

A THESIS

**VOCABULARY LEARNING STRATEGIES
USED BY STUDENTS OF A SENIOR HIGH SCHOOL IN
SURABAYA**



**By:
MIRANI TRI ENDAYANTI
1213011041**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2016**

APPROVAL SHEET (I)

APPROVAL SHEET (I)

This thesis entitled **Vocabulary Learning Strategies Used by Students of a Senior High School in Surabaya** prepared and submitted by **Mirani Tri Endayanti** has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Dr. Nuruh Mindari, M.Pd.
Advisor 1



Trianawaty, S.Pd., M.Hum.
Advisor 2

APPROVAL SHEET (II)

APPROVAL SHEET (II)

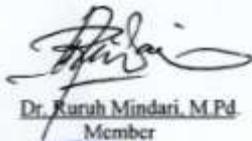
This thesis writer and submitted by Mirani Tri Endayanti (1213011041) for acquiring the Sarjana Pendidikan degree in English Language Teaching has been approved by the following Board of Examiners on oral exam with the grade of ___ on January 14th 2016.



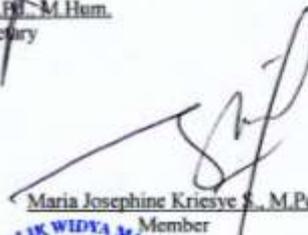
Dr. V. Luluk Priambodo, M.Pd.
Chairperson



Trianawaty, S.Pd., M.Hum.
Secretary



Dr. Ruruh Mindari, M.Pd.
Member



Maria Josephine Kriesve S., M.Pd.
Member



STATEMENT LETTER

SURAT PERNYATAAN

Bersama ini saya:
Nama : Mirani Tri Endayanti
Nomor Pokok : 023010011
Program Studi: Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

Vocabulary Learning Strategies Used by Students of a
Senior High School in Surabaya.

benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 17 Desember 2015
Yang membuat pernyataan,



Mirani Tri Endayanti

Mengetahui:
Dosen Pembimbing I/Tanggal,

Dr. Rukh Mandari, M.Pd.

Dosen Pembimbing II,

Trianggati, S.Pd., M.Hum.

PUBLICATION LETTER

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : Mirani Tri Endayanti
Nomor Pokok : 1213011041
Program Studi Pendidikan : Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Tanggal Lulus : _____

Dengan ini **SETUJU/TIDAK SETUJU** Skripsi atau Karya Ilmiah saya,

Judul :

Vocabulary Learning Strategies Used by Students
of a Senior High School in Surabaya.

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU/TIDAK SETUJU** publikasi Karya Ilmiah ini saya buat dengan sebenarnya

Surabaya, 1 Februari 2016



Mirani Tri Endayanti
NRP. 1213011041

ACKNOWLEDGEMENTS

First of all the writer would like to thank Allah SWT for His blessings and graces, so that the writer is able to complete and finish the thesis properly.

The writer would also like to express her gratitude to:

1. Dra. Ruruh Mindari, M.Pd., the writer's first advisor, who has been willing to give her valuable time to give advice, guidance, support in her thesis preparation.
2. Trianawaty, S.Pd., M.Hum., the writer's second advisor, who has been helping, supporting, giving advices and guidance in her thesis preparation.
3. Dr. V. Luluk Prijambodo, M.Pd., as the first thesis examiner for giving some inputs and guidance to her during thesis proposal and thesis examination.
4. Maria Josephine Kriesye S., M.Pd., as the second thesis examiner for also giving some inputs and guidance to her during thesis proposal and thesis examination.
5. M. G. Retno Palupi, M.Pd., as the head of English Department.
6. The headmaster, teachers and staffs of the SMA NSA who helped the writer collect the research data.
7. The participants who gave their time in fulfilling the questionnaire and being very cooperative.
8. All of English Department staff who has helped the writer to process the thesis.
9. The writer's beloved family, her father and mother, sisters, brothers and niece for being a lovely family.
10. The writer's campus friends, Meliany, Velly, Yenny, Kezia, Lenny, Deri for helping the writer while in campus and giving best friendship ever.

