

A THESIS
VOCABULARY LEARNING STRATEGY USED BY THE EIGHT GRADE
STUDENTS OF SMPN 2 NARMADA

Presented as a Partial Fulfillment of the Requirements for the Bachelor's Degree
in English Language Teaching



ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM

2023

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**VOCABULARY LEARNING STRATEGY USED BY EIGHT GRADUATE
STUDENTS OF SMPN 2 NARMADA**

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Student's Number : 2019A1B009

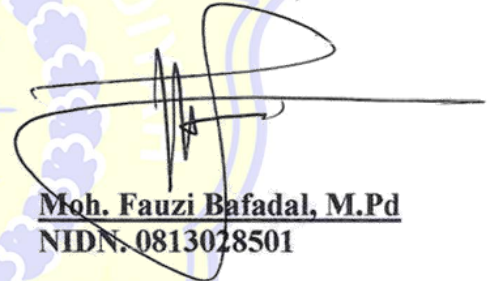
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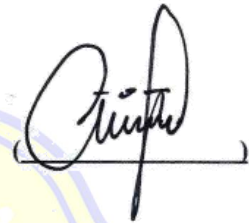
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DEDICATION

I dedicate this thesis and thank you to:

- To Allah SWT who has given health, fortitude, and patience, so that until now I have finished this thesis.
- To my parents, Mr. M. Hamsah and Mrs. Hamisah, who have taught me to the end, there are no words tired and lethargic in making a living in financing my studies during college. With the completion of this thesis, I can make you happy, even though this is not much. Through this, I can show my hard work during my 4 years of college. For the prayers and support from mama and papah so that he finished Starta 1 at the Muhammadiyah University of Mataram. May Allah SWT always protect, love and bestow all mercy and safety and good fortune for mama and papah.
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- To my brother SahrulDedekS.Ip who is always there at all times, and provides motivation as well as patience in every test that I pass during college.

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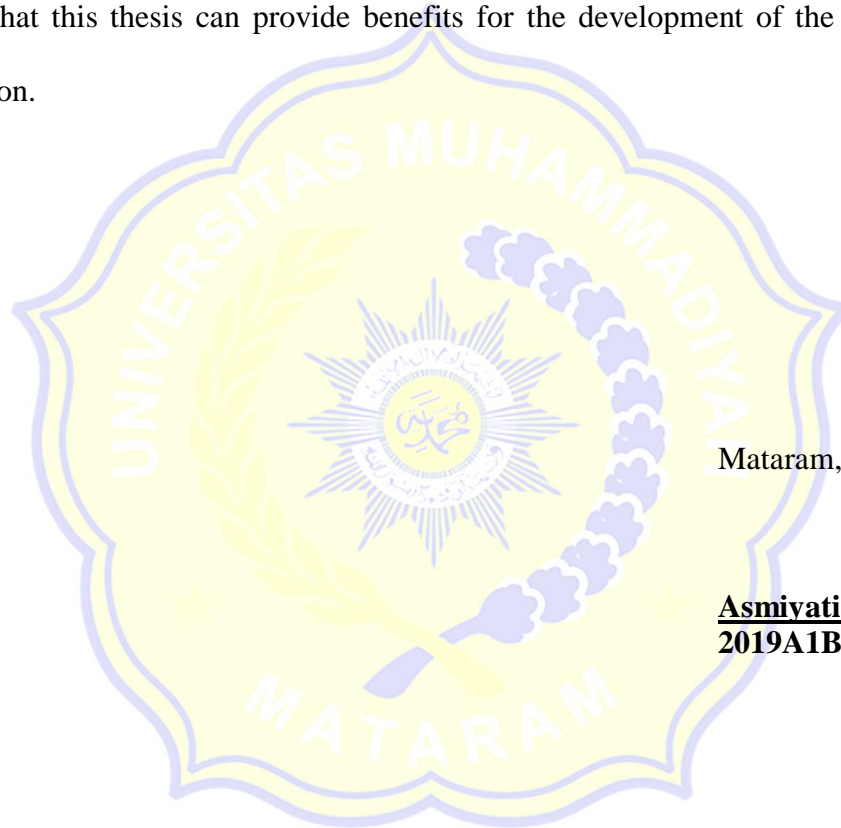
Praise and gratitude, the author pray for the presence of Allah SWT, who has given mercy, taufik and hidayah. The authors also send thesholawat and greetings to the great Prophet Muhammad SAW who has brought Muslims from the realm of darkness to the bright world as we feel today,so that the writer can finally complete the thesis with the title "Vocabulary Learning Strategy Used By Eight Grade Students of SMPN 2 Narmada."

This research was conducted to complete the requirements for obtaining an English Education degree at the Faculty of Teaching Training and Education, Muhammadiyah University of Mataram.The author realizes that this thesis would not have been possible without guidance, direction and assistance from various parties.For this reason, the author expresses many thanks to:

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5. MrMoh.FauziBafadal, M.Pd.as second Supervisor who has provided guidance and instructions in writing the thesis.

6. Lecturers, all staff and employees whose names the author cannot mention one by one
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The author realizes that this thesis is still far from being perfect, therefore, suggestions and constructive criticism are highly expected. Finally, the author hopes that this thesis can provide benefits for the development of the world of education.



Mataram, 2023

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Asmiyatimaini, 2023: **Vocabulary Learning Strategy Used By the Eight Grade Students of SMPN 2 Narmada in Academic Year 2022/2023.**

Thesis. Mataram. Muhammadiyah University Of Mataram.

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ABSTRACT

This study discusses the learning strategy of vocabulary done by class VIII students of SMPN 2 Narmada. The aims of this study are 1) to identify what are the students' strategies in learning English vocabulary. 2) To understand the students' difficulties in mastering vocabulary at class VIII SMPN 2 Narmada. This research is descriptive qualitative approach. This research was conducted at Narmada 2 Junior High School, odd semester in academic year 2022/2023. The population in this study were all students of Grade VIII SMPN 2 Narmada, totaling 30 people as a sample in the study. Data collection techniques are: Data Reduction, Data Presentation, and Drawing Conclusion. From the results showed that : 1) The strategy used by students in learning vocabulary are: a) Ask friends or teacher when they are learning new vocabulary, about 90%. b) Discusses the meaning of new word with friends and teacher, about 83,3%. c) Find the meaning of word used on the sound, about 16,6%. d) Use picture to find the meaning, about 73,3%. e) Repeatedly pronounce and memorize the word, about 76,6%. f) Write down vocabulary in text book, about 86,6%. g) Vocabulary list or flashcard, about 60%. 2) The students difficulties in vocabulary mastery are: a) Find difficult to pronounce and unfamiliar, about 56,6%. b) Find difficult a mismatch between sound and spelling, about 73,3%. c) Find difficult to pronounce and interpret its meaning when long and complicated vocabulary, about 50%. d) Find difficult grammar when using the verb ing, about 46,6%. e) Find difficult when two words overlap in meaning, about 80%. f) Find difficult to interpret the meaning of idiom, about 86,6%.

