**STUDENTS’ STRATEGIES IN LEARNING VOCABULARY**

**AT MTsN ARYOJEDING**

**THESIS**

**Presented to**

State Islamic College of Tulungagung in partial fulfillment of the

requirements for degree of Sarjana Pendidikan Islam in English

Education Program

****

**By**

**A.RAHAYU MUTI’ATU MASRURIN**

**NIM**. **3213083026**

**ENGLISH EDUCATION PROGRAM**

**DEPARTMENT OF ISLAMIC EDUCATION**

**STATE COLLEGE FOR ISLAMIC STUDIES**

**(STAIN) TULUNGAGUNG**

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**ADVISOR’S APPROVAL SHEET**

This is to certify that thesis entitle “Students’ strategies in learning Vocabulary at MTsN Aryojeding ” written by A.Rahayu Muti’atu Masrurin has been approved by the thesis advisor for further approval by the Board of Examiners.

Tulungagung, June , 2012

Advisor,

**Susanto, SS, M.Pd.**

NIP. 19730831199031002

**LEGITIMATION FROM THE BOARD OF THESIS EXAMINERS**

Thesis entitled “Students’strategies in Learning Vocabulary at MTsN Aryojeding”, Written by A. Rahayu Muti’atu Masrurin has been approved by the board examiners as the requirement for the degree of Sarjana pendidikan Islam in English Education Program.

Board of Thesis Examiners

Chair, secretary,

**Ida Isnawati, M.Pd** **Susanto, SS. M.Pd**

NIP. 197808162006042002 NIP. 19730831199031002

Main examiner

**Drs. H. Mashudi, M.Pd.I**

NIP. 196901312001121003

Tulungagung, June , 2012

Approved by

The Chief of STAIN Tulungagung

**Dr. Maftukhin, M. Ag**

NIP. 1967717200031002

**MOTTO**

**NOTHING’S IMPOSSIBLE IN THIS WORLD**

**ALWAYS BELIEVE WITH YOUR own ABILITY,,,,**

**“ Man jadda wa jadda ”**

**DEDICATION**

* ***Thanks for God, has blessing, mercies, and guidance every time***
* ***My beloved parents H.ROHMAD, Spd.I. and Hj.SITI MUNAWWAROH who always give full love, attention, motivation, support, advices, and pray for me, thank you very much for your genuine affection and endless love***
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* ***All of people who gave contribution in finishing my thesis, thanks***
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Finally, the writer realized that this thesis has weaknesses and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June 2012

The writer,

A.Rahayu Muti’atu Masrurin

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**ABSTRACT**

Masrurin, A.Rahayu Muti’atu. 2012. Registered Number ( NIM) .3213083026. *Students’ Strategies in Learning Vocabulary at MTsN Aryojeding.* Thesis. English education program. Department of Islamic Education College State for Islamic Studies (STAIN Tulungagung). Advisor: Susanto, SS. M.Pd.

Keywords: learning strategy, vocabulary learning strategy, vocabulary achievement

In learning a foreign language, vocabulary plays an important role. It is one of the elements of language that links the four skills, speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. But, learning vocabulary is not simple. Because the students must understand not only the meaning of the words, but also must know how to pronounce and use it contextually. The biggest problem in learning vocabulary is most of the students are easier to forget what they have learned. In other words, they have problem in vocabulary retention. Besides that, every student has different characteristics, interest, and ability. Consequently, they have different learning strategies that are suitable with them. That’s why learning strategies in learning vocabulary is very important. It is needed by students to help themselves understand and remember vocabulary in easier, and joyful ways by using their own ways. So, the learners can take more control of their own learning so that they can take more responsibility for their own learning. Consequently, they can become good language learners.

The reseach problems in this study : 1) What are the strategies used by students who are good in vocabulary mastery at MTsN Aryojeding ?, 2) How are the strategies used by students who are good in vocabulary mastery at MTsN Aryojeding contributive to their vocabulary mastery ? the purposes of this study are : 1) Describe the strategies used by students who are good in vocabulary mastery at MTsN Aryojeding in learning vocabulary. 2) Know the contribution of students’ strategies used in their vocabulary mastery.

The findings of the study are expected to give both theoretical and practical contribution. Firstly, theoretically, the result of this study is expected to give worthy contribution for the science in teaching and learning vocabulary. The information about strategies in learning vocabulary can make people who are interested in learning English understand and know the good strategies in learning vocabulary. Secondly, practically, this study can be useful for students and English teacher. For students, it can develop and apply students’ vocabulary learning strategies in easier and more interesting ways. Moreover, they can be independent language learners. Meanwhile, for English teachers, this research can enable teachers to design appropriate materials and activities that suitable for their students. It also can become feedback to give motivation in improving and creating innovative strategies of teaching their students, especially for the subjects.

The subjects of this research are the selected students who are good in vocabulary mastery at MTsN Aryojeding. The data in this research are the students’ strategies in learning vocabulary and its contribution for their vocabulary mastery. The methods of collecting data in this research are interview, observation, and documentation. The method of data analysis is inductive method. By employing all of the methods above, the relevant data are collected.

The research findings : 1) Students have various strategis in learning vocabulary that are suitable with their interests and their characteristics, they are ; (a) Looking up the dictionary. (b) Asking people. (c) Making notes. (d) Memorizing. (e) Listening to music. (f) Watching English movie. (g) Reading story. (h) Using song’s lyrics. (i) Sharing with other friends, and (j). Using the vocabularies in daily life. 2) All of the strategies in learning vocabulary mentioned above are very useful for the subjects. Those can increase their vocabulary mastery in easier ways and their English skills, such as speaking, writing, reading, and listening. The contribution of students’ strategies in learning vocabulary are : (a) Making notes, and writing diary strategies are contributive in vocabulary mastery and for their writing skill. (b) Reading story and reading song’s lyric, do not only enrich students’ vocabulary, but also improve their reading skill. (c) Listening to music and watching English movie are contributive in improving students’ vocabulary, listening skill, and also their pronunciation. (d) Asking people and using vocabularies for communication in daily life are contributive to increase speaking skill and help students enrich their vocabularies. So, those learning strategies are contributive in improving both the four English skills and the English components, especially for incresing the students’ vocabulary mastery.

**ABSTRAK**

Masrurin, A. Rahayu Muti’atu. 2012. NIM. 3213083026. *Students’ Strategies in Learning Vocabulary at MTsN Aryojeding*. Skripsi. Jurusan Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri (STAIN) Tulungagung. Pembimbing : Susanto, SS. M.Pd.

Kata kunci : strategi belajar, strategi belajar vocabulary, penguasaan vocabulary.

Dalam belajar bahasa asing, kosakata mempunyai peran yang sangat penting. Kosakata adalah salah satu dari unsur bahasa yang menghubungkan empat skill, berbicara, mendengarkan, membaca, dan menulis. Agar dapat berkomunikasi menggunakan bahasa asing dengan baik, para siswa harus mempunyai kosakata yang memadai. Selain itu juga, mereka harus tahu bagaimana menggunakan kata- kata itu dengan benar. Akan tetapi, belajar kosakata bukanlah merupakan hal yang mudah. Karena siswa harus mengerti tidak hanya arti dari kosakata tersebut, akan tetapi juga harus tahu bagaimana cara pelafalan dan penggunaan kosakata tersebut dengan tepat. Masalah terbesar dalam belajar kosakata Bahasa Inggris adalah hampir sebagian besar para siswa dalam belajar kosakata Bahasa Inggris adalah mereka mudah lupa apa yang sudah mereka pelajari. Dengan kata lain, mereka mempunyai masalah dalam menghafal kosakata yang mereka telah pelajari. Selain itu, setiap siswa mempunyai karakter yang berbeda – beda. Akibatnya, mereka mempunyai strategi belajar yang berbeda yang sesuai dengan diri mereka sendiri. Itulah mengapa, strategi belajar kosakata Bahasa Inggris itu sangatlah penting. Hal itu diperlukan oleh para siswa untuk mempermudah mereka memahami dan mengingat kosakata yang mereka pelajari dengan menggunakan strategi belajar mereka sendiri yang lebih mudah dan menyenangkan bagi mereka. Jadi, mereka dapat mengontrol cara belajarnya, sehingga mereka dapat lebih bertanggung jawab dalam belajar, yang akhirnya membuat mereka menjadi pembelajar bahasa yang baik.

Rumusan masalah dalam penelitian ini adalah : 1) apa sajakah strategi belajar kosakata Bahasa Inggris yang digunakan oleh para siswa yang mempunyai penguasaan kosakata yang baik di MTsN Aryojeding? 2) bagaimana strategi belajar kosakata yang mereka gunakan memberikan kontribusi untuk penguasaan kosakata mereka? Tujuan dari penelitian ini adalah : 1) menggambarkan strategi belajar yang digunakan oleh para siswa MTsN Aryojeding yang mempunyai penguasaan kosakata Bahasa Inggris dengan baik. 2) mengetahui kontribusi dari strategi strategi belajar kosakata yang mereka terapkan dalam penguasaan kosakata Bahasa Inggris.

Penemuan dari penelitian ini diharapkan dapat memberikan kontribusi secara teori maupun praktis. Secara teori, hasil dari penelitian ini diharapkan dapat memberikan kontribusi yang baik dalam dunia pengetahuan, terutama tentang pembelajaran dan pengajaran kosakata Bahasa Inggris. Pengetahuan tentang strategi belajar kosakata dapat membuat orang yang tertarik belajar Bahasa Inggris mengerti dan tahu tentang strategi belajar kosakata Bahasa Inggris yang tepat untuknya. Sedangkan secara praktis, penelitian ini sangat bermanfaat bagi para siswa dan guru Bahasa Inggris. Bagi siswa, mereka dapat mengembangkan dan menerapkan strategi belajar kosakata secara lebih mudah, dan menarik. Bahakan hal itu bisa membuat siswa menjadi pembeljar bahasa yang mandiri. Sementara itu, penelitian ini bermanfaat bagi guru Bahasa Inggris untuk bisa membuat materi dan kegiatan pembelajaran yang sesuai dengan kaebutuhan para siswa. Hal itu juga bisa menjadi umpan balik untuk memotivasi untuk menciptakan strategi pembelajaran yang inovative bagi siswa.

Subject dalam penelitian ini adalah siswa – siswa yang mempunyai kualifikasi dalam penguasaan kosakata Bahasa Inggris di MTsN Aryojeding. Data dalam penelitian ini adalah strategi belajar para siswa yang mempunyai penguasaan kosakata Bahasa Inggris yang baik dalam belajar kosakata Bahasa Inggris di MTsN Aryojeding, dan kontribusi dari strategi tersebut dalam penguasaan kosakata Bahasa Inggris mereka. Metod dalam pengumpulan data menggunakan : wawancara, observasi, dan dokumentasi. Metode yang digunakan untuk menganalisis data adalah menggunakan metode induktif.

Penemuan dari penelitian ini adalah : 1) para siswa mempunyai bermacam – macam strategi belajar kosakata Bahasa Inggris yang sesuai dengan karakter, dan minat mereka masing – masing. Strategi belajar kosakata nya adalah : a) melihat kamus. b) bertanya pada orang. c) membuat catatan. d). Menghafal. e) mendengarkan lagu. f) menonton film Bahasa Inggris. g) membaca cerita. h) menggunakan lirik lagu. i) membantu teman lain dalam belajar kosakata Bahasa Inggris. j) menggunakan kosakata yang dipelajari dalam kehidupan sehari – hari. 2) strategi belajar kosakata yang telah disebutkan diatas sangatlah berguna bagi para subject. Strategi tersebut dapat meningkatkan penguasaan kosakata Bahasa Inggris dan kemampuan berbahasa Inggris mereka. Kontribusi dari strategi belajar kosakata yang digunakan siswa tersebut adalah : a) membuat catatan dan menulis diari berkontribusi dalam penguasaan kosakata Bahasa Inggris dan kemampuan menulis. b) membaca cerita dan lirik lagu, tidak hanya memperkaya kosakata siswa, tetapi juga mengembangkan kemampuan membaca mereka. c) mendengarkan music dan menonton film Bahasa Inggris berkontribusi dalam mengembangkan kosakata siswa, kemampuan mendengarkan dan juga pelafalan. d) bertanya pada orang dan menggunakan kosakata untuk berkomunikasi dalam kehidupan sehari – hari berkontribusi untuk meningkatkan kemampuan berbicara dan memperkaya kosakata mereka. jadi, strategi belajar kosakata yang digunakan para siswa berkontribusi dalam meningkatkan kemampuan berbahasa Inggris, berbicara, mendengar, membaca, dan menulis. khususnya dalam meningkatkan kemampuan penguasaan kosakata para siswa.

**CHAPTER I**

**INTRODUCTION**

This chapter presents background of the study, research problems, purpose of the study, significance of the study,scope and limitation of the study, definition of the key terms, and organization of the study.

1. **Background of Study**

According to Chomsky in Murcia *Discourse and Context in Language teaching A Guide for Language teachers* (Murcia, 2000:74) “Language is a rule-governed innate system and that those who have acquired a natural language apply its rules in original and creative ways by producing utterances they have never heard before.” By using language people can express their feelings and ideas to someone else. There are so many languages in this world, one of them is English. English is an international language that is used for communication by most of people all over the world. It has become the dominant language in many fields of activity, such as industry, business, tourism, international relation, etc. English is used as the first foreign language in our country. It is used as a subject learned at the school because it gives good prospect in the future. It has been taught from elementary school up to higher education, even many courses grow offering qualified English education. In English there are four integrated skills such as listening, reading, writing, and speaking that must be mastered well. Beside that, there are many components of linguistics that can help the students in mastering English skills, such as structure ( grammar), vocabulary, and pronunciation.

In learning a foreign language, vocabulary plays an important role. It is one of the foundations for the students in studying English that can links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.With sufficient of vocabulary mastery they will be very easy to understand the language. In other words, we can say that more or less the quality of English skill depends on the quantity and quality of our vocabulary achievement. Vocabulary is the most important elements that should be taught for the first in teaching English. It is the basic learning in teaching and learning English. Celce and Olshtain (2000:73) state that “ word lists were a core elements of the language curriculum” it means that words or vocabulary is the basic element to study language. So, we have to mastering in vocabulary firstly, before we are going to the high level.

As we know that in Indonesia, English takes up very important position. English as a foreign language must be taught in junior and senior high school, moreover, it becomes one of subject in national examination. So, English should be taught and learnt in appropriate ways in order to fulfill the purpose of studying. MTsN Aryojeding is one of many junior high schools that is interesting to be observed. Because this school has good reputation in term of achievements, quality of graduates and discipline in teaching and learning process, especially in English. The English teachers in this school have good method in teaching English, such as using media that is relevant to the materials, applying interesting activities like studying out of the class, doing games, etc. So, teaching and learning become not monotonous. Besides that, there is English activity out of the classroom learning. It is speaking club that encourage students to speak English. So, they can improve their speaking skill. Since last year, MTsN Aryojeding has opened a global class for first grade students. This class is just for selected students who have good academic achievement. That’s why, researcher decided to conduct a research in this school.

