



THE STUDENT'S STRATEGIES IN LEARNING ENGLISH VOCABULARY

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers' Training State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for S-1 Program*

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATRAMEDAN**

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Skripsi ini yang berjudul "THE STUDENT'S STRATEGIES IN LEARNING ENGLISH VOCABULARY." yang disusun oleh Nursusi Anggriani yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S. Pd) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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Wassalamu'alaikum Wr.Wb

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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Yang Membuat Pernyataan



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ABSTRACT

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This study aims to determine student’s strategies in learning English vocabulary. The research took place at MAS Bustanul Ulum Btang Kuis. The subjects of this study were 5 participants, they are 4 students and a teacher of class XI MAS Bustanul Ulum Batang Kuis. This research was conducted using qualitative methodology. The data collection techniques in this study are observations, interviews, diary notes and documentations. The researcher analyzed the qualitative data through three steps: 1) reducing, 2) displaying, 3) verifying the data. The findings of this study indicate that class XI students at MAS Bustanul Ulum Batang Kuis have a strategies in learning English vocabulary. From the results of interviews and observations, there are 5 strategies in learning English vocabulary namely preparation, remembering, discussion, tools, and memorize. It can be concluded that the students learning strategy affected their proficiency in vocabulary.

Keywords: Vocabulary, Student’s Strategies, Learning English

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Medan, 24 April 2022



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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of subject in the curriculum of school that must be taught by the teacher well. Although it is a foreign language, the students have to master that language in order to develop their skills and reach their dreams in the future. English is widely used for communication in the world. English is used in many fields such as: information, technology, economy, science, art, education, politics and so on. Thus, every school should contribute the best strategies to help the students master this language.

Vocabulary is important thing in learning process, but some students do not have any attention to increase their ability in vocabulary. It is evidenced when speaking class. Students who have limited in their vocabulary are just silent in the discussion. They are limit to speak because their limitation in grammar and vocabulary. On the contrary, the students who realize how important vocabulary deeper. They who have attention in developing vocabulary have learning strategy to expand their vocabulary.

According to Norbert Schmitt, in learning vocabulary strategies there are five sub categories in learning vocabulary strategies, they are: 1) determination strategies; they are individual learning strategies, 2) social strategies; they are learners learn new words through interaction with others, 3) memory strategies; they are the strategies, where by learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words, 4) cognitive strategies; they are strategies that do not engage learners in mental processing but is more mechanical means, 5) metacognitive strategies: they

are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress¹.

From the concepts of vocabulary learning presented above, it is emphasized that acquiring a large number of vocabularies may assist learners in communicating in the target language. However, this also may bring some problems for learners if they cannot utilize words and its context (of target language) appropriately. In short, it is believed that in learning vocabulary there are two things for the learners need to be aware, which are the need of large number of vocabulary acquisition and the need of knowing words. Word knowledge is required to help learners to grasp the meaning of words deeply and enable them to know how to use the words in the context of learning properly.

In learning vocabulary, the students have various strategies. They learn based on their enjoyment in its learning process. Learning strategies in vocabulary are different among the students. Those strategies will influence their result in English achievement. Students who have good strategy in learning vocabulary can understand about what they have learned easier because some aspects of English learning need vocabulary in understanding the meaning. As a result, they need to use the techniques mentioned before at different stages of learning in order to advance their vocabulary acquisition and remember these vocabulary items. Moreover, vocabulary learning strategies vary from one learner to another in terms of different variables such as age, gender, language proficiency level.

Based on the theory, the students are expected to have accurate strategy in learning vocabulary. The students should have the accurate learning strategy because through having the accurate strategy in learning vocabulary, the students will have an enough amount vocabulary. However in reality, the learning strategy for students haven't good enough. This shows that the student's vocabulary is still low. The student doesn't show that the vocabulary was good in examination and

¹ Norbert Schmitt, *Vocabulary in Learning Strategies*, (Cambridge: Cambridge University Press, In Schmitt, N and Mc Carthy (eds) *Vocabulary: Descriptive, Acquisition and Pedagogy*, 1997), p. 94

they were just silence. The students are still make mistakes in vocabulary. So here the researchers conducted interviews and observations of smart students in class eleven Mas Bustanul ulum Batang Kuis, to find out what strategies her use, as an example of good strategy to use to improve vocabulary in learning English. In vocabulary, there some strategies to support the students to master the English words based on theory. The strategies are expected to success the student's vocabulary. From the learning strategies, the students know how to master the vocabulary.

Although most of the research using this technique conducted in qualitative research and most of the attention has been given in student strategies especially in learning English vocabulary, but a little of research discussed how to develop related languages through strategies in learning English vocabulary in senior high school.

Based on explanation above and with theme of this researchers hope full after this study is completed we will know what strategies used by students in learning English vocabulary, so it can help them improving their vocabulary learning because the student's vocabulary is still low, so the writer is interested in conducting or having a research with the title **“The Student's Strategies in Learning English Vocabulary”**.

B. Problems of Study

Based on the background and objective of the problems. It is an obligation for researcher to give a rise the problems which are going to be investigated. Hence, the researcher's questions can be formulated as:

1. What strategies do the students apply in learning English vocabulary?
2. How are the strategies realized in learning English vocabulary?
3. Why are the strategies realized in the way they are?

C. Objectives of Study

Based on the research problem above, the following are the objects of research that will be discussed:

1. To describe about the student strategy in learning English vocabulary.
2. To describe about the student strategy realized in learning English vocabulary.
3. To explain the reason student use this strategy.

D. Significances of Study

The research findings are expected to be useful both in theoretically and practically.

1. **Theoretically**, the research findings are expected to support the existing theories and empirical evidence of the working knowledge and principles of English teaching, particularly to achievement of the students in learning vocabulary using students' strategies. Moreover, this research is also expected to contribute some researchers' theories.
2. **Practically**, the study is thought to be practical in its nature that is so provide educational feedback such as the students, through this study is expected that the achievement of the student's vocabulary can be improved. Besides:
 - a. For Headmasters

Hopefully this research can provide policies for teachers in teaching strategies in learning vocabulary and can be as an input to the school to find out the creativity in teaching English vocabulary on student achievement, especially in English lessons.
 - b. For Teachers

This research expects from this research that the teachers know and understand the students' difficulties in learning vocabulary. Thus, the teachers can choose appropriate materials in teaching English vocabulary for them. Besides, the teacher can encourage the students to apply more strategies in learning English vocabulary if the students use only certain strategy.

c. For students

Hopefully, this study can motivate to be better in vocabulary. Through strategies used in learning vocabulary, students are expected to have good enrichment in vocabulary and changes of behavior in vocabulary.

d. For Other Researchers

This study will be very useful references for those who are interested in the same study and give useful consideration to conduct another study which is still related to the area of the study

CHAPTER II

LITERATURE REVIEW

A. Theoretical Orientation

In this chapter the researcher discusses about the theories related to vocabulary and students' strategies in learning vocabulary. This review comprises learning strategies, types of learning strategies, process of learning strategies, reason of learning strategies, and learning Vocabulary.

1. Learning Strategies

Learning strategy is born from learners themselves. Learners learning strategy is their concept and action in learning. And they have something to achieve by using their strategies. According to Oxford, learning strategy is learner specific actions, behavior, steps, technique, that use to improve their own progress in developing skill in foreign language. These strategies can facilitate the internalization. Rod Ellis state that learning strategies is the particular approach or technique that learners employ to try to learn a second language. They can behavior for example repeating new word, to help you remember them or they can be using the linguistic or situational context to infer the meaning of a new word. That is learners employ learning strategies when they are faced with some problem such as how to remember new word.

Abdul Majid defined learning strategies is all approach in a system. Susan M. gass & Larry Selinker identified that learning strategies clearly involve internal material action, but they may involve physical action as well. The claims made in the literature involve potential improvements in language learning related to the selection on information from the input and the organization and integration of it in terms of learner system. It is important to note that the ways in which information is selected from the input seems to be an important of the concept. However Patricia A. Richard state that usually learning strategies are applied spontaneously and they often but not always come to the individual naturally as the situation demands.

By now there are useful list in the literature of learning strategies and these are summarized in O'malley and Chamot. The categorize include such phenomena as clarification, verification, analyzing, monitoring, memorizing, guessing, deductive versus inductive reasoning, emphasizing one thing over another and practice and production "tricks". O'malley and Chamot attempt to establish a foundation for placing the research on learning strategies in cognitive context.

