A SURVEY ON VOCABULARY LEARNING STRATEGIES USED BY THE STUDENTS AT SMP MUHAMMADIYAH PALANGKA RAYA
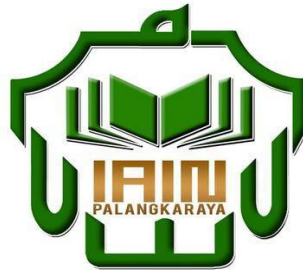
THESIS

Presented to

State Islamic Institute of Palangka Raya

In partial fulfillment of the requirements

for the degree of *Sarjana* in English Language Education

BY
MURDEWI
NIM 1701121207

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2021 M / 1443 H

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This is to certify that the thesis has been approved by the thesis advisor for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

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Dear
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Assalammu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of

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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
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Thank you for the attention.
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Assalammu'alaikum Wr. Wb

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa Skripsi saudara

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya Demikian atas perhatiannya di ucapkan terima kasih.

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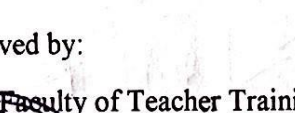|		
Thesis Title	:	**A SURVEY ON VOCABULARY LEARNING STRATEGIES USED BY THE STUDENTS AT SMP MUHAMMADIYAH PALANGKA RAYA**
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Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/ *Munaqasyah* on:

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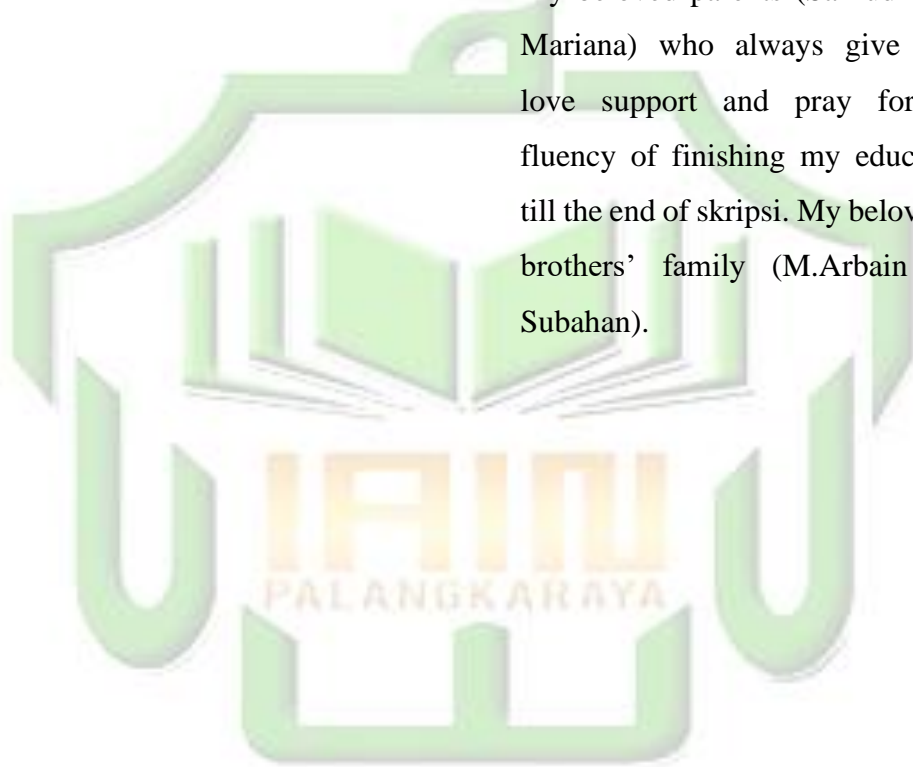**Dr. Hj. Rodhatul Jennah, M. Pd.**
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MOTTO AND DEDICATION

"Your future is determained by what you star today"

This thesis is dedicated to:

My beloved parents (Sahrudin and Mariana) who always give their love support and pray for the fluency of finishing my education till the end of skripsi. My beloveded brothers' family (M.Arbain dan Subahan).

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Declare that:

1. this thesis has never been submitted to any other tertiary education institution for any other academic degree,

2. this thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person, and

3. if at a 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.

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Yours Faithfully,

Murdewi

NIM 1701121207

ABSTRACT

Murdewi. 2021. A Survey On *Vocabulary Learning Strategies used by the students at SMP Muhammadiyah Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd. (II) Rahmadi Nirwanto, M.Pd.

Key words: Vocabulary, Learning Strategies

Vocabulary learning strategies are important to students vocabulary knowledge in learning English. This research departed from the problems of vocabulary learning strategies that students have limited vocabulary on their writing and speaking at SMP Muhammadiyah Palangka Raya. Students felt difficulties in understanding what the texts are about. Teachers can improve students vocabulary mastery by using effective strategies in teaching and learning vocabulary.

This research aimed to identify students vocabulary learning strategies to learn English in SMP Muhammadiyah Palangka Raya. This study used quantitative approach. The data collected by using questionnaire as main instrument. The data were analyzed using Ms. Excel and SPSS 24 Program.

The research used survey research. The subject of this study is 55 students of the eight B and the eight D grade at SMP Muhammadiyah Palangka Raya. The researcher was used the purposive sampling in order to do the sampling. The questionnaire was distributed using Google form.

The result of the study got ≥72% - ≥74% interpretation of interval determination strategies, social strategies, memory strategies, cognitive strategies, and cognitive strategies with category High. This research showed that students gave positive responses with High category of the student's vocabulary learning strategies to learn English. Most of the students in the vocabulary class, have their own strategies. This shows that every learning strategy affects students progress in English vocabulary class. So learning strategies given effect of student progress in obtaining learning outcomes in their progress in learning to write and speak in English.

ABSTRAK

Murdewi. 2021. Survei *Strategi Pembalajaran Kosakata yang digunakan Siswa di SMP Muhammadiyah Palangka Raya. Skripsi,* Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (1) Sabarun, M.Pd. (2) Rahmadi Nirwanto, M.Pd.

Kata Kunci: Kosakata, Strategi Pembelajaran

Strategi pembelajaran kosakata penting untuk pengetahuan kosakata siswa dalam belajar bahasa Inggris. Penelitian ini berangkat dari permasalahan strategi pembelajaran kosakata bahwa siswa memiliki keterbatasan kosakata dalam menulis dan berbicara di SMP Muhammadiyah Palangka Raya. Siswa merasa kesulitan dalam memahami isi teks. Guru dapat meningkatkan penguasaan kosakata siswa dengan menggunakan strategi yang efektif dalam mengajar dan belajar kosakata.

Penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran kosakata siswa dalam pembelajaran bahasa Inggris di SMP Muhammadiyah Palangka Raya. Penelitian ini menggunakan pendekatan kuantitatif. Pengumpulan data dilakukan dengan menggunakan kuesioner sebagai instrumen utama. Data dianalisis menggunakan Ms. Excel dan Program SPSS 24.

Penelitian ini menggunakan penelitian survei. Subjek penelitian ini adalah 55 siswa kelas delapan B dan delapan D di SMP Muhammadiyah Palangka Raya. Peneliti menggunakan purposive sampling untuk melakukan pengambilan sampel. Kuesionar disebar menggunakan Google form.

Hasil penelitian didapatkan 72% - 74% interpretasi strategi penentuan interval, strategi sosial, strategi memori, strategi kognitif, dan strategi kognitif dengan kategori Tinggi. Penelitian ini menunjukkan bahwa siswa memberikan respon positif dengan kategori tinggi dari strategi pembelajaran kosakata siswa untuk belajar bahasa Inggris. Sebagian besar siswa di kelas kosakata, memiliki strategi mereka sendiri. Hal ini menunjukkan bahwa setiap strategi pembelajaran mempengaruhi kemajuan siswa di kelas kosakata bahasa Inggris. Jadi strategi pembelajaran yang diberikan berpengaruh terhadap kemajuan siswa dalam memperoleh hasil belajar dalam kemajuannya dalam belajar menulis dan berbicara dalam bahasa Inggris.
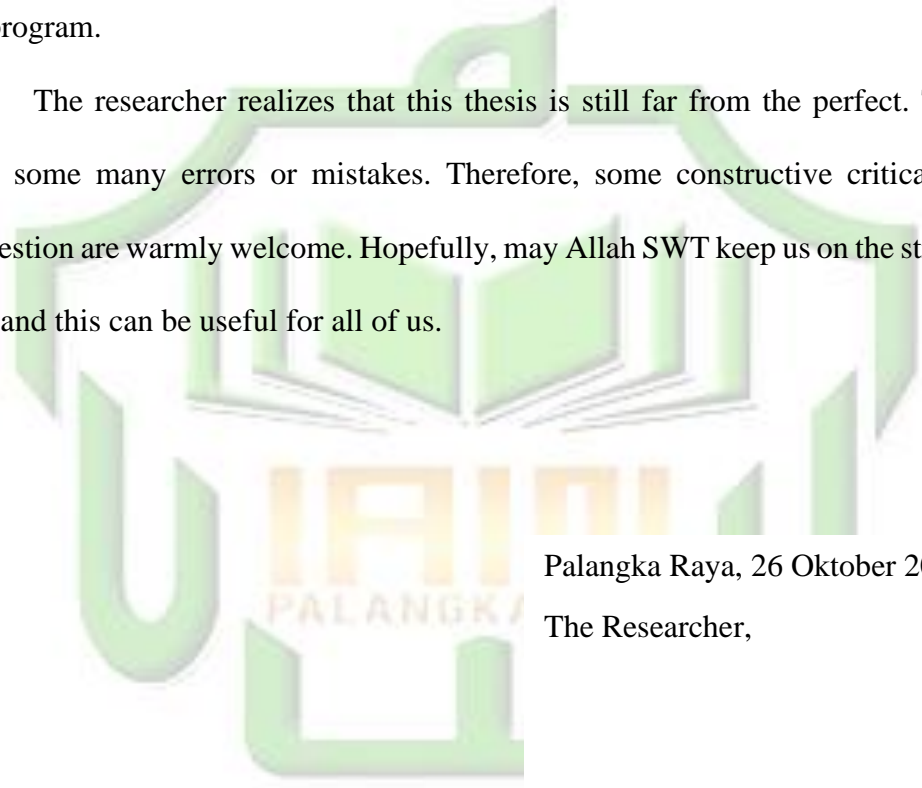
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The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in His whole life particularly during the thesis writing without which this thesis would not have come its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dr. H. Khairil Anwar, M.Ag., the Rector of IAIN Palangka Raya for this direction and encouragement of conducting this research,

2. Dr. Hj. Rodhatul Jennah, M.Pd., the Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, for invaluable assistance both in academic and administrative matters,

3. Dr. Nurul Wahdah, M.Pd., the Vince Dean in Academic Affairs, for invaluable assistance both in academic and administrative matters,

4. Akhmad Ali Mirza, M.Pd., the Chair of Department of Language Education, for invaluable assistance both in academic and administrative matters,

5. **Z**aitun Qamariah, M.Pd., the Chair of Study Program of English Education, for invaluable assistance both in academic and administrative matters,

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9. My beloved parents, Sahrudin and Mariana for their moral support and endless prayer so that she can finish my studies. May Allah SWT bless them all. Aamiin.

10. My beloved friends (Siti Suryani, Tia Noviana, Miraj Tania, Asma Wati and Marlini Sapitri Wulandari) and finally, TBI, MPI and PGMI 2017 researchers for their support in the ups and downs while studying in the undergraduate program.

The researcher realizes that this thesis is still far from the perfect. There were some many errors or mistakes. Therefore, some constructive critical and suggestion are warmly welcome. Hopefully, may Allah SWT keep us on the straight path and this can be useful for all of us.

Palangka Raya, 26 Oktober 2021
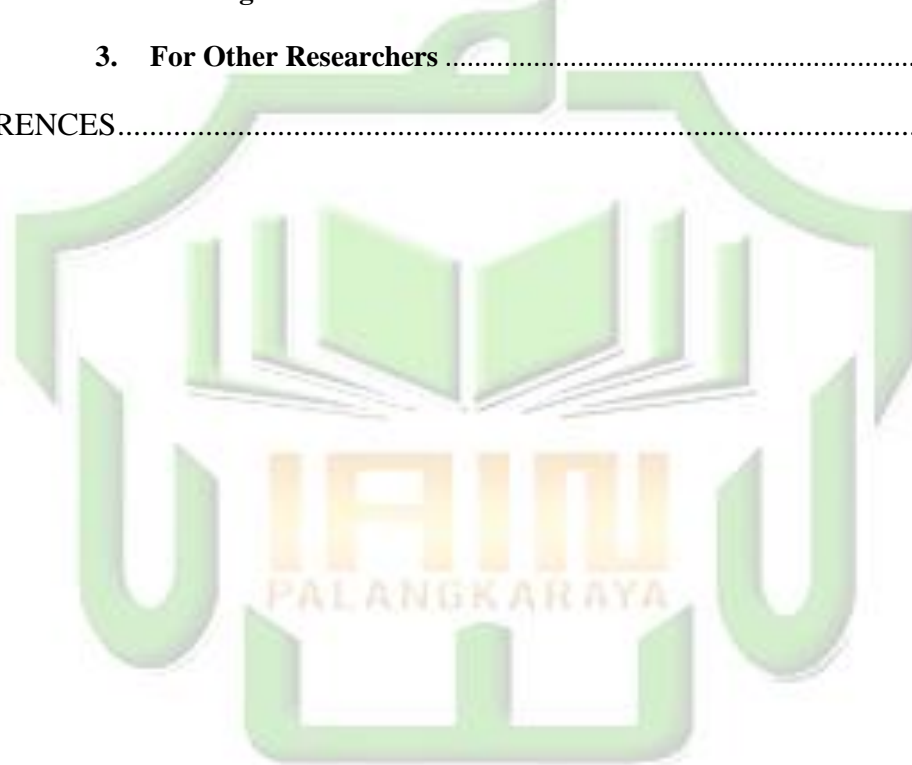The Researcher,

Murdewi
NIM 1701121207

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CHAPTER I

INTRODUCTION

This chapter presents about background of the study, formulation of the problem,objective of the study, and significance of the study.

