**A COMPARATIVE STUDY OF VOCABULARY SIZE BETWEEN
DIFFERENT VOCABULARY LEARNING STRATEGIES USED BY THE
FIRST YEAR STUDENTS OF SMA NEGERI 15 BANDAR LAMPUNG**

(A Script)

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LAMPUNG UNIVERSITY
2016**

ABSTRACT

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By

ARIA NUGRAHA

Vocabulary takes a key role in language learning process because vocabulary knowledge can support all the language skill, such as: speaking, listening, reading and writing. For instance, vocabulary is considered as a key to comprehend what they read in reading, to comprehend what they listen in listening, to convey meaning by communicating with each other in speaking, and to be fluent in writing.

The objectives of this research are to find out the average of learners' vocabulary size, to investigate the most frequently used and the most effective strategy, and to find out whether there is significant difference of vocabulary size between different learning strategies used. The data were analyzed by using *Independent T-test* through SPSS 16.0 program.

The result of vocabulary size test shows that the learners' average vocabulary size is 2166 words. Based on the results of data analysis, it reveals that social strategies is the most frequently used with the mean score 3.1778. The *Independent T-test* analysis shows that the score of sig (0.490) is higher than 0.05. In accordance with the basis for a decision in the t-test, it can be concluded that the H_0 is rejected and H_1 is accepted, which means that there is no significant difference of vocabulary size between vocabulary learning strategies used by the first year students. It also reveals that social strategy is the most effective strategy because most of successful learners use social strategies in vocabulary learning.

The result of this research can be used as a reference for the teachers, and for the learner. For the teacher, it is better to conduct vocabulary learning strategies in classroom explicitly so that the learner can be aware of vocabulary learning strategies. For the learner, social strategy is the most effective vocabulary learning strategy.

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A Script

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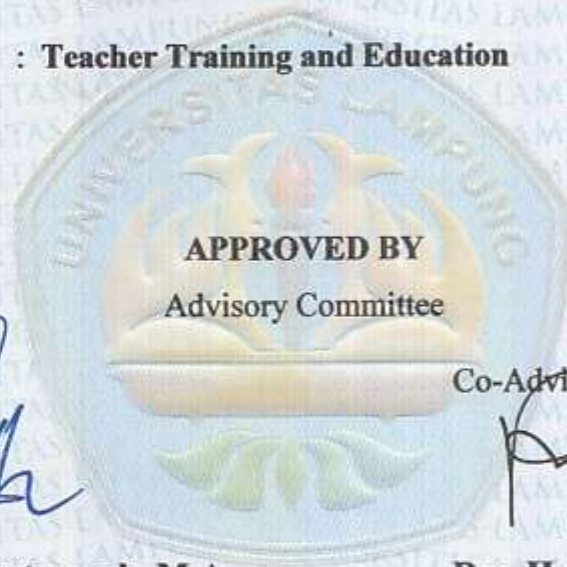
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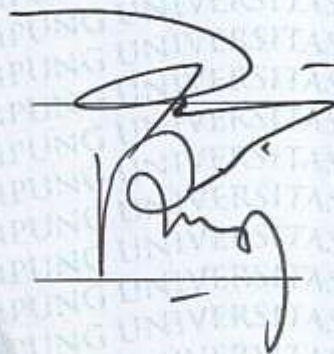NIP 19620203 198811 1 001

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CURRICULUM VITAE

The writer's name is Aria Nugraha. He was born in Bandar Lampung, 1st January, 1993. He is the first child of Mr. Muhammad Nasir and Mrs. Hanaria.

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MOTTO

If there is a will, there will be a way

-Unknown-

DEDICATION

By Offering my praise and gratitude to Allah SWT for His abundant blessing to me, I would proudly dedicate this piece of work to:

My beloved parents, Muhammad Nasir and Hanaria

My lovely siblings; Devina Rachmi, Nur Randa Ramadhan, and Davitra Dewa Andika

My big family

My best friends and my best supporters.

My incredible major and almamater, English Department of Lampung University.

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The Writer

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I. INTRODUCTION

This chapter discusses several points such as background of the problem which contains reasons of conducting the research about A Comparative Study of Vocabulary Size between Different Learning Strategies Used by English Language Learners, identification of research problems, objectives of the research, uses of the research, scope of the research, and definition of terms. The contents of the chapter are provided briefly below.

1.1 Background of the Problem

Nowadays, the demand of learning English language (FL) improves significantly because of the technology expansion and the use of English Language as international language. According to Nunan (1999/2000), English as a world language, is the pre-eminent language of wider communication. It is used as a library language, as the medium of science, technology and international trade, and as a contact language between nations and parts of nations. Therefore, many people are encouraged in learning English Language as foreign language.

However, to master English Language is not easy; learner must pay attention to many aspects of language knowledge such as grammar/structure, vocabulary, and so on. Among those all, vocabulary becomes one of the most important aspect of

language learning. It takes a key role in language learning process because vocabulary knowledge can support all of language skill, such as: speaking, listening, reading and writing. For instance, vocabulary is considered as a key to comprehend what they read in reading, to comprehend what they listen in listening, to convey meaning by communicating with each other in speaking, and to be fluent in writing.

Vocabulary acquisition is a standout amongst the most vital components for learning foreign language. It helps the learner to achieve communicative competence in learning language because the lack of vocabulary or vocabulary difficulties will bring about communicational barriers or failure. Without the intercession of vocabulary, no amount of grammatical or other types of linguistic knowledge can be utilized in second language communication or discourse. In addition, the acquisition of an adequate vocabulary is crucial for successful second language use because without a broad vocabulary, we will be not able to use the structures and functions we may have learned for comprehensible communication. Moreover, lot of research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin, 1995).

