AN ANALYSIS OF EFL STUDENTS' STRATEGIES IN LEARNING ENGLISH VOCABULARY

(A Descriptive Research at the Third-Semester Students of English Education Study Program IKIP PGRI Pontianak in The Academic Year of 2020/2021)

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY LANGUAGE AND ART EDUCATION

INSTITUTE OF TEACHER TRAINING AND EDUCATION

TEACHER ASSOCIATION OF THE REPUBLIC OF INDONESIA

PONTIANAK

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This Thesis was submitted as a condition for taking the exam Bachelor on Education in the English Education Study Program, Language and Arts Education Faculty, Institute of Teacher Training and Education Teachers Association of the Republic of Indonesia (IKIP-PGRI) Pontianak.

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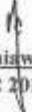
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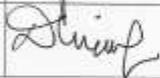
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PRONOUNCEMENT

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Hereby, I pronounce that the thesis entitled:

"An Analysis of EFL Students' Strategies in Learning English Vocabulary (A Descriptive Research at the Third-Semester Students of English Education Study Program IKIP-PGRI Pontianak in Academic Year of 2021/2022)" was written by me and I do not any kind of plagiarism each is contradicted with prevailing ethics of science in the scientific community. As a consequence, I will accept any sanction if I have been proven to do the violation of ethics of science in my work or claim from any other parties the authenticity of my work.

Pontianak, 3 February 2023

Sincerely, the Researcher

Evriana Sisca

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The researcher thanks the presence of The One Almighty God, who has given me abundant grace in the form of health and enthusiasm so that I can compile a research proposal entitled "AN ANALYSIS OF EFL STUDENTS' STRATEGIES IN LEARNING ENGLISH VOCABULARY."

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The author realizes this research proposal is very far from perfect, so there are still many mistakes, therefore the writer asks for criticism and suggestions from the readers so that the writing of this research report can be even better.

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Sincerely, The Researcher

Evriana Sisca

DEDICATION

The thesis is dedicated to:

1. The one almighty God
2. My beloved parents (Mr. Misael and Mrs. Margaretha Munah)
3. My beloved grandmother (Ana Balok)
4. My beloved brother and sister-in-law (Alex's Sbastian and Elisabet Ranni Hariyati)
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Thank you so much for always praying and giving me a lot of motivation with the result the researcher finishes this thesis.

MOTTO

"So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand".

(Isaiah 41: 10)

"The roots of education are bitter, but the fruit is sweet"

(Aristotle)

ABSTRACT

Evriana Sisca (321710121): "An Analysis of EFL Students' Strategies in Learning English Vocabulary (A descriptive Research at the Third-Semester Students of English Education Study Program IKIP-PGRI Pontianak in the Academic Year 2021/2022)"

This research aimed to find out EFL students' strategies used learning English vocabulary to find out EFL students' strategies most dominantly used in learning English vocabulary, find out EFL students' problems faced in learning English vocabulary as the third-semester students of the English Education Study Program IKIP-PGRI Pontianak in the Academic Year 2021/2022. This research used a descriptive qualitative method. The researcher collected used direct communication using a questionnaire and indirect communication using an interview. The tools of data collection were close-ended questionnaires and unstructured interviews. Based on data analysis, research results show that this research found that EFL students use strategies in learning English vocabulary. The first is the discovery dimension strategy, such as learning by guessing from English texts or contexts, using a dictionary to look up vocabulary and vocabulary meanings, reading books and journals, listening to songs, and watching movies. The second strategy is consolidation, such as studying with friends or in study groups, learning by memorizing vocabulary, and learning cognitive and metacognitive. EFL students are more dominant in using discovery dimension strategies in learning vocabulary. EFL students have six difficulties experienced by students in learning vocabulary. These difficulties are spelling, grammar, meaning, length and complexity, pronunciation, range and connotation, and idiom. So, EFL students have many strategies and problem for learning English vocabulary.

Keywords: EFL Students, Learning Strategies, Learning English Vocabulary, and English Vocabulary.

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CHAPTER I

INTRODUCTION

A. Research Background

In the process of learning English, four components must be mastered, namely fluency, pronunciation, vocabulary, and grammar. They help achieve optimal mastery of English, especially vocabulary mastery. Without vocabulary, students cannot master English. As stated in Ramdhan (2017), vocabulary is important to learn to facilitate language skills, without mastering a lot of vocabulary, language learning will not be achieved, with a large number of vocabulary students easily master language skills (p. 242). Therefore, sufficient vocabulary can help students, master English, easily.

Sufficient vocabulary mastery can be seen in listening, speaking, writing, and grammar. When the students listen to something in English with a collection of vocabulary that the students understand, it is easy to get the meaning the students listen to. Likewise with speaking, when the students are going to convey an idea or a concept, it requires a collection of vocabulary that the students can choose to convey the idea. The more collections of vocabulary the students master, the more students read, it is fun because the students have to understand the very word used. When writing, the students can use the collection of vocabulary to make up the ideas that students have. With excellent vocabulary mastery, it is easier for the students to use the structure and functions of grammar. Therefore, the importance of learning vocabulary is to master the four skills and grammar in learning English.

In addition to the importance of learning English vocabulary and mastering English skills, the researcher found problems experienced by students. The problem is the way students choose and determine the right vocabulary learning strategies. As stated by Oxford & Crookall (1990), vocabulary learning is not taught much in language classes but students must be able to master vocabulary by themselves without some guidance (p. 9).

Therefore, students should have strategies to increase their vocabulary to master learning English vocabulary.

Meanwhile, for students mastering vocabulary is not easy. Mastering vocabulary requires a high understanding of the meaning of each word because each word has different pronunciations and different meanings that also affect each vocabulary writing. As said by Lubis (2017), in learning English vocabulary, a person experience difficulties in pronunciation and different meanings of each vocabulary writing. Therefore, in learning English vocabulary, students need strategies to be able to overcome problems.

As for the previous research conducted by Xuesong *et al.* (2013), the researcher researched middle school students to see students vocabulary learning strategies, and the researcher's findings stated that the use of vocabulary learning strategies was not owned by all students, meaning that only some students had strategies in learning. Because the focus of learning vocabulary for middle school students is not only on learning English. The development of strategies owned by middle school students depends and researchers teaching them. Another researcher, also conducted by Rabadi (2016), concluded that the use of students' vocabulary learning strategies is quite widely used because students are familiar with learning techniques in vocabulary. In this study, the researcher researched with a wider scope, namely by taking the population of various universities.

With the two previous studies conducted by other researchers, the researcher focuses this research on the strategies of English students in the third semester at IKIP-PGRI Pontianak. the selection of the population is because the researcher wants to find out the EFL students' strategies and EFL students' strategies often used and the problems faced in learning English vocabulary with a narrower scope, namely third-semester students.

Based on the description above, the researcher tries to find out EFL students' strategies in learning English vocabulary. By title "An Analysis of EFL Students' Strategies in Learning English Vocabulary (Descriptive

Research on Semester III Students of IKIP-PGRI Pontianak, Academic Year 2021/2022)."

B. Research Problems

1. What are EFL students' strategies in learning English vocabulary and strategies most dominantly used in learning English vocabulary?

2. What are EFL students' problems in learning English vocabulary?

C. Research Purposes

1. To find out EFL students' strategies used in learning English vocabulary strategies most dominantly used in learning English vocabulary.

2. To find out EFL students' problems faced in learning English vocabulary.

D. Significance of the Research

The research is useful and gives a contribution to learning the English language context including:

1. Theoretical benefit

   The result of this research can provide input to the development of knowledge, especially those related to vocabulary learning strategies. The results of the research are expected to be a motivation to improve the learning process to further encourage students to be active and practice better. The result of this research is to be used as a guide in learning vocabulary. The results of this research can also be used as a guide to determine productivity in learning English vocabulary.

2. Practical benefit

   a. For EFL students

      The practical benefit for EFL students is as a guide to finding suitable strategies for learning vocabulary. So that when students find learning vocabulary that suits them, they can increase new vocabulary easily. In addition, students can also find difficulties that prevent them from learning English vocabulary. With this research, the researcher hopes that the strategies they use can help them utilize learning resources optimally so that they can obtain higher learning outcomes.

b. For researcher

Practical benefits for the researcher namely, to increase knowledge and experience for researchers in applying knowledge to real problems faced. The researcher can provide a solution to readers and students about strategies and difficulties experienced by students in the process of learning English vocabulary.

E. Scope of Research

1. Research Variable

Variable is the character of the research used by the researcher. It aims to make it easy for the researcher to obtain information Creswell (2012). This study uses a single variable which is students' strategies in learning English vocabulary for third-semester English students.

2. Research Terminology

a. Vocabulary

Vocabulary is a collection of words combined to form a sentence and known in a person's language. Vocabulary serves as a tool for communication and as a tool for gaining knowledge. Getting a lot of vocabulary can be used for someone to learn a second language.

b. Learning Strategies

The learning strategy is a process given to students during the learning process in the classroom that creates a sequence and procedures for carrying out the learning and learning process.

CHAPTER II

LITERATURE REVIEW

A. **The Nature of vocabulary**

1. **Definition of Vocabulary**

Vocabulary is an important part of learning a language, especially English. As stated by Nushi, (2016) state that vocabulary is one part of language which consist of various collections of words that have different meanings in each word so that the word can be understood when someone uses language (p. 25).

Vocabulary is a list of words arranged alphabetically that have their definitions. As stated by Alizadeh, (2016), vocabulary is a set of words that have various forms of meanings, grammar, and structure of writing and pronunciation. In line with Rohmatillah, (2017), vocabulary is the main component in mastering a language. Vocabulary is also the main basis for speaking, listening, reading, and writing.

Based on the definition of vocabulary, the researcher concludes that vocabulary is a collection of words that have different meanings. Learning vocabulary is very difficult to learn, especially in learning English, but the vocabulary is also important to learn because mastering vocabulary will make it easy to communicate with other people.

2. **The Importance of Vocabulary Learning**

The use of vocabulary is very important in the use of language. This is in line with Alqahtani, (2015), stating that the use of language needs vocabulary in it because if one does not have a lot of vocabulary, it will be difficult for someone to learn the language (p. 22).

In line with Suharso, (2008), the importance of learning vocabulary a person improves language skills quickly. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English.

Learning a language is also the main capital for learning sentence structure.

Based on the explanation above, the researcher can conclude that the importance of learning vocabulary can help students master a language quickly and help improve the four skills in English.

3. **The Process of Learning Vocabulary**

In addition, as stated in Rohmatillah, (2017), the process of learning vocabulary through four stages of learning, namely:

a. Discrimination

This discrimination step is a basic step in learning vocabulary. This step involves the ability to distinguish the letters and sounds of a vocabulary with different meanings. The letters and sounds of the vocabulary will be similar when listening and reading. The difference will be clear when speaking and writing. Errors in distinguishing letters and sounds are a common failure in learning vocabulary.

b. Understanding meaning

This step means understanding unfamiliar concepts or phrases. This step is often done directly because each word has a relationship with its reference through a direct merging of words through matching words in English.

c. Remembering

After distinguishing letters and meaning and understanding the meaning of a word, the next step is to remember. Remembering vocabulary means storing new words. However, this is not always necessary when someone finds the meaning of the word, because they have no reason to pay attention to it anymore, and the way it will be forgotten.

d. Consolidation and extension of meaning

Learning new vocabulary requires great intention because learning vocabulary needs to be repeated so the previously acquired vocabulary is not easily lost. Therefore, the process of learning vocabulary cannot

be done instantly because learning vocabulary takes a very long time and must be done repeatedly.

4. **The Aspect of Vocabulary Learning**

There are ten aspects of learning vocabulary as stated in Grains and Redman (1968) cited in Rohmatillah, (2017). Their aspect is;

a.) Boundaries between conceptual meaning: The boundary that separates a lexical from word to meaning.

b.) Polysemy: This is the meaning of words used in several sentences with different contexts. This polysemy pattern shows that can a word can have two or more meaning relations that cannot stand alone and must follow another word.

c.) Homonym: Are word that has different meanings but has the same writing. To be able to distinguish the same words in writing that have different meanings, namely, by paying attention to the context of the sentences as a whole, not just focusing on the words. For example, blue is a color and blue is a feeling.

d.) Homophony: This is the pronunciation of the same word with a different meaning. For example, die and dye.

e.) Synonym: A word that has a different form but has the same meaning. For example, apparent and obvious.

f.) Affective meaning: This is a word that reflects the speaker's personal feelings including his attitude toward the listener and his attitude towards something that is being discussed.

g.) Style, register, dialect: A style is a different form of language used for the same purpose based on certain situations. The register is a word that is used at a certain time or based on the will of the language user. Dialect is a word that is in the mind of each person that is from previous events.

h.) Translation: There are differences and similarities between the native language and the foreign language.

i.) Grammar of vocabulary: Is sentence structure that undergoes language changes. An example, the word take becomes took.

j.) Pronunciation: this is the ability to manage and produce the word in speaking.