A. Background of the Study

Vocabulary learning strategies are important to students' vocabulary knowledge in learning a foreign language by helping students easier to understand new words who are unfamiliar with the students. According to Oxford, Nation, O'Malley and Chamot (1990) vocabulary learning strategies are highly recommended for students in order to acquire target language because students really need high motivation to develop their vocabulary independently. Moir & Nation (2008) argue that students must be able to choose which vocabulary needs to be learned and which does not need to be studied. In addition, Hu (1999) found that students who had knowledge of previous vocabulary had better abilities than those who supported those who did not have basic vocabulary knowledge. Nation and Waring (1997) argue that high school students must be able to master 2500-3000 words to meet the university's criteria and still learn more vocabulary at the university. By knowing the proper way of learning to develop their vocabulary knowledge, they can learn better because each student has the uniqueness in learning to achieve successful language

learning (Lightbown & Spada, 1993) as quoted in Orawee & Thanyapa (2011). Several researches have been done to describe vocabulary learning strategies in secondary high school (Yeh & Wang 2004, Riankamol 2008, Bonsa & Mariam 2014, Gusti 2016, Noprianto and purnawarman 2019). Research from Yeh& Wang (2004) focused on vocabulary learning strategies in senior high school in Taiwan, the result is cognitive strategies as the most frequently used with statement "take notes in class" and social strategies as the least frequently use with statement "put English labels on physical bojects". Research from Riankamol (2008) focused on vocabulary learning strategies for gifted English students in a senior high school in Thailand, the result is metacognitive strategies the most frequently strategies used with statement "I listen to English songs and news" and social strategies the least frequently used with statement "I ask teacher to translate the words into Thai". A reseach from Bonsa and Mariam (2014) focused on vocabulary learning strategies in Ethiopia for high and low achievers students' Jorgo Noel Preparatory School, the finding is cognitive strategies the most frequently used with statement "I paraphrase the meanings of new words to remember them" and metacognitive strategies the least frequently used with statement "I try to find opportunities to communicate in English with people". Research from Gusti (2016) described vocabulary learning strategies from secondary schools in Indonesia, the finding is determination strategies the most frequently used with statement "I use a dictionary to remember the new words" and cognitive strategies the least

frequently used with statement "I use new words in sentences to remember them". Then, research from Noprianto and Purnawarman (2019) focused on vocabulary learning strategies in a secondary school in Indonesia, the result is determination strategies the most frequently used with statement "using a bilingual dictionary to help them translate English words into Bahasa Indonesia"and cognitive strategies as the least frequently used with statement "making vocabulary cards and take them with me wherever I go".

Before conducting this study, the researcher observed the vocabulary learning strategies in the Madrasah Aliyah. Problems related to vocabulary learning strategies that students used: students have limited vocabulary on their writing and their speech they only repeated the words. The students did not relized what they should do to help their knowledge in develop their English vocabulary. Schmitt (1997) introduced 5 domains of strategies in his taxonomy: determination strategy, social strategy, cognitive strategy, metacognitive strategy and memory strategy. Ideally, each student aware of different strategies depending on their preferences.

English is the most idly used in world society. Nevertheless, is an international language, formally informally, in the parts of societies in many countries. Indonesia as one of developing countries needs to communicate or interact to English to conduct social relationship, commercial and educational activities. Realizing that English is used as the first foreign language and as one of

the compulsory subject in the junior and senior high school and university.

English teaching involved of four language skills, they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Vocabulary is one of important aspects in teaching language, as stated by Edward in his book in Leny : "Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system".

The way of teaching vocabulary to young learners is not the same as teaching vocabulary to adult learners. They have different motivation and characteristic. It was difficult when the teacher couldn't motivate young learners intensively. Through motivation from their teacher it will increase their interesting to learning better, so the students' interest in learning will be same as their interest in playing. To find out the best technique for teaching young learners need an intensive analysis, especially for the teacher.

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary totally helps students to master English and its four major skills which cover listening, speaking, reading, and writing. This is in line with Richards and Renandya (2002) who believe that vocabulary plays crucial part in one"s foreign language learning and language proficiency that can affect how well learners

speak, listen, read and write. Besides, Schmitt (2000) also asserts that vocabulary is a core element of foreign language learning by which students are bridged to understand and learn new words. Moreover, Brown (2001, p.377, cited in Utami, 2014) emphasizes the significance of vocabulary to communication by asserting that, in fact, "survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all." In this sense, vocabulary is regarded as one of essential factors that gives big influence to the people's communication. Thus, vocabulary seems to be an important aspect of language learning that needs to be considered to support the four other language skills.

The importance of vocabulary, however, is not sufficient to trigger the practice of ELT giving a greater emphasis on vocabulary teaching and vocabulary learning since it was found that the vocabulary teaching and learning seems to be neglected in learning English in Indonesian context (Cahyono and Widiati, 2008). This confirms Richards and Renandya (2002) who found the fact that vocabulary education was given little priority in second language programs and traditionally vocabulary learning was often left to look after itself and received almost no attention in many language programs.

This is an unfortunate situation after considering the fact that for a country in which English is a foreign language, like Indonesia, teaching English is very likely to face many obstacles and challenges and they particularly deal with

vocabulary. For instance, in the wide implementation TEFL in Indonesia in secondary school level, where English is dominantly taught through several kinds of texts, students are inevitably required to read the texts and also understand what the texts are about. In this stage, one of the most crucial problems coming up is students are still lack of vocabulary. Some more worrisome problems also occur in the National Examination, by which junior high school students are required to read five text types and answer fifty questions relating to the texts. Data from preliminary study conducted on November 14th, 15th and 16th showed that problems appear when students find difficulties in understanding what the texts are about and, in some cases, when students don"t even know what are being asked by the questions. This fact confirms Kweldju (2005) and Priyono (2004) who found that students" limited vocabulary has been the main problem for students in learning English in EFL context. They further suggested that solution of the problems of ELT in Indonesia lies in the good handling of vocabulary in teaching and learning process. Thus, it will be a big duty for English teachers to improve students" vocabulary mastery, in this case vocabulary size, by using effective strategies in teaching and learning vocabulary.

Many studies have been widely carried out that are focused on investigating vocabulary learning strategies that are employed by EFL learners. Zarin and Khan (2014) who investigated vocabulary learning strategies among undergraduate learners revealed that memory strategy was found as the most frequently used

strategy whereas metacognitive strategy as the least frequently one. However, this finding was different from study of Kafipour and Naveh (2011) whose data gathered showed that students used metacognitive strategy most frequently and social strategy least frequently. This is in accordance with many other studies under the same topic (Tuluhong, 2006; Mustapha and Asgari, 2010; Mokhtar, 2009). Concerning the relationship between students" vocabulary learning strategies and their vocabulary mastery, Purwanti, et al. (2016) revealed that there is relationship between senior high school students" vocabulary mastery and their strategies in learning vocabulary. The relationship was on determination, social, memory, and metacognitive strategies. This was also in line with Baharudin and Ismail (2014) whose findings of the study revealed that there is a relationship between the use of vocabulary learning strategies of undergraduate students and their Arabic vocabulary size. Several other studies also confirmed that relationship exists between vocabulary learning strategy used by students and their vocabulary mastery, in this case students" vocabulary size (Komol & Sripetpun, 2011; Boonkongsaen & Intaraprasert, 2014; Mokhtar, 2009).

The explanation above motivates the research to conduct a study on "Vocabulary Learning Strategies Used by The Student at SMP Muhammadiyah Palangka Raya.

There are some research to chose the topic, firs, vocabulary. English teaching involved of four language skills, they are listening, speaking, reading and

writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.

Vocabulary is one of important aspects in teaching language, as stated by Edward in his book in Leny : "Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system The way of teaching vocabulary to young learners is not the same as teaching vocabulary to adult learners. They have different motivation and characteristic. It was difficult when the teacher couldn't motivate young learners intensively. Through motivation from their teacher it will increase their interesting to learning better, so the students' interest in learning will be same as their interest in playing. To find out the best technique for teaching young learners need an intensive analysis, especially for the teacher.

The second Takac (2008) argues that VLS is a way used by learners to improve vocabulary learning from various aspects, such as: student habits and techniques. Moreover, Nation (2000) argues that in enhancing the knowledge of vocabulary strategies, the correct strategy is required in learning the unknown vocabulary.

The third Learning English is not something new for university students. They often speak and write. In English, there are four skills that should be mastered by students; reading, writing, speaking, and listening. One of the ways how to

master English is mastering vocabulary. However students do not have a lot of vocabulary. They have limitedvocabulary. Vocabulary is knowledge of words and word meanings. According to Groiler International Dictionary (1981), vocabulary is the stock of words used by people; a list or collection of words of language.

The last. The writer chose SMP Muhammadiyah, because based on pre-observation, students have lack vocabulary, they said that difficult to learn, because pronunciation and written are different.

B. Research Problem

The problem of the study is as follow:

1. What are a survey on students learning strategies used by the students at SMP Muhammadiyah Palangka Raya?

C. Objective of Study

In the research, the objectives of this research is to identify students vocabulary learning strategies to learn English in SMP Muhammadiyah Palangka Raya.

D. Scope and Limitation

According the background of the study, the research needs to make the scope and limitation of the research object in order to make the topic focus In this study, This study is belong is quantitative. the research subject is limited to the students at SMP Muhammadiyah of Palangka Raya.

E. **Significance of The Study**

The results of the study are expected significant for three related parties as follows:

1. **Policy makers**

The study is conducted as an attempt to help policy makers in solving Indonesian students" problems in learning English in terms of vocabulary difficulties. Through the study, the policy makers are expected to be well acknowledged about the importance of vocabulary and vocabulary learning regarding to strategies vocabulary learning that may contribute to improve students vocabulary mastery.

2. **Practitioners**

The study is expected to give valuable contributions to the English teachers regarding strategies that can be used to improve students" vocabulary. Besides, the study is assumed to give a positive impact for the students in enriching their vocabulary since the study hopefully initiates EFL teachers to teach vocabulary effectively after considering students" vocabulary learning strategies and to trigger EFL students to apply various strategies in learning vocabulary.

3. **Theory**

The study is presumed to reveal a comprehensive description about the relationship between vocabulary learning strategies and students"

vocabulary mastery so as to help students to improve their vocabulary.

The results of this research will give contribution theoretically, empirically, and practically for vocabulary learning strategies in Madrasah Aliyah. Theoretically, it will introduce the teachers to development of Schmitt's (1997) taxonomies on vocabulary learning strategies in English as a Foreign Language (EFL) context. Empirically, it will provide empirical impact in term of English curriculum. Practically, this research will help teachers to choose vocabulary learning strategies for Madrasah Aliyah students in learning English.

F. Definition of Key Terms

To avoid misleading concepts, some terminologies used in the study are clarified as follows:

1. Vocabulary

Vocabulary revers to phrases as unite that are a part of grammatical styles. In that experience, a word may be a detail that can stand on my be an detail that can stand on my own as an unterance (Lado, 1964). In the research, vocabulary refers to a frame of English vocabulary phrases that have been selected based on the stage of the scholars.

Vocabulary: According to kridalaksana, vocabulary is a component of language that maintains all of information about meaning and using word in language.

According to my own explanation vocabulary or vocab is a type of noun which means the word used in a language. When studying a foreign language, the basic vocabulary that we have in that language is an important micro skill to develop.

2. **Learning Strategy**

Vocabulary learning strategies are one part of language learning strategies that in turn are parts of general learning strategies.

The learners should have ability, capability, and power to learn vocabulary. A power and capacity refer to master. According to Webster (1994, p. 626) And Homby (1987, p. 523) says that mastery as an act of completing control of knowledge. and

According to my own explanation learning is an activity that is in process and is very fundamental element in any type and level of education. This means showing that the success or failure of submitting to educational goals is highly dependent on the learning process of students, both when they are in school. The strategies are needed.

