# 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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Surabaya, July 7th 2018

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#### **ABSTRACT**

Khumida, Ina'ul Fitri. 2018. Vocabulary Acquisition's Strategies of English as Second Language by Female Students of Islamic Boarding School "Jawahirul Hikmah". English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya.

The Advisor : Prof. Dr. Hj. Zuliati Rohmah, M.Pd.

Key Words : Language acquisition, Vocabulary acquisition, Learning strategies.

There have been so many researchers conducted research in language acquisition. Generally, linguists group the process of acquiring language into first language acquisition and second language acquisition. In addition, there is also term vocabulary acquisition which refers to the process of acquiring vocabulary.

In fact, the term acquisition is interpreted differently by language researchers. Some researchers distinguish between acquiring and learning. On the other side, the other researchers assume those terms as the same. In this research, the researcher refers to the notion that those two are similar.

The process of acquiring vocabulary is influenced by many factors. Some of the factors found by the language researchers are first language background, motivation, and learning strategies. Language strategies itself can be divided to some types.

Researchers found various strategies in their research on language learning strategies. One of them is Shirahata et al. (1999, in Azumi, 2008) who devided learning strategies into direct and indirect strategies which each of them contains three sections. Azumi (2008), using language learning strategies initiated by Shirahata et al., found that strategies in learning vocabulary is more used by advanced students than intermediate and elementary students.

By this research, the writer tried to look for the strategies that mostly used by students, their reason for using the strategies, and how the strategies influence them, which was not done in Azumi's research.

By the end of this research, the researcher found that the results were the most often used strategies by each subject in this research are *Repeting* and *Using Music*. Their reasons for choosing certain strategies were varied. Each of them was different based upon factors influencing each subject. And the last, the way each strategy takes role in vocabulary acquisition process is also depended on the subject who chooses it

Finally, the researcher hopes that the finding of this research can be useful for the development of science in language acquisition, especially in vocabulary acquisition, and help the readers who want to explore the lore of it.

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(2013) and Rafik (2005) make distinctions between acquisition and learning that acquisition is a subconscious process based on the use of language in informal situation for meaningful communication such as daily conversation when the users do not focus on form of the languages while learning is a conscious process which takes place in contexts which there is conscious attention on the structure of language. In this research, the researcher refers to the interpretation which both are equal.

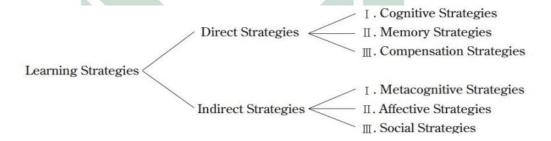
Furthermore, language acquisition can be divided into two kinds, first language acquisition (FLA) and second language acquisition (SLA). FLA is the acquisition process of first language (L1), the languages which are acquired during the childhood from people in the vicinity and spoken in the home environment. Whereas SLA is the acquisition process of second language (L2). It refers to the additional language which is acquired after first language. Even though it may be actually the third, fourth, or tenth to be acquired. (Saville-Troike, 2006).

Many language researchers agree that L2 is the language that is acquired subsequent to the L1. The existence of the prefix 'second' makes it refers to any language that is learned after the mother tongue. Thus, it can refer to the third, fourth, even tenth language (Ortega, 2013; Saville-Troike, 2006). Also, 'second' is not intended to contrast with 'foreign' (Ellis, 1997). Nevertheless, some researchers argue that not all languages which are acquired after the L1 can be called as L2. There must be a clear distinction between L2 and foreign language (FL). Laraba (2007) argues that L2 must not only learn after the mother tongue

but also has some specific functions within a multilingual society or minority groups while FL refers to the one which has no internal function in the learner's country and is learnt in order to interact with native speakers or inter-language users of the foreign language.

There is the process of acquiring vocabulary which is called as vocabulary acquisition. Vocabulary acquisition becomes an essential part of language acquisitions since no one, even with perfect grammar skill, can convey message without any vocabulary. Vocabulary is needed to express ide and to understand other people's utterance (Alqahtani, 2015).

One of the researches in learning strategies has been done by Azumi (2008). His research uses a classification made by Shirahata et al. (in Azumi, 2008) which classify learning strategies into two major classes: direct and indirect strategies, and six groups: cognitive, memory, compensation, metacognitive, affective, and social strategies. (see figure 1)



He conducts his research on 148 students enrolled in liberal arts English classes in a university in Iwate, Japan. He divides language learners into three categories based on the score of 'Test of English as a Foreign Language Instructional Testing Program level 2 test (TOEFL ITP)' which are elementary, intermediate, and advanced.

In his research, he finds that advanced students use more strategies than intermediate students. The intermediate students use more strategies than elementary students. Yet, the pattern of the six strategies use in three different classes are almost the same. He also mentions that the strategy that is the most widely used is the same, translating (cognitive). However, he does not analyze the reason why they choose their strategies.

By this research, the researcher does not only analyze the role of learning strategy in vocabulary acquisition and look for the strategy that is most frequently used but also find out the reason of each subject in choosing the strategies. The finding of this research is hoped to deep the results of studies that will conduct on learning strategies factor in vocabulary acquisition. Thus, both bilingual and multilingual learners are expected to get direction from this study to get efficient way in acquiring L2 vocabulary.

And why I choose Islamic Boarding School "Jawahirul Hikmah" as my data source, because it located in the District Besuki, Tulungagung, East Java that no far from the center of the complex contained cottage Hydro Electric Power Plant (HEPP) Neyama, Tunnel and central Neyama Tulungagung marble quarry which is very famous in the world. In addition, it is also on track toward tourism Popoh Beach and Sidem Beach. This path is now more pioneered route a crosss southern (JLS).

Just like a boarding school, Islamic Boarding School "Jawahirul Hikmah" also accommodates many students. They come from all over the country. In this Islamic Boarding School, K.H. Muhammad Zaki also has established two

educational institutions, junior high school and senior high school Jawaahirul Hikmah

The reputation of Islamic Boarding School of "Jawahirul Hikmah" cannot be underestimated. One proof of this, this Islamic Boarding School has Marching Band, a strong group that has been reputed national level. In fact, Islamic Boarding School of "Jawahirul Hikmah" marching Band is also often performs abroad.

As school that up to date with the information, Islamic Boarding School "Jawahirul Hikmah" always tries to use English language as a second language acquisition. So, in daily conversation students at Jawahirul Hikmah must apply bilingual, one another is English language.

#### 1.2. Research Problems

Based on the background, these are the problems:

- 1. What learning strategies are mostly used by the female students in Jawahirul Hikmah in acquiring vocabulary?
- **2.** Why they are choosing those strategies?
- **3.** How does each of the learning strategies take role in learners' vocabulary acquisition?

#### 1.3. Research Objectives

As stated at the problems of the study above, the aims of the study are as follows:

- To know the learning strategies those are often preferred by the students in acquiring vocabulary.
- 2. To know the reasons for those strategies to be chosen by subjects.
- 3. To find the way each learning strategy used takes role in learners' vocabulary acquisition.

