

AN ANALYSIS OF STUDENTS' STRATEGIES IN LEARNING ENGLISH VOCABULARY**Riama Irawan Sinaga¹, Diah Astriyanti², Elly Syhadati³**^{1,2,3} English Education Study Program, Language and Arts

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[¹²³riamairawansinaga@gmail.com](mailto:riamairawansinaga@gmail.com)**Abstract**

This research aimed to find out what strategies students used to master vocabulary. The subjects of this research were eighth grade C students at SMP Negeri 19 Pontianak City. The sample was selected by purposive sampling. Researcher used a quantitative data approach. To collect data, researcher used a close-ended questionnaire. The data from the closed-ended questionnaire were metacognitive strategies, social strategies, memory strategies, determination strategies and cognitive strategies. The results of the data analysis carried out show that metacognitive strategies were the ones most used by students when studying English and cognitive strategies were the strategies least used by students..

Keywords: *Learning Strategies, English Vocabulary, Vocabulary Strategies.*

INTRODUCTION

Vocabulary is a basic language area that must be mastered before learning English skills. According to Istiqomah (2020:10), Vocabulary is one of the elements of language which plays a very important role. Vocabulary it helps with all English skills which include listening, reading, writing and speaking. In line with the statement according to Wahyuni & Rahmanida (2020: 652), Vocabulary is the essence of teaching and learning English. Vocabulary it helps with all English skills which include listening, reading, writing and speaking. A student will not be able to learn a language without mastering vocabulary first because the main word of a language is vocabulary. All the words that humans use have a meaning. With the meaning of a word, people produce words to show their thoughts and give the name of something in a communication every day.

Learning English vocabulary is not only about how to read or how to interpret it but also how students can master and be proficient in English, it takes a lot of things to understand and memorize is an effort so that students can master vocabulary. In learning English vocabulary, each student has a different strategy and each student has a different strategy in learning English vocabulary. According to Sulastri (2019: 36), students who have a good strategy when learning vocabulary can more easily understand what they have learned because several aspects of learning English require vocabulary to understand meaning. If students have a strategy, their vocabulary increases a lot.

Student strategies can be a motivation for him to master something more. As a student learning English as a second language (EFL), using strategies in learning English especially in mastering vocabulary can really help students improve their ability to master English

vocabulary. According to the opinion put forward by Ghazal (2007), regarding one way to help students increase their foreign language vocabulary knowledge is to use various vocabulary learning strategies. Vocabulary mastery without using strategies will encounter more or less obstacles so that students slow down along with increasing vocabulary mastery. In conditions where there is no specific learning about vocabulary learning at school students must be able to master vocabulary in English. Making students in the sense of independent learners students must have a strategy in learning English vocabulary. In other words, students will often experience problems in applying the four language skills, one of which is due to limited vocabulary if they ignore the strategies they apply. Therefore students must know which strategies they use appropriately so that their vocabulary skills become better.

Several previous studies have been carried out by previous researchers who discussed the strategies used by students in learning English vocabulary. The first, Journal entitled "A survey of beliefs and vocabulary learning strategies adopted by EFL learners at Shaikh Zayed University" by Hadi & Guo (2020), of the three strategies analyzed, namely cognitive strategies, affective strategies and metacognitive strategies that are most often used by EFL students in the university Shaikh Zayed is a cognitive strategy or what can be called a strategy learned through the use of the word. The second journal entitled "Vocabulary Learning Strategies Used by Junior High School Students" by Bakti (2018), the results of the study indicate that it is beneficial for language students to enrich their vocabulary, which provides a better understanding of the language. The five strategies chosen by the participants indicate that these language learners tend to use practical, simple, and efficient strategies to understand their lessons.

From the explanation above, the researcher concludes that it is very important to know what strategies students use in learning their English vocabulary. Therefore, researcher investigated students' strategies as well as the dominant strategies used by students in learning English vocabulary for eighth grade students at SMP Negeri 19 Pontianak City. Through this research, students can find out vocabulary learning strategies, students can find out what strategies are suitable for them, and teachers can find out the strategies that students use in learning English vocabulary. So it can help students master their vocabulary learning. This research was conducted to collect information about their strategies in learning English vocabulary so that the results can help students and teachers in using appropriate techniques, methods or teaching media to improve their English vocabulary skills so that learning becomes easier to understand. So the researcher was interested in conducting research

entitled " An Analysis of Students' Strategies in Learning English Vocabulary " with the subject being eighth grade students at SMP Negeri 19 Kota Pontianak.