As a matter of fact, vocabulary learning is not going well in the field because there are learners who still have limited vocabulary and learner who have broad vocabularies knowledge in the same level of proficiency. The fact was found when the researcher learned English language in the class along with his classmates. The researcher intended to know why vocabulary size of particular students is different from other although they learn at the same time, same level,

and with same teacher. In order to deal with the fact above, the researcher did the pre-observation to find out the answer. Then, it was found that every learner has different way to learn or memorize new vocabulary. In relation to the researcher's pre-observation, it was realized that there were many steps used by English Language learner such as taking a note, looking up in dictionary, using picture etc. For example, some students learn and memorize a new word once that has been indirectly taught. While, others learner may look up the meaning of new words in a bilingual dictionary. Moreover, some students use both. In the context of learning English language, the way they learn new vocabulary is called vocabulary learning strategies (VLS). Different learners may employ different techniques or strategies to learn vocabulary which affect their vocabulary size itself.

Vocabulary learning strategies is a progression of moves a learner makes to encourage the completion of a learning task. A technique begins when the learner analyzes the assignment, the circumstance, and what is accessible in his/her own repertoire. The learner then goes ahead to choose, deploy, monitor, and the effectiveness of this action, and chooses if s/he needs to reconsider the plan and action. Nation (2001) has asserted that a large and rich vocabulary can be acquired with the help of vocabulary learning strategies. Nevertheless, some learners are not aware of their learning strategy. Even, there are learners who do not know about learning strategy at all even though they are using it unconsciously. As the result, they will still have lack of vocabulary although they have learned so hard whereas; vocabulary learning strategies will facilitate them to learn vocabulary.

Concerning the problems above, the researcher was encouraged to investigate whether vocabulary learning strategy influence vocabulary size. Firstly, the researcher measured learner's vocabulary size and grouped them. Then, the researcher classified vocabulary learning strategy used by them. Afterwards, the data was analyzed to find out is there any difference of vocabulary size between different learning strategies used. Next, the researcher analyzed the most frequently used and the least frequently used of vocabulary learning strategy. Finally, the researcher found out which strategy gained the highest vocabulary size.

In this study, the researcher chose the first year students of SMAN 15 Bandar Lampung as the subject. By analyzing the effect of vocabulary learning strategy towards vocabulary size, it gave the information which one the most effective vocabulary learning strategy is. In short, this present study focused on the strategies used by English Language learner in learning vocabulary and how those strategies affect their vocabulary size.

1.2 Research Questions

Based on the background of the problem above, the researcher formulates the problems as follows:

1. What is the average vocabulary size of the first year students of SMAN 15 Bandar Lampung?

2. What is the most frequently used of vocabulary learning strategy which the students employ in learning new vocabulary?

3. Is there any significant difference of students' vocabulary size between different learning strategies used by the first year students at SMAN 15 Bandar Lampung?

4. What is the most effective vocabulary learning strategy gained the highest vocabulary size?

1.3 Objectives of the Research

Based on the background of the problem above, the objectives of the research are:

A. To find out the average vocabulary size of the first year students of SMAN 15 Bandar Lampung.

B. To investigate the most frequently used of vocabulary learning strategies which the first student at SMAN 15 Bandar Lampung employ in learning new vocabulary items.

C. To find out whether there is any significant difference of vocabulary size between different learning strategies used.

D. To find out the most effective vocabulary learning strategy that gains the highest vocabulary size.

1.4 Uses of the Research

The uses of research are as follow:

1. Theoretically

The result of this research can be used as reference for those who want to conduct a research in language learning.

The result of this research can be used as reference for those who want to analyze the relationship between vocabulary learning strategies and vocabulary size.

2. Practically

The result of this research can be used as information for those who want to learn English as foreign language by considering their vocabulary learning strategies.

The result of this research can be used as reference for language teacher to assess the vocabulary learning strategy of their students and adapt their classroom method to best fit each student's vocabulary learning strategy.

1.5 Scope of the Research

This research was conducted at SMAN 15 Bandar Lampung. The subject of the research is the student of first year. The researcher determined the sample by using simple random sampling and chose two classes by using lottery as the sample. These studies are limited to only *Schmitt's Vocabulary Learning Strategies' taxonomy* (1997) that is consolidation strategy and discovery strategy. The measurement of learners' vocabulary learning strategies is based on the questionnaire proposed by Kallayanasute (2011). This present study only measures learner's receptive vocabulary using *Word-Definition Matching Format* (WDMF) by Sutarsyah (2006).

1.6 Definition of Terms

In order to avoid misunderstanding, definitions of terms are provided as follows:

Vocabulary

Vocabulary is a set of lexeme (the smallest unit in the meaning system of a language that can be distinguished from other similar units) including single words, compound words and idioms. In other word, vocabulary is words within a language that are familiar to that person or the user of a language.

Vocabulary Size

Vocabulary size is degree of learner's vocabulary which shows a number of words that a person knows.

Learning Strategy

Learning strategy is any set of operations, steps, plans, routines used by the learner to facilitate their learning. Learning strategy is used by every learner even though, they use it unconsciously.

Vocabulary Learning Strategy

Vocabulary learning strategies is any set of techniques; including actions or mental processes that learner use in order to facilitate their English vocabulary learning with the purpose of enhancing their vocabulary knowledge.