The definition above clearly explain the strategies are the mental and communicative procedures learners use in order to learn and use language. Language learners should actually do some conscious and serious effort or activities through gradual processes in other to learn the target language or new language. It is obvious that there is a combination between intention and action while applying a strategy of learning.

2. Types of Learning Strategies

There are various classification of language learning strategies that are used by the individual in learning language. These classification are divided into some big categories. All of these strategies are used differently on different occasion by the learners.

O'Malley at el. Divide learning strategies into three main subcategories, metacognitive strategies, cognitive strategies and socialeffective strategies. Hence they are:

a. Metacognitive Strategies

Metacognitive strategies is a terms used in information processing theory to include an executive function strategies that involve planning or learning, thinking about the learning process as it as taking place, monitoring of one's production or comprehension and evaluating learning after an activity is completed. It includes the process of Advance organizers (Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activities), Directed attention (Deciding in advance to attend in general to a learning

task and to ignore irrelevant distractor), Selective attention (Deciding in advance to attend to specific aspect of language input), Self management (Understanding the condition that help one learn and arranging for the presence of those condition), Functional planning (Planning for and rehearsing linguistic components necessary to carry out an upcoming language task), Self monitoring (Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present), Delayed production (Consciously deciding to postpone speaking in order to learn initially through listening comprehension), Self evaluation (Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy).

b. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. It include repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, transfer, elaboration, and inferencing using available information to guess meaning of new items, predict outcomes, or fill in missing information.

c. Socio Affective Strategies

As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies. It include cooperation working with one or more peers to obtain feedback, pool information, or model language, question for clarification asking a teacher or other nativespeaker for paraphrasing, explanation and or examples.

Oxford's categories of learning strategies is divided into two categories direct and indirect strategies. The direct strategies are beneficial to the students because they help store and recover information. All the direct strategies are

associated with the mental processing of the language. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new word. Direct strategies include memory, cognitive and compensation strategies, memory strategies are known for the agreement of information for retrieving purpose. Mental linkage of information is vital as it eases the learner to retrieve information particularly in learning. Cognitive strategies are crucial for manipulation of language learning. Manipulation here refers to a learner ability to manage and utilize the learning behavior in a skill full manner. Meanwhile, compensation strategies are used to enhance comprehension or production when there is limited knowledge of grammar or vocabulary of the target language.

On the other hand, indirect strategies are the second is indirect learning strategy work together with the direct strategy. They help learner regulate the learner process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies. Indirect strategies include: metacognitive, social and affective strategies, do not directly assist learnings in learning. The ultimate purpose of metacognitive strategies is to ensure that learners are capable of coordinating their learning progress.

3. Process of Learning Strategies

Vocabulary is essential in learning a second language. Most of the language learners know that vocabulary is important, but they do not aware of the fact that the vocabulary learning strategies can help them learn vocabulary successfully. Learning strategy is the way that they acquire for information they do not know.

There are a wide range of vocabulary learning strategies that are proposed by the researcher. Mustapha and Asgari divided these strategies into three main categories: “Metacognitive”, “Cognitive”, and “Socio- affective” strategies.

Based on Cook (2008: p34), there divide the strategies for understanding and learning vocabulary into two strategies. There are strategies for understanding the

meaning of words and strategies for acquiring words. There are some strategies to learn the meaning of words. There are set below:

a. Guess from the situation or context

This is the natural process of getting the meaning for unknown words. Learners generally guess words from the context. For example, at a restaurant table; the learners might be exposed to unknown words and they can guess the sentence into „Are you waiting for somebody? “ „Can I borrow this chair? “ „Could I sit down here? “. Guessing is the most commonly used strategy in a second language, and exactly it can go wrong or right understanding.

b. Use a dictionary.

This is the most popular way of getting the meaning of new words. Dictionary can be used in all skills, it is used minimally in speaking, but it is important during reading and writing. Students regularly use it as a supporter for irregular word. Many students seem to use a pocket electronic dictionary to find the meaning of words.

c. Make deductions from the word form

Another way of discovering the meaning of words is to try to deduce it from its actual form. More than 50 percent of students in Schmitt's survey found this is a useful strategy. The word „regolith“ they faced in other words with the morpheme „lith“, such as in „megalith“, can be understood as a big stone or it can be guessed that „lith“ is something to do with stone. Besides, Taylor (1996) practice word forms by getting the students to do the reverse operation of adding prefixes such as „un-“ or „in-“ towards such as „efficient“ and „sociable“.

d. Link to cognates

One more way is to link the words with its cognate word. This strategy is popular in Schmitt's survey. Many languages have words that are similar in form, particularly if the languages are closely related. For example, English „chair“

versus 'France chaise', it is a similarity in pronunciation so, students are easy to link the words with the root or cognate of words.

There are several aspects of word knowledge that are used to measure word knowledge. In learning English, vocabulary is one the basic elements in mastering English. Vocabulary plays a very important role in learning language because without vocabulary proficiency, the students automatically can not obtain the four of language skills, such as listening, speaking, reading and writing.

Allah SWT. says in verse Al-Baqarah: 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

The meaning:

“And He taught Adam the names of all things; then He placed them before the angels. And said: “Tell Me the names of these if you are right”².

In that verse, Allah SWT taught Adam the names of all the things on earth when Adam was sent to earth. In language instruction, the verse implies that vocabulary is really important to be taught to the learners because it is the basic of language knowledge. Without having vocabulary, impossible for learners to express their idea, mind, or feelings. Then, without vocabulary they will not be mastered in other knowledge or skills such as reading and writing skills. In reverse, if someone has acquired a broad of vocabulary, he or she tends easier to master in speaking, writing or reading skills because she or he has the basic and important aspect of language knowledge.

4. The Reason of Learning Strategies in Vocabulary

Vocabulary plays an important part in learning, understanding and communicating in a language. It is useful if language learners understand the importance of vocabulary in successful communication and comprehension. No

² ShehnazShaikh and Kausar Khatri. (2007). The Glorious Quran. New Delhi: Alhuda Publications, p.7.

one can communicate in any meaningful way without vocabulary. Vocabulary much more than grammar, is the key to students understanding what they hear and read in school; and then communicating successfully with other people. Although their structure is low, if they master on vocabulary, it will make them better on their English skills.

Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Ur states vocabulary is the most important aspect of language to teach. You can understand a reading text and make your self understood with almost no grammar, but you can't get anywhere without vocabulary. It is more important than reading strategies for understanding a text. It is also the best single measure of proficiency³.

A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary of useful words. In every lesson, students have to introduce new words and practice them, making clear the meanings and the ways in which each can be used.

Furthermore, a good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners will be able to comprehend the reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

5. Learning Vocabulary

Vocabulary learning strategies are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning

³ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), p. 27-28.

strategies which are proposed by different researchers. In addition, there is a wide ranging-inventory of vocabulary learning strategies developed by Schmitt. While a variety of definitions of the vocabulary learning strategies have been suggested in learning vocabulary strategies Norbert Schmitt there are five sub-categories in learning vocabulary strategies, they are:

1. Determination Strategies

They are individual learning strategies. According to Schmitt, determination strategies are used when students discover the meaning of a new word without using the experience of another person. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own.

2. Social Strategies

They are learners learn new words through interaction with others. Social strategies provide interaction and more emphatic understanding which also are two important factors in reaching communicative competence. Social strategies include the actions the learner chooses to take in order to interact with other learners or native speakers of the language. Eventually the strategies can act in specific ways to foster certain aspects of that competence, such as grammatical, sociolinguistic, discourse and strategic elements.

3. Memory Strategies

They are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words. Memory strategies involve correlating the word with previously learned information using some image or grouping format. It emphasizes that using visual materials is much more useful and effective than using verbal materials. Underwood also says that pictures will be remembered better than words. In addition, he implies that associating

words with pictures is a stronger recollection system. Groupings are an important way of bringing learned knowledge back⁴.

4. Cognitive Strategies

They are strategies that do not engage learners in mental processing but is more mechanical means. According to Schmitt, cognitive strategies of his taxonomy are similar to memory strategies but they do not concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary. The traditional and popular examples of these are written and verbal repetition writing or saying a word over and over again. Word list, flash cards and taking notes as well as using study aids such as language textbooks are also classified as cognitive strategies.

5. Metacognitive Strategies

They are strategies related to process involved in monitoring; decision-making, and evaluation of one's progress. According to Oxford, metacognitive strategies help learners to regulate their own cognition and focus in addition to planning and evaluating their progress⁵. Cohen states that metacognitive strategies deal with pre-assessment, pre-planning on-line planning and evaluation and post-evaluation of language learning activities and of language use events. Effective metacognitive strategies are getting maximum exposure to language learner, for example, by reading books watching movies and interacting with native speakers. Also efficient use of time and knowing when to actively study a new word are useful metacognitive strategies.