Keywords: *Vocabulary, Learning, learning Strategy*



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ABSTRAK

Penelitian ini membahas tentang strategi pembelajaran kosa kata yang dilakukan oleh siswa kelas VIII SMPN 2 Narmada. Tujuan dari penelitian ini adalah 1) untuk mengidentifikasi strategi siswa dalam mempelajari kosa kata bahasa Inggris.2) Untuk mengetahui kesulitan siswa dalam penguasaan kosakata di kelas VIII SMPN 2 Narmada.Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif.Penelitian ini dilakukan di SMPN 2 Narmada semester gasal tahun pelajaran 2022/2023.Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMPN 2 Narmada yang berjumlah 30 orang sebagai sampel dalam penelitian.Teknik pengumpulan data adalah: Reduksi Data, Penyajian Data, dan Penarikan Kesimpulan.Dari hasil penelitian menunjukkan bahwa : 1) Strategi yang digunakan siswa dalam mempelajari kosa kata adalah: a) Bertanya kepada teman atau guru ketika sedang belajar kosa kata baru, sekitar 90%.b) Mendiskusikan arti kata baru dengan teman dan guru sebanyak 83,3%.c) Menemukan arti kata yang digunakan pada bunyi, sekitar 16,6%.d) Menggunakan gambar untuk mencari makna, sekitar 73,3%.e) Mengucapkan dan menghafal kata berulang-ulang, sekitar 76,6%.f) Menuliskan kosa kata di buku teks sebanyak 86,6%.g) Daftar kosakata atau flashcard, sekitar 60%.2) Kesulitan siswa dalam penguasaan kosa kata adalah: a) Merasa sulit untuk diucapkan dan asing, sekitar 56,6%.b) Sulit menemukan ketidaksesuaian antara bunyi dan ejaan, sekitar 73,3%.c) Menemukan kesulitan untuk mengucapkan dan menafsirkan artinya ketika kosa kata yang panjang dan rumit, sekitar 50%.d) Menemukan tata bahasa yang sulit saat menggunakan kata kerja ing, sekitar 46,6%.e) Menemukan kesulitan ketika dua kata tumpang tindih artinya, sekitar 80%.f) Sulit menafsirkan makna idiom, sekitar 86,6%.

Kata kunci: kosa kata, pembelajaran, strategipembelajaran

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CHAPTER I

INTRODUCTION

1.1. Background

The comprehensive interpretation of vocabulary refers to the comprehension of lexical items and their respective connotations. As per the aforementioned definition, vocabulary holds significant importance as it is indispensable to acquire proficiency in other skills and to communicate efficiently without possessing a satisfactory level of it. (Aprilani,2021). Proficiency in the English lexicon entails not only comprehension of word definitions, but also comprehension of their structures, connotations, and application techniques.

Maritha and Dakhi (2017) assert that vocabulary is a crucial language skill that should be prioritized in English language instruction. According to Setiana and Wiedarti (2020), it is imperative for students to possess a strong command of the English language to effectively utilize it in their oral and written communication. The acquisition of an extensive lexicon is a crucial aspect of mastering any given language. Students may encounter difficulties in comprehending the language if they lack a prior grasp of the relevant vocabulary(Cesarini et.,2021).

Acquiring vocabulary is a complex and challenging process that requires considerable effort and dedication. One of the contributing factors is the inadequate command of lexical language. The acquisition of vocabulary can present various challenges for learners, including lexical limitations and

difficulties in expressing oneself orally. Hickling's work from the year 2000. Individuals encounter challenges in comprehending both written and spoken language, a matter that pertains to Dellar's work. As Thornbury (2002) has noted, this is a pertinent issue.

“If a significant portion of one's time is dedicated to studying grammar, the improvement in their English language proficiency may not be substantial. Greater progress can be observed by acquiring a broader vocabulary and a wider range of linguistic expressions. The statement posits that while grammar may have limitations in terms of conveying meaning, the use of words provides a vast range of possibilities for expression.”

The utilization of appropriate vocabulary learning strategies is deemed imperative for students. It is incumbent upon students to apply the most suitable strategy to achieve optimal results. According to Oxford (1990), learners employ learning strategies with the aim of facilitating the learning process, increasing its efficiency, enhancing its enjoyment, promoting self-direction, ensuring effectiveness, and enabling transferability. According to Schmitt (2000), the acquisition of vocabulary learning strategies has the potential to enhance learners' abilities and generate interest among them.

“The focus is on acquiring a language in a manner that enhances the learners' lexical growth. The acquisition of vocabulary necessitates the implementation of active strategies. According to Cahyono (2008), the utilization of this approach facilitates learners' comprehension of unfamiliar vocabulary, enhances their lexical repertoire, and enables them to effectively employ words for communicative purposes. The implementation of efficacious techniques for acquiring vocabulary is likely to yield a favorable impact on the expansion of students' lexicon, subsequently influencing their linguistic proficiency.”

According to Julita (2011) A significant proportion of Junior High School students exhibit a limited vocabulary. Consequently, the students

exhibit a deficiency in their ability to effectively communicate in English, as evidenced by their limited proficiency in spoken and written language, as well as their inability to accurately translate lexical items. Their English proficiency and academic performance can be indicative of a distinct lexicon utilized by them. In the context of English language instruction, educators typically employ a uniform approach or methodology, notwithstanding the fact that each student's learning outcomes may vary significantly. This implies that while certain learners may find it advantageous, others may not effectively utilize it. The variance observed could potentially be attributed to the diverse learning strategies employed by individual students. Typically, students who possess a strong vocabulary tend to employ various techniques to enhance their lexical repertoire. In contrast, students who possess inadequate vocabulary may lack specific strategies or fail to implement effective strategies to enhance their lexical repertoire. Therefore, it is imperative for students to acquire effective vocabulary learning strategies to enhance their lexical proficiency.

Based on observations that research at SMPN 2 Narmada have made, it is clear that students have not been add English vocabulary well. Many students still look lack in pronunciation in terms of interpreting, memorizing, and writing, even if we look at the ability of students to master it. Furthermore, when the English learning process occurs, most students ignore the subject matter presented by the teacher.

Based on the description above, the researcher is interested in examining what are the students' strategies in learning vocabulary, especially in class VIII SMPN 2 Narmada.

1.2. Research Question

As for the formulation of the problem, understanding the background mentioned above is to find out from the discussion of this thesis. First, however, the formulation of the problem is as follows:

1. What are the student's strategies in learning English vocabulary at the class VIII SMPN 2 Narmada, West Lombok Regency?
2. What are the students' difficulties in vocabulary mastery at the class VIII SMPN 2 Narmada?

1.3. The Objective of the Study

1. To identify how the student's strategies in English learning vocabulary in Class VIII SMPN 2 Narmada, West Lombok Regency
2. To understand what are the students difficulties in vocabulary mastery at the class VIII SMPN 2 Narmada

1.4. The Significance of the Study

This research is expected to be useful for SMP/MTS, teachers, and researchers.

