AN ANALYSIS OF LEARNING STRATEGIES USED BY THE EIGHTH GRADE STUDENTS IN DEVELOPING VOCABULARY MASTERY AT SMP N 2 PONOROGO

THESIS

By:

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ABSTRACT

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Learning Strategy is a tool for learner to learn something. In learning English, learning strategy is a way for students to help and understand the material. Vocabulary is the smallest unit of language. Learning vocabulary is mandatory. Therefore, to develop student's vocabulary mastery, learning strategies are very important. The urgency in this research is that it could provide better results in the learning process, because learning strategies must be flexible to class and material needs. Mastering various learning strategies is one effort to overcome problems during the learning process.

The aims of this research are 1) to define learning strategies are used by the eighth grade students in developing vocabulary mastery at SMP Negeri 2 Ponorogo. 2) to identify the factors influencing learning strategies employed by the students in developing vocabulary mastery at SMP Negeri 2 Ponorogo. This research used Brown and Schmiit theory.

This research applied descriptive-qualitative method. The subject of this study were 21 students of VIII D SMP Negeri 2 Ponorogo. The data collection techniques used by researcher were interview, observation, and documentation. Data analysis techniques used theories from Miles Huberman and Saldana, namely, data collection, data condensation, data presentation, and drawing conclusions.

The results of this study show that 1) learning strategies used by the students were determination strategy, social strategy, memory strategy, cognitive strategy, and metacognitive strategy. 2) factors that influence learning startegies are students themselves, as well as competent and creative teachers, fun material, a good and healthy environment, as well as adequate classroom and school facilities.

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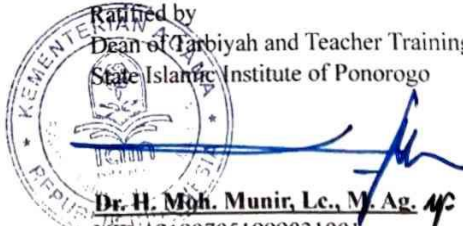
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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

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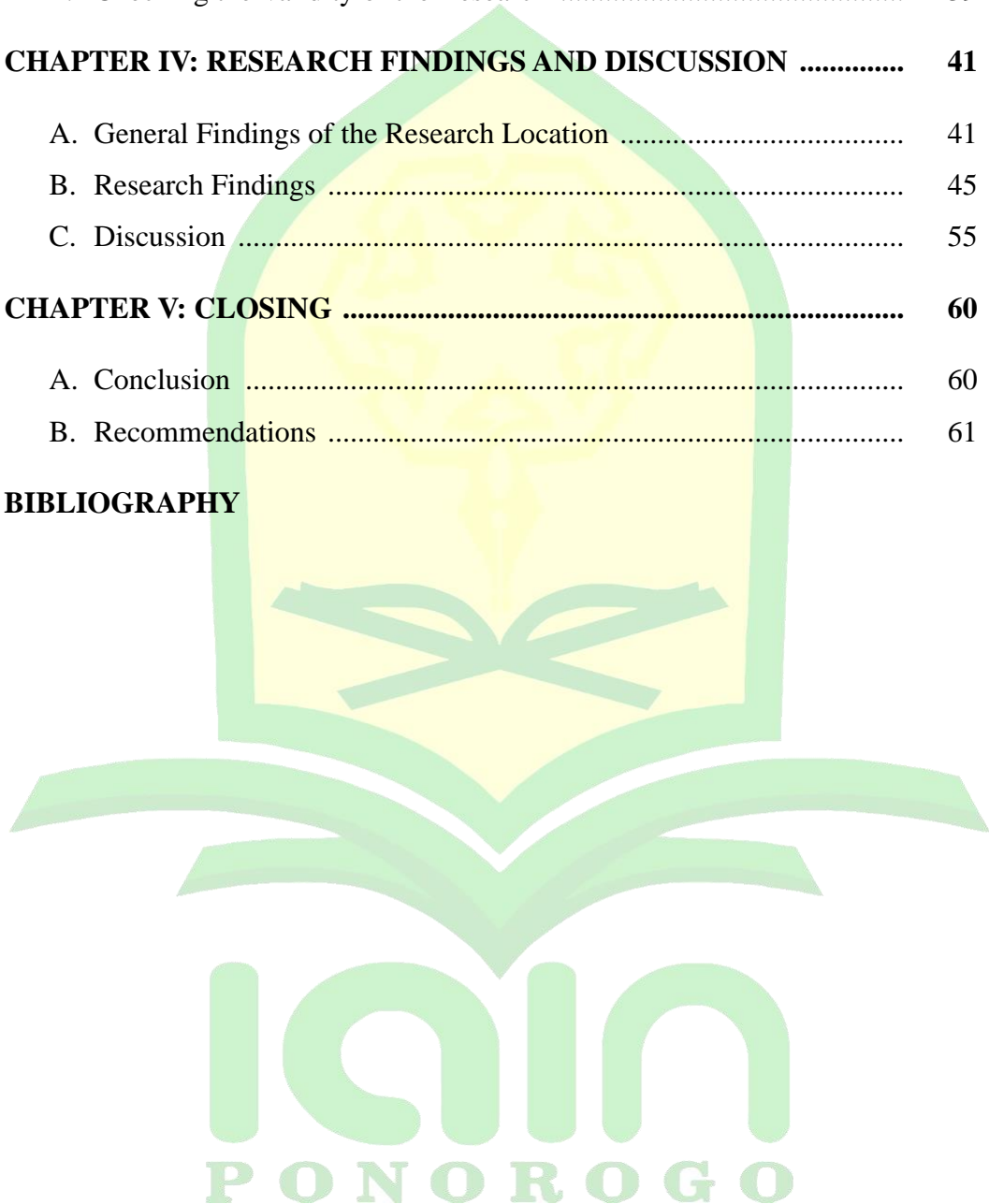Ponorogo, May 17th 2024
Sincerely,

Tiara Erneza Azka Nabila

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CHAPTER I

INTRODUCTION

A. Background of the Study

Junior high school students often encounter challenges when learning English as a foreign language. The acquisition of English language proficiency requires not only exposure to the language but also the implementation of affective learning strategies. These strategies can have a significant impact on student's language learning outcomes and academic success. Understanding the specific learning strategies employed by middle school students can provide valuable insight into their learning preferences and needs. The students need to have their learning strategy. By identifying effective strategies, the students can adapt teaching approaches to better support students in their language learning journey. The teachers needs to spend time understanding how their students think. Every students has different ways or strategy in learning.

Based on the researcher's preliminary observation, SMP Negeri 2 Ponorogo is one of the favorite junior high schools in Ponorogo, which has many achievements in various fields[1]. Therefore, it cannot be denied that their achievements will spread even more internationally. SMP Negeri 2 Ponorogo often hosts competitions, and also collaborates in holding competitions for foreign students. Students of SMP Negeri 2 Ponorogo actively participate in competitions, and the competitions that have been

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[1]See the appendix 26/Doc.transcript.

won by SMP Negeri 2 Ponorogo include the English Challenge Olympics, held by SMA Negeri 1 Ponorogo, the SMAGA English Championship held by SMA Negeri 3 Ponorogo, and others.[2] Therefore, English lessons also support students in their abilities.

Furthermore, the researcher found that students at the eighth grade at SMP Negeri 2 Ponorogo learn English language and of course the way they are mastery vocabularies to understand the material, to support students's success, knowing students learning strategies can be an option to get maximum results. Having learning strategies make learning English easier and make a fun and conducive activity.

The previous studies have explored learning strategies and the effect of learning strategy in developing vocabulary mastery. Those studies have shown that learning strategies play significant part in the process of learning including in perfecting the learning language. Likewise, the previous researchers conducted studies on student strategies have an important part in accession language learning[3]. Furthermore, applying a good learning strategies for students in learning help the students to improve communicative skill. In term, strategy is the way or tool that used by someone to solve the problem. Therefore, learning strategy are methods that students employ on process developing vocabulary mastery. Oxford states that learning language strategies are very important factors for learners or students in order to improve active learning in classroom which

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[2] See the appendix 26-27/Doc. Transcript.

[3] Zotland, Dornyei, *The Psychology of the Language Learner-Individual Differences in Second Language Acquisition, (*New Jersey: Lawrence Earlbaum Associate; 2008). Page. 167.

is essential developing communicative competence [4] . According to Chamot, learning strategies are the think and action that learners or students use to accomplish a learning goal[5]. Weinstain and Mayer in Clouston said that learning strategies as behaviors and thoughts that a students or learner engages in during learning [6] . Therefore, analysis students' learning strategies are important because of improve students' high level thinking abilities, and realizing effective and efficient teaching and learning activities.

Brown states that vocabulary is the foundation to build a language. it means that vocabulary is important for learning English[7]. According to Nunan, learning vocabulary is early stages that is more fundamental than grammar[8]. In other words, if someone say without grammar it will be understand, but if someone say without vocabulary it means nothing. One of purpose in reaching English is to develop communicative ability, such as writing, listening, reading, and speaking. In writing, vocabulary helps the students to increase their ideas. In listening, vocabulary helps the students to understand what they heared. In reading, vocabulary helps the students to influence their ability to read something. In speaking, vocabulary helps students to show or to explain their ideas.

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[4]Oxford Rebecca L, *Language Learning Strategies-What Every Teacher Should Know*, (Boaton, Hainle and Hainle Publisher: 1990).