METHOD

This research uses a quantitative data approach, because it is to find out students' strategies in learning English vocabulary and the dominant strategies used by students in learning English vocabulary.

The quantitative approach is the approach used in research by measuring research indicator variables in order to obtain an overview of these variables. According to Sudjana (1997:3), a descriptive research method with a quantitative approach is used if the aim is to describe or explain an event or event that is happening in the form of meaningful numbers. This research uses a quantitative approach to data collection techniques because the research data is in the form of numbers with a data collection tool in the form of a closed questionnaire. According to Hamdi (2014), regarding quantitative descriptive research on violence on objective phenomena that are studied quantitatively. This research is intended to find out what strategies are used by eighth grade students of SMP Negeri 19 Pontianak and which strategies are most used by students in learning vocabulary. This research prioritizes what happens when a phenomenon occurs rather than how or why something happens. This study also aims to describe and analyze students' strategies in learning English vocabulary.

In this research, researchers used descriptive analysis. Descriptive analysis is data analysis by describing a data that has been collected as it is. Done by taking steps to collect, classify and analyze or process data, make conclusions and reports with the main objective of making an objective picture of a situation in a description.

1. Score determination

Researcher present a Likert Scale that was found to measure students' vocabulary learning strategies. The following are the frequencies that researcher used to measure questionnaire answers:

Table 1
Frequency score to convert

Frequency	The Converted score
Never	1
Rarely	2
Often	3
Always	4

From table 1, it can be seen that researchers use a scale from 1 to 4. Scale 1 means never, scale 2 means rarely, scale 3 often and scale 4 means always.

2. Determination ideal score

To find the overall answer, utilize the ideal score. In order to determine the high and low scores on each scale relative to the overall score, the researcher computed the scores for each scale. This formula was required for the analysis in order to calculate the optimal score for every item:

$Ideal\ Score = Likert\ Score \times Number\ of\ Responden$

Taken from ary, et al (2014:227)

This study used thirty samples, with a maximum score of four and a lowest score of one. Below is a description of the researcher ideal score:

Table 2
Ideal scale score

Ideal Score	Scale
$4 \times 30 = 120$	Always
$3 \times 30 = 90$	Often
$2 \times 30 = 60$	Rarely
$1 \times 30 = 30$	Never

The table 2 showed that maximum and minimum scores. That 120 was the maximum score and 30 is the minimum score. For the next step analysis, the researcher used both score.

FINDINGS AND DISCUSSION

FINDINGS

Five different strategies determination, social, memory, cognitive, and metacognitive were included in a questionnaire that was distributed by the researcher to students in order to ascertain the strategies they employ when learning English vocabulary. The average percentage results from the computation of the approach data that students employed to study English vocabulary are shown in the table below.

Table 3
Metacognitive strategies

No	Statements	PERCENTAGE(%)
Q25	Saya belajar kosakata baru dari film/TV.	76%
Q26	Saya membuat rencana untuk belajar kosakata baru.	63%
Q27	Jika mengerjakan latihan kosakata baru, saya melewati dulu soal yang sulit.	79%
Q28	Saya mencari arti kosakata baru dengan menggunakan Google Translate atau alat penerjemah lain di Internet.	90%
Q29	Saya mendengarkan musik berbahasa Inggris untuk menambah jumlah kosa kata baru.	92%
Q30	Saya belajar kosakata baru bahasa Inggris ketika bermain video games offline / online	78%
AVERAGE		80%

Table 3 above illustrates how students apply the five ways to acquire vocabulary in English. Students frequently employ metacognitive methods, according to the data. This was demonstrated by the average percentage of metacognitive techniques, which is 80%. The metacognitive strategies increases the percentage of new vocabulary terms that are often used with a 92% rise by using English media and listening to English music. Followed by a 90% success rate method of using Google Translate or other online translation tools to determine the meaning of new terminology. Students begin working on new vocabulary practice questions by avoiding the challenging ones until they achieve a score of 79%. Playing video games online or offline helped players learn new vocabulary in English to a 78% degree. The percentage of people who used movies or television to learn new words reached 76%. Following the English language song media, students employed a plan-based vocabulary learning method, which resulted in the lowest metacognitive strategy score of 63%.