1. Theoretically

The benefits of this theoretical research can find out how students' strategies in learning vocabulary and What are the factors that cause students' difficulties in vocabulary mastery at the class VIII SMPN 2 Narmada

2. Practically

a. Student

For students to make it easier for students to understand the use of vocabulary learning strategies

b. Teacher

For teachers, it can add insight to students in overcoming students' difficulties in vocabulary mastery

c. Schools

The results of this study can be used as input to improve students' learning difficulties in improving vocabulary understanding

1.5. Scope and Limitation of Study

The research was conducted at SMPN 2 Narmada. It focused on students in vocabulary learning strategy at SMPN 2 Narmada in the 2022/2023 Academic year as research subjects. The researcher wanted to know how the students' vocabulary learning strategies are to increase students' vocabulary.

1.6. Definition of Key Terms

1.6.1 Learning Strategy

According to Scarcella and Oxford (1992) as well as Oxford (2003), a learning strategy refers to a distinct set of actions, behaviors, procedures, or methods that students employ to enhance their learning

1.6.2 Vocabulary

The term "vocabulary" refers to the complete set of words that pertain to a particular field of study or are recognized by an individual. (Xiqin, L. 2008.)

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Previous Studies

There are several previous studies related to this research. These are three of them. The first thesis by Suskmawati's research entitled "Learning English vocabulary using the modeling the way method in class IV MI Ma'rufPolorejo." become the method of modeling the way by paying attention to individuals because the teacher adjusts the character and abilities of students during learning, secondly in student learning outcomes after using modeling the way there are many changes, namely the value of students or memorization students is better, or above the KKM, three advantages that exist in modeling The way is that students can understand the material presented by the teacher, students are more interested in this method, and the teacher is also easier to assess students individually. While the shortcomings in using the modeling the way method are that students lack cooperation between friends, responsibility for doing everyday tasks, and lack of solidarity between students. This type of research is qualitative with a descriptive method.

Based on research from Alfiah and researchers. The difference is about the modeling way method sand the fourth-grade MI students, while the research is about the strategies used in the use of vocabulary in class VIII SMP. At the same time, the similarities are that they both discuss vocabulary.

The second is a thesis from Nurwahidahresearch entitled "Efforts to Improve English Vocabulary Understanding Through the Bingo Game Method for Class III Students at the PGSD FipUnj Laboratory, South Jakarta." The purpose of this study was to determine the understanding of English vocabulary can be improved through the application of the bingo game method to the third graders of SD Laboratorium PGSD FIP UNJ South Jakarta. Data collection in this study used test instruments to measure students' understanding of English vocabulary and observation sheets to assess the effectiveness of applying the bingo game method, including teacher and student activities.

Based on Hana's research and the researcher, whatever the similarities, they both discuss English Vocabulary, while the difference is that Hana's research discusses efforts to improve understanding of English vocabulary through the bingo game method and third-grade elementary school students, while the researcher discusses the strategies used in the use of vocabulary in elementary school. Grade VIII junior high school.

The previous research from Silahayatiof Media at RA Nurul HadinaPatumbak,titled "Efforts to Improve Vocabulary Mastery" Children's English Through Big Book Media at RA Nurul HadinaPatumbak" The purpose of this research is to use classroom action that implemented is to improve the mastery of English vocabulary children through the Big Book media at RA Nurul HadinaPatumbak.

This research uses qualitative methods with a Classroom Action Research approach carried out in two cycles with the stages of planning, implementation, observation, and reflection. The similarities between this study and the researcher lie in that they both discuss English Vocabulary, while the difference between this study is that it discusses Efforts to Improve Vocabulary Mastery. Children's English Through Big Book Media At RA Nurul HadinaPatumbak and researchers discussed English vocabulary learning strategies at SMPN 2 Narmada.

2.2. Vocabulary

The acquisition of vocabulary is a crucial component of foreign language acquisition, as the definitions of novel lexemes are frequently emphasized, whether in written materials or during instructional sessions.

According to Alqahtani (2015), the source in question can be found on page 21. A robust lexicon is a crucial component of effective interpersonal communication.

Furthermore, comprehending the substance of the written material is imperative. Numerous lexical items possess multiple interpretations. Consequently, it is imperative for individuals to engage in the study of various linguistic aspects such as the definition and grammatical classification of words, as well as their usage within a given context. Engaging in the process of creating a match is an educational activity that promotes enjoyment, relaxation, and a positive learning experience for English language learners.

2.2.1 Definition of Vocabulary

Lexicon is a potent conveyer of significance. Students who possess a strong awareness of vocabulary communication skills may find it challenging to acquire knowledge of a multitude of words. Furthermore, lexicon constitutes a fundamental component of any given language. The greater the breadth and depth of a student's vocabulary, the more efficacious their ability to communicate effectively across diverse contexts. Kasihani According to K.E. Suyanto (2008:43), a vocabulary refers to a collection of words within a language that serves to communicate a particular meaning when utilized. Hence, the acquisition of vocabulary is a crucial component of language and plays a pivotal role in the process of language acquisition. Its significance is on par with that of grammar, pronunciation, and spelling. According to Richards (2005:16),...

The definition of vocabulary is clear-cut and can be considered a ubiquitous aspect of human existence. A sequence of lexical units is employed. The semantic application of the term exhibits variability contingent upon the discipline, individual, socioeconomic status, or vocation. This refers to the act of soliciting funds from an affluent individual through persuasive language. When students exhibit command, the instructor will likewise employ a predetermined lexicon. The author's assertion is that vocabulary constitutes a fundamental component of language acquisition and is indispensable in the process of language learning, given its profound significance in facilitating effective communication.

The acquisition of a rich vocabulary is a crucial factor in achieving proficiency in a second language. Nonetheless, due to the limited vocabulary, it may be challenging to employ various structures and functions that are commonly utilized for efficient communication and comprehension of the conveyed message. For instance, to exemplify, one may consider a specific individual or cohort as a collective entity. Lexical inventories can serve as a means of conveying concepts and emotions.

The students exhibit challenges in the areas of listening, speaking, reading, and writing due to limited vocabulary proficiency. If students possess a wide range of vocabulary, they may find it easier to comprehend and acquire proficiency in the various components or competencies of the English language. It is imperative for individuals to acquire knowledge on the semantics and contextual usage of words. The acquisition of vocabulary is a crucial aspect of language learning, particularly in the case of English, given its vast and diverse lexicon.

According to McCarten (2007:3), the fundamental lexicon can be categorized in the subsequent manner:

1. The analysis aims to determine the frequency of words and expressions, distinguishing between those that occur most frequently and those that are infrequent.
2. The present inquiry concerns the disparities between spoken and written language, specifically with regard to the frequency of usage of certain lexical items. The focus of the investigation is to determine

which vocabulary is more commonly employed in spoken discourse and which is more frequently utilized in written communication.