Determination Strategy

A strategy used by the learner to learn vocabulary without another person assisting

Discovery-social Strategy

A strategy used by the learner to learn vocabulary by asking someone for help.

Consolidation-social Strategy

A strategy used by the learner to learn vocabulary by getting involve in cooperative group learning.

Memory Strategy

A strategy used by the learner to learn vocabulary by relating the world with previously learned knowledge.

Cognitive Strategy

A strategy used by the learner to learn vocabulary by using mechanical means and repetition.

Metacognitive Strategy

A strategy used by the learner to learn vocabulary by having an overview of their learning process.

II. LITERATURE REVIEW

This chapter deals with theories from the experts of how the research conducted. It covers review of previous research, theory about the nature of vocabulary, types of vocabularies, vocabulary size, the importance of vocabulary, concept of learning strategy, concept of language learning strategy, concept of vocabulary learning strategy, the role of VLS in vocabulary learning, theoretical assumption, and hypothesis. The contents of this chapter are provided briefly below.

2.1 Review of Previous Researches

Concerning the topic discussed in this research, there are several studies which have been conducted. The first study is investigating The Relationships between Vocabulary Learning Strategies and Vocabulary Size among Adult Spanish Foreign Language Learners by Dieter A. Waldvogel (2013). He conducted the research in 475 college students enrolled in Spanish course whose their first language is English language. Dieter A. Waldvogel took the learner at the beginning, intermediate, and advance learner as his subject of study. The result showed that there was a correlation between vocabulary learning strategy and vocabulary size in advance level while basic and intermediate level, the correlation was not significant. His research found that there were patterns in vocabulary learning strategy used by the learner in every level.

Furthermore, his research proved that advance learner gained the highest vocabulary size using more vocabulary learning strategy in their learning.

The second study was conducted by Riankamol, Natpassorn (2008). He conducted a survey study of vocabulary learning strategies of gifted English students at Triam Udomsuksa School in the first semester of academic year 2008. He surveyed English vocabulary learning strategies adopted by English gifted students of Triam Udomsuksa School in the first semester of the academic year 2008. The result of his study showed that metacognitive learning strategies were most frequently used by English gifted students who were considered high proficient students in English.

Based on the previous research, the researcher conducted the issue about the relationship between vocabulary learning strategy and vocabulary size used by adult English foreign language learner. The researcher wanted to know whether there is significant difference between vocabulary learning strategy and students' vocabulary size.

2.2 The Nature of Vocabulary

Vocabulary is commonly defined as all the words known and used by a particular person. A person's vocabulary is set of words within a language that is familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge (Cited in Wikipedia) In addition, Richards and Schmidt (2002) state that vocabulary is a set of lexeme, including single words, compound words, and idioms.

Acquiring an extensive vocabulary is one of the largest challenges in learning foreign language. This is in line with the theory from Milton, (2009) which states that learning a second or foreign language (L2/FL) is arguably one of the most cognitively challenging undertakings most people will go through in a lifetime, and many people argue that learning the vocabulary of a L2 is perhaps the most challenging aspect of becoming proficient in the target language. In addition, Folse (2010) states that in the teaching and learning a second language (L2) or foreign language (FL), vocabulary is an essential component of all comprehension. It is supported by Nation (2009) which points out that vocabulary plays a key role in the language learning process as it is one of the important language elements that can support all of the four skills, i.e., speaking, listening, reading, and writing.

The learner's vocabulary knowledge always grows along with learner's learning. The richer they master the vocabulary, the easier learner comprehends skills in language aspect such as listening, reading, speaking, and writing. Knowing a word is not only learning about the word itself but knowing a word can be more complex. According to Harmer (1991), knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. To be more specific, here are aspects of knowing the word:

1. Knowing the meaning

   Knowing the meaning about the word means knowing meaning in sense relation. For instance the word *hiss* means to insult someone but it also refers to a noise made by a snake. Word meaning is also influenced by

metaphors and idioms. For instance idioms *keep in touch* it means stay having a connection.

2. Knowing the word use

Knowing the word use is about knowing the language whether to be used by someone in a formal or informal context, for example "hello" (*formal)* and "hi" (*informal)*. Word use is also used in choosing word based on to whom we speak for example, we use *can* for someone who has the same age with us. While, to someone who older than us use *could.*

3. Knowing the word formation

Knowing the word formation means knowing their grammatical contexts. It means that we look at how the suffixes and the prefixes work (im-, or in) such as in *imperfect* and *perfect, inappropriate* and *appropriate*

4. Knowing the word grammar

Knowing the word grammar means knowing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. For example:

<u>I</u>   <u>went</u>   <u>to school</u>   <u>yesterday</u>

N   Verb   Adv.   Adv.

Learning vocabulary is not just about learning the word but learning vocabulary is more complex than knowing the word. Nation (2001) provides several aspects of vocabulary's depth such as meanings, senses (semantic), associations (antonym, synonymy, hyponymy, and gradation), collocations, morphology (word form), syntax (grammar behavior), etc.

In summary, vocabulary is a set of word used in a language that is familiar with the person or the speaker of the language. In context of learning foreign language, vocabulary is the most crucial aspect because vocabulary can influence language skills such as listening, reading, speaking, and writing. In addition, vocabulary can be an indicator of the success in language learning. When the learner learns vocabulary, they will learn about the word meaning, the use of the word, word formation and word grammar in appropriate context.

2.3 Types of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. The type of vocabulary is divided based on the vocabulary knowledge, namely receptive and productive vocabulary. The types of vocabulary will be discussed below.

