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THE CORRELATION BETWEEN STUDENTS VOCABULARY SIZE AND THEIR VOCABULARY LEARNING STRATEGIES AT THE SEVENTH GRADE OF SMPN 23 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

A Thesis

Submitted as a Partial Fulfillment of

The Requirements for S1-Degree

By

ROBIATUL ADAWIYAH

NPM: 1511040136

Study program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTANLAMPUNG
2019

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2019

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR VOCABULARY LEARNING STRATEGIES AT THE SEVENTH GRADE OF SMPN 23 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

By :
Robiatul Adawiyah

The aim of the research was to find out: The correlation between students' vocabulary mastery and their vocabulary learning strategies of first semester students of SMPN 23 Bandar Lampung academic year 2019. This study was focus on finding out the correlation between students' vocabulary mastery and their vocabulary learning strategies of first semester students of SMPN 23 Bandar Lampung academic year 2019. There are many kinds of vocabularies, include is: verb, adverb, noun, pronoun, adjective preposition, conjuction and determiner. Vocabulary is the most important element in language learning. Of course, the students have kinds of vocabulary learning strategies to enrich their vocabulary. Based on those reasons, the writer was interested to investigated out the correlation between students' vocabulary mastery and their vocabulary learning strategies of first semester students of SMPN 23 Bandar Lampung academic year 2019. The research type was correlation design. In collecting the data, the writer used questionnaire and test.

The Method of this study was random sampling. Because number of the students less than one hundred, so the total number of population used as the sample. The technique of collecting data of vocabulary mastery was test. The technique of collecting data of vocabulary learning strategies by questionnaire. The technique of data analysis used the Pearson product moment correlation. The research findings show that there is correlation between vocabulary learning strategies and vocabulary mastery of the first semester students of SMPN 23 Bandar Lampung academic year 2019 (rxy = - 0.791 < r table = 0.361). So, the null hypothesis (H^o) of the research is accepted and alternative hypothesis (H_a) is rejected. The meaning of this statement is the students' vocabulary mastery has correlation between vocabulary strategies.

Keywords: **Correlation, Vocabulary Mastery, Vocabulary Learning Strategies**

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MOTTO

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah, Most Gracious, Most Merciful

وَلَوْ أَنَّمَا فِي ٱلْأَرْضِ مِن شَجَرَةٍ أَقْلَٰمٌ وَٱلْبَحْرُ يَمُدُّهُۥ مِنۢ بَعْدِهِۦ سَبْعَةُ أَبْحُرٍ مَّا نَفِدَتْ كَلِمَٰتُ ٱللَّهِ ۗ
إِنَّ ٱللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is Exalted in Power, full of Wisdom.

(QS. Luqman:27)

DECLARATION

The researcher is a student with the following identity:

Name : Robiatul Adawiyah

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Thesis title : The Correlation Between Student's Vocabulary Size and their Vocabulary Learning Strategies at the 7th grade of SMPN 23 Bandar Lampung in the Academic Year of 2019/2020

I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, Desember 2019

The Researcher,

Robiatul Adawiyah
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CURRICULUM VITAE

The name of the researcher is Robiatul Adawiyah. She was born in Sukaraja on 16 Juni 1996. She is the first child of three children of the couple Mr. Zamri and Mrs. Zaima. She lives in Liwa, West Lampung.

She began her study at SDN Sukaraja in 2003 and graduated in 2009. After that, she continued at SMPN 1 Liwa in 2009. After graduated at Junior High School in 2012, she continued her study at SMKN 1 Liwa in 2012. She graduated from Vocational High School in 2015. After graduate at Vocational High School, she continued her study at the UIN Raden Intan Lampung in 2015 as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. The greatest inspiration in my life, my beloved father and mother Mr. Zamri and Mrs. Zaima, for their endless love, support, patience, and guidence. May Allah Almighty pour love and devotion back within His never ending.
3. My beloved grandmother, who alwasy love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
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5. My beloved almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

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Praise is to Allah, the almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers.

