

**ENGLISH VOCABULARY LEARNING STRATEGIES USED BY
ELEVENTH GRADE STUDENTS OF SMK N 2 SALATIGA**

RESEARCH REPORT
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



Alvian Adhi Nugroho
112013074

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2017**



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Saya yang bertanda tangan di bawah ini:

Nama : Alvian Adhi Nugroho
NIM : 112013074 Email : alvian.president@gmail.com
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : ENGLISH VOCABULARY LEARNING STRATEGIES USED BY ELEVENTH
GRADE STUDENTS OF SMK N 2 SALATIGA
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Nama : Alvian Adhi Nugroho
NIM : 112013074 Email : alvian.president@gmail.com
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
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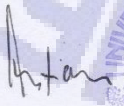
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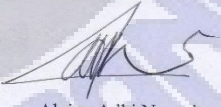
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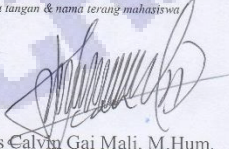
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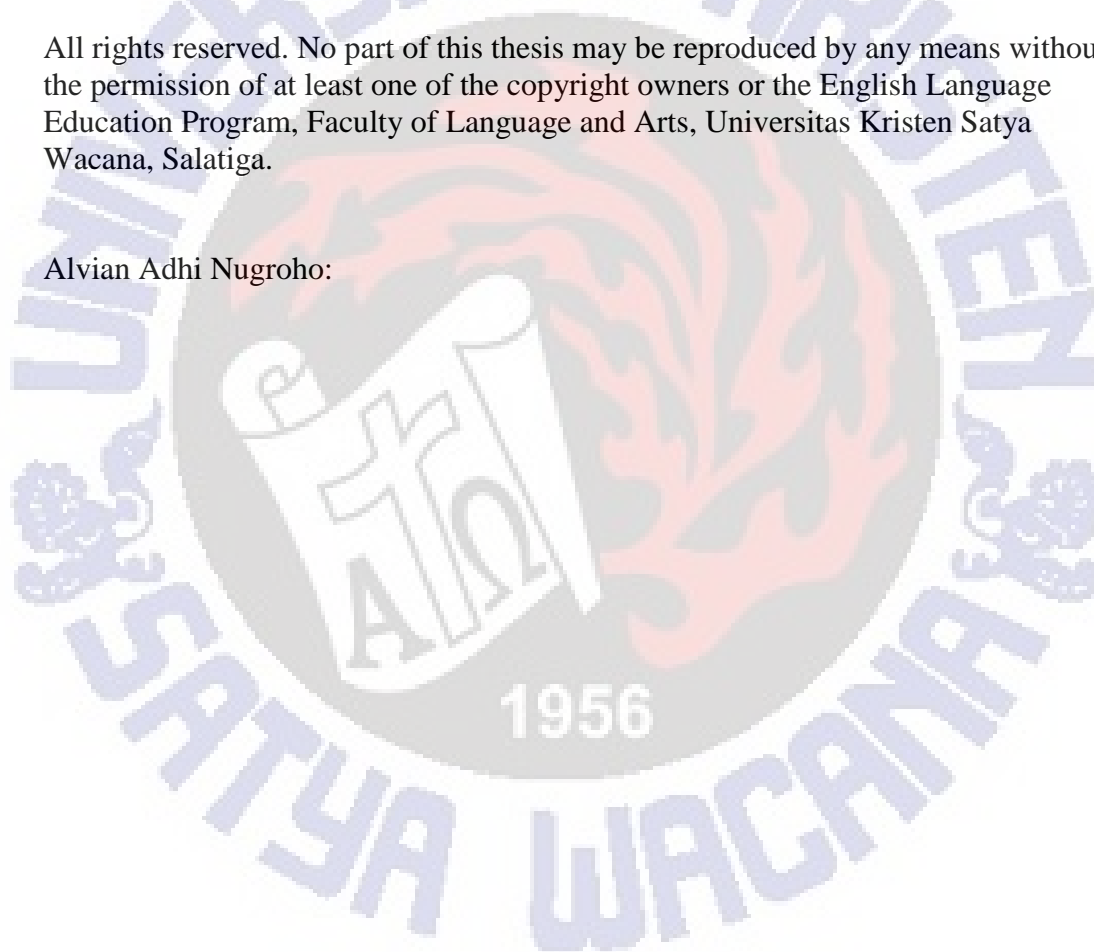
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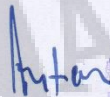


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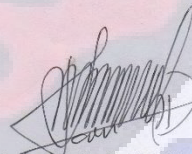
Alvian Adhi Nugroho
112013074

Approved by:



Drs. Antonius Wahyana, M.A.

Supervisor



Yustinus Calvin Gai Mali, M.Hum.

Examiner

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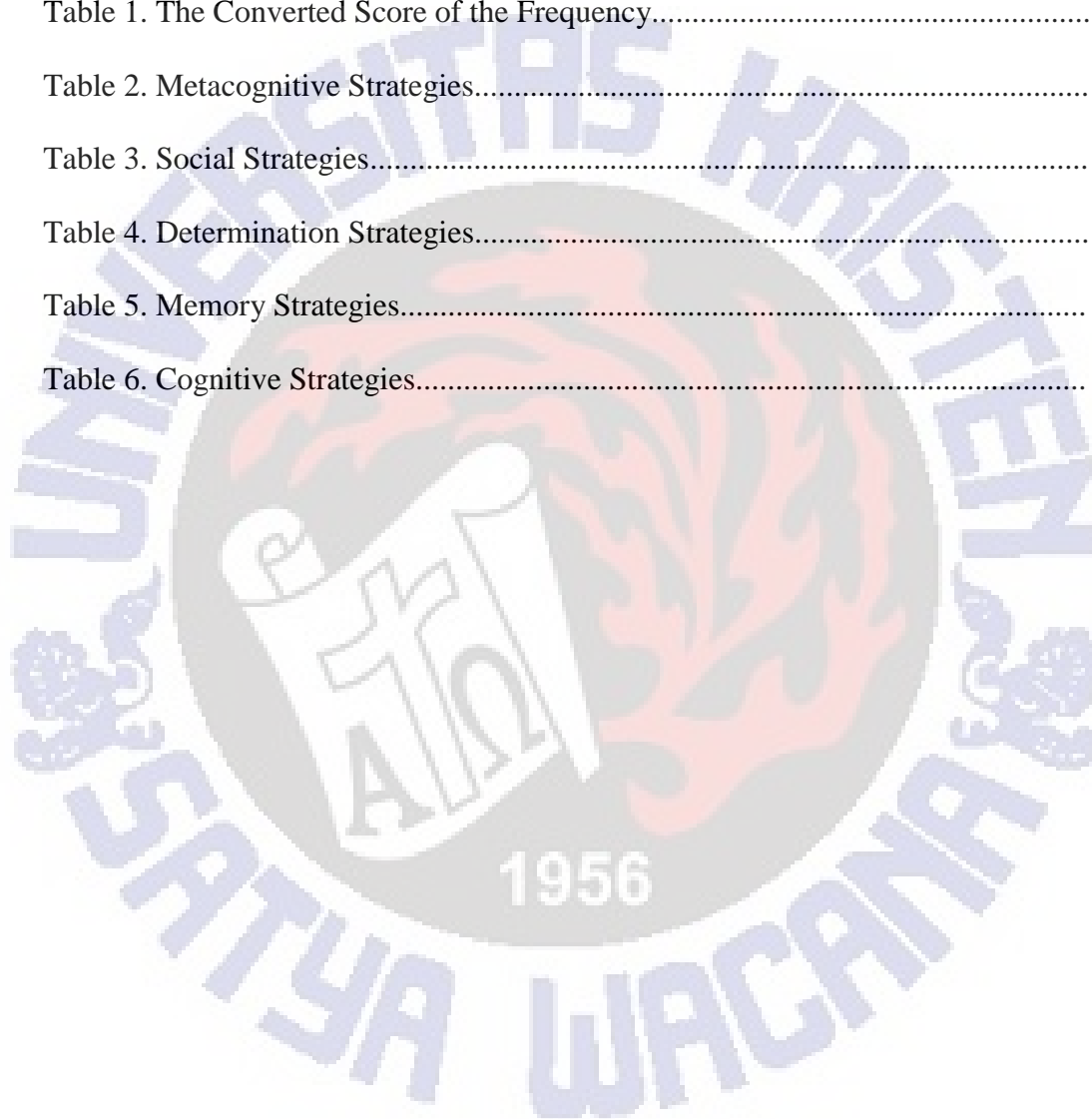
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**ALVIAN ADHI NUGROHO
112013074**