1. Receptive Vocabulary

   Receptive vocabulary is learners' words that are generally understood when heard, read or seen without knowing everything about a word in order to understand it fully. Receptive vocabulary is used passively in either listening or reading. There are two units of receptive vocabulary namely, listening vocabulary and reading vocabulary. Listening vocabulary is every word that can be recognized when listens to speech. People may still understand words which they are not exposed to before by using cues such as tone, gesture, the topic of the discussion, and the social context of the conversation. Reading vocabulary is every word that can be recognized when reading. This is generally the largest types of vocabulary

because people tends to be exposed to words more by reading than by listening

2. Productive vocabulary

Productive vocabulary refers to a word which people used within an appropriate context. Productive vocabulary is used actively either in speaking or writing. There are two units of productive vocabulary that are speaking vocabulary and writing vocabulary. Speaking vocabulary is every word that is used by the person in speech. Writing vocabulary is every word that is used in numerous forms of writing from formal essays to twitter feeds. Many written words do not commonly appear in speech.

In short, there are four units of vocabulary such as listening vocabulary, reading vocabulary, writing vocabulary, and speaking vocabulary.

2.4 Vocabulary Size

Vocabulary size refers to the degree of learners' vocabulary. Anderson and Freebody (1981) define vocabulary size as the number of words for which the person knows at least some the significant aspects of meaning. Based on the statement above, it means that vocabulary size of the learner can be measured statistically. There are some ways to measure vocabulary size namely *token*, *type*, *lemma*, and *word family*. *Token* refers to any running words that occur in a written or spoken text, *type* treats repeated tokens as one word, *lemma* includes a headword and its inflected or reduced forms and *word family* consists of a headword, its inflected forms, and its closely related derived forms. As FL (foreign language) learners, the best way to measure their vocabulary breadth is

based on how many of words that appear in textbooks (Nation 2001). According to Nation and Beglar (2007) the standard for word counting is usually based on the word family. For instance, the high frequency word family *nation* has the following members *nations, national, nationally, nationwide, nationalism, nationalisms, internationalism, internationalisms, nationalizations, internationalization, nationalist, nationalists, nationalistic, nationalistically, internationalist, internationalists, nationalize, nationalized, nationalizing, nationalization, nationalize, nationalized, nationalizing, nationalization, nationhood.*

In summary, vocabulary size is the breadth of vocabulary knowledge. Vocabulary size can be measured based on how many words that appear in textbook by measured the word family of the word itself.

2.5 The Importance of Vocabulary Learning

As one of the most important aspects of learning foreign language, vocabulary has so many advantages for the learner. There are some advantages of vocabulary cited in Wikipedia .To be more concrete, those will be explained below:

1. Vocabulary aids expression and communication.

    By having larger vocabulary, communication will be lively. It means that vocabulary can help people communicate one another. Their conversation will be fluid and will not break down because they can use numerous vocabularies.

2. Vocabulary size has been directly linked to reading.

   In reading, we have to read a lot of words in the text. Greater vocabularies can help the reader comprehend what they read because in the text we read contains so many vocabularies even uncommon vocabulary.

3. Vocabulary is synonymous with thinking.

   By having larger vocabulary, people can use various vocabularies without thinking first. Those people who have large vocabularies can recall or memorize vocabulary every time they want when they speak.

4. Person may be judged by other based on their vocabulary.

   The more they have vocabulary, the more fluent they speak. Of course, people who speak as well may be smart or educated people.

5. Vocabulary helps speaking ability.

   Without grammar, little can be conveyed. Without vocabulary, nothing can be conveyed. Speaking doesn't really need grammar because the main point of speaking is to deliver the meaning. As long as the listener can get the meaning, grammar doesn't really importance.

In brief, vocabulary has many advantages for the person as mentioned above. Such as aids expression and communication, vocabulary size has been directly linked to reading, linguistic vocabulary is synonymous with thinking, a person may be judged by other based on his or her vocabulary and vocabulary helps speaking ability. That is why vocabulary cannot be separated in learning or acquiring a language.

2.6 Concept of Learning Strategy

According to Lessard-Clouston, (1997), learning strategies (LS) have been defined as behaviors and thoughts which a learner use during learning which are intended to influence the learner's encoding process. While Ekswensi, Moranski, & Townsend-Sweet (2006) state that learning or instructional strategies determine the approach for achieving learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing and follow through. Based on the definitions above, learning strategy is a device or technique used by learner to help their learning process in order to achieve their learning objectives. Every learner has their own learning strategy that helps them understand the problem and solve the problem faced in learning process.

Another researcher found that learning strategy can be classified into two categories. Griffiths (2001) divides learning strategy into two namely strategy which contribute directly to learn such as clarification/verification, monitoring, memorization, guessing/inductive inference, deductive reasoning, and practice and strategy which contribute indirectly to learning such as creating opportunities for practice, production tricks.

2.7 Concept of Language Learning Strategy

Oxford (1990) defines Language learning strategy as specific actions, behaviors, steps, or techniques that students, often intentionally use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement which is necessary for developing communicative ability. In other

words, language learning strategy can be defined as choices we consciously make about how to manage learning. Therefore, language learning strategy is a step taken by the learners to enhance their learning in language learning to improve their ability in foreign language.

