

**VOCABULARY LEARNING STRATEGIES (VLS) APPLIED
BY STUDENTS AT SMAN 3 PALOPO**

A THESIS

*Submitted to the English Language Studies Program of SI Tarbiyah and Teacher
Training Faculty of the state Institute for Islamic Studies of Palopo In
Partial Fulfillment of Requirement for S.Pd Degree in English Education*



COMPOSED BY,

ROMI DARJAT

REG. NUM. 16.0202.0153

IAIN PALOPO

**ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

**VOCABULARY LEARNING STRATEGIES (VLS) APPLIED
BY STUDENTS AT SMAN 3 PALOPO**

A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher
Training Faculty of the state Institute for Islamic Studies of Palopo In
Partial Fulfillment of Requirement for S.Pd Degree in English Education*



**COMPOSED BY,
ROMI DARJAT
REG. NUM. 16.0202.0153**

Supervised By :

**Dr. Rustam S., M.Hum
Fadhliah Rahmah Muin, M.Pd**

**ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

THESIS APPROVAL

This thesis, entitled “Vocabulary Learning Strategies (VLS) Applied By Students at SMAN 3 Palopo” written by Romi Darjat, Reg. Number 16 0202 0153, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday, October 21st 2021 M, coincided with Rabiul Awal 14th 1443 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, Oktober 21st 2021 M
Rabiul Awal 14th 1443 H

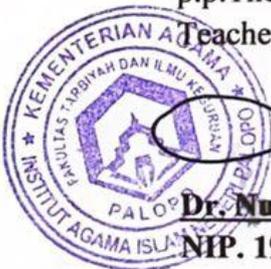
COMMITTEE OF EXAMINATION

- | | | |
|-------------------------------|----------------|---------|
| 1. Amalia Yahya, S.E., M.Hum | Trial Chairman | (.....) |
| 2. Amalia Yahya, S.E., M.Hum | Examiner I | (.....) |
| 3. St. Hartina, S.Pd., M.Pd | Examiner II | (.....) |
| 4. Dr. Rustam S., M.Hum | Consultant I | (.....) |
| 5. Fadhliah Rahmah Muin, M.Pd | Consultant II | (.....) |

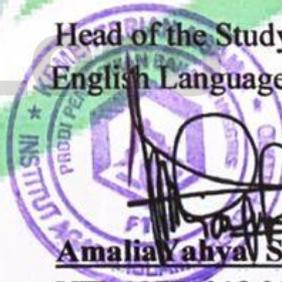
Approved by;

Rector of IAIN Palopo
p.p. The Dean of Tarbiyah and
Teacher Training Faculty

Head of the Study Program
English Language Education



Dr. Nurdin K., M.Pd
NIP. 19681231 199903 1 014



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

IAIN PALOPO

CONSULTANT APPROVAL

Thesis Entitled : **Vocabulary Learning Strategies (VLS) Applied By Students at SMAN 3 Palopo**

Written By :

Name : Romi Darjat

Reg. Number : 16.0202.0153

Faculty : Tarbiyah

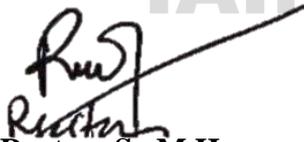
Study Program : Bahasa Inggris

Has been corrected and approved to be examined.

Palopo, 22 Maret 2021

Consultant I

Consultant II



Dr. Rustam S., M.Hum
NIP. 19651231 199203 1 054



Fadhliah Rahmah Muin, M.Pd
NIP. 19870831 201503 2 006

EXAMINAR APPROVAL

Thesis Entitled : **Vocabulary Learning Strategies (VLS) Applied By Students at SMAN 3 Palopo**

Written By :

Name : Romi Darjat

Reg. Number : 16.0202.0153

Faculty : Tarbiyah

Study Program : Bahasa Inggris

Has been corrected and approved to be examined.

Palopo, 22 Maret 2021

Examiner I



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

Examiner II



St. Hartina, S.Pd., M.Pd
NIP. 19870831 201503 2 006

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

Tempat

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Romi Darjat

NIM : 16.0202.0153

Program Studi : Bahasa Inggris

Judul Skripsi : Vocabulary Learning Strategies (VLS) applied by Students at SMA Negeri 3 Palopo.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu Alaikum Wr. Wb.

IAIN PALOPO

Palopo, 22 Maret 2021

Pembimbing I



Dr. Rustam S., M.Hum

NIP 19651231 199203 1 054

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

Tempat

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Romi Darjat

NIM : 16.0202.0153

Program Studi : Bahasa Inggris

Judul Skripsi : Vocabulary Learning Strategies (VLS) applied by Students at SMA Negeri 3 Palopo.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu Alaikum Wr. Wb.

IAIN PALOPO Palopo, 22 Maret 2021
Pembimbing II



Fadhliah Rahmah Muin, M.Pd
NIP 19870831 201503 2 006

PRONOUNCEMENT

Signed by :

Name : Romi Darjat
Reg. Number : 16.0202.0153
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Study Program

Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, "*Vocabulary Learning Strategies (VLS) applied by Students at SMA Negeri 3 Palopo*", is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, 22 Maret 2021

Researcher



Romi Darjat
NIM 16.0202.0153

Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God, Allah swt. without Allah's blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S. Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title "*Vocabulary Learning Strategies (VLS) applied by Students at SMA Negeri 3 Palopo*". To our beloved prophet, the chosen one Muhammad saw. safety and peace be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

1. Dr. Abdul Pirol, M.Ag. as the rector of IAIN Palopo, Dr. H. Muammar Arafat, M.H. as the 1st deputy rector, Dr. Ahmad Syarif Iskandar, M.M. as the 2nd deputy rector, and Dr. Muhaemin M.A. as the 3rd deputy rector of IAIN Palopo, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance the writer during his study in IAIN Palopo.
2. Dr. Nurdin K, M.Pd. as the head of Tarbiyah Department of IAIN Palopo.
3. Amalia Yahya, S.E. M.Hum as the chief of the English Study Program, who always gives support and encourages how to be the good students and to be their master students.

4. Dr. Rustam S., M. Humand Fadhliah Rahmah Muin, M.Pd as the first and second researcher's consultants who have given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this thesis.

5. Haeruddin, S.Pd. M.Pd as the headmaster and Asrul Amir, S.Pd., M.Pd as the English teacher of senior high school SMAN 3 Palopo who had facilitated the researcher in the research, so the researcher could complete this thesis.

6. All the lecturers of English Study Program IAIN Palopo who have given the writer motivation, developing his skill and attention in learning the English language.

7. Thanks to all the researcher friends especially in the English Department of BIG D and all of the people who have helped and given motivation and participation in finishing this thesis.

8. Special thanks the researcher parents Darjat and Leni who have given the researchers help, motivation, bless, pray and strength to finish the thesis. Thus, the writer can finish his thesis and his study in IAIN Palopo.

Finally, the researcher prays to God, Allah SWT gives regard to all of the people, who have helped the researcher. And the researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

Palopo, 22 Maret 2021

The Researcher



Romi Darjat
NIM 16.0202.0153

LIST OF CONTENTS

| | |
|---------------------------------------|-------------|
| TITLE PAGE | i |
| EXAMINER APPROVAL | ii |
| CONSULTANT APPROVAL..... | iii |
| NOTA DINAS PEMBIMBING | iv |
| PRONOUNCEMENT..... | v |
| ACKNOWLEDGMENT | vii |
| LIST OF CONTENTS..... | viii |
| LIST OF TABLE | ix |
| ABSTRACT..... | x |
| CHAPTER I INTRODUCTION | 1 |
| A. Background | 1 |
| B. Problem Statement | 4 |
| C. Objective of the Research | 5 |
| D. Significance of The Research | 5 |
| E. Scope of The Research..... | 5 |

| | |
|--|-----------|
| F. Definition of Terms..... | 5 |
| CHAPTER II REVIEW OF RELATED LITERATURE | 7 |
| A. Previous Related Research Findings..... | 7 |
| B. Some Pertinent Ideas..... | 10 |
| 1. Definition of Vocabulary | 10 |
| 2. The Definition of Vocabulary Learning Strategies..... | 15 |
| 3. Definition of Strategies | 16 |
| 4. The Influencing Factors of Vocabulary | 17 |
| 5. Learning Techniques..... | 18 |
| 6. Learning Methods | 22 |
| 7. Learning Model..... | 23 |
| 8. Learning Approach | 26 |
| CHAPTER III METHOD OF THE RESEARCH | 48 |
| A. Research Design..... | 48 |
| B. Subject of The Research | 49 |
| C. The Instrument of The Research..... | 49 |
| D. The Procedure of Collectinf Data | 50 |
| E. Tehnique of Data Analysis..... | 54 |
| F. Conceptual Framework..... | 54 |
| CHAPTER IV FINDING AND DISCUSSION | 57 |
| A. Findings..... | 58 |
| B. Discussions | 77 |
| BAB V CONCLUSION AND SUGGESTION | 82 |
| A. Conclussions | 82 |
| B. Suggestions | 83 |
| BIBLIOGRAPHY | 85 |

APPENDICEX



IAIN PALOPO

ABSTRACT

Romi Darjat, 2021. Vocabulary Learning Strategies (VLS) applied by Students at SMA Negeri 3 Palopo”. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Dr. Rustam S., M.Hum and Consultant II, Fadhliha Rahma Muin M.Pd

Keywords: *Vocabulary, Google Form, Learning Strategies.*

This thesis is about vocabulary learning strategies students'at SMA Negeri 3 Palopo. The research question was "What strategies are used by students in learningvocabularyesat SMA Negeri 3 Palopo?". The objective of the study is to know about students' strategies in learning vocabulary. This thesis used qualitative descriptive method. The employed are 20 students' from the eleventh grade of SMA Negeri 3 Palopo in the 2020/2021 academic year as the sample. The instrument of the research was questionnaire vocabulary learning strategies through a google form. The results showedthat however, for the strategy category, the most widely used were indirect, interactive experience strategies, namely 47.5%, interactive learning with the second-order of 39.5%, and then the least used learning strategies were direct personal learning strategies, which was 17.5%. The average student who always answered (19.9%) and students who responded frequently (39.5%). Then students who sometimes answered (47.5%). And finally, the students who never responded (17.5%). Based on these findings, teachers are advised to raise students' awareness of these vocabulary learning strategies and provide adequate solutions.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the three factors of language, the constructing material, and speech premise. To speak with others fluently, the primary assumption is that we need to have a certain quantity of vocabulary. Facing such a lot of phrases to learn, it's vital to research the language learning strategies. The paper, in particular, analyzes the method of English vocabulary mastering. Firstly, it introduces the significance of vocabulary mastering. Secondly, it explains the importance of observing and surveying the present-day issues of students' vocabulary mastering. Thirdly, it offers the definition and type of vocabulary mastering strategies.

Thus, vocabulary learning strategies comprise a specific knowledge relating to one's do to figure out the meaning of new words and retain them in long-term memory. Whenever he needs them to compose in a language used, he can easily recall them. However, some students can acquire the language successfully while others fail. Thus, one student with others may have different Vocabulary Learning Strategies (VLS)¹.

There are many strategies in learning such as technique, method, role play, approach; they are differences each those ways, learning techniques can be

¹A RashidahHalilah&F.Majid”*Procedia - Social and Behavioral Sciences : Vocabulary learning strategies among Malaysian TEVT students in German-Malaysian Institute (GMI)*”,(2014), p.361.

interpreted as a way for someone to implement a particular strategy, for example, the use of teaching methods in classrooms with relatively more students requires different techniques, which of course will be further from the use of lecture methods in classes with a limited number of students. Likewise, with the help of the discussion method, different techniques should be used in types where students are classified as active with types classified as passive. In this case, the teacher can switch techniques while in the same method. The learning method is a science that discusses how the student uses the methods or techniques that need to be taken or used to convey material or teaching material to the object. So, what is meant by method learning is a science that discusses how or techniques to present learning material to students to achieve the goals set effectively and efficiently.²For example, the students are doing Q&A in the classroom. The Learning Role is when the teacher typically presents a form of learning drawn from beginning to end in class. There are strategies for achieving student competency with learning approaches, methods, and techniques in learning models. The learning model is a conceptual framework that describes systematic procedures organizing learning experiences to achieve specific learning goals.³Learning strategies are a series of planned activities that include using methods and utilizing various resources or strengths in learning. Strategy learning is structured to achieve specific goals. Strategy learning includes approaches, models, procedures, and specific learning techniques. Learning strategy is a

²M. BasyiruddinUsman, *Learning Methodology*, ed Abdul Halim (Jakarta: CiputatPers, 2002), 4.