ABSTRACT

Mastering vocabulary is one of the basic aspects of language learning. Vocabulary learning becomes challenge that learners will face during the language learning process. Luckily, there are vocabulary learning strategies that can make the learning of new words become feasible. Therefore, it is necessary to find out the application of vocabulary learning strategies by learners. The main purpose of this study was to describe vocabulary learning strategies used by students in learning new words. This research employed a mixed-method design in order to gather both quantitative and qualitative data. This study applied survey as a research method in collecting data. This study involved 100 students from 3 classes in grade-eleventh of SMK N (State Vocational High School) 2 Salatiga. The data were collected using a questionnaire which was developed based on the theory proposed by Schmitt (1997). The data from the questionnaire were categorized into five categories, namely determination strategies, cognitive strategies, social strategies, memory strategies, and metacognitive strategies. The result of this study revealed that the participants most frequently used metacognitive strategies and the least strategies were cognitive strategies. This study also proposed some pedagogical implications of the vocabulary learning strategies.

Keyword: Vocabulary learning strategies, learning strategies, strategies application, EFL learners

INTRODUCTION

The issue of Vocabulary Learning Strategies (henceforth called VLS) in the foreign language classrooms has always been an important issue to be discussed (Putra, Priyono & Arifuddin, 2012). Many researchers discussed the importance of vocabulary learning in English Foreign Language (EFL) classrooms. One of the importance aspects in foreign language learning is vocabulary mastery (Astika, 2016). Also,

Schmitt (1997) stated that learners' action to use vocabulary learning strategies might affect their acquisition of vocabulary. Besides, Hunt and Beglar (2005) as cited in Yuditseva (2015) pointed out that "the heart of language comprehension and use is the lexicon" (p.101). Hirst (2009) defined that a lexicon is "a list of words in a language—a vocabulary—along with some knowledge of how each word is used" (p.1).

State Vocational High School 2 of Salatiga (henceforth called SMKN 2 Salatiga) students have learned new words with several strategies from experiences, books, dictionary and other strategies in the classroom. In this school, I found some problems and issues toward students' vocabulary mastery. During my teaching when I asked the students to make a short dialogue and sentences, many of them asked me about some English words that do not understand. The problems regarding the students' lack vocabulary always appeared in most of the classes that I taught. English became a challenge for students since many of them have difficulties in the learning process. The lack of vocabulary is one of the problems in learning English. Therefore, it seems realistic to conduct a research on vocabulary learning strategies and investigate what strategies learners used in learning vocabulary so that the curriculum of vocabulary learning strategy in teaching and learning will improve and develop (Takač, 2008; Astika, 2016).

In spite the discussion about the importance of vocabulary learning, studies found that the majority of language learners feel that learning vocabulary is not an easy

task. The learners need to know the large amounts of new words and phrases (Schmitt, 2010). In this regard, some researchers also found problems in teaching vocabulary, there are “number of words that children need to learn, gap in levels of word knowledge and traditional vocabulary instruction does not teach children word-learning strategies and how to appreciate words” (Stahl, 2005, p. 96).

In my context of the study, there are still limited findings on the vocabulary learning strategies at SMK N 2 Salatiga. Previously, Astika (2016) found that his participants seem to depend on determination strategy which learn new vocabulary through the use of direct translation from English to Indonesian. However, that finding have not particularly concluded some VLS that is utilized in SMKN 2 Salatiga. In my setting of the study, it would be more interested to see how students deal with the new words in classrooms. Therefore, I am interested to know more about vocabulary learning strategies that are used by students of SMK N 2 Salatiga. To the best of the author’s knowledge, research on English vocabulary learning strategies had not been done previously in this school. This study aims to answer the research question: ‘What are English vocabulary learning strategies used by eleventh-grade students of SMK N 2 Salatiga?’

Hopefully, the research on vocabulary learning strategies will be useful to gain better awareness and understanding of the importance of learning vocabulary especially for students in the school. Moreover, the results will help SMK N 2 students how to deal with new words. Also, the results will help them to apply efficient

strategies to learn the new vocabularies. Thus, the study gives more practical learning techniques to students so that they can learn vocabulary and deal with new words.

LITERATURE REVIEW

Definitions of Vocabulary Learning Strategies

This section discusses the definition of vocabulary learning strategies proposed by some experts. In the foreign language research Schmitt (1997) states VLS is the process for students to find the meaning of foreign language words, to memorize the foreign language words, and to use the foreign language words in context. Vocabulary learning strategies used by students as techniques on the ongoing process to master English vocabulary (Mehring, 2005). For instance, Hosenfeld's (1984, as cited in Takač, 2008) proposes list strategies of successful to learn new words, such as "guessing a word's meaning from the context, identifying the grammatical category of a word, looking up words or recognizing cognates" (p. 52).

In addition according to Nation (2001), vocabulary learning strategies are defined by the following important features: "they involve choice; they are complex, i.e. consisting of several steps; they require knowledge and benefit from training, and they increase the efficiency of vocabulary learning and use"(p.217). Thus, many strategies have their own features, it is necessary for students not only to recognize but also to utilize the strategies. The role of VLS in language learning process could be significant in the acquisition of English vocabulary if the learners can manage and control their vocabulary learning.

Types of Vocabulary Learning Strategies

There are some researchers who design a taxonomy of vocabulary learning strategies. A taxonomy is very beneficial for the researcher to find out learners' strategies in acquiring vocabulary (Nation, 2001). He divides three categories of vocabulary learning strategies, such as planning, sources, and processes. First, planning is related to choose what to focus on and when to focus on it. Second, sources are finding information about words. Third, processes involve ways of remembering and establishing vocabulary in order to make it available for use. Every general class of strategies entails several types of strategies. First, planning vocabulary learning involves strategies in choosing words, choosing the aspects of word knowledge, choosing strategies, and planning repetition. Second, sources consist strategies in analyzing the word, using context, consulting a reference source in L1 or L2, and using parallels in L1 and L2. Third, processes consist of noticing, retrieving and generating new words (Nation, 2001).

Furthermore, Schmitt (1997) divides VLS into five categories namely, determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. First, determination strategies are used to discover the meaning of new words through direct translation into L1. In determination strategies learners discover the meaning by guessing from their structural knowledge of the language or from context, guessing from their mother tongue (L1), using reference materials including monolingual and bilingual dictionary, asking someone else, and

also using word list which is including the use of flash cards. Indeed Schmitt (1997) proposed that determination strategies “facilitate gaining knowledge of a new word” (p.10).

Second, social strategies are strategies utilized by learners which involve interaction with other people to improve vocabulary acquisition (Schmitt, 1997). For instance, the use of social strategies are asking teachers and classmates to attain the meaning of new words. Also, students may discover the new words’ meaning through discussion in a group work activity.

