AN ANALYSIS ON STUDENTS' STRATEGIES IN VOCABULARY ACQUISITION OF ENGLISH LANGUAGE STUDY PROGRAM AT UNIVERSITAS ISLAM RIAU

A THESIS

Intended to fulfill one of the Requirements for the Award of Sarjana Degree
in English Language Teaching and Education
Universitas Islam Riau

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THESIS

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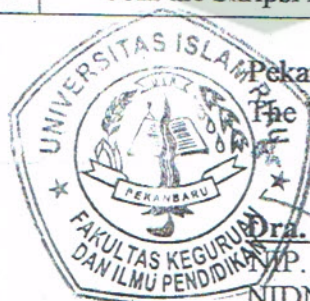Pekanbaru, 14th December 2020
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THESIS GUIDANCE AGENDA

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1.	31st October 2019	ACC Title	
2.	28th January 2020	Revised Chapter I	
3.	17th February 2020	Revised Chapter II	
4.	16th February 2020	Revised Chapter I,II,III	
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7.	13rd July 2020	Revised Proposal	
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10.	20th November 2020	Approved to join the Thesis Examination	
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LETTER OF NOTICE

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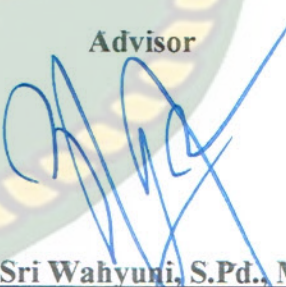
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Has been completely written a thesis which entitled:

**AN ANALYSIS ON STUDENTS' STRATEGIES IN VOCABULARY
ACQUISITION OF ENGLISH LANGUAGE STUDY PROGRAM AT
UNIVERSITAS ISLAM RIAU**

It has been examined. This letter is made to be used as it is needed.

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

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DECLARATION

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In the name of Allah Subhanahu wa Ta'alaa the Most Gracious and Merciful. Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis entitled "**An Analysis on Students' Strategies in Vocabulary Acquisition of English Language Study Program at Universitas Islam Riau"**. This thesis is intended to fulfill one of the requirements for the award of Sarjana Degree in English Study Program, Faculty of Teacher Training and Education Universitas Islam Riau. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

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Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comments, and supportive feedback for improvement of this thesis.

Pekanbaru, 22nd November 2020

The Reseacher

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ABSTRACT

Hanaa Iradiana. 2020. *An Analysis on Students' Strategies in Vocabulary Acquisition of English Language Study Program at Universitas Islam Riau*. **Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.**

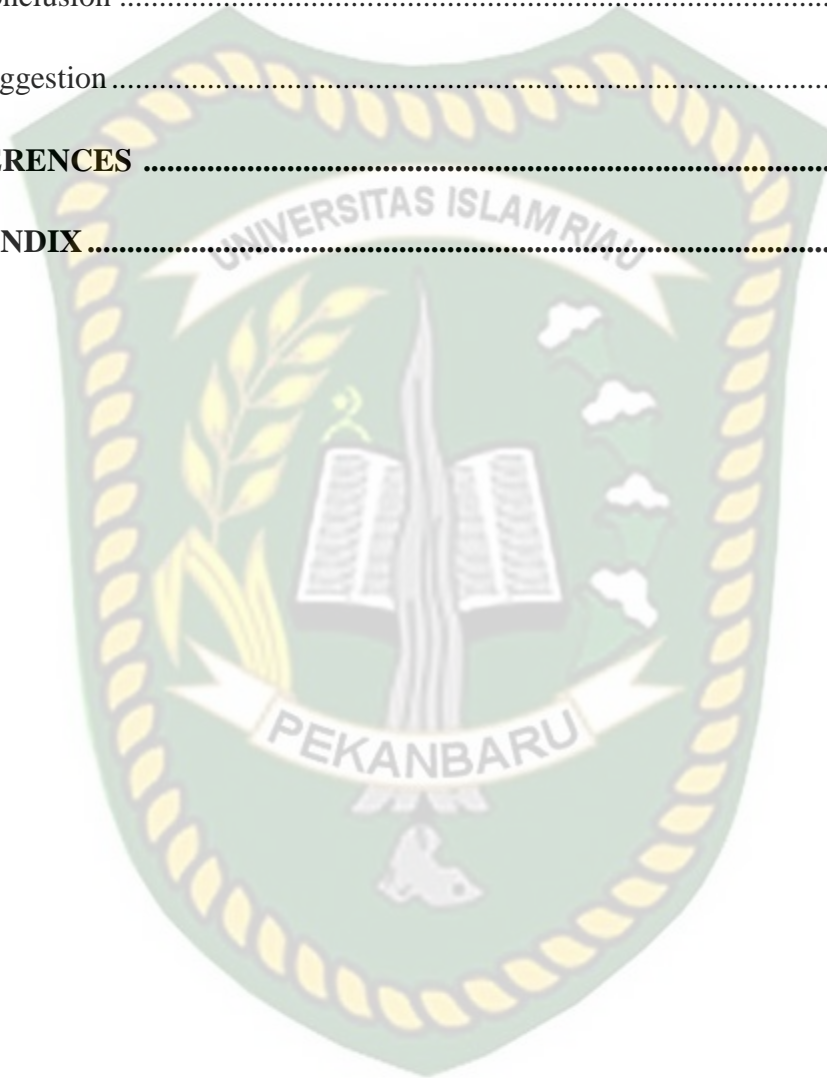**Keywords: Learning Strategies, Vocabulary Acquisition**

This research aims to describe the vocabulary learning strategies used by fifth semester students of English Department at Universitas Islam Riau. This descriptive research employed quantitative approach. The population of this study was the fifth-semester students of English Department at Universitas Islam Riau, n=(147) while the sample was selected through random sampling technique that consist of 23 students. The data were collected from the questionnaire that distributed online through google form. The questionnaire adopted from Ortalisje (2020). The results showed that the strategy students always used by fifth semester students to learn new vocabulary is the use of media such as (listening to music, watching movies, television, newspapers, etc.) 69.9 % of students. Take notes during the class 60.9% of students and the last strategy do the repetition verbally 60.9% of students.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is very important in social life, especially to interact with one another. Language as a means of interaction, besides that language also functions to obtain information and as a tool to develop knowledge. Human language can take the form of desires, expressing ideas and emotions to others using vocabulary. Communication is needed by humans in life to interact with both individuals with individuals, individuals with groups or groups with groups. Interaction requires language to be easily understood by one another.

