

**VOCABULARY LEARNING STRATEGIES AT
THE XI GRADE STUDENTS OF MAN 2
PADANG LAWAS**



Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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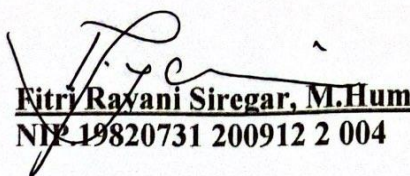
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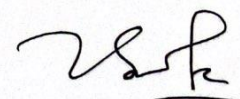
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2024

LETTER OF AGREEMENT

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Ulpa Dewi, entitled *Vocabulary Learning Strategies At The XI Grade Students Of MAN 2 Padang Lawas*, so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

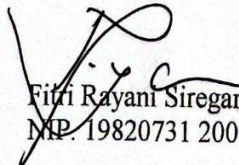
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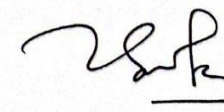
Thus, we convey, hopefully it can be understood and for your attention thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Hereby declare that I have arranged this thesis by myself without asking for illegal assistance from the others, except the guidance of the advisors and without plagiarism in accordance with the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Student Code of Ethics in article 14 verse 4 of 2014.

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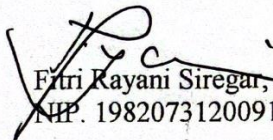
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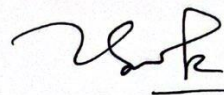
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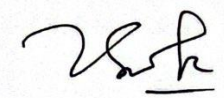
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ABSTRACT

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The Title Of The Thesis : **Vocabulary Learning Strategies At The XI Grade Students Of MAN 2 Padang Lawas**

The problems of this study are students do not understand English, students feel English as difficult subject, and students are not interested learning English. The purpose of this study was to analyze vocabulary learning strategies at the XI grade students of MAN 2 Padang Lawas. This research was descriptive quantitative. The population of this study was all the eleventh grade students of MAN 2 Padang Lawas which amounted to 155 students. Where the sample was taken as many as 61 students using a simple random sampling technique. In data collection, the researcher distributed the questionnaire to respondents to determine vocabulary learning strategies, consisting of 32 items made based on categories of vocabulary learning strategies. Based on overall data using vocabulary learning strategies questionnaire, the strategies that the most often used by students are cognitive strategies with a percentage of 20%, followed by 18% determination strategies, 9% memory strategies, 7% social strategies, and 6% metacognitive strategies.

Key Word: Vocabulary, Learning Strategies.

ABSTRAK

Nama : Ulpa Dewi
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Judul Skripsi : **Strategi Pembelajaran Kosakata Siswa Pada Kelas
Sebelas MAN 2 Padang Lawas**

Permasalahan penelitian ini adalah siswa tidak mengerti bahasa inggris, siswa merasa bahasa inggris sebagai pelajaran yang sulit, dan siswa tidak tertarik belajar bahasa inggis. Tujuan dari penelitian ini adalah menganalisis strategi pembelajaran kosakata pada siswa kelas sebelas di MAN 2 Padang Lawas. Penelitian ini bersifat deskriptif kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas sebelas MAN 2 Padang Lawas yang berjumlah 155 siswa. Dimana sampel yang diambil sebanyak 61 siswa dengan menggunakan teknik simple random sampling. Dalam pengumpulan data, peneliti menyebar angket kepada responden untuk menentukan strategi pembelajaran kosakata, terdiri dari 32 item yang dibuat berdasarkan kategori dari strategi-strategi pembelajaran kosakata. Berdasarkan data keseluruhan dengan menggunakan kuesioner strategi pembelajaran kosakata, strategi yang paling sering digunakan siswa yaitu strategi kognitif dengan persentase 20%, diikuti 18% strategi determinasi, 9% strategi memori, 7% strategi sosial, dan 6% strategi metakognitif.

Kata Kunci: Kosakata, Strategi Pembelajaran.

خلاصة

اسم
رقم التسجيل
العنوان
أولبا ديوي
١٩٢٠٣٠٠١٠٢:
استراتيجية تعلم المفردات لدى الطلاب في الصف الحادي عشر بالمدرسة
العالية نيجيري ٢ بادانج لاواس

مشاكل هذا البحث هي الطلاب لا يفهمون اللغة الإنجليزية، يشعر الطلاب أن اللغة الإنجليزية مادة صعبة، و الطلاب غير مهتمين بتعلم اللغة الإنجليزية. الهدف من هذا البحث هو تحليل استراتيجيات تعلم المفردات لطلاب الصف الحادي عشر في المدرسة العالية نيجيري ٢ بادانج لاواس. هذا البحث وصفي كمي. كان مجتمع هذه الدراسة جميع طلاب الصف الحادي عشر في المدرسة العالية نيجيري ٢ بادانج لاواس، بإجمالي ١٥٥ طالبًا. في المدرسة العليا النيجيرية، كانت العينة المأخوذة ٦١ طالبًا باستخدام تقنيات أخذ العينات العشوائية البسيطة. وفي جمع البيانات، قام الباحثون بتوزيع استبيانات على المشاركين لتحديد استراتيجيات تعلم المفردات، مكونة من ٣٢ فقرة تم إنشاؤها بناءً على فئات استراتيجيات تعلم المفردات. بناءً على البيانات الإجمالية باستخدام استبيان استراتيجية تعلم المفردات، فإن الإستراتيجية الأكثر استخدامًا من قبل الطلاب هي الإستراتيجية المعرفية بنسبة ٢٠ %، تليها إستراتيجية التحديد ١٨ %، وإستراتيجية الذاكرة ٩ %، والإستراتيجية الاجتماعية ٧ %، والإستراتيجية ما وراء المعرفية ٦ %.

الكلمات المفتاحية: المفردات، استراتيجية التعلم

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Finally, the researcher realize this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future and the researcher says thank you for appreciations to everybody who had help in finishing this thesis. May Allah Subhanahu Wa Ta'ala blesses us all and make our dream come true.

Padangsidimpuan, December 2023
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is very important in everyday life. Vocabulary is a collection of several words that have meaning. Vocabulary is all the words in a language or a set of specific words to be learned. Furthermore, vocabulary is very important for the students to learn, because learning vocabulary is the core of language learning.

Vocabulary is one of the basic of the four skill in English. Vocabulary is an important skill in speaking, reading, writing and listening. Vocabulary has a significant role in master English, because it facilitates the students foundation for learning English basic skills. Therefore, having a lot of vocabulary will make it easier for the students to communicate in English.

The government has made several efforts to improve the quality of education in Indonesia, one of which is to determine the appropriate applicable curriculum. The school also tries to increase the skills of students, for example, ready equipment or tools that support students' activities in learning. On the other hand, the teacher plays an important role in the students' acquisition of English as a foreign language.

Based on an informal interview to English teacher in MAN 2 Padanglawas. There are many students do not understand English because of

lack of vocabulary.¹ Therefore they always find difficulties in understanding the material. They feel English a difficult lesson because they have to memorize some words every meeting.

Then, based on the researcher's interview to some students in MAN 2 Padang lawas, about their problems or their difficulties in learning English. Learning English is so boring, it is not interesting at all. They said English a difficult lesson because they do not know how to learn it.² Sometimes the teacher use english more than indonesian, so it difficult to understand.

It means that, there are many students in MAN 2 Padang Lawas do not understand English, because lack of vocabulary. Therefore, student find difficult in understanding the materials. In addition, there are many things that make it difficult for students to remember vocabulary, for example lack of interest, lazy to memorize, uninteresting learning process and others. However, some students can acquire the language successfully while others fail. This difference maybe because of learning strategies applied by students. The students who have good vocabulary usually used their strategies to improve their vocabulary, while students who not have good vocabulary do not have specifik strategies to improve their vocabulary, hence students need vocabulary learning strategies.

Vocabulary learning strategies are the steps used by language learners to acquire new English words. Vocabulary learning strategies are important for

¹ Rosmaulina, Teacher of MAN 2 Padanglawas, *interview* (Binanga, December 10 th 2022. At 11.00 A.M).

² Marina, Suci, and Nia, Students of MAN 2 Padanglawas, *interview* (Binanga, December 10 th 2022. At 13.00 A.M).

students, students need to apply the appropriate strategy. Schmitt states that vocabulary learning strategies can empower learners and attract learners attention in learning language in a way that will improve the learners vocabulary development.³ The role of vocabulary learning strategies is to implement the students language skills. Learning strategies play a very important role in creating a more effective learning in order to make students more interested.

In learning vocabulary, students have various strategies. Students learn based on their enjoyment in it is learning process. 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. Students will find difficulties in learning English if they do not have learning strategies. This emphasizes that vocabulary learning strategies have an important role in the success of learning.

Based the explanation above, the researcher would know strategies used by students in learning English vocabulary. The researcher is interested in do this a research entitled “Vocabulary Learning Strategies At The XI Grade Students of MAN 2 Padang Lawas”.

³ Norbert Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*, ed. Jack C. Richards (New York: The Press Syndicate of The University Of Cambridge, 2000).p.132

B. Definitions of Key Terms

1. Vocabulary

Vocabulary is group of words that a person or a group of people know and regularly use in their language, which is commonly categorized in a few ways. It is the total number of words known in a particular, used in a particular way by a certain group of people regarding their language.

2. Learning strategies

Learning strategy is learning skills, thinking skills, problem skills or in other words the method which learners during the learning process. Learning strategy instruction focuses on strategies that facilitate the active learning process by teaching students how to learn and how to use what students has learned to solve problems and be successful.

C. Formulations of the Problem

Based on the background of the study above, the formulation of this research can be formulated as follows:

1. What strategies are used in learning vocabulary at the XI grade students of MAN 2 Padang Lawas?
2. What are the types of vocabulary learning strategies mostly used by students at the XI grade of MAN 2 Padang Lawas?

D. Objectives of the Research

Based on formulations above, the objectives of this research are:

1. To know the vocabulary learning strategies at the XI grade students of MAN 2 Padang Lawas.
2. To know the types of vocabulary learning strategies mostly used by students at the XI grade of MAN 2 Padang Lawas.

E. Significances of the Research

The result of this research is expected to give some benefits to the following parties:

1. For teacher, hopefully this can be helpful information for English teachers to find out student vocabulary using this vocabulary learning strategies.
2. For headmaster, this research can be used as an information to modify and motivate the teacher in Teaching English.
3. Other researchers, this study will be very useful references for those who are interested in same study and give useful consideration to conduct another study which is still related to the area of the study.

F. Outline of the Study

This thesis is explained in five chapters, which every chapter contains of several sub topics with detail as follows:

The first chapter is introduction. This chapter consist of the background of the problem, identification of the research, limitation of the problem, formulations of the problem, objectives of the research, significances of the research and then definitions of operational variabel.

The second chapter consists of theoretical description, which consist of theoretical of vocabulary, learning strategies and vocabulary learning

strategies, review of related findings. Then, the third chapter consist of is research methodology, which contains time and place of the research, research design, population and sample, instrument of the research, validity and reliability, technique of data collection, technique of data analysis.

The fourth chapter consist of result of the research, it is about the findings. The result of the description of the data that found in the discussion research. Then, the last chapter consist of conclusion of implication the research result and the suggestions given by the researcher-self.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary Learning Strategies

1. Definition of Vocabulary

Vocabulary is one of the foundations of language learning. It is used in all languages to support core and language usage. Vocabulary is one of the most important things in language skills, which becomes the basis of how learners or students can read, write, speak, and listen well. Vocabulary is the group and collection of words that are known and used by a particular person. It can be defined as a list or collection of words or phrases that are normally alphabetically arranged and defined or explained. Having a lot of vocabulary will make it easier for the students to communicate using English.

Richards and Schmidt defines "vocabulary as part of language skills and provides a large part of how to learn to speak, listen, read and write well".⁴ Hiebert and Kamil stated "vocabulary is the knowledge of meanings of words".⁵ Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)."⁶ It can be concluded that,

⁴ Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics Fourth Edition* (Malaysia: Longman, 2010), www.pearson.co.uk.p.629

⁵ Michael L.Kamil Elfrieda H.Hiebert, *Teaching And Learning Vocabulary Bringing Research to Practice*, ed. Michael L. Kamil Elfrieda H. Hiebert, The Taylor. (New Jersey: Lawrence Erlbaum Associates, 2005), <http://www.erlbaum.com>.p.3

⁶ Mofareh Alqahtani, "The Importance of Vocabulary In Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/1020472/TE.2015.3.3.002>.p.24

vocabulary is a collection of words that have meaning and memorized by a person, which can be used to speak, write, read, and listen to English.

Vocabulary can be arranged to become sentences and the sentences can be used as a language. Besides, vocabulary is a basic element of English material.⁷ Vocabulary is all the words that form a language to be understood by a specific person or a group of people. That is the reason why it is important to learn vocabulary. Vocabulary is really important in learning English. Vocabulary much more than grammar, is the key to students understanding what students hear and read in school and then communicating successfully with other people. Although their structure is low, if students master on vocabulary, it makes them better on their English skills.

The importance of vocabulary is demonstrated daily in and out the school. In the classroom, the achieving students possess the most sufficient vocabulary. The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. There are four reasons why vocabulary is very important for students' success in mastering English, as follows:

- 1) Vocabulary growth is directly related to school achievement.
- 2) The size of a child's vocabulary in kindergarten predicts the ability to learn to read.
- 3) Vocabulary helps children to think and learn about the world.

⁷ Eka Susti Harida, Fitri Rayani Siregar, and Trillanti Trilanti, "An Analysis on the Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan," *English Education : English Journal for Teaching and Learning* 1, no. 2 (2013): 1–17, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/26/19>.p.101

- 4) Expanding the child's knowledge of words gives unlimited access to new information⁸

Vocabulary is one of the important elements in building up English using this element, someone can communicate, learning and thinking. Therefore, the learning of vocabulary is a fundamental need to support some learners to master English, because the ability of students to read and to comprehend the subject is relatively determined by their vocabulary.