[5]Anna Uhl Chamot, *Issues in Language Learning Strategy Research and Teaching, (*Electronic Journal of Foreign Language Teaching Vol. 1: 2004)

[6]Michael Lessard-Clouston, *Language Learning Strategies: an Overview for L2 Teachers*, (The Internet TESL Journal, Vol. 3: 1997)

[7]Brown, H. D,. *Vocabulary, Semantic, and Language Education*, (New York: Cambridge University Press: 1992).

[8]Nunan, *Language Teaching Methodology*, (Hernel Hempstad: Prentice Hall Europe: 1991).

Learning strategy is a tool for learners or students to learn something. It is used to know the way in developing vocabulary. There are several types of learning strategies in developing vocabulary mastery, classified in two main categories there are: Discovery strategies and Consolidation Strategies. In discovery strategy, there are determination strategy, and social strategy. In consolidation strategy there are memory strategy, cognitive strategy, and metacognitive strategy[9].

B. Research Focus

This research focuses on the learning strategies used by eighth grade students at SMP N 2 Ponorogo in developing vocabulary mastery. In this research, the meaning and various types of learning strategies in developing vocabulary mastery in simple present tense, invitation and poster are discussed or the focus of research.

C. Formulation of the Problem

Based on the background of the study above, the researcher intentionally stated the problem of the study as follows :

1. What are the learning strategies employed by the eighth grade students in developing vocabulary mastery at SMP N 2 Ponorogo?

2. What are the factors influencing learning strategies employed by the students in developing vocabulary mastery at SMP N 2 Ponorogo?

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[9]Schiimt, N,*Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press: 2000).

D. Research Objectives

In this research entitled 'An Analysis Learning Strategies Used by The Eighth Grade Students in Developing Vocabulary Mastery at SMP N 2 Ponorogo', the researcher found the research objectives, as follows:

1. To define the learning strategies employed by the eighth grade students in developing vocabulary mastery at SMP N 2 Ponorogo.
2. To justify the factors influencing learning strategies employed by the students in developing vocabulary mastery at SMP N 2 Ponorogo.

E. Significances of Research

Significances or the benefits of this research are for future researchers and the readers, such as:

1. Theoretically

This research makes a contribution to the fields or educations. This contribution is in the form of information related to learning strategies to developing vocabulary mastery in students.

2. Practically

This research contributes to provide information regarding the learning strategies used in developing vocabulary mastery, so that can develop vocabulary mastery in students and useful to support better education.

F. Organization of the Thesis

In discussing this research, the researcher uses the following systematics:

Chapter I: **Introduction.** This chapter contains the background of the study, research focus, statement of the problems, objectives of the study, significances of the study, organization of the thesis.

Chapter II: **Literature Review.** This chapter contains a theoretical review, review of previous research studies, and theoretical framework.

Chapter III: **Research Method.** This chapter contains the approach and type of research, location and time research, data and data sources, data collection techniques, data analysis techniques, checking research validity, and research stages.

Chapter IV: **Research Finding and Discussion**. This chapter contains general description of the research background, description of research results, and discussion.

Chapter V: **Closing.** This chapter contains conclusions and suggestions.
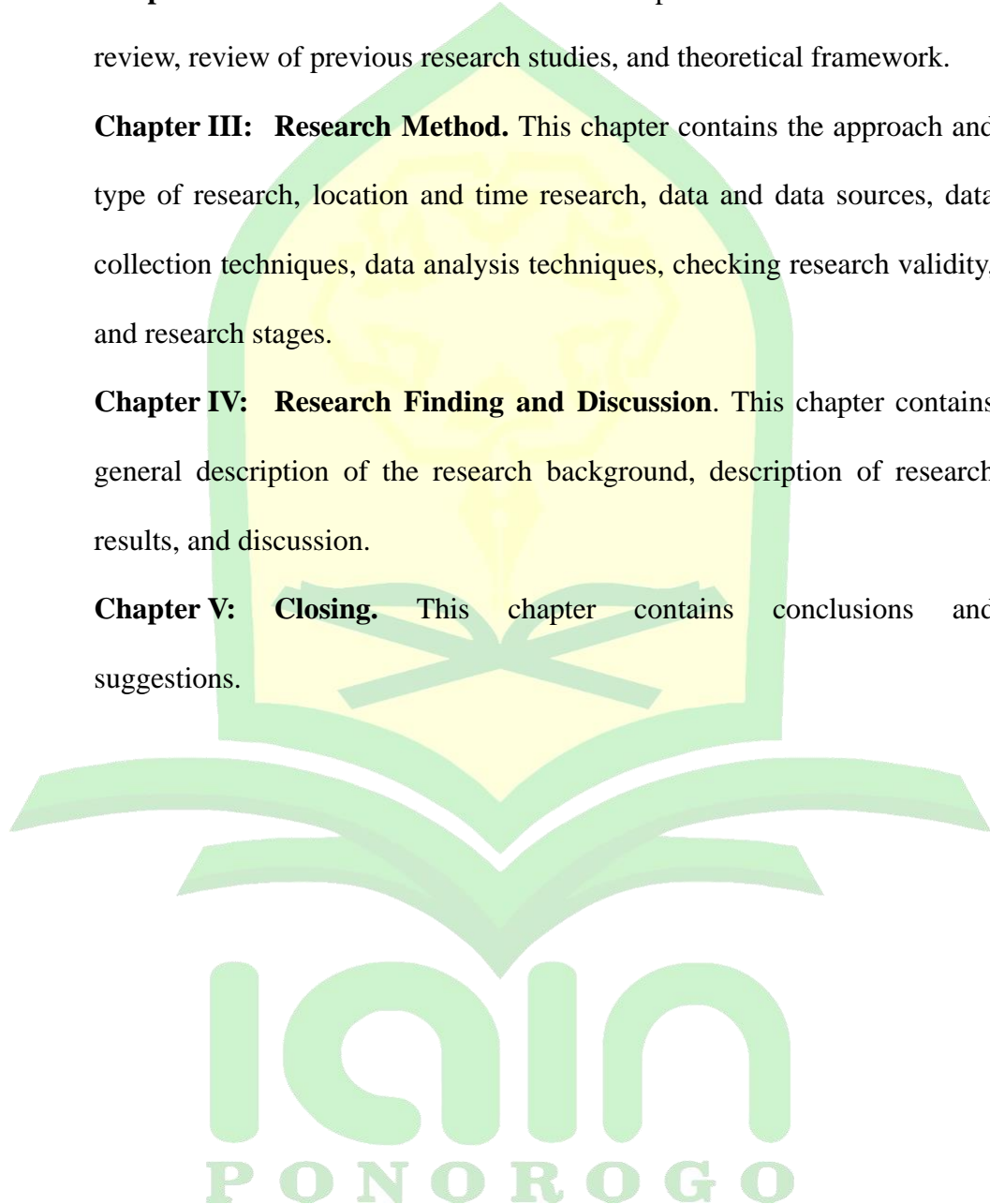
CHAPTER II

LITERATURE REVIEW

A. **Theoretical Review**

This chapter presents the related literature of learning, learning strategies, and factors influencing students.

1. **Learning Strategy**

a. **Definition of Learning**

Learning is process of effort carried out by everyone individual to get a change in behavior, either in the form of knowlegde, skills, attitudes and values poritive as an experience of various materials has been studied[10]. The definition of learning of various be interpreted as everything psychic activities carried out by each individual so that the behavior is different between before and after study. Changes in behavior or responses, because new experiences, having new intelligence or knowledge learning, and practice activities.

The meaning of learning is a process of personality change someone where the change is in form improving the quality of knowledge, skills, thinking power, understanding, attitudes, and various other abilities. Learning is something that is a process and is a fundamental element in each level of education.

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[10]Djamaludin Ahdar and Wardana, *Belajar dan Pembelajaran*, (Sulawesi Selatan, CV Kaaffah Learning Center: 2019).

b. Definition of Learning Strategy

According to Brown strategies are specific methods of approaching a problems, how to operate it achieve a certain and planned design to control and manipulate certain information[11]. He said that the strategy was in on a pattern or plan that integrates major objectives policies, and a series of actions into one cohesive whole[12]. Oxford states that learning strategies as a actions's learners to make learner faster, easier, or more enjoyable[13].

As a process, learning is a adjusting existing mental models to accomodate new experience. The individual learning objectives are to create the expected meaning construction, not just remembering the correct answer to a question. The learning method used by individuals with each others always differ according to age, habits, social environment including educational institutions, motivation and learning goals[14]. If look closely then the method or these various methods each have their own characteristics typical which later became known as learning strategies, because learning strategies are the methods used by students to learn.

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[11]Brown. H. D, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Sun Francisco: State University: 2001).

[12]Brown. H. D, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Sun Francisco: State University: 2001).

[13]Oxford, R. L, *Language Learning Strategies: What every teacher should know, (*New York: Newbury House/Harper & Row: 1990).

[14]Puspita Sari. H, Fajri. S. F, *Teaching and Learning Strategies*, (Sumatra Barat, CV. *Insan Cendekia Mandiri*: 2021).

c. **Kinds of Learning Strategy**

Rigney states that Language learning strategies are techniques for learner that will facilitate the acquisition, storage, retrieval or use of information[15]. According to Schmiit, learning strategy for vocabulary or vocabulary learning strategies are classified into Discovery and Consolidation Strategy[16].