In English, there are four skills and three components that students must master. These skills are listening, speaking, reading, and writing. The components of the English language are pronunciation, grammar, and vocabulary. One of the components that students must master is vocabulary. Vocabulary is the basic knowledge required to understand the meaning of a language. Vocabulary refers to knowledge of words, their meaning, and how words can be used effectively for communication. This is an important part of the language. With a large vocabulary, students can easily communicate with other people, especially native speakers. When students are lacking in vocabulary, they find it difficult to interact with other people.

According to Fahrurrozi (2017) vocabulary is a central to the proficiency and gives an overview of how well students can speak, hear, read, and write.

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Vocabulary is the key to mastering the four skills (speaking, listening, reading and writing). Understanding vocabulary is better suited to improve a person's abilities in different skills. With a limited vocabulary, anyone will also have a limited understanding. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted for English language learners. The learners cannot communicate to others clearly, because of the limited vocabulary.

Proficiency in vocabulary is a must for students. Vocabulary skills are one of the language characteristics that influence communication skills. When students communicate with others, it shows how successfully they master vocabulary. Mastering English vocabulary and education will do a good job of learning English, especially for EFL students. Mastering a lot of vocabulary makes it easier for students to learn English. In short, the more vocabulary students have, the better they will be seen as masters of the language. This causes problems when the vocabulary is scarce.

Anyone can learn vocabulary at any time, from primary school to college or perhaps throughout their life. A lot of vocabulary benefits someone with improved verbal and written communication than others who have less vocabulary. There are many aspects for students that can help them learn and develop their vocabulary. One of the most important things in learning vocabulary is how students become interested in those subjects. Interest is the feeling of paying a little more attention and discovering more about something. In fact,

interest is also influenced by student experiences. According to Kahu (2017) Interest is theorized as both a motivation and an emotion.

In learning vocabulary, students have different strategies. They learn because they enjoy the learning process. Vocabulary learning strategies differ among students. Such strategies will affect the results of the English performance. Students with a good vocabulary learning strategy will find it easier to understand what they have learned as it takes different aspects of learning English vocabulary to understand its meaning. There are many different vocabulary learning strategies. The strategy can be achieved by reading English books, listening to music or the radio, watching subtitles, etc.

Based on some of the above descriptions, researchers are interested in knowing the strategies of the students to acquire a new vocabulary. That's why researchers are interested in doing a study with the tittle **"An Analysis on Students' Strategies in Vocabulary Acquisition of English Language Study Program at Universitas Islam Riau"**.

1.2 Identification of the Problem

Based on the background above, there are some problems stated in this research.

First, the students didn't have the desire to know about vocabulary. Some students also ignore English words without taking notes and find out the meaning in the dictionary of the word.

Secondly, students find it difficult to spell and pronounce words in English. When they spell, their spelling and pronunciation are different or not the

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same. It indicates that they have low motivation to master the vocabulary in English so that they cannot remember the vocabulary.

The last one, students' grammar mastery is still lacking.

1.3 Focus of the Problem

Based on the identification of the problem above, the researcher will focus on analysis of students' strategies in vocabulary acquisition

1.4 Research Questions

Based on the statement above, the researcher formulated question as follow: "How do the students in the fifth semester of English study program of Universitas Islam Riau in academic years 2020/2021 learn new vocabulary?"

1.5 Objective of the Research

In related to the research question above, the objective of this research aimed to find out how the students' strategies in the fifth-semester of English Study Program of Universitas Islam Riau in academic years 2020/2021 learn new vocabularies.

1.6 Significance of the Research

The significances of this research may include the following items:

1. For the English lecturers

   It is expected that the result of this research may be advantageous for the lecturers and gives input for the lecturer who has focused on English teaching process.

2. For students

   The findings of the research are expected to help the students to find the strategies that are good and enjoyable for them in learning new vocabulary.

3. For Other Researchers

   The findings of the research are hopefully this can be used as reference in conducting the same study for obtaining better result.

1.7 Definition of the Key Term

1. Hornby (1995:13) in Hestiyani (2018) **analysis** is study of something by examining its part. It means to analyze and to break a topic or concept down into its parts in order to inspect and understand it, and to restructure those parts in a way that makes sense to you.

2. **Vocabulary** according to Fahrurrozi (2017) vocabulary is a central vocabulary is a central to the proficiency and gives an overview of how well students can speak, hear, read, and write.

3. According to Shi (2017) defined that learning **strategies** are steps taken by learners to enhance their learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses various informational topics related to the current research. This is to provide some theoretical concepts that can support this research. This discussion is presented in the following sub heading: Relevance Theories, Relevance Studies and Conceptual Framework.

2.1 Relevance Theories

2.1.1 Learning Strategy

Learning is an important resource for students. Because it is a process carried out by learners to gain knowledge, especially when learning English. Moreover, learning is required so that people can improve their living standards for the better in the future. In addition, according to Rahmah (2011) defined learning is the process by which behavior it is originated or changed through practice or training. According to Armstrong (2012) said learning is the way that humans learn since birth. In other word, learning is self-motivated and self-directed.

Furthermore, according to Brown (2007:7) as cited in (Aprila, 2018) explained learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Meanwhile, according to De Houwer (2013) defined learning is a change in behavior that result from experience or mechanistically as changes in the organism that result from experience. According

to Sequeira (2012) learning is a relatively permanent change, usually brought about intentionally.

Based on the above description, learning is a process carried out by each individual to bring about a change in behavior, both in the form of knowledge, skills, attitudes, and positive values as well as experiences with different researched materials.

The strategy is a method of achieving a specific goal. Success in problem-solving can be seen in which strategies are used. Many problems can be solved in the learning process with the help of strategies. Different students use different behaviors or strategies to learn new knowledge or skills. Strategies differ from student to student because their learning environment is different.

During the learning process, students need strategies to help them. Learning strategies are the total effort that the students need to process, understand and adopt the information introduced in learning-teaching processes or in their individual preparation Kafadar and Tay (2014). And Shi (2017) defined that Learning strategies are steps taken by learners to enhance their learning. Active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing confidence, and motivation in the learning process.

This statement shows how important learning strategies are for students. Students who have not implemented strategies in the learning process will experience difficulties. Conversely, with the right strategy, students will gain

satisfaction with their learning outcomes. Learning strategy is the most important factor by which students determine how students learn.