3. The contextual framework within which individuals utilize particular lexicon.
4. The concept of collocation pertains to the frequent occurrence of certain words in combination with one another.
5. The study of how words and grammar are combined to create patterns is known as grammatical patterns.
6. The strategic implementation of lexicon: the selection of specific terminology and phrases utilized to structure and regulate communication.

According to the aforementioned definition, research posits that vocabulary constitutes a fundamental component of language acquisition, and that students must acquire it in order to enhance their proficiency in English vocabulary.

2.2.2 Kinds of Vocabulary

Good's (1959) categorization of vocabulary, as cited in Juita's (2011) thesis, identifies four distinct types. The four types of vocabulary are oral, written, listening, and reading. Oral vocabulary refers to the lexicon employed by individuals or collectives to articulate concepts through spoken means. The term "writing vocabulary" pertains to the commonly used words in written communication. The term "listening vocabulary" pertains to individuals who possess the ability to comprehend spoken and written

language. Vocabulary refers to the collection of words that are present in written form.

1. Receptive Vocabulary

Receptive vocabulary pertains to the lexicon that a learner comprehends and acknowledges when employed in a given context, yet is unable to generate. According to Stuart Webb's research in 2009, students exhibit familiarity with certain vocabulary words when encountered in written text, yet they tend to refrain from utilizing them in their oral and written communication.

2. Productive Vocabulary

Productive vocabulary refers to a set of words that learners comprehend and can proficiently utilize in both oral and written communication. This entails the requisite components for receptive vocabulary in conjunction with the aptitude to verbally or textually communicate in a timely manner. The active nature of productive vocabulary can be attributed to the ability of learners to generate words for the purpose of communicating their ideas to others. (Stuart Webb, 2005).

2.2.3 The Importance of Vocabulary

Proficiency in vocabulary acquisition is a crucial aspect of acquiring the English language due to the vast and intricate potential knowledge that can be attributed to a single word. According to Schmitt (2000: 5), as cited in Bintz (2011), the significance of vocabulary lies in its crucial role as a tool for conceptualizing and expressing meanings.

According to Kasim (2011), the acquisition of vocabulary is a crucial aspect of language proficiency. According to Siregar's (2013) findings, the utilization of basic vocabulary was fundamental in facilitating communication. A language can be comprehended and mastered through the acquisition and comprehension of its vocabulary. As students progress through different academic levels, it is imperative that they acquire an expanded lexicon. According to McCarten's (2007) research, the number of words that students are required to acquire ranges from 12,000 to 20,000, contingent upon their level of education. According to Nagy and Anderson's study in 1984, it was widely accepted among researchers that students acquire approximately 2000 to 3000 novel words annually. However, it was also observed that students encounter as many as 10,000 new words solely through their reading activities. Therefore, increased vocabulary is needed daily to support mastery of a target language.

Due to word complexity, we must find the best way to enrich students' vocabulary. Hence, it can be inferred that the acquisition of vocabulary is crucial in the process of language acquisition and the attainment of lexical proficiency. This will aid an individual in utilizing language for the purpose of communication. Acquiring proficiency in vocabulary is advantageous as it can prove to be beneficial in various ways.

1. The language is easily learnable. When engaging with an English novel, it is imperative to comprehend the semantics of the lexicon utilized.

2. It is comprehensible to discern the subject matter of the individuals' conversation. When engaging in an English conversation, it is imperative to comprehend the subject matter being discussed. This can only be achieved through a thorough understanding of the relevant vocabulary.
3. It is convenient to engage in a discourse pertaining to a distinct subject matter. To illustrate, in order to engage in discourse pertaining to a particular subject matter, it is imperative to possess comprehension and familiarity with the lexicon associated with amusement.

Proficiency in English vocabulary is crucial as it directly impacts the ability to learn and comprehend the language accurately. Failure to achieve mastery in vocabulary can impede the learning process and hinder the acquisition of English language skills. Furthermore, proficient vocabulary mastery is imperative for effective communication with others, as inadequate vocabulary knowledge may impede comprehension of others' discourse.

To conclude, it can be stated that vocabulary serves as the core of language and holds significant importance in the context of a particular language. Thus, the acquisition of vocabulary is a crucial prerequisite for developing English language proficiency.

2.2.4 Learning Vocabulary

a. The Definition of learning vocabulary

Acquiring vocabulary is a complex undertaking that entails a comprehensive understanding of various facets of lexical units or words. These include spoken forms, encompassing phonological and suprasegmental

characteristics, as well as pronunciation. Additionally, written forms, such as orthography, length, and morphological inflectional and derivational intricacies, are also crucial. Moreover, lexical forms, including homonyms, grammatical patterns, collocations, and parts of speech, must be taken into account. Furthermore, semantic features, such as abstractness, specificity, register restriction, frequency, appropriateness, and idiomaticity, are also significant. Finally, the multiple meanings, concepts, and associations associated with vocabulary must be considered. The source cited is "Nation" in the year 2001. According to Schmitt's (2000) perspective, the acquisition of vocabulary is a gradual and incremental process, whereby words and their various components are learned at varying times and rates.

Dale and O'Rourke (1971) proposed a four-stage model for word knowledge acquisition.(1). I have never seen it before. I am familiar with the term, however, I lack knowledge regarding its definition. (3). The term in question has been previously encountered by the author and is believed to denote the act of translation based on its contextual usage. (4). I possess knowledge of it.(5). It is feasible for me to incorporate this term into a sentence. Based on the aforementioned definition, it can be inferred that the acquisition of vocabulary is a multifaceted undertaking that necessitates both repetition and temporal investment.

The process of acquiring vocabulary entails the endeavor to acquire knowledge of words within a given language. According to Ricards (2005),

there exist seven assumptions that encompass diverse aspects of the notion of word knowledge.

1. The comprehension of a term entails the awareness of the likelihood of its occurrence in either spoken or written language. In numerous instances, we possess knowledge of the types of words that are commonly linked with a given word.
2. The comprehension of a term encompasses an understanding of the constraints governing its application in diverse contexts and circumstances.
3. Having knowledge of a word entails possessing an understanding of the syntactic patterns that are linked to the word.
4. Acquiring knowledge of a word involves understanding its underlying form and the potential derivations that can be derived from it.
5. The comprehension of a term involves an understanding of the intricate web of connections that exist between said term and other lexical items within the given language.
6. Having knowledge of a word entails possessing an understanding of its semantic significance.
7. Having knowledge of a word entails familiarity with the various connotations and definitions attributed to it.

As evidenced above, the acquisition of vocabulary is of great significance as it enables individuals to expand their linguistic repertoire. Having a wide range of vocabulary can facilitate language acquisition.

