

**A CORRELATION OF VOCABULARY LEARNING STRATEGIES AND  
STUDENTS' ACHIEVEMENT ON VOCABULARY SIZE TEST OF  
JUNIOR HIGH SCHOOL STUDENTS AT THE ORPHANAGE IN  
BANDAR LAMPUNG**

**(A Script)**

**By**

**M. Zahro Wardah**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2023**

## ABSTRACT

### **A CORRELATION OF VOCABULARY LEARNING STRATEGIES AND STUDENTS' ACHIEVEMENT ON VOCABULARY SIZE TEST OF JUNIOR HIGH SCHOOL STUDENTS AT THE ORPHANAGE IN BANDAR LAMPUNG**

By

**M. Zahro Wardah**

The aims of this research were to find out the average learners' vocabulary size, and whether there was any correlation between students' vocabulary learning strategies and their achievement on vocabulary size test. The sample of this research was 62 junior high school students from seven orphanages in Bandar Lampung, such as Panti Asuhan As-Salam, Panti Asuhan Afifah Afwa, Panti Asuhan Peduli Harapan Bangsa II, Panti Asuhan Ruwa Jurai, Panti Asuhan Mustika, Panti Asuhan Hasbi Rabbi, Panti Asuhan Yatim Madani. Vocabulary learning strategy questionnaires and vocabulary size tests were used to collect the data. The result of Pearson Product Moment correlation showed that  $p > 0.01$  level (2-tailed). It means there was a correlation between students' vocabulary learning strategies and students' achievement on vocabulary size tests. The result from descriptive statistics of students' vocabulary learning strategy questionnaire also showed that out of five categories of vocabulary learning strategies, the students from this research used social strategy more often than other strategies.

*Keywords: students who live at the orphanage, students' vocabulary learning strategies, students' vocabulary size.*

**A CORRELATION OF VOCABULARY LEARNING STRATEGIES AND  
STUDENTS' ACHIEVEMENT ON VOCABULARY SIZE TEST OF  
JUNIOR HIGH SCHOOL STUDENTS AT THE ORPHANAGE IN  
BANDAR LAMPUNG**

**A Script by**

**M. Zahro Wardah**

Submitted in a Partial Fulfillment  
of **The Requirement for S-1 Degree**

**In**

**The Language and Arts Education Department  
of The Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2023**

Research Title : **A CORRELATION OF VOCABULARY LEARNING STRATEGIES AND STUDENTS' ACHIEVEMENT ON VOCABULARY SIZE TEST OF JUNIOR HIGH SCHOOL STUDENTS AT THE ORPHANAGE IN BANDAR LAMPUNG**

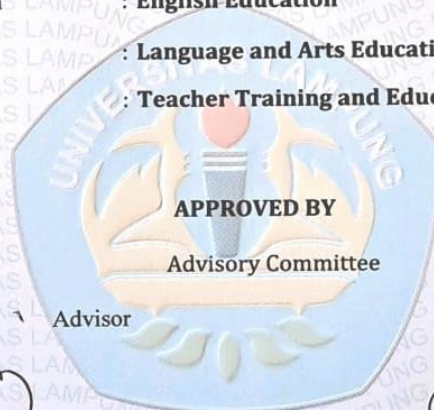
Student's Name : **M. Zahro Wardah**

Student's Number : **1813042051**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor

  
**Drs. Huzairin, M.Pd.**  
NIP 19580704 198503 1 006

  
**Fajar Riyantika, S.Pd., M.A.**  
NIP 19930723 201903 1 017

The Chairperson of

The Department of Language and Arts Education

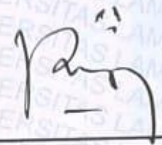


**Dr. Sumarti. M.Hum.**  
NIP 19700318 199403 2 002

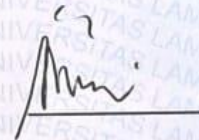
**ADMITTED BY**

**1. Examination Committee**

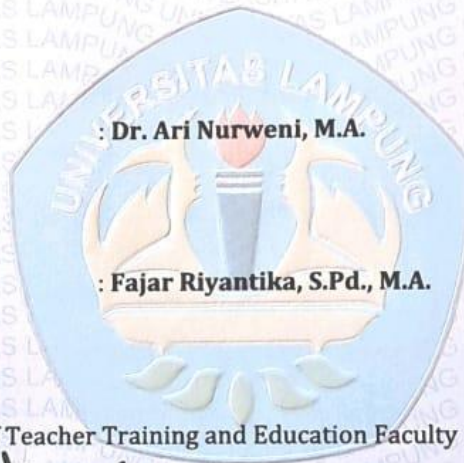
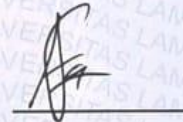
**Chairperson : Drs. Huzairin, M.Pd.**



**Examiner : Dr. Ari Nurweni, M.A.**



**Secretary : Fajar Riyantika, S.Pd., M.A.**



**The Dean of Teacher Training and Education Faculty**

**Dr. Br. Sunyono, M.Si.**  
NIP 19651230 199111 1 001

**Graduate on : April, 12<sup>th</sup> 2023**

**LEMBAR PERNYATAAN**

Nama : M. Zahro Wardah  
Npm : 1813042051  
Progrsm Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa Dan Seni  
Fakultas : Keguruan Dan Pendidikan  
Judul Skripsi : A Correlation Of Vocabulary Learning Strategies And Students'  
Achievement On Vocabulary Size Test Of Junior High School  
Students At The Orphanage In Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar lampung, 20 Juli 2023  
Yang membuat pernyataan,



M. Zahro Wardah  
1813042051

## CURRICULUM VITAE

M. Zahro Wardah was born in Jambi on May 4<sup>th</sup>, 2000. She is the third child of four children from the couple Sutriono and Lilik Suarni. She has two older brothers and one little sister.

She graduated from SMAS Muhammadiyah 2 Bandar Lampung and continued her higher education in English Education Study Program at the University of Lampung. During her study at Lampung University, she joined Rakanila (Radio Kampus Unila) and took Reportage as her division. She involved as a committee in Rakanila yearly event, Rakafair 2019 and Rakafair 2020.

She completed her Community Service Program (KKN) at Pekon Sukabumi and Teaching Practice Program (PLP) at SDN 1 Sukabumi, West Lampung in 2021. Furthermore, she participated in the Indonesian Ministry of Education, Culture, Research, and Technology program called *Kampus Mengajar 2* and had the opportunity to teach and help in developing school activities at SDS Muhammadiyah 3 Bandar Lampung for five months.

**MOTTO**

*'Fear is' only for those who do wrong. But if they later mend 'their' evil 'ways'  
with good, then I am certainly All-Forgiving, Most Merciful.*

(QS. An-Naml:11)



## **DEDICATION**

By offering her gratitude to Allah SWT for His abundant blessing to the authors' life, this research paper is proudly dedicated to:

Her beloved parents

Her beloved siblings

Her beloved family of English Department 2018

Her alma mater—Lampung University

## ACKNOWLEDGEMENT

*Alhamdulillah* *rabbi'l'aalamin*, first of all, the author would like to acknowledge her deepest gratitude to Allah the al-Mighty, the Most Gracious and The Most Merciful, who blesses the writer to accomplish this undergraduate thesis entitled “A Correlation of Vocabulary Learning Strategies and Students’ Achievement On Vocabulary Size Test Of Junior High School Students At The Orphanage In Bandar Lampung”. Invocation and greetings may be poured out on the Prophet Muhammad SAW, his family, and his disciples. May Allah bless them and give them peace. This work is submitted as one of the requirements for the Bachelor’s Degree of Teacher Training and Education Faculty, University of Lampung.

