STUDENTS' STRATEGY IN LEARNING VOCABULARY AT ENGLISH DEPARTMENT OF STKIP PGRI SUMATERA BARAT
(A study at Second Year AcademicYear 2015/2016)

THESIS

By

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ABSTRACT

Nanik Sulastri, 2019. An Analysis of Students' Strategy in Learning Vocabulary at English Department of STKIP PGRI (A study at Second Year Academic Year 2015/2016). Thesis graduate program of Universitas Negeri Padang

This research was conducted to: (1) To examine the vocabulary learning strategies of English Department students of STKIP PGRI Sumbar (2) To find out the most and the least vocabulary learning strategies that used by the English Department students of STKIP PGRI Sumbar (3) To analyze the factors affect the students in choosing the vocabulary learning strategy of English Language Education Program at STKIP PGRI Sumbar. The research applied a descriptive research; the population of this research was the eighth-semester students in academic year 2017/2018. The samples of this research were 49 students chosen by using total sampling technique. The data were analyzed by using descriptive analysis and used *Power score and estimate stage for Academic vocabulary*. The research result showed that (1) the students' vocabulary proficiency; it was classified as late gradation. It can be said that most of the students are in late gradation in percentage 48,72% and only less students who get early gradation. (2) the most learning strategy mostly used by the students was Cognitive learning strategies in learning vocabulary on percentage 62% students . (3) Some factors affect the choosing of vocabulary language learning strategies were found. It was found that the late gradation students chose Memory learning strategies as their strategy in learning vocabulary because of believe, motivation and learning experience. It can be concluded that the students' learning strategy affected their proficiency in vocabulary.

ABSTRAK

Nanik Sulastri, 2019. Analisis Strategi Siswa dalam Belajar Kosakata di Jurusan Bahasa Inggris STKIP PGRI (Studi di Tahun Akademik 2015/2016). Tesis Pasca Sarjana Universitas Negeri Padang.

Penelitian ini dilakukan bertujuan untuk: (1) Mengetahui strategi pembelajaran kosakata yang digunakan mahasiswa jurusan Bahasa Inggris STKIP PGRI Sumbar Tahun Akademik 2015/2016 (2) Mengetahui strategi pembelajaran kosakata yang paling banyak digunakan oleh mahasiswa (3) Menganalisis faktor-faktor yang mempengaruhi mahasiswa dalam memilih strategi pembelajaran kosakata dari Program Pendidikan Bahasa Inggris di STKIP PGRI Sumbar. Penelitian ini menggunakan penelitian deskriptif; Populasi penelitian ini adalah mahasiswa semester delapan tahun akademik 2015/2016. Sampel penelitian ini adalah 39 siswa yang dipilih dengan menggunakan teknik total sampling. Data dianalisis dengan menggunakan analisis deskriptif dan menggunakan Skor daya dan tahap estimasi untuk kosa kata Akademik. Hasil penelitian menunjukkan bahwa (1) kecakapan kosakata siswa; itu diklasifikasikan kedalam kecakapan kemampuan yang paling tinggi. Dapat dikatakan bahwa sebagian besar siswa di tingkat kemampuan tertinggi dalam persentase 48,72%. dan hanya sedikit mahasiswa yang memiliki kemampuan setaraf pemula. (2) strategi pembelajaran yang paling banyak digunakan oleh mahasiswa adalah pembelajaran kognitif strategi dalam pembelajaran kosakata pada persentase 62% mahasiswa. (3) Beberapa faktor yang mempengaruhi pemilihan strategi pembelajaran bahasa kosa kata ditemukan bahwa mahasiswa dengan kecakapan kosa kata tertinggi memilih strategi belajar Memori sebagai strategi mereka dalam mempelajari kosakata karena kepercayaan, motivasi dan pengalaman belajar. Dapat disimpulkan bahwa strategi belajar siswa mempengaruhi kemampuan mereka dalam kemampuan memperoleh kosa kata.