Some language experts define the vocabulary learning strategies. According to Nation in Ghazali (2001). Vocabulary learning strategies are one part of language learning strategies that in turn are parts of general learning strategies.

3. **SMP Muhammadiyah :** common school uses Islamic principle. It is located

in RTA. Milono km 1. Palangka Raya.

4. Descriptive Research.

This research is conducted to identify vocabulary strategy applied in SMP Muhammadiyah Palangka Raya. he research of vocabulary learning strategies is done by applying a quantitative research method. According to Creswell (2012) in quantitative research, researchers use the instrument to observe, measure and collect data related subject studied. The research design is survey and uses questionnaire as the instrument. Furthermore, this study focuses on using survey whereby to collect quantitative data by distributing questionnaires and analysing statistical data to find out the results of research questions.
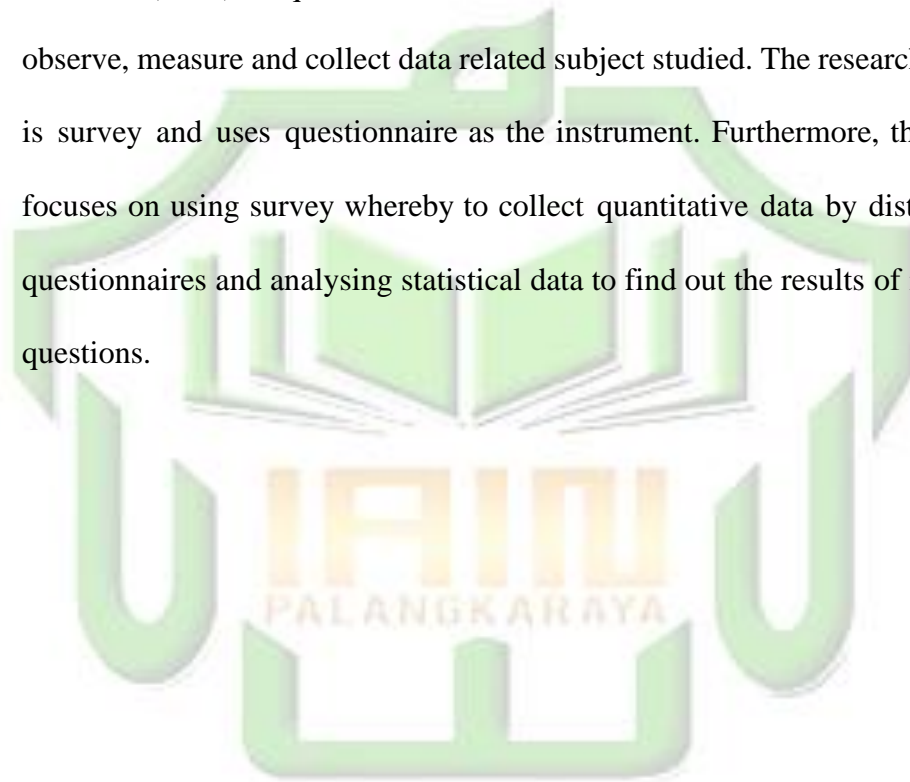
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

In this chapter, the research discussed and riview some related literature that consisted of explanation about the vocabulary learning strategies used by the students at junior high school.

The first previous from a journal was made by Kristin, Natalina (2017) focus on In language learning, Vcabulary Mastery is very important. However, in Indonesia, where English is taught as a foreign language, vocabulary is often taught incidentally and not prioritized. Because of the importance of vocabulary, a comprehensive language learning strategy is needed. For example, vocabulary learning strategies (VLS) can facilitate vocabulary development. This study aims to determine the VLS used by junior high school students in learning English. Data were collected using the Schmitts vocabulary learning strategy questionnaire. The questionnaire consisted of 31 statements given to 50 8th grade junior high school students at SMP NI Salatiga. Interviews were also conducted to obtain further information from the participants. The results show that students choose practical, simple and fast strategies in learning vocabulary. Strategies such as checking whether the word is also an Indonesian word, guessing the meaning of the word from its context, asking the teacher to

provide a definition, studying the word with classmates, remembering the word by studying and paying attention to the spelling of the word, underlining the word, and using English media frequently. selected in this study.

The Second Kurniawan, Indrasari, and Satria (2020). focus on Students English Strategy Survey (VLS). The purpose of this study was to determine the types of vocabulary learning strategies, the most and the least vocabulary learning strategies, and the use of strategies based on gender differences. The methodology used is a survey with research instruments in the form of questionnaires and interviews. The results showed that the vocabulary learning strategies were metacognitive, cognitive, memorization/repetition, and activation. Respondents tend to apply the activation strategy as the highest, this is indicated by the average score (3.12). On the other hand, the least used strategy was the memory/repetition strategy, which was indicated by the lowest mean score (1.87). Female students have a tendency to apply the activation strategy, this is indicated by the highest average score (3.04) and the least used memory/repetition strategy, and indicated by the average score (1.84).

The Third pervious research from the journal was made by Amin Rasti Behbahani(2016) focus on A Survey of University Students' Knowledge of Vocabulary Learning Strategies and Influential Factors in Middle East. the most and least common vocabulary learning strategies explored among international students of the Eastern Mediterranean University. In addition, the role of

personal factors such as gender and level of students' English proficiency is considered. After distributing the questionnaires, the data were analyzed using t-test and ANOVA. It was revealed that the level of importance of learning vocabulary using the strategy was moderate for EMU international students. Furthermore, it was found that metacognitive strategies and social strategies were the most widely and least commonly used vocabulary learning strategies by EMU international students for vocabulary learning. Regarding gender roles and proficiency level, t-test and ANOVA results showed that gender was an effective factor; whereas, proficiency is not. factors that influence students' preferences to use vocabulary learning strategies. The male students preferred the detrimental strategy but the female students preferred the metacognitive strategy.

The Fourt, Elif Derici (2019) focus on A Survey On The Use Vocabulary Learning Strategies Of High School Students. his study investigates the vocabulary learning strategies (VLSs) employed by 556 high school students to identify the most and least frequently used discovery and consolidation strategies. The study further investigates whether there is any difference between VLSs used with respect to gender, grade level, school type and age. To these ends, the researcher collected data through an adapted version of Schmitt''s (1997) Vocabulary Learning Strategies Questionnaire (VLSQ) administering it in different types of schools, Anatolian high school, Private

high school and Science high school. The researcher analyzed both discovery and consolidation strategies, including their sub-categories descriptively. The researcher also analyzed the collected data inferentially with reference to gender, grade level, school type and age. The analysis of the data .

The Fifth, Alfin Adhi Nugroho (2017) focus on English Vocabulary Learning Strategyes Used By Eleventh Grade Students of SMKN 2 Salatiga. Mastering vocabulary is one of the basic aspects of language learning. Vocabulary learning becomes challenge that learners will face during the language learning process. Luckily, there are vocabulary learning strategies that can make the learning of new words become feasible. Therefore, it is necessary to find out the application of vocabulary learning strategies by learners. The main purpose of this study was to describe vocabulary learning strategies used by students in learning new words. This research employed a mixed-method design in order to gather both quantitative and qualitative data. This study applied survey as a research method in collecting data. This study involved 100 students from 3 classes in grade-eleventh of SMK N (State Vocational High School) 2 Salatiga. The data were collected using a questionnaire which was developed based on the theory proposed by Schmitt (1997). The data from the questionnaire were categorized into five categories, namely determination strategies, cognitive strategies, social strategies, memory strategies, and metacognitive strategies. The result of this study revealed that the participants most frequently used

metacognitive strategies and the least strategies were cognitive strategies. This study also proposed some pedagogical implications of the vocabulary learning strategies.

B. Language Learning Strategy

The significance of language learning strategies in increasing in the current year with the increasing importance of language learning all over the world. This paper is talking about language learning strategies providing a complete description of the field starting from the different definition an classification given by different scholars ending to the point of describing the good language learning according to the frequency of learning strategies as every learning process requires a manner to be adopted to achieve the main purpose. The next section will be devoted to the definition of LLS as different researcher have defined and classifications of LLS by many researcher are addressed in this field. Rebecca Oxford's work (1990).

1. The Nature of Learning Strategy

Every learning strategy process requires a manner or a strategy to be adapted in order to achieve the main purpose of learning. Among the process of learning and "how" to use it. However human beings are involved with many and different strategies while they are learning a language, some of these strategies are giving the ultimate benefit, yet some others are not effective. The term 'learning strategies' means different things and

researchers have defined it in many ways. The modest definition provided by (Bron, 1980), who talked about learning strategies as pocsses that may contribute directly learning.

2. **Definition of Learning Strategy**

Language learning strategies have received a considerable amount of significance since early 1970 for the crucial role they are playing in language learning. Many scholars defined language learning strategies differently focusing on the way used by learners to deal with the information they receive and what the kind of strategies they use. Language learning strategies are defined differently by many researchers. An early definition given by rigeney (1978).

C. **Vocabulary Definition**

The definition of Vocabulary Learning Strategies (VLS) Learning strategies are steps that the learners take in order to accomplish learning tasks. They are used for learning grammar, vocabulary, literature, etc. To achieve the goal of language learning, the strategies are needed. Vocabulary learning strategies will be focused on this research. Some language experts define the vocabulary learning strategies. According to Nation in Ghazal (2001), vocabulary learning strategies are one part of language learning strategies that in turn are parts of general learning strategies. According to Schmitt (1997), a vocabulary learning strategy is any strategy that results in the learning of vocabulary. While,

Cameron cited from Siriwan (2007:44) says that vocabulary learning strategies (VLS) as "the actions that learners take to help themselves understand and remember vocabulary items". Besides that, Sokmen in Marttinen (2008: 32) summarized that vocabulary learning strategies are basically actions made by the learner in order to help them to understand the meaning of a word, learning them and to remember the later. From the definition above, the conclusion is that the vocabulary learning strategies are the strategies used by learners to help them learn vocabulary.

1. **Taxonomies of Vocabulary Learning Strategies**

    Each student has different ways to improve their vocabulary learning strategies. Wei (2007) states the use of strategies in vocabulary learning correctly can influence the development of vocabulary use in context. Oxford (1990) and Schmitt (1997) are some of researchers who develop the classification and taxonomy of VLS According to Schmitt in Hamzah (2007: 5) there are two main groups of strategies: discovery strategies and consolidation strategies. Discovery strategies are the strategies used in discovering the meaning of a new word. They are determination strategies and social strategies.

    According to Oxford (1990), the taxonomy of VLS are divided into two groups: direct strategies (which include: memory strategies, cognitive strategies, compensation strategies) and indirect strategies (which include:

metacognitive strategies, affective strategies, social strategies). Meanwhile,

Schmitt adopts Oxford's (1990) notion on vocabulary learning strategies and

classifies vocabulary learning strategies into 5 groups: determination

strategies, social strategies, memory strategies, cognitive strategies,

metacognitive strategies. Table 2.1 explain Schmitt (1997)'s VLS.

Table 2.1

Schmitt (1997) Taxonomy of Vocabulary Learning Strategies (VLS)

No	Types of VLS	Definition	Example
1	Determination strategis	Determination strategies are guessing the word according to knowledge, asking the teacher, using a dictionary, or asking someone else	Predicting the meaning of words
2	Social strategies	Social strategies help students to interpret a definition of words with the help of surrounding people such as teachers, friends, family and native speakers find their meaning	Giving synonym, Giving definition through paraphrasing Using n Giving synonym Giving definition through paraphrasing Using new words in a sentence.
3	Memory strategies	Memory strategies are very widely used	Remembering vocabulary

		by students to return to remembering vocabulary.	
4	Cognitive strategies	Cognitive strategies focus on processing repetitions and uses appropriate ways to understand vocabulary.	Repeating words Labelling word
5	Metacognitive strategies	Metacognitive strategies mean students are able to control and pay attention to their learning, through their general knowledge of language.	Using media, such as: music, newspaper, movies

The theory from Oxford (1990) has 2 categories of direct and indirect vocabulary strategies which consist of; Direct: memory strategies, cognitive strategies and compensation strategies, and Indirect: metacognitive strategies, affective strategies and social strategies. Then compared to Schmitt (1997), he categorized vocabulary strategies into determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. Actually Schmitt has developed by adding and also changing strategies from some of Oxford's. Because the VLS theory has grown, the researcher choosesVocabulary. Learning Strategies taxonomy by Schmitt

(1997) to be used as theoretical framework. Since Schmitt (1997) developed VLS taxonomy from Oxford's (1990) LLS, many researchers developed instrument of VLS by adapting Schmitt's(1997) taxonomy.