Third, memory strategies or traditionally known as mnemonics strategies “involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping” (Schmitt, 1997, p.13). Nation (2001) states that mnemonic strategies are similar with keywords techniques. He defines that mnemonic strategies are strategies to discover new words through making a strong link between the similar sounding of keywords. Also, memory strategies involves learners to think of a visual image of new words then recall them and their meaning. Schmitt (1997) finds out that the method to recall the words and the meaning are: picturing or using imagery; linking word into the target language with another word which learners already know; using unrelated word; grouping the words based on part of speech; and focusing on the target word's orthographical or phonological form to remember the meaning.

Fourth, cognitive strategies are parallel with memory strategies but do not really focus on the manipulative mental process. It means that the strategies involve the learners to manipulate and transform the words of the target language and do not involve mental manipulation. Cognitive strategies facilitate the learners to find the word's meaning. In implementing this strategy, the learners are required to do a rehearsal, interference, summarizing, paraphrasing, imagery, and amplification of the words. Thus, the cognitive strategies involve verbal repetition, write down vocabulary in a notebook, employ vocabulary unit in a textbook, use word lists and flash cards (Schmitt, 1997).

Fifth, metacognitive strategies are “used by students to control and evaluate their own learning, by having an overview of the learning process in general” (Schmitt, 1997). The aims of using metacognitive strategies are to make the learning of new words successful and efficient. For instance, learners can use English language media (songs, movies, magazines, radio, newspaper and newscast in TV), involve in a vocabulary test, skip unfamiliar and difficult words, review vocabulary lists in their notepad, and keep on studying new words over time. Thus metacognitive strategies involve the learners to learn new words consciously and construct decisions about planning, monitoring, or evaluating the best ways to study target language vocabulary (Schmitt, 1997).

The Relevant Studies on Vocabulary Learning Strategies

There are many relevant studies about vocabulary learning strategies. One of the studies was done by Hasnali, Abdollahzadeh, and Taghinezhad (2016) in Iran. They conducted the study to identify the vocabulary learning strategies among 60 Iranian EFL students to investigate the vocabulary learning strategies. The participants were 30 freshmen students and the other from seniors. Hasnali et.al. (2016) identified that the most frequently used and the most favored strategy adopted by Iranian EFL learners of the Vali-e-Asr University of Rafsanjan was memory strategies. However, the least frequently used was determination strategies and there was the no different preference among freshmen and seniors in employing a different kind of VLS.

The second study was conducted by Astika (2016) about the study to explore students' vocabulary learning strategies and identified what strategies they used. It especially aimed to figure out vocabulary learning strategies the most frequently used and the least frequently used by high school students in Salatiga. Also, the differences English VLS across levels, gender, and ability groups. His participants were 706 students from 8 schools in Salatiga. The results indicated that the students tend to use determination strategies and the consistency of determination strategies beyond gender, school levels, and ability group.

The third study was conducted by Goundar (2015) about VLS of adult learners in Fiji. His study aimed to examine the use of VLS by adult EFL students to better interpret the methods that learners apply to learn new words in English. Goundar

(2015) employed a mixed method approach, whereby both qualitative and quantitative research design be chosen. The results indicated that the guessing strategy was the most frequently used and the note taking strategy was least frequently used by adult EFL learners in Fiji.

The fourth study was conducted by Wang (2004) about VLS used by 271 senior high school students in Taiwan. Her study aimed to investigate the frequencies in different VLS and the relationship between vocabulary size and strategy use. The results showed that cognitive strategies were the most frequently while social strategies and metacognitive strategies were least frequently used. In addition, learners' strategy use was significantly correlated with their vocabulary size.

The fifth study was done by Wu (2005) about the top five most VLS adopted by Taiwanese EFL learners. The study aimed to identify VLS utilized by 303 Taiwanese EFL students by demonstrating the most strategies they used and their perceptions of the helpfulness of VLS used. He employed a survey based on Schmitt's (1997) taxonomy. The results showed that the use bilingual dictionaries, use electronic dictionaries, guess from textual context, ask classmates for meaning and analyze affixes and roots were the most widely used and most helpful used VLS by the learners.

There were similarities and differences between fifth studies above. The similarities were they investigated on the same issue which was vocabulary learning strategies. The differences were detected in the results they found out, whereas Hasnali et.al (2016) identified memory strategy was the most frequently used and the most

favored among Iranian students while Astika's (2016) result identified that his participants tend to use determination strategies. Goundar (2015) investigated VLS among adult students while Wang (2004) and Wu (2005) identified VLS used by Taiwanese EFL learners. This present study also investigated the VLS among students. Therefore, very little is known about VLS used by state vocational high school 2 students. The context was specially designed for the eleventh-grade student of SMK N 2 Salatiga.

THE STUDY

This study addressed the English vocabulary learning strategies used by the eleventh grade of SMK N 2 Salatiga. Therefore, this study used mixed method to gather responses from both quantitative and qualitative data. The research design belonged to survey research. Griffiee (2012) states that:

A survey design uses various data collection procedures to enable the teacher-researcher-educator-educator (TREE) to investigate a construct by asking questions of either fact (descriptive) or opinion (explanatory) from a sample of a population for the purpose of generalizing to the population. (p.52)

He added that term *survey* is “an umbrella term that allows for many data collection procedures including questionnaires, interviews, and observations” (p.53). A survey was widely used in the most area of vocabulary learning strategies and it was supported by Schmitt (1997) and Takač (2008). It was done in a statistics-descriptive manner as

the researcher investigated a research question: 'What are English vocabulary learning strategies used by eleventh-grade students of SMK N 2 Salatiga?'

Context of the Study

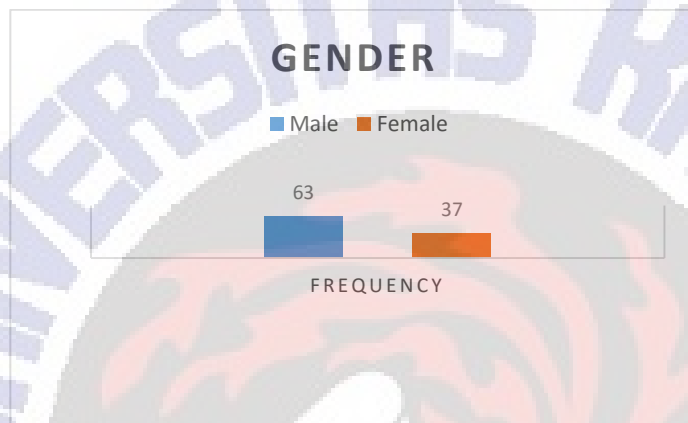
The research was conducted in SMK 2 N Salatiga, Central Java, Indonesia. The reason for selecting this school because of the accessibility to conduct the research. It is a vocational high school concerns on the technology and industrial education. The school has several programs, such as mechanical engineering, automotive engineering, civil engineering, architecture engineering, electrical engineering, computer, and network engineering. English is one of the obligatory lessons in the school. Also, English is not actively used in oral communication activities in this school, so the learners only have an opportunity to speak English in the classrooms. Most of the students learn English because it is a compulsory lesson. English lesson is only taught ninety minutes a week.

Research Participants

The researcher used nonprobability sampling which the participants selected by the researcher (Griffee, 2012). According to Griffee (2012), nonprobability sampling is "any type of sampling that allows the TREE [Teacher-Researcher-Educator-Evaluator] to select some persons for inclusion in a sample without allowing others" (p. 66). The participants of this study were students of grade eleventh (XI) of academic year 2016/2017. The whole population of eleventh-grade students is 554 students.

However, considering the limitation of the time to conduct the study, the researcher only selected three classes.

Figure 1: Participants of the Study



As shown in Figure 1, the participants of this study were 63 male and 37 female students. There were 100 participants from the eleventh grade of SMK N 2 Salatiga. The age of the participants was mostly 16 and 17 years old. In addition, their English grade of the last semester ranged from 70 to 100. The average English grade of the participants was 82. The average length of studying English was 11 years.

