

**LEARNING STRATEGIES TO DEVELOP VOCABULARY USED BY AN
EIGHT GRADER OF RSBI OF SMPN 2 KARANGANYAR**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012**

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EIGHT GRADER OF *RSBI* OF SMPN 2 KARANGANYAR**

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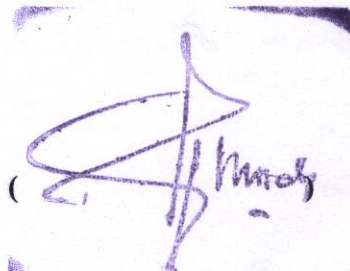
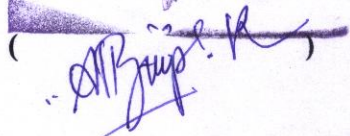
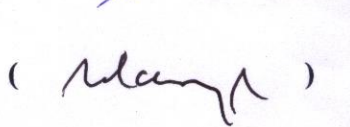
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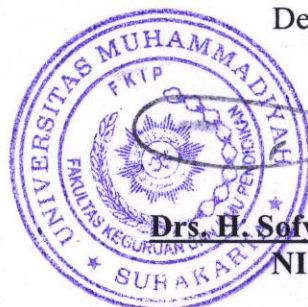
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TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published or others, except those which are referred in the manuscript and mentioned in the literary review and bibliography.

Hence, later, if it happens that there are some future statements in this testimony, I will hold fully responsible.

Surakarta, July..., 2012



LIZA WIDAYANTI
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MOTTO

It is a thousand times better to have common sense without education than to have education without common sense.

(Robert G. Ingersoll)

I put all my genius into my life; I put only my talent into my works. (Oscar Wilde)

The man who can make hard things easy is the educator.

(Ralph Waldo Emerson)

DEDICATION

This research is dedicated to:

The greatest of ALLOH S.W.T

The prophet Muhammad S.AW

Her mother and father

Her beloved brother

All her best friends, and

Her secret future soul mate

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

Alhamdulillah, all praise is just for Alloh S.W.T for blessing and inspiriting to finish her research paper entitled “LEARNING STRATEGIES TO DEVELOP VOCABULARY USED BY AN EIGHT GRADER OF *RSBI* OF SMPN 2 KARANGANYAR”. Furthermore, she would like to express her thanks and appreciation to the people who have contributed so many things for her in finishing her research paper.

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14. Her friends in class E (2008), thanks for the togetherness and support.
15. Her friends in **Small is Beautiful** and **D'Oxford**, thanks for the support.
16. Her consultation friends; **hani, amin, tina, yasinta, retno**, and others. Thanks for the togetherness and support.
17. Her brothers and sisters in **Baan Society** groups, thanks for the attention, support, and togetherness.

18. And all people who cannot be mentioned one by one, thanks for the support.

Nevertheless, the writer realizes that this research paper is far from being perfect. Even though, she has entirely explored her knowledge. Hopefully more constructive criticism, valuable comments, and suggestions are expected in order to make progress in the next study. Finally, the writer hopes that the research paper will be dedicated to person who is interested in conducting research on language learning strategy.

Wassalamu'alaikum Wr. Wb.

Surakarta, July..., 2012

A handwritten signature in black ink, consisting of several vertical and diagonal strokes, enclosed within a simple, irregular outline.

Liza Widayanti

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SUMMARY

Liza Widayanti. A320080187. LEARNING STRATEGIES TO DEVELOP VOCABULARY USED BY AN EIGHT GRADER OF *RSBI* OF SMPN 2 KARANGANYAR. Research Paper. Muhammadiyah University of Surakarta. 2012.

This research is about learning strategies used by an eighth grader of *RSBI* program at SMPN 2 Karanganyar to develop vocabulary. The objective of this research is to describe learning strategies used by an eighth grader of SMPN 2 Karanganyar to develop vocabulary that is divided into four aspects, namely 1) learning strategies to understand word meaning, 2) learning strategies to develop pronunciation skill, 3) learning strategies to develop spelling skill, and 4) learning strategies to understand grammar.

The setting of this research is SMPN 2 Karanganyar. Then, the type of this research is case study. The subject of this research is an eighth grader at SMPN 2 Karanganyar. The writer uses interview and observation to collect the data. The data analysis technique is from Miles and Huberman theory.

The results of this research are separated into four, as follows: 1) The learning strategies used to understand word meaning are 6 meta-cognitive strategies, 11 cognitive strategies, and 2 socio-affective strategies. The metacognitive strategies can be divided into advance organizer, directed attention, self management, functional planning, delayed production, and self evaluation. And the cognitive strategies are repetition, resourcing, translation, grouping, note taking, deducation, imagery, auditory representation, key word, transfer, and inferencing. Then, the socio-affective strategies are cooperation and question for clarification. 2) The learning strategies to develop pronunciation skill are 6 meta-cognitive strategies, 7 cognitive strategies, and 2 socio-affective strategies. The meta-cognitive strategies are advance organizer, directed attention, self management, self monitoring, delayed production, and self evaluation. And the cognitive strategies are repetition, resourcing, grouping, deducation, imagery, auditory representation, and inferencing. Then, the socio-affective strategies are cooperation and question for clarification. 3) The learning strategies to develop spelling skill are 4 meta-cognitive strategies, 5 cognitive strategies, and 2 socio-affective strategy. The meta-cognitive strategies are directed attention, self management, delayed production, and self evaluation. And the cognitive strategies are repetition, resourcing, translation, auditory representation, and key word. Then, the socio-affective strategies are cooperation and question for clarification. 4) The learning strategies to understand grammar are 5 meta-cognitive strategies, 6 cognitive strategies, and 1 socio-affective strategy. The meta-cognitive strategies are directed attention, self management, functional planning, delayed production, and

self evaluation. And the cognitive strategies are resourcing, translation, grouping, note taking, transfer, and inferencing. Then, the socio-affective strategy is question for clarification. The learning strategies that she used to understand word meaning are the most excessive strategy from the other aspects. And the learning strategies that are used to develop spelling skill are the lowest strategy from the other aspects.

Keywords: learning strategy; vocabulary

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Table 4.10: The Meta-Cognitive Strategy Used to Understand Grammar

Table 4.11: The Cognitive Strategy Used to Understand Grammar

Table 4.12: The Socio-Affective Strategy Used to Understand Grammar

Table 4.13: The Learning Strategies Used to Develop Vocabulary