#### 1.4. Significance of the Research

In this thesis the researcher expects to achieve some practically significances for the readers as follow:

The reader can enrich and add knowledge about relation to learning strategy, language acquisition, and vocabulary acquisition, especially which are found in the female students of Islamic Boarding School "Jawahirul Hikmah". Practically, this analysis can be advantageous and useful to the readers, especially to the students of English Department who are interested in this aspects. In addition, the researcher hopes that this research can add more references for the students that want to do the next research.

#### 1.5. Scope and Limitation

It is necessary to limit the analysis is to avoid the vagueness since the object of psycholinguistics is too wide. So, in this analysis conduct to identify the way each vocabulary learning strategy takes role in vocabulary acquisition

process and the reason why learner choose their strategies. Furthermore, this research only includes strategies that were classified into six classes as stated by Shirahata et al. (in Azumi, 2008); cognitive, memory, compensation, metacognitive, affective, and social strategies.

However, there are some limitations in this research. First, the subjects only female students whereas male and female may have different way of learning language, so that the result may be different for male students. Second, this research conducts to inspect strategies that are used for acquiring vocabulary. On the other side, the strategy that is usually used by subjects to learn grammar or other aspects of language may be different.

#### 1.6. Definition of Key Terms

To limit the problem in defining term, this study have definition of key terms as bellow:

- a. **Language acquisition :** Language acquisition is an ability to innate language that has hard- wired into human brain (Randall, 2007).
- b. **Vocabulary acquisition :** Vocabulary acquisition is the ability of acquiring vocabulary. It can be by either listening or reading.
- c. **Learning strategies :** Learning strategies are ability or skill used by learners to intake, store, and retrieve during the learning process (Lee, 2010).
- d. Second Languages Acquisition: The process by which people learn second language.

- e. **Billingual students :** The students who are able to speak two languages.
- f. "Jawahirul Hikmah": The Islamic Boarding School that exactly located in the Village/District Besuki, Tulungagung, East Java, near the center of the complex contained cottage Hydro Electric Power Plant (HEPP) Neyama, Tunnel and central Neyama Tulungagung marble quarry which is very famous in the world.



#### **CHAPTER II**

#### REVIEW OF LITERATURE

This chapter provides an explanation of the theories that became the basis of this study.

#### 2.1 Vocabulary Acquisition

Vocabulary acquisition is one of the important parts in learning language. Vocabulary becomes a crucial part of language to be learned, so considering learning language is not only about understanding grammar and structure. One of the reasons is because no human, even with great grammar skill can convey any message without vocabulary (Siriwan, 2007). Basically, every language learner is well aware of the fact that learning second language will not be separated from learning huge numbers of words (Laufer and Hulstijn, 2001).

There are so many researches that has been done in vocabulary acquisition. The first research is conducted by Moore, Penno, and Wilkinson (2002) mention those three essential ways in which children's school experiences may contribute to grow in their vocabularies. The first way is by direct order or command in individual word meanings. The second is by incidental learning from verbal context. The third is by combination of direct instruction and verbal context. Furthermore, they also mention some variables that influenced the learning of word meanings from context: connection between the unfamiliar word and the context clue, the proximity of the unfamiliar word and the context clue,

the reader's experience in using contextual clues, the type of target word, the age of the learner, and the reading ability of the learner.

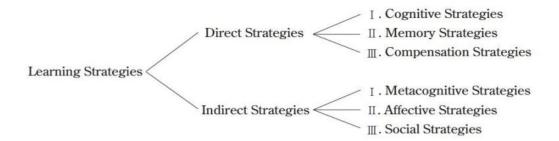
The second research is done by Laufer and Hulstijn (2001) which discuss not only the acquisition of vocabulary but also grammar knowledge. On the discussion of vocabulary acquisition, they say that the way of human process information may affects by motivation, emotion, and socio-cultural factors. They also add that learning thousands of words is normally required in the second language acquisition process.

#### 2.2 Learning Strategies

Learning strategies are behavior and idea that can help learners to learn, understand, and remember new information better (Derakhshan, Tamaskani, and Faribi, 2015). The use of strategy in learning is one of the factors giving big influence for the success of learning process (Martínez, 1996).

Furthermore, language learning strategies can be interpreted as techniques or methods used by learners to improve and facilitate the language acquisition process (Hardan, 2013). There are many classifications of language learning strategies made by scholars. One of the classifications of language learning strategies is as proposed by Shirahata et al. (1999, in Azumi, 2008).

#### The classification is as follows:



The details for each strategy are as follow:

Table 1: Cognitive Strategies

Direct Strategies		
9		Repeating
	Practicing	Formally practicing with sound system  Formally practicing with writing system  Recognizing and using formulas and patterns  Recombining
Cognitive strategies		Getting the idea quickly
	Receiving and sending message	Using resources for receiving and sending messages
	Analyzing and reasoning	Analyzing expressions  Analyzing contrastively

		Translating
		Transferring
	Creating structure for input and output	Taking notes
		Summarizing
		Highlighting

Table 2: Memory Strategies

Direct Strategies		
	Creating mental linkages	Grouping
		Associating/elaborating
		Placing new words into a context
4	Applying images and sounds	Using imagery
		Semantic mapping
Memory Strategies		Using keywords
		Representing sounds in
		memory
	Reviewing well	Structured reviewing
		Using physical responses
	Employing actions	or sensation.
		Using mechanical
		techniques

Table 3: Compensation Strategies

Direct Strategies		
		Reasoning deductively
Compensation Strategies	Guessing intelligently	Using linguistic clues
		Using other clues

	Overcoming limitations in speaking and writing	Switching to the mother tongue  Using mime or gesture  Avoiding communication partially or totally  Selecting the topic  Adjusting or approximating the message  Coining words  Using a circumlocution or synonym  Getting help
--	--	---

Table 4: Metacognitive Strategies

Indirect Strategies		
		Overviewing and linking
	Centering your learning	with already material
		Paying attention
		Finding out about
		language learning
		Organizing
		Setting goals and
	Arranging and planning	objectives
	your learning	Planning
		Identifying the purpose of
Metacognitive strategies		language task
		Planning for a language
		task

		Seeking practice
		opportunities
	Evaluating your learning	Self-monitoring
		Self-evaluating

*Table 5*: Affective Strategies

Indirect Strategies		
	Lowering your anxiety	Using progressive relaxation, deep breathing, or mediation Using music
Affective strategies	Encouraging yourself	Using laugher  Making positive statements  Taking risks wisely  Rewarding yourself
	Taking your emotional	Using a checklist Writing a language
	temperature	Discussing feeling with someone else

*Table 6*: Social Strategies

Indirect Strategies		
		Asking for clarification
	Asking questions	Asking for verification
		Asking for correction
		Making friends with
		peers
	Organizing network	Making friends with
		proficient users of the
		new language
		Cooperating with peers
	Cooperating with	Cooperating with
	others	proficient users of thenew
Social strategies		language
		Developing cultural
	Error othining with	understanding
	Empathizing with others	Becoming aware of
	others	others' thoughts and
		feelings

The table shows language learning strategies that are divided into two major classes and six groups. The first class is called direct strategies. It is the class of language learning strategies which related to direct learning process. Direct strategies are divided into three groups based on the process. They are cognitive, memory, and compensation strategy. Cognitive strategies allow learners to understand and produce new language by many different means. Memory strategies help learners to keep and recover new information. Compensation

strategies help learners to overcome knowledge gaps to continue the communication.

