VOCABULARY MASTERY IN DIFFERENT LANGUAGE LEARNING STRATEGIES OF BEGINNER LEARNERS IN JUST SPEAK ENGLISH LEARNING CENTER BANDAR LAMPUNG

A Script

By

Aulia Afifah Junaidi

ENGLISH EDUCATION

TEACHER TRAINING AND EDUCATION FACULTY

LAMPUNG UNIVERSITY

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ABSTRACT

VOCABULARY MASTERY IN DIFFERENT LANGUAGE LEARNING STRATEGIES OF THE BEGINNER STUDENTS IN JUST SPEAK ENGLISH LEARNING CENTER BANDAR LAMPUNG

By

AULIA AFIFAH JUNAIDI

Vocabulary is the very basic materials the learners had in learning English. It is very important in learning English because there are sets of rules that has to be mastered by the students in studying English both oral and written form. Mastering adequate vocabulary means the learners understand the meaning of the vocabulary items and are able to use them correctly and appropriately in sentences. So that the sentences they make will have meaning, and their ideas will be expressed well, for language basic purpose of communication.

This current study was aimed to find out the average of learners' vocabulary mastery, investigate the most frequently used and the most effective strategy, and to find out how was the difference of vocabulary mastery among different learning strategy used. The population of this research was the beginner learner of Just Speak English Learning Center. The instruments in collecting the data were questionnaire based on Setiyadi (2012) study and vocabulary mastery test.

The result of data analysis showed that the learners' average vocabulary mastery score was 71,07. The questionnaire analysis showed that cognitive strategy was the most frequently used (47%). While, the average score of cognitive strategy learner was 71,86, metacognitive strategy learner was 83,67, and social strategy learner was 62,4. It can be concluded that metacognitive strategy was the most effective for vocabulary mastery.

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By

Aulia Afifah Junaidi

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APPROVAL

Research Title : **VOCABULARY MASTERY IN DIFFERENT LANGUAGE LEARNING STRATEGIES OF BEGINNER LEARNERS IN JUST SPEAK ENGLISH LEARNING CENTER BANDAR LAMPUNG**

Student's name : **Aulia Afifah Junaidi**
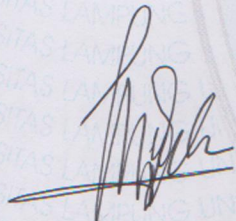
Student's Number : 1113042011

Department : Language and Arts Education

Student's Program : English Education
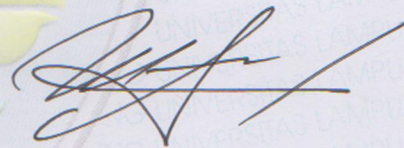
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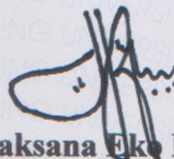
APPROVED BY :

Advisor I   Advisor II

Prof. Cucu Sutarsyah, M.A.   **Deddy Supriadi, M.Pd.**
NIP. 19570406 198603 1 001   NIP. 19580505 198502 1 006

The Chairperson of
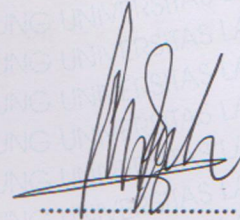Language and Arts Education Department

Dr. Nurlaksana Eko R., M.Pd.
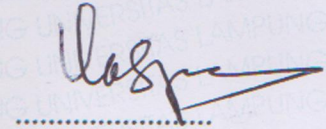NIP 19640106 198803 1 001
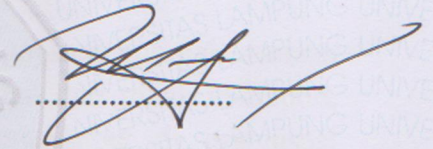
ADMITTED BY

1. Examination Committee

Chairperson : **Prof. CucuSutarsyah, M.A.**

Examiner   : *Drs. Mahpul, M.A., Ph.D.*

Secretary   : **Deddy Supriadi, M.Pd.**

2. The Dean of Teaching Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP. 19620804 198905 1 001

Graduated on: December 21^{t}, 2018

iv

SURAT PERNYATAAN

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NPM   : 1113042011

Nama   : Aulia Afifah Junaidi

Judul Skripsi   : Vocabulary Mastery in Different Language Learning Strategies of Beginner Learners in Just Speak English Learning Center Bandar Lampung

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

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Aulia Afifah Junaidi
1113042011

CURRICULUM VITAE

The researcher's name is Aulia Afifah Junaidi. She was born in Metro, on November 27th 1993. She is the first child of a harmonious and wonderful couple Junaidi, S.E. and Meriana Hamdan.

She started her study at TK Transmigrasi in 1999. Then she entered SDN 3 Labuhan Ratu. Later she moved to SDIT Permata Bunda and graduated in 2005. In the same year, she continues her study to SMPN 8 Bandar Lampung and completed the three-year study program in 2008. Then she decided to enroll to SMAN 2 Bandar Lampung and finished in 2011.

In 2011, she was admitted as an undergraduate student of Engish Education Study Program in Education and Teacher Training Faculty of University of Lampung. later, she carried out Teaching Practice Program (PPL) at SMAN 1 Karya Penggawa, Krui, Pesisir Barat from July to September 2014. During her study in the university, she joined several communities and was appointed as General Secretary of English Society Unila 2014. In 2017, she was selected as a delegate of Indonesia-Canada Youth Exchange from Ministry of Youth and Sport Affair Indonesia and finished her duty in 2018.

