

**AN ANALYSIS OF STUDENTS' STRATEGIES
IN DEVELOPING ENGLISH VOCABULARY**

THESIS

*Submitted as partial fulfillment of the Requirement to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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ABSTRAK

Wahyuni, Rahayu Sri. 2020. “*An Analysis of Students’ Strategies in Developing English Vocabulary*”. Thesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui strategi mahasiswa dalam mengembangkan kosakata bahasa Inggris yang diterapkan oleh mahasiswa tahun ke-empat pendidikan bahasa Inggris Universitas Negeri Padang dan untuk mengetahui alasannya menggunakan strategi pembelajaran kosakata berdasarkan teori Gu dan Johnson (1996). Penelitian ini menggunakan metode deskriptif kuantitatif. Sampel dalam penelitian ini berjumlah 79 mahasiswa dengan menggunakan *Total Sampling*. Instrumen yang digunakan dalam penelitian ini adalah kuisioner dan wawancara. Di dalam kuisioner terdiri dari 47 butir pernyataan yang dijabarkan dari teori. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan strategi *Metacognitive* (95,58%), strategi *Beliefs* (92,34%), dan strategi *Cognitive* (81,78%) untuk mengembangkan kosakata bahasa Inggris mereka. Secara lebih spesifik, hasil tersebut menunjukkan bahwa mahasiswa menggunakan lima strategi pembelajaran kosakata yang dominan, yaitu: 1) Strategi *Bottom-up* (98%), 2) Strategi *Top-down* (96%), 3) Strategi *Self-inisiation* (96%), 4) Strategi *Selective Attention* (95%), dan 5) Strategi *Guessing* (95%). Selain itu, berdasarkan hasil wawancara didapatkan bahwa ada tiga alasan mahasiswa menggunakan strategi pembelajaran kosakata secara umum: 1) Mahasiswa ingin mengetahui arti kosakata secara detail. 2) Mahasiswa ingin mengingat kosakata baru lebih lama. 3) Mahasiswa menyatakan bahwa strategi yang dipilihnya lebih efisien, nyaman, sesuai dan dapat dipahami oleh mereka.

Kata kunci: Strategi Pembelajaran Kosakata, Alasan Mahasiswa

ABSTRACT

Wahyuni, Rahayu Sri. 2020. “*An Analysis of Students’ Strategies in Developing English Vocabulary*”. Thesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This study aimed to highlight the students’ strategies in developing English vocabulary applied by fourth-year English education students of Padang State University and to expose students’ reasons for using vocabulary learning strategies based on Gu and Johnson theory (1996). This research used a quantitative descriptive method. The samples of this research were 79 students which used Total Sampling. The instruments of this research were questionnaire and interviews. In the questionnaire, it consists of 47 statements which were from the theory. The result of this research showed that students used Metacognitive strategies (95,58%), Beliefs strategies (92,34%), and Cognitive strategies (81,78%) to develop their English vocabulary. In more specific, it showed that students were dominated to use five vocabulary learning strategies: 1) Bottom-up strategies (98%), 2) Top-down strategies (96%), 3) Self-initiation strategies (96%), 4) Selective Attention strategies (95%), and 5) Guessing strategies (95%). Based on the interviews result, it also revealed that there were three points of students’ reasons for using vocabulary learning strategies generally: 1) Students wanted to know the meaning of the words in detail. 2) Students wanted to remember the new words longer. 3) Students claimed that the strategy they chose was more efficient, comfortable, suitable and understandable strategy.

Key words: Vocabulary Learning Strategies, Students’ Reasons

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Rahayu Sri Wahyuni

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is central to English language teaching and learning. It assists all English skills which cover listening, reading, writing, and speaking. It is proven by Tnanh Huyen & Thi Thu Nga in Rouhani & Purgharib (2013) that define vocabulary as one of language component which links to the language skills. For instance, in writing skill, the students need many words to write some sentences. They cannot make sentences without words. It similarly happens in speaking skill, students need to have many English words to communicate in English. They need to know a certain amount of words. Communication will break down if there is a lack of vocabulary needed to express our thoughts (Fernandes, 2006). This importance of vocabulary is stated by Richards and Renanda in Aisyah (2017) that vocabulary plays an important part in learning a foreign language and language proficiency which can influence how good learners at listening, reading, speaking, and writing. Thus, vocabulary is an essential factor to improve students' language learning skills.

Although vocabulary is considered to be an important element of the language, the students often encounter with vocabulary in applying the four language skills; particularly, in comprehending English reading text, they cannot comprehend the text well. The disability to comprehend the English text is generally due to vocabulary problems. It similarly happens in speaking

skill. They generally cannot express the idea well when communicating with other people. One of the possible problems is the limitation of vocabulary. The similar problem also occurs in listening skill, students often find difficulty in catching the idea of the listening materials, one of the causes of these problems is due to the limitation of the students' vocabulary in English. In other words, it can be said that the students often encounter problems in applying the four language skills, one of the causes is due to the limitations of the vocabulary.

In addition to the problems above, vocabulary is not taught as one subject in the English curriculum in the English Department. It is not taught explicitly as a subject. It is generally integrated with a subject taught, for example in the language skills' subjects, like Reading, Speaking, Listening, and another subject- called Intensive Course. They only can learn and acquire new words from the subject offered. It is not from a specific vocabulary class. To some students, this may become a problem. They cannot develop their vocabulary well. In other words, from this situation, students should be able to build their own vocabulary learning strategies in order to build their new words.