This thesis entitled "The Correlation between Students' Vocabulary Size and their Vocabulary Learning Strategies at the 7th grade of SMPN 23 Bandar Lampung in the Academic Year of 2019/2020 is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personal, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
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7. All of my big family in Liwa Lampung barat, who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.
8. The writer's beloved people Nuris Nawati, thanks for your love, friendship, support and always give motivation for me.
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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 2019
The researcher

Robiatul Adawiyah
NPM. 1511040136

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning, vocabulary is one aspect of language that must be learned. The mastery vocabulary can support their speaking ability; can facilitate to communication with other people, can write and translate the meaning of words when they definite English. Vocabulary is one component of learning English. Without vocabulary, skills of language learning as listening, speaking, reading and writing cannot be successfully achieved. So we cannot deny that vocabulary learning plays a very important role in second language learning and a large vocabulary will help learners improve their language proficiency.[1]

As stated by Thornburry, if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word.[2] It means that in learning vocabulary we have to know and understand the meaning of the words. Learning vocabulary is very important. If the student wants to speak English, students should have many vocabularies, because vocabulary is the first stage to know language.

---

[1] Liu Zhi-liang, *A Study on English Vocabulary Learning Strategies for Non-English Majors in Independent College*, Vol. 6 No. 4, 2010, available on http://e journal.usd.ac.id/index.php/IJELS/article/view/1064, accessed on Sunday 12th, May 2019, p.153

[2] Scott Thornbury, *How to teach Vocabulary*, (Essex: Longman Person Education Limited, 2002) , p. 13

Without vocabulary, we cannot do anything. This statement supported by Thornbury "without grammar very little can be conveyed, without vocabulary, *nothing* can be conveyed"[3]. Vocabulary is the first step to be taught before teaching other aspects of language. If we spend most of our time studying grammar, English will not improve very much. We will see more improvement if we learn more words and expression. It means that we can conclude we cannot do anything without vocabulary. Vocabulary is one of the components of English. According to Thornbury (all language has words), he also says by having adequate vocabulary, one will be able to communicate to other people and express idea clearly and easily.[4]

In learning English vocabulary is the basis in language learning. If the students fail to master vocabulary, they will find difficulties in listening and reading are called receptive skill whereas speaking and writing are called productive skill. This research is about the correlation between vocabulary size and vocabulary learning strategies. Here especially vocabulary, as we know vocabulary is one of the important things in communication. We can conclude that in every language skills, vocabulary is one of important things.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new

[3] *Ibid*, p. 13
[4] *Ibid* , p. 1

vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.[5] It means that vocabulary is a major component of language skills that can give many basic learners speak, listen, read and write. Because without avocabulary and a good strategy can take advantage of language learning that can be started from the surrounding environment of course they will get into trouble.

According Schmitt that vocabulary learning strategies are part of general language learning strategies.[6] Schmitt believes that it may be easier to apply learning strategies to vocabulary learning due to the relatively discrete nature of vocabulary learning as compared to more integrated language skills such as reading, writing, speaking, listening, and grammar. Thus, it can be claimed that vocabulary learning strategies can contribute successfully to learning. Vocabulary learning has been problematic for most learner. The strategy for learning vocabulary is a trick used to make it easier for students to learn, especially learning vocabulary.

Doczi stated, vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve

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[5] Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching, (New York: Cambridge University press 2008), p. 255

[6] Nation Schmitt, *Learning Vocabulary in another Language*, (United Kingdom, Cambridge University Press), 2001, p.380

insurmountable difficulties for language learners.[7] It can be concluded that through the use of vocabulary learning strategies, learners can be able to maximize the effectiveness of their English language learning. Therefore, learning the basics in learning vocabulary is very important to make it easier for us to understand and master the vocabulary.

Based on pre-research was done in SMPN 23 Bandar Lampung, interviewed Ms. Efrilia Irawati S.Pd as the English teacher: The mastery of student vocabulary is uneven. There are those who have mastered, there are those who can master but have not been able to distinguish the type of vocabulary. The teacher got the score based on the formative the vocabulary test that the teacher gave, it was found that many of them still lack vocabulary. Usually, they learn just depend on the materials in the student manuals and teacher handbooks and other appropriate material with Core Competence (KI) and Standard Competence (KD) and for the media she uses books, student worksheets, and handouts.