2.1.1.1 The Kinds of Learning Strategy

As mentioned in the discussion above, many researchers have formulated what is meant by a learning strategy. The learning strategy is not a new study for researchers. Learning strategies help students understand information and solve problems. According to Tarigan (1991:12) classifies learning strategies into three types. The learning strategies are:

a. Metacognitive Strategy

According to Tarigan (1991:12) defined "metacognitive strategy means a strategy of learning strategies that involves thought knowledge about the learning process, planning for learning, continuous learning intervals are monitored and learning is assessed after the task is completed". In other words, metacognitive learning consists of constructing, planning, and evaluation of the learning process.

b. Cognitive Strategy

According Rubin (1987:23) defined "cognitive strategy is steps or operations used in learning or solving problems that require analysis, transformation, or synthesis of learning materials". In a cognitive strategy, Rubin classifies it into six learning strategies. Those are:

1. Clarification/verification is the process of attempting to clarify and confirm the rules of regulation being learned in the target language.

2. Guessing/inductive inference is using prior knowledge and available information to infer the meaning of new items.

3. Deductive reasoning is looking for more general rules.

4. Practice means repetition, imitation, and practice that help preserve and use language aimed at accuracy.

5. Memorization is similar to practice, but focuses on storage and retrieval rather than accuracy.

6. Monitoring is the combination of cognitive and metacognitive strategies in which the students draw their attention to and decide on linguistic and communicative errors.

c. Social Strategy

According to Tarigan (1991:21) said that "social strategy is a kind of learning strategy that uses social interactions to provide assistance in understanding, learning, or memory retention information". A socially effective strategy is therefore a learning strategy that requires interaction with other people in the learning process, for example during a conversation.

2.1.2 Vocabulary Acquisition

There are some definitions of vocabulary that defined by experts. They are Alqahtani (2015), Rohmatillah (2014), Ur (2009), and Afzal (2019). The explanation discuss in the following:

First, Alqahtani (2015) explained that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Second, according to Rohmatillah (2014) without an extensive vocabulary and strategies

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for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television. Third, according to Ur (2009) defined that vocabulary can be defined, roughly, as the words we teach in the foreign language. And the last Afzal (2019) vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing. Without learning the vocabulary, it is difficult to attain any language proficiency. Vocabulary is the basis of acquiring a second language.

Based on experts' understanding of vocabulary, it can be concluded that vocabulary is a very important resource in the second language. When vocabulary is limited, communication is hindered. Without a broad vocabulary, students will find it difficult to master the four abilities in a foreign language (reading, writing, listening and speaking). Vocabulary is also interpreted as the key to the fourth proficiency in foreign languages.

2.1.2.1 Kinds of Vocabulary

There are some kinds of vocabulary that defined by experts. They are Pinrang Hernawati (2015) and Alqahtani (2015). The explanation discuss in the following:

First, Pinrang Hernawati (2015) stated that active vocabulary refers to words that students have learned and are expected to able to use in

communication, while passive vocabulary refers to words that students will recognize when they meet them, although they will probably not able to use them.

And the last one according to Alqahtani (2015) receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

2.1.2.2 The Difficulty in Learning Vocabulary

Obviously, if someone wants to communicate with other people in English, they must have sufficient vocabulary as this is a basic element of any language. People with a good vocabulary are more likely to speak better to others than people with a little vocabulary. According to Thornbury (2002) some factors that make some words difficult for the students:

Obviously, if someone wants to communicate with other people in english, they must have sufficient vocabulary as this is a basic element of any language. People with a good vocabulary are more likely to speak better to others than people with a little vocabulary

1. Pronunciation: Research shows that words are difficult to pronounce are more difficult to learn. For example: gorgeous, lecturer, etc.

2. Spelling: Is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a word's difficulty. For example: muscle, headache, etc.

3. Length and complexity: Long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

4. Meaning: When two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.

5. Range: Connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Some people maybe say that vocabulary is easier than grammar or any lesson, but the lack of vocabulary is the biggest problem when people communicate in English.

2.2 Relevance Studies

There are some studies which are related with this they proposed research Asgari & Bin Mustapha (2010), Asyiah (2017) and Ortalisje (2020):

The first study was conducted by Asgari & Bin Mustapha (2010). His research focused on "The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia". In this study, researchers are currently investigating the types of vocabulary learning strategies used by Malaysian ESL

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students specializing in English as a Second Language (TESL), with ESL students at Putra University Malaysia forming a population rarely considered in previous studies about strategies for learning vocabulary. Based on the objectives of this study, it was concluded that the best method for this research to better understand the use of VLS by particular students is qualitative research design. The implementation method is therefore an individual open interview with ten students from the UPM education faculty. Completed strategies such as learning words by reading, using monolingual dictionaries, using different English media, and applying new English words in everyday conversations related to memory, determination, and metacognitive strategies are popular strategies, and students are interested in using it.

The second study was done by Asyiah (2017), this research is about "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery". This study aims to examine how vocabulary teaching and learning is perceived by teachers and students, strategies for teaching and learning vocabulary, and also the influence of students' vocabulary learning strategies on their vocabulary mastery. Therefore, a mixed-method design was used for an English teacher and 30 high school students to expose the problem studied. The results show that both teachers and students respond positively to vocabulary teaching and learning. In terms of strategy, it was found that teachers used broader contextual strategies, while determination and metacognitive strategies were the VLS most liked by students. This study also confirmed that there was a significant correlation between the students'

vocabulary learning strategies and their vocabulary mastery (r-score Discovery = .023 and r-score Consolidating = .000, p <.05). It is advisable for EFL teachers to dedicate more of the vocabulary to EFL teaching and to teach the vocabulary using a combination of fully contextual and non-contextual strategies. It is also recommended that students become familiar with different types of vocabulary learning strategies.

And the last study was conducted by Ortalisje (2020) His research focused on "English Vocabulary Learning Strategy in English Students of Study Program". This study involved 58 students of the English language education study program as participants. The instrument used was a questionnaire taken from Schmitt's Taxonomy (1997). The results showed that the English vocabulary learning strategies used were discovery strategies and consolidation strategies. In discovery strategies which are divided into two categories, social strategy is the most frequently used strategy, while determination strategy is the least used. In the consolidation strategy, the storage strategy category is the most widely used and least used strategy.