Nation in Goundar (2015) stated that vocabulary learning strategies are a part of language learning strategies. In developing vocabulary, the students have to use their own strategy. According to O'Malley & Chamot in Zhihong Bai (2018), there were three general types of learning strategies; Metacognitive strategies, Cognitive strategies, and Social/Affective

strategies. It is assumed the students may apply one of those strategies. So, the researcher is interested in this phenomenon, and the researcher is motivated to conduct a research entitled: “An Analysis of Students’ Strategies in Developing English Vocabulary”.

Some studies are similar or related to vocabulary learning strategies. The first research was conducted by Zhihong Bai (2018) at Shanxi Normal University. The research entitled “An Analysis of English Vocabulary Learning Strategies”. The research showed that the correct vocabulary learning strategies are very important to students. The research also found that English vocabulary learning strategy is helpful to increase the efficiency of vocabulary learning, but not all strategies are adapted to each individual.

The second research was conducted by Prashneel Ravisan Goundar (2015) at Fiji National University. The research entitled “An Analysis of Vocabulary Learning Strategies of Adult English as a Foreign Language (EFL) Learners.” From these studies, the researcher found that there are various of vocabulary learning strategies as the most frequently used by EFL learners. They are repetition, memorization, dictionary strategies, use of translation, and using background knowledge and experience to guess. Furthermore, it also summaries the belief about vocabulary learning and the overall pattern of the use of strategies (Metacognitive Strategies, Cognitive Strategies, and Social/Affective Strategies).

In general, the study deal with vocabulary learning strategies, it is similar to the focus of the topic of this research. While the differences

between those researches with this study are: firstly, the site of the previous research with this study. This study will be conducted in Padang State University. Secondly, they look at the detail of the samples' aspect, while this study just focuses on the type of students' Vocabulary Learning Strategies and reasons for using those strategies. Lastly, the previous research inspired the researcher to know the students' strategies that applied to develop vocabulary by the English students of the State University of Padang.

B. Identification of the Problem

Based on the background of the problem above, it can be identified that there are some problems found. Firstly, the students often have difficulties in reading, speaking, listening, and writing skills, because of the lack of vocabulary that the students have. Secondly, vocabulary is not taught as a subject in the English curriculum, so that the students only can learn and acquire the new words from the subject offered, but not from a specific vocabulary class; to some students, it is a problem.

C. Limitation of the Problem

Based on the problems above, this research particularly limited to students' strategies in developing English vocabulary. The students' strategies here are the strategy that commonly applied by English students. Furthermore, the researcher also wants to know their reasons for using those strategies.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem can be formulated as What are the students' strategies in developing English vocabulary?

E. Research Questions

Based on the formulation of the problem above, the research questions can be formulated as follows:

1. What are the students' strategies in developing English vocabulary applied?
2. What are the reasons for the English students' of Padang State University using those strategies?

F. Purpose of the Research

Based on the research questions mentioned previously, the purposes of this research as follows are:

1. To highlight the students' strategies in developing English vocabulary applied by English students of the State University of Padang.
2. To expose the reasons for English students of the State University of Padang using those strategies.

G. The Significance of The Research

This research is intended to have theoretical and practical significance. Theoretically, this study is expected to give some useful information about various students' strategies in developing vocabulary. Practically, this study

is useful also for the students as a new reference to develop vocabulary. For English students, this study is expected to give valuable input to English education students at Padang State University especially and all English students generally as an attempt to improve their ability in developing vocabulary. For the next researchers, this thesis will give some contribution as a reference in doing scientific writing. Thus, the result of this study is expected to give some contributions to students, lecturers, and future researchers.

H. Definition of the Key Terms

To avoid misunderstanding about the title that is adapted in this research, the writer thinks, it is necessary to describe the key terms as follows:

1. Vocabulary is a list of words that make up sentences in a language.
2. Vocabulary Learning Strategies are the behaviors or actions which learners use to make vocabulary learning more effective.
3. Metacognitive strategies refer to students' management of their learning.
4. Cognitive strategies refer to mental processes that students used to acquire, sort, remember, and use information.
5. Social/Affective strategies refer to controlling over emotions or negative thoughts to continue learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion above, it was indicated that there were 11 strategies that students applied in developing English vocabulary: 1) Bottom-up strategies, 2) Top-Down strategies, 3) Selective Attention strategies, 4) Self-initiation strategies, 5) Guessing strategies, and 6) Memory strategies, 7) Memorization strategies, 8) Dictionary strategies, 9) Note-taking strategies, 10) Activation strategies, and 11) Sources strategies. From those strategies, it was dominated by five strategies: Bottom-up strategies (98%), Top-down strategies (96%), Self-initiation strategies (96%), Selective Attention strategies (95%), and Guessing strategies (95%).

Furthermore, the students' reasons for using vocabulary learning strategies can be concluded to three points: 1) Students wanted to know the meaning of the words in detail. 2) Students wanted to remember new words longer. 3) Students claimed that the strategy they chose was a more efficient, comfortable, suitable, and understandable strategy.

B. Suggestion

Regardless of the findings of this thesis, there are some suggestions offered by the researcher to the following points:

1. The fourth-year students at the English department of Padang State University should improve the vocabulary learning strategies that they have applied to get more English vocabulary.

2. In order to develop English vocabulary, it was suggested for the English students to know which vocabulary learning strategies they used.

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