STUDENTS' PREFERENCE ON VOCABULARY MEMORIZING STRATEGIES AT ELEVENTH GRADE OF SENIOR HIGH SCHOOLS IN PANGKALAN LADA AND PANGKALAN BANTENG

THESIS

Presented to
State Islamic Institute Of Palangka Raya
In Partial fulfillment of the requirements
For the degree of Sarjana in English Language Education

BY:

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STUDY PROGAM OF ENGLISH EDUCATION
2017/1438

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Thesis Title	: **STUDENTS' PREFERENCE ON VOCABULARY MEMORIZING STRATEGIES AT ELEVENTH GRADE IN SENIOR HIGH SCHOOLS PANGKALAN LADA AND PANGKALAN BANTENG**
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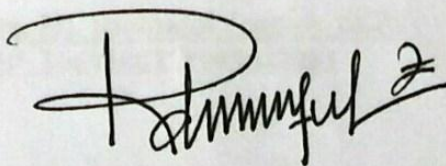Advisor I   Advisor II

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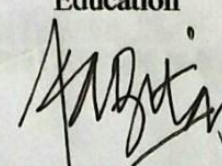
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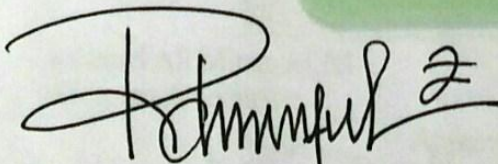**Hj. Apni Ranti, M. Hum**
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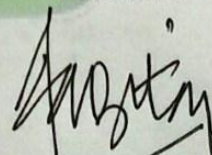**Akhmad Ali Mirza, M. Pd**
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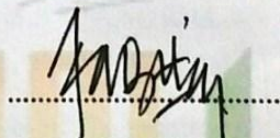Department : Language Education

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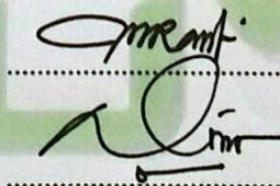
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Can be examined in partial fulfillment of the requirements of the Degree of *Sarjana Pendidikan* in the Study Program of English Education of the Language Education of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Thank you for your attention.

Wassalamu'alaikumWr. Wb

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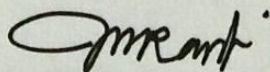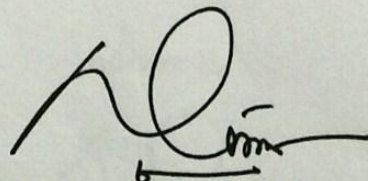
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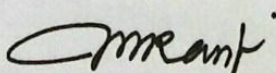
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Dapat diujikan sebagai syarat untuk memenuhi kewajiban dari mencapai gelar Sarjana Pendidikan pada Program Studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

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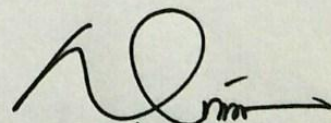
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MOTTO AND DEDICATION

"*A Big Journey Begins With Little Step*"
"Sebuah perjalanan yang panjang dimulai dengan langkah kecil".

This Thesis is dedicated to:
My beloved Father Ferry Misdi, S. Pd. SD and
My Mother I'im Sagita for their valuable endless
prayer, sacrifice, and support. My beloved sister
Dyah Ayu Marrantika Intan Fitriana. My beloved
friends Nita Oktaviana and Sri Mandalika, S.E. All
of my beloved friends of English Education and
faculty of economics and business of islam
academic year 2013.

DECLARATION OF AUTHORSHIP

بِسْــــــــمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Herewith, I:

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Study Program : English Education

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2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya,   October 2017
Yours Faithfully

Ferrantika Mutiara Ramadhani
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ABSTRAK

Mutiara R. Ferrantika. 2017. *Pilihan Siswa Terhadap Strategi Menghafal Kosakata pada Kelas Sebelas di SMA Pangkalan Lada dan Pangkalan Banteng.* Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M. Hum., (II) Akhamd Ali Mirza, M. Pd.

Kata kunci: pilihan, strategi menghafal kosakata.

Penelitian ini bertujuan untuk mengivestigasi: (1) Pilihan siswa terhadap strategi menghafal kosakata pada kelas sebelas di SMA Pangkalan Lada dan Pangkalan Banteng, dan (2) yang paling banyak dan yang paling sedikit pilihan siswa terhadap strategi menghafal kosakata pada kelas sebelas di SMA Pangkalan Lada dan Pangkalan Banteng.

Penelitian ini adalah penelitian bersifat kuantitatif deskriptif dengan pendekatan survei. Untuk pengumpulan data dalam penelitian ini digunakan instrumen antara lain kuesioner. Subjek penelitian ini adalah siswa kelas sebelas di SMA Pangkalan Lada dan Pangkalan Banteng. Subjek penelitian tersebut ditentukan dengan menggunakan teknik pengambilan sampel clustering random sampling. Untuk menganalisis data, digunakan teknik antara lain: pengumpulan data, display data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa: (1) Pilihan siswa terhadap strategi menghafal kosakata pada kelas sebelas di SMA Pangkalan Lada dan Pangkalan Banteng yaitu dengan urutan sebagai berikut: item 1 (67,9%), item 6 (64,2%), item 2 (61,3%), item 3 (60,6%), item 11 (59,1%), , item 7 (47.4%), butir 9 (46.0%), item 18 (43.8%), butir 14 (40.9%), butir 4 (39.4%), butir item 8 (39,4%), butir 16 (37,2%), butir 13 (32,8%), butir 19 (35,8%), butir 12 (28,5%), butir 5 (26,3%), butir 15 (37,2%). Ada siswa yang memilih mendengarkan lagu barat dan menonton film barat (21,9%). Kemudian siswa memilih membaca cerita fiksi Inggris sebagai strategi lain yang digunakan untuk menghafal kosakata (2,9%). Dan sebagian siswa lainnya memilih strategi yang telah dijelaskan dalam kuesioner (75,2%). (2) yang paling banyak dan yang paling sedikit pilihan siswa terhadap strategi menghafal kosakata pada kelas sebelas di SMA Pangkalan Lada dan Pangkalan Banteng yaitu yang paling banyak dipilih oleh siswa adalah item 11 dimana mereka menghubungkan informasi bahasa baru dengan konsep yang ada di memori. yang paling sedikit dipilih oleh siswa adalah item 15 yang merepresentasikan suara dalam ingatan.

ABSTRACT

Mutiara R. Ferrantika. 2017. *Students preference on vocabulary memorizing strategies at eleventh grade in senior high schools Pangkalan Lada and Pangkalan Banteng.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.. Pembimbing: (I) Hj. Apni Ranti, M. Hum., (II) Akhmad Ali Mirza, M. Pd.

Key words: preference, vocabulary memorizing strategies.

This study was aimed at investigating: (1) Students preference on vocabulary memorizing strategies at eleventh grade in senior high schools Pangkalan Lada and Pangkalan Banteng, and (2) the most and the least students' preference on vocabulary memorizing strategies at eleventh grade in senior high schools Pangkalan Lada and Pangkalan Banteng

This study was descriptive quantitative study with survey approach. For the data collection it was used the instrument among other questionnaires. The sample of study were eleventh graders in senior high schools Pangkalan Lada and Pangkalan Banteng. It was taken using clustering random sampling technique. To analyze the data, it was through the techniques: data collection, data display, and conclusion drawing.

The results showed that: (1) The preference of preference on vocabulary memorizing strategies at eleventh grade in senior high schools Pangkalan Lada and Pangkalan Banteng is in the following order: item 1 (67,9%), item 6 (64,2%), item 2 (61.3%), item 3 (60.6%), item 11 (59.1%), item 7 (47.4%), item 9 (46.0%), item 18 (43.8%), (40.9%), 4 (39.4%), item 8 (39.4%), 16 (37.2%), 13 (32.8%), 19 (35.8%), 12 (28.5%), point 5 (26.3%), point 15 (37.2%). There were students who prefered to listen to western songs and watch western movies (21.9%). Then students was prefered to read English fiction as another strategy used to memorize vocabulary (2.9%). And some other students chose the strategy described in the questionnaire (75.2%). (2) the most and the least students' preference on vocabulary memorizing strategies at eleventh grade in senior high schools Pangkalan Lada and Pangkalan Banteng is the most prefer selected by students is item 11 where they relate the new language information to the concept in memory. the least prefered by students is item 15 that represents the voice in memory.

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Palangka Raya, October 25th 2017
The writer,

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LIST OF ABBREVIATION

SPSS : Statistical Package for the Social Sciences

SMAN : Sekolah Menengah Atas Negeri

MA   : Madrasah Aliyah

SMKN : Sekolah Menengah Kejuruan Negeri

ESL   : English as a Second Language

VLSs : Vocabulary Learning Strategies

L2   : Second Language

EFL   : English Foreign Language

Mn   : Mean

Mdn   : Median

SD   : Standart Deviation

F   : Frequency

CHAPTER I

INTRODUCTION

This chapter discusses some of dealing with introduction of this study. It consists of background of the study, problem of the study, objective the study, significance of the study, scope and limitation of the study, framework discussion, framework thinking, each point is presented as follows.

A. Background of the Study

English is one of the most important languages in the world. By using English, people can express their ideas, and can easily communicate with other. In addition, they can also read English books, because there are many books written in English that can add knowledge, like science and technology. As students, if one does not understand English, surely one cannot read these books. Because of that, in Indonesia, English is taught from elementary school until university level.

In learning English, there are many language skills and language components that should be mastered. One of them is vocabulary. If the students cannot master vocabulary, it is difficult for them to understand the language. By mastering vocabulary, it can help students in listening, speakin g, reading, and writing, because vocabulary supports these skills. In listening they can listen to the news or conversation, through understanding the words used, as well as speaking, reading, and writing. (Mofareh Alqahtani, 2015, p.21).