The second class is called indirect strategies. It is the class of language learning strategies which supports and manages the process of language learning without entangling or involving to the target language directly. Indirect strategies are divided into metacognitive, affective, and social strategies. Metacognitive strategies deal with learners' cognition or how they control their learning process. Affective strategies deal with emotion management of learners (Kozmonová, 2008). Social strategies let the learners face the opportunity to expose with other people to gain knowledge (Burešová, 2007).

#### **CHAPTER III**

#### RESEARCH METHOD

This chapter shown how the study was conducted. This study used qualitative methods. This chapter consisted of research design use, research instrument, subject of the research, data and data source, data collection, and data analysis.

#### 1.7. Research Design

Case study research design was used in this research. The need to answer 'how' and 'why' the questions made this research likely to lead the use of case study (Yin, 2003: 6). Case study research allowed the researcher to inspect the data within a specific content. In this case, the researcher selected a tiny number of individuals from small geographical area as the subjects of the study (Zainal, 2007).

There were three categories of case study that was noted by Yin (in Zainal, 2007); exploratory, descriptive, and explanatory case studies. So, the researcher applied descriptive case study which aimed to describe the phenomena that occur inside the data in question, for example, what were the strategies used by the subject and how the subject used them. Furthermore, the data in descriptive case study were described in narrative form.

#### 3.2. Research Instrument

The main instrument for this research was human as the researcher fully collect and analyze the data himself. Additionally, there were other instruments: subjects of the study population, interview questions, observation sheet, questionnaire, and tape recorder.

The questionnaire that was used for this research adapted from a list of strategies that had been put forward by Shirahata et al. (1999, in Azumi, 2008). This questionnaire had been tried out by the researcher to twenty five English students before conducting research and the result shown that they could understand and done it well. Furthermore, the questionnaire was one of the instruments to collect the data on learning strategies.

The observation sheet was used to note details of events happening during the observation period, especially about subjects' learning strategies when doing activities related to acquisition of vocabulary in English. In the observation sheet (see Appendix 2), there was a table consisting of four rows of columns that were used to note time, activities, strategies being used, and notation.

The interview questions were around their reasons to use their preferred strategy. The interview questions were used to get more detailed data from questionnaire and observation.

#### 3.3. Data

The data of this research were students' strategies, students' reasons of using strategies, and the role of strategies in learning. The data were obtained by doing questionnaire test, interview, and observation.

#### 3.4 Data Sources

The data sources of this study were chosen by 23 female from Islamic Boarding School Jawahirul Hikmah. Since this research needed to deep analysis which required the researcher to observe the subjects as often as possible, it was impossible for the researcher to use male students as sample knowing that religious laws in Islamic Boarding School Jawahirul Hikmah itself prohibit non-married man and woman to be together and stay in the same place.

The 23 students were selected by conducting a questionnare test to know what the most strategies that they were used. Then 10 students were chosen according to the researcher's objective perspective and frequently had discussion with them. Meanwhile, the data in the form of questionnaire sheets and note which were taken by the researcher were the result of observation during the research.

#### 3.5 Data Collection

The researcher used the following techniques to collect the data:

#### 1. Asking to respond the questionnaire

After 23 subjects were selected, the researcher asked them to respond to the questionnaire. The questionnaire used was the one which had been adapted to the classification of language learning strategies that proposed by Shirahata et al. It was considered as feasible because it had been tested on the dissertation of the author. The questionnaire questions were as in the Appendix 1. The answer of questionnaire stage was used to describe the strategies chosen by the subjects.

If, in the questionnaire, the subject declared that they often used a method, whereas the result in questionnaire shown different outcome, the subjects would be asked about the reason in the interview session to clarify the strategy used.

# 2. Doing observation

After the questionnaire was completed in all subjects, the researcher observed each subject's learning strategy directly. The researcher monitored subjects' activity for a full day alternately. This step was done once a week for four weeks. Hence, the data to be obtained by the researcher were a total of 4 observation results. The data, then, were recorded on the note as in Appendix 2. The purpose of this step was to look for the strategies which were used by the subjects

#### 3. Doing interview

In this step, the researcher did the interview to the subjects about why they decided to use particular strategies than others, and how those learning strategies took role in their learning process. Those questions were aimed to get detailed information about subjects' way in acquiring new vocabulary and preferred learning strategies. Each point of the data obtained from the interviews was

recorded then transcribed in a memorandum which had been prepared by the researcher.

#### 3.6. Data Analysis

After the data were collected, the researcher analyzed it using following steps:

# 1. Developing coding to analyze transcription

Before analyzing transcription data from the interview, the researcher developed the coding to facilitate and make analysis easier. Meanwhile, the coding was as printed bold in the following table:

Table 1: Cognitive Strategies

Direct Strategies (DS)		
		Repeating
		A
		Formally practicing with
		sound system
Cognitive strategies		В
Cog	Practicing	Formally practicing with
	_	writing system
	1	C
		Recognizing and using
		formulas and patterns
		D
		Recombining
		E

		Getting the idea quickly
	Receiving and sending	A
	message	Using resources for
	nicssage 2	receiving and sending
	2	messages
		В
		Analyzing expressions
		A
		Analyzing contrastively
	Analyzing and reasoning	В
Cognitive Strategies	3	Translating
Cog		C
		Transferring
	/	D
	77 'E 77 'N	Taking notes
	Creating atmesture for	A
	Creating structure for	Summarizing
	input and output	В
	4	Highlighting
		C

Table 2: Memory Strategies

Direct Strategies (DS)		
	Creating mental linkages	Grouping
Memory Strategies  Mem		A
		Associating/elaborating
		В
	-	Placing new words into
		acontext
		C

	Using imagery
	A
	Semantic mapping
Applying images and	В
sounds	Using keywords
2	C
	Representing sounds in
	memory
	D
Reviewing well	Structured reviewing
3	A
	Using physical responses
Employing actions	or sensation
4	A
	Using mechanical
	techniques
	В

Table 3: Compensation Strategies

Direct Strategies (DS)		
		Reasoning deductively
		A
	Guessing intelligently	Using linguistic clues
Compensation Strategies	1	В
Com		Using other clues
Com		С
	Overcoming limitations	Switching to the mother
	in speaking and writing	tongue
	2	A

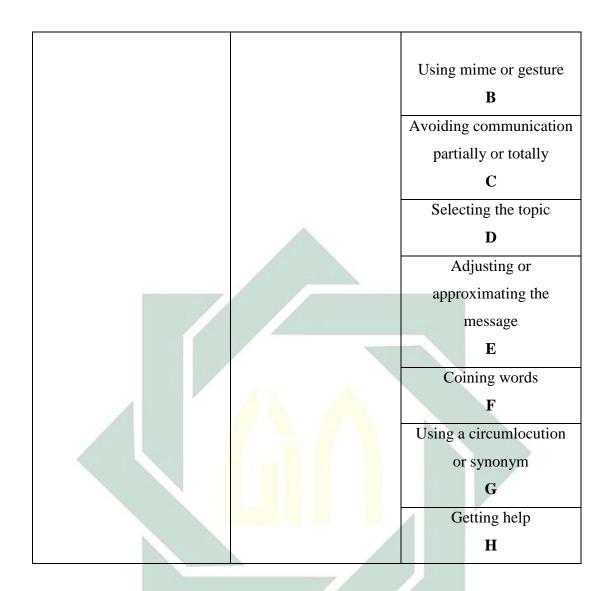


Table 4: Metacognitive Strategies

Indirect Strategies (IS)		
Metacognitive strategies  Met	Centering your learning  1	Overviewing and linking with already material  A
		Paying attention
		В
	Arranging and planning	Finding out about
	your learning	language learning