Students have different competence and different intelligence. We can call the students who are successful in learning as good students. According to Nunan (1999:58), “a good language learner has some characteristic, they are : (1). Find their own way in learning, (2). Creative and experiment with Language, (3). Make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom, (4). Use memonics ( rhymes, word associations, and so forth) to recall what has been learned, (5). Use linguistics knowledge, including knowledge of the their first language in mastering a second language, (6). Learn to make intelligent guesses, (7). Learn production techniques, and (8). Make errors work in order to learn and communicate.’’

Good vocabulary mastery has important roles. Firstly, it facilitates learners to understand four language skills. Secondly, it eases the process of communications. It means that if we are bad in mastering vocabulary we will get worse in English learning and vice versa. But, learning vocabulary is not easy, one of the students problems in studying vocabulary is that they are easy to memorize, but they do not remember it in long time. It means that vocabularies which they have learned are easy to forget. Referring to this case, students have different strategies in learning vocabulary, because they have different characteristics, interest, and motivation. For example, learners are interested in sport will learn a different vocabulary from those who are interested in music. This has been noted by Celce (2000:80) who said that “ even in child second language acquisition studies where two young children at the same stage of development in their second languages already exhibit noticeable differences in vocabulary development and specialization.’’

Learning new vocabulary can be both fun and simple if we employ the right vocabulary strategies. Since every student is defferent, and they learn differently too, because they have certain ways in learning. They may want to adjust their vocabulary strategies to their own personal learning style. They will choose the strategy that is suitable with themselves. So, it will become effective and joyful learning which can improve their vocabularies. They will become easy to memorize and they have strong retention in their memorization, more motivated by using their own learning strategies, increasing their language skills, and self confidence to become independent learners. As said by Cohen, ( 1990:198) in *Discourse and Context in Language Teaching a Guide for Language Teachers “* The use of appropriate learning strategies often results in increased language proficiency and greater self-confidence.” So, we can conclude that learning strategies is very important in learning language, especially in learning vocabulary as one foundation in order to become successful English learners.

Based on the description above the researcher is interested in conducting a research dealing with variety of the student’s strategies when they learn vocabulary. Accordingly, the research is entitled: ***Investigating Students’ Strategies in Learning Vocabulary at MTsN Aryojeding.***

1. **Formulation of the Research Problems**

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

1. What are the strategies used by students who are good in vocabulary mastery at MTsN Aryojeding ?
2. How are the strategies used by students who are good in vocabulary mastery at MTsN Aryojeding contributive to their vocabulary mastery ?
3. **The Purposes of the Study**

Based on the research problem, the study is intended to:

1. Describe the strategies used by students who are good in vocabulary mastery at MTsN Aryojeding in learning vocabulary.
2. Know the contribution of students’ strategies used in their vocabulary mastery.
3. **The Significances of Study**

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

1. Theoretically :

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

1. Practically :

Practically, the research of this study can be useful for students and English teacher.

For students, it can develop and apply students’ learning strategies, especially in learning vocabulary that can solve vocabulary learning’s problems. So, they can be easier, more interested in learning vocabulary, and become independent learners.

Meanwhile, for English teachers, this research can enable teachers to design appropriate materials and activities that suitable for them in order to improve their vocabulary learning. So, it can ease Englih teacher in the process of teaching and learning, especially in vocabulary aspect which can invite students’motivation in learning English.

1. **Scope and Limitation**

The research was conducted in MTsN Aryojeding. It focused on the selected students who are good in vocabulary mastery at MTsN Aryojeding in the academic year 2011/2012 as subjects of the study. The researcher investigated selected students own vocabulary learning’s strategies and the contribution of those learning strategies for students’ vocabulary improvement.

1. **Definition of Key Term**

There are some terms used in this study that needed to be defined to avoid misundertanding, they are :

1. Learning strategies

Scarcella and Oxford (1992) defined language learning strategies as specific actions, behaviors, steps, or techniques, used by students to enhance their own learning. In other reference, we found that learning strategies they are specific actionts taken by the learners to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to the new situation ( Oxford, 1990:8).

1. Vocabulary

According to Harimurti Kridalaksana, Vocabulary is a component of a language that maintains all of information about meaning and using word in a language. Dedi Suryana , in *Teaching Vocabulary* (1990) states that; vocabulary is one of language components. It supports the teaching and learning of the four language skills of reading, listening, speaking and writing.

1. Vocabulary mastery

Vocabulary mastery can be constructed as an ability to combine skill or knowledge of words that used to express meaning, in case of the physical object or idea, in form of symbols of group of letter in a single or more one word. The process of vocabulary mastery is not simple. The vocabulary mastery cannot be done spontaneous but step by step, ( Coulson et al, 1987: 1050).

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From the definition above, mastery may be defined as the abilityto use skill or knowledge in one subject area based on recognizedstandard. While vocabulary, means a series of words in foreign languageused to express meaning. Then vocabulary mastery define as an abilityto combine skill or knowledge of words that used to express meaning, incase of the physical object or idea, in form of symbols of group of letterin a single or more one word.d.

The Way How to Improve Vocabulary MasteryThere are various ways to improve vocabulary mastery. Theteachers may have some techniques to teach it. The technique hererefers to the way of teaching. The success of teaching learning process

depends on not only the teachers‟ and students‟ competence but also the

technique of teaching.Dealing with the technique of vocabulary teaching, there are somany techniques proposed by some experts. There are two techniques inimproving vocabulary mastery. They are direct and indirect techniques.Direct technique is usually used through the language book, prose,poetry and games. Then indirect technique uses the other source of lesson like mathematic, social lesson, and science lesson.There are some techniques of teaching vocabulary. Thetechniques are the unplanned vocabulary teaching and plannedvocabulary teaching. Unplanned vocabulary teaching is

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extemporaneous teaching of vocabulary items that come up withoutplanning in course of lesson, while planned vocabulary teaching wherethe teacher goes into classroom with an item or a set of vocabulary itemsthat the teacher has decided before hand. The planned vocabularyteaching can be described as

“the vocabulary lesson” since the primary

objective of the teaching activities is the presentation and practice of thelexical item themselves.While Lewis and Hill (1992: 102-103) mention some ways toteach vocabulary. They are:1)

DemonstrateDemonstration is the way of teaching vocabulary by doing physicaldemonstration together verbal explanation. The demonstration helps

to make the meaning clearer and to fix the word in the students‟

minds. Beside that it also helps students to memorize both of visualand aural memories. For examples,

stagger, chuckle,

etc.

2)

Use the real thingIn this way, the teachers present vocabulary items by bringing thereal things into classroom. The objects of the real things can be inthe class or probably through the window. Sometimes theexplanation is no more complicated than pointing.

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3)

Draw or sketchTeachers do not need to be artists to make simple sketches whichillustrate meaning. For example the meaning of

bush

was explainedby two very simple sketches.4)

Use the blackboard to show scales or gradesWords like cool, orange (color), or probably may be explained bypresenting them with groups of related words:

 Hot warmcoolcold red orange yellowcertainly / definitely probably / possibly

5)

AntonymsThis is the way of teaching vocabulary by giving the opposites orantonyms of the word. Here, the learners have to be aware that aword may have different opposite in difficult context. It is worththat the explanations given here are not exact definitions of the

word, the level of the explanation must be suitable to the students‟

level of English at the time so that dictionary, like accuracy canoften be counter-productive. For example:

light bag >< heavy bag poor >< richlight word >< strong word dirty >< cleanrough area >< quite area happy >< sad

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rough texture >< smooth texture high >< low

6)

SynonymsSynonyms are the way of teaching vocabulary by giving samemeaning of two or more words. Though words may have similardenotation meaning, their connotation meanings often differ. Beside

that, using the former phrase also helps to build up in the students‟

mind ides that language consists of choice, that words do not meanthe same as each other.7)

The dictionaryThis is the way of teaching vocabulary by using dictionary to knowvocabulary items. One technique for explaining these whichteachers too frequently overlook is asking the class whetheranybody knows the word and, or not, asking one or more studentsto look the word up in a dictionary. A bilingual dictionary can beused at low levels and monolingual dictionary at the high levels.8)

Verbal explanationVerbal explanation refers to the way of teaching vocabulary by

explaining the meaning of vocabulary items in students‟ own

language.9)

TranslationIt is a way of teaching vocabulary by translating some words orindividual words from the target language into other language. It is

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seen as boring and traditional. In this technique, the teacher willfind difficulty to translate the word(s) into all languages, if the classconsists of different nationalities.Furthermore, Gairns (1991: 73-75) says that there are sometechniques used in presenting new vocabulary. They are:1)

Visual techniquesa)

VisualThese include flashcards, photographs, blackboard drawings,wallcharts, and realia (i.e. objects themselves). They areextensively used for conveying meaning and particularly usefulfor teaching concrete items of vocabulary such as furniture, andcertain areas of vocabulary such as places, professions,descriptions of people, actions, and activities.b)

Mime and gestureThese are often used to supplement other ways of conveying

meaning. When teaching an item such as “to swerve”, a teacher

might build a situation to illustrate it, making use of blackboardand gesture to reinforce the concept.2)

Verbal Techniquesa)

Use illustrative situation (oral or written)This is most helpful when items become more abstract. Toensure that students understand, teachers often make use of

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more than one situation or context to check that students havegrasped the concept.b)

Use of synonymy and definitionDefinition here is the way of teaching vocabulary by defining ordescribing objects. Synonymy is also the way of teaching bygiving more than one meaning for a word.c)

Contrast and oppositesContrast and opposites are they way of teaching vocabulary bygiving the opposites of the words. However, it is vital toillustrate the contexts in which this is true.d)

ScalesOnce students have learnt two contrasting or related gradableitems, this can be a useful way of revising and feeding in newitems. This is the example of adverbs of frequency:Ineverhardly everoccasionallysometimesoftenalwaysgo to cinema on Sundays

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e)

Examples of typeThis is the way of teaching vocabulary by exemplifying things it

self. The example of “furniture” is “table, chair, bed, sofa, etc”.

Some of these can of course also be dealt with through visualaids.3)

TranslationTranslation can be very effective way of conveying meaning. It cansave valuable time in teaching process but it seen as boring andtraditional. The teacher will find difficulties if the students comefrom different nationalities.In this paper, the researcher uses definition, synonyms, antonyms,mime and gesture, dictionary, verbal explanation and translation

techniques to improve students‟ vocabulary mastery.

It is because thetechniques that are mentioned are usually used in school. Then, it is alsohoped that by using these techniques, the students can understand andgrasp the vocabulary easily.e.

The Construct of Vocabulary MasteryDealing with the vocabulary mastery, it can be defined as an abilityto combine skill or knowledge of words that is used to express meaning,in case of the physical object or idea, in form of symbols of group of letter in a single or more one word.

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Thornbury (2002: 27) declares some factors why learningvocabulary is rather difficult for second language learner. If those factorsare fulfilled, someone can be said that he or she has achieved thevocabulary mastery. The example is when an Indonesian student has anEnglish subject at school and it is the second language for her or him.She or he can not understand the lesson easily. It is because she or he

should know the appropriate word, how to spell, how to pronunce, what‟s

the meaning, etc to express the idea of the subject. Here, Thornbury says

that the factors come from the word‟s aspects such pronunciation,

spelling, length and complexity, grammar, meaning, and range,connotation and idiomatic are the indicators in vocabulary mastery.Those six aspects above will be defined briefly here.1)

PronunciationResearch shows that words that are difficult to pronounce aremore difficult to learn. Potentially difficult words will typically bethose that contain sounds that are unfamiliar to some groups of learners- such as

regular

and

lorry

for Japanese speakers. Manylearners find that words with clusters of consonants, such as

strength

 or

crisp

or

breakfast

, are also problematic.2)

SpellingSound- spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a

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word‟s difficulty. While most English spelling is fairly law

-abiding,there are also some glaring irregularities. Words that contain silentletters are particularly problematic:

 foreign, listen, headache,climbing, bored, honest, cupboard, muscle

, etc.3)

Length and complexityLong words seem to be no more difficult to learn than shortones. However, as a rule of thumb, high frequency words tend to beshort in English, and therefore the learner is likely to meet them more

often, a factor favoring their „learn ability‟. Furthermore, variable

stress in polysyllabic words- such as in word families like

necessary,necessity

and

necessarily

can add to their difficulty.4)

GrammarIt is problematic when grammar associated with the word,especially if this differs from that of its L

1

equivalent. Spanishlearners of

 English

, for example, tend to assume that

explain

followsthe same pattern as both Spanish

explicar

and English

tell

, and say

heexplained me the lesson

. Remembering whether a verb like

enjoy,love

, or

hope

is followed by an infinitive (

to swim

) or an

 –

ing form(

swimming

) can add to its difficulty. Then the grammar of phrasalverbs is particularly troublesome: some phrasal verbs are separable(she

looked

the word

up

) but others are not (

 she looked after

thechildren

).

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5)

MeaningWhen two words overlap in meaning, learners are likely toconfuse them.

 Make

and

do

are a case in point: you

make breakfast

 and

make an appointment

, but you

do the housework

and

do aquestionnaire

. The words with multiple meanings such as

since

, and

still,

can also be troublesome for learners. Having learned onemeaning of the word, they may be reluctant to accept a second,totally different, meaning. Unfamiliar concepts may make a worddifficult to learn. Thus, culture specific items such as words andexpressions associated with the game cricket (

a sticky wicket, a hat trick,

and

a good innings

) will seem fairly opaque to most learnersand are likely to be easily learned.6)

Range, connotation and idiomaticityWords that can be used in a wide range of context willgenerally be perceived as easier than their synonyms with a narrowerrange. Thus

 put

is a very wide-ranging verb, compare to

impose, place, position

, etc. Likewise,

thin

is a safer bet than

skinny, slim,slender

. The words have style constraints, such as very informalwords (chuck for throw, swap for exchange) may cause problems.Uncertainly to the connotations of some words may cause problemstoo. Thus, propaganda has negative connotations in English, but itsnearest equivalent in other languages may dean deviant. Finally,

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words or expression that are idiomatic (like make up your mind, keep

an eye on…) will generally be more difficult than words whose

meaning is transparent (decide, watch). It is their idiomaticity, aswell as their syntactic complexity that makes phrasal verbs sodifficult.From all those definition above, we conclude that vocabulary

mastery is the students‟ awareness of understanding the words and their

rules to communicate. The aspects to be measured are limited topronunciation of words, spelling, the use of words in meaning andmeaning. It is because, those three aspects that are learned in junior highschool.

2.

Essences of Short Text

a.

The Concept of Text

Brown and Yule (1997: 24) suggest that the term to spoke “text” as

w

ell, where “text” means verbal record communication. They also

differentiate the term of those text and discourse dealing with the context.Willis (1998: 67) says that text in general sense to mean a continuouspiece of spoken or written language. Texts in this sense are printed texts.Arthur Hughes (2003:140) states that texts candidates are expectedto be able to deal with can be specified along number of parameters:type, form, graphic features, topic, style, intended readership, length,

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readability or difficulty, range of vocabulary and grammatical structure.Text type include: text books, handouts, articles (in newspaper, journalsor magazine), poems, encyclopedia, dictionary, novel (extracts) and shortstories, etc. He also states that text forms include: description, exposition,argumentation, instruction, and narration.Cross (1995:77-78) states that the text is a major resources;permitting you to vary the learning activities from lesson to lesson. Thereare four main factors to consider when deciding how to threat a passage;linguistic complexity, length, interest level and aims.From the definition above, it can be concluded that the text is averbal communication which consists of continuous piece of spoken orwritten language and its meaning is contextually.b.