2. Kinds of Vocabulary

According to Hiebert and Kamil, there are two kinds of vocabulary, as follows:

- 1) Receptive Vocabulary
A set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.
- 2) Productive Vocabulary
A set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently⁹

Vocabulary can be split into two types: receptive vocabulary and expressive vocabulary. A child's receptive vocabulary consists of the words the child understands when he/she hears or reads them. A child's expressive vocabulary consists of the words the child uses when he/she speaks.¹⁰ It can be concluded that receptive vocabulary is also called active vocabulary. The students use it more often when speaking and writing appropriately.

⁸ Miller, Jody B., "The Importance of Vocabulary" (<http://www.jcfs.org/importance-vocabulary>, accessed at April 04, 2023 retrieved on 14 pm) Chicago:JCFS Chicago, 2022

⁹ Elfrieda H. Hiebert, *Teaching And Learning Vocabulary Bringing Research to Practice*. p3

¹⁰ Fitri Rayani Siregar, "A Review of Studies Dealing with the Vocabulary Acquisition and Its Relation to the Age" 5, no. 2 (2017): 28–39, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ.p.29>

Although it seems more difficult in practice, the students should at least be able to pronounce it correctly, be able to use well-structured words in the target language. Vocabulary can be called active vocabulary when students have already learned it and students are expected that students can use it correctly.

Productive vocabulary is also called passive vocabulary. It is words that are usually difficult to recognize and understand when students listen and read. Passive vocabulary refers to things that learners will probably find difficult or even not able to produce it and students only recognize it when meet them. In short, receptive vocabulary is easier to use because probably someone has already learned it properly and practiced a lot, while passive vocabulary is usually difficult to use.

3. Aspect of Vocabulary

According to Nation, there are three aspect of vocabulary that involved the existance of vocabulary, as follows:

- a. Form
Word formation means to know how words are spoken, written and how they can change their form. First the learners have to know what word sound like its pronunciation (spoken form). Second, the learners have to know how spell of word (written form). Third, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix).
- b. Meaning
Meaning encompasses the way that is formed and it works together in other words, the concept, what items it refers to and the association that comes to mind when people think about a specific word or expression. These are to realize about vocabulary items, that they frequently have more than one meaning.
- c. Use

There are some ways to draw the attentions the use of words. They are by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children), and giving a well know opposite or a well know word describing the group or lexical set it fits into.¹¹

Based on the explanation, understanding the meaning of word is not easy, because some words especially in English have more than one meaning. Learning will be success if the students understand the aspect. It should be clear, so the students will have a great skill on vocabulary.

4. Learning Strategies

Every learning process requires a manner or a strategy to be adapted in order to achieve the main purpose of learning. Among the important things in the process of learning are “what” to use for learning and “how” to use it. Learning strategy is created by the students themselves. A learning strategy is about learning these concepts and activities. A learning strategy is learner-based activities, behavior, steps, technique, to improve one’s own progress in developing foreign language skills.

Learning strategies are the various operations that learners use in order to make sense of their learning. When students are involved in a learning task, they have several resources which they use in different ways to finish or solve the task, so this can be termed process of learning strategy.

Learning strategy also as specific actions taken by the learner to make

¹¹ I. S. P. Nation, *Learning Vocabulary in Another Language* I.S.P. Nation, ed. Carol A. Chapelle and Susan Hunston (UK.The Press Syndicate Of The University Of Cambridge, 2000),p.39-41

learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations,¹² and the myriad ways in which learners strategically engage encoding processes and successfully accommodate memory queries to the task at hand, as well as how the products of memory are flexibly aligned, recombined, and operated upon in the service of behavior and action, for acquiring vocabulary into their mind.¹³ It can be concluded that learning strategy is learning skills, thinking skills, problem skills or in other words the method which learners during the learning process.

Learning strategy instruction focuses on strategies that facilitate the active learning process by teaching students how to learn and how to use what students has learned to solve problems and be successful. A very important part of learning strategies is the language learning strategies. Language learning strategies play an important role in learning process.

Vocabulary learning strategies are a part of language learning strategies which in turn are part of general learning strategies.¹⁴ Vocabulary learning strategies are activities or processes that encourage learners to learn vocabulary by improving one of the strategies as stages or concepts. The strategy becomes equipment that enhances learners understanding of

¹² Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview," *Procedia - Social and Behavioral Sciences* (2013): 1712–1726, www.sciencedirect.com.p.1713-1715

¹³ Sojuangon Rambe, "Teaching And Learning Vocabulary" 3, no. 1 (2015): 14, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ>.p.36

¹⁴ Monafisa Rizqi, Reni Kusumaningputri, and Hari Supriono, "The Vocabulary Learning Strategies of English Department Students of Faculty of Letters Academic Year of 2013/2014" 2014 (2016): 1–7.p.2

learning vocabulary and the importance received in a word. The learners require guidance on more reliable methods of learning vocabulary. Students need to decide which strategy is suitable. It is needed so that they can acquire vocabulary individually. In this process, the teacher can guide students to discover vocabulary learning strategies that inspire them to apply these strategies affecting their progress in deepening language knowledge. Students need their vocabulary learning outside the classroom. The teacher can guide students to enhance effective and efficient vocabulary learners.

Vocabulary learning strategies activities are preferred by students to improve the language learning process. Obtaining a vocabulary learning strategy accepts vocabulary that is easier for students to learn independently. Vocabulary learning strategies focus on the students perception, which students can apply by students to find, storage, retrieve, encode, practice, and apply words.¹⁵ The result of vocabulary learning strategies includes the natural learning process and indirect. There is significant correlation between students usage of strategies and achievement in vocabulary. Teacher must manage the vocabulary learning strategies students apply and extend to support becoming independent vocabulary learners. It can be assumed that vocabulary learning strategy is significant element of supporting the learner to enhance vocabulary mastery based on which strategy the students prefer the most.

¹⁵ Imam Safii, "Study On Vocabulary Mastery And Vocabulary Learning Strategies Applied By Eighth Grade Students Of SMP Negeri 1 Tarakan" (Borneo Tarakan University, 2022), https://repository.ubt.ac.id/?p=show_detail&id=/index.php?p=show_detail&id=9040&keywords=. p.5

Vocabulary learning strategies can be defined as behaviors or action which learners use to make vocabulary learning more effective. There have been several attempts to develop the taxonomy of vocabulary learning strategies based on the strategies used by learners to understand their target language. Vocabulary learning strategies developed by Schmitt in two ways categories.¹⁶ First, definitions of the vocabulary learning strategies is divided into two major classes, strategies for the discovery of a new words meaning and strategies for consolidating a word once it has been encountered. Second, the strategies are further classified into five groupings. There are Detemination (DET), Social (SOC), Memory (MEM), Cognitive (COG), and Metacognitive Strategies (MET), as follows:

Strategies for the discovery of new word's meaning

- DET Analyze part of speech
- DET Analyze affixes and roots
- DET Check for L1 cognate
- DET Analyze any available pictures or gestures
- DET Guess meaning from textual context
- DET Use a dictionary (bilingual or monolingual)
- SOC Ask teacher for a synonym, paraphrase, or L1 translation of new word
- SOC Ask classmates for meaning

Strategies for consolidating a word once it has been encountered

- SOC Study and practice meaning in a group
- SOC Interact with native speakers

- MEM Connect word to a previous personal experience
- MEM Associate the word with its coordinates
- MEM Connect the word to its synonyms and antonyms
- MEM Use semantic maps
- MEM Image word form
- MEM Image word's meaning
- MEM Use Keyword Method
- MEM Group words together to study them

¹⁶ Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*.p.135

MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, motives, newscasts, etc)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time ¹⁷

5. Determination Strategies (DET)

Contains strategies used by an individual when faced with discovering a new words meaning without recourse to another person's expertise (*Determination strategies* [DET]).¹⁸ It is means that determination are individual strategies used to understand the meaning of words without any help from others, such as guessing context, guessing from L1 (first language) cognates, using reference materials such as dictionaries, analysing affixes and roots, and using dictionaries to convey particular words. Strategies belonging to this group are commonly used to find the meaning of new words rather than recalling words that have already been learned.

Determination strategies facilitate gaining knowledge of a new word from the first four options. Learners may be able to discern the new words part of speech, which can help in the guessing process. Then, can also obtain

¹⁷ Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*.p.135

¹⁸ Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*.p.135

hints about meaning from its root or affixes, although not always reliably. Analysis of word parts can lead to erroneous meanings and this strategy is better used as a confirmation of guesses from context. Cognates are words in different languages which have descended from a common parent word, such as Mutter in German and Mother in English. Guessing an unknown words meaning from context has been widely promoted in the last two decades as it has been seen to fit in more comfortably with the communicative approach than other, more discrete, discovery strategies. Context should be taken to mean more than just textual context. However, since contextual clues can come from a variety of sources.

6. Social Strategies (SOC)

Social strategies (SOC) use interaction with other people to improve language learning.¹⁹ It means that strategies belonging to this group involve interaction with others in learning new words, such as asking the teacher or classmates. Social strategies are not only used to discover new vocabulary, but are also used to remember words that students have previously been exposed to. Thus, the foundations of these strategies are social interaction and engagement.

Discover a new meaning employs the social strategy of asking someone who knows. Teachers are often in this position, and they can be asked to give help in a variety of ways, giving the L1 translation if they know it, giving a synonym, giving a definition by paraphrase, using the new

¹⁹ Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*.p.135

word in a sentence, or any combination of these. L1 translations have the advantage of being fast, easily understood by students, and make possible the transfer of all the knowledge a student has of the L1 word (collocations, associations, etc) into the L2 equivalent. The disadvantages are that the teacher must know the learners mother tongue, and that most translation pairs are not exact equivalents, so that some erroneous knowledge may be transferred. Classmate and friends can be asked for meaning in all of the above ways, but to condense the taxonomy, only the general item ask classmates for meaning is listed. In addition, learners can be introduced to new words and discover their meaning through group work.

7. Memory Strategies (MEM)

These strategies are also commonly known as mnemonic strategies. Another kind of mnemonic strategy involves focusing on the target words orthographic or phonological form to facilitate recall.²⁰ Students are used to recall vocabulary that has already been studied. Through these strategies, learners will relate their prior knowledge with the target words by grouping the words according to their form or topic, forming imaginary links, using physical actions, connecting new words to past experiences, studying the spelling of the words, and speaking the words out loud while studying them.

Most memory strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery or grouping. New words can be

²⁰ Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*.p.135

learned by studying them with pictures of their meaning instead of definitions. Learners can create their own mental image of a word's meaning. Imagery has been shown to be more effective than mere repetition for reading passages and sentences.

New words can be linked to L2 words which the students already know. Usually this involves some type of sense relationship, such as coordination (apple-other kinds of fruits like pears, cherries, or peaches), synonym (irritated-annoyed), or antonym (dead-alive). Some words, particularly gradable adjectives, have meaning relative to other words in their set. For example, in any given situation, big is larger than medium-sized, but smaller than huge.

8. Cognitive Strategies (COG)

Cognitive strategies (COG) exhibit the common function of “manipulation or transformation of the target language by the learner”.²¹ These strategies are similar to memory strategies, but not focus as much on the mental process. Cognitive strategies emphasize the mechanical means of comprehending known words. Thus, cognitive strategies utilize repetition and specific tools to learn vocabulary. Strategies belonging to cognitive include repeating words verbally and on paper, making lists of words, and labelling physical objects with their meanings in the target language. Written and verbal repetition, repeatedly writing or saying a word over and over again, are common strategies in many parts of the world. They are so

²¹ Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*.p.136

entrenched that students often resist giving them up to try other ones. Word list and flash cards can be used for the initial exposure to a word, but most students continue to use them to review it afterwards. One main advantage of flash cards is that they can be taken almost anywhere and studied when one has a free moment.

Another kind of cognitive strategy is using study aids. Taking notes in class invites learners to create their own personal structure for newly learned words, and also affords the chance for additional exposure during review. Students can also make use of any special vocabulary sections in their textbooks to help them study target words. One expedient for making L2 words salient is to tape L2 labels onto their respective physical objects. Students who prefer a more aural approach to learning can make a tape recording of word lists (or any other vocabulary material) and study by listening.

9. Metacognitive Strategies (MET)

Metacognitive strategies (MET) involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study.²² Learners who use metacognitive strategies decide on their own which words they will focus on and examine further. Learners also check their understanding by doing word tests. Examples of metacognitive strategies include using English-language

²² Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*.p.136

media, skipping or passing new words, constantly studying new words, and testing oneself by using word tests or games.

Metacognitive strategies are used by students to control and evaluate their own learning by having an overview of the learning process in general. As such, they are generally broad strategies, concerned with more efficient learning. To efficiently acquire an L2, it is important to maximize exposure to it. If the L2 is English, the pervasiveness of English-medium books, magazines, newspapers, and movies in most parts of the world offer an almost endless resource (if cost is not a problem). The strategy of interacting with native speakers whenever possible also increases input, and could be considered a metacognitive strategy if it is used as controlling principle of language learning.

B. Review of Related Findings

This research employed the previous study to make in finishing the thesis. To prove the originality of this research, the research presents some previous researchers that deal especially with English. Those researchers presented the similar topic but it is observed from different aspect. The different aspect are the research approach, the technique of data collection and the technique of analyzing data.

The first previous study was conducted by Wahyuni. This research aims to highlight the students' strategies in developing English vocabulary applied by fourth-year English education students of Padang State University and to expose students' reasons for using vocabulary learning strategies based on Gu

and Johnson theory.²³ This research used a quantitative descriptive method. The result showed that students used Metacognitive strategies (95.58%), Beliefs strategies (92.34), and Cognitive strategies (81.78), to develop their English vocabulary. Interviews result, it also revealed that there were three points of students' reasons for using vocabulary learning strategies generally: 1) Students wanted to know the meaning of the words in detail. 2) Students wanted to remember the new words longer. 3) Students claimed that the strategy they chose was more efficient, comfortable, suitable and understandable strategy.