Research Instrument

The researcher employed a questionnaire. The reasons why the researcher chose questionnaire because it was practical and could be collected from a larger number of people in short time, effective, efficient, and could limit the effect to its validity and reliability (Griffie, 2012). Then, it could be analyzed and elaborated in

details through describing the statistical data. Also, it helped the researcher to make sure that the participants and the responses were accurate and specific enough.

The study used mixed-type questionnaire as the research instrument. The questionnaire of this study consisted of 34 close-ended items and 1 open-ended item (see Appendix A for the questionnaire). They were used for eliciting information on students' VLS in SMK N 2 Salatiga. Each participant recorded to respond closed-ended questionnaire used the Likert Scale items of "1-never", "2-rarely", "3-sometimes", "4-often", "and "5-always". The questionnaire was made by adapting Schmitt's VLS taxonomy. The Schmitt's taxonomy was classified into five categories, namely determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies (Schmitt, 1997). The first part of the questionnaire elicited the purpose of the study and demographic information. The second part of the questionnaire consisted the statements about vocabulary learning strategies. The questionnaire was written in Indonesian in order to ensure that the items were well understood by the participants.

The researcher also piloted the questionnaire to 27 participants. They were eleventh-grade students of state senior high school in one of the city in Central Java. They were chosen because they represent 27% of total participants. After making some revisions, the questionnaire was distributed via online through Google Form (<https://docs.google.com/forms>) to all 100 participants without including the pilot participants.

Data Collection Procedures

First of all, the researcher asked a permission from the headmaster to conduct the research at SMK N 2 Salatiga. Then, the researcher also asked the permission from the English teacher to distribute the questionnaire to her classes. After that, the researcher distributed the questionnaires to the three classes via online to access the questionnaire at Google Form. The students accessed the Google Form through their computer and smartphone. The researcher cooperated with the English teacher and the class president to distribute the questionnaire.

Data Analysis Procedures

The first step of analyzing data was processing the data gathered from the questionnaires. The data collected from close-ended questionnaires were analyzed using Microsoft Excel and SPSS. The researcher find out the score from each item in the questionnaire. Table 1 presents the Likert Scale and the converted score used to measure the students' VLS.

Table 1: The Converted Score of the Frequency

Frequency	The converted Score
Never	1
Rarely	2
Sometimes	3
Often	4
Always	5

The score ranged from 1 to 5. Here is the formula, as follows:

$$Score = \frac{\sum[(F.1) + (F.2) + (F.3) + (F.4) + (F.5)]}{\sum N}$$

Notes:

F : The number of students based on the degree of frequency

$\sum N$: The number of total participants

The questionnaire items were classified into five categories, namely determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies (See Appendix B for the Blueprint of the Questionnaire). The data from open-ended questionnaire were also classified into those categories. Next, the statistical data was figured and described by words so that the researcher and the reader would understand the finding better.

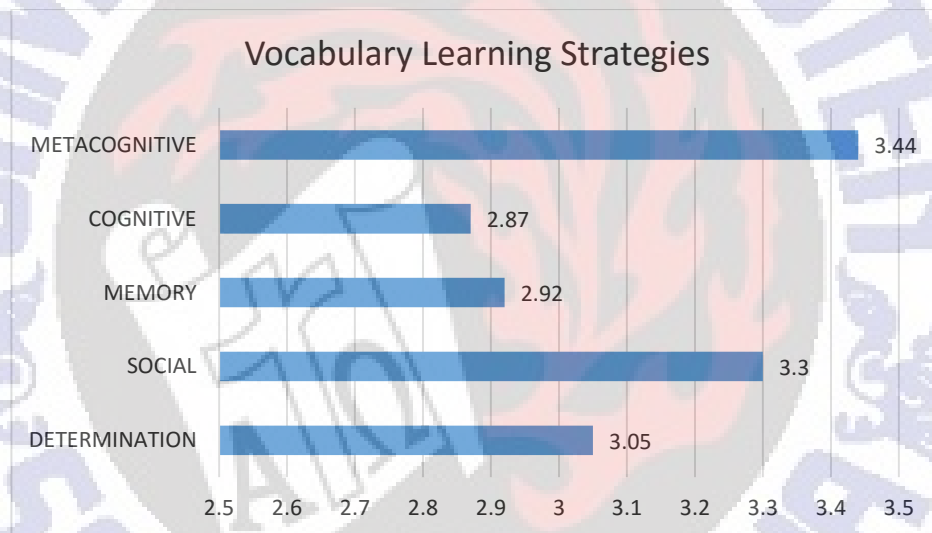
FINDINGS AND DISCUSSION

In this section, the researcher will discuss the findings of VLS used by SMK N 2 Salatiga students. The results of students' VLS strategies were obtained from the questionnaire. The data were the quantitative and the qualitative data gathered from thirty-four closed-ended questionnaire and one open-ended questionnaire related to the students' VLS. The results were used to answer the research questions formulated above about VLS that mostly used by SMK N 2 Salatiga students. This finding would

be explained from general finding into specific. The general figure consisted of the average responses scores in the five strategies. They were metacognitive strategies, social strategies, determination strategies, memory strategies and cognitive strategies. As shown in Figure 2, the summary of the VLS is used by eleventh-grade students of SMK N 2 Salatiga.

Overall Result

Figure 2: Overall Results of Vocabulary Learning Strategies



As shown in Figure 2, the overall results of five VLS used by eleventh-grade students of SMK N 2 Salatiga. The data in figure 2 presents the score from each category. In terms of those strategy types, the most frequently used strategies were metacognitive strategies (3.44). The second strategies most frequently used by the students were social strategies (3.3). The third and four positions were determination strategies (3.05) and memory strategies (2.92). Finally, the least frequently used strategies were cognitive strategies (2.87).

However, this finding is not similar with Hasnali et.al (2016) who found that memory strategies were most frequently used by Iranian students. In addition, the finding is different from Astika's finding (2016) which found determination strategies as the most frequently used by his participants. In the following section, the researcher is going to describe the average score of each strategy from the highest to the lowest frequently used.

Metacognitive Strategies

The result of the questionnaire indicates that metacognitive strategies were the most used by students in learning vocabulary. It was shown by the highest score with 3.44. According to Schmitt (1997) stated that "metacognitive strategies are used by students to control and evaluate their own learning, by having an overview of the learning process in general" (p.18). Considering those aspects, there were several strategies was chosen in the closed-ended questionnaire, namely use English-language media, continue to study word over time, and skip or pass new words then use spaced word practice.

As shown in Table 2, the use of metacognitive strategies by the eleventh-grade students of SMK N 2 Salatiga.

Table 2: Metacognitive Strategies

No	Statements	1	2	3	4	5	Sum	Score
		F	F	F	F	F		
Q27	If I do the vocabulary exercises I skip the new words that I do not understand.	1	6	26	37	30	389	3.89

Q30	I listen to songs in English and try to understand the new words.	3	7	23	34	33	387	3.87
Q25	I learn new words from films and TV programs I watch.	1	6	27	40	25	381	3.81
Q28	If I do the vocabulary exercises from reading a text, I will find the keywords first.	3	5	28	39	25	378	3.78
Q32	I use Google Translate and the other online dictionary from the internet to find the meaning of the word.	0	7	35	34	24	375	3.75
Q31	I use electronic dictionary to find the meaning of the word	6	10	25	37	22	359	3.59
Q33	I learn new words while playing offline video games.	8	21	33	26	22	333	3.33
Q34	I learn new words while playing online video games.	14	18	19	29	20	323	3.23
Q26	I plan for vocabulary learning in advance.	11	33	39	10	7	269	2.69
Q29	I write down new words when I watch films and TV programs.	24	31	29	9	7	244	2.44
Average Score								3.44

The first strategy involves skip or pass new words strategy. As shown in Table 2, this strategy had the highest score with 3.89. It indicates that most of the students applied skip and pass new words if they do vocabulary exercises. This also implies that new words can be skipped if they do not understand them yet. Nation (2001) noted that evaluative and selective attention to the new words indicates the successful learners to acquire new words. He added that "learners should have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary" (p.219).