D. **Theoretical Framework**

In general, this research contains vocabulary learning strategies for Madrasah Aliyah. Using a questionnaire developed by Yeh and Wang (2004) which adopted Schmitt's (1997). taxonomy. According to Schmitt (1997) taxonomy, vocabulary learning strategies are used by students to help them easier to improve their vocabulary knowledge and also to do their assignments. Schmitt (1997) confirms that if students use strategies differently naturally through the process of self-development.
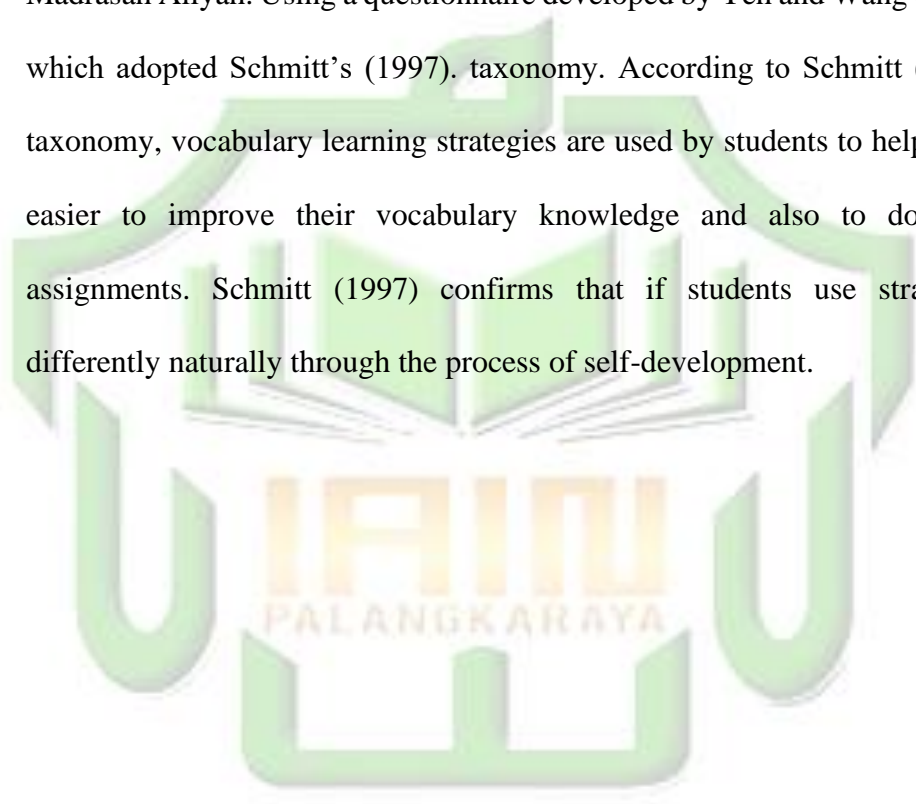
CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed about the research design, time and place, population and simple, variable of the study, research This chapter explains the research methodology. In the cover of the research design, participants and data collection.

A. Research Design

The desain of the study is a survey reseach. Survey research desain is done by applying a quantitative research method. According to Creswell (2012) in quantitative research, researchers use the instrument to observe, measure and collect data related subject studied. The research design is survey and uses questionnaire as the instrument. Furthermore, this study focuses on using survey whereby to collect quantitative data by distributing questionnaires and analysing statistical data to find out the results of research questions.

B. Time and Place

The place of study will be SMP Muhammadiyah Palangka Raya.

C. Population and Sample

1. Population

Ary, et al (2010, p. 148) creates the larger group about which the generalization is made is called a population that defined as all members of

any well-defined class of people, events, or objects. The population on this

research were student at SMP Muhammadiyah Palangka Raya.

Table 3.1

The Population 8 grade at SMP Muhammadiyah Palangka Raya

No	Class	Number
1	VIII A	28
2	VIII B	28
3	VIII C	27
4	VIII D	27
5	VIII E	27
Total	**5**	**138**

2. **Sample**

According to Helaluddin & Wijaya (2019, p.62) explained that sample is a small part of the population determined to be used in the process of data collection in research. Furthermore, Taherdoost (2016, p. 20) stated that sampling in research can be used to make conclusions. about a population or to make generalizations concerning existing theories. Based on the statement above, it took two classes to consist of 8A and 8B the grade 8 students at SMP Muhammadiyah Palangka Raya in the Academic year 2020/2021. About the number of samples, the researcher used purposive sampling. Purposive is a part of non probability sampling which involves

nonrandom procedures selecting the members of the sample (Ary, et al, 2010, p.155).

Table 3.2

Sample

NO	Class	Number of Students
1	VIII B	28
2	VIII D	27
Total		**55**

D. Resarch Instrument

The instrument used in this research is questionnaire. Yunhao (2011) states researchers are facilitated with instruments to measure variables. The questionnaire uses Schmitt's (1997) taxonomy which is developed to VLS research instrument by Yeh and Wang (2004). In this research context, Yeh and Wang's (2004) VLS questionnaire is translated into Indonesia from Mandarin.

Table 3.3

Indonesian Version of Yeh and Wang (2004)'s Questionnaire

Item	Statement	Strategy Group
1	Saya akan menganalisis jenis kata (kata kerja, kata benda, kata sifat atau kata keterangan.) dari sebuah kata baru untuk menentukan maknanya.	

2	Saya akan menganalisis bentuk kata dasar, awalan atau akhiran untuk mengetahui makna kata. Contohnya: im-possible = tidak Mungkin	
3	Saya akan menebak makna sebuah kata dari konteksnya.	Determination Strategies (DET)
4	Saya akan menggunakan kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui makna sebuah kata.	
5	Saya akan menggunakan kamus Bahasa Inggris-Bahasa Inggris untuk mengetahui makna sebuah kata.	
6	Saya akan menggunakan kamus Bahasa Indonesia-Bahasa Inggris, kamus Bahasa Inggris-Bahasa Indonesia untuk mengetahui makna sebuah kata.	
7	Saya akan menggunakan kamus elektronik untuk mengetahui makna sebuah kata.	
8	Saya akan meminta guru untuk menerjemahkan kata yang baru menjadi Bahasa Indonesia.	
9	Saya akan meminta guru untuk Saya akan meminta guru untuk memberikan sinonim dari kata yang baru.	
10	Saya akan meminta guru untuk memberikan contoh suatu kalimat yang terdapat kata baru tersebut.	Social Strategies (SOC)
11	Saya akan menanyakan makna sebuah kata pada teman sekelas saya.	
12	Saya akan mencari tahu makna Saya akan mencari tahu makna sebuah kata itu melalui diskusi kelompok.	

13	Saya akan melatih kata yang telah saya pelajari dengan teman sekelas saya.	
14	Saya akan menggunakan kata- kata yang baru saya ketahui untuk berbicara dengan penutur asli Bahasa Inggris.	
15	Saya akan memasangkan kata dengan gambar yang mewakili kata itu.	
16	Saya akan memberikan suata gambaran terkait makna dari suatu kata ke dalam pikiran saya. Contohnya, ketika Anda belajar tentang *cloud*, di pikiran saya akan muncul langit.	
17	Saya akan menghubungkan kata dengan pengalaman pribadi saya. Contohnya, ketika belajar tentang *rain*, saya memikirkan pengalaman saya ketika menikmati hujan bersama teman-teman.	
18	Saya akan menghubungkan satu kata ke kata yang terkait dengannya, misalnya: ketika belajar kosakata apel, saya juga memkirkan buah-buahan lainnya, seperti pir, pisang, dan lain-lain.	
19	Ketika saya belajar sebuah kata, saya memperhatikan sinonim (makna kata yang sama) dan antonim (makna kata yang berlawanan), sebagai contoh: ketika belajar kosakata *beautiful*, saya belajar maknanya dapat berarti cantik untuk sinonim, dan *ugly* (jelek) untuk antonim.	Memory Strateges (MEM)

20	Saya akan mengelompokkan kata-kata yang akan dipelajari. Contohnya: nama benda-benda di ruang kelas.
21	Saya akan menggunakan kata yang baru saya pelajari untuk membuat kalimat.
22	Saya akan menggabungkan beberapa kata baru dan menghubungkannya ke dalam sebuah cerita untuk membantu saya mengingat.
23	Ketika saya mempelajari suatu kata, saya akan mengingat ejaannya.
24	Ketika saya mempelajari suatu kata, saya akan memperhatikan pengucapan dan peruntukkannya.
25	Ketika saya mempelajari suatu kata, saya akan membacanya keras-keras.
26	Saya akan menggarisbawahi kata baru untuk meningkatkan kesan saya.
27	Saya akan mencari padanan suara homofonik bahasa Indonesa yang mirip dengan pengucapan bahasa Inggris untuk membantu menghafal kata baru.
28	Saya akan mengingat kata dasar, awalan dan akhiran dari suatu kata.
29	Saya akan mengingat kata baru dari cara pengucapannya.
30	Saya akan melihat deskripsinya pada teks untuk menjelaskan makna suatu kata. Contohnya: *housekeeper* diinterpretasi sebagai orang yang merawat suatu rumah.

31	Saya akan menuliskan seluruh frase atau idiom yang berhubungan dengan suatu kata.	
32	Saya akan menggunakan gerakan fisik untuk membantu mengingat kata baru. Contohnya: Saya melompat dan ingat kata *"jump"*	
33	Saya akan mengulang arti kata untuk mengingatnya.	
34	Saya akan menulis kata berulang-ulang untuk mengingatnya.	
35	Saya menggunakan tabel untuk mengingat (satu tabel berisi kosakata bahasa Inggris table lainnya arti bahasa Indonesia).	
36	Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis dengan kosakata bahasa Inggris di satu sisi, sisi lain menulis artinya dalam bahasa Indonesia).	
37	Saya akan membuat catatan kosakata baru selama pelajaran.	
38	Saya akan menggunakan konteks dalam teks untuk menjelaskan arti suatu kata.	Cognitive Strategies (COG)
39	Saya akan mendengarkan rekaman daftar kosakata.	
40	Saya akan meletakkan label bahasa Inggris pada objek untuk membantu saya mengingat kosakata itu, misalnya: beri label *vase* di vas bunga	
41	Saya akan selalu membawa buku catatan untuk mencatat kosakata yang baru.	
42	Saya akan menggunakan lagu berbahasa Inggris untuk belajar kata baru.	

43	Saya akan menonton video terkait pengucapan dalam bahasa Inggris untuk belajar kosakata.	
44	Saya akan membaca koran berbahasa Inggris untuk belajar kosakata.	
45	Saya akan membaca majalah bahasa Inggris untuk belajar kosakata.	
46	Saya akan membaca bahan bacaan bahasa Inggris untuk mempelajari kata baru (seperti: novel, cerita pendek, dan lain-lain.)	Metacognitive Strategies (MET)
47	Saya akan mendengarkan program radio Bahasa Inggris untuk belajar kosakata.	
48	Saya akan menggunakan tes kosakata untuk menguji apakah saya dapat mengingat kosakata baru.	
49	Saya akan selalu meninjau kosakata yang telah saya pelajari setiap saat.	
50	Saya akan mengabaikan kata baru yang saya temukan.	

1. Questionnaire

According to Zoltan, (2010, p. 18) stated 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 answers or selecting from among existing answer. McKay (2006, p. 35) stated that there are two types of questions are open ended and close ended questions. The researcher used close ended questions allowed for more uniformity or responses and were easy to answer, code, and analyze.

In this research the researcher adopted the questionnaire of journal based on Geramia & Baighloub (2011), Ming-Nuan (2007). The researcher had 20 items grouped into six categories: affective (5 items), social (3 items), cognitive (2 items), meta-cognitive (3 items), compensation (4 items) and memory (3 items). Some items were slightly modified or deleted so that they were more compatible with the actual English learning situations in SMP Muhammadiyah Palangka Raya.

Table 3.4

Specification of Questionnaire

Category	Items spesifications	Items of questionnaire
Determination	1-7	7
Social	8-14	7
Memory	15-32	18
Cognitive	33-41	9
Metacognitive	42-50	9
Total		50

2. **Instrument Validity**

According to Kumar (2011), in term of measurement procedures, therefore, validity is the ability of an instrument to measure what it is designed to measure: he assumes on Smith states, Validity is defined as the degree to which the researcher has measured what he has set out to measure.

According to Arikunto (2010), 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 was conducted by consulting to the advisor, while the empirical validity in this research, the researcher used the Karl Pearson product moment correlation formula to test the validity of the instrument.

3. **Instrument Reliability**

Reliability as referring to the consistency of the scores resulted from the assessment Latief, (2014). Consistency is an important indicator of reliability, meaning that if an assessment result is (or the test scores are) consistent from one assessment to another, then the assessment result has (or the test scores have) high reliability. Instrument Reliability According to Ary (2010, p. 236). the reliability of a measuring instrument is the degree of consistency which it measures whatever it is measuring this quality is essential in any kind of measurement. According to Azwar, in the book of Suyoto (2015, p. 91) stated that there are three reach limit of reliability, they are:

a) If the researcher measures the object repeatedly with the same instrument. and the study results are still the same. It means the researcher reaches the limit of reliability.

b) If the result of the measurement is the final, it means the researcher reaches the limit of reliability.

c) To minimize the mistakes of the measurement.