The second previous study was conducted by Damari. This research aims to identify the vocabulary learning strategies used in a Madrasah Aliyah. This research design was a survey by using questionnaire of vocabulary learning strategies (VLS).²⁴ The result showed that data collected by using vocabulary learning strategies questionnaire, the most frequently used strategies by Madrasah Aliyah students are determination strategies (M=3.12), and then followed by cognitive strategies (M=2.94), metacognitive strategies (M=2.89), social strategies (M=2.88), and memory strategies (M=2.28).

The third previous study was conducted by Darjat. This research was qualitative descriptive method. The aims of the research is to know about

²³ Rahayu Sri Wahyuni, "An Analysis of Students' Strategies in Developing English Vocabulary," *Journal of English Language Teaching* 9, no. 4 (2020): 652–660, <http://ejournal.unp.ac.id/index.php/jelt>.

²⁴ Tiffani Putri Damari, "A Survey Of Vocabulary Learning Strategies In Madrasah Aliyah" (Islamic University Of Indonesia, 2019).

students strategies in learning vocabulary.²⁵ The result showed that the experiential strategy uses an inductive, student-centered, and activity-oriented form of sequence emphasis in learning techniques though experience on the learning process, and not learning outcomes. It can be concluded that teachers can use this strategy, both in the classroom and outside the school, and students also plan and plan English learning with their experiences, especially vocabulary.

The fourth previous study was conducted by Permatasari. This research was descriptive quantitative. The aim of this research studied vocabulary learning strategies used by students at SMP Negeri 1 Rambah Hilir.²⁶ The researcher used SPSS 25 to analyze the data, which the result showed that total score of vocabulary learning strategies used by students is 3900, with the mean score is 156. Moreover, total score of the dominant strategy of vocabulary learning strategies is 604, with the mean score is 3.45, as a conclusion, it can be identified the category of the students' vocabulary learning strategies was very low. Furthermore, the dominant strategy of vocabulary learning strategies used by students was social strategy in learning English.

The last previous study was conducted by Ta'amneh. The aim of this research to identify vocabulary learning strategies used by EFL university students. This research was quantitative approach. The five categories of the vocabulary learning strategies (Memory, Determination, Social, Cognitive, and

²⁵ Romi Darjat, "Vocabulary Learning Strategies (VLS) Applied By Students At SMAN 3 Palopo" (State Islamic Institute Of Palopo, 2021).

²⁶ Ridha Permatasari, "Vocabulary Learning Strategies Used By Students At SMP Negeri 1 Rambah Hilir" (State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru, 2021).

Metacognitive) were used in this study following Schmitt's taxonomy.²⁷ The Results showed that Memory strategies got the highest rank followed by Social, Determination, and Cognitive strategies. Whereas Metacognitive strategies got the lowest mean scores.

Based on the related finding above, some previous researchers used vocabulary learning strategies to students, how they develop their English vocabulary. It known from about related findings that showed they may have used vocabulary learning strategies in order to help them understand new words when learning English. This research tries to use vocabulary learning strategies in MAN 2 Padang Lawas, hopefully this research can add students motivation to improve their vocabulary.

²⁷ Mohammad Abd and Ta'amneh Ali, "An Analysis of Various Vocabulary Learning Strategies Used by EFL University Students" 8, no. 3 (2021): 77–88.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was conducted at the XI grade students of MAN 2 Padang Lawas in academic year 2023/2024. This school is located at Jl. Besar Binanga-Gunungtua, No.96 Binanga, Barumun Tengah, Padang Lawas, North Sumatera. The research was started from August until October 2023.

B. Method of Research

This research is descriptive quantitative method. While according to Creswell states that quantitative research is for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.²⁸ According to Gay, quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest.²⁹ It can be concluded that descriptive quantitative have to organize and analyze the numeric data, to provide a view regularly, concisely, and clear about a phenomenon. Though the design of the research, there was result to describe students vocabulary learning strategies.

²⁸ John W. Creswell, *Third Edition Research Design Qualitative, Quantitative, and Mixed Method Approaches, Research Design 3rd Ed* (London New Delhi, 2009).p.4

²⁹ L. R. Gay, *Educational Research Competences for Analysis and Applications* (America: Pearson Education, Inc, 2012).p.7

C. Population and Sample

1. Population

The population of this research are all of the students at the XI grade MAN 2 Padang Lawas. The population consist of sixth classes with 155 students. The population of this research can be seen on the following table below:

Table III.1
Population of The Research

NO	CLASS	STUDENTS
1	XI MIA-1	32
2	XI MIA-2	30
3	XI MIA-3	34
4	XI IIS-1	30
5	XI IIS-2	29
Total		155

SOURCE: Teacher at the MAN 2 Padang Lawas

2. Sample

In this research, the researcher used random sampling for choosing the sample. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have a equal an independent chance of being selected for the sample.³⁰ This research used random sampling because the whole classes had the same curriculum, the same teachers, the same books used. So, they are called homogeneous with the title of this research. The researcher collected the names of all population and the take name randomly by using lottery. It means that all the population of subject have a chance to choose as a sample.

³⁰ Fenti Hikmawati, *Metode Penelitian*, ed. Kharisma Putra Utama (Depok: PT RajaGrafindo Persada, 2020).p.62

To take the sample, the researcher used Slovin's formula which explain as follows:

$$n = \frac{N}{1 + N(e^2)^{31}}$$

n = the total of sample

N = the total of the population

e = the percentage of leeway in the accuracy of sample errors that can still be tolerated

e = 0.1 (10%) for small population

e = 0.2 (20%) for large population

So, this research used the formula above to determine the sample size, with the limit error tolerance 10% as follows:

$$N = 155$$

$$e = 0.1 (10\%)$$

$$n = \dots ?$$

$$n = \frac{155}{1 + 155(0.1)^2}$$

$$n = \frac{155}{1 + 155(0.01)}$$

$$n = \frac{155}{1 + 1.55}$$

$$n = \frac{155}{2.55}$$

$$n = 60.78 \text{ rounded to } 61$$

From the explanation above, it can be said that all the number of sample were 61 students. After the name of the class take from the box, the

³¹ Dameria Sinaga, *Buku Ajar Statistika Dasar*, ed. Aliwar (Jakarta Timur: UKI PRESS, 2014), p.16

researcher got the numbers from each class, they were 15 students from IX MIA-1, 8 students from IX MIA-2, 12 students from XI MIA-3, 9 students from IX IIS-1, and 17 students from XI ISS-2, it can seen in the following table below:

Table III.2
Sample of The Research

NO	CLASS	STUDENTS
1	XI MIA-1	15
2	XI MIA-2	8
3	XI MIA-3	12
4	XI IIS-1	9
5	XI IIS-2	17
Total		61

D. Instrument of The Research

In this research, the researcher used a questionnaire to collect the data of vocabulary learning strategies used by students. The questionnaire describes some questions for the respondents to know how vocabulary learning strategies are used by students at the XI grade MAN 2 Padang Lawas. A questionnaire is a series of question instruments which is prepared based on variable measuring instruments research, data collection using questionnaires is very efficient, respondents just choose answers provided by researchers.³² Questionnaire is one of the tool to know the behavior, opinion, or motivation of the sample. This research used Likert Scale. Likert Scale used to know opinion, behavior and perception. In likert scale, the information are started from the positive one into the negative one (always, often, sometimes, rarely,

³² Syafrida Hafni Sahir, *Metode Penelitian*, ed. Try Koryati (Medan: KBM Indonesia, 2022),p.29-30

never).³³ The positive direction is call favorable, while the negative direction is call unfavorable. Both has their own score. They are described in the following belows:

Table III.3
The Classification of Likert Scala

No	Symbol	Explanation	Favorable	Unfavorable
1	SL	Always	5	1
2	SR	Often	4	2
3	KK	Sometimes	3	3
4	JR	Rarely	2	4
5	TP	Never	1	5

Vocabulary learning strategies is measured by using several indicators. The questionnaire consist of 35 items. The indicator are taken from types of vocabulary learning strategies, they are determination, social, memory, cognitive and metacognitive. Each item of questionnaire was developed from indicators that has been described in the following belows:

Table III.4
The Indicators of Vocabulary Learning Strategies

No	Indictors	Sub-Indicators	Number of Items	Total of Items
1	Determination	Students use a dictionary (bilingual or monolingual)	1, 2, 3, 4	5
		Students check for L1 cognate	5	
2	Social	Students ask the teacher for a synonym, paraprased, or L1 translation of new word	6, 7, 8	
		Students ask classmate	9	

³³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D* (Bandung: Alfabeta, 2013),p.93-96

No	Indicators	Sub-Indicators	Number of Items	Total of Items
2	Social	Students study and practice meaning in a group	10, 11, 12	8
		Students interact with native speakers	13	
3	Memory	Students image word form	14	8
		Students connect the word to its synonyms and antonyms	15	
		Students grouping the words to study them	16, 17	
		Students study the spelling of a word	18, 19	
		Students say a new word aloud	20	
		Students underline the word	21	
4	Cognitive	Students verbal repetition	22	4
		Students wrote repetition	23	
		Students word list	24	
		Students keep a vocabulary notebook	25	
5	Metacognitive	Students use English-language media	26, 27, 28, 29, 30, 31	10
		Students use the spaced word practice	32, 33	
		Students test themselves with the word test	34	
		Students skip or pass the new word ³⁴	35	
TOTAL				35

E. Validity and Reliability

1. Validity

³⁴ Schmitt, *Norbert Schmitt Vocabulary In Language Teaching*.p.136

This research used content validity or item validity because the instrument of this research is questionnaire. Content validity can be done by comparing between the content or the design by the researcher and content or the design that has been determined by the advisor. To determine whether or not the test questions was valid using SPSS v.26 using *Person Correlation test*. The result of the calculation of correlation coefficient, the question can be declared valid if $r_{xy} > r_{tabel}$, with a significant level of 5%.

The criteria of test validation as below:

If the Pearson Correlation value $> r_{tabel}$, the test is valid.

If the Pearson Correlation value $< r_{tabel}$, the test is not valid.

To know the validity of each question, it will be refer to list pointbiserial with r_t in 5% significant: 0.339 (see appendix) and 1 % significant: 0.436. So, if $r_{account} > r_{tabel}$, the test is clasified valid. From the criteria of questionnaire validity above, there were 32 items of questionnaire valid from 35 items and 3 items were not valid. To make the appropriate calculation 32 items to take the data from the sample.

Table III.5
Items of questionnaire after result of validity

Items Valid	Items Not Valid
Questions Number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34.	Questions Number 11, 31, 35
Total Items Valid: 32 Items	Total Items Not Valid: 3 Items

Based on the provisions in SPSS v.26, the significance value of 0.05 the instrument is said to be valid if the *Person correlations* has at least 1 star (*). Based on the analysis of the validity test which was carried out using the SPSS v.26 with a value $r_{\text{tabel}} = 0.339$, there are 32 questions that were valid, and there are three question that was not valid, so the researcher used 32 questions because they have been tested.

2. Reliability

To check the reliability test, the researcher used SPSS version 26. Testing the realibility of test devices in the form questionnaire and completion using *Cronbach' Alpha* > 0.60 (high reliable), if the value of *Crobach' Alpha* < 0.60 , the test items are not realiable. Based on the result of realibility test using SPSS v26, the *Cronbach's Alpha* (r_{count}) value of 0.993 was obtained. It can be concluded that *Cronbach's Alpha* > 0.60 ($0.993 > 0.60$), it can be proven that the test realiable instrument test very high category.

F. Technique of Data Collection

For collecting the data on this research, this resarch used questionnaire. The first the researcher come to chief of School MAN 2 Padang Lawas and to English teacher for asking permission. The second the researcher went to class asked the students attention and participantion. The third the researcher gave the questionnaire to the students. The fourth the researcher gave times to the students for answer it. The last the researcher controlled the clsss, after finished the researcher collected the students answer sheet to be analysed.

G. Technique of Data Analysis

As this research is descriptive, the data analyzed is based on several steps, as follows:

- a. First, calculating the total score of students answer to the questionnaire.

Formula as follows:

$$T \times Pn^{35}$$

Where:

T = Total score of students answer

Pn = Choice of Likert Scala Score

- b. Second, calculating the total score of the sample for percentase by using a formula as follows.

$$P = \frac{\text{Total Score}}{\text{Ideal Score Maximum}} \times 100\%^{36}$$

- c. Third, to know students vocabulary learning strategies, the researcher analyzed and concluded by using the calculation of tendency categories. Meanwhile, the mostly aspect of vocabulary learning strategies uses analysis by calculation the mean score of each aspect. The highest mean score is considered as the dominant types of vocabulary learning strategies.
- d. After finding out the mean of all the score, the result concluded based on the following criteria:

³⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D*.p.93

³⁶ Hadani Et.al, *Metode Penelitian Kualitatif & Kuantitatif*, ed. AK Husnu Abadi, A.Md. (Yogyakarta: CV.Pustaka Ilmu, 2020), <https://www.pustakailmu.co.id>.p.436

For scoring the students vocabulary learning strategies is divided into five criteria rating. It can seen from the table below:

Table III.6
The Classification Quality of The Students Score

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high

*Source:*Sugiyono, Statistika Untuk Penelitian

After finding the mean score of all students, it was concluded to the criteria as follows:

- 1) If the value of mean score is 81% - 100%, it can be categorized into very high.
- 2) If the value of mean score is 61% - 80%, it can be categorized into high.
- 3) If the value of mean score is 41% - 60%, it can be categorized into enough.
- 4) If the value of mean score is 21% - 40%, it can be categorized low.
- 5) If the value of mean score is 0% - 20%, it can be categorized veylow.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data findings and discussion. The findings and discussion are divided into sections. First, it is about findings, the researcher analyzed the vocabulary learning strategies at the XI grade students of MAN 2 Padang Lawas and investigated the mostly types of vocabulary learning strategies used by students. Second, it is about the discussion of the findings present the researchers responses to the findings result.