In this occasion, the writer would like to express her deepest gratitude and appreciation to:

1. Drs. Huzairin, M.Pd. as the first advisor who has contributed and given her guidance and motivation to accomplishing this research paper.
2. Fajar Riyantika, S.Pd., M.A. as the second advisor who have given her valuable feedback, constant encouragement and very helpful throughout the process of accomplishing this research paper.
3. Dr. Ari Nurweni, M.A. as the examiner who have given her valuable suggestions and feedback for the improvement of this research paper.
4. Dr. Feni Munifatullah, M.Hum. as her academic advisor and head of English Education Study program who have given her supportive guidance and thoughtful understanding
5. All of the lecturers and staff from English Education Study Program for the knowledge, guidance, support and help during her study.
6. Her beloved family, especially her parents for their endless love, support, and encouragement to the writer. Her siblings, *Mas Nanda*, *Abang Eet*, and *Adek Sasa*, for being a supportive sibling.
7. Her dearest college friends ‘Apa Aja’, Yasmin, Tifa, Dinanti, Tami and Nunik, thank you for being wonderful and supportive friends.
8. All the hand givers who have helped the writer unconsciously so the writer could accomplish this research paper.
9. All the students of the English Education Study Program 2018 for the unforgettable moments and memories that will be missed.
10. Lastly, the author wants to thank herself for not giving up to accomplish this research paper.

The writer realizes that her work is still far from perfection. Therefore, constructive criticism, comment and suggestion are welcomed for the better result. Hopefully, this study could contribute to the educational development, readers, and those who want to conduct further studies.

Bandar Lampung, April 2023

The author,

M. Zahro Wardah

## TABLE OF CONTENTS

ABSTRACT .....	i
DEDICATION .....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xiii
LIST OF GRAPHS .....	xiv
LIST OF APPENDICES .....	xv
<b>I. INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Research Question .....	6
1.3 Objectives of the Research .....	6
1.4 Uses of the Research .....	6
1.5 Scope of the Research .....	7
1.6 Definition of Terms .....	7
<b>II. LITERATURE REVIEW .....</b>	<b>9</b>
2.1 Concept of Learning Strategies .....	9
2.2 The Individual Strategies on language Learning .....	9
2.3 Discovery Learning Vocabulary Strategies .....	11
2.4 The Classification of Language Learning Strategies .....	13
2.5 The Importance of Learning Vocabulary .....	15
2.6 Vocabulary Size .....	16
2.7 Kinds of Vocabulary .....	18
2.8 Word Frequency and Text Coverage .....	20
2.9 Theoretical Assumption .....	21
2.10 Hypotheses .....	22
<b>III. METHODOLOGY .....</b>	<b>23</b>
3.1 Research Design .....	23
3.2 Population and Sample .....	24
3.3 Research Instrument .....	24
3.4 Validity of The Instrument .....	27
3.5 The Reliability of The Instruments .....	30
3.6 Scoring System .....	31

3.7	Research Procedure .....	31
IV.	RESULT AND DISCUSSION .....	32
4.1	Result of The Research.....	32
4.1.1	Result of Students' Vocabulary Learning Strategies.....	32
4.1.2	The Result of Students' Vocabulary Size Test.....	39
4.1.3	Correlation between Students' Vocabulary Learning Strategies and Their Achievement on Vocabulary Size Tests.....	40
4.1.4	The Correlation between Each Vocabulary Learning Strategies and Students' Achievement on Vocabulary Size Tests.....	41
4.2	Discussion.....	44
4.2.1	Discussion of Vocabulary Learning Strategies .....	44
4.2.2	Discussion of the Result Students' Achievement on Vocabulary Size Test .....	45
4.2.3	Discussion of The Correlation between Students' Vocabulary Learning Strategies and Their Vocabulary Size .....	46
4.2.4	Discussion of The Correlation between Each Vocabulary Learning Strategies and Vocabulary Size .....	47
V.	CONCLUSION AND SUGGESTION .....	50
5.1	Conclusion.....	50
5.2	Suggestion .....	51
5.2.1	For the Teacher.....	51
5.2.2	For Further Researcher .....	52
	References .....	54
	Appendices.....	58

**LIST OF TABLES**

Table 1. Vocabulary Size and Text Coverage.....	21
Table 2. Distribution of Vocabulary Learning Strategies in the Questionnaire....	27
Table 3. Descriptive Statistics of Vocabulary Learning Strategies.....	33
Table 4. The Result of Students' Vocabulary Size Test .....	40
Table 5. The Correlation between Students' Vocabulary Learning Strategies and Students' Vocabulary Size .....	41
Table 6. The Value of Correlation between Determination Strategy and Students' Vocabulary Size .....	42
Table 7. The Value of Correlation between Social Strategy and Students' Vocabulary Size .....	42
Table 8. The Value of Correlation between Memory Strategy and Students' Vocabulary Size .....	42
Table 9. The Value of Correlation between Cognitive Strategy and Students' Vocabulary Size .....	43
Table 10. The Value of Correlation between Metacognitive Strategy and Students' Vocabulary Size .....	43
Table 11. The level of Correlation .....	46

**LIST OF GRAPHS**

Graph 1. Result of the Questionnaire .....	33
Graph 2. Result of Determination Strategy .....	35
Graph 3. Result of Social Strategy .....	36
Graph 4. Result of Memory Strategy .....	37
Graph 5. Result of Cognitive Strategy .....	38
Graph 6. Result of Metacognitive Strategy .....	39

## LIST OF APPENDICES

Appendix 1. Student's Learning Strategy Questionnaire.....	59
Appendix 2. Vocabulary Size Test.....	67
Appendix 3. Source of Word.....	74
Appendix 4. Result of Vocabulary Learning Strategy Questionnaire.....	78
Appendix 5. Result of Students' Vocabulary Size Test.....	81
Appendix 6. Validity of The Questionnaire .....	84
Appendix 7. Reliability of The Questionnaire.....	85
Appendix 8. Inter-rater Agreement of Vocabulary Size Test .....	86
Appendix 9. Reliability of vocabulary size test.....	89
Appendix 10. Descriptive Statistics Questionnaire Vocabulary Learning Strategy .....	90
Appendix 11. Descriptive Statistics of each Vocabulary Learning Strategy .....	91
Appendix 12. Surat Izin Penelitian.....	93
Appendix 13. Surat Keterangan Telah Melaksanakan Penelitian .....	94



## **I. INTRODUCTION**

This chapter discussed the basic problem of the research which is covered in several points: introduction that deals with background of the research, research question, the objectives, the uses, the scope, and the definition terms.

