

IDENTIFYING STRATEGIES OF GRADE VIII STUDENTS IN LEARNING VOCABULARY AT SMP NEGERI 1 WITAPONDA MOROWALI

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ABSTRACT

The objective of this research was to find out vocabulary learning strategies applied by the students and also the most frequently applied strategies. In this research, the researchers ought to find vocabulary learning strategies-based Schmitt's taxonomy due to the fact that it is a comprehensive inventory of vocabulary learning strategies that covers all of strategies commonly applied by English learners. This research applied quantitative research method with survey approach. Population of this study was the whole of the seven grade students at SMP Negeri 1 Witaponda in academic year of 2021/2022. The subjects of this research were grade eight students in SMP Negeri 1 WitaPonda By quota sampling, the participants in this study were 5 representative students of each class which would be 30 in total. The instrument used in this research was questionnaire, based on Schmitt's (1997) taxonomy. Based on the findings, the researcher concludes that there are several strategies used by the students. They are 1) using electronic dictionary to know the meaning of the word, 2) using Indonesian-English dictionary, 3) connecting one word to word related with it, 4) seeing description in text to explain meaning of a word, 5) labeling English word on object for helping them to remember vocabulary. The second conclusion is the most dominant strategies used by the students is determination strategies.

Keywords: Identifying; Vocabulary; Strategies

INTRODUCTION

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized. Recent research indicates that improving vocabulary may be problematic because many students are not confident about best practice in vocabulary learning. Meanwhile vocabulary mastery is a crucial factor in mastering four major skills, namely speaking, reading, writing, and listening.

There are problems that make students get difficult to master the vocabulary. The first problem is most students still have limited vocabulary in English and the students do not practice English in daily conversation. The second one, students are difficult to understand the meaning of vocabulary. The last problem, students are often confused about how to use the vocabulary in the sentence.

The role of the teacher is important to provide motivation for students to understand the meaning of vocabulary that has been learned in the classroom, not only to be understood at that moment but be remembered onwards and used in a sentence result of teaching vocabulary, that is, increasing student's vocabulary mastery. But teachers are not the only ones who are responsible in increasing student's vocabulary mastery. Students themselves must acknowledge their best practice in vocabulary mastery but as a matter of fact that there are many strategies that students individually apply to themselves in vocabulary learning such memorizing, noting, or by using dictionary and some other strategies that are considered helpful.

In SMP Negeri 1 Witaponda, vocabulary is not a subject. It is integrated or learned through one subject which is English. It means the students should improve their vocabulary individually. However, During the researcher's pre observation, students of English at SMP Negeri 1 Witaponda seem having some good English achievements, such as winning some English competitions, like story telling, speech contest, and news casting competition. In addition, the students also often participated in many events outside the school even though there is no facility that specially provides the information for the students.

Based on the explanation above, the researcher assumes that the students of SMP Negeri 1 Witaponda applied strategies in learning vocabulary. Therefore, the researcher is interested to find out vocabulary learning strategies applied by the students and also the most frequently applied strategies. In this research, the researchers ought to find vocabulary learning strategies based Schmitt's taxonomy due to the fact that it is a comprehensive inventory of vocabulary learning strategies that covers all of strategies commonly applied by English learners. The researcher then conducted a research entitled "An Analysis of Student's Strategies in Learning Vocabulary at The Eight Grade of SMP Negeri 1 Witaponda".

METHOD

This research applied quantitative research method. According to Creswell (2012) in quantitative research, researchers use the instrument to observe, measure and collect data related

subject studied. Furthermore, this study focused on using survey whereby to collect quantitative data by distributing questionnaires and analysing statistical data to find out the results of research questions.

FINDINGS AND DISCUSSION

This chapter presented the research finding. The research data obtained from the questionnaire that distributed to students at SMP Negeri 1 Witaponda. It is presented to answer the research questions those are; (1) What are students' strategy in learning vocabulary in SMP Negeri 1 Witaponda and (2) what is the most dominant strategy applied by students in SMP Negeri 1 Witaponda. The researcher limited the research to identify student's vocabulary learning strategies proposed by Schmitt (1997).