1) Discovery Strategy

Discovery learning occurs when students have not presented information directly, but they must organize their understanding of the data independently. Hosnan defines discovery learning as a model for developing active learning by discovering yourself, investigating yourself, so that the results will be faithful and durable in memory[17]. Discovery learning strategies are divided into two, namely:

a) **Determination Strategy**

Determination strategy is the strategy that the individual used to understand the meaning of words without any helps from others. As explained by Schmiit that determination is a strategy used when the students are faced with discovering new words[18]. Students try to find the meaning of a word by guessing it first language, guessing from context, or others.

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[15]Rigney, J, *Learning strategies: A theoretical perspective. In O'Neil, H. F. Jr.(Ed.), Learning Strategies*, (New York: Academic Press: 1987).

[16]Schiimt, N, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press: 2000).

[17]Hosnan, M. *Pendekatamn Saintifik dan Kontekstual Dalam Pembelajaran Abad 21* (Bogor: Ghalia Indonesia: 2014).

[18]Schiimt, N, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press: 2000).

This strategy is usually used to search for meaning new words rather than remembering words that already know.

b) **Social Strategy**

Social strategies have close relation with socialmediating activity and interacting with others. Language is a form social behaviour; it is communication, and communication occurs between and among people. Social strategies were the strategies used by implementing the interaction with other individu or people to improve language learning[19]. Students ask teachers or friends about new words for information answer in several ways (synonyms, translations, etc.). Students can also study and consolidate vocabulary knowledge with other people. In other words, learners need to employ a variety of strategies, to practice and to maintain vocabulary.

2) **Consolidation Strategies**

Consolidation strategy is a strategy used to reinforce a word after the word is recognized. Included in this strategy are memory strategies, cognitive strategies and metacognitive strategies[20].

a) **Memory Strategies**

Memory strategies involve the mental processes for storing new information in the memory when needed. Memory

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[19]Schiimt, N,*Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press: 2000).

[20] Schiimt, N, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press: 2000).

strategy is also commonly known as mnemonica strategy. According to Schmiit, memory strategy is referred to as linking words with some previously learned knowledge[21]. It is done using several form of grouping images called memory strategies. Grouping is an important way to recall and students will group words automatically without prompting. Memory can be increased if words are arranged in several groups before memorizing. Through this strategy, the students will connect their previous experiences about words by grouping words according to form or topic.

b) **Cognitive Strategies**

According by Schmiit, translation, grouping, note taking, imagery, auditory representation, or keyword, are among the most important in cognitive strategies [22]. Cognitive strategies demonstrate collective functioning manipulation or transformation of the target language by students. This is similar with memory cognitive, but it is not focuses on manipulative mental processing. They are included repetition and using mechanical means to learn vocabulary. Thus, cognitive strategies use repetition including repeating words orally and on paper or making words lists or others.

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[21]Schiimt, N,*Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press: 2000).

[22]Schiimt, N,*Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press: 2000).

c) **Metacognitive Strategies**

According to Schmiit, metacognitive strategies includes increasing access to input, decision making the most efficient method of learning and testing to measuring improvement[23]. It involves a conscious description of the learning process and decide planning, or evaluating how best to do it study. Students who use metacognitive strategies decide for themselves which words will focus on and also check their understanding by taking word tests.

2. **Vocabulary**

   a. **Definition of Vocabulary**

   Hatch and Brown define that vocabulary is a list of words that used for individual speakers[24]. Gardner define that vocabulary is not only about concerned with the meaning of the words but also, how connect and how people or individual make a phrase with words[25]. Vocabulary can not be separated from language, that is important part of language. Vocabulary is a component a language that holds all the information about meaning and usage a word in that language. It means that vocabulary is an important part of language. the language can not be used to store information in language without vocabulary. In conclusion, vocabulary is the

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[23]Schiimt, N,*Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press: 2000).

[24]Brown, H. D,. *Vocabulary, Semantic, and Language Education*, (New York: Cambridge University Press: 1995).

[25]Gardner, D, *A New Academic Vocabulary List. American Association for Applied Linguistics: British Association for Applied Linguistics*, (Oxford University Press: 2010).

smallest unit which processes individual meanings for utterance and use. According to Richards, vocabulary is a main of language proviency and provides much of the basis for how well learners write, speak, listen, and read[26]. Additionally, vocabulary is essential for success understand a language, speak or write well.

b. Types of Vocabulary

Based on people's ability to implement vocabulary, Paul Nation mentions two types definition of vocabulary, namely: vocabulary is all the words used by a group or individually, and an alphabetical list of words used in a book that includes those words[27].

There are four types of vocabulary, namely:

1. Reading Vocabulary: a person's vocabulary includes all the words someone has can recognize when reading. This is generally the largest type of vocabulary simply because readers tend to be exposed to more words by reading than by listening[28].

2. Listening Vocabulary: listening vocabulary is all the words someone speaks and could recognize when listening to a speech. People may still understand words they didn't know before using cues like tone, gestures, that discussion topic and social context of conversation[29].

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[26]Jack C. Richards, Willy A. Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press, p. 255.

[27]Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

[28] Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

[29] Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

3. Speaking vocabulary: speaking vocabulary is all the words someone speaks uses in speech[30].

4. Writing vocabulary: words used in writing from formal to informal. Writers generally use a limited set of words when communicating[31].

c. Word Classes

All words fall into categories called word classes according to the role they play in a sentence, including: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner[32].

1. Noun

Noun are words that name of a person, place, and things[33].

2. Pronoun

Pronoun is a word used instead of a noun. Pronoun stands for noun or phrase[34].

3. Verb

Verb is a word that shows action or state being[35].

4. Adjective

Adjective are describes noun and pronoun. Example of adjective: size, shape, color, and others[36].

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[30] Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

[31] Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

[32] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

[33] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

[34] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

[35] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

[36] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

5. Adverbs

Adverbs are the words that used to clarify verb, adjective, and the whole sentences[37].

6. Prepositions

Prepositions are part of the part of speech which connect with words, clauses, and sentences[38].

7. Conjunctions

Conjunctions as the name implies, usually that of joining one clause to another, etc[39].

8. Determiners

Determinants often identify, and describe distribution and quantity. Determiners comes before a noun. Example of determiners: this, that, those, my, their, which. It is a special adjective used before a noun[40].

B. **Factors That Influence Students' Learning Strategies**

According to Slameto in learning there are several factors that can influence the of learning strategies[41], including:

a. Students

b. Teacher

c. Facilities and infrastructure

d. Environment

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[37] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

[38] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

[39] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

[40] Scott Thornbury. *How to Reach Vocabulary* (England: Pearson Education Limited: 2002).

[41]Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta: Rineka cipta: 2003), Page 54-60.

With these known factors, of course teaching and learning strategies can be determined by teachers and students so that learning can run optimally. These factors can be explained as follows:

a. Students

According to Nana Sudjana factors that influence the learning process seen from the student aspect include[42]:

a. Student background (pupil formative experience) includes the student's gender, place of birth, socio-economic level, what family the student comes from and so on. Their personalities vary, some are quiet, some are cheerful, some like to talk, some are creative, stubborn, spoiled and so on.

b. The characteristics of students (pupil properties) include abilities, knowledge and attitudes. It cannot be denied that every student has varying abilities or levels of intelligence. Such differences require different treatment both in the placement or grouping of students and in the teacher's treatment in adjusting learning styles. Therefore, children's differences in biological, intellectual and psychological aspects can influence teaching and learning activities. Students or students are unique organisms that develop according to their stage of development. A child's development is the development of all aspects of his personality, but the distance and rhythm of each child's development in each aspect is not always the same.

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[42]Nana Sudjana, *Penilaian Proses Hasil Belajar Mengajar*, (Bandung: Remaja Rosdakarya: 2010).

b. Teacher

The teacher is a very determining component in implementing a learning strategy. Without a teacher, no matter how good or ideal, a strategy cannot possibly be applied. The successful implementation of a learning strategy will depend on the teacher's expertise in using learning methods and techniques[43]. Teachers in the learning process play a very important role. Teachers not only act as models or role models for students but also as managers of learning. Thus the effectiveness of the learning process lies on the shoulders of the teacher. Therefore, the success of a learning process is largely determined by the quality or ability of the teacher. Teachers are very decisive for children's success, considering that teachers are teachers and guides of students, although the final goal depends on the students.

c. Facilities and Infrastructure

Facilities are anything that directly supports the smooth running of the learning process, for example learning media, learning tools, school equipment and so on. Meanwhile, infrastructure is everything that can indirectly support the success of the learning process, for example roads to school, school lighting, toilets and so on. Completeness of suggestions and infrastructure will help teachers in carrying out the learning

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[43] Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: Rineka cipta: 2003), Page 54-60

process, thus facilities and infrastructure are important components that can influence the learning process. There are several advantages for schools that have complete facilities and infrastructure, for example:[44]

a. *First*, complete facilities and infrastructure can foster teacher enthusiasm and motivation for teaching. Teaching can be interpreted as the process of delivering subject matter and as a process of setting up an environment that can stimulate students to learn. If teaching is seen as a process of delivering material, then learning facilities are needed in the form of tools and materials that can convey messages effectively and efficiently, whereas if teaching is seen as a process of arranging the environment so that students can learn, then facilities related to various learning resources are needed that can encourage learning. students to learn.

b. *Second*, the completeness of advice and infrastructure can provide students with various choices for studying. Every student basically has a different learning style. Auditive students will learn more easily through listening, while visual students will learn more easily through sight.

d. Environment

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[44]Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta: Rineka cipta: 2003), Page 54-60

Judging from the environmental dimension, there are two factors that can influence the learning process, namely:[45]

a. Class organization factors, which include the number of students in one class, are important aspects that can influence the learning process. A class organization that is too large will be less effective in achieving learning goals. Large study groups in one class tend to[46]:

1. Group resources will increase according to the number of students, so that the time available will become increasingly narrow.

