AN ANALYSIS OF STUDENTS' ENGLISH VOCABULARY LEARNING STRATEGIES AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT AT MADAKO UNIVERSITY

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ABSTRACT

This research aimed at An Analysis of Students' Vocabulary Learning Strategies at the second semester of English Department at Madako University. The design of this research was qualitative research. This research was conducted in Madako University. The samples were 10 students at class B which selected purposively. The data collected through interview and questionnaire. This research used five strategy they were cognitive, social, memory, metacognitive, and determination. The result showed that the students used all the strategies. After the researcher conducted the research, the researcher found all of the students in second semester in English department used all of strategy when learning vocabulary. The dominant strategies used by the students in Learning Vocabulary was Cognitive strategies. It also found that students usually combined one strategy with another. Combining strategies in learning vocabulary could help in making it easier to understand the vocabulary. The students combined metacognitive and cognitive, social and metacognitive, social and cognitive, determination and cognitive, memory and cognitive. It could be seen that students often combined cognitive strategies with other strategies because these strategies were easier to implement with other strategies.

Key Terms *: Vocabulary, Vocabulary Learning Strategies*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis Strategi Pembelajaran Kosakata Mahasiswa semester dua Jurusan Bahasa Inggris di Universitas Madako. Desain penelitian ini adalah penelitian kualitatif. Penelitian ini dilakukan di Universitas Madako. Sampel penelitian adalah 10 siswa kelas B yang dipilih secara purposive. Pengumpulan data dilakukan melalui wawancara dan kuesioner. Penelitian ini menggunakan lima strategi yaitu kognitif, sosial, memori, metakognitif, dan determinasi. Hasil penelitian menunjukkan bahwa siswa menggunakan semua strategi. Setelah peneliti melakukan penelitian, peneliti menemukan bahwa semua mahasiswa semester dua di jurusan bahasa Inggris menggunakan semua strategi ketika belajar kosakata. Strategi yang dominan digunakan siswa dalam Pembelajaran Kosakata adalah strategi Kognitif. Juga ditemukan bahwa siswa biasanya menggabungkan satu strategi dengan yang lain. Menggabungkan strategi dalam mempelajari kosa kata dapat membantu mempermudah pemahaman kosa kata. Para siswa menggabungkan metakognitif dan kognitif, sosial dan metakognitif, sosial dan kognitif, determinasi dan kognitif, memori dan kognitif. Terlihat bahwa siswa sering menggabungkan strategi kognitif dengan strategi lain karena strategi tersebut lebih mudah diterapkan dengan strategi lain.

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Kata kunci *: kosakata, strategi pembelajaran kosakata .*

1. Introduction

English was very important as a media of communication in several activities, such as teaching and learning activities, international conference, and particular conversation with foreigners. It was not only an academic requirement for limited mastery in aspects of language knowledge, but also as the language of science and technology. This means that subject used to communicate and extracted in science and technology. Seems to be mostly in English, and even various documents and technical guidelines for using and upgrading English speaking devices. And it was an international language that was the most widespread medium of international communication.

Learning English was essential for today's generation to adapt to global communication, literature, media, and work in the present and future. Pointedly, learning English learned very seriously by many people, and realizing that English was important many people want to study because English it would be easy to communicate with other people in the world. Learning process that was taken by a person to get knowledge, it was also includes skills. To achieve a successful, learning, a good learning skill is needed. Students must learn these skills, practice them, and develop effective learning in order to succeed. In learning English, there many language skills and language components that should be master one of them was vocabulary. Vocabulary was the first aspect that must be learned by students in learning a language. It was the most necessary element to language development. Without sufficient vocabulary, we could not communicate and express ideas easily in both oral and written form. Vocabulary refers to the number of words that we could use communicate verbally. Students must be master vocabulary so that their English was fluent. However, students found difficulties in learning English if they did not know strategies in learning it. So to make easier to learn vocabulary students need strategy.