   To measure the reliability of the instrument the researcher used the following formula:

Formulation of Alpha Croanbach as Follows:

$$a = \left[\frac{k}{k-1}\right]\left[1\frac{\sum s_1^2}{s_x^2}\right]$$

Where:

K   : the total of items

$\sum s_1^2$: the total of varians of each instruments

S_X^2 : variants of the instruments

E. **Theoritical Fomework**

   In general, this research contains vocabulary learning strategies for Madrasah Aliyah. Using a questionnaire developed by Yeh and Wang (2004) which adopted Schmitt's (1997). taxonomy. According to Schmitt (1997) taxonomy, vocabulary learning strategies are used by students to help them easier to improve their vocabulary knowledge and also to do their assignments.

Fiture 3.4

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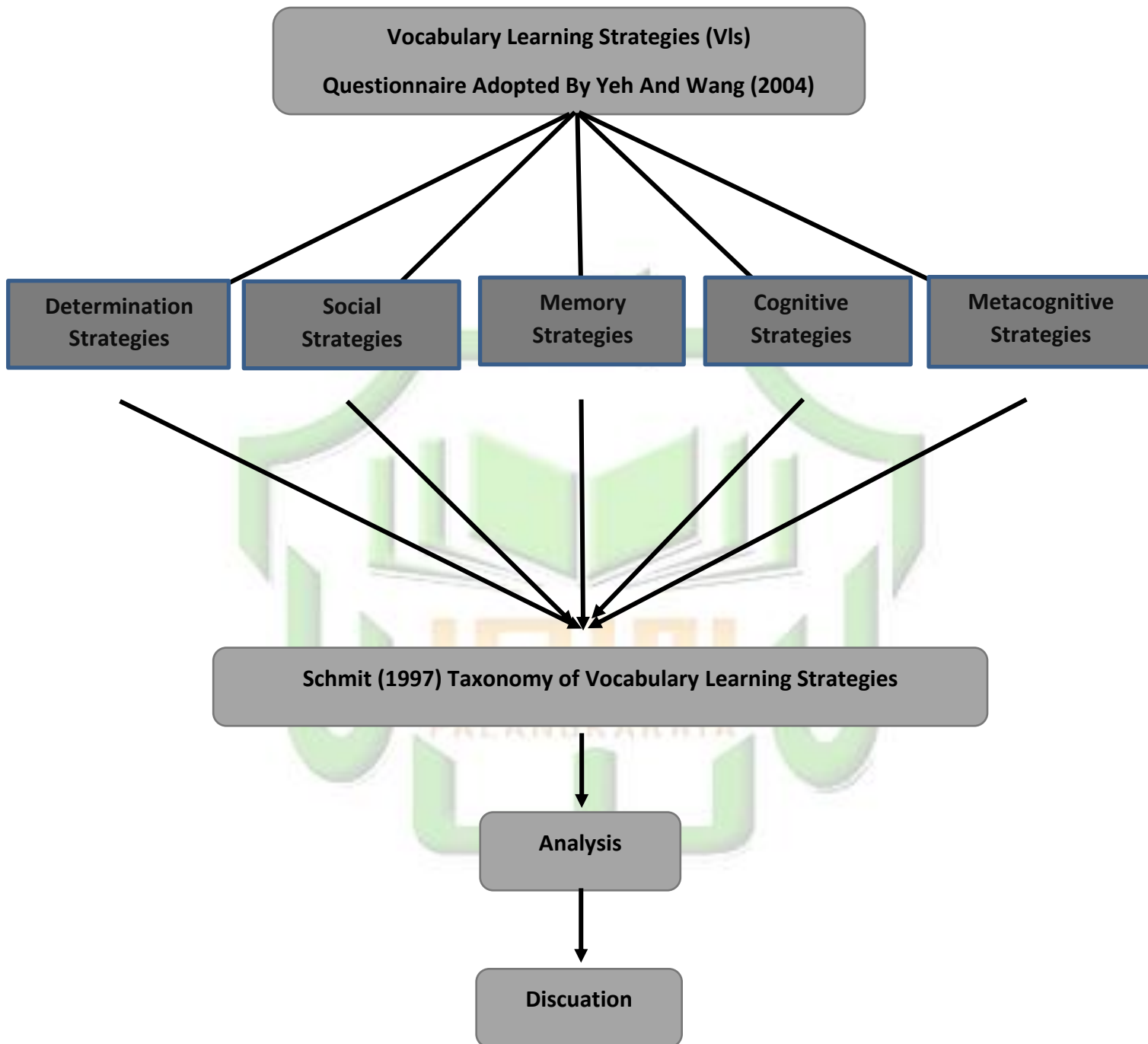
F. Data Collaction Procedure

In this study, the researcher did some processes to collect the data:

1. The researcher asked permission from the principal.

2. The researcher asked permission from the English teacher.

3. The researcher asked the willingness of students to become respondents.

4. The researcher explained the intent and purpose of asking students to complete a questionnaire

G. Data Analysis Procedure

To analyze the data of the research, there were some steps:

1. Data Compiling

In this study, the researcher used interval scale and the collected the data by using questionnaires scale likert types questions. This research was about A Survey Vocabulary Learning Strategy Used By The student at SMP Muhammadiyah Palangka Raya. Often attitude scales on a questionnaire were also treated as interval scale.

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

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

b) The researcher arranged the collect score into the distribution of frequency of score table.

c) The researcher interpreted the analysis result.

d) The researcher drew the conclusion based on criteria.

The assessment score of this research instrument used subject likert scaling. So that confusion avoided in scoring the five answers, for details, it showed in the following Atable:

Table 3.4

The Interpretation and Score

No	Statem	Score
1	Always	5
2	Oftent	4
3	Sometimes	3
4	Rarely	2
5	Never	1

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the data presentation, data finding and discussion. The data finding designed to answer the research problem was the questionnaire.

A. **Data Presentation**

This section presented the results of research on students' perceptions of vocabulary classes on their learning outcomes using a questionnaire as the main instrument for collecting data. Quantitative data were analyzed using Ms. Excel and SPSS 24 Programs.

The number of research participants was 55 people in grades 8A and 8C at SMP Muhammadiyah Palangka Raya. To answer the research questions, the researcher asked students using closed questions about investigating students' perceptions of learning materials in speaking classes, investigating students' perceptions of students' learning strategies in speaking classes during the covid-19 pandemic.

B. **Research Findings**

The research was started from 21 June 2021-24 August 2021 at SMP Muhammadiyah Palangka Raya. The research samples of class 8B and class 8D through google form. The data from this study were questionnaire.

The results of the study on the perception of students in vocabulary classes on their learning outcomes were obtained by using a questionnaire as

the main instrument to collect data. The data were presented in the term at central tendencies (mean, median, mode, and standard deviation). The first step was to tabulate the scores into the calculation average table. The second step was tabulation of scores into a table for calculating the total score, median, mode, standard deviation, and interval.

The data above could be detailed as follows;

Item_1 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	5.5	5.5	5.5
	Rarely	11	20.0	20.0	25.5
	Sometimes	21	38.2	38.2	63.6
	Often	12	21.8	21.8	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 1, I try to relax whenever I feel afraid of using English. There are 3 students (5.5%) stating Never, 11 students (20.0%) stating Rarely, 21 students (38.2%) stating Sometimes, 12 students (21.8%) Often, 8 students (14 .5%) states Always.

Item_2 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	9.1	9.1	9.1
	Rarely	12	21.8	21.8	30.9
	Sometimes	14	25.5	25.5	56.4
	Often	20	36.4	36.4	92.7

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	4	7.3	7.3	100.0
Total	55	100.0	100.0	

Item 2, I try to relax whenever I feel afraid of using English. There are 5 students (9.1%) stating Never, 12 students (21.8%) stating Rarely, 14 students (25.5%) stating Sometimes, 20 students (36.4%) Often, 4 students (7.3%) states Always.

Item_3 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.8	1.8	1.8
	Rarely	8	14.5	14.5	16.4
	Sometimes	21	38.2	38,.2	54.5
	Often	17	30.9	30.9	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 3, I try to relax whenever I feel afraid of using English. There are 1 students 1.8%) stating Never, 8 students (14.5%) stating Rarely, 21 students (38.2%) stating Sometimes, 17 students (30.9%) Often, 8 students (14.5%) states Always.

Item_4 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.8	1.8	1.8
	Rarely	11	20.0	20.0	21.8
	Sometimes	17	30.9	30.9	52.7
	Often	13	23.6	23.6	76.4
	Always	13	23.6	23.6	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	55	100.0	100.0	

Item 4, I try to relax whenever I feel afraid of using English. There are 1 students (1.8%) stating Never, 11 students (20.0%) stating Rarely, 17 students (30.9%) stating Sometimes, 13 students (23.6%) Often, 13 students (23.6%) states Always.

Item_5 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	16.4	16.4	16.4
	Rarely	14	25.5	25.5	41.8
	Sometimes	16	29.1	29.1	70.9
	Often	8	14.5	14.5	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 5, I try to relax whenever I feel afraid of using English. There are 9 students (16.4%) stating Never, 14 students (25.5%) stating Rarely, 16 students (29.1%) stating Sometimes, 8 students (14.5%) Often, 8 students (14.5%) states Always.

Item_6 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.6	3.7	3.7
	Rarely	8	14.5	14.8	18.5
	Sometimes	20	36.4	37.0	55.6
	Often	11	20.0	20.4	75.9
	Always	13	23.6	24.1	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	54	98.2	100.0	
Missing	System	1	1.8		
Total		55	100.0		

Item 6, I try to relax whenever I feel afraid of using English. There are 2 students (3.6%) stating Never, 8 students (14.5%) stating Rarely, 20 students (36.4%) stating Sometimes, 11 students (20.0%) Often, `13 students (23.6%) states Always.

Item_7 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	25.5	25.5	25.5
	Rarely	7	12.7	12.7	38.2
	Sometimes	13	23.6	23.6	61.8
	Often	14	25.5	25.5	87.3
	Always	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Item 7, I try to relax whenever I feel afraid of using English. There are 14 students (25.5%) stating Never, 7 students (12.7%) stating Rarely, 13 students (23.6%) stating Sometimes, 14 students (25.5%) Often, 7 students (12.7%) states Always.

Item_8 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	20.0	20.0	20.0
	Rarely	15	27.3	27.3	47.3
	Sometimes	20	36.4	36.4	83.6
	Often	5	9.1	9.1	92.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	Always	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Item 8, I try to relax whenever I feel afraid of using English. There are 11 students (20.0.%) stating Never 15 students (27.3%) stating Rarely, 20 students (36.4%) stating Sometimes, 5 students (9.1%) Often, 4 students (7.3 %) states Always.

Item_9 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	21.8	21.8	21.8
	Rarely	12	21.8	21.8	43.6
	Sometimes	18	32.7	32.7	76.4
	Often	9	16.4	16.4	92.7
	Always	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Item 9, I try to relax whenever I feel afraid of using English. There are 12 students (21.8.%) stating Never, 12 students (21.8%) stating Rarely, 18 students (32.7%) stating Sometimes, 9 students (16.4%) Often, `4 students (7.3 %) states Always.

Item_10 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	18.2	18.2	18.2
	Rarely	12	21.8	21.8	40.0
	Sometimes	23	41.8	41.8	81.8

	Frequency	Percent	Valid Percent	Cumulative Percent
Often	7	12.7	12.7	94.5
Always	3	5.5	5.5	100.0
Total	55	100.0	100.0	

Item 10, I try to relax whenever I feel afraid of using English. There are 10 students (18.2%) stating Never, 12 students (21.8%) stating Rarely, 23 students (41.8%) stating Sometimes, 7 students (12.7%) Often, 3 students (7. %) states Always.

Item_11 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.6	3.6	3.6
	Rarely	11	20.0	20.0	23.6
	Sometimes	17	30.9	30.9	54.5
	Often	19	34.5	34.5	89.1
	Always	6	10.9	10.9	100.0
	Total	55	100.0	100.0	

Item 11, I try to relax whenever I feel afraid of using English. There are 2 students (3.6%) stating Never, 11 students (20.0%) stating Rarely, 17 students (30.9%) stating Sometimes,19 students (34.9%) Often, 6 students (10.9%) states Always.

Item_12 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	14.5	14.5	14.5
	Rarely	11	20.0	20.0	34.5
	Sometimes	19	34.5	34.5	69.1
	Often	15	27.3	27.3	96.4

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	2	3.6	3.6	100.0
Total	55	100.0	100.0	

Item 12, I try to relax whenever I feel afraid of using English. There are 8 students (14.5%) stating Never, 11 students (20.0%) stating Rarely, 19 students (34.5%) stating Sometimes,15 students (27.3%) Often, 2 students (3.6%) states Always.

Item_13 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	10.9	10.9	10.9
	Rarely	8	145	14.5	25.5
	Sometimes	21	38.2	38.2	63.6
	Often	12	21.8	21.8	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 13, I try to relax whenever I feel afraid of using English. There are 6 students (10.9%) stating Never, 8 students (14.5%) stating Rarely, 21 students (38,2%) stating Sometimes, 12 students (21.8%) Often, 8 students (14.5%) states Always.