B. Related Study

This part discusses the previous studies especially those connecting with the students' strategies in learning English vocabulary. There are five previous study,

⁴ Norber Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 8

⁵ R. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, (New York: Newbury House, 1990), p. 7

they are; (1) The research was conducted by M. Adrian (2012)⁶ has studied and analyze Teaching Vocabulary by using Cooperative Learning (An Experimental Study at first year of SMP Darussalam Ciputat Tangerang Selatan). He has studied to find the empirical data whether or not there is significant difference between students' score in learning vocabulary by using cooperative learning and by using grammar translation method. The conclusion that the Students Team Achievement Division (STAD) in teaching vocabulary is really helpful in increasing the students' ability and achievement in English vocabulary.

(2) The research was conducted by Munsyi Ulhaq (2013)⁷ has studied and analyzed the effectiveness of teaching vocabulary through pair work (An experimental study at seventh grade of SMP Dharma Karya Pamulang). The aim of her research is to gain the information about is there any significant different achievement of students in teaching vocabulary through pair work and through grammar translation method. He concluded that teaching vocabulary through pair work is more effective than teaching vocabulary through grammar translation method.

(3) The research was conducted by Ridha Ikhsan (2017)⁸ has studied the students' strategies in learning vocabulary of the X year students at boarding schools at Aceh Besar. The researcher purposed were to find out the students' strategies in learning vocabulary in various boarding schools and to find out the dominant strategies used by senior high school of the X year students in various boarding school. In this study, the writer used descriptive qualitative design. The conclusion of this research is the most dominant strategy was determination strategies. In this strategy, students try to guess and discover the meaning of the

⁶ M. Adrian, *Teaching Vocabulary by Using Cooperative Learning (An Experiment Study at First Year of SMP Darussalam, Ciputat Tangerang Selatan)*, Jakarta: State Islamic University, 2012, published.

⁷ Munsyi Ulhaq, *The Effectiveness of Teaching Vocabulary through Pair Work (An Experimental Study at Sevent Grade of SMP Dharma Karya Pamulang)*, (Jakarta: State Islami University, 2012), published.

⁸ Ridha Ikhsan, *The Students' Strategies in Learning Vocabulary of the X Year Students at Boarding Schools at Aceh Besar*, (Banda Aceh: Ar-Raniry State Islamic University Darussalam, 2017), published.

new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own.

(4) The research was conducted by Alvian Adhi Nugroho (2017)⁹ has studied english vocabulary learning strategies used by eleventh grade students of SMK N 2 Salatiga. The aim of her research is to describe vocabulary learning strategies used by students in learning new words. In this research, the writer used quantitative and qualitative data. The conclusion of this research is the most frequently strategy used metacognitive strategies and the least strategies were cognitive strategies.

(5) The research was conducted by Hadi Ur Rahman & Xihuang Guo (2020)¹⁰ this study explored the “beliefs about vocabulary learning and vocabulary learning strategies” among afghan EFL Learners at Shaikh Zayed University. The aim of the research was to find out the most and the least strategies adopted by the learners. The result of the study revealed that learners: (1) preferred learning word through use (contextual learning) rather than memorization; (2) had the ability to identify, select, and understand essential words; (3) preferred more reading in addition to feedback they received; (4) mostly relied on a dictionary, guessing, repetition, and auditory encoding in learning vocabulary and (5) were capable of managing and controlling their emotions, both external and internal and positive and negative, in learning vocabulary.

⁹ Alvian Adhinugroho, *English Vocabulary Learning Strategies Used By Eleventh Grade Students of SMKN2 Salatiga*, (Salatiga: state Christian university, 2017), published.

¹⁰ Hadi Ur Rahman & Xihuang Guo, A Survey of Beliefs and Vocabulary Learning Strategies Adopted by EFL Learners at Shaikh Zayed University. Retrieved from <https://www.tandfonline.com/loi/oaed20>

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research was conducted at MAS Bustanul Ulum Batang Kuis. The researcher chooses this location because the researcher ever done the mini observation especially with the English teacher at school. Moreover, the researcher had given the contribution for the school to develop and to improve the students' skill in vocabulary by the students' strategies.

B. Data and Data Source

In data in this research, there are two types of data used. Those are:

a. Primary Data

The primary data is transcriptions of in depth interview about student's learning strategies in vocabulary. The primary source of data in this research is the students at MAS Bustanul Ulum Batam Kuis..

b. Secondary Data

The secondary data is observation in form of field notes which deals with English learning strategies in vocabulary. Pictures and recorded as documentation of the research process, the student's profile, and track and record of the school are additional data that is collected by the researcher.

In this case, there is a student who is interviewed and observed to obtain data concerning with the learning strategies in English vocabulary.

C. Research Method

In this study, the researcher uses a qualitative method. The research design is an observation, and interview. The method of this research is qualitative methodology. Qualitative research method is used to examine question that can best by verbally describing how participants in a study perceive and interpret

various aspects of their environment. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomenon or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

Ethic is how researcher take the data, so here the researcher take the data with the permission of the school first. The homeroom teacher's permission after that I also gave permission to the students to interview them.

Opening activity, in this activity the researcher did the greeting: introduction, call the name of students to fill the presence, after the teacher opening this class before start the lesson, the teacher opened this class by reciting prayer, after that the teacher called the student one by one and the students answered present.

Core activities, the first meeting until fifth meeting the researcher calls a student to do interview. The researcher interviews the student than analyzes the data. The researcher classifies the answers base on the questions.

In the Closing activities, the activities carried out by the researcher are: (1) students and teachers provide feedback on the learning process and results, (2) The teacher tells the students the next material to be studied, (3) the students and the teacher say the closing greetings.

In this case, the researcher considered the students' strategies in learning vocabulary. The researcher decided to use qualitative research to analyze the learning strategies in English vocabulary. According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students. It can be said, that qualitative research reveals phenomenon from an educational perspective.

Qualitative research is a research that is aimed to describe, learn and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narrations. It means that the research procedure that result descriptive data written or spoken from the participants and the

behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher took a survey that it can be used to describe the phenomena and summarize. The aim of using survey for descriptive research is getting good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.

D. Technique of Collecting data

This section describes how researchers collect data. data is one is the most important thing in one study. To obtain the required information, researchers also use references from libraries in addition to several journals and reference books that support this. In this study, there are five ways to collect data, namely tests, interviews, observations, daily notes and documentation.

The technique of collecting data of this research is through observation and interview. Observation is used to see the situation, progress in the process and students' reactions in the class room. Documentation is used to show conditions during the learning process. Then, diary notes are the most important things that used to record data from interview and observation. In addition, interviews were also used to add information about the students' strategies in learning vocabulary.

a. Observation

Observation is a technique used by researchers to collect data related to student activities in the teaching and learning process. Observation sheets have been created based on the situation in the classroom. For example, activities that occur when the researcher takes action in research. In particular, the researcher observed when the researcher explained the material, when the students answered questions or when students did the test seriously.

b. Interview

The interview is a data collection instrument aimed at directing communication between researchers and research subjects.¹¹ Researchers in this study reflect all answers to questions that have been given by a student. This interview is used to add information about the student's strategies in learning English vocabulary, and the researcher did the interview.

Besides that, the researcher also interviewed the English teacher to add the information about development of the students before and after the students learned about some learning strategies in English vocabulary.

c. Diary Notes

Diary note is one of the research instruments used to record every action that happened during research and observation, which happened.¹² Researcher's notes are used to write down the activities of all students in the class during the teaching and learning process of research records from personal evaluation of events in class whether progress or new things found during the study. The researcher wrote all new data after every single encounter.

d. Documentation

The documentation method is used to retrieve documents / data that support research. Cover data, student learning outcomes, and all pictures taken when doing research.¹³ When the researcher took the data for documentation, the researcher took result test of the students and the pictures of the students and the researcher during the teaching learning process.