### **1.1 Background of the Study**

Horwitz (1988) claimed that the most important part of learning a foreign language is learning vocabulary. In learning English as a foreign language, beginners need to know the vocabulary first and understand the meaning of the words. Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) as cited by Puteri (2022) defined vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. It means that vocabulary is a set of words that can be used in all language skills. In order to function reasonably well in the second language, learners should at least have 2000 words. Without possessing the minimum thresholds of vocabulary learners will face difficulties in all four language skills - listening, speaking, reading, and writing (Subon, 2013).

Vocabulary is one of the English components that need to be mastered by the learners. When learners are learning a new language, they should have a lot of vocabulary in order to make use of their language into four language skills that are listening, speaking, reading, and writing. In other words, if the students master vocabulary, the students will be able to produce so many sentences easily either

spoken or written in learning English. It is difficult for learners to express their opinions, ideas, and feelings if they have a limited vocabulary. They will find difficulties in arranging a sentence to express or mastering their language skills because of having too limited a vocabulary. Therefore, vocabulary mastery must be the first priority in English teaching and learning.

Communication without vocabulary is considered to be meaningless. English proficiency has been found to be closely related to vocabulary knowledge (Laufer, 1998; Nation and Meara, 2002). Vocabulary is considered a very essential component of any language (Waring and Nation, 1997). Lack of vocabulary obstructs learners' language development as a higher language level requires a higher number of words (Waring and Nation, 1997, Hu and Nation, 2000). According to Nation (2001), a large vocabulary can be acquired with the help of vocabulary learning strategies and they are useful for learners in all language proficiencies. Cunningsworth (1995) also stated that helping learners develop their vocabulary learning strategies is a powerful approach to helping learners acquire a large vocabulary repertoire.

Vocabulary has played an important role in mastering a language. It is believed that the more vocabulary is mastered by students, the easier they are to develop the four language skills, i.e., listening, speaking, reading, and writing. As stated by Lin et al. (2013), Hassan & Abubakar (2015), Bin-Tahir (2015), and Bin-Tahir & Hanapi (2017), that vocabulary is an integrated part of a language. It is believed that the increased of learners' vocabulary will affect to the better speaking and writing. In

addition, their researches show that the results of speaking and writing tests tend to increase. In short, vocabulary is the main core of language skills that provide the basis of how students use the language. Without mastering a lot of vocabulary and new strategies in learning vocabulary, students often have difficulty in learning, they are afraid to use the language and develop their capability independently like listening to the radio, listening to the speech of the native speaker, using language in different contexts, reading, and watching television. Fauziati (2015) also proposed that vocabulary is central to language and important to typical language learners. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, they often lost interest in learning.

The fact that vocabulary is one of the essential parts in learning a new language it is important to find suitable vocabulary learning strategies to help students improve their vocabulary effectively. According to Oxford, Nation, O'Malley, and Chamot (1990) vocabulary learning strategies are highly recommended for students in order to acquire the target language because students really need high motivation to develop their vocabulary independently. Moir & Nation (2008) argue that students must be able to choose which vocabulary needs to be learned and which does not need to be studied. In addition, Hu (2000) found that students who had knowledge of previous vocabulary had better abilities than those who supported those who did not have basic vocabulary knowledge. Nation and Waring (1997) argue that high school students must be able to master 2500-3000 words to meet the university's

criteria and still learn more vocabulary at the university. By knowing the proper way of learning to develop their vocabulary knowledge, they can learn better because each student has the uniqueness in learning to achieve successful language learning (Lightbown & Spada, 1993) as quoted in Orawee & Thanyapa (2011).

However, the previous studies conducted by Nugraha (2016) about comparing Vocabulary Size among Different Vocabulary Learning Strategies Used by Students in SMAN 15 Bandar Lampung found that the average vocabulary size of the students in SMAN 15 Bandar Lampung is 2166 words and the most frequently used for vocabulary strategy was social strategy. The first-year students of SMAN 15 Bandar Lampung tend to learn vocabulary by getting involved in social interaction like asking the teacher for translating and explaining the unfamiliar word, working as a group, and so on. The data for this study was collected through questionnaires and the student's results of the vocabulary size test. The population of this research was the first-year students of SMAN 15 Bandar Lampung. The total sample of students involved in this research was 100 students.

Another study, conducted by Yeh and Wang (2004), it was found that cognitive strategy was the most frequently used and social strategy as the least frequently used by the students. Good vocabulary learners and poor vocabulary learners were determined according to the overall scores on the VLT. The full score is 36 and After scoring, the top 25% of the participants were defined as good vocabulary learners, while the bottom 25% poor vocabulary learners.

In Nacera's (2010) study, the results revealed that the students use different types of strategies. They employed direct strategies, especially cognitive ones, which have a direct impact on processing information. They utilize, also meta-cognitive strategies more often than all the types of strategies groups to control and evaluate but less planning learning. They apply social strategies which let them interact with other English speakers. The students with higher vocabulary sizes use specific strategies more often than the students with lower vocabulary sizes. They use an image or picture to remember the word, try to talk to native English speakers, and use it in different ways, they make summaries, and guesses when they don't understand unfamiliar words, they look for opportunities to read English and they ask for help.

Based on the previous explanation, there were many kinds of research that had been conducted related to the student's vocabulary learning strategies and vocabulary size, and all of the participants from the previous were students from regular school and did not specifically live in the dormitories like the students from the orphanage. In this study, the researcher will look for differences in learning strategies related to students' English vocabulary who lives in the orphanage dormitory.

The background and the previous study above showed the result have motivated the researcher to investigate the most frequently used strategies to enhance student vocabulary and also to investigate the vocabulary size of the students who live at the orphanage in Bandar Lampung. This research is also conducted to add a number of studies about students' vocabulary learning strategies and their vocabulary size,

especially for the students who live in the orphanage dormitory since they have a different situation from the students who live at home.

### **1.2 Research Question**

In line with the background stated previously, the researcher formulates research problems as follows:

1. What are students' vocabulary learning strategies at the orphanage in Bandar Lampung?
2. Is there any correlation between students' vocabulary learning strategies and their achievement on vocabulary size tests?

### **1.3 Objectives of the Research**

By relating to the research question, the objectives of the research are formulated as follows:

1. To find out students' vocabulary learning strategies to improve their English vocabulary.
2. To find out the correlation between students' vocabulary learning strategies and their achievement on vocabulary size test

### **1.4 Uses of the Research**

In relation to the research questions and objectives, the finding of the research may be beneficial not only theoretically but also practically. The uses of the research are as follows:

1. Theoretically, the result of this research may support the theories on student strategies for enhancing their English vocabulary.
2. Practically, the result of this research can be used as a consideration for English teachers to use the student vocabulary learning strategy to help them increase their vocabulary knowledge.

### **1.5 Scope of the Research**

The focus of this study was the strategy used by the junior high school students at seven orphanages in Bandar Lampung such as Panti Asuhan As-Salam, Panti Asuhan Hasbi Rabbi, Panti Asuhan As-Salam, Panti Asuhan Ruwa Jurai, Panti Asuhan Peduli Harapan Bangsa II, Panti Asuhan Yatim Madani, and Panti Asuhan Mustika in learning English vocabulary. It also focused on the vocabulary size of junior high school students at the seven orphanages in Bandar Lampung. The research was conducted through a questionnaire and statements that related the way students' strategies in learning English vocabulary and vocabulary size tests to find out the students' vocabulary size.