The second highly used in metacognitive strategy involves use English language media. The average score of using English language media was 3.44. English language media consists of English songs, films, TV's programs, electronic dictionary,

Google translate and video games. The fact that the use of Google Translate is highly used by students can be found in the results. The use of Google Translate showed a high score with 3.75. However, the use of online and offline video games are not very significant to learn new words with the score 3.33 and 3.23.

The third frequently used in metacognitive strategy is study word over time. Plan for vocabulary learning in advance showed the result of 2.69. It means that there are not many students allocate their extra time to study new words. However, one of the student responded in the open-ended questionnaire allocated his time to study new words in tutoring institution:

I join the English tutoring [to study new vocabulary]. (*Op_End_Ans_12*)

Social Strategies

Social strategies are used to learn new words with others. Learners can discover a new meaning of new word through asking someone who knows it (Schmitt, 1997). In this research, this strategy was placed in the second position of the questionnaire result. The result showed that the application of social strategies is high. The result of social strategies showed an average high score of 3.3. As shown in Table 3, the use of social strategies by the learners.

Table 3: Social Strategies

No	Statements	1	2	3	4	5	Sum	Score
		F	F	F	F	F		
Q7	I ask classmates for the meaning of new words.	1	5	27	40	27	387	3.87

Q5	I ask the teacher to translate the meaning of words into Indonesian.	3	14	32	32	19	350	3.50
Q8	I discover the meaning of new words through group work activity.	3	17	40	29	11	328	3.28
Q6	I ask the teacher for the synonym of new words.	11	35	43	10	1	255	2.55
Average Score								3.3

As shown in Table 3, asking classmates for the new words meaning was the most frequently used by learners. The result showed a very high score of 3.87. Furthermore, certain participant reported asked classmates for the new words:

I ask my friends to speak in English. If there is a new word I do not understand yet I will ask my friend the meaning of the new word and then I will memorize it. (*Op_End_Ans_18*)

Ask the teacher for L1 translation was the second highly used in social strategy.

The result of this strategy was 3.50. It indicates that actually students often ask the teacher to translate the meaning of new words into Indonesian. Then, the finding showed that the third position was students discover the meaning of new words through group work activity. The score of this strategy was 3.28. This strategy also could be found in the open-ended answer, which learn new words through group work activity:

I read book and practice to speak English in the club, it depends on the situation in the school. Learning new words from the small group can be started from the class. (*Op_End_Ans_15*)

The student's responses indicate that students can study and practice new words meaning in a group. This result is in line with Schmitt's (1997) study, he noted that "learners can be introduced to new words and discover their meanings through group work" (p.12). Moreover, ask the teacher for the synonym of new words was rarely used

in social strategies with the score of 2.55. Finally, the other strategies used by students can be found in the close-ended answer:

I learn new words while I am talking with the native-speakers.
(*Op_End_Ans_11*)

From the student's answer, it indicates that he/she learn new words while interacting with the native-speakers. This finding seems to confirm Krashen (1982) as cited in Schmitt (1997) assertion that interacting with native speakers would be an excellent way to gain new words.

Determination Strategies

Determination strategies are strategies to discover the meaning of new words through guessing from context, guessing from structural knowledge and using reference (Schmitt, 1997). Determination strategies were placed on the third position of the questionnaire result. In determination strategies, there were four strategies found in the closed-ended questionnaire, namely guessing from textual context, using a bilingual dictionary, using a monolingual dictionary and word lists. The finding showed that using bilingual dictionary was more valued (3.66) than using a monolingual dictionary (2.46). It indicates that direct translation of new words from English to Indonesian was more useful for the students. This strategy also supported by one of the students who wrote the answer in the open-ended questionnaire:

I look two languages at once (Indonesian and English Language).
(*Op_End_Ans_15*)

This finding seems to confirm Baxter's (1980) as cited in Schmitt (1997) assertion that "bilingual dictionaries seem to be used much more extensively than monolingual dictionaries by L2 language learners" (p.12). As shown in Table 4, the use of determination strategies by the learners.

Table 4: Determination Strategies

No	Statements	1	2	3	4	5	Sum	Score
		F	F	F	F	F		
Q2	I use English-Indonesian dictionary to understand the meaning of the words.	1	7	36	37	19	366	3.66
Q1	I guess the words from the textual context to understand new vocabularies.	1	7	48	33	11	346	3.46
Q4	I make my own new vocabularies lists.	10	41	33	10	6	261	2.61
Q3	I use English-English dictionary to understand the meaning of the words	22	27	38	9	4	246	2.46
Average Score								3.05

The use of guessing words from textual context was in the second position in determination strategies. The result shows that guessing words from textual context was more valued (3.46) than making new word lists (2.61). The application of guessing words from textual context has been seen more appropriate and more comfortably for the learners (Schmitt, 1997).

Memory Strategies

Schmitt (1997) defines that memory strategies "involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping" (p.13). Memory strategies are used for recalling and remembering new

words. This finding showed that the average score in memory strategies was (2.92). As shown in Table 4, the use of memory strategies by learners.

Table 5: Memory Strategies

No	Statements	1	2	3	4	5	Sum	Score
		F	F	F	F	F		
Q9	I connect the words to a personal experience to help memorize new words.	4	19	31	33	13	332	3.32
Q14	I understand the new words better with the picture.	6	15	36	32	11	327	3.27
Q15	I group the new words together to study them.	3	17	43	30	7	321	3.21
Q16	I write new words in a sentence so I can understand them better.	4	20	45	25	6	309	3.09
Q13	I spell the words carefully to help memorize it.	5	34	36	20	5	286	2.86
Q10	I connect words to their synonyms to understand them better.	9	29	43	14	5	277	2.77
Q12	I read the words loudly to help memorize the new words better.	25	27	29	17	2	244	2.44
Q11	I connect words to their antonym to understand them better.	18	42	28	10	2	236	2.36
Average Score								2.92

As seen in Table 4, it showed that connect the word to a personal experience was highly frequently used by the students with the score of 3.32. This strategy was used by the larger number of students. Previous experiences and known words can help learners learn faster and recall new words better (Schmitt, 1997). The second strategy was studying words with pictures. The finding shows that score of using pictures to study new words was 3.27. As Kopstein and Roshal (1954) as cited in Schmitt (1997)

found that learning new words with pictures has been shown to be better than learning new words with their L1.

As shown in Table 4, connect the word to its synonym and antonym had a low score. It showed a low result of 2.77 and 2.36. It means that connecting words to its synonym and antonym was not frequently used by most students. This finding also same with saying the new word aloud and spell words with the result of 2.86 and 2.44. It indicates that both strategies are not frequently used by students. The open-ended answer found another VLS that learners applied such us: group words together within a storyline, connect new words with the funny thing in order to remember them and image word's meaning. Below is the example one of the student's answer:

I learn new words with retelling the story that I have read. After retelling the story, automatically our brains will always think about words that are going to use. From that activity, we can memorize new words and add our vocabularies.
(*Op_End_Ans_4*)

This finding seems to confirm Bower & Clark (1969) as cited in Smith (1997) noted words can be grouped together in a story. They added that "the narrative chain method has been shown to be highly effective with L1 undergraduates, who recalled six-to-seven times as many words with this method than with rote memorization" (p.15).