³KardidanNur, *Introduction to Classroom Learning and Management*, (Surabaya: Uni Press, 2003), p. 9

planning strategy activities included in the use of forms and various resources or strengths in learning. Strategy Learning is structured to achieve specific goals. Strategy learning therein, knowledge, models, methods, and specific learning techniques. We can see they almost have the same meaning, but those are different each way.⁴

In language learning, mastery of vocabulary is crucial. However, in Indonesia, where English is taught as a foreign language, speech is often taught incidentally and given little priority. Due to the importance of vocabulary, a comprehensive language learning strategy is needed. As an example, vocabulary learning strategies (VLS) can facilitate the development of speech. This study aims at investigating VLS used by Senior High School students in learning English. The data will be collected by using Schmitt's vocabulary learning strategies questionnaire. The questionnaire consists of 25 statements administered to 20 Senior High School students in the 6th grade at SMAN 3 Palopo. The results show that the students choose practical, simple, and fast strategies in learning vocabulary. Techniques such as checking if the word is also an Indonesian word, guessing the word's meaning from the context asking the teacher to give the definition, studying the word with their classmates, remembering the word by checking and paying attention to the word spelling, underlining the word, and using English Media were frequently chosen in this study.

⁴Udin S. Winataputra..*Teaching and Learning Strategy. (Jakarta: Open University Publishing Center. 2003). page 126*

VLS is essential for Senior High School students because they help students understand new words, increases their vocabulary, and encourages them to become independent learners. However, English lessons in Senior High School do not provide specific classes on technical language. As such, the students cannot always rely on their teachers. To understand their class materials better, they need to master their strategies of determining the meanings of unknown words independently.

Based on the description above, the researcher wanted to know the students' vocabulary learning strategies (VLS) site entitled "*Vocabulary Learning Strategies (VLS) Applied By Students at SMAN 3 Palopo*".

B. Problem Statement

Based on the background above, the researcher analyzed students' need strategies. Then, in line with the statement described above, the researcher formulated the problem: What strategies are used by students in learning vocabularies at Senior High School Number 3 Palopo?

C. Objective of The Research

Based on the problem statement, the researcher formulates the purpose of this research "To know about students' strategies in learning vocabulary.

D. Significance of The Research

The result of this research expected to be helpful:

1. The teachers

It can be helpful information for English teachers to find out student vocabulary using this strategy learning VLS.

1. The students

It can be helpful to information for students to find out student's vocabulary learning strategies in (vls) applied.

1. The Researchers

It can be helpful to information for students' vocabulary learning strategies (VLS) through 5 methods of Vocabulary Learning Strategies (VLS). Then for schools and teachers, this study will help them find out how student Vocabulary Learning Strategies (VLS) can be followed up if they still need improvement.

E. Scope of The Research

This research focuses on explaining five strategies of Vocabulary Learning Strategies (VLS) of SMAN 3 Palopo students' towards learning English through VLS. Sources of data in this study were students SMAN 3 Palopo. This study is a limitation that virtual learning aims to determine students' of Vocabulary Learning Strategies (VLS) in the google classroom.

F. Definition of Terms

1. What is the Vocabulary

Vocabulary is essential in comprehending lesson materials; without language, people can't communicate, so speech is the most critical language. In vocabulary, there are some parts such as noun, verb, adjective, adverb, etc.

2. What is the Vocabulary Learning Strategies VLS

VLS is one part of language learning strategies that consist of the learner's actions or mental processes to facilitate their English vocabulary learning to enhance their vocabulary knowledge.



IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The following researches had done by some students, they used various methods, strategies to find out the students' strategies that they used, and they have reported exposing the identification of students attitudes and interest in learning English to make the teaching and learning process more effective, Some of the researchers are cited briefly below:

1. The researcher, RokhimahNi⁵matu, 2020. With the title "*Teachers' Strategies in Teaching Vocabulary during Covid-19 Pandemic in MTsN 8 Tulungagung*" Teachers "s effective strategies will support the students in mastering every skill and component of language. Moreover, in the Covid-19 pandemic condition, the learning process must be done online at home because the government required physical distancing. So that the teacher must have good strategies to make the students can understand the lesson quickly and still can increase their vocabulary at home.⁵
2. The researcher, Dewi Ayu, 2016. In her Thesis under the title of "*Using Determination strategies in Improving Students' Vocabulary Skill at SMAN 1 Surabaya*" she concluded that "it gives positive improvement and enriching vocabulary skill because this strategies belonging to this group are commonly

⁵RokhimahNi⁵matu, "*Teachers' Strategies in Teaching Vocabulary during Covid-19 Pandemic in MTsN 8 Tulungagung*, State Islamic institute (IAIN) of Tulungagung. 2020

used to find the meaning of new words rather than recalling words that have already been learned.⁶

3. The researcher, Chusnul Waro, 2019. "*The Effectiveness of Vocabulary Selfcollection Strategy on Students' Vocabulary Mastery*". This research was conducted to obtain empirical evidence of the effectiveness of vocabulary self-collection strategy on students' vocabulary mastery at the tenth grade of MA Islamiyah Ciputat. The population of this study was the tenth grade of MA Islamiyah Ciputat. They formed two classes, an experimental and a controlled class. The method used is a quantitative method that adopted a quasi-experimental design. The primary instrument used is a vocabulary test with the interview as secondary data to know students' responses to vocabulary self-collection strategy.⁷

Based on previous studies, previous studies are systemic about previous research on learning vocabulary by strategies English learning related to previous. Among the three previous related studies. On the other hand, there are also differences between the findings of this study and some previous research.

Rokhimah Ni" matu conducted the first previous research (2020). The results showed no significant increase in students because memorizing makes them feel bored in Learning Vocabulary. Likewise, YoasDewiAyu's (2016) findings place the results of this study if it gives improvement and enriching

⁶AyuDewi,"*Using Determination strategies in Improving Students' Vocabulary Skill at SMAN 1 Surabaya*" Surabaya, graduated from Ciputa University of Surabaya, (2016).

⁷ChusnulWaro, "*The Effectiveness of Vocabulary Selfcollection Strategy on Students' Vocabulary Mastery*", Department Of English Education Faculty Of Educational Sciences SyarifHidayatullah State Islamic University Jakarta. 2019

vocabulary skills because this strategy belonging to this group is commonly used to find the meaning of new words rather than recalling words that have already been learned.

Other previous studies found similarities in findings with this study regarding vocabulary learning strategies. For example, Chusnul Waro (2019) found that the results of this study that "The students are expected to be active in practicing Vocabulary and memorize faster. In addition, previous research shows that some students have student strategies about vocabulary learning why they should master the most widely used vocabulary learning strategies at home.

B. Some Pertinent Ideas

In conducting research, theories are needed to explain some concepts or terms applied in the study concerned. Some words are used in this study, and they need to be theoretically explained.

1. Definition of Vocabulary

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).⁸Vocabulary is considered one of the essential elements in comprehending lesson materials, especially when learning a foreign language. Heidari States that vocabulary is the core of speech and the cornerstone of language learning. Through comprehending foreign words, students will

⁸B.S, Neuman&J.Dwyer ,*"Missing in action: Vocabulary instruction in pre-k. The Reading Teacher, 62(5)"* ,(2009), p. 384-392.

understand the meaning of the words.⁹Wessels believes that knowledge of vocabulary is essential to a student's academic success. "If the student does not understand the meaning of the words in the text, they will have difficulty understanding the content¹⁰". Therefore, comprehension of the meaning of words can help students understand the material and the reading text. However, as one of the core elements of language learning, vocabulary comprehension presents various. Students tend to be passive during English classes because they lack vocabulary, which affects their behaviour in learning English¹¹

Vocabulary is neglected in language learning in Asia because speech is given little priority and learned incidentally. Olmosexplains that the measurement of vocabulary size, particularly the length of academic jargon, is an essential indicator of the ability of second language learners to achieve academic success. The amount of speech that learners have will affect their achievement; hence, learners need vocabulary learning strategies (VLS) to help them develop their vocabulary knowledge.¹²

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary

⁹F,LHeidari, F Karimi, & A.Imani,"*Vocabulary Learning Strategy Instruction: It's impact on English for Specific Purpose Vocabulary Achievement and Reading Comperhansion*" Middle East Jou n trnal of Scientific Research, 12(11),(2012), p. 1499.

¹⁰S.Wessels, "*The Reading Teacher: Promoting vocabulary learning for English learners*,(2011) p. 46.

¹¹L.Zhi-liang "*Cross-Cultural Communication: A study on English vocabulary learning strategies for non-English majors in independent college*",(2010), p. 152-164

¹²C.Olmos,"*International Journal of English Studies :An assessment of the vocabulary knowledge of students in the final year of secondary education. Is Their Vocabulary Extensive Enough?*",(2009), p. 73

acquisition, Schmitt emphasizes that “lexical knowledge is central to communicative competence and the acquisition of a second language¹³.”

2. The Definition of Vocabulary Learning Strategies(VLS)

The number of vocabulary learners will affect their achievement; hence, learners need vocabulary learning strategies (VLS) to help them develop their vocabulary knowledge. Vocabulary learning strategies (VLS) are designed to assist learners in facilitating and streamlining their vocabulary learning to achieve optimal goals. Schmitt explains that VLS can empower learners and attract learners’ attention in learning the language to improve the learners’ vocabulary development. Schimmel also says that in vocabulary acquisition, emphasizing high exposure to the language is critical. Furthermore, VLS is important in second language learning to maximize the productivity of language acquisition.

In addition, Asgari and Mustapha define Vocabulary Learning Strategies (VLS) as stages learners take when learning new words. When students encounter new English words in their learning process, they need to take action to comprehend the words to help them understand the materials¹⁴. However, VLS not only focuses on how learners learn new vocabulary but also on how they store the words in their long-term memories and use and produce the words in the appropriate contexts, as stated by Ruutments as cited in Jurcoviæ. Guards “that knowing a word means knowing at least its form, its meaning, its basic usage in

¹³N.Schmitt, "Cambridge: *Vocabulary in Language Teaching*, (Cambridge 2000).

¹⁴A Asgari& Mustapha, " *English Language Teaching: The type of vocabulary learning strategies used by ESL students in university putra Malaysia* ", (2011), p. 84.

context receptively and productively.” This indicates that vocabulary learning strategies do not merely relate to comprehension of new words but also cover broader areas.¹⁵

Vocabulary Learning Strategies (VLS) help EFL (English as a Foreign Language) learners achieve their learning goals and become independent learners. Ghazal states that VLS are methods of assisting learners in improving their knowledge of target language vocabularies. Through mastery of vocabulary, learners will successfully engage with materials and tasks given in the target language.¹⁶ As explained by Nation, by applying Vocabulary Learning Strategies (VLS), students can manage and monitor their learning process without having to depend entirely on the teacher’s help. In other words, independent learning encourages students to be more responsible for their success in language learning.¹⁷

Strategies are essential in a second language learning context. Vocabulary learning strategies help low proficiency learners to overcome difficulty while learning new words in a foreign or second language. They enlarge the scope of learner’s extensive reading, which in turn will also increase the size of vocabulary, according to Nation.¹⁸ In this way VLS contribute to learner’s overall

¹⁵Y.P. Gu, “*TESOL Quarterly: Fine brush and freehand: The vocabulary-learning art of two successful Chinese EFL learners*”, (2013), p. 75-105.

¹⁶L. Ghazal, “*Novitas-Royal: Learning vocabulary in EFL contexts through vocabulary learning strategies*”, (2010), p. 84.

¹⁷Nation, “*Cambridge : Learning vocabulary in another language*”, (Cambridge University Press : 2010).

¹⁸I. Nation, “*Cambridge: Learning Vocabulary in Another Language (2nd ed.)*”, (2013), p.76.

language proficiency. “Strategies are tools for the self-directed involvement necessary for developing communicative ability.”¹⁹

a. Concept of Vocabulary Learning Strategies

Vocabulary learning strategies create a subcategory in the framework of language learning strategies. In term of vocabulary learning, Nation makes clear that vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies²⁰. Moreover, Catalán says that vocabulary learning strategy is knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students.²¹ Based on the statements above vocabulary learning strategy is one part of language learning strategies that consists of the learner’s actions or mental processes in order to facilitate their English vocabulary learning with the purpose of enhancing their vocabulary knowledge. However, a greater knowledge of vocabulary learning strategies could be very useful in supporting teachers to plan their lessons more effectively and give guidance to students in adopting successful strategies.

IAIN PALOPO

¹⁹R.Oxford,” *Methodology in Language Teaching: Language Learning Strategies in a Nutshell: Update and ESL Suggestions*”, (New York: Cambridge University Press 2002).

²⁰P.Nation, “*Cambridge: Learning Vocabulary in Another Language*”,(Cambridge University Press: 2010)

²¹R.Catalán,”*International Journal of Applied Linguistics: Sex Differences in L2 Vocabulary Learning Strategies*”, (Spain : 2013)

4. The Influencing Factors of Vocabulary Learning Strategies (VLS)

There are two kinds of factors that influence the learners' vocabulary learning strategies: One is the factors of individual learners; the other is the social, environmental factors.

1. Individual Factors

The differences between learners perform in several aspects, including concepts, attitudes, personal emotion, and so on. The first point that the learners should pay attention to is their views about vocabulary learning. If the learner focuses on the vocabulary, they will use cognitive strategies and memory strategies. If they pay attention to the function of the language, they will use fewer strategies such as cognitive memory but more use of communicative processes. And the age, learning motivation, character and personality differences of students, and differences in genders can also influence vocabulary learning strategies.