Based on the ten aspects mentioned above, the researcher concludes that the use of vocabulary does not only involve one aspect. But have to study other aspects because each aspect has its benefits and uses in a language. Mastering all these aspects requires a long process and must go through step by step.

B. **The Strategies in Learning Vocabulary**

1. **Learning Strategies**

Everyone needs a strategy in learning, especially EFL students. The existence of a strategy in learning helps EFL students improve their learning. According to R. L. Oxford, (2003), strategies are actions, behaviors, steps, and techniques to encourage in helping to complete learning (p. 274).

Besides that Triyogo & Hamdan(2018) also said Learning strategy is a strategy that refers to the thoughts, feelings, and actions that a person produces in the learning process that appear systematically related to the achievement process aimed at achieving learning objectives (p. 30).

Learning strategies according to Huda (1999), as cited in Fatimah & Sari, (2018), says there are three main strategies in learning, namely;

a.) General strategies and support strategies

The general strategy is used directly in digesting the learning material. The support strategy is used to develop an attitude toward learning and help students to overcome problems such as fatigue in students, frustration, and disturbances in learning.

b.) Cognitive strategies and metacognitive strategies

Cognitive strategies are used to manage learning material to remember the subject matter for a long time. Metacognitive strategies

are used to develop processes in cognitive learning so that they can monitor themselves and strengthen themselves.

c.) Syntax strategies and semantic strategies

Syntax strategy is a strategy used to find prefix and suffix functions in a word. The semantic strategy is a strategy used by a student in dealing with a situation, event, and actual object faced by a student.

Based on the learning strategies above, the researcher can conclude that each strategy is a step that must be passed by every student. In the learning process, students can able to face the situation they face in the future.

2. The Importance of Learning Strategies

Learning strategies to help EFL students improve their learning. According to Barlin, (2013), strategies are important to increase the effectiveness of EFL students' learning. The effectiveness of students' learning can be related to setting the learning atmosphere, learning objectives, learning materials, and setting the right learning time (p. 242).

Fatkhurrokhman *et al.*, (2018) also said learning strategies help EFL students to be able to implement, solve problems and create educational programs in teaching insight that is complete, fluent, directed, systematic, and effective (p. 164). With the above strategy, it can be said that learning strategies are very important for EFL students, especially in the learning process.

According to Wegner *et al.,* (2013), learning strategies aim to organize new knowledge by making connections between different elements of knowledge. Learning strategies can help to manage important information to be identified and described visually, in detail, and

combined or grouped so that a deeper understanding of the learning material can be achieved (p. 142).

Based on the theories above, the researcher sums up the importance of learning strategies for students to help increase the effectiveness of EFL students' learning, solve students learning problems, and help coordinate students learning process.

3. **Strategies in Learning vocabulary**

In consonance with Schmitt (1997) as cited in Sihotang *et al.,* (2017) there are six grouping of vocabulary learning strategies. They are organized into two dimensions. They are is in question are as follows:

a. Discovery Dimension

The discovery strategy is a strategy used to find the meaning of new words Ayure *et al.,* (2018). These strategies include.

1) Determination strategies (DET)

Determination strategies are also known as individual strategies. According to Makrami & Al-Awaid, (2020) determination strategies are strategies to find meaning on their own, such as guessing from a textual context (p. 44).

2) Social strategies (SOC)

Social strategies are the study and practice of meaning in the group. According to Lai, (2016) social strategy is used by interacting with other people (p. 35-36). Using this strategy can be done by anyone. Like friends, parents, and others to find more information about the new vocabulary. The information can be in the form of numbers such as synonyms, translations, and others.

b. Consolidation Dimension

The consolidation dimension is a strategy used to remember the vocabulary that has been encountered and combine some of the previously found vocabulary (Ismaiel & Al Asmari, 2017, p. 115). This strategy helps EFL students in the learning process, especially at the stage of recalling the vocabulary they have acquired.

In consonance with Schmitt (1997) as cited in Sihotang *et al.,* (2017) consolidation strategies are classified into four types namely,

1. Social Strategies (SOC)

   Social strategy is done by interacting with other people (Asgari & Mustapha, 2011). Students can learn or practice the vocabulary that has been obtained by studying in groups.

2. Memory Strategies (MEM)

   According to Sozler, (2012), memory strategy is used to maintain the previously acquired vocabulary so that the vocabulary is not lost. This strategy can be done by grouping various vocabularies. The grouping of words can be in the form of images or attributes of meaning. This grouping is an important way to help remember.

3. Cognitive Strategies (COG)

   The strategy serves to manipulate or change the target language carried out by the learner. This strategy is almost the same as the memory strategy of Makrami & Al-Awaid, (2020) cognitive strategy is a strategy used as a mechanical means such as memorizing to acquire new words (p. 44). The difference is that this cognitive strategy does not focus on natural thinking processes.

4. Metacognitive Strategies (MET)

   According to Zhi-liang, (2010), a metacognitive strategy is a strategy to utilize knowledge of the cognitive process and regulate language learning through planning, monitoring, and evaluating a process of learning English (p. 155). This strategy involves an overview of the next step of the learning process. This strategy can also make decisions, evaluate, and choose a kind of study method to test their level of understanding of learning.

   Based on the various vocabulary learning strategy above, there are some strategies that students can use to learn vocabulary. So,

the researcher can conclude that each strategy has the same goal. The goal is to increase vocabulary by learning and memorizing for a long time to be able to master vocabulary by using strategies such as the discovery dimension and consolidation dimension strategy. The use of the discovery dimension and consolidation dimension strategies was chosen as an indicator in the study because the researchers focused on the dimensions of a strategy, but each dimension contains elements of the six strategies contained in that dimension. *Source adapted from Hadiarah, (2021)*

C. The Problems Faced by Students in Learning Vocabulary

Learning vocabulary is very important for someone who wants to master a language, especially English. Those who want to master a language must be able to increase their vocabulary knowledge. Because the more vocabulary they get, the better their language skills will be. However, learning vocabulary is not easy for those who are just learning a language. To the degree that Afzal, (2019), learning vocabulary is a challenge faced in dealing with difficulties related to the meaning of new words, spelling, pronunciation, correct use of the word, and others (p. 83).

As stated in Rohmatillah, (2017), 6 factors make it a problem for students to learn vocabulary, these factors are;

a. Pronunciation

Pronunciation is the sound made of a word in which there is articulation, emphasis, and intonation. Pronunciation also includes various language features such as vocabulary and grammar as well as speaking and listening skills.

b. Spelling

Spelling is the ability to spell a word consisting of several letters correctly. Spelling errors will result in spelling or pronunciation errors.

c. Length and complexity

Each word has a difficulty level. The level of difficulty can be seen from the length and shortness of a word. Long-form words will take a

little time to learn. That matter is very difficult to pronounce a word. So sometimes the learners have to repeat back to say it becomes the perfect word.

d. Grammar

Grammar is the arrangement of words. By using the correct structure, a sentence will be perfect. However, learning grammar is very difficult because the learners have to learn the parts of grammar. The parts are part of speech, verb form, and to be.

1.) Part of speech is a word that will assemble a sentence into a perfect sentence. Three things must be considered in the part of speech, namely, nouns, adjectives, and verbs.

2.) Verb forms are language verbs that have several forms. For example, the verb "eat" can be changed into "eating, ate, eaten, and eats." In this verb form, the basic forms that must be considered are; base form, past simple, and past participle.

3.) To be is a verb form to describe a situation. That is; Am, Is, and Are. For example, we are friends, I am happy, she is here.

e. Meaning

Every word has a meaning. However, not all words have one meaning but have more than one meaning. Words that have more than one meaning are called homonyms. For example, "season." The word "season" has two meanings, namely, "seasons" and "seasoning food." The meaning of the first season is a noun, while the second season is a verb. Therefore, we need to understand the context of the sentence to understand the complete meaning of the sentence.

f. Range, connotation, and idiomaticity

Each word has its range. In a general context, it will be easier than synonyms that have a narrower range. Like the word, PUT has a wide range of words compared to the words impose, place, etc. the connotations of some words can cause problems as well. The word "propaganda" has a negative connotation in English. But its equivalent

may simply mean "publicity." On the other hand, idiomatic words, which are expressions (like make up your mind, keep an eye on……) will generally be more difficult than words with transparent meanings (decide, watch).

Based on the theories above, the researcher sums up that in learning vocabulary, the students face various problems such as pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity.

D. Previous Study

In this research, the research found other researchers who could show similarities with the researcher being studied. The previous research that the researcher found was:

First, the research conducted by Kesmez, (2021) entitled "EFL Students' Vocabulary Learning Strategies and The Difficulties Faced by Them in Vocabulary Learning ." The results of the calculation of qualitative and quantitative data show that students use strategy determination strategies such as cognitive, metacognitive, memory, and social strategies (consolidation). In this research, the researcher also found that students faced difficulties in the process of learning vocabulary. After the implementation process was carried out, the researcher stated that teaching vocabulary learning strategy in increasing knowledge compared to using teaching methods.

Second, the research conducted by Patahuddin & Zulfiqar, (2017) titled "Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary at SMA Parepare." The researcher found that EFL learners used strategies in learning vocabulary such as doing assignments, reading English text, and memorizing and writing exercises. In addition, EFL learners acquire vocabulary through dictionaries, reading English books, listening to English songs, watching English movies, play games, the internet, and reading English advertisements.

Third, the research conducted by Tayyebi, (2021) under the title "The Vocabulary Learning Strategies Use of Iranian Elementary." The findings of the current study indicate that Iranian elementary school EFL students are intermediate VLS users. Social strategies were found to be the most frequently used strategy category, followed by memory, determination, cognitive and metacognitive, strategies.

BAB III
RESEARCH METHODOLOGY

A. Research Design

This research used qualitative methods, as reported by Helaluddin & Wijaya, (2019), qualitative research is a type of research that describes a phenomenon based on the perspectives of various informants to find diverse realities with findings that do not use statistical procedures and are not in the form of calculations (p. 10).

This research used a descriptive qualitative method. As reported by Hardani, (2020) descriptive research aims to provide information on the facts, symptoms, and events in a structured and complete manner without testing a hypothesis (p. 54). The use of qualitative descriptive methods is suitable for use in this study because by using this method researchers can obtain correct, structured, and complete information from participants through interviews and questionnaires provided by researchers.

Therefore, the researcher used a qualitative descriptive method design to analyze the strategies used by EFL students in learning vocabulary, and the often-used vocabulary learning strategies, and to analyze the problems faced by EFL students in the third semester in learning English vocabulary at IKIP-PGRI Pontianak.

B. The Subject of Research

The sampling technique used in this research is simple random sampling. According to Hardani, (2020), simple random sampling is the researcher taking sample members from the population at random without regard to the existing strata in the population (p. 365). In this research, the researcher took a population of third-semester EFL students at IKIP-PGRI Pontianak, with a population of 125 students.

To determine the size of the sample taken from the researcher population using the formula proposed by Slovin in Mustafa with a confidence level of 90% with a value of e = 10% as follows:

Formula: $n = \dfrac{N}{1+Ne^2}$

n = number of samples   16

N = Population

   e = Error rate in selecting tolerable sample members by 10%

The sample that the researcher is still trying to use is 10%. So:

$$n = \frac{125}{1+125(0,1)^2} = 55.5 \approx 55$$

it can be concluded, that the sample in this research used 55 respondents.

Students of IKIP-PGRI Pontianak, especially in the third semester, have five classes. There are Morning and Afternoon classes. The morning class has two classes, namely, classes A and B, while the afternoon class has three classes namely, classes A, B, and C, to represent each class then the sample is taken from each class with the same proportions. The sampling procedure is by lottery. The reason the researcher used a lottery is so that the sample selection avoided injustice. The following table shows the distribution of the sample based on the class selected by the researcher.

