

ABSTRACT

MODIFYING SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) TO ENHANCE THE SECOND YEAR STUDENTS' SELF-REGULATION AND VOCABULARY SIZE AT SMAN 1 PURBOLINGGO

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Even though vocabulary is crucial in conveying meaning, many students might not get enough exposure to it due to time limitation in the class. Modifying SRSD which provides a framework for teaching instructional strategies and self-regulation strategies in vocabulary learning becomes interesting to discuss. This study is aimed at finding out: 1) the difference of students' self-regulation before and after the treatments of modified SRSD in vocabulary learning, 2) the difference of students' vocabulary size before and after the treatments of modified SRSD in vocabulary learning, and 3) Students' perception toward learning activities presented through modified SRSD in vocabulary learning.

The sample of the study was a class of SMAN 1 Purbolinggo in the academic year 2016-2017 consisting of 34 students. The sample was taught by using modified SRSD in three meetings. The pretest and the posttest data of vocabulary size and self-regulation test were gathered to see whether the modified SRSD in vocabulary learning differentiated the students' vocabulary size and self-regulation achievement before and after the treatments. Besides, the students' perception questionnaire was handed out to see student's perception toward the modified SRSD.

The result shows that the difference of the mean score of the self-regulation pretest (2.7691) and the self-regulation posttest (5.1221) was 2.353. It appeared that the t-value was higher than the t-table ($42.745 > 2.042$) and the two-tailed significance was lower than .05 ($.00 < .05$). Specifically, SRSD increased the students' self-regulation in all aspects, ranging from the most to the lowest: 1) emotion control (2.47 average gain), 2) metacognitive control (2.46 average gain), 3) environment control (2.37 average gain), 4) commitment control (2.27 average gain), and 5) satiation control (2.24 average gain). The difference of the mean score of the vocabulary size's pretest (7441 word families) and the vocabulary size's posttest (9182 word families) was 1741 word families. It appeared that the t-value was higher than the t-table ($5.106 > 2.042$) and the two-tailed significance was lower than .05 ($.00 < .05$). Also, the students agreed the implementation of the modified SRSD which provides instructions for self-regulation and vocabulary learning strategies could help them become more autonomous in vocabulary learning. Therefore, modified SRSD can be applied and recommended as a reference to help students enhancing their vocabulary learning.