Based on information from Ms. Efrilia, she teach three classes in SMPN 23 Bandar Lampung and usually students learn vocabulary by memorizing and some students still find it difficult to memorize vocabulary. She found many difficulties in teaching her students. Mostly the students can and want to learn English but they are still hesitant to talk and do not know

[7] Doczi, *Comparing the vocabulary Learning Strategies of High School and University Students*, A Pilot study, Journal Vol.5, 2011, unvailable on https://www.google.com/search?q=Doczi%2C+Comparing+the+vocabulary+Learning+Strategies , accessed on Sunday 12th, May 2019, p.138.

what to say because of lack of vocabulary, and they did not dare to speak for fear that it was wrong. Those problems are said by the English teacher, Ms. Efrilia. She adds that the average student there is a "biling" student or underprivileged students in the cost of education. In class, they learn to use mixed languages.[8] Usually the teacher explains in English then translated in Indonesian. The mastery of student vocabulary is uneven. There are those who have mastered, there are those who can master but have not been able to distinguish the type of vocabulary, some really feel difficulties in mastering and memorizing.

English teacher said that for teaching vocabulary she taught using memories strategies and social strategies. English teacher explain, the strategy is suitable to facilitate students in mastering the vocabulary. This strategy can encourage students to interact with each other and learn from each other. While their vocabulary size according to the teacher, if it is said to have reached the limit that should be owned by a junior high school student, it seems not yet. But for their mastery some of it is quite good. The purpose to test students' vocabulary is to know how effective the teaching. The teacher knows the level of progress of the student's vocabulary size by taking the test. With the test the teacher will know the progress of students in obtaining English vocabulary. The teacher can improve his teaching by choosing a better strategy or adding more words that may be rare or even unknown to

[8]EfriliaIrawati, English teacher of SMP Negeri 23 Bandar Lampung, Januari 2019 *(An Interview*), Unpublished.

students to memorize. The teacher can also predict student progress and weaknesses in vocabulary learning.

Based on the conclusions from the questionnaire that given, most students think that learn English especially vocabulary is important but they also said English was difficult. Students say that they have difficulty in memorizing vocabularies. Those are the causes why their ability in speaking is weak. They also say the other cause is lack of confidence. In the learning process, the teacher uses English-Indonesian to facilitate their vocabulary practice. The material provided is quite interesting especially the teacher recommends that they use dictionaries to facilitate them in learning and group learning in doing assignments.

The students' score can be seen in the table below: [9]

Table 1
Percentage of Students' Vocabulary Scores at Seventh Grade of Junior High School 23 Bandar Lampung in Academic Year of 2019/2020

No	Classes	Score		Total
		≥ 70	< 70	
1	VII F	13	17	30
2	VII G	10	20	30
3	VII H	12	18	30
Total		35	55	90
Percentage		39%	61%	100%

Source : The data of English teacher of SMPN 23 Bandar Lampung

[9]*Document of English teacher SMPN 23 Bandar Lampung, Result of Preliminary Research on January*, 2019, Unpublished.

Based on the data above, it can be concluded that there are 35 students get ≥70 score or just 38% of students that qualify from the KKM (Kriteria Minimum Mastery) score. And 55 students get <70 score or 61% students. It means that the students' vocabulary is still low and not suitable for KKM at the school. In this problem, needs to organize a way to find an appropriate technique which can help the students master their vocabulary.

In conducting this research, the writer will use the relevant other studies. The first by Teguh Prayitno (2015) in his thesis entitled "The correlation between vocabulary learning strategies and vocabulary size of the fourth semester students of English department of IAIN Palangkaraya Academic year 2013." The research was correctional research. The subject of this study is the fourth semester students of English department in IAIN Palangkaraya. The research type was quantitative. In collecting the data, the writer used questionnaire and test.

The population of the study was the fourth semester students of English department of IAIN Palangka raya academic year 2013. The method of sampling in this study was total sampling. The technique of collecting data of vocabulary size was test method. The technique of collecting data of vocabulary learning strategies by questionnaire method. The technique of data analysis used the Pearson product moment correlation.[10]

[10] Teguh Prayitno, *The correlation between vocabulary learning strategies and vocabulary size of the fourth semester students english departmen of IAIN Palangka raya Academic year* 2013. (State islamic institue of Palangka raya) 2013, available on https://www.google.com/url? Fdigilib.iain-palangkaraya.ac.id -e ,accesed on Sunday 12th, May 2019