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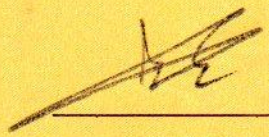
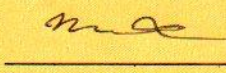
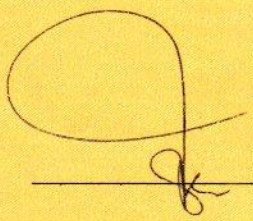
1.	Prof. Dr. Jufrizal, M.Hum. (*Ketua*)	
2.	Prof. Dr. Mukhaiyar (*Sekretaris*)	
3.	Prof. Yenni Rozimela, M.Ed., Ph.D. (*Anggota*)	
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Saya yang menyatakan

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CHAPTER I
INTRODUCTION

A. Background of the Problem

It is believed that in learning a language, vocabulary plays an important role because it is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well a foreign language, language learners should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

Since vocabulary affects all skills (listening, speaking, reading and writing) in English, it is hoped that the language learners should concern in learning vocabulary to master it. The students' mastery in vocabulary is also being the aim of English Department of STKIP PGRI which is stated clearly on the curriculum. The students are hoped to have good competences in mastering the other skills of English by having proficiency of vocabulary. As stated by Liang (2010: 5), vocabulary is the basis in language learning, meantime it forms obstacles. Therefore, it cannot be denied that learning vocabulary plays a very important role in second language learning and a large vocabulary will help learners improve their language proficiency.

Several ways are done in order to make the students have good proficiency in vocabulary, one of the ways is evaluating students' competence in vocabulary. Students' knowledge in using vocabulary is assessing

continuely. Some tests are done not only to evaluate students' proficiency in vocabulary but also to determine students'grade of vocabulary at the university level based on the university grading level. Templeton (2012) states that university students as adult learners should have been classified into three grading of vocabulary proficiency; they are early gradation, middle gradation and late gradation.

therefore, to help learners function well in language learning based on their gradation will be different each other, they need to know strategies that may help them acquire English vocabulary. Vocabulary learning strategies refer to what learners do to achieve their learning tasks. These strategies are used by them when they learn grammar, literature, vocabulary and others. Students might have problems in their communication and cannot write when they want to convey their opinion or idea unless their vocabulary size is adequate.

There are many kinds of vocabulary learning strategy. The strategy can be conducted by reading English books, listening music or radio, watching sub-title movie, etc. In this research, the researcher has some reason in turning study on how the students learn their vocabulary effectively. Many facts show that the good vocabulary will carry the students to good level of English. Students are not confident when speaking because lacking of vocabulary mastery. Vocabulary is important thing in learning process, but some students in English department in STKIP PGRI Sumbar do not have any attention to increase their ability in vocabulary. It is evidenced when speaking class.

Students who have limited in their vocabulary are just silent in the discussion. They are timid to speak because their limitation in grammar and vocabulary. On the contrary, the students who realize how important the vocabulary will consider study vocabulary deeper. They who have attention in developing vocabulary have learning strategy to expand their vocabulary. A more recent study conducted by Nirattisai and Chiramanee (2014) was used to investigate vocabulary learning strategies employed by Thai university students. The relationship between the students' vocabulary strategies and their vocabulary size also was explored. It could be concluded that language learners who use language learning strategies more than others generally achieve greater language proficiency, and good language learners used strategies more frequently and appropriately to enhance their target language learning. Therefore, in order to help language students to learn the target language more successfully, and effectively, the relationship between the employment of language learning strategies and language proficiency should be further explored on a worldwide scale.