Item_14 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	20.0	20.0	20.0
	Rarely	12	21.8	21.8	41.8
	Sometimes	15	27.3	27.3	69.1
	Often	12	21.8	21.8	90.9
	Always	5	9.1	9.1	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	55	100.0	100.0	

Item 14, *I try to relax whenever I feel afraid of using English*. There are 11 students (20.0%) stating Never, 12 students (21.8%) stating Rarely, 15 students (27.3%) stating Sometimes,12 students (21.8%) Often, 5 students (9.1%) states Always.

Item_15 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.3	7.3	7.3
	Rarely	9	16.4	16.4	23.6
	Sometimes	25	45.5	45.5	69.1
	Often	11	20.0	20.0	89.1
	Always	6	10.9	10.9	100.0
	Total	55	100.0	100.0	

Item 15, *I try to relax whenever I feel afraid of using English*. There are 4 students (7.3%) stating Never, 9 students (16.4%) stating Rarely, 25 students (45.5%) stating Sometimes,11 students (20.0%) Often, 6 students (10.9%) states Always.

Item_16 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	5.5	5.5	5.5
	Rarely	6	10.9	10.9	16.4
	Sometimes	21	38.2	38.2	54.5
	Often	18	32.7	32.7	87.3
	Always.	7	12.7	12.7	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	55	100.0	100.0	

Item 16, I try to relax whenever I feel afraid of using English. There are 3 students (5.5%) stating Never, 6 students (10.9%) stating Rarely, 21 students (38.2%) stating Sometimes, 18 students (32.7%) Often, 7 students (12.7%) states Always.

Item_17 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.3	7.3	7.3
	Rarely	8	14.5	14.5	21.8
	Sometimes	21	38.2	38.2	60.0
	Often	15	27.3	27.3	87.3
	Always	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Item 17, I try to relax whenever I feel afraid of using English. There are 4 students (7.3%) stating Never, 8 students (14.5%) stating Rarely, 21 students (38.2%) stating Sometimes,15 students (27.3%) Often, 7 students (12.7%) states Always.

Item_18 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.3	7.3	7.3
	Rarely,	4	7.3	7.3	14.5
	Sometimes	17	30.9	30.9	45.5
	Often	23	41.8	41.8	87.3

Always	7	12.7	12.7	100.0
Total	55	100.0	100.0	

Item 18, I try to relax whenever I feel afraid of using English. There are 55 students 4 (7.3%) stating Never, 4 students (7.3%) stating Rarely, 17 students (30.9%) stating Sometimes, 23 students (41.8%) Often, 7 students (12.7%) states Always.

Item_19 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	5.5	5.5	5.5
	Rarely	7	12.7	12.7	18.2
	Sometimes	20	36.4	36.4	54.5
	Often	17	30.9	30.9	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 19, I try to relax whenever I feel afraid of using English. There are 4 students (7.3%) stating Never, 9 students (16.4%) stating Rarely, 24 students (43.6%) stating Sometimes,11 students (20.0%) Often, 7 students (12.7%) states Always.

Item_20 Result of Questionnaire Analysis

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	4	7.3	7.3	7.3
Rarely	9	16.4	16.4	23.6
Sometimes	24	43.6	43.6	67.3
Often	11	20.0	20.0	87.3

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	7	12.7	12.7	100.0
Total	55	100.0	100.0	

Item 20, I try to relax whenever I feel afraid of using English. There are 4 students (7.3%) stating Never, 9 students (16.4%) stating Rarely, 24 students (43.6%) stating Sometimes,11 students (20.0%) Often, 7 students (12.7%) states Always.

Item_21 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.3	7.3	7.3
	Rarely	9	16.4	16.4	23.6
	Sometimes	21	38.2	38.2	61.8
	Often	16	29.1	29.1	90.9
	Always	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Item 21, I try to relax whenever I feel afraid of using English. There are 4 students (7.3%) stating Never, 9 students (16.4%) stating Rarely, 21 students (38.2%) stating Sometimes,16 students (29.1%) Often, `5 students (9.1%) states Always.

Item_22 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.3	7.3	7.3
	Rarely	9	16.4	16.4	23.6
	Sometimes	18	32.7	32.7	56.4
	Often	18	32.7	32.7	89.1
	Always	6	10.9	10.9	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	55	100.0	100.0	

Item 22, *I try to relax whenever I feel afraid of using English*. There are 4 students (7.3%) stating Never, 9 students (16.4%) stating Rarely, 18 students (32.7%) stating Sometimes,18 students (32.7%) Often, `6 students (10.9%) states Always.

Item23 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never,	2	3.6	3.6	3.6
	Rarely	3	5.5	5.5	9.1
	Sometimes	17	30.9	30.9	40.0
	Often	21	38.2	38.2	78.2
	Always	12	21.8	21.8	100.0
	Total	55	100.0	100.0	

Item 23, *I try to relax whenever I feel afraid of using English*. There are 2 students (%) stating Never, 11 students (%) stating Rarely, 17 students (%) stating Sometimes,19 students (%) Often, `6 students (%) states Always.

Item_24 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	9.1	9.1	9.1
	Rarely	4	7.3	7.3	16.4
	Sometimes	16	29.1	29,.1	45.5
	Often	20	36.4	36.4	81.8
	Always	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Item 24, I try to relax whenever I feel afraid of using English. There are 5 students (9.1%) stating Never, 4 students (7.3%) stating Rarely, 16 students (29.1%) stating Sometimes, 20 students (36.4%) Often, 10 students (18.2%) states Always.

Item_25 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	25.5	25.5	25.5
	Rarely	17	30.9	30.9	56.4
	Sometimes	15	27.3	27.3	83.6
	Often	7	12.7	12.7	96.4
	Always	2	3.6	3,.6	100.0
	Total	55	100.0	100.0	

Item 25, I try to relax whenever I feel afraid of using English. There are 4 students (25.5%) stating Never, 17 students (30.9%) stating Rarely, 15 students (27.3%) stating Sometimes,7 students (12.7%) Often, 2 students (3.6%) states Always.

Item_26 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	12.7	12.7	12.7
	Rarely	12	21.8	21.8	34.5
	Sometimes	14	25.5	25.5	60.0
	Often	15	27.3	27.3	87,.3
	Always	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Item 26, I try to relax whenever I feel afraid of using English. There are 7 students (12.7%) stating Never, 12 students (21.8%) stating Rarely, 14 students (25.5%) stating Sometimes,15 students (27.3%) Often, 7 students (12.7%) states Always.

Item_27 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	10.9	10.9	10.9
	Rarely	16	2.,1	29.1	40.0
	Sometimes	24	43.6	43.6	83.6
	Often	7	12.7	12.7	96.4
	Always	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Item 27, I try to relax whenever I feel afraid of using English. There are 6 students (10.9%) stating Never, 16 students (29.1%) stating Rarely, 24 students (43.6%) stating Sometimes,7 students (12.7%) Often, 2 students (3.6%) states Always.

Item_28 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	11	20.0	20.0	20.0
	Sometimes	16	29.1	29.1	49.1
	Often	20	36.4	36.4	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 28, I try to relax whenever I feel afraid of using English. There are, 16 students (29.1%) stating Rarely, 20 students (36.4%) stating Sometimes,8 students (14.5%) Often, `6 students (%) states Always.

Item_29 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	5.5	5.5	5.5
	Rarely	5	9.1	9.1	14.5
	Sometimes	12	21.8	21.8	36.4
	Often	23	41.8	41.8	78.2
	Always.	12	21.8	21.8	100.0
	Total	55	100.0	100.0	

Item 29, I try to relax whenever I feel afraid of using English. There are 3 students (5.5%) stating Never, 5 students (9.1%) stating Rarely, 12 students (21.8%) stating Sometimes, 23 students (41.8%) Often, 12 students (21.8%) states Always.

Item_30 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always.	5	9.1	9.1	9.1
	Rarely	9	16.4	16.4	25.5
	Sometimes	23	41.8	41.8	67.3
	Often,	14	25.5	25.5	92.7
	Always	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Item 30, I try to relax whenever I feel afraid of using English. There are 5 students (9.1%) stating Always., 9 students (16.4%) stating Rarely, 23 students (41.8%) stating Sometimes, 14 students (%) Often, 4 students (7.3%) states Always.

Item_31 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	16.4	16.4	16.4
	Rarely,	9	16.4	16.4	32.7
	Sometime	22	40.0	40.0	72.7
	Often	11	20.0	20.0	92.7
	Always	4	7.3	7.3	100.0
	Total	55	100,0	100.0	

Item 31, I try to relax whenever I feel afraid of using English. There are 9 students (16.4%) stating Never, 9 students (16.4%) stating Rarely, 22 students (40.0%) stating Sometimes,11 students (20.0%) Often, 4 students (7.3%) states Always.

Item_32 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	10.9	10.9	10.9
	Rarely	11	20.0	20.0	30.9
	Sometimes	19	34.5	34.5	65.5
	Often,	17	30.9	30.9	96.4
	Always	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Item 32, I try to relax whenever I feel afraid of using English. There are 6 students (10.9%) stating Never, 11 students (20.0%) stating Rarely, 19 students (34.5%) stating Sometimes,17 students (30.9%) Often, 2 students (3.6%) states Always.

Item_33 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	3.6	3.6	3.6
	Sometimes	13	23.6	23.6	27.3
	Often	26	47.3	47.3	74.5
	Always	14	25.5	25.5	100.0
	Total	55	100.0	100.0	

Item 33, I try to relax whenever I feel afraid of using English. There are, 2 students (3.6%) stating Rarely, 13 students (23.6%) stating Sometimes, 26 students (47.3%) Often, 14 students (25.5%) states Always.

Item_34 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	16.4	16.4	16.4
	Rarely	8	14.5	14.5	30.9
	Sometimes	18	32.7	32.7	63.6
	Often	12	21.8	21.8	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 34, I try to relax whenever I feel afraid of using English. There are 9 students (16.4%) stating Never, 8 students (14.5%) stating Rarely, 18 students (32.7%) stating Sometimes,12 students (21.8%) Often, 8 students (`4.5%) states Always.

Item_35 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	12.7	12.7	12.7
	Rarely	10	18.2	18.2	30.9
	Sometimes	18	32.7	32.7	63.6
	Often	17	30.9	30.9	94.5
	Always	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Item 35, I try to relax whenever I feel afraid of using English. There are 7 students (12.7%) stating Never, 10 students (18.2%) stating Rarely, 18 students (32.7%) stating Sometimes,17 students (30.9%) Often, 3 students (5.5%) states Always.

Item_36 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	12.7	12.7	12.7
	Rarely	7	12.7	12.7	25.5
	Sometimes	20	36.4	36.4	61.8
	Often	18	32.7	32.7	94.5
	Always	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Item36, I try to relax whenever I feel afraid of using English. There are 7 students (%) stating Never, 7 students (%) stating Rarely, 20 students (%) stating Sometimes,18 students (%) Often, 3 students (%) states Always.

Item_37 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	10.9	10.9	10.9
	Rarely	15	27.3	27.3	38.2
	Sometimes	15	27.3	27,.3	65.5
	Often	14	25.5	25.5	90.9
	Always	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Item 37, I try to relax whenever I feel afraid of using English. There are 6 students (10.9%) stating Never, 15 students (27.3%) stating Rarely, 15 students (27.3%) stating Sometimes,14 students (25.5%) Often, 5 students (9.1%) states Always.

Item_38 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	7.3	7.3	7.3
	Rarely	10	18.2	18.2	25.5
	Sometimes	18	32.7	32.7	58.2
	Often	17	30.9	30.9	89.1
	Always	6	10.9	10.9	100.0
	Total	55	100.0	100.0	

Item 38, I try to relax whenever I feel afraid of using English. There are 4 students (7.34%) stating Never, 10 students (18.2%) stating Rarely, 18 students (32.7%) stating Sometimes,197students (30.9%) Often, 6 students (10.9%) states Always.

Item_39 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	14.5	14.5	14.5
	Rarely	8	14.5	14.5	29.1
	Sometimes	15	27.3	27.3	56.4
	Often	17	30.9	30.9	87.3
	Always	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Item 39, I try to relax whenever I feel afraid of using English. There are 8 students (14.5%) stating Never, 8 students (14.5%) stating Rarely, 15 students (27.3%) stating Sometimes,17 students (30.9%) Often, 7 students (12.7%) states Always.

Item_40 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	15	27.3	27.3	27.3
	Rarely	11	20.0	20.0	47.3
	Sometimes	14	25.5	25.5	72.7
	Often	11	20.0	20.0	92.7
	Always	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Item 40, I try to relax whenever I feel afraid of using English. There are 15 students (27.3%) stating Never, 11 students (20.0%) stating Rarely, 14 students (25.5%) stating Sometimes,11 students (20.0%) Often, 4 students (7.3%) states Always.

Item_41 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	14.5	14.5	14.5
	Rarely	8	14.5	14.5	29.1
	Sometimes	17	30.9	30.9	60.0
	Often	18	32.7	32.7	92.7
	Always	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Item 41 , I try to relax whenever I feel afraid of using English. There are 8 students (14.5%) stating Never, 8 students (14.5%) stating Rarely, 17 students (30.9%) stating Sometimes,18 students (32.7%) Often, 4 students (7.3%) states Always.