DEDICATION

This undergraduate thesis is sincerely dedicated to:

My beloved parents, Junaidi *rahimahullah* and Meriana

(For their endless love, pray, and support)

My beloved siblings

My beloved family by blood, love, or moments

My supporting system (who never give up on me)

My beloved friends of English Department 2011

My Just Speak Team

My almamater, Lampung University

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"It is one thing on top of another"
(Hannah Baker)

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It is important to be known that this undergraduate thesis would never have come into existence without any supports, encouragements, and assistance by several gorgeous people. Here are the researcher would like to address her gratitude and respect to:

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TABLE OF CONTENT

LIST OF TABLES

LIST OF GRAPHS

Graph   **Page**

LIST OF APPENDICES

I. INTRODUCTION

This chapter discusses several points containing the reasons for conducting the research of learning strategies and vocabulary mastery. It covers the backgrounds of the problem, identification of research formulations, objectives of the research, uses of the research, scope of the research, and definition of terms. The contents of the chapter are presented as follows.

1.1   Backgrounds

The use of English as a foreign language has grown into a bigger demand of everyone who wishes to be involved in global community. That condition leads English to be a very important subject to be taught in school, also in Indonesia.

English is taught integrated within the four skills, namely reading, speaking, listening, and writing, considering the language components such as vocabulary, structure, and pronunciation. In Indonesia, English has been taught as an obligatory subject from junior to senior high school. Based on the present Indonesian curriculum (School-Based Curriculum), the teaching of English language takes place in every class of the junior school at least four hours a week and in high school students study the language for more than six hours weekly. Ideally, a person who has finished high school must have a very substantial

knowledge of English, but this is not the case with most of Indonesian students. After at least six years of learning, the English proficiency of the students is very limited. The students have difficulties in reading textbooks written in English and they cannot communicate in English in both spoken and written forms.

The English competence of most of Indonesian students entering university, which is expected to increase their knowledge in their studies, is very poor (Setiyadi, 2012). It is also claimed that the impact of this situation is disastrous on English teaching in the universities. This makes some universities in Indonesia expect their students to have certain level of English competence before they finish their studies. This policy has been implemented in the hope of providing students with opportunities to gain communicative skills in the international language, so has it in the universities or colleges in Lampung.

Some students may be able to use the language for practical purpose but they have learned the language not from the schools; they have learned it at English courses. This condition is assumed to be affected by the way how English is taught at school. However, in Indonesia English tends to be taught as a set of grammatical rules. In addition, the students are mostly taught with English as a science, not a skill with kinds of leaning styles and strategies. The lack of awareness toward learning strategies itself decreases the ease of the students on their language learning.

The lessons that have been taught within English Subject toward Indonesian students are generalized. They are not made fit into various types of students with

each learning style nor strategy. So that the lessons/ skills are just naturally cannnot be mastered in an optimum way.

Some approaches have been introduced to provide English teachers with insights to present teaching materials and to motivate their students to learn English. One of the approaches is by using different learning strategies for different learners. The approaches seem not enough to provide the teachers with ideas to teach students about how that they would learn better by undertaking more effective learning strategies (Setiyadi, 2012: 2).

The learning strategies classification which is going to be concerned here comes from O'Malley et al (1985). It consists of three categories, namely: metacognitive strategies, cognitive strategies, and social strategies.

However, motivating students to learn seems insufficient without knowing effective language learning strategies and encouraging students to use these strategies. Research on how students learn English and what learning strategies make them learn the language more effectively will contribute useful insights to efforts in increasing English proficiency especially in vocabulary mastery of the students in Indonesia.

A study suggesting that learning strategies affect language achievement was conducted by Bialystok and Frohlich (1978). Their study, which explored variables of classroom achievement in second language learning, showed that many factors were correlated with language achievement, but only two of them: aptitude and strategy use were significant in predicting performance. A similar study on the effect of language learning strategies on achievement was conducted

by Park (1997). However, Park's study indicates that the use of language learning strategies accounted for only 13 to 14% of the total variation of scores.

However, these positive impacts of language learning strategies still could not overcome language learning problem of Indonesian learners. One of those problems is on mastering vocabulary.

As we know that vocabulary mastery is very important in learning English because there are sets of rules that has to be mastered by the students in studying English both oral and written form. Mastering adequate vocabulary means the learners understand the meaning of the vocabulary items and are able to use them correctly and appropriately in sentences. So that the sentences they make will have meaning, and their ideas will be expressed well, for language basic purpose of communication.

Vocabulary is the very basic materials the learners had in learning English. Firstly, learners will know the names of things both in real or abstract form prior than other learning on skills or learning components. For example, in kindergarten, the kids learn about names of colours, animals, and fruit without learning any skill or rules (structure). Along with their learning progress, their vocabulary should increase as well so that we can conclude that an Indonesian high-school graduated student has a good level of vocabulary.

In contrast, the students still have limited words of vocabularies. Regarding to the researcher's teaching experience in facing both senior high school and university level students, some of them still confuse and feel unfamiliar with common words. According to Barry (2015) students in senior high school in Lampung

perform insufficient vocabulary mastery. Based on his survey, only one from 8 scholls he took a survey of which fulfill the curriculum requirements of 3000 words.

There are some actions and methods of language learning strategies that can be implemented for mastering vocabulary. By making the learners know those strategies could improve their way of learning vocabulary. The further thing is to know which language learning strategies could perform the best vocabulary mastery.

In line with the reasons stated above, the researcher focused the research in learning strategies and vocabulary mastery of the students who have already finished at least six years English leaning at formal school. Therefore, the researcher entitled her undergraduate thesis as Vocabulary Mastery in Different Language Learning Strategies of The Beginner Learners in Just Speak English Learning Center Bandar Lampung

1.2   Formulation

Based on the background above, the researcher formulated the problem as follow:

1. How are the vocabulary mastery scores pf different language learning stratgies in beginner learners?

1.3   Objective

The objective of this research was to find out the impact of different language learning strategies to vocabulary mastery in beginner learner of Just Speak English Learning Center in Bandar Lampung.

1.4   Uses

According to Ellis (1994), researcher classified the good learner as someone who makes use of language learning strategies usefully, who controls themselves and others and who is familiar with learning process.