The second previous research conducted by Purwanti (2015) in her S1. The purpose of this study was to identify vocabulary learning strategies which were employed by the second year students of SMA Muhammadiyah 2 Bandar Lampung and to explore the frequency of their strategies use in order to find out the relationship between students vocabulary mastery and their strategies in learning vocabulary. The sample of this research was class XI IPS 2. Random sampling was used to select the sample of the study. There were two variables in this research; vocabulary mastery and vocabulary learning strategies. The data were analyzed by using *Pearson Correlation Product Moment* in Statistical Packaged for Social Science (SPSS) version 16.0.[11]

The third previous research conducted by Chalida Kallayanasute (2011) in her thesis entitled "A study of vocabulary learning strategies used by graduate students at Thammasat University Bangkok, Thailand" the subjects of this study were 75 first-year graduate students of Master of Arts in English for Careers. A questionaire based on Schmitt's (1997) taxonomy was used as the research instrument of his study; it consisted of the respondents' personal information, the use of vocabulary learning vocabulary learning strategies and comments on use of vocabulary learning strategies. [12]

[11] Purwanti, The *relationship between vocabulary mastery and vocabulary learning strategies at the second year of SMA Muhammadiyah 2 Bandar Lampung*,(Universitas Lampung) 2015, Unpublished

[12] Chalida Kallayanasute, *A study of vocabulary learning strategies used by graduate students at Thammasat University Bangkok*, Thailand, 2011, Unpublished

Based on the background of problem above, the purpose of this research is want to know is there "The correlation between students' vocabulary mastery and their vocabulary learning strategies at the seventh grade of SMPN 23 Bandar Lampung in the Academic year of 2019/2020.

B. Identification of the Problem

Based on the background of the problem above, it can identify the problems as follow:

1. The mastery of student vocabulary is uneven.
2. Students have any difficulties in memorizing of vocabulary, because they think English is very hard, they did not have any confidence when they speak English with others.
3. The students have less strategies

C. Limitation of the Problem

Based on the identification above was focus on verb, adverb, adjective and noun.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, formulates the problem as follow: "Is there any correlation between vocabulary mastery and vocabulary learning strategies?"

E. Objective of the Research

Based on the problem formulation above, the objective of the research was to know there is a significant correlation between students' vocabulary mastery and their vocabulary learning strategies at the first semester of the seventh grade of SMPN 23 Bandar Lampung in the academic year of 2019/2020.

F. Significance of the Research

1. Theoretically

Theoretically, it may be a reference for those who were conduct further research in the same field.

2. Practically

a. For the Students

This research may provide information of strategies in learning vocabulary. The information will show them what strategies are beneficial for vocabulary learning and they may follow or change their strategies to improve their vocabulary mastery

b. For English Teachers

The English teachers are expected to motivate their students to increase their vocabulary mastery by applying the right vocabulary learning strategies.

c. The next writer

In this research, the researcher focused on the correlation between students' vocabulary mastery and their vocabulary

learning strategies. It is suggested for the next researcher to investigate the correlation between other English skill such as listening, speaking, and reading.

G. The scope of the Research

a. Subject of Research

The subject of this research is students at seventh grade of Junior high school 23 Bandar Lampung.

b. Objective of Research

The objective of this research is the correlation between students' vocabulary mastery and vocabulary learning strategies.

c. Place of Research

Place of this research was conducted at SMPN 23 Bandar Lampung.

d. Time of Research

Time of research was conducted at Seventh Grade in the first semester in Academic year of 2019 / 2020.

CHAPTER II
REVIEW OF RELATED LITERATURE

C. Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is an important of language. Vocabulary is knowledge of meaning of words. It means that to improve all skill of the language we need to master vocabulary. Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed.[13] We can conclude that vocabulary is a set of words that can be used to compose a new sentence. Vocabulary is basic element of a language which will make the language with their possible for someone to express something to other, read different subjects, and also deals with foreign language.

As people know there are four components of language; phonology, grammar, morphology and vocabulary. Vocabulary is a core component of language proficiency and provides much of the basis for how people learners speak, listen, read and write.[14] It means that the first thing people should learn is vocabulary because with vocabulary people can learn the language skill easier and will be useful for the process of achieving language teaching objectives. It is one of language component that should be mastered to get the language target. Mastering great

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[13]Scott Thornbury, *How to teach Vocabulary*, (Essex: Longman Person Education Limited, 2002) , p. 13

[14]Jack c. Richards And Willy A Renandya. *Methodology in language teaching on Anthology of Current Practice*. (New York: Cambridge University Press, 2002), p. 255

number of vocabulary, it will be easier for students to learn a foreign language and use it for communication.