2. The study group will be less able to utilize and use all available resources. For example, in the use of discussion time. Too many students will take up too much time, so it will be difficult to get contributions from each student.

3. Each student's learning satisfaction will tend to decrease. This is because too many study groups will receive limited service from each teacher, in other words the teacher's attention will be increasingly divided.

4. Individual differences between members will become increasingly visible, making it difficult to reach agreement.

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[45]Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta: Rineka cipta: 2003), Page 54-60

[46] Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta: Rineka cipta: 2003), Page 54-60.

Groups that are too large tend to split into conflicting sub-groups.

5. Too many group members tend to result in more and more students being forced to wait to progress together in learning new lesson material.

6. Too many group members tend to make more students reluctant to participate actively in any group activities.

b. Social-psychological climate factors mean harmonious relationships between people involved in the learning process. This social climate can occur internally and externally. Internal social-psychological climate is the relationship between people involved in the school environment, for example the social climate between students and students, between students and teachers, between teachers and teachers and even between teachers and school leaders. Climate External social - psychological is the harmonious relationship between the school and the outside world, for example the relationship between the school and the parents of students, the relationship between the school and community institutions and so on. The social climate that greatly influences learning activities is the parents and families of the students themselves. Parental characteristics, family management practices, family tensions and family demographics (home location) can all have a good

or bad impact on learning activities and the results achieved by students[47].

C. Review of Previous Research

This section presents a literature review that summarizes empirical studies conducted in previous research and their research gaps with this research. There are five previous research are going to be reviewed here.

First, research in 2021 from Ridha Permatasari entitled "Vocabulary Learning Strategies used by Students at SMP Negeri 1 Rambah Hilir". The aim of this research studied vocabulary learning strategies used by students at SMP Negeri 1 Rambah Hilir. This research was descriptive quantitative. This research used Brown, Schmiit, and Oxford for the theories. There were 25 students as samples chosen by using a simple random sampling technique. In collecting the data, the researcher distributed the questionnaire to respondents in order to determine their vocabulary learning strategies, which consist of 50 items that were constructed based on category of vocabulary learning strategies. As a conclusion, it can be identified the category of the students" vocabulary learning strategies was very low.

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[47] Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta: Rineka cipta: 2003), Page 54-60.

Furthermore, the dominant strategy of vocabulary learning strategies used by students was social strategy in learning English.[48]

Second, research in 2019 from Alphino et.al entitled "Vocabulary Learning Strategy, Vocabulary Skills, and Level of Integrative Motivation among others Students". The sample of this research was 16400 students. The aim is to examine integrative vocabulary learning strategies motivation, and vocabulary skills among students in Batam, Indonesia. This research used Brown as a theory. Then the design of this research is a predictive design. The research results show that vocabulary learning strategies provide a significant contribution for students' integrative motivation though vocabulary learning strategies do not directly contribute to vocabulary skills[49].

Third, research in 2017 from Rebonna, et al conducted research with the title "Vocabulary Learning Strategies Applied by English Students Bengkulu University Education Study Program". This research aim or focuses to find out the vocabulary learning strategies applied by The students Bengkulu University English Language Education Study Program and the most and the least frequently implemented strategy. This research used Brown and Schmiit as the theory. The design of this research is quantitative descriptive. Then the sample was 86 students. Results shows that on average English

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[48] Ridha Permatasari, *Vocabulary Learning Strategies used by Students at SMP Negeri 1 Rambah Hilir,* (Rambah Hilir: 2021).

[49] Alphino, et.al, *Vocabulary Learning Strategy, Vocabulary Skill, and Level of Integrative Motivation among other Students,* (Batam: 2018).

Language Education Study Program students apply vocabulary learning strategy proposed by Schmitt[50].

Fourth, research in 2020 from Rupina with the title "Students Strategies in English Vocabulary Learning". This research aims to investigate strategy students' English vocabulary learning outside of class activities. This research used Brown and Schmiit as the theory. This research used qualitative descriptive where researchers implement interviews and observations as data collection technique. Researchers use observation to understand the environment schools where students learn English in the school language program. To know English vocabulary learning strategy, researchers used semi-structured interviews with three students as participants. The interview technique used was group focus discussions to reduce students' nervousness in expressing ideas. Data obtained then divided into several classifications of English vocabulary learning strategies by Schmitt, namely: determination, social, memory, cognitive and meta-cognitive strategies. The results showed that students most often used meta-cognitive strategies to improve English vocabulary skills[51].

Fifth, research in 2021 by Jabu, Baso, and Asriati entitled "The High Achievers' Learning Strategies And Experiences In Learning English". This study aims to explore the language learning strategy and language learning experience by the high achiever students in the

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[50] Rebonna, *Vocabulary Learning Strategies Applied by English Students Bengkulu University Education Program Study*, (Batam: 2017).

[51] Rupina, *Students Strategies in English Vocabulary Learning*, (2020).

English Department of UNM. This research used Brown and Schmiit as the theory. The results suggest that the students used direct and indirect strategies interchangeably with emphasized on the indirect one. All respondents are exposed to English since early ages, since then, they actively involved in English competition and English society[52].

Table 2.1 Differences Between Previous Research and This Research

Title	Similarities	Differences	Results
"Vocabulary Learning Strategies used by Students at SMP Negeri 1 Rambah Hilir" by Ridha Permatasari	-Have the same variable about learning strategies and vocabulary. -The respondents are the same, junior high school.	-Using quantitative research while this research using qualitative research. -The respondent studiedon this research were 8th grade students.	The dominant strategy of vocabulary learning strategies used by students was social strategy in learning English.
"Vocabulary Learning Strategy, Vocabulary Skills, and Level of Integrative Motivation among others Students" by Alphino et.al	-Have the same variable about learning strategies and vocabulary.	-Have different variable namely, vocabulary skill, and level of intregative motivation among other students.	Vocabulary learning strategies provide a significant contribution for students' integrative motivation though vocabulary learning strategies do not directly contribute to vocabulary

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[52] Jabu, Baso and Asriati, *The High Achievers' Learning Strategies and Experiences in Learning English*, (Malang: 2021).

			skills.
"Vocabulary Learning Strategies Applied by English Students Bengkulu University Education Study Program" by Rebonna, et al.	-Have the same variable namely, vocabulary and learning strategies	-The respondent of research are students Bengkulu University Education.	Results shows that on average English Language Education Study Program students apply vocabulary learning strategy proposed by Schmitt.
"Students Strategies in English Vocabulary Learning" by Rupina Holidazia.	-Have same variable, namely: learning strategy and vocabulary mastery. -Using qualitative research	-Effect from vocabulary learning strategies as a main topic.	The results showed that students most often used meta-cognitive strategies to improve english vocabulary skill.
"The High Achievers' Learning Strategies And Experiences In Learning English" by Jabu, Baso, and Asriati	-Have the same variable, learning strategies. -Using qualitative research.	-Respondent than used is the high achiever. -The respondent are from UNM University.	The students used direct and indirect strategies interchangeably with emphasized on the indirect one. All respondents are exposed to English since early ages, since then, they actively involved in English competition and English society.

D. Theoretical Framework

The theoretical framework is described as the diagram below:
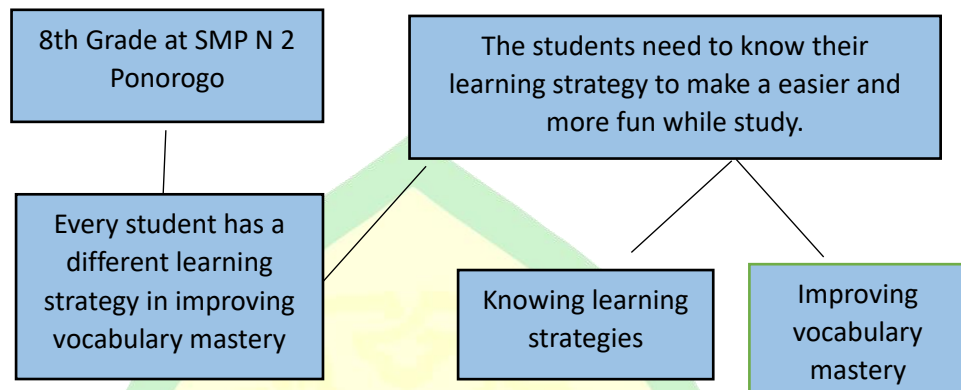
Figure 2.1 Theoretical Framework

This research was motivated by the phenomenom of students at SMP Negeri 2 Ponorogo, especially the eighth grade, which had some superior achievements in various fields. Even though there were not many achievements related to English, researcher wanted to analyzed what learning strategies were used to developed students' vocabulary to support student's achievement.

Apart from learning strategies, the researcher also observed factors that influence learning strategies, so that students found bright spots that needed to be maintained and improved. The researcher analyzed students' learning strategies with the aim of making students more enthusiastic and making the learning process more easier. Then, the data analysis process used interviews, observations during class, and also documentations.