Vocabulary learning strategy was one of the strategies for success that used by students in learning English. Therefore, vocabulary learning strategies may improved students' learning to be easier, faster, enjoyable, and effective. For

selecting the most suitable strategy from a variety of known strategies and determining how to follow the strategy and when to change to another one. It seek that the language teacher main purpose was to lead students to reach a level of autonomy and made them independent from teacher in learning vocabulary.

According Schmitt (1997) vocabulary learning strategies into five categories namely determination strategies, social strategies, memory strategies, metacognitive strategies, and metacognitive strategies. And students were usually expected to learn vocabulary on their own without much guidance. So the researcher wanted to know what strategies students use in learning vocabulary independently.

Based on the description above, the researcher interested on conducting a study entitled An Analysis of Students' English Vocabulary Learning Strategies at the second semester of English department at Madako University.

2. Research Design

In this research, the researcher used qualitative research as the methodology. This because the researcher analyzed the data descriptively and presentation of the result is in a form of explanation of words. According to Sugiyono (2010:45) qualitative research meant a method which has purpose to describe by using facts with relation between interpretation and data, not only to look for the truth but also to look for the understanding of the observation.

3. Finding and Discussion

3.1. The Findings

3.1.1 The Result of Interview

1. Metacognitive Strategies

Students tried to understand vocabulary in English. This strategy used electronic media such as listening to music, watching TV, and using other online dictionaries. Students used this strategy because they thought listening to music or

watching English TV could make it easier to understand vocabulary, because some students liked watching movies and listening to music.when they watched a movie there was usually a sentence or vocabulary they just heard in the film that adds to their new vocabulary, then when listening to music they listened to the new vocabulary in the lyrics then look for the meaning of the vocabulary on Google translate and write it down.it turned out that some students combined metacognitive strategies and cognitive strategies where when they heard new vocabulary from the film then they wrote it down to be memorized. This strategy also made it easier for students when looking for vocabulary because using an online dictionary could make it easier when looking for unknown vocabulary. However, they also hed difficulties when using online dictionaries where when they returnd to the village where the network was not good and could not access the online dictionary. It could be seen by the result of interview.

Interview: " *menurut saya selain mudah untuk dipahami, khusus yang penggemar musik dengan salah satu kesenangan akan menjadi mudah di pahami dan meresap ke dalam fikiran* ".(MS)

Interview *:" kadang-kadang saya nonton, karena kosa kata yang sulit dapat ditulis dari program Tv bahasa inggris*" (NP).

2. Social Strategies

This vocabulary learning strategy involved interacting with other people, for example asking a friend or asking a lecturer. In this strategy during teaching and learning activities some students usually did not know the vocabulary they had just heard from friends or lecturers, then to find out they asked. There were some students who combine the strategies they used. Sometimes students directly asked about the meaning of the vocabulary. But in this strategy, usually students who heard vocabulary from friends or lecturers, the student immediately searched on Google translate for its meaning. So it combined two strategies namely social and metacognitive strategies. Then there were also students who combined social strategies and cognitive strategies, where when the student asked the meaning of

vocabulary to his friends then immediately wrote down the vocabulary to remember it. Usually this strategy is used during teaching and learning activities and group work. Some students used this strategy because they knew the meaning of vocabulary faster by directly asking their friends or lecturers for its meaning.

Interview :" *iya, saya bertanya arti kosa kata baru kepada teman sekelas yang sudah memahami arti kosa kata tersebut* "(NH)

Interview :" *iya, saya sering bertanya kosa kata kepada teman mengenai arti kosa kata"* (VM)

Interview : *saya sendiri mendengarkan teman saya berbicara bahasa inggris dengan kosa kata baru saya terlebih dahulu menanyakan apa arti dari kosa kata tersebut kemudian saya mengingatnya kembali dengan cara menulis kosa kata tersebut* (KS)

3. Determination Strategies

The next strategy was determination strategies, this strategy used a printing English dictionary. Students rarely used this strategy because they had an online dictionary. According to some students, carrying a printing dictionary was a hassle because the book was thick and heavy, so they prefer to use an online dictionary rather than a printing dictionary. However, some students used this strategy by writing a list of vocabulary to be memorized, students combined determination strategies and cognitive strategies, for example when they saw the new vocabulary then they made their own vocabulary list to memorize. And also usually students used this strategy to learn vocabulary by using a printing English dictionary when in the village, there were some students who live in the village where the village was difficult to access the internet or to open an online dictionary. So they chose to use a printing English dictionary.