Item_42 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	10.9	10.9	10.9
	Rarely	5	9.1	9.1	20.0
	Sometimes	16	29.1	29.1	49.1
	Often	20	36.4	36.4	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 42, I try to relax whenever I feel afraid of using English. There are 6 students (10.9%) stating Never, 5 students (9.1%) stating Rarely, 16 students (29.1%) stating Sometimes, 20 students (36.4%) Often, 8 students (14.5%) states Always.

Item_43 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	5.5	5.5	5.5
	Rarely	9	16.4	16.4	21.8
	Sometimes	23	41.8	41.8	63.6
	Often	14	25.5	25.5	89.1
	Always	6	10.9	10.9	100.0
	Total	55	100.0	100,0	

Item 43, I try to relax whenever I feel afraid of using English. There are 3 students (5.5%) stating Never, 9 students (16.4%) stating Rarely, 23 students (41.8%) stating Sometimes, 14 students (25.5%) Often, 6 students (10.9%) states Always.

Item_44 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	21	38.2	38.2	38.2
	Rarely	15	27.3	27.3	65.5
	Sometimes	10	18.2	18.2	83.6
	Often	6	10.9	10.9	94.5
	Always	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Item 44, I try to relax whenever I feel afraid of using English. There are 3 students (5.5%) stating Never, 9 students (16.4%) stating Rarely, 23 students (41.8%) stating Sometimes, 14 students (25.5%) Often, 6 students (10.9%) states Always.

Item_45 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	23.6	23.6	23.6
	Rarely	12	21.8	21.8	45.5
	Sometimes	19	34.5	34.5	80.0
	Often	7	12.7	12.7	92.7
	Always	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Item 45, I try to relax whenever I feel afraid of using English. There are 13 students (23.6%) stating Never, 12 students (21.8%) stating Rarely, 19 students (34.5%) stating Sometimes, 7 students (12.7%) Often, 4 students (7.3%) states Always.

Item_46 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	18.2	18.2	18.2
	Rarely	9	16.4	16.4	34.5
	Sometimes	17	30.9	30.9	65.5
	Often	11	20.0	20.0	85.5
	Always	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Item 46, I try to relax whenever I feel afraid of using English. There are 10 students (18.2%) stating Never, 9 students (16.4%) stating Rarely, 17 students (30.9%) stating Sometimes, 11 students (20.0%) Often, 8 students (14.5%) states Always.

Item_47 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	21	38.2	38.2	38.2
	Rarely	8	14.5	14.5	52.7
	Sometimes	17	30.9	30.9	83.6
	Often	7	12.7	12.7	96.4
	Always	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Item 47, I try to relax whenever I feel afraid of using English. There are 21 students (38.2%) stating Never, 8 students (14.5%) stating Rarely, 17 students (30.9%) stating Sometimes, 7 students (25.5%) Often, 2 students (3.6%) states Always.

Item_48 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	12.7	12.7	12.7
	Rarely	7	12.7	12.7	25.5
	Sometimes	20	36.4	36.4	61.8
	Often	15	27.3	27.3	89.1
	Always	6	10.9	10.9	100.0
	Total	55	100.0	100.0	

Item 48, I try to relax whenever I feel afraid of using English. There are 7 students (12.7%) stating Never, 7 students (12.7%) stating Rarely, 20 students (36.4%) stating Sometimes, 15 students (27.3%) Often, 6 students (10.9%) states Always.

Item_49 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	6	10.9	10.9	10.9
	Sometimes	23	41.8	41.8	52.7
	Often	17	30.9	30.9	83.6
	Always	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Item 49, I try to relax whenever I feel afraid of using English. There are 6 students (10.9%) stating Rarely, 23 students (41.8%) stating Sometimes, 17 students (30.9%) Often, 9 students (16.4%) states Always.

Item_50 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	25	45.5	45.5	45.5
	Rarely,	14	25.5	25.5	70.9
	Sometimes	14	25.5	25.5	96.4
	Often	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Item 50, I try to relax whenever I feel afraid of using English. There are 25 students (45.5%) stating Never, 14 students (25.5%) stating Rarely, 14 students (25.5%) stating Sometimes, 2 students (3.6 %) Often.

1. **Vocabulary learning strategies in Determination Strategies**

   The second category is vocabulary learning strategies in determination strategies which consists of 3 category of interval. The results of the strategy survey are shown in table 4.3.

Table 4.3

Determination Strategies

Category	% Interval	Frequency
High	≥72%	12
Medium	47-71%	37
Low	≤46%	6
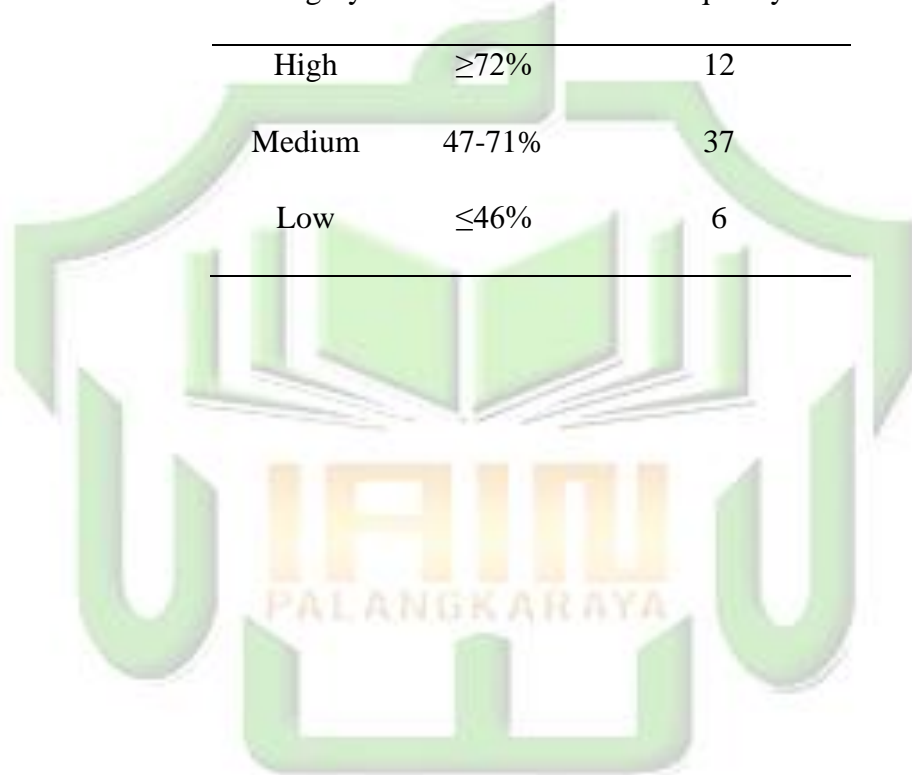
Table 4.3 shows the percentage of 55 respondents in the vocabulary learning materials in the determination strategy 1-7 in the questionnaire. Based on the data, the highest percentage was obtained >74% by high sources in this result it can be explained that students learn how to learn English vocabulary in class. Medium category got 47-71% percentage in this result, students can be explained that they are in the moderate category in knowing English vocabulary. In addition, the third part received low category with a percentage result of ≤46% in this result, it can be explained that students are weak in learning English vocabulary.

Figures 4.1 **Distribution of Determination Strategies**
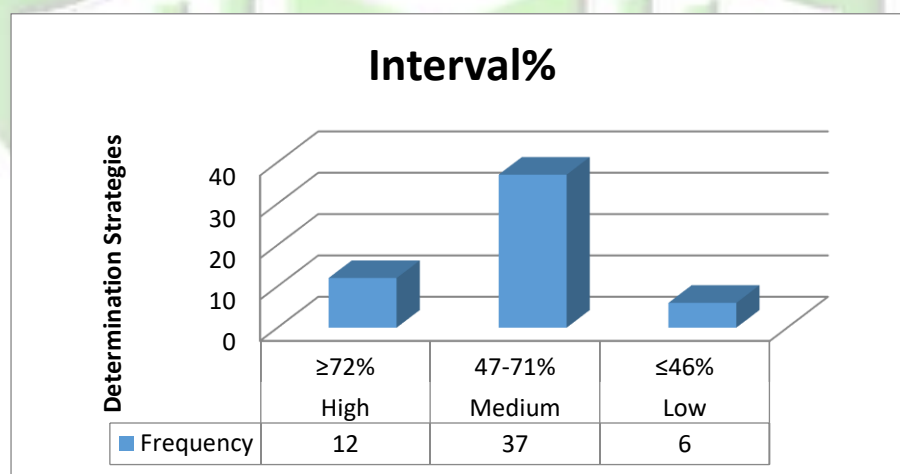
Figures 4.1 shows the percentage of 55 students who have an interpretation of English vocabulary material based on the data, the highest percentage <72% with a frequency of 12 got high category in learning English vocabulary, medium category 47-71% with a frequency of 37. Strategy determination got low category with interval <46% with a frequency of 6.

2. Vocabulary learning strategies in Social Strategies

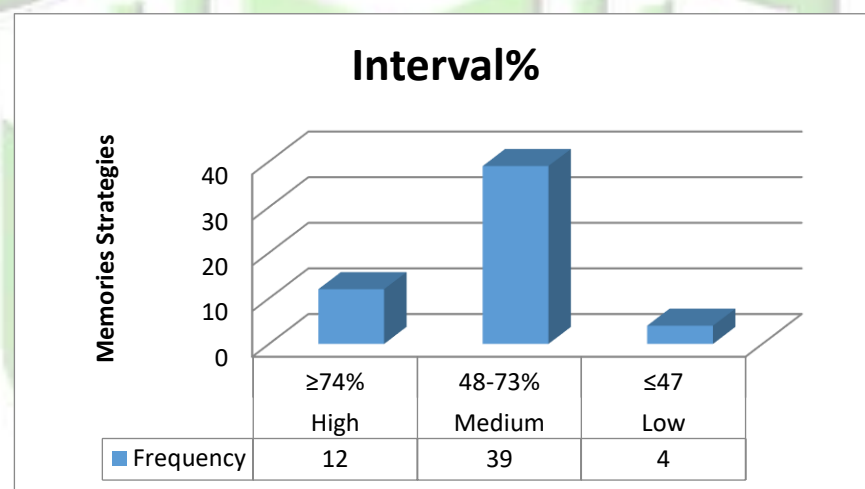The second category is vocabulary learning in social strategies which consists of 3 category of interval. The results of the strategy survey are shown in table 4.4

Table 4.4
Social Strategies

Category	% Interval	Frequency
High	≥72%	8
Medium	47-71%	36
Low	≤46%	11

Table 4.5 shows the percentage that 55 respondents were asked questions in the group on questions 8-14 in the questionnaire. Based on the percentage data, it can be >72% by the high category in this result students engage in learning activities that afford them opportunities for them to be exposed to and practice their knowledge. Percentage 47-71% in the second result getting the medium category. while the third <46% in this result can be explained that it is weak in understanding in learning English vocabulary.

***Figures 4.2* Distribution of Social Strategies**
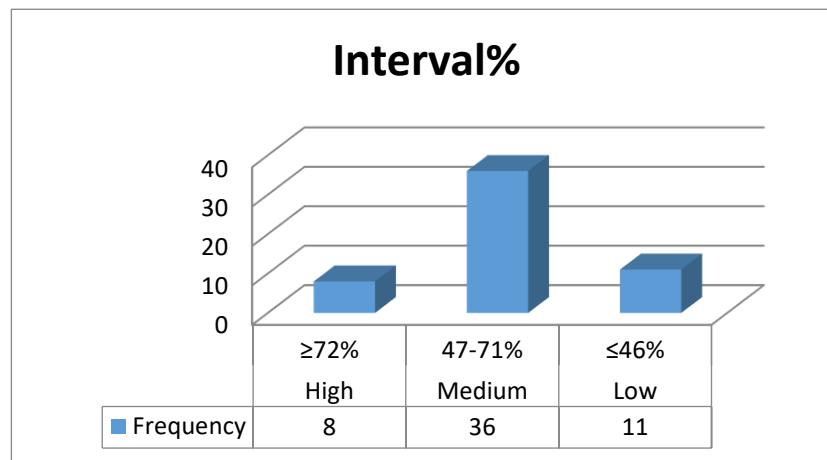
Figures 4.2 shows that 55 respondents have learned English vocabulary in class based on the data, the high percentage is >72% frequency 8, the second part is 47-71 with a frequency of 36 and the third in the low category gets <46% with a frequency of 11.

3. **Vocabulary learning strategies in Memories Stratgies**

The third category is vocabulary learning strategies in memories strategies which consists of 3 category of interval. The results of the strategy survey are shown in table

Table 4.5

Memories Strategies

Category	%Interval	Frequency
High	≥74%	12
Medium	48-73%	39
Low	≤47	4

Table 4.5 shows the percentage of 55 respondents who were asked in groups on questions 15-32. Based on the data the percentage can be >74% in the high category in this result students engage in learning activities that help them easily remember and remember information better. Percentage 48-73% got medium category. While the third <47% got low category, in this result can be explained that it is still weak in understanding in learning English vocabulary.