Table 3.1 Table of Research

Third-Semester Students of English in IKIP-PGRI Pontianak		EFL Students
Morning Class	A	11
	B	11
Afternoon Class	A	11
	B	11

	C	11
Total		**55**

C. Technique and Tools Data Collection

1. The Technique of Data Collection

In this research, the researcher collected the data. The first technique researcher used direct communication. Direct communication is a data collection technique that is carried out by not dealing directly with respondents in collecting data and information. So that researcher can get data and research information using a questionnaire. The second technique used by the researcher is indirect communication. Indirect communication is a data collection technique used to communicate directly with respondents. This technique is done face-to-face, namely by interview.

2. Tools of data collection

Sugiyono (2017), states that in qualitative research, the instrument of the research is the researcher, but after the focus of the research becomes clear, the researcher instrument is developed to complement the data and compare the data that has been found in data collection (p. 223). Therefore, in this research, the researcher needs a blueprint for the questionnaire and interviews, as follows:

a. Questionnaire

In this research, the researcher used a questionnaire. As reported by Sugiyono, (2013) a questionnaire is a technique used by researchers in collecting data in the form of a statement or written questions respondents so that respondents can provide accurate answers to researchers (p. 142).

This research used a close-ended questionnaire. As reported by Hardani, (2020, p. 142) the close-ended questionnaire is a question that limits the resource person in providing answers. Most of the

answers. So, the researcher gave questionnaires to students to get information about EFL students' strategies, EFL students' strategies most dominantly used, and the problems in learning English vocabulary. By getting this information, the researcher answered the questions in this research. The researcher adopted the question from Hadiarah (2021).

Table 3.2 Questionnaire Blueprint

Indicator	No Item
Discovery Dimension	1, 2, 3
Consolidation Dimension	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Pronunciation	16
Spelling	17
Length and Complexity	18, 19
Grammar	20, 21, 22
Meaning	23
Range, Connotation, Idiomaticity	24

Source: adapted from Hadiarah (2021)

b. Interview

The interview is a conversation between two or more people carried an oral manner which is carried out directly by the interviewer and interviewee in the form of questions and answers. In this research, the researcher used unstructured interviews. Unstructured interviews were free interviews but still related to the data desired by the researcher (Hardani, 2020, p. 137). The researcher gave interviews with students to get information about EFL students' strategies and the problems in learning English vocabulary. By getting this information, the researcher answered the questions in this research. The researcher adopted a list of questions from Hadiarah (2021).

Table 3.3 Interview Blueprint

Indicator	No Item
Discovery Dimension	1, 2
Consolidation Dimension	3, 4
Pronunciation	5
Spelling	6
Length and Complexity	7
Grammar	8
Meaning	9
Range, Connotation, Idiomaticity	10, 11

Source: adapted from Hadiarah (2021)

D. Validity Test

In this research, the researcher used content validity. According to (Ary *et al.,* (2010), content validity is a strategy used by researchers to assess whether the sample is adequate in terms of content and objectivity by asking a teacher or material expert as an evaluator in the instrument used. Content validity serves for the researcher to see the feasibility of each question in the questionnaire and interviews. The researcher provided a validator file containing several questions from the questionnaire and interviews to determine which instrument was suitable for use by the participants. The researcher improves the list of questions contained in the questionnaires and interviews so that researcher can use them after the file is validated by the validator. Next, the researcher determines research using questions in the form of questions for valid questionnaires and interviews.

In the process of validity, the researcher chose one of the lecturers at IKIP-PGRI Pontianak. The results of the validation carried out by the

research validator concluded that the research instrument in the form of questionnaires and interviews used in this study was by the title of the researcher. The instrument used by the researcher was arranged using simple sentences. Therefore, the instruments used by researchers have met the requirements of the study.

E. The Technique of Data Analysis

In this research, the researcher used qualitative data analysis. In keeping with Nasution as cited in Sugiyono, (2013), the researcher begins research by formulating problems before they go to the field until a researcher makes a report on the results of this research (p. 245). Therefore, the researcher analyses by describing the results of the questionnaires and interviews obtained from participants.

From this research, the researcher analyses using the theory of Miles and Huberman, namely:

1. Data Reduction

After the data is collected both from questionnaires and interviews, the next researcher analyses the data.

a. The data analysis from questionnaires

The data obtained from the questionnaire was copied by Google form to analyze the data. Data from the questionnaire result is presented in the form of descriptive statistics. Statistics are used in a manageable form to present quantitative data. The data is summarized in the form of proportions and entered into a table.

In the questionnaire data reduction analysis, the researcher divided each statement from the questionnaire has each item. The items of the questionnaire have four answers with different scores. Each answer choice was given a score, with a choice of answer to the questionnaire in the form of positive and negative statements. To find out more clearly, the author will present the *Likert Scale* in the following table;

Table 3.4 The Value Weight

No.	Alternative Answer	Value Weight	
		Positive	Negative
1.	Always	4	1
2.	Often	3	2
3.	Sometimes	2	3
4.	Never	1	4

These statements were measured using a *Likert Scale.* To analyze each statement or indicator, the researcher calculated the answer for each category and their number. The researcher used four classifications to categorize the dominant factors of students' difficulties percentage. They are always, often, sometimes, and never as illustrated in the table below:

Table 3.5 The Category of The Score

Score	Categories
76 – 100 %	Always
51 -75 %	Often
26 – 50 %	Sometimes
0 – 25 %	Never

b. The data analysis from interviews

Analysis for the data interview the researcher analyses using unstructured interviews where participants are asked the same

questions. After the data is collected, then the data is transcribed. The results of the interviews are presented in narrative form.

2. Data Display

At this stage, the researcher presents data in the form of essays, tables, categories, and so on. According to Sugiyono, (2013), displaying data is analyzing data by explaining the results of data in the form of answers from participants (p. 249). Therefore, the researcher explains the results of the questionnaire and interview that were previously obtained by the researcher.

3. Conclusion / Verification

Conclusion drawing and verification at the analysis stage on the Miles and Huberman model is the last stage of the analysis. According to Sugiyono, (2013), at this stage, the researcher concluded and verify from the previous stage, namely the data reduction and the data display (p. 252). Therefore, at this stage, the researcher concludes with each participant's answer and the researcher also concludes from the final result of the research to answer the formulation of the problem in his research.

F. Research Procedures

In research design, there are three stages in conducting research. As stated in Lexy J. Moleong, stages are pre-field, fieldwork, and data analysis sidiq & Choiri, 2019, p. 24).

1. Pre-field stage

The pre-field stage is the stage before the researcher goes to the research field to develop a research design. At this research design stage, the researcher determines the research method. The method used by the researcher is a qualitative descriptive method. After that, the researcher chooses a place. The researcher chooses a place at IKIP-PGRI Pontianak was that based on previous research conducted by other researchers who researched different schools and universities, meanwhile the research conducted by the

researcher only focused on one campus. The reason the researcher chose the third-semester EFL students was that the researcher wanted to focus his research on students who are familiar with previous lectures such as students in the third semester. The researcher collects data using questionnaires and interviews.

2. Stage of fieldwork

   In the fieldwork stage, the researcher introduced himself to the third-semester students who were the research sample. The researcher conveys the intent and purpose of researching EFL students via WhatsApp. Next, the researcher distributes the link to Google Forms to students to fill out questions from the questionnaire by the researcher. Students are given two days to fill in the questions that have been given by the researcher. To continue the interview stage, the researcher chooses one person in each class to be a participant in the interview.

3. Data analysis stage

   After students answer the questionnaire and interview the researcher, the researcher gets the data needed by the researcher. Thus, the researcher continues his research to the stage of analyzing the data. The researcher uses the theory of Miles and Huberman in analyzing the data, namely data reduction, display, and conclusion.

4. The interview was conducted after the researcher has chosen the interviewees. The interviewee was chosen based on the result of the questionnaire. The researcher interviews students one by one in Bahasa Indonesia. The entire interview process is recorded so that it can be transcribed later. The researcher analyses the data after the interview done conducted and transcribed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter describes the data presented with topics that are on the vocabulary learning strategies of the third-semester English education students of IKIP-PGRI Pontianak. this research has three objectives; The first is to describe the vocabulary learning strategies that are often used by EFL students. Second, describe vocabulary learning strategies that are used most dominantly by EFL students, and thirdly find EFL students' problems in learning vocabulary.

The researcher describes the findings based on the results of the data collection tool. The results of filling out the questionnaire and supported by the results of interviews that have been obtained by the researcher. These questions are based on Hadiarah, (2021) about six strategies and problems of third-semester EFL students learning English vocabulary. The results of the third-semester EFL students learning English vocabulary. The results of the data interviews, as shown below.

1. Analysis Questionnaire

The questionnaire was given to the students to complete. The questionnaire aims to collect the research's primary data. The questionnaire was distributed on the 2nd and 3rd of January 2022, and the questions were in Indonesian. The questionnaire was filled out by 55 students. After distributing the questionnaire, the researcher found the strategies used by the students and the problems faced by the students in learning vocabulary. The next stage is to process the data that is made into a report in the form of frequency and percentage tabulations. The following is how the questionnaire's results would be interpreted:

a. **Discovery dimension**

1) I get new vocabulary and vocabulary meanings by guessing from English texts or contexts.

No.	Alternative Answer	Frequency	Percentage
1.	Always	1	1.8 %
2.	Often	31	58.2 %
3.	Sometimes	20	34.5 %
4.	Never	3	5.5 %
	Total	55	100%
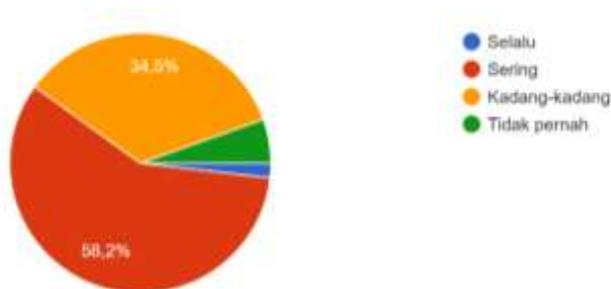
The table above shows that there is (1.8%) or equal to 1 student who answered always gets new vocabulary and vocabulary meanings by guessing from the English text or context. In addition, there are (58.2%) or equal 31 students who answer often get new vocabulary and vocabulary meanings by guessing from the text or English context, and as many as (34.5%) or equal to 20 students answer sometimes. While as many as (5,5%) or equal to 3 students answer never get new vocabulary and vocabulary meaning by guessing from text or English contexts. The results of these data indicate that more students often get new vocabulary and vocabulary meanings by guessing from text or English contexts. Therefore, guessing

from the text or context in English helps students increase their vocabulary.

2) I get new vocabulary and vocabulary meanings by using bilingual dictionaries such as the English-Indonesia / Indonesia-English dictionary.

No.	Alternative Answer	Frequency	Percentage
1.	Always	15	27.3 %
2.	Often	22	40 %
3.	Sometimes	18	32.7 %
4.	Never	-	0 %
	Total	55	100%
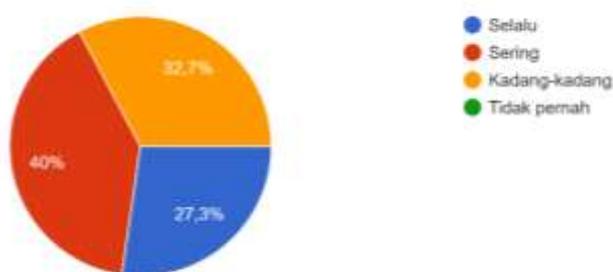
The table above shows that there is (27.3%) or equal to 15 students who answer always get new vocabulary and meanings by using a dictionary, namely the English-Indonesia/Indonesia-English. In addition, there are (40%) or equal to 22 students who answer often get new vocabulary and meanings of vocabulary using a dictionary, namely the English-Indonesia/Indonesia-English, and as many as (32.7%) or equal to 18 students answer sometimes. The results of these data indicate that students more often get vocabulary and the meaning of new vocabulary by using a dictionary, namely the English-Indonesia/Indonesia-

English dictionary. Therefore, using a dictionary helps students in increasing vocabulary.