¹¹ Rusdy ananda dkk, Penelitian Tindakan Kelas. (Bandung: Citapustaka Media, 2015). P.88

¹²Kunandar. *Langka Muda Penelitian Tindakan Kelas*. (Jakarta: PT Raja Grafindo Persada. 2000). p.195

¹³Prof Dr Syamsudin AR MS. *Metode Penelitian Pendidikan Bahasa*. (Bandung :Rosda,2006). p.240

E. Technique of the Data Analysis

Data analysis in this study used qualitative data. There are several steps that must be taken to obtain both qualitative analysis. Below is a detailed description of the steps for analyzing the data. Qualitative data is used to describe the current situation of teaching and learning. Data analysis was obtained from observation, interviews, daily notes and documentation. According to Miles and Huberman, there are three steps of qualitative analysis, as follows:

a. Data reduction

There are several steps that researchers took in the data reduction process: 1). Summarize data that are directly related to events, situations and conditions at the research location. In this step, the researcher selects the relevant data for the research. 2). Coding, the researcher makes detailed information from the data that has been previously summarized. Researchers created codes or symbols for short data collections. 3). Researchers recorded objective data and made classifications and edited data based on factual situations. 4). Researchers reflect the data and provide thoughtful ideas relating to information data. In this process, researchers discover the importance of development.

b. Data display.

In data display there were some steps that have been done by the researcher there were: 1) Collecting the result of data reduction. 2). Arranging the relevant data of research. 3). Making a diagram that contains of codes or symbols (words or phrasal verbs)

c. Conclusion/verification

The final process of qualitative analysis is levers. Researchers make from the results of the data display. The draw / leverage process aims to clarify the explanation that has been presented in the data display.

After the process of data qualitative analysis was completed, the researcher made sure the trustworthiness of the data by using peer debrief and member check. In peer debrief, there were at least two peer debrief that helped the researcher. They are the researcher's lecturer and the English teacher who are experts in analyzing qualitative data. In the process of peer debrief, the researcher

consulted to the lecturer and the English teacher to reflect on what went right (or wrong) in each stage of data analysis.

The second is a member of the check. Member of the check, the researcher again checks the data that has been obtained from students or the English teacher as collaborators. Researchers answered interview sheets from students and collaborators to ensure that their answers were the same as those of the interviews.

F. Technique of Establishing Trustworthiness

In the research, researcher must obtain data are valid. This part of research points how the way data can get the trustworthiness. There are four types of trustworthiness, they are credibility, dependability, confirmability and transferability. In this study, the researcher only limit on the credibility. Credibility has nine types of technique, there are extended participation, continuous observation, peer debriefing, usage of well-established research methods, random sampling of individuals to serve as informants, a major drawback to random method, strategies to guarantee trustworthiness in informants when contributing data, thick description of the phenomenon under security, including triangulation. Triangulation consist of four types. They are source/data triangulation, method triangulation, theories triangulation and investigator triangulation. In this study, the researcher only use two types of triangulation, they are source/data triangulation, and method triangulation.

In this research, the kinds of triangulation are only source triangulation and also method triangulation. Hence the explanation both of them are below:

a. Data/Source Triangulation

Data or source triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weakness in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

b. Method Triangulation

Method triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weakness of another. The type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data collected for different programmes, locations, populations, etc.

In this research, this triangulation use for observation that uses two observers to look at qualitative data. Having two observers analyze qualitative data allows commonalities and differences between the two observers to be analyzed further. Triangulation can be an important strategy for establishing rigor in qualitative work as opposing perspectives can bring an increased understanding of the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

After analysis the data obtained the student's strategy in learning English vocabulary, there are five findings in this study: There are five findings in this research that use as strategies in learning English vocabulary, they are (1) Preparation, (2) Remembering, (3) Discussion, (4) Using Media, (5) Memorizing.

1. Preparation

Preparation is one of the strategies in learning English vocabulary. In here Preparation is things that relate to everything that needs to be done before carrying out activities and before learning begins usually students will prepare according to the subjects they will learn both physically and mentally. This is supported by the following data: "*Yang saya persiapkan pertama itu niat*" (what I prepare first was the intention) (I-KI-P1). The meaning of the statement above explains that the first thing students do is pray. Here before she starts the lesson, what she does is her intention to learn, such as reading a prayer so that the learning process becomes more comfortable and calm.

When she wants to start the learning process before learning begins, preparations are made, first, she will prepare her intention in learning vocabulary, this can be done by reading learning prayers. By starting to pray, it is hoped that the vocabulary learning process can run well because actions that begin with intentions, especially in learning vocabulary, God willing, will be easy to understand.

This happens because students want to learn calmly and comfortably, because if students have no intention to learn especially in vocabulary, the learning process will not go well and students will not understand the learning given in class.

Then students prepare writing tools for studying, here students bring a dictionary especially and other stationery they need in learning. This can be seen in the following data: “*kedua saya mempersiapkan perlengkapan untuk belajar seperti kamus, buku tulis, pena, stipo dan lain-lain yang rasa saya bisa membantu*” (secondly I prepare equipment for studying such as dictionaries, notebooks, pens, typos and others that I think I can help). (I-KI-P2). The meaning of the data above explains that students must prepare stationery.

students must prepare before learning is also an important aspect and must be prioritized as a learner. other skills and experiences outside the educational function such as preparation. The curriculum must contain the things mentioned above so that children have personalities that are in accordance with the values of life adopted by the nation and state, have basic knowledge and skills to live in society and knowledge to develop their abilities further. In terms of preparing especially in lessons to achieve maximum words in learning, of course many things are done before learning, especially in learning English. In this research, what data is needed before learning is preparing stationery, dictionaries, small notes and cellphones. They bring these three things with them when learning English takes place, so when in class, they are not awkward and can maximize their learning well.

In the analysis of the researcher during the interview, there are various basis for taking student answers that support the results of this study. The process of how to get students' answers is obtained from the results of interviews that have been described previously, namely before carrying out learning they prepare stationery, dictionaries, cellphones as supporting materials in learning. Then the evaluation during the students' interviews showed a variety of expressions from the ordinary, flat, honest and uncomfortable. The reflection of giving answers by students is with a flat, honest, cheerful and doubtful expression.

The reason students answer the question is that students want to be active in every class activity, such as discussions, presentations or group assignments. Active participation in learning activities will make all your senses and brains able to master the material more effectively. Students are advised to have a daily study plan, weekly, monthly, semester and even yearly. But the most important thing is that students always carry out their schedule well. The schedule that has been prepared must be used as well as possible to control learning activities in a disciplined manner.

This data means that it can be concluded that if the students of class XI MAS Bustanul Ulum Batang kuis in learning English vocabulary, the preparations carried out are preparing stationery, dictionaries and small notes for each English lesson, these items are very much used to facilitate students learn English vocabulary easily, there are also answering cellphones as their preparation before learning, because from cellphones, especially Google Translate, they can easily pronounce word for word with good pronunciation.

2. Remembering

Remember is the act of storing things that have been known for another time to be removed and reused. Without memory, it is almost impossible for a person to learn something. The importance of learning vocabulary at the beginning is one of the initial forms of how to speak English fluently. investing time and energy to learn English is a smart plan because it will definitely be easier to carry out activities that use this language, such as in the work environment, socializing and others. This can be seen in the following data:

“Cara saya mengingat kosa kata yang telah saya pelajari adalah dengan cara saya menuliskan kata-kata yang sulit dibuku notes saya lalu saya hapal, saya ingat dan diamalkan dalam kehidupan sehari-hari.” (The way I remember the vocabulary that I have learned is by writing down difficult words in my notebook and then I memorize them, remember them and

practice them in everyday life) (I-KI-R1). The meaning of the data above is that students take notes on difficult word.

In the process of remembering, it is closely related to giving impressions, impressions or signs on the material or things being studied. If the impression is strong, then students or students who are studying will be able to easily remember exactly what was received. In terms of remembering, there are several processes or stages that students must go through when learning. Some of the stages of the remembering process in learning include taking into account (insert) impressions, storing impressions and reproducing (removing) impressions.

This happen when students remember various strategies that are carried out such as writing difficult words in notebooks, then students memorize, remember and practice in everyday life. Lack of vocabulary knowledge can happen to a grammar or grammar expert though. To avoid this, it is important and mandatory to enrich the vocabulary for those of you who will or are learning english.

The key to learning is ability to effectively optimize the time spent. That means, don't let the time spent studying go to waste, because you don't remember what you just learned.

The way students remember vocabulay is listening to music and watching movie. This can be seen in the following data:

“saya kan juga suka mendengarkan lagu-lagu Bahasa inggris terus menonton film inggris nah dari situ jugalah kalau ada kata sulit yang saya temukan saya catat kk terus saya cari tau artinya dengan begitu vocabulary saya bertambah” (I also like to listen to English songs and watch English movies, so from there, if I find a difficult word, I write it down and I will find out what it means, so my vocabulary will increase) (I-KI-R). The meaning of the data above explains that students in remembering vocabulary students listen to music and watching movie and find out the meaning of difficult word found.

