AN ANALYSIS ON VOCABULARY LEARNING STRATEGIES OF SENIOR HIGH SCHOOL STUDENTS

THESIS

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COVER PAGE

AN ANALYSIS ON VOCABULARY LEARNING STRATEGIES
OF SENIOR HIGH SCHOOL STUDENTS

THESIS
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for the degree of Sarjana in English Education

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I hereby declare that the thesis and the work presented herein are my own, and it has been generated as a result of my own original research. This thesis does not incorporate any materials previously written or published by another person, except where indicated by quotations and references. No portion of this work has been submitted in support of an application for any other degree or qualification. I assume full responsibility for this thesis and am prepared to address any objections or claims regarding its content from other parties.

This thesis is submitted in partial fulfilment of the requirements for the degree of Sarjana (S1) in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri, 26 August 2024

The researcher,

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APPROVAL PAGE

This is to certify that the Sarjana's Thesis of Dya Arimbi Wibawani Pujirianti has been approved by the thesis advisors for further approval by the broad of examiners.

AN ANALYSIS ON VOCABULARY LEARNING STRATEGIES
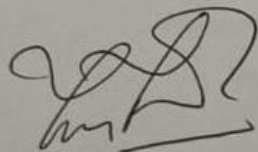## OF SENIOR HIGH SCHOOL STUDENTS

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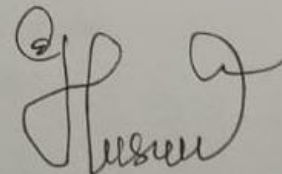Has been approve for examination

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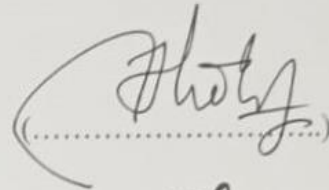## OF SENIOR HIGH SCHOOL STUDENTS

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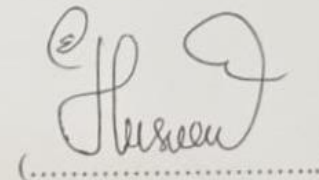   **Bahruddin, S.S., M.Pd.**
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MOTTO

"LEARNING IS AN ENDLESS JOURNEY;
EVERY NEW PIECE OF KNOWLEDGE IS
A STEP TOWARD ENLIGHTENMENT"
− **R. A. KARTINI**

DEDICATION

Bismillahirahmanirahihim

First of all, I would like say my grateful to Allah SWT. who always gives me health and the opportunity for all his blessings to finish this thesis

Secondly, to my Prophet Muhammad SAW. who has been my inspiration in life and education as well as my motivation.

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The researcher realized that this thesis is far from perfect. The researcher will receive any suggestion and critics that will help the research to be better.

ABSTRACT

Dya Arimbi Wibawani Pujirrianti. (2024). *An Analysis on Vocabulary Learning Strategies of Senior High School Students.* Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisor: (I) Dr. Toyyibah, S.S., M.Pd. (II) Dr. Dewi Nur Suci, S.S., M.Pd.

Keywords: English Learning, *Vocabulary Learning Strategies, Senior High School*

Vocabulary is an important element that students must learn and possess in learning English because having vocabulary will help them have good language skills. Learning English requires appropriate strategies and media so that the activities carried out can help learn the vocabulary that must be studied in the language. Hence, this research aims to find of the vocabulary learning strategies of students in learning English.

The research used a descriptive qualitative method to answer the purpose of this research. The subjects of this research were 36 students of XI-1 at SMAN 2 Kediri. The researcher obtained the data about how students carry out vocabulary learning strategies learning activities with Schmitt's taxonomy theory (1997) through open-ended questionnaires and simple observation checklist in class. The researcher grouped students according to the vocabulary learning strategies activities used and divided students rank into high score, middle score and low score ranks. Then make conclusions from the classification of the results in the table and explain descriptively the information obtained.

From the analysis, the researcher found students used vocabulary learning strategies with determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies with different activities and media. Students carry out several listening, reading, speaking and writing activities to learn English vocabulary with media or platforms that help them. The 30 students high scores had more intensive activities in carrying out vocabulary learning strategies and used more media, students were more aware of developing English language skills by carrying out activities to support their learning. Meanwhile, the 5 students middle scores carried out sufficient activities in vocabulary learning strategies and used adequate media, with occasional additions to the students' additional English learning. On the other hand, 1 student with a low score also carried out several supporting activities but was less intensive in vocabulary learning strategies and used less media, where the student only did what was necessary. In this case, students utilize technology and the internet in supporting media other than books. Students have vocabulary learning strategies activities in learning English, but different strategies are preferred at different times and contexts. So, the activities are different because each student has different learning comfort in applying them to language skills and the media they use in learning English vocabulary.

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