

CHAPTER II

STUDENTS' STRATEGIES IN LEARNING ENGLISH VOCABULARY

A. The Nature of Vocabulary

1. Definition of English Vocabulary

When learning a language one must know or master the vocabulary of the language he is learning. Vocabulary is a series of words for us to process the basics that we do in order to be able to run and produce a language like English for example. Language is a group of words or a combination of vocabulary needed to express and express oneself. According to Andriani & Sriwahyuningsih (2019), the tools used to think, convey ideas and feelings and learn about the world are words. Having an important role in learning a language makes vocabulary the main aspect that must be mastered as much as possible.

Language skills such as listening, communicating, reading, writing, speaking cannot be acquired directly by students without vocabulary mastery. Therefore, the main aspect that must be mastered by students in learning English is vocabulary mastery in English. When we want to express opinions or communicate, the vocabulary we speak or write must have meaning so that the message is clear to the recipient of the sentence. Therefore, the vocabulary must have extensive knowledge. This is in line with according to Nikijuluw (2020), when students' vocabulary is very poor, it is impossible to display their English properly and accurately. Because if you have limited vocabulary, this can cause problems, especially in terms of communicating. Therefore it is very important to develop vocabulary mastery so that the English language learned can increase and reach effective communication in speaking, writing, listening, reading.

2. The Importance of English Vocabulary

Knowing the importance of English vocabulary as the main capital in improving the ability to read, listen, speak, write and communicate in English is one way to make us aware of how important it is to master vocabulary in learning English. Extensive vocabulary knowledge in English will be enough to make the use of a second language successfully learned according to its structure and function, for example in communicating. It can be said that vocabulary plays an important role in forming a written and spoken text. According to Nation (in Alqahtani, 2015) in learning English as a second language (ESL) and English as a foreign language (EFL) mastering vocabulary is an important player in all language skills, namely speaking, reading, listening and writing. It has been studied since junior high school that English has become an important part for many people in everyday life both inside and outside school.

Communicating in English fluently without challenges is possible due to knowledge of English vocabulary. However, if students only have a small vocabulary it can reduce their interest in reading and lose confidence in themselves, because in general English vocabulary is important so that students can show self-expression that is easily understood by others, not only that to express ideas, feelings, thinking and exploring the environment and the world around them also require successful English. Harmer (1991:153) states that vocabulary is more important than grammar for communication purposes. In learning and understanding English vocabulary has a dominant role, especially in terms of communication. According to Thornbury (2002), the sensation of the word vocabulary of people can improve their language skills quickly. If a student wants to improve his English learning ability he must master a wide vocabulary so that his English ability increases quickly.

3. Learning English Vocabulary

In learning English, it cannot be separated from the existence of a vocabulary that shows how rich English is. Denning *et al* (2007:21) stated that, a rich English vocabulary always has surprises and will continue to increase when studying words and their meanings. The influence of vocabulary can be felt on the English language skills of someone who learns it. The more vocabulary we know, the more we can

show our ideas without mastering a lot of vocabulary which can cause us to face difficulties in communicating well with each other in English. The basis of learning English is learning English vocabulary because it will make it easier for us to understand a sentence.

Vocabulary mastery is not an ordinary skill whose process is spontaneous but a step towards mastering proper and good vocabulary because it includes selection, application, and recognition. This shows that when learning English, the main key is vocabulary mastery. Vocabulary mastery is said to be the main key because the quality of language skills can be determined by the person's vocabulary mastery. Permatasari (2021) argues that for language skills that students must learn there are four skills, namely reading, listening, speaking, and writing. In reading, vocabulary helps students to understand reading material and read texts in learning English. In listening, vocabulary affects their understanding of the person speaking, class discussion, and so on. In speaking, vocabulary helps students to explain their ideas orally fluently. In writing, vocabulary helps students to develop their ideas based on the topic sentences they want and the vocabulary they have.

