ABSTRACT

THE USE OF VOCABULARY LEARNING STRATEGIES AND STUDENTS’ VOCABULARY SIZE BY THE FIRST YEAR STUDENTS OF SENIOR HIGH SCHOOL IN BANDAR LAMPUNG

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Vocabulary is an important aspect of language proficiency and provides much of the basis for how well students listen, speak, read, and write. Vocabulary can be improved by the help of vocabulary learning strategies. In acquiring vocabulary, different learners may employ different strategies that may affect their vocabulary size.

The research is aimed to find out whether there is a statistically significant difference in the students’ vocabulary size according to their vocabulary learning strategies. Ex-post facto design was used in this research. The subjects were 135 tenth grade students of four senior high schools in Bandar Lampung. The data were analyzed by using one way anova in SPSS (Statistical Program for Social Science).

The result showed that there was no statistically significant difference in the students’ vocabulary size according to their vocabulary learning strategies particularly their vocabulary size for the first three levels. However, the students who often employed cognitive strategy had a statistically significant difference in University Word List (UWL) vocabulary size level from those who often employed the other four vocabulary learning strategies: determination, social, metacognitive and memory strategies. This indicates that the use of vocabulary learning strategies partly resulted in the students’ vocabulary size particularly UWL level.