### **1.6 Definition of Terms**

Some terms are defined in order to give basic understanding in relation to variables and concepts. These are stated below:

#### **1. Vocabulary**

Vocabulary is defined of several words which convey a particular meaning, the way individually words do. (Hornby, 1995) assume that vocabulary is the total number

of words in a language, all the words known by a person or used in a particular book, subject, etc. and a list of words with their meaning. Vocabulary is considered as a vital aspect in language use and a core element in learning and mastering a FL as Rubin and Thompson (1994) state that “one cannot speak, understand, read or write a foreign language without knowing a lot of words”.

## **2. Learning Strategy**

According to Oxford (1990), learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.

## **3. Vocabulary Size**

Learner's knowledge of the form of the word and the ability to link that form to a meaning Coxhead (2015).



## **II. LITERATURE REVIEW**

In order to reach the goal of this research, there are several points which will be discussed in this chapter. They are classifying into the following terms:

### **2.1 Concept of Learning Strategies**

(Oxford, 1990: 8) Learning strategies are specific actions taken by a learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation. Chamot (2004), defines learning strategies as the thoughts and actions that individual use to accomplish a learning process. Wenden and Rubin, 1987 cite by Sedighi 2006 stated that learning strategies include any set of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval and use of information. Learning strategies also constitute the steps or actions consciously selected by learners either to improve the learning of the second language, the use of it or both (Cohen, 1998:3).

Strategies has become an important thing that should be consider by the students, because when the students already know about their learning strategies it makes the learning process more effective for both of the students or the teacher, it also makes the students reach their goal in mastering the material after learning process. In summary, earning strategies are a set of operations, plans or steps used by learners to get and improve their aim in acquiring, accomplishing and gathering information during teaching-learning process.

### **2.2 The Individual Strategies on language Learning**

Every individual is different, they are inevitably variable. They have certain learning styles and strategies, included in the learning a foreign language. Griffiths, 2008:94; cited by Ansyari, 2016, stated that many factors construct the outcome of an individual's language learning; there are learner variables (such as aptitude, learning style, motivation, age, beliefs, culture, gender, personality, metacognition, or autonomy) and learning variables (such as vocabulary, grammar, pronunciation, function, skills, teaching or learning method, strategy instruction, error correction, or task).

O'Malley and Chamot (1990) described learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Based on that, students can select the activity based on their preference in order to make learning becomes more enjoyable. For example, some students practice English with friends at schools and some practice English with people who can speak English outside the classroom to learn new vocabulary and to be familiar with it. Some students also learn new English by reading English text and some by listening to music in English. Various strategies are performed by learners in order to improve their English vocabulary and help them achieve their goal in learning. In term of vocabulary learning, Catalán (2003) says that vocabulary learning strategy is the knowledge about mechanism (processes, strategies) used in order to learn vocabulary as well as steps or action taken by students to find out the meaning of unknown words. Based on the statements above vocabulary learning strategy is any set of techniques; including actions or mental processes that learners

use in order to facilitate their English vocabulary learning with the purpose of enhancing their vocabulary size.

### **2.3 Discovery Learning Vocabulary Strategies**

Vocabulary learning strategies (VLS) are a subset of language learning strategies. When particular approaches are used by second language learners for the acquisition of 10 new words in the second language they are called ‘vocabulary learning strategies’ (Gu, 1994). Schmitt (1997) develops a comprehensive inventory of vocabulary learning strategies. He divides the strategy into two groups namely discovery strategy and consolidation strategy. Discovery strategy consists of determination strategy and social strategy while in consolidation strategies involves social strategy, cognitive strategy, metacognitive strategy, and memory strategy.

#### **a.) Discovery Strategies**

The type of vocabulary learning strategies according to Schmitt (1997) is a strategy used to infer the meaning of the unknown words. There are two strategies in discovery. These strategies will be explained as follows:

- 1) Discovery-determination is a strategy used by the learner to discover new words meaning without another person assist (e.g. analyzing part of speech, checking for L1 cognates, guessing from context, and use of bilingual or monolingual dictionary).
- 2) Discovery-social is a strategy used by the learner to discover new words by asking someone for help (e.g. asking the teacher for an L1

translation, asking classmates for meaning, and discovering meaning through a group work activity).

b.) 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 are strategies will be discussed below:

- 1) Consolidation-social, a strategy where the learners discover the new words by including in cooperative group learning through which learners 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).
- 2) Consolidation-memory, this strategy relates 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).
- 3) Consolidation-cognitive, this strategy is similar to memory strategies but it is not focused on manipulative mental processing. They include repetition and use mechanical means (e.g. note-taking, verbal repetition, written repetition, word lists, flash cards, and keeping a vocabulary journal or notebook).
- 4) Consolidation-metacognitive, it 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).

In short, vocabulary learning strategy is a specific actions, behavior, tactics, or techniques, facilitate the learner learning the target language.

## **2.4 The Classification of Language Learning Strategies**

According to Oxford, language learning strategies are divided in to two major classes: direct and indirect, in her Strategies Inventory for Language Learning (SILL) Oxford (1989), emphasized six categories namely: Memory strategies (e.g., grouping, representing sounds in memory), cognitive Strategies (e.g., repeating, analyzing, getting the idea quickly and taking notes), compensation strategies (e.g., switching to the mother tongue, using other clues), metacognitive strategies (e.g., linking new information with already known one, self-monitoring), affective strategies (lowering anxiety by use of music, encouraging oneself and discussing feelings with others) and social strategies (asking for clarification, cooperating with others and developing cultural understanding). The six categorize above are divided into two major classes there are:

### 1) Direct Strategies

Language learning strategies that directly involve the target language are called direct strategies. This strategy is use when the teacher makes expectations perfectly clear and gives definitions or explanations usually in the form of a lecture in giving the material. The subgroup of categorize that include in this strategy are:

- a. **Memory Strategy:** Memory strategies are techniques to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps students to store in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help the student to get the information back. Usually, the students applying images or sounds and reviewing the material given.
- b. **Cognitive Strategy:** Cognitive strategies used to help the student to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis, and drawing conclusion. For example, the student uses dictionary to find difficult words.
- c. **Compensation Strategy:** compensation strategies are employed by the student to compensate the missing knowledge in the target due to lack of vocabulary. The strategies help to allow the student to use the language to speak and write in the target language even when their vocabulary is limited.

## 2) Indirect Strategies

In contrast, the indirect method requires students to do critical thinking in order to understand the material, teacher also give the students the learning responsibility to the students, so, teacher will be focus to be their guiding the students during learning process. There are also three subgroup that belong to indirect method, they are:

- a. **Meta-cognitive strategy:** metacognitive strategies are employed by the student to help them coordinate the learning process by centering,

arranging, planning, and evaluating their learning, this help learner to control their own learning. Student will also be able to plan what their learning strategies should be and change them if they are not suitable. For example, over-viewing with already know material and deciding in advance on what pay attention to.

- b. Affective strategy: affective strategies are techniques to help the student control their emotions, attitudes, motivations and values. These strategies have a powerful influence on language learning because they allow the student to manage their feelings.
- c. Social strategy: social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people; it is a form of social behavior. For example, questioning for understanding or facts and work together with peers or speaker of the target language including native in order to improve their ability.