In addition, to help learners function well in language learning, they need to know strategies that may help them acquire English vocabulary. Vocabulary learning strategies refer to what learners do to achieve their learning tasks. These strategies are used by them when they learn grammar, literature, vocabulary and others. Students might have problems in their communication and cannot write when they want to convey their opinion or idea unless their vocabulary size is adequate. Liu (2010) have conducted a

research on learning beliefs of Chinese university learners with regard to rote learning as a vocabulary learning strategy. The results show that the learners had a strong Chinese cultural belief rooted in Confucianism and preferred practicing, memorizing, reviewing and repetition. The findings further imply that this learning culture among the Chinese English Foreign Language university learners can be attributed to cultural learning tradition in China, which have their roots in Confucius teachings.

In learning vocabulary, the students have various strategies. They learn based on their enjoyment in its learning process. Learning strategies in vocabulary are different among the students. Those strategies will influence their result in English achievement. Students who have good strategy in learning vocabulary can understand about what they have learned easier because some aspects of English learning need vocabulary in understanding the meaning. Takac (2008) explained that the benefit of strategic training in the fact that most of vocabulary learning strategy can be applied in all learning stages.

Vocabulary is important thing in learning process, but some students in English department in STKIP PGRI Sumbar do not have any attention to increase their ability in vocabulary. It is evidenced when speaking class. Students who have limited in their vocabulary are just silent in the discussion. They are timid to speak because their limitation in grammar and vocabulary. On the contrary, the students who realize how important the vocabulary will consider study vocabulary deeper. They who have attention in developing

vocabulary have learning strategy to expand their vocabulary. As the result, they dominate to speak when discussion in the class. The researcher concludes that it's because their distinction in the vocabulary mastery.

In learning vocabulary, the students have various strategies. They learn based on their enjoyment in its learning process. Learning strategies in vocabulary are different among the students. Those strategies will influence their result in English achievement. Students who have good strategy in learning vocabulary can understand about what they have learned easier because some aspects of English learning need vocabulary in understanding the meaning. Takac (2008: 77) explained that the benefit of strategic training in the fact that most of vocabulary learning strategy can be applied in all learning stages.

Then vocabulary learning strategies are intended mental strategies that language learners employ to enhance vocabulary learning and retrieve easily new words. Language learners attempt several ways to use different vocabulary learning strategies. It is impossible for learners to memorize all the words in any language, and they cannot master the vocabulary of the target language. As a result, they need to use the techniques mentioned before at different stages of learning in order to advance their vocabulary acquisition and remember these vocabulary items. Moreover, vocabulary learning strategies vary from one learner to another in terms of different variables such as age, gender, language proficiency level.

Dealing with the important of learning strategy that should be had by language learners to make them easier in learning the language, Oxford (2002: 8) states that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situation. It can be assumed that learning strategy in vocabulary which had by the language learners make the learners are excited more in achieving vocabulary proficiency. Therefore, the students have to have good strategy to develop their vocabulary proficiency to prove their skill mastery.

There are several experts who have explored learning strategies of vocabulary through some researches. Most of them state that developing vocabulary is an essential and continuing challenge for language learners. Language learners need to use strategies to help them acquire new lexical items and to have rich vocabulary. The use of suitable strategies makes a distinction between experienced learners and beginners in many learning areas. It is a necessity for language learners to increase their vocabulary knowledge and to understand words to use them correctly. In order to achieve this purpose, emphasis has to shift from language instructors and teaching to language learners and learning (Sadighi & Zarafshan, 2006).

Some vocabulary's taxonomy are developed by several experts related to their findings. These classification systems contribute vitally to the knowledge of vocabulary strategies such as Cohen, Gu and Johnson, Schmitt, Cook and Nation. However, Schmitt's taxonomy of VLSs is a comprehensive

inventory of vocabulary learning strategies. Schmitt took social, memory, cognitive and meta-cognitive strategies established by Oxford, and invented a new category that is determination strategies. Learners use this category to discover the meaning of new words without asking from another person. Consequently, learners attempt to find out the meaning of a new word by using the context, structural knowledge of language, and reference materials. Schmitt's vocabulary learning strategies (VLSs) are divided into two groups: strategies used to define the meaning of new words and strategies used to consolidate the meaning of the new words when learners come across them again. As social strategies can be employed for both purposes according to Schmitt, he includes these strategies in both groups. The first group contains determination and social strategies and the second contains cognitive, metacognitive, and memory.