The Concept of StoryStory is account of past events, incidents, or account of inventedor imagined events, etc (Hornby: 1995: 94). Taylor (2000: 16) says thatstory is relating tale to one or more listener through voice and gesture. Itis clear that vocabulary in a story should be presented in clear context;the amusing situations can make the vocabulary easy to remember.Ray B. West (1968: v) says that story is something brought intobeing by application of the skill and workings of the imagination of theauthor. Its aim is to arouse the emotions and stimulate the imagination of the students.

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Brad Hooper (1992: xi) says that story is different from a novelin that it is short enough to be read in one sitting, with every wordleading toward some final, preordained effect. In story, the sentences aregenerally shorter in order the students easy to follow the story.From the statements above, the writer draw conclusion that storyrefers to the written or spoken description of past events, incidents, oraccount of invented or imagined events that can be used to for teachingstudents which have aims to make the students easier to follow the storyand it has different from a novel that is short enough to be read in onesitting.This paper, the writer uses the story as text especially folktale forincreasing vocabulary mastery in second year of SMP N 5 SukoharjoAcademic Year 2009/2010.c.

The Notion of FolktalesOne kind of story that usually heard by child is the folktales. It istype words composition that recites the story of the folklore in a certainregion that is popularly and orally told from one generation to othergeneration in a certain community.

1. Vocabulary learning strategies

[(www.classicalfolktale.wikipedia.com](http://www.classicalfolktale.wikipedia.com/))

 1)

The meaning of FolktalesThe word folktale is not defined in English usage. Taylor(2000:4) defines

the term “folktale” as traditional story that has been

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passed by words of mouth, told from parents to children over manygenerations or passed on by countless storytellers sitting aroundcountless evening fires. No one knows who the original author was,and there are usually different versions of the same story, he alsostates

that the term “folktale” has also been used to refer to literary

retelling of these tales.

Another definition of folktales is that “words folktales refer

to the many types of traditional narrat

ives know to the “folk” (Coffin

and Cohen, 1996:1). Philips (1992) defines folktales as story abouttelling stories with unverifiable claims and its literary form.From the definition above, we can assume that folktales aretraditional stories that have been passed by words of mouth and toldfrom generation to generation. Folktales lasted through a long periodof time due to their universality. They are forms of traditionalliterature which began as attempt to explain and understand thenatural and spiritual world. The origin of folktales lies in oraltradition.2)

The type of folktalesThere are several types of folktales. Taylor (2000) dividesfolktales as fable, fairy tales, hero stories, myths, legend. Fables arevery short folktales with animals as the main characteristic and withvery obvious moral lesson, often summon up in single line at the end.

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Legend is stories that are based on real hero and his or her mightydeeds. And believed by the teller and served as historical purpose:

“The dog and the meat” and “the greedy old spider”.

 Fairy tales are folktales that include some magical elements(not necessity fairies): the German word

marchen

is sometimes usedfor this. Fairy tales are fictional and take place in a never-land.Examples: Tumbelina. Hero stories some of which have some real

historical parts and other of which may not. Examples “JohnnyAppleased” and “Pail Bunyan”, primitive myth

, when strictlydefined, is religious and deals with the creating and ordering of theuniverse and with the earlier order in which present world conditionwere being established. It is told as if they are fact, and usuallyinvolving God, Goddesses and supe

rnatural power: “Adam and Eve”and “Noah‟s ark”. Legends are stories that are based on a real hero

and his or her mighty deeds and believed by the teller and serve a

historical purpose. Example: “Shakespeare‟s Ghost” and “PaulBunyan”.

 3)

The Characteristics of FolktalesAlthough there a lot of variations between folktales, and evenbetween two telling stories of the same tale, certain characteristicstypical in folktales contribute to relatively easy reading. Taylor

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(2000:9) gives various characteristics of folktales that make themexceptionally good for language teaching. These are the list:-

time order-

repetition and redundancy-

predictability-

relatively simply grammar-

concrete ideas-

illustrations that provide support and context for the texts-

a unique reader-write relationship

3.

The General Concept of Young Learners

a.

The Notion of Young LearnersTeaching English to children is different from teaching English to andadult. In relation to the English teaching learning process, they needactivities which are exiting and can stimulate their curiosity. It means thatthe English teacher should be use the technique for English teaching thatcan make the students interested in learning English Lesson (House,1997: 98)b.

The Characteristic of ChildrenIn general, children have the following characteristics:

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1)

They like playingChildren like playing. They more like playing than learning. Hencefrom that to convey the material of learning we should be able to takeboth, that is playing and learning in the same time.2)

They talk about “Here and Now”

 Children always discuss about existing in their around and happenedin that time. So material of teaching that will be teaching is abouttheir surrounding and happened in that time.3)

Their own understanding comes through hands, eyes, and earsChildren will be understandings about what we talk are using hands,eyes, and ears.Clark (1990: 6-8) states the characteristics of the children are as follows:1)

Children are developing conceptually. They develop their way of thinking from the concrete to the abstract thing.2)

Children have no real linguistic. They teach subject what schoolprovides for them3)

Children are still developing their common skill such as turn takingand the use of body language. They learn more slowly.4)

Young children are very egocentric. They tend to resolves aroundthemselves.

Vocabulary learning strategies as specific actions, behaviors, steps, or techniques, used by students to enhance their own vocabulary learning.

1. **Organization of the Research**

The writer devides this research into five chapters, they are :

Chapter I is introduction. This chapter presents the background of the research, research problems, purpose of the research, the significances of research, scope and limitation of the research, and definition of key terms.

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

Chapter III is research methodology. It explains the research design, subject selection, data and data source, method of collecting data and instruments,and method of data analysis.

Chapter IV is research finding and discussion. It presents the description of data, and discussion.

Chapter V is the last chapter. It presents conclusion and suggestion of the study.

**CHAPTER II**

**REVIEW oF RELATED LITERATURE**

This chapter presents the review of some theories about vocabulary, learning vocabulary& learning strategies.

1. **Vocabulary**
2. The Definition of Vocabulary

There are several meanings of vocabulary, according to Harimurti Kridalaksana, Vocabulary is a component of a language that maintains all of information about meaning and using word in a language. Dedi Suryana , in *Teaching Vocabulary* (1990) also states that; vocabulary is one of language components. It supports the teaching and learning of the four language skills of reading, listening, speaking and writing. Based on the definitions above, the writer can conclude the definition of vocabulary is a language component that maintains all information about language that is used for expressing meaning.

Vocabulary is an important aspect in our life. It is because people need vocabulary in expressing their ideas both of in mother tongue and foreign language. Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. In language learning, vocabulary plays an important role. Edge (1993: 27) states that knowing a lot of words in foreign language are very important.

Many factors appear to play a role in vocabulary development, Hedge in *Teaching and Learning in the Language Classroom*, (2003:118) states that there are three factors that influence vocabulary development.

1. Frequency

Frequency has been accorded a high level of significance in English teaching and learning for many years as a result of the use of word – frequency counting as a procedure informing syllabus and material design. The rasionale for this is quite simply that the most frequently occuring words in the English language will be those most useful to learners. Repetition of words in materials can aid the process of lexical inferencing and has been used as a principle for constructing grade reading material for many years.

1. Pronunciation

In the initial stages of language learning it is common for teachers to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllables. In later stages, this is often discountinued as the focus of learning changes to other aspects of language and as individual learners pick up vocabulary in their own way and at their own rates. And yet it has been claimed (Tarone 1974: Channell 1988) that learners use stress to select what is important as they listen to a stream of English and that they therefore need to know for each word both the stress pattern that would be found in a dictionary and patterns that might be heard in continous speech. This would suggest that, if the purpose for learning English is to listen and understand, then learning word stress is important. If learners process speech partly by recognizing syllable patterns and stress, knowledge of those stored in the mental lexicon will facilitate quick comprehension. And it goes almost without saying that a learner who wishes to be intelligible in English needs to be able to stress words correctly.

1. Contextualization

Schouten – van parreren, (1989:76) argues that text, present a linguistics and psychological reality, and that presenting words in the context of a text will provide support and reduce inference. It is her contention that if learners have to perform certain activities on unfamiliar words in texts, there is a good chance of retaining the words. The activities comprise guessing meaning from context and from word form, verifying meaning by checking in a dictionary, and analysis of the word from to recognize relationships between the new word and others already known.

1. The Importance of Vocabulary Mastery

Mastering vocabulary is an important thing in learning language, because language is so complex and one of the complexities is its vocabulary. Language has so complex and varied vocabulary as English. Because of the complexity, we have to find out the best way to enrich student vocabulary. Without vocabulary mastery, learning a language becomes a very hard thing to do and communication in second language can not happen in any meaningful way. A strong vocabulary can be a valuable asset, both in college and later in our career. So, we can see that we do need vocabulary mastery in learning language.

Vocabulary mastery can be constructed as an ability to combine skill or knowledge of words that used to express meaning, in case of the physical object or idea, in form of symbols of group of letter in a single or more one word, Coulson et al (1987: 1050). The process of vocabulary mastery is not simple. Because vocabulary has some components. Mastering one vocabulary item should mean mastering the following components : 1) spelling and syllabication. 2) pronunciation and stress ( how do you pronounce and where do you put the primary stress for the words? ) 3) parts of speech. 4) meaning and others meaning. Many of English words have more than one meaning. 5) usage and use. Usage refers to the position of a word in a grammatical pattern, and use refers to what word to be used where, to whom, and it what condition. 6) derivates. 7) Idiom and special expression.

The vocabulary mastery can not be done spontaneously but step by step. Keraf (1989: 65-66) defines the steps in processing vocabulary mastery. First, children period, this term children are able to define concept vocabulary to say their concrete idea. Second, adolescent period, this term is the adolescent start to use the language and make it more extensive directly in simple communication. Third, adult period, this term the vocabulary are used more and more intensive because they make more communication each other. According to the statement above, it can be concluded that vocabulary is very important in learning language and mastering vocabulary will facilitate someone in using language in communication. So, mastering vocabulary would be useful because it will be :

1. Easy to learn of language

For example; when we read a story in English, to know about the story we must understand the meaning of vocabulary in the story.

1. Easy to understand what the people are talking about for example; when we listen the conversation in English, it is necessary for as to know what the people teaching about, and it only be done if we know the vocabulary in the conversation.
2. Easy to make communication with different topic freely. For example; if we want to discusss about one topic, such as ; sport . We must know the vocabularies that are concerned with the sport.
3. Kinds of Vocabulary

According to Nation, (2001:11) he distinguises kinds of vocabulary into four kinds, they are : 1). High frequency vocabulary, 2). Academic vocabulary, 3). Low frequency vocabulary, and 4). Technical vocabulary.

1. High frequency words

The vocabulary that frequently appear in a written text or words in spoken. It covers a very large proposition of the running words in spoken and written texts and occur in all kinds of uses of the language. High frequency words are evidence almost 80% until 95% in the written or spoken form. For example, do, make, say, live,etc.

1. Academic vocabulary is variously known as generally useful scientific vocabulary. Typically, academic vocabulary list include words like accumulate, achieve, compound, complex, and proportion which are common in academic texts and not so common elsewhere. Academic vocabulary makes up about 9% of the running words in the text. It is very important for anyone using English for academic purposes. Examples of academic vocabulary are : perceive, role, available, etc.
2. Low frequency vocabulary

There is very large group of words that occur very infrequently and cover only a small proportion of any text. It makes up over 5% of the words in the text. The kinds of low frequency vocabulary they are : 1). Some low frequency vocabularies are words of moderate frequency that did not manage to get into the high frequency list, such as, curious, wing, gate, etc. 2). Many low frequency vocabularies are proper names, like, Johnson and Ohio. 3). One person’s technical vocabulary is another person’s low frequency vocabularies. This ancient vocabulary proverb makes the point that. 4). Some low frequency vocabularies are simply low frequency vocabularies. That is, they are words that almost every language user rarely use, for examples: plummet, gibbous, ploy.

1. Technical vocabulary

Technical vocabulary is vocabulary that is very closely related to the topic and subject area of the text. These vocabularies include indigenous, regeneration, and timber. These vocabularies are resonably common in a topic area but not so common elsewhere.

In *Strategies For Developing Emergent Literacy* Miller, (2000:178) states, there are four types of vocabularies. Listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

1. Listening vocabulary

The listening vocabulary is the first type of vocabulary that a young child must acquire. It is primarily learned in the home by hearing family members and others with whom the young child comes in contact speak. It is obvious that if a very young child attends any type of early chilhood facility, the adults there also are very important in the acquisition of the listening vocabulary.

1. Speaking vocabulary

Young child learns the speaking vocabulary from the imitation and modelling of family members and other adults with whom he or she comes in contact. That is why it is important for the young child’s speech models to use correct grammar and interesting precise vocabulary.

1. Reading vocabulary

The reading vocabulary is primarily developed in school unless the child is an early reader, in which case it can be learnt in the home or in some kind of child-case facility. By the time the child is in the intermediate grades, his or her reading vocabulary usually much exceeds the speaking vocabulary unless the child is a disabled reader.

1. Writing vocabulary

The fourth type of vocabulary is the writing vocabulary, which also primarily is learned in the school, although a start can be made before school entrance especially if the child is encouraged to use invented spelling. Normally the writing vocabulary is the smallest, because a person often does not use a number of words in his or her writing that are used in speaking or met while reading.

1. Potential or marginal vocabulary

This type of meaning vocabulary is composed of all the words that the child may be able to determine the meaning of by using semantic (contextual) clues: by examining prefixes, suffixes, or word roots, or by understanding derivates of words. It is usually impossible to determine the size of a child’s potential vocabulary, since the context in which a word is located may determine whether or not the child will know its meaning. It is important for each child in the primary grades to have a good understanding of context and know the meaning of many words so that he or she will have a large and useful potential vocabulary. However, the potential vocabulary is of fairly limited importance in the primary grades in comparison to its importance in the middle-upper grades.

In other references researcher finds the other kinds of vocabulary. In *Teaching and Learning in the Classroom,* (2003:116) Hedge divides vocabulary into two kinds, they are : passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use (or cannot remember) in your own writing and speaking or the vocabulary which can be recognized when encountered, for example in a text. But, the learner can not easily produce in speech or writing as active vocabulary. Active vocabulary is all the words you understand, plus all the words that you can use in speech or writing form.

1. **Learning vocabulary**
2. The Definition of learning vocabulary

Learning vocabulary is a multivarious task and includes knowing many aspects of words or lexical units: spoken forms, pronunciation, phonological and suprasegmental features; written forms, orthography, length, morphology inflectional and derivational complexity; lexical forms, homonyms, grammatical patterns, collocations, parts of speech; semantic features, abstractness, specificity, register restriction, frequency, appropriateness, idiomaticity; multiple meanings, concepts, associations (Laufer, 1997; Nation, 1990, 2001). Schmitt (2000, pp. 4‐5; 2010, p. 20) presents vocabulary learning as an incremental process where words and aspects of words are learned gradually, at different times and rates. According to Dale and O’Rourke (1971), there are four stages in word knowledge : 1). I have never saw it before, 2). I’ve heard of it, but I don’t know what is means, 3). I recognize it in context ( I have seen this word before, and I think tit means – translating). 4). I know it . 5). I can use this word in a sentence. From the definition above we can conclude that vocabulary learning is a complex process that it needs practice and time.