According to Wisam Ali Askar, vocabulary knowledge plays an important role in learning English as a Second Language (ESL). Read (2000, p.1) stated that "words are the basic building block of language, the units of meaning from which

larger structures such as sentences, paragraphs and whole text are formed". The previous statement shows the importance of vocabulary in expressing thoughts and conveying meanings and it can also be an indicator that communication will poorly be understood without a large number of words.

Learners have rarely been taught that they should gain efficient knowledge of vocabulary in order to produce meaningful sentences. Language learners should be taught Vocabulary Learning Strategies (VLSs) in order to be able to determine the meaning of new words and memorize them. Learning becomes more efficient and effective by the use of strategies and learners become more proficient in an L2 when they use strategies. Besides, if learners tend to acquire the vocabulary in an L2, they need a good knowledge of VLSs. Thornbury (2005) declared that the good language learners are those students who are able to develop their own VLSs so that they do not need to be taught how to learn. Learners spend much time on memorizing words but unfortunately, they face problems and cannot communicate well when they need them. The good language learners are those who use efficient VLSs and control their vocabulary learning. This means selecting the most suitable strategy from a variety of known strategies and determining how to follow the strategy and when to change to another one. It seems that the language teachers' main purpose is to lead students to reach a level of autonomy and make them independent from teachers in learning vocabulary.

According to Weidong Yang and weiping Dai (2011, p. 61) vocabulary is not explicitly taught in many second language classes, and students are usually expected to learn vocabulary on their own without much guidance. In those

instances when vocabulary is taught in second language classes, it is often taught poorly or unsystematically, for example, by presenting word list for memorization.

According to the findings reported by Cortazzi & Jin (Weidong Yang and weiping Dai,2011, p.62), most of the Chinese students are still using the method of memorizing words from some vocabulary books and dictionaries as the primary means of learning vocabulary. For them to learn vocabulary tantamount to memorize a series of words with meanings that shape anyway, using a list of words. This traditional method has become a common way for students to learn vocabulary.

The students of eleventh grade of SMAN 1 Pangkalan Lada, have been taught to memorize vocabulary in English lessons since they entered the school at tenth grade. They are accustomed to memorize vocabulary so that their vocabulary increas during the English lesson. Every English teaching learning activity, the teacher gives the list of ten vocabularies to be memorized at home and deposited at the next meeting.

Based on the description above, the writer is interested in conducting a study entitled **"Students' Preference on Vocabulary Memorizing Strategies at Eleventh Grade of Senior High Schools in Pangkalan Lada and Pangkalan Banteng."**

B. Research Problems

Based on the background of the study above, the research problems are:

1. How does students' preference on vocabulary memorizing strategies at Eleventh Grades of Senior High Schools in Pangkalan Lada and Pangkalan Banteng?

2. What is the most and the least of students' preference vocabulary memorizing strategies at Eleventh Grades of Senior High Schools in Pangkalan Lada and Pangkalan Banteng ?

C. Objectives of the Study

Based on the problems of the study above, the objectives of the study are aimed:

1. To know students' preference on vocabulary memorizing strategies at Eleventh Grades of Senior High Schools in Pangkalan Lada and Pangkalan Banteng.

2. To know the most and the least of students' preference vocabulary memorizing strategies at Eleventh Grades of Senior High Schools in Pangkalan Lada and Pangkalan Banteng

D. Scope and Limitation of Study

The scope of the study is focused on students preference on vocabulary memorizing strategies of eleventh grades students of senior high schools in Pangkalan Lada and Pangkalan Banteng in Academic Years 2017/2018. And in this study the writers limits the topic only use memorizing strategy from language learning strategy.

The writer has assumption of study that the students' preference in vocabulary memorizing strategy can in improve the vocabulary of Eleventh Grade of Senior High Schools in Pangkalan Lada and Pangkalan Banteng.

E. Significance of Study

This study is aimed at investigating whether students preference on vocabulary memorizing strategies at Eleventh Grades of Senior High Schools in Pangkalan Lada and Pangkalan Banteng. And this study is expected to have the following contribution for EFL teachers and students. This is:

1. It creates awareness among EFL teachers about students' vocabulary preferences learning strategy. As a result, teachers can help their students by bridging the gap in the use of students' memorization strategies,

2. It can also help students to more easily remember with strategies they think are more interesting to do; and

3. It may help other researchers to be interested in doing research on the same or related topics as a reference.

F. Definition of Key Term

1. Learning Preference is to refer to a person's characteristic patterns of strengths, weaknesses and preferences in taking in, processing, and retrieving information.

2. Vocabulary language learning is a process or technique that students use to help them succeed in vocabulary learning.

3. Memorizing strategies are techniques or 'tricks' that can be used to increase the ability to remember and recall information. These techniques

can be individualized for a specific learner or for the nature of the subject being studied (definition from psychology glossary)

G. Framework of the Discussion

1. Chapter I

   Introduction, that consisted of the background of the study, the problems of study, objectives of the study, scope and limitation of the study, the significances of the study, the definition of key term and framework of the discussion.

2. Chapter II

   Review of related literature, that consisted of the previous of study, the learner preference, language learning strategies, and memorizing strategy.

3. Chapter III

   The research method, that consisted of research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

4. Chapter IV

   The result of the study, that consisted of data presentation, research finding, and discussion.

5. Chapter V

   Closing, that consisted of conclusion and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consisted of the previous study, learner preferences, language learning strategy, and memorizing strategy.

A. The Previous Study

In order to make different research from the previous research, the study has found a few previous studies that are concerned with research about; Students' Preference on Vocabulary Memorizing Strategies at Eleventh Grade of Senior High Schools in Pangkalan Lada and Pangkalan Banteng.

First, research was from Yang and Dai entitle is "*Vocabulary Memorizing Strategies by Chinese University Students*". The findings of the study indicate that students prefer to engage in the vocabulary learning strategies that would be most appealing to them and that would entail less manipulation of the language. Of the four vocabulary memorizing strategies cited in the study (rote repetition, structural associations, semantic strategies, and mnemonic keyword techniques), students apparently tended to favor the second and the third ones, though rote repetition remains appealing to some of them. Mnemonic devices such as keyword method were rather unpopular to most of the students because they would involve the learners in more active performance of the target language. And also indicate that rote-repetition, as a traditional way of vocabulary-learning strategies, is still favored by many language learners, especially those at the initial and intermediate stages. Language learners always seek the way they find most helpful for expanding and maintaining their knowledge of the lexicon.

The second research was from Wisam Ali Askar entitle is "*a Survey On The Use of Vocabulary Learning Strategies by Elt and Ell Students of Duhok University In Kurdistan*". The results of the descriptive statistics showed that Duhok university students were medium strategy users. The study also found that the cognitive strategies were the most popular strategies among the learners. Social strategies were found to be the least preferred strategies. The results of the t-test showed that in general, the scores of female learners regarding the use of VLSs were slightly higher than male learners. Moreover, ELT learners were found to be more strategy users than ELL learners. The results of ANOVA revealed significant differences regarding the use of VLSs and grade levels.

Third research was from Hasan Huseyin Kilinc entitle is "*Preference of Strategy for Learning Vocabulary of Middle School Students While Learning a Foreign Language*". According to the findings of the study, it was concluded that about learning word strategies, students expressed their opinions as using memory, cognitive, complementary and social strategies in the level of "I seldom use", and metacognitional and affective strategies in the level of "I often use". As a result of the study, statistically, in terms of gender variables there was significant difference for girls who preferred to use memory, cognitive, meta-cognitive, affective and social strategies while learning vocabulary. There was no significant difference about using complementary strategy as statistically. Also, the students in high-socio economical schools used the strategies in learning vocabulary more extensively than other students in middle and low socio economical schools.

Fourth research was from Lemlem Shiferaw entitle is *"Students Preferences and Use of Vocabulary Learning Strategies: Awash Military College in Focus"*. Then, as the obtained result indicated majority of the students have high preference towards most of vocabulary learning strategies. To put the preference rate of such strategies in descending order: social, memory, compensation, affective, cognitive and Meta cognitive strategies. On the contrary, these highly preferred strategies were not employed highly. In other words, the implementations of these strategies are not equivalent to their preference rate. Even the result showed there is a great difference between students' extent of preferences and frequency of use except for social strategies. Finally, the major factors that hindered students' use of these strategies are lack of awareness of vocabulary learning strategies, little exposure for English language learning, lack of self encouragement to equip themselves with lexical knowledge, lack of experience in using strategies, lack of EFL teachers support in teaching the strategies, fear of making mistakes, and the influence of culture. As a result it is recommended that teachers and the academy (by allowing more time for covering every single book) should work together for better achievement of the students through using the vocabulary learning strategies as frequently as possible.

Fifth research was from Fatemeh Seddigh entitle is *"Vocabulary Learning Strategies of Medical Students at Shiraz University of Medical Sciences"*. The results revealed that guessing and dictionary strategies were the most frequently used VLS and social and study preference strategies were the least used ones. The results of ANOVA showed that there were statistically significant differences in

the mean scores of the eight strategies. As to gender, the females utilized more VLS than males specially in the case of guessing and note-taking strategies; the statistical analysis indicated a significant difference between the students' gender and their choice of VLS.