B. Identification of the Problem

Related to background of the problem above, the researcher identified that there were several factors can affect the students at English Department of STKIP in mastering vocabulary. Meanwhile, vocabulary mastery of the students has good affected for the students itself especially in improving their language skill. Some factors are mentioned which can affect the students mastery in vocabulary, one of the factors which is proves as the main factor affected students' mastery in vocabulary is learning strategy used by the students. The difference gradation of each student in using learning strategy of vocabulary affected their mastery of vocabulary. Therefore, in determining

students' learning strategy, it is needed to determine the gradation of the students by giving vocabulary test for adult. The syllabus aim of the students' learning objective should be the basic content of the vocabulary test.

An interview have been done for several students by asking them about their strategies in learning and developing vocabulary. Some of them are the students who got good score in English said that they have used several learning strategy which they did not know the name of the strategy, however it was not in good way. for example they got a new words and confused of the meaning of the words bur did not interest to find the words meaning. It means, though the students have used learning strategies in learning vocabulary, most of the students still categorize into low user of specific learning strategy.

Learning strategy in vocabulary is claimed as the important factor should be considered since this learning strategy affect students' mastery in vocabulary. What learning strategy that used by the student would determined their mastery in vocabulary. It is proven that appropriate learning strategy in learning vocabulary leads the students having knowledge more than the students do not use appropriate learning strategy, therefore, it helps them to get good mastery in English. Language learners need to use strategies to help them acquire new lexical items and to have rich vocabulary. The use of suitable strategies makes a distinction between experienced learners and beginners in many learning areas. It is a necessity for language learners to increase their vocabulary knowledge and to understand words to use them

correctly. In order to achieve this purpose, emphasis has to shift from language instructors and teaching to language learners and learning. In addition, having limited vocabulary knowledge, students are not able to express and communicate well.

C. Limitation of the Research

As stated above that there are some factors which can determine the students' gradation in vocabulary. In this case, the students' gradation of vocabulary was determined by giving vocabulary test for university level based on syllabus aim. The appropriate learning strategy placed on the top of concerning to achieve it. The development of vocabulary learning strategies, classified the vocabulary learning strategies as proposed by Schmitt's taxonomy which is divided as discovery strategies and consolidation strategies. Discovery strategies consist of determination strategies and social strategies. Consolidation strategies consist of cognitive strategy, metacognitive strategies, and memory strategies. The learning strategies which used by the students can determine the students gradation on vocabulary. In this research, the researcher discussed about the category of students' strategies in learning vocabulary. Since vocabulary learning strategy generate students' mind set in acquiring information to develop their language skill. Therefore, it is important for the researcher to find out the factors affected students in choosing vocabulary learning strategy.

D. Formulation of the Problem

Based on the identification above about the learning strategies used by the students of vocabulary the problem of this research is formulated as follows "What are vocabulary learning strategies based on the vocabulary test used by the students of English department at STKIP PGRI Sumatera Barat academic year 2015/2016?"

E. Research Questions

The researcher elaborates this study into some research questions as follows:

1. What were the students' grade of vocabulary of the second year students at STKIP PGRI Sumatera Barat academic year 2015/2016 based on the vocabulary test?
2. What were the students' second year category of vocabulary learning strategies of English Department at STKIP PGRI Sumatera Barat academic year 2015/2016?
3. What were the factors that affected the students of STKIP PGRI Sumatera Barat academic year 2015/2016 in choosing the vocabulary learning strategy?