Here students use electronic media such as cellphones as a tool to remember vocabulary, where by listening to music and watching movies student's know difficult word that students don't know. Listening to music is proven to increase student's vocabulary. Because with the music, students will learn the lyrics which contain new words. To enrich vocabulary learning English movies are highly recommended. Watching movie can be a fun way for those of students who want to improve her English vocabulary. In this way, the student's vocabulary will increase. This show that the media will make it easier for students to remember and develop students' vocabulary.

The solution to the above problem is to apply a learning method that makes it possible to gain more knowledge and more easily remember the subject matter effectively. Student can memorize much more quickly and effectively in more visually rich environments.

From the results of the interview above, it can be concluded that the way students of class XI MAS Bustanul Ulum Batang Quiz remember the vocabulary is to use small notes or called dairy notes, in the notes written a few words at least 5 words are repeated until they memorize They take the notes wherever they go, so they can read them in their spare time. There are also students who use cellphones as a tool to remember the vocabulary, which is to make these words as their cellphone wallpapers. Reflecting on the students' answers, there were some students who answered this question flatly, hesitantly, honestly and cheerfully.

3. Discussion

Discussion is an exchange of ideas to gain an understanding of the causes of a problem and its solutions. For students, English is a language that must enrich their vocabulary. Therefore, when she find difficult words, difficult is a situation that causes students to not be able to learn properly, causing difficulties for students to receive or absorb lessons at school, and students feel reluctant to do it because they think about some of the risks that will occur in the future. There must be something they do

so that their efforts can run optimally and from all their answers, she say that discussion is the best alternative. This can be seen in the following data: *“Jika saya menemukan kata sulit didalam kosa kata bahasa inggris, yang saya lakukan adalah berdiskusi dengan teman dulu”*. (If I find a difficult word in the English vocabulary, what I do is discuss it with a friend first). (I-KI-D1). The meaning of the above discuss with friends and teachers about difficult words in english vocabulary.

Studying english subjects (areas) that are quite difficult should be discussed. Student ask the clever student if they don't know about a new word cause discussion is so effectively. Divide participants into groups and provide guidance on who will be what (chairman/secretary, regular participants, and observers) Determine the specific instructional objectives to be achieved in the discussion. Identify what learning outcomes should be mastered by participants (whether concepts, principles, etc.). Show and explain clearly the problem to be solved in the discussion (briefing). Prepare and distribute materials (hand-out) to participants. Develop an agenda that includes all the points needed in the framework of problem solving. Arrange the room and seating, blackboard, and tools that will be used.

The most effective discussions are those that generate various ideas and ideas from students who are formed in groups. Small discussions were carried out by students in their respective groups and accompanied by the teacher by going around each group. Reflection of answers given by students has various expressions such as thinking for a moment, doubting and being honest.

Discussion is needed to solve or solve a problem that is being faced, to add insight, knowledge, understanding of certain realities. Discussion trains someone to speak in front of a group and learn to be a good listener, increase or grow awareness and sensitivity to a problem in the social environment.

Then when the student still does not know about vocabulary, he will ask those who understand more like the teacher. This can be seen in the following data: “*kalau teman tidak ada yang tau saya bertanya dengan guru saya kak*” (if friends don't know, I'll ask my teacher sis). (I-KI-D). the meaning of the statement above explains that the student ask the teacher.

Here if student's find difficulties word in the English vocabulary, students ask and discuss with the teacher to help him in finding answers about vocabulary that is don't know. Here the teacher has a very important role in helping students with learning difficulties.

The tour activities carried out by the teacher are important so that the discussion process runs effectively and does not waste a lot of time because students will be serious in completing the discussion materials.

This section the student if have a problem about vocabulary, they will get a discussion to her teachers especially asking teachers who are teaching about English vocabulary, because by asking the teacher students will more easily understand about words she don't know.

From the results of the interview above, it can be concluded that if you find difficult words in the English vocabulary, which is done before opening the dictionary for class XI students, that is, ask and discuss with friends first, especially asking friends who are smarter in English, because they ask questions. to friends, it's not complicated and you know the answer right away, if you feel it's not effective, just look at it through a dictionary or google translate. Reflection of answers given by students has various expressions such as thinking for a moment, doubting and being honest.

4. Using Media

Media is everything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process. In addition to difficult English words, there are also new words, new words is the occurrence of changes in the composition of

words, however language can change and develop by itself slowly, because it adapts to the development and changes in the patterns and life systems of the people who speak it, namely words that are rarely heard by students or never seen at all. A word has many meaning because language tends to change along with changes that occur in the community of speakers. The rapid development of culture, science, and technology in the world also affects the development of language, especially in terms of vocabulary or terminology. Every student must have their own business so that they are smarter and proficient in English, include the effort that is a will that produces certain profits that are carried out with hard work and capital used. This can be seen in the following data: *“Jika saya menemukan kata baru kosa kata bahasa inggris, usaha yang saya lakukan adalah buka kamus”* (If I find a new word in English vocabulary, what I do is open a dictionary). (I-KI-T1). The meaning of the statement above explain that students using dictionary as a media to find out the word that don't know.

Students learn English vocabulary by translating words with their friends, by themselves, even by paying attention to the teacher's translation. The student's strategies use to master English vocabulary vary widely. Some students learn new vocabulary by their own efforts without involving other. Others, use media such as dictionaries, both dictionary books and electronic dictionaries. A quality dictionary a hundred times better than Google translator. Whenever students come across a new word, look up its meaning in the dictionary to find out how it is pronounced and what it means. Use the encyclopedia to find antonyms and synonyms for the word or phrase.

The learning process of student's vocabulary is different. In the process of learning vocabulary, students often use dictionaries to look up difficult word and words they don't know. she usually use a dictionary to look up the meaning of the term in question. The way to find it is different from reading books in general. To read a dictionary or look up the

meaning of a word, a scanning technique is used. Scan reading is speed reading or skimming. A simple way to read a dictionary is: Determine the root word of the term you want to search for, determine the first letter of the basic word and open the dictionary to the page of the first letter, look for the word you want to know its meaning. The data above shows that students are happy and often do this strategy.

The use of dictionaries is very effective because if students discover new words because an up-to-date dictionary offers further explanation of all the important things: how language works in context, the etymology of words, and how to pronounce words. Simply put, a state-of-the-art dictionary displays words in a variety of contexts and how they are used.

Another strategy that students use to find difficult words is to use google translate. This can be seen in the following data: "*dan saya membuka google translate*" (and I open google translate). (I-KI-T2). The meaning of the data above that in addition to using a dictionary, students also use google translate as a media to find difficult words in learning English vocabulary.

The media that students use when she find a new word is a google translation. With google translate, students can translate difficult and unknown words. Only by using tools such as mobile phones can translate text or words into English. Although it can help students to understand the general content of foreign language texts, it does not provide an accurate translation because the grammar in google translate is still not good.

students can open Google translate to find out what the vocabulary means. The first thing students do is type or they can also say unknown words or text in google translate and then the translation results will automatically come out. Reflection of answers from students, from all students in answering this question showed honest, excited and doubtful expressions.

By using Google Translate, students will find it easier and more effective in finding difficult words that they don't know. Google translate can also give you how to pronounce it.

From the results of the interviews above, it can be concluded that if students find a new word in the English vocabulary, the effort made is by opening a dictionary, this is because the dictionary has thousands of words where students can look it up easily or if students want it to be easier.

5. Memorizing

Memorizing is have memorized the lesson or can say it out of the head without looking at other books or notes. Then it gets the prefix memorization which means trying to penetrate into the mind so that it is always remembered. For each student, apart from business, students also have their own way to increase their vocabulary, increase is layers of something that then form an arrangement, improvement means progress, the addition of skills and abilities to become better. Increasing English vocabulary can help improve student ability to use the language, whether students are writing, reading, listening, or speaking. Therefore, the vocabulary mastered is very minimal, so there is no improvement at all in using English vocabulary. Because of this situation, it is necessary to find a way to increase English vocabulary appropriately. This can be seen in the following data: *“Cara saya agar kosa kata bahasa inggris saya meningkat dengan cara menargetkan minimal menghafal 10 kosa kata dalam sehari”* (My way to increase my English vocabulary is by targeting at least memorize 10 vocabulary words in a day). (I-KI-M). the meaning of the data above explains that students have a target of memorizing vocabulary at least 10 word in a day.