According to Thornbury (2002:13), effective communication requires both a strong grasp of grammar and an extensive vocabulary. Without the former, conveying ideas becomes challenging, while without the latter, conveying any ideas at all becomes impossible. The statement posits that while grammar may have limited expressive capacity, words possess a nearly boundless potential for conveying meaning. Stated differently, it can be asserted that a robust vocabulary is a crucial component in achieving proficiency in the English language.

2.2.5 Types of Vocabulary

There are four types of vocabulary

1. Listening vocabulary

The auditory stimuli that are perceived and comprehended by individuals. From the prenatal stage, fetuses have the ability to perceive auditory stimuli as early as 16 weeks. Moreover, infants are actively engaged in auditory perception throughout their entire period of wakefulness, and this process of acquiring new vocabulary through listening persists throughout the lifespan. Upon reaching adulthood, the majority of individuals possess the ability to recognize and comprehend approximately 50,000 lexical items. (Staht, 199; Tompkins, 2005)

Children who experience complete deafness are not exposed to aural language and its associated lexicon. Alternatively, if individuals have access to signing models in their home or academic environment, they may be exposed to a lexicon that is primarily communicated through visual

means. The quantity of lexemes that have been exemplified is considerably lower in comparison to the incidental listening lexicon of a child with normal hearing abilities.

2. Speaking Vocabulary

The lexicon employed in spoken language. The extent of our expressive lexicon is comparatively restricted. The majority of adult individuals utilize a limited vocabulary range of approximately 5,000 to 10,000 words for their verbal communication and instructional purposes. The discrepancy between this numerical value and our auditory lexicon is plausibly attributable to its user-friendly nature.

3. Reading vocabulary

The terms that we comprehend while perusing written material. It is possible for individuals to comprehend and interpret a multitude of lexical items that are not commonly utilized within their spoken lexicon. This is the most comprehensive and extensive lexicon for avid readers. Without being prepared, one cannot enhance their vocabulary.

4. Writing vocabulary

The words that we are able to retrieve when we engage in written expression are significant. It is commonly observed that individuals tend to experience greater ease in conveying their thoughts through oral communication, wherein the use of facial expressions and intonation serves as a facilitator, as opposed to the written mode of communication, which necessitates the identification of precise vocabulary to effectively

communicate the same ideas. Lexical choices significantly impact our written language proficiency and spelling abilities.

Vocabulary is essential for someone's knowledge in speaking because someone will be easy to understand if they use clear and correct vocabulary. From the various types of vocabulary above, it can be concluded that first, by reading, we can understand different words, secondly writing, by writing we can take words that can express ourselves, thirdly by listening, we can understand pronunciation and lastly, by speaking the words used when we talk.

2.3. Vocabulary Learning Strategies

Vocabulary learning strategies are a branch of language learning strategies. Unfortunately, foreign language learners often find difficulties regarding their vocabulary learning strategies. However In addition Ghazali (2007) said that although learning vocabulary words is challenging for foreign language learners, students can use various vocabulary learning strategies to overcome the challenge. Therefore, the strategies used in learning vocabulary are essential topics to discuss in applied linguistics.

The acquisition of vocabulary learning strategies is deemed crucial for students. It is imperative for students to utilize the suitable approach. According to Oxford (1990), learners employ learning strategies to facilitate the learning process, making it more efficient, enjoyable, self-directed, effective, and transferable. Schmit (2000) also states that vocabulary learning strategies can empower learners' attention in learning the language to improve

the learner's vocabulary development. Vocabulary learning strategies have been used to refer to steps, actions, or mental processes that aim to facilitate vocabulary learning.

Kasim (2011) It has been posited that individuals possess three distinct categories of vocabulary, namely active, reserve, and passive. The term "active vocabulary" refers to a set of words that are frequently utilized in verbal communication. Academic writing often employs specialized vocabulary that is not commonly utilized in everyday speech. Passive vocabulary refers to words that are imprecise or lack specificity. The usage of the aforementioned term is not commonly observed in both oral and written discourse. Nonetheless, it possesses the ability to comprehend auditory and written input.

Vocabulary refers to the collection of words or lexicon that an individual or community possesses, or that is inherent to a particular language. An individual's lexicon refers to the comprehensive collection of words that they comprehend and are capable of utilizing to formulate novel sentences. The extent of an individual's lexicon is commonly regarded as an indicator of cognitive aptitude or educational attainment. Ismawati (2011: 207) states that vocabulary is essential because a person's thoughts can only be clearly understood by others if expressed using vocabulary.

2.3.1 Definition of Vocabulary Learning Strategies

According to Nation (2001), the acquisition of vocabulary learning strategies is a constituent element of language learning strategies, which are

themselves a subset of general learning strategies. The author highlights the challenge in delineating a learning strategy and references the essential attributes that a vocabulary learning strategy ought to possess.

An effective strategy for vocabulary acquisition would necessitate a selection process, wherein various strategies are evaluated for their efficacy. Additionally, the strategy would need to be intricate, comprising multiple steps that require acquisition through training and knowledge. Ultimately, the goal of such a strategy would be to optimize the efficiency of vocabulary learning and utilization. The source cited is "Nation" in the year 2001.

According to Chamot (2004), learning strategies refer to the deliberate cognitive processes and behaviors that learners employ in order to attain a specific learning objective. Individuals who are strategic learners possess metacognitive knowledge regarding their cognitive and learning approaches. They possess a comprehensive comprehension of the task at hand and have the capacity to coordinate the strategies that are best suited to meet the demands of the task and their learning aptitudes.

Furthermore, as per Nation's (2001) findings, vocabulary acquisition techniques are characterized by the fundamental aspects of "involving decision-making; being intricate, encompassing multiple stages; necessitating knowledge and being amenable to training; and enhancing the efficacy of vocabulary acquisition and application." Numerous strategies possess distinct characteristics, and it is imperative for students to not only identify but also implement these strategies. Hence, the significance of Vocabulary Learning

Strategies (VLS) in the acquisition of English vocabulary during the language learning process is contingent upon the learners' ability to effectively manage and regulate their vocabulary learning.

2.3.2 Types of Vocabulary Learning Strategies

A taxonomy of vocabulary learning strategies is devised by certain researchers. The utilization of a taxonomy is highly advantageous for researchers in identifying the methods employed by learners in the acquisition of vocabulary, as posited by Nation (2001). The author has classified vocabulary learning strategies into three distinct categories, namely planning, sources, and processes. Initially, the process of planning involves the selection of priorities and determining the appropriate timing for their execution. Secondly, sources are utilized to gather information pertaining to words. Thirdly, processes entail methods of recollection and acquisition of terminology to render it accessible for utilization. Each broad category of tactics encompasses multiple variations of tactics.

- 1) The process of vocabulary acquisition entails the implementation of various techniques such as the selection of words, identification of the different dimensions of word knowledge, utilization of appropriate strategies, and scheduling of repetition. The second point pertains to the various sources that can be employed in the process of analyzing a word. These sources include strategies such as utilizing contextual cues, consulting reference materials in either the first or second language, and drawing upon parallels between the two languages. According to Nation

(2001), the process involves three stages which are the observation, retrieval, and creation of novel words.