2. The Factor of Age

Age is an essential factor for vocabulary learning strategies. Young learners tend to rely more on specific learning tasks to use techniques. However, adult learners can use techniques neatly. Adult learning strategies are more complex than children. They always use more learning strategies.

3. Why Student's need strategies in learning vocabulary?

Language learning and vocabulary cannot be separated since vocabulary is considered the first step in learning the language. People start their language learning by acquiring words so they can communicate and develop their language. Milton and Zhi-Liang made an analog of language learning as building construction. They argued that words are used as the building blocks of language. As constructing a suitable building need enough materials, developing language requires comprehension of a significant number of words. It is argued that vocabulary is used as a foundation in language acquisition.²²

From the definitions and purposes of language learning strategies, language learning strategies are any set of actions, plans, tactics, thoughts, or behaviours that language learners have made use of to help them to facilitate the comprehension, storage, retrieval, and use of information. Besides the definitions of language learning strategies, the features of language learning strategies are also worth discussing as they may share some common characteristics with also worth discussing as they may share common characteristics with Vocabulary learning strategy.

5. Learning Techniques

1. Definition of Learning Techniques

The term technique in learning is defined by means and tools used by the teacher in order to achieve a goal, directly in the implementation of the lesson at that time. This is as explained by Azhar Arsyad, that technique is what actually

²²J. Milton, "Multilingual Matters: Measuring Second Language Vocabulary Acquisition", (Tornoto: 2009)

happens in the classroom and is the implementation of methods that are implementative in nature.²³

Techniques in learning are explanations and explanations of a learning method, so of course that the quotation for the definition of the technique above needs to be equipped with a foothold in certain methods. Techniques in learning are tactical and tend to be nuanced.

So, learning techniques can be interpreted as a way that a person does in implementing a specific method. For example, the use of the lecture method in a class with a relatively large number of students requires a separate technique which of course will technically be different from the use of the lecture method in a class with a limited number of students. Likewise, by using the discussion method, it is necessary to use different techniques in classes where students are classified as active with classes where students are classified as passive. In this case, the teacher can change techniques even though they are within the corridor of the same method.

So, learning techniques can be interpreted as a way that a person does in implementing a specific method. For example, the use of the lecture method in a class with a relatively large number of students requires a separate technique which of course will technically be different from the use of the lecture method in a class with a limited number of students. Likewise, by using the discussion

²³Azhar Arsyad, *Teaching Method*, (Yogyakarta: Pustaka Pelajar, 2010), hal. 19

method, it is necessary to use different techniques in classes where students are classified as active with classes where students are classified as passive. In this case, the teacher can change techniques even though they are within the corridor of the same method.

Thus, the authors can understand that techniques in learning can be defined as the effort, or efforts taken by a teacher in order to achieve a teaching goal in the most practical way, but still must always refer to and be based on certain methods.

2. Kind – Kindof Learning Techniques

The kinds of techniques in learning include:

a. Discussion Techniques

Discussion is a communication interaction between two or more people / groups. Usually the communication between them / the group is in the form of one of the basic sciences or knowledge which will ultimately give a good and correct sense of understanding. A discussion can be anything that was originally called a topic. From this topic, the discussion develops and is discussed which will ultimately produce an understanding of the topic

Discussion technique is a way of teaching by solving the problems faced, whether two or more people each submit their arguments to strengthen their opinion.

b. Group Work Techniques

Group work technique is a way of teaching, in which students in the class are divided into groups. They work together in solving problems or carrying out certain tasks and trying to achieve the teaching goals set by the teacher.

c. Discovery and Simulation Techniques

Discovery technique is a process where a student performs a mental process that must be able to assimilate a concept or principle, what is meant by mental processes is observing, digesting, making assumptions, making conclusions, and so on. Whereas the principle is that students are allowed to discover on their own or experience mentally on their own, the teacher only guides and provides instructions.

Simulation technique is a way of teaching which uses someone's behavior to act like someone who is intended so that people can avoid being more in-depth about how that person feels and does something in other words, students play the role of someone else.

d. Inquiry Technique

Inquiry technique is a learning activity that maximally involves all students' abilities to find and investigate something (object, human or event) systematically, critically, logically, analytically so that they can formulate their own findings confidently.

e. Experiment and Demonstration Techniques

The experimental technique is a way of teaching in which a student is invited to try out or make observations then the results of the observations are conveyed in class and evaluated by the teacher.

Demonstration technique is a teaching technique where an instructor or a team of teachers shows, shows a process.

f. Travel Engineering

The field trip technique is a teaching technique that is carried out by inviting students to a certain place or object outside of school to learn or investigate something.

g. Technique Lecture

Lecture technique is the most traditional way of teaching and has long been practiced in the history of education, where a teacher passes his knowledge to students orally or lectures.²⁴

6. Learning Methods

a. Definition of Learning Methods

In terms of language the method comes from two words, namely metha and hodos. Metha means "through" and hodos "way" or way. Thus the method can mean the way or the path through which to achieve the goal. Apart from that, its

²⁴*Ibid.*,hal. 20

position is a way to find, test and compile the data necessary for the development of these disciplines.²⁵

Method is a method used to achieve predetermined goals. In the process of teaching and learning interaction, the method required by a teacher varies according to the goals to be achieved after teaching ends. A teacher will not be able to carry out his duties if he does not master any of the teaching methods that have been formulated and put forward by educational experts.

In the process of teaching and learning interactions, the teacher does not have to stick to using a variety of methods so that the teaching path is not boring, but attracts the attention of students. Although the use of a variety of methods will not benefit the teaching and learning interaction process if the use of the method is not appropriate with the situation that supports it, this is where teacher competence is needed in selecting the right method. Therefore, the choice and use of various methods is not always beneficial if the teacher ignores the factors that influence their use. Teachers should pay attention to the factors that influence the used of the method, without neglecting the ongoing teaching situation. This means that teachers are required to master not only one method, but many methods in order to facilitate the selection of the method if the method used is no longer suitable with the situation and psychological condition of the students. Thus, the

²⁵AbuddinNata, *Islamic Education Philosophy*, (Jakarta: Gaya Pratama, 2005), page. 143

change of methods is adjusted to the situation, facilities and maturity level of students, but is still oriented towards achieving goals efficiently.²⁶

2. Learning Method Functions

The function of the method in general can be stated as providing the best way or way for executing the operation of the science. Whereas in other contexts the method can be a means to determine, test and compile the data needed for the development of a discipline of science. In essence, the method functions to deliver a goal to the target object.

In delivering educational material to students, it is necessary to establish a method based on views and perceptions in dealing with humans in accordance with the elements of their creation, namely body, mind and soul which are directed to be perfect people. Thus, it is clear that the method is very functional in conveying educational material.

3. Kind- Kindof Learning Methods

To achieve the maximum learning goals and objectives, a good way of delivery is needed, which is called the teaching method. The teaching method according to the mansyur is defined as a knowledge of the teaching methods used by a teacher or instructor. Another definition is the presentation technique that is mastered by the teacher for teaching or presenting learning material to students in the classroom. This teaching method must be learned by every teacher in order to be successful in his duties. It should be noted, however, that

²⁶ Abu Ahmadi, WidodoSupriyono, *Learning Psychology*, page 183

the teaching and learning methods discussed here have not all been discussed and henceforth readers can find them in other literature. However, in general, the kinds of teaching methods can be clarified into two parts, namely:

a. Classical or group teaching methods, which include lectures, questions and answers, discussions, demonstrations, socio-drama, field trips, group work and simulations.

b. Individual teaching methods, including questions and answers, drill, assignment and experimentation. In delivering educational material, there are several methods used by teachers, these methods include:

1. Lecture Method

The lecture method or the sermon method, which some experts call this method "one man show method" is a way of delivering lesson material orally by the teacher in front of the class or group. The lecture method is the oldest teaching method in general and is the most widely used in schools. The advantages and disadvantages of the lecture method are:

a) The advantages of the lecture method are as follows:

- 1) Low cost, because the means of conveying (media) learning materials is only the voice of the teacher.
- 2) Can present learning materials to a large number of students (class) at the same time.
- 3) Easy to repeat if needed.
- 4) The lecture method provides experiential opportunities for students to learn to hear a voice for lesan.

5) The lecture method can provide an opportunity for students to get practice listening and take short notes.

6) Lecture materials that are well prepared and presented in a systematic way, can save learning time for students.

b) The disadvantages of the lecture method are as follows:

1) The learning material must be adjusted to the level of psychological development of students, whether related to the cultural environment.

2) Teachers should be able to adjust the level of language that can be used with the level of intelligence of students.

3) Language style should be considered, both in the form of speech, tempo, melody, rhythm and dynamics.

4) The teacher as a lecturer, both attitude and establishment must cause sympathy.

5) Showing a radiant face and a friendly and attractive face.

6) The teacher should be able to make an impression on the student, bring himself to be very interested in the material he is talking about.

7) The teacher in the lecture, giving lessons should be varied.²⁷

2. Question and answer method

The question and answer method is a technique of delivering material or learning materials by using questions as stimulation and answers as directions for learning activities. Questions can be asked by the teacher or students, meaning that the teacher asks and students answer or students ask questions and the

²⁷AchmadFatoni, *Methodology of Education*, (Jakarta: PT BinaIlmu, 2014),Thing. 110 - 113

teacher or other students answers. The advantages and disadvantages of this method, namely:

1) The advantages of the question and answer method:

- a) Enabling the relationship between teacher and student.
- b) Increase motivation to learn.
- c) Is a condition that supports the implementation of extension.
- d) Foster a sense of self-esteem.

2) Weaknesses of the question and answer method:

- a) The time used is sometimes not in accordance with the results obtained, because if there are differences of opinion it takes time to resolve them.
- b) The possibility of deviation from the subject or the problem, if there is an answer that attracts attention but is not the intended target.
- c) Questions that are addressed sometimes contain only and several aspects of the lesson material.²⁸

3. Discussion Methods

The discussion method, which is a way of concluding learning materials where the teacher provides the opportunity for students to have a scientific conversation about a topic, to collect or express opinions or ideas or exchange opinions and thoughts, make conclusions or formulate various alternative solutions to problems.²⁹The advantages and disadvantages of this method, namely:

²⁸AnissatulMufarokah, *Teaching and Learning Strategy*, (Yogyakarta: Teras, 2009), page.

1) The advantages of the discussion method are as follows:

- a) Each individual in the group can recognize themselves and their difficulties and find solutions to them.
- b) Interaction in the group fosters a trusting attitude.
- c) Develop interpersonal cooperation.
- d) Foster a sense of self-confidence.
- e) Foster a sense of responsibility.³⁰

2) The weaknesses of the discussion method are as follows:

- a) Difficult to determine the topic of the problem according to the level of thinking of students and which has a reference to the environment.
- b) The discussion is generally controlled by students who like to read.
- c) Passive students tend to give up responsibility.
- d) A lot of time is related, but the results do not serve the purpose.
- e) Difficult to apply at low level schools such as elementary schools³¹

d. Task method

This method can be used in order to identify cases in the context of providing assistance, by giving certain tasks both individually and in groups of students who are struggling to be helped.³² The advantages and disadvantages of this method, namely:

1) The advantages of the assignment method are as follows:

- a) Knowledge obtained by students from the results of learning, the results of experiments or the results of investigations that have a lot to do with

³⁰Abu Ahmadi, WidodoSupriyono, *Learning Psychology*, page. 182 - 183

³¹AnissatulMufarokah, *Teaching and Learning Strategy*.page. 89

³²Abu Ahmadi, WidodoSupriyono, *Learning Psychology*, page. 183

interests or talents and which are useful for their lives will be more pervasive, durable and more authentic.

- b) They have the opportunity to foster development and the courage to take initiative, be responsible and stand alone.
 - c) Assignments can be sure about what is learned from the teacher, further deepen, enrich or broaden insights about what is learned.
 - d) Assignments can foster student habits to seek and process information and communication by themselves.
 - e) This method can make students passionate about learning because learning activities are carried out with various variations so that they are not overwhelming.
- 2) The disadvantages of the assignment method are as follows:
- a) Often students commit self-deception where they only imitate other people's work.
 - b) Sometimes tasks are carried out by other people without supervision.
 - c) Can affect the mental calm of students, if assignments are often given and difficult to do.
 - d) Students will experience difficulties because the assignments given are general in nature and do not pay attention to individual differences.³³

e. Group work methods

Group work method, which is a way of teaching in which students in a group as a unit work on an activity in order to seek or achieve certain teaching

³³AnissatulMufarokah, *Learning and Teaching Strategies*, page. 96

goals by working together or working together and trusting each other. The advantages and disadvantages of this method, namely:

1) The advantages of the group work method are as follows:

- a) Can foster a sense of cooperation.
- b) A broad task can be completed immediately.
- c) There is great competition.
- d) From a pedagogical point of view, group activities will be able to improve students' personality qualities, such as cooperation, tolerance, critical thinking and discipline.
- e) From a psychological point of view, there is positive competition between groups because they work in each group.
- f) From a social point of view, children who are smart in the group can help children who are less good at completing tasks.