The results of the research are hoped to give benefits for the students, the high school teachers, the higher school lecturers, the researcher herself, the other researchers, and textbook writers:

1.4.1. Theoretically

For other researcher, they can use the result of this research as a comparative study on giving contribution in the research of learning strategies especially of Indonesian high-school-graduated students and their vocabulary mastery. Since there are still few researches on learning strategies conducted for general learners.

1.4.2. Practically

All of learners, teachers, lecturers, and textbook writers can take benefit from learning strategies questionnaire used for the current study; it is composed of 80 different learning strategies in four English skills: listening, reading, speaking, and writing.

a) For students, as the participants, especially beginner level students made aware of some alternative strategies by answering Language Learning strategies Questionnaire. Besides, filling out the survey may encourage them to at least try and use some of the listed learning strategies. Students by

knowing the mean score of their strategy use will become aware of their strategy profile, their weaknesses and their strong points in strategy use.

b) For teachers, through this research, they will be able to take benefit from knowing the learning strategies that works better for students' English vocabulary mastery. The teachers in high school can supply teaching learning process appropriately set for variation of learning strategies especially in reading for the sake of the students' better vocabulary mastery when they graduate.

c) For lecturers, knowing students learning strategies and vocabulary mastery level can give them further information of reference on teaching English to the high-school-graduated students they teach. They can also supply the lecturing process appropriately set for the students with their own learning strategies and level of vocabulary mastery.

d) For textbook writers, they should therefore equip learners with a larger repertoire of learning strategies. This can help them to be more responsible for their own learning and to be more familiar with the learning process.

1.5 Scope

The researcher limited this study on the subject beginner level students of Just Speak English Learning Center in Bandar Lampung. The students varied from university and senior high school students in Bandar Lampung. The language learning strategies will be found by questionnaire while the learners' vocabulary mastery will be gotten by a vocabulary test in a written form.

1.6   Definition of Terms

There are some terms used by the researcher and to make it clear, the researcher gives the definition as follows:

Learning Strategies

Learning strategies refer to steps or actions taken by language learner to enhance any aspect of their learning.

Vocabulary

It refers to all the words known and used by a particular person and to the words used in a language, or in a particular context. Both for words that we understand and use (active vocabulary) and words that we understand but do not or cannot use (passive vocabulary).

Mastery

In term, mastery is the ability to blend skills and knowledge in a specific area of practice – language. Mastery is practice not knowledge alone.

Beginner

Beginner refers to an early starting. In this research, it refers to the low-average level of English ability.

English Learning Center

Learning center is a place with facilities, platform, and ways of learning. English Learning Center is a place which provides an English class outside the school or formal learning.

II. LITERATURE REVIEW

This chapter deals with the theories from the experts as the basic of how the research will be conducted. It covers the review of preview research, theoretical assumption, and hypotheses.

2.1. Previous Research

The reading and writing in English of most the Indonesian students entering university, which is expected to increase their knowledge in their studies, is very poor (Alisyahbana, 1990: 322). Setiyadi (2000) undertook a correlation analysis to explore how strategies under Language Learning Strategies (LLSQ) relate to one another. The result of the analysis shows that the four groups of strategies are significantly correlated. Reading and writing strategies turned out to be the highest significantly correlated among the three strategies (r=0.647, p < 0.001), followed by the correlation between listening and speaking strategies (r= 0,617, p < 0.001).

The findings suggest that language learning strategies affect students' learning and predict 24.1% of the achievement variance. The analysis shows that language learning strategies were statistically significant predictors of improvement in English performance, as well of the vocabulary achievement.

A study suggesting that learning strategies affect language achievement was also conducted by Bialystok and Frohlich (1978). Their study, which explored variables of classroom achievement in second language learning, showed that many factors were correlated with language achievement, but only two of them: aptitude and strategy use were significant in predicting performance.

A similar study on the effect of language learning strategies on achievement was conducted by Park (1997). However, Park's study indicates that the use of language learning strategies accounted for only 13 to 14% of the total variation of scores. Even though the evidence in Setiyadi's study supports the findings of Park's study this study reveals that the contribution of metacognitive strategies is much more dominant than the two other groups of language learning strategies which were deep level cognitive and surface level cognitive strategies.

Owing to the previous descriptions, this study tries to find out vocabulary mastery as an achievement in different language learning strategies. This study can give complete information about the impact of different language learning strategies to vocabulary mastery.

2.2 The Concept of Language Learning Strategies

Language learning strategies are defined as steps or action taken by language learners to enhance any aspects of their learning (Oxford, 1990a). Referring to Oxford's definition (1990a), learning strategies refer to conscious activities since students seem to be aware what actions or steps they are taking to enhance their

learning process to acquire another language. Or, at very least the student initiate the use of those strategies purposively and they may later be said to have become an automatic part of the students' repertoire behaviour of learning. This concept of learning strategies is also commonly used by many researchers, providing a framework of their predefined questionnaires of language strategies (Oxford and Nyikos, 1989; and Hasyim and Syed, 1994; Green and Oxford, 1995, 1997; and Kaylani, 1999).

In general, it can be argued that different studies of language learning strategies have revealed what language learners do to acquire a foreign language. Different studies have uncovered different findings. Some studies focus on certain aspects; some others focus on other aspects. Politzer and Groarty (1985) considered strategies to be culturally influenced since it seems that students from different cultural backgrounds have different learning strategies in SLA. Oxford and Nyikos (1989) and Fillmore (1979) reveal some of the individual factors influence language learning choice in certain culture.

The original classification of the language learning strategies of the questionnaire was based on theory driving decision making and theories of skill-based learning strategies (Setiyadi, 1999). It consists of three categories, namely: cognitive strategies metacognitive strategies, and social strategies. The result of reliability of the items under each skill-based category indicates that the scales were internally consistent. Since, four scales had significant inter correlation, they were justified or be grouped into one single measurement, and named Language Learning Strategy Questionnaire or the LLSQ.

The learners are classified into those three kinds of learning strategies based on their highest score of questionnaire answers. The learner who belongs to the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. That category may include intelligent guessing, looking for patterns from sentences, inferencing, association, summarizing, grouping in the mind, deducting, imagery, and other mental processes.