B. Strategies in Learning English Vocabulary

1. Definition of Strategy

When born one does not understand everything. people must first learn to understand everything in this world. Anywhere and anytime can be done in the learning process with a particular topic. We can give an example when choosing English lessons, not many understand English. However, there are some foreign speakers who can understand English well. English proficiency acquired by non-native speaker or EFL students was successfully achieved because they had a strategy for learning English. There are students who can learn quickly and well than other students. Therefore, problems can be faced by some students when studying. This can happen when students use strategies that may be different from other students.

Strategy is the way people to achieve certain goals. Someone's success in solving a problem can be seen based on what strategy is chosen to solve the problem. In the learning process, strategies can solve many problems. To learn new knowledge or skills of students who use or choose different strategies among other students. that

way the teacher can take advantage of student strategies to make appropriate learning techniques. According to Mawati *et al* (2021: 2), a learning strategy is a method that will be used by the teacher to choose strategies for learning activities that will be used during the learning process.

Students need strategies to help them in the learning process. The educational process can be carried out successfully, inseparable from the strategies used by educators. According to Nasution (2017: 1), learning strategies consist of methods, techniques, and procedures that will guarantee students actually achieve learning goals. Basically, the learning strategy is the most important thing in the learning process. good learning experience will be obtained when using effective and efficient methods for students who want to achieve the set competency standards. Learning strategies can also be considered as a method or technique that is chosen to change students' attitudes so that they become creative, solutive, innovative, critical in solving problems encountered in learning.

From the explanation above, it can be concluded that strategy is a way to achieve learning objectives. A good strategy can encourage success towards student success in learning. Basically a strategy is a way, action, effective and efficient steps that can turn students into critical, innovative, creative, and solutive chosen to be used in order to achieve the objectives of the lessons learned.

2. Strategies in Learning English Vocabulary

Learning strategy is a way that students do that functions to complete effective learning tasks. According to Susanto & Fazlinda (2016), an English learning strategy is a way for English learners to learn new vocabulary according to the learner's needs and preferences. In learning English with independent vocabulary mastery students are expected to use English vocabulary learning strategies that can assist students in increasing their own vocabulary optimally. Bakti (2018: 45) states that vocabulary learning strategies help English as a Foreign Language (EFL) learners achieve their learning goals and make them independent learners. Independent study can bring students to be responsible for their success in learning English. Based on findings by Schmitt (1997), the following are strategies for learning English vocabulary and the classification of strategies into specific groups as follows:

1. Determination Strategies

Determination strategy is a strategy a student uses when discovering the meaning of new words without using the experience of other people. Which means that the learner looks for the meaning of a new word he encounters by guessing it with the help of using reference materials such as dictionaries, allied, guessing from the first language, guessing from context, as well as knowledge of language structure. Therefore, it can be said that this strategy is used by students to find and search for the meaning and meaning of new words.

2. Social Strategies

Social strategy is where students need intervention from others. Involve interactions with other people when learning new words or new things, that is, students ask for help from their teachers or classmates regarding these new words and can then understand and answer several answers such as synonyms or translations. Not only used in finding new vocabulary, social strategies are also useful for remembering words previously known to students.

3. Memory Strategies

This strategy is usually used to memorize previously learned vocabulary. With this strategy students do this by connecting their knowledge with the target word through grouping words according to the topic or form, connecting new words with past experiences, pronouncing the word, forming imaginary relationships, and using physical actions. This is done using some form of image grouping known as a memory strategy.

4. Cognitive Strategies

Cognitive strategies describe the form of the general function of the manipulation or transformation of language that students learn. Almost the same as memory strategies but these strategies do not focus on manipulative mental processes. Can be classified as mechanical repetition for learning vocabulary. More emphasis on mechanical means of understanding familiar words. therefore, this strategy is useful as a repetition and specific tool for learning vocabulary. Repetition orally and on paper, labeling physical objects and their meanings, making lists of words according to the language being learned.

5. Metacognitive Strategies

In a metacognitive strategy, it is a conscious picture of the learner in the learning process and making decisions about monitoring, planning, or evaluating the right and best way of learning. These strategies include ways to increase access to input, decide on the most efficient study or review method, and self-test to assess improvement. This strategy is where students consciously decide the appropriate steps for which word they will focus on and learn more about. Carrying out word tests is also one of the ways students do to check their understanding. As an example of students' metacognitive strategies using English media, constantly learning new words, testing themselves using word tests or games, and skipping or conveying new words.