Cognitive strategies

Cognitive strategies include repetition and use mechanical means to study vocabulary. According to Schmitt (1997), cognitive strategies contain written and verbal repetition, repeatedly writing or saying a word over and over again, make wordlist, flash cards, and vocabulary notebook. As shown in Table 6, the results of the cognitive strategies in the questionnaire items. The following results found the highest score was statement 22 (3.46), about remember new words if it is written down. It indicates in order to understand new words, the students need to write it down. The written repetition strategies also found in statement 20 and 21 with the score 2.61 and 3.24.

Table 6: Cognitive Strategies

No	Statements	1	2	3	4	5	Sum	Score
		F	F	F	F	F		
Q22	I remember new words if I write it down.	5	13	31	33	18	346	3.46
Q19	I repeatedly say the new words to help memorize new words.	6	7	47	29	11	332	3.32
Q21	I write down the new words from what I read and listen.	4	21	33	31	11	324	3.24
Q17	I make word lists and write their translations in my mother tongue.	4	24	31	30	11	320	3.20
Q18	I review new words regularly outside the classroom.	7	29	42	20	2	281	2.81
Q20	I write down the new words repeatedly to remember them.	15	30	37	15	3	261	2.61
Q23	I make my little dictionary of new words with their translations in my mother tongue.	21	34	27	15	3	245	2.45
Q24	I make flash cards of new words.	47	30	17	5	1	183	1.83
Average Score								2.87

The other finding under cognitive strategies was verbal repetition strategy. The verbal repetition or repeatedly saying new words was found in statement 19 with the score of 3.32. It appears that repeatedly saying new words can help them to memorize it better. The last position statement 24 which make flash cards with the score of 1.83. It indicates that make flash cards was not applied by most of the students. However, Brown (1980) as cited in Schmitt (1997) found that using flash card is very beneficial because it can be taken anywhere and studied new words anytime.

CONCLUSION

The goal of this study wanted to answer the research question: 'What are English vocabulary learning strategies used by eleventh-grade students of SMK N 2 Salatiga?' The results of the study showed that the most VLS used by the participants were metacognitive strategies (3.44), followed by social strategies (3.30), determination strategies (3.05), memory strategies (2.92), and finally, cognitive strategies (2.87). In general, the results indicate that most of the participant prefer metacognitive strategies in learning new words. In metacognitive strategies, the students learn new words through using English language media. This finding on metacognitive strategies is consistent that have high score under each sub categories.

The findings show some interesting points regarding the VLS. First, most of the participants prefer to skip new words that they do not understand if they do vocabulary exercises. In accordance with Schmitt's findings (1997), in metacognitive

strategies students can control their own learning and concern with more efficient learning. Regarding to the pass and skip new words strategies it can be considered as the application of efficient learning. The second interesting point is the participants tend to ask their classmates deal with the meaning of new words in the social strategies. It indicates that the participant prefer to apply cooperative learning to deal with new words. According to Schmitt (1997) learning new words with classmates can enhance the motivation and freedom to "manipulate language" (p. 13) in classrooms. The last interesting finding is the use of English language media to learn new words. This strategy was used by the majority of the participants. The use of English language media includes song, films, TV, video games, Google translates and the other internet media to deal with new words. This evidence provided further support to the study by Barani (2013). In his study, he examined that there was a significant effect on learning vocabulary by using English language media especially computer and internet media.

The application of VLS by students had some implications. This research proposes some suggestions for students and English teacher of SMK N 2 Salatiga. Firstly, there are some important strategies to get more focus to learn new words based on their expectations and experiences. According to some important strategies, the students should apply the most important strategies to achieve the success of learning vocabulary. According to the result, utilizing English language media was the most effective used by students. Therefore, the students must maximize the use of English language media (English song, movies, newscast, video games, etc.) to make the

successful process of vocabulary learning. For the teacher, special instructions of learning vocabulary through using English language media and other strategies are needed to facilitate the vocabulary learning.

This study has been limited only to investigate VLS used by SMK N 2 students. A similar research needs to be conducted for the next improvement of research on VLS. The researcher suggests future researchers to take both qualitative and quantitative study. The researcher suggests future researchers to employ interview and observation to collect data for the qualitative study. Also, the future researchers can use Nation's (2001) vocabulary level test to measure vocabulary knowledge to conduct the quantitative study. In addition, the future researchers can study the comparison and the correlation between Vocabulary Learning Strategies across gender, age, class, and the other level.

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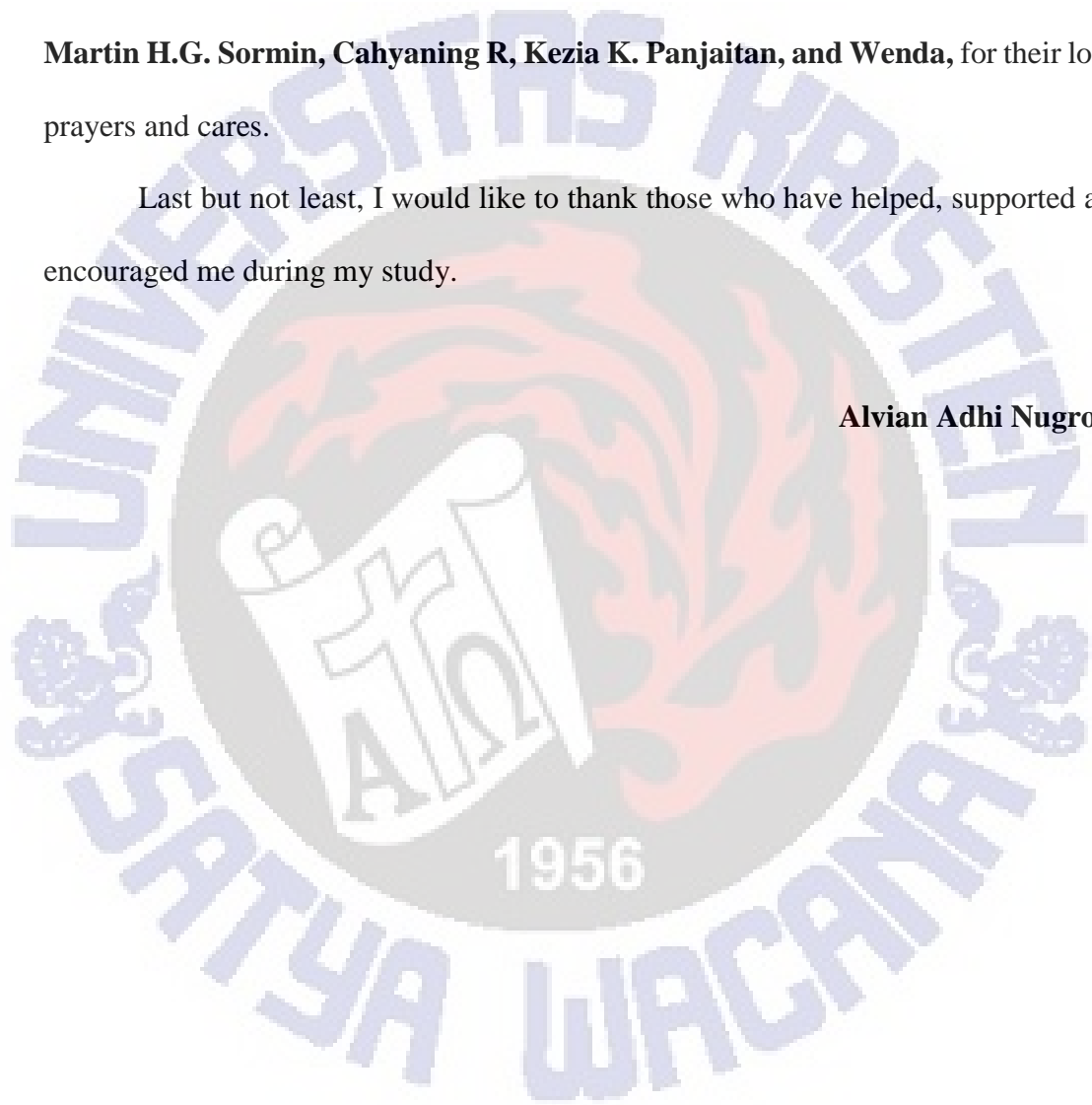
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APPENDIX A

Lembar Kuesioner "Vocabulary Learning Strategies" untuk Siswa Kelas XI SMK N 2 Salatiga

<https://docs.google.com/forms/d/19IKdDWGeI70xUEoA-TSbsFpOQa701-3zVCe7Why911A/edit>

Ada banyak cara yang dilakukan untuk menguasai kosakata bahasa Inggris. Menguasai kosakata bahasa Inggris merupakan salah satu keterampilan yang harus dimiliki oleh setiap siswa agar sukses dalam pembelajaran bahasa Inggris.