A. Findings of the Research

1. Strategies used in learning vocabulary at the XI grade students of MAN 2 Padang Lawas

In collecting the data of vocabulary learning strategies used by students, the researcher used a questionnaire. The items of a questionnaire developed by Schmitt's taxonomy. The total number of items in the questionnaire was 32.

a. Determination Strategies

1) Students use dictionary (bilingual or monolingual)

Table IV.1 Item 1. I use the English-Indonesian dictionary to find out the English translation.

Number of Items	Score	F	Total of mean score	P(%)
1	Always (5)	21	105	43%
	Often (4)	20	80	33%
	Sometimes (3)	18	54	22%
	Rarely (2)	2	4	2%
	Never (1)	0	0	0%
Sum		61	243	100%

The table IV.1 shows that from 61 respondents, 21 (43%) of respondents answered “Always” to statement with 105 total of mean score, 20 (33%) of respondents answered “Often” to statement with 80 total of mean score, 18 (22%) of respondents answered “Sometimes” to statement with 54 total of mean score, 2 (2%) of respondents answered “Rarely” to statement with 4 total of mean score, and no one respondents answered “Never” to statement. The sum score of the total mean score is 243 (100%). It indicates that the majority of students “Always” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.2 Item 2. I use an English-English dictionary to find out English vocabulary synonyms.

Number of Items	Score	F	Total of mean score	P(%)
2	Always (5)	8	40	22%
	Often (4)	13	52	28%
	Sometimes (3)	19	57	31%
	Rarely (2)	14	28	15%
	Never (1)	7	7	4%
Sum		61	184	100%

The table IV.2 shows that from 61 respondents, 8 (22%) of respondents answered “Always” to statement with 40 total of mean score, 13 (28%) of respondents answered “Often” to statement with 52 total of mean score, 19 (31%) of respondents answered “Sometimes” to statement with 57 total of mean score, 14 (15%) of respondents answered “Rarely” to statement with 28 total of mean score, and 7 (4%) respondents answered “Never” to statement with 7 total of mean score.

The sum score of the total mean score is 184 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.3 Item 3. I use Indonesian-English dictionary and English Indonesian dictionary to find out the translation of English vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
3	Always (5)	18	90	37%
	Often (4)	27	108	45%
	Sometimes (3)	13	39	16%
	Rarely (2)	2	4	2%
	Never (1)	1	1	0%
Sum		61	242	100%

The table IV.3 shows that from 61 respondents, 18 (37%) of respondents answered “Always” to statement with 90 total of mean score, 27 (45%) of respondents answered “Often” to statement with 108 total of mean score, 13 (16%) of respondents answered “Sometimes” to statement with 39 total of mean score, 2 (2%) of respondents answered “Rarely” to statement with 4 total of mean score, and 1 (0%) respondents answered “Never” to statement with 1 total of mean score. The sum score of the total mean score is 242 (100%). It indicates that the majority of students “Often” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.4 Item 4. I use an English dictionary application to find out the translation of the vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
4	Always (5)	4	20	12%
	Often (4)	16	64	37%
	Sometimes (3)	19	57	33%
	Rarely (2)	8	16	9%
	Never (1)	14	14	8%
Sum		61	171	100%

The table IV.4 shows that from 61 respondents, 4 (12%) of respondents answered “Always” to statement with 20 total of mean score, 16 (37%) of respondents answered “Often” to statement with 64 total of mean score, 19 (33%) of respondents answered “Sometimes” to statement with 57 total of mean score, 8 (9%) of respondents answered “Rarely” to statement with 16 total of mean score, and 14 (8%) respondents answered “Never” to statement with 14 total of mean score. The sum score of the total mean score is 171 (100%). It indicates that the majority of students “Sometimes” use English dictionary application.

2) Students check for L1 cognate

Table IV.5 Item 5. I use native speaker English vocabulary pronunciation audio to check the pronunciation of new vocabulary that has been learned.

Number of Items	Score	F	Total of mean score	P(%)
5	Always (5)	3	15	9%
	Often (4)	8	32	20%
	Sometimes (3)	29	87	53%
	Rarely (2)	9	18	11%
	Never (1)	12	12	7%
Sum		61	164	100%

The table IV.5 shows that from 61 respondents, 3 (9%) of respondents answered “Always” to statement with 15 total of mean score, 8 (20%) of respondents answered “Often” to statement with 32 total of mean score, 29 (53%) of respondents answered “Sometimes” to statement with 87 total of mean score, 9 (11%) of respondents answered “Rarely” to statement with 18 total of mean score, and 12 (7%) respondents answered “Never” to statement with 12 total of mean score. The sum score of the total mean score is 164 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.6 Result of Determination Strategy

Total of Items	F	Explanation	P (%)
5	61	Always	18%
		Often	28%
		Sometimes	33%
		Rarely	11%
		Never	10%
Total			100%

Table IV.6 shows that from 5 items questionnaire and 61 respondents, it is found that determination strategy with the frequency “always” (18%), “often” (28%), “sometimes” (33%), “rarely” (11%) and “never” (10%). Thus, it concluded that 18% of respondents used determination strategy.

b. Social Strategies

1) Students Ask the teacher for a synonym, paraphrase, or L1 translation of new word

Table IV.7 Item 6. I asked the teacher to translate English vocabulary that was difficult to understand into Indonesian.

Number of Items	Score	F	Total of mean score	P(%)
6	Always (5)	7	35	17%
	Often (4)	21	84	41%
	Sometimes (3)	23	69	33%
	Rarely (2)	8	16	8%
	Never (1)	2	2	1%
Sum		61	206	100%

The table IV.7 shows that from 61 respondents, 7 (17%) of respondents answered “Always” to statement with 35 total of mean score, 21 (41%) of respondents answered “Often” to statement with 84 total of mean score, 23 (33%) of respondents answered “Sometimes” to statement with 69 total of mean score, 8 (8%) of respondents answered “Rarely” to statement with 16 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is 206 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.8 Item 7. I asked the teacher to provide synonyms or equivalents of English vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
7	Always (5)	4	20	13%
	Often (4)	9	36	23%
	Sometimes (3)	18	54	34%
	Rarely (2)	17	34	22%

	Never (1)	13	13	8%
Sum		61	157	100%

The table IV.8 shows that from 61 respondents, 4 (13%) of respondents answered “Always” to statement with 20 total of mean score, 9 (23%) of respondents answered “Often” to statement with 36 total of mean score, 18 (34%) of respondents answered “Sometimes” to statement with 54 total of mean score, 17 (22%) of respondents answered “Rarely” to statement with 34 total of mean score, and 13 (8%) respondents answered “Never” to statement with 13 total of mean score. The sum score of the total mean score is 157 (100%). It indicates that the majority of students “Sometimes” and “Rarely” Students Ask the teacher for a synonym and antonyms as one of the students strategies in learning vocabulary.

Table IV.9 Item 8. I asked the teacher to give me examples of sentences from English vocabulary that were difficult for me to understand.

Number of Items	Score	F	Total of mean score	P(%)
8	Always (5)	2	10	6%
	Often (4)	18	72	40%
	Sometimes (3)	21	63	35%
	Rarely (2)	14	28	16%
	Never (1)	6	6	3%
Sum		61	179	100%

The table IV.9 shows that from 61 respondents, 2 (6%) of respondents answered “Always” to statement with 10 total of mean score, 18 (40%) of respondents answered “Often” to statement with 72

total of mean score, 21 (63%) of respondents answered “Sometimes” to statement with 63 total of mean score, 14 (16%) of respondents answered “Rarely” to statement with 28 total of mean score, and 6 (3%) respondents answered “Never” to statement with 6 total of mean score. The sum score of the total mean score is 179 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

2) Students ask classmate

Table IV.10 Item 9. I asked my classmates the meaning of English vocabulary that was difficult for me to understand.

Number of Items	Score	F	Total of mean score	P(%)
9	Always (5)	7	35	17%
	Often (4)	18	72	36%
	Sometimes (3)	26	78	39%
	Rarely (2)	7	14	7%
	Never (1)	3	3	1%
Sum		61	202	100%

The table IV.10 shows that from 61 respondents, 7 (17%) of respondents answered “Always” to statement with 35 total of mean score, 18 (36%) of respondents answered “Often” to statement with 72 total of mean score, 26 (39%) of respondents answered “Sometimes” to statement with 78 total of mean score, 7 (7%) of respondents answered “Rarely” to statement with 14 total of mean score, and 3 (1%) respondents answered “Never” to statement with 3 total of mean score. The sum score of the total mean score is 202 (100%). It indicates that

the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

3) Students study and practice meaning in a group

Table IV.11 Item 10. I asked about the meaning of English vocabulary through group discussions.

Number of Items	Score	F	Total of mean score	P(%)
10	Always (5)	6	30	16%
	Often (4)	11	44	24%
	Sometimes (3)	23	69	38%
	Rarely (2)	19	38	21%
	Never (1)	2	2	1%
Sum		61	183	100%

The table IV.11 shows that from 61 respondents, 6 (16%) of respondents answered “Always” to statement with 30 total of mean score, 11 (24%) of respondents answered “Often” to statement with 44 total of mean score, 23 (38%) of respondents answered “Sometimes” to statement with 69 total of mean score, 19 (21%) of respondents answered “Rarely” to statement with 38 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is 183 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.12 Item 11. I practice English with my classmates

Number of Items	Score	F	Total of mean score	P(%)
11	Always (5)	4	20	12%
	Often (4)	12	48	30%
	Sometimes (3)	16	48	30%

	Rarely (2)	16	32	20%
	Never (1)	13	13	8%
Sum		61	161	100%

The table IV.12 shows that from 61 respondents, 4 (12%) of respondents answered “Always” to statement with 20 total of mean score, 12 (30%) of respondents answered “Often” to statement with 48 total of mean score, 16 (30%) of respondents answered “Sometimes” to statement with 48 total of mean score, 16 (30%) of respondents answered “Rarely” to statement with 32 total of mean score, and 13 (8%) respondents answered “Never” to statement with 13 total of mean score. The sum score of the total mean score is 161 (100%). It indicates that the majority of students “Sometimes” students practice meaning to classmate as one of the students strategies in learning vocabulary.

4) Students interact with native speaker

Table IV.13 Item 12. I practice English with people from abroad via social media.

Number of Items	Score	F	Total of mean score	P(%)
12	Always (5)	0	0	0%
	Often (4)	2	8	10%
	Sometimes (3)	5	15	18%
	Rarely (2)	5	10	12%
	Never (1)	49	49	60%
Sum		61	82	100%

The table IV.13 shows that from 61 respondents, no one of respondents answered “Always” to statement, 2 (10%) of respondents answered “Often” to statement with 8 total of mean score, 5 (18%) of

respondents answered “Sometimes” to statement with 15 total of mean score, 5 (12%) of respondents answered “Rarely” to statement with 10 total of mean score, and 49 (60%) respondents answered “Never” to statement with 49 total of mean score. The sum score of the total mean score is 82 (100%). It indicates that the majority of students “Never” students interact with native speaker at a low frequency.

Table IV.14 Result of Social Strategy

Total of Items	F	Explanation	P (%)
7	61	Always	7%
		Often	21%
		Sometimes	31%
		Rarely	20%
		Never	21%
Total			100%

Table IV.14 shows that from 7 items questionnaire and 61 respondents, it is found that social strategy with the frequency “always” (7%), “often” (21%), “sometimes” (31%), “rarely” (20%) and “never” (21%). Thus, it concluded that 7% of respondents used social strategy.

c. Memory Strategies

1) Students image word form

Table IV.15 Item 13. I match the English understanding with the pictures.

Number of Items	Score	F	Total of mean score	P(%)
13	Always (5)	5	25	17%
	Often (4)	5	20	14%
	Sometimes (3)	14	42	29%
	Rarely (2)	19	38	27%
	Never (1)	18	18	13%
Sum		61	143	100%

The table IV.15 shows that from 61 respondents, 5 (17%) of respondents answered “Always” to statement with 25 total of mean score, 5 (14%) of respondents answered “Often” to statement with 20 total of mean score, 14 (29%) of respondents answered “Sometimes” to statement with 42 total of mean score, 19 (27%) of respondents answered “Rarely” to statement with 38 total of mean score, and 18 (13%) respondents answered “Never” to statement with 18 total of mean score. The sum score of the total mean score is 143 (100%). It indicates that the majority of students “Rarely” students match the English understanding with the pictures.

2) Students connect the word to its synonyms and antonyms

Table IV.16 Item 14. I read English books while paying attention to the synonyms and antonyms of the vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
14	Always (5)	4	20	14%
	Often (4)	5	20	14%
	Sometimes (3)	15	45	31%
	Rarely (2)	24	48	33%
	Never (1)	13	13	9%
Sum		61	146	100%

The table IV.16 shows that from 61 respondents, 4 (14%) of respondents answered “Always” to statement with 20 total of mean score, 5 (14%) of respondents answered “Often” to statement with 20 total of mean score, 15 (31%) of respondents answered “Sometimes” to statement with 45 total of mean score, 24 (33%) of respondents

answered “Rarely” to statement with 48 total of mean score, and 13 (9%) respondents answered “Never” to statement with 13 total of mean score. The sum score of the total mean score is 146 (100%). It indicates that the majority of students “Rarely” students connect the word to its synonyms and antonyms.

3) Students grouping the words to study them

Table IV.17 Item 15. I group the English vocabulary that I have learned. For example, the names of objects in the classroom.

Number of Items	Score	F	Total of mean score	P(%)
15	Always (5)	8	40	18%
	Often (4)	29	116	53%
	Sometimes (3)	15	45	21%
	Rarely (2)	7	14	6%
	Never (1)	2	2	1%
Sum		61	217	100%

The table IV.17 shows that from 61 respondents, 8 (18%) of respondents answered “Always” to statement with 40 total of mean score, 29 (53%) of respondents answered “Often” to statement with 116 total of mean score, 15 (21%) of respondents answered “Sometimes” to statement with 45 total of mean score, 7 (6%) of respondents answered “Rarely” to statement with 14 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is 217 (100%). It indicates that the majority of students “Often” as one of the students strategies in learning vocabulary.