2) The weaknesses of the group work method are as follows:

- a) There are personal traits that want to stand out or vice versa who are weak feel inferior and always depend on others.
- b) If the skills of each member are not balanced, it will hinder the smooth running of the task or be dominated by someone.
- c) Too many complex preparations and arrangements compared to other methods.
- d) When teachers (at school) and parents (at home) lack control, there will be negative competition between groups.
- e) The assignments given are sometimes only done by a handful of capable

and diligent students, while students who are lazy will submit their assignments to their friends in the group.

7. Learning Model

A. Grammar Translation Method (GTM)

This method is related to the process of learning Latin and Greek grammar. The GTM method is used for speaking, reading, and writing Latin. This method is divided into two parts: first, rules and pattern models. Second, sentences are to be translated into and from the target language. This method includes learning grammar rules, learning grammatical words, and using controls (formulas) to interpret sentences. The United States used this method in 1890. In this method, the vocabulary of the target language is learned through the direct translation of the original language. Then the translation results are discussed.

The virtue of this method is to focus on translating grammatical forms and memorizing vocabulary. Then the way of learning is straightforward. Unfortunately, this method only combines grammar learning activities and their translation. The result is that language learners are not able to use the target language to communicate..

1. Audio-Lingual Method (ALL)

This method was introduced in the United States in 1940. Although this method is quite old, many teachers still use this method. Technically, this method is supported by tools related to machines such as tape recorders and language laboratories.

In this Audio Lingual Method, language learners are equipped with the knowledge and skills necessary for effective communication in a foreign language. Then language learners are also required to understand the language and culture of the foreigners they are learning. Initially, this method was introduced to prepare people to become experts or masters of foreign languages orally quickly, and the language that was emphasized was short, especially in spoken language. This method assumes that speaking and listening are the main opportunities, then reading and writing are the second.

2. Silent Way

The silent way is the name of the language learning method invented by Caleb Cattegno. This method uses bars or numeric maps in learning. In this method, the rule is that the teacher's language is relatively less so that the learner (student) becomes more active in producing the language. The teacher only functions as a guide, source, and assessor. Language learners are usually accustomed to thinking concepts before the language is spoken. They have to understand what they are going to say before they say it. First understanding, then speaking.³⁴

3. Community Language Learning (CLL)

The name of this method was introduced and developed by Charles A. Currandan and his colleagues. Curran is a specialist in Counseling and a Professor at Loyola University Chicago. This method is also known as counseling learning.

³⁴AgusBudiharto, *The Role of Silent Way Method to English Teaching in a Private Islamic Middle School*, University of Madura, Vol. 7 No. 2 (2018)

The language learning community is here using counseling learning theory to teach foreign languages. The term counseling itself refers to the relationship between counselor and client.

In this method, the teacher is the counselor, and the student is the client. CLL views that the learner's language is the whole of a person, including psychology, including emotions and feelings. The language used by the teacher adapts to the conditions and situations in which the language learners learn a foreign language. Then the way of implementing the learning varies based on culture, skill level, and classroom conditions.³⁵

4. Total Physical Response (TPR)

Total Physical Response is a method developed by James J. Ashers, a professor of psychology at the University in Santa Jose, California. Dr. Ashers started his experiments with the development of psychology, learning theory, and language learning procedures. Contrary to the previous method, in this TPR, it is believed that the learner must understand the target or target language before speaking. Language learners can learn through the act of self-observation. By observing and performing, they will understand the language being known. They will also understand language by seeing actions and hearing them. In this TPR, the teacher will practice what he is going to teach. For example: when teaching the nose, he will touch it.

³⁵Nurhasanah, S. *The Use of Community Language Learning Method to increase the students participation in Classroom Conversation*. 8(1), 81–98. Vol. 8, No. 1, June 2015

7. Learning Approach

A. Definition of Learning Approach

The learning approach according to Milan Rianto, is a way of looking at learning activities so that it makes it easier for teachers to manage them and for students will find it easy to learn. The learning approach can be divided into two, namely:

A process-based approach includes a teacher / educational institution-oriented process, the presentation of teaching materials. Almost all of its activities are controlled by teachers and staff of educational institutions (schools). At the same time, students seem passive and have a student-oriented approach, presenting teaching materials that more accent the participation of students during the learning process. Meanwhile, the teacher only acts as a facilitator, guide, and leader. The learning approach in terms of material includes a contextual approach, presentation of teaching materials contextualized to life situations around students, and thematic approaches. Production of teaching materials in the form of topics and themes.³⁶

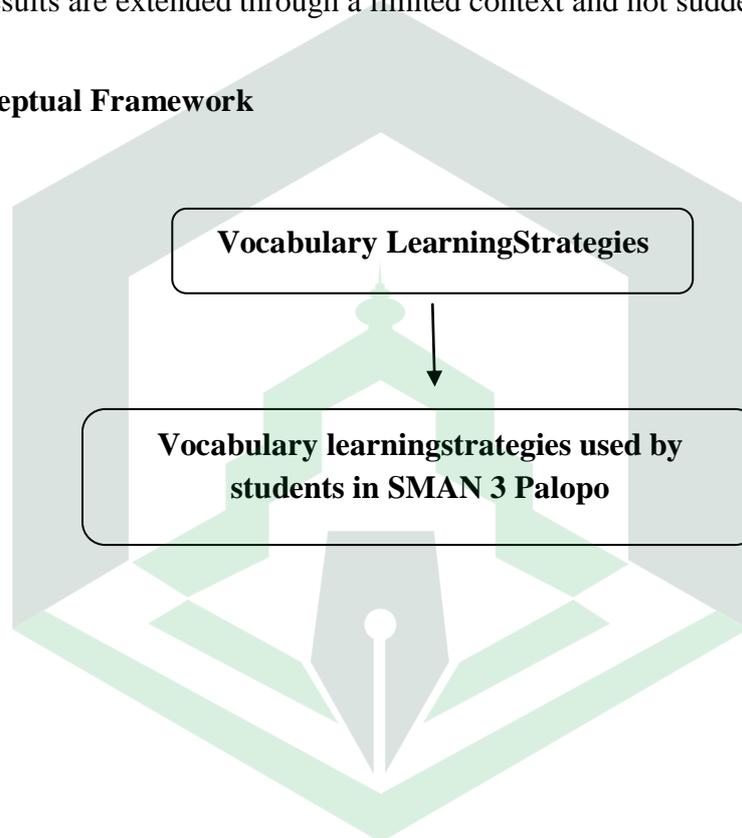
B. Kind- Kindof Learning Approaches

There are several kinds of learning approaches used in teaching and learning activities, including:

³⁶Milan Rianto, *Approach, Strategy*, page. 88 - 89

1. Contextual Approach, the background contextual approach is that students learn more meaningfully by experiencing their own activities in a natural environment.
2. Constructivism Approach, constructivism is the basis for thinking about a contextual approach, namely that the approach is built by humans little by little whose results are extended through a limited context and not suddenly

C. Conceptual Framework



IAIN PALOPO

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a descriptive qualitative method to know students' strategies in learning vocabulary. While according to Creswell, qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem.³⁷ Pair in stated descriptive is research to collect information about the actual circumstances, conditions, or other things that have been mentioned.³⁸. Then, the results are presented in form of research reports base on the fact.

The researcher uses the qualitative descriptive method because the method gathers information base on real circumstances. Sugiono mentioned that qualitative is a method to make sure the truth of the data through to go to the object directly³⁹.Using this method, the researcher would analyze the students' strategies in learning vocabulary at SMAN 3 Palopo..

B. Subject of the Research

It describes the vocabulary learning strategies used by senior high school students. The participants were 20 students in the eleventh grade at SMAN 3 Palopo. They were chosen as they had been studying English for about eight

³⁷ John W. Creswell *Qualitative Inquiry And Research Design: Choosing Among Five Traditions*. London: SAGE Publications, 2016

³⁸ Airin, "Kompetensi Guru Matapelajaran Pendidikan Agama Islam Dalam Menanamkan Nilai-Nilai Pendidikan Islam Pada Peserta Didik Di Pesantren Ummushobbri Di Kota Kendari.," 2015.

³⁹ Sugiyono, *Easy Ways to Compose Thesis, Thesis, and Dissertation* (Bandung: Alfabeta, 2013).

years. Hence, they may have used VLS to help them understand new words when learning English.

C. The Instrument of the Research

The instruments of the study are close-ended questionnaires. The close-ended questionnaire consists of 20 statements of vocabulary learning strategies based on Schmitt's taxonomy of VLS. The participants selected their answers from always, often, sometimes, or never. The questionnaire is in Indonesian to help the students feel more confident in giving their answers.

D. The Procedure for Collecting Data

1. Questionnaire

The students would be given some statements in the questionnaire by Google Form, and then they have to choose one option for each number, the options such as always, often, sometimes, and never.

The lattice of questionnaire according to Schmitt :

| No | Lattice | Reference |
|----|------------------------|---|
| 1 | Analyzing and Checking | Schmitt, N. (2000). <i>Vocabulary in Language Teaching</i> . Cambridge University Press, Cambridge. |
| 2 | Asking | Schmitt, N. (2000). <i>Vocabulary in Language Teaching</i> . Cambridge University Press, Cambridge. |
| 3 | Remembering the word | Schmitt, N. (2000). <i>Vocabulary in Language Teaching</i> . Cambridge University Press, Cambridge. |
| 4 | Writing | Schmitt, N. (2000). <i>Vocabulary in Language Teaching</i> . Cambridge University Press, Cambridge. |
| 5 | Media | Schmitt, N. (2000). <i>Vocabulary in Language Teaching</i> . Cambridge |

| | |
|--|------------------------------|
| | University Press, Cambridge. |
|--|------------------------------|

The lattices of questionnaire according to Schmitt were outlined in quesyonnaire statements as followed:

| No | Statements | Never | Sometiems | Often | Always |
|----|---|-------|-----------|-------|--------|
| 1 | Check the word's form: whteher it belongs to verb, noun, adjective, etc. | | | | |
| 2 | Analyze root and affixes to guess the meanings of the word. E.g.: unreadable = un + read + able impossible to read. | | | | |
| 3 | Check if the word is also an Indonesian word. E.g.: pencil, Bahasa Indonesia: <i>pensil</i> . | | | | |
| 4 | Guessword's meaning fro the context | | | | |
| 5 | Look up the word in English Indonesian dictionary. | | | | |
| 6 | Look up the word in English English dictionary. | | | | |
| 7 | Ask the teacher to translate the meaning of a word that I do not understand. | | | | |
| 8 | Ask the teacher for synonyms or similar meanings of new word | | | | |
| 9 | Ask the teacher for definition | | | | |
| 10 | Ask classmates. | | | | |
| 11 | Group the word based on its affixes (e.g. grouping | | | | |

| | | | | | | | | | |
|----|---|--|--|--|--|--|--|--|--|
| | the all words wit suffix re-in one group. –ment in one group,etc) | | | | | | | | |
| 12 | Group the word by its form (verb,noun,adjective,etc) | | | | | | | | |
| 13 | Look for its synonym and antonym | | | | | | | | |
| 14 | Remember the new word by connecting with the words i have learnt before) | | | | | | | | |
| 15 | Try to make a sence using the word | | | | | | | | |
| 16 | Group the word based on topic | | | | | | | | |
| 17 | Remember the word by studying and paying attention to its spelling | | | | | | | | |
| 18 | Pronounce the word | | | | | | | | |
| 19 | Say the word repeatedly. | | | | | | | | |
| 20 | Write the word repeatedly. | | | | | | | | |
| 21 | Make word list. | | | | | | | | |
| 22 | Keep a vocabulary notebook wherever you go | | | | | | | | |
| 23 | Use English media (news, news broadcasting, internet, magazine, video, etc.). | | | | | | | | |
| 24 | Test myself with word test. | | | | | | | | |
| 25 | Skip or pass new word which likely does not need to study. | | | | | | | | |

E. Technique of Data Analysis

The data would be collected from the respondents' analysis by using qualitative data from Miles and Huberman, which through questionnaire.⁴⁰ There are four stages of this method, are these:

1. Collection

The collection stage is described based on the explanation of data collection procedure.