3) I get new vocabulary and the meaning of vocabulary by studying in pairs/groups.

| No.	Alternative Answer	Frequency	Percentage
1.	Always	5	9.1 %
2.	Often	21	40 %
3.	Sometimes	26	45.5 %
4.	Never	3	5,4 %
	Total	55	100 %
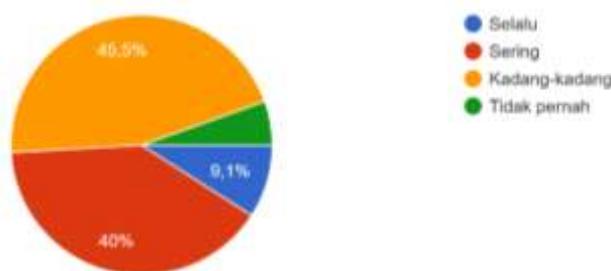
The table above shows that there is (9.1%) or equal to 5 students who answer and always get new vocabulary and meaning by studying in pairs/groups. In addition, there were (40%) or equal 21 students who answer often got the new vocabulary and the meaning of vocabulary by studying in pairs/groups, and as many as (45.5%) or equal 26 students answered sometimes. Meanwhile (5.4%) or equal to 3 students answered never got the new vocabulary and the meaning of new vocabulary by studying in pairs/groups. The result of these data indicates that students sometimes get new vocabulary and meaning by studying in pairs/groups. Therefore, learning in

pairs/groups is quite helpful for students in increasing their vocabulary.

Based on the research above, the researcher concludes that using the discovery dimension strategy for EFL students 60.4% of EFL students answered often learn English vocabulary with the discovery dimension strategy.

b. **Consolidation Dimension**

1) I discuss with friends/study groups how to pronounce vocabulary.

No.	Alternative Answer	Frequency	Percentage
1.	Always	2	3,6 %
2.	Often	20	36,4 %
3.	Sometimes	31	56,4 %
4.	Never	2	3,6 %
	Total	55	100 %
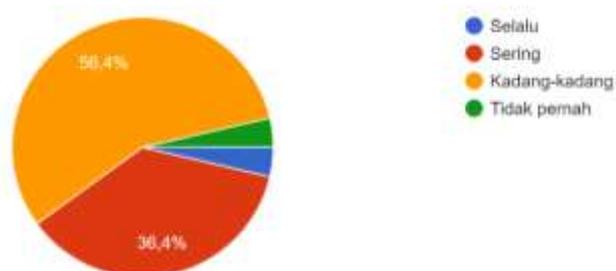
Based on the table above, as many as (3.6%) or equal to 2 students who answer always discussed with friends/study groups how to pronounce new vocabulary. In addition, as many as (36.4%) or equal to 20 students answer often discussing with friends/study groups how to pronounce new vocabulary, and as many as (56.4%) or equal to 31 students answered sometimes. Meanwhile (3.6%) or equal to 2 students answered had never discussed with friends/study groups how to pronounce new

vocabulary. The result of these data indicates that students sometimes discuss with friends/study groups how to pronounce new vocabulary. Therefore, discussing with friends/study groups how to pronounce new vocabulary is enough to help students in getting vocabulary.

2) I discuss with friends/study groups how to spell words in writing new vocabulary in sentence form.

| No.	Alternative Answer	Frequency	Percentage
1.	Always	2	3,6 %
2.	Often	16	29,1 %
3.	Sometimes	34	61,8 %
4.	Never	3	5,5 %
	Total	55	100 %
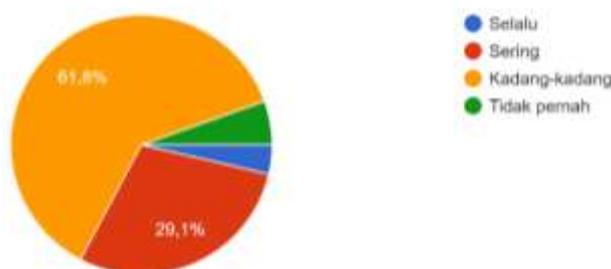
Based on the table above, as many as (3.6%) or equal to 2 students who answered always discussed with friends/study groups how to spell words and write new vocabulary in sentences. In addition, as many as (29.1%) or equal to 16 students who answered often discussed with friends/study groups how to spell words and write new vocabulary in sentence form, and as many as (61.8%) or equal to 34 students answered sometimes. Meanwhile (5.5%) or equal to 3 students answered that they never discussed

with friends/study groups how to spell words and write new vocabulary in sentence form. The results of these data indicate that students sometimes discuss with friends/study groups how to spell words and write new vocabulary in the form of sentences. Therefore, discussing with friends/study groups how to spell words and writing new vocabulary in the form of sentences is enough to help students get vocabulary.

3) I discuss with friends/groups translating a vocabulary.

| No.	Alternative Answer	Frequency	Percentage
1.	Always	7	12,7 %
2.	Often	15	27,3 %
3.	Sometimes	31	56,4 %
4.	Never	2	3,6 %
	Total	55	100 %
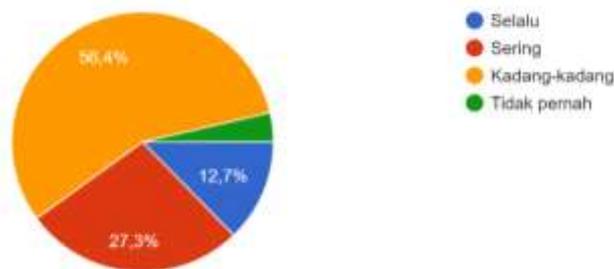
Based on the table above, as many as (12.7%) or equal to 7 students who answered always discuss with friends/groups translating a vocabulary. In addition, as many as (27.3%) or equal to 15 students answered often discussing with friends/groups translating a vocabulary, and as many as (56.4%) or equal to 31 students answered sometimes. Meanwhile (3.6%) or equal to 2 students answered that never discussed with friends/groups

translating a vocabulary. The results of these data indicate that students sometimes discuss with friends/groups translating a vocabulary. Therefore, discussing with friends/groups translating a vocabulary is enough to help get vocabulary.

4) In memorizing vocabulary, I relate the word's meaning to personal experience.

No.	Alternative Answer	Frequency	Percentage
1.	Always	2	3,6 %
2.	Often	27	49,1 %
3.	Sometimes	25	45,5 %
4.	Never	1	1,8 %
	Total	55	100 %
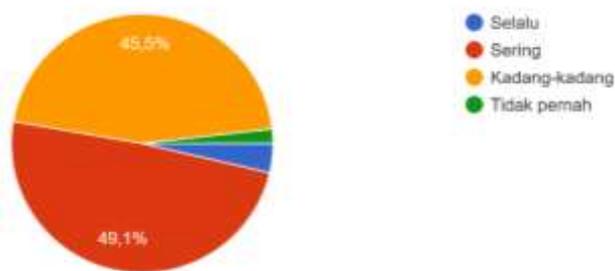
Based on the table above, as many as (3.6%) or equal to 2 students answered that they always remember vocabulary by connecting the word meaning to personal experience. In addition, as many as (49.1%) or equal to 27 students answered often remember vocabulary by connecting the word meaning to personal experience, and as many as (45.5%) or equal to 25 students answered sometimes. Meanwhile (1.8%) or equal to 1 student answered that never remembers vocabulary by connecting the word meaning to personal experience. The results of these data indicate

that students often remember vocabulary by connecting the word meaning to personal experiences. Therefore, remembering vocabulary by connecting the word's meaning to personal experience helps students get vocabulary.

5) In remembering vocabulary, I learn vocabulary by forming pictures.

| No.	Alternative Answer	Frequency	Percentage
1.	Always	3	5,5 %
2.	Often	17	30.9 %
3.	Sometimes	28	49.1 %
4.	Never	7	14.5 %
	Total	55	100 %
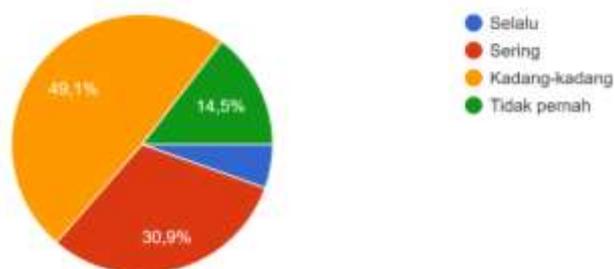
Based on the table above, as many as (5.5%) or equal to 3 students answered that always remember vocabulary by learning vocabulary by forming pictures. In addition, as many as (30.9%) or equal to 17 students answered often remember vocabulary by learning vocabulary by forming pictures, and as many as (49.1%) or equal to 28 students answered sometimes. Meanwhile (14.5%) or equal to 7 students answered that ever remembers vocabulary by learning vocabulary by forming pictures. The results of these data indicate that students sometimes remember vocabulary by

learning vocabulary in the form of pictures. Therefore, remembering vocabulary by learning vocabulary in the form of pictures is enough to help students get vocabulary.

6) In remembering vocabulary, I practice questions in English books.

No.	Alternative Answer	Frequency	Percentage
1.	Always	3	5,5 %
2.	Often	18	32,7 %
3.	Sometimes	33	60 %
4.	Never	1	1,8 %
	Total	55	100 %
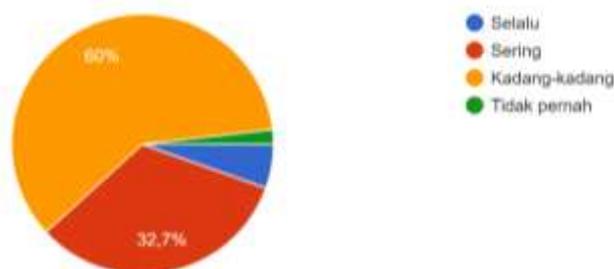

Based on the table above, as many as (5.5%) or equal to 3 students answered that always remember vocabulary by doing practice questions in English books. In addition, as many as (32.7%) or equal to 18 students answered that often remember vocabulary by doing practice questions in English books, and as many as (60%) or equal to 33 students answered sometimes. Meanwhile (1.8%) or equal to 1 student answered that had never done the practice questions in English books. The results of these data indicate that students sometimes remember vocabulary by doing practice questions in English books. Therefore, remembering

vocabulary by doing practice questions in English books is enough to help students get vocabulary.

7) To memorize vocabulary, I watch broadcasts that use English.

No.	Alternative Answer	Frequency	Percentage
1.	Always	7	14.5 %
2.	Often	22	38.2 %
3.	Sometimes	26	47,3 %
4.	Never	-	0 %
	Total	55	100 %
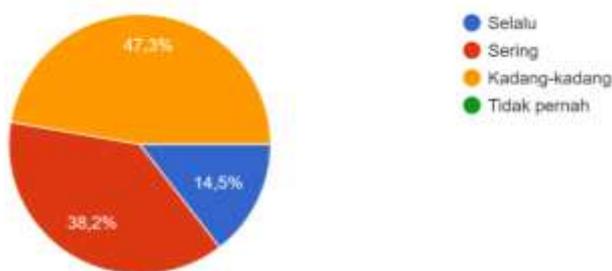
Based on the table above, as many as (14.5%) or equal to 7 students answered that always remember vocabulary by watching broadcasts that use English. In addition, as many as (38.2%) or equal to 22 students answered that often remember vocabulary by watching a broadcast using English, and as many as (47.3%) or equal to 26 students answered sometimes. The results of these data indicate that students sometimes remember vocabulary by watching broadcasts that use English. Therefore, remembering vocabulary by watching broadcasts that use English is enough to help students get vocabulary.

8) To improve my vocabulary, I read English texts.

No.	Alternative Answer	Frequency	Percentage
1.	Always	10	20 %
2.	Often	28	50,9 %
3.	Sometimes	16	27.3 %
4.	Never	1	1,8 %
	Total	55	100 %
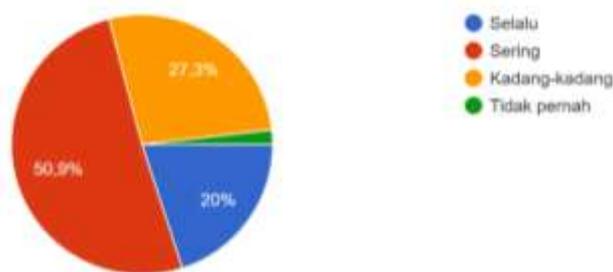
Based on the table above, as many as (20%) or equal to 10 students answered always improve their vocabulary by reading English texts. In addition, as many as (50.9%) or equal to 28 students answered often to improve their vocabulary by reading English texts, and as many as (27.3%) or equal to 16 students answered sometimes. Meanwhile (1.8%) or equal to 1 student answered that never improved their vocabulary by reading English texts. The results of these data indicate that students often English texts to improve vocabulary. Therefore, reading texts in English helps students improve their vocabulary.