Table IV.18 Item 16. I made a list of English vocabulary and sentences.

Number of Items	Score	F	Total of mean score	P(%)
16	Always (5)	8	40	21%
	Often (4)	14	56	29%
	Sometimes (3)	23	69	36%
	Rarely (2)	11	22	11%
	Never (1)	5	5	3%
Sum		61	192	100%

The table IV.18 shows that from 61 respondents, 8 (21%) of respondents answered “Always” to statement with 40 total of mean score, 14 (29%) of respondents answered “Often” to statement with 56 total of mean score, 23 (36%) of respondents answered “Sometimes” to statement with 69 total of mean score, 11 (11%) of respondents answered “Rarely” to statement with 22 total of mean score, and 5 (3%) respondents answered “Never” to statement with 5 total of mean score. The sum score of the total mean score is 192 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

4) Students study the spelling of a word

Table IV.19 Item 17. I learn English vocabulary spelling by watching YouTube.

Number of Items	Score	F	Total of mean score	P(%)
17	Always (5)	2	10	7%
	Often (4)	3	12	8%
	Sometimes (3)	24	72	49%
	Rarely (2)	21	42	29%
	Never (1)	11	11	7%
Sum		61	147	100%

The table IV.19 shows that from 61 respondents, 2 (7%) of respondents answered “Always” to statement with 10 total of mean score, 3 (8%) of respondents answered “Often” to statement with 12 total of mean score, 24 (49%) of respondents answered “Sometimes” to statement with 72 total of mean score, 21 (29%) of respondents answered “Rarely” to statement with 42 total of mean score, and 11 (7%) respondents answered “Never” to statement with 11 total of mean score. The sum score of the total mean score is 174 (100%). It indicates that the majority of students “Sometimes” students study the spelling of a word.

Table IV.20 Item 18. I use the Pronunciation Application to learn English vocabulary spelling.

Number of Items	Score	F	Total of mean score	P(%)
18	Always (5)	6	30	20%
	Often (4)	15	60	39%
	Sometimes (3)	10	30	20%
	Rarely (2)	3	6	4%
	Never (1)	27	27	18%
Sum		61	153	100%

The table IV.20 shows that from 61 respondents, 6 (20%) of respondents answered “Always” to statement with 30 total of mean score, 15 (39%) of respondents answered “Often” to statement with 60 total of mean score, 10 (20%) of respondents answered “Sometimes” to statement with 30 total of mean score, 3 (4%) of respondents answered “Rarely” to statement with 6 total of mean score, and 27 (18%)

respondents answered “Never” to statement with 27 total of mean score. The sum score of the total mean score is 153 (100%). It indicates that the majority of students “Never” students study the spelling of a word by using application.

5) Students say a new word aloud

Table IV.21 Item 19. I learn English vocabulary by reading it aloud.

Number of Items	Score	F	Total of mean score	P(%)
19	Always (5)	4	20	13%
	Often (4)	8	32	21%
	Sometimes (3)	18	54	35%
	Rarely (2)	16	32	21%
	Never (1)	15	15	10%
Sum		61	153	100%

The table IV.21 shows that from 61 respondents, 4 (13%) of respondents answered “Always” to statement with 20 total of mean score, 8 (21%) of respondents answered “Often” to statement with 32 total of mean score, 18 (35%) of respondents answered “Sometimes” to statement with 54 total of mean score, 16 (21%) of respondents answered “Rarely” to statement with 32 total of mean score, and 15 (10%) respondents answered “Never” to statement with 15 total of mean score. The sum score of the total mean score is 153 (100%). It indicates that the majority of students “Sometimes” students say a new word aloud.

6) Students underline the word

Table IV.22 Item 20. I underline new vocabulary when reading English books.

Number of Items	Score	F	Total of mean score	P(%)
20	Always (5)	9	45	25%
	Often (4)	9	36	20%
	Sometimes (3)	20	60	34%
	Rarely (2)	14	28	16%
	Never (1)	9	9	5%
Sum		61	178	100%

The table IV.22 shows that from 61 respondents, 9 (25%) of respondents answered “Always” to statement with 45 total of mean score, 9 (20%) of respondents answered “Often” to statement with 36 total of mean score, 20 (34%) of respondents answered “Sometimes” to statement with 60 total of mean score, 14 (16%) of respondents answered “Rarely” to statement with 28 total of mean score, and 9 (5%) respondents answered “Never” to statement with 9 total of mean score. The sum score of the total mean score is 178 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

Table IV.23 Result of Memory Strategy

Total of Items	F	Explanation	P (%)
8	61	Always	9%
		Often	18%
		Sometimes	29%
		Rarely	24%
		Never	20%
Total			100%

Table IV.23 shows that from 8 items questionnaire and 61 respondents, it is found that memory strategy with the frequency

“always” (9%), “often” (18%), “sometimes” (29%), “rarely” (24%) and “never” (20%). Thus, it concluded that 9% of respondents used memory strategy.

d. Cognitive Strategies

1) Students verbal repetition

Table IV.24 Item 21. I repeat the meaning of English vocabulary to remember it.

Number of Items	Score	F	Total of mean score	P(%)
21	Always (5)	18	90	39%
	Often (4)	19	76	33%
	Sometimes (3)	18	54	23%
	Rarely (2)	4	8	3%
	Never (1)	2	2	1%
Sum		61	230	100%

The table IV.24 shows that from 61 respondents, 18 (39%) of respondents answered “Always” to statement with 90 total of mean score, 19 (33%) of respondents answered “Often” to statement with 76 total of mean score, 18 (23%) of respondents answered “Sometimes” to statement with 54 total of mean score, 4 (3%) of respondents answered “Rarely” to statement with 8 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is 230 (100%). It indicates that the majority of students “Often” as one of the students strategies in learning vocabulary.

2) Students wrote repetition

Table IV.25 Item 22. I practice writing English vocabulary over and over again to remember it.

Number of Items	Score	F	Total of mean score	P(%)
22	Always (5)	7	35	18%
	Often (4)	14	56	29%
	Sometimes (3)	27	81	42%
	Rarely (2)	10	20	10%
	Never (1)	3	3	2%
Sum		61	195	100%

The table IV.25 shows that from 61 respondents, 7 (18%) of respondents answered “Always” to statement with 35 total of mean score, 14 (29%) of respondents answered “Often” to statement with 56 total of mean score, 27 (42%) of respondents answered “Sometimes” to statement with 81 total of mean score, 10 (10%) of respondents answered “Rarely” to statement with 20 total of mean score, and 3 (2%) respondents answered “Never” to statement with 3 total of mean score. The sum score of the total mean score is 195 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

3) Students word lists

Table IV.26 Item 23. I made a table of English vocabulary along with translations.

Number of Items	Score	F	Total of mean score	P(%)
23	Always (5)	16	80	36%
	Often (4)	21	84	38%
	Sometimes (3)	14	42	19%
	Rarely (2)	6	12	5%
	Never (1)	4	4	2%
Sum		61	222	100%

The table IV.26 shows that from 61 respondents, 16 (36%) of respondents answered “Always” to statement with 80 total of mean score, 21 (38%) of respondents answered “Often” to statement with 84 total of mean score, 14 (19%) of respondents answered “Sometimes” to statement with 42 total of mean score, 6 (5%) of respondents answered “Rarely” to statement with 12 total of mean score, and 4 (2%) respondents answered “Never” to statement with 4 total of mean score. The sum score of the total mean score is 222 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

4) Students keep vocabulary notebook

Table IV.27 Item 24. I make English vocabulary notes during the lesson.

Number of Items	Score	F	Total of mean score	P(%)
24	Always (5)	9	45	23%
	Often (4)	16	64	32%
	Sometimes (3)	21	63	32%
	Rarely (2)	12	24	12%
	Never (1)	3	3	2%
Sum		61	199	100%

The table IV.27 shows that from 61 respondents, 9 (23%) of respondents answered “Always” to statement with 45 total of mean score, 16 (32%) of respondents answered “Often” to statement with 64 total of mean score, 21 (32%) of respondents answered “Sometimes” to statement with 63 total of mean score, 12 (12%) of respondents

answered “Rarely” to statement with 24 total of mean score, and 3 (2%) respondents answered “Never” to statement with 3 total of mean score. The sum score of the total mean score is 199 (100%). It indicates that the majority of students “Often” and “Sometimes” as one of the students strategies in learning vocabulary.

Table IV.28 Result of Cognitive Strategy

Total of Items	F	Explanation	P (%)
4	61	Always	20%
		Often	29%
		Sometimes	33%
		Rarely	13%
		Never	5%
Total			100%

Table IV.28 shows that from 4 items questionnaire and 61 respondents, it is found that cognitive strategy with the frequency “always” (20%), “often” (29%), “sometimes” (33%), “rarely” (13%) and “never” (5%). Thus, it concluded that 20% of respondents used cognitive strategy.

c. Metacognitive Strategies

1) Students use English-language media

Table IV.29 Item 25. I listen to English songs to increase new vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
25	Always (5)	9	45	23%
	Often (4)	14	56	29%
	Sometimes (3)	24	72	37%
	Rarely (2)	8	16	8%
	Never (1)	6	6	3%
Sum		61	195	100%

The table IV.29 shows that from 61 respondents, 9 (23%) of respondents answered “Always” to statement with 45 total of mean score, 14 (29%) of respondents answered “Often” to statement with 56 total of mean score, 24 (37%) of respondents answered “Sometimes” to statement with 72 total of mean score, 8 (8%) of respondents answered “Rarely” to statement with 16 total of mean score, and 6 (3%) respondents answered “Never” to statement with 6 total of mean score. The sum score of the total mean score is 195 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

Table IV.30 Item 26. I use an English vocabulary application to increase my vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
26	Always (5)	3	15	10%
	Often (4)	7	28	19%
	Sometimes (3)	17	51	35%
	Rarely (2)	17	34	23%
	Never (1)	17	17	12%
Sum		61	145	100%

The table IV.30 shows that from 61 respondents, 3 (10%) of respondents answered “Always” to statement with 15 total mean score, 7 (19%) of respondents answered “Often” to statement with 28 total of mean score, 17 (35%) of respondents answered “Sometimes” to statement with 51 total of mean score, 17 (23%) of respondents answered “Rarely” to statement with 34 total of mean score, and 17

(12%) respondents answered “Never” to statement with 17 total of mean score. The sum score of the total mean score is 145 (100%). It indicates that the majority of students “Sometimes, Rarely, and Never”, students uses vocabulary application.

Table IV.31 Item 27. I learn English vocabulary by listening to YouTube videos.

Number of Items	Score	F	Total of mean score	P(%)
27	Always (5)	2	10	7%
	Often (4)	7	28	20%
	Sometimes (3)	20	60	42%
	Rarely (2)	13	26	18%
	Never (1)	19	19	13%
Sum		61	143	100%

The table IV.31 shows that from 61 respondents, 2 (7%) of respondents answered “Always” to statement with 10 total of mean score, 7 (20%) of respondents answered “Often” to statement with 28 total of mean score, 20 (42%) of respondents answered “Sometimes” to statement with 60 total of mean score, 13 (18%) of respondents answered “Rarely” to statement with 26 total of mean score, and 19 (13%) respondents answered “Never” to statement with 19 total of mean score. The sum score of the total mean score is 143 (100%). It indicates that the majority of students “Sometimes” students use English-language media.

Table IV.32 Item 28. I watch English films to practice how to pronounce English vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
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28	Always (5)	4	20	15%
	Often (4)	3	12	9%
	Sometimes (3)	12	36	28%
	Rarely (2)	20	40	31%
	Never (1)	22	22	17%
Sum		61	130	100%

The table IV.32 shows that from 61 respondents, 4 (15%) of respondents answered “Always” to statement with 20 total of mean score, 3 (9%) of respondents answered “Often” to statement with 12 total of mean score, 12 (28%) of respondents answered “Sometimes” to statement with 36 total of mean score, 20 (31%) of respondents answered “Rarely” to statement with 40 total of mean score, and 22 (17%) respondents answered “Never” to statement with 22 total of mean score. The sum score of the total mean score is 130 (100%). It indicates that the majority of students “Never” students use English-language media.

Table IV.33 Item 29. I read English newspapers to increase my vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
29	Always (5)	0	0	0%
	Often (4)	1	4	4%
	Sometimes (3)	14	42	39%
	Rarely (2)	17	34	31%
	Never (1)	29	29	27%
Sum		61	109	100%

The table IV.33 shows that from 61 respondents, no one of respondents answered “Always” to statement, 1 (4%) of respondents answered “Often” to statement with 4 total of mean score, 14 (39%) of

respondents answered “Sometimes” to statement with 42 total of mean score, 17 (31%) of respondents answered “Rarely” to statement with 34 total of mean score, and 29 (27%) respondents answered “Never” to statement with 29 total of mean score. The sum score of the total mean score is 109 (100%). It indicates that the majority of students “Never” students to read English newspaper.

2) Students use the spaced word practice

Table IV.34 Item 30. I read English novels and comics to increase new vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
30	Always (5)	0	0	0%
	Often (4)	2	8	6%
	Sometimes (3)	20	60	48%
	Rarely (2)	18	36	29%
	Never (1)	21	21	17%
Sum		61	125	100%

The table IV.34 shows that from 61 respondents, no one of respondents answered “Always” to statement, 2 (6%) of respondents answered “Often” to statement with 8 total of mean score, 20 (48%) of respondents answered “Sometimes” to statement with 60 total of mean score, 18 (29%) of respondents answered “Rarely” to statement with 36 total of mean score, and 21 (17%) respondents answered “Never” to statement with 21 total of mean score. The sum score of the total mean score is 125 (100%). It indicates that the majority of students “Never” students to read English novels and comics..