Learning vocabulary, it means that we atempt to know words in a language. Ricards, (1976:83) has seven assumptions cover various aspects of what is meant by knowing a word :

1. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.
2. Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.
3. Knowing a word means knowing the the syntactic behaviour associated with the word.
4. Knowing a word entails knowledge of underlying from of a word and the derivations that can be made from it.
5. Knowing a word entails knowledge of the network of associations between that word and other words in the language.
6. Knowing a word means knowing the semantic value of a word.
7. Knowing a word means knowing many of the different meanings associated with a word.

As we can see above, vocabulary learning is very important, because if people learn vocabulary, they will get a lot of language vocabularies. The more vocabularies they have, it can make them easier in learning language. As stated by Thornbury, (2002:13) “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. You can say very little with grammar, but you can say almost anything with words” In other word, we can say that vocabulary is an important part to mastery English well.

1. The Difficulties in Learning Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read, and the better you will be able to say what you want to when speaking or writing. But, it is not easy. Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn: how it is spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, how it collocates (i.e.what other words are often used with it).Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do, especially when you have reached acertain level. According to Thornbury in *How to Teach Vocabulary* (2002:27), there are some factors that make vocabulary learning difficult, they are :

1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners – such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or breakfast are also problematic.

1. Spelling

Sound- spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word’s difficulty. While most English spelling is fairly law – abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic : foreign, listen, bored, honest, muscle, etc.

1. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their ‘learnability’. Also, variable strees in pollysylabic words – such as in word families like necessary, necessity, and necessarily – can add to their difficulty.

1. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell,* and say *he explained me the lesson.* Remembering whether a verb like *enjoy, love*, or *hope* is followed by an infinitive ( *to swim* ) or an – ing from ( *swimming* ) can add to its difficulty. And the grammar of phrasal verb is particularly troublesome : some phrasal verbs are separable ( *she looked the word up* ) but others are not ( *she looked after the children* ).

1. Meaning

When two words are overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: *you make breakfast* and *make an appointment*, but *you do the housework* and *do a questionnaire.* Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture specific items such as words and expressions associated with the game criket ( *a sticky wicket, a good innings* ) will seem fairly opaque to most learners and are unlikely to be easily learned.

1. Range, connotation, and idomaticity

Words that can be used used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus *put* is a very wide – ranging verb, compared to *impose, place, position,* etc. Uncertainty as to the connotations of some words may cause problems. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. Finally, words or expressions that are idiomatic ( like *make up your mind, keep an eye* *on.*..) will generally be more difficult than words whose meaning is transparant ( *decide, watch*). It is their idiomaticity, as well as their syntactic complexity that makes phrasal verbs so difficult.

1. Student mistakes in learning vocabulary

In learning vocabulary, it is not surprising that learners make mistakes with words. Thornbury (2002:28) in *How to Teach Vocabulary*, categorises errors in learning vocabulary into two mayor types : form – related, meaning – related. Form – related errors include mis – selections misformations, and spelling and pronunciation errors. A mis – selection is when an existing word form is selected that is similar in sound or spelling to the correct form – the equivalent to a native speaker’s malapropism. For example: my girlfriend was very hungry with me ( for angry ). Or He persuaded me to have a noise operation (for nose).

Misformations often result from misapplying word formation rules. Producing non – existent words, as in a peopleless island, or his hopeness of peace. Sometimes these misformations will show a clear influence from the learner’s mother tounge, as in the people looked emocionated – from the Spanish emocionado (excited). Whole words may be combined wrongly in to form non – existent combinations: Most of time I just watch shop’s window ( for go window – shopping ).

Spelling mistakes result from the wrong choice of letter (sheell for shall), the omission of letters ( studing for studying ), or the wrong order of letters ( littel for little ). Pronunciation errors may result from the wrong choice of sound leave for live ), addition of sounds ( eschool for school ), ommision of sounds (poduk for product) or misplaced word stress (comFORTable for comfortable).

Meaning – related errors typically occur when words that have similar or related meanings are confused and the wrong choice is made. Thus : I like watching flowers and inhaling thir lovely smell. While watching belongs to the set of verbs related to seeing, it is inappropriate for relatively static objects like flowers. Similarly, inhaling tends to be used for smoke or gas, and not smell. That is to say, inhaling does not collocate with smell.

1. **Learning Strategies**
2. Definition of Learning Strategies

Scarcella and Oxford (1992) defined language learning strategies as specific actions, behaviors, steps, or techniques, used by students to enhance their own learning. According to Nunan (1999:55), Learning strategies are the mental and communicative procedures learner to learn and use language. In other reference, we found that learning strategies they are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to the new situation ( Oxford, 1990:8). From the definition above, we can say that Learning strategies are the specific action that learners use in learning language in order to help themselves understand, learn or remember new information in easier ways.

Learning strategies is very useful for language learners, because it makes them easier in learning language. As stated by Rebeca Oxford, learning strategies have two advantages (1990:1), strategies are tools for active self direted involvement, which is essential for developing communicative competence . Secondly, learners who have developed appropriate learning strategies have greater self confidence and learn more effectively. She also identifies twelve key features of strategies. Accoding to Oxford, language learning strategies :

* Contribute to the main goal, communicative competence
* Allow learners to become more self-directed
* Are problem- oriented
* Are specific actions taken by the learner
* Involve many actions taken by the learner
* Involve many actions taken by the learners, not just the cognitive
* Support learning both directly and indirectly
* Are often conscious
* Expand the role of teacher
* Can be taught
* Are flexible
* Are influenced by a variety of factors

1. Kinds of Learning Strategies

O’Malley and Chamot (1990) proposed a more detailed schema based on three major chategories: cognitive, metacognitive, and social and affective strategies. Cognitive strategies are operations carried out directly on the material to be learned. It refers to process and behaviour which learners use to help them improve their ability to learn or remember something, particularly those which learners use with specific classroom task and activities. For example, cognitive strategies which learners may use to assist them in listening or reading comprehension activities include : repeating key words or phrases silently or aloud, summarizing to make sure the important information will be remembered, creating visual images to help them remember new information.

Whereas metacognitive strategies make use of knowledge of cognitive processes to regulate the learning process. It strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Metacognitive startegies describe mental operations used by learners in the self – management of their learning. O’Malley and Chamot (1990:138) organise these into seven major groups:

1. Planning : Previewing the organizing concept or principle of an anticipated learning task, proposing strategies for handling an upcoming task, generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task.
2. Direct attention : Deciding in advance to attend in general to a learning task and to ignore irrelevant distactors, maintaining attention during tak execution.
3. Selective attention : Deciding in advance to attend to specific aspects of language input or situational details that assist in performance of a task, attending to specific aspects of language input during task execution.
4. Self – management : Understanding the conditions that help one successfully accomplish language task and arranging for the presence of those conditions, controlling one’s language maximize use of what is already known.
5. Self – monitoring : Checking, verifying, or correcting one’s comprehendsion or performance in the course of a language task.
6. Problem identification : Explicitly identifying needing resolution in a task or identifying an aspect of the task that hinders its successful completion.
7. Self – evaluation : Checking the outcomes of one’s own language performance againts an internal measure of completeness and accuracy, checking one’s language reportoire, strategy use, or ability to perform hand.

Social and affective strategies involve the ways in which learners interact with others and control themselves in order to enhance their learning. Social strategies represent actions taken in relation to others, while affective strategies represent actions taken in relation to self. Social and affective strategies also related to the learner’s attitudes toward language as an object of learning. Oxford ( 1990:21) list the following strategies :

*Social strategies :*

1. Asking questions : 1). Asking for clarification or verification, 2). Asking for correction
2. Cooperating with orhers : 1). Cooperating with peers, 2). Cooperating with proficient of the new language
3. Emphathising with others : 1). Developing cultural understanding, 2). Becoming aware of other’s thoughts and feeling

*Affective strategies* :

1. Lowering your anxiety : 1).Using progressive relaxation, deep breathing, or meditation, 2). Using music, 3). Using laughter
2. Encouraging yourself : 1). Making positive statements, 2). Taking risk wisely, 3). Rewarding yourself
3. Taking your emotional temperature : 1). Listening to your body, 2). Using a checklist, 3). Writing a language learning diary, 3). Discussing your feelings with someone else
4. Vocabulary Learning Strategies

In order to learn words learners use a range of strategies. Strategies are employed by all language users to manage the ways that they use their vocabulary knowledge in communication ( Read, 2000:33). Vocabulary learning strategies, then, may be considered to be a subcategory of language learning strategies in general. Vocabulary learning strategies are " actions that learners take to help themselves understand and remember vocabulary " ( Cameron.2001:12).

Nation (2001) believes that a large amount of vocabulary could be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels. The main benefit gained from all learning strategies, including strategies for vocabulary learning, is the fact that they enable learners to take more control of their own learning so that students can take more responsibility for their studies (Nation, 2001; Scharle & Szabó, 2000). Consequently, with a range of different vocabulary learning strategies students can decide upon how exactly they would like to deal with unknown words. A good knowledge of the strategies and the ability to apply them in suitable situations might considerably simplify the learning process of new vocabulary for students for instance, independence in selecting which words to study results in better recall of the words than when the words are chosen by someone else. (Ranalli, 2003: 9).

Thornbury in *how to Teach Vocabulary* suggests some strategies in learning vocabulary, they are :

1. Repetition : the time – honoured way of memorising new material is through repeated rehersal of the material while it is still in working memory. One kind of repetition that is important is repetitions of encounters with a word. It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times ever spaced intervals.
2. Retrieval : another kind of repetition that is crucial is what is called the retrieval practice effect. This mean that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Activities which require retrieval, such as using a new word in written sentence.
3. Pacing : learners have different learning styles, and process data at different rates, so ideally they should be given the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work – such as organising or reviewing their vocabulary – silently and individually.
4. Use : putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long – term memory. It is the principle popularly known as use it or lose it.
5. Imaging : best of all were subjects who were given the task of silently visualising a mental picture to go with a new word. Easily visualised words are more memorable than words that don’t immediately .
6. Motivation : simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off but even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.

**CHAPTER III**

**RESEARCH METHODOLOGY**

The chapter discussed the research method used in this study. It covered the presentation of the research design, data and data source, method of data collection, research instrument, and method of data analysis.

1. **Research Design**

Research design is the researcher’s plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom ( Ary, 2006 : 34 ) . Based on that theory, this study was conducted in a descriptive study by using qualitative approach. Descrpitive research is a scientific research which the purpose to picture out the phenomenon. In this study, the descriptive research was done in the classroom and out of the classroom. The researcher wanted to know the strategies used by the selected students who are good in vocabulary mastery at MTsN Aryojeding in learning vocabulary.

1. **Subjects Selection**

In this research the researcher chose the subjects of study by applying certain criteria. Qualitative studies more typically use nonrandom or purposive selection tchniques based on particular criteria ( Ary, 2006: 450 ). It means that researcher cannot take students randomly as research subject in order to get data which is suitable with this research. For selecting subjects of research who have qualifications in good vocbulary mastery , the researcher decided to do pre observation. It was done in order to know students’ abilities, and their characteristics. Before that, firstly, the researcher discussed with English teacher in MTsN Aryojeding. It was done because the researcher believed that they knew their students’ abilities well. Through that process, finally researcher got some criteria of the selected subjects. The subjects of the study were those who :

1. Have good English achievement, and it was indicated by score. The scores were gotten from the English teacher files, and result of the vocabulary test that research gave for them.
2. Were nominated by the English teachers
3. Were nominated by their friends who knew them well

So, in this study researcher just observed the students who were really qualified based on the pre – determined criteria above.

1. **Data and Data source**
2. Data

Data in this study were needed to answer the research questions. Data which were collected in this study were qualitative data. “ The qualitative research deals with data that are in the form of words or pictures, rather than numbers and statistics” ( Ary, 2006 : 454 ). In this research the data were the selected students’ strategies in learning vocabulary and those learning strategies contribution to their vocabulary improvement. Data that researcher got in this research were in the form of : 1). Interview transcript (results of interview with informants of research), 2). Transcript of researcher observation toward students’strategies in learning vocabulary, and 3). Fieldnote, 4). Some supported documents from the students’ ways in learning vocabulary, in the form of students’ learning note, and pictures.

1. Data Source

Data source was a source where data were taken from. In this research researcher used interview guide, observation sheet, fieldnote, and document to collect the data. So, the researcher took effort to get data from the Informants. In this research the informats were :

1. Selected students of MTsN Aryojeding who were good in vocabulary mastery. From these students, the researcher investigated their vocabulary learning strategies.
2. English teachers who nominated the subjects as good students in mastery vocabulary and gave information about subjects’ learning strategies in the classroom.
3. Other students who knew how the selected students learnt vocabulary.
4. **Method of Collecting Data and Instruments**

The data collecting method and the instruments were needed to obtain data in the research. The reason of collecting data in conducting a scientific research was to get the material needed . “ Collecting data is a standard and systematic procedure to get information needed “ (Nazir, 1988:211). In most qualitative studies, data collecting and data analysis take place simultaneously (Ary, 2002:425). It means that the researcher does not wait until all the data collected before beginning to interpret them. Data collecting methods that were applied by the researcher in this research were :

1. Doing interview

Interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other ( Morgan, 1988). According to Arikunto’s classification (2002:156), there are three kinds of interview as follow :

1. Unstructured interview. In this type of interview, the interviewer carries out the interview with no systematic plan of questions.
2. Structured interviewed. The intervieweer carries out the interview by using a set of questions arranged in advance.
3. Semi structured interviewed. The interviewer uses a set of questions, which are developed to gain the specific information.

Based on the ideas above this research used semi structured interview. Applying this technique in interview was to create relax and flexible situation. The interview was conducted with English teachers, subjects’ friends, and the selected students of MTsN Aryojeding who were good in vocabulary by providing a list of questions as guidance and incidentals questions while having inteview to know the selected student’s strategies in learning vocabulary. For collecting the data from interview, the researcher used procedure as follows :

1. The researcher prepared the concept of questions that would be asked to the English teachers, selected students, and subjects’ friends. The researcher also prepared recorder to record informants’ answers
2. The researcher asked and talked in a friendly way according to the concept of question that had been prepared
3. The researcher recorded informants’ answers
4. The researcher wrote interview transcript based on the results of recording
5. Conducting observation

According to Ary, (2000:474) in *Introduction to Research* “Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions.” It mean that observation was used to interpret setting, time schedule, and the meaning of the event, which was observed. This method was used to get any information about the selected students’ strategies in learning vocabulary. The ways in doing observation were : 1). The researcher prepared the concept of observation form, 2). The researcher joined in the classroom, 3). Researcher did observation in the classroom when selected subjects were learning English. Researcher observed students’strategies when learning vocabulary in the classroom.

1. Making documentation

“Document refer to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and memorabilia of all sorts that can be used as supplemental information.” (Bogdan :1998:57). According to Robert. C Bogdan, there are three main types of documents to consider :

1. Personal documents : those produced by individuals for private purposes and limited use such as letter, diaries, family photos albums, and other visual recording.
2. Official documents : produced by organizational employees for record keeping and discrimination purposes such as memos, files, and the like are used to study bureaucratic rhetoric.
3. Popular culture documents : these are produces for commercial purposes to entertain, persuade, and enlighten the public such as comercials, TV programs, and audio or visual recordings.