Based on the three of relevance studies above, the researcher want to investigate about "An Analysis On Students' Strategies In Vocabulary Acquisition Of English Language Study Program of Universitas Islam Riau. The researcher will describe about how do the students' in the fifth semester of English Study Program of Universitas Islam Riau in academic years 2020/2021 learn new vocabulary.
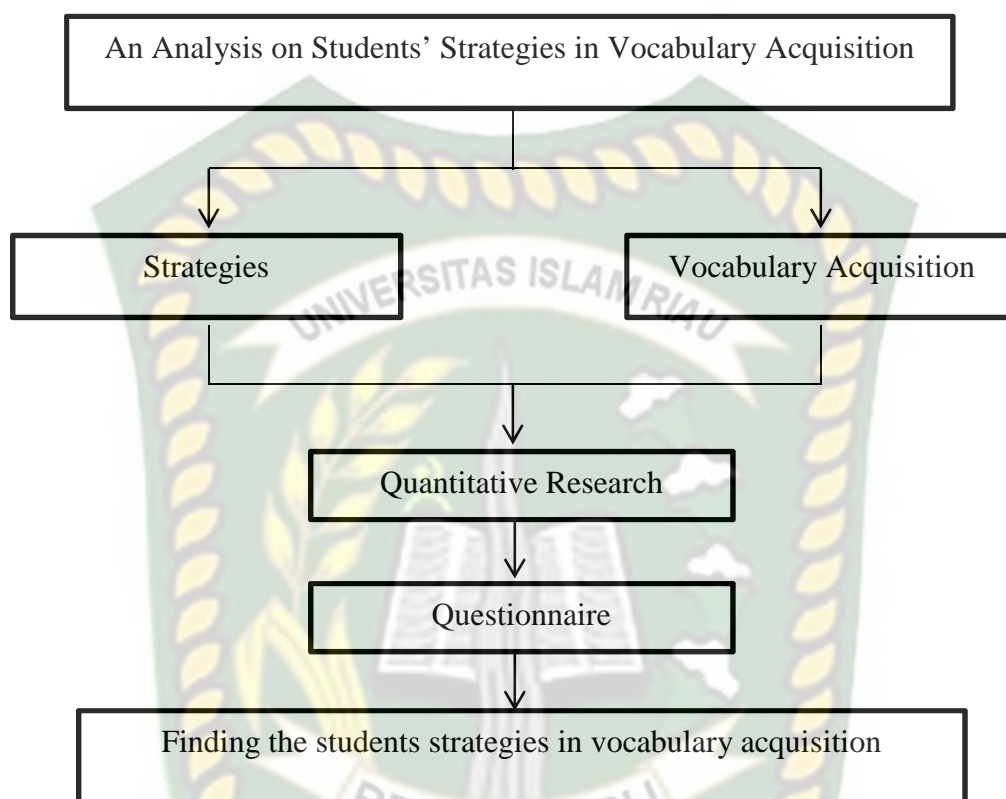
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2.3 Conceptual Framework

Figure 2.1 Conceptual Framework

Based on conceptual framework above, the researcher will focus on students' strategies in vocabulary acquisition of English Language Study Program of Universitas Islam Riau. The researcher use qualitative research and then give the questionnaire to find the students' strategies in vocabulary acquisition.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, writer deals several subchapters, research design, and source of data, data collection technique, and data analysis technique. All of those parts present as follow:

3.1 Research Design

In this research, the researcher will use quantitative research. According to Creswell (2014) said that quantitative research involves the process of collecting, analyzing, interpreting, and writing results of a study. In other words, according to Putra (2014:32) "quantitative research is a study, where data is obtained from a sample of informants, and the object must be calculated through statistics".

Based on the above definition, it can be concluded that quantitative research. This research uses a quantitative approach because this research is presented with chart figure and appropriate to the objectives of the research. The results are shown in the form of chart figures and elaborated in the form of describing paragraph. The researchers apply only one variable, namely the analysis of student strategies for mastering the vocabulary of students of English education at the Universitas Islam Riau.

3.2 Source the Data

3.2.1 Population

According to Arikunto (2013) the population is the subject of research. If someone wants to examine all the elements in the research area, then the research is a population study. The study or research is also called population study or census study. Norman (2008) stated the population of the research was conducted to collect the data. Population is a group of individual who have the same characteristics. The distribution of the students is state in the following table:

Table 3.1

The Population of the Research

Class	Number of Students
5A	35
5B	37
5C	35
5D	40
Total	147

The population of this study in the fifth semester of English Study Program of Universitas Islam Riau in academic years 2020/2021. The whole students are 147 students who consist of four classes, namely class 5A, 5B, 5C, and 5D.

3.2.2 Sample

According to Sudijono (2009) sampling is a way to collect data by recording or researching *a small part* of all elements that are the object of

research. In other words, sampling is a way to collect data by noting or just examining the *sample*.

According to Putra (2014:34) stated that "the sample is part of the population or is representative of the population, which is taken and collected either randomly, structurally or by any other scientific collective way. For example, if the population (1000) people, then for the sample, researchers may take (500) people or (250) people".

According to Arikunto (2013) sample is a portion or representative of population under study. In addition, according to Surakhmad (1998) in Yosi (2018) states if the population is homogeneous enough, for the population that is less than 100 person, the sample taken is 50%, but is more than 100 person, the sample taken is at least 15%. In this research, the total numbers of the population of the fifth semester of English Department consists of 147 students. The researcher will use 15% sample of population, so that the sample consists of 23 students.

3.3 Data Collection Technique

In collecting the data, the researcher will give the questionnaire contained questions about students' strategies in vocabulary acquisition. The researcher was took 23 participants as sample. Also, the research supported by the existence of the questionnaire were adapted from Ortalisje (2020) given by online that designed by Google Form and distributed by Whatsapp. The questionnaire has 14 questions. The question numbers 1-4 are questions for strategy social, while question numbers 5-11 are questions for strategy cognitive and question numbers

12-14 are questions for strategy metacognitive. There are four points is scale from "Always" (A), "Often" (O), "Sometimes" (S), and "Never" (N).

This research was conducted by using quantitative research. The research presented the result of the data based on the formula that had been told before. The result of the data presented clearly with the procedure of conducted data in fifth semester Students of English Study Program at FKIP UIR. The researcher took 23 students to be sampling for this research. The researcher explained the result to find out the strategies in vocabulary acquisition.

3.3.1 Questionnaire

Questionnaire is a list of questions or statements that are given to participants. According to Hariyadi (2011) states questionnaire is a list of question where each question has been provided for answers to be chosen, or is provided to fill in the answers. Questionnaires are efficient to be measured and know what can be expected from the respondents.