11. The writer's best friends, Chitra, Elsistari, Fitri, Dianita, Ami, Fitria, Anjar for supporting and cheering up the writer's to complete the thesis.

The writer's gratitude also goes to some people whom she cannot mention one by one.

Surabaya, January 2016

Mirani Tri Endayanti

4.2 Discussions	50
4.2.1 Discussion 1: Vocabulary Learning Strategies Used by the Participants	50
4.2.2 Discussion 2: The Most and Least Frequently Used Vocabulary Learning Strategy	52
4.2.3 Discussion 3: How the Strategy Gave Effect to the Participants.....	55
 CHAPTER V : CONCLUSION AND SUGGESTION	
5.1 Conclusion	58
5.2 Suggestion	60
 Bibliography	61
Appendices	64
Appendix 1: Questionnaire in English	64
Appendix 2: Questionnaire in Bahasa	68
Appendix 3: Interview Questions	72
Appendix 4: Questionnaire Result	73
Appendix 5: Most and Least Used Strategies Details.....	77
Appendix 6: Business Communication Scores	79
Appendix 7: Interview Result	82
Appendix 8: Participants' Questionnaire Samples	85
 Tables	
Table 2.1 Comparison of Previous Studies and Present Study	24
Table 3.1 Description of Participants	26
Table 4.1 Discovery Strategy Category Result (DET)	32
Table 4.2 Discovery Strategy Category Result (SOC)	34
Table 4.3 Consolidation Strategy Category Result (SOC)	35
Table 4.4 Consolidation Strategy Category Result (MEM).....	39
Table 4.5 Consolidation Strategy Category Result (COG).....	42
Table 4.6 Consolidation Strategy Category Result (MET).....	43
Table 4.7 The Most Frequently Used Strategy (DIS).....	44
Table 4.8 The Most Frequently Used Strategy (CON)	45
Table 4.9 The Least Frequently Used Strategy (DIS).....	46
Table 4.10 The Least Frequently Used Strategy (CON).....	46
Table 4.11 Comparison of Participant Number 66 and 69	49
Table 4.12 Strategies Used by Participants.....	51

ABSTRACT

Endayanti, Mirani Tri. *Vocabulary Learning Strategies used by Students of a Senior High School in Surabaya*. 2015. Thesis. Program Studi Pendidikan Bahasa dan Seni. FKIP. Universitas Katolik Widya Mandala Surabaya.

Advisors: Dr. Ruruh Mindari, M.Pd. and Trianawaty, S.Pd, M.Hum.

Key words: Vocabulary Learning Strategies

English is a worldwide language that people all over the world use as an international language. It is the reason why many countries use English as their second language. In Indonesia, as a foreign language, English becomes a subject that is taught at schools and has an important place in education so that Indonesians are able to get involved in international competitions in the globalization era. Therefore, it is essential that Indonesian learns English and its aspects. To learn English, one important aspect to learn is vocabulary. Vocabulary is the most essential aspect that learners need to master well. In order to make learning vocabulary more successful, learners need strategy which they need to be aware and develop. Based on the reason above, the writer wants to know the strategies students used to learn English vocabulary and the strategy that they use more frequently and less frequently to give picture to teachers to develop more the vocabulary learning strategies. To collect the data of this qualitative study, a 52-item questionnaire and an interview were used. There were 80 participants randomly chosen as the subjects to fill in the questionnaire and 8 participants to be interviewed. The study revealed that the participants used cognitive, memory and social strategies to learn vocabulary. The most frequently used strategies were asking classmates for meaning and taking notes, whereas the least frequently use strategy was flashcard use. The study showed that the participants tended to relate other people to discover vocabulary and used their memory as they like to take notes of what teacher had taught to them. The least frequently used strategy was using flashcards. Flashcards were not so popular in participants' environment, moreover they hardly ever used flashcards in the class so that was why flashcards was the least one. The writer also found out that one participant who used the least frequently used strategies performed better than one who used the most frequently used strategies. However, several factors were also supporting the success of their scores such as the conditions, personal experience and effort.