2. Types of Vocabulary Mastery

Vocabulary has some type that needs to be learnt. As explained by Thornbury, he classified into eight word classes such as nouns, pronouns, verb, adverb, adjective, preposition, conjunction, and determine.[15] In this case the writer will do the research to know the students‟ vocabulary size especially noun, verb and adjective, adverb. Those can be described as follows:

a. Nouns

This is supported by Frank, noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.[16]

There are some types of noun. There are proper nouns, Concrete or Abstract Nouns, Countable or Non countable nouns, Collective Nouns, Noun Compounds, Proper and Common noun, Noun Phrase and Compound noun.

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[15]Scott Tornbury, *How To Teach Vocabulary,* (London: Longman,2002), P.3

[16] Marcela Frank, *Modern English,* (New Jersey: Prentice Hall, Inc, 1972), p. 7

b. Verb

There are some definitions of verb that are purposed by expert. Frank says, verb is the most complex part of speech.[17] From the statements before, it can be concluded that verbs, verb is a word (or group words) which is used in describing an action, experience or state that its own grammatical rule of the use in a sentence.

c. Adverb

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to which a property characterizes an individual or event.[18] From the statements before, it can be concluded that is a word that modifies verbs, adjective, and other adverbs and tell how, when, or where something happened. For example: Carefully, horribly, hopefully, slowly, awfully.

d. Adjective

There are some definitions of adjective that proposed adjective is a modifier that has the grammatical property of comparison.[19] Adjective is the word that typically refers to properties which people or things

[17] *Ibid*, p.47

[18] Andrew Radford, et.al, *Linguistics : An introduction* (2nd Ed), (New York : Cambridge University Press, 2009), p.130

[19] Marcela Frank, *Modern English*, (New Jersey: Prentice Hall, Inc, 1972), p.109

possess and they are used to modify nouns.[20] From the statement above it can be conclude that adjective is a word describes nouns and specifies size, color, number, and other characteristics. For example: beautiful, fat, comfortable, short and perfect.

e. Preposition

Preposition is classified as a part of speech in traditional grammar. [21] Preposition belongs to small group or class of word which express relations of place, direction, time or possession. Word belonging to this include: in, on, at, to, of, for, by beside, towards and so on.

f. Conjunction

Conjunction is words that function to connect one word to others. Coordinating conjunctions are used to join two parts of sentences that are grammatically equal. Example: and, but, or, nor, yet, so.

g. Determiner

Determiner a group of words placed in front of noun. There are several classes of determiners:

1. Definite and indefinite articles: a, an, the
2. Demonstrative: this, that, those, these.
3. Quantifiers: a few, a little, much, many, a lot, most, any and enough.
4. Possessive: my, your, his, her, its, our, their.

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[20] Andrew Radford, et.al, *Opcit*, p.130

[21] Marcela Frank , *Opcit*, p.163

5. Numbers: cardinal, ordinal number.

3. The Important of Vocabulary Mastery

Vocabulary is knowledge of words and word meanings.[22] Vocabulary is the total number in words, to master all skill in a language the students must master vocabulary first. That is the reason why it is important to learn vocabulary because vocabulary can help us to express the speaker's mean and help us to easier communicate with other people. Vocabulary is central to English teaching. When someone knows and understand the vocabulary, they will be very easy to master other skills. To help learners develop of vocabulary the teachers must be have a specifics strategy in teaching. Learning vocabulary is not just about words, it involves lexical phrases and knowledge of English vocabulary but also how to go about learning it, which the next chapter explores.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.[23] The importance of vocabulary was proven in the class of outstanding students having the most adequate

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[22] Fran Lehr,, Jean Osborn, Elfrieda H. Hiebert, *a focus on vocabulary*, available on, https://www.google.com/search?q=Fran+Lehr%2C+MA%2C+Jean+Osborn%2C+Med%2C+Dr.+Elfrieda+H.+Hiebert%2C+a+focus+on+vocabulary%2C+P.+5+&ie=utf-8&oe=utf-8&client=firefox-b-ab, acessed on Monday 24 June 2019, P. 5

[23] Morafareh Alqahtani, *The infortance of vocabulary in language learning and how be taught*, Vol. III, No.3, 2015, Available on https://www.google.com/search?q=the+important+of+vocabulary&ie , accesed on Friday 12th, May 2019, p.22

vocabulary. Vocabulary is the most important part of learning English, and is the basis of all English skills because as we know no one can communicate without vocabulary mastery. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing. Learning vocabulary helps students understand and communicate with others in English. We can see the importance of vocabulary in those language learners with vocabulary.