## **2.5 The Importance of Learning Vocabulary**

Vocabulary is an essential part for learner who wants to learn a foreign language. Ghazal (2007, p.84) states that vocabulary learning is one of the major challenges foreign language learners faces during the process of learning a language. English is used as a foreign language in Indonesia, so it is hard for the learner to be familiar with English at school because most of the student schedule at school in Indonesia

conduct only two meetings in a week for English subject and it is not effective to make the students familiar with English if it is only at school.

Learning vocabulary is important in for the learner from English as a second language (ESL) and English as a foreign language (EFL) because, learning vocabulary item plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011 as cited in Alqahtani, 2015).

In an attempt to particularly analyze the findings of general learning research and vocabulary learning studies, three general conclusions have been made by Schmitt (1997) which are respectively as follow: first, the significance of vocabulary learning by most students prompt them to employ more strategies for this aspect of language learning than others; second, the students overuse some mechanical strategies such as memorization, note-taking, and repetition in contrast to deep processing strategies such as guessing, imagery, and the keyword technique; and finally, they use a variety of strategies which is one of the vital characteristics of an effective learner who takes the initiative to manage her/his vocabulary learning.

In conclusion, as a foreign language learner, students must be able to master its vocabulary. Otherwise, it will be hard for the learner to get information from oral or written.

## **2.6 Vocabulary Size**



Vocabulary size refers to the number of words a learner has in mental lexicon. Coxhead (2015) defined vocabulary size as Learner's knowledge of the form of the word and the ability to link that form to a meaning. Vocabulary as the basic element of language in hence we can say that the quality of the students' language performance will depend on their vocabulary size. Vocabulary knowledge provides the essential building blocks of language and without vocabulary neither language production nor language comprehension is possible. vocabulary size in infancy is considered a strong predictor linguistic and cognitive abilities at four years (Feldman, Dale, Campbell, Colborn, Jurs-Lasky, Rockette & Paradise, 2005 cited by Milton, 2013) and even at eight years (Marchman & Fernald 2008). Vocabulary size is also linked to the acquisition of competence in reading (e.g. Ouellette 2006) and, in turn, to success in school (e.g. Biemiller & Boote 2006; Bornstein & Haynes 1998; Tymms, Merrell & Henderson 1997). Tsuraya (2018) also concludes that vocabulary size as the stock of words used to express thoughts, feelings and to communicate to other people both oral and written forms and as foreign language (FL) learners, the best way to measure their vocabulary size is based on how many words that appears in textbooks (Nation, 2001).

Nation (1990) as cited by Hamzah (2009) analyzed one text for young native speakers and another for native speakers at the secondary level, and found that about 87% of the words in the text were all in the most frequent 2,000 headwords (base words) of English. According to Nation (1990), all learners need to know about 2,000 to 3,000-word level in order to function effectively in English. For instance, it is difficult for learners to read complicated texts unless they know high frequency

words. These words occur often in the material read or listened to, and they occur in many different kinds of material on many different topics. Similarly, drawing on the previous studies, Laufer (1997) suggested that the threshold vocabulary size essential for reading comprehension is about 3,000-word level. It was shown that learners below the 3,000-word vocabulary level did poorly on the reading test regardless of how high their academic ability was. In terms of text coverage, the 3,000-word families were reported to provide coverage of between 90% and 95% of any text. Furthermore, it is necessary to have good knowledge of at least 5,000 words if someone aims to read advanced, authentic, academic texts (Hirsh & Nation, 1992). In short, these studies suggest a threshold size of around 2,000 high-frequency words for effective basic language use and a vocabulary size of 3,000 to 5,000 words for successful text comprehension. On the other hand, a question emerges that how many words should a learner of English as a second or a foreign language learn? Many scholars have done research in this respect. Some scholars think that 2,000 key words are the least requirements (Nation, 2005). But if one wants to learn English better, 5,000 words are needed (Schmitt, 2000). Other think 3,000 words are the least requirement, and if one wants to learn English well, 8,000 words are necessary. It is reported that vocabulary size for Japanese high school students is 5,000 words. It is also reported that the vocabulary size for Russian high School students is 9,000 words.

## **2.7 Kinds of Vocabulary**

Vocabulary means a list of word usually arranged in alphabetical order and defined. It means that Vocabulary is contained of many words which is needed to be known

and mastered. Vocabulary is all the word that can be combined into one sentence and had certain meaning. It can be said that vocabulary is the most important thing that we need to communicate a specific vocabulary is the most important thing that we need to communicate a specific purpose. Hatch and Brown (1995) indicate two kinds of vocabulary: *receptive vocabulary* and *productive vocabulary*..:

a. Receptive vocabulary:

It is vocabulary that learners recognize when reading text or listening to the text.

b. Productive vocabulary:

Webb (2005) defined vocabulary as a process of active word because learners can generate words to express their thoughts and feelings which understood by others. This vocabulary is used when the students produced the word on writing and speaking.

Nordquist (2020) stated that word in English also either a *content word* or a *function word*.

a. Content word

Corver (2013) characterized content word as lexical item which have relatively 'specific or detailed' semantic content and carry the principle meaning of the sentence. Content words are *nouns*, *verbs*, *adjectives*, and *adverbs*. A noun tells which object and a verb tells about the action happening or the state. An adjective provides details about the objects and people and an adverb presents how, when, or where something is done (Puteri, 2022)

b. Function word

As the opposite of the content word, function word has more ‘non conceptual’ meaning and fulfill an essentially ‘grammatical’ function; in a sense they are needed by the surface structure to glue the content words together, to indicate what goes with what and how (Corver,2013). Function words are important for understanding, but they add little in meaning beyond defining the relationship between two words. Function words include: auxiliary verbs, prepositions, articles, conjunctions, and pronouns.

In vocabulary there are also kind of vocabulary that appear frequently in a normal use. Notion (1997) suggests that there are 3 types of word frequency, that is, high-frequency words, specialized vocabulary (academic words), and low-frequency words. According to several studies, the high-frequency words approximately have 76.1 % to 82.5% text coverage, academic word list (570-word families) represent 8.5% to 10%, and low frequency words rarely occur in textbook and have low text coverage. As a general principle, Notion (1997) indicates that 2,000 words level is enough for productive use in speaking and writing.

## **2.8 Word Frequency and Text Coverage**

Word frequency refers on how often the word occurs in normal use and text of the language. Notion (1997) as cited by Lestari (2020) suggests that there are 3 types of word frequency, that is, high-frequency words, specialized vocabulary (academic words), and low frequency words. According to several studies, the high-frequency words approximately have 76.1 % to 82.5% text coverage, academic word list (570-word families) represent 8.5% to 10%, and low frequency words rarely occur in

textbook and have low text coverage. As a general principle, Nation (1997) indicates that 2,000 words level is enough for productive use in speaking and writing. Here are some figures showing what proportion of text is covered by certain number of frequency words:

*Table 1. Vocabulary Size and Text Coverage*

Vocabulary Size and Text Coverage	
1000	72.0%
2000	79.7%
3000	84.0%
4000	86.8%
5000	88.7%
6000	89.9%
15.851	97.8%

## **2.9 Theoretical Assumption**

Knowing the vocabulary is the most important things to be learn when we start study a new language. Without vocabulary, it is hard to communicate whether in written or orally. In order to mastering the vocabulary, every person has a different way to learn and acquiring new vocabulary. According to Oxford, (1990: 8) learning strategies is “Specification taken by learner to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations”. Clearly, if the students have a suitable strategy, it will make their learning process more efficient, yet their vocabulary size can be optimal.