Sixth research was from Sinhaneti and Kyaw entitle is "*A Study of the Role of Rote Learning in Vocabulary Learning Strategies of Burmese Students*". The results of this study indicate that RL strategies are used more than other MSs (memory strategies) by Burmese students whose opinions mostly indicate that RL strategy is effective not only in initial stages, but also in higher stages of English vocabulary learning. In addition, CML (creating mental linkage) strategy is also used as a main collaborative strategy of RL in their vocabulary learning process. Considerably, the findings of this research suggest that RL strategies will continue to be applied in vocabulary learning by Burmese learners because of the five possible factors of the content analysis: Burmese cultural/educational background, EFL environment, traditional habit, national situation/examination demand, and failure to try out "the best" ways.

Seventh research wa from Hashemi Hadavi entitle is "*Investigation Of Vocabulary Learning Strategies Among EFL Iranian Medical Sciences Students.*" Results indicated that 57.6% of the students used dictionary to learn vocabulary. Social strategies (2.15 ± 0.66) and guessing (2.14 ± 0.83) had the highest obtained scores while note taking (2.14 ± 0.83) and autonomy (1.49 ± 0.89) were the least used strategies. Medical and dentistry students used selective attention, and study preference, while nursing and paramedical students used social strategies more.

Also, female students used social strategies more, while male students preferred autonomy and note taking strategies. students use different strategies in learning vocabulary items, therefore identifying and teaching these strategies can help teachers and curriculum developers to develop better educational materials which not only teach the importance of VLS but motivate the students to use them more frequently.

Eighth research was from Seyyed Reza and Zahra entitle is *"A Survey on Vocabulary Learning Strategies: A Case of Iranian EFL University Students."* The results revealed the following order of strategy use by the students from the most frequent to the least frequent one: determination (DET), cognitive (COG), memory (MEM), metacognitive (MET), and social strategies (SOC). In particular, findings indicated that guessing from context and dictionary use strategies were the most popular strategies, while asking the teacher or peers for meaning were rarely used.

And the last research was from Thamer Alharthi entitle is *"Role of Vocabulary Learning Strategies in Efl Learners' Word Attrition"*. The results showed that the use of rote learning (repeating an English item with its Arabic translation) led to more attrition in receptive word knowledge, while note taking strategies (writing an English item with its synonym and definition) emerged as a positive predictor of learners' retention in receptive and productive word knowledge. The findings have significant implications for adoption and teaching effective VLS that prevent or minimize vocabulary attrition by L2 learners.

Based on the previous studies above, the writer does the similarity and the different study. In this case, the writer has the similarities object, there are memorizing strategy, vocabulary learning strategy, and survey research. And the differences study there are subject of the study and the research methodology of the study.

B. Learner Preferences

According to Shiferaw (2013, p.18) the literature on the students' view of learning from L2 shows that learners have explicit beliefs about how to learn the target language. This belief may affect their learning behavior, which the learners do to help them; learn the target language. According to Nunan (1999: 144), adults appreciate their own experience as a source of further learning, and they learn best when they have personal experience. Furthermore, Nunan argues that learners should not be forced to engage in learning experiences that they find difficult (1988: 46). He says that if this does not happen, then resistance can be expected. Such resistance may not be too open, but is manifested in the form of passive resistance to the learning process.

Therefore, it is important to consider the views and preferences of learners and their implications in language learning. Learners' beliefs are important because they direct their attitudes and expectations toward classroom methods and activities. So it is very important to guide them on their perceptions of their language learning. If learners use strategies they like intensively, they will benefit from improving the target language and are useful for implementing a program.

Learning is also more effective if the methodology and learning modes are tailored to the student's preferences.

C. Language Learning Strategies

Schmit (1997) developed Oxford's (1990) taxonomy for vocabulary learning strategies, and divided vocabulary learning into two main phases: discovering the new meaning of words and consolidating the new word's forms and meaning. During these phases, students utilize different strategies, i,e, cognitive strategies which are accomplished through the process of using or converting the language material, social strategies which are developed through interaction either among students or between teacher and students, and finally, memory strategies which are recalling the meaning of a word based on its decoding and connection with the student's background knowledge. They can be enriched by the students themselves, depending on their individual preferences and learning styles. Metcognitive and cognitive strategies helps students monitor and evaluate their process of learning and use certain techniques consciously which improve performance in the target language. Metacognitive and cognitive strategies are used as a crucial 'key' for students to become more independent and responsible for their own learning, so, students should be encouraged in order to individualize their strategy use, which way vary based on educational, linguistic or cultural background and learning style (Elham and Zohrabi, 2016, p.46).

Oxford (1990, p.14) presents a general overview of the system of language learning strategies. Strategies are divided into two major classes: direct and indirect. These two classes are subdividied into a total of six groups (memory,

cognitive and compensation under the direct class; metacognitive, affective and social under the indirect class).

1. Direct strategies

Language learning strategies that directly involve the target language are called direcct strategies. All direct strategies require mental processing of the language, but three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for different purpose (Rebecca L. Oxford 1990, p.37). Direct strategies consist of memory, cognitive and compensation strategies are used to develop each of the four language skills listening, reading, speaking, and writing (Rebecca L. Oxford 1990, p.57).

a. Memory strategies

Memori strategies, sometime called mnemonics, have been used for thousand of years. Memory strategies fall into four sets: Creating Mental Linkages, Applying images and sounds, reviewing well, and employing action. Memory strategies divided into ten strategies, there are (Rebecca L. Oxford 1990, p.38) :

a) Grouping. Classifying or reclassifying language material to make the material easier to remember. Groups can be based in type of word, topic, practical function, similarity, dissimilarity or opposition, the way one feels about something, and so on.

b) Associating/elaborating. Associating/elaborating, relating new language information to concepts already in memory, or relating one

piece of information to another, to create association in memory. Association can be between two things, such as bread and butter, or they can be in the form of a multipart "development," such as school-book-paper-tree-country-earth.

c) Placing new words into context. Placing words or phrases in sentences, conversations, or stories to remember them. This strategy is not the same as guessing, because it involves using the instructions in its context to guess its meaning. And this strategy involves placing new words or expression that have been heard or read into a meaningful context, such as a spoken or written sentence, as a way rembering it

d) Using imagery. Relating new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in an actual drawing. A good way to remember what has been heard or read in the new language is to create a mental image of it. Drawings can make mental images more concrete.

e) Semantic mapping. Making the wording into an image, which has a key concept in the middle or above, with related words and concepts through lines or arrows.

f) Using keyword. Remembering a new word by using auditory and visual links. To use a keyword to remember something abstract, such as a name, associate it with a picture of something concrete that sounds like a new word.

g) Representing sounds in memory. Remembering new language information according to its sound. This is a broad strategy that can use any number tachniques, all of which create a meaningful, sound-based association between the new material and already known material. remembering new language information according to its sound. This is a broad strategy that can use any number techniques, all of which create a meaningful, sound-based association between the new material and already known material.

h) Structured review. Reviewing with careful intervals of distance, first adjacent and then separated more widely. It is sometimes called a "spiral," because the learner keeps turning back to what has been learned, at the same time actually learning the new information.

i) Using a physical response or sensation. Connecting a new expression with physical feelings or sensations with carefully.

j) Using mechanical techniques. Using creative but real techniques, mainly involving concrete change of things, to remember new target language information.

b. Cognitive strategies

Cognitive strategies are essential in learning a new language, such strategies are a varied lot, ranging from repeating to analyzing expressions to memorizing, with all their variety, cognitive strategies are unified by a common fucntion: manipulation or transformation of the target language by the learner (Rebecca L. Oxford 1990, p.43). Four sets

of cognitive strategies exist, practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output. Although the strategy of repeating might not at first sound particularly creative, important, or meaningful, it can be used in highly innovative ways, is actually essential for all four language skills, and virtually always includes some degree of meaningful understanding.

Cognitive strategies devided into fifteen strategies, there are repeating, formally practicing, with sound and writing system, recognizing and using formulas and pattern, recombining, practicing naturalistically, getting the idea quickly, using resources for receiving and sanding message, reasoning deductively, analyzing expressions, analyzing contrastively (across language), translating, transferingm taking notes, summarizing, and highlighting.

c. Compensation strategies

Compensation strategies, like guessing or using synonims allow learners to use the language despite their often large in knowledge. (Rebecca L. Oxford 1990, p.37). Compensation strategies enable learner to use the new language for either comprehension or production despite limitations in knowledge, compensation strategies are intended to make up for an inadequate repertoire of grammar and especially of vocabulary. Ten compensation strategies exist, clustered into two sets: guessing intellegently in listening and reading and overcome limitations in speaking and writing. These two sets can be remembered by acronym

GO, since "language learners can GO far with compensation strategies" (Rebecca L. Oxford 1990, p.47).

Compensation strategies also devided into ten strategies there are using linguistic clues, using other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partically or totally, selecting the topic, adjusting or approximating the message, soining word, and using a circumlocution or synonym.

2. **Indirect strategies**

   Inderect strategies support and manage language learning without (in many instances) directly inlvoling the target language. The indirect strategies explained here work in tandem with the direct strategies described earlier. Indirect strategies are useful in virtual all language learning situations and are applicable to all four language skill: listening, reading, speaking, writing.

   a. Metacognitive strategies

   "Metacognitive" means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets:centring your learning, arranging and planning your learning and evaluating your learning (Rebecca L. Oxford 1990, p.136).

   Metacognitive strategies devided into eleven strategies, there are over viewing and linking with already know material, paying attention,

delaying speech production to focus on listening, finding out about language learning, organizing setting goals and objective, identifying the purpose of language task, planning for a language task, seeking practice opportunities, self-monitoring, and self evaluating.

b. Affective strategies

The term asffective refers to emotions, attitudes, motivation, and values. It is impossible to overstate the importance the effective factors influencing language learning. Language learners can gain control over these factors through affactive strategies. Three main sets affective strategies exist: lowering your Anxiety, encouraging yourself, and taking your emotional temperature (Rebecca L. Oxford 1990, p.140).

