STUDENTS’ VOCABULARY LEARNING STRATEGIES AND THEIR VOCABULARY KNOWLEDGE

(A Descriptive Study at the Fifth Semester Students of English Department of Muhammadiyah University of Purwokerto in Academic Year 2015/2016)

ATHESIS

Submitted to the English Education Department as a Partial Fulfillment of the Requirements for S.Pd Degree

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DEDICATION

From the deepest of my heart, I would like to dedication my thesis to:

1. Allah SWT, thank you for creating me as I am. Thank you for Your blessing. Thank you for everything in my life.

2. My beloved parents. Mr. Hadi Nurudin Sakum, and Mrs. Sunarti, thanks for your endless love. Your supported me spiritually, materially and morally through my journey of study. I am grateful for having parents who cares, teaches me what the real life is and how it works. Stay healthy, Bapak and Mboke, I love you forever.

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Long life education.

You will never be brave if you don’t get hurt. You will never learn if you don’t make mistakes. You will never be successful if you don’t encounter failure.

The truth is from your Lord, so never be among the doubters (Al Qur’an, 2:147).
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The researcher realizes that there are still a lot of mistakes and any weakness in this thesis. So that, the researcher receives criticism and suggestions for the sake of improvement of this thesis future. Furthermore, the researcher expected that the thesis might be useful for me particulary and the readers generaly, especially for those who are involved English teaching profession.

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ABSTRACT

This research was aimed at finding out the students' vocabulary learning strategies, the most dominant strategy used by the students, and knowing whether or not there was a correlation between students' vocabulary learning strategies and their vocabulary knowledge. This research was descriptive study, the population of the researcher was the fifth semester students of English Department of Muhammadiyah University of Purwokerto in Academic year 2015/2016 and the number of population was 130 students. In this research the population was taken 25% or 32 respondents, and the technique of sampling used purposive sampling. In collecting data the researcher used a questionnaire as an instrument which consisted 25 items adopted from Schmitt's (1997) taxonomy of vocabulary learning strategies. The researcher analyzed the data by using percentage to decide the strategies in learning vocabulary most frequently used by respondents. The results of the research finding were: determination strategies (55.37%), social strategies (56%), metacognitive strategies (54.62%), memory strategies (57.75%), and cognitive strategies (52%). The score result indicated that the use of memory strategy was the most used by the fifth semester students of English Department of Muhammadiyah University of Purwokerto in Academic year 2015/2016. The students like to practice and repeat new words. It means that when the students get a new vocabulary they practice it continuously. The researcher found that there was a negative correlation between students’ vocabulary learning strategies and their vocabulary knowledge. It can be seen from the result of computation of the correlation analysis where the r-obtained was -1.91. In conclusion, there was a negative correlation between students’ vocabulary learning strategies and their vocabulary knowledge.
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