Learning strategy is an essential part for the learners to be able to get the language target and all of them may have a different strategy. Proper strategy will bring a good impact on the students' vocabulary learning. Having a vocabulary size test will help the student to know the result of their method on learning vocabulary.

### **2.10 Hypotheses**

The hypothesis is the provisional answer to the research problems or questions. Concerning the theories and the assumption above, in respect to the research questions, the hypotheses for this research are formulated as follows:

H1: There is a correlation between student's vocabulary learning strategies and their achievement on vocabulary size tests

### III. METHODOLOGY

This chapter presents the explanation about procedures which are taken in this research to find out the answer to the research question. This chapter includes research design, population and sample, instruments, research procedure, data analysis, and hypothesis testing.

#### 3.1 Research Design

The design of this research used ex post de facto design in which there is no control group and no treatment to the sample, but only collecting the data and analyzing it among the variables in the research. The participant ranging in age 12 to 18 and they come from a various orphanage in Bandar Lampung. It is a quantitative study. In conducting this research, the researcher is using questionnaire to gain the data from the participant and using vocabulary size test to measure students' vocabulary knowledge. The research design is illustrated as follows:

**T1 → T2**

Notes:

T1 : The questioner to find out the students' vocabulary learning strategy.

T2 : The vocabulary test to find out the vocabulary size of the students.

→ : to correlate the correlation between two instruments

(Setiyadi, 2006:145)

### **3.2 Population and Sample**

According to Ary et al., (2010:148) population is defined as all members of any well-defined class of people, events, or objects. Other statements, Kohari (2004:55) states that the definition of the population of the research is all items in any field of a research study. The population of this research is Junior High School students at The Orphanage in Bandar Lampung.

Sample is the selected participants taken from the population for the research study. Arikunto (2006) stated, a part that can represent all the population observed. It is called sample research when we want to generalize the sample research result. The sample of this research is 62 students from 7 orphanage in Bandar Lampung. The researcher only focused on the result of students' vocabulary learning strategies and the students' vocabulary size. The sample was taken by using purposive sampling.

### **3.3 Research Instrument**

The research of vocabulary learning strategies was done by applying a quantitative research method. According to Creswell (2013) in quantitative research, researchers used the instrument to observe, measure and collect data related subject studied. The research design was survey and used questionnaire and vocabulary size test as the instrument. Furthermore, this study focusses on using survey whereby to collect quantitative data by distributing questionnaires and analyzing statistical data to find out the results of research questions. The vocabulary size test also used to measure



students' knowledge on vocabulary. The result data of the vocabulary test was analyzed at the same time with the questionnaire

a. The Questionnaire

The questionnaire required 15 minutes to be answered the questionnaire items were intended to measure the vocabulary learning strategies preferences under five categories of strategies, those are determination, social, memory, cognitive, and metacognitive strategies. The questionnaire instruments consisted of 30 items, there would be 6 questions for each strategy. It was designed specifically based on Schmitt's (1997) taxonomy of second language vocabulary learning. The questionnaire will be translated into Bahasa Indonesia in order to facilitate the students in understanding the questionnaire.

After deciding the subject, the researcher will give the questionnaire to the sample. In addition, the result of the questionnaire will be scored based on the Likert Scale. The scores range from 1 to 5. There are five options to answer the question in one item of the questionnaire. Those are:

1 = Never (tidak pernah)

2 = Seldom (jarang)

3 = Sometimes (kadang-kadang)

4 = Often (sering)

5 = Always (selalu)

b. The Vocabulary Size Test

The vocabulary size test consisted of 40 questions consisting of content word and required 45 minutes for students to answer all of the question from the vocabulary size test. The test has given to the subject in order to measure their vocabulary size. The format of the test was an adapted version from the original new version of the Vocabulary Size Test designed by Schmitt and Clapham (2000). The format of the test is like the following example (with the expected answers):

- |               |                     |
|---------------|---------------------|
| A. Crack      |                     |
| B. Win        | 1. <u>A</u> Broken  |
| C. Birth      | 2. <u>E</u> Job     |
| D. Rule       | 3. <u>B</u> Victory |
| E. Occupation | 4. <u>F</u> Tidy    |
| F. Neat       |                     |

Besides that kind of test, there were also multiple choice questions adopted from Puteri (2022) on this Vocabulary size test. Here is the example of the multiple choices question in this test:

1. Dinanti : Pardon, can you \_\_\_\_ it? I cannot hear your voice clearly.  
Tifalia : Sure.  
A. Say  
B. Repeat  
C. Talk  
D. Read

This test was not measure deep lexical knowledge because according to Nation (1990), word recognition measures only tap into a small part of the complexity of the vocabulary knowledge of any given language learners, a word recognition count can be a useful indicator of the outer limits of the learner's vocabulary knowledge.

### 3.4 Validity of The Instrument

Generally, the validity of a test shows how far the test measures what is supposed to be measured (Setiyadi, 2006). A test is said to be valid if it measures accurately what is intended to measure.

#### a. Validity of The Questionnaire

Construct validity was used to measure the validity of the questionnaire. Nurweni (2018) stated that, Construct validity refers to test validity in term of whether the test items or tasks have been written based on the theory of what is being tested.

The composition of the questionnaire items was presented in the table below:

*Table 2. Distribution of Vocabulary Learning Strategies in the Questionnaire*

Strategy Measured	Number of Questionnaire
Determination strategy	1-6
Social Strategy	7-12
Memory Strategy	13-18
Cognitive Strategy	19-24
Metacognitive Strategy	25-30

The table above showed that all of the aspects of vocabulary learning strategies had been included on the questionnaire. Thus, it was considered that the construct validity of the questionnaire had been standardized.

#### b. Validity of the Vocabulary Size Test

Validity is a matter of relevance. It can be aid that validity is the test measures

what is claimed to measure. To measure whether the test is good or not, it can be analyzed from its face validity, content validity and construct validity. The validity of the test in this research relates to:

a) Content Validity

Hatch and Farhady (1982) state that content validity is the extent to which the test measures a representative sample of the subject matter content. If the test had represented all the ideas of the material which would be measured, the test had fulfilled the content validity (Setiyadi, 2018:20). To fulfill the content validity, the researcher looked at the items or questions and analyzed whether the test had represented the whole material that would be measured. The researcher has made the vocabulary test based on the junior high school English curriculum, and from Oxford learner's word list 3000 and 5000 the most important words to learn English, the vocabulary range is taken randomly using systematic random sampling.

b) Construct Validity

Nurweni (2019) stated that Construct validity examines whether the test is completely compatible with the theories about what will be measured, namely vocabulary. A test can be said to be valid if the test items are: measure each aspect that corresponds to the specific purpose of instruction, which in this test, each item is designed based on the word classes of vocabulary. If the questions or items have measured the vocabulary, the test has fulfilled the construct validity (Setiyadi, 2018:22). In this research, the researcher made the test items related to the type of

vocabulary, i.e., content words—noun, verb, adjective, and adverb; also, the items constructed have been validated by English teachers.