This section deals with matters that are considered in memorizing where students determine from the start they want to memorize vocabulary in English, meaning that they must be ready to set aside some time for it, always read, repeat, deposit and later be ready to be listened to word for word. already memorized. Memorizing does not mean having to memorize

but must be understood so that it can be remembered, prepare a special time in the day to memorize, for example 1 hour from 7-8 am a day. So every hour that much must be memorized, nothing else should try to disturb him unless there is an emergency. The target of memorizing is how to spend the time (duration) that we have scheduled just to memorize. The attitude to always be consistent in something that is good is difficult and difficult at first. However, there are many ways to be consistent, including, starting with the least and easiest.

Lack of vocabulary knowledge can happen to a grammar or grammar expert though. To avoid this, it is important and mandatory to enrich the vocabulary for those of she who will or are learning English. To expand students' knowledge in learning English, vocabulary can be regarded as a new window. students need to memorize a lot of English vocabulary that will help implement skills in daily conversation or daily coversation.

Memorizing is very important because someone will be able to understand, analyze and apply knowledge if that person has memorized it properly and correctly. The most effective way to remember is to memorize, and the way to memorize is to repeat. Just like people do physical exercise.

From the results of the interviews above, it can be concluded that the way to increase English vocabulary is by writing new words in notes, then often reading English texts. Reflection on the answers given by students to this question shows an expression of thinking for a moment, being honest, excited and flat.

From the analysis above, it can be concluded that what students must prepare before teaching are preparing stationery, dictionaries, small notes and cellphones. They bring these three things with them when learning English takes place, so when in class, they are not awkward and can maximize their learning well. For remembering, the way students to remember the vocabulary is to use small notes or called dairy notes, in the notes written a few words at least 5 words are repeated until they memorize They take the notes wherever they go, so they

can read them in their spare time. There are also students who use cellphones as a tool to remember the vocabulary. Then, if students find difficult words in the English vocabulary, that is ask and discuss with friends first, especially asking friends who are smarter in English, because they ask questions. Next, if student find a new word in the English vocabulary, their effort are by opening a dictionary, this is because the dictionary has thousands of words where students can look it up easily open Google translate to find out what the vocabulary means. Last for memorizing the way to increase English vocabulary student by writing new words in notes, then often reading English texts, listening to favorite songs in English, watching movies, reading captions using English and play word games using English.

B. Discussion

In this section, the researcher will discuss the research findings. The discussion is about the strategies used by student's in learning English vocabulary in class XI MAS Bustanul Ulum Batang Kuis then the researchers discuss the results of the interviews. Based on the findings of the research that has been done, it shows that the strategies used by students in learning English vocabulary, there are 5 strategies found namely preparation, remembering, discussion, tools and memorizing. Preparation strategy is things that relate to everything that needs to be done before carrying out activities and before learning begins usually students will prepare according to the subjects they will learn both physically and mentally. Remembering is the act of storing things that have been known for another time to be removed and reused. Discussions is an exchange of ideas to gain an understanding of the causes of a problem and its solutions. Tools is everything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process. Memorize is have memorized the lesson or can say it out of the head without looking at other books or notes.

Strategies in learning English vocabulary have been explained in previous theory and research. However, there are several strategies found in this study. The difference between this study and previous research. In his research, Aryni with

the research title “The Students’ Strategies in Learning Vocabulary at SMP Muhammadiyah 1 Malang”. The results of the research are those strategies were using dictionary, listening to the music, watching movie or English TV program, practicing with other, memorizing, taking a notes, reading English book translation word, asking someone, attending course. The most dominant strategy was using dictionary.¹⁴

According to Schmitt, the strategies in learning English vocabulary classifies vocabulary learning strategies in more detail, there are five strategies, determination strategies is used by an individual find a new word’s meaning without the help of others, Social strategies is use interaction with other people, memory strategies is picture will be remembered better than words. In addition, he implies that associating words with pictures is a stronger memory system, cognitive strategies use for writing and verbal repetition of writing or saying words over and over again, metacognitive strategies is used to make decisions about planning, monitoring, and self-evaluating such as deciding which words are appropriate or not to be studied.¹⁵

The researchers did not find preparation in the theory of learning vocabulary strategies from Norbert Schmitt, the theory explained more towards how students can apply strategies, discuss problems in solving the context of this vocabulary, the way students remember new words cognitively and metacognitively used does not refer to what which students have to prepare. In learning so that students can maximize the process, they must be skilled in preparing the tools needed in learning, especially English lessons, for example dictionaries, electronic dictionaries and so on.

In the determination strategies, Norbert more emphasis is placed on discovering the meaning of a new word without using the experience of another person, the results show that in finding new words, students use tools that are easy for them to find new words such as translation or dictionary but different from

¹⁴ Rizyana Aryni (2010). The Students’ Strategies in Learning Vocabulary at SMP Muhammadiyah 1 Malang, Thesis, University of Muhammadiyah Malang.

¹⁵ Norberts Schmitt. (2000). Vocabulary in Language Teaching Cambridge University Press, Cambridge.

adjustments. in this concept where in addition to using a dictionary and translation from google, students are actually translating new words with their friends, by themselves, even by paying attention to the teacher's translation, here students use people's experiences in finding new words.

The social strategy section, tells about how students make good interactions with other people. Social strategies provide interaction and a more empathetic understanding which are also two important factors in achieving communicative competence in this section of students, in this study it can be said that if students have problems with vocabulary, they will discuss with their friends, especially asking their friends who are smarter in speaking. English, because they ask questions. to friends, it's not complicated and you know the answer right away, if students feel less effective, just look through a dictionary or google translate.

In the memory strategy section, according Norbert, pictures will be remembered better than words. In addition, he implies that associating words with pictures is a stronger memory system. Grouping is an important way of bringing back learned knowledge. Meanwhile, the research results obtained if students prefer to listen to their favorite songs in English, watch movies, read texts in English, and play word games using English so that students can memorize more word for word, so it's not just pictures.

The next comparison is cognitive strategy, based on Norbert's theory of writing and verbal repetition of writing or saying words over and over again. Word lists, flashcards and note-taking and using study aids such as language textbooks are also classified as cognitive strategies. In contrast to the findings of the researcher, which shows students prefer to open a dictionary because the dictionary has thousands of words where students can look it up easily or if you want it easier and Google translate to find out what the vocabulary means.

Based on the theory, strategies in learning English vocabulary are determination strategy, social strategy, memory strategy, cognitive strategy and metacognitive strategies. As found in my findings, the strategies in learning English vocabulary are preparation, remembering, discussion, tools and memorize.

In conclusion, student's strategies in learning English vocabulary are preparation strategy, remembering strategy, discussion strategy, tools strategy, and memorize strategy.

BAB V

CONCLUSION DAN SUGGESTION

A. Conclusion

Based on the results of the research that has been done and based on all the discussions and analysis about the student's strategies in learning English vocabulary that have been carried out, it can be concluded that student's strategies in learning English vocabulary, it was found students of class XI MAS Bustanul Ulum Batang Kuis applied the 5 strategies there are preparation strategy, remembering strategy, discussion strategy, tools strategy and memorize strategy.

This strategy is applied by students in learning English vocabulary are using small notes or so-called dairy notes, in the notes written a few words at least 5 words are repeated until they memorize them, they take the notes anywhere, so they can read in their spare time then using dictionary is very effective in learning English vocabulary. The way of the strategies can be realized in learning English vocabulary are how to write new words in notes, then often read English texts, listen to favorite songs in English, watch movies and read captions using English.

Students have strategies in learning English vocabulary because it is easier, effective and practical for each student, language skills require adequate vocabulary mastery, adequate vocabulary mastery determines the quality of English vocabulary.

B. Suggestion

Based on the research that has been carried out student's strategies in learning English vocabulary subjects, the researchers provide the following suggestions:

1. Students should learn English vocabulary through the strategies that have been prepared.
2. Teachers should continue to motivate students in learning English vocabulary.
3. The teacher hopes to present the right material to students to support the success of student learning.