Then, the learner who belongs to metacognitive category may include all activities such as planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, evaluating learning after an activity is completed, and using a graphic organizer, such as a concept map to identify the main concepts and link them together using lines or similar to a spider web.

Furthermore, the learner who belongs to social category may include all activities which are related to social-mediating activity and transacting with others, cooperation and question for clarification, joining a group, giving the impressions-with a few well- chosen words- that you could speak the language, and counting on friends in learning process.

2.3 The Concept of Vocabulary Mastery

Vocabulary is an important factor in a language. Therefore, mastering vocabulary is very useful for the students to be able to communicate with others. Vocabulary

is actually a total number of words which (with rule o combining them) make up the language (Hornby, 1984:958).

Students who do not master a sufficient number of vocabularies will fail using language satisfactory. Harmer (1993: 153) said that if language structure makes up skeleton language, it is vocabulary that provides the vital organ and flesh. This statement implies that an ability to manipulate grammatical structure is not enough for expressing meaning unless words are used.

Meanwhile, Wallace (1987: 30) said that "vocabulary is the stock o word used by people, a particular class or people or even person". Concerning to the statement, vocabulary is fundamental for everyone who wants to speak or produce any utterance for reading.

Byrne (1972: 10) said that in order to communicate effectively, the learners need adequate numbers of vocabulary. Furthermore, Rivers (1972:402) stated that it would be impossible learning a language without words. It means that without vocabulary, the learners cannot reach their purpose in learning language for communication either in oral or written form.

There are some types of vocabulary in English. Fries (1974: 45) classify English words into four groups, namely:

1. Content words

Content words represent the names of objects or things that are the concrete nuns (rabbit, car, and box); action down by with those things, that is verbs (*walk, eat,*

sleep); and the indication such meanings as frequency, degree, manner and place, that is adverbs (*easily, here, now*).

Example: *Sara eats <u>pancake</u>.*

2. Function words

Function words are those words which one used as a means of expressing relation of grammar/ structure. Such as conjunction (*and, however, but*), article (*a, an, the*), auxiliaries (*do, does, did*).

Example: *Sara <u>and</u> Ana go shopping together.*

3. Substitute words

Substitute words are those which represent individual things or specific action as substitutes for whole form classes of words, that is, indefinites (*anybody, anyone, somebody, and everybody*)

Example: *<u>Everyone</u> has left the room.*

4. Distributed words

Distributed words are those words distributed in use according to grammatical matter as the presence or absence of negative, such as: *any, either,* and *neither.*

Example: *She is not lazy and <u>neither</u> does her sister.*

Based on the theories above, it can be concluded that vocabulary is a set of a words that is used to make communication among people that contain useful ideas, information, and meaning. Without mastering an adequate number of

vocabularies, it is difficult for a learner to study and to use the language. It means that learning vocabulary plays an important contribution. The more words people learn, the more ideas they have. Therefore, people can communicate with others effectively. In this research, the researcher will use content words (nouns, verbs, and adjectives).

2.4. The Concept of Vocabulary Mastery Test

A vocabulary test is usually divided into two types, breadth and depth of vocabulary knowledge. Freebody (1981) in Read (1993) defined breadth of vocabulary knowledge as the size of learners' vocabulary (how many words are known). Whereas depth of knowledge involves a consideration of the quality of learners' vocabulary knowledge (how well are particular words known).

However, it is generally difficult to reach both types of test at the same time. A test on breadth of vocabulary involves a lot o words to be cover in the test and it requires a short response in relation to each word being tested (Read, 1993). Then it usually deals with the testing of words in context and usage and the use of words in different situations. Since this study is meant to measure the students' vocabulary mastery, the test will be focused on the depth of vocabulary mastery.

According to Nation (1990:78), there are two steps to consider when looking at tests of total vocabulary size, they are:

1. **Selecting Criteria Levels of Vocabulary Test Items**

Usually it is not possible to test all words within in a particular group. First, it must exclude all the words that we cannot easily test, for example *a, the, of be.* In fact the test could be easier to make if we tests only nouns, verbs, adjectives, and adverbs. Second, after we have excluded the words we cannot test, we must find a good way of choosing the test item from the words left. The best way is to number the words and then to choose every tenth word if give enough word for the test. For example, every number of the try out test will be processed by difficulty power and level formula to find out the best criteria levels.

2. **Testing of Vocabulary Mastery**

According to Nation (1990: 116) confirms that types of vocabulary test include multiple choice test, translation, and word in simple defining context. Since, this research limits its scope analysis of the vocabulary test. So, the focus of this study was on two types, they were multiple choice test and translation. Multiple choice test is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list. And the definition of a translation is an interpretation from one language or situation to another or in other words Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Translation divides into two types, literal and free translation. Literal translation is the rendering of text from one language to another one word at a time (Latin: "verbum pro verbo") with or without conveying the sense of the

original whole. And free translation is a translation that reproduces the general meaning of the original text. It may or may not closely follow the form or organization of the original.

There are recognition and recall test. In recognition test, we want to see if learners know the meaning of word after they hear or see it. While in recall test, we are interested in the learner's producing the word. In such tet the learners hear or see a mother tongue word or simple English synonim or definition,or they see a picture and then they write or say the English word.

In this research, the writer recognition of vocabulary using MCQs (multiple-choice Question) test. MCQs item test the students have to identify the correct or best response choice. So, it was not give the chance for the students just recognize the words. The aim of the test is to measure student's recognition of the word.

2.5 Vocabulary Mastery in Different Language Learning Strategies

Vocabulary and language learning have a close relationship. According to Nation (1990), vocabulary is clearly an important skill in language learning. The students have to master vocabulary because it will help them to succeed in the learning, for all skills: listening, reading, speaking, and writing.