Students' strategy in learning vocabulary in SMP Negeri 1 Witaponda

Table 1- Determination Strategy

Strategy	Very Often	Often	Sometimes	Ever	Never
Using electronic dictionary	100%	0%	0%	0%	0%
Using Indonesian-English dictionary	66.67%	33.33%	0%	0%	0%
Using English-English dictionary	16.67%	16.67%	6.67%	10%	50%
Using English-Indonesian dictionary	66.67%	33.33%	0%	0%	0%
Analyzing types of words	10%	16.67%	26%	30%	16.67%
Analyzing root word form, prefix, or suffix	10%	0%	33.33%	26.67%	20%

Table 2 - Social Strategy

Social Strategy	Never	Ever	Sometimes	Very Often	Often
Requesting the teacher to translate a new word into Indonesian.	33.33%	23.33%	23.33%	6.67%	13.33%
Asking the teacher to provide a synonym for the new word.	23.33%	33.33%	36.67%	6.67%	0%
Requesting the teacher to give an example sentence containing the new word.	20.00%	36.67%	33.33%	3.33%	6.67%
Asking a classmate for the meaning of a word.	0%	36.67%	23.33%	20.00%	20.00%
Researching the meaning of a word through a group discussion.	3.33%	33.33%	36.67%	6.67%	20.00%

Social Strategy	Never	Ever	Sometimes	Very Often	Often
Practicing words learned with a classmate.	6.67%	36.67%	43.33%	6.67%	6.67%
Using new words learned to speak with native English speakers.	46.67%	26.67%	20.00%	3.33%	3.33%

Table 3 - Memory Strategy

Memory strategy	Never	Ever	Sometimes	Very Often	Often
I pair words with images that represent the word.	23.33%	50.00%	20.00%	0.00%	6.67%
I provide a mental picture related to the meaning of a word. For example, when you learn about "cloud", I picture the sky in my mind.	20.00%	43.33%	20.00%	10.00%	6.67%
I connect words with my personal experiences. For instance, when learning about "rain", I think about my experience of enjoying the rain with my friends.	20.00%	43.33%	26.67%	6.67%	3.33%
I link one word to words that are related to it. For example, when learning about the vocabulary word "apple", I also think about other fruits like oranges, bananas, and so on.	16.67%	40.00%	33.33%	6.67%	3.33%
When learning a word, I pay attention to its synonyms (words with similar meanings) and antonyms (words with opposite meanings). For example, when learning the vocabulary word "beautiful", I learn that it can mean "pretty" as a synonym and "ugly" as an antonym.	3.33%	50.00%	26.67%	13.33%	6.67%
I group the words I learn. For example: the names of things in a classroom.	10.00%	36.67%	26.67%	16.67%	10.00%
I use newly learned words to make sentences.	13.33%	40.00%	26.67%	10.00%	10.00%
I combine several new words and connect them to a story to help me remember them.	16.67%	43.33%	23.33%	13.33%	3.33%
When learning a word, I remember its spelling.	3.33%	40.00%	23.33%	13.33%	20.00%
When learning a word, I pay attention to its pronunciation and its usage.	13.33%	36.67%	20.00%	6.67%	23.33%
When learning a word, I read it aloud.	33.33%	20.00%	40.00%	3.33%	3.33%
I underline new words to make a stronger impression.	6.67%	46.67%	26.67%	6.67%	13.33%
I look for Indonesian homophonic counterparts that sound similar to English pronunciation to help me memorize new words. Examples: musik-music, koin-coin, karier-career, kornea-cornea.	23.33%	26.67%	40.00%	0.00%	10.00%