2. Reduction

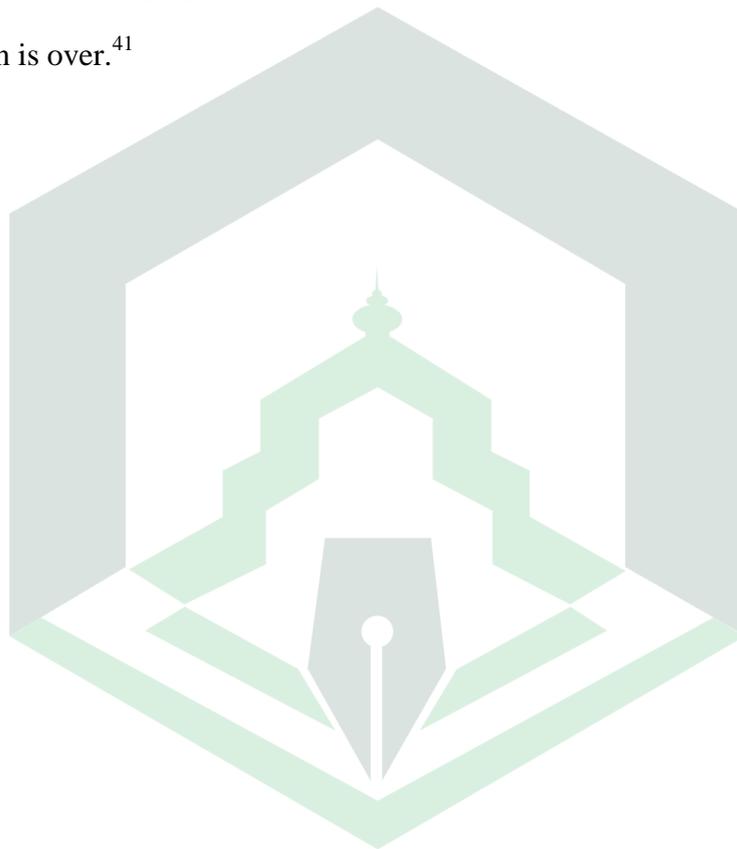
Data reduction included the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appears in written-up field notes. Data reduction occurred continuously throughout the life of any qualitatively oriented project. This is part of analysis.

3. Display

The third major flow of analysis is data display. A display organized assembly of information that permitted conclusion drawing and action taking notes. The most frequent form of display for qualitative data is narrative text.

4. Verifying conclusion

The last stage stream of analysis activity is conclusion verification. From the beginning of data collection, the qualitative analysis began to decide what things mean, is noting regularities, pattern, explanations, possible congratulations, causal flows, and propositions. Final conclusions may not appear until data collection is over.⁴¹



IAIN PALOPO

⁴¹M. B Miles and A. M Huberman, *Qualitative Data Analysis: A Sourcebook of New Method* (California: SAGE publications Inc, 1984)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous chapter, the researcher explained how the researcher obtained the data and the analysis process. Because seeing the current conditions during the pandemic, the researchers conducted research online via a google form. Data analysis was carried out in two ways: distributing questionnaires to students online via google form to determine student responses to the learning strategy used. Then, after all the data was collected, the researcher analyzed the questionnaire results and never compared, sometimes, often, or permanently with the learning strategy used.

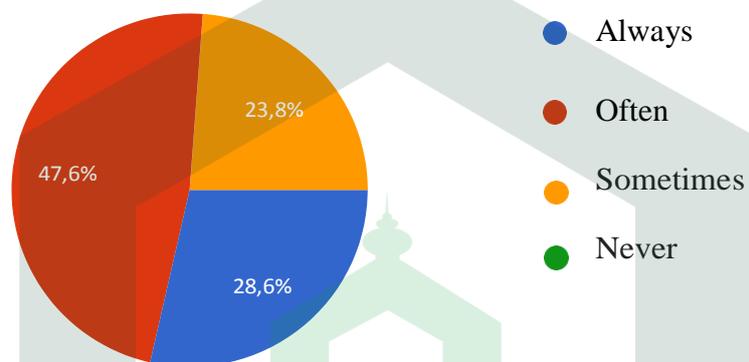
After examining the respondents, the researcher found students' responses to the vocabulary learning strategy through a google form. For more details, the researcher explained the results of the respondents obtained by the researcher as follows.:

IAIN PALOPO

1. Questionnaire

The results of students responses through a questionnaire

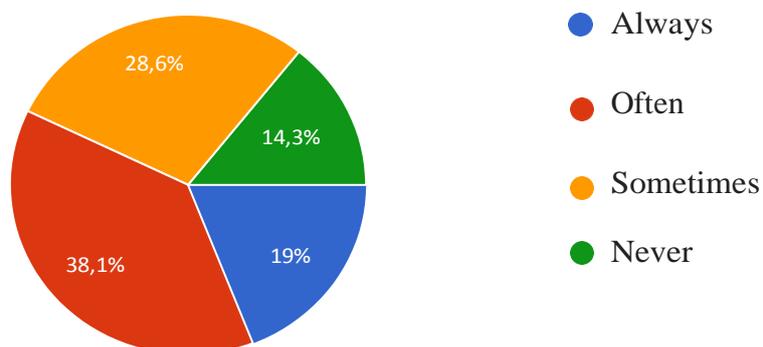
1. Check the word's form: whether it belongs to verb, noun, adjective, etc.



The chart above shows that the answer of the students who chose are always (28,6%). They who chose often (47,6%), who chose sometimes (23%), and then who chose never (0 %).

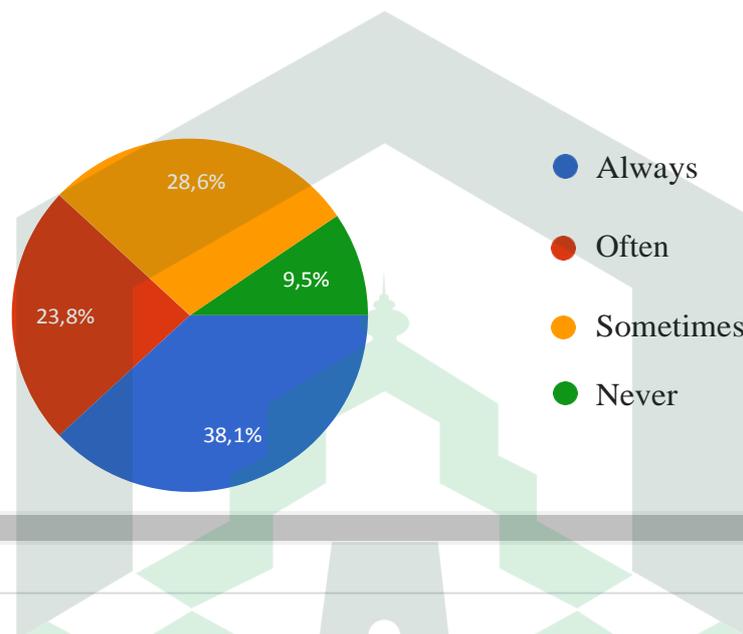
2. Analyze root and affixes to guess the meanings of the word. E.g.: unreadable = un + read + able impossible to read.

IAIN PALOPO



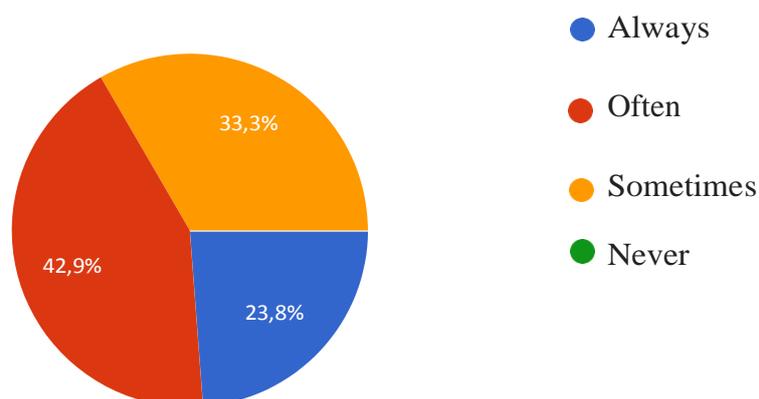
The chart above shows that the answer of the students who chose are always (19%). They who chose often (38,1%), who chose sometimes (28,6%), and then who chose never (14,3%).

3. Check if the word is also an Indonesian word. E.g.: pencil, Bahasa Indonesia: *pensil*.



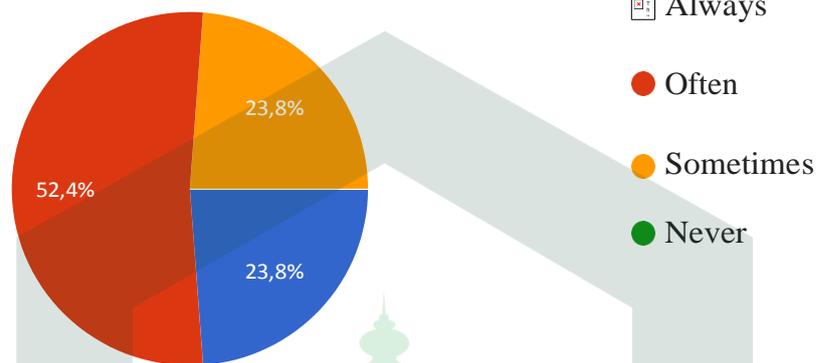
The chart above shows that the answer of the students who chose are always (38,1%). They who chose often (23,8%), who chose sometimes (28,6%), and then who chose never (9,5%).

4. Guessword's meaning fro the context



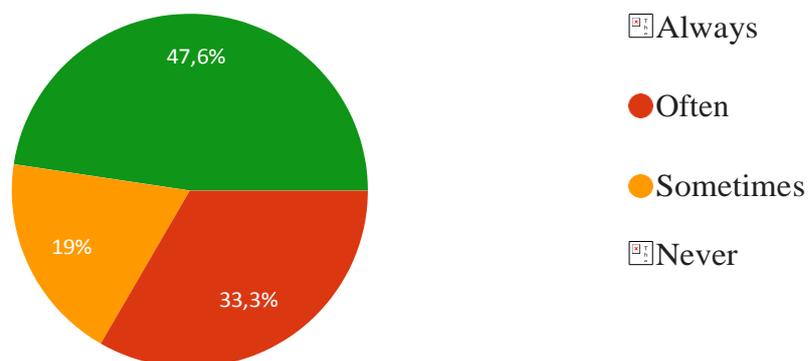
The chart above shows that the answer of the students who chose are always (23,8%). They who chose often (42,9%), who chose sometimes (33,3%), and then who chose never (0%).

5. Look up the word in English Indonesian dictionary.



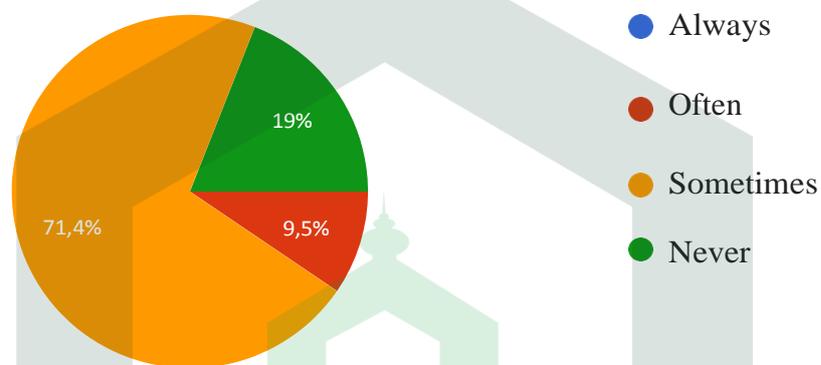
The chart above shows that the answer of the students who chose are always (23,8%). They who chose often (52,4%), who chose sometimes (28,8%), and then who chose never (0%).

6. Look up the word in English English dictionary



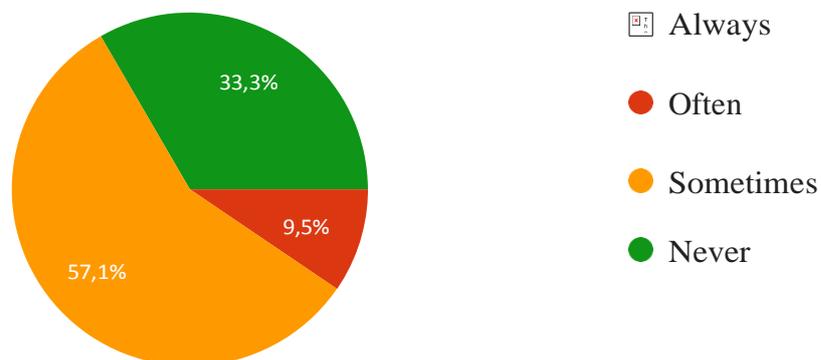
The chart above shows that the answer of the students who chose are always (23,8%). They who chose often (52,4%), who chose sometimes (28,8%), and then who chose never (0%).