9) To improve/develop vocabulary in English, I write new vocabulary in my notebook.

No.	Alternative Answer	Frequency	Percentage
1.	Always	6	10,9 %
2.	Often	17	30,9 %
3.	Sometimes	28	50,9 %
4	Never	4	7,3 %
	Total	55	100 %
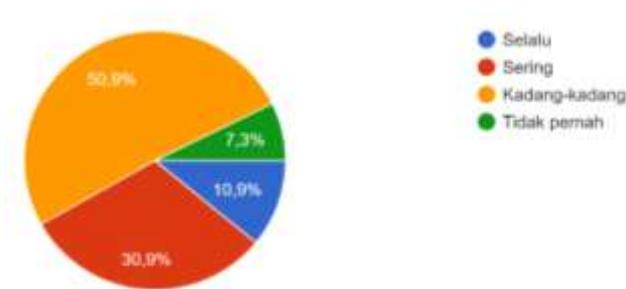
Based on the table above, as many as (10.9%) or equal to 6 students answered that always improve/ develop vocabulary by writing new vocabulary in personal notebooks. In addition, as many as (30.9%) or equal to 17 students answered that often increase/ develop vocabulary by writing new vocabulary in personal notebooks, and as many as (50.9%) or equal to 28 students answered sometimes. Meanwhile (7.3%) or equal to 4 students answered that never increased/ developed their vocabulary by writing new vocabulary in personal notebooks. The results of these data indicate that students sometimes write new vocabulary in personal notebooks to improve/ develop vocabulary. Therefore, writing new vocabulary in a personal notebook is enough to help students improve/ develop vocabulary.

10) To improve/develop my vocabulary by repeating the pronunciation of the vocabulary

No.	Alternative Answer	Frequency	Percentage
1.	Always	10	16,4 %
2.	Often	27	56,4 %
3.	Sometimes	18	27,3 %
4.	Never	-	0 %
	Total	55	100 %
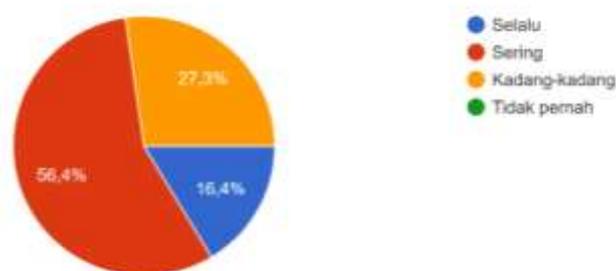
Based on the table above, as many as (16.4%) or equal to 10 students answered that always improve/ develop vocabulary by repeating the pronunciation of vocabulary. In addition, as many as (56.4%) or equal to 27 students answered often to increase/ develop vocabulary by repeating the pronunciation of vocabulary, and as many as (27.3%) or equal to 18 students answered sometimes. The results of these data indicate that students often repeat the pronunciation of vocabulary to improve/develop vocabulary. Therefore, repeating the pronunciation of vocabulary helps students in improving/develop vocabulary.

11) To improve/develop vocabulary, I put a word of vocabulary on each object.

No.	Alternative Answer	Frequency	Percentage
1.	Always	4	7,3 %
2.	Often	12	21,8 %
3.	Sometimes	31	56,4 %
4.	Never	8	14,5 %
	Total	55	100 %
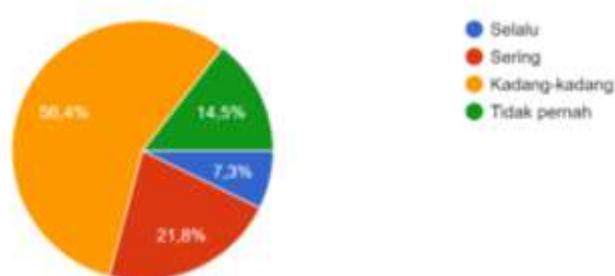
Based on the table above, as many as (7.3%) or equal to 4 students answered always improve/ develop vocabulary by attaching a vocabulary to each object. In addition, as many as (21.8%) or equal to 12 students answered that they often improved/ developed vocabulary by attaching a vocabulary to each object, and as many as (56.4%) or equal to 31 students answered sometimes. Meanwhile (14.5%) or equal to 8 students answered that they never improved/ developed vocabulary by attaching a vocabulary to each object. The results of these data indicate that students sometimes attach vocabulary to each object to improve/ develop vocabulary. Therefore, attaching a vocabulary to each object is enough to help students to improve/ develop vocabulary.

12) To improve/develop my vocabulary, write as often as possible.

No.	Alternative Answer	Frequency	Percentage
1.	Always	2	3,6 %
2.	Often	16	25,5 %
3.	Sometimes	33	61,8 %
4.	Never	4	7,3 %
	Total	55	100 %
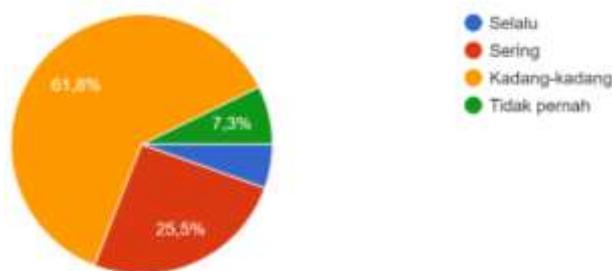
Based on the table above, as many as (3.6%) 0r equal to 2 students answered that always improve/ develop vocabulary by writing as often as possible. In addition, as many as (25.5%) or equal to 16 students answered that often improved/ developed their vocabulary by writing as often as possible, and as many as (61.8%) or equal to 33 students answered sometimes. Meanwhile (7.3%) or equal to 4 students answered that never improved/ developed their vocabulary by writing as often as possible. The results of these data indicate that students sometimes write as often as possible to improve/ develop vocabulary. Therefore, writing as often as possible is quite helpful for improving/ developing vocabulary.

Based on the calculated questionnaire, the researchers concluded that the use of the consolidation dimension strategy for EFL students was 50.6%. The range of answers from EFL students

sometimes. The statement above explains that the consolidation strategy in English is still used by some EFL students in learning, especially in learning vocabulary.

c. Pronunciation

1) I have difficulty with vocabulary that has a different spelling but the same pronunciation. For example, *Than/Then and Weather/ Wether.*

No.	Alternative Answer	Frequency	Percentage
1.	Always	4	7,3 %
2.	Often	21	40 %
3.	Sometimes	26	47,3 %
4.	Never	4	7,3 %
	Total	55	100 %
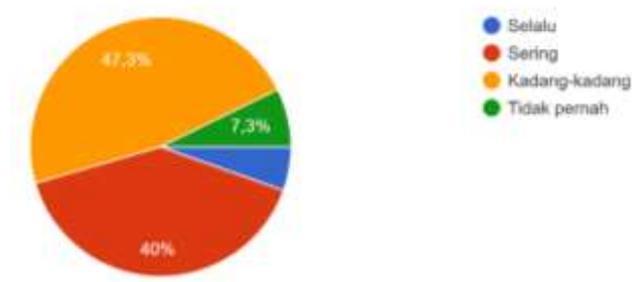
Based on the table above, as many as (7.3%) or equal to 4 students answered that always had difficulty in vocabulary that had different writings but had the same pronunciation. In addition, as many as (40%) or equal to 21 students answered that often had difficulty in vocabulary that had different writings but had the same pronunciation, and as many as (47.3) or equal 26 students answered sometimes. Meanwhile (7.3%) or equal to 4 students answered that never had difficulty in vocabulary that had different writing but had the same pronunciation. The results of these data

indicate that students sometimes have difficulty with vocabulary that has different writing but has the same pronunciation. therefore, vocabulary that has different writing but has the same pronunciation becomes a problem for students in learning vocabulary.

d. **Spelling**

1) I have difficulty with letter combinations, for example, *CH, EI, and IE* contained in the word *"Receive."*

| No.	Alternative Answer	Frequency	Percentage
1.	Always	4	7,2 %
2.	Often	17	32,7 %
3.	Sometimes	32	58.2 %
4.	Never	2	3.6 % %
	Total	55	100 %
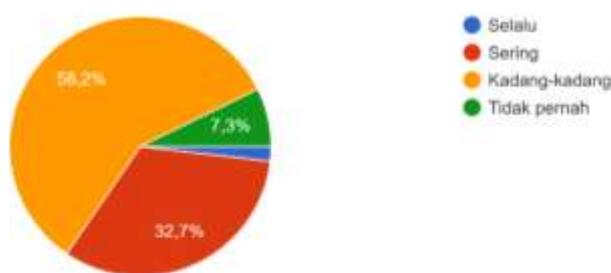
Based on the table above, as many as (7.2%) or equal to 4 students answered that always had difficulty in vocabulary that had letter combinations. In addition, as many as (32.7%) or equal to 17 students answered that often had difficulty in vocabulary that had letter combinations, and as many as (58.2%) or equal to 32 students answered sometimes. Meanwhile (3.6%) or equal to 2 students answered that never had difficulty in vocabulary that had combinations. The results of these data indicate that students

sometimes have difficulty in vocabulary that has a combination of letters. Therefore, vocabulary that has letter combinations is a problem for students in learning vocabulary.

e. **Length and Complexity**

1) I have difficulty with long vowels such as Queue and beautiful.

No.	Alternative Answer	Frequency	Percentage
1.	Always	2	3,6 %
2.	Often	21	40 %
3.	Sometimes	30	52,7 %
4.	Never	2	3,6 %
	Total	55	100 %
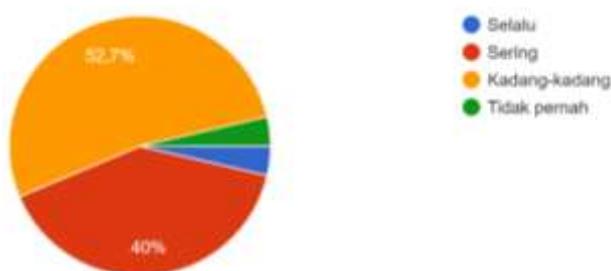
Based on the table above, as many as (3.6%) or equal to 2 students answered that they always had difficulty with long vowels. In addition, as many as (40%) or equal to 21 students answered that they often had difficulty with vowels, and as many as (52,7%) or equal to 30 students answered sometimes. Meanwhile (3.6%) or equal to 2 students answered that never had difficulty with vowels. The results of these data indicate that students sometimes have difficulty with vowels. Therefore, vocabulary that has vowels is a problem for students learning vocabulary.

2) I'm having trouble with double consonants, for example, Address.

| No.	Alternative Answer	Frequency	Percentage
1.	Always	8	14,5 %
2.	Often	19	34,5 %
3.	Sometimes	27	49,1 %
4.	Never	1	1,9 %
	Total	55	100 %
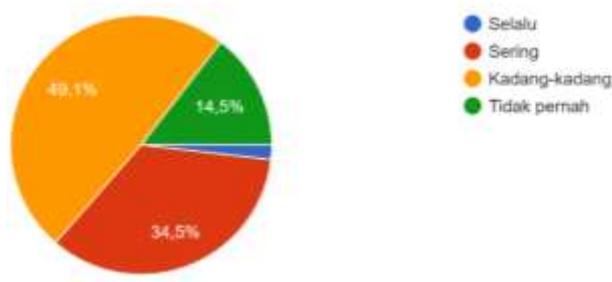
Based on the table above, as many as (14.5%) or equal to 8 students answered that always had difficulty with double consonants. In addition, as many as (34.5%) or equal to 19 students answered that often had difficulty with double consonants, and as many as (49.1%) or equal to 27 students answered sometimes. Meanwhile (1.9%) or equal to 1 student answered that never had difficulty with double consonants. The results of these data indicate that students sometimes have difficulty with double consonants. Therefore, vocabulary that has double consonants is a problem for students learning vocabulary.

f. Grammar

1) I have a hard time understanding form changes in singular and plural words.

