

ABSTRACT

THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND VOCABULARY LEARNING STRATEGIES AT THE SECOND YEAR OF MUHAMMADIYAH 2 BANDAR LAMPUNG

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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 researcher used a 32-item questionnaire adapted from Schmitt's taxonomy for vocabulary learning strategies. The data were analyzed by using *Pearson Correlation Product Moment* in Statistical Packaged for Social Science (SPSS) version 16.0. The result showed that determination strategy was the most frequently used by the successful students with the mean score was 4.80. Then, the poor students mostly used metacognitive strategy with the mean score was 3.50. But both successful and poor students used cognitive strategy in low frequency with the mean score were 2.67 and 2.64. Based on the data of vocabulary test result, it showed that the highest score was 83 and the lowest score was 25. It was found that there was a relationship between students' vocabulary mastery and their vocabulary learning strategies (r -value= 1). The relationship was found on determination strategy (0.904), social strategy (0.637), memory strategy (0.788), and metacognitive strategy (0.730) and the r -table was 0.463 at the significant level 0.05 ($p < 0.05$). While there was no relationship for cognitive strategy because the significant value was higher than 0.05 ($p > 0.05$) and the r -value was 0.534.

Key words: *vocabulary, vocabulary mastery, vocabulary learning strategies*