When reading and listening, students need vocabulary to help them understand the idea, and when learning vocabulary, students need a lot of practice of skills because they are the active way in learning vocabulary. So, if the students know a

lot of vocabulary, they will be able to comprehend the skills easily. It is impossible for the students to understand the passage without mastering the vocabulary. It is clear that the students' vocabulary is needed to face the difficulties in learning English.

In learning English, whether for its skill or vocabulary, the students use some strategies. Since learning and vocabulary are obviously correlated as the explanation above, so certain strategies must give several impacts toward the reading skill or the vocabulary.

2.6 Theoretical Assumption

A study on the effect of language learning strategies to achievement was conducted by Park (1997). It indicates that the use of language learning strategies accounted for only 13 to 14% of the total variation of the scores. Even though the evidence in this study supports the findings of Park's study, this study reveals that the contribution of metacognitive strategies is much more dominant than the two other groups of language learning strategies: deep level cognitive and surface level cognitive strategies.

The metacognitive strategies best predict the language achievement also supports the notion provided by Brown et al. (1986: 73-75). Their study, in which term 'metacognitive' was defined in a similar manner, provided the empirical data on the contribution of metacognitive aspects of skills in language learning. Whereas, vocabulary plays a big role toward the skills.

2.7 Hypothesis

Based on the theoretical assumption above, the researcher proposes the hypotheses as follow:

There is a positive correlation between students' learning strategies and their English vocabulary mastery where Metacognitive Learning Strategies works the best for students' English vocabulary mastery.

III. RESEARCH METHOD

In this chapter, the researcher deals with several points on the methods of the research that will be used in this study, such as: research design, data, data source, instrument, procedure, data analysis, and hypothesis testing.

3.1   Research Design

The research was a quantitative research because it was focused on the product (result of the test) not the process of teaching learning and the objective was to find out the correlation between students' learning strategies and vocabulary mastery. In this research, there were no control group and no treatment to the subject, thus *ex post facto* design was used in this research.

According toSetiyadi (2006), there are two types of *ex post facto* research design. "*co-relational study involves one group and causal comparative study involves two groups.*". This research correlated between students' language learning strategies and vocabulary mastery. That is why researcher looked at the type and/or degree of relationship between two variables rather than at a cause-and-effect-relationship.

The subject of the research was only one group. Therefore, the design of the research was *ex post facto* design. Hatch and Farhady (1986: 26) stated that *ex post facto* design is often used when the researcher does not have control over the selection and manipulation of the independent variable. The correlation of the variables is illustrated as follows:

$$X \quad Y$$

Where:

X = Learning strategies

Y = Vocabulary mastery

In this research, there were two variables: independent (X) and dependent variables (Y). The independent variable of this research was learners' learning strategies (X), while the dependent variable was learners' vocabulary mastery (Y).

In collecting the data, the researcher administered test of language learning in form of a questionnaire and a test of vocabulary mastery. The researcher distributed a questionnaire first in order to know the learners' language learning strategies. After that, the researcher gave the test of vocabulary mastery in form of multiple choice questions test. Henceforth, the output from questionnaire wasanalyzed along with the score of learners' vocabulary test.

3.2   Data

The researcher found out students' learning strategies and vocabulary mastery as the variables. Hatch and Farhady (1982: 12) said that variable as an attribute of person or of an object which varies from person to person or from object to object.

The data of this research were the result of students' language learning questionnaire and the result of vocabulary test. The data was taken by questionnaire of strategies in learning English and vocabulary test. In addition, data was analyzed by parametric analysis using Product Moment Formula by Pearson.

The researcher used purposive sampling to collect the data. Purposive sampling is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample were taken by the researcher, based upon a variety of criteria which might include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Some types of research design necessitated the researcher taking a decision about the individual participants who would be most likely to contribute appropriate data, both in term or relevance and depth.

3.3   Population and Sample

3.3.1. Population

Population is the whole subject of the research (Arikunto 2002). In order to be an appropriate test and survey which need location, facilities, and collective subject, the researcher took the subject from Just Speak English Learning Center classes.

Just Speak is an English Learning Center established by the researcher and her team which is targeted for Lampung youth at the level of senior high school and university. It has been running since 2014 and in the term of October to December 2015, the learners are mostly coming from the freshman of universities and high school third grader. From the total number of 152 learners, 89 of them are coming from university level where 48 of them are the freshmen from various universities, and 32 of them are twelfth grader of high school. Their level of vocabulary mastery are also varied since the researcher have interviewed them before they had gotten to the course and she also has seen their performance in the class.

Based on the learners' English ability, they are divided into three levels of learning, which is Elementary level, Intermediate level, and Advance level. The population of this research was the beginner learners of Just Speak English Learning Center in Bandar Lampung from Elementary level.It is applied based on the consideration that every sample in population has the same chance to be chosen in order to avoid the subjectivity of the research (Setiyadi, 2006: 39).

3.3.2. Sample

Sample is a smaller group of scores selected from population of scores (Coolidge, 2004: 24). The sample of this research was beginner learners of Just Speak English Learning Center. There are 83 learners in elementary level with 52 university students and 17 high school twelfth grader, and 14 high school students from tenth and eleventh grade. The subjects used for the research were only 69

universities students and high school twelfth graders by the consideration that they had learnt most of the English school subjects.

3.4 Instrument

Instrument is the generic term that researchers use for a measurement device (survey, test, questionnaire, etc.). Two instruments will be used in this research, which are questionnaire and test.

3.4.1 Questionnaire

As the first test, the subject was given a reading learning strategies questionnaire adapted from Setiyadi's Language Learning Strategy Questionnaire or the LLSQ (2012). In LLSQ, the original classification of the language learning strategies of the questionnaire was based on the theory driving decision making and theories of skill-based learning strategies (Setiyadi, 1999).

In the questionnaire, students were provided with 80 items from LLSQ skill category. It consists of 3 groups of strategies, namely: cognitive strategies, metacognitive strategies, and social strategies. Cognitive strategies in learning were measured with the items numbers 1-11, metacognitive strategies were measured with item numbers 12- 17, and social strategies with item numbers 18-20.

