

STUDENTS' VOCABULARY LEARNING STRATEGIES
(A Descriptive Study on Second Semester Students of English Education
Department Muhammadiyah University of Purwokerto in Academic Year
2013/2014)



A THESIS

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

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2014

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(A Descriptive Study on Second Semester Students of English
Education Department Muhammadiyah University of
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Department Muhammadiyah University of Purwokerto in Academic Year
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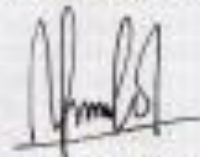
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DEDICATION

This thesis is dedicated for.

- ❖ *Allah SWT, the only one God of the universe who always gives me strength, healthy and happiness.*
- ❖ *My beloved mother and father who supported me spiritually, materially and morally through my journey of my study. You taught me the value of hard work; to learn, strive and achieve.*
- ❖ *My beloved brother (Mas Danang Yandi Prasetyo) and sisters (Annafidia Satriani and Nabilla Dewanti). Thanks for your spirit and support.*
- ❖ *My uncles (Andri and Ruri) who supported me.*
- ❖ *My beloved cousins (Mas Nurdin, Mba Yeti, Mba Iis, Mba Mala, Mba Vara, Ayu) who always support me.*
- ❖ *My consultant (Mrs. Rini). Thanks for your guidance, advice, suggestion and never felt tired correcting the manuscript of this thesis.*
- ❖ *My best friends (Ebi, Mega, Yeni, Gita, Ninda, Umi, Dwi and Findi). Thanks for your support.*
- ❖ *My beloved friends when I did PPL in SMK N 3 Purwokerto (Arum, Fitri, Winda, Lilis, Dinda, Titi, Lia, Amel, Dima, Toni, Afa, Azmi, Galih). Thanks for your spirit and support.*
- ❖ *All my friends in English Education Department Muhammadiyah University of Purwokerto 2010 and who I could not mention one by one. Thanks for all.*

MOTTO

**"Make the disappointments of the past into successful weapon in
the future"**

"To get a success, your courage must be greater than your fear"

"Think big, and act now"



PREFACE

First of all, the writer would like to thank to God for the guidance, blessing so that the writer is finally able to write her thesis as partial fulfillment of the requirement for S. Pd Degree at English Education Department Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto. During the arrangement of the thesis there were so many people who have help the writer, so in this occasion the writer would like to thanks to the following people for the completion of this writing.

1. Dr. Syamsuhadi Irsyad, S. H. M. H., as the rector of Muhammadiyah University of Purwokerto.
2. Drs. Ahmad , M.Pd., as the Dean of Teaching Training and Education Faculty, Muhammadiyah University of Purwokerto, who has permitted the writer for doing the thesis.
3. Drs. Pudiyono, M.Hum, the Head of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto.
4. Endang Kusriani, S. Pd, M.Hum., as consultant who has given guidance, advice, support, suggestion and never felt tired in correcting the manuscript of this thesis.
5. Dodi Siraj Muamar Zain, M.Pd., as lecturer of lexical study on second semester students of English Department Muhammadiyah University of Purwokerto in academic year 2013/2014, who gave permission to do this research.

6. All the lecturer of English Education Department Muhammadiyah University of Purwokerto who have been teaching and guiding her patiently since the first year of the study at Muhammadiyah University of Purwokerto in 2010 until 2014.
7. The writer's parents who support materially and always give their advice and prayer.
8. All of the second semester students of English Education Department Muhammadiyah University of Purwokerto in academic year 2013/2014 that had been the respondents.

Finally, it has to be admitted that nobody is perfect and the writer also realized that there still some lacking in her thesis, because of her limitation knowledge and ability. So that, the writer receives criticism and some suggestions for the sake of improvement of this thesis further.

Furthermore, she expected that the thesis might be useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Purwokerto, August 2014



The writer

ABSTRACT

STUDENTS' VOCABULARY LEARNING STRATEGIES

(A Descriptive Study on Second Semester Students of English Education Department Muhammadiyah University of Purwokerto in Academic Year 2013/2014)

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The objective of this study was to describe strategies in learning vocabulary that were most frequently used by second semester students of English Education Department Muhammadiyah University of Purwokerto in academic year 2013/2014. The data was taken in July 2014 at English Education Department Muhammadiyah University of Purwokerto. This study used descriptive quantitative-qualitative study. In collecting data the writer used a questionnaire as an instrument which consisted 25 items adapted from Schmitt's (1997) taxonomy of vocabulary learning strategies, and an interview to the lecturer of second semester students to validate the data of the result finding as triangulation data. The writer decided the sample by using purposive sampling. The total number of samples was 25 respondents of second semester students who were studying in English Education Department Muhammadiyah University of Purwokerto in academic year 2013/2014. The writer analyzed the data by using percentage to decide the strategies in learning vocabulary most frequently used by the respondents. The results of the research finding were: determination strategies (22.4%), social strategies (19.9%), memory strategies (19.4%), cognitive strategies (18.5%), and metacognitive strategies (19.8%). The score result indicated that the use of determination strategies was the most frequently used by second semester students of English Education Department Muhammadiyah University of Purwokerto in academic year 2013/2014. The students most frequently used the determination strategies to find the meaning of words by discovering its meaning from bilingual or monolingual dictionary, guessing its meaning from textual context, analyzing its meaning from part of speech, affixes and roots also any available picture or gesture. Based on the interview as triangulation data, the result of the research finding was valid that the students most frequently used determination strategies in learning vocabulary to find the meaning of words by discovering its meaning from bilingual or monolingual dictionary and guessing its meaning from textual context during the teaching learning process in the classroom.

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