7. Ask the teacher to translate the meaning of a word that I do not understand.



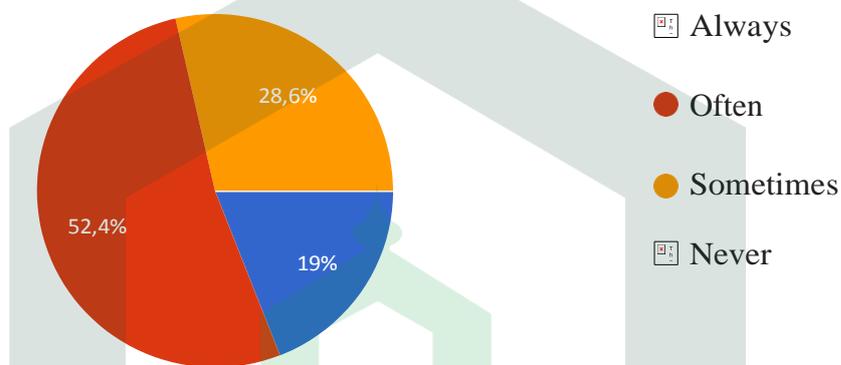
The chart above shows that the answer of the students who chose are always (0%). They who chose often (9,5%), who chose sometimes (71,4%), and then who chose never (19%)

8 Ask the teacher for synonyms or similar meanings of new word



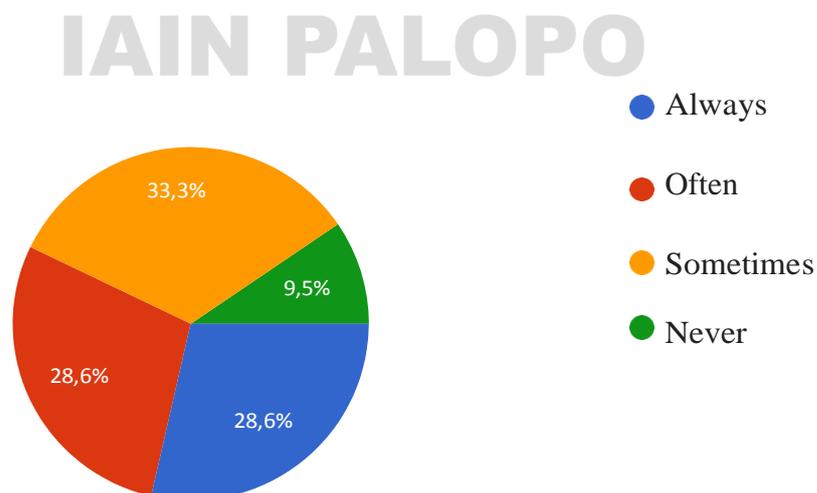
The chart above shows that the answer of the students who chose are always (0%). They who chose often (9,5%), who chose sometimes (57,1%), and then who chose never (33,3%)

9. Ask the teacher for definition



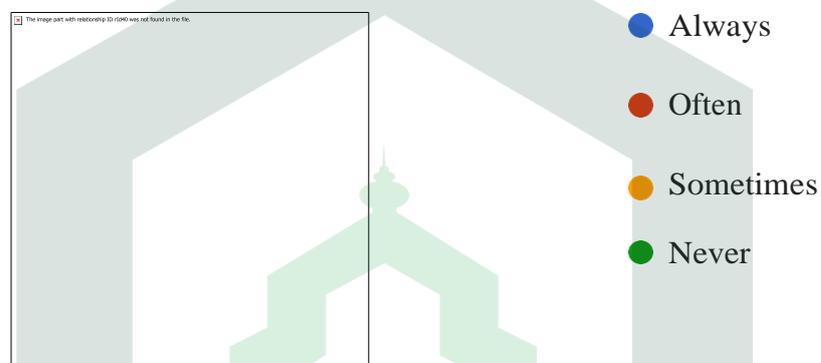
The chart above shows that the answer of the students who chose are always (19%). They who chose often (52,4%), who chose sometimes (28,6%), and then who chose never (0%).

10. Ask classmates.



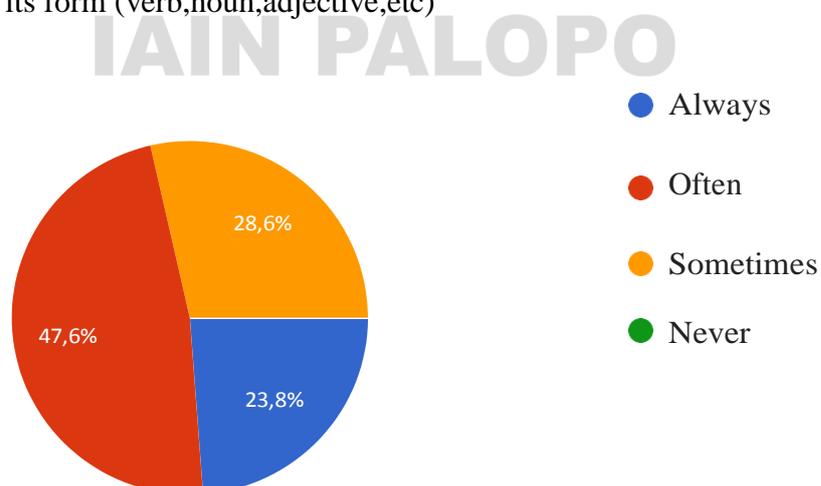
The chart above shows that the answer of the students who chose are always (28,6%). They who chose often (28,6%), who chose sometimes (33,3%), and then who chose never (9,5%).

11.Group the word based on its affixes (e.g. grouping the all words wit suffix re-in in one group. –ment in one group,etc)



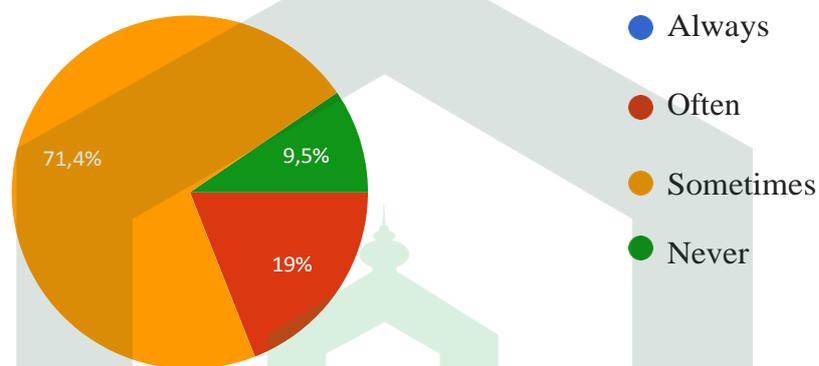
The chart above shows that the answer of the students who chose are always (0%). They who chose often (0%), who chose sometimes (61,9%), and then who chose never (28,6%)

12.Group the word by its form (verb,noun,adjective,etc)



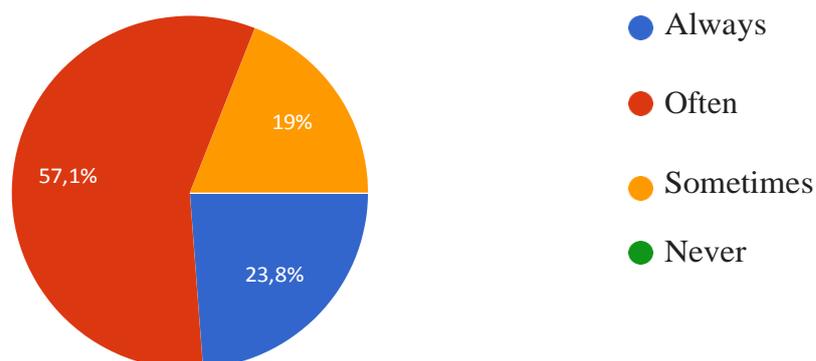
The chart above shows that the answer of the students who chose are always (23,8%). They who chose often (28,6%), who chose sometimes (47,6%), and then who chose never (0%).

13.Look for its synonym and antonym



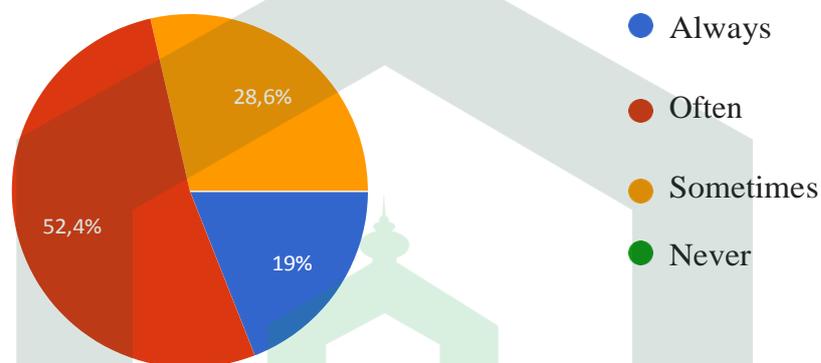
The chart above shows that the answer of the students who chose are always (0%). They who chose often (19%), who chose sometimes (71,4%), and then who chose never (9,5%)

14.Remember the new word by connecting with the words i have learnt before)



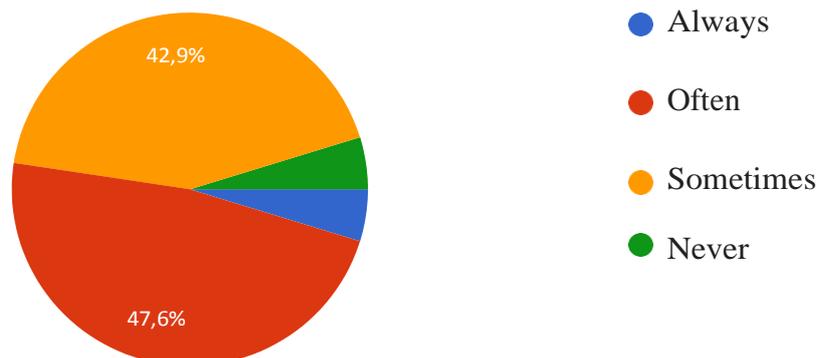
The chart above shows that the answer of the students who chose are always (23,8%). They who chose often (57,1%), who chose sometimes (19%), and then who chose never (0%)

15. Try to make a sentence using the word



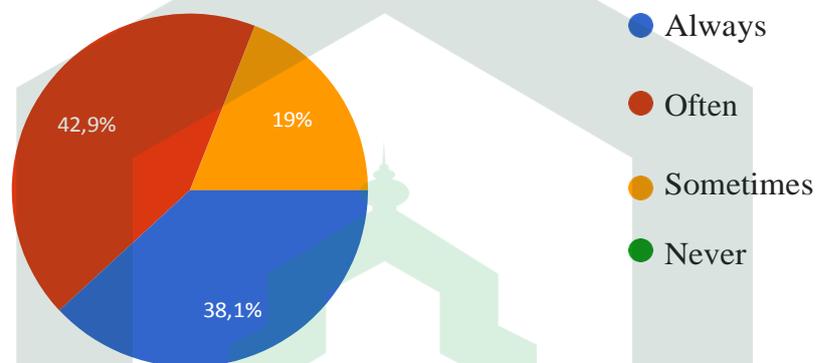
The chart above shows that the answer of the students who chose are always (19%). They who chose often (52,4%), who chose sometimes (28,6%), and then who chose never (0%)

16. Group the word based on topic



The chart above shows that the answer of the students who chose are always (0%). They who chose often (47,6%), who chose sometimes (42,9%), and then who chose never (0%)

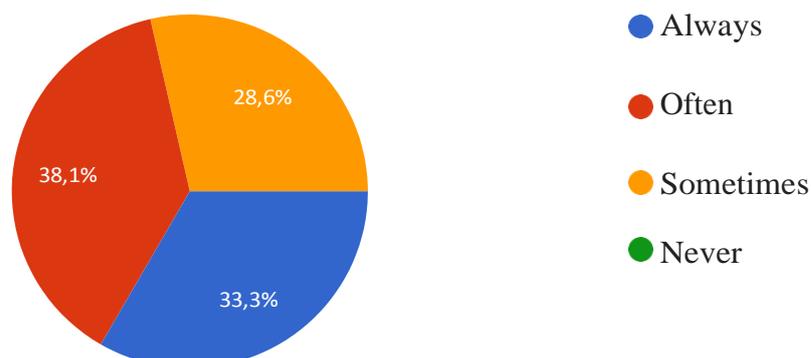
17. Remember the word by studying and paying attention to its spelling



The chart above shows that the answer of the students who chose are always (38,1%). They who chose often (42,9%), who chose sometimes (19%), and then who chose never (0%)

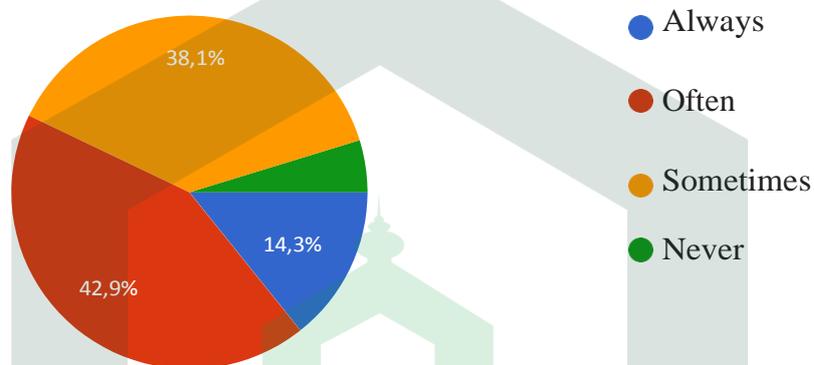
18. Pronounce the word

IAIN PALOPO



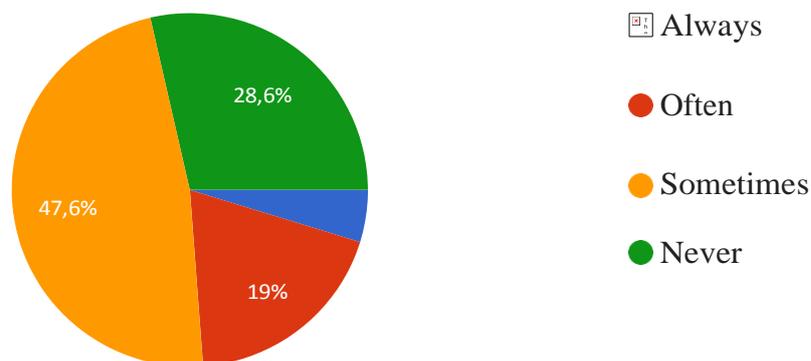
The chart above shows that the answer of the students who chose are always (33,3%). They who chose often (38,1%), who chose sometimes (28,6%), and then who chose never (0%)

