

**Vocabulary Acquisition's Strategies of English as Second  
Language by Female Students of Islamic Boarding School  
"Jawahirul Hikmah"**

**THESIS**

**Submitted as Partial Fulfilment as the Requirements for the Bachelor Degree  
in English Department Faculty of Arts and Humanities State Islamic  
University Sunan Ampel Surabaya**



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Declares that the thesis under the title *VOCABULARY ACQUISITION'S STRATEGIES OF ENGLISH AS SECOND LANGUAGE BY FEMALE STUDENTS OF ISLAMIC BOARDING SCHOOL "JAWAHIRUL HIKMAH"* is my original scientific work which has been conducted as a partial fulfillment of the requirements for the Bachelor Degree and submitted to the English Department, Arts and Humanities Faculty of State Islamic University Sunan Ampel Surabaya. Additionally, it does not incorporate any other text from the previous experts except the quotations and theories itself. If the thesis later is found as plagiarism work, the writer is truthfully responsible with any kind of suitable rules and consequences.

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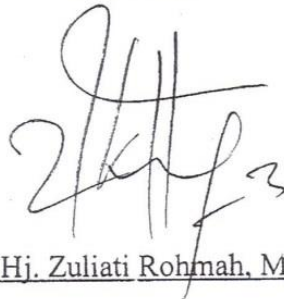
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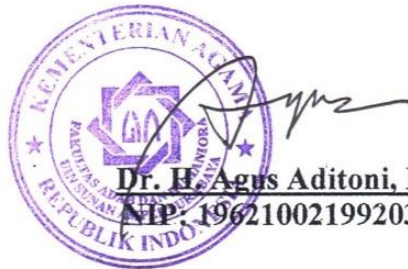
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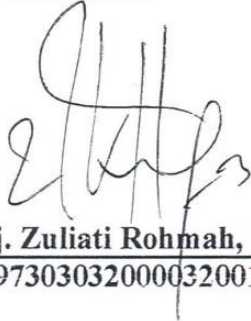
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*Practicing* category (Cog.1) that are used by the students consist of *Repeating* (Cog.1.A) used by 20 students, *Formally Practicing With Sound System* (Cog.1.B) used by 14 students, *Formally Practicing With Writing System* (Cog.1.C) used by 18 students, *Recognizing Formula* and *Recombining* (Cog.1.D and Cog.1.E) are not used by them. Next is 11% of the students use *Receiving and Sending Message* category (Cog.2). *Receiving and Sending Message* category (Cog.2) that are used by the students consist of *Getting Idea Quickly* (Cog.2.A) used by 4 students and *Using Resources for Receiving and Sending Message* (Cog.2.B) used by 1 student. Then 28% of the students use *Analyzing and Reasoning* category (Cog.3). *Analyzing and Reasoning* category (Cog.3) that are used by the students consist of *Analyzing Expressions* (Cog.3.A) used by 3 students, *Analyzing Contrastively* (Cog.3.B) used by 2 students, *Translating* (Cog.3.C) used by 10 students, and *Transferring* (Cog.3.D) used by 2 students. And 6% of the students use *Creating Structure for Input and Output* category (Cog.4). *Creating Structure for Input and Output* category (Cog.4) that are used by the students consist of *Taking Notes* (Cog.4.A) used by 4 students, *Summarizing* (Cog.4.B) and *Highlighting* (Cog.4.E) are not used by them.

Based on the observation done by researcher, *Cognitive Strategies* that is used by them were found on the first day until the last day observation. First, Sunday (April 15<sup>th</sup>, 2018), they woke up at 4.20 a.m. and did some routines such as praying, cleaning their room, and buying breakfast. In that evening, they searched and read some article and used online translator to get the meaning of words that they felt strange. Online translator itself include in *Translating* (Cog.3.C).