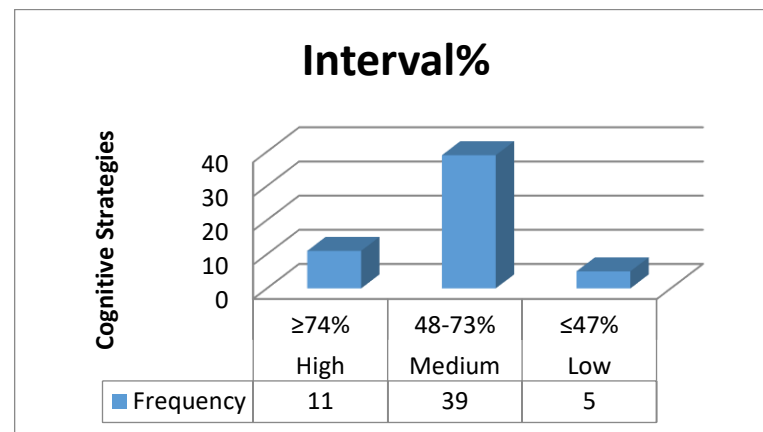*Figures 4.3* **Distribution of Metacognitive Strategies**

Figures 4.3 shows that 55 respondents have learned English vocabulary in class based on the data, the percentage is >74% with a frequency of 12, the second part is 48-73 with a frequency of 39 and the third in the low category gets <47% with a frequency of 4.

4. **Vocabulary learning strategies in Cognitive Strategies**

The third category is vocabulary learning strategies in cognitive strategies which consists of 3 category of interval. The results of the strategy survey are shown in table 4.6. Cognitive strategies that help and remember information better in learning vocabulary.

Table 4.6

Cognitive Strategies

Category	% Interval	Frequency
High	≥74%	11
Medium	48-73%	39
Low	≤47%	5

Table 4.6 shows the percentage of 55 respondents who were asked in groups on questions 33-41. Based on the data the percentage can be >74% in the high category in this result students are involved in activities carried out to facilitate understanding, such as comparing and describing in vocabulary learning. Percentage 48-73% in the second category getting the medium category. While the third <47% got low category, in this result can be explained that it is still weak in understanding in learning English vocabulary.

Figures 4.4 **Distribution of Cognitive Strategies**

Interval%

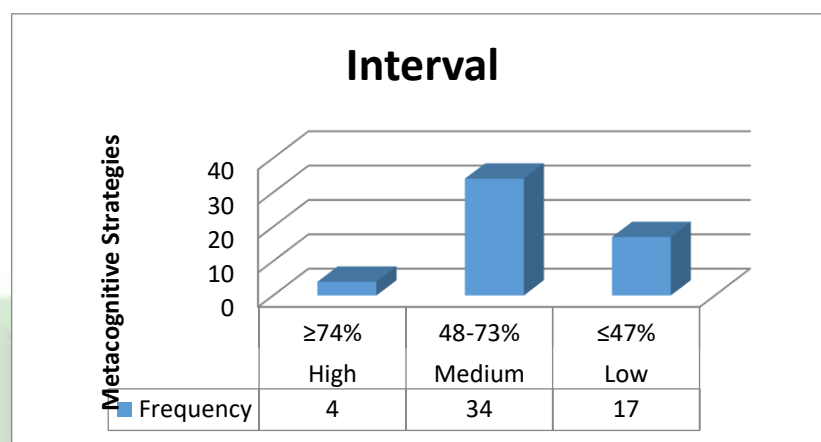|	≥74% High	48-73% Medium	≤47% Low
■ Frequency	11	39	5

Figures 4.4 shows that 55 respondents have learned English vocabulary in class based on the data, the percentage is >74% with a frequency of 12, the second part 48-73 with a frequency of 39 and the third in the low category gets <47% with a frequency of 4.

5. Vocabulary learning strategies in Metacognitive Strategies

Table 4.7

Metacognitive Strategies

Category	%Interval	Frequency
High	≥74%	4
Medium	48-73%	34
Low	≤47%	17

Table 4.7 shows the percentage of 55 respondents who were asked in groups on questions 42-50. Based on the data the percentage can be >74% in the

high category. In this theme, it is used to help students understand how they learn and engage in thinking in vocabulary learning. 48-73% are in the second category getting the medium category. while the third <47% in this theme can be explained that it is still weak in understanding in learning English vocabulary.

Figures 4.5 **Distribution of Metacognitive Strategies**

Figure 4.5 shows that 55 respondents have learned English vocabulary in class based on the data, the percentage is >74% with a frequency of 4, the second part 48-73% with a frequency of 34 and the third in the low category gets <47% with a frequency of 17.

C   Discussion

The results revealed that grade VIIIB and VIIID students at SMP Muhammadiyah Palangka Raya had different ways to learn to speak by applying their learning strategies. The data presented as follows:

1.   Determination Strategies

The respondents were 55 students at SMP Muhammadiyah Palangka Raya. Based on the findings data in Chapter 4, 55 respondents showed high

interpretation of determination strategies which many students agree on vocabulary learning strategies of determination strategies. It is mean, many students have studied with determination strategies in learning speaking. Students can analayze kinds of word like verb, noun, adjective and adverb to decide or predicate the meaning of words and the strategies can be motivated students in speaking class. Some students try to find out by controlling their motivation wisely. It is briefly to state that out of 55 students, most of them tend to use strategies in learning speaking

It was similar to the data findings of Itania, A. (2014) students used speaking strategies to studying English in the class, especially student in acceleration class used speaking English in daily activity to train the skill about speaking, students choose this strategies because they think speaking is easy for studying English, they understood very well about teacher talking using English than listening. Students feel enjoy to learn speaking strategies and athusias to imitate the foreign people talking English language. Damari, T. P. (2019) found that students prefer to find the meaning of new word by dictionary than judge the meaning.

2. **Social Strategies**

Based on the findings data in Chapter 4, 55 respondents showed high interpretation of social strategies which many students agree on vocabulary learning strategies of socail strategies. In this strategy help students to interpret a definition with the help of surrounding people such as teachers, friends and native speaker. Students also can understand

definition of paraphrasing with new words in the learning English. Students tried to involve they friends in discussing the material given by the teacher. Therefore, it was stated that students tend to use social strategies in their learning

It was similar to the data findings of Damari, T. P. (2019) students prefer to ask their classmate than try to speak with native speaker. Students used new words when speaking with native speaker. So students can learn by teacher, friends and native speaker to add their new vocabulary in learning English.

3. **Memory Strategies**

Based on the findings data in Chapter 4, 55 respondents showed high interpretation of memory strategies which many students agree on vocabulary learning strategies of memory strategies. It is mean, students have studied vocabulary with memory strategies in learning English, students can learn remember many of vocabulary with easier way to add new vocabulary. Most of students are trying to prepare themselves to learn to speak. Students try to be very careful in understanding the vocabulary. Therefore, it is briefly stated that students tend to use memory strategies

It was similar to the data findings of Damari, T. P. (2019) students prefer to save new word in their mind than speak. So students can applying images and sounds using imagery and representating sounds in memory.

4. **Cognitive Strategies**

Based on the findings data in Chapter 4, 55 respondents showed high interpretation of cognitive strategies which many students agree on vocabulary learning strategies of cognitive strategies. Students learning vocabulary with some ways such listen record of vocabulary and putdown the label vocabulary in some object, this way help students in repeating words.

It was similar to the data findings of Damari, T. P. (2019) students tend to write a note during the class session than use flash card to learn new vocabulary. Hardan, A. A. (2013) stated that language learning strategies are steps, behaviours and techniques used by learners to enchance and facilitatethe language acquisition.

5. **Metacognitive Strategies**

Based on the findings data in Chapter 4, 55 respondents showed high interpretation of metacognitive strategies which many students agree on vocabulary learning strategies of metacognitive strategies. In this strategies, students pay attention to their learning through general knowledge of language. Students can understanding the learning English with using media such as music, newspaper and movies to learn new words.

It was similar to the data findings of Damari, T. P. (2019) students used vocabulary by listening songs than listening English radio program.

So student learn by using some media to make their easy to get new words in English. Hajis, R. (2014) found that the implementation of visual media could improve students vocabulary. It could prove of every test that have done by students. The usage of visual media in a vocabulary learning could provide many benefits of student. Visual media was the better media that could use in teaching media.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion on the basis of the research finding ad discussion. Conclusion is summary of the data finding and the suggestions addresses to other writer and those who are interested to continue this research.

A. Conclusion

The study concluded that the result of the study got $\geq 72\%$ - $\geq 74\%$ interpretation of interval determination strategies, social strategies, memory strategies, cognitive strategies, and cognitive strategies with category High. This research showed that students gave positive responses with High category of the student's vocabulary learning strategies to learn English. Most of the students in the vocabulary class have their own strategies. This shows that every learning strategy affects students progress in English vocabulary class. So learning strategies given effect of student progress in obtaining learning outcomes in their progress in learning to speak using English.

Learning strategies using social strategies can affect their learning ability. Most students try to involve friends in the material given by the teacher. Therefore, it is stated that students tend to use vocabulary strategies in their learning. Using memory strategies can affect students' learning abilities. It can

be stated that the memory to get some information to remember some vocabulary that makes it easier to learn. Therefore, it is briefly to state that students use memory strategies in their learning. Vocabulary learning strategies using cognitive strategies affect students learning abilities. Most of them try to prepare themselves to learn vocabulary. Students tried very carefully in understanding the vocabulary. Therefore, it is briefly stated that students tend to use cognitive strategies. Students perceptions of vocabulary learning strategies using metacognitive strategies can affect their learning abilities. Students tend to prepare and organize their learning about learning to speak. Therefore, it is briefly stated that most students tend to use metacognition in their learning.

B   Suggestion

In this section, the researcher provides several suggestions related to the research results. Hopefully this research is useful and provides a great contribution to the readers. There are several value items that are addressed to students, teachers, and other researchers.

1.   For students

The students can have confidence when learning vocabulary in English class. By doing things that can make them interested to always speak English without feeling nervous.

2. **For English Teachers**

Teachers help students improve students' speaking skills. Provide motivation and encouragement so that students are more confident and have an interest in English while in class and in their environment.

3. **For Other Researchers**

The researcher realizes that this research is still far from perfection. However, the researcher designed this thesis with a strong curiosity to determine the strategies of learning English words towards their learning outcomes. However, the researcher has many weaknesses in it. Therefore, other researchers who want to conduct research are advised to examine or measure student learning outcomes in speaking classes and objects that better support their findings.
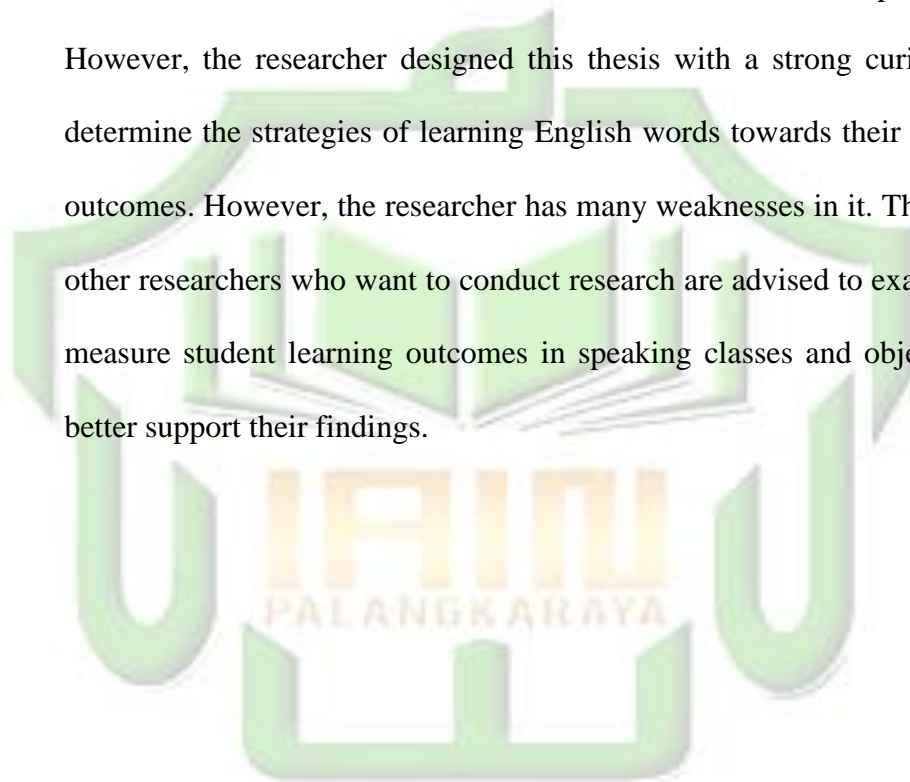
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