From this explanation the researcher has conducted research that focuses on the five strategies, namely the determination strategy is a strategy that is known to be used in finding new words. Social strategies are strategies that require the interaction of other people when learning new words. Memory strategy is a strategy used to remember previously known vocabulary. Cognitive strategies are strategies that are similar to memory strategies but do not focus on mental processes whereas metacognitive strategies are strategies where learners decide for themselves which words they want to focus on for further study.

C. Previous Study

As a reference, the researcher contains several previous studies which have characteristics similar to this study. These similarities can be in the form of variables and types of research. The following is the previous research that became the reference for writing this research:

The first research entitled "A survey of beliefs and vocabulary learning strategies adopted by EFL learners at Shaikh Zayed University" by Hadi & Guo, (2020) aims to find out the vocabulary learning strategies used by students the most and the least. With a total of 177 student respondents, 155 male and 22 female respondents, this study used a questionnaire as a data collection tool to obtain results which revealed that students preferred learning vocabulary through contextual learning rather than memorizing, students have the ability to identify, select and understand words essential words, prefer

reading rather than feedback, most students also rely on dictionaries, guessing, repetition, and hearing in learning vocabulary, and finally students are able to control emotions from external and internal as well as positive and negative when learning vocabulary.

Then the second, a research entitled Amin, (2013) "The Vocabulary Learning Strategies used by UUM Students in Relation to Their Proficiency Levels" aims to find out whether their vocabulary strategies are related to their level of proficiency. This study found the conclusion that the level of student proficiency does not reflect many differences in learner styles or preferences in learning vocabulary. The similarity of this research with previous studies is discussing vocabulary strategies. The difference between this research and previous studies is that previous research examines vocabulary strategies through their relationship with proficiency levels.

The third research entitled "Vocabulary learning strategies: A comparative study of EFL learners" by Ghalebi & Bagheri, (2020) aims to find out and compare the preferences of vocabulary learning strategies between undergraduate (BA) and postgraduate (MA & Ph.D.) students in the English department of a private university in Iran. With a sample of 218 EFL students in BA, MA and Ph.D English studies at the University of Iran using open and closed questionnaires, this study obtained results which revealed that there were significant differences between the use of vocabulary learning strategies for undergraduate and graduate students. Metacognitive strategies were found to be the first most frequently used strategies for graduate students indicating that students are taking control of their own learning. While the second strategy used by MA and Ph.D students is a cognitive strategy which can be said that this strategy is often used because of adequate general English proficiency.

The fourth research entitled "Vocabulary Learning Strategies Used by Junior High School Students" by Bakti, (2018) using 50 grade 8 junior high school students at SMP N I Salatiga as research subjects, the results showed that students chose strategies that were practical, simple and fast in learning vocabulary. Strategies such as checking whether the word is also an Indonesian word, guessing the meaning of the word from its context, asking the teacher to provide a definition, studying the word with their classmates, memorizing the word by studying and paying attention to the spelling of the

word, underlining the word, and using the English medium that is often chosen in this research.

From the explanation of the fourth previous studies, the researcher concluded that it is very important to know students' strategies in learning English vocabulary. The differences between previous research and this research are: first, where this research was conducted. This research was conducted on eighth grade students of SMP Negeri 19 Pontianak City. secondly, this research only focuses on what vocabulary learning strategies are used by students and what strategies are dominantly used by students in learning English vocabulary. And finally, previous research made researchers interested in knowing the strategies students used to improve and master English vocabulary by eighth grade students at SMP Negeri 19 Pontianak City. By collecting information about students' strategies in learning English vocabulary, this research will be able to help students and teachers use appropriate teaching methods, techniques or media so that students' vocabulary mastery skills improve and learning becomes easier. to understand it in the future. Therefore, researchers investigated students' strategies in learning English vocabulary in eighth grade students at SMP Negeri 19 Pontianak City.