	2	A
		Organizing
		В
		Setting goals and
		objectives
		C
		Planning
		D
Metacognitive strategies		Identifying the purpose of
Met		language task
		E
		Planning for a language
		task
4	A A	F
		Seeking practice
		opportunities
		G
		Self-monitoring
	Evaluating your learning	A
	3	Self-evaluating
		В

Table 5: Affective Strategies

Indirect Strategies (IS)		
A ffective strategies		Using progressive
Affective strategies  Aff	Lowering your anxiety  1	relaxation, deep
		breathing, or mediation
		A
		Using music

	В
	Using laugher
	C
Encouraging yourself  2  Taking your emotional temperature  3	Making positive statements  A Taking risks wisely B Rewarding yourself C Listening to your body A Using a checklist B Writing a language learning diary C Discussing feeling with someone else D

Table 6: Social Strategies

Indirect Strategies (IS)		
		Asking for clarification
Social strategies	Asking questions	A
	1 sking questions	Asking for verification
Soc	1	В
		Asking for correction

		С
		Making friends with
		peers
	Organizing network	A
	2	Making friends with
	2	proficient users of the
		new language
		В
		Cooperating with peers
		A
	Cooperating with others	Cooperating with
	3	proficient users of the
		new language
	/ A	В
		Developing cultural
		understanding
	Empathizing with others	A
	Empathizing with others	Becoming aware of
	4	others' thoughts and
		feelings
		В

# 2. Analyzing data from questionnaire

The researcher gave the questionnaire sheets to 23 students. And from the questionnaire result, the researcher listed strategies from the most widely used to the most rarely used by the subjects.

#### 3. Analyzing data from observation

After the observation session done for 4 times, the researcher looked for any strategy that the subjects had used during the observation which was not mentioned in the questionnaire. Then, these data were combined with the data obtained from questionnaire.

# 4. Doing interview and making transcription of interview recording.

In this step, after doing the interview, the researcher processed the audio recording of interview into transcription or written data analyzing transcription of interview recording.

#### 5. Analyzing transcription of interview recording

After getting interview recording transcribed, the researcher analyzed it by reading and giving mark on each point that was in form of method and usage reason in the interview result.

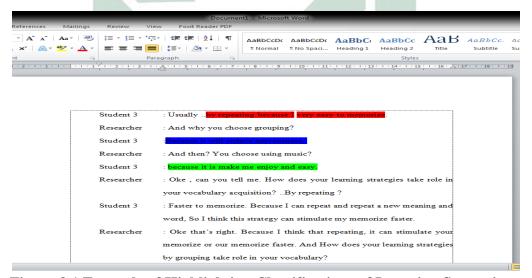


Figure 3.1 Example of Highlighting Classifications of Learning Strategies

## **Notes:**

Red = Cognitive Strategies

Blue = Memory Strategies

Purple = Compensation Strategies

Tosca Blue = Metacognitive Strategies

Green = Affective Strategies

Yellow = Social Strategies

# 6. Concluding appropriate to research focus

To conclude the research outcome, the researcher read carefully the result of transcription and questionnaire data analysis then listed the methods that were usually used by the subjects. The researcher had also given the reason they chose their preferred vocabulary learning strategies.

### **CHAPTER IV**

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of this research. The findings section explains about learning strategies applied by the subjects, their reason for choosing particular strategies, and the way each strategy takes role. Here in after, the results of the analysis are explained by connecting the related of theories and previous research result.

### 4.1 Findings

## 4.1.1 Vocabulary Learning Strategies Applied by Students

From the questionnaire result, the researcher finds that most of the subjects apply every strategy in acquiring vocabulary. As appear in Figure 4.1, 24% of the students use *Cognitive Strategies*, 13% of the students use *Memory Strategies*, 9% of them use *Compensation Strategies*, 14% of the students use *Metacognitive Strategies*, 25% of them use *Affective Strategies*, and 14% of the students use *Social Strategies*. The questionnaire data shows that sub category of *Using Music* (Aff.1.B), *Repeating* (Cog.1.A), and *Formally Practicing With Writing System* (Cog.1.C) are the strategies that most widely used by the subjects. But the only sub category strategy of *Structured Reviewing* (Mem.3) and *Guessing Intelligently* (Com.1) are not used by all of the subjects when they fill in the questionnaire.

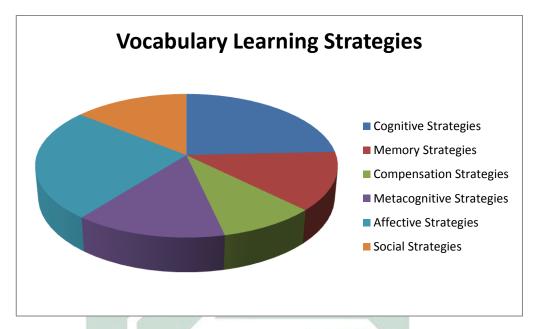


Figure 4.1

The details of each strategy that are used by the subjects are as follow:

# 4.1.1.1 Cognitive Strategies

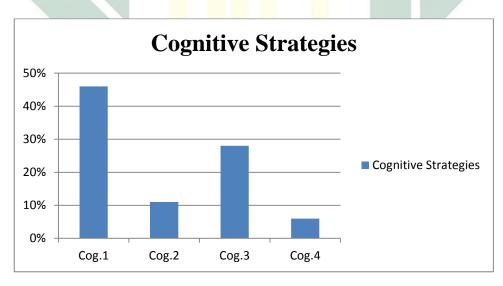


Figure 4.2

In general, based on the questionnaire, there are four big category strategies of *Cognitive Strategies* and fourteen sub category strategies of *Cognitive Strategies*. As appear in Figure 4.2, 46% of the students use *Practicing* category (Cog.1).

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).

The second and the third observations were the same. At Monday (April 23<sup>rd</sup>, 2018) and Wednesday (May 9<sup>th</sup>, 2018), they started their learning activity around 7 a.m. when they arrived at school. In the class, there were a half of them read a short story for doing his assignment. There were of the students turned on their PC to open a browser for online translator. Sometimes they translated words that they did not recognize the meaning then noted them. So, they also used cognitive strategies in their class. They were *Translating* (Cog.3.C) and *Taking Notes* (Cog.4.A).

The last observation also shown that they also used *Cognitive Strategies*, but in different place and different activity. Monday (May 21<sup>st</sup>, 2018) in Ramadhan activity, they did their assignment in the library of Jawahirul Hikmah at 09.00 a.m. Almost all of them used online translator to build sentences containing words that they did not know in English. There were also noted the new words that they obtained from online translator.