Table IV.35 Item 31. I always repeat new vocabulary that I have learned.

Number of Items	Score	F	Total of mean score	P(%)
31	Always (5)	9	45	23%
	Often (4)	11	44	23%
	Sometimes (3)	25	75	39%
	Rarely (2)	14	28	14%
	Never (1)	2	2	1%
Sum		61	194	100%

The table IV.35 shows that from 61 respondents, 9 (23) of respondents answered “Always” to statement with total of mean score 45, 11 (23%) of respondents answered “Often” to statement with 44 total of mean score, 25 (39%) of respondents answered “Sometimes” to statement with 75 total of mean score, 14 (14%) of respondents answered “Rarely” to statement with 28 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is 194 (100%). It indicates that the majority of students “Sometimes” ” as one of the students strategies in learning vocabulary.

3) Students test themselves with the word test

Table IV.36 Item 32. I use audio recordings of vocabulary to test whether I can remember new vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
32	Always (5)	2	10	7%
	Often (4)	6	24	18%
	Sometimes (3)	14	42	31%
	Rarely (2)	19	38	28%
	Never (1)	20	20	15%
Sum		61	134	100%

The table IV.36 shows that from 61 respondents, 2 (7) of respondents answered “Always” to statement with 10 total of mean score, 6 (18%) of respondents answered “Often” to statement with 24 total of mean score, 14 (31%) of respondents answered “Sometimes” to statement with 42 total of mean score, 19 (28%) of respondents answered “Rarely” to statement with 38 total of mean score, and 20 (15%) respondents answered “Never” to statement with 20 total of mean score. The sum score of the total mean score is 134 (100%). It indicates that the majority of students “Never” students test themselves with the word test.

Table IV.36 Result of Metacognitive Strategy

Total of Items	F	Explanation	P (%)
8	61	Always	6%
		Often	10%
		Sometimes	30%
		Rarely	26%
		Never	28%
Total			100%

Table IV.36 shows that from 8 items questionnaire and 61 respondents, it is found that metacognitive strategy with the frequency “always” (6%), “often” (10%), “sometimes” (30%), “rarely” (26%) and “never” (28%). Thus, it concluded that 6% of respondents used metacognitive strategy.

2. The types of vocabulary learning strategies mostly used by students at the XI grade of MAN 2 Padang Lawas

Based on the analysis, the categories that most frequently used by students was the cognitive strategy. For analyzing, the researcher presented the description as follows:

Table IV.37
The Mostly Used Strategies by Participants

No	Category	F	P(%)
1	Determination	54	18%
2	Social	30	7%
3	Memory	46	9%
4	Cognitive	50	20%
5	Metacognitive	29	6%

The table IV.37 shows the highest score employed strategies used by students at the XI grade MAN 2 Padang Lawas. Cognitive strategies got the highest rank with frequency 50 (20%) as criteria very low followed by determination strategies with frequency 54 (18%) as criteria very low, memory strategies with frequency 46 (9%) as criteria very low, social strategies with frequency 30 (7%) as criteria very low and the last metacognitive strategies with frequency 29 (6%) as criteria very low. This indicates that the participants prefer using a variety of vocabulary learning strategies when learning new English words. It also indicates that the participants only use sometimes strategies during their learning.

a. Determination

In this indicator, item number 1, 2, 3, 4, and 5 in the questionnaire that was chosen to reflect the indicator of determination strategy. Among these items, there are two items that are more widely used by students, namely items 1, and 3. Item number 1 *"I use the*

English-Indonesian dictionary to find out the English translation” 21 (43%) of respondents answered always to statement. Item number 3 *“I use Indonesian-English dictionary and English-Indonesian dictionary to find out the translation of English vocabulary”* 27 (45%) of respondents answered often to statement. It means that the determination strategy was categorized as low.

b. Social

In this indicator, item number 6, 7, 8, 9, 10, 11, and 12 in the questionnaire that was chosen to reflect the indicator of social strategy. Among these items, there is only one item that are more widely used by students, namely item number 6. Item number 6 *“I asked the teacher to translate English vocabulary that was difficult to understand into Indonesian”* 21 (41%) of respondents answered often to statement. It means that the social strategy given was categorized as low.

c. Memory

In this indicator, item number 13, 14, 15, 16, 17, 18, 19, and 20 in the questionnaire that was chosen to reflect the indicator of memory strategy. Among these items, there is only one item that are more widely used by students, namely item number 16. Item number 16 *“I group the English vocabulary that I have learned. For example, the names of objects in the classroom”* 29 (53%) of respondents answered often to statement. It means that the social strategy was categorized as high.

d. Cognitive

In this indicator, item number 21, 22, 23, and 24 in the questionnaire that was chosen to reflect the indicator of cognitive strategy. These Items that more students use them sometimes. Item number 24 *“I make English vocabulary notes during the lesson”* 21 (38%) of respondents answered often to statement. It means that the cognitive strategy was categorized as very low.

e. Metacognitive

In this indicator, item number 25, 26, 27, 28, 29, 30, 31, and 32 in the questionnaire that was chosen to reflect the indicator of metacognitive strategy. Among these items, there is only one item that are more widely used by students, namely item number 25. Item number 25 *“I listen to English songs to increase new vocabulary”* 16 (32%) of respondents answered often to statement. It means that the metacognitive strategy was categorized as low.

B. Discussion

The result of the first question was about the strategies used by students to learning vocabulary. It was revealed that Cognitive strategies got the highest rank followed by determination, memory, social, and metacognitive strategies. Whereas Metacognitive strategies got the lowest score. This means that the students consider the first four vocabulary learning strategies namely determination, memory, cognitive and social as useful, simple, effective techniques that can be used to learn new vocabulary items. While they consider Metacognitive strategies as less used strategies to learn new words. Thus,

learners who use metacognitive strategies decide on their own which words they will focus on and examine further. Learners also check their understanding by doing word tests. Examples of metacognitive strategies include using English-language media, skipping or passing new words, constantly studying new words, and testing oneself by using word tests or games. Based on the fact that students use sometimes this strategy. Students think that these strategies facilitate learning vocabulary and improve their communication skills. Students liked to learn new English words through using familiar strategies like translation, depending on their instructors when learning new words, and asking their teacher about meanings and pronunciations of new vocabulary items.

The second question was about the most frequently used vocabulary learning strategies employed by students at the XI grade MAN 2 Padang Lawas, the results revealed that the most frequently used strategies referred to Cognitive, Determination, Memory, Social, and Metacognitive strategies. Whereas the least used strategies were related to Metacognitive ones. Students did not use it in real life situations. From this category, the researcher concluded that the students implemented the interaction with other people to improve their vocabulary learning.

The result of this research at MAN 2 Padang Lawas students use cognitive strategy as the most frequently used vocabulary learning strategies and Metacognitive strategies as the least frequently used. The researcher discussed the result of this research and compared with related findings. The first,

the research by Permatasari³⁷ the researcher used SPSS 25 to analyze the data which the result showed that 604 total score with 3.45 mean score of the social strategy is the most frequently used and the least frequently used is the metacognitive strategy with 501 total score and 2.23 mean score. The second, the research by Damari³⁸ the result of analysis showed that the determination strategy (M=3.12) as the most frequently used and memory strategy (M=2.28) as the least frequently. The researcher concluded that students prefer to find the meaning of new word by dictionary than judge the meaning from determination strategy. The last Ta'amneh³⁹ found that memory strategies the most frequently used and metacognitive as the least frequently. The researcher concluded that Ignoring metacognitive strategies by the students "indicate that the participants are not highly exposed to the target language (English) outside the class and they do not have a good opportunity to practice it outside the class".

Based on the explanation above, it can be conclude that in the determination strategy, items that students use more is item number 1. Item number 1 "*I use the English-Indonesian dictionary to find out the English translation*" 21 respondents with the frequency "always" (43%) . In the social strategy, items that students use more is item number 6 "*I asked the teacher to translate English vocabulary that was difficult to understand into indonesian*" 7 respondents with the frequency "always" (17%). In the memory

³⁷ Permatasari, "Vocabulary Learning Strategies Used By Students At SMP Negeri 1 Rambah Hilir."

³⁸ Damari, "A Survey Of Vocabulary Learning Strategies In Madrasah Aliyah."

³⁹ Abd and Ali, "An Analysis of Various Vocabulary Learning Strategies Used by EFL University Students."

strategy, items that students use more is item number 16 "*I made a list of English and sentences*" 8 respondents with the frequency "always" (21%). In the cognitive, items that students use more is item number 21. Item number 21 "*I repeat the meaning of English vocabulary to remember it*" 18 respondents with the frequency "always" (39%). Then, in the metacognitive strategy, item that students use more is item number 25. Item number 25 "*I listen to English songs to increase new vocabulary*" 9 respondents with the frequency "always" (23%). The researchers concluded that students interest in learning English was very low. Students need to take some responsibility for their own vocabulary, making it necessary to introduce them to vocabulary learning strategies so that they can do this more effectively.

CHAPTER V

CLOSING

A. Conclusion

From the research about vocabulary learning strategies at the XI grade students of MAN 2 Padang Lawas, the researcher concludes that:

1. Vocabulary learning strategies at the XI grade students of MAN 2 Padang Lawas are categorized low. It is shown that the biggest percentage of the analyzing vocabulary learning strategy 20% cognitive strategies, 18% determination strategies, 9% memory strategies, 7% social strategies, and the last 6% metacognitive strategies. This indicates that the participants prefer using a variety of vocabulary learning strategies when learning new English words. It also indicates that the participants only use sometimes strategies during their learning.
2. The XI grade students of MAN 2 Padang Lawas still do not understand English difficulties. There are five categorizations of vocabulary learning strategies that cognitive, determination, memory, social, and metacognitive. The findings of the research reveals that the participants use a variety of cognitive, determination, memory, social and metacognitive strategies. The results showed that cognitive strategy is the most frequently used and the least frequently used is Metacognitive strategy. The results also illustrates the most frequently used strategies among the eleventh grade students of MAN 2 Padang Lawas, for example, translating the meaning of new words by using English-indonesian

dictionary, depending on teachers explanation, and visual information. This indicates that the participants use several strategies to improve their vocabulary learning.

B. Implication

Implication of the this research, as follows:

1. This research has implications for learning, that is English language learning, especially about students vocabulary learning strategies in learning English. This research uses Schmitts strategies, including determination, social, memory, cognitive and metacognitive strategies. Through this strategy, students can increase their knowledge of vocabulary learning strategies and apply them in their daily lives.
2. The research implies that use of learning strategies is capable to promote the improvement of students vocabulary mastery in which it can be seen from speak, listen, read and write. It is expected that the teachers are highly recommended to utilize learning strategy material to students.
3. This research also has implications for the general public. If people always use this strategy to improve their English vocabulary properly and correctly, then people will participate in using an international language.

C. Suggestion

Based on the result of the research, the researcher puts some suggestion to the following parties:

1. The English teacher, it is hoped that this research can encourage them to consider a better strategy of teaching vocabulary to improve students ability

in learning strategies. The teacher also can apply interesting methods to develop their vocabulary learning strategies.

2. To students of MAN 2 Padang Lawas, the researcher hoped that the students increase their strategy in vocabulary learning. The students need to improve their experiences with vocabulary learning strategies. They also need to increase their motivation and interest for the best strategy in vocabulary learning.
3. Other researchers, there are still many aspects that can be analyzed about vocabulary learning strategies. Finally, other researcher can investigate another side of learning strategies, then the result of this research may be used as early information to conduct further researchers.

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APPENDIXES

Appendix 1. Questionnaire before validation

THE INSTRUMENT

Questionnaire about vocabulary learning strategies

PETUNJUK UMUM

1. Tulis nama dan kelas.
2. Bacalah pernyataan dengan teliti.
3. Berilah jawaban pernyataan berikut sesuai dengan kondisi anda saat belajar kosakata , dengan cara memberi tanda checklist (✓) pada kolom yang tersedia.
4. Jumlah pernyataan sebanyak 35 butir pada setiap soal terdapat 4 (empat) pilihan jawaban diantaranya: selalu (SL), sering(SR), kadang-kadang(KK), jarang(JR), dan tidak pernah(TP).

Pernyataan	Jawaban				
	SL	SR	KK	JR	TP
1. Saya menggunakan kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui terjemahan kosakata Bahasa Inggris.					
2. Saya menggunakan kamus Bahasa Inggris-Bahasa Inggris untuk mengetahui sinonim kosakata Bahasa Inggris.					
3. Saya menggunakan kamus Bahasa Indonesia-Bahasa Inggris dan kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui terjemahan dari kosakata Bahasa Inggris.					
4. Saya menggunakan aplikasi kamus Bahasa Inggris untuk mengetahui terjemahan dari kosakata.					
5. Saya menggunakan audio suara pengucapan kosakata Bahasa Inggris native speaker untuk men-check pengucapan kosakata baru yang telah dipelajari.					
6. Saya meminta guru untuk menerjemahkan kosakata Bahasa Inggris yang susah dimengerti kedalam Bahasa Indonesia.					

7. Saya meminta guru untuk memberikan sinonim atau persamaan dari kosakata Bahasa Inggris.					
8. Saya meminta guru untuk memberikan contoh kalimat dari kosakata Bahasa Inggris yang sulit saya pahami.					