19. Say the word repeatedly.



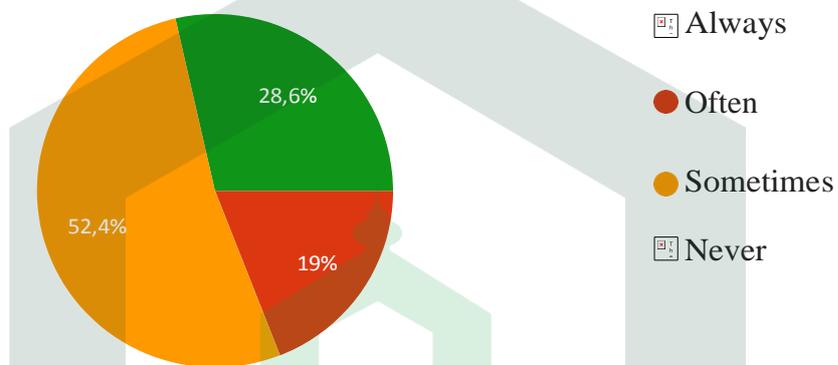
The chart above shows that the answer of the students who chose are always (14,3%). They who chose often (42,9%), who chose sometimes (38,1%), and then who chose never (0%)

20. Write the word repeatedly.



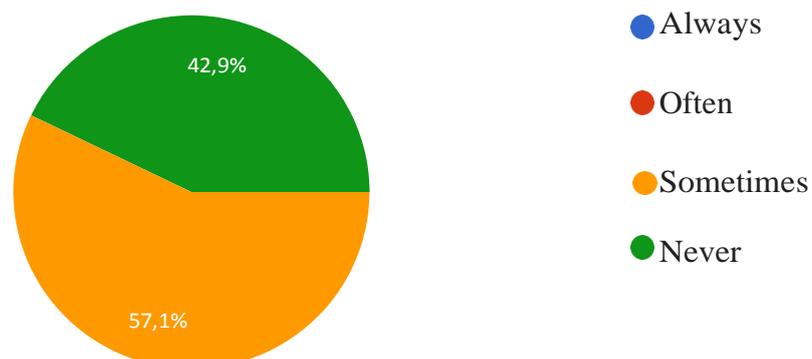
The chart above shows that the answer of the students who chose are always (0%). They who chose often (19%), who chose sometimes (47,6%), and then who chose never (28,6%).

21. Make word list.



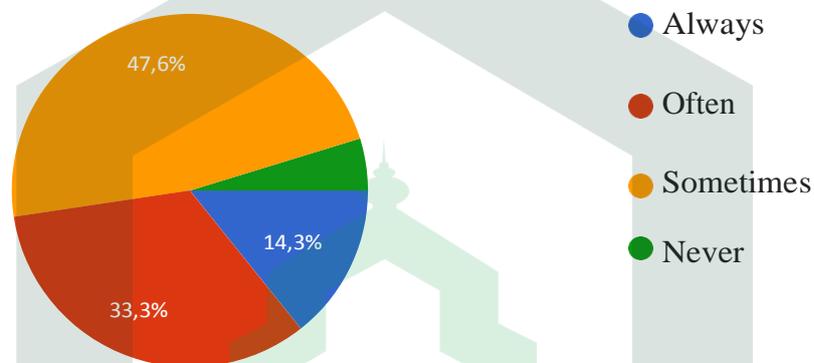
The chart above shows that the answer of the students who chose are always (0%). They who chose often (19%), who chose sometimes (52,4%), and then who chose never (28,6%).

22. Keep a vocabulary notebook wherever you go



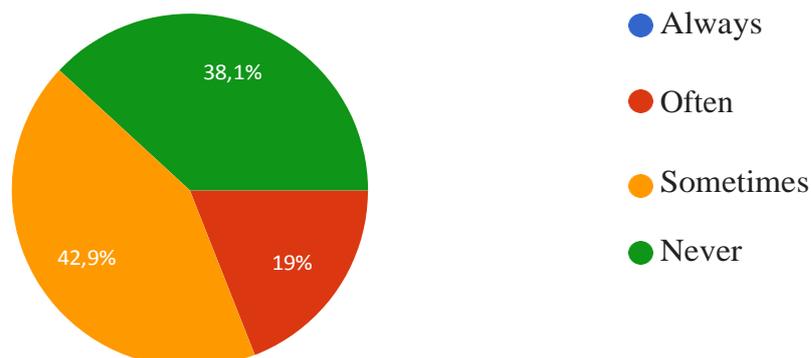
The chart above shows that the answer of the students who chose are always (0%). They who chose often (0%), who chose sometimes (57,1%), and then who chose never (42,9%).

23. Use English media (news, news broadcasting, internet, magazine, video, etc.).



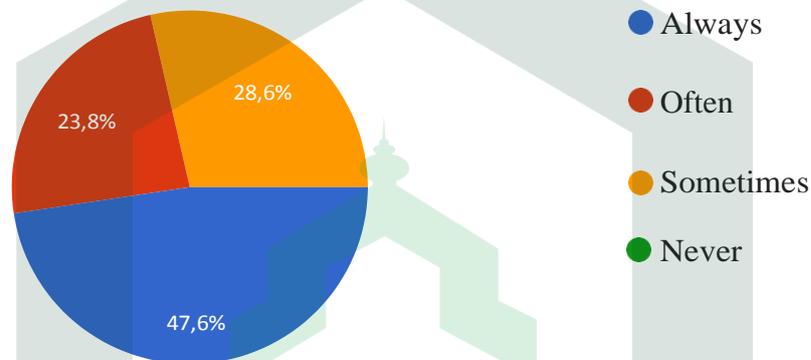
The chart above shows that the answer of the students who chose are always (14,3%). They who chose often (33,3%), who chose sometimes (47,6%), and then who chose never (0%).

24. Test myself with word test



The chart above shows that the answer of the students who chose are always (0%). They who chose often (19%), who chose sometimes (42,9%), and then who chose never (38,1%).

25. Skip or pass new word which likely does not need to study



The chart above shows that the answer of the students who chose are always (47,6%). They who chose often (23,8%), who chose sometimes (28,6%), and then who chose never (0%)

IAIN PALOPO

To sum up the finding of all statement it can be seen in the following table:

Where :

DPIS : Direct Personal Instruction Strategy

IIS :Interactive Instruction Strategy

IIES: IndirectInteractive Experience Strategy

| No | Statements | Never | Sometimes | Often | Always | Strat egi |
|----|---|-------|-----------|-------|--------|--------------|
| 1 | Check the word's form: whether it belongs to verb, noun, adjective, etc. | 0% | 23,8% | 47,6% | 28,6% | DPIS |
| 2 | Analyze root and affixes to guess the meanings of the word. E.g.: unreadable = un + read + able impossible to read. | 14,3% | 28,6% | 38,1% | 19% | DPIS |
| 3 | Check if the word is also an Indonesian word. E.g.: pencil, Bahasa Indonesia: <i>pensil</i> . | 9,5% | 28,6% | 23,8% | 38,1% | DPIS |
| 4 | Guessword's meaning from the context | 0% | 33,3% | 42,9% | 23,8% | DPIS |
| 5 | Look up the word in English Indonesian dictionary. | 0% | 23,8% | 52,4% | 23,8% | IIS |
| 6 | Look up the word in English English dictionary. | 47,6% | 19% | 33,3% | 0% | IIS |
| 7 | Ask the teacher to translate the meaning of a word that I do not understand. | 19% | 71,4% | 9,5% | 0% | DPIS |
| 8 | Ask the teacher for synonyms or similar meanings of new word | 33,3% | 57,1% | 9,5% | 0% | DPIS |
| 9 | Ask the teacher for definition | 0% | 28,6% | 52,4% | 19% | DPIS |
| 10 | Ask classmates. | 9,5% | 33,3% | 28,6% | 28,6% | IIES |

| | | | | | | |
|----|--|-------|-------|-------|-------|------|
| 11 | Group the word based on its affixes (e.g. grouping the all words wit suffix re-in one group. –ment in one group,etc) | 28,6% | 61,9% | 0% | 0% | IIES |
| 12 | Group the word by its form (verb,noun,adjective,etc) | 0% | 28,6% | 47,6% | 23,8% | IIES |
| 13 | Look for its synonym and antonym | 9,5% | 71,4% | 19% | 0% | IIES |
| 14 | Remember the new word by connecting with the words i have learnt before) | 0% | 19% | 57,1% | 23,8% | IIES |
| 15 | Try to make a sence using the word | 0% | 28,6% | 52,4% | 19% | IIES |
| 16 | Group the word based on topic | 0% | 42,9% | 47,6% | 0% | IIES |
| 17 | Remember the word by studying and paying attention to its spelling | 0% | 19% | 42,9% | 38,1% | IIES |
| 18 | Pronounce the word | 0% | 28,6% | 38,1% | 33,3% | IIES |
| 19 | Say the word repeatedly. | 0% | 38,1% | 42,9% | 14,3% | IIES |
| 20 | Write the word repeatedly. | 28,6% | 47,6% | 19% | 0% | IIES |
| 21 | Make word list. | 28,6% | 52,4% | 19% | 0% | IIES |
| 22 | Keep a vocabulary notebook wherever you go | 42,9% | 57,1% | 0% | 0% | DPIS |
| 23 | Use English media (news, news broadcasting, internet, magazine, video, etc.). | 0% | 47,6% | 33,3% | 14,3% | IIS |
| 24 | Test myself with word test. | 38,1% | 42,9% | 19% | 0% | DPIS |
| 25 | Skip or pass new word which likely does not need to study. | 0% | 28,6% | 23,8% | 47,6% | IIS |

B. Discussion

Of the 25 statements in the questionnaire, the most frequently used vocabulary learning strategy was indirect strategy, 47.5% interactive experience strategy, 39.5% second-order interactive learning, and then the least used learning strategy was personal learning strategy. directly that is equal to 17.5%.

Discusses the responses of SMAN 3 Palopo students to some of the questions and statements are given. The number of questions presented to the teacher was twenty, and the students' questionnaire contained twenty-five statements. Seen from the results of student responses to the distributed questionnaires, it can be concluded that student responses to learning during this pandemic or what is commonly called online learning contained several different opinions from twenty students with a total of twenty-five questionnaires. Many of the twenty students choose "always" 19.5% and students who choose "often" as much as 39.5%, and with a learning model commonly called online learning or online. Because many students have difficulty learning online, some students answered that online learning made them less skilled. Students also answered "sometimes" as much as 47.5% with this online model. Finally, some students answered "never" as much as 17.5%.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding, it can be concluded that the vocabulary learning strategy in learning English at SMAN 3 Palopo are Of the twenty-five questionnaire statements, many students chose "always" 19.5% and students who chose "often" were 39.5%, and students who answered "sometimes" were 47.5%. Finally, some students answered "never" as much as 17.5%. That most of the students' responses to the online learning model through Google Form are not approved. This can be seen from the questionnaire given to the respondents.

In vocabulary learning strategies, using strategies, namely individual strategies with a cognitive theory where a teacher is an all-knowing person, and direct instruction approach, individual learning where both teachers and students must be active in various ways so that students receive, understand, and master the material in multiple ways starting from conveying, explaining, giving examples, creating new ones, and so on. Here, students must be active, so the teacher must first be involved in using the learning-based assessment mode. In this strategy using the question and answer method searching, exploring with test learning through gadgets and google form facilities with the online mode following the collaborative learning objectives.

In learning vocabulary strategies through a google form, use the types of learning strategies: direct personal instruction strategy, interactive instruction

strategy, indirect, interactive experience strategy. However, for the strategy category, the most widely used were indirect, interactive experience strategies, namely 47.5%, interactive learning with the second-order of 39.5%, and then the least used learning strategies were direct personal learning strategies, which was 17.5%. The indirect, interactive, experiential strategy is the most popular strategy used. This shows that the experiential learning strategy uses an inductive, student-centered, and activity-oriented form of sequence emphasis in learning techniques through experience on the learning process, and not learning outcomes. 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. Nowadays, students have to study at home, so they have to find the best way to keep practicing and research to develop vocabulary skills independently at home.