### 4.1.1.2 Memory Strategies

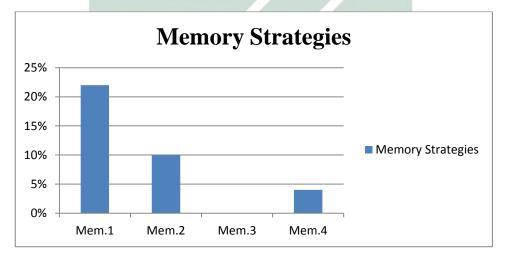


Figure 4.3

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.

The second observation, at Monday (April 23<sup>rd</sup>, 2018), 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 asked any keywords to their friends or their tutor in that activity, if they are did know that vocab. This activity continued until 9.30 p.m. So, from this activity, the researcher found that they also used *Using Keywords* (Mem.2.C) in their language learning and they got a new vocab.

# 4.1.1.3 Compensation Strategies

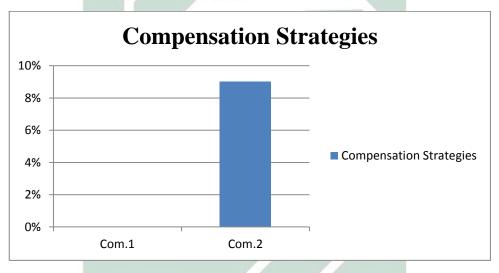


Figure 4.4

In general, based on the questionnaire, there are two big category strategies and eleven sub category strategies in *Compensation Strategies*. As appear in Figure 4.4, *Guessing Intelligently* category (Com.1) is not used by the students. Next are 9% of the students use *Overcoming Limitations In Speaking and Writing* category (Com.2). *Overcoming Limitations In Speaking and Writing* category (Com.2) that are used by the students consist of *Switching to The Mother Tongue* 

(Com.2.A) used by 4 students, *Using Mime or Gesture* (Com.2.B) used by 1 students, *Selecting the Topic* (Com.2.D) used by 5 students, *Coining Words* (Com.2.F) used by 1 student, *Getting Help* (Com.2.H) used by 9 students, *Avoiding Communication Totally* (Com.2.C), *Adjusting The Message* (Com.2.E), and *Using a Circumlocution or Synonym* (Com.2.G) are not used by students.

Based on the observation done by researcher, the researcher could look that they used *Compensation Strategies* just on the fourth observation, Monday (May 21<sup>st</sup>, 2018) in Ramadhan activity. In the afternoon, they conducted an English discussion activity in the lobby. The tutor, as a speaker, explained about pronoun as one of eight parts of speech. In this activity, the lesson was not delivered only by her but all of the members were involved to discuss together. During the discussion, they usually asked help about it to their tutor. And sometimes they spook two languages and switched them to make a sentence. They are English and Javanese language.

In the evening, after having dinner and doing Isya' prayer, they went to the lobby corner to get Islamic material. At 08 p.m, they moved on subject and read some books related to English. The researcher found that almost all of them also got a help from their friends to answer anything about English. So, in this observation, they used *Getting Help* (Com.2.H) and *Switching to The Mother Tongue* (Com.2.A) which were a part of *Compensative Strategies*.

### **4.1.1.4** Metacognitive Strategies

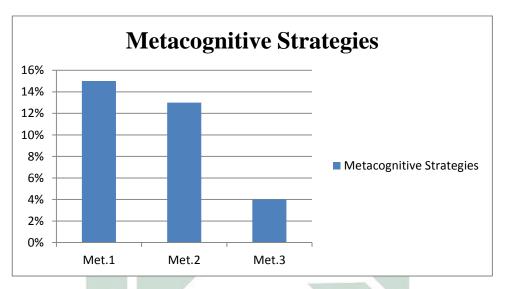


Figure 4.5

In general, based on the questionnaire, there are three big category strategies and eleven sub category strategies in *Metacognitive Strategies*. As appear in Figure 4.5, 15% of the students use *Centering Your Learning* category (Met.1). *Centering Your Learning* category (Met.1) that are used by the students consist of *Over Viewing and Linking with Already Material* (Met.1.A) used by 1 student and *Paying Attention* (Met.1.B) used by 6 students. Next is 13% of the students use *Arranging and Planning Your Learning* category (Met.2). *Arranging and Planning Your Learning* category (Met.2) that are used by the students consist of *Finding Out About Language Learning* (Met.2.A) used by 8 students, *Organizing* (Met2.B) used by 3 students, *Planning* (Met.2.D) used by 5 students, *Identifying The Purpose of Language Task* (Met.2.E) used by 1 student, *Planning For Language Task* (Met.2.F), *Seeking Practice Opportunities* (Met.2.G) used by 1 student, and *Setting Goals* (Met.2.C) are not used by them. Then 4% of the

students use *Evaluating Your Learning* category (Met.3). *Evaluating Your Learning* category (Met.3) that are used by the students consist of *Self-monitoring* (Met.3.A) used by 2 students and *Self-evaluating* (Met.3.B) used by 2 students.

Based on the observation done by researcher, *Metacognitive Strategies* that was used by them were found on the second and the third day observations. First, Monday (April 23<sup>rd</sup>, 2018), 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, they paid attention to their tutor. There were some tutors in that activity. If they did not understand, they could ask to their tutor. And, also there were the students could understand about the material without asked to their tutor. They were clearly with just paid attention about that learning. It is shown that *Paying Attention* (Met.1.B), part of *Metacognitive Strategies*, was used by them.

The third observation, Wednesday (May 9<sup>th</sup>, 2018) was almost same with the second observation. The researcher tried to look for another activity that doing by them. When the activity in the class began, it was around 7.30 a.m, they did language learning with their teacher. They read some of articles. After the teacher finished to explain that material, she asked them who did not understand is. And they just answered that they were understand. So, in this activity the researcher found that they also used *Paying Attention* (Met.1.B), part of *Metacognitive Strategies*, to reach the material and their vocabulary.

## **4.1.1.5** Affective Strategies



Figure 4.6

In general, based on the questionnaire, there are three big category strategies and ten sub category strategies in *Affective Strategies*. As appear in Figure 4.6, 33% of the students use *Lowering Your Anxiety* category (Aff.1). *Lowering Your Anxiety* category (Aff.1) that are used by the students consist of *Using Progressive Relaxation, Deep Breathing, or Meditation* (Aff.1.A) used by 1 student, *Using Music* (Aff.1.B) used by 22 students, and *Using Laugher* (Aff.1.C) are not used by students. Next is 6% of the students use *Encouraging Your Self* category (Aff.2). *Encouraging Your Self* category (Aff.2) that are used by the students consist of *Making Positive Statement* (Aff.2.A) used by 3 students, *Taking Risk Wisely* (Aff.2.B) is not used by them, and *Rewarding Your Emotional Temperature* category (Aff.3). *Taking Your Emotional Temperature* category (Aff.3). *Taking Your Emotional Temperature* category (Aff.3.A) used by 3 students, *Using a Checklist* (Aff.3.B) used by 11 students, *Writing a* 

Language Learning Diary (Aff.3.C) used by 11 students and Discussing Feeling with Someone Else (Aff.3.D) used by 4 students.