CHAPTER III

RESEARCH METHODS

A. Approach and Types of Research

The research approach used in the research was qualitative approach. By using a qualitative approach, the researcher was able to make a direct observations and documentation that actually occurated in the field. The types of the research was descriptive qualitative. Descriptive qualitative research is a problem formulation that guides research to explore or photograph the social situation that will be researched thotoughly, broadly and in depth. Because for gain a deep understanding of a phenomenon or explore a complex issue from the perspectives of those involved such as learning strategies that used by the students in developing vocabulary mastery, and the factors that influence learning strategies in developing vocabulary mastery. It allows for rich, detailed descriptions that can capture nuances and context that might be missed with quantitative methods alone. This research method is more appropriate using descriptive qualitative.

B. Research Setting

The researcher choose SMP Negeri 2 Ponorogo as the research location at Jl. Basuki Rahmad No. 44, Pesantren, Purbosuman, Kec. Ponorogo Kab. Ponorogo, Prov. Jawa Timur. The researcher chose English class in SMP Negeri 2 Ponorogo, because SMP Negeri 2 Ponorogo is one of the favorite schools in Ponorogo. Because English is not the first

language in Indonesia, it will make it difficult for students. However students are required to learn it. It will be very beneficial when students know their learning strategies and of course it will support their understanding of English in the hope of bringing good name to the school by learning English. This research can help the students to learn English language as a foreign language in Indonesia. This research was conducted from the end of April to the beginning of May 2024.

C. Data and Data Source

In this study, the data was classified according to primary and secondary nature. Primary data was obtained by direct observation and interview at SMP N 2 Ponorogo, with a focus on learning strategies used by the eighth grade students. Secondary data was derived from the theory, book, or other published works, including Brown and Schmiit's theory.

1. Primary Data

Primary data refers to first-hand data collected by researcher themselves. Primary data is data obtained directly by researcher in the field through students through observations and interviews. The teaching and learning process was directly observed by the researcher at the VIII D SMP N 2 Ponorogo. This data checklist of observation related to the learning strategies used by the students. Furthermore, interviews were conducted with twenty one students who were observed. The type of interview conducted was a structured interview with transcript of interview about learning strategies and factors influences. According to Lexy.

J. Moleong that the primary data in qualitative research is words and deeds[53]. In connection with this case, it can be understood that the data is divided into words and action, images, written and sources, and statistics. This data is in the form of a text of the results text. Interviews found through interviews with informants who were sapled during the research. In the research process, the researcher determined the informant, class VIII, as a students at SMP N 2 Ponorogo. This data can be recorded by researcher.

2. Secondary Data

Secondary data is data obtained by researcher from existing sources. Secondary data is a source of research data obtained by researcher indirectly through intermediary media or from other parties, such us theory, book, or other published works, including Brown and Schmiit's theory.

D. Data Collection Technique

To get the answer and data the problem in this research, the researcher applied observation, interview and documentation as a technique of data collection. The research collected the data based on the study. In collecting data, researcher used interviews. The researcher make some questions for students that described about strategies in developing vocabulary mastery. Observation was used to get a general description of

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[53]Moleong, J.L, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya: 2010).

the students' learning strategies. The researcher took a picture and notes what the researcher observed.

    a. Observation

Observation was used as a technical term in research. Its usually refered to the use of our visual sense to make sense of information. The observation was aimed to answer the first research question about what learning strategies that used by the students. In this research, the observation was conducted from the end of April to the beginning of May 2024. The researcher was observed three times. The first observation on 25th April 2024, the second observation on 2nd May 2024, and the third one on 8th May 2024.

Table 3.1 Learning Strategy in Developing Vocabulary Mastery Observation Checklist

Strategy	Aspects	YES	NO
Determination Strategy	1. Students guess the meaning from textual context		
	2. Students use a dictionary		
	3. Students analyze part of speech		
Social Strategy	4. Students ask classmate		
	5. Students ask the teacher for a synonym, or first language translation		
	6. Students study meaning in a group		
Memory Strategy	7. Students say a new word aloud		
	8. Students use the keyword method		
	9. Students connect a word to a previous personal experiences		

Cognitive Strategy	10. Students wrote repetition		
	11. Students word lists		
	12. Students use text context to explain the meaning		
	13. Students keep a vocabulary notebook		
	14. Students listen to vocabularies' record		
Metacog nitive Strategy	15. Students test themselves with the word test		
	16. Students use English language media		
	17. Students use the spaced word practice		

b. Interview

Esterberg states that interview is a meeting of two person or more to exchange information and idea through question and responses and resulting in communication about particular topic.[54] The purpose of the interview is to check or crosscheck the student's strategy used. In addition, the research took one class of English class at SMP N 2 Ponorogo. The researcher interviewed 21 students. Support the data through observation and interview above.

Table 3.2 Blueprint of Interview of Student's Learning Strategy

No.	Theory	Indicators	Questions
1.	According to Schmitt (2000), there are several strategies in improving vocabulary.	The kinds of learning strategies	What strategies do you used to learn English in developing vocabulary mastery?

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[54]Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alphabet: 2019).

	Those are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies		
2.	Daneme (2008) said that learning strategy have great importance in learning process.	Learning strategy is thing that is important for students to know.	Does this strategy have an important influence on your learning?
3.	According to Schmitt (2000), there are several strategies in improving vocabulary. Those are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.	Implementation of learning strategies	How do you apply this strategy in your learning English?
4.	O'malley and Chamot said that learning strategy is a special behavior and thought that people or individuals use to help them learn.	Learning strategy is very usefull to help learners to learn a new informations.	What are your obstacles in learning English?
5.	Rubin in Hong-nam and Alexandra said	Learning strategy has a full contribute	How do you overcome these obstacles?

	that learning strategy contribute the learners construct and affect learning directly.	the learners to learn directly.	
6.	Slameto (2003) said that there are several factors that can influence student's learning strategies.	Factors influence student's learning strategies.	What are the supporting factors for success in developing vocabulary mastery?
7.	Slameto (2003) said that there are several factors that can influence student's learning strategies.	Factors influence student's learning strategies.	What are the inhibiting factors?
8.	Slameto (2003) said that there are several factors that can influence student's learning strategies.	Factors influence student's learning strategies.	How to overcome these challenges?

The table above contains guidelines or blueprint for interviews to obtained data to answer research question number one and two.

Table 3.3 Factor That Influences Students to Learning Strategy in Developing Vocabulary Mastery

Factors	Aspects
Teacher	-Teacher as models or role models for

	students.
	-The successful implementation of learning strategy will depend on the teachers.
Students	-Student's background; place of birth, social economic level, etc.
	-The characteristic of students; abilities, knowledge, attitudes.
Facilities and Infrastucture	-Learning media, learning tools, school equipment.
	-Shool lighting, toilets, etc.
Environment	-The class is too big or small.
	-Too many or too few students in one class.

The table above contains the aspects of the factors influences learning strategies used by students to obtained data to answer research question number two.

c. **Documentation**

Documentation is the process of collecting documents and data that may be relevant to the research problem. It is often the case that the results of observations or interviews are more reliable if they are supported by documents that are related focus of the research[55]. In this research, included a variety of materials obtained during the observation and interview process with the students, such as notes, interview transcript, photo, and others.

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[55] Dr. Abdul Fattah Nasution, M.Pd, *Metode Penelitian Kualitatif* (Bandung: CV. Harfa Creative, 2023).

E. Data Analysis Technique

After collecting the data, the researcher analyzed the data. The researcher use data reduction, data display and drawing conclusion. In the data reduction, after interviewing the students, it reduced as needed of the researcher. In the data display, the researcher make a narration to present the data. After presenting the data, the researcher explained what learning strategy in eighth grade at SMP N 2 Ponorogo as a finding of the research. Data analysis techniques used are interactive models Miles, Huberman, & Saldana. Miles, Huberman, & Saldana explained that qualitaive data processing can be done through four stages, such as: data collection, data reduction, data display, and drawing conclusion[56].

1. Data Collection

Data collection methods used in this research include interviews, observations and documentation in the field. These methods used objectively to obtain information about the learning strategies used by students in developing vocabulary and also the factors involved influences the learning strategies used by students in developing vocabulary. Questions asked during interviews are designed to identify views, and students' experiences regarding learning strategies and factors that influence the learning strategies used by students in developing vocabulary mastery. The results of the interviews were then

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[56]Matthew B.Miles and A.Michael Huberman, *Qualitative Data Analysis* (United States: Sage Publications, 1994).

transcribed and analyzed to identify patterns that show what learning strategies are used as well as factors that influence students' learning strategies.

In addition, researchers conducted live classes observation. The purpose of this observation is to identify what learning strategies are used and the factors that influence students' learning strategies. During observation, the researcher recorded various aspects of the teaching process. Field documentation is also important part of data collection. This includes photos. By integrating data from interviews and observations, researchers can see what learning strategies are used and the factors that influence students' learning strategies[57].

2. Data Reduction

Data reduction involves summarization, highlighting core elements, directing attention to important aspects, identifying patterns and themes, and the first step is summarizing the data interviews and observations are summarized to capture the essence of this research information collected. For interviews with 21 students, the summary includes what learning strategies are used by students in developing vocabulary mastery and factors that influence students' learning strategies. Class observations are summarized with focus on learning strategies and their factors. The second is to highlight the core

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[57] Matthew B.Miles and A.Michael Huberman, *Qualitative Data Analysis* (United States: Sage Publications, 1994).

elements, the differences can be seen from interviews and observations. Elements of interviews and observations can include learning strategies used as well as factors that influence students. The next step is to direct attention to the important aspects here. Attention is directed to the aspects most relevant to the focus research, namely what learning strategies students use in developing vocabulary mastery and factors that influence it. After that the process is to identify patterns and themes in it. The process researcher repeats patterns and themes in the data being analyzed. The final step is to eliminate important elements that are not relevant to ensure that the analysis remains focused and clear[58].