4. Teachers should give more appreciation to students in learn english vocabulary

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APPENDIX 1

OBSERVATION SHEET

Observasi ke: 1

Yang diobservasi: keyword informan

Latar: kelas XI

Jam: 07.30

Pengobservasi: Researcher

No	Deskripsi	Catatan pinggir	Refleksi	Hipotesis	Coding
1	Siswa membaca doa, dan mempersiapkan perlengkapan untuk belajar vocabulary seperti kamus, buku tulis, pena dan perlengkapan untuk belajar lainnya	Mempersiapkan alat tulis	Siswa sangat antusias	persiapan	(O-KI-P)
2	Siswa menuliskan kosa kata sulit dibuku notes agar mudah diingat	Cara mengingat kosa kata	Siswa focus	mengingat	(O-KI-M)
3	Jika menemukan kata sulit siswa berdiskusi dengan teman dan gurunya	Berdiskusi jika menemukan kesulitan	Siswa sangat antusias	Diskusi	(O-KI-D)
4	Jika menemukan kata baru siswa membuka kamus dan membuka google translate	Alat yang digunakan	Siswa teliti dan kritis	Alat	(O-KI-T)
5	Siswa menghafal 10 kosa kata dalam sehari	Menghafal kosa kata	Siswa focus	Menghafal	(O-KI-M)

APPENDIX II

GUIDE INTERVIEW
CATATAN LAPANGAN

Wawancara ke : 1
 Setting : Ruang kelas XI
 Hari/Tgl : Senin/ 13 september 2021
 Pukul : 09.25-09.33
 Pewawancara : Researcher
 Yang diwawancarai : S1 (keyword informan)

Interview of The Research:

1. Apakah kamu belajar kosa kata Bahasa Inggris secara khusus disekolah?
2. Sebelum belajar kosa kata Bahasa Inggris persiapan apa yang kamu lakukan?
3. Setelah kamu mempelajari kosa kata Bahasa Inggris, bagaimana cara kamu mengingatnya?
4. Jika kamu menemukan kata sulit didalam kosa kata Bahasa Inggris apa yang kamu lakukan sebelum membuka kamus?
5. Jika kamu menemukan kata baru dalam kosa kata bahasa Inggris, usaha apa yg kamu lakukan?
6. Bagaimana cara yang kamu lakukan agar kosa kata Bahasa Inggris kamu meningkat?
7. Apa alasan kamu menggunakan cara tersebut?

Deskripsi	Catatan Pinggir	Refleksi	Hipotesis	Coding
1. Di sekolah, saya belajar kosa kata bahasa Inggris secara khusus.	Belajar kosa kata	Siswa ini menjawab dengan ekspresi datar	Belajar kosa kata	(I-KI-B)
2. Yang saya persiapkan pertama itu niat, kedua saya mempersiapkan perlengkapan untuk belajar seperti kamus, buku tulis, pena,	Persiapan	Siswa ini menjawab dengan sejujurnya	Persiapan	(I-KI-P)

stipo dan lain-lain yang rasa saya bisa membantu				
3. Cara saya mengingat kosa kata yang telah saya pelajari adalah dengan cara saya menuliskan kata-kata yang sulit dibuku notes saya lalu saya hapal, saya ingat dan diamalkan dalam kehidupan sehari-hari, saya kan juga suka mendengarkan lagu-lagu Bahasa inggris terus menonton film inggris nah dari situ jugalah kalau ada kata sulit yang saya temukan saya catat kk terus saya cari tau artinya dengan begitu vocabulary saya bertambah.	Cara mengingat kosa kata	Siswa ini menjawab dengan ragu-ragu	Mengingat	(I-KI-R)
4. Jika saya menemukan kata sulit didalam kosa kata bahasa inggris, yang saya lakukan adalah berdiskusi dengan teman dulu kalau teman tidak ada yang tau saya bertanya dengan guru saya kak	Diskusi jika menemukan kesulitan	Siswa menjawab dengan berpikir sejenak	Berdiskusi	(I-KI-D)
5. Jika saya menemukan kata baru kosa kata bahasa inggris, usaha yang saya lakukan adalah buka kamus dan saya buka google translate	Alat yang digunakan	Siswa menjawab dengan sejujur-jujurnya	Alat	(I-KI-T)
6. Cara saya agar kosa kata bahasa inggris saya meningkat	Menghapal kosa kata	Siswa menjawab dengan	Menghapal	(I-KI-M)

dengan cara menargetkan minimal menghafal 10 kosa kata dalam sehari		berpikir sejenak		
7. Alasan saya menggunakan cara tersebut ialah lebih efektif dan mempermudah saya dalam meningkatkan kosa kata Bahasa Inggris	lebih efektif	Siswa menjawab dengan ragu-ragu	Efektif	(I-KI-E)

CATATAN LAPANGAN

Wawancara ke : 2
 Setting : Ruang kelas XI
 Hari/Tgl : Senin/ 13 september 2021
 Pukul : 09.25-09.33
 Pewawancara : Researcher
 Yang diwawancarai : S2 (supportive informan)

Deskripsi	Catatan Pinggir	Refleksi	Hipotesis	Coding
1. Iya kak, kami disekolah ada mempelajari kosa kata Bahasa Inggris jadi dia juga mempelajarinya	Ada belajar vocabulary	Siswa ini menjawab dengan jujur	Belajar	(I-SI-1-B)
2. Dari yang aku lihat sih kak dia selalu mempersiapkan buku, pena, yang terpenting kamus dan terkadang handphone juga	Persiapkan alat tulis	Siswa ini menjawab dengan datar	Persiapan	(I-SI-1-P)
3. Dari yang aku liat yak kak cara menghafal dia itu ditulis dulu dibuku apa apa aja yg mau dihafal vocabularinya terus diterapkan dalam berkomunikasi sehari-hari	Cara siswa mengingat	Siswa ini menjawab dengan jujur	Mengingat	(I-SI-1-R)
4. Biasanya kak kalau dia menemukan kata sulit atau kata	bertanya dengan teman	Siswa ini menjawab dengan ragu-ragu	Berdiskusi	(I-SI-1-D)

yang tidak diketahuinya dia berdiskusi dengan kami teman-teman kelasnya kk				
5. Dia kalau menemukan kata kata baru sama seperti saya kak ya buka kamus dan mencari artinya dari google translate	kamus dan google terjemahan	Siswa ini menjawab dengan bersemangat	Alat	(I-SI-1-T)
6. Kalau yang saya lihat kak cara dia itu biasanya kayak buat quotes quotes gitu kadang kata kata dia dibuatnya dimading kk, kayaknya saya liat dia juga banyak tau lagu Bahasa inggris dari situ juga cara dia meningkatkannya	Menulis dan mengingat kosa kata	Siswa ini menjawab dengan jujur	Mengingat	(I-SI-1-R)
7. Alasan dia menggunakan cara tersebut pastinya untuk mempermudah dia kk dalam meningkatkan kosa kata Bahasa inggris	Memperudah dan vocabulary meningkat	Siswa ini menjawab dengan ragu-ragu	Memper mudah	(I-SI-1-E)

CATATAN LAPANGAN

Wawancara ke : 3
 Setting : Ruang kelas XI
 Hari/Tgl : Senin/ 13 september 2021
 Pukul : 10.15-10.26
 Pewawancara : researcher
 Yang diwawancarai : S3 (supportive informan)

Deskripsi	Catatan Pinggir	Refleksi	Hipotesis	Coding
1. Iya kk disekolah dia belajar kosa kata Bahasa inggris	Pernah belajar	Siswa ini menjawab dengan sedikit kurang mengenakan	Belajar	(I-SI-2-B)
2. Ya seperti biasa kak menyiapkan pena buku, apalagi kalau pelajaran Bahasa inggris kamus wajib dibawa	Mempersiapkan alat tulis	Siswa ini menjawab dengan jujur	persiapan	(I-SI-2-P)
3. Cara dia mengingat kosa kata yang telah di pelajari biasanya dia itu kak menghapalnya itu tiap 10 kosa kata di hapal setelah itu diulang-ulang terus 10 kata itu sampai hapal	Menghapal target 10 kata perhari	Siswa ini menjawab dengan datar	menghapal	(I-SI-2-R)
4. Jika dia menemukan kata sulit didalam	Bertanya dengan teman dan guru	Siswa ini menjawab dengan berpikir	Berdiskusi	(I-SI-2-D)

kosa kata bahasa biasanya hal yang dilakukannya bertanya dengan teman-teman dikelasnya kalau kami tidak ada yang tau dia langsung bertanya sama miss kk		sejenak		
5. Biasanya sih kk kalau ada kata baru yang ditemuinya ya dia pasti buka kamus atau google terjemahan kk sama seperti kami juga gitu	Buka kamus dan google translate	Siswa ini menjawab dengan ragu-ragu	Alat	(I-SI-2-T)
6. Cara meningkatkannya setau saya dia sering itu kak mendengarkan lagu-lagu Bahasa inggris pernah juga saya lihat dia mencatat kosa kata Bahasa inggris dibuku notesnya kk untuk dihapal dia kk	Menghapal kosa kata Bahasa inggris	Siswa ini menjawab dengan berpikir sejenak	Menghapal	(I-SI-2-M)
7. Alasan dia menggunakan cara tersebut ialah karena itu cara yang dia tau dan menurutnya lebih mudah	Lebih mudah	Siswa ini menjawab dengan berpikir sejenak	Efektif	(I-SI-2-E)