Based on the observation done by researcher, they also used *Affective Strategies*. They were found in my first day until 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. At 10 a.m., they did their assignment. Before they started for doing it, about 20 students listened to the music and sang together. This action was considered as their effort to improve their mood. That day, they sometimes went out for buying food and bringing clothes to laundry. However, they always returned to their room quickly to finish their assignment while occasionally listening to music. At 01 a.m., they took a rest and they did not do any learning activity until done praying Isya' at around 07.30 p.m. From those activities, the researcher found that *Using Music* (Aff.1.B) was used by them to get mood booster in their learning activity.

The second and the third observations were the same. Monday (April 23<sup>rd</sup>, 2018) and Wednesday (May 9<sup>th</sup>, 2018), they started their learning activity around 7 a.m. when they arrived at school. In the class, there were a half of them read a short story for doing their assignment. There were also listened to the music from mp3.

The last observation shown that they also used *Affective Strategies*, but in different place and different activity. Monday (May 21<sup>st</sup>, 2018) in Ramadhan activity, after having dinner and doing Isya' prayer, they went to the lobby corner

to get Islamic material. At 08 p.m, they moved on subject and read some books related to English. Sometimes, the researcher saw a half of them listened to the music from mp3 to improve their mood, and then they noted some words that they got from that music. In other words, they also used *Using Music* (Aff.1.B) and *Using a Checklist* (Aff.3.B), part of *Affective Strategies* in their activity.

### 4.1.1.6 Social Strategies

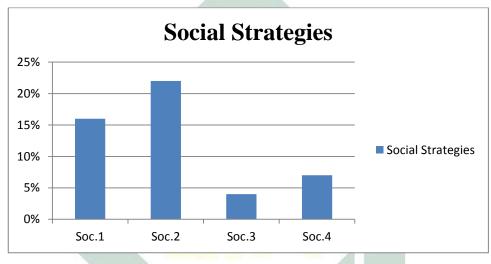


Figure 4.7

In general, based on the questionnaire, there are four big category strategies and nine sub category strategies in *Social Strategies*. As appear in Figure 4.7, 16% of the students use *Asking Questions* category (Soc.1). *Asking Questions* category (Soc.1) that are used by the students consist of *Asking for Clarification* (Soc.1.A) used by 1 student, *Asking for Verification* (Soc.1.B) used by 1 student, and *Asking for Correction* (Soc.1.C) used by 9 students. Next is 22% of the students use *Organizing Network* category (Soc.2). *Organizing Network* category (Soc.2) that are used by the students consist of *Making Friends with Peers* (Soc.2.A) used by 6

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

network, like making peers with their friends. There were some tutors in that activity. It continued until 9.30 p.m. The result of the second observation showed that they used *Social Strategies* in their learning vocabulary. Two of them were Asking for Correction (Soc.1.C) and Making Peers With Friends (Soc.2.A).

The fourth observation, Monday (May 21<sup>st</sup>, 2018) in Ramadhan activity, in the afternoon, they conducted an English discussion activity in the lobby. The tutor, as a speaker, explained about pronoun as one of eight parts of speech. In this activity, the lesson was not delivered only by her but all of the members were involved to discuss together. During the discussion, they was considered to use *Cooperating with Peers* (Soc.3.A), which was a part of *Social Strategies*.

# 4.1.2 Reasons for Choosing Strategies

After doing the observation phase, the researcher did some interviews to get other data. One of the data were gained by the researcher was each subject's reason for choosing the strategies that they used. These sessions were conducted to find out the reasons of the subjects for choosing their strategies in acquiring vocabulary.

# **4.1.2.1** Cognitive Strategies

Related to the use of the *Cognitive Strategies*, there are two reasons why they choose to use *Cognitive Strategies*: They are easy to memorize and faster to find the meaning.

### 1. Easy to memorize (Repeating (Cog.1.A) and Taking notes (Cog.4.A))

Based on Tiyas's reason "make me easy to memorize", and also Lia's reason "can repeat again, and repeat again. So it will make me easy to memorize", the researcher claims that they choose *Repeating* (Cog.1.A) because that strategy helps them to memorize the vocabulary easily. Besides that, the other students, Viona and Delta also have a same reason about why they choose *Repeating* (Cog.1.A).

After that, they also like to use *Taking Notes* (Cog.4.A) in their learning to get vocabulary. They apply this strategy in the third and the fourth observation done by researcher. They like to use *Taking Notes* because it can be applied anywhere and made them easy to remember things they noted.

### 2. Faster to find the meaning. (Translating (Cog. 3.C))

Based on the interview, the researcher understands that Lia is one of the students that choose *Translating* as the strategy in her learning. According to her reason "because faster to find the meaning", the researcher claims that by using this strategy, she can directly know the meaning of words in her alfalink. By translating the text, she will see many translations of first language to second language. For example, when she translates the word 'besar' from Indonesia to English, she will get more than one vocabulary. There were 'big', 'huge', 'great', etc.

### 4.1.2.2 Memory Strategies

Related to the use of the *Memory Strategies*, there are four reasons why they chose to use *Memory Strategies*: They are helping progress, can enjoy with friends, easy to memorize, and reduce nervousness.

## 1. Helping Progress (Using Keywords (Mem.2.C))

Based on Hanani's reason "If using keywords, because it get to help progress", for her *Using Keywords* (Mem.2.C) was used to recall the forgotten vocabulary items. Helping progress it means that this strategy is chosen because sometimes she feels that she often forgets necessary vocabulary. And with this strategy she gets a help to progress her brain about new vocab.

## 2. Can enjoy with friends (Grouping (Mem.1.A))

According to Afra's reason that with this strategy, she can enjoy with her friends to discuss anything. Like in the interview, she said "Because I can enjoy with my friends". It means with *Grouping* (Mem.1.A), she can share anything and discuss any problems.

## 3. Easy to Memorize (Using Keywords (Mem.2.C))

Based on Dwi Multiatul's reason that with *Using Keywords* (Mem.2.C), she can memorize a vocab easily. She gets a help to memorize that vocab with this strategy. And she also thinks that *Using Keywords* (Mem.2.C) is used to recall the forgotten vocabulary items. It is almost same with Hanani's reason.

## 4. Reduce Nervousness (Grouping (Mem.1.A))

Different from Afra's reason, In the interview, Viona has reason that she chooses this strategy because "it will reduce nerveosness". For Viona, with finding out the answer with her friends is more comfortable than asking the answer to her tutor.

### **4.1.2.3** Compensation Strategies

Related to the use of the *Compensation Strategies*, there are three reasons why they chose to use *Compensation Strategies*: They are easy, fun, and sometimes forget about new vocab.

### 1. Easy (Using Linguistic clues (Com.1.B))

Based on the interview, Afra, Viona, and Fatimah like to use this strategy because with *Using Linguistic Clues* (Com.1.B), they easy to get explanation of any vocabulary from linguistic clues.

### 2. Fun (Getting Help (Com.2.H))

Like Afra's reason "It is fun if get a help about that vocab", and Fatimah also has fun as a reason why she uses this strategy. They claim that using *Getting Help* (Com.2.H) can guide them getting support, help, or assistance from other people (their friends or their tutor).

### 3. Forget a new vocab (Switching to the mother tongue (Com.2.A))

Beside this strategy, *Switching to The Mother Tongue* (Com.2.A), they can understand easily, this strategy is used by them because usually they forget about

a new vocab. This is like Fatimah's reason in the interview, "Using mother tongue because sometimes I forget that vocab in English".