Table 3.2

Indicators of the Questionnaire

No	Indicator	Question Number	Total Items
1	Strategy Social	1,2,3,4	
2	Strategy Cognitive	5,6,7,8,9,10,11	14
3	Strategy Metacognitive	12,13,14	

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Table 3.3

The Blueprint of Questionnaire

Indicators	Questionnaire	A	O	S	N
Strategy Social	1. Learn and practice the meaning of words in group work. (Memperlajari dan melatih kata dengan kerja kelompok)	1	2	3	4
	2. The teacher checks word lists for correctness. (Guru memeriksa daftar kata untuk akurasi)	1	2	3	4
	3. Interact with native speaker. (berinteraksi dengan penutur asli)	1	2	3	4
	4. Writing a message by using English (Menulis pesan menggunakan bahasa inggris)	1	2	3	4
Strategy Cognitive	1. Do the repetition verbally. (Melakukan penguangan secara lisan)	1	2	3	4
	2. The repetition by writing. (Melakukan pengulangan dengan menulis)	1	2	3	4
	3. Make a list words (nouns/adjective, etc.) (Membuat daftar kata)	1	2	3	4
	4. Take notes during the class. (Membuat catatan dalam kelas)	1	2	3	4
	5. Listen to the list of recorded words. (Mendengarkan rekaman daftar kata)	1	2	3	4
	6. Put English labels on object. (Menaruh label bahasa inggris pada objek)	1	2	3	4
	7. Make vocabulary notes. (Membuat daftar kosakata)	1	2	3	4
Strategy Metacognitive	1. Use media (songs, movies, news, etc.) (Menggunakan media)	1	2	3	4
	2. Test yourself with a vocabulary test. (Menguji diri sendiri dengan tes kosakata)	1	2	3	4
	3. Keep learning from time to time. (Terus belajar dari waktu ke waktu)	1	2	3	4

Adapted by Ortalisje (2020)

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Table 3.4

The Students Response of the Questionnaire

No	Option	Scale
1	Always (A)	4
2	Often (O)	3
3	Sometimes (S)	2
4	Never (N)	1

Muslih & Sari (2017)

3.4 Data Analysis Technique

The questionnaire the students' strategies in vocabulary acquisition will be analyzed by formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage of items

F= Number of Frequency

N= Total number of respondent

Sudijono (2009)

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CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the result and the discussion of the research data. The result of the data shows the frequency of each statement in graphical form.

4.1 Data Description

4.1.1 Result of Questionnaire

After the researcher collected the data, the frequency of each statement was analyzed by grouping the frequency in percent. The researcher then entered the data on the graph. The following table shows the frequency of the first statement. This can be seen in figure 4.1.Learn and practice the meaning of words in group work.

1. Learn and practice the meaning of words in group work. (Memperlajari dan melatih kata dengan kerja kelompok)

23 tanggapan
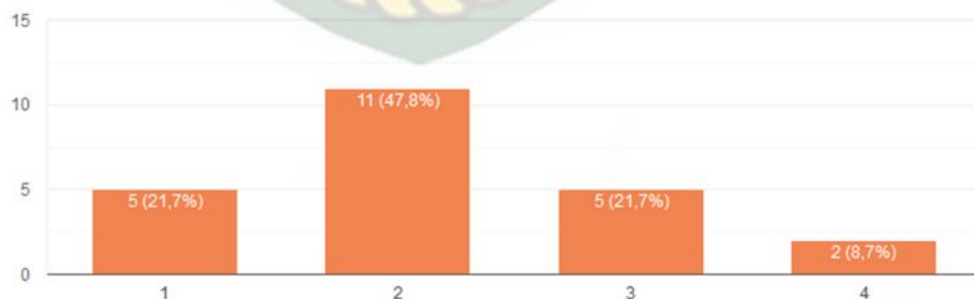
The graph shows the percentage of students who learn word meanings and practice in group work. Of the 23 students, 47.8% voted *sometimes* and 21.7% never. This means they don't like to learn words and practice with group work. Only 21.7% of the students voted *often*. Only 8.7% who only had one student *always* voted. This means that the students are always practicing new vocabulary training with their groups.

The second statement is analyzed like the previous statement. The results are shown in figure 4.2. The teacher checks word lists for correctness.

2. The teacher checks word lists for correctness. (Guru memeriksa daftar kata untuk akurasi)
23 tanggapan
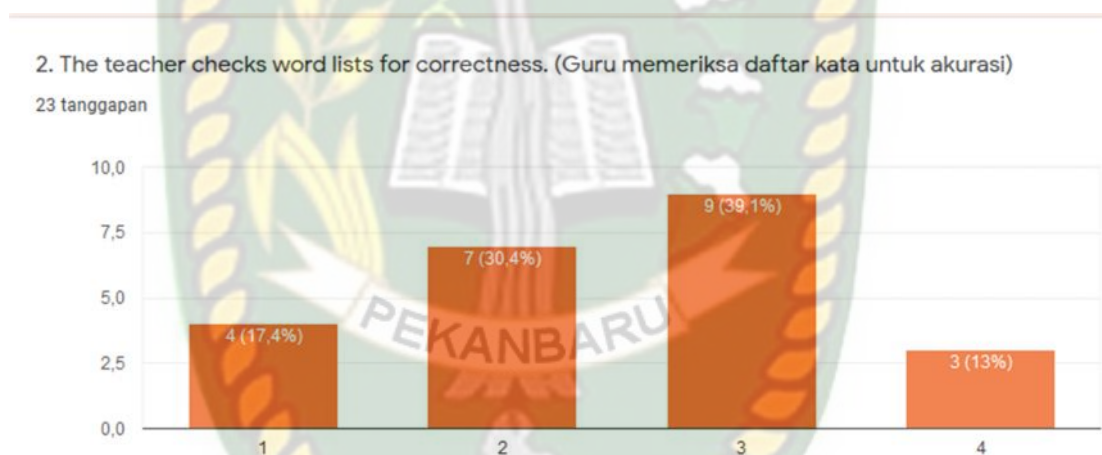
The diagram shows the students' responses through the teacher/lecturer who checks new vocabulary lists for accuracy. In fact, 30.4% of the 23 students voted *sometimes*. In fact, about 17.4% of students said they had *never* checked a new vocabulary with the teacher/lecturer. There are 39.1% of students *often* ask their teacher/teacher to check new vocabulary. In fact, there are 13% of those who *always* choose it based on the statement above.

The following table provides an analysis of the students' responses to the third statement. The closing process in figure 4.3 Interact with native speaker.

