A Study of Vocabulary Learning Strategy Used By the Seventh Grade Students’ of SMP N 34 Muaro Jambi Academic Year 2017/2018

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Abstract

The purpose of this research is to find out the strategy used by the students at Seventh grade of SMPN 34 Muaro Jambi Academic Year 2017-2018 in learning vocabulary. This study is a qualitative research using descriptive. This study focused on the strategy used by the students. The participants of this research are 4 students (2 male and 2 female students) of seventh grade in SMPN 34 Muaro Jambi in academic year 2017/2018. The instrument of this research is interview that consist of 11 questions. The result of this research showed that it can be concluded that the strategy used by the students to study vocabulary is asking for teacher’s help, learning new vocabulary in a group and keep saying the new vocabulary. Then, the suggestions are: 1) For students to keep using even to add the strategy to learn the new vocabulary so that it can improve their skill in English vocabulary especially, and 2) For English teacher, it is better if the teacher can increase and add some more strategy in teaching new vocabulary to the students.

Keywords: Learning Strategy, Vocabulary

Introduction

Basically, Language is a tool for all people in the world to communicate one and other. To express their ideas, opinions, feelings students should be using vocabulary in their speech and writing especially in learning English.

Vocabulary is the all language and words either used or understood by a person or group of people. It is generally acknowledged among language teachers and learners that vocabulary is considered by both first-language and second-language researchers as an essential factor in language competence. Decarrico (2001, p. 1) a point out that vocabulary learning is central to language acquisition whether it is a second, or a foreign language. While, Mehrpour (2008) said that in the past vocabulary teaching and learning is not the priority to be studied, but recently it is considered if vocabulary has certain role in teaching and learning language.

In learning vocabulary the students have various strategies. They learn based on their enjoyment in its learning process. Learning strategies in vocabulary are different among the students. Those strategies will influence their result in English achievement. Students who have good strategy in learning vocabulary can understand about what they have learned easier because some aspects of English learning need vocabulary in understanding the meaning.

Takac (2008: 77) explained that the benefit of strategic training in the fact that most of vocabulary learning strategy can be applied in all learning stages. There are many kinds of vocabulary learning strategy. The strategy can be conducted by reading English books, listening music or radio, watching sub-title movie, etc. From the statement above, it can be concluded that students who want to be success in learning vocabulary they must have strategy.
In this research, the researcher has some reason in turning study on how the students learn their vocabulary effectively. Many facts show that the good vocabulary will carry the students to good level of English. Students are not confident when speaking because lacking of vocabulary mastery. Vocabulary is important thing in learning process, but some students at seventh grade of SMPN 34 Muaro Jambi in academic year 2017/2018 don’t have any attention to increase their ability in vocabulary. It is evidenced when speaking class. Students who have limited in their vocabulary are just silent in the discussion. They are timid to speak because their limitation in grammar and vocabulary.

Referring to the above facts, researchers want to take a study of the learning strategies used by students in expanding vocabulary. Especially good students have more experience to apply their vocabulary mastery while studying from seventh grade, the researchers conducted a study entitled "Study of Vocabulary Learning Strategies Used by Students of Class VII SMPN 34 Muaro Jambi Academic Year 2017-2018".

Research Methodology

This research is conducting qualitative as a method and using descriptive as a type of research data design to interpreted phenomenological analysis. Cresswell (2014) explained, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. This research is conducted to describe vocabulary learning strategies that are used by students. Thus, in this study, the researcher uses descriptive research. The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation”. Then, Mack et.al (2005: 3) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by in-depth interview with the participants.

In this research, the setting of this researcher conducts at SMPN 34 Muaro Jambi. The researcher chooses the school because the researcher knows that there is not a research about this topic at this school before. The participants in this research focused on the seventh grade students’ of SMPN 34 Muaro Jambi in academic year 2017/2018. The researcher chose the participants from some criteria. They are, 4 students that consist of 2 males and 2 females.

The researcher choosing purposive sampling as a technique of sampling to select the sample of participants. Jack and Norman (2009:99) said purposive sampling is rather use judgment to select a sample that the researcher believes, based on prior information, will provide the data needs. Louis (2007:114) said in purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpicks the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought.
this way, they build up a sample that is satisfactory to their specific needs.

The researcher chose subjects by applying selection, by looking at the students' English values from the lowest, sufficient, high, and the highest. The subjects of this study were four (4) students as a representative sample of 37 participants. according to Nastasi & Hitchcock (2015) for the qualitative research, the researcher may choose at least one participant to conduct a research. However, that is why in this research the researcher chose 4 participants and four might enough to get the information about this topic from the participants.

The whole process of preparing to collect data is called instrumentation. It involves not only the selection or design of the instruments will be administrated Neil (2010) stated, instrumentation refers to the tools or means by which investigators attempt to measure variable or items of interest in the data collection process. In this research, the research is conducting qualitative as a method. So, the key instrument of the research is the research itself. Likewise, Cresswell (2014) opinion, researcher as key instrument is qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They may use a protocol—an instrument for collecting data—but the researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers.

In qualitative research, collecting the data mostly is done in participant depth interview. Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary et.al (1985: 342) stated “In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”. Furthermore, Creswell (2008: 226) classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography.

Another sides, Nicholas (2011:99) argued, there are three types of interview, as follows:

*Structured interview* – standardized questions read out by the interviewer according to an interview schedule. Answers may be closed format.

*Unstructured interview* – a flexible format usually based on a question guide but where the format remains the choice of the interviewer, who can allow the interview to ‘ramble’ in order to get insights into the attitudes of the interviewee. No closed format questions.

*Semi-structured interview* – one that contains structured and unstructured sections with standardized and open type questions.

In this research the researcher will do semi-structured form and face to face one by one in-depth interview with the participants. For analyzing the data, the interview that has been recorded have to be transcribed, and after transcribing the the interview, the researcher divided them into some
categories or theming. This was based on Cresswell (2003), the one that suggest to get general sense of information and to reflect on its meaning. After diving the data into some categories, Christensen and Johnson (2008) also stated coding is a process of marking the data with usually text data with symbols, descriptive words or categories, there are interviewing, data reduction, reporting.

**Research Findings**

This research is conducted to find the answer of the research question where the research question is “What are the strategies used by the students at Seventh grade of SMPN 34 Muaro Jambi Academic Year 2017-2018 in learning vocabulary?” Based on the research that have been done, this research is conducted to 4 students that consists of 2 male and 2 females students at seventh grade. In collecting the data of this research, the researcher use interview as the instrument of the research. This interview consists of 11 questions. This interview intended to get the data so that the researcher can answer the research question in this research.

Based on the result of the interview that has been transcript by the researcher, there are three themes and some sub-themes. The first theme is about Finding New Vocabulary. In this theme, there are two sub-themes, where is consists of Yes and No. Then, the second theme is about Strategies for Vocabulary Learning, in this second theme there are 6 sub-themes that consist of Remembering and Describing the New Vocabulary, Keep Saying the New Vocabulary, Using Song and Games to Study Vocabulary, Watching TV or Movie in Cinema English, Learning New Vocabulary in a Group, and Asking for Teacher’s Help. This themes and sub-themes have some ideas from the four participant of this research.

**Conclusion**

Based on the finding of this research, it can be concluded that the strategies used by the students to study vocabulary is asking for teacher’s help, learning new vocabulary in a group and keep saying the new vocabulary.

**References**


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