No.	Alternative Answer	Frequency	Percentage
1.	Always	2	3,6 %
2.	Often	16	29,1 %
3.	Sometimes	32	58,2 %
4.	Never	5	9,1 %
	Total	55	100 %
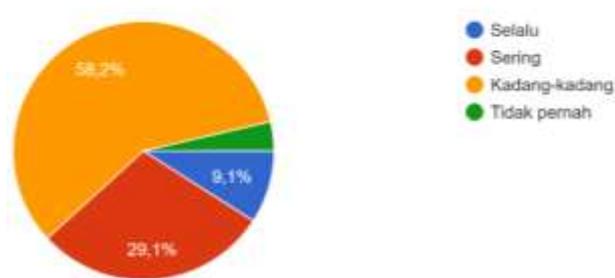
Based on the table above, as many as (3.6%) or equal to 2 students answered that always had difficulty understanding changes in form in singular and plural words. In addition, as many as (29.1%) or equal to 16 students answered that often had difficulty understanding changes in form in singular and plural words, and as many as (58.2%) or equal to 32 students answered sometimes. Meanwhile (9.1%) or equal to 5 students answered that never had difficulty understanding changes in form in singular and plural words. The results of these data indicate singular and plural words. Therefore, understanding the shape changes in singular and

plural words in double consonants is a problem for students in learning vocabulary.

2) I have trouble understanding the use of regular and irregular verbs.

No.	Alternative Answer	Frequency	Percentage
1.	Always	2	3,6 %
2.	Often	24	41,8 %
3.	Sometimes	26	50,9 %
4.	Never	3	5,5 %
	Total	55	100 %
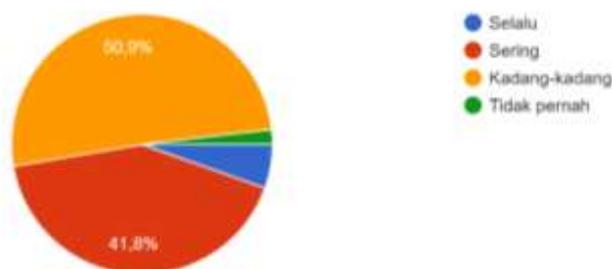
Based on the table above, as many as (3.6%) or equal to 2 students answered that always had difficulty understanding the use of regular and irregular verbs. In addition, as many as (41.8%) or equal to 24 students answered that they often had difficulty understanding the use of regular and irregular verbs, and as many as (50.9%) or equal to 26 students answered sometimes. Meanwhile (5.5%) or equal to 3 students answered that never had difficulty understanding the use of regular and irregular verbs. The results of these data indicate that students sometimes have difficulty understanding the use of regular and irregular verbs. Therefore, understanding the use of regular and irregular verbs is a problem for students in learning vocabulary.

3) I have difficulty using auxiliary verbs *(Am, Is, Are).*

No.	Alternative Answer	Frequency	Percentage
1.	Always	10	20 %
2.	Often	11	20 %
3.	Sometimes	33	58,2 %
4.	Never	1	1,8 %
	Total	55	100 %
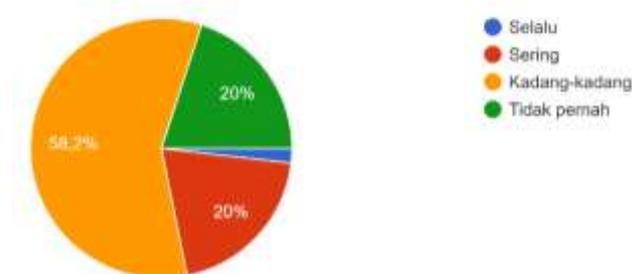
Based on the table above, as many as (20%) or equal to 10 students answered that they always had difficulty in using auxiliary verbs. In addition, as many as (20%) or equal to 11 students answered that they often had difficulty in using the auxiliary verb, and as many as (58.2%) or equal to 33 students answered sometimes. Meanwhile (1.8%) or equal to 1 student answered never had difficulty in using auxiliary verbs. The results of these data indicate that students sometimes have difficulty using auxiliary verbs. Therefore, the use of auxiliary verbs in problem vocabulary for students in learning vocabulary.

g. Meaning

1) I have difficulty arranging sentences in English.

No.	Alternative Answer	Frequency	Percentage
1.	Always	1	1,8 %
2.	Often	21	38,2 %
3.	Sometimes	30	54,5 %
4.	Never	3	5,5 %
	Total	55	100 %
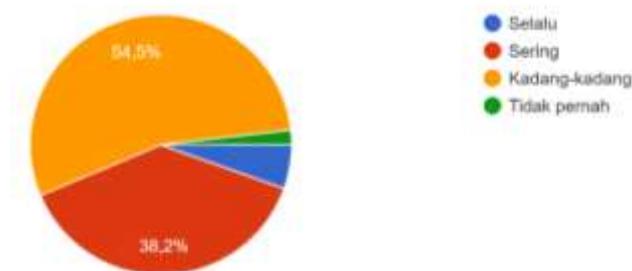
Based on the table above, as many as (1.8%) or equal to 1 student answered that always had difficulty in composing sentences in English. In addition, as many as (38.2%) or equal to 30 students answered that often had difficulty in composing sentences in English, and as many as (54.5%) or equal 30 students answered sometimes. Meanwhile (5.5%) or equal to 3 students answered that never had difficulty in composing sentences in English. The results of these data indicate that students sometimes have difficulty composing sentences in English. Therefore. Composing sentences in English is a problem for students in learning vocabulary.

h. Range, Connotation, Idiomaticity

1) I have difficulty learning vocabulary with words that have the same words but different meanings.

No.	Alternative Answer	Frequency	Percentage
1.	Always	2	5,5 %
2.	Often	27	52,7%
3.	Sometimes	25	41,8 %
4.	Never	-	0 %
	Total	55	100 %
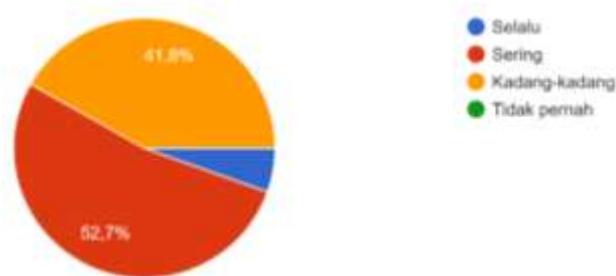
Based on the table above, as many as (5.5%) or equal to 2 students answered that always have difficulty in learning vocabulary with words that have the same word but have different meanings. In addition, as many as (52.7%) or equal to 27 students answered that sometimes. meanwhile (41.8%) or equal to 25 students answered sometimes have difficulty in learning vocabulary with words that have the same word but have different meanings. The result of these data indicates that students sometimes have difficulty in learning vocabulary with words that have the same word but have different meanings. Therefore, learning vocabulary with the same but different words becomes a bit of a problem for students in learning vocabulary.

2. Analysis interview

On the 3rd and 4th of February 2021, interviews were conducted in Indonesian for 2 days. The research divides interview questions into themes research questions: vocabulary learning strategies and problems in learning vocabulary. To get a clear explanation, the researcher expands on the answer. There are five students in this research. In this research, the researcher used face-to-face interviews with a list of questions asked. Five students were asked the same questions for the interview. EFL students' interview results can be seen below:

a) Strategies used by EFL Students in Learning Vocabulary

1. Discovery Dimension

In this session, the researcher found that by watching students get new vocabulary. Sa, R, P, and M responded with the same answer with a short response to the answers from the interviews. According to S, watching movies by looking for the meaning of the English text in the movie makes her get new vocabulary. According to R, watching movies using the translation of the film can help him get vocabulary and according to P, watching Europe, America, and the videos watched on YouTube can increase vocabulary. Furthermore, M also said that her watching movies also made me get new vocabulary. Based on the response above, the researcher concludes that to get new vocabulary, students can learn by watching movies or watching YouTube videos that use English. *(See appendix 4)*

In addition, researchers also received other responses from students in getting new vocabulary. This response was reinforced by several students who had participated in interviews. According to Si, reading books, novels, and articles distributed by lecturers helps learn vocabulary. According to Sa, reading books in English

also helps in learning vocabulary. R also said that reading books helps. Based on the responses above, the researcher concludes that reading books with various sources is very helpful in getting vocabulary so the more vocabulary you get from reading books, the easier it will be to master English. *(See appendix 4)*

While the responses of other students get vocabulary by using a dictionary and google translation. This response is reinforced by the results of interviews conducted by researchers. According to Sa, learning vocabulary using a dictionary and Google Translate helped him in adding vocabulary. P also said that from the dictionary he got vocabulary, and M also said the same thing dictionary is one solution if you don't know the meaning of a word with a dictionary you can look up the word and the meaning of the vocabulary. Based on the response above, dictionaries and Google Translate also help students increase new vocabulary. It explains that learning vocabulary is not only enough with a dictionary but can also be done with other alternatives for learning such as google translate. *(See appendix 4)*

And the researchers found other respondents where respondents got vocabulary by listening to songs and looking for the meaning of song lyrics. According to Si, listening to songs can help get new vocabulary by listening and reading out the meaning of the song's lyrics. Based on Sa's responses to get new vocabulary, students can learn vocabulary by listening to songs and reading the lyrics and meaning of the lyrics of the songs they just heard so that students can easily master vocabulary. *(See appendix 4)*

Another response stated that getting new vocabulary can also be done by studying in groups and or in pairs. According to M, learning vocabulary with friends or study groups helps in getting vocabulary because it can share vocabulary with friends or study groups. R also said reading English texts with friends can help

learn vocabulary because reading with friends or in study groups can help record vocabulary. And Sa also said that getting together with friends or study groups to do assignments, talking, and saying vocabulary that was never known. Si also said that learning vocabulary with friends or in study groups helps find vocabulary that is still unfamiliar to hear. Based on the response above, in increasing the vocabulary students also need to learn in the form of groups to get more vocabulary so that students' vocabulary mastery can be easier to learn. *(See appendix 4)*

Based on the findings above, the researcher found that EFL students get a new vocabulary by watching movies and reading books like scientific and fiction books. The researcher also found that EFL students also get a new vocabulary by learning to use dictionaries in the form of online and offline. Also, gain vocabulary by learning to use sogs. The researcher also found that EFL students also learn in groups where the learning is like helping each other in mentioning vocabulary that is difficult to understand.

2. Consolidation Dimension

At this stage, the researcher found different answers from each respondent's increasing vocabulary. According to M, learning vocabulary is usually written on a cell phone or in a book. I make it into a series of words so that it helps me remember vocabulary. Si also said that in developing vocabulary by taking notes in a binder or on a cell phone note. P said searching on Google translate or Urban Dictionary, and Oxford Dictionary can help learn vocabulary. R also said that when we are confused with a vocabulary, we can read vocabulary repeatedly can help in remembering the word. And Sa said that imitating a speaking scene from a film over and over again, practicing by speaking on his own. Sa also said, watching repeatedly YouTube channels that discuss vocabulary learning can help in remembering vocabulary.

Based on the interview above, EFL students have an increasing vocabulary. It can be seen from 2 respondents with the same statement, namely learning by writing vocabulary on a cell phone or in personal notebooks. Three respondents stated that in developing vocabulary by searching using online dictionaries and offline dictionaries and by repeatedly reading the vocabulary obtained, as well as by re-practicing the vocabulary found in movies and on YouTube videos. *(See appendix 4)*

At this stage, the researcher asked EFL Students about the use of memory strategies. From the interviews, the researchers found 4 out of 5 students answered that memorizing helped them in developing vocabulary, while one respondent answered that memorizing did not help in developing vocabulary. According to M, R Sa, and Si memorizing vocabulary helps in developing vocabulary because memorizing can make vocabulary recorded in memory, and memorizing helps to develop vocabulary. While according to P, memorization does not help in the process of learning vocabulary because memorization makes it difficult to remember vocabulary. Based on the statement above, the researcher concludes that learning to use memory strategies helps some EFL Students increase their vocabulary and can also improve EFL Students' memory of the vocabulary being studied. However, using a memory strategy also makes some EFL Students take longer to remember vocabulary so. Other English students prefer to learn by reading repeatedly. *(See appendix 4)*

Based on the findings above, the researcher found that in developing vocabulary, EFL students had their strategies, such as noting the vocabulary obtained, looking up vocabulary through a dictionary, reading repeatedly, and re-practicing the vocabulary obtained from watching. Besides that, EFL students can also use

memory strategies to develop vocabulary. The various strategies can help in mastering their vocabulary more broadly.

b) **The Problem Faced by EFL Students in Learning Vocabulary**

1. **Pronunciation**

At this stage, the researcher found the same 5 answers from 5 respondents about the difficulties of EFL students in pronouncing vocabulary. According to M, P, R, Sa, and Si, pronunciation makes it difficult to learn vocabulary because it makes you confused talking to other people. When talking to other people is difficult to understand the meaning of the conversation being discussed. In addition, difficulties in distinguishing the meaning of words and the pronunciation of words. Sounds of the same word but different meanings are also difficult, and the pronunciation of similar words is only distinguished from the intonation of words such as the words Know and now. *(See appendix 4)*

Based on the answers above, the researcher concludes that EFL students have difficulty learning vocabulary, especially in pronouncing vocabulary proven by respondents' answers such as; difficulty in speaking with the other person and difficulty in distinguishing the intonation of each word that is the same.

