore, people in this modern age are required to learn and be able to master English well. In a second language situation, English is the language of the mass media: newspapers, radio, and television are largely English media. English is also the language of official institutions of law courts, local and central government and of education. It is also the language of large commercial and industrial organizations (Eggleston, 1980:6).

English is a foreign language that has been recorded as a compulsory subject for elementary school students to universities, as well as in non-formal schools. English is used as an introduction to language teaching in several places. This proves that English is very important for every individual.

English is divided into four skills, namely listening, speaking, reading, and writing. However, the first thing to learn before we study these four aspects is vocabulary. The main reason why vocabulary must be studied early is that vocabulary is the main part or key to the success of students in learning English. Even, someone has mastered grammar, but they do not have enough vocabulary, they will have difficulties in learning the four skills.

Broadly, said that vocabulary is knowledge of words including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates meaning. To master a word is not only to learn its meaning

but also to learn its register, association, collocation, grammatical behavior, written form, spoken form, and frequency. All these properties are known as "word knowledge" (Schmitt 2000: 5, in He, 2010:11). In learning English, each student must learn vocabulary. Vocabulary is the center of attention and the main material for each teacher in the process of learning and teaching English. In addition, vocabulary is something that cannot be avoided by all students who want to master English.

Thus, the vocabulary knowledge that we must learn is divided into the following types: According to Nation (1990, p. 31, cite Schmitt, 2000:5) proposes the following list of the different kinds of knowledge that a person must master in order to know a word.

1. The meaning(s) of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behavior of the word
5. The collocations of the word
6. The register of the word
7. The associations of the word
8. The frequency of the word
9. Vocabulary is not something that is easy to learn.

Vocabulary is a problem for students in learning English. Usually, they easily memorize vocabulary, but they also often forget the vocabulary they have learned. Referring to this case, students have different strategies in learning vocabulary because they have different characteristics, interests, and motivations. For example, learners are interested in the sport will learn a different vocabulary from those who are interested in music. Based on the researcher, it is argued that students or teachers must have appropriate strategies or ways of learning so that students are easier to memorize and apply the vocabulary they have learned.

Joan Rubin (1975, cite Ortega: 208) summarized the first-generation findings in six key attributes of good learners, all related to strategic behavior:

1. They are good guessers.
2. They pay analytical attention to form but also attend to meaning.
3. They try out their new knowledge.
4. They monitor their production and that of others
5. They constantly practice.
6. They cope well with feelings of vulnerability for the sake of putting themselves in situations where they communicate and learn.

In the education perspective, the strategy is a plan, method, or series of activities designed to achieves a particular education goal (Ngalimun, 2015:4). According to Nation (2001, in Astika, 2016:2), strategies are learning tools for students that they can use independently to acquire vocabulary and make them become responsible for their own learning. The strategy is defined as a technique and method of teaching a teacher in the learning process. The strategy functions so that students are able to absorb and practice what they have learned. In this case, the strategy is used as a tool in learning vocabulary to achieve goals in learning English. In learning vocabulary, each student needs a strategy. It will be easier to learn vocabulary if they can choose the right strategy and according to their abilities. After that, the Strategy was also used as a way to develop their vocabulary skills.

Mufarrokah A. (2009: 2) said that a teaching and learning activity carried out without a strategy meant that the activity was carried out without clear guidelines and directions. An activity carried out without guidance and a clear direction can cause irregularities that can result in not achieving the expected goals.

According to Schmitt (1997, cited Eder, 2006:4) states that many learners actually do use vocabulary learning strategies, especially when compare to other language activities. The reasons for the higher usage of strategies in this field could, on the one hand, be the fact that vocabulary learning strategies can more easily be applied in comparison to more integrative language tasks.

On the other hand, the higher strategy used could also be due to the learner awareness of important vocabulary in the language learning process.

Insufficient vocabulary can lead to difficulties in second language learning. Therefore, students need to be informed of various vocabulary learning strategies. So, we can conclude that learning strategies are very important in learning every language, especially in learning English vocabulary.

Based on the results of preliminary observations on October 5, 2018, in SMA Negeri 2 Purwokerto is a pretty good institution. This school is located on Jl. Gator. Subroto No. 69 Purwokerto, Central Java. This school is noted as an exemplary school because the school is quite quality in terms of administrative management in the learning and teaching process to achieve the goals desired by students and parents at home. These school teachers are adept at choosing strategies and methods for their students. They also use several media and games to help students understand their teaching and learning process.

In addition, this school had three language programs that are French, Mandarin, and English. But the researcher interested in the English program, namely speaking class. This class is held for all students who want to learn English. This speaking class is held on Fridays. The program is named Excelsiors. It consists of three departments: were the Debate Department, the Entertainment Department, and the Journalistic Department. Meetings for each department are held every week and meetings for extracurricular activities are carried out twice a month. Tipping Excelsiors is not only a place for learning English, but Excelsiors are also a place to train all members how to organize well. They often use this container to hold an event for students inside or outside the school.