We can see the importance of the vocabulary from daily needs. If he is a student it will be seen in the classroom and their social life. We will really need mastery of vocabulary to communicate and so on.

4. Learning Vocabulary

Learning vocabulary is not just about learning the word but learning vocabulary more complex about the word. Vocabulary is one of the language aspects which should be learnt because vocabulary is important because vocabulary is the basis of all skills such as listen, speak, read and write nicely. Everybody should have much word to communicate.

According to Harmer there are some ***aspects of vocabulary*** that should be taught or mastered by students in learning foreign language, they are as follows: [24]

a. Knowing the Meaning

[24] Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: London.1998), p.18

The least problematic issue of vocabulary, it would seem, is meaning.

According to Harmer word meaning include:

1) Polysemy

   Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain.

2) Antonym

   The term antonym is used for opposite meaning of word. For example: “right” is an antonym of “left”.

3) Synonym

   It means that two or more words have the same meaning. For example: the synonym of beautiful is pretty, funny may serve as the synonym of humorous.

4) Hyponyms

   It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are butterfly, dog, and ant.

5) Connotation

   Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has

unfavorable; so that one could describe something as “slim body” not “thin body”.

b. Knowing the word use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else.

c. Knowing the word combination

Although words can appear as single item which are combined in a sentence. (*The mongoose bit the snake)*, they can also occur in two or more items groups *(The normally lightning-quick reactions of the reptile let it down).* They often combine with each other in ways which component speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

d. Knowing the word grammar

Word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and

uncountable nouns. The former can be both singular and plural. *We can say one chair or two chairs*, etc.[25]

5. Concept of Vocabulary Mastery

Language is formed by word. If there are no words there will be no languages. According to Thornbury, he states that all language have words. He also says "by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.[26] It means that vocabulary is vital part of language. A language is formed by words, so we can make our communication well, wewill easy to share our point to our partner of speaking. Then Brown states that vocabulary is seen its central role, concextualized meaningful language.[27]

Based on the statement, it is important for the teacher to create some ways in teaching vocabulary. In teaching learning must be lively and enjoyable, so that the students can receive and understand it easily. Moreover, it is hoped by mastering great number of vocabulary. It will we easier to learn a foreign language and use it for communication.

According to Guskey and Anderman, "Mastery is a term that all educators use and believe they understand well."[28] According to Rahman,

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[25] *Ibid*, pp.18-21

[26] Scott Thornbury. *How to teach Vocabulary*.Bluestone Press England, 2002. P. 1

[27] Douglas H Brown. (1994). Teaching By Principles: *An Interactive Approach to Language Pedadogy*. Second Edition. Longman Inc.p: 14

[28] Thomas r. Guskey and Eric m. Anderman, "*In search of a useful definition of mastery"*.Journal education leadership, volume. 71 number. 4 (December 2013/January 2014), p.1.

"Vocabulary mastery is essential part of English as a foreign language.[29] Mastering a largenumber of vocabularies is very important for foreign language learners.Based on statement above, it can be concluded vocabulary is one component should be mastered in language learning especially in teaching and learning English as a foreign language. In teaching the four language skill (listening, speaking, reading and writing), vocabulary is one basic component to be mastered. Without having adequate vocabulary, a language learner will not be able to master the language skill. Vocabulary mastery means the student having ability in understanding and using the vocabulary well especially noun and verb.

6. Assessing Vocabulary Mastery

The writer will be use test to measure vocabulary mastery. The vocabulary is one of the important roles in the language learning. If the students have limited vocabulary they will find it difficult to master some of the skills in English. Therefore, it cannot be denied that the role of vocabulary is very influential important for teaching and learning English. There is another reason to start learning the language by words. There is an argument from some of the researchers who say that at the beginner level there should be a huge number of productive words, at least 2000 words as the threshold level. If the learner has less than 2000 words, it will be difficult for them to do the listening and speaking part. If they can

[29] Septia mursanti candrarahman, "*improving students' vocabulary mastery through riddle game"*, accessed on march 5 th, 2016 at 20.56, p.2.

acquire that number, they can express their idea because those 2000 words are often being used by the native speaker in daily conversation.[30] There are some experts who argue that vocabulary is the easiest aspect, so that some of them will not pay attention when in the classroom. Many language teachers attach parts of the vocabulary as a small part of the reading instructions.