#### c) Face Validity

Mosier (1947) implied the term of face validity is thus used to imply that the appearance of a relationship between the test and the external criterion is sufficient evidence of pragmatic validity. The concept of validity by assumption gains strength from the legitimate use of the term face validity to mean validity by definition. The superficial similarity, however, between the two concepts should not deceive us into accepting either the truth of the one or the necessary falsity of the other. An examination of the ways in which the term face validity has been used indicates three frequent meanings. These are sufficiently similar as to be confused, yet so different in their implications that to understand one meaning where another was intended leads to a wholly erroneous interpretation. The three meanings which have been attributed to the term may be characterized as: (1) validity by assumption, (2) validity by definition, and (3) the appearance as well as the reality of validity.

#### d) Inter-Rater Validity

The researcher measured the validity of vocabulary size test using inter-rater validity. The degree of agreement among raters is termed as inter-rater validity (Setiyadi, 2018). Norbert Schmitt, Diane Schmitt and Caroline Clapham used native speakers to explore whether there were any indications that proficient L1 speakers would have problems with the Levels Test. In this research, the researcher using the raters assessed whether the vocabulary size test is suitable or not for junior high

school student's vocabulary level. For evaluating and deciding the validity of vocabulary size test, the researcher adapted those kinds of validity and consider the decision from the 3 raters (English teachers) at the school. Additionally, the item must be dropped if two raters do not accept it.

### 3.5 The Reliability of The Instruments

Reliability refers to the consistency of the measure. It means that a test is reliable if it has stable score from one test to another test. Setiyadi (2018:13) said that reliability is a consistency of a measurement or how far that measurements can be measured similar subjects in a different time but showed the same result.

#### a. Reliability of the Questionnaire

To find out the reliability of the questionnaire, the researcher will use Cronbach's alpha reliability which is counted based on the correlation between each item of learning strategy scale and range of 0 to 1 with the minimum score is 0.70. According to Setiyadi (2006: 190-191), as cited in Amelia, Setiyadi, and Sudirman (2015), the higher alpha is, the more reliable the questionnaire will be.

#### b. Reliability of Vocabulary Size Test

To examine the reliability of the vocabulary size test, the researcher will measure it by using Kuder Richardson formula and analyzed using SPSS, KR21:

$$r_i = \frac{K}{(K-1)} \left( 1 - \frac{M(K-M)}{K \cdot St^2} \right)$$

Notes:

K: Total number of test items

M: Mean of the score test

St<sup>2</sup>: Variance of the test

### **3.6 Scoring System**

In scoring students' result of the test, Percentage Score has been used by researcher.

The ideal highest score is 100. The formula adopted by Arikunto (1997: 212) was employed. The score of vocabulary size will be calculated by using as follow:

$$S = \frac{R}{N} \times 100$$

Notes:

S: Score of the test

R: Total of the right answer

N: Total number of the items

### **3.7 Research Procedure**

The procedures for collecting the data are as follows: Determining the research question for the questionnaire and vocabulary size test then, determining the focus of the research, determining the instruments, determining the population and sample of the research, distributing the instruments, analyzing the data and drawing a conclusion.

## V. CONCLUSION AND SUGGESTION

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

### 5.1 Conclusion

Based on the data analysis, the research on the correlation between vocabulary learning strategies and students' achievement on vocabulary size tests of junior high school students at the orphanage in Bandar Lampung comes to the conclusion as follows:

1. The study provides evidence that the most frequent strategy chosen by the students in this research is social strategy. This result is in line with the study by Alhaysony (2012) with Saudi EFL Learners. The study showed that the social strategy had a correlation with students' vocabulary size. This strategy was related to the student's participation during the learning process, such as asking the teacher for an L1 translation, asking the teacher for a paraphrase or synonym of the word, practicing and asking about meaning in a group, etc. The result from this study showed that the students living at the orphanage in this research rely on the teacher or friends in order to learn new vocabulary during the learning process.
2. The result findings after the variable were analyzed by using Pearson Product Moment Correlation it was revealed that there was a correlation between students' vocabulary learning strategies and their achievement on vocabulary size tests.



Other than that, the result of this research showed that metacognitive was the least chosen strategy by the students, and the result was in line with Waldfogel's research (2003) as cited by Lestari (2020), which found that foreign language learners had a lack of metacognitive knowledge. Lestari (2020) stated that the students who use this strategy usually use internet access as media for learning English, for example watching videos in English or accessing English-language sites. Even though it is a lot easier to access the internet nowadays, since the students in this research live in the orphanage, they have limited resources to access the Internet to learn English.

## **5.2 Suggestion**

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

### **5.2.1 For the Teacher**

The results of this research can be used as information both for teachers and students, especially for the students living at the orphanage. Since the social strategy was the most frequently used by the students, it means that the teacher should explain the material in the class clearly. The teacher and the students should be more active during the learning process. The students can ask the teacher about the vocabulary and the teacher can be explaining it clearly so the student can understand easily what the teacher means. The teacher could also give an assignment that can be discussed by the students with their friends through group discussion to make the students more active during the learning process in the class.

Also, since the students living in the orphanage had limited access to learn English, the students really rely on the material that the teacher teach in the class and because of that, the teacher should be more creative during the learning process to gain the student's attention.

Since there is a correlation between students' vocabulary learning strategy and their achievement on vocabulary size tests, The teachers should also emphasize the other element of vocabulary learning strategies used in the classroom implicitly, so the students unconsciously could understand which specific vocabulary learning strategy they should use in order to improve their own vocabulary size. Cohen (2002) suggests that strategy training should be integrated into the language curriculum under the guidance of the teacher and it should be implemented into the language lesson in the forms of various activities and tasks where a wide range of strategies are practiced.

### **5.2.2 For Further Researcher**

This research was limited by the sample size. Since the result was likely compatible in some fields but not others, it should not be generalized to all contexts of the situation. As a result, further research on vocabulary learning strategies should attempt to investigate with larger sample size and random subjects in order to obtain more reliable results. In addition, it is suggested that future research employ multiple instruments, such as qualitative observation and interviews, in order to obtain data on the frequency with which vocabulary learning strategies are utilized and contribute to more reliable research. Additionally, it is possible for future

research to investigate with randomization of subjects, a larger sample size over a longer period of time, and the addition of additional variables.