Furthermore, Schmitt (2000) divides VLS into five categories, namely, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.

1) Social strategies

Schmitt (2000) has defined cooperative learning groups as a social strategy that enables learners to effectively practice the meaning of new words.

The employment of a social strategy is utilized for the purpose of recalling vocabulary items that have been previously encountered by students.

2) Memory strategies

Memory strategies are commonly known as the technique of associating a word with pre-existing knowledge. The utilization of a mnemonic technique known as memory strategy, as described by Schmitt (2000), was employed to facilitate the process.

The aforementioned approach is frequently referred to as a mnemonic strategy, as per Natalina (2018). They are utilized to retrieve previously acquired vocabulary. By employing these tactics, students can establish connections between their pre-existing knowledge and the target vocabulary. This can be achieved by categorizing the words based on their form or subject matter, creating mental associations, utilizing physical

gestures, drawing upon past experiences to aid in the acquisition of new words, and vocalizing the words during the study process.

3) Cognitive strategies

Cognitive strategies demonstrate the collaborative process of modifying or converting the language being learned by the individual learner. The aforementioned approach bears resemblance to memory strategies, albeit with a distinct lack of emphasis on cognitive manipulation. According to Schmitt (2000), some strategies employed for vocabulary acquisition involve the utilization of repetition and mechanical methods.

To execute this approach, the students are required to engage in various cognitive processes such as rehearsal, interference, summarization, paraphrasing, imagery, and amplification of the vocabulary. The cognitive strategies encompass techniques such as verbal repetition, transcribing new vocabulary into a dedicated notebook, utilizing vocabulary units found in textbooks, and utilizing word lists and flashcards. (Schmitt, 2000)

4) Metacognitive strategies

The task entailed a deliberate examination of the process of acquiring knowledge and determining the optimal approach to studying through the selection of planning, monitoring, or evaluating techniques. The process encompasses enhancing the availability of resources, selecting the optimal approach for learning or revising, and evaluating one's progress to gauge advancement. Schmitt (2000) posited the aforementioned statement.

2.4. Students' Difficulties in Vocabulary Mastery

1. Definition

Acquiring a lexicon appears to be a relatively straightforward aspect of language acquisition, yet it is also a formidable challenge. Thornbury posits that students may encounter challenges in acquiring vocabulary, including:

a. Pronunciation

Empirical evidence suggests that words that possess intricate pronunciation are comparatively arduous to acquire. Words that may pose a challenge to learners are typically those that comprise of phonemes that are not commonly encountered.

b. Spelling

Phoneme-grapheme inconsistencies are probable sources of mistakes, whether in terms of pronunciation or spelling, and may augment the complexity of a term. Although the majority of English spelling adheres to established rules, there exist certain conspicuous anomalies. Words that feature silent letters pose a particular challenge, as exemplified by terms such as "foreign," "listen," "headache," "climbing," "bored," "honest," "cupboard," "muscle," and so on.

c. Length and complexity

The acquisition of long words does not appear to pose a greater challenge than that of short words. Typically, in the English language, words with high frequency are characterized by their brevity. Consequently, learners are more likely to encounter these words frequently, which enhances their potential for acquisition.

d. Grammar

The grammar linked with the term is also a matter of concern. Recalling whether a verb such as enjoy, love, or hope is accompanied by an infinitive (to swim) or a gerund (swimming) can contribute to its complexity.

e. Meaning

In cases where there is an overlap in meaning between two words, it is probable that learners will experience confusion. The verbs "make" and "do" serve as an illustrative example: "make" is used to refer to the creation of breakfast or an appointment, while "do" is employed to describe the completion of housework or a questionnaire.

f. Range, connotation and idiomaticity

Lexical items that possess a broad applicability across various contexts are typically perceived as more facile than their synonyms that exhibit a more limited scope. The verb "put" exhibits a broad semantic scope when compared to other verbs such as "impose," "place," and "position." Similarly, opting for the term "thin" is a more prudent choice compared to "skinny," "slim," or "slender." Ambiguity in the semantic implications of certain lexemes may give rise to difficulties as well. The term "propaganda" carries a negative connotation in the English language, whereas its equivalent may refer to a more neutral concept of publicity. Conversely, the term "eccentric" in the English language does not carry any negative connotations. However, in other

languages, the closest equivalent to "eccentric" may be "deviant." In conclusion, idiomatic phrases or expressions, such as "make up your mind" or "keep an eye on," tend to pose greater difficulty compared to words with transparent meanings, such as "decide" or "watch."

2.5. The Principles of Teaching Vocabulary

According to Nunan's (2003) assertion, the acquisition of vocabulary is an essential component of the language learning process. One of the challenges associated with the course's lexicon pertains to the need to prevent it from overshadowing other crucial components of the curriculum. To circumvent this scenario, it is recommended to furnish educators and curriculum developers with directives that can be implemented across diverse instructional settings. The teaching of vocabulary comprises the following components:

1. Prioritize the acquisition of the most advantageous lexicon initially. The term "advertises" exhibits a significantly constrained level of utility. While the aforementioned term holds significance, there exist several other lexicons that are deemed more essential to acquire prior to mastering this particular word. Prioritizing the acquisition of helpful vocabulary over less useful vocabulary is believed to yield the most favorable outcomes for learners in terms of their learning endeavors.
2. Concentrate on the lexicon in the most suitable manner. Subsequently, the principal assesses the pedagogical approach for both instruction and acquisition. In this discourse, we shall examine the four most pivotal

techniques for acquiring vocabulary, namely: utilizing morphemes, inferring from context, utilizing flashcards, and utilizing lexicons. It will be demonstrated that educators are required to make a clear differentiation between words that are commonly used and those that are less frequently used.

3. It is recommended to give heed to the high-frequency words during the four stages of the course. The successful completion of a course necessitates the proficient use of high-frequency vocabulary across all four components. The deliberate cultivation of language skills through pedagogy and acquisition is essential for their effective utilization in the domains of listening, speaking, reading, and writing. Fluent utilization of high frequency is recommended for both receptive and productive purposes.
4. It is recommended to prompt learners to engage in self-reflection and assume accountability for their own learning. Regrettably, assuming responsibility can prove to be a challenging task for learners, primarily due to their prior learning methodologies. The subsequent excerpts are derived from interviews conducted with language learners regarding their experiences with vocabulary acquisition during English proficiency courses.

2.5.1 Teaching Vocabulary

A robust vocabulary is considered to be the foundation of effective communication. Devoid of it, the existence of any language is impossible.

Effective communication requires both a sound understanding of linguistic structures and a rich vocabulary. In fact, without these essential components, the act of speaking may lack coherence and prove to be a challenging task. The term "vocabulary" typically denotes a compilation of words or phrases within a particular language. Ur (2000) emphasized the fact that a vocabulary may comprise of numerous words. The term "post office" is a compound word that conveys a specific concept through the combination of two distinct lexical units.