B. Suggestion

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

1. To the teacher

The researcher proposes the following suggestions which are recommended for teachers to be able to use this strategy, both in the classroom and outside the school, teachers who teach English, especially at SMAN 3 Palopo, to encourage students to be more diligent in learning English even if study online or study at home. As the teachers know every student has different abilities, creativity, characteristics, and interests. After the teacher, knows the strategies which are used by students. The teachers have to choose the right strategies for

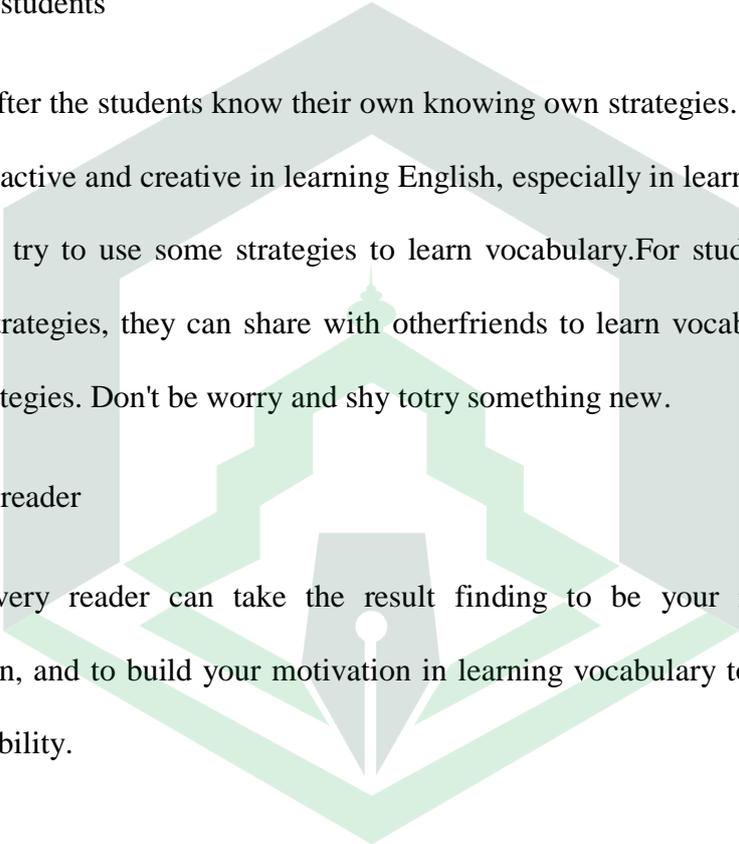
the students in learning vocabulary. More than that, the teacher should understand what the student needs based on their differences. They should also help their students to support their students' learning strategies in order to become successful language learners.

2. To the students

After the students know their own knowing own strategies. Hopefully, they are more active and creative in learning English, especially in learning vocabulary. They can try to use some strategies to learn vocabulary. For students who have several strategies, they can share with other friends to learn vocabulary by using those strategies. Don't be worry and shy to try something new.

3. To the reader

Every reader can take the result finding to be your referent, to be instruction, and to build your motivation in learning vocabulary to improve your English ability.



IAIN PALOPO

BIBLIOGRAPHY

- A Asgari & Mustapha, "English Language Teaching: The type of vocabulary learning strategies used by ESL students in university putra Malaysia", (2011), p. 84.
- A Rashidah Halilah & F. Majid "Procedia -Social and Behavioral Sciences : Vocabulary learning strategies among Malaysian TEVT students in German-Malaysian Institute (GMI)", (2014), p.361.
- Abu Ahmadi, Widodo Supriyono, *Learning Psychology*, page. 182 – 183
- Abuddin Nata, *Islamic Education Philosophy*, (Jakarta: Gaya Pratama, 2005), page. 143
- Achmad Fatoni, *Methodology of Education*, (Jakarta: PT Bina Ilmu, 2014), Thing. 110 – 113
- Agus Budiharto, *The Role of Silent Way Method to English Teaching in a Private Islamic Middle School*, University of Madura, Vol. 7 No. 2 (2018)
- Airin, "Competence of Islamic Religious Education Subject Teachers in Instilling Islamic Educational Values in Students at the Ummushobbri Islamic Boarding School in Kendari City," 2015.
- Anissatul Mufarokah, *Teaching and Learning Strategy*, (Yogyakarta: Teras, 2009), hal. 88
- Ayu Dewi, "Using Determination strategies in Improving Students' Vocabulary Skill at SMAN 1 Surabaya" Surabaya, graduated from Ciputa University of Surabaya, (2016).
- Azhar Arsyad, *Teaching Method*, (Yogyakarta: Pustaka Pelajar, 2010), hal. 19
- B.S, Neuman & J. Dwyer, "Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher*, 62(5)", (2009), p. 384-392.
- C. Olmos, "International Journal of English Studies :An assessment of the vocabulary knowledge of students in the final year of secondary education. Is Their Vocabulary Extensive Enough?", (2009), p. 73
- Chusnul Waro, "The Effectiveness of Vocabulary Selfcollection Strategy on Students' Vocabulary Mastery, Department Of English Education Faculty Of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta. 2019
- F, L Heidari, F Karimi, & A. Imani, "Vocabulary Learning Strategy Instruction: It's impact on English for Specific Purpose Vocabulary Achievement and

- Reading Comperhansion” Middle East Jou n trnal of Scientific Research*, 12(11),(2012), p. 1499.
- I.Nation,” Cambridge: *Learning Vocabulary in Another Language* (2nd ed.)”, (2013), p.76.
- J. Milton,”*Multilingual Matters: Measuring Second Language Vocabulary Acquistion*”, (Tornoto: 2009)
- John W. Creswell “*Qualitative Inquiry And Research Design: Choosing Among Five Traditions*. London: SAGE Publications, 2016
- Kardi dan Nur, *Introduction to Classroom Learning and Management*, (Surabaya; Uni Press, 2003), p. 9
- L. Ghazal, “*Novitas-Royal: Learning vocabulary in EFL contexts through vocabulary learning strategies*”, (2010), p. 84.
- L.Zhi-liang “*Cross-Cultural Communication: A study on English vocabulary learning strategies for non-English majors in independent college*”,(2010), p. 152-164
- M. B Miles and A. M Huberman, *Qualitative Data Analysis: A Sourcebook of New Method* (California: SAGE publications Inc, 1984).
- M. Basyiruddin Usman, *Learning Methodology*, ed Abdul Halim (Jakarta: Ciputat Pers, 2002), 4.
- N.Schmitt,”Cambridge: *Vocabulary in Language Teaching*, (Cambridge 2000).
- Nation,”Cambridge : *Learning vocabulary in another language*”, (Cambridge University Press : 2010).
- Nurhasanah, S. *The Use of Community Language Learning Method to increase the students participation in Classroom Conversation*. 8(1), 81–98. Vol. 8, No. 1, June 2015
- R.Catalán,”*International Journal of Applied Linguistics: Sex Differences in L2 Vocabulary Learning Strategies*”, (Spain : 2013)
- R.Oxford,” *Methodology in Language Teaching: Language Learning Strategies in a Nutshell: Update and ESL Suggestions*”, (New York: Cambridge University Press 2002).
- Rokhimah Ni“matu, “*Teachers’ Strategies in Teaching Vocabulary during Covid-19 Pandemic in MTsN 8 Tulungagung*, State Islamic institute (IAIN) of Tulungagung. 2020
- S.Wessels, “*The Reading Teacher: Promoting vocabulary learning for English learners*,(2011) p. 46.

Sugiyono, *Easy Ways to Compose Thesis, Thesis, and Dissertation*(Bandung: Alvabeta, 2013).

Udin S. Winataputra.*Teaching and Learning Strategy*. (Jakarta: Open University Publishing Center. 2003). page 126

Y. M Fan,“*The Modern Language Journal:Frequency of use, perceived usefulness, and actual usefulness of second language vocabulary strategies: a study of hong kong learners*”, (2003), p.222-241

Y.P, Gu,“*TESOL Quearterly:Fine brush and freehand: The vocabulary-learning art of two successful Chinese EFL learners*”,(2013), p. 75-105.



IAIN PALOPO

A
P
P
E
N
D
I
X
E
S

IAIN PALOPO

Appendix 1 : Questionnaire In English

| |
|--------|
| Name: |
| Class: |

Berilah tanda centang (✓) pada kolom yang tersedia (Tidak pernah, kadang-kadang, sering dan selalu)

| No | Statements | Never | Sometiems | Often | Always |
|----|---|-------|-----------|-------|--------|
| 1 | Check the word's form: whether it belongs to verb, noun, adjective, etc. | | | | |
| 2 | Analyze root and affixes to guess the meanings of the word. E.g.: unreadable = un + read + able impossible to read. | | | | |
| 3 | Check if the word is also an Indonesian word. E.g.: pencil, Bahasa Indonesia: <i>pensil</i> . | | | | |
| 4 | Guessword's meaning from the context | | | | |
| 5 | Look up the word in English Indonesian dictionary. | | | | |
| 6 | Look up the word in English English dictionary. | | | | |
| 7 | Ask the teacher to translate the meaning of a word that I do not understand. | | | | |
| 8 | Ask the teacher for synonyms or similar meanings of new word | | | | |
| 9 | Ask the teacher for | | | | |

| | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|
| | definition | | | | | | | | |
| 10 | Ask classmates. | | | | | | | | |
| 11 | Group the word based on its affixes (e.g. grouping the all words wit suffix re-in one group. -ment in one group,etc) | | | | | | | | |
| 12 | Group the word by its form (verb,noun,adjective,etc) | | | | | | | | |
| 13 | Look for its synonym and antonym | | | | | | | | |
| 14 | Remember the new word by connecting with the words i have learnt before) | | | | | | | | |
| 15 | Try to make a sence using the word | | | | | | | | |
| 16 | Group the word based on topic | | | | | | | | |
| 17 | Remember the word by studying and paying attention to its spelling | | | | | | | | |
| 18 | Pronounce the word | | | | | | | | |
| 19 | Say the word repeatedly. | | | | | | | | |
| 20 | Write the word repeatedly. | | | | | | | | |
| 21 | Make word list. | | | | | | | | |
| 22 | Keep a vocabulary notebook wherever you go | | | | | | | | |
| 23 | Use English media (news, news broadcasting, internet, magazine, video, etc.). | | | | | | | | |
| 24 | Test myself with word test. | | | | | | | | |
| 25 | Skip or pass new word which likely does not need to study. | | | | | | | | |

Appendixes 1 : Questionnaire In Bahasa

| |
|--------|
| Nama: |
| Kelas: |

Berilah tanda centang (✓) pada kolom yang tersedia (Tidak pernah, kadang-kadang, sering dan selalu).

| No | Ketika saya menemukan kosa kata baru dalam Bahasa Inggris saya akan.. | Tidak Pernah | Kadang-kadang | Sering | Selalu |
|----|---|--------------|---------------|--------|--------|
| 1 | Mengecek jenis kata tersebut. (contoh: apakah kata tersebut termasuk kata kerja, kata benda, kata sifat, dll). | | | | |
| 2 | Menganalisa kata dasar dan imbuhan untuk menebak arti dari kata itu. (contoh : un + read + able = tidak dapat dibaca) | | | | |
| 3 | Mengecek apakah kata tersebut sama dengan kata dalam bahasa Indonesia. (pencil, Bahasa Indonesia: <i>pensil</i>). | | | | |
| 4 | Menebak arti kata itu dari konteks bacaan. | | | | |
| 5 | Melihat artinya di kamus Inggris Indonesia. | | | | |
| 6 | Melihat artinya di kamus Inggris Inggris. | | | | |
| 7 | Meminta guru untuk menerjemahkan kata yang tidak saya mengerti. | | | | |
| 8 | Meminta guru untuk memberikan sinonim atau arti lain dari kata itu. | | | | |
| 9 | Bertanya pada teman. | | | | |
| 10 | Menghubungkan kata itu dengan pengalaman | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 11 | Mengelompokkan kata berdasarkan imbuhan yang sama (contoh: mengelompokkan kata berimbuhan re- dalam 1 grup, -mendalam 1 grup,dll) | | | | |
| 12 | Mengelompokkan kata dengan melihat jenisnya (kata kerja, benda, sifat, dll) | | | | |
| 13 | Mencari sinonim atau antonim dari kata tersebut. | | | | |
| 14 | Mengingat kata baru tersebut dengan menghubungkan dengan kata-kata yang pernah saya pelajari sebelumnya. | | | | |
| 15 | Mencoba membuat kalimat menggunakan kata tersebut. | | | | |
| 16 | Mengelompokkan kata kata berdasarkan topik. | | | | |
| 17 | Mengingat kata tersebut dengan memperhatikan dan mempelajari ejaan (spelling) dari kata tersebut. | | | | |
| 18 | Mengucapkan (pronouncing) kata tersebut. | | | | |
| 19 | Mengucapkan kata itu berulang ulang. | | | | |
| 20 | Menulis kata itu berulang ulang. | | | | |
| 21 | Membuat daftar kosakata baru yang sudah saya pelajari. | | | | |
| 22 | Membawa buku berisi daftar kosakata. | | | | |
| 23 | Menggunakan media berbahasa Inggris lainnya (koran, siaran berita, internet, majalah, video, dll.) | | | | |
| 24 | Mengetes diri sendiri dengan tes kosa kata. (seperti: menterjemahkan kata dari Inggris ke Indonesia,dll) | | | | |
| 25 | Tidak memperhatikan kosakata baru yang sekiranya tidak perlu untuk dipelajari | | | | |