3. Data Display

After the researcher is able to reduce the data, the next step is to display the data. In displaying data, the data is arranged in such a way so that the structure can be understood. then an in-depth analysis is carried out on interactive relationships. In this research, the data obtained was through interviews, observation, and documentation. To present data based on theory, researchers first compiling interview transcripts and necessary observation notes. This including recording and transcribing all information obtained from interviews and notes obtained during the class observation process. Furthermore,

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[58] Matthew B.Miles and A.Michael Huberman, *Qualitative Data Analysis* (United States: Sage Publications, 1994).

data from observations and interviews that have been conducted sorted, analyzed based on the theory used[59].

4. Drawing Conclusion

Conclusions in qualitative research may be able to answer research questions are asked from the start, but there is also the possibility that it cannot be done that way. This is because the problems and problem formulations contained therein tend to be still in a temporary stage and are subject to experience developments when research is carried out in the field. After analyzing data collected from observations and conversation transcripts, researchers can draw conclusions about the learning strategies used and the factors that influence students' learning strategies in improving vocabulary mastery. As part of the verification process, the researcher rechecks the conclusions with original field data. To ensure that the findings are supported by evidence contained in field observations, conversation notes, etc documentation that has been collected during the research[60].

F. **Checking the Validity of the Research**

Validity describes the extent to which we measure. An instrument is not intrinsically valid, because validity is a characteristic of the

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[59] Matthew B.Miles and A.Michael Huberman, *Qualitative Data Analysis* (United States: Sage Publications, 1994).
[60] Matthew B.Miles and A.Michael Huberman, *Qualitative Data Analysis* (United States: Sage Publications, 1994).

responses. Therefore, it is important to pre-test the tool to obtain preliminary data that can be used to assess validity. Triangulation refers to the use of multiple methods of data sources in qualitative research to develop a comprehensive understanding of a phenomenon.

Triangulation is a technique used in qualitative research to assesed validity by combining data from various sources. There are several types of triangulation, which technique triangulation and data source triangulation. In this research, the researcher decided to used the technique triangulation, because the data was obtained by combining interviews, observation and documentation.
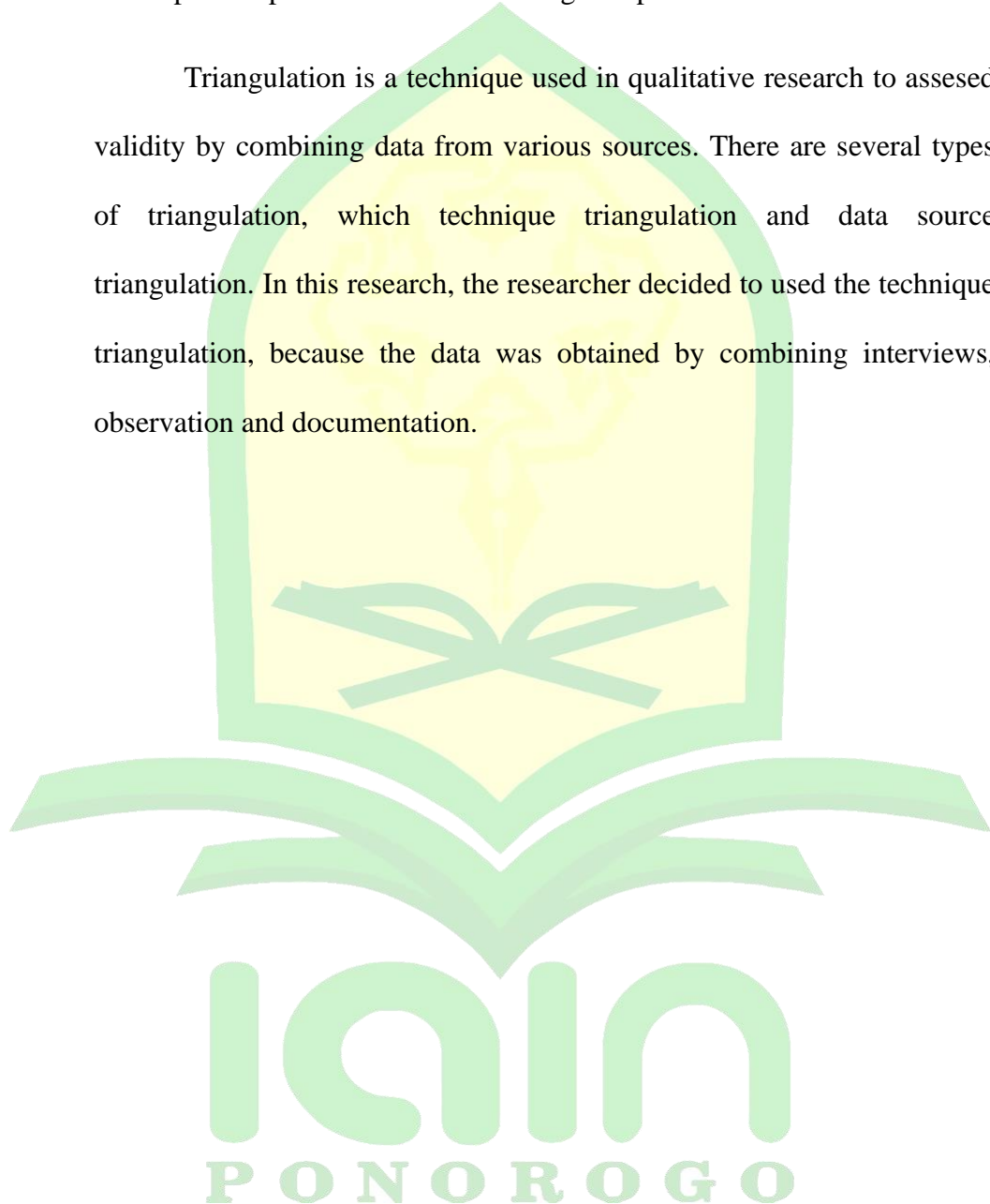
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Findings of the Research Location

General findings describe the general description of the school, which includes history, vision, mission, and school profile.

1. The History of SMP Negeri 2 Ponorogo

SMP Negeri 2 Ponorogo is the oldest SMP Negeri 1 after SMP Negeri 1 Ponorogo. SMP Negeri 2 Ponorogo is one of the favorite junior high school in Ponorogo. SMP Negeri 2 Ponorogo was founded in 1960, is an integration school of SGB Negeri Ponorogo. However, if we want to know the history of its founding, we cannot get a clear picture, because there is no supporting data. The school does not keep the Deed of Establishment and there is none at the Education Service office.

According to the story, the founding of SMP Negeri 2 Ponorogo was on August 8 1960. The background to the founding of SMP Negeri 2 Ponorogo was the existence of a Government Program in an effort to improve the quality of prospective teachers. The closed SGB was integrated into a junior high school, as a replacement a State SGA was opened where the education level was at the same level as high school.

At the same time, the Ponorogo "Batik Bakti" Cooperative built a school building on Jalan Batorokatong Ponorogo for

Ponorogo State High School (now known as Ponorogo 1 State High School). The building used by Ponorogo State Middle School 2 is actually intended for Ponorogo State High School. The building previously occupied by the Ponorogo State SGB was finally used by the Ponorogo State SGA.

Initially the school building at SMP Negeri 2 Ponorogo only consisted of 10 rooms which were divided into 9 rooms for classrooms and 1 room for office space (Administrative Office, Teacher's Office and Principal's Office). The condition of the school building has undergone efforts to expand the land and space several times.

In 1971 efforts were made to expand the building. The remaining land is used to increase the number of rooms to be used as a teacher's room, principal's room and administration room. Thus, there were 1 class of students (formerly used for offices) so the new class 1 student admissions for the 1972 school year were added by one class so that the total number of students became 10 classes.

In 1976, the land behind the school was expanded, which was eventually used to build 4 new classrooms, 1 science laboratory room and 1 library room. The number of classrooms will be 14. In 1976, the student admission ceiling was increased from 4 classes to 8 classes (4 classes in the morning and 4 classes in the afternoon). The total number of students is 24 students.

Efforts were made to expand the land again in 1985 so that it could then be used, then building a skills room. In 1988 the land was purchased again and used to build 4 new classrooms.

In 1997, land expansion was carried out again, planned to meet the shortage of classrooms. In 2004, 4 classrooms were renovated to become 8 classrooms. And in 2006 another 10 classrooms were built. This means the number of classrooms will be 24 so that all students can come in the morning. In the same year, SMP Negeri 2 Ponorogo was designated as a National Standard School Pilot (RSBN).

Today's school conditions are very different. The current building is a new building. Now there is nothing that can remind us of what SMP Negeri 2 was like in the past. The remaining space is no longer worth it. If it has not been dismantled at this time, it is only because it is still needed as a warehouse during the construction of the Multi-Purpose Room, and after that it will be dismantled to make way for a yard.

That is the origin of SMP Negeri 2 Ponorogo and its development to date. Starting from the condition of the school which only attracted rural children, it was nicknamed "Ndeso School". It is even called *Wedus* School/*Pitik* School (because it is close to the *Kambing* market/Chicken Market). Now SMP Negeri 2 Ponorogo is a school that is popular with elementary school graduates. Every time New Student Admissions are held, the

number of registrants is always abundant.