As per Kay's (2005) findings, young learners exhibit the following traits:(1) Individuals acquire linguistic proficiency, develop their personality traits, preferences, and interests, hone their cognitive style and aptitude, and cultivate their self-awareness. The acquisition of language proficiency is influenced by an individual's strengths and weaknesses. However, even in the absence of formal instruction, individuals can still acquire knowledge through direct experience with objects and visual aids. (3) It is improbable for young learners to perceive a composite entity comprised of multiple constituents. (4) Young learners necessitate affection, security, acknowledgement, and a feeling of inclusion, and progressively transition from reliance on adults to their peers as they mature. Consequently, with the backing and acknowledgement of the collective, individuals begin to acquire the skills of collaboration and altruism. Typically, they exhibit a fondness for athletic activities, frequently engaging in boisterous and occasionally even zealous

participation. It is imperative for them to engage in play and involvement, as they are often brimming with enthusiasm. Lively.

Nevertheless, the majority of classrooms at the collegiate level encounter certain issues. These difficulties hinder the acquisition of vocabulary, thereby impeding the process of learning foreign languages. The rote learning of vocabulary has emerged as a fundamental challenge for numerous students. Typically, pupils are solely provided with English lexicon by their instructors and do not endeavor to enhance their proficiency in vocabulary. In addition, it can be argued that educators may not possess the necessary level of ingenuity to enhance their pupils' proficiency in vocabulary acquisition. Hence, educators are required to exhibit ingenuity in selecting stimulating tasks and offering diverse efficacious approaches to concentrate on education by fostering engagement with students' cognitive and physical growth. It is imperative that students are incentivized to acquire and retain a robust vocabulary in order to proficiently comprehend, articulate and transcribe lexical items. Implementing an engaging approach has the potential to enhance students' motivation.

2.5.2 Vocabulary Teaching Technique

Broadly speaking, there exist multiple methodologies pertaining to the instruction of vocabulary. Nonetheless, there exist several considerations that English instructors ought to bear in mind when introducing novel vocabulary or lexical items to their pupils. This implies that the instructor of the English course expects the pupils to retain unfamiliar lexicon. Subsequently, it is

imperative to conduct a thorough examination, engage in regular application, and undertake revisions to mitigate the risk of students experiencing memory loss. The pedagogical approach employed by an educator is contingent upon various factors, including the subject matter, temporal constraints, and the perceived worth of the learners (Takač, 2008).

That gives teachers several reasons for using specific techniques in presenting one planned vocabulary item. Teachers usually combine more than one technique rather than using a single technique. Teachers, furthermore, are advised to use the planned vocabulary presentation as variously as possible (Pinter, 2006).

1. Using Object

This methodology entails the utilization of tangible objects, visual stimuli, and illustrative performances. According to Takač (2008), visual techniques and reliable pictures can serve as cues to aid in the retention of vocabulary, as our memory of objects is particularly effective in this regard. Furthermore, as per the assertion made by Gairns and Redman (1986), the fundamental object technique is deemed appropriate for novice or juvenile learners and in instances where tangible vocabulary is being conveyed. The significance of objects can be conveyed through the utilization of concrete nouns in the vocabulary. The utilization of natural objects as a reference point for introducing new vocabulary has been found to facilitate the memorization process through visualization for learners.

Classroom objects or personal items brought into the classroom may be utilized.

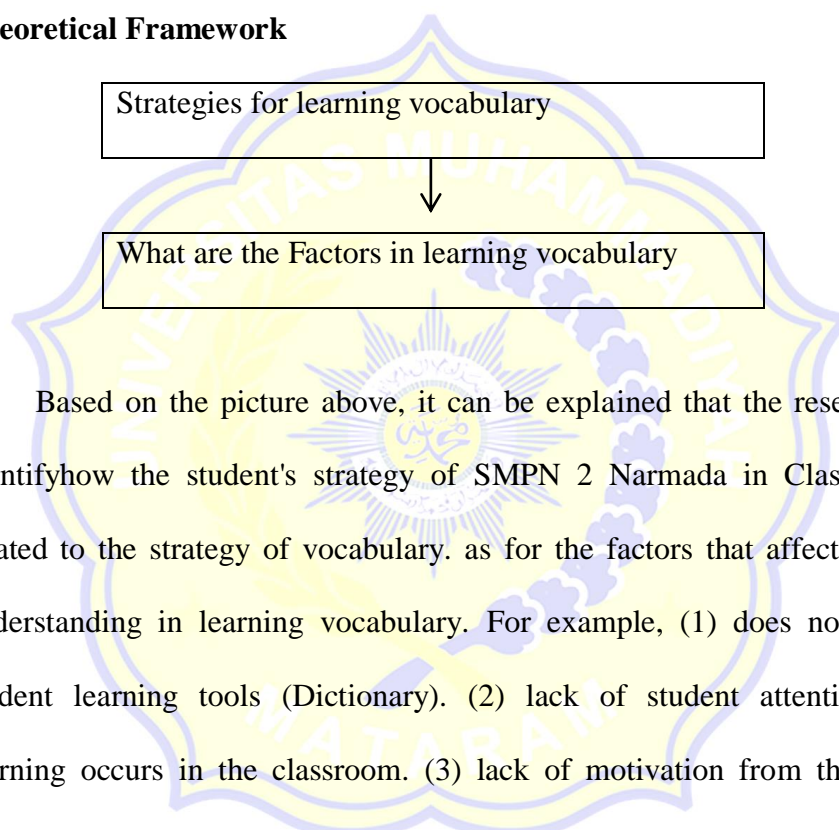
2. Draw

Artifacts can be depicted on a whiteboard or illustrated on flashcards. If the cards are produced and coated with plastic, they can be utilized repeatedly in various settings. Assisting young learners in comprehending and recognizing the key concepts taught in class is a potential benefit of these aids.

3. Utilizing visual aids such as illustrations and images. The utilization of visual aids, such as pictures, serves to establish a connection between students' pre-existing knowledge and novel narratives, thereby facilitating the acquisition of unfamiliar vocabulary. The incorporation of illustrations or pictures can serve as an effective means of introducing a plethora of vocabulary. They represent an outstanding method for elucidating the significance of unfamiliar vocabulary. It is advisable to utilize them with a high frequency. The visual aids encompass a variety of formats such as posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs. The sources of pictures utilized for vocabulary instruction are diverse. In addition to being created by educators or pupils, they constitute a compilation of colorful visuals intended for educational institutions. Cropping images in newspapers and magazines can also yield advantageous outcomes. Numerous vocabulary books and textbooks incorporate captivating illustrations that depict the fundamental

connotation of the word. Educators have the option to utilize the instructional resources that are made available by the educational institution. Alternatively, individuals have the option to fabricate their own props or incorporate images sourced from magazines. The utilization of visual aids facilitates comprehension and enhances retention of vocabulary.