Table 4
Social Strategies

No	Statements	PERCENTAGE(%)
Q7	Saya meminta kepada bapak ibu guru untuk menerjemahkan kosakata yang tidak saya mengerti	81%
Q8	saya meminta kepada Ibu/Bapak guru untuk memberikan sinonim atau padanan kosakata baru	78%
Q9	Saya bertanya kepada teman tentang makna kosakata yang tidak saya mengerti	78%
Q10	Saya bekerja kelompok dengan teman-teman ketika mengerjakan latihan kosakata	78%
Q11	Saya meminta terjemahan kosakata yang tidak saya mengerti kepada teman	75%
Q12	Saya menemukan sinonim atau kosakata baru dari teman.	77%
AVERAGE		78%

In the next results, the researcher found that the second rank of strategies used by students after metacognitive strategies was social strategies, so the average score for social strategies was 78%. The strategy that received the highest score, 81%, was asking students to have their teachers translate vocabulary they were unsure of. This was followed by a statement that received the same percentage, 78%, asking students to ask teachers for synonyms or equivalents. Words from new vocabulary, the tactic is to ask friends to explain the vocabulary, and the next strategies was for students to complete vocabulary practice questions in groups with their friends. The next strategy is followed by 77% where students find synonyms from their friends in statements. The lowest score in this strategy is 75% for question number 11 where students ask their friends about vocabulary translations.

Table 5
Memory Strategies

No	Statements	PERCENTAGE(%)
Q13	Saya lebih mudah menguasai kosakata baru yang berhubungan dengan pengalaman pribadi saya	82%
Q14	Saya mengingat kosakata baru dengan cara mengeja/spelling.	68%
Q15	Saya lebih mudah menguasai kosakata baru apabila disertai gambar	70%
Q16	Saya mengelompokkan kata-kata sejenis agar saya mudah mengingatnya, misalnya kata benda, kata kerja, kata sifat, dll.	67%
Q17	Saya menggunakan kosakata baru dalam kalimat lain supaya mudah mengingatnya	61%
Q18	Untuk menghafal kosakata baru, saya membacanya/ mengucapkannya keras--keras.	56%
	AVERAGE	67%

With an average score of 67%, the memory strategies came in third place among vocabulary acquisition strategies. The assertion that students find it easier to learn new vocabulary in English based on personal experience has the highest proportion (82%). The statement that students find it easier to learn new vocabulary when it is supported by visuals comes in second, with 70%, next in the statement with statements students remember vocabulary by spelling the vocabulary reaches 68 %, Then with statements students group similar words so they can easily remember them, for example with nouns, verbs, adjectives and so on, they get 67%, then in statements where the statements are students use new vocabulary with other sentences so they can remember them easily. 61% and the last 56% stated that students memorize vocabulary by saying it or reading it aloud.

Table 6
Determination Strategies

No	Statements	PERCENTAGE(%)
Q1	Saya memahami arti dari kosakata baru dengan cara menerka/menebak arti kata yang sesuai dengan konteks yang ada	76%
Q2	Saya memahami arti dari kosakata baru dengan menggunakan kamus inggris-indonesia	84%
Q3	Saya memahami arti dari kosakata baru dengan menggunakan kamus inggris-inggris	38%
Q4	Saya membuat daftar kosakata baru bahasa inggris	55%
Q5	Saya mencoba mencari tahu arti kosakata baru dengan melihat akhiran, awalan atau akar dari kata unyuk menemukan makna kosakata	66%
Q6	Saya mencoba mencari tahu arti kosakata baru dengan mengklasifikasikan kosakata baru yang saya temui	66%
	AVERAGE	64%

Based on the average score of 64%, students rank the determination strategies as the fourth of the five strategies they used to grasp new language. The most often employed strategy in this strategy is the one that states that students learn new vocabulary by using the English-Indonesian dictionary, as stated in the statement with 84%. The next strategy statement states that students learn new vocabulary by making educated guesses or guessing the meaning of words that are appropriate for the context. Scores for the statement and the word search were 76% and 66%, respectively. In the statement, students attempted to classify the vocabulary in order to determine its meaning, while in the word search, they looked for its meaning by looking at the word's suffix, prefix, or root. Encountered new vocabulary, with 55% of students' statements listing new words to learn. The final component is that students comprehend the meaning of newly encountered vocabulary by using English, receiving 38% of the points.