Documents that was gotten in this research were : 1). Students’ learning notes that contained about the ways they learnt, 2). Films and songs that students used to learn vocabulary.

1. **Method of Data Analysis**

Data analysis is the process of systematically searching, and arranging the interview transcript, fieldnotes, and other materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others ( Bogdan and Bicklen: 1998:157 ). In this study, in analyzing the data, the researcher used qualitative data analysis. The qualitative data of this research is analyzed by using inductive analysis method. It begin with particular piecese of evidence, then pull them together into a meaningful whole. This technique is used to find the data after coming to the real field. After that, making conclusion from the data of the real field. So, the technique is to make conclusion from the getting of data. According to Miles&Huberman (1984:16), the data analysis consists of three concurrent flows of activities, those are :

1. Data reduction

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. Data reduction involves making decisions about which data chunks will provide your initial focus. So, the reduced data can give description deeply to the observation result. In this research, data reduction is done by making summary contact, developing category coding, making reflection note and data selection.

1. Data display

Data display is the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion.

1. Conclusion and Verification

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion verified to the notes taken, furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Verification means testing the provisional conclusions for their validity. Rianto suggests that after getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clear can be gotten (Rianto, 2007:32-34).

Based on the procedure above, the steps in analyzing data in this research were : The first researcher collected the data through interview, observation, and documentation, then the researcher selected, transcribed, and focused on the data by refering to the formulation of the research problems being investigated in the study. In other words, the irrelevant data should be discarded while the relevant data should be included. Next, after collecting and reducing the data, the researcher displayed those transcribed data in the form of narrative.

In the process of reducing and displaying the data, it should be based on the formulation of the research problems. After displaying the data, a conclusion was drawn. In this study, the researcher used temporary conclusion and final conclusion drawing to make the data valid.

The conclusion drawing was started since the beginning of the research after the data were collected by making temporary conclusion. Then, in the last step the researcher drew the final conclusion. In other words, it can be said that the conclusion was analyzed continously and verified about the validity to get the perfect conclusion.

1. **Trustworthiness of The Data**

For determining the trustworthiness of data, it needs an appropriate technique of evaluation. Data analysis in this research was done through collecting, reducing ( data management), displaying ( organizing and determining form), conclusion drawing, and verification of the data. Bogdan and Bicklen in *Qualitative Research for Education* (1998:104) state that triangulation is needed to establish a fact that needs more than one source of informations . According to Susan Stainback (1998) states that “ the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one’s understanding of what over being investigated.” To get the trustworthiness in this research, the researcher used more than one techniques and sources. So, the triangulation was used to check the trustworthiness of the data .

There are three kinds of triangulations, they are : (1). Source triangulation, (2). Technique of collecting data triangulation, and (3). Time. In this study, the triangulation used was technique, and source triangulation. Technique triangulation is used to check the data credibility. It is done by checking the data to the same source by using different technique, while source triangulation is done by checking the data gotten through the some sources (Sugiono :2008:273).

In this research, to get the data the researcher had some data sources, they were : selected students, English teacher, and subjects’friends. Moreover, the researcher used some methods in collecting the data : Interview, observation, and documentation. So, the researcher did interview with the English teacher, selected students who are good in vocabulary mastery and others students at MTsN Aryojeding. After the data of interview were collected, to check the trustworthiness of the data, the researcher also collected the data from observation. Then, the researcher also collected the data from documentation. The sources and techniques of triangulation used by the researcher could be described using diagram as follow :

1. Source triangulation

Selected students

.

interview

English teacher

Subjects’ friends

Selected students

observation

English teacher

Subjects’ friends

English teacher

Selected students

documentation

Subjects’ friends

1. Technique triangulation

observation

documentationon

interview

interview

observation

documentation

interview

documentation

oservation

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

This part presents two aspects; they are research findings and discussion of the study. Before presents the findings of the study, in this part the description of the subject selection and subjects’ profil are presented. Although the descriptions of the subjects are not the needed data, they are important to picture out how the subjects view about English.

1. **The Subjects Selection**

The data in this study were collected by using observation, interview, and documentation. The researcher investigated students’strategies in learning vocabulary at MTsN Aryojeding. The subjects of this research were the students who were good in vocabulary mastery. So, the researcher could not take them randomly. In order to get these subjects, researcher did pre – observation.

In this process, firstly, the researcher discussed with English teachers in the MTsN Aryojeding about the students to be used as subjects in this study. Then, the English teachers nominated some students who were good in vocabulary mastery in every level. Their good English achievements were indicated by their scores. The scores were gotten from the English teachers files. Not only from the English teachers, the researcher also asked students in MTsN Aryojeding who were good in vocabulary mastery. Finally, researcher got some students who were nominated by their English teachers and their friends. The process of choosing subjects did not stop until that steps. But, to know the students’ ability in vocabulary, the researcher decided to administer vocabulary test for them. From those process, finally the researcher got the selected subjects for this research. The researcher began to conduct a research about students’ strategies in learning vocabulary at MTsN Aryojeding, and she started from the subjects in the second grade students.

1. **The Descriptions of the Subjects**

The presentation of the data findings in this part, related to the students’strategies in learning vocabulary at MTsN Aryojeding. Those could be gotten from the subjects (selected students, and their English teacher), and informants (subjets’friends). The subjects of this research were; Akmal, Eva, Farid, Fika, Santi, Zakaria, and their English teachers, Mr.Dalih Roziqi, HM. Spd, and Mr.Mujiono,SAg. Meanwhile, the informants in this research were; David, Evita, Faruq, Kuza, Nikmah, and Zaenal ( subjects’friends). Before the researcher presented the data findings in this research, firstly, the researcher presented the subjects’profil.

1. Subject 1 (S1)

Akmal is a student of second grade in A class and he was in the same class with other subjects ( Fika, Eva, Farid, Santi, and Zaka). He was graduated from Islamic Elementary School of Mamba’ul Ulum, Buntaran, and now he is becoming a chief of OSIS in MTsN Aryojeding. His hobbies are watching movie, and reading books. Akmal likes English since, he was in the elementary school. He stated that English is important, **“** I like English, because it is an international language, and I want to be skillful in English to communicate with foreigner.” He is smart, and active boy. At the school, he joins the scout activity every Friday. Moreover, he joins English speaking club at Thursday afternoon. He is not only good in organisation but also in his lesson in the school, especially in English. According to his English teacher (Mr.Dalih) and his friends, Akmal is good in English. Mr. Dalih said “ HisEnglish scores are always in tenth highest grades of hisclass.”

1. Subject 2 (S2)

The second subject is Eva. She was graduated from Islamic Elementary School of Sukorejo. As like, the first student (S1) she is also active in organisation. Although she is busy in organisation, and extracurricular activities in the school, she still has good achievement in her subjects. Her English achievement is also good. Mr. Dalih said that “Eva can speak English well, her pronunciation is better than other friends.” Eva is very interesting in English. Her hobbies are listening English song, and reading story. She is beautiful, active, and energetic student. Usually in the English class, she often asks English teacher when she gets difficulties. Besides that, she likes to help her friends in studying English. That’s why her friends say that she is a friendly student with their friends.

1. Subject 3 (S3)

The third subject is Farid. He was graduated from Islamic Elementary School of Sabilul Muhtadin, Pakisrejo. He is a calm student. According to Mr.Dalih, he is a silent boy. “ Farid is a silent boy, but he always can do English task well. Last semester, he got the highest English score in second grade level*.****”*** His friends also say that he is a very clever student in English. Usually, his friends ask him when they do not know some vocabularies in English. In the classroom, he is not too active like other subjects who often ask their English teacher. But, he always gives attention to his teacher, and he can understand the material well. His hobby is reading book.

1. Subject 4 (S4)

The next subject is Fika. She was graduated from Islamic Elementary School of Darussalam, Aryojeding. She is a dilligent student and little bit shy. She likes learning English. She stated, “ English is important, by using English I can read and understand English books, and other media that use English. So, I like to learn English.” Her hobbies are listening music and reading book and magazine. Fika joins in mading extracurricular activity. Her preference to join the extracurricular is different from others subjects who join scout extracurricular. According to Mr.Dalih she always learns English seriously and she can give good responds when her teacher asks her.

1. Subject 5 (S5)

The fifth subject is Santi. She was graduated from Islamic Elementary School of Sumberagung. She is a smart student, and her English achievement is good. Her English has been good since she was in the elementary school. Evita (subject’s frriend) states “ Santi is good at English not only in junior high school, but also when she was in elementary school she often follows English championship***.”*** Her hobby is listening music. She likes English because it can give advantages for her. “ By learningEnglish, I can know the structure and grammatical of English. So, I can speak and writeEnglish well.”

1. Subject 6 (S6)

The last subject is Zaka. He was graduated from Roudhotut Tholibin Islamic Elementary School. He is smart, active, confident, and dilligent student. He is active in organisation, and his achievement in school is also good. Although his family is not rich like his other friends, he is not shy and never give up. To help his parents, everyday, he brings snacks made by his mother, and he sells them to his friends. Almost all of his friends and English teacher in the MTsN Aryojeding say that his English is good. He is always active in the teaching and learning process. He asks whatever he wants to know. His speaking is also good. As Mr.Dalih states, “ Zaka is a talkactive and smart boy. His speaking is good because he has good self confidence. Every teacher often points him when there are some events, such as championship, speech in graduation event, etc. ” His hobby is reading book. He is motivated to learn English because*,* according to him,*”*English is international language that can give many advantages for students. There are alot of lesson books written in English. So, this language is interesting for me.”

Another subject needs to be described in this research is the English teacher. The subject’s name is Mr.Dalih Roziqi,HM.Spd. He is an English teacher in the second grade of A class. He is a creative English teacher. He often uses various method in teaching English in order to make his students to not to be bored. Sometimes, he does teaching and learning process out of the classroom. The purpose is to get new learning situation. In the class, he always tries to make his students not afraid to speak English. The purpose is to train the students to not only practice to speak English in the classroom, but also outside the classroom. He asked his students if they send message to him, they must use English. Another activity that he made for improving students’ English skills is making speaking club. This activity is for improve the students’ speaking skill, vocabulary, and also grammatical. All of the subjects are always interesting to participate in this activity. According to Mr.Dalih, the sixth subjects in this research are good students. “ The sixth students are the best sixth of second grade level in this school. Although, they have different characteristics, but all of them are good in English. They always get good scores in English, and often follows championship, not only for English, but also for other subjects too*.****”***

Depended on the some sources and method in collecting the data, finally the researcher got some data about students strategies’ in learning vocabulary at MTsN Aryojeding researcher as the description below.

1. **Research Findings**

Based on the result of observation, interview to the subjects of the study, the followings were presented the findings of the study. The data were also taken from the documentation. In this part was divided into two the findings :

1. **Students’ Vocabulary Learning Strategies**

This part explaines the research findings which the researcher found in the field. It related to the students’ strategies in learning vocabulary at MTsN Aryojeding. After the researcher investigated the students’ strategies in learning vocabulary, finally, the researcher got some data. The results of the reseach findings are presented in the descriptions below.

When S1 found unknown vocabulary, he tried to look it up in the dictionary. In order to find its meaning. Because dictionary was the easiest tool that can solve his difficulties in learning vocabulary. This dictionary was used when he learned vocabulary at home. Usually he learns alone at home. So, dictionary is very useful for him. Meanwhile, S6 preferred to use monolingual dictionary for learning vocabulary. S6 stated “ I used oxford dictionary because the content was more complete than bilingual dictionary. In the dictionary, there are explanation about meaning, pronunciation, and part of speech*.*” When S6 in the classroom, after he looked up in the dictionary, then he closed it. He also tried to pronounce it repeatedly. In addition to S1 and S6, the subjects S2, S3, and S5 after checked the words in the dictionary, they wrote those on the their books. The researcher also saw it when she was doing observation in the classroom. When their teacher asked them to read a text, S2, S3, and S5 wrote some vocabularies in their book. Moreover, they did it without any direction from the teacher before. Alittle bit differences were done by S4 and S6. When they found unfamiliar words, before they looked up in the dictionary, fristly, they gave signs under those vocabularies. Then, they wrote the meaning under those signs. As David ( subjects’ friend) stated “ As I know, when S4 found unfamiliar vocabulary, he gave signs. Then he looked for the meaning of the words in the dictionary or asked his English teacher. You can see in his English book, there were full of signs.” So, the subjects used dictionary to know the meaning, pronunciation, and spelling of vocabularies. They used dictionary not only when they learn them in the school, but also when they learn them at home. The subjects also used making notes strategy that was mentioned above. This strategy is done to remember the spelling, pronunciation, and the meaning of the words.

Another strategies employed in learning vocabulary was by asking English teacher or friends. All of the subjects used this strategy. His English teacher always asks his students to ask him when they had troubles in learning English. The subjects not only asked directly to their teacher when teaching and learning process but also asked him via phone, by sending message using English. So, it could be one of activity to practise their vocabulary mastery. Mr.Dalih said “ Usually, in learning vocabulary, when they got troubles in some vocabularies, they asked me directly, but sometimes they also ask me by sending messages**.**” Asking people directly was more effective, and the subjects could get the answers quickly, not only they know the meanings of the vocabularies but also they know how to pronuonce those. Meanwhile, In the classroom, subjects who were very active in asking their teacher are S1, S2, and S6. Sometimes, they also discuss English lesson with their friends.

In order to have good retention in vocabulary, S1 tried to memorize what he learned. S3 also repeated the vocabularies that he learned until he could memorize it. And S5 tried to memorize what she learned gradually. As his following statement “ I memorized vocabularies gradually, little by little, and try to use it for making conversation with teacher and my friends.” Furthermore, all of them attempted to use vocabularies for communication with teacher, and other friends to increase their retention. S3 stated “ I also tried to use vocabulary which I had learned in order to make me not easier to forget it.” In addition, S6 also had his own opinion about the reason why he used this strategy. He said “ For me, language was a habit, so we had to use it in our daily life.”

The next strategy used by all of the subjects was by using vocabulary that they learned for communication in daily life. In order to keep the retention of vocabularies, the students have strategy to use the vocabularies they learned for communication in a daily life. They always try to use the vocabulary that they learned for communication with his English teacher, and friends. As S1 stated ” I sent message with my teacher, and friends using English. Because I believed that if I used my learned vocabularies, it made those did not lose from my memory*.”* According to S2, the vocabulary was not only used for communication in oral way. But, she also used it to express her feeling by writing diary. She liked to write a diary, and she always tried to use English vocabularies that he mastered. So, she combined between Indonesian and English when writing it. She said “My an other strategy was trying to use vocabulary for speaking with my teacher and my friends, and also sometimes for writing diary at home.*”*

The subjects also used interesting strategies. For example, S1, and S3 liked watching English movie for improving their vocabulary. According to them, the movie that they watched should has Indonesian subtitle to help them understand it. As like S1 stated “ I also liked watching English movie, such as transformer, and naruto wich were completed by subtitle. So, I could match the vocabularies that was said by the actors using its subtitle.*”* Meanwhile, S2 liked watching English cartoon which used simple vocabularies. So, it is easier to be understood. “ I also loved watching English cartoon. Because it was funny, and used simple vocabulary. So, it was easier to be understood.”