Affective strategies devided into ten strategies. Such as using progressing relaxation, deep breathing, or meditation, using music, using laughter, making positive statements, taking risks wisely, rewarding yourself, writing a language learning diary, and discussion your feelings with someone.

c. Social strategies

Language is a form of social behaviour, it is communication and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set comprising two spesific strategies are included here: asking questions, cooperating with others, and emphathizing with others. These can be

remembered by using their acronym, ACE: "ACE language learners use social strategies" (Rebecca L. Oxford 1990, p.144).

Social strategies devide into sic strategies. There are asking for clarification or verification, asking for correction, cooperating with peers, cooperating with proficient user of the new language, developing cultural understanding, and becoming aware of others' thoughts and feelings.

D. Memorizing Strategy

1. Definition of Memorizing Strategy

According to Richards, Platt, and Platt (1992, p.226), "Memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes." This means the learners use memorization consciously and they think about the process of memorization when they are applying it. According to Oanh, Hoang, and Hien (2006, p.2) another explanation can be found in the *Oxford Advanced Learner's Dictionary* (2005), that "Memorizing is to learn something carefully so that you can remember it exactly." This technique is similar to a description of a cognitive learning strategy called rehearsal (O'Malley & Chamot, 1990).

Vocabulary is the largest and least controllable component in learning any language, foreign language or mother tongue. Language learners sometimes, if not often, they feel unable to remember the words they want to learn. Sometimes the words they memorize may be difficult to remember effectively. In order for learners to continue to deepen the mastery of their

receptive or productive vocabulary, they must first remember the words well enough to recognize them (Yang, Wei-dong, and Wei-ping (2012, p.208).

Oxford emphasizes the importance of ways in memory strategy for vocabulary because of specific memory strategies mentions the relationship between word form and meaning in memory (Yang, Wei-dong, and Wei-ping, 2012, p.209).

Oxford's special memory strategy is:

1) grouping language materials into meaningful units

2) associate new language information with existing concepts in memory

3) putting new words into context, such as sentences, conversations or meaningful stories

4) using semantic mapping

5) use keywords with auditory and / or visual links

6) represent the voice in the memory in such a way that it can be connected with the target language word for better

7) using mechanical techniques, such as writing words on cards and cards moving from one pile to another while a new word is learned.

Based on the studies and reports cited above, it can reasonably be concluded that associations, because one of the most useful vocabulary learning strategies are often used by language learners in their efforts to deliver words to long-term memory. The findings and reports cited above also show that repetition of memorization, as a traditional method of vocabulary

learning strategy, is still favored by many language learners, especially in the early and intermediate stages.

2. **Advantages and Disadvantages of Memorizing Strategy**

The advantages of memorizing strategy, are:

1. Improving the ability to speak in English. Surely this is the main benefit of the mastery of vocabulary, with the number of words you can do well and will be easier to understand spoken English.

2. Vocabulary can increase the ability to read texts in English. The ability of students to understand the content of text reading with ease.

3. One more benefit of which is not less important is the vocabulary will help you get a TOEFL score, which is high and it will be easier for students to pass the college entrance selection.

The disadvantages of memorizing strategy, are:

1. The students can easily forget that they have memorized vocabulary when they do not apply in the classroom or in everyday life.

2. Bored. Time students will feel tired when they have to memorize the vocabulary of every meeting or every week.

3. Most of them are many who do not like memorizing strategy.

3. **Reason of Using Memorizing**

Yang and Dai (2012, p. 208) stated that vocabulary is by far the most sizeable and unmanageable component in the learning of any language whether foreign or one' mother tongue. No language acquisition can take

place without the acquisition of lexis. As far as anybof the world's major languages are concerned, every other aspect of language learning is dwarfed by the proliferation of different meanings in their tens of thousands, and the seemingly infinite shifts in meaning brought about by contextual variables. Language learners sometimes, if not often, feel that they cannot remember words that they attempt to learn. Such words are probably not committed to memory effectively, and not stored in such a way they may be easily retrievable when necessary. In order for learners to go about deepening their receptive or productive mastery of vocabulary items, they must first remember the words well enough to recognize them.

Wisam Ali Askar (2012, p.415) stated that Inadequate vocabulary items refrain learners from expressing their ideas and thoughts. On the other hand, sufficient or rich vocabulary provides language learners the correct words to apply at the right time. For language learners, vocabulary knowledge is of great significance when using a foreign language, while no one can communicate without lexical repertoire. Oxford and Crookall (1990) noted that vocabulary is not explicitly taught in most language classes. It is clear that both vocabulary and grammar are of great significance in good language classes, but to compare between them, vocabulary is more central than grammar and more attention should be paid to vocabulary instruction. Ellis (1994) indicated that lexical errors tend to obstruct comprehension more than grammatical errors. Besides, Wilkins (1972, p.111) affirms that "Without grammar, very little can be conveyed; without vocabulary, nothing

can be conveyed". In comparison with aspects of language, such as grammar and pronunciation, vocabulary is the area of language that learners seem most conscious of (Ellis, 1996). Mastering vocabulary items is an important component of second/foreign language learning.

Furthermore, this method is suitable for learning vocabulary. Where the student has mastered a vocabulary which they had previously memorized will help them to understand an English text reading, writing, public speaking using the English language, as well as when listening to a teacher or someone is talking, dialogue and so on.

4. **The Ways to Apply Memorizing Strategy**

Rivers (1983) summarizes the strategy of memorizing the vocabulary normally used by language learners as follows:

1) Some make lists and memorize it.

2) Some read a lot and mark with an asterisk, a word they do not understand every time they meet him, thus making their own number of frequencies.

3) Some notes of words in short contexts, repeatedly writing the same words until their meaning and use are assimilated.

4) Some make associations with words that sound or look similar in their mother tongue, although their meanings may be different.

5) Some practice using new words as they speak to themselves in order to give them long-term memory.

6) Some read dictionaries

Rivers points out that the students should not be forced to learn in ways that they find unappealing or personally unsatisfying if the ultimate goal for each student of dveloping autonomous long-term learning strategies is to be achieved.

CHAPTER III

RESEARCH METHODOLOGY

This part, the writer discussed research design, population and sample, research instruments, data collection procedures, and data analysis procedures.

A. Research Design

In this study, the writer used quantitative method. With a descriptive study determining and reporting the results. This descriptive research the writer develop concepts and collect facts, but do not perform hypothesis testing.

In this study the writer's design is survey research with the classification according to focus and scope as a census intangibles and the focus information as attitudinal information because this study concerned with the students' preference on vocabulary memorizing strategies. Attitudinal information, attitudinal questions seek to find out more about the opinions, beliefs or interests of preference on vocabulary memorizing strategies. These questions are often used in needs analysis research when researchers want to gather information on such topics as what memorization as vocabulary learning style can enhance the students vocabulary mastery (Sandra Lee Mckey, 2006, p.35). The data collected from the students' information. It means the data were statistic data and written.

According to Donald Ary (2013, p.372) in survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. The survey is a widely used research method for gathering data ranging from physical counts and frequencies to attitudes and opinions.

By the statements above, the writer concluded that survey research is a process of collecting information about the respondents of population. In this research, the writer also would not control over independent variable as non experimental research. Therefore the writer used quantitative and survey research to measure students' preference on vocabulary memorizing strategies at eleventh grade of Senior High Schools in Pangkalan Lada and Pangkalan Banteng.

B. Population and Sample

1. Population

Population (Donald Ary, 2013, p.139) is all members of well-defined class of events or objects. It means all the member of the object observation is the population in which the larger group about the generalization is made.

The population of this study was students in the academic year 2017/2018. It was conducted until the data finding from students complete. The writer took the eleventh grade students from SMAN 1 Pangkalan Lada, MA Darul Muttaqin, SMAN 1 Pangkalan Banteng and SMKN 1 Pangkalan Banteng for this research.

Table 3.1
Table of Population

1.

No	Senior High School in Pangkalan Lada	Total number of eleventh graders	
a.	SMAN 1 PANGKALAN LADA	XI MIA 1	28
		XI MIA 2	28
		XI MIA 3	28
		XI IPS 1	29
		XI IPS 2	33
		XI IPS 3	32
b.	MA DARUL MUTTAQIN	XI IPS	12
	Total		**190**

2.

No	Senior High School in Pangkalan Banteng	Total number of eleventh graders	
a.	SMAN 1 PANGKALAN BANTENG	XI IPA 1	31
		XI IPA 2	33
		XI IPA 3	34
		XI IPS 1	22
		XI IPS 2	23
		XI IPS 3	19
b.	SMKN 1 PANGKALAN BANTENG	XI APKJ 1	25
		XI APKJ 2	28
		XI APKJ 3	20
		XI ATP 1	32
		XI ATP 2	28
		XI ATP 3	19
		XI AK 1	28
		XI AK 2	28
	Total		**370**
	Total of Number (1+2)		**560**

2. Sample

Sample (Donald Ary, 2013, p.139) is the small group that is observed. Students in the eleventh grade in Senior High Schools in Pangkalan Lada and Pangkalan Banteng as a sample to get the data for this research.

In this research, the writer used clustering technique to choose the sample of study. According to Sugiyono (2008, p.83) clustering sampling is used to determine the sample when the object to be in accurate or data source is very wide.

According to Marzuki (2002, p.43) to determine the sample to be used that is by way of lottery, the procedure will be done by the writer by making a small sheet of paper and then give the sequence number and rolled. After that insert the roll of paper into the box or bottle and then shaken. Take as many paper rolls as needed for the sample.

According to Arikunto (2002, p.112) in sampling should be considered if the subject is less than 100, better taken all so that the research into population research. Furthermore if the number of large subject can be taken between 10-25%.