3. Interact with native speaker. (Berinteraksi dengan penutur asli)
23 tanggapan
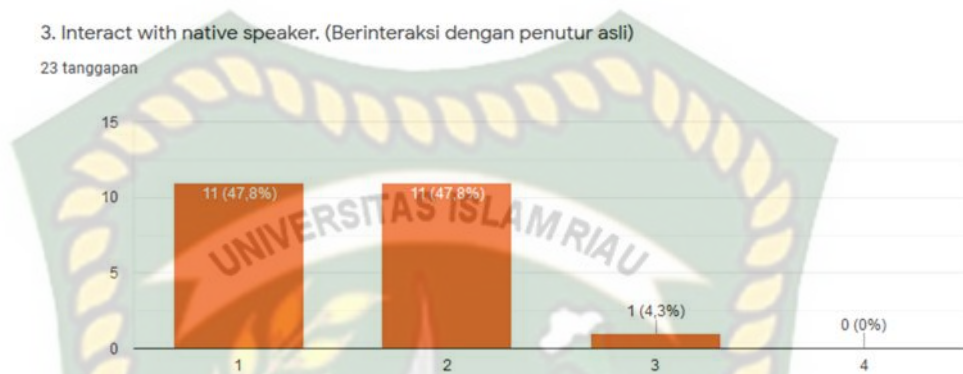
From the graph above, we can see that 47.8% of the students interacted with native speakers *sometimes*. Even there are 47.8% of the students choose *never* to communicate with native speakers. In addition, 4.3% of students have *often* contact with native speakers. And 0% of them voted *always*.

The students' responses to the 4th agreement were also analyzed in graphical form with consent. How is it shown in Figure 4.4 Writing a message by using English.

4. Writing a message by using English (Menulis pesan menggunakan bahasa inggris)
23 tanggapan
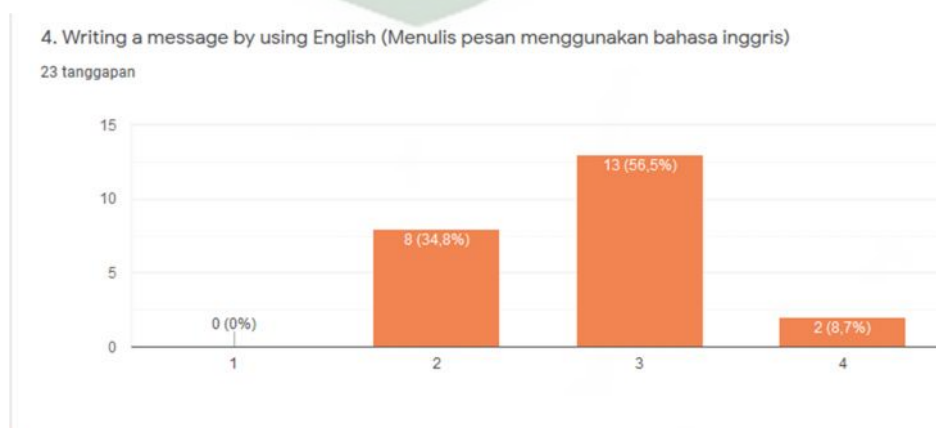
The graph shows the student's results in the above statement. There are 43.8% of the students given the responses *sometimes* with the statements and 0% of the students who responded had *never* written a message in English. Meanwhile, 56.5% of them replied *often*. And only 8.7% chose *always*. This means that most students sometimes write messages in English.

The following table provides an analysis of the students' responses to the fifth statement. How is it shown in Figure 4.5 Do the repetition verbally

5. Do the repetition verbally. (Melakukan penguangan secara lisan)
23 tanggapan
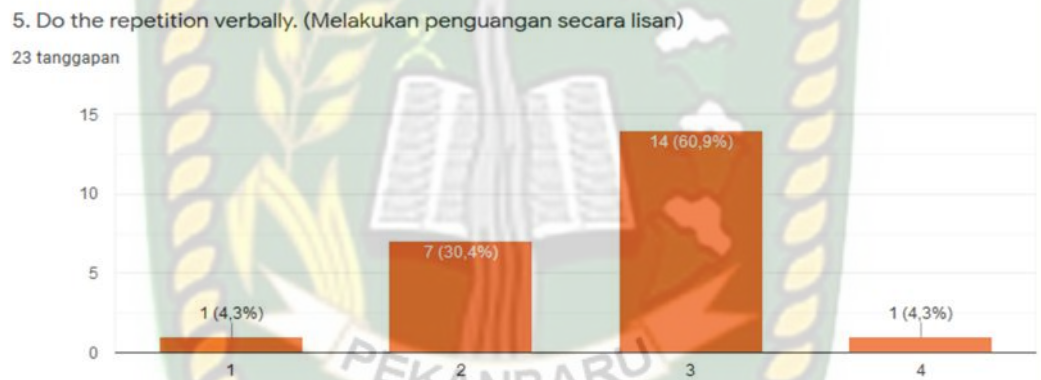
The graph presents that the most of the students choose *sometimes* do the repetition verbally. It can be seen from the percentage, which 30.4%. There are only 4.3% of the students who choose *never* do the repetition verbally. It is also supported by 60.9% of the students who choose *often* for the statement. Furthermore, 4.3% of them choose *always* for the statement.

The following graph shows the percentage of student responses to repeating new vocabulary through writing. The results are shown in Figure 4.6. The repetition by writing.

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Milik :

6. The repetition by writing. (Melakukan pengulangan dengan menulis)

23 tanggapan
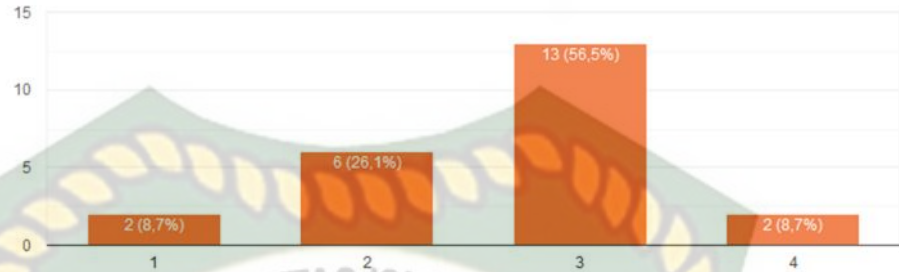
The graph shows the percentage of student responses to the sixth statement. 26.1% of the students *sometimes* choose. In the meantime, 8.7% of the students have *never* responded to the statement. This graph shows that almost all students frequently give answers. As we can see, about 56.5% of them are *often* meant for statements. In addition, only 8.7% give response *always*.

The seventh graph is a graph of the percentage of student responses to listing new vocabulary or words. The percentages are shown in figure 4.7.

7. Make a list words (nouns/adjective, etc.) (Membuat daftar kata)

23 tanggapan

The chart above informs that 47.8% of students choose *sometimes*. While, 0% of them shows that they are choose *never* with the statement. Furthermore,

there are 39.1% choose *often*. While, the graphic presents that there are 13% of them who give response *always* for the statement.