Memory strategy	Never	Ever	Sometimes	Very Often	Often
I remember the root, prefix, and suffix of a word.	10.00%	33.33%	36.67%	3.33%	16.67%
I remember new words from their pronunciation.	3.33%	33.33%	36.67%	13.33%	13.33%
I look at the definition in text to explain the meaning of a word. For example, "housekeeper" is interpreted as a person who takes care of a house.	30.00%	23.33%	36.67%	3.33%	6.67%
I write down all phrases or idioms related to a word.	46.67%	13.33%	30.00%	6.67%	3.33%
I use physical gestures to help me remember new words. For example, I jump and remember the word "jump".	23.33%	36.67%	23.33%	13.33%	3.33%

Table 4- Cognitive Strategy

Cognitive Strategy	Never	Ever	Sometimes	Very Often	Often
I repeat the meaning of a word to remember it.	0.00%	30.00%	26.67%	10.00%	33.33%
I write a word repeatedly to remember it.	10.00%	46.67%	26.67%	3.33%	13.33%
I use a table to remember (one table contains English vocabulary, the other contains the Indonesian meaning).	26.67%	30.00%	26.67%	6.67%	10.00%
I use a vocabulary card to remember new vocabulary (the card is written with English vocabulary on one side and the meaning in Indonesian on the other).	40.00%	30.00%	23.33%	0.00%	6.67%
I make note of new vocabulary during the lesson.	33.33%	36.67%	23.33%	3.33%	3.33%
I use context in text to explain the meaning of a word.	20.00%	50.00%	23.33%	0.00%	6.67%
I listen to recordings of vocabulary lists.	43.33%	26.67%	16.67%	3.33%	10.00%
I put English labels on objects to help me remember the vocabulary, for example: label vase on a flower vase.	46.67%	36.67%	16.67%	0.00%	0.00%
I always bring a notebook to write down new vocabulary.	20.00%	33.33%	20.00%	3.33%	23.33%

Table 5- Metacognitive Strategy

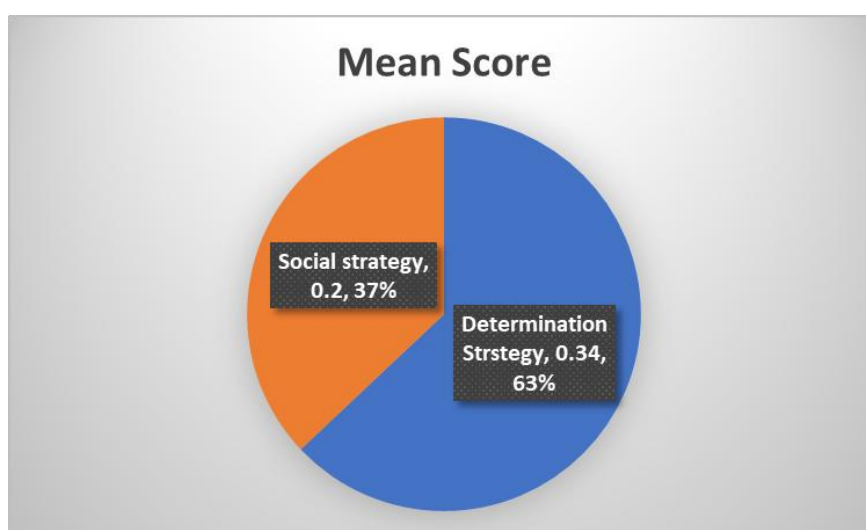
Metacognitive Strategy	Never	Ever	Sometimes	Very Often	Often
I use English songs to learn new words.	50.00%	16.67%	6.67%	6.67%	20.00%
I watch videos related to English pronunciation to learn vocabulary.	26.67%	33.33%	20.00%	13.33%	6.67%

I read English newspapers to learn vocabulary.	73.33%	13.33%	13.33%	0.00%	0.00%
I read English magazines to learn vocabulary.	60.00%	23.33%	13.33%	3.33%	0.00%
I read English reading materials to learn new words (such as: novels, short stories, etc.)	20.00%	53.33%	20.00%	3.33%	6.67%
I listen to English radio programs to learn vocabulary.	70.00%	16.67%	13.33%	0.00%	0.00%
I use vocabulary tests to test whether I can remember new vocabulary.	23.33%	46.67%	23.33%	3.33%	3.33%
I always review the vocabulary I have learned.	36.67%	26.67%	26.67%	3.33%	6.67%
I ignore new words that I come across.	46.67%	30.00%	23.33%	0.00%	0.00%

The Most Dominant Strategy Used by The Students

The dominant aspects of vocabulary learning strategies used were analyzed by calculated the mean score of each aspect. The highest mean score is considered as the dominant aspect of vocabulary learning strategies.