Interview :" *apabila saya mendapatkan kosa kata baru dan saya berada dikampung namun tidak tau arti kosa kata tersebut biasanya saya menggunakan kamus cetak bahasa inggris*" (MS)

Interview : *iya biasanya saya membuat daftar kosa kata sendiri terus saya tulis untuk saya hapalkan"*(HK)

Interview : *iya, saya selalu membuat daftar kosa kata baru sendiri*(KS)

4. Memory Strategies

Memory strategies or traditionally was known as mnemonics strategies. The old strategy used to learn vocabulary, where students were more like to remember vocabulary and memorize it by reading the vocabulary to remember it. there were some students who memorize by reading vocabulary aloud, and also this strategy used pictures to learn vocabulary. Some students were typically able to remember vocabulary easily if they read it aloud. In this strategy, students combined memory and cognitive strategies where students were group vocabulary by writing it down and then memorizing it by reading the vocabulary out loud. This was a traditional strategy where students memorized more of the vocabulary itself.

Interview : " *ya, karena dengan menghapal kosa kata dengan keras saya akan lebih mudah memahami kosa baru tersebut*" (NH)

Interview :*" iya, saya membaca kosa kata dengan keras agar mudah diingat"* (NP)

Interview :*" iya saya mengelompokkannya dengan cara ditulis kemudian dihapalkan"* (NI)

5. Cognitive Strategies

The last one was cognitive strategy. This strategy used by students in writing vocabulary from what they saw and they hear. Then, students also often reviewed the memorizing vocabulary to keep it in mind. This strategy many of students combined with other strategies. For example metacognitive and cognitive, where they heard new vocabulary from the film then they wrote it down to be memorized. Then students combined determination strategies and cognitive strategies, for example when they saw or hear vocabulary then they made their own vocabulary list and memorize the vocabulary. And also memory and cognitive strategies, where students made group vocabulary by writing it down and then memorizing it by

reading the vocabulary aloud. So this was strategy many of students used and combine with other strategies.

Interview:*" kadang-kadang saya nonton, karena kosa kata yang sulit dapat ditulis dari program Tv bahasa inggris*" (NP)

Interview: "*iya biasanya saya membuat daftar kosa kata sendiri terus saya tulis untuk saya pelajari "(*HK)

Interview: "*iya saya mengelompokkannya dengan cara ditulis kemudian dihapalkan* "(NI)

3.1.2. The Result of the Questionnaire

INITIAL	Metacognitive	Social	Determination	Memory	Cognitive
MS	53 %	80 %	55 %	70 %	**88 %**
KS	60 %	40 %	70 %	72 %	**84 %**
PR	53 %	65 %	75 %	70 %	**80 %**
NH	**73 %**	50 %	60 %	65 %	64 %
NI	64 %	60 %	**70 %**	50 %	68 %
HK	64 %	45 %	60 %	65 %	**76 %**
VW	55 %	40 %	**75 %**	57 %	60 %
NP	68 %	**80 %**	65 %	57 %	52 %
FN	70 %	65 %	50 %	**72 %**	68 %
WS	53 %	**65 %**	50 %	60 %	64 %

The result showed most of the strategies that used by students were Cognitive strategies, there were 4 0f 10 students used this strategy, followed by the social, determination, metacognitive and memory.