## **4.1.2.4** Metacognitive Strategies

Related to the use of the *Metacognitive Strategies*, there are three reasons why they chose to use *Metacognitive Strategies*: They are get vocab in short time, easy to memorize, and helping to find the answer of problem.

# 1. Getting vocab in short time (Paying attention (Met.1.B))

Based on Hanani's reason, "With paying attention, because I get vocab in short time", her reason to like this strategy is she can get what her lecturer or a book conveys directly by using *Paying attention* (Met.1.B).

## 2. Easy to memorize (Paying attention (Met.1.B))

According to the interview, they choose *Paying Attention* (Met.1.B) because they claim that with *Paying Attention* (Met.1.B) from their tutor explanation, they can find and memorize a new vocab easily and directly also.

### 3. Helping to find the answer of problem (Self-evaluating (Met.3.B))

Furthermore, *Self-evaluating* is preferred because they fell having many shortcomings. They fell that they always do wrong thing that make failure. Hence, when they return, they evaluate themselves to find their mistake. Like as Adellia's reason, "because it will help me to find answer in my problem".

### **4.1.2.5** Affective Strategies

Related to the use of the *Affective Strategies*, there are three reasons why they chose to use *Affective Strategies*: They are can create a relaxed atmosphere, only for accompanying them, and simple, easy to memorize.

### 1. Can create a relaxed atmosphere (Using music (Aff.1.B))

According to the observation and interview, they apply *Using Music* (Aff.1.B) in each of the observation period. They like to use music because it can create a relaxed atmosphere. Like Lia's reason "Because I can enjoy about new vocab and get relaxation", she claims that she also gets relaxation if she use the music to get a new vocab. Besides that, based on Tiyas's reason "It also makes me easy to memorize and I think it is fun", she likes *Using Music* (Aff.1.B) because it is fun. And two of the students, Viona and Hanani also have opinion that music makes them easy, enjoy, and comfort to get new vocabulary.

### 2. Only for accompanying them (Using music (Aff.1.B))

Based on the observation done by researcher and the interview also, a half of them use the music only for accompanying them, not to be listened. If they learn together with their friends, they usually cannot learn because the situation will be crowded. So they prefer to learn alone, accompanied by the music. They also get any new vocabularies that find in that song.

## 3. Simple and easy to memorize (Using checklist (Aff.3.B))

According to Dwi's reason "Because I can check any times, a vocab that I have learn", she claims that with *Using Checklist* (Aff.3.B), she can easy to check

a vocab that she does not know. With checklist she also can add her vocab collection to memorize. Like Afra's reason "With checklist because I can check it anytime, and I also can add my vocab collections".

## 4.1.2.6 Social Strategies

Related to the use of the *Social Strategies*, there are two reasons why they chose to use *Social Strategies*: They are enjoy and can discuss anything, and also sometimes they fell difficult about something.

## 1. Enjoy and can discuss anything (Making friends with peers (Soc.3.A))

According to the observation done by researcher and the interview also, their reason to use this strategy is to make them easy to complete huge number of task that might be hard to do by them. With this strategy, they also fell enjoy with their friends. Comfortable atmosphere can create with this strategy. Like as Dwi's reason "Because I enjoy with my friends and we can discuss anything".

### 2. Fell difficult about something (Asking for correction (Soc.1.C))

Based on Delta's reason that she uses this strategy "Because I often make aa.sometimes in my language learning, so I often ask to my my friends or my tutor", her reason is there are some cases in which she became uncertain to her thought. So, she will ask whether it is correct or not. Therefore, she needs a correction from other people (her tutor or her friends).

## 4.1.3 Take Role of Each Strategy

Based on the result of the interview and the observation, every strategy definitely gives certain influence to the subject who applies it. However, the way every strategy affects may be different to each subject. In the interview, the researcher had asked every subject about the way each strategy influences or makes effect to their vocabulary acquisition process.

### **4.1.3.1** Cognitive Strategies

First is *Repeating* (Cog.1.A) which is applied by 20 students in every observation period. They have almost same opinion about how this strategy takes role on their vocabulary acquisition process. This strategy affects Lia, Viona, Tiyas, and Delta's vocabulary acquisition by letting them practice directly any new vocabulary in their mother tongue. At Language activity, their tutor usually gives a new word and asks them to repeat again. So, their memory can reach that vocab quickly and easily.

Second is *Translating* (Cog.3.C) which is applied by 10 students in every observation period. Nevertheless, they have different opinion about how this strategy takes role on their vocabulary acquisition process. This strategy affect Lia's vocabulary acquisition by letting her knows directly a translation of any new vocabulary in her mother tongue. She uses simple technology "Alfalink" to know the meaning of the word that she does not now.

The third is *Taking Notes* (Cog.4.A) which is applied by 4 subjects during the observation period. This strategy affects their vocabulary acquisition when it is done repeatedly so it will be automatically saved in their brain. On the

other side, this strategy affects a half of them in their vocabulary acquisition by making them easier to find any vocabulary they forget that they are once noted it.

### **4.1.3.2** Memory Strategies

First is *Grouping* (Mem.1.A) that is considered to be applied by 7 subjects. Afra argues that this strategy takes role by making her enjoy with her friends to get the vocabulary. The reason is not much different from Viona. She claims that this strategy makes her reduce the nervousness and get new vocabulary or gets the answer of problems with *Grouping*.

The second is *Using Keywords* (Mem.2.C) that is considered to be applied by 3 subjects. Furthermore, in interview, Hanani argues that this strategy takes role by making her remembers the vocabulary that she forgets using keywords. She claims that this strategy makes her remembers vocabulary by retrieving first or last letter of a word or its characteristic features. She adds that it could also means the usage of keywords to memorize or keep something in mind. From review that is given by them, it can be said that this strategy helps them recalling vocabulary by any word that relate to it.

### 4.1.3.3 Compensation Strategies

The first is *Using Linguistic Clues* (Com.1.B). Afra, Viona, and Fatimah argue that this strategy can help them recall their vocabulary by remembering the clue of it, like its word classes etc. They also get explanation of any vocabulary from linguistic clues. This method is usually used by them in reading a text. When

they find any word that they do not know, they can get its meaning from other nearby words.

The second is *Switching to The Mother Tongue* (Com.2.A). It is only considered to be applied by Fatimah. She states that the influence of this strategy is similar to translating. It makes her understand any unknown word by switching it to her mother tongue. Because she usually forgets about a new vocab, and switching to the mother tongue can help her to memorize that vocab.

The third is *Getting Help* (Com.3.F). This strategy is considered to be used by Afra and Fatimah. According to their recognition, this strategy can fix their confusion directly when the person that they ask for help could understand and answer them directly. Fatimah also says *Getting Help* can help her getting support, help, or assistance from other people (their friends or their tutor).

# 4.1.3.4 Metacognitive Strategies

The first is *Paying Attention* (Met.1.B). Hanani, as the student apply this strategy to her vocabulary acquisition process, claims that this strategy make her more focus in doing activity that may contain acquisition, such as reading and listening carefully. She can get what her lecturer or a book conveys directly by using *Paying attention*.