Figure 1 - the Most Dominant Strategies Used By the Students



As shown in the chart, the mean score for the determination strategy is 0.34, which is the highest among all the strategies. This indicates that the majority of the students who use electronic and Indonesian-English dictionaries tend to use the determination strategy when trying to find the meanings of words.

The determination strategy is characterized by a strong sense of motivation and persistence in finding the meanings of words. These students are likely to persist in their efforts to understand the meaning of a word, even when faced with difficulties or obstacles.

On the other hand, the mean score for the Social strategy is 0.20, This suggests that students who use electronic and Indonesian-English dictionaries do not often rely on the Social strategy, which involves seeking help or collaboration from others in understanding the meanings of words.

DISCUSSION

Determination strategies are strategies that learners use without asking others for help in figuring out the meaning of a word. These strategies involve learners using one or more of the following methods: word class, analysis of word parts, cognates, guessing through context, and dictionary use. According to Schmitt (1997), determination strategies are essential for vocabulary acquisition as they allow learners to be autonomous in their language learning process.

For social strategies Based on the findings data showed high interpretation of social strategies which is *connecting one word to word related with it, for example: when study vocabulary apple, students also thought others fruits, such as oranges, bananas, etc.* Many students agree on vocabulary learning strategies of social strategies. This strategy help students to interpret a definition with the help of surrounding people such as teachers, friends and native speaker or things around. Sum of the data on social strategy show that 81% students have used this strategy eventhough not too often. It was not similar but still related to the data findings from the results of Noprianto and Purnawarman's research (2019) that suggests the most strategies used by students is Social Strategies.

Regarding Memory Strategies, based on the findings data, respondents showed high interpretation of memory strategies which is *seeing description in text for explain meaning of a word. For example: housekeeper interpreted as a person who cares something home.* Many students agree on vocabulary learning strategies of memory strategies. It means that students have studied vocabulary with memory strategies in learning English. In this case, students can learn remember many of vocabulary with easier way to add new vocabulary. It was similar to the data findings of Damari(2019) that affirms students prefer to save new word in their mind.

Based on the findings data in cognitive strategies respondents showed high interpretation of cognitive strategies which is *labeling English word on object for helping them to remember vocabulary, for example: labeling the vase on the flower vase.* Many students agree on vocabulary learning strategies of cognitive strategies. Students learn vocabulary with some ways such as listening to record of vocabulary and putdown the label vocabulary in some object, this way helping students in repeating words. It was related to the data findings of the research by Bonsa and Mariam (2014). The result from data is many of the high achievers' cognitive strategies is the most frequently

used which provided to discover the meanings of new English words and to consolidate the words they have learned.

In terms of Metacognitive Strategies based on the findings data, the respondents showed high interpretation of metacognitive strategies which is *reviewing vocabulary that has been learned every moment*. Many students agree on vocabulary learning strategies of metacognitive strategies. In these strategies, students pay attention to their learning through general knowledge of language. Students can understand the learning English with using media such as music, and movies to learn new words.

CONCLUSION

There were several strategies used by the students from every aspect. The first is using electronic dictionary to know the meaning of the word, the second is using Indonesian-English dictionary, The third is connecting one word to word related with it, the fourth is seeing description in text for explaining meaning of a word, the fifth is labeling English word on object for helping them to remember vocabulary, example: labeling the vase on the flower vase and the last is reviewing vocabulary that has been learned every moment. is the most dominant strategy used by the students is determination strategy.

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