Pernyataan	Jawaban				
	SL	SR	KK	JR	TP
9. Saya menanyakan arti kosakata Bahasa Inggris yang sulit saya pahami kepada teman sekelas.					
10. Saya menanyakan arti kosakata Bahasa Inggris melalui diskusi kelompok.					
11. Saya melatih hafalan kosakata bahasa Inggris yang telah saya pelajari dengan teman sekelas.					
12. Saya praktek berbahasa Inggris dengan teman sekelas					
13. Saya latihan berbahasa Inggris dengan orang luar negeri melalui media sosial.					
14. Saya mencocokkan kosakata Bahasa Inggris dengan gambarnya.					
15. Saya membaca buku Bahasa Inggris sambil memperhatikan sinonim dan antonim dari kosakata tersebut.					
16. Saya mengelompokkan kosakata Bahasa Inggris yang telah dipelajari. Contohnya nama-nama benda di ruang kelas.					
17. Saya membuat daftar kosakata Bahasa Inggris serta kalimatnya.					
18. Saya belajar Ejaan kosakata Bahasa Inggris dengan menonton Youtube.					
19. Saya menggunakan Aplikasi Pronunciation untuk belajar Ejaan kosakata Bahasa Inggris.					
20. Saya belajar kosakata Bahasa Inggris dengan membacanya keras-keras.					
21. Saya menggarisbawahi kosakata baru ketika membaca buku Bahasa Inggris.					
22. Saya mengulang-ulangi arti kosakata Bahasa Inggris untuk mengingatnya.					
23. Saya latihan menulis kosakata Bahasa Inggris berulang-ulang untuk mengingatnya.					

24. Saya membuat tabel kosakata Bahasa Inggris beserta terjemahannya.					
25. Saya membuat catatan kosakata Bahasa Inggris selama pelajaran.					
26. Saya mendengarkan lagu Bahasa Inggris untuk memperbanyak kosakata baru.					

Pernyataan	Jawaban				
	SL	SR	KK	JR	TP
27. Saya menggunakan aplikasi kosakata Bahasa Inggris untuk memperbanyak kosakata.					
28. Saya belajar kosakata Bahasa Inggris dengan mendengarkan video Youtube.					
29. Saya menonton film Bahasa Inggris untuk melatih cara pengucapan kosakata bahasa inggris.					
30. Saya membaca koran Bahasa Inggris untuk memperbanyak kosakata.					
31. Saya membaca majalah bahasa inggris untuk memperbanyak kosakata.					
32. Saya membaca novel dan komik Bahasa Inggris untuk memperbanyak kosakata baru.					
33. Saya selalu mengulang-ulang kosakata baru yang telah saya pelajari.					
34. Saya menggunakan audio rekaman kosakata untuk menguji apakah saya dapat mengingat kosakata baru.					
35. Saya mengabaikan kosakata baru bahasa inggris yang saya temui.					

Appendix 2. Questionnaire after validation

THE INSTRUMENT Questionnaire about vocabulary learning strategies

PETUNJUK UMUM

5. Tulis nama dan kelas.
6. Bacalah pernyataan dengan teliti.
7. Berilah jawaban pernyataan berikut sesuai dengan kondisi anda saat belajar kosakata , dengan cara memberi tanda checklist (✓) pada kolom yang tersedia.
8. Jumlah pernyataan sebanyak 32 butir pada setiap soal terdapat 4 (empat) pilihan jawaban diantaranya: selalu (SL), sering(SR), kadang-kadang(KK), jarang(JR), dan tidak pernah(TP).

Pernyataan	Jawaban				
	SL	SR	KK	JR	TP
1. Saya menggunakan kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui terjemahan kosakata Bahasa Inggris.					
2. Saya menggunakan kamus Bahasa Inggris-Bahasa Inggris untuk mengetahui sinonim kosakata Bahasa Inggris.					
3. Saya menggunakan kamus Bahasa Indonesia-Bahasa Inggris dan kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui terjemahan dari kosakata Bahasa Inggris.					
4. Saya menggunakan aplikasi kamus Bahasa Inggris untuk mengetahui terjemahan dari kosakata.					
5. Saya menggunakan audio suara pengucapan kosakata Bahasa Inggris native speaker untuk men-check pengucapan kosakata baru yang telah dipelajari.					
6. Saya meminta guru untuk menerjemahkan kosakata Bahasa Inggris yang susah dimengerti kedalam Bahasa Indonesia.					

7. Saya meminta guru untuk memberikan sinonim atau persamaan dari kosakata Bahasa Inggris.					
8. Saya meminta guru untuk memberikan contoh kalimat dari kosakata Bahasa Inggris yang sulit saya pahami.					

Pernyataan	Jawaban				
	SL	SR	KK	JR	TP
9. Saya menanyakan arti kosakata Bahasa Inggris yang sulit saya pahami kepada teman sekelas.					
10. Saya menanyakan arti kosakata Bahasa Inggris melalui diskusi kelompok.					
11. Saya praktek berbahasa Inggris dengan teman sekelas					
12. Saya latihan berbahasa Inggris dengan orang luar negeri melalui media sosial.					
13. Saya mencocokkan kosakata Bahasa Inggris dengan gambarnya.					
14. Saya membaca buku Bahasa Inggris sambil memperhatikan sinonim dan antonim dari kosakata tersebut.					
15. Saya mengelompokkan kosakata Bahasa Inggris yang telah dipelajari. Contohnya nama-nama benda di ruang kelas.					
16. Saya membuat daftar kosakata Bahasa Inggris serta kalimatnya.					
17. Saya belajar Ejaan kosakata Bahasa Inggris dengan menonton Youtube.					
18. Saya menggunakan Aplikasi Pronunciation untuk belajar Ejaan kosakata Bahasa Inggris.					
19. Saya belajar kosakata Bahasa Inggris dengan membacanya keras-keras.					
20. Saya menggarisbawahi kosakata baru ketika membaca buku Bahasa Inggris.					
21. Saya mengulang-ulangi arti kosakata Bahasa Inggris untuk mengingatnya.					
22. Saya latihan menulis kosakata Bahasa Inggris berulang-ulang untuk mengingatnya.					
23. Saya membuat tabel kosakata Bahasa Inggris beserta terjemahannya.					

24. Saya membuat catatan kosakata Bahasa Inggris selama pelajaran.					
25. Saya mendengarkan lagu Bahasa Inggris untuk memperbanyak kosakata baru.					

Pernyataan	Jawaban				
	SL	SR	KK	JR	TP
26. Saya menggunakan aplikasi kosakata Bahasa Inggris untuk memperbanyak kosakata.					
27. Saya belajar kosakata Bahasa Inggris dengan mendengarkan video Youtube.					
28. Saya menonton film Bahasa Inggris untuk melatih cara pengucapan kosakata bahasa inggris.					
29. Saya membaca koran Bahasa Inggris untuk memperbanyak kosakata.					
30. Saya membaca novel dan komik Bahasa Inggris untuk memperbanyak kosakata baru.					
31. Saya selalu mengulang-ulang kosakata baru yang telah saya pelajari.					
32. Saya menggunakan audio rekaman kosakata untuk menguji apakah saya dapat mengingat kosakata baru.					

Appendix 3. Validity of Instrument

Result of Validity Determination Strategies

Correlations

		Item01	Item02	Item03	Item04	Item05	Total
Item01	Pearson Correlation	1	0,098	,351*	-0,066	,371*	,539**
	Sig. (2-tailed)		0,582	0,042	0,712	0,031	0,001
	N	34	34	34	34	34	34
Item02	Pearson Correlation	0,098	1	,423*	0,271	-0,018	,650**
	Sig. (2-tailed)	0,582		0,013	0,121	0,919	0,000
	N	34	34	34	34	34	34
Item03	Pearson Correlation	,351*	,423*	1	0,043	-0,059	,555**
	Sig. (2-tailed)	0,042	0,013		0,811	0,740	0,001
	N	34	34	34	34	34	34
Item04	Pearson Correlation	-0,066	0,271	0,043	1	0,073	,559**
	Sig. (2-tailed)	0,712	0,121	0,811		0,681	0,001
	N	34	34	34	34	34	34
Item05	Pearson Correlation	,371*	-0,018	-0,059	0,073	1	,495**
	Sig. (2-tailed)	0,031	0,919	0,740	0,681		0,003
	N	34	34	34	34	34	34
Total	Pearson Correlation	,539**	,650**	,555**	,559**	,495**	1
	Sig. (2-tailed)	0,001	0,000	0,001	0,001	0,003	
	N	34	34	34	34	34	34

Item13	Pearson Correlation	0,005	0,260	0,305	-0,113	-0,203	-0,033	0,295	1	,352*
	Sig. (2-tailed)	0,978	0,137	0,080	0,525	0,250	0,853	0,091		0,041
	N	34	34	34	34	34	34	34	34	34
Total	Pearson Correlation	,505**	,578**	,513**	,555**	,402*	0,252	,518**	,352*	1
	Sig. (2-tailed)	0,002	0,000	0,002	0,001	0,018	0,151	0,002	0,041	
	N	34	34	34	34	34	34	34	34	34

Result of Validity Memory Strategies

Correlations

		Item14	Item15	Item16	Item17	Item18	Item19	Item20	Item21	Total
Item14	Pearson Correlation	1	,492**	0,231	0,018	,434*	,434*	,344*	,407*	,664**
	Sig. (2-tailed)		0,003	0,189	0,918	0,010	0,010	0,046	0,017	0,000
	N	34	34	34	34	34	34	34	34	34
Item15	Pearson Correlation	,492**	1	0,060	0,061	,623**	,376*	0,219	0,319	,636**
	Sig. (2-tailed)	0,003		0,735	0,731	0,000	0,029	0,214	0,066	0,000
	N	34	34	34	34	34	34	34	34	34
Item16	Pearson Correlation	0,231	0,060	1	0,241	0,081	0,073	,410*	,522**	,482**
	Sig. (2-tailed)	0,189	0,735		0,170	0,649	0,682	0,016	0,002	0,004
	N	34	34	34	34	34	34	34	34	34
Item17	Pearson Correlation	0,018	0,061	0,241	1	0,123	0,190	,381*	,446**	,474**
	Sig. (2-tailed)	0,918	0,731	0,170		0,489	0,281	0,026	0,008	0,005
	N	34	34	34	34	34	34	34	34	34
Item18	Pearson Correlation	,434*	,623**	0,081	0,123	1	,720**	,482**	0,307	,740**
	Sig. (2-tailed)	0,010	0,000	0,649	0,489		0,000	0,004	0,078	0,000

Result of Validity Cognitive Strategies

Correlations

		Item22	Item23	Item24	Item25	Total
Item22	Pearson Correlation	1	,410*	,368*	0,326	,712**
	Sig. (2-tailed)		0,016	0,032	0,060	0,000
	N	34	34	34	34	34
Item23	Pearson Correlation	,410*	1	,592**	0,196	,736**
	Sig. (2-tailed)	0,016		0,000	0,265	0,000
	N	34	34	34	34	34
Item24	Pearson Correlation	,368*	,592**	1	,380*	,817**
	Sig. (2-tailed)	0,032	0,000		0,026	0,000
	N	34	34	34	34	34
Item25	Pearson Correlation	0,326	0,196	,380*	1	,657**
	Sig. (2-tailed)	0,060	0,265	0,026		0,000
	N	34	34	34	34	34
Total	Pearson Correlation	,712**	,736**	,817**	,657**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	
	N	34	34	34	34	34

Appendix 4. Result of Validity Items

Pertanyaan Ke-	r- hitung	r- tabel	Keputusan
1	0.539	0.339	Valid
2	0.650	0.339	Valid
3	0.555	0.339	Valid
4	0.559	0.339	Valid
5	0.459	0.339	Valid
6	0.505	0.339	Valid
7	0.578	0.339	Valid
8	0.513	0.339	Valid
9	0.555	0.339	Valid
10	0.402	0.339	Valid
11	0.253	0.339	Tidak Valid
12	0.518	0.339	Valid
13	0.352	0.339	Valid
14	0.664	0.339	Valid
15	0.636	0.339	Valid
16	0.482	0.339	Valid
17	0.474	0.339	Valid
18	0.740	0.339	Valid
19	0.662	0.339	Valid
20	0.742	0.339	Valid
21	0.735	0.339	Valid
22	0.712	0.339	Valid
23	0.736	0.339	Valid
24	0.817	0.339	Valid
25	0.657	0.339	Valid
26	0.496	0.339	Valid
27	0.478	0.339	Valid
28	0.631	0.339	Valid
29	0.664	0.339	Valid
30	0.597	0.339	Valid
31	0.279	0.339	Tidak Valid
32	0.412	0.339	Valid
33	0.548	0.339	Valid
34	0.709	0.339	Valid
35	0.136	0.339	Tidak Valid

Appendix 5. Reliability of Instrument

Result of Reliability Determination

Reliability Statistics

Cronbach's Alpha	N of Items
0,695	5

Result of Reliability Social

Reliability Statistics

Cronbach's Alpha	N of Items
0,627	8

Result of Reliability Memory

Reliability Statistics

Cronbach's Alpha	N of Items
0,798	8

Result of Reliability Cognitive

Reliability Statistics

Cronbach's Alpha	N of Items
0,709	4

Result of Reliability Metacognitive

Reliability Statistics

Cronbach's Alpha	N of Items
0,993	10

Appendix 6. The Result of Questionnaire Response of the Research

No	Students Initials	No Item																		
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19
1	AH	2	4	3	5	1	5	4	5	5	4	1	1	3	2	4	4	2	1	1
2	AB	4	4	5	4	5	5	2	2	4	5	4	1	3	3	4	5	4	3	4
3	AL	5	4	4	4	1	2	5	4	5	2	2	1	3	3	3	1	3	3	1
4	AS	5	4	4	4	3	4	3	3	4	2	2	1	3	3	3	2	3	1	2
5	AR	3	1	2	1	1	3	2	2	1	2	1	1	2	1	2	1	1	1	1
6	AF	5	2	5	1	2	3	1	2	3	3	1	1	3	2	4	3	2	1	4
7	AN	5	5	5	4	1	3	2	4	3	3	2	2	3	2	2	4	1	1	1
8	AP	3	2	3	2	3	2	2	3	2	3	2	1	5	2	5	3	2	2	2
9	DS	3	2	3	4	2	4	1	2	5	4	2	1	3	1	3	4	1	1	2
10	DR	5	2	4	1	3	4	2	3	4	2	2	1	5	4	4	2	4	1	2
11	EK	5	2	4	1	5	4	3	4	5	5	3	1	5	3	4	3	3	1	5
12	EM	5	3	1	4	5	5	5	1	3	2	2	1	5	3	5	5	5	5	5
13	EH	5	4	4	1	3	3	4	2	2	3	3	1	2	2	3	3	2	1	2
14	IS	3	3	3	1	1	3	3	3	3	3	4	1	1	1	3	3	1	1	1
15	IJ	3	3	3	1	1	3	3	3	3	3	3	1	1	1	3	3	1	1	1
16	JI	5	3	4	3	4	3	2	2	3	1	4	1	2	5	4	5	3	1	2
17	JH	4	4	4	1	2	4	3	4	4	2	3	1	2	2	4	3	2	1	3
18	MH	4	4	4	1	2	4	2	3	4	4	3	1	2	2	4	3	2	1	3
19	MM	4	4	4	3	1	2	1	3	3	1	1	1	1	1	3	2	2	1	2
20	NF	4	5	4	3	3	4	3	4	4	5	3	1	3	2	3	3	2	1	2
21	NH	4	3	4	2	1	3	1	4	4	3	4	1	2	1	5	3	2	1	1
22	NU	3	5	4	3	3	2	1	2	3	2	4	1	4	2	4	4	1	1	1
23	PA	4	2	4	1	1	4	1	1	2	3	1	1	1	1	2	4	1	1	2
24	RA	3	1	3	5	3	4	1	1	3	3	3	1	2	3	3	1	3	1	1
25	RA	3	2	2	3	4	4	4	2	3	2	5	1	2	1	3	2	3	1	1