## References

- Alhaysony, M. (2012). Vocabulary discovery strategy used by Saudi EFL students in an intensive English language learning context. *International journal of linguistics*, 4(2), 518-535.
- Amelia, N. C., Setiyadi, A. B., & Sudirman, S. S. (2015). *Comparison Of Vocabulary Learning Strategies Used Based On Gender And Vocabulary Size*. *U-JET*, 4(5).
- Ansyari, M. F., & Rahmi, H. (2016). A Comparison between Male and Female Students' Language Learning Strategies Preference. *Indonesian Journal of Integrated English Language Teaching*, 2(1), 71-87.
- Arikunto, Suharsimi. 1997. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Cohen, A.D. 1998. Strategies-Based Intruction for Second Language Learners. In W.A. Renandya and G.M. Jacobs (Eds.), *Learners and Language Learning*. Singapore: SEAMEO Regional Language Centre.
- Corver, N., & van Riemsdijk, H. (Eds.). (2013). *Semi-lexical categories: The function of content words and the content of function words* (Vol. 59). Walter de Gruyter.
- Coxhead, A., Nation, P., & Sim, D. (2015). Measuring the vocabulary size of native speakers of English in New Zealand secondary schools. *New Zealand Journal of Educational Studies*, 50(1), 121-135.
- Cunningsworth, A. (1995). *Choosing your course book*. Oxford: Heinemann
- Damari, T. P. (2019). *A survey of vocabulary learning strategies in Madrasah Aliyah* (Doctoral dissertation, Universitas Islam Indonesia).
- Khatimah, N. H. (2018). *The Correlation between Students' Vocabulary Learning Strategies and Their Vocabulary Size* (Doctoral dissertation, UNIVERSITAS NEGERI MAKASSAR).
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs—principles and practices. *Health services research*, 48(6pt2), 2134-2156.
- Ghazal, L. (2007). Learning vocabulary in EFL contexts through vocabulary learning strategies. *Novitas-Royal*, 1(2), 84-91.
- Gu, Y. (1994). Vocabulary learning strategies of good and poor Chinese EFL learners.

- Hamzah, M. S. G., Kafipour, R., & Abdullah, S. K. (2009). Vocabulary learning strategies of Iranian undergraduate EFL students and its relation to their vocabulary size. *European Journal of social sciences*, 11(1), 39-50.
- Hassan, Z. M., & Abubakar, S. N. (2015). English Vocabulary Learning Strategies by EFL Learners at University of Sulaimani: A Case Study. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(3), 23-29.
- Hatch, E. and Cheryl Brown. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Hirsh, D., & Nation, P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language*, 8(2), 689-96.
- Hornby, A. S. (1995). *Oxford Advanced Learners, Dictionary of Current English*. New York: Oxford University Press.
- Horwitz, E. K. 1988. *The Beliefs about Language Learning of Beginning University Foreign Language Students*. *The Modern Language Journal*, 72(3), 283-294.
- Hu, M. H., & Nation, P. (2000). Unknown vocabulary density and reading comprehension. *Reading in a Foreign Language*, 13(1), 403-430.
- Laufer, B. (2005). *Focus on form in second language vocabulary learning*. *Eurosla yearbook*, 5(1), 223-250.
- Lestari, H., Setiyadi, A. B., & Sukirlan, M. (2020). A comparative study on vocabulary learning strategies between male and female students toward their English vocabulary size. *U-JET*, 9(2).
- Milton, J., & Treffers-Daller, J. (2013). *Vocabulary size revisited: the link between vocabulary size and academic achievement*. *Applied Linguistics Review*, 4(1), 151-172.
- Moir, J. & Nation, P. (2008). *Vocabulary and good language learners*. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 159-73). Cambridge: Cambridge University Press.
- Mosier, C. I. (1947). A critical examination of the concepts of face validity. *Educational and Psychological Measurement*, 7(2), 191-205.
- Nacera, A. (2010). Languages learning strategies and the vocabulary size. *Procedia-Social and Behavioral Sciences*, 2(2), 4021-4025.

- Nation, ISP, Waring, R (1997) *Vocabulary size, text coverage and words lists*. In: Schmitt, N, McCarthy, M (eds) *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press, pp. 6–19.
- Nation, P., & Waring, R. (1997). *Vocabulary size, text coverage and word lists*. *Vocabulary: Description, acquisition and pedagogy*, 14, 6-19.
- Nirattisai, S., & Chiramanee, T. (2014). Vocabulary learning strategies of Thai university students and its relationship to vocabulary size. *International Journal of English Language Education*, 2(1), 273-287.
- Nordquist, Richard. 2020. *A Guide to Lexical Verbs*.
- Nugraha, A., Sutarsyah, C., & Huzairin, H. (2016). *A Comparative Study of Vocabulary Size Among Different Learning Strategies Use*. *U-JET*, 5(2).
- Nurweni, A., & Read, J. (1999). The English vocabulary knowledge of Indonesian university students. *English for Specific Purposes*, 18(2), 161-175.
- Nurweni, Ari. 2019. *English Teaching Assessment: Artificial and Authentic Assessment*. Yogyakarta: Graha Ilmu.
- O'malley, J. M., O'Malley, M. J., Chamot, A. U., & O'Malley, J. M. (1990). *Learning strategies in second language acquisition*. Cambridge university press.
- O'malley, J. M., O'Malley, M. J., Chamot, A. U., & O'Malley, J. M. (1990). *Learning strategies in second language acquisition*. Cambridge university press.
- Orawee, P., & Thanyapa, C. (2011). *Language learning strategies used by first year students at Thaksin University Songkhla Campus Thailand*. Paper presented at the 3rd International Conference on Humanities and Social Sciences, Faculty of Liberal Arts, Prince of Songkla University.
- Ouellette, G. P. (2006). *What's meaning got to do with it: The role of vocabulary in word reading and reading comprehension*. *Journal of educational psychology*, 98(3), 554.
- Oxford, R. L. (1989). *Use of language learning strategies: A synthesis of studies with implications for strategy training*. *System*, 17(2), 235-247.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House/ Harper & Row.
- Puteri, C. G., Nurweni, A., & Riyantika, F. (2022). The implementation of animated-narrative-video to improve students' vocabulary mastery in an orphanage. *U-JET*, 11(1), 35-44.

- Rubin, H. J., & Thompson, I. (1994). *How to be a more successful language learner: Toward learner autonomy (2nd ed.)*. Boston, MA: Heinle & Heinle.
- Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: description, acquisition and pedagogy* (pp. 199-227). Cambridge, UK: Cambridge University Press.
- Sedighi, F., & Zarafshan, M. A. (2006). *Effects of attitude and motivation on the use of language learning strategies by Iranian EFL university students*.
- Setiyadi, Ag. Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif first edition)*. Yogyakarta: Graha Ilmu
- Subon, F. (2013). Vocabulary learning strategies employed by form 6 students. *International Journal of Scientific and Research Publications*, 3(6), 1-32.
- Sudarman, S., & Chinokul, S. (2018). The English vocabulary size and level of English department students at Kutai Kartanegara University. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4(1), 1-15.
- Tsuraya, A. S. (2018). *A Cross-Sectional Study on Vocabulary Size Among Different Levels of the University Students* (Doctoral dissertation, Pascasarjana).
- Nation, P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. *Vocabulary: Description, acquisition and pedagogy*, 14, 6-19.
- Webb, S. 2005. *Receptive and Productive Vocabulary Learning: The Effects of Reading and Writing on Word Knowledge*. *Studies in Second Language Acquisition*, 27, 33-52.
- Yeh, C. Y., & Wang, Y. H. (2004). An investigation into vocabulary learning strategies used by senior high school students in Taiwan. *Taiwan Journal of TESOL*, 1(2), 1-44.