In this research, the writer took 3 classes from senior high schools in Pangkalan Lada and 2 classes from senior high schools in Pangkalan Banteng. Total of number is 137 students from senior high school in Pangkalan Lada and Pangkalan Banteng. The sample can be seen as follow :

Table 3.2
Table of Sample

No	Name of Senior High School	Class	Total
1.	SMAN 1 PANGKALAN LADA	XI MIA 2	28
		XI IPS 3	32
2.	MA DARUL MUTTAQIN	XI IPS	12
3.	SMAN 1 PANGKALAN BANTENG	XI IPA 2	33
4.	SMKN 1 PANGKALAN BANTENG	XI ATP 1	32
Total of Number			**137**

C. Research Instrument

3. Questionnaires

The data is very important in the study. It is needed to support and prove the study itself. Sandra (2006, p.35) claims that language survey is any studies "that gather data on the characteristic and views of informats about the nature of language or language learning through the use of oral interviews or written questionnaire".

According to Brown (Dorney Zoltan, 2010, p.18) states that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answersor selecting from among existing answer. And Sandra Lee McKay (2006, p.35) states that there are two types of questions are open ended and close ended questions. For the research the writer used close ended

questions allow for more uniformity or responses and are easy to answer, code, and analyze.

One of the most popular formats of close-ended questions is the *Likertscale* question in which students or teachers are asked to select one of several categories by circling or checking their response. Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement (Dorney Zoltan, 2010, p.21). Likert scale is a psicometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the writer used the Likert scale, the interval scales was also used for coding the question. Each response was given a number for example strongly disagree = 1, disagree = 2, less agree = 3, agree = 4, and strongly agree = 5.

Arikunto (2002, p.200) states that, prior to compiling the questionnaire, the researcher should perform:

1) Formulate the objectives to be achieved with the questionnaire.

2) Identify the variables to be targeted by the questionnaire.

3) Describe each variable into a more specific and single sub-variable.

4) Determine the type of data to be collected, as well as to determine the analysis technique.

According to Tukiran Taniredja (2014, p.45) states that to obtain a questionnaire with a steady result is by trial process. Samples taken for testing purposes must be from the population of the research sample to be taken.

Table 3.3

Table of Questionnaire Item Spesification

Indicators	Item Spesification
Advantages of Memorizing Strategy	Item 1, item 2, and item 3
Disadvantages of Memorizing Strategy	Item 5 and item 6
The Ways Apply of Memorizing Strategy	Item 4
Grouping	Item 7 and item 8
Association/Elaboration	Item 9
Placing new word in Contex	Item 10
Smantic Mapping	Item 11
Using Imagery	Item 12 and item 13
Key Word	Item 14
Representing Sounds in Memory	Item 15
Structured Reviewing	Item 17
Using Phisycal Response or Sensation	Item 19
Using Mecanical Technique	Item 16

4. Research Instrument Try Out

The writer tried out the instrument before it applied to the real sample in the study. By administering a questionnaire to a group of people, writer can collect a huge amount of information in less than an hour, and the personal investment required would a fraction of what would have been needed. The

writer gave the instrumet of try out to the XI MIA 3 of SMAN 1 Pangkalan Lada on Thursday, August 24th 2017.

The instrument try out is important because the result of try-out is used to analyze and to measure the instrument whether it has some criterias of qualified instrument or not. The writer analyzed the instrument to gain the information about the instrument quality that consists of instrument validity and instrument reliability. The procedures of the try out are as follows:

a) The writer prepared the instruments.

b) The writer gave the try out to the students.

c) The writer gave score to the students' answer.

d) The writer calculated the results of the test.

e) The writer analyzed the obtained data to know the instrument validity and instrument reliability

5. Research Instrument Validity

According to Ary (2010, p.224) validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.

According to Arikunto (2010, p.170) validity is there are three kinds of validity: content validity (with respect to the content and format of the instrument), construct validity (referring to the extent to which an instrument can measure the concepts of a theory that is the basis for the preparation of the instrument), and empirical validity (with respect to the relationship between score A criterion). The validity of the content and the validity of the

construct of this research is conducted by consulting to the advisor, while the

empirical validity in this research, the writer used the Karl Pearson product

moment correlation formula to test the validity of the instrument, that is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y^2)\}}}$$

r_{xy} : Number of scores X and Y

$\sum X$: Number of X variable scores

$\sum Y$: Total score of variable Y

$\sum XY$: Number of scores X and Y

$(\sum X)$: The sum of squares of the grain score

$(\sum Y)$: The sum of squares the total score

N   : Total population

Criteria to look question give a significant correlation for a total

number is if values of r of each question higher from r table its mean

valid. The rule is;

$$r_{value} > r_{table} = valid$$

$$r_{value} < r_{table} = not\ valid$$

Table 3.4
Result Test of Validity

Item	Total Corrected Item Total Correlation / r total	r table	Criteria
1	0,860729	0,3882	Valid
2	0,692185	0,3882	Valid
3	0,558997	0,3882	Valid
4	0,49455	0,3882	Valid
5	0,715678	0,3882	Valid
6	0,892607	0,3882	Valid
7	0,971277	0,3882	Valid
8	0,51629	0,3882	Valid
9	0,648707	0,3882	Valid
10	0,656151	0,3882	Valid
11	0,527328	0,3882	Valid
12	0,669062	0,3882	Valid
13	0,485659	0,3882	Valid
14	0,3882	0,3882	Valid
15	0,567251	0,3882	Valid
16	0,621414	0,3882	Valid
17	0,488613	0,3882	Valid
18	0,449873	0,3882	Valid
19	0,733213	0,3882	Valid

Based on Table 1.3, it can be seen that all the questions for variables on the vocabulary strategy have valid status, because the value of r value > r table of 0.3882.

6. Research Instrument Reliability

According to Sugiyono (2010: p.354) states that, Reliability test is performed to find out whether the measuring instrument designed in the form of a reliable questionnaire, a reliable measuring instrument if the measuring instrument is used repeatedly will give relatively the same results (not much different)

According to Ary (2010, p.255) the reliability of measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement.

Reliability test in this study using Alpha formula because of scoring for the instrument. As for the alpha formula as follows:

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\Sigma \sigma b^2}{\sigma^2 t}\right]$$

r_{11} : Instrument Reliability

k : Number of items

1 : Constant numbers

$\sum \sigma b^2$: Number of item item variants

σb^2 : Number of total variants

Furthermore, the result of the calculation of r11 obtained is interpreted with the guidance table to provide interpretation of the correlation coefficient. To test the level of significance of the coefficient of reliability, with the following guidelines:

The value of r	Interpretation
Between 0,800 until to 1,000	very high
Between 0,600 until to 0,800	high
Between 0,400 until to 0,600	pair high
Between 0,200 until to 0,400	low
Between 0,000 until to 0,200	very low (not valid)

The Cronbach's alpha value for the scale calculated to be 84. Tables 1 and 2 below show the reliability analysis.

Table 3.5
Case Processing Summary

		N	%
Cases	Valid	28	100,0
	Excluded[a]	0	,0
	Total	28	100,0

As it can be seen from table 1. 28 students rated the statements in the questionnaire. All of them were included in the reliability analysis.

Table 3.6
Reliability Statistics

Cronbach's Alpha	N of Items
,715	20

Cronbach's Alpha value is shown in the Reliability Statistic table. The value is, .715, suggesting high internal consistency reliability for the scale.

D. Data collection Procedure

Another important in designing survey is deciding what means of collecting information is most effective. The writer collected the data by the way, as follow:

1. The writer prepared the questionnaire.

2. The writer gave questionnaire to the respondents.

3. The writer collected the responses.

4. The writer calculated the result of the study.

5. The writer analyzed the data obtained using table, SPPS 24 and measure the central tendency.

6. The writer concluded the students' preference on vocabulary memorizing strategies at eleventh grade of senior high schools in Pangkalan Lada and Pangkalan Banteng.

E. Data Analysis Procedure

1. Data compiling

In this study, the writer used interval scale and the collected the data by using questionnaires scala likert types questions. This research was about students' preference which was known as attitudinal information. Often attitude scales on a questionnaire were also treated as interval scale. Likert scale in response was given a number (e.g., strongly disagree = 1, disagree =

2, less disagree = 3, agree = 4, and strongly agree = 5) and these numbers are treated as interval scale.

The writer analyzed the data in three steps. There were item scores, the distribution of frequency, and then central tendency. To analyze the data, the writer applied the steps as follows:

a. The writer collected the main data (item score/responses)

b. The writer arranged the collected score into the distribution of frequency of score table.

c. The writer calculated mean, median and mode.

d. The writer calculated the deviation score.

e. The writer interpreted the analysis result.

f. The writer gave conclusion.

2. Data Displaying

In compiling survey results the first thing a researcher needs to do was the decide on coding categories. The writer assigned a numerical code to the data, the data needed to be recorded in some fashion.

The witer used questionnaire with the close ended question and likert scale as the instrument for collecting the data. Sandra stated that once the information is compiled in a table, it needs to be displayed in some way. There were several possible alternatives (Sandra Lee, P.42: 2006).

1. One is to simply report the frequency of each response.

2. A second alternative is to discribe the results in percentages.

Finally, with interval scale one could describe the data in terms of central tendency.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer explains about the result of the study on the students' preference on vocabulary memorizing strategies at eleventh grade of senior high schools in Pangkalan Lada and Pangkalan Banteng by using questionnaire as the instrument for collecting the data.

A. Reserch Finding

The finding of the research on students' preference on vocabulary memorizing strategies at eleventh grade of senior high schools in Pangkalan Lada and Pangkalan Banteng by using questionnaire as the instrument for collecting the data. The presented data consisted of responses, central tendency, and standard deviation.