26	SA	5	1	5	3	3	5	4	2	4	3	5	1	3	2	5	3	1	1	3
27	SR	5	5	4	4	3	3	2	2	3	2	4	1	2	5	4	5	3	1	2
28	SR	4	3	5	2	3	1	1	3	5	4	4	1	4	5	4	1	2	1	2
29	TF	3	4	4	1	3	3	3	3	3	2	4	4	4	2	4	2	1	1	1
30	WF	4	5	5	1	3	4	3	3	3	3	2	1	3	3	4	2	1	1	1
31	WS	5	5	5	4	4	3	3	4	3	3	3	1	3	4	4	2	4	4	3
32	YR	5	5	5	4	3	4	4	4	4	3	3	1	4	4	4	4	3	3	3
33	YU	4	3	5	4	1	2	2	3	2	3	4	1	4	4	2	2	2	1	1
34	MA	2	5	5	5	1	4	5	5	3	2	5	4	5	5	1	3	5	4	2
35	DM	4	2	5	5	3	5	2	4	4	3	3	3	2	3	5	5	3	4	4
36	AD	5	3	5	3	3	4	1	3	3	4	3	2	1	2	4	5	3	5	4
37	HD	4	2	4	4	2	3	2	4	3	2	3	1	1	2	4	5	3	5	3
38	AS	3	3	4	3	2	4	3	3	3	2	2	1	2	1	4	5	3	4	3
39	WH	4	1	5	3	2	3	2	3	4	2	2	1	3	2	4	4	3	4	3
40	SN	4	1	4	2	3	2	1	4	4	2	2	1	3	3	5	3	3	3	3
41	AS	5	2	3	2	3	4	1	4	1	3	4	1	3	4	4	3	2	4	4
42	DS	3	3	3	3	3	3	2	3	2	3	5	1	2	2	4	3	2	3	4
43	MA	5	2	4	3	4	3	3	4	3	4	3	1	2	2	3	3	2	4	4
44	DA	4	1	5	3	4	4	5	4	4	5	4	1	1	3	3	3	1	4	4
45	NL	3	2	4	3	3	5	4	4	3	4	2	1	2	1	2	3	2	5	5
46	HE	3	3	4	3	3	4	3	1	4	4	3	2	2	1	1	3	3	4	5
47	ZU	4	4	3	4	4	3	3	2	1	3	4	3	2	1	2	3	3	4	3
48	EW	5	3	4	2	4	4	3	3	5	3	3	3	1	2	2	4	3	4	3
49	IR	5	3	5	2	2	3	2	4	5	2	1	3	1	2	3	4	3	3	1
50	IH	5	2	5	2	3	3	2	3	4	2	1	3	1	3	3	4	2	2	1
51	KF	3	1	5	1	1	4	3	4	4	2	1	1	2	2	3	4	2	2	2
52	RY	3	3	4	1	4	5	4	4	3	3	1	1	1	3	4	4	2	3	2
53	SY	4	3	4	4	3	3	1	3	3	3	2	1	1	2	4	2	2	3	2
54	AL	4	3	3	4	3	2	2	2	3	3	2	1	1	2	4	1	2	3	2

55	EA	5	3	3	3	3	1	3	3	3	4	1	1	1	1	4	3	2	3	3
56	LK	3	4	4	3	3	2	3	3	2	4	1	1	2	2	4	3	3	4	3
57	AS	3	3	5	3	2	3	3	2	2	2	1	1	2	3	4	3	3	4	3
58	LS	4	4	4	3	3	4	4	1	3	5	1	1	1	3	4	4	3	4	3
59	DE	5	4	3	4	3	3	4	1	3	4	2	2	1	3	4	4	3	5	3
60	DA	4	2	3	4	3	3	2	2	4	3	2	1	1	2	5	2	3	5	3
61	ES	3	3	4	3	3	3	1	3	4	5	3	2	1	2	5	2	3	4	3

The Result of Questionnaire Response of the Research (Continued)

No	Students Initials	No Item													Total Score
		X21	X22	X23	X24	X25	X26	X27	X28	X28	X29	X30	X32	X34	
1	AH	3	4	4	5	2	1	4	1	1	1	1	4	1	89
2	AB	5	4	4	5	4	3	3	4	5	4	2	5	4	123
3	AL	1	2	3	3	1	3	2	3	2	1	1	1	2	82
4	AS	2	4	3	3	2	3	1	2	3	1	1	3	1	86
5	AR	1	1	1	1	2	2	1	1	2	1	1	2	1	47
6	AF	4	3	4	4	4	4	2	2	2	2	2	3	2	87
7	AN	3	4	3	2	4	3	2	1	4	3	1	2	1	87
8	AP	5	5	5	5	5	3	1	2	2	1	1	5	1	90
9	DS	1	3	1	3	3	3	1	1	1	1	1	3	1	71
10	DR	3	5	3	4	5	2	3	4	4	3	2	5	5	102
11	EK	5	3	5	5	4	3	2	4	3	2	2	3	4	112
12	EM	5	5	2	3	3	4	4	4	3	1	1	4	3	112
13	EH	2	5	3	2	4	4	1	3	3	1	3	3	2	86
14	IS	3	3	3	2	2	3	3	3	1	1	1	3	1	73
15	IJ	2	1	3	1	3	1	3	1	1	1	3	2	3	64
16	JI	4	5	5	4	4	5	2	1	5	1	2	5	4	106

17	JH	3	4	3	3	4	4	3	1	1	1	3	2	2	87
18	MH	3	4	3	3	4	4	3	1	1	1	1	3	2	88
19	MM	2	3	3	3	2	2	1	1	2	1	1	3	1	65
20	NF	3	3	2	4	3	3	1	1	2	1	1	2	2	87
21	NH	2	3	4	4	2	1	1	1	1	2	3	4	1	78
22	NU	2	3	3	5	5	2	1	1	3	1	2	3	2	85
23	PA	1	4	3	5	5	2	2	1	2	1	1	2	1	67
24	RA	1	3	2	1	3	4	1	3	3	1	1	3	1	72
25	RA	2	3	3	2	3	4	3	4	2	1	1	3	2	81
26	SA	2	3	3	2	2	4	3	2	2	1	1	4	3	93
27	SR	4	5	5	4	4	5	2	1	3	1	1	5	5	106
28	SR	3	3	2	1	5	5	1	1	1	1	1	3	3	86
29	TF	3	3	4	3	3	5	1	2	3	1	2	3	1	86
30	WF	2	2	3	2	2	4	3	3	4	1	2	5	1	87
31	WS	3	5	4	3	3	5	4	4	5	2	2	3	3	114
32	YR	3	3	3	3	3	4	3	2	3	2	2	2	2	105
33	YU	4	2	4	5	5	2	2	1	2	1	3	2	1	82
34	MA	1	2	2	3	5	2	2	2	5	1	1	1	2	100
35	DM	5	4	5	5	5	4	5	5	1	2	2	4	4	121
36	AD	5	4	5	5	5	3	5	5	2	2	2	4	4	114
37	HD	4	4	4	5	4	3	5	4	2	2	2	3	3	101
38	AS	4	4	4	5	4	3	4	3	1	3	2	5	3	99
39	WH	3	5	4	5	3	3	4	3	1	3	2	3	3	96
40	SN	3	5	3	4	3	3	4	3	1	3	1	3	4	93
41	AS	3	5	3	4	3	5	4	3	1	3	1	3	2	97
42	DS	3	5	3	4	3	5	3	3	1	3	1	3	1	92
43	MA	4	5	3	4	3	5	2	3	1	3	1	4	1	98
44	DA	3	5	2	4	3	4	1	3	1	2	1	5	1	98
45	NL	3	5	2	4	3	3	1	2	2	3	1	4	1	93

46	HE	3	5	1	4	3	3	1	1	2	2	1	3	2	88
47	ZU	3	4	2	4	4	3	1	1	2	2	1	4	2	90
48	EW	3	4	2	4	4	3	2	1	2	2	1	2	2	94
49	IR	4	4	2	4	4	3	2	2	3	2	3	2	2	90
50	IH	4	4	3	3	4	3	2	2	3	1	3	4	3	89
51	KF	5	4	3	5	4	3	2	2	3	1	3	4	3	88
52	RY	5	4	3	5	3	3	3	2	2	1	3	5	2	96
53	SY	5	4	3	5	3	5	3	3	2	3	2	3	3	95
54	AL	2	3	4	4	3	4	3	2	1	3	2	3	3	85
55	EA	2	3	4	4	2	4	3	3	1	3	2	3	3	88
56	LK	1	3	4	3	1	3	3	3	2	3	1	3	3	89
57	AS	1	5	5	3	2	3	3	3	2	2	1	2	2	88
58	LS	1	5	4	4	1	2	2	3	1	2	1	2	2	91
59	DE	2	3	3	5	2	1	2	3	1	2	2	2	2	92
60	DA	2	5	3	4	2	1	1	3	1	2	3	2	1	84
61	ES	2	4	3	4	3	1	2	3	1	3	3	3	1	89

Appendix 7. Total of Students Score

No	Students Initials	Score
1	AH	89
2	AB	123
3	AL	82
4	AS	86
5	AR	47
6	AF	87
7	AN	87
8	AP	90
9	DS	71
10	DR	102
11	EK	112
12	EM	112
13	EH	86
14	IS	73
15	IJ	64
16	JI	106
17	JH	87
18	MH	88
19	MM	65
20	NF	87
21	NH	78
22	NU	85
23	PA	67
24	RA	72
25	RA	81
26	SA	93
27	SR	106
28	SR	86
29	TF	86
30	WF	87
31	WS	114
32	YR	105
33	YU	82
34	MA	100
35	DM	121
36	AD	114
37	HD	101
38	AS	99
39	WH	96
40	SN	93
41	AS	97
42	DS	92

43	MA	98
44	DA	98

No	Students Initials	Score
45	NL	93
46	HE	88
47	ZU	90
48	EW	94
49	IR	90
50	IH	89
51	KF	88
52	RY	96
53	SY	95
54	AL	85
55	EA	88
56	LK	89
57	AS	88
58	LS	91
59	DE	92
60	DA	84
61	ES	89

Appendix 8. Research Dokumentation

The Researcher gave the questionnaire sheet to students.



The researcher explained the instruction for filling out the questionnaire and determine the time of fulfilling the questionnaire to students.





Pictures while students doing the questionnaire



CURICULUM VITAE

I. IDENTITY

1. Name : Ulpa Dewi
2. Register Number : 19 203 00102
3. Gender : Female
4. Place/Date of Birth : Batam, 23 July 2000
5. Religion : Islam
6. Adress : Bahal
7. Phone Number : 085362460079
8. Email : ulfad059@gmail.com

II. PARENTS

1. Father's Name : Rusli Hasibuan
2. Job : Farmer
3. Mother's Name : Dermawan Harahap
4. Job : Farmer

III. EDUCATIONAL BACKGROUND

1. SD N 101660 Bahal 2007-2013
2. MTsN Purbabangun 2013-2016
3. MAN 2 Padang Lawas 2016-2019
4. UIN Syahada Padangsidimpuan 2019-2023



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Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

25 Oktober 2022

Yth:

1. Fitri Rayani Siregar, M.Hum. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Ulpa Dewi
NIM : 19 203 00102
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Vocabulary Learning Strategies At The XI Grade Students Of
MAN 2 Padang Lawas

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.


Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

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2023

14 Agustus 2023

Lampiran : -
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

Yth. Kepala MAN 2 Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ulfa Dewi
NIM : 1920300102
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Bahal, Kec. Portibi

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**Vocabulary Learning Strategies At The XI Grade Students Of MAN 2 Padang Lawas**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A |
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Nomor: B-130/Ma.02.28.02/PP.00.6/08/2023

Berdasarkan Surat dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor: **No.B-4168/Un.28/E.1/TL.00.9/08/2023**, tanggal 19 Agustus 2023, yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Padang Lawas menerangkan bahwa Mahasiswi tersebut dibawah ini :

Nama : **ULPA DEWI**
NIM : 1920300102
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Bahal, Kecamatan Portibi

Telah melaksanakan penelitian di MAN 2 Padang Lawas dalam penyusunan skripsi dengan judul "**Vocabulary Learning Strategies At The XI Grade Students Of MAN 2 Padang Lawas** " selama 1 (satu) hari pada Tanggal 19 Agustus 2023

Demikian surat keterangan kami berikan untuk dapat dipergunakan dengan sebaik-baiknya.

Binanga, 19 Agustus 2023
Kepala Madrasah

Sahat Rarulian, S.Pd.I, SH

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