Kuesioner ini bertujuan untuk mengetahui cara siswa mempelajari kosakata baru bahasa Inggris. Isilah identitas diri Anda pada bagian A. Pada bagian B pilihlah jawaban yang paling sesuai dengan apa yang Anda lakukan dalam mempelajari kosakata baru bahasa Inggris.

PETUNJUK UMUM:

- 1) Jawaban Anda tidak untuk menentukan nilai.
- 2) Kuesioner ini bertujuan untuk mendapatkan informasi.
- 3) Jawaban Anda sangat berarti untuk mengetahui strategi belajar kosakata baru bahasa Inggris.

PETUNJUK KHUSUS:

Pertanyaan kuesioner ini terdiri atas dua bagian, yaitu:

- 1) Bagian A berupa pertanyaan tentang diri Anda. (Identitas Anda akan dirahasiakan).
- 2) Bagian B berupa pernyataan-pernyataan mengenai strategi dalam mempelajari kosakatabaru (Vocabulary Learning Strategies).

Pilihlah angka 1, 2, 3, 4, atau 5 untuk setiap pernyataan: 1=tidak pernah, 2=jarang, 3=kadang-kadang, 4=sering, 5=selalu).

*** Wajib**

Bagian A

Berupa pertanyaan tentang diri Anda.

1. Nama *

2. Kelas *

Tandai satu oval saja.

- XI TMO
 XI TKJ
 XI TGB

3. Jenis Kelamin *

- Laki-laki
 Perempuan

4. Umur *

- Di bawah 16 tahun
 16 tahun
 17 tahun
 18 tahun
 Di atas 18 tahun

5. Lama belajar bahasa Inggris

- Kurang dari 10 tahun
- 10 tahun
- 11 tahun
- 12 tahun
- Lebih dari 12 tahun

6. Nilai bahasa Inggris semester lalu/pada semester 1 (pilih yang sesuai) *

- Antara 90-100
- Antara 80-89
- Antara 70-79
- Antara 60-69
- Di bawah 60

Bagian B

Bagian ini terdiri dari pernyataan-pernyataan mengenai beberapa strategi dalam mempelajari kosakata baru bahasa Inggris (Vocabulary Learning Strategies). Pilihlah angka 1, 2, 3, 4, atau 5 untuk menanggapi setiap pernyataan dengan menandai salah satu angka: 1=tidak pernah, 2=jarang, 3=kadang-kadang, 4=sering, 5=selalu).

1. Saya memahami arti kosakata baru dengan cara menerka/menebak arti kata sesuai dengan konteks yang ada. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

2. Saya memahami arti kosakata baru dengan menggunakan kamus Inggris-Indonesia. *

1 2 3 4 5

Tidak pernah Selalu

3. Saya memahami arti kosakata baru dengan menggunakan kamus Inggris-Inggris. *

1 2 3 4 5

Tidak pernah Selalu

4. Saya membuat daftar kosakata baru. *

1 2 3 4 5

Tidak pernah Selalu

5. Saya meminta kepada Ibu/Bapak guru untuk menerjemahkan kosakata yang tidak saya mengerti. *

1 2 3 4 5

Tidak pernah Selalu

6. Saya meminta kepada Ibu/Bapak guru untuk memberikan sinonim atau padanan kosakata baru. (1=tidak pernah, 2=jarang, 3 =kadang-kadang, 4=sering, 5=selalu) *

1 2 3 4 5

Tidak pernah Selalu

7. Saya bertanya kepada teman tentang makna kosakata yang tidak saya mengerti. *

1 2 3 4 5

Tidak pernah Selalu

8. Saya bekerja kelompok dengan teman-teman ketika mengerjakan latihan kosakata. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

9. Saya lebih mudah menguasai kosakata baru yang berhubungan dengan pengalaman pribadi saya (contoh: saya memahami kata "airport"=bandara yang mengingatkan saya ketika setiap mudik Lebaran saya selalu naik pesawat terbang). *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

10. Saya mengingat kosakata baru dengan cara mencari sinonim dari kata tersebut. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

11. Saya menghafal kosakata baru dengan cara mencari antonim dari kata tersebut. *

	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

12. Untuk menghafal kosakata baru, saya membacanya/mengucapkannya keras-keras. (1=tidak pernah, 2=jarang, 3 =kadang-kadang, 4=sering, 5=selalu) *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

13. Saya mengingat kosakata baru dengan cara mengeja/spelling. *

1 2 3 4 5

Tidak pernah Selalu

14. Saya lebih mudah menguasai kosakata baru apabila disertai gambar. *

1 2 3 4 5

Tidak pernah Selalu

15. Saya mengelompokkan kata-kata sejenis agar saya mudah mengingatnya, misalnya kata benda, kata kerja, kata sifat, dll. *

1 2 3 4 5

Tidak pernah Selalu

16. Saya memakai kata baru dalam kalimat lain supaya mudah mengingatnya. *

1 2 3 4 5

Tidak pernah Selalu

17. Saya membuat daftar kosakata baru dan menulis terjemahannya dalam bahasa Indonesia. (1=tidak pernah, 2=jarang, 3 =kadang-kadang, 4=sering, 5=selalu) *

1 2 3 4 5

Tidak pernah Selalu

18. Saya menghafalkan kosakata baru di luar jam pelajaran. *

1 2 3 4 5

Tidak pernah Selalu

19. Saya menghafal kosakata dengan cara mengucapkan kata tersebut berulang-ulang. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

20. Saya menghafal kosakata dengan cara menulis kata-kata tersebut berulang-ulang. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

21. Saya mencatat kosakata baru dari apa yang saya dengar atau baca. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

22. Saya bisa mengerti dan mudah mengingat kosakata baru kalau kosakata itu saya tulis.

(1=tidak pernah, 2=jarang, 3 =kadang-kadang, 4=sering, 5=selalu) *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

23. Saya membuat kamus kecil Inggris-Indonesia yang berisi kosakata baru. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

24. Saya membuat flashcard (kartu-kartu yang berisi kosakata baru) *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

25. Saya belajar kosakata baru dari film/TV. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

26. Saya membuat rencana untuk belajar kosakata baru. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

27. Jika mengerjakan latihan kosakata baru, saya melewati dulu soal yang sulit. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

28. Jika mengerjakan latihan kosakata dari sebuah bacaan, saya mencari kosakata penting/kosakata kunci terlebih dahulu. (1=tidak pernah, 2=jarang, 3=kadang-kadang, 4=sering, 5=selalu) *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

29. Saya menulis kosakata baru ketika menonton film atau program di TV. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

30. Saya mendengarkan musik berbahasa Inggris untuk menambah perbendaharaan kata. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

31. Saya mencari arti kosakata baru dengan menggunakan kamus elektronik.

*

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

32. Saya mencari arti kosakata baru dengan menggunakan Google Translate atau alat penerjemah lain di Internet. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

33. Saya belajar kosakata baru bahasa Inggris ketika bermain video games offline. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Selalu

34. Saya belajar kosakata baru ketika bermain video games online. *

	1	2	3	4	5	
Tidak pernah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Selalu

Apabila ada strategi lain yang tidak tercantum dalam pernyataan-pernyataan di atas, tulislah strategi tersebut di bawah ini!