The eighth statement is a graphical representation of the percentage of responses from students who took notes during the lesson. The results are shown in Figure 4.8. Take notes during the class.

8. Take notes during the class. (Membuat catatan dalam kelas)
23 tanggapan
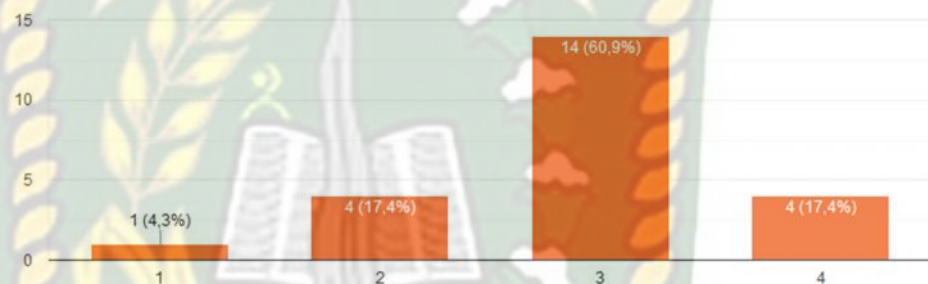
Based on the percentage graph above, it can be interpreted that 17.4% of the students indicate that they *always* take notes during the lesson. Meanwhile, 60.9% said they *often* vote by the statement. On the other hand, 17.4% of students said they *sometimes* vote. And 4.3% of those who gave their response *never* came to that conclusion.

The percentage of student responses to the 9 was obtained. The results are shown in Figure 4.9. Listen to the list of recorded words

9. Listen to the list of recorded words. (Mendengarkan rekaman daftar kata)

23 tanggapan
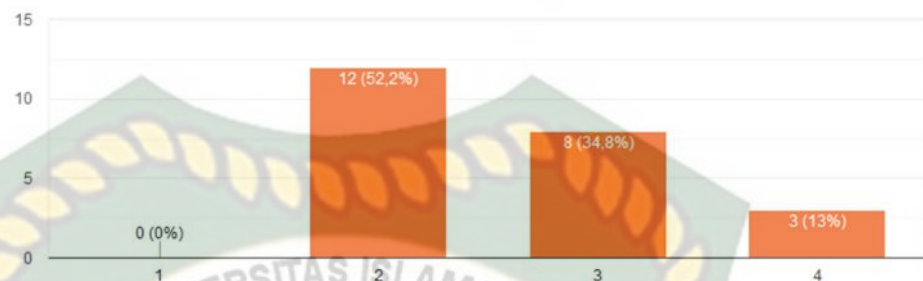
The graph shows the percentage of student responses to the ninth statement. There are 52.2% of the students who choose *sometimes*, and 0% of students give the response *never* for the statement. The graphic presents students give often responses. As we can see about 34.8% of them choose *often* for the statement. Furthermore, only 13% give response *always*. The tenth statement aims to clarify the percentage of students who put English labels on objects. The percentages are shown in figure 4.10. Put English labels on object

10. Put English labels on object. (Menaruh label bahasa inggris pada objek)

23 tanggapan

28
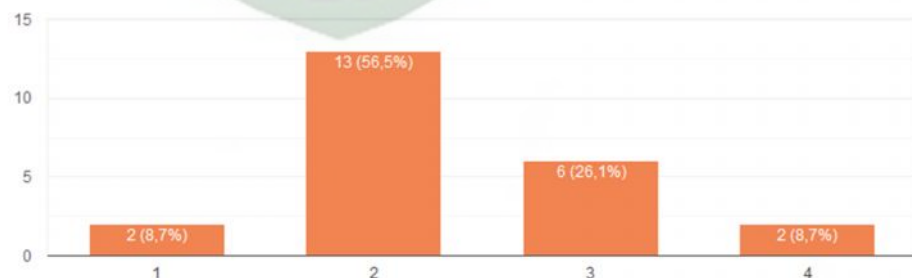
Graph 4.10 shows the percentage of students who put English labels on objects to learn new vocabulary. It can be seen that 56.5% of the students choose *sometimes.* Meanwhile, 8.7% of students choose *never* for the statement. Even, 26.1% of the students choose *often* in this statement. In other way, 8.7% of the students give *always* response for the statement.

The 11th statement shows the percentage of students who have made vocabulary. That is why the percentages are shown in figure 4.11. Make vocabulary notes

11. Make vocabulary notes. (Membuat daftar kosakata)
23 tanggapan
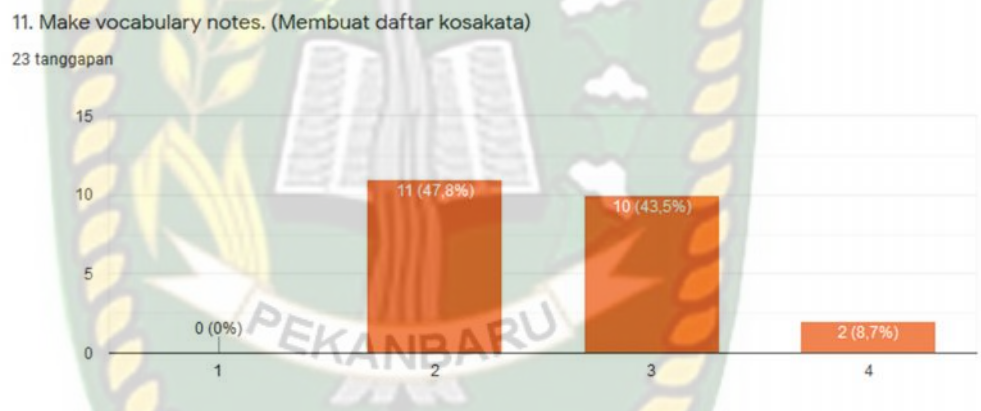
The chart shows the results of the above statements, there is 47.8% admit that they voted *sometimes*. The graph also shows that 43.5% of students response *often* to the statement. Conversely, 8.7% of students choose *always* with the statement.

The 12th statement aims to determine the percentage of students' responses about whether they are using the media to acquire new vocabulary. The percentages are shown in figure 4.12. Use media.