2.6. Theoretical Framework



Based on the picture above, it can be explained that the research will identify how the student's strategy of SMPN 2 Narmada in Class VIII is related to the strategy of vocabulary. as for the factors that affect students' understanding in learning vocabulary. For example, (1) does not provide student learning tools (Dictionary). (2) lack of student attention when learning occurs in the classroom. (3) lack of motivation from the teacher towards students who lack understanding in learning vocabulary.

With this frame of mind, it will be easier to determine concepts related to vocabulary understanding. Therefore, a teacher must pay attention properly and correctly to create fun learning for students in class.

CHAPTER III

RESEARCH METHODS

3.1. Research Design

The present study employs a case study research design, which is a form of qualitative inquiry that involves a comprehensive investigation of a program, event, process, or activity, as well as the individuals involved therein. The temporal and procedural constraints of a study necessitate the utilization of diverse data collection methodologies over a sustained period by the researcher.

Case studies can facilitate comprehensive investigations of individuals, groups, programs, organizations, cultures, religions, regions, or nations, which can be useful for researchers. Comprehending historical exceptional circumstances can aid individuals and communities in comprehending and surmounting present or future challenges. Case studies can take on various forms, including descriptive, exploratory, and explanatory. A descriptive case study describes a symptom, fact or reality. Exploratory means finding out more deeply about a case and then providing a hypothesis. Exploratory is looking for information on aspects and cause and effect arguments (Alfa Beta 2018).

The present investigation employed descriptive data to depict a symptom, fact, or reality within the domain of research. Typically, this approach initiates with a discourse on the distinctiveness of a specific instance. Subsequently, it is advisable to conduct a thorough search for

relevant theories or information pertaining to the aforementioned case in scholarly journals or other academic sources. Subsequently, the process of gathering data can be accomplished via interviews or other means of obtaining information from individuals.

3.2. Research Sites

The research location is a place of research that will obtain various information and factual data that will be needed, the location selection has been carried out at the SMPN 2 Narmada school.

3.3. Types and Sources of Data

The origin of data is determined by the data source, which refers to the entity or system from which the data is acquired. The study employed naturalistic observation as the primary method of data collection, with supplementary data being obtained through questionnaires, documentation, and observations. Researchers as a human instrument, serves to select informants as data sources. The sources of data in this study are as follows:

3.3.1 Primary Data Source

Primary data sources are data obtained directly from the source, through the results of observations and questionnaires. The data sources observed were the English teacher and class VIII students who were appointed as subjects. There were 30 students who become respondents.

3.3.2 Secondary Data Source

Secondary data sources are data obtained in the form of ready-made data obtained through research documentation and learning support archives

in class VIII in examining how the strategies of SMPN 2 Narmada students in learning vocabulary.

3.4. Data Collection Instruments

The researcher requires certain instruments to facilitate the identification of the study. This tool is utilized for the purpose of data collection. The utilization of instruments facilitates the researcher's ability to intricately analyze the research. The instruments are categorized into the primary instrument and auxiliary instrument. The primary focus of the instrument is the researcher herself, as she employs qualitative research methods. According to Meleong's (2004) perspective on qualitative research, one of its defining characteristics is the utilization of the researcher as the primary instrument for data analysis, or alternatively, the involvement of other individuals in the data analysis process. Additionally, Meleong notes that in qualitative research, the researcher assumes multiple roles, including that of a planner, collector, and analyst of the data. The researcher has presented the outcome of the analysis. In addition, there exist supplementary tools for data collection that facilitate the analysis and completion of research data. These tools are as follows:

3.4.1 Questionnaire

Sugiyono (2017) questionnaire is a data collection technique that is done by giving a set of written questions to respondents to answer. The purpose of the questionnaire is to find out the extent to which students' abilities in mastering English learning are related to vocabulary at school).

The questionnaire used in this study is a closed questionnaire that uses a scale of two (YES, NO), and questionnaire has been given to all students and also to the teacher. The process of giving questionnaires is given to students after students follow and complete learning. Give an answer (YES) to the answer that best suits your situation. There were 9 questions for students and 9 questions for teacher.

3.4.2 Observation

The utilization of observation as a method of data collection possesses distinct attributes in contrast to other techniques, such as interviews. Interviews involve communication with individuals, thereby extending the scope of observations beyond humans to encompass other natural entities. Observations use the second instrument that the researcher applied in collecting the data. The researcher observed the class room interaction between teacher and students directly. It was about how they learn vocabulary learning strategy at SMPN 2 Narmada.

The researcher will make observations with the English teacher or students about how to learn English vocabulary strategies at SMPN 2 Narmada.

Observation guidelines are used to obtain information about students' strategies for learning English vocabulary. It can be seen at appendix three.

3.4.3 Documentation

According to Sugiyono(2015), the documentation method is a data collection technique aimed at research subjects, so documentation is a way of

collecting data by recording research data contained in notebooks. Through data collection techniques in the form of documentation, researchers documented the whole activities during interviews with English subject teachers for class VIII SMP about students' strategies in learning English vocabulary at SMPN 2 Narmada. Researchers used documentation to be more credible and trustworthy. Researchers took documentation through photos/pictures during the research process.

3.5. Data Analysis Technique

According to Sugiyono, data analysis searches for data and systematically compiles data obtained from interviews, field notes, and documentation by organizing data and making conclusions understood. The steps taken by researchers in analyzing field data using the Miles and Herman model include the following:

The present study employs a qualitative data analysis technique based on the framework proposed by Miles and Huberman (1992). This approach involves an iterative and ongoing process of data analysis throughout all stages of the research until data saturation is achieved. The activities involved in this method of data analysis include.

1. Data Reduction

Sugiyono explained that reducing data means summarizing, choosing essential things, looking for themes and patterns, and removing unnecessary things.

2. Data Presentation

Miles and Huberman (2015) suggested that narrative text is most frequently used to present qualitative research data.

3. Drawing Conclusion

As per the methodology proposed by Miles and Huberman, the third phase of qualitative data analysis involves the process of formulating conclusions and subsequently verifying them. The preliminary findings remain subject to revision in the absence of significant evidence corroborating the subsequent phase of data gathering. Assuming that the initial findings are substantiated by reliable and coherent evidence upon the researcher's return to the field for data collection. In light of the circumstances, the deductions presented are deemed to be reliable.

The conclusions drawn from qualitative research represent novel insights that have not been previously documented. The outcomes of a study may manifest as a depiction or illustration of an entity that was formerly obscure or indistinct, but through scholarly inquiry, it is rendered comprehensible. The relationship between variables can take the form of a causal or interactive relationship, a hypothesis, or a theory. The conclusions drawn from qualitative research have the potential to address the initial problem formulation, but this may not always be the case due to the provisional nature of the problem and its formulation in qualitative research. The development will occur subsequent to the implementation of the research in the field.