Terima Kasih

APPENDIX B

The Blueprint of the Questionnaire

	STRATEGIES		STATEMENTS	ITEMS NO.
I	Determination Strategies	Guess from textual context	Saya memahami arti dari kosakata baru dengan cara menerka/menebak arti kata sesuai dengan konteks yang ada.	1
		Bilingual dictionary	Saya memahami arti dari kosakata baru dengan menggunakan kamus Inggris-Indonesia.	2
		Monolingual dictionary	Saya memahami arti dari kosakata baru dengan menggunakan kamus Inggris-Inggris.	3
		Word lists	Saya membuat daftar kosakata baru.	4
II	Social Strategies	Ask teacher for an L1 translation	Saya meminta kepada Ibu/Bapak guru untuk menerjemahkan kosakata yang tidak saya mengerti.	5
		Ask teacher for paraphrase or synonym of new word	Saya meminta kepada Ibu/Bapak guru untuk memberikan sinonim atau padanan kosakata baru.	6
		Ask classmates for meaning	Saya bertanya kepada teman tentang makna kosakata yang tidak saya mengerti	7
		Discover new meaning through group work activity	Saya bekerja kelompok dengan teman--teman ketika mengerjakan latihan kosakata.	8
III	Memory Strategies	Connect word to a personal experience	Saya lebih mudah menguasai kosakata baru yang berhubungan dengan pengalaman pribadi saya.	9
		Connect the word to its synonyms and antonyms	Saya mengingat kosakata baru dengan cara mencari sinonim dari kata tersebut.	10
			Saya menghafal kosakata baru dengan cara mencari antonim dari kata tersebut.	11
		Say new word aloud when studying	Untuk menghafal kosakata baru, saya membacanya/mengucapkannya keras--keras.	12
		Study the spelling of a word	Saya mengingat kosakata baru dengan cara mengeja/ <i>spelling</i> .	13
		Image word's meaning	Saya lebih mudah menguasai kosakata baru apabila disertai gambar.	14
Group words together to study them	Saya mengelompokkan katakata sejenis agar saya mudah mengingatnya, misalnya kata benda, kata kerja, kata sifat, dll.	15		

		Use new word in sentences	Saya memakai kata baru dalam kalimat lain supaya mudah mengingatnya.	16
IV	Cognitive Strategies	Word Lists	Saya membuat daftar kosakata baru dan menulis terjemhannya dalam bahasa Indonesia.	17
		Written and verbal repetition	Saya menghafalkan kosakata baru di luar jam pelajaran.	18
		Verbal repetition	Saya menghafal kosakata dengan cara mengucapkan kata tersebut berulang-ulang.	19
		Written Repetition	Saya menghafal kosakata dengan cara menulis kata-kata tersebut berulang-ulang.	20
		Take notes in class	Saya mencatat kosakata baru dari apa yang saya dengar atau baca.	21
			Saya bisa mengerti dan mudah mengingat kosakata baru kalau kosakata itu saya tulis.	22
		Keep a vocabulary notebook	Saya membuat kamus kecil Inggris--Indonesia yang berisi kosakata baru.	23
		Use flash cards	Saya membuat flashcard (kartukartu yang berisi kosakata baru).	24
V	Metacognitive Strategies	Use English-language media.	Saya belajar kosakata baru dari film/TV.	25
		Continue to study word over time	Saya membuat rencana untuk belajar kosakata baru.	26
		Skip or pass new word or use spaced word practice	Jika mengerjakan latihan kosakata baru, saya melewati dulu soal yang sulit.	27
			Jika mengerjakan latihan kosakata dari sebuah bacaan, saya mencari kosakata penting/kosakata kunci terlebih dahulu.	28
		Use English-language media	Saya menulis kosakata baru ketika menonton film atau program di TV.	29
			Saya mendengarkan musik berbahasa Inggris untuk menambah perbendaharaan kata.	30
			Saya mencari arti kosakata baru dengan menggunakan kamus elektronik.	31
			Saya mencari arti kosakata baru dengan menggunakan Google Translate atau alat penerjemah lain di Internet.	32
			Saya belajar kosakata baru bahasa Inggris ketika bermain video games offline.	33
		Saya belajar kosakata baru ketika bermain video games online.	34	

APPENDIX C

The Result from Open-Ended Questionnaire

Code	Students' answer	Themes
Op_End_Ans_1	Saya suka mencatat kosakata baru di balik buku tulis b inggris	Cognitive strategy
Op_End_Ans_2	Untuk menghafal saya biasanya mendengarkan orang lain berbicara dan saya bisa langsung mengingat dan terkadang saya menulisnya untuk ingatan jangka panjang Cognitive strategy	Cognitive strategy
Op_End_Ans_3	Strategi lainnya adalah biasanya setelah saya menghafal kosa kata yang baru, biasanya saya mencoba untuk membayangkannya, sehingga saya dapat gambaran dari vocab yang saya hafal tadi.	Memory strategies : Image word's meaning
Op_End_Ans_4	dengan cara menceritakan kembali. semisal kita membaca sebuah cerita lalu setelah itu kita mencoba untuk menceritakan kembali dengan bahasa inggris. dari situ otomatis otak kita akan terus berfikir kosakata mana yang akan kita pakai. disitu kita juga mampu mengingat kosakata yang telah kita ketahui dan mampu untuk menambah kemampuan kosakata kita.	Memory strategies : Group words together within a storyline
Op_End_Ans_5	Mengajarkan materi tentang kosakata kepada teman-teman)	Social strategies
Op_End_Ans_6	Saya belajar jika saya ingin. terimakasih :D	-
Op_End_Ans_7	mengaitkan kata dgn kehidupan sehari-hari	Memory strategies Connect word to a personal experience
Op_End_Ans_8	Saya menghafal kosakata baru dengan cara membuat kata itu lucu sehingga saya bisa mengingatnya dengan mudah sekaligus artinya	Memory strategies: Image word's meaning
Op_End_Ans_9	Saya terkadang menemukan kosa kata baru lewat ucapan orang lain	Social strategies: Study new words while interacting with others
Op_End_Ans_10	Mendengarkan musik yang ber tempo cepat agar mudah belajar hearing [Listening]	Metacognitive strategies
Op_End_Ans_11	Saya belajar kosakata bahasa inggris ketika bercakap-cakap dengan orang luar negeri	Social strategies : Interact with native-speakers
Op_End_Ans_12	Mengikuti bimbel bahasa inggris	Metacognitive strategies: continue to study new words over time
Op_End_Ans_13	Belajar dari sekitar ???	-
Op_End_Ans_14	dengan mencatat di hp dan terdapat peringatan	Cognitive strategies)
Op_End_Ans_15	Membaca buku, berkumpul klub, mungkin bisa sehari kita memakai bahasa inggris, tapi itu juga tergantung pada sekolah yang mengizinkan atau tidak, mungkin bisa juga dimulai dari lingkup kelas dulu	Social strategies: Study and practice meaning in a group

Op_End_Ans_16	Melihat 2 bahasa sekaligus (bahasa Indonesia & bahasa inggris	Deteremination strategies bilingual dictionaries
Op_End_Ans_17	Menurut saya, mungkin dari strategi yang sudah tercantum diatas sudah lengkap. Namun terkadang bisa juga dengan membaca cerita yang mengandung unsur bahasa inggris.	Metacognitive strategies : read from the English media
Op_End_Ans_18	Mengajak teman berbicara bahasa inggris. Apabila ada kosakata baru saya bertanya artinya lalu menghafalnya	Social strategies: Study and practice meaning in a group