There is English teacher, who is responsible for this program. The teacher is very creative in teaching their students. They have their own way of teaching and motivating students so that students can pass all failures and achieve success in learning English. Students are not forced to choose this program. This program is only for students who have their own desire to learn English. When they are in a speaking class, they are always active. They used English to explain, ask, and answer question. In this case, it can be concluded that they have mastered vocabulary and are able to apply it in daily life. They are able to read, hear and

understand questions and answers using English. They are able to arrange sentences properly and correctly. Their English proficiency is quite good it can even increase by participating in English-language competitions held at the school or outside of school.

Based on the description above the researcher is interested in conducting research dealing with a variety of the student's strategies when they learn vocabulary. Accordingly, the research is entitled: "Students' Vocabulary Learning Strategies in SMA Negeri 2 Purwokerto".

B. Operational Definition

There are some terms used in this study that needed to be described to escape misunderstanding, they are:

1. Vocabulary

Broadly, said that vocabulary is knowledge of words, including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates meaning. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form, and frequency. All these properties are known as "word knowledge" (Schmitt 2000: 5, in He, 2010:11).

2. Learning

Cronbach said that learning is shown by a change in behavior as a result of experience (Suprijono, 2009:2). Learning is any relatively permanent change in behavior that is a result of past experience conducted to Morgan in (Suprijono, 2009:3).

3. Strategies

According to Nation (2001, in Astika, 2016:2), strategies are learning tools for students that they can use independently to acquire vocabulary and make them become responsible for their own learning. Using strategy in Language learning can guide and help English trainers get a clearer

comprehending of their learners' expectations and satisfaction with their language classes (Suwanarak, 2012 in Atasheneh, & Naeimi, 2015:452).

4. Vocabulary learning

Vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. One way to allay the burden is to assist students in becoming independent learners during the process of L2 vocabulary learning. Vocabulary learning and teaching is a key issue that has always been one of the related subjects for both teachers and learners of foreign languages (Atasheneh, & Naeimi, 2015: 541). The significance of learning vocabulary in Wilkins quote "Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed (Wilkins, 1972; Herbertson, 2010, cite Atasheneh, & Naeimi, 2015:542).

5. Learning strategies

According to Nation (2001, in Eder, 2006:3), Learning strategies are the conscious thoughts and learning strategies which in turn are a part of general learning strategies. According to Hu & Tian (2012, in Atasheneh, & Naeimi, 2015:542), Learning strategies can help students manipulate, guide, assign and direct their learning process.

6. Vocabulary learning strategies (VLS)

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies (He, 2010:12-13). According to Schmitt (1977, in He, 2010:14) provides a useful overview of the rise in the importance of strategy use in second language learning, noting that it grew out of an interest in the learner's active role in the learning process.

C. Research Questions

Based on the background of the study above, the questions can be formulated as follows:

1. What are the strategies used by the students in SMA Negeri 2 Purwokerto in learning vocabulary?
2. What is the most frequently used vocabulary learning strategies by students in SMA Negeri 2 Purwokerto?

D. Objectives and Significances of the research

1. Objectives of the research

Based on the research problem the research, are intended:

a. To describe what are the strategies used by the students in SMA Negeri 2 Purwokerto in learning vocabulary.

b. To know what is the most frequently used vocabulary learning strategies by students in SMA Negeri 2 Purwokerto.

2. Significances of the research.

The study is expected to give both theoretical and practical contributions.

a. Theoretical Significance

The result of this study is expected to give a worthy contribution to science in teaching and learning vocabulary, especially for beginner level students. Vocabulary is very important in learning English. The information about strategies in learning vocabulary can make people who are interested in learning English understand and know the various learning strategies used by students when they learn vocabulary.

b. Practical Significances

Practically, the research of this study can be useful for students, English teachers, the reader, and the researcher.

1) The students

It can develop and apply students' learning strategies, especially in learning vocabulary that can solve vocabulary learning problems.

Therefore, they can be easier, interesting and motivating in their learning English, and become independent learners.

2) English teacher

This research will help the teachers to design appropriate materials and activities in teaching to improve students' vocabulary. It means learning strategies can be easy for English teachers in the teaching process, especially in learning vocabulary which can request students' motivation in learning English.

3) The reader

The reader will know, what are the strategies used by the students in SMA Negeri 2 Purwokerto in learning vocabulary. Moreover, what is the most frequently used vocabulary learning strategies by students in SMA Negeri 2 Purwokerto.

4) This research

This research will be one of her experiences in writing English while the researcher is studying in the English Department Student and it can be useful as a reference for her teaching in the future.

E. Review of Relevant Studies

There are some studies done for strengthening. These arguments of, learning vocabulary strategies the writer presents some studies that resembled the topic of the study.

Beside that Nindiah Yasinta (2014) did study entitle "Students' Vocabulary Learning Strategies: (A Descriptive on second Semester Student of the English Education Department Muhammadiyah University of Purwokerto in Academic year 2013/2014)". This thesis was a descriptive study. It was investigated the most and the least frequently of English vocabulary learning strategies adopted by students. the most frequently was determination strategies. This thesis only used two techniques for collecting the data.