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12. Use media (songs, movies, news,etc.(Menggunakan media)

23 tanggapan
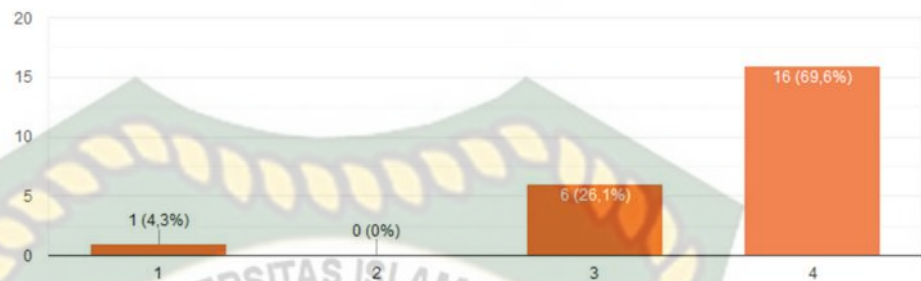
Of the 23 students, more than half of all students voted for the statement. 69.6% of the respondents always answered these statements. This means that they still use the media to learn new vocabulary. Meanwhile, 26.1% of the students vote often and 0% sometimes choose statements. On the other hand, 4.3% of the students never gave the answer.

The 13th statement is intended to clarify the percentage of students using the test with the vocabulary test itself. The percentages are shown in figure 4.13. Test yourself with a vocabulary.

13. Test yourself with a vocabulary test. (Menguji diri sendiri dengan tes kosakata)

23 tanggapan

Based on the chart above, there are 47.8% of the students who choose *often* test themselves with vocabulary test to the statement. Even, 17.4% of the students choose that they are *always* toward the statement. In other way, 30.4% of them choose *sometimes*. On another response, 4.3% of the students give *never* for the statement.

The last statement is purposed to know the percentage of students who keep learning from time to time. The percentage is presented in chart 4.14. Keep learning from time to time.

14. Keep learning from time to time. (Terus belajar dari waktu ke waktu)
23 tanggapan
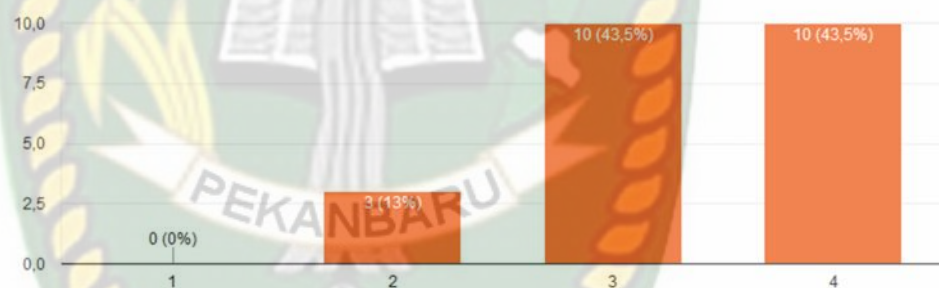
The last graph above shows that 43.5% of the students choose *always* the statement. Even, 43.5% of them give response *often* for the statement. However, 13% of the students give response *sometimes* toward the statement. And other students do not choose the statement.

4.2 Data Analysis

Based on the result of the questionnaire to subjects, the researcher found data that was relevant to research problems.

4.2.1 Students' Strategies in Vocabulary Acquisition

The researcher used a questionnaire to retrieve questionnaire data from Google Form. The questionnaire was used as evidence to find out which vocabulary learning strategies were most commonly used. The summary of the vocabulary learning strategies most commonly used by fifth semester students of the English Study Program at FKIP Universitas Islam Riau, obtained through questionnaires, as shown in the table below:

Table 4.1

Students' Strategies in Vocabulary Acquisition *N=23*

	Strategy Vocabulary Acquisition	Always		Often		Sometimes		Never	
Strategy Social	Learn and practice the meaning of words in group work.	1	4.3%	6	26.1%	11	47.8%	5	21.7%
	The teacher checks word lists for correctness.	3	13%	9	39.1%	7	30.4%	4	17.4%
	Interact with native speaker.			1	4.3%	11	47.8%	11	47.8%
	Writing a message by using English	2	8.7%	13	56.5%	8	34.8%		
	Do the repetition verbally.	1	4.3%	14	60.9%	7	30.4%	1	4.3%
	The repetition by writing	2	8.7%	13	56.5%	6	26.1%	2	8.7%

Strategy	Indicator								
Strategy Cognitive	Make a list words (nouns/adjective, etc.)	3	13%	9	39.1%	11	47.8%		
	Take notes during the class.	4	17.4%	14	60.9%	4	17.4%	1	4.3%
	Listen to the list of recorded words.	3	13%	8	34.8%	12	52.2%		
	Put English labels on object.	2	8.7%	6	26.1%	13	56.5%	2	8.7%
	Make vocabulary notes.	2	8.7%	10	43.5%	11	47.8%		
Strategy Metacognitive	Use media (songs, movies, news, etc.)	18	69.6%	6	26.1%			1	4.3%
	Test yourself with a vocabulary test.	4	17.4%	11	47.8%	7	30.4%	1	4.3%
	Keep learning from time to time.	10	43.5%	10	43.5%	3	13%		

Table 4.1 shows that the students' strategies in vocabulary acquisition by fifth semester students at the English Study Program of FKIP Universitas Islam Riau, how the students learn new vocabulary, the data showed the higher percentage for indicators strategy social is writing a message by using English (56.5%). Meanwhile, strategy cognitive is do repetition verbally (60.9%). And the last, strategy metacognitive is use media such as (listening to music, watching movies, television, newspapers, etc.) (69.9 %)

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the data, the writer concludes strategy in vocabulary acquisition by fifth semester students of the English Study Program at FKIP UIR to learn new vocabulary. The research was conducted by giving questionnaires for students' to collect the data. The questionnaire was adapted from Ortalisje (2020). The percentage of the students' response was also categorized into three types of indicators. 56.5% for the strategy social, the students' choose writing a message by using English, 60.9% for the strategy cognitive, the students' choose do repetition verbally, and 69.9 % for the metacognitive is use media such as (listening to music, watching movies, television, newspapers, etc.)

Therefore, it can be concluded that the strategy of vocabulary acquisition is the basis for any student to achieve the highest learning success. To improve the learning strategies of students, more practice is needed to apply the learning strategy itself.

5.2 SUGGESTION

The researcher would like to give some suggestions which described as follow:

5.2.1 For teachers/lecturers of English, it is hoped that the results of this research will be useful to educators and provide input for educators dedicated to teaching English.

5.2.2 For students, the results of this research are intended to help students find strategies that are good and enjoyable for them to learn new vocabulary.

5.2.3 For other researchers, the results of this study are expected to serve as a reference for conducting the same study for better results.

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