Within the field of language acquisition, Language learning strategy has been classified by many theorists. The classifications are known as taxonomies of Language Learning Strategy (LLS). O'Malley (1985) divides LLS into three main subcategories: Metacognitive Strategies, Cognitive Strategies, and Socio-affective Strategies. Taxonomy of language learning strategy by O'Malley as follows:

2.7.1 Cognitive Learning Strategies

O'Malley and Chamot (1990) describe cognitive learning strategies as strategies which operate directly with incoming information. Oxford (2003) states that Cognitive learning strategies enable the L2 learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

2.7.2 Metacognitive Learning Strategies

Schmitt (1997) describes metacognitive learning strategies as strategy used by students to control and evaluate their own learning by having an overview of the learning process in general. Oxford (2003) mentions metacognitive learning strategy as the techniques that L2 learners used to identify their own learning style preferences and needs, for planning L2 tasks, for gathering and

organizing materials, for arranging a study space and a schedule, for monitoring and evaluating mistakes, and for evaluating the success of their own learning strategies. In short, metacognitive learning strategy is learner's strategy to control their own learning independently.

2.7.3 Socio-affective Learning Strategies

Riankamol, Natpassorn (2008) states that socio-affective strategies are strategies which related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies. This strategy involves interaction with another person or taking control of ones' own feelings on language learning.

2.8 Concept of Vocabulary Learning Strategies (VLS)

In term of vocabulary learning, Catalán (2003) says that vocabulary learning strategy is a knowledge about the mechanisms (processes and strategies) used in order to learn vocabulary and steps or actions taken by students to find out the meaning of unknown words, to retain them in long-term memory, to recall them at will, and to use them in oral or written mode. Based on the principle above, vocabulary learning strategy is any set of techniques including actions or mental processes that learner uses in order to facilitate their English vocabulary learning with the purpose of enhancing their vocabulary knowledge.

Schmitt (1997) develops a comprehensive inventory of vocabulary learning strategies (Table 2.2). He divides the strategy into two groups, namely *discovery strategies* and *consolidation strategies*. Then, he further classifies those strategies

into sub aspect. Discover strategy consists of determination strategies and social strategies while, in consolidation strategy involves social strategies, cognitive strategies, metacognitive strategies and memory strategies. Catalán (2003) believes that this taxonomy is popular because it offers a number of advantages that is not found in other taxonomies.

TABLE 2.1

TAXONOMY OF VOCABULARY LEARNING STRATEGIES

Discovery Strategies	Determination Strategies
	Social Strategies
Consolidation Strategies	Social Strategies
	Memory Strategies
	Cognitive Strategies
	Metacognitive Strategies

(Schmitt, 1997)

2.8.1 Discovery Strategies

According to Schmitt (1997), these types of vocabulary learning strategies are strategies used to infer the meaning of the unknown words. There are two strategy categories in discovery. These strategies will be explained as follows.

- *Discovery-determination* is a strategy used by learner to discover new words meaning without another person assisting (e.g. analyzing parts of speech, checking for L1 cognates, guessing from context, and use of bilingual or monolingual dictionary).

- *Discovery-social* is a strategy used by the learner to discover new words by asking someone for help (e.g. asking the L2 teacher for an L1 translation, asking classmates for meaning, and discovering meaning through a group work activity).

2.8.2 Consolidation Strategies

Schmitt (1997) says that consolidation strategies are strategies used to consolidate the meaning of the new word. There are four categories in consolidation strategies. These strategies will be discussed below.

- *Consolidation-social* is a strategy where the learner discovers the new words by including in cooperative group learning. learners can study and practice the meaning of new words in a group (e.g. study and practice word meaning in a group and interaction with native speakers),

- *Consolidation-memory,* this strategy is used by relating the word with some previously learned knowledge by using some form of imagery or grouping (e.g. study word with a pictorial representation of its meaning, using semantic maps, imaging word form, using keyword mnemonics, and connecting words to a personal experience).

- *Consolidation-cognitive,* this strategy is similar to memory strategies but it is not focused on manipulative mental processing. They include repetition and using mechanical means (e.g. note-taking, verbal repetition, written repetition, word lists, flash cards, and keeping a vocabulary journal or notebook)

- *Consolidation-metacognitive* is known as a strategy used by learners to control and evaluate their own learning, by having an overview of the

learning process in general (e.g. testing oneself with word tests, use of target language media, using spaced word practice and continuing to study a word over time).

To be more specific, Schmitt's taxonomy classifies vocabulary learning strategies used by student into some strategies (see appendix 1).

2.9 The Role of Vocabulary Learning Strategy in Vocabulary Learning

Nation (2001) states that vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies. While, Wenden (1991) defines language learning strategies as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.

Based on the principles above, it is clear that vocabulary learning strategy has important role in vocabulary learning because vocabulary learning strategies can help learner to learn vocabulary. Wenden (1998) believes that FL learners with varying levels of FL learning experience and proficiency have acquired some degree of knowledge about language learning which influences their approach to language learning and the expectations they hold about learning strategies and the outcome of their efforts. The previous researchers proved that VLS used by FL learners may vary depending on the learners' language proficiency and experience with the target language. It is in line with Schmitt (1997). He found that less experienced learner tends to use less learning strategy than the experienced learner. The finding showed that experienced learner has more awareness in using vocabulary learning strategy. It is also supported by Nyikos & Fan (2007) which

found that successful language learners show a pattern of selecting more complex, appropriate and task-compatible strategies for learning new words and achieve results comparable to more proficient learners.

In short, vocabulary learning strategy helps learner facilitates their learning so that they will achieve their aims in vocabulary learning.