Table 7
Cognitive Strategies

No	Statements	PERCENTAGE(%)
Q19	Saya membuat daftar kosakata baru dan menulis terjemahannya dalam bahasa Indonesia.	58%
Q20	Saya menghafalkan kosakata baru bahasa inggris di luar jam pelajaran	54%
Q21	Saya bisa mengerti dan mudah mengingat kosakata baru kalau kosakata itu saya tulis.	62%
Q22	Saya membuat kamus kecil Inggris--Indonesia yang berisi kosakata baru.	46%

Q23	Saya menghafal kosakata dengan cara menulis kata-kata tersebut berulang-ulang	61%
Q24	menghafal kosakata dengan cara mengucapkan kata tersebut berulang ulang.	60%
	AVERAGE	57%

This strategies received an average score of 57%, indicating that it was the least employed by students, as seen by table 7. where the first method, which accounts for 62% of the total, states that as children write new vocabulary, they would be able to comprehend it and recall it with ease, Then, with a percentage of 61%, the statement that students learn vocabulary by writing the words down, the statement that students learn vocabulary by saying the words out loud, the statement that shows a percentage of 60%, and so on. Next, there was a statement that shows 58% of students creating a list of new words and writing the translation in Indonesian. There was also a strategy statement that shows 54% of students scoring well on this strategy, and the final strategy shows 46% of students creating a small English-Indonesian dictionary with new vocabulary.

Overall result

Below are the overall results of the average percentage of the five strategies vocabulary used by students.

Table 8 Total percent of students' strategies learning vocabulary

No	Students' strategies learning vocabulary	Mean of Likert	Average Percentage
1	Determination strategies	77	64%
2	Social Strategies	93	78%
3	Memory Strategies	80,6	67%
4	Cognitive Strategies	68,1	57%
5	Metacognitive Strategies	95,5	80%

From the data that could be seen in table 8, the overall outcomes of the five English vocabulary acquisition strategies used by SMP Negeri 19 Pontianak City eighth grade C students. According to the findings, students most frequently employ metacognitive strategies (80%), which were frequently included in the rating scale, while social strategies (78%) are the second most common type of technique. The strategy was also included in the often scale; memory methods (67%) accounted for third place. This approach also has a frequent scale. The determination strategy (64%) held the fourth place and has a frequently scaled percentage. The cognitive strategy (57%) was the last strategy that students utilized the least, ranking lowest among the strategies contained in the rarely scale.

Ultimately, the data revealed that students used metacognitive insights as their technique. This result was consistent with that of Ghalebi & Bagheri's (2020) study, which discovered that M.A. and Ph.D. students more commonly used metacognitive strategies. This contrasted with the results of a study conducted in 2022 by Hidayati and Bahria, which indicated that second semester English majors frequently employed cognitive strategies.

DISCUSSION

The aforementioned results indicate that the focus of this study is on students' strategies for acquiring English vocabulary since these strategies can facilitate students' acquisition of the language. The analysis of the data revealed that most students used metacognitive techniques to increase their vocabulary in English. Using the usage of English-language media, children acquire vocabulary using metacognitive processes. Researcher discovered that students who consistently listened to English music to expand their vocabulary scored the highest on the English vocabulary acquisition strategy. This result differs from that of the Yulianti (2022) study, which discovered that students employed more techniques to pick up new vocabulary from English-language movies. Nonetheless, this study supports the findings of Asgari & Mustapha (2011), who claim that the application of metacognitive strategies indicates that highly developed technology has become an integral component of the process of learning vocabulary and second languages.

Furthermore, following metacognitive strategies, social strategies were the second most often employed type. Students ask their teacher to translate words they are unclear on in the first strategy. Students who ask the teacher for synonyms or equivalent terminology in the second, third, and fourth positions receive the same score. Emphasizing that instructors' primary responsibility was to help children develop their independence in addition to teaching them new vocabulary, Fazlinda and Susanto (2016).