The questionnaire followed the format introduced by Oxford (1990a and 1990b), which had been used to measure Indonesians' learning strategies by David and Abas (cited in Oxford, 1996), the responses *always* got the highest score (4) and those of *never* got the lowest score (1). In the questionnaire, students were given

instructions; students were asked to write their response to the statements on the separate answer sheet attached to the questionnaire. They would their response (1, 2, 3, 4, or 5) that tells *how true of them the statement is*. Number 1 means that it is never or almost never true of them, number 2 usually not true of them, number 3 somewhat true of them, number 4 usually true of them, and number 5 always or almost always true of them.

After answering the questionnaire, the learners were classified into those three kinds of learning strategies based on their highest score of questionnaire answers. Besides, the learner who belonged to the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. That category might include intelligent guessing, looking for patterns from sentences, inferencing, association, summarizing, grouping in the mind, deducting, imagery, and other mental processes.

Then, the learner who belonged to metacognitive category may include all activities such as planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, evaluating learning after an activity is completed, and using a graphic organizer, such as a concept map to identify the main concepts and link them together using lines or similar to a spider web.

Furthermore, the learner who belonged to social category may include all activities which are related to social-mediating activity and transacting with others, cooperation and question for clarification, joining a group, giving the

impressions- with a few well- chosen words- that you could speak the language, and counting on friends in learning process.

3.4.2 Test of Vocabulary Mastery

The researcher used vocabulary test of questions and multiple-choice answers as the instrument to collect the data.

All the words being chosen were content words. The words which were orthographically, phonetically, and semantically similar or the same were avoided because they were easily understood, for example *economy, data, objective, oxygen,* etc. This format of the test was considered practical, easy to administer and to score.

The test consisted of vocabulary questions in form of word meaning substitution. The words and questions for the test were gotten from students' textbooks which consisted the words that the students were expexted to master. The books were gotten from highschool school-based textbooks and the textbook the students used in the course.

The research was aimed at developing vocabulary test by using word frequency count and validating it as to see its acceptability. In addition, the main purpose of the test was to make sure if they master the words in the levels being tested which were useful for the students to pursue their study at school or university and language learning achievement.

3.5. Validity and Reliability

3.5.1. Validity of Questionnaire

One of criteria that determine the quality of a good instrument was its validity. According to Fraenkel and Wallen (1991: 151), validity was "the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes". It meant that the instrument should be designed fitted to the determined criteria so the researcher could obtain the desired data in order to draw correct conclusions for the research.

There arethreemajorspointon wherethequestionnairetobevalidated.There wereFacevalidity,ContentValidity,and ConstructValidity.Inthe questionnaire, FaceValidityrefers tohowwellthequestionnairewascomprehended by the respondents.Then,ContentValidity representsthelevelofrepresentativenessof eachitem proposed in thequestionnaire.It alsorepresentsthelevel ofthe appropriatenessofthequestionnairetoward studentsintheirlevelof comprehension.Ontheotherhand,ConstructValidityreferstotheformationof thequestionnaireproposed.Italsomadestudents easierto understand eachitems orderly arranged in threevariables investigated (cognitive, metacognitive, and social learning strategies). Moreover, according to Hatch and Farhady (1982) there were at least two kinds of validity should be fulfilled; content and construct validity.

The validity of the questionnaire can be seen from content validity. It means that the items of the questionnaire and the theory of the expert must be the same. The questionnaire consists of 80 items in multiple choice questions, where for the

construct validity the questionnaire is arranged in order to be based on language skill in form of tables.

The questionnaire that will be employed in the research is Language Learning Strategy Questionnaire or the LLSQ to find out learners' learning strategies in learning English. The Questionnaire used is LLSQ that developed by Setiyadi (2011), it has been standardized so it has good validity. The content validity of the LLSQ is partly determined by professional judgment. There are five language teaching experts matched the LLSQ items, with agreement 94%, against entries in three language learning category (Setiyadi, 2011).

3.5.2. Validity of Vocabulary Test

The validity of a test shows how far the test measures what supposed to be measured (Setiyadi, 2006), in order to measure whether instruments have a good validity or not. The researcher will analyze the instruments from content validity and construct validity.

Content validity is the extent to which a test measuring a representative sample of the content (Hatch and Fahady, 1982). In the content validity, the material of the test was appropriate with the material the students will face during their study in the course. The test had a purpose to measure students' mastery of vocabulary.

In this research, construct validity was used to measure the items of the test in students' vocabulary mastery Setiyadi (2006). It concerned with the test whether the test was actually in line with the theory focuses that was used to measure the

ability and it was used to the research which had many indicators' of vocabulary mastery.

3.5.3. Reliability of Questionnaire

Reliability can be defined as the extent to which a test produces consistent results when administered under similar condition (Hatch and Farhady, 1982: 244). The instrument which has low reliability means an invalid instrument. A test is called reliable if the score gained by the examinee is constant whenever and by whomever the test is conducted. To make sure whether the instruments were reliable, the researcher used the Cronbach's Alpha. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire would be (Setiyadi, 2006:167).

According to Arikunto (1998:260), the standard of reliability of the instrument can be described as follows:

1. 0.80 to 1.00 =veryhighreliability
2. 0.60 to 0.80 =highreliability
3. 0.40 to 0.60 =moderatereliability
4. 0.20 to 0.40 =low reliability
5. 0.00 to 0.20 =verylowreliability
6.

Moreover, since the LLSQ was a questionnaire for language learning strategies that had been developed using a Likert scale, a Cronbach alpha was used to measure the internal consistency of the items of the questionnaire. The reliability of the LLSQ was determined for each individual category of language learning strategy. With 79 participants from an Indonesian university, the Cronbach Alpha gave sub-scales of the LLSQ is.89, .82, and .75 for metacognitive, deep-level, and

surface-level categories respectively. The result of reliability analyzes of metacognitive, deep level cognitive, and surface level cognitive categories in speaking, listening, reading, and writing show that the items of the subcategories were highly correlated (Setiyadi, 2011).