2.10 Theoretical Assumption

As a key role in language learning, vocabulary learning sholud be delivered based on the basic assumption of the language itself, where language is a skill that needs to be practiced. In other words, getting involved in social interaction or bringing the social interaction to the class is the best way to learn a langauge.

However, in a vocabulary learning activity, commonly teacher teaches learners with the old same teaching method so that the learners don't realize that there are various and efective vocabulary learning strategies. As the result, some students can acquire the vocabulary successfully while others fail. According to Wenden and Rubin (1987), learners bring a varied repertoire of learning skills in the process of language learning. It implies that the learners ought to master some vocabulary learning strategies to learn vocabulary succesfully. The same learning strategies might be helpful for a few students however pointless for others so that in vocabulary learning. Therefore, different vocabulary learning strategy will produce different vocabulary size to each learner.

According to Oxford (1990), vocabulary learning strategy encourages learner to be independent so that they can be responsible for their own learning and

gradually gaining confidence, involvement and proficiency in learning. Referring to the frame of the theories, the researcher assumes that vocabulary learning strategy has a great contribution in helping learners acquire new vocabulary.

2.11 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

- There is no significant difference of students' vocabulary size among different learning strateies used by the first year students of SMAN 15 Bandar Lampung.

III. RESEARCH METHOD

In this chapter, the researcher deals with several points, that are research design, variables, population and sample, data collecting techniques, instruments, validity and reliability of the instrument, scoring, level of difficulty, research procedures, data analysis, and hypothesis testing as states below.

3.1 Research Design

This research is quantitative descriptive study aimed to analyze the students' vocabulary size in different learning strategy used. This research took the vocabulary size as the dependent variable because it is assumed that vocabulary size is affected by vocabulary learning strategy preferences, and vocabulary learning strategy as the independent variable because it influenced students' vocabulary size. In this research, the researcher found out vocabulary learning strategy used by student using questionnaire based on Schmitt's (1997) taxonomy of L2 vocabulary learning. Afterwards, the researcher also measured student's vocabulary size using Word Definition Matching Format (WDMF) test conducted by Sutarsyah (2006). The researcher used ex post de facto design.

According to Setiyadi (2006), the design of the research is as follows:

X   Y

Where:

X = Consolidation Strategy

Y = Discover Strategy

3.2 The Variables

This research consists of the following variables:

1. Discover Strategy (Y), and

2. Consolidation Strategy (X)

3.3 Population and Sample

The Population of this research is first grade students of SMAN 15 Bandar Lampung. The researcher took two classes in first grade of SMAN 15 Bandar Lampung as the sample. The sample was chosen through probability sampling by using simple random sampling. The total of students involved in the research is 60 students. Their age is range from 16 to 17 years old which consisted of more female than male.

3.4 Data Collecting Techniques

In collecting the data, the researcher used:

1. **Questionnaire**

After deciding the subject, the researcher gave the questioner to the subject to find out what types of vocabulary learning strategy they have. There are 25 questions that have to be filled by the student honestly.

2. **Vocabulary Size Test**

This step was done after the researcher had given the questioner to the subject. Then, the researcher gave vocabulary test to find out their vocabulary size.

3.5 Instruments

The researcher used two instruments in this research, that are, vocabulary learning strategy questionnaire and vocabulary size test.

3.5.1 Vocabulary Learning Strategy Questionnaire

The VLQ used for this research is based on Schmitt's (1997) taxonomy of L2 vocabulary learning and adapted from related research conducted by Kallayanasute (2011). There are 30-items in questionnaire translated in Indonesian language to facilitate the students in understanding. Basically, there are 56 strategies from 6 categories in Schmitt's taxonomy but he just took 30 strategies because of the limitation and the effectiveness of the study. The researcher chooses this questionnaire designed by Kallayanasute (2011) because this test is suitable with background knowledge, competence level, and learning

environment of the researcher's subject in this study. For example, in determination strategies, there are two strategies used dictionary fused into one question. In addition, there are some strategies discarded because they are not suitable with learners' background knowledge and environment such as: use semantic map, affixes and roots (remembering) etc.

This questionnaire has two sections. The first section was designed to know the student's identity. Data in this section includes the respondents' details about their age, gender, level and class. The respondent in this part must fill their identity honesty. The second section was the questionnaire about students' use of vocabulary learning strategies. The 30-item questionnaires asked about the frequency of the use of vocabulary learning strategies implemented by respondent. The following scales were used to indicate the frequency of the usage of each strategy:

0 = never use it
1 = seldom use it
2 = sometimes use it
3 = often use it
4 = always use it

3.5.2 Word-Definition Matching Format

In this research, the researcher used WDMF Test or *Word-Definition Matching Format Test* (Sutarsyah, 2006). The test is used to measure learners' vocabulary knowledge based on certain level of word list. In this WDMF Test, there are six option words and four Indonesian language words as the meaning of the six optional words.

This vocabulary size test consisted of 4 levels. However, the researcher only used, level 1 (1st 1000 words), level 2 (2nd 1000 words), and level 3 (3rd 1000 words) because according to Nation and Waring (1997), knowing 2000 and 3000 level is enough for productive use in speaking and writing. Moreover, it also considered the sample of the study. The first and second levels are taken from list of frequency word order of General Service List (GSL). Each level in vocabulary size test is represented by 30 items or words in GSL. In this test, the students were asked to match the optional words on the left with its meaning in Indonesian language on the right side. The format of the test is like the following example:

A. Concrete
B. Era   1 _____ bundar
C. Fibre   2 _____ puncak dari gunung
D. Loop   3 _____ periode waktu yang panjang
E. Plank   4 _____ nyata
F. Summits

3.6 Validity of the Instrument

3.6.1 The Validity of Questionnaire

The validity of questionnaire was measured to find out whether or not the components suitable and related to the relevant theories of vocabulary learning strategy. Hatch and Farhady (1978) state that there are at least two validities that should be fulfilled namely, content and construct validity. The following table describes the aspects of vocabulary learning strategy used by foreign language learner based on Schmitt's taxonomy.