In general, based on the questionnaire, there are four big category strategies and ten sub category strategies in *Memory Strategies*. As appear in Figure 4.3, 22% of the students use *Creating Mental Linkages* category (Mem.1). *Creating Mental Linkages* category (Mem.1) that are used by the students consist of *Grouping* (Mem.1.A) used by 7 students, *Associating/Elaborating* (Mem.1.B) used by 3 students, and *Placing New Words Into a Context* (Mem.1.C) used by 5 students. Next is 10% of the students use *Applying Images and Sounds* category (Mem.2). *Applying Images and Sounds* category (Mem.2) that are used by the students consist of *Using Imagery* (Mem.1.A) used by 4 students, *Semantic Mapping* (Mem.2.B) used by 1 student, *Using Keywords* (Mem.2.C) used by 3 students, and *Representing Sound* (Mem.2.D) used by 2 students. *Reviewing Well* category (Mem.3) is not used by the students. And 4% of the students use *Employing Actions* category (Mem.4). *Employing Actions* category (Mem.4) that are used by the students consist of *Using Physical Responses* (Mem.4.A) used by 2 students and they are not use *Using Mechanical Techniques* (Cog.4.B).

Based on the observation done by researcher, they also used *Memory Strategies*. They were found on the first day and the second day observation. First, Sunday (April 15<sup>th</sup>, 2018), the researcher just found that they used memory strategies when they took a rest in lobby at 1.20 a.m. after pray of Dzuhur. They made a group with their friends and talk about their assignment by bringing with their book. They discussed each other to find the answer of their assignment. So, they used *Grouping* (Mem.1.A) in this activity.

















students and *Making Friends with Proficient Users of The New Language* (Soc.2.B) used by 4 students. Then 4% of the students use *Cooperating With Others* category (Soc.3). *Cooperating With Others* category (Soc.3) that are used by the students consist of *Cooperating With Peers* (Soc.3.A) used by 1 student and *Cooperating With Proficient Users of The New Language* (Cog.3.B) used by 1 student. And 7% of the students *Empathizing With Others* category (Soc.4). *Empathizing With Others* category (Soc.4) that are used by the students consist of *Developing Cultural Understanding* (Soc.4.A) are not used by students and *Becoming Aware of Others' Thoughts and Feelings* (Cog.4.B) used by 3 students.

Based on the observation done by researcher, the researcher found that they used *Social Strategies* on the first, the second, and the fourth day observations. On the first observation, Sunday (April 15<sup>th</sup>, 2018), in the evening, they searched and read some article and used online translator to get the meaning of words that they felt strange. Other than, they made some sentences using English. In doing this, they sometimes asked for correction from each other whether their writing was correct or not. From those activities, the learning strategy that was applied by them in the first day of the observation was *Asking for Correction* (Soc.1.C).

Different strategies that they used, were found on the second observation in Monday (April 23<sup>rd</sup>, 2018), after praying Ashar, around 3.30 p.m., they doing the task, sometimes they asked his friend for corrections about their diction and sentence construction. At night, after praying Isya', they came to the lobby corner in the Islamic boarding school to present "Language Activity". They were there together doing group learning. However, sometimes they made organizing





































The next researcher can also conduct research to find other factors that influence language learning strategy choice. There are so many factors that can generate different result such as motivation (Khamkien, 2010), additional experience, belief, attitude, language proficiency, and situation (Boonkongsaen, 2012). Moreover, a research conducted by Zarei (2013) led to the conclusion that there was a correlation between sex differences and the choice of strategies. She found that there is a significant difference between male and female in using strategies to learn language. In contrast, a research conducted by Khamkien (2010) lead to the conclusion that gender was not included in the group of variables that affect learning strategy choice.

Meanwhile, the findings about the most often used strategies are similar to the result of the research conducted by Easterbrook (2013). He conducted a research to Chinese English Majors students and found that the most frequently used strategies were guessing meaning, looking up dictionary, learning its spelling, writing it down, learning its pronunciation, saying it aloud, and connecting it with the Chinese meaning.

Writing it down is considered to be the same as *Taking Notes* (Cog.4.A) which is a strategy that used by every subject not less than twice during this research. Moreover, looking up dictionary was considered as similar to *Translating* (Cog.3.C) which is used by a half of the subjects in every observation period in this research. From these investigations, it may be reasons behind the selection of these strategies as the commonly used strategies in other researches.





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