Another interesting strategy made the subjects more interesting in learning vocabulary was listening English music. Both watching movie and listening to music were nice activities for them. By using those strategies, they not only could get entertainment, but also they could learn English, especially in learning vocabulary nicely. The S2, S4, S5, and S6 were interested to use this strategy. In using this strategy, usually S2 not only listened the song, but she also wrote the lyrics in her book. In addition, when S4 interested in a song, she looked for the lyrics, and then she practised to sing it. “ Usually I listen English songs miss.., looking for the lyrics and then try to sing it.” Then, S5 also learned vocabulary by the song’s lyrics, she said ” I also often listen English songs, Such as, titanic song miss. For understanding it, I used the song’s lyrics. Then, I looked up the unknown vocabularies in the dictionary*.*” By using this strategy the subjects knew the meaning, spelling, and pronunciation of vocabularies used in the song. So, they can learn vocabulary through listening English songs.

The last strategy is usually used by the subjects was reading English story. The subjects who liked this strategy were S4, S5, and S6. Reading was the effective activity to enrich their vocabulary. When they read a story, they found alot of vocabularies. S4, S5, and S6 usually read English story in their books, or magazine. If they found unfamiliar vocabularies, sometimes they just guess the meaning of those words by looking the next vocabulary which appeared in the next sentences. However, looking for the meaning in the dictionary and asking people were their habit that they did to learn vocabulary. In order to make the readers easier to understand the description above, the researcher presented the students’ vocabulary learning strategies in the table form as below. The following is the summary of the learning strategies employed by the subjects in learning vocabulary.

**Table 4.1. The vocabulary’s learning strategies**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Vocabulary learning’s strategies | Subjects of the study | | | | | |
| S1 | S2 | S3 | S4 | S5 | S6 |
| Looking up dictionary |  |  |  |  |  |  |
| Making notes |  |  |  |  |  |  |
| Asking people |  |  |  |  |  |  |
| Memorizing |  |  |  |  |  |  |
| Listening song |  |  |  |  |  |  |
| Watching movie |  |  |  |  |  |  |
| Using song’s lyric |  |  |  |  |  |  |
| Reading story |  |  |  |  |  |  |
| Using in daily life |  |  |  |  |  |  |
| Sharing with other friends |  |  |  |  |  |  |

Based on the data taken from interview, observation and documentation above, the researcher concluded that the focus of students’strategies in learning vocabulary at MTsN Aryojeding could be divided into three aspects, they are: meaning, pronunciation, and spelling. Table 4.2 presents the three aspects of vocabulary learning strategy.

**Table 4.2. The aspects of vocabulary learning strategy**

|  |  |  |  |
| --- | --- | --- | --- |
| Strategies | Learning vocabulary aspects | | |
| Meaning | Spelling | Pronunciation |
| Using dictionary |  |  |  |
| Asking people |  |  |  |
| Making notes |  |  |  |
| Listening English songs |  |  |  |
| Watching English movie with subtitle |  |  |  |
| Using song lyrics |  |  |  |
| Reading story |  |  |  |
| Memorizing |  |  |  |
| Using in daily life |  |  |  |
| Sharing with other friends |  |  |  |

In short, from the description above, the researcher concluded that in learning vocabulary the students in MTsN Aryojeding used some strategies. They were ; (1). Looking up dictionary, (2). Making notes, (3). Asking people, (4). Memorizing, (5). Listening English songs. (6). Using song’s lyrics, (7). Watching movie, (8). Reading story, (9). Sharing with other friends, and (10). Applying for communication in the daily life.

1. **The Contribution of Vocabulary Learning Strategies for Students’ Vocabulary improvement**

In order to become a successful language learners, especially in learning vocabulary, the students needed to have some learning strategies. Every students had different strategies in learning vocabulary. Because they had different characteristis, and interests, they used different strategies that were suitable and effective for them. It was expected to give contribution in their vocabulary mastery. In order they can enrich their vocabularies and have good retention in learning vocabulary. The data related to the contribution in vocabulary learning strategies for students’ vocabulary improvement were taken from conducting interview with the subjects.

According to the subjects all of their strategies could give many advantages for them. For example, looking up dictionary and asking people made them easier in learning vocabularies. From those ways, they knew the meaning, spelling, and pronunciation of the vocabulary. As stated by S4, “ By asking people, and looking up dictionary, they made me easier to learn vocabulary.” Another contribution was the strategies could increase their vocabulary in joyful ways. It could be done by reading story, listening to music, writing diary, and watching movie. Through these activities, they found alot of vocabularies that they never heared before. So, it gave new knowledge for them. B stated that “ By using my own strategies, I could learn vocabulary in more joyful ways. Some activities, such as; writing diary, reading story, listening song, and watching cartoon were my favorite activities. From those, not only I got alot of vocabularies, but also entertainment.*”* Then, the other strategies, liked making notes, reading their notes regularly, and using vocabularies for communication made students to not easily forget the vocabularies that they had learned. In other words, those activities were contributive to make good retention in memorizing vocabulary. When they usually use the vocabularies in their daily life, their English skills were getting increase from time to time.

From the explanations above, the researcher got the point that all of strategies in learning vocabulary such as, using dictionary, making notes, asking someone, memorizing, listening English songs, watching English movie, reading story, using song’s lyric, sharing with other friends, and using the vocabularies in daily life were very useful for them. Those not only could increase their vocabulary mastery in easier ways, but also increased their English skills, such as speaking, writing, reading, and listening.

Making notes, and writing diary strategies were contributive in vocabulary mastery and for writing skill. These activities, besides increasing their vocabulary mastery, it also increased students’ writing skill. When students made notes, wrote the vocabulary in their book, it meant that they unconsiously practised in their writing skill. Morover, when the students wrote a diary, it was also contributive to practise her to choose and use vocabularies that was suitable in her writing. That’s why, the researcher believed that those activites gave contribution in vocabulary mastery, and also improved students’ writing skill.

The next strategies employed were reading story and reading song’s lyric. Both of them not only enriched students’ vocabulary, but also increased their reading skill. Meanwhile, listening to music and watching English movie were contributive in improving students’ vocabulary, listening skill, and also their pronunciation. Then, the other strategies, such as; asking people and using vocabularies for communication in daily life were contributive to increase speaking skill and help students enrich their vocabularies.

In other words, based on the description above it can be understood that the strategies used in learning vocabulary are very useful for language learners. Those strategies are contributive in improving both of the four English skills and the English components, especially for incresing the students’ vocabulary mastery. Hence, their strategies in learning vocabulary give many contributions for the students’ English vocabulary mastery, not only they can improve the zise of their vocabularies but also increase their retention in learning vocabulary.

1. **Discussion**

As it is presented in the research findings above that the data are collected from the six selected students as the subjects of the study. From those data gotten, the researcher know that the students who are good in vocabulary mastery at MTsN Aryojeding employ more than one strategies. They find their own way in learning vocabulary. The students who can find their own way in learning, according to Nunan (1995:58), categorized as good language learners, he states that, “a good language learner has some characteristics, they are : (1). Find their own way in learning, (2). Creative and experiment with Language, (3). Make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom, (4). Use memonics ( rhymes, word associations, and so forth) to recall what has been learned, (5). Use linguistics knowledge, including knowledge of the their first language in mastering a second language, (6). Learn to make intelligent guesses, (7). Learn production techniques, and (8). Make errors work in order to learn and communicate. ’’ So, it can be said that the students who have varieties of learning strategy are qualified become good language learners.

From the subjects the learning strategies employed are found. There are so many strategies that students use in learning vocabulary, and almost all of the strategies used are same. The first strategy is looking up dictionary, all of the subjects used this strategy. By using dictionary, students can learn vocabulary independently and it can be used both in the school or in the students own home. By having a dictionary and the students in routine used it to find unfamiliar words, the students will get improvement in enriching them vocabularies. The second strategy is making notes. They usually take notes the vocabulary that they never hear or see before without any direction from the teacher. This activity is useful for the students to train their writing skill, for remembering the spelling and meaning of vocabularies written.

The next strategy is asking someone. Usually they ask their English teacher or their friends. Hawkins (1998) states “ A learner may develop the habit of asking people, he is talking to explain the meaning of a word. ” So, it can be a good way of learning the meaning of words. Another strategy is memorizing. They memorized words, then used in their daily life. By applying this strategy, they have good retention in vocabulary, because they not only memorize it, but also practise it. If students memorize some vocabularies without trying to use those for communication regularly, it is possible that vocabularies which they have learned will gone with the wind. It is in line with Kasten (1993) states that“ learner forget how to spell words when they have little occasion to use them.” The students also use some interesting strategies, they are : listening English songs, watching English movie, reading story, and learning by using song’s lyric. These strategies are very joyful for them. So, it make their vocabulary learning is easier to be understood. Kasihani in English for young learners (2007:114) states that “ in learning a language, especially for foreign language, it will more interesting if using interesting ways too. Learning language by songs can make students happy in learning, because they not only can enjoy the songs but also they learn English.”

Based on the theory of the kinds of learning strategies explained in the Chapter II above, the researcher gets the point that the students’ learning strategies above are relevant to the students who can find their learning strategies and they give contributions to their learning will be effective in their learning. In this situation they can create their own learning environment that is suited with their need to improve their vocabularies. These strategies included in the three kinds of O’Malley&Chamot’s learning strategies in Benson (2001:81). They are Cognitive strategy, Metacognitive strategy, and social strategy. Cognitive strategies are operations carried out directly on the material to be learned. It refers to process and behaviour which learners use to help them improve their ability to learn or remember something. Making note, using song’s lyric, and using dictionary are the strategies included in this cognitive strategy.

Whereas metacognitive strategies make use of knowledge of cognitive processes to regulate the learning process. These strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Metacognitive startegies describe mental operations used by learners in the self – management of their learning. The students’ strategies in memorizing vocabulary is categorized in this strategy. Social and affective strategies involve the ways in which learners interact with others and control themselves in order to enhance their learning. Social strategies represent actions taken in relation to others, while affective strategies represent actions taken in relation to self. The strategies which is categorize in the social strategies are sharing with other friends, asking people to learn vocabulary, and using the vocabularies for communication in daily life. Meanwhile, for listening music and watching English movies are categorized as affective strategies.

The strategies that the students use are very useful in their vocabulary improvement. It can increase their vocabularies. Because, by using learning strategies they choose by themselves, it make them easier, faster, more enjoyable, and more effective in learning vocabulary. It helps them always remember what they have learned, to enrich their vocabularies. So, students’strategy in learning vocabulary is very important for their vocabulary mastery. Without student’s strategy, they can not improve their English ability well. As stated by Rebeca Oxford (1990), “ learning strategies have two advantages. They are : strategies are tools for active self – directed involvement, which is essential for developing communicative competence. Secondly, learners who have developed appropriate learning strategies have greater self confidence and learn more effectively.

From the discussion above, we can see that students’ strategies in learning vocabulary is very important for language learners. They used more than one learning strategies that help them learn vocabulary in easier, faster, and more enjoyable ways. All of their strategies are very contributive in their vocabulary improvement. By applying their own strategies, such as ; looking up the dictionary, making notes, asking people, memorizing, listening songs, watching movie, using song’s lyrics, reading story, using in daily life and sharing with other friends, the students can increase their vocabulary mastery.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion related to what the writer analyzed and discussed.

1. **Conclusion**

Based on the previous discussion and analysis of the students’ strategies in learning vocabulary and its contribution to the students’ vocabulary mastery, the researcher conclude that:

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

1. Looking up dictionary
2. Making note
3. Asking people
4. Memorizing
5. Using the vocabularies in daily life
6. Listening to music and using its lyric’s transcript
7. Watching English movie
8. Reading story
9. Sharing with other friends

The researcher gets the point that all of those strategies in learning vocabulary are very useful for students’ vocabulary mastery. The contribution of students’ strategies in learning vocabulary are : (a) Making notes, and writing diary strategies are contributive in vocabulary mastery and for their writing skill. (b) Reading story and reading song’s lyric, do not only enrich students’ vocabulary, but also improve their reading skill. (c) Listening to music and watching English movie are contributive in improving students’ vocabulary, listening skill, and also their pronunciation. (d) Asking people and using vocabularies for communication in daily life are contributive to increase speaking skill and help students enrich their vocabularies. Those vocabulary learning strategies are easier, faster, more enjoyable, and more effective ways. So, those strategies in learning vocabulary are very needed for language learners.

By using those strategies they can be good language learners. Consequently, they can learn language succesfully. It can be seen from the subjects who use their vocabulary learning strategies , they can get good English achievements in their school. So, those learning strategies are contributive in improving both the four English skills and the English components, especially for incresing the students’ vocabulary mastery.

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

1. **Suggestion**

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

1. For the English teachers

Every student has different ability, creativity, characteristics and interest. So, the teacher should understand what the students needs based on their differences. The teacher must use suitable methods in teaching for them. They should also help their students to support their students’learning strategies in order to become successful language learners.

1. For the students

The students are hoped to be more active, and creative in learning English, especially in learning vocabulary. They can try to use some strategies to learn vocabulary, for students who have various strategies, they can share with other friends to learn vocabulary by using those strategies. Don’t be afraid and shy to try something new.

1. For the Other researcher

For other researchers who want to conduct a research about learning strategy, the result of the study can be used as an additional reference for further research with different discussion domain of students’ learning.

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**APPENDIX**

**Interview Transcript**

Informants : akmal,eva, farid, fika, santi, and zaka( subjects)

Interviwer : pernahkah kalian menemui vocabulary Bahasa Inggris yang tidak kamu ketahui artinya?

Informants :

* Zaka : iya bu, saya sering menemui vocabulary yang tidak saya tahu artinya ketika membaca buku- buku Bahasa Inggris
* Akmal : sering bu, saya menemui vocabulary yang belum pernah saya dengar sebelumnya
* Farid : pernah, biasanya waktu membaca teks Bahasa Inggris, kadang-kadang juga waktu diajak ngomong Bahasa Inggris dengan guru
* Eva : ya kadang-kadang ada bu vocabulary yang tidak saya ketahui artinya
* Fika : pernah, gimana ya bu..,soalnya vocabulary dalam Bahasa Inggris itu kan banyak
* Santi : ya pernah bu..

Interviewer : apa yang biasanya kamu lakukan jika menemui vocabulary yang belum kamu ketahui sebelumnya ketika kalian membaca teks Bahasa Inggris?

Informants :

* Akmal : membuka kamus, mencari artinya disitu bu..,jadi saya tahu arti dari vocabulary itu, tapi kadang-kadang saya ya hanya menebak saja, denan melihat kata-kata sesudahnya.
* Farid : sama seperti teman saya bu, kalau ada kata-kata yang tidak saya mengerti, saya melihatnya dikamus. Jika dikamus tidak ada, saya langsung tanya pada guru. Pernah juga Cuma saya kira-kira artinya dengan melihat tema dan kata-kata yang muncul sesudahnya.
* Fika : bertanya pada guru bu, tapi sebelumnya berusaha mencari tahu sendiri dengan melihat dikamus
* Santi : ya mencari dikamus dulu, jika tidak ada tanya pada guru Bahasa Inggris
* Eva : bertanya pada teman, tapi jika teman saya tidak tahu saya bertanya pada guru

Interviewer : siapakah orang yang biasanya membantu kamu belajar vocabulary?