2. **Spelling**

Analyzing the results of interviews at this stage, the researchers found that 4 out of 5 respondents stated difficulties in spelling a word. According to M, P, Sa, and Si, spelling is difficult to learn in learning vocabulary because they are not familiar with words such as ED, EST, and affixes such as NESS, FULLY, and WORKED. These words are difficult to listen to and spell. *(See appendix 4)*

Based on the interview above, the researcher concludes that most EFL students have difficulties in spelling words such as; words that have additional prefixes, affixes, and suffixes.

3. Length and Complexity

At this stage, the researcher found that 3 out of 5 respondents answered difficulties in learning vocabulary with words that have a length and complexity, while 2 respondents answered that it was not too difficult. According to M, P, and Si, they have difficulty with long and complicated words, such as difficulty in reading, spelling, and writing long words. Meanwhile, according to R and S, words like delicious and wonderful are not too difficult to pronounce because they are used to these words. *(See appendix 4)*

Based on the results of the interviews above, the researcher concluded that 3 out of 5 respondents stated difficulties with the length and complexity of a word, this can be seen from each respondent's answer where the answers are like how to read and spell long words and how to write words that they think make them difficulty in learning English vocabulary. While the other 2 respondents stated that they did not have too much difficulty with the length and complexity of a word because according to them not all words that have a long and complex level are difficult to pronounce, they just need the practice to get used to these words.

4. Grammar

At this stage, the researcher found that two respondents answered quite difficult in understanding nouns, adjectives, and verbs, while two other respondents answered no difficulty and one respondent answered difficulty. According to P and R, grammar is quite difficult because they are not able to use nouns, adjectives, and verbs, sometimes some words make it confusing and difficult

to understand and distinguish words such as nouns, adjectives, and verbs. In addition, according to M and Sa, grammar is difficult because it is difficult and confusing to distinguish nouns, adjectives, and verbs. While according to Si, there are no difficulties with grammar, such as nouns, adjectives, and verbs, because practicing at home makes it easy to use them. *(See appendix 4)*

Based on the results of the interviews above, the researcher concludes that understanding grammar in vocabulary is not a problem for EFL students because the results of the interviews above show that out of 5 respondents only one respondent answered difficulties, while 2 respondents answered that grammar made them confused in vocabulary.

5. **Meaning**

At this stage, the researcher found that two respondents had the same opinion, namely the difficulty in understanding the meaning of the vocabulary. Two respondents also had the same opinion that it was quite difficult, and one respondent thought it was not difficult. According to R and Si, they have difficulty with meaning because, according to them, it is difficult to distinguish words. However, they have a solution, namely by writing it down in a binder word by word. In addition, according to M and Sa, it is quite difficult because the words are the same but have different meanings, it can be seen from the meaning of the sentence, and it is the same as when talking about what purpose you want to convey. Meanwhile, according to P, meaning is not difficult because every word has intonation. *(See appendix 4)*

Based on the results of the interviews above, the researcher concludes that English students still have difficulty understanding the meaning of each vocabulary. 2 students answered that it was still difficult, and two students answered that it was quite difficult,

especially in distinguishing each vocabulary meaning, while one student answered had no difficulty in understanding the meaning of vocabulary.

6. **Range, Connotation, Idiomaticity**

At this stage, the researcher found the same answer from the respondents, namely the difficulty in using the range in English vocabulary. The researcher also found that the respondents also had difficulty using connotation words and idioms. According to M, P, R Sa, and Si lack vocabulary and do not know the connotation, and it is difficult to learn the range and the meaning of idiom words makes it difficult for them. This difficulty makes them confused with words that have ranges, connotations, and idioms. *(See appendix 4)*

Based on the interview above, the researcher concludes that learning vocabulary with words that have range, connotations, and idioms is difficult for EFL students because the presence of range, connotations, and idioms makes EFL students confused with the same word. Besides that, students also have difficulty interpreting words, especially words that have idioms, because they have broad meanings which makes it difficult for them to learn vocabulary.

B. Discussion

This research found that EFL students use strategies in learning English vocabulary. According to Schmitt (1997) as cited in Sihotang *et al.,* (2017), vocabulary learning strategies are divided into two (p. 89). The first is the discovery dimension strategy. This aspect identifies that the use of discovery dimension strategies in EFL students more often gets vocabulary by guessing from the text or English context. It can be seen from the results of the questionnaire answers that EFL students often get vocabulary by guessing the English text or context. Based on the calculations from the questionnaire, it is

proven that it is easier for students to get vocabulary by guessing from a certain context. Susanto *et al.,* (2022) said that guessing the meaning of vocabulary in an English context is one of the important tools in learning English, especially in adding vocabulary (p. 470). On the other hand, EFL students also use a dictionary as a tool to add vocabulary. As Sadieda *et al.,* (2019) said, with the use of a dictionary, students can find the meaning and function of words, which means that the dictionary will make it easier for students to find new words (p. 179). This opinion is in line with the results of the questionnaire obtained by the researcher. Namely, EFL students answered that they often used a dictionary as a tool to add vocabulary.

In addition, listening to songs is one of the activities used by students to learn vocabulary. According to Risnawati *et al.,* (2014), songs are one of the tools used by students in learning vocabulary because songs make the learning atmosphere more interesting and fun (p. 2). So, songs are one of the activities that students like in learning vocabulary. Besides, EFL students also learn vocabulary by watching movies. According to Amalia *et al.,* (2016), learning by watching movies will be more effective for students because learning to use movies can be more fun and enjoyed by students (p. 5). So, learning vocabulary will be easier for students. Reading books and journals is also one of the tools used by students. Reading books and journals is also one of the tools used by students in learning vocabulary. Reading using books and journal is an activity that plays an important role for students in adding vocabulary (Nikijuluw, 2020, p. 2).

The second strategy is consolidation. In this aspect, the researcher identifies that EFL students need social interaction with friends or study groups in learning vocabulary. EFL students learn vocabulary by learning with friends or in study groups to help in pronouncing new vocabulary, they can share new vocabulary and exchange vocabulary gained from each other's experiences. As said by Lin, (2018), studying with friends or groups is petrifying in the learning process, such as correcting mistakes, explanations, and suggestions, and getting lots of resources (p. 166).

In helping EFL students learn vocabulary, EFL students also use a method, namely memorizing. Memorizing helps students learn vocabulary. In memorizing vocabulary, students make pictures related to words and attach vocabulary to certain objects. This situation can help students in learning vocabulary. According to research conducted by Sozler, (2012), the use of memory strategy is one of the most effective strategies in the vocabulary learning process, especially in the use of images, keywords, and acronyms (p. 1349).

On the other hand, the researcher also concludes that EFL students use cognitive and metacognitive methods in learning vocabulary. According to Yong, (2013), cognitive and metacognitive strategies are strategies needed by novice students in learning vocabulary (p. 374). The researcher found that the use of cognitive and metacognitive learning in EFL students was doing practice questions and writing vocabulary in a diary which was later developed more widely.

With the explanation above, the researcher concludes that the use of these two strategies helps EFL students in learning vocabulary. However, when compared between the two strategies, EFL students prefer the discovery dimension strategy as a good strategy for learning vocabulary. Recovery of the discovery dimension strategy is calculated at 60.4% with a range of EFL students' answers often, while for the consolidation dimension strategy it is 50.6% with a range of EFL students' answers sometimes.

However, in the process of learning vocabulary, EFL students also have difficulty learning vocabulary. According to Rohmatillah, (2017), six factors make it difficult for students to learn vocabulary. The first factor is pronunciation. This aspect identifies that EFL students have difficulty in learning vocabulary, especially in vocabulary pronunciation. The researcher found that the difficulties faced by EFL students were because each word had the same pronunciation. different meanings and EFL students also had difficulty hearing the stress on the intonation of words. That word made them confused about the meaning of the word. About 47.3% of students find it

difficult to pronounce vocabulary, with the average students' answers having difficulty. The above opinion has similarities with the opinion of research conducted by the Gilakjani & Ahmadi, (2011), pronunciation is one of the difficulties in pronouncing words because they have to change the way thinking about sound components such as syllables, stress patterns, and rhythms so that these factors make it difficult for students in learning vocabulary (p. 74).

The second factor is spelling. The aspect identifies that EFL students have difficulty learning vocabulary, especially spelling. Around 58.2% of EFL students answered difficulties in learning spelling in vocabulary with the answer range of Often. One of the difficulties experienced by EFL students is the difficulty pronouncing and writing words such as affixes, prefixes, and suffixes such as the words ED, CH, EI, and the addition of the word SAD which becomes SADNESS. Difficulty in pronouncing and writing spelling words is difficult to understand, especially for words with the same pronunciation but different spelling which makes English vocabulary users confused in learning vocabulary (Alshahrani, 2019, p. 66).

The third factor is length and complexity. This difficulty can be seen from the results of students' questionnaires with a range of answers, often with a percentage of 52.7%, which means that, on average, students have difficulty with words that have a long and complex level. The difficulty of words that have a long and complex level makes them difficult, especially in pronouncing words, writing words, spelling words, and reading words. Sujadi & Wulandari, (2021) also said that length words are harder to learn than short words because the connotations of some words can cause problems, especially in length and complexity words (p. 93).

The fourth factor is grammar. Nouns, adjectives, and verbs make it difficult for them to use words. Changes in words and word placement make them unable to distinguish the meaning of words. Around 49.1% of students answered with difficulties in grammar, with the range of students' answers being often. This opinion is in line with Ameliana, (2019) grammar is not

always easy to learn vocabulary because grammar is an important part of learning vocabularies that is difficult to understand, such as different word structures or word patterns, so it makes EFL students confused when using words.

The fifth factor is meaning. The same words with different meanings make it difficult for EFL students to learn vocabulary. These difficulties make EFL students confused with the same words but different meanings. About 58.2% of students have difficulty with the meaning of words. Abuhabil *et al.,* (2021) also said that students had difficulty with words that they did not know the meaning of, and it made it difficult for them to learn English (p. 279).

The sixth factor is a range, connotation, and idiomaticity. According to Asri & Rochmawati, (2017), the use of word ranges, connotations, and idioms is one of the difficulties faced by EFL students, such as difficulty understanding the expression and meanings of words that are difficult to analyze (p. 47). EFL students quite have difficulty with words that have a range because they do not know the range in English, making it difficult for EFL students. In addition, EFL students also have quite a difficulty with connotations and idioms that have meanings that are difficult to interpret one by one. Around 49.1% of students have difficulty with ranges, connotations, and idioms with answers from students sometimes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the data collection analysis, the researcher can conclude below:

1. In general, EFL students, especially in the third semester of the English Education study program, IKIP-PGRI Pontianak, use strategies in learning vocabulary. According to Rohmatillah, (2017), there are two strategies used by EFL students, namely the discovery dimension and the consolidation dimension. The use of discovery dimension strategies for EFL students learning vocabulary cannot be separated from daily activities that make them comfortable learning vocabulary. These activities include learning by guessing from English texts or contexts, using a dictionary to look up vocabulary and vocabulary meanings, reading books and journals, listening to songs, and watching movies. The second strategy is a consolidation dimension strategy. The consolidation dimension strategy is used by EFL students to develop and add vocabulary, in learning to use the consolidation strategy, EFL students carry out activities such as studying with friends or study groups, learning by memorizing vocabulary, and learning cognitive and metacognitive. These activities help them in developing vocabulary. EFL students, especially third-semester students of the English Education Study Program, IKIP-PGRI Pontianak, use strategies in learning vocabulary. According to them, the use of the strategy dimension makes them fast find new vocabulary. The use of discovery dimension strategy students about 60.4% of EFL students use the discovery strategy to help them find new vocabulary, while the use of consolidation dimension strategy about 50.6% of EFL students use the consolidation dimension strategy to develop vocabulary. It is can be concluded that EFL students, especially

third-semester students in English Education Study Program, are more dominant in using discovery dimension strategies in learning vocabulary.