2. Vision, Mission

a. Vision

Having noble character, achievement, environmental culture based on faith and piety.

b. Mission

1. Develop appreciation and practice of the religious teachings adhered to.

2. Familiarize all school members with good manners.

3. Foster a sense of love and pride for the Indonesian nation and homeland.

4. The realization of education that prioritizes child-friendly anti-corruption values.

5. Creating a conducive learning climate.

6. Improve the education service system.

7. Develop students' potential in the academic, sports and arts fields.

8. Developing a curriculum.

9. Creating a clean, healthy, green, shady, beautiful, comfortable and safe environment.

10. Create discipline and order.

11. Establish good and synergistic cooperative relationships between school members, the community and related agencies that are oriented towards environmental preservation.

3. School Profile

a. School Identity

Table 4.1 School Identity of SMP N 2 Ponorogo

NPSN	20510703
School Level	Junior High School
Head Master	Imam Saifudin
Operator	Faizal Abidin
Accreditation	A
Curriculum	SMP 2013
Surface Area	9,069 m²
Telephone	0352481258
Fax	0352481258
Email	info@smpn2ponorogo.sch.id
Website	http://www.smpn2ponorogo.sch.id[61]

b. School Location

SMP Negeri 2 Ponorogo is located on Jalan Basuki Rachmad 44, Surodikraman Village, Ponorogo District, Ponorogo Regency, East Java Province, Postal Code 63492, south of Kodim, north of Jalan Sembodro, east of residential areas, and west of Jalan Basuki Rachmad with telephone number (0352) 531952.

B. Research Findings

Descriptive data was a description of the research findings obtained by researcher from the observation, interview, and documentation processes. The researcher obtained direct observations in the classroom to

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[61]See the appendix 23/D/Sch. Idnt/2024

observed the learning strategy that used by the eighth students at SMP Negeri 2 Ponorogo. Futhermore, the researcher prepared several questions related to the topic of the research for students and teacher of English. Then the researcher documented each research process.

1. Learning Strategies in Developing Vocabulary Mastery

Epistemological learning strategies start from two main concepts. The first concept is learning, which means acquiring knowledge. Meanwhile, the second concept is strategy which can be broadly defined as the art of planning operations in war. Thus, 'learning strategies' can be defined as deliberate actions chosen by learners and control to achieve the desired academic goals or objectives. In a more specific definition, learning strategies can be defined as specific ways of processing information that improve understanding, learning, or retention of information. Then in the field of vocabulary mastery, learning strategies can be defined as various ways for all language learners to learn new vocabulary according to the learner's needs and preferences.

The data was obtained through direct observation. The researcher conducted the first observation on April 22, 2024, and the second observation on May 2, 2024. The third observation was on May 8, 2024. The researcher observed the learning strategy in developing vocabulary mastery in VIII D. The researcher observed related to what were the learning strategy used by the students and how did they used it, especially in developing vocabulary mastery.

The researcher observed important points in accordance with the

aspects studies, starting from the preparation, implementation, and ending. The researcher used an observation checklist in this study. In the observation conducted by the researcher, the teacher carried out the duties very well, the students were also active and enthusiastic. The researcher observed the activities during learning process. According to the interview and observation, the researcher found some learning strategies that used by the students at SMP N 2 Ponorogo.

From the observation obtained by the researcher, from the beginning to the end of the learning process, the students had various learning strategies in developing their vocabulary mastery. The researcher directly observed the process learning process in class. Apart from that, it was to strengthen data that has been obtained during the observation process, the researcher carried out interviews with the students.

Based on the observation of the researcher, the productive lesson made by the teacher was the preparation of planning the use of learning media and the learning form based on the purpose. Planning the use of learning media was poured in a lesson plan. In making the lesson plan must be made with a detailed design, so that the learning objectives can be achieved. During the observation, the material discussed was about simple present tense, invitation, and poster. In the early stages, teacher opened the lesson with greeting the students, then check their attendance. The lesson began when the teacher asked the students to remember or recall the material from the previous meeting, then the teacher continued a new material.

During the lesson there was reading section, then randomly selected students were asked to read and interpreted the meaning, and in the reading section they certainly find a lot of vocabulary. In this vocabulary, there are some meanings were not yet known. After the students read, the teacher asked the students what was the meaning of vocabulary. Some students said it out loud, there were also those who asked the teacher directly what the real meaning was, and there were also those who wrote it down in a book so it was easy to remember, and some even looked it up in a dictionary. In the end, the teacher told the students the real meaning of the vocabulary in order to increase the students' vocabulary.

The followings was the results of learning strategies used by students in developing vocabulary mastery:

a. **Determination Strategy**

The researcher conducted the observation on April, 25th 2024. This meeting discussed about poster. In the early stages, teacher opened the lesson with greeting the students, then checked students' attendance. The lesson began when the teacher asked the students to remember or recall the material from the previous meeting, then the teacher continued a new material.

Students were enthusiastic about this poster material, students mentioned examples of posters that were around them, or that they had encountered. At this meeting students also had homework which was discussed one by one in class. Each student

got one question, where students were asked to read the question, answered it, and also stated the meaning of the vocabulary. There were some students who did not and they used their dictionary to look up for the meaning. Students who used determination learning strategies were two students. This was in accordance with the results of interviews by NA who used the determination learning strategy.

> Determination Strategy. For example, during reading lessons, it will be interpreted one by one, so if I don't know the meaning, I will look it up in the dictionary. Or guess what the meaning is according to the topic being discussed[62].

> This also was in accordance with the results of interviews

by GGCO who used the determination learning strategy.

> Determination Streategy, because I more often guess myself about the meaning of vocabulary[63].

> She felt that determination strategies were the right strategy

for her in developing vocabulary mastery, making it easier for her to learn it. This showed that students who chose to used a dictionary when looking for vocabulary were students who had a determined learning strategy.

b. Social Strategy

The social strategy that students use in developing vocabulary mastery was where students asked their friends or teachers regarding the vocabulary being discussed. Students that

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[62]See the appendix 27/I/S19/Learn. Str/08052024/007-012
[63] See the appendix 15/I/S11/Learn. Str/08052024/007-012

used social strategy were four students. This was also expressed by

EPR opinion, he expressed his opinion regarding what learning

strategies he used in developing his vocabulary mastery.

> If I am unfamiliar with the vocabulary, then sometimes I
> will ask for synonyms or also ask friends or teachers for the
> meaning[64].

The interview answers showed that EPR uses social

strategies to developing vocabulary mastery. He also expressed his

opinion that having a study strategy made it much easier for him to

learned.

> The other statement showed by NPA:

> Social Strategy. I often asked to my friends or our teacher
> to understand the new words[65].

The interview answers showed that NPA uses social

strategies to developing vocabulary mastery. He also expressed his

opinion that having a study strategy made it much easier for him to

learned.

c. **Memory Strategy**

The researcher conducted the second observation on May,

2nd 2024. Based on the observation of the researcher, the

productive lesson made by the teacher was the preparation of

planning the use of learning media and the learning form based on

the purpose. Planning the use of learning media was poured in a

lesson plan. In making the lesson plan must be made with a

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[64]See the appendix 13/I/S9/Learn. Str/08052024/007-012
[65] See the appendix 21/I/S17/Learn. Str/08052024/007-012

detailed design, so that the learning objectives could be achieved. The second meeting discussed about invitation. In the early stages, teacher opened the lesson with greeting the students, then checked their attendance. The lesson began when the teacher asked the students to remember or recall the material from the previous meeting, then the teacher continued a new material.

The teacher asked students randomly to read the material about invitation. Not only to read, but students were asked to understand it. After students read, the teacher asked students to answered what is being discussed from what they read.

> Teacher: "So, what material are we discussing?."
> Students: "About the invitation ma'am."
> Teacher: "Yes, about invitations. So, does anyone know what an invitation is?"
> Students: "Invitation is an invitation, ma'am."
> Teacher: "Yeah, what is that?"
> Students: "*Undangan* ma'am."
> Teacher: "That's right, *undangan* is an invitation in Indonesian."
> Students: "Ooh, I see."

In the conversation above, it was known that there were students who only said the words out loud, there were also those who answer with the right answer. Based on observation and interview' results, students that used memory strategies were two students. Based on AS opinion, she expressed her opinion regarding what learning strategies she used in developing her vocabulary mastery.

Memory strategy. Because usually I repeat it continuously

or say it out loud in class[66].

She felt that memory strategies were the right strategy for her in developing vocabulary, making it easier for her to learn it, because saying it out loud or repeatedly could help her memorize it more easily.

d. **Cognitive Strategy**

Students who used cognitive strategies commonly rewrite or even list vocabulary words in their books. This was done because it makes it easier to found and remembered the vocabulary, so that there could continue to develop their vocabulary mastery. Based on observation and interview, students that used cognitive strategies were six students. This was proven by the results of interviews from researcher with CAN. CAN apparently used cognitive learning strategies. The other statement was also expressed by CAN, she expressed her opinion regarding what learning strategies she used in developing her vocabulary mastery.

> Cognitive strategy, because I usually study by noting down important vocabulary. So it's easier for me to learn. Teachers also often provide keywords related to new vocabulary, so it is very helpful for learning them[67].