Informants :

* Akmal : kalau dirumah tidak ada bu, karena orangtua saya bekerja diluar negri dan saya tidak punya saudara. Kalau disekolah saya minta tolong pada teman dan guru
* Farid : guru Bahasa Inggris di sekolah, dia selalu membantu ketika ada kesulitan. Selain itu, kadang-kadang saya bertanya pada guru Bahasa Inggris ditempat les saya
* Zaka : kalau dirumah, biasanya kalau ada vocabulary yang tidak saya mengerti, saya tanya ke kakak. Kalau disekolah ya tanya pada guru
* Fika : orang yang sering membantu saya belajar vocabulary adalah guru Bahasa Inggris disekolah. Kalau dirumah tidak ada, karena saya suka belajar sendiri
* Santi : biasanya yang sering membantu belajar vocabulary itu guru, kemudian juga teman sekelas, kalau dirumah ya hanya belajar sendiri
* Eva : kalau dirumah saya sering belajar sendiri, terus kalau disekolah itu bertanya pada guru Bahasa Inggris

Interviewer : kesulitan apa yang sering kalian temui dalam belajar vocabulary?

Informants :

* Zaka : itu bu, biasanya kalau saya mencari kata-kata di kamus, biasanya artinya kan banyak bu, jadi saya bingung menggunakan arti yang tepat untuk vocabulary tersebut bu..
* Akmal : kesulitan dalam belajar vocabulary itu di cara bacanya bu. Kalau melihat dikamus biasanya ada cara bacanya, tapi saya kurang memahaminya. Membedakanya dengan vocabulary yang lain yang hampir sama..
* Farid : saya merasa sulit itu di cara bacanya bu, biasanya kan antara tulisan dan pengucapannya itu sedikit berbeda. Nah, kalau salah sedikit saja waktu mengucapkanya, takutnya orang tidak paham dan malah diketawain bu,he..he
* Santi : kalau saya itu kadang-kadang sering lupa bu dengan vocabulary yang sudah saya pelajari jika tidak digunakan dalam kehidupan sehari-hari
* Eva : kesulitan dalam belajar vocabulary itu ketika saya tidak tahu artinya, juga kadang-kadang kalau vocabulary nya jarang sekali saya dengar saya agak kebingungan kalau disuruh menggunakanya bu
* Fika : apa ya bu? Sulitnya sering lupa kalau belajar vocabulary nya hanya dengan dihafalkan

Interviewer : strategi apa yang kamu gunakan untuk belajar vocabulary?

Informants :

* Zaka : strategi yang saya gunakan dalam belajar vocabulary adalah dengan menggunakan kamus yang berbahasa Inggris “Oxford”, karena dikamus itu isinya lengkap ada keterangan noun, verb, dan artinya. Kemudian juga saya suka bertanya pada guru bahasa Inggris, saya selalu berusaha menggunakan vocabulary yang baru saya peroleh dalam percakapan bahasa Inggris dengan teman maupun guru saya. Saya juga sering smsan dengan guru dan teman dengan bahasa Inggris. Karena menurut saya kalau language is habit. Awalnya dulu kesulitan bu, sampai pernah saya salah mengartikan sms dari guru saya. Pak Dalih sms saya gini bu “*Doesn’t matter*”, dan saya kira kalau itu artinya *tidak ada materi*. Ternyata saya salah,saya malu sekali bu,he..he.. Selain itu juga saya suka membaca buku bahasa Inggris, kadang- kadang juga mendengarkan lagu-lagu bahasa Inggris.
* Akmal : cara belajar vocabulary yang biasanya saya lakukan adalah biasanya dengan membuka kamus, kemudian bertanya kepada guru dan teman, menghafalkanya dan kemudian mempraktrekkanya untuk bercakap-cakap dengan teman maupun juga guru saya. Biasanya saya juga smsan dengan teman dan guru bahasa Inggris saya menggunakan bahasa Inggris. Karena dengan biasa digunakan maka vocabulary yang sudah saya pelajari tidak akan mudah hilang. Saya juga suka nonton film bahasa Inggris bu, misalnya *transformer*, dan *naruto* yang ada terjemahanya dalam bahasa Indonesia. Jadi, saya bisa mencocokkan arti dari vocabulary yang saya dengar dengan artinya. Selain itu, saya juga suka bermain game dikomputer yang berbahasa inggris. Dulu saya tidak tahu dengan maksud vocabulary disitu, tapi setelah bertanya pada teman saya jadi paham.
* Farid : dalam belajar vocabulary, saya sering bertanya pada guru, kadang-kadang juga bertanya pada teman jika saya menemui kesulitan. Selain itu, melihat kamus untuk mencari tahu arti dari vocabulary tersebut. kemudian biasanya saya menghafalkannya dengan cara mencatat , membacanya berulang-ulang, dan menggunakanya.
* Santi : menanyakan vocabulary yang belum saya ketahui kepada guru bahasa Inggris, tapi sebelumnya saya mencarinya di kamus. Saya sudah terbiasa mencatat voabulary yang belum saya ketahui, setelah saya tahu artinya lalu saya mengafalkannya sedikit demi sedikit. Kemudian berusaha menggunakannya untuk bercakap-cakap menggunakan bahasa Inggris, supaya tetap ingat. Saya juga senang mendengarkan lagu bahasa Inggris bu, sebelum tidur itu saya memutar lagu bahasa Inggris, seperti lagunya *Titanic* itu lo bu...! untuk memahami arti lagu itu saya menulis lirik lagunnya, jadi saya bisa cari tahu artinya.
* Fika : strategi yang saya lakukan, melakukan hal-hal yang saya senangi. Biasanya saya membaca majalah atau cerita berbahasa Inggris. Karena saya suka membaca cerita bu.., ketika membaca kalau menemukan vocabulary yang saya tidak ketahui, saya akan menandainya dan kemudian mencari artinya dikamus, ataupun saya tanyakan pada teman dan guru. Saya juga senang mendengarkan lagu bahasa Inggris, mencari lirik lagunya agar saya bisa tahu vocabulary yang digunakan dilagu tersebut dan bisa ikut menyanyi bu,he..he..
* Eva : mencatat vocabulary yang tidak tahu artinya, kemudian mencarinya dikamus atau menanyakannya pada guru. Mencoba untuk mengggunakannya untuk speaking dan writing untuk menulis diary . Biasanya saya membaca cerita bahasa Inggris, mendengarkan lagu-lagu bahasa Inggris, seperti lagunya Maher zain bu, dan mencatat lirik lagunya. Sehingga dari situ saya bisa dapat banyak sekali vocabulary. Saya juga senang belajar vocabulary dengan menonton kartun bahasa Inggris. Jadi menonton film itu tidak hanya untuk bersenang-senang, tapi bisa juga untuk belajar

Interviewer : manfaat apa yang kamu dapat dengan menggunakan strategi belajar vocabulary yang kalian punya tersebut?

Informants :

* Zaka : manfaat dari strategi belajar saya, kalau menurut saya ya memudahkan saya dalam belajar vocabulary bu. Dengan bertanya pada guru atau teman saya jadi tahu arti dan cara membaca vocabulary yang belum saya ketahui. Kamus itu juga sangat penting, karena melihat kamus saya tahu arti, cara baca, dan penulisannya. Sedangkan dengan menggunakan dalam percakapan, dan sms itu membuat saya selalu ingat dengan vocabulary itu, membaca cerita itu juga sangat bermanfaat bu kan dari situ saya bisa menemui vocabulary yang baru.
* Akmal : dari kamus dan bertanya pada teman dan guru itu bisa tahu arti, dan cara pengucapannya bu. Kemudian dengan mempelajarinya secara berulang-ulang kemudian mempraktekkanya itu akan membuat kita hafal dengan vocabulary yang sudah kita pelajari. Kalau dari nonton film ataupun bermain game, saya jadi tahu vocabulary yang lain.
* Farid : manfaat yang saya dapat dari melihat kamus dan bertanya adalah mengetahui arti, kemudian cara bacanya, dan penulisannya. Dengan mencatat vocabulary yang baru saya temui kemudian mencoba untuk menggunakannya itu agar saya selalu ingat dan tidak mudah lupa dengan apa yang sudah saya pelajari.
* Fika : dari membaca cerita, mendengarkan lagu, membuka kamus, dan bertanya itu membuat saya menjadi mudah belajar vocabulary. Saya bisa tahu arti, tulisan dan cara ngomongnya dari melakukan hal-hal tersebut
* Eva : strategi yang saya lakukan manfaatnya adalah saya bisa belajar vocabulary dengan menyenangkan. Misalnya saja menulis diary, membaca cerita, mendengarkan lagu, dan menonton film merupakan hal-hal yang saya sukai. Jadi saya bisa belajar vocabulary dengan enjoy.

**Interview Transcript**

Informant : Mr. Dalih Roziqi, HM. ( English teacher)

Interviwer : Bagaimana karakter dari akmal, eva, dan santi ketika mengikuti pembelajaran Bahasa Inggris selama ini?

informant : Sebenarnya ke enam anak ini meupakan the best six dalam pelajaran Bahasa Inggris. Mbak bisa lihat sendiri kan dari nilai-nilai mereka ini! Jika ada lomba ataupun olimpiade Bahasa Inggris, mereka- mereka inilah yang selalu tampil.

* Akmal itu anaknya aktif, jika ada kesulitan dalam Bahasa Inggris, khususnya dalam vocabulary nya, dia sering bertanya pada saya, biasanya bertanya langsung ketika dikelas, maupun melalui sms. Karena saya meyuruh murid-murid saya untuk bertanya kalau menemui kesulitan, bisa bertanya langsung maupun melalui sms. Kalau melalui sms itu saya mewajibkan untuk menggunakan Bahasa Inggris.
* Zaka anaknya cukup cerewet, aktif, dan pintar dalam bahasa Inggris, speakingnya bagus karena dia punya modal rasa percaya diri yang kuat.
* Kalau Farid, dia agak pemalu, tapi dia selalu bisa jika ditanya ataupun mengerjakan soal dalam Bahasa Inggris. Dia selalu melakukan yang terbaik.
* Fika selalu memberikan jawaban-jawaban yang bagus, anaknya juga lumayan aktif waktu pembelajaran saya mbak.
* Kemudian Santi, santi itu waktu pembelajaran tidak terlalu aktif bertanya, tapi dia juga bisa memahami dan menangkap apa yang saya jelaskan.
* Kalau eva itu anaknya ceria, cukup aktif. Jika ada kesulitan dia tidak ragu-ragu untuk bertanya pada saya. Selama ini Bahasa Inggris nya juga lumayan bagus.

Interviewer : Apakah ketika proses pembelajaran mereka selalu memperhatikan anda, atau mungkin melakukan hal-hal yang lain?

Informant : Kalau dikelas, ya mereka inilah mbak yang berkonsentrasi sungguh – sungguh dalam menerima pelajaran. Malah kalau teman-teman mereka itu kadang- kadang bercanda sendiri, ya wis namanya juga anak-anak mbak. Selama ini kalau Akmal dan Zaka itu ya memperhatikan, kemudian jika dia tidak mengerti waktu saya menjelaskan pakai Bahasa Inggris mereka akan langsung bertanya. Kalau farid kan memang pemalu, jadi dia ya hanya memperhatikan dan kadang-kadang sambil mencatat apa yang saya jelaskan. Sedangkan Fika, Santi, dan Eva itu ya selalu meperhatikan, mencatat apa yang saya jelaskan walaupun tanpa saya suruh. Kemudian ya jika menemui kesulitan mereka cenderung untuk langsung bertanya pada saya.

Interviewer : Bagaimana cara mereka dalam belajar vocabulary ketika dikelas yang Bapak ketahui?

Informant : Ya kalau yang saya ketahui selama ini ketika dalam pembelajaran Bahasa Inggris, biasanya jika ada vocabulary yang belum mereka ketahui artinya, misalnya ketika sedang membaca teks bahasa Inggris , biasanya ya mereka berdiskusi dengan temanya, maupun bertanya langsung kepada saya. Kadang-kadang juga mereka mencari sendiri dikamus mbak. Mereka rajin mencatat vocabulary yang saya berikan pada saat pembelajaran tanpa harus disuruh terlebih dahulu. Selain itu, anak-anak itu juga pernah bercerita kalau dirumah, mereka itu seneng mendengarkan lagu bahasa Inggris dan membaca cerita – cerita Berbahasa Inggris.

**Interview transcript**

Informants : Faruq, David, Zaenal, Kuza, Nikmah, and Evita (subjects’friends)

Interviewer : apa yang sering dilakukan oleh teman kalian (subject) ketika membaca teks bahasa Inggris, kemudian ada vocabulary yang tidak dimengerti?

Informants :

* Zaenal : kalau Akmal itu biasanya ya mencari dikamus bu, tapi kalau dikamus tidak ada ya bertanya kepada guru Bahasa Inggris
* Faruq : ya mencari dikamus, atau bertanya kepada guru
* David : kalau Zaka, vocabulary nya ditandai dulu, kemudian mencari tahu artinya dengan membuka kamus maupun bertanya pada guru
* Evita : biasanya Santi mencatatnya dibuku tulis kemudian dicari artinya dengan bertanya pada guru dan melihat kamus
* Nikmah : kalau Fika, vocabulary nya ditandai, dicari artinya di kamus dan dipindah ke buku tulis
* Kuza : biasanya Eva ya Cuma dicatat, kemudian ditanyakan pada guru bu..

Interviewer : apakah kalian sering berdiskusi atau belajar bersama untuk membahas vocabulary yang tidak kalian ketahui?

Informants :

* Zaenal : ya kadang-kadang bu, kalau ada vocabulary yang saya tidak ketahui, saya diskusikan dengan akmal. Tapi kalau akmal biasanya tanyanya pada Zaka bu.
* Faruq : kalau diskusi ya jarang, lha biasanya saya yang tidak bisa terus tanya ke Farid. Kalau Farid itu selalu bisa bu kalau saya tanya.
* David : pernah tapi tidak sering, soalnya kalau Zaka sering bisa. Malah saya yang tanya ke Zaka.
* Evita : ya kalau ada vocabulary yang belum kami ketahui biasanya kami diskusikan bu..,kami cari dikamus gitu..
* Nikmah : kalau Fika jarang diskusi sama saya, biasanya dia malah diskusi dengan teman kami yang dibelakang bangkunya Fika itu bu,,karena saya kan tidak bisa Bahasa Inggris.
* Kuza : sering bu..,tiap ada vocabulary yang kami belum pernah dengar sebelumnya kami diskusikan, kalau tidak ada yang tahu ya kita tanyakan guru Bahasa Inggris.

Interviewer : apakah kalian pernah mengetahui strategi yang digunakan oleh teman kalian dalam belajar vocabulary?

Informants :

* Zaenal : Akmal itu kalau belajar vocab ya dari kamus, bertanya kepada Zaka, dan tanya pada guru. Terus juga mungkin menggunakanya dalam percakapan dan waktu smsan dengan teman –teman dan pak Dalih
* David : setahu saya, biasanya Zaka itu menandai vocabulary yang tidak dia ketahui kemudian diartikan dengan melihat kamus atau bertanya kepada guru. Terus ya digunakan untuk berkomunikasi dengan guru. Karena Zaka itu anaknya pinter ngomong Inggris bu.
* Faruq : kalau Farid, mencatat vocabulary nya, melihat kamus, dan bertanya kepada Pak Dalih
* Kuza : Eva anaknya rajin, kalau masalah belajar vocabulary biasanya ya dengan mencatat vocabulary yang sulit, kemudian bertanya pada guru, melihat kamus, dan anaknya suka membaca cerita Bahasa Inggris bu
* Nikmah : gimana ya bu, kalau setahu saya selama ini ya cuma melihat kamus dan bertanya pada guru Bahasa Inggris
* Evita : biasanya santi mencatat vocabulary yang penting, mencari dikamus, dan bertanya dengan Pak Dalih bu, setahu saya hanya itu bu,he..