Table 3.1
Specification Table of Vocabulary Learning Strategies Questionnaire

Aspects of questionnaire	Number of question	Number of items
Determination	1-6	6
Social (Discovery)	7-9	3
Social (consolidation)	10-12	3
Memory	13-18	6
Cognitive	19-24	6
Metacognitive	25-30	6
Total items		30

Based on the table above, it can be seen that all aspects of learning strategies by Schmitt's taxonomy have been included in the questionnaire.

The construct validity of questionnaire was analyzed by using Pearson Product Moment formula. It showed that all items in the questionnaire of vocabulary learning strategies were valid (See appendix 4). The r values of the 30 statements were above the r table (2,048). In short, the construct and content validity of this questionnaire had been proved.

3.6.2 The Validity of Vocabulary Test

Validity is a matter of relevance. It can be said that validity is test measures what is claimed to measure. To measure whether or not the test is good, can be analyzed from its content validity and construct validity. WDMF test was designed based on the frequency word list that classifies vocabulary levels and also used to make sure if the learners have mastered the threshold level of vocabulary (Sutarsyah, 2006).

The content validity is concerned whether the vocabulary size test is sufficiently representative for the test or not. Since the test of this research includes some word list based on the word frequency, the content validity of this test is achieved. The following table describes the content validity of the test.

Table 3.2
The number of sample in each level of vocabulary test

Level	Population	Sample/Item	Proportion
1st 1.000	1.000	40	4.0%
2nd 1.000	1.000	40	4.0%
3rd 1.000	1.000	40	4.0%
total	3.000	120	4.0%

3.7 The Reliability of the Instruments

3.7.1 The Reliability of the Questionnaire

The questionnaire used in this research was scored based on Likert Scale. To be more concrete whether the data collected from the questionnaire is reliable or not, the researcher used reliability analysis based on *Cronbach Alpha Coefficient of SPSS for Window*. Cronbach Alpha Coefficient is the most common used to measure the consistency among indicators in the questionnaire which is counted based on the correlation between each items. According to Nunally (1978), the score minimum of Cronbach's Alpha for reliable items was 0.7.

Having analyzed the items, the computation showed the reliability coefficient of the questionnaire was 0.809 (See appendix 4). The score indicates that all items in the questionnaire were reliable so that it could be used to find out students' vocabulary learning strategy.

Table 3.3
The Reliability of Questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.800	30

3.7.2 The Reliability of Vocabulary Test

According to Hatch and Farhady (1982), reliability is the extent to which a test produces consistent research when it is administered under similar condition. To measure the reliability of this test, Spearman-Brown's formula (Hatch and Farhady, 1982, stated in Sutarsyah, 2006) was used to determine the reliability of the full test. The calculation used by using SPSS and the result showed that the reliability coefficient of the vocabulary size test was 0,847 (See appendix 8). It means that Word-Definition Matching Format (WDMF) has good reliability.

3.8 Scoring System

Since the aim of the test is to measure learners' vocabulary size, the scoring system is based on correct response (Sutarsyah, 2006). It means that one correct answer is scored 1 while wrong answer is 0. The formula of the scoring system is below

$$SS = \frac{\sum s}{SMPL} \times 1000$$

Where:
  SMPL = Subject's Vocabulary size at a given level
  SS   = a subject's score on the Levels Test at the relevant level
  s   = Total students' vocabulary score

For example, if a respondent in first level answers 30 items correctly, he/she has is estimated to have vocabulary of 750 words in the first level. It is scored by calculating the correct answer divided by 40 (sample), then multiply by 1000.

For instance: $\underline{30}$ x 1000 = 750
                                  40

To get the final score, the total vocabulary size of three level is divided by 30 because the maximum score for all level would be 3000.

For instance: $\underline{3000}$ = 100
                          30

3.9 Level of Difficulty

According to Shohamy (1985), level of difficulty relates to how easy or difficult the test for the subject. Nation (2001) states that there are three factors that affect the difficulty in learning a word, that is, receptive/productive, recognition/recall, and imprecise/precise. Based on the difficulty factors, Nation classifies a vocabulary size test into eight formats. The classification as follow:

Table 3.4
Eight Test Formats Classified According to Three Distinctions Affecting
Difficulty

Receptive	Recognition	Imprecise	Sensitive multiple-choice, for example, *Fertilizer* a. growing plants b. medicine c. history d. don't know
		Precise	Non-sensitive multiple-choice, for example, There was no *response* a. Movement b. Answer c. Sound d. sign
	Recall	Imprecise	Recalling a related meaning
		Precise	Meaning recall
Productive	Recognition	Imprecise	Sensitive multiple-choice
		Precise	Non-sensitive multiple-choice
	Recall	Imprecise	Cued recall
		Precise	Form recall

(Nation, 2001)

Nation categorizes the receptive-recognition-precise test as the most difficult one.
The productive-recall-precise is easier than the productive-recognition-imprecise, but
it is more difficult than the productive-recall-imprecise test. On the other hand, the
receptive-recognition-imprecise is the easiest test. Based on the table above, the test
used this research is receptive-recognition-imprecise test. Therefore, WDMF is fairly
easy and suitable for the subject of this research.