The purpose of testing students' vocabulary is to find out how effective the teaching. Without a test, teachers never know the progress of their students in obtaining vocabulary. Tests are also positive backwash, i.e. if students know that their abilities will be measured, they will study harder. This test will encourage them to look back at their vocabulary. Test results can also be predicted to determine whether or not they understand the material presented by the teacher during the learning process. A teacher can improve his teaching by choosing a better strategy or adding more unknown words to memorize by students.[31]

D. Vocabulary Learning Strategy

5. Definition of Vocabulary Learning Strategy

Learning is a second language involves the manipulation of four main skills; speaking, writing, listening and reading, which lead to

[30] Iwan Kurniawan, *Assessing English Students` Vocabulary Size*, Lampung, available on https://www.researchgate.net/publication/323483559_Assessing_English_Students_Vocabulary_Size_of_Lampung_State_Islamic_University, accessed on Friday 16 may 2017), p. 382

[31] *Ibid*, p.182

effective communication.[32] Learning strategies are the tools that learners use for active, self-directed language learning, and research shows that the conscious, orchestrated and tailored use of such strategies is strongly associated with language achievement and proficiency Vocabulary learning strategies are steps taken by the language learners to acquire new English words.[33]

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies. Schmitt provides a very useful overview of the rise in importance of strategy use in second language learning, noting that it grew out of an interest in learners' active role in the learning process. Schmitt explains that Vocabulary Learning Strategies can empower learners and attract learners' attention in learning language in a way that will improve the learners' vocabulary development. [34] Vocabulary learning strategies are tricks using by the language learners to get new English words.

Vocabulary learning strategies are actions or methods used by a students' to learning and to obtain a successful teaching goal, making it

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[32] Mohd. Sahandri Gani Hamza, *Vocabulary Learning Strategies of Iranian Undergraduate EFL Students and its Relation to their Vocabulary Size*, Volume 11, Number 1 2009, available on https://www.researchgate.net/publication/228801062_Vocabulary_Learning_Strategies_of_Iranian_Undergraduate_EFL_Students_and_its_Relation_to_their_Vocabulary_Size , accessed on Sunday 19th, May 2019, p.40

[33] Azadeh Asgari, *The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia,* Vol. 4, No. 2; June 2011, available on https://www.google.com/search?q=Azadeh+Asgari%2C+The+Type+of+Vocabulary+Learning+Strategies+Used+by+ESL+Students+in+University+Putra+Malaysia%2C&ie=utf-8&oe=utf-8&client=firefox-b-ab , acassed on Sunday 23th, June 2019, p.85

[34] I.S.P. Nation, *Learning Vocabulary In Another Language*, (New Zealand,Victoria University of Wellington, 2000), p. 352

easier for students to understand the lesson. Every child or every person has a different level of ability, motivation to learn, state of socio-cultural background and economic level. This situation is very influential on activities and student learning outcomes to develop knowledge skills and attitudes.

6. The Important of Vocabulary Learning Strategies

Vocabulary plays a major role in language learning and is the biggest part of the meaning of language. Learning vocabulary can make a big contribution and be useful for students. They argue that vocabulary has the most important role in communication and vocabulary is the heart of learning a second language or a foreign language. If someone has good communication, proper pronunciation and grammar but they do not understand what is being discussed then communication can often be disrupted.

Vocabulary learning strategy is a process or technique that students use to help them succeed in vocabulary learning.[35] To facilitate students in learning the teacher must be able to create a comfortable classroom atmosphere so students can understand the lesson easily. And also an ordinary teacher must have a learning strategy specifically in teaching.