CATATAN LAPANGAN

Wawancara ke : 4
 Setting : Ruang kelas XI
 Hari/Tgl : Senin/ 13 september 2021
 Pukul : 10.25-10.35
 Pewawancara : Researcher
 Yang diwawancarai : S4 (supportive informan)

Deskripsi	Catatan Pinggir	Refleksi	Hipotesis	Coding
1. Iya kak disekolah kami ada mempelajari kosa kata Bahasa Inggris secara khusus dikelas	Pernah belajar vocabulary	Siswa ini menjawab dengan ragu-ragu	Belajar	(I-SI-3-B)
2. Sebelum belajar kosa kata Bahasa Inggris ya seperti siswa pada umumnya kak menyiapkan alat-alat tulis seperti buku, pena dan lainnya	Mempersiapkan alat tulis	Siswa ini menjawab dengan jujur	Persiapan	(I-SI-3-P)
3. Cara dia mengingatnya kurang tau sih saya kk, tapi biasanya sih dia menghafal hapal kosa kata	Menghafal kosa kata	Siswa ini menjawab dengan datar	Menghafal	(I-SI-3-R)

gitu yang sudah di tulis di notes				
4. Jika dia menemukan kata sulit didalam kosa kata bahasa inggris, biasanya berdiskusi dengan teman kak	Berdiskusi dengan teman	Siswa ini menjawab dengan jujur	Berdiskusi	(I-SI-3-D)
5. Jika menemukan kata baru sama kak seperti kami buka kamus atau gak ya mencarinya di google translate	Alat yang digunakan	Siswa ini menjawab dengan ragu-ragu	Alat	(I-SI-3-T)
6. Cara dia agar kosa kata bahasa inggris meningkat dari yang saya lihat dia sering-sering dengar lagu bahasa inggris, liat film dalam bahasa inggris, di tulis kemudian di hapal	Mendengar, menulis dan menghapal	Siswa ini menjawab dengan jujur	Memorize	(I-SI-3-M)
7. Alasan dia menggunakan cara tersebut ialah ya karena itu lebih efektif dan mudah dilakukan	Lebih efektif	Siswa ini menjawab dengan jujur	Efektif	(I-SI-3-E)

CATATAN LAPANGAN

Wawancara ke : 5
 Setting : Ruang guru
 Hari/Tgl : Senin/ 13 september 2021
 Pukul : 11.00-11.15
 Pewawancara : Researcher
 Yang diwawancarai : Guru (supportive informan)

Deskripsi	Catatan Pinggir	Refleksi	Hipotesis	Coding
1. Ya tentunya belajar kalau gk di ajarin ya sia-sia kita ngajar anak itu karena itu merupakan dasar dari belajar Bahasa Inggris dan guru itu kunci suksesnya dari anak belajar jadi kalau kita belajar secara khusus pengetahuan yang didapat untuk anak itu jadi bertambah	Belajar khusus vocabulary	Guru menjawab dengan jujur dan tenang	Belajar	(I-SI-4-B)
2. Selama ini yang saya lihat, biasanya siswa mempersiapkan segala hal sebelum belajar Bahasa Inggris, paling umum itu	Mempersiapkan Alat seperti notes kecil dan kamus	Menjawab dengan jujur dan penuh penjelasan	Persiapan	(I-SI-4-P)

<p>kamus, terkadang ada juga pakai kamus elektronik atau menggunakan google translate, kalau belajar vocabulary biasanya mereka membawa notes kecil, jadi setiap ada kata yang sulit dalam Bahasa Inggris mereka tulis disitu</p>				
<p>3. Cara siswa mengingat kosa kata Bahasa Inggris yaitu dengan menuliskan kata-kata Bahasa dalam notes kecil, kemudian sering mengulang-ulang kata tersebut sampai mereka ingat dan hapal, target kata perhari itu ada, seperti hari ini harus 10 kosa kata gitu</p>	<p>Menargetkan menghafal 10 kata perhari</p>	<p>menjawab dengan jujur dan penuh penjelasan</p>	<p>Menghafal</p>	<p>(I-SI-4-R)</p>
<p>4. Hal yang dilakukan oleh siswa jika menemukan kata sulit didalam kosa kata Bahasa Inggris yaitu dengan cara bertanya dengan</p>	<p>Berdiskusi dengan lingkungan sekitar</p>	<p>menjawab dengan jujur dan penuh penjelasan</p>	<p>Berdiskusi</p>	<p>(I-SI-4-D)</p>

temannya yang lebih pintar dan jika kawannya gak bias jawab, biasanya dia Tanya ke saya, mam Bahasa Inggris ini apa, seperti itu				
5. Biasanya jika siswa menemukan kata yang menurutnya baru dalam Bahasa Inggris ia akan membuka google translate untuk mengetahui apa artinya	membuka kamus dan google translate	Menjawab dengan jujur dan penuh penjelasan	Alat	(I-SI-4-T)
6. Cara siswa agar bisa meningkatkan vocabularynya dengan cara menargetkan hapalan setiap harinya, karena saya juga menyuruh mereka untuk mencatat 10 kosa kata di buku notes lalu mereka hapal perharinya.	Menghapal vocabulary	Guru ini menjawab dengan jujur dan penuh penjelasan	Menghapal	(I-SI-4-M)
7. Alasan menggunakan strategi tersebut ya karena cara itu merupakan salah satu metode belajar untuk	lebih efektif dan praktis	guru ini menjawab dengan serius	Efektif	(I-SI-4-E)

mempelajari vocabulary itu agar mempermudah siswa dalam memperbanyak kosa kata mereka dan cara itu lebih efektif dan praktis				
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APPENDIX III

RESEARCH PERMIT LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-17822/ITK/TK.V.3/PP.00.9/08/2021

24 Agustus 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS BUSTANUL ULUM

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

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 Semester : VIII (Delapan)
 Alamat : Dusun Balam Barat RT. 021 RW. 006 Kepenghuluan Bangko Bakti Kecamatan Bangko Pusako Kelurahan BANGKO BAKTI Kecamatan BANGKO PUSAKO

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Ampera No.61 Desa Sidodadi, Kec. Batang Kuis. Kab. Deli Serdang, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Student's Strategies In Learning English Vocabulary

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 24 Agustus 2021
 a.n. DEKAN
 Ketua Program Studi Pendidikan
 Bahasa Inggris



Digitally Signed

Yani Lubis, M.Hum

NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Sumatera Utara Medan



YAYASAN PERGURUAN ISLAM BUSTANUL ULUM
MADRASAH ALIYAH SWASTA (MAS) BUSTANUL ULUM
DESA SIDODADI BATANG KUIS
KABUPATEN DELI SERDANG PROVINSI SUMATERA UTARA

ALAMAT : RUSUN I No. 61 DESA SIDODADI REC. BATANG KUIS DELI SERDANG PROVINSI SUMUT 20122 HP. 08126527944 NISN : 131212075021

SURAT KETERANGAN

Nomor : 082/MAS-BU/BK/IX/2021

Berdasarkan Surat Dekan Fakultas Ilmu Tarbiah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Nomor : B-17822/ITK/ITK.V.3/PP.00.9/08/2021

Tanggal, 24 Agustus 2021

Perihal : Izin Riset, maka Kepala MAS Bustanul Ulum Batang Kuis dengan ini menerangkan bahwa:

Nama : Nursusi Anggriani
NIM : 0304173174
Fakultas : Ilmu Tarbuyah dan Keguruan
Jurusan : Ilmu Pendidikan
Program Studi : Tadris Bahasa Inggris

Benar telah melakukan penelitian terhadap siswa MAS. Bustanul Ulum Batang Kuis guna mendapatkan data yang diperlukannya untuk penulisan skripsi yang berjudul :

"The Student's Strategies In Learning English Vocabulary"

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Batang kuis, 20 September 2021
Kepala MAS. Bustanul Ulum


Henny Halawa, S.Pd



APPENDIX IV

DOCUMENTATION



Picture a. interview with keyword informan (S1)



Picture b. interview with supportive informan (S2)



Picture c. interview with supportive informan (S3)



Picture d. interview with supportive informan (S4)



Picture e. The Students are studying



Picture f. The Students are studying



Picture g. Photo With Teacher Class XI



Picture h. Photo With Students Class XI