3.5.4. Reliability of Vocabulary Test

Reliability is the consistency of the test. In the other words, according to Hatch and Farhady (1982), reliability is the extent to which a test produces consistent results when administered under similar condition. In order to measure the reliability, the researcher will use the product moment correlation, with formula as follows:

$$r_X - \frac{N \Sigma X - (\Sigma X)(\Sigma Y)}{\sqrt{\{\Sigma X^2 - (\Sigma X)^2\}\{\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Notes:

r_{xy} : coefficient reliability between x variables and y variable (Product Moment Correlation Formula)

N : the number of students in sample
Σx : the total score of odd number
Σy : the total score of even number
Σx^2 : square of x
Σy^2 : square of x
$\Sigma (xy)^2$: the sum of product of x and y scores of each students.

(Arikunto, 2006)

According to Hatch and Farhady in 1982: 246, Spearman Brown's Prophercy Formula is used to determine the reliability of the full test. The formula is:

$$r^k = \frac{2. r_X}{1 + r_X}$$

Where:
r^k : the coefficient of reliability of the whole test
x : coefficient of reliability of the half of the test (odd number items)
y : coefficient of reliability of the half of the test (even number items)

The result of the test can be interpreted based on the table of the criteria below (Ali, 1987):

Score	Indication
0.00 - 0.49	Low
0.50 – 0.89	Moderate (satisfactory)
0.90 – 1.00	High

The vocabulary mastery test was analyzedbu using Spearman Brown Formula to measure its reliability. From the analysis, the result of the computation was 0,97 (see Appendix 4). By considering the criteria of a reliable test, it was concluded that criteria of the test is high. It means that the criteria of the test had a very high reliability.

3.5.5. Level of Difficulty

Level of difficulty related to how easy or difficult the item taken from the point of view of the students who take the test. It was calculated by the following formula:

$$LD = \frac{R}{N}$$

Where:

LD   : level of difficulty
R   : the number of students who answer correctly
N   : the total of students following the test

The criteria as follows:

<0.03   : difficult
0.03 – 0.70   : average
> 0.70   : easy

From the result of level difficulty (Appendix 5), the researcher found out that 24 items were easy. They were items number 1, 3, 4, 5, 6, 9, 11, 12, 13, 17, 19, 24,

27, 28, 31, 35, 37, 38, 41, 45, 51, 54, and 57 . Then, there were twenty 36 items which were satisfied. There were items number 2, 7, 8, 10, 14, 15, 16, 18, 20, 22, 23, 25, 26, 29, 30, 32, 33, 34, 36, 39, 40, 42, 43, 44, 46, 47, 48, 49, 50, 52, 53, 54, 56, 58, 59, and 60. The easy items were revised, while the satisfied items were aministered in listening test.

3.5.6. Discrimination power

Discriminations power refers to the extent to which the items are able to differentiate between high and low level students on that test. A good item according to this criterion is "one in which good students do well and bad student fail" (Shohamy, 1985: 81).

The discrimination power was calculated by this following formula:

$$D = \frac{U - L}{\frac{1}{2} N}$$

Where:

D   : Discrimination power
U   : The number of students from the upper level who answered correctly
L   : The number of students from the lower level who answered correctly
N   : The number of students

(Shohamy, 1985: 82)

The criteria of discriminations are:

0.00 – 0.20   : poor
0.21- 0.40   : satisfactory
0.41-0.70   : good
0.70-1.00   : excellent
-(negative)   :bad items

From the result of discrimination power (Appendix 5), it was shown that there were 37 poor items, 19 satisfied items, and 4 good items. Based on the analysis, it was found that there were eight items omitted (12.19, 24, 35, 47, 53, 56, 60), seven items revised (5, 6, 13, 28, 31, 44, 48,), and 45 items administered. At last, there was 13% of items omitted, 11,67% of items revised, and 75% of items administered from 60 items. Finally, the researcher took 50 items to be used for vocabulary mastery test.

3.5.7. Scoring System

To guide the scoring of students' vocabulary, the researcher will use objective test scoring by Arikunto's formula (1997):

$$s = \frac{r}{n} \, x \, 100$$

Where:
s : the score of the test
r : the total of the right answer
n : the total items

3.6. Procedure

The material was based on these following procedures:

1. Selecting the instrument material

In selecting vocabulary materials, the researcher collected from textbooks vocabularies. The questionnaire were taken from LLSQ (Setiyadi, 2012: 35)

2. Determining the population and sample of the research

The sample of the research was determined through simple purposive sampling.

3. Administering try out

The researcher gave the test to another group of students in order to find out the vocabulary test validity and reliability.

4. Administering questionnaire

The researcher gave a list of several learning strategies questionnaire.

5. Conducting test

The test was aimed to find out the students' vocabulary mastery level.

6. Analyzing the data

After getting the data of students' reading learning strategies and vocabulary mastery, the researcher analyzed the data by comparing the result of learners'

3.7. Data Collecting Technique

In collecting the data, the researcher administered a test and a questionnaire to the students for gathering the data of the students' learning strategies and vocabulary mastery. The data collecting techniques are as follows:

1. Measuring the students' learning strategies

To measure the students' learning strategies, the researcher used a questionnaire. The questionnaire was taken from Language Learning Questionnaire (LLSQ) provided by Setiyadi (2012). The questionnaire consisted of 80 items of questions. The students were asked to imply their learning strategies especially in reading by

choosing a response of number from 1- 5 that represent their level of agreement towards the questions/ statement given in the questionnaire.

Each item in the questionnaire represented one's strategies in learning language. The students' response on the question or statements was determined for each individual category of language learning strategies; cognitive strategies, metacognitve strategies, and social strategies (Setiyadi, 2000).

2. Measuring the students' vocabulary mastery

The test that was used was multiple-choice test of vocabulary. The test was prepared particularly for measuring the breadth of students' vocabulary knowledge. The primary aim of this test was to investigate students' vocabulary knowledge based on certain levels.

