

## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND ENGLISH VOCABULARY MASTERY AT ELEVENTH GRADE OF SMAN 2 GEDONG TATAAN**

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This research aims to find the correlation between students' learning strategies and their English vocabulary mastery, as well as to determine the extent to which learning strategies influence students' vocabulary acquisition. This study employs a quantitative approach with a correlational method. The sample is selected using purposive sampling and consists of 32 students of class XI IPA 1 at SMAN 2 Gedong Tataan. The research instruments include a learning strategies questionnaire adapted from Oxford's Strategy Inventory for Language Learning (SILL) (1990), consisting of 30 items, and a 50-item multiple-choice vocabulary test covering the 2000–3000-word level based on Nation's (2001) theory. The results show a positive and significant correlation between students' learning strategies and their vocabulary mastery. The correlation coefficient ( $r$ ) is 0.751, which is higher than the critical  $r$ -table value (0.349) at the 5% significance level, indicating that the alternative hypothesis is accepted. Thus, the better the learning strategies applied by students, the higher their vocabulary mastery tends to be. These findings confirm that the use of effective learning strategies such as repetition, note-taking, contextual practice, and self-evaluation can significantly enhance students' English vocabulary mastery.

***Keywords: correlation, learning strategies, vocabulary mastery***