1. The students' preference on vocabulary memorizing strategies

The data presentation of the item score of the students' preferences shown in the table frequency distributor, the chart frequency distribution, the measurement of central tendency (mean, median, mode) and the measurement deviation standard. The sample was 137 students for questionnaire.

For analyzing the finding of the questionnaire the writer displayed the data as follows:

Table. 4.1

The Finding of the Questionnaire

No	Item	Scale										Total	%	Mn	Mdn	Mo	Sd
		5	%	4	%	3	%	2	%	1	%						
1	1	31	22,6	93	67,9	12	8,8	-	-	1	0,7	137	100	4,12	4,00	4	0,607
2	2	44	31,4	84	61,3	10	7,3	-	-	-	-	137	100	4,24	4,00	4	0,576
3	3	38	27,7	83	60,6	14	10,9	1	0,7	-	-	137	100	4,15	4,00	4	0,629
4	4	22	16,1	54	39,4	50	36,5	12	8		-	137	100	3,64	4,00	4	0,848
5	5	11	8,0	36	26,3	54	39,4	25	18,2	11	8,0	137	100	3,08	4,00	3	1,044
6	6	23	16,8	88	64,2	15	10,9	7	5,1	3	2,9	137	100	3,87	4,00	4	0,856
7	7	29	20,4	65	47,4	26	19,7	15	10,9	2	1,5	137	100	3,74	4,00	4	0,955
8	8	44	32,1	54	39,4	32	21,9	9	6,6	-	-	137	100	3,97	4,00	4	0,899
9	9	23	17,5	63	46	34	24,8	14	10,2	2	1,5	137	100	3,68	4,00	4	0,931
10	10	27	20,4	67	48,9	33	24,1	7	5,1	2	1,5	137	100	3,82	4,00	4	0,868
11	11	20	13,9	81	59,1	21	15,3	17	11,7	-	-	137	100	3,75	4,00	4	0,838
12	12	18	13,1	39	28,5	52	37,2	22	16,1	7	5,1	137	100	3,28	3,00	3	1,050
13	13	20	16,1	45	32,8	43	30,7	25	18,2	3	2,2	137	100	3,42	4,00	3	1,034
14	14	31	22,6	56	40,9	38	27,7	12	8,8	-	-	137	100	3,77	4,00	4	0,899
15	15	14	10,2	34	24,8	49	35,8	33	23,4	8	5,8	137	100	3,10	3,00	3	1,050
16	16	29	21,2	51	37,2	38	26,3	18	13,1	3	2,2	137	100	3,62	4,00	4	1,030
17	17	57	41,6	70	51,1	9	6,6	1	0,7	-	-	137	100	4,03	4,00	4	0,633
18	18	42	31,4	60	43,8	30	21,2	4	3,6	-	-	137	100	3,56	4,00	4	0,822
19	19	24	18,2	49	35,8	45	32,8	15	10,2	4	2,9	137	100	3,51	4,00	4	0,999

It was apparent from the table above that the response toward students'
preference on vocabulary memorizing strategies at eleventh grade of senior high
schools in Pangkalan Lada and Pangkalan Banteng as follows:

Table 4.2
Table of presentation, students preference, item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	,7	,7	,7
	3	12	8,8	8,8	9,5
	4	93	67,9	67,9	77,4
	5	31	22,6	22,6	100,0
	Total	137	100,0	100,0	

Item 1, stated that the strategy of memorizing vocabulary to improve the English vocabulary. There were 31 students (22,6%) voted strongly agreed, 93 students (67,9%) voted agreed, 12 students (8,8%) voted less agreed, and 1 student (0,7%) strongly disagreed.

Table 4.3
Table of presentation, students preference, item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	7,3	7,3	7,3
	4	84	61,3	61,3	68,6
	5	43	31,4	31,4	100,0
	Total	137	100,0	100,0	

Item 2, stated that the strategy of memorizing can help to master vocabulary. There were 43 students (31,4%) voted strongly agreed, 84 students (61,3%) voted agreed, and 12 students (7,3%) voted less agreed.

Table 4.4
Table of presentation, students preference, item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	,7	,7	,7
	3	15	10,9	10,9	11,7
	4	83	60,6	60,6	72,3
	5	38	27,7	27,7	100,0
	Total	137	100,0	100,0	

Item 3, state that the memorizing strategy is a way to learn to remember new vocabulary. There were 38 students (27,7%) voted strongly agreed, 83 students (60,6%) voted agreed, 15 students (10,9%) voted less agreed, and 1 student (0,7%) disagreed.

Table 4.5
Table of presentation, students preference, item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	11	8,0	8,0	8,0
	3	50	36,5	36,5	44,5
	4	54	39,4	39,4	83,9
	5	22	16,1	16,1	100,0
	Total	137	100,0	100,0	

Item 4, stated that the dictionary reading strategy to remember vocabulary. There were 22 students (16,1%) voted strongly agreed, 54 students (39,4%) voted agreed, 50 students (36,5%) voted less agreed, and 11 student (8,0%) disagreed.

Table 4.6
Table of presentation, students preference, item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	8,0	8,0	8,0
	2	25	18,2	18,2	26,3
	3	54	39,4	39,4	65,7
	4	36	26,3	26,3	92,0
	5	11	8,0	8,0	100,0
	Total	137	100,0	100,0	

Item 5, stated that the memorizing strategies that want to be memorized only. There were 11 students (8,0%) voted strongly agreed, 36 students (26,3%) voted agreed, 54 students (39,4%) voted less agreed, 25 students (18,2%) voted disagreed and 11 students (8,0%) voted strongly disagreed.

Table 4.7
Table of presentation, students preference, item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2,9	2,9	2,9
	2	7	5,1	5,1	8,0
	3	15	10,9	10,9	19,0
	4	88	64,2	64,2	83,2
	5	23	16,8	16,8	100,0
	Total	137	100,0	100,0	

Item 6, stated that memorized vocabulary is hard to remember. There were 23 students (16,8%) voted strongly agreed, 88 students (64,2%) voted agreed, 15 students (10,9%) voted less agreed, 7 students (5,1%) voted disagreed and 4 students (2,9%) voted strongly disagreed.

Table 4.7
Table of presentation, students preference, item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1,5	1,5	1,5
	2	15	10,9	10,9	12,4
	3	27	19,7	19,7	32,1
	4	65	47,4	47,4	79,6
	5	28	20,4	20,4	100,0
	Total	137	100,0	100,0	

Item 7, stated that strategy of making a list of vocabulary. There were 28 students (20,4%) voted strongly agreed, 65 students (47,4%) voted agreed, 27 students (19,7%) voted less agreed, 15 students (10,9%) voted disagreed and 2 students (1,5%) voted strongly disagreed.

Table 4.8
Table of presentation, students preference, item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	6,6	6,6	6,6
	3	30	21,9	21,9	28,5
	4	54	39,4	39,4	67,9
	5	44	32,1	32,1	100,0
	Total	137	100,0	100,0	

Item 8, stated that strategy of grouping vocabulary. There were 44 students (32,1%) voted strongly agreed, 54 students (39,4%) voted agreed, 30 students (21,9%) voted less agreed, and 9 students (6,6%) voted disagreed.

Table 4.9
Table of presentation, students preference, item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1,5	1,5	1,5
	2	14	10,2	10,2	11,7
	3	34	24,8	24,8	36,5
	4	63	46,0	46,0	82,5
	5	24	17,5	17,5	100,0
	Total	137	100,0	100,0	

Item 9, stated that connecting vocabulary to make it easier to remember. There were 24 students (17,5%) voted strongly agreed, 63 students (46,0%) voted agreed, 34 students (24,8%) voted less agreed, 14 students (10,2%) voted disagreed and 2 students (1,5%) voted strongly disagreed.

Table 4.10
Table of presentation, students preference, item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1,5	1,5	1,5
	2	7	5,1	5,1	6,6
	3	33	24,1	24,1	30,7
	4	67	48,9	48,9	79,6
	5	28	20,4	20,4	100,0
	Total	137	100,0	100,0	

Item 10, stated that strategy puts new vocabulary into context. There were 28 students (20,4%) voted strongly agreed, 67 students (48,9%)

voted agreed, 33 students (24,1%) voted less agreed, 7 students (5,1%) voted

disagreed and 2 students (1,5%) voted strongly disagreed.

Table 4.11
Table of presentation, students preference, item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	16	11,7	11,7	11,7
	3	21	15,3	15,3	27,0
	4	81	59,1	59,1	86,1
	5	19	13,9	13,9	100,0
	Total	137	100,0	100,0	

Item 11, stated that strategy of linking images with a mark. There

were 19 students (13,9%) voted strongly agreed, 81 students (59,1%)

voted agreed, 21 students (15,3%) voted less agreed, and 16 students (11,7%)

voted disagreed.

Table 4.12
Table of presentation, students preference, item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	5,1	5,1	5,1
	2	22	16,1	16,1	21,2
	3	51	37,2	37,2	58,4
	4	39	28,5	28,5	86,9
	5	18	13,1	13,1	100,0
	Total	137	100,0	100,0	

Item 12, stated that strategy using images. There were 18 students

(13,1%) voted strongly agreed, 39 students (28,5%) voted agreed, 51

students (37,2%) voted less agreed, 22 students (16,1%) voted disagreed and

7 students (5,1%) voted strongly disagreed.

Table 4.13
Table of presentation, students preference, item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2,2	2,2	2,2
	2	25	18,2	18,2	20,4
	3	42	30,7	30,7	51,1
	4	45	32,8	32,8	83,9
	5	22	16,1	16,1	100,0
	Total	137	100,0	100,0	

Item 13, stated that strategy connecting images. There were 22 students (16,1%) voted strongly agreed, 45 students (32,8%) voted agreed, 42 students (30,7%) voted less agreed, 25 students (18,2%) voted disagreed and 3 students (2,2%) voted strongly disagree.