All the words being chosen were content words. The words which were orthographically, phonetically, and semantically similar or the same are avoided because they are easily understood, for example *economy, data, objective, oxygen,* etc. This format of the test was considered practical, easy to administer and to score.

3.8. Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing of data obtain answer to research questions (Kerlinger, 1988: 125). The purpose of analysis was to reduce data to be intelligible and interpretable so that the relation of research problem could be studied.

In order to find out the correlation between students' learning strategies and their vocabulary mastery, the data was analyzed by these following procedures:

1. Scoring the questionnaire and the test

2. Tabulating the score

    After getting the raw score, the researcher tabulated the results of the test and calculated the scores of the questionnaire and the test.

3. Drawing conclusion

    The data that has been tabulated and scored are analyzed. The analysis that will be done is analyzing the validity and reliability of language learning questionnaire and vocabulary test. Then, the researcher will draw a conclusion from the tabulated result of the questionnaire and the test to find out the impact oflearners' language learning strategies to their vocabulary mastery

3.8.1. Questionnaire Scoring System

In analysing the data from the questionnaire test, the researcher got three kinds of data, the learners which used cognitive strategy, metacognitive strategy, and social strategy in each four skills. The data are meant to find the classification. In each skill, the researchercounted the score of each category and found the mean of each category's score. After finding each mean score of the categories, the researcher classified students in to three kinds of strategies by looking at the highest mean of these three categories. Last, the researcher analysed the data from each skills and found the highest mean of the four skills in each category.

3.8.2. Listening Scoring System

To find out students listening achievement from the listening test, the researcher uses Arikunto's formula in scoring the students' result of the test. The higher score would be 100

$$S = \frac{R}{N} \text{ x } 100$$

Where:

S is the score of the test
R is the right answer
N is the total of the items

For example, in appendix 2 there were some results of the listening test. Student number 1 got 17 true items of the test and 6 wrong items of the test. Based on the formula, the researcherdevided 17 true items with the total of the items 23 and times by 100 and the researcher got the score 73,9. Then, from the listening test, the researcher got the students' vocabulary mastery score. After the learners were classified into those three kinds of learning strategies in listening based on their highest score of questionnaire answers, then the researcher matched the vocabulary mstery score of the students with their strategies in order to find out the difference of the use of learning strategies toward learners' vocabulary mastery.

3.9. Hypotheses Testing

The hypotheses testing showing the impact oflearners' learning strategies and vocabulary mastery.

Therefore, the hypotheses are as follows:

H   There is a good impactof learners' language learning strategies to their

vocabulary mastery.

H_0 There is no impact of learners' language learning strategies to their

vocabulary mastery.

(Setiyadi, 2006:97)

Those were the methods of research that were used in this study, such as research

design, data source, research instruments, research procedures, data analysis, and

hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results of the research and the suggestions from the researcher to the other researchers and English teachers who want to conduct the research about the types of learning strategies used by the students in learning English and the correlation of the use of language learning strategies toward students' vocabulary mastery.

5.1. Conclusions

There were three types of learning strategies that the students used in learning listening at beginner learner of Just Speak English Learning Center. It was seen from the previous discussion that there were 14 students (46,67%) who used cognitive strategy, 6 students (20%) who used metacognitive strategy, and 10 students (33,33%) who used social strategy. The learners with different strategies had different characteristics in learning.

1. Metacognitive learning strategies worked the best for vocabulary mastery

Different strategies influenced different vocabulary scores. It could be concluded from the result and discussion before that the highest score for listening test belonged to the students who used metacognitive strategies. There are four steps of metacognitive strategies, namely *planning* before learning, *managing* the

learning process, *monitoring* the learning process, and *evaluating* what has been learned.

2. Most of language strategies users were Cognitive learner

There were 14 students (46,67%) who used cognitive strategy. Cognitive strategy was strategy which used cognitive processes in learning, like looking at the pattern of the sentences and translating word by word while listening. Besides, looking thoroughly at the explanation before, it can briefly concluded that metacognitive learning strategies were the strategies which plays function as the decision- making of one's learning.

3. Social learning strategies did not quite significant for vocabulary mastery

The mean score for the students who used social strategy in learning was 54,3. Social strategy deals with social activities involve in learning a second/foreign language, such as sharing ideas and thoughts to peers.

The mean score for the students who used metacognitive strategy in learning was 82,56, for the students who used cognitive strategy in learning was 68,9, and for the students who used social strategy in learning was 54,3. Therefore, the students need to choose appropriate strategies to help them in learning process especially in learning listening so that thay could get better achievements. In this case, metacognitive language learning strategies.

5.2. Suggestions

Related to the problems of this research and the information from the discussions of this research, the researcher would like to propose some suggestions as follows:

1. Suggestions for teachers:

    a. English teachers to explore more information and knowledge about the importance of learning strategies, thus making a more productive learning experience and enjoyment among the learners. Based on the result of this research the researcher found that the student who used metacognitive strategy got the best score of the other students who use the other strategies. Therefore the teacher is suggested to teach the student to use four strategies of metacognitive, planning, thinking, monitoring and evaluating in learning listening. Since the goal of this strategy teaches students how to become purposeful, effective, and independent students, so that student will have good mastery in vocabulary.

    b. English teachers should provide more learning strategies, since the more strategies used, the better the score.

2. English learner should use more strategies in learning English to gain better vocabulary mastery. Language Learning Strategy is not an absolute identity of particular person. It is a set of ways in learning language that one could use. The more strategies a learner used, the better vocabulary mastery one can have.

3. Suggestions for further research:

    a. The other researchers might find out more about the other elements of English in the connection with different learning strategies, such as grammar.

    b. The researcher may find out learning strategies used by learners in the different level.

c. The researcher should investigate the strategies in other skills, for example listening, speaking, and writing, in order to find out appropriate strategies which can be used by learners in the learning process.

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