In Achmad Mubasir (2016) thesis did study entitle "Student Vocabulary Learning Strategies and Their Vocabulary Knowledge". This thesis was a

quantitative method. It explained about vocabulary knowledge and it defines that the memory strategies were the most strategies that are used by the student. Base on that, it was founded a negative correlation between students' vocabulary learning and vocabulary knowledge.

Rizka Alfiya (2016) did study entitle "Vocabulary Learning Strategies of English Department Students of the Muhammadiyah University of Purwokerto in the academic year 2015/2016. She investigated in her research most of the strategies used by the student were determination strategy and the least strategies were social strategies. This thesis was the quantitative method and the data collection was only a questionnaire.

From the explanation above, among three previous studies could be concluded, that what are strategies use by the student. It was the same and different result finding of vocabulary learning strategies, which is used by the learner. But the researcher has not satisfied with the result of those theses. The explanation is not really complete and all of them use only one or two data collection techniques. That thesis also researched base on a university student. Therefore, it motivated the researcher to continue this research in Senior High School.

F. Structure of the research

To ease the reader in review this research the researcher divides this research into three divisions they are:

The first part of this research consists of cover, a page of thesis title, a Statement of originality, a page of endorsement, an official note of supervisor, motto, dedication, acknowledgements, abstract and keywords, table of content, list of table, list of appendix of the research.

The Main part of this research, consist of:

Chapter I is an introduction. This chapter presents the background of the problem, research Questions, objectives and significances, operational definition, review of relevant Studies and structure of the research.

Chapter II is a review of the literature. This chapter includes a review of related theories about vocabulary, learning vocabulary, learning strategies and Vocabulary learning strategies.

Chapter III is a research methodology. It explains the type of research, sources of data, techniques of data collection, and techniques of data analysis of the research.

Chapter IV is a data presentation and discussion. It presents the general description of SMA Negeri 2 Purwokerto, Excelsiors general description, The Subjects Selection, The Descriptions of the Subjects, data presentation and discussion of the research.

Chapter V is the last chapter. It presents the conclusion, suggestion and closing words of the research.

The last part of this research consists of bibliography which became a reference for this research, appendix, and biography of the researcher.

CHAPTER V
CLOSING AND SUGGESTION

A. Conclusions

Based on the previous data presentation and discussion of the students' vocabulary learning strategies and the most frequently used vocabulary learning strategies by students, the researcher concludes that:

Based on the result of research, it is found that the students who are good in vocabulary mastery at SMA Negeri 2 Purwokerto use various strategies in learning vocabulary. They choose their own learning strategies based on their interests, creativities, and characteristics. The learning strategies they use are:

Determination strategies:

1. Guess from textual context
2. Using the dictionary
3. Understand the context of the sentence
4. Flash Card.

Social strategies:

5. Asking the teacher for the meaning
6. Asking classmate for the meaning
7. Interact with native speakers
8. Practice in daily life.

Memory strategies:

9. Used new word in the sentence

Cognitive strategies:

10. Repeat new word
11. Put English labels on a physical object
12. Translate to L1
13. Keep a vocabulary notebook.

Metacognitive strategies

14. Using English-language Media (song, movies, news, novel, etc.)

The researcher gets the point that all of those strategies in learning vocabulary are very useful for students' vocabulary mastery. The most frequently used vocabulary learning strategies by students are metacognitive strategies it consists of using English-language media (song, movies, news, novel, etc.). Therefore, those learning strategies are useful in improving both the four English skills and the English components, especially for increasing the students' vocabulary mastery.

In short, vocabulary learning strategies give good improving for students' vocabulary mastery. So, it is very important for language learners. Students who have various vocabulary learning strategies will be easier in mastering vocabulary. By mastering the vocabulary, automatically they can be mastery in English too because vocabulary is the most important component in learning English.

B. Suggestions

Based on the result of the research findings, the researcher would like to give some suggestions for the following people:

1. To the teacher

As the teachers know every student has different abilities, creativity, characteristics, and interests. After the teacher, knows the strategies which are used by students. The teachers have to choose the right strategies for the students in learning vocabulary. More than that, the teacher should understand what the student needs based on their differences. They should also help their students to support their students' learning strategies in order to become successful language learners.

2. To the students

After the students know their own knowing own strategies. Hopefully, they are more active and creative in learning English, especially in learning vocabulary. They can try to use some strategies to learn vocabulary.

For students who have several strategies, they can share with other friends to learn vocabulary by using those strategies. Don't be worry and shy to try something new.

3. To the reader

Every reader can take the result finding to be your referent, to be instruction, and to build your motivation in learning vocabulary to improve your English ability.

C. Closing words

Alhamdulillah. Without the beautiful word to say except thanks to Allah SWT, because his bits of help, mercies, and blessing everything can be performed without any troubles and obstacles. Therefore, the researcher can finish this thesis entitled "STUDENTS' VOCABULARY LEARNING STRATEGIES IN SMA NEGERI 2 PURWOKERTO". Unforgettable, the researcher apologizes for the limited ability to arrange this thesis. Although I am sure, this Thesis has many weaknesses. Therefore, the suggestion from the readers in order to makes it better.

Purwokerto, 01 April 2019

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