Mei 1, 2012

A.Rahayu Muti’atu.M

11.20 – 12.00 am

MTsN Aryojeding

The seventh – period class of second grade (VIII A)

I arrived at MTsN Aryojeding at ten minutes to eleven. Then, I went to the teacher office to meet Mr.Dalih (English teacher). When I came to the office, Mr.Dalih was writing speech for graduation ceremony of third grade students. He was very glad when looked me. He asked me to help him. I couldn’t refuse it, I helped him to make speech script. We was sitting in front of the teacher office. We discussed together. For about fifteen minutes, we had done with the speech script. Then, I told my planning for today in his class. I said that I wanted to observe the subjects of my research when they were in teaching and learning process. Mr.Dalih understood with my intention, and he gave me permission to do that.

Oc : in the first time, I think that it would be difficult for me. The teacher made me alittle afraid because he involved me in his duty. It made me thought that he wanted to know my capability. But actually he was very kind person.

The A class of second grade was clean and neat. When I and Mr.Dalih came to the class, students of A class was vey silent. They sat in their own seats. All of them looked at me, with their confused face. Mr.Dalih introduced me to them, and they were enthusiastic to know me. Some students asked me about my identity. After introduction with them, I went to the empty seat in the back . Mr.Dalih started the lesson, and I also started to observe my subjects. I began to look their position of seat. Zaka sat in the first line from the south, then Akmal sat besides Zaka’s seat. Farid sat in the back of akmal’s seat. Santi sat in the first seat in second line from the north, Eva was in the back of Santi’s seat, and Fika sat besides Eva in the first line from the north. I also looked with whom the subjects sat in the class. Zaka sat with David, Akmal sat with Zaenal, and Farid sat with Faruq. In the north side, I looked that Eva sat with Kuza, Santi sat with Evita, and Fika sat with Nikmah.

Oc : all of the subjects sat in the good position. Most of them sat in frot, it good position to get more informations because closer with teacher seat, and they can hear teacher explanations clearly.

That day, Mr.Dalih discussed about the questions in aenglish module. He asked students to read the question one by one, then discussed together. Mr.Dalih explained some vocabularies that they found. I saw that Fika, Santi, Eva, and Farid wrote the vocabularies when their teacher explained it. It was different with Akmal and zaka, they just listen their teacher. But, they are active students. Both of them asked Mr.Dalih some vocabularies that they didn’t know, and their friend just silent listen to their teacher. Suddently, when students were seriously discussed the questions, the bell was ringing. It was sign that time was up.

Oc : the students in that class was calm, but I think that they understood with the material. May be they just alittle shy. It was different with my subjects, they were having good interest in learning English.

Mei 3, 2012-05-14

A.Rahayu Muti’atu.M

10.00- 11.20 pm

MTsN Aryojeding

Fifth until sixth period class of second grade (VIII A)

In the Thursday morning at a half past nine, I arrived in the MTsN Aryojeding. There was a gatekeeper who very kind and welcome to me. I accosted him, then directly I went to the teacher office. That day was my lucky day, because I did not need to look for Mr.Dalih liked the days before. When I came he was sitting in front of the office. In this time, I tried to get more informations about the subjects of myresearch. He gave me alot of informations about their characteristics, and their abilities in English.

Oc : from the English teacher explanation about the subjects, I could see that he was very proud of his students, and he looked knew well about them.

When we were talking about subjects, the bell for the fifth period rang. Then we prepared for coming to the class. As usual, when we entered the classroom, the students were silent and they looked ready to study English. Their books were on their own table. I said hello to them, then sat to my seat in the back. After greeting, Mr.Dalih started the lesson. They learned about recount text. Mr. Dalih explained about recount text, then asked his students to read the example of recount text by themselves. Mr. Dalih left the class for a moment, and the students began to make noisy in the class. Some students did not read the book, but they were talking with others friends. But, I saw my subjects read the book seriously. Akmal read the text and sometimes he asked Zaka. Zaka also read the text seriously, I looked him opened his dictionary. It as different with Eva who wrote something in her book. Santi and Eva just read the book, and made some sign in some words in that text.

Oc : I think the class was different, because it was favourite class. In myopinion just clever and obidient students who were in this class. But, not all of them as my perception.

After gave time for students to read the text, Mr.Dalih asked them about unfamiliar vocabulary that they found in that text. Zaka, Akmal, and Eva were enthusiastic to ask. But others students just silent while listening to their teacher. The discussion about unfamiliar vocabulary finished, then Mr.Dalih asked students to do the questions in the module. All of the students did it, while they were doing the questions Mr.Dalih always go around to check their answer and helped them when they found difficulties in doing that. Until the time was up they were doing the questions.

Oc : all of students obeyed their teacher. They did the question seriously. I think that they were good students who wanted to mastery in English.

May 5, 2012

A.Rahayu Mutiatu.M

10.00 – 12.00 am

MTsN Aryojeding

My planning for today in MTs was I wanted to do interview with the subjects. I had prepared interview guided, prepared my recorder in order to make my interview run well. But, when I came to the MTs, Mr.Dalih said to me that all of my subjects were studying for Olimpiade in DEPAG tomorrow. Mr.Dalih said to me that they could not be disturbed now, because they had to focus with it. I understood with Mr.Dalih’s explanation. Actually, he offerred me to wait for about one hour. But, I thought that they would be tired. So, I decided to rearange my planning to do interview with them. Mr.Dalih invited me to see them. I just looked out of the door. They were studying seriously in the teacher room.

Oc : I was disappointed because of my planning was delayed. I think that today I would get alot of information from my subjects. But, I was false.

Because I was at MTs, and my planning was delayed, I decided to go around in MTs. When I walked to the south, suddently some students of first grade greeted me. I made conversation with them. I asked about teaching and learning process in their classroom, asked about tudents who were good in Inglish at this school, etc. When were talking with them, the bell rang. I asked them back to their class. Then, I continued to take awalk. When I passed the OSIS room, some students called me. Then, I accosted them. In that place I also made conversation with them. Students who were in that place were qori’, septi, dicky, anam, and siroj. They were OSIS members in this school. When we were talking, suddently Zaka and Akmal came. Zaka and Akmal were my subjects. I think that it was a good time to ask some information for getting the data. For about 30 minutes after, they left the office because they had to follow Indonesian lesson. After their going, my friend Mr.Alif came. He was waiting for me. Then, I said goodbye with them and left that place.

Oc : making conversation in a unformal situation was very pleased. Subjects could express their ideas without nervous at all.

May 8, 2012

A.Rahayu Mutiatu.M

11.20 – 12.00 am

MTsN Aryojeding

The seventh period class of the second grade ( VII A)

Although this day was very hot, but I went to the A class of second grade at MTsN Aryojeding with a smile in myface. When I came in front of this class, some students was calling my name. I was very happy beacause they were very kind to me. I entered the class, and greeted them. Then Mr.Dalih came after me. Activity for today were retelling story. Mr. Dalih asked his students to retell the story that they was learned before. It was about Cinderella. Mr. Dalih said that students had to retell the story in front of the class. The crowded situation had begun. They looked worried and unready. They directly took their books and started to read it. Some students include the subjects looked up some words in the dictionary. Zaka, Akmal, and Eva found difficulties in some vocabulary. They directly asked Mr.Dalih.

Oc : students looked so afraid when they were asked to speak in front of the class. Just a few students who looked calm and rilex.

Finally, Mr.Dalih called a name, he is Zaka. When Mr.Dalih called Zaka, he did not look surprised. He directly comeforward and started to speak. He was very confident and not nervous. He tried to retell the story as best he can. He spoke very good, almost he did not run words. Although he used simple vocabulary, but his story was very understandable and fluent. All of students who heard it impressed with Zaka’s story.

Oc : I think that zaka would get trouble when he asked to retell story in front of the class. But, he can do it very well. I liked his performance.

After Zaka, Akmal was the next participant. It was alittle different with Zaka. Akmal sometimes made pause when he talked. He thought how to say some words in English. although he sometimes made pauses, but he could find out the words that he wanted to say. His story was understandble, he could do it well. Now, it was time for Evita. Evita was santi’seat friend. She looked so nervous, she could not stand up in good position. May be because her nervousness. In the beginning, she could it well. But, after that, he got trouble to say some vocabularies. Then, Mr.Dalih helped her to find out the suitabe vocabularies. Evita was the last participant in this meeting. This activity would be continued the next day. When there was a student who spoke in front of the class, I saw that my subjects gave attention for their friends. Liked Zaka, and Eva always tried to help their friends when they did not know some vocabularies that they would be said. They recommended some words for Evita. Farid looked up vocabulary in the dictionary. All of students were very happy when the bell was ringing, because the lesson was end.

Oc : I could see that the subjects’ abilities were better than others students. I believed that they were good in English.

May 9, 2012

A.Rahayu Mutiatu.M

12.25 – 13.45 pm

MTsN Aryojeding

The eight until ninth period class of the second grade ( VIII A)

This day, I joined in the A class at the last period. I could see that they were very tired. Some students looked sleepy, and the situation in this class was very hot. So, they could not concentrate well. Besides that, the English schedule for this class was from Tuesday until Thursday in a week. So, some students felt little bored because everyday in three days, they got English lesson in their class. When I saw that situation, I tried to talk with Zaka and David. They told me that they had low motivation when they studied in the last period. When we were talking about it, suddently Faruq said that Mr.Dalih walked to this class. So, I moved to my seat. The activity for that day was speaking. The day before, Mr.Dalih said to me that the material had done, so this week the shedule just for practice their English for final test in this semester.

Oc : their English schedule was in uneffective time. It would be different if they taught in the morning time, becaue they were still fresh and had high motivation.

As liked the activity before, Mr.Dalih asked to speak in front of the class. He asked them to tell their experiences in spending their holiday last semester. He gave time for them to prepared what they would say. Mr.Dalih was sitting in his seat while waited his students ready. I looked the students activity, Some of them wrote something in their book, other students opened the dictionary, and few of them discuss with their friends. After fifteen minutes, Mr.Dalih asked students who wanted to be the first speaker. But, no one rose their hands. So, he decided to call his students one by one.

Oc : most of students seemed afraid when they were asked to speak up. May be they were afraid making error and loosing words when they were speaking.

The first speaker was Eva, she was one of my subjects. I took a note of her performance. I expected that she would speak well. She told about her experience went to the Borobudur temple with her family. She tried to tell her story clearly. She was very energetic. She not only spoke in English, but she also use good body language. So, it made her story was interesting and understandable. When she told her story most of her friends paid attention to her. As my expectation before, she could do it well. After Eva, the next speakers were kuza and Zainal. The atmosphere in this class was different. It was different when Eva spoke before. Most of students were busy by themselves. They were kidding with their friends, writing something, and reading book. They did not focus to listen their friends carefully. May be because they felt boring with this activity. The speakers also did not give the good performances. Their voices were very slow, so I can not listen it clearly. They often looked confused to say something. Even they mixed their speaking using Indonesian. But, my subjects always paid attention to them. Zaka, Akmal, and Eva always tried to help student who were in front, because they were active students in the class. Santi, Fika, and Farid just focus to listen their friend.

Oc : I can see the differences between my subjects and their friends clearly. My subjects were learning seriously. It was so tiring observed them in that time.

May 10, 2012

A.Rahayu Mutiatu.M

10.00- 11.20 pm

MTsN Aryojeding

Fifth until sixth period class of second grade (VIII A)

This morning, I felt very enthusiastic to join again in the A class. Because I was often join in this class, and I felt comfortable with the students in that class. They were not shy with me again. If they found problems in studying English, they asked to me. I was very happy with their attitude. We were closer than before. As usual, I arrived to MTs then I went to teacher office. But, in this office I did not see Mr.Dalih. I asked some teachers in the office about him. But, no one knew where he was. Suddently, myphone was ringing. There was message from Mr.Dalih, he said that he got invitation to go DEPAG. He apologized to me, because he could not meet me. When I wanted to call him to get permission for obeserving his class without him, he did not answer my calling, and did not replay my message.

Oc : I was very disappointed in that time, because he did not give me information earlier. moreover, he ignored my calling. It lost my spirit, and I did not know what should I do now. It was so annoying.

I thought for a moment. Should I go home? But, I was in this place. It was useless if I went without get anything. So, I decided to continue my planning. Life must go on. Although there was unexpectable event that we could not know before. I met the picket teacher in the office. Then, I asked him about the assigment that Mr.Dalih gave for his students. But, he said that there was not assignment for that class. So, I asked permission to handle this class. After got permission from picket teacher, I went to the A class. It was still breaktime. When I entered the classroom, the situation was very crowded. Some students in the north side talked each other. Then the boy students gathered in the back watched movie in a laptop, and others was not in the classroom. I joined with the students who watched movie, and gave them some questions about anything that I wanted to know.

Oc : the crowded situation in that class made me uncomfortable. This day like very terrible for me.

The bell was ringing, it was time to study again. Because Mr.Dalih did not come, so I asked them to do the questions in their English module.While did the assigment, I interviewed some students. They were ; David, Faruq, Zainal, Nikmah, Evita, and Kuza. I asked them about my subjects. When I did it, actually they could not silent as usual. May be when in their class was not a teacher the situation was very crowded like this. So, sometimes, I could not hear my interviewee voice clearly. Besides made conversation with them, I also talked with my subjects. Suddently, the male students interrupted me. They wanted me to ask them liked the other friends. They said jealous because of me did not talk with them. I directly kidded with them. Then we continued to study together again.

Oc : interview alot of students made me so tired. Sometimes, they just answered by using simple answers like yes or no. So, I should stimulate them to speak more. joking with them when did inteview made my spirit back.

Name : A.Rahayu Muti’atu Masrurin

Place and date of birth : Bima, January, 26th 1990

I.D. Number : 3213083026

Department : English Education Department

Semester : VIII

State that the thesis entitled “Students’ Strategies in Learning Vocabulary at MTsN Aryojeding ” is truly my original work, it does not any material it proviously written or published by another person expert these indicated in quotations and bibliography. Due to the fact, I’m the only person responsible for the thesis if this is any objection or claim from other

Tulungagung, June 2012

Writer

A.Rahayu Muti’atu Masrurin

NIM: 3213083026

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**CURRICULUM VITAE**

Name : A.Rahayu Muti’atu Masrurin

Gender : Female

Place and date of birth : Bima, January 26th 1990

Address : Rt. 4 Rw. 12 Panjerejo, Rejotangan

Tulungagung

Department : English Education Department

Formal Education :

1. Graduated from kindergarten at T.K Dharmawanita Panjerejo in 1996.
2. Graduated from elementary school at SDN Panjerejo III in 2002
3. Graduated from islamic junior high school at MTsN Aryojeding in 2005
4. Graduated from islamic senior high school at MAN Tulungagung in 2008
5. English Education program department of Islamic Education State College for Islamic Studies Tulungagung