F. Purposes of the Research

The purposes of the research were as follows:

1. To find out the students' grade of vocabulary of the second year students at STKIP PGRI Sumatera Barat academic year 2015/2016 based on the vocabulary test

2. To find out the category of Determination learning strategies of the students at STKIP PGRI Sumatera Barat academic year 2015/2016
3. To find out the category of Social learning strategies of the students at STKIP PGRI Sumatera Barat academic year 2015/2016
4. To find out the category of Cognitive learning strategies of the students at STKIP PGRI Sumatera Barat academic year 2015/2016
5. To find out the category of Metacognitive learning strategies of the students at STKIP PGRI Sumatera Barat academic year 2015/2016
6. To find out the category of Memory learning strategies of the students at STKIP PGRI Sumatera Barat academic year 2015/2016
7. To find out the factors affect the late gradation students of STKIP PGRI Sumatera Barat academic year 2015/2016 in choosing the vocabulary learning strategy
8. To find out the factors affect the middle gradation students of STKIP PGRI Sumatera Barat academic year 2015/2016 in choosing the vocabulary learning strategy
9. To analyze the factors affect the early gradation students of STKIP PGRI Sumatera Barat academic year 2015/2016 in choosing the vocabulary learning strategy

G. Significance of the Research

This research is expected to give theoretically and practically significances. Theoretically, it was beneficial for giving some information about learning strategies that can be used by students in learning vocabulary.

In addition, this research is expected to enrich kind of research in learning strategies especially in vocabulary. Then practically, it hopefully was beneficial for the students to know about their vocabulary learning strategies in order to improve their vocabulary gradation. Besides, it gave contributions for the teachers to know clearly about their students vocabulary learning strategies. Also, it helped the teachers to find out the appropriate strategy to teach the students.

H. Definition of the Key Terms

To avoid misunderstanding, the researcher gives some explanations about terms used, which are:

1. Learning vocabulary is the activity or process of gaining knowledge of all the words known and used by students
2. Students' strategies are specific activity taken by learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation.
3. Late gradation students is a number of students who got vocabulary score in range 81 – 100
4. Middle gradation students is a number of students who got vocabulary score in range 61 – 80
5. Early gradation students is a number of students who got vocabulary score less than 61

CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTIONS

This chapter deals with the conclusions concerning the result of the research. It also proposes some suggestions for the readers and the next researchers on teaching and learning English in order to improve the students' mastery or ability on vocabulary.

A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher gets conclusion from the research. The conclusion is explained below. Firstly, there are many vocabularies learning strategy which is used by students at second year of English department of STKIP PGRI Sumbar in the academic year 2013/2014. Those learning strategies are Discovery strategies consist of determination strategy and social strategy. Consolidation strategies consist of metacognitive strategy, cognitive strategy, and memory strategy

It is obvious that Memory strategies are most frequently used by English students who are considered high proficient students in English. Such results also indicate that high gradation students tend to learn under their interest. The students seem to enjoy learning English from the group of words, related the words with some previous learned and using imaginery or grouping words meaning. The students can make sustainable progress in vocabularies by considering some new words meaning. The result also indicate the low gradation students tend to learn by counting other students' help. The students seem to depend on others' skill in learning the meaning of the words. They do

not challenge to find the meaning of new words based on their own competence.

The findings also shows the factors affecting the students in choosing vocabulary learning strategy. The factors affecting students in choosing vocabulary learning strategy was developed from Ellis. To probe into the nature of vocabulary learning strategy use, the researcher should take into account the factors such as belief, attitude, motivation, language learning experience, field of study, course type, class level, gender, language learning environtment, language achievement, language proficiency and vocabulary knowledge.

In addition, differences in learners' language level can also affect the choice of learning strategies. Studies have shown that the high gradation learners use more strategies than low gradation do, and use them more frequently. On the same level, learners with better academic record use more strategies than those with poor performance. The late gradation students are affected by their belief, motivation and learning experience in choosing vocabulary learning strategy. The middle gradation are affected by their field of study, learning environtment and class level. Meanwhile, the early gradation students are affected in choosing their learning strategies by their field of study, class level and language achievement.