She felt that cognitive strategies were the right strategy for her in developing vocabulary mastery, making it easier for her to learn it. Another statement was also conveyed by Gading who also used cognitive learning strategies.

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[66]See the appendix 6/I/S2/Learn. Str/08052024/007-008
[67]See the appendix 9/I/S5/Learn. Str/08052024/007-008

Cognitive strategies. With every new vocabulary item, I always take notes, sis, and I also prefer to explain the meaning in text, sis, so I can better understand the vocabulary in what context.[68]

He felt that cognitive strategies were the right strategy for him in developing vocabulary mastery, making it easier for him to learn it.

e. **Metacognitive Strategy**

Students who used metacognitive learning strategies commonly prefer to skip new words, or they used English language media to develop their vocabulary. Based on observation and interview, students that used metacognitive strategies were one student. This was the same as the results of research by researcher stated by MKSB:

I usually use games on the internet that are in English, also by marking and rewriting the vocabulary in books[69].

MKSB used metacognitive strategy, He felt that this strategy helps make it easier for him to learned it.

2. **Factors that Influence Learning Srategies in Developing Vocabulary Mastery**

After conducting research, the researcher obtained results from interviews with students and teacher, what factors influenced them in developing their vocabulary mastery.

a. **Students**

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[68]See the appendix 14/I/S10/Learn. Str/08052024/007-008
[69]See the appendix 18/I/S14/Learn. Str/08052024/007/012

Students were one of the factors that support learning strategies, because students were the main actors in the learning process. Therefore, students were a factor that influenced the sustainability of learning strategies in developing vocabulary mastery. This was also conveyed by a student named EMS who argued that students were one of the factors that influence learning strategies.

> I think by students, students who are enthusiastic and keep trying, also from supporting school or class facilities[70].

He stated that students and school facilities were things that were supportive because they would also make students more comfortable in studying.

b. Teacher

Teacher was important for students. Teachers were also a factor that influences learning strategies. Of course, if there were quality teachers it would produce quality students. This is also expressed by GGCO:

> In my opinion, it is the teachers and students who influence it. If the teacher is fun in presenting the material, then the students will also be enthusiastic about learning[71].

She stated that the teacher was the main character in the learning process. If teacher fun in presenting the material, then the students would also be enthusiastic about learning.

c. Facilities and Infrastucture

School facilities and infrastructure were essential for student comfort. If the school and classroom facilities and infrastructure were

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[70]See the appendix 11//I/S7/ Fct. Influence/08052024/017-018
[71]See the appendix 15//I/S11/ Fct. Influence/08052024/017-018

complete and adequate, then students would also feel comfortable in studying, and it would be easy to apply their learning strategies. As stated by EMS, he expressed his opinion regarding what factors that influenced in developing his vocabulary mastery.

> Students who are enthusiastic and keep trying, also from supporting school or class facilities[72].

He stated that students and school facilities are things that were supportive because they would also make students more comfortable in studying.

d. Enviroment

Apart from students, teachers, facilities and infrastructure, the environment also has an influence on learning strategies. As stated by NAZ:

> The material presented is also supportive, as well as a comfortable environment and positive vibes[73].

NAZ stated that the environment as the main supporting influences in developing vocabulary mastery.

C. Discussion

The results of the research were discussed according to the findings found by the researcher through interview and observation.

1. **Learning Strategies in Developing Vocabulary Mastery**

From the interview and observation conducted by researcher, the researcher found that eighth grade students used learning

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[72]See the appendix 11//I/S7/ Fct. Influence/08052024/017-018

[73]See the appendix 20//I/S16/ Fct. Influence/08052024/017-018

strategies at SMP Negeri 2 Ponorogo. Interview and observation revealed several aspects that students did during learning. This was in line with the theory put forward by Brown. He stated that strategies are specific methods of approaching a problems, how to operate it achieve a certain and planned design to control and manipulate certain information. He said that the strategy was in on a pattern or plan that integrates major objectives policies, and a series of actions into one cohesive whole[74]. This was also in line with the theory by Oxford cited in Deneme. He states that learning strategies as a actions's learners to make learner faster, easier, or more enjoyable[75].

This is in line with the theory put forward by Schmiit[76]. He states that the kind of learning strategies are divided into five, namely: determination strategy, social strategy, memory sytategy, cognitive strategy, and metacognitive strategy.

First, determination strategy, this strategy was an individual learning strategy. In this strategy, learners would learn the word without using the experience of another person. Learners would discovered the meaning of the new word through their efforts, with the help of context, structural knowledge, or the dictionary. The learners also analyzed part of speech. Based on the

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[74]Brown. H. D. (2001). *Teaching by Principles An Interactive Approach to Language Pedagogy*. Sun Francisco: State University.

[75]Oxford, R. L. (1990). *Language Learning Strategies: What every teacher should know.* New York: Newbury House/Harper & Row.

[76]Schiimt, N. (2000). Vocabulary in Language Teaching. Cambridge: Cambridge University Press.

result of research, students used dictionary, translating the words into students' mother tongue becomes the most frequent strategy the students' used.

Second, social strategy, this strategy was an social learning. It means that social between students' with classmates, or students' with teacher, students' interact with native speaker, students' meaning in a group. The examples of this strategy, there are; students ask their classmates, students ask the teacher for a synonim, etc. Based on the result of research, students' asked the teacher or classmates becomes the most frequent strategy the students' used.

Third, memory strategy, this strategy learners link their learning of new words to their existing or background knowledge with the new words. Memory strategies involved correlating the word with previously learned information using some image or grouping format. An example of this strategy was students made associations with words that sound or look similar to words in their native language, students said a new word aloud, with this strategy they would easily memorize the word. Based on the finding of research, students said a new word aloud became the most frequent strategy the students' used.

Fourth, cognitive strategy, cognitive strategy was a kind of behavior that helped learners master vocabulary through their daily life. For example, students wrote repetition, students wrote lists,

etc. Most of those activities were common activities in learners's daily activities. For learners, the most frequently used strategy was to use new words in a sentence to remember them. Other activities that they sometimes used to learn vocabulary were using word lists and remembering a word if they saw it written down, so they would write down the word that they want to learn.

Fifth, metacognitive strategy, this strategy was related to processes involved in monitoring, decision-making in their language learning process. In other words, it means the processes designed for students to 'think' about their 'thinking' or to think about how they will learn. An example of this strategy was students test themselves with new word, students used english language media, etc. This strategy helped them gain more vocabulary. Based on the result of research, students' used english language media becomes the most frequent strategy the students' used.

2. Factors that Influence Learning Srategies in Developing Vocabulary Mastery

From the results of interviews conducted by researcher and students, there were results that the factors that influence learning strategies. This was in line with the theory put forward by Slameto[77]. He mentioned that factors that influences the learning strategies include:

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[77]Slameto. (2003). Belajar dan Faktor-faktor yang mempengaruhinya. Jakarta: Rineka cipta. Page 54-60.

The students themselves, it means that student background includes the student's gender, place of birth, socio-economic level, what family the student comes from and so on. Their personalities vary, some were quiet, some were cheerful, some like to talk, some were creative, stubborn, spoiled and so on. The characteristics of students include abilities, knowledge and attitudes.

The second one was as well as teachers, the successful implementation of a learning strategy would depend on the teacher's expertise in using learning methods and techniques.

The third one was the environment, like class organization factors, or social psychological climate factors.

The last one was existing classroom and school facilities, like the toilets, school lighting, learning media, and so on. These were all things that support students in the learning process which also influenced student learning outcomes. Most students answered that students were the main factor, because it built student character as well as continuing learning.

CHAPTER V

CLOSING

A. **Conclusions**

From the research about learning strategies used by the eighth grade students in developing vocabulary mastery at SMP N 2 Ponorogo, the researcher concludes that:

1. **Learning Strategies used by the Eighth Grade Students in Developing Vocabulary Mastery at SMP N 2 Ponorogo**

There are five kinds of learning strategies used by the students: determination, social, memory, cognitive, and metacognitive. Each student had his or her own learning strategy, because each student had their own character. The learning strategies used are in accordance with the students' own needs. Of the five existing learning strategies, each learning strategy had students who use it. Students feel that having a learning strategy helped them to learn and also found it easier to learn.

2. **Factors that Influence Learning Strategies in Developing Vocabulary Mastery at SMP N 2 Ponorogo**

There are four factors that influence learning strategies in developing vocabulary mastery.

First, students were one of the factors that supported learning strategies.

Second, teacher was important for students.

Third, school facilities and infrastructure were essential for student comfort.

The last one, the environment, peace, healthy and positive environment are the most students's dream.

B. Recommendation

Based on the result of the study, the researcher puts some recommendation to the following parties:

1. For English Students

The results of this research indicated that the development of student vocabulary used by class VIII at SMP Negeri 2 Ponorogo is good. This was proven by students' enthusiasm in discovering new vocabulary. It was hoped that students would continue improving their learning strategies in vocabulary. Students need to increase their experience with vocabulary learning strategies. They also need to increase their motivation and interest for the best strategies in vocabulary learning.

2. For English Teachers

For teachers, it was hoped that this research could provide encouragement to them consider better vocabulary teaching strategies to enhanced the development of students' vocabulary mastery. Teachers could also apply interesting things methods to develop their vocabulary learning strategies.

3. Other Researchers

There were still many aspects that could be analyzed regarding

vocabulary learning strategies. Eventually other researchers were able to investigated the other side learning strategies, then the results of this research could be used as a start information to conducted further research.

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