The second is *Self-evaluating* (Met.3.B). This strategy influences Adelia's vocabulary acquisition process. She admits that she usually finds new vocabulary when evaluating her learning. From evaluating, she often find lack that makes her read more. Moreover, the other students state that, by knowing their weakness, they can make other plan to enrich their vocabulary. They also fell that they

always do wrong thing that make failure. Hence, when they return, they evaluate themselves to find their mistake and they also get new vocabulary collection.

### **4.1.3.5** Affective Strategies

The first is *Using Music* (Aff.1.B). It is considered to be used frequently by Lia, Tiyas, Viona, and Hanani. Music is used by them to accompany them when learning. The existence of music makes them comfortable and can create a relaxed atmosphere to learn. Even Lia sometimes analyzes the lyrics to get new vocabulary from music that she listens.

The second is *Using Checklist* (Cog.4.A) which is applied by 11 subjects according to the result of interview. This strategy affects their vocabulary acquisition when they done to write or give a check in their vocabulary collection so it will be automatically saved in their brain. Based on Dwi and Afra, this strategy also affects them in their vocabulary acquisition by making them easier to check a vocab that they do not know. Every time when they get new vocab, they write them and give a check to their notebook, then they will check it every day and anytime when they get difficult.

## 4.1.3.6 Social Strategies

The first is *Asking for Correction* (Soc.1.C). It is preferred by Delta. According to Delta, this strategy helps her to get correction when she does wrong thing during the learning. For example, in some of the observation period, she asked for correction of her assignment to her friend that she thought smarter than her. Other words, there are some cases in which she became uncertain to their

thought. So, she will ask whether it is correct or not. Therefore, she needs a correction from other people (her tutor or her friends).

The second is *Cooperating With Peers* (Soc.3.A). Dwi Multiatul argues that, by cooperating with peers, the difficult task may be easier to be done. Moreover, she could get new vocabulary from her peers who work together with her. With this strategy, she also fells enjoy with her friends. Comfortable atmosphere can create with this strategy.

Although not all strategies have significant impact, it is proven that every subject choose particular strategies because each strategy has certain impact to their vocabulary acquisition processes. Furthermore, the same strategy may influence differently in different subject. In other words, direct strategy can affect indirectly, and vice versa. The researcher also finds that there are strategies that make the subjects get new vocabulary directly or just supported their acquisition process indirectly.

#### 4.2 Discussion

From the result gained, it can be seen that the learning strategies that the most of the applied by the students is *Using Music*. Besides that, the reasons or factors for choosing strategies are not only their interest but also the circumstances when they apply them. That strategy, *Using Music* is the most of the applied strategy during the observation period. It is related to the fact that all of the subjects are students from Islamic Boarding School of "Jawahirul Hikmah" that this place is well known as "Marching Band School". Their daily activity is not

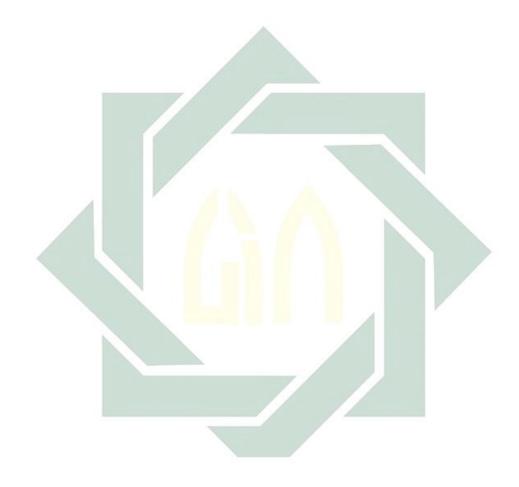
far from learning activity at the Islamic Boarding School that involves music as one of the tools required.

Based on those findings, the researcher concludes that the reasons or factors they choose strategies are different. This finding is supported by White (1993) who mentioned some factors influencing strategy choice. Those are mode of study, target language, level of study, language use opportunities, age, gender, language learning experience, prior experience in the target language, motivation, and proficiency.

Moreover, the researcher finds that the same strategy can be chosen based on different reasons. It can be seen on the intention of each subject to use *Using Music*. Lia and Tiyas use that strategy because it can create a relaxed atmosphere. Viona and Hanani apply that strategy because music makes them easy, enjoy, and comfortable to get new vocabulary. And based on the observation done by researcher and the interview also, a half of them use the music only for accompanying them, not to be listened. It means that their strategy choice is affected by some individual and situational factors. This fact is in line with the result of the research conducted by Boonkongsaen (2012). He found that the factors affecting learners' variation in the use of vocabulary learning strategy were their individual differences, situational, social factors, and learning outcomes.

It is also found that there are some strategies that are not used only for intended purpose (Kozmová, 2008). One of the examples is *Grouping*. Actually, it is a part of *Memory Strategies* which the main significance is to create mental linkages of its user. Afra is the one who uses this strategy to find comfort ability

because she feels enjoy with her friends in learning. However, Viona uses it not only for making herself comfortable but also it will reduce nerveosness, so it will easier for her to share any problems of her. This case proves that the same strategy could affect differently on different users.



### **CHAPTER V**

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion as the result of the analysis to answer each problem presented in the first chapter. Furthermore, it also contains advice for further research to develop knowledge related to learning strategies, especially strategies in acquiring vocabulary.

### 5.1. Conclusion

After analyzing the data, some conclusions are found to answer the research questions. The first is about the strategy that is mostly used by the subjects. The finding and discussion of this research lead to the conclusion that the strategies chosen to be applied by each individual could be different. It depended on the reason for each subject.

The most often used strategies by each subject in this research are *Repeting* and *Using Music*. In this research, the subjects are students who were living in the era of globalization. The observations are done in students' examination period where they get many research assignments. Furthermore, the development of technology makes them able to repeat any words and got comfort also improved their mood easier using mp3 or sound track of the music. So do music. For lowering anxiety, listening to music is easy to do because the subject can do it by just turning on and playing the music player.

Their reasons for choosing certain strategies are varied. Some strategies are chosen just because they like it. The choosing of the strategies is usually

based on the situational factors and personality of each subject. This finding supports the statement proposed by Gu (2010) that vocabulary learning strategy is not only necessary tool in describing and explaining the vocabulary development of foreign language but also a tool for empowering learners to make wise decision in what and how they learn.

The way each strategy takes role in vocabulary acquisition process is also depended on the subject who chooses it. Using music, for example, is a strategy which can support the user's vocabulary learning and acquiring process by lowering their anxiety and improving motivation. However, a subject recognize that she can not only be helped in lowering anxiety but also learn new vocabulary from its lyrics. It means that a strategy may take different role in different subjects.

## 5.2. Suggestion

Based on the limitation of this research, there are some suggestions for further researcher to either close the gap or fix some imprecision of this research. Since this research is conducted only to female students, the next research should collect data from male subjects or both. It can also be from different age, such as kindergarten, elementary, junior high, or senior high school students.

This research also uses English questionnaire that given to the students. Better that the next researcher translates the questionnaire into Indonesian language. And also guides the respondents when they filling the questionnaire one by one.

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.

Further researcher can also investigate whether the strategies in this research are also used in learning other language skills such as grammar, writing, speaking, etc. Moreover, since this is a descriptive qualitative research, further researchers can do the experimental research to understand the casual processes of acquiring processes or to determine their effect on a dependent variable.



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