B. Implications

The aim of the present study was to describe the current situation of vocabulary learning strategy use among students of English department of STKIP PGRI Sumbar. The findings derived from the current study may suggest some implications. Since it is very crucial for students to understand the importance of using language learning strategies in the process of language learning; therefore, the lecturers deliver this message to their students. According to the results of this study, some students showed that they do not really use these strategies for their vocabulary learning even though they know the strategies are available. But some students reported that they even do not know there are strategies for language learning. Consequently, lecturers should help students cultivate and raise their awareness of language learning strategies. Once students are aware of advantages of using strategies in their language learning process, they will be willing to and appropriately employ these strategies to facilitate their English learning.

Secondly, the present study can raise the awareness of vocabulary learning and learning strategies in second language in general since vocabulary learning and teaching has been a neglected area of language for some time. The results can make lecturers of vocabulary more aware of the need for vocabulary learning strategy awareness and apply their teaching so that they can introduce vocabulary learning strategies and techniques to their students. Teachers who are interested in knowing the students' vocabulary can

gain more information about how their students approach vocabulary learning and maybe design their teaching based on the findings. This can open up a possibility for their students to use more tools in dealing with vocabulary learning and the problems it may include.

Thirdly, the learning strategies can help the learner to become more self-directed and contribute to the learning process. However, the students may not have the appropriate tools for doing that even though they may acknowledge the meaning of vocabulary in language proficiency. Mastering the use of learning strategies the learner can more easily achieve his goal, successful learning. Therefore lecturers should enhance the meaning of learning strategies and offer the opportunity to get to know and try out the different strategies so that each learner can find the best strategies for them.

Finally, in addition to helping teachers to modify their teaching and helping the learners in their learning process, the present study can also contribute to teacher training programmes. Since, according to the results of the previous study, students feel that skilled teachers are important factors in successful language learning. Therefore it could be useful to take into account the role of vocabulary learning and teaching when training future second language teachers.

C. Suggestion

After getting the conclusion, the researcher provides the suggestion for the students, the teachers and the next researchers. The suggestions are drawn as follow:

1. The students

   The researcher hopes the discussion of the learning strategies of vocabulary, and the factors affecting students in choosing learning strategy are benefit for the students. If the students want to improve vocabulary, the students can improve those vocabularies base on the students' enjoyment in learning. Ability among each individuals are diffrerent, thus the learning strategy which is used is not always same. The good learning strategy is when the students can develop the students' vocabulary effectively base on the students' ability. Yet, if the students want to improve the students' vocabulary more effective, please learn the students' vocabulary from many sources. It's better than the students just make one strategy in learning vocabulary. In learning vocabulary, the students can compare the learning by using some interesting learning aids. Improving vocabulary is not difficult as long the students have motivation to learn it.

2. The lecturers

   Lecturers have important role in students' learning development. When the lecturers ask something to the students, the students will follow the lecturers' question. In teaching and learning process, the lecturers use memorization strategy to command the students in learning vocabulary. Besides, strategy in learning vocabulary is varied. Thus, the lecturers can teach the students in learning vocabulary by the students' enjoyment. Also, the teachers have to convince the students if learning vocabulary is important especially for English students.

3. The next researcher

The researcher hopes to the next researcher can re-develop this research to be better and perfect in order this research is more usefulIt is suggested for the next researchers to conduct deeper researches about the characteristics and learning strategies of good Indonesian EFL learners with greater number of participants and from variety of vocabulary learning strategies. Moreover, the lecturers should encourage students to have a vocabulary portfolio and this portfolio should be checked and graded by the lecturers. In conclusion, the best practice to teach vocabulary in any situation will again depend on the classroom environment, learners' family and educational background, the school system and curriculum and also other factors such as learners' accessibility to the internet and peer cooperation.

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