3.2. Discussion

Based on the finding above, it was shown that the English Department students of the second semester at Madako University used all the strategies

including metacognitive strategies, social strategies, determination strategies, memory strategies, and cognitive strategies. The most dominant strategies used by the students were cognitive strategies. Besides that, some students combined one strategy with another.

After the researcher conducted the research, the researcher found that all second semester English students used the fifth strategy when learning vocabulary, but it turns out that students usually combined one strategy with another. By combining strategies in learning vocabulary can help in making it easier to understand the vocabulary. Where students combined metacognitive and cognitive strategies, social and metacognitive, social and cognitive, determination and cognitive, memory and cognitive. It can be seen that students often combined cognitive strategies with other strategies, because these strategies was easier to implement with other strategies. Students choose Cognitive strategy as the strategy they used most often, because this strategy was easier for students to apply in learning vocabulary. For example memorizing vocabulary, reviewing vocabulary, and writing vocabulary over and over to make it easier to remember, it can be concluded that this is a strategy that was so easy for students to apply in learning vocabulary. The students mostly coordinate their learning to support the language acquisition in effective way.

According to the result above showed that the strategies used by the students were all the strategies including metacognitive, social, determination, memory, and cognitive. Alvian Adhi Nugroho (2017) described Vocabulary learning strategies employed by the students, he compared that the students used all the vocabulary learning strategies. It mean that the result of this research supported by the result of Alvian Adhi Nugroho research result (2017).

Based on the result above (table 4.3) showed the most dominant of the strategies that used by the students were cognitive strategies, there were 4 of 10 students used this strategy. Followed by the metacognitive strategies 1 of 10 students used this strategy, social strategies 2 of 10 students used it, and

determination strategies 2 of 10 used the strategies, and memory strategies 1 of 10 used this strategy.

Cognitive strategies become the most strategies used by the students, it mean that in order to choose the right way in learning a vocabulary the students mostly coordinate their learning to support the language acquisition in effective way. According to Wisam Ali Askar (2016) "the use of cognitive strategies was a positive predicator of general proficiency" and then it means that the result of this research is supported by Wisam Ali Askar (2016)

The researcher confirmed one of the samples to determine the day to conduct the research, after there was an agreement then the researcher met the entire sample. Next, the researcher explained about the purpose of this research. After that the researcher explained that the researcher wanted to examine what strategies they used when learning vocabulary and what research methods would be used, the researcher explained that in this research using two research instruments. They were questionnaire and interview. After that the researcher explained that the first instrument used to fill out a questionnaire about vocabulary Learning Strategies. Then after that the researcher conducted interviews about vocabulary learning strategies. After the researcher got the result from the Questionnaire and the interview, the researcher then processed the data to get a conclusion.

Furthermore, after the researcher analyzed the data the researcher concluded that the Vocabulary Learning Strategies students used at the second semester of English department at Madako University was Metacognitive, Social, Determination, Memory and Cognitive. And the dominant strategies used by the students in Learning Vocabulary was Cognitive strategies. This result was different with the result of research from Hasan Huseyin Kilinc (2015) and Alvian Adhi Nugroho (2017), they found the similarity with this study. Namely students used all strategies and dominant to cognitive strategies. And the different was that this study fount how to combine one strategy with another strategy when Learning Vocabulary.

4. Conclusion

Based on data presentation and data analysis in the chapter 4, this research was carried out at analysis of students vocabulary learning strategies. The theory classified based on Schmitt (1997) theory. After the researcher conducted the research, the researcher found that all second semester English students used the fifth strategy when learning vocabulary. And the dominant strategies that used by the students in learning vocabulary was Cognitive strategies But it turned out that students usually combined one strategy with another. By combining strategies in learning vocabulary helped in making it easier to understand the vocabulary. Where students combine metacognitive and cognitive strategies, social and metacognitive, social and cognitive, determination and cognitive, memory and cognitive. It could be seen that students often combined cognitive strategies with other strategies, because these strategies were easier to implement with other strategies.

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