3.11 Research Procedures

To conduct the research, the researcher used some procedures started from determining the research problem to make a report and discussion of findings. The procedures of the research are as follows:

1. **Determining Research Problem**

   Firstly the researcher determined the research question of this research. That is, is there any correlation between vocabulary learning strategy and vocabulary size?

2. **Determining Population and Sample**

   Then the researchers chose the population of the research. The population in this research was the first grade students of SMAN 15 Bandar Lampung. The sample was 2 classes of first grade in 20014/2015 academic year. There were around 60 students in every class. The subjects' age ranged between 16 and 17 years of age.

3. **Preparing the Instrument**

   After deciding the sample, the researcher prepared the tests to collect the data. The first test was vocabulary learning strategy questionnaire (VLQ) and the last was vocabulary size test (WDMF).

4. **Administering Questionnaire**

   Participants were asked to answer the questionnaire. The respondents had to fill the questionnaire honesty by choosing the statement that describes their strategies the most. To answer this questionnaire, the researcher gave time about 15 minutes to the respondent to accomplish the test.

5. **Administering Vocabulary Level Test**

   Afterwards, participants were given vocabulary size test. The participants had to answer the 4 level tests honesty. The researcher gave time for 45 minutes to the student for answering the test.

6. **Analyzing the Data**

   After the data was gathered, the researcher analyzed the result of the questionnaire and their vocabulary size using *Independent T-test through SPSS 16.0 program*. Then researcher analyzed the result in order to answer the research questions.

7. **Making a Report and Discussion of Findings**

   After having all of the data, the researcher made a report and discussion to found the most frequently used, the least frequently used, and the most effective of vocabulary learning strategy. Then the researcher drew the conclusion.

3.12 Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing of data obtained to answer research question. The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of research problem could be studied. In order to answer the research questions, the data was analyzed by these following procedures:

First of all, the researcher tabulated the score of the questionnaire and the vocabulary size test. Afterwards, the researcher used *Independent T-test* in SPSS 16.0 program to obtain the answers of the research question. The vocabulary test scores represented as the dependent variable, while the average score for each of learning strategy categories represented as the independent variables.

3.13 Hypothesis Testing

After finding the coefficient correlation between vocabulary learning strategy and vocabulary size, the researcher will use the criterion of hypothesis acceptance. The researcher proposes the hypothesis as follows:

$H_0 = t_{value} < t_{table}$

- There is significant difference of students' vocabulary size between different learning strategies used by the first year students of SMAN 15 Bandar Lampung.

$H_1 = t_{value} > t_{table}$

- There is no significant difference of students' vocabulary size between different learning strategies used by the first year students of SMAN 15 Bandar Lampung.

V. CONCLUSIONS AND SUGGESTIONS

This chapter offers the conclusions of the research findings and suggestions for further research.

5.1. Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to these following conclusions:

1. The average vocabulary size test is 2166 words. According to curriculum, the first year students of SMAN 15 Bandar Lampung have good vocabulary size. Nevertheless, it is not ideal yet as the beginner of English language that have to be mastered. The ideal vocabulary size for beginner is estimated between 2500 to 5000 word.

2. The most frequently used of VLS is social strategy. It is because the learners are interested to learn vocabulary by getting involved in social interaction, such as: working in group, asking teacher for meaning and translation, and so on. Then, for the least frequently used of VLS is metacognitive strategy. It shows that most of the learners still lack of self-awareness to have overview of their learning, such as planning and deciding the best way to learn.

3. There is no significant difference of vocabulary size between different learning strategies used by the first year students of SMAN 15 Bandar Lampung. It can be seen from the result of *Independent T-test on SPSS version 16* calculation found that that the score of sig (0.490) is higher than 0.05. It means that H_1 is accepted.

4. The most effective vocabulary learning strategy gained the highest vocabulary size is social strategy. It is concluded from figure 4.3 The Results of VLS Based on Vocabulary Size reveals that social strategy gains the highest means among the others. It is because social strategy can facilitate them to learn easily by getting involved in social interaction. Besides that, it can be concluded that the learner who tend to use more vocabulary learning strategy will be successful in acquiring vocabulary.

5.2. Suggestions

Referring to the conclusion above, some suggestions could be listed as follows:

5.2.1. For the Teachers

The researcher suggests to the English teacher to teach vocabulary learning strategy instruction explicitly in English learning. If the learner aware to their VLS, they can use it to improve their vocabulary size. It is in accordance with Cohen (2002) who suggests that strategy training should be integrated into the language curriculum under the guidance of the teacher and should be implemented into the language

lessons in forms of various activities and tasks where a wide range of strategies are practiced. In addition, it is better to conduct vocabulary learning through social activity in classroom.

5.2.2. For the Learner

Based on the finding of the research, the researcher suggest to English learner to be aware with VLS, especially social, memory, and metacognitive strategy. Those strategies are proved can help student improve their vocabulary size. By using those VLS all at once the learner will learn vocabulary easier so that their vocabulary size can improve significantly.

5.2.3. For Further Researchers

The result of the study should not be generalized into all contexts of situation since this result was probably compatible in certain field because it was limited to the sample size. Therefore for further research, the researcher suggest to investigate the VLS and vocabulary size with random subjects, bigger sample size in order to get more reliable on the result of the research.

It also will be better to conduct the research with deep investigation on the process of vocabulary learning strategies influence vocabulary size by adding more variables, such as motivation, learning style, and attitude towards English language learning.

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