Table 4.14
Table of presentation, students preference, item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	12	8,8	8,8	8,8
	3	38	27,7	27,7	36,5
	4	56	40,9	40,9	77,4
	5	31	22,6	22,6	100,0
	Total	137	100,0	100,0	

Item 14, stated that strategy using keyword. There were 31 students (22,6%) voted strongly agreed, 56 students (40,9%) voted agreed, 38 students (27,7%) voted less agreed, and 12 students (8,8%) voted disagreed.

Table 4.15
Table of presentation, students preference, item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	5,8	5,8	5,8
	2	32	23,4	23,4	29,2
	3	49	35,8	35,8	65,0
	4	34	24,8	24,8	89,8
	5	14	10,2	10,2	100,0
	Total	137	100,0	100,0	

Item 15, stated that strategy representing sounds in memory. There were 14 students (10,2%) voted strongly agreed, 34 students (24,8%) voted agreed, 49 students (35,8%) voted less agreed, 32 students (23,4%) voted disagreed and 8 students (5,8%) voted strongly disagreed.

Table 4.16
Table of presentation, students preference, item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2,2	2,2	2,2
	2	18	13,1	13,1	15,3
	3	36	26,3	26,3	41,6
	4	51	37,2	37,2	78,8
	5	29	21,2	21,2	100,0
	Total	137	100,0	100,0	

Item 16, stated that the vocabulary writing strategy is papered and affixed to the wall. There were 29 students (21,2%) voted strongly agreed, 51 students (37,2%) voted agreed, 36 students (26,3%) voted less agreed, 18

students (13,1%) voted disagreed and 3 students (2,2%) voted strongly disagreed.

Table 4.17
Table of presentation, students preference, item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	,7	,7	,7
	3	9	6,6	6,6	7,3
	4	70	51,1	51,1	58,4
	5	57	41,6	41,6	100,0
	Total	137	100,0	100,0	

Item 17, stated that strategy of repeating the vocabulary that has been memorize. There were 57 students (41,6%) voted strongly agreed, 70 students (51,1%) voted agreed, 9 students (6,6%) voted less agreed, and 1 student (0,7%) voted disagreed.

Table 4.18
Table of presentation, students preference, item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	3,6	3,6	3,6
	3	29	21,2	21,2	24,8
	4	60	43,8	43,8	68,6
	5	43	31,4	31,4	100,0
	Total	137	100,0	100,0	

Item 18, stated that strategy practice vocabulary while in English class. There were 43 students (31,4%) voted strongly agreed, 60 students (43,8%) voted agreed, 29 students (21,2%) voted less agreed, and 5 students (3,6%) voted disagreed.

Table 4.19
Table of presentation, students preference, item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2,9	2,9	2,9
	2	14	10,2	10,2	13,1
	3	45	32,8	32,8	46,0
	4	49	35,8	35,8	81,8
	5	25	18,2	18,2	100,0
	Total	137	100,0	100,0	

Item 19, stated that strategy of linking expression with vocabulary. There were 25 students (18,2%) voted strongly agreed, 49 students (35,8%) voted agreed, 45 students (332,8%) voted less agreed, 14 students (10,2%) voted disagreed and 4 students (2,9%) voted strongly disagreed.

Table 4.20
**Table of presentation, students preference, item 20**

Other Strategies	Frequency	Percent	Valid Percent	Cumulative Percent
Listen listen to western songs, and watch western movies	52	37,2	37,2	37,2
Read English Fiction Stories	4	2,9	2,9	2,9
Some of item	81	59,1	59,1	59,1
Total	137	100	100	100

Item 20, the other strategies used to memorize vocabulary are listen to western songs, watch western movies and read English fiction stories. There

were 52 students (37,2%) by 137 students voted listen to western songs and watch western movies. Than 4 students (2,9%) by 137 students voted read English fiction stories as the other strategies used to memorize vocabulary. And 81 other students (59,1%) by 137 students prefer the strategy that has been discribe in the questionnaire.

The data above could be shown in the charts as follows:

Figure 4.1
Chart of Students' Preference
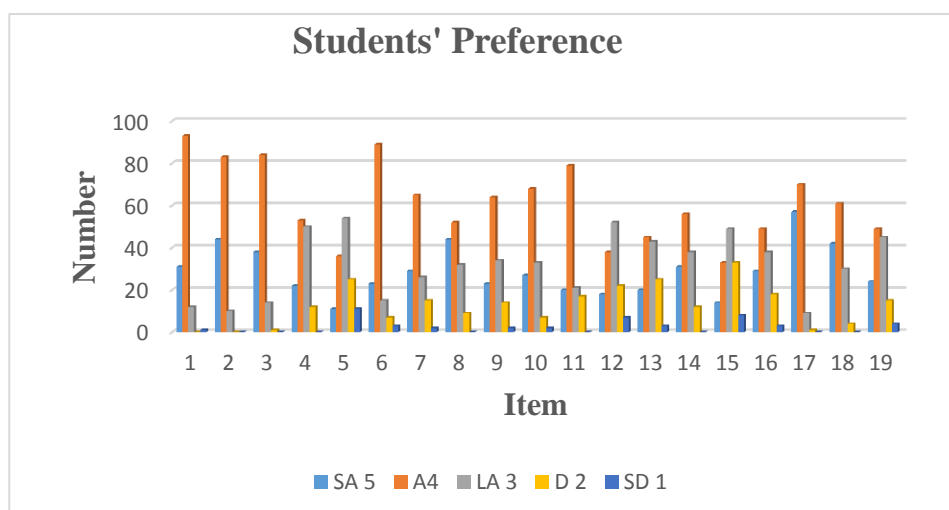
In conclusion, based on the most options to the fewest options among them in the following order: item 1 (67.9%), item 6 (64.2%), item 2 (61.3%), item 3 (60.6%), item 11 (59.1%), item 17 (51.1%), item 10 (48.9%), item 7 (47.4%), item 9 (46.0%), item 18 (43.8%), item 14 (40.9%), item 4 (39.4%), item 8 (39.4%), item 16 (37.2%), item 13 (32.8%), item 19 (35.8%), item 12 (28.5%), item 5 (26.3%), item 15 (37.2%). Also there were students voted listen to western songs and watch western movies (37,2%). Than students voted read English fiction stories as the other strategies used to memorize

vocabulary (2,9%). And students prefer the strategy that has been discribe in the questionnaire (59,1%).

2. The most and the least of students' preference on vocabulary memorizing strategies

The memorizing strategy types that used mostly by the students based on the finding above is point 11 which they associate new language information with existing concepts in memory. The least memorizing strategy that used is point 15 which they represent sound in memory.

Table 1.2.7
Top 3 the most frequently on vocabulary memorizing strategy

Rank	Description	Item	F	%
1	I always connect the new vocabulary with the existing words with a mark or a line.	11	81	59.1
2	I always repeat the vocabulary I have memorized.	17	70	51.1
3	I always placing new vocabulary in contex, conversations, or stories to keep in mind.	10	67	48.9

Based on the table 1. above, the results revealed that "semantic mapping" is the most frequently strategy among learners of this study. The second most frequently used strategy is "repeating vocabulary". The third most frequently used strategy is "placing new words into context".

Table 1.2.8

Top 3 the least frequently on vocabulary memorizing strategy

Rank	Description	Item	F	%
1	I always match the sound with something that represents a particular vocabulary.	15	34	24.8
2	I always use images to more easily memorize vocabulary.	12	39	28.5
3	I always connect images with vocabulary.	13	45	32.8

As the table 6 shows, the least frequently used strategy among 19 vocabulary memorizing strategies by the students of the study was from item 15, which was "representing sounds in memory". The second and the third least frequently were from item 12 and 13, which was "using imagery".

B. Discussion

Based on the finding above, the writer explained that students preference on vocabulary memorizing strategies at eleventh grade of senior high schools in Pangkalan Lada and Pangkalan Banteng with questionnaire.

Item 1, stated that the strategy of memorizing vocabulary to improve the English vocabulary. Based on the data above it could be seen that   67,9% or 93 students by 137 students agreed that the strategy of memorizing vocabulary to improve the English vocabulary on item 1.

Item 2, stated that the strategy of memorizing can help to master vocabulary. Based on the data above it could be seen that   61,3% or 84 students by 137 students agreed that the strategy of memorizing can help to master vocabulary on item 2.

Item 3, stated that the memorizing strategy is a way to learn to remember new vocabulary. Based on the data above it could be seen that   60,6% or 83

students by 137 students agreed that the memorizing strategy is a way to learn to remember new vocabulary on item 3.

Item 4, stated that the dictionary reading strategy to remember vocabulary. Based on the data above it could be seen that 39,5% or 54 students by 137 students agreed that the dictionary reading strategy to remember vocabulary on item 4.

Item 5, stated that the memorizing strategies that want to be memorized only. Based on the data above it could be seen that 26,3% or 36 students by 137 students agreed that the memorizing strategies that want to be memorized only on item 5.

Item 6, stated that memorized vocabulary is hard to remember. Based on the data above it could be seen that 64,2% or 88 students by 137 students agreed that memorized vocabulary is hard to remember on item 6.

Item 7, stated that strategy of making a list of vocabulary. Based on the data above it could be seen that 47,4% or 65 students by 137 students agreed that strategy of making a list of vocabulary on item 7.

Item 8, stated that strategy of grouping vocabulary. Based on the data above it could be seen that 39,4% or 54 students by 137 students agreed that strategy of making a list of vocabulary on item 8.