Memory strategies occupy the third place most frequently used by students when studying English vocabulary. The discovery that takes first place in this strategy was that students more easily master new vocabulary related to their own personal experiences. . As to Damari's (2019) assertion, kids tend to retain new words in their heads instead of using them when speaking aloud.

The determination strategy was then employed by students to acquire vocabulary in English, placing them in fourth place. The first strategies in the determination strategy was having students used an English-Indonesian dictionary to comprehend the meaning of new

terminology. According to Ikhsan (2017), this strategies entails having students make educated guesses about the meaning of unfamiliar words by drawing on references, context, and structural knowledge.

Cognitive strategies were the last of the five categories of strategies that students used to learn vocabulary in English. Schmitt (1997) states that creating word lists, flash cards, vocabulary notebooks, and written and verbal repetition are examples of cognitive strategies. First, student capacity to comprehend and recall new terminology with ease when it was written down indicates that this technique holds the top spot in the cognitive strategy category.

It is possible to draw the conclusion from the previous discussion that students' metacognitive strategies for learning English more frequently made use of English music media. One of the ways that modern media can help people learn English is by using music. Students employed the social strategy of asking the teacher to clarify unfamiliar words in the meanwhile. For students who learn new terms in the classroom through the language of the teacher, the language of other students, or learning resources, this approach worked better. Then, the memory techniques employed by students drew on their individual experiences studying English. Students employed this strategy in light of their personal experiences, which were given significance by their prior knowledge of English. Next, use an English-Indonesian dictionary to ascertain the strategies used by students to comprehend the meaning of new terminology. Using this technique, students looked up references to determine the purpose or significance of a skill. Lastly, if new language is written down, kids may comprehend and recall it with ease while using the cognitive strategy. Hardening is a common tactic used in both written and spoken communication.

According to the researcher findings, students most frequently employed metacognitive strategies when learning vocabulary in English. According to Al-Khasawneh & Huwari, (2014) metacognitive strategies have a big influence in effectively increasing English vocabulary learning. Using media as a strategy in learning English vocabulary can make learning more effective. This could be seen from the results of the data obtained where the strategy of using music as an English language medium when studying English vocabulary was the most frequently used. According to Hidayati & Bahria (2022), students used this strategy because they believed that watching TV or listening to music in English could help them understand vocabulary. Some students enjoyed listening to music because, in

addition to being simple to understand, it was also one of the pleasures that was easy to comprehend and stick in their minds.

The next step was to use Google Translate or other online translation tools to look up the definitions of new words. After that, the students employed a strategies in which they prioritized answering the easy questions over the challenging ones. Next, while engaging in online and offline video game play, kids pick up new terminology in English. Students then employed strategies to pick up new language from TV shows and movies. Finally, students learned new vocabulary in English by using planning strategies. For those who are motivated to study, using metacognitive strategies means that learning level plays a significant part in enhancing English learning outcomes. According to Alavi & Kaivanpanah's (2006) research findings, the metacognitive strategy is the one that matters more for the "How" of learning than for the quantity of learning since it produces successful learning outcomes..

CONCLUSION

Students learn English vocabulary in class and in daily life using five ways, as demonstrated by the findings and discussion above. According to the data that was provided, metacognitive students were more likely to employ English music media as a vocabulary-learning strategy. Students employed the social strategy of asking the teacher to clarify unfamiliar words in the meanwhile. Following that, students remembering strategies drew on their individual experiences picking up vocabulary in English. Next, using the English-Indonesian dictionary, students decipher new terminology in the determination technique. Lastly, if new language is written down, kids can comprehend and recall it more readily while using the cognitive strategies.

Additionally, as was evident from the average percentage of metacognitive strategies that frequently received an 80% rating on the rating scale, students employed English language media in the discussion to support their metacognitive strategies. These media included songs, movies, news broadcasts, video games, and the internet. The fact that English language media was the music that students listened to while learning the language is evident from the answers to the closed-ended questionnaire. Due to their concern on the degree of learning rather than the manner of instruction, many students employ metacognitive methods. Student learning results will be enhanced by effective teaching strategies. Students frequently employ music strategies because learning something they enjoy was enjoyable. One engaging and entertaining English language learning tool that may be utilized to acquire vocabulary is

music. Students found that engaging with English-language media made words simpler to retain. Students' vocabulary learning outcomes will increase when they approach learning in an enjoyable way

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