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[35] Tinutda Komol, *Vocabulary Learning Strategies Employed by Undergraduate Students andits Relationship to their Vocabulary Knowledge, available on https://www.google.com/search?q=Tinutda+Komol%2C+Vocabulary+Learning+Strategies+Employed+by+Undergraduate+Students*, accessed on Sunday 23 June 2019), P. 4

The main benefits obtained from all appropriate learning strategies will facilitate student learning and allow them to get more vocabulary and of course it will be easier to make students understand the lessons taught by the teacher. That is why learning strategies are very influential on the teaching and learning process. By using learning strategies also the learning process will be systematic. The main benefit gained from all learning strategies, including strategies for vocabulary learning, is the fact that they enable learners to take more control of their own learning so that students can take more responsibility for their studies.

7. Type of Vocabulary Learning Strategies

There have been several attempts to develop the taxonomy of Vocabulary Learning Strategies, according to strategies used by learners to reach their target learner. Some of the experts who have developed taxonomies of vocabulary learning strategies are Schmitt. According Schmitt to develop a vocabulary learning strategies there are five categories including the following: Memory Strategies (MEM), Social Strategies (SOC), Cognitive Strategies (COG), Meta-Cognitive Strategies (MET), and Determination Strategies (DET).

Strategies in teaching learning are indispensable because if the learning strategy is right then students will more easily understand the subject matter. Vocabulary learning strategies help EFL (English as a

Foreign Language) learners to achieve their learning goals and to make them become independent learners.

There are several ways that are used to develop vocabulary learning strategies, is, usually as a part of a piece of research into learners' strategy use.

Below is the classification of vocabulary learning strategies presented by Schmitt:[36]

1. Memory Strategies (MEM)

   Memory strategies are (traditionally known as *mnemonics)* involve relating the word to be retained with some previously learned knowledge, using some form of imagery, memorize and make grouping.

2. Social Strategies (SOC)

   Social strategies use interaction with other people to improve language learning. Social strategies imply that in order to know the meaning of the new words, the students can ask someone who knows. Schmitt (1997) also puts forward that social strategies include asking teachers or classmates, group work, as well as interacting with L1 speakers.

3. Cognitive Strategies (COG)

   Cognitive are exhibit the common function of "manipulation or transformation of the target language by the learner. Cognitive strategies are mental processes, conscious unconscious, with which the

[36] Norbert Schmitt, *Vocabulary in Language Teaching*, (America, 2000), p.132

understanding of language, its storage in memory, its recovery and its later use are improved.

Learning a new language means:

a. To understand the content of the messages and texts they read.

b. To understand new rules and new linguistic patterns.

4. Meta-Cognitive Strategies (MET)

Meta-cognitive strategies involve a conscious overview of the learning process and making decisions about planning, control and assess their own development and evaluating the best ways to study of language in general and specific learning tasks.

Double knowledge

a. To know what learning is

b. To know how learning better

Examples

a. Thinking about the aims of an exercise or a task

b. Self-assessment

c. Trying to put in practice what they have learned to gain knowledge.

5. Determination Strategies (DET).

Determination strategies are a part of discovery strategies consist of strategies such as guessing the meaning based on structural knowledge,

guessing from L1 cognate, guessing from context or using reference material, media of learning.[37]

On the other hand, *Social strategy* is a strategy that is used to find the meaning or meaning of a word by asking. Either asks the teacher, classmates or you can by opening the dictionary. This strategy encourages students to interact with each other to learn. *Memory strategy* is a strategy used to connect student learning with new words. Students can associate their past lessons with new words so that they do not forget the lessons that have passed. *Cognitive strategy* is a strategy that prioritizes mechanics. *Meta-cognitive strategy* is a strategy that deals with monitoring and looks more at the processes involved and student learning progress. *Determination strategy* is strategic learning individually, so students will learn and find out the meaning of words themselves without help from friends or others.

8. Concept of Vocabulary Learning Strategy

Vocabulary learning is usually associated with learning strategies. Schmitt has characterized vocabulary learning strategies as any strategy which affects the process by which words are obtained, stored, retrieved and used

[37] *Ibid,* p.132

Schmitt has divided the vocabulary learning strategy as a strategy that influences the process by which words are obtained and used. Schmitt divided the study of vocabulary into two components:

1. Discovery strategies: strategies which are used by learners to discover a new word's meaning, such as determination strategies and social strategies.
2. Consolidation strategies: strategies which are used by learners to consolidate the meanings when learners come across the words again.
3. This component includes social strategies, memory strategies, cognitive strategies, and meta-cognitive strategies.[38]

[38] *Ibid,* p. 135

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