Item 9, stated that connecting vocabulary to make it easier to remember. Based on the data above it could be seen that 46,0% or 63 students by 137 students agreed that connecting vocabulary to make it easier to remember on item 9.

Item 10, stated that strategy puts new vocabulary into context. Based on the data above it could be seen that 48,9% or 67 students by 137 students agreed that strategy puts new vocabulary into context on item 10.

Item 11, stated that strategy of linking images with a mark. Based on the data above it could be seen that 59,1% or 81 students by 137 students agreed that strategy of linking images with a mark on item 11.

Item 12, stated that strategy using images. Based on the data above it could be seen that 28,5% or 39 students by 137 students agreed that strategy using images on item 12.

Item 13, stated that strategy connecting images. Based on the data above it could be seen that 32,8% or 45 students by 137 students agreed that strategy connecting images on item 13.

Item 14, stated that strategy using keyword. Based on the data above it could be seen that 40,9% or 56 students by 137 students agreed that strategy using keyword on item 14.

Item 15, stated that strategy puts new vocabulary into context. Based on the data above it could be seen that 24,8% or 34 students by 137 students agreed that strategy puts new vocabulary into context on item 15.

Item 16, stated that the vocabulary writing strategy is papered and affixed to the wall. Based on the data above it could be seen that 37,2% or 51 students by 137 students agreed that the vocabulary writing strategy is papered and affixed to the wall on item 16.

Item 17, stated that strategy of repeating the vocabulary that has been memorize. Based on the data above it could be seen that 51,1% or 70 students by 137 students agreed that strategy of repeating the vocabulary that has been memorize on item 17.

Item 18, stated that strategy practice vocabulary while in English class. Based on the data above it could be seen that 43,8% or 60 students by 137 students agreed that strategy practice vocabulary while in English class on item 18.

Item 19, state that strategy of linking expression with vocabulary. Based on the data above it could be seen that 35,8% or 49 students by 137 students agreed that strategy of linking expression with vocabulary on item 19.

Item 20, stated that the other strategies used to memorize vocabulary are listen to western songs, watch western movies and read English fiction stories. There were 52 students (37,2%) by 137 students voted listen to western songs and watch western movies. 4 students (2,9%) by 137 students voted read English fiction stories as the other strategies used to memorize vocabulary. And there were 81 students (59,1%) by 137 students voted the strategy that has been discribe in the questionnaire.

The data above could be analyzed for items 1, 2, and 3 where included the statement that memorizing can improve and master vocabulary. Most of the students agreed to the statement that using memorizing strategy can improve the vocabulary and also can help to master vocabulary.

Students' preference about reading the dictionary activity, memorize the vocabulary we want to study only and the vocabulary that is difficult to memorize were agreed (see item 4, 5, and 6). They prefer that they agreed to all statement. Moreover on item 6 most the students preference agreed it. They prefer sometimes they found it difficult to memorize vocabulary that is difficult to remember.

Students' preference about grouping strategy was agreed, (see item 7 and 8). They agreed that making a list of vocabulary and grouping it will make it easier for them to memorize the vocabulary. Students' preference about associating/elaborating strategy was agreed, (see item 9 and 11). They agreed that connecting vocabulary for easy to remember and new vocabulary connected with existing vocabulary. Students' preference about placing new words into context was agreed, (see item 10). They agreed that placing words or phrases in sentences, conversations, or stories to remember them.

Students' preference about used images was agreed, (see item 12 and 13). They agreed that using images and connecting them with the existing vocabulary will make it easier for them to memorize. Students' preference about used keyword was agreed, (see item 14). They agreed that using keywords to remember something abstract, as the name implies, or through the image will make it easier to memorize.

Students' preference about representing sounds in memory was agreed, (see item 15). They agreed that with sound and repeat the sound then it can be easy to memorize through that sound. Students' preference about structured

review was agreed, (see item 16 and 17). They agreed that create vocabulary structure and memorize it repeatedly. Students' preference about using mechanical techniques was agreed, (see item 18). They agreed that practicing a new vocabulary during the English class in the classroom. Students' preference about Using a physical response or sensation wa agreed, (see item 19). They agreed that connecting a new expression with physical feelings or sensations with carefully. Students' preference about the other strategies used to memorize vocabulary are listen to western songs, watch western movies and read English fiction stories (see item 20). They most of them like other memorizing strategies by listening to western music and watching western movies, those who like english fiction stories.

At the end of the research, the results revealed that "semantic mapping" is the most frequently strategy among learners of this study. It means that the students make the wording into an image, which has a key concept in the middle or above, with related words and concepts through lines or arrows (Chapter II, p.15). Semantic mapping is one of the most helpful strategies in the vocabulary recall ability approach. Semantic mapping or semantic mapping is one of the vocabulary mastering strategies of English where students are required to develop as many words from a predefined first word. Then the words are developed into images or mapping shaped lines or so forth to facilitate students in remembering and analyzing the relationship of one word with another word. Therefore, Semantic Mapping is a much-chosen strategy for students, as it focuses students

on remembering and memorizing vocabulary in a more interesting, fun and non-boring way.

The second most frequently used strategy is "repeating vocabulary". The findings and reports cited from Yang and Dai (Chapter II, p.7) also indicate that rote-repetition, as a traditional way of vocabulary-learning strategies, is still favored by many language learners, especially those at the initial and intermediate stages. Language learners always seek the way they find most helpful for expanding and maintaining their knowledge of the lexicon. Although the strategy of repeating might not at first sound particularly creative, important, or meaningful, it can be used in highly innovative ways, is actually essential for all four language skills, and virtually always includes some degree of meaningful understanding (Chapter II, p.16).

The third most frequently used strategy is "placing new words into context". The result of this study showed that the students preferred using placing new words into context. Placing words ot phases in sentences, conversations, or stories tp remember them. This strategy is not the same as guessing, because it involves using the instructions in its context to guess its meaning. And this strategy involves placing new words or expression that have been heard or read into a meaningful context, such as a spoken or written sentence, as a way rembering it (Chapter II, p.15).

The least frequently used strategy among 19 vocabulary memorizing strategies by the students of the study was from item 15, which was "representing sounds in memory". This finding indicates that remembering new language

information according to its sound. This is a broad strategy that can use any number techniques, all of which create a meaningful, sound-based association between the new material and already known material (Chapter II, p.15).

The second and the third least frequently were from item 12 and 13, which was "using imagery". This finding relating new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in an actual drawing. Oxford (Chapter II, p.15) stated that a good way to remember what has been heard or read in the new language is to create a mental image of it. Drawings can make mental images more concrete.

Schmit developed Oxford's (Chapter II, p.13) taxonomy for vocabulary learning strategies, and divided vocabulary learning into two main phases: discovering the new meaning of words and consolidating the new word's forms and meaning. During these phases, students utilize different strategies, i,e, cognitive strategies which are accomplished through the process of using or converting the language material, social strategies which are developed through interaction either among students or between teacher and students, and finally, memory strategies which are recalling the meaning of a word based on its decoding and connection with the student's background knowledge. They can be enriched by the students themselves, depending on their individual preferences and learning styles.

CHAPTER V

CLOSING

The chapter presents conclusion and suggestions on the basis of the research finding and discussion. The conclusions deal eith the results of the research finding. Meanwhile, suggestions are addressed to other writer and those who are interested in researching students' preference on vocabulary memorizing strategies at Eleventh Grades of Senior High Schools in Pangkalan Lada and Pangkalan Banteng.

A. Conclusion

The study was aimed to get the students' preference on vocabulary memorizing strategies at Eleventh Grades of Senior High Schools in Pangkalan Lada and Pangkalan Banteng. Here the study attempted to answer the students' preference on vocabulary memorizing strategies at Eleventh Grades of Senior High Schools in Pangkalan Lada and Pangkalan Banteng.

Based on the result of the study, there were some conclusions which could be seen as follow:

1. The result students preferences on vocabulary memorizing strategies. based on the most options to the fewest options among them in the following order: item 1 (67.9%), item 6 (64.2%), item 2 (61.3%), item 3 (60.6%), item 11 (59.1%), item 17 (51.1%), item 10 (48.9%), item 7 (47.4%), item 9 (46.0%), item 18 (43.8%), item 14 (40.9%), item 4 (39.4%), item 8 (39.4%), item 16 (37.2%), item 13 (32.8%), item 19 (35.8%), item 12 (28.5%), item 5 (26.3%),

item 15 (37.2%). There were students voted listen to western songs and watch

western

movies (37,2%). Than students voted read English fiction stories as the other strategies used to memorize vocabulary (2,9%). And students prefer the strategy that has been discribe in the questionnaire (59,1%).

2. The memorizing strategy types that used mostly by the students based on the finding is point 11 which they associate new language information with existing concepts in memory. The least memorizing strategy that used is point 15 which they represent sound in memory.

B. Suggestion

Concerned with the conclusion, the writer would like to purpose some the following suggestions that hopefully would be useful and valuable fo the students and teachers in senior high schools.

1. For the students

Students must have the awareness to use vocabulary memorizing strategies so they need to be trained with the available strategies as necessary. The results depict relative students indicating a high preference for all Vocabulary learning strategies regardless of some variation. However, students should show almost the same preferences for all vocabulary learning strategies to bring progress in speaking English and become proficient language learners in general.

2. For the teachers

EFL teachers should play a significant role in advising, and encouraging the students about the importance of vocabulary memorizing strategies. EFL

teachers should identify their students' vocabulary learning strategies preferences and teach them accordingly.

3. For the other researcher

This thesis, the writer recognized the disaign of the study was very simple. There are still some weakness that could be seen. Therefore, for further research is expected that the other researchers can improve this study with the another design and different object in order to support the result finding. In short, the writer approve the other researchers can use this research as the references for conducting their research.

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