2. Learning the vocabulary of EFL students, especially the third-semester students of the English Education Study Program, IKIP-PGRI Pontianak, has difficulties. According to Rohmatillah, (2017), there are six difficulties faced by EFL students in learning vocabulary. The first difficulty is pronunciation. The students have quite a difficulty with pronunciation in learning vocabulary, which is 47.3%. The second difficulty is spelling. The students have difficulty with spelling in learning vocabulary, which is 58.2%. The third difficulty is length and complexity. The students have difficulty with length and complexity in learning vocabulary, which is 52.7%. The fourth difficulty is grammar. The students have difficulty with grammar in learning vocabulary, which is 49.1%. The fifth difficulty is meaning. The students have difficulty with meaning in learning vocabulary, which is 58.2%. The sixth difficulty is a range, connotation, and idiom. The students have difficulty with range, connotation, and idiom in learning vocabulary, which is 49.1%. Based on the data above, it can be concluded that of the six difficulties experienced by students in learning vocabulary, the researcher found four difficulties experienced by students quite often. These difficulties are spelling, grammar, meaning, length, and complexity, while the other two difficulties experienced by students only sometimes are pronunciation, range and range, connotation, and idiom.

B. Suggestion

Based on the findings and conclusions, the researcher would like to give some suggestions related to the strategies and problems of EFL students in learning vocabulary. There are suggestions for EFL students and another researcher.

1. For EFL Students

The findings of this research indicate that EFL students still face difficulties in learning English vocabulary, even though they already have

many strategies for learning English vocabulary. By looking at the findings, EFL students generally use strategies that they already know and feel that strategies are useful. Therefore, EFL students are advised to look for more new strategies in learning English vocabulary to make it easier for them to acquire new words and solve the problems they face. In addition, they are encouraged to use appropriate strategies to overcome any problems they face in learning English vocabulary.

2. For other researchers

The researcher suggests to other researchers that this researcher can help another researcher if other researchers want to do research with the concept of vocabulary learning strategies and want to know the problems faced by students in learning vocabulary, other researchers can conduct broader research in presenting vocabulary learning strategies and problems in learning English vocabulary.

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APPENDIX 1

Instrument

of

Questionnaire

The Questionnaire Blueprint for An Analysis of EFL Students' Strategies Learning English Vocabulary

Below is the blueprint of the close-ended questionnaire. The questions are adapted from Hadiarah, (2021) about the EFL students' strategies for learning English vocabulary.

Indicator	Question	Total Item
Discovery Dimension	1, 2, 3	3
Consolidation Dimension	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	12
Pronunciation	16	1
Spelling	17	1
Length and Complexity	18, 19	2
Grammar	20, 21, 22	3
Meaning	23	1
Range, Connotation, and Idiomaticity	24	1

Source: adapted from Hadiarah, (2021)

Research Questionnaires

1. **Respondent identity**

   Email   :

   Name   :

   NIM   :

   Class   :

   No. WA   :

2. **Instruction:**

   "This questionnaire is not a test and does not affect your lecturer's learning outcomes and assessment. This questionnaire was made to know the strategies and problems faced by students in the process of learning English vocabulary. Please fill out this questionnaire honestly and thoroughly according to your experience. Your answers are private and will be kept confidential".

   "Kuesioner ini bukan merupakan suatu tes dan tidak berpengaruh terhadap hasil belajardan penilaian dosen anda. Kuesioner ini dibuat dengan tujuan untuk mengetahui strategi dan masalah yang dihadapi mahasiswa di dalam proses belajar kosakata bahasa Inggris. Silahkan isi kuesioner ini dengan jujur dan teliti sesuai dengan pengalaman anda. Jawaban anda bersifat pribadi dan dijaga kerahasiannya".

No.	Pertanyaan	(4) Selalu	(3) Sering	(2) Kadang-kadang	(1) Tidak Pernah
1.	Saya mendapatkan kosakata baru dan makana kosakata dengan cara menebak dari teks atau konteks berbahasa Inggris.				

2.	Saya mendapatkan kosakata baru dan makna kosakata dengan menggunakan kamus dua bahasa seperti kamus English-Indonesi/ Indonesia-English.				
3.	Saya mendapatkan kosakata baru dan makna kosakata dengan belajar secara berpasangan/ kelompok.				
4.	Saya berdiskusi dengan teman/ kelompok belejar mengenai cara dalam mengucapkan kosakata.				
5.	Saya berdiskusi dengan teman/ kelompok belajar mengenai cara ejaan kata dan penulisan kosakata baru dalam bentuk kalimat.				
6.	Saya berdiskusi dengan teman/ kelompok belajar dalam menterjemahkan sebuah kosakata.				
7.	Dalam mengingat kosakata saya menghubungkan arti kata dengan pengalaman pribadi.				
8.	Dalam mengingat kosakata saya mempelajari kosakata dengan membentuk gambar.				
9.	Dalam mengingat kosakata saya mengerjakan Latihan soal pada				

	buku berbahasa Inggris.				
10.	Untuk mengingat kosakata saya menonton siaran yang menggunakan bahasa Inggris.				
11.	Untuk meningkatkan kosakata saya membaca teks yang berbahasa Inggris.				
12.	Untuk meningkatkan/ mengembangkan kosakata dalam bahasa Inggris saya menulis kosakata baru di buku catatan pribadi saya.				
13.	Untuk meningkatkan/ mengembangkan kosakata saya mengulang Kembali pengucapan kosakata.				
14.	Untuk meningkatkan/ mengembangkan kosakata saya menempelkan kosakata pada setiap objek.				
15.	Untuk meningkatkan/ mengembangkan kosakata saya menulis sesering mungkin.				
16.	Saya kesulitan pada kosakata yang memiliki penulisan yang berbeda namun, memiliki pelafalan yang sama. Contohnya *Than/Then dan Weather/Wether.*				
17.	Saya kesulitan pada kombinasi huruf misalnya, CH, EI, IE, dan				

	yang terdapat pada kata "*Receive*".				
18.	Saya kesulitan pada huruf vocal yang panjang. Misalnya *Queue* dan *Beautiful*.				
19.	Saya kesulitan pada konsonan ganda misalnya *Address.*				
20.	Saya kesulitan memahami perubahan bentuk pada kata tunggal dan jamak.				
21.	Saya kesulitan memahami penggunaan kata kerja beraturan dan tidak beraturan.				
22.	Saya kesulitan dalam penggunaan kata kerja bantu (*Am, Is, Are).*				
23.	Saya kesulitan dalam Menyusun kalimat dalam bahasa Inggris.				
24.	Saya kesulitan dalam belajar kosakata dengan kata yang sama namun berbeda makna.				

APPENDIX 2

Instrument

of

Interview

The Interview Blueprint for An Analysis of EFL Students' Strategies in Learning English Vocabulary

Below is the blueprint of the unstructured interview. These questions are adapted from Hadiarah, (2021) about the EFL students' strategies in learning English vocabulary.

Indicator	Questions	Total Item
Discovery Dimension	1, 2	2
Consolidation Dimension	3, 4	2
Pronunciation	5	1
Spelling	6	1
Length and Complexity	7	1
Grammar	8	1
Meaning	9	1
Range, Connotation, and Idiomaticity	10, 11	2

Source: adapted from Hadiarah, (2021)

List of Interview Questions:

1. Jelaskan bagaimana anda mendapatkan kosakata baru?

2. Jelaskan apakah dengan memahami menggunakan teks Bahasa Inggris atau dengan teman/ kelompok belajar dapat membantu anda untuk mendapatkan kosakata baru?

3. Jelaskan bagaimana anda meningkatkan/ megembangkan kosakata anda?

4. Jelaskan apakah dengan menghafal kosakata membantu anda meningkatkan kosakata anda?

5. Jelaskan apakah anda mengalami kesulitan dalam mengucapkan pelafalan kata yang sama dengan penulisan yang berbeda? *(contohnya: Than/Then dan Weather/Wether)*

6. jelaskan apakah anda mengalami kesulitan mengeja setiap kata Bahasa Inggris dengan tambahan awalan, imbuhan, dan akhiran?

7. Jelaskan apakah panjang setiap kosakata Bahasa Inggris bisa sulit bagi anda?

8. Jelaskan apakah anda mengalami kesulitan dalam membedakan kata benda, kata sifat, dan kata kerja?

9. Jelaskan apakah kosakata yang sama dengan arti yang berbeda dapat menjadi kesulitan anda dalam memahami arti kosakata tersebut?

10. Jelaskan apakah sinonim dalam kosakata Bahasa Inggris dapat menjadi kesulitan anda dalam belajar kosakata?

11. Jelaskan apakah konotasi dan idiom menyulitkan anda untuk belajar kosakata?

APPENDIX 3

RESEARCH

SUBJECTS

Research Subject Interviews

1. **Mutiara Rizky**

   Code   : M

   Semester : III (Third)

   Class   : B. Afternoon

   Gender   : Female

   Age   : 19 Years Old

2. **Pangestu Muhammad**

   Code   : P

   Semester : III (Third)

   Class   : C. Afternoon

   Gender   : Male

   Age   : 18 Years Old

3. **Rizky Wira S**

   Code   : R

   Semester : III (Third)

   Class   : A. Morning

   Gender   : Male

   Age   : 19 Years Old

4. **Salsabila Saputra**

   Code   : Sa

   Semester : III (Third)

   Class   : A. Afternoon

   Gender   : Female

   Age   : 20 Years Old

5. **Siti Anisya**

   Code   : Si

   Semester : III (Third)

   Class   : B. Morning

   Gender   : Female

   Age   : 19 Years Old

Research Subject Questionnaires

NAME	NIM	NO. WA
Siti Anisya	322010009	08890116xxxx
Fransiska Maranatha Utami	322010092	08121061xxxx
Alda Gusnalesia	322010087	08524587xxxx
Riki Satrio	322010070	08534273xxxx
Elly Florensia Aprila	322010130	08121884xxxx
Sondang Gloria Nainggolan	322010095	08951834xxxx
Novia Udur Selvionita	322010164	08968921xxxx
Anggi Dwi Lestari	322010066	08225101xxxx
Sulung Iqbal Kharisma	322010048	08971089xxxx
Nadia	322010157	08215485xxxx
Muhammad Zidularif	322010042	08215472xxxx
Gemini Herlita	322010120	08969424xxxx
Tiara Dwi Marlindha	322010059	08152296xxxx
Yuliana Susanti	322010170	08952324xxxx
Defi Bias Lintang Biantara	322010140	08951627xxxx
Nurul Izzatunnisa	322010116	08953705xxxx
Leony Budi Utami	322010065	08957040xxxx
Eva Junita	322010114	08960673xxxx
Tesa Aneta Olivia	322010013	08967656xxxx
Krisopras William Prayoga	322010057	08235121xxxx
Yupita Sari Permadhani	322010035	08582865xxxx
Elen Febrianti	322010098	08575438xxxx
Blicia Altari Gome	322010107	08575245xxxx
Eltiara Sati	322010062	08225038xxxx
Febrian Tika	322010055	08575005xxxx
Veronika Manyam Sari	322010004	08225265xxxx
Kalsum	322010054	08235331xxxx

Apriyani Putri Pratama	322010119	08524135xxxx
Pangestu Muhammad	322010085	08969431xxxx
Divani Putri Arianti	322010040	08969204xxxx
Khaira Auliani	322010081	08962916xxxx
Sri Wulan Fadila	322010094	08214810xxxx
Vidia Aspiani	322010043	08953730xxxx
Maria Andani	322010012	08971214xxxx
Rahmawati	322010101	08969328xxxx
Risma Kurani Kiswa	322010178	08312536xxxx
Wahyuni	322010105	08138126xxxx
Safitri Ramadhani Noviana	322010150	08575376xxxx
Muhamad Rixky Afriansyah	322010038	08968958xxxx
Anita	322010129	08582872xxxx
Fitria Awani	322010102	08225051xxxx
Cici	322010000	08134517xxxx
Aswari	322010003	08215868xxxx
Aprianus Julianto	322010163	08214942xxxx
Priska Veriyanti	322010089	08534955xxxx
Salsabila Saputri	322010145	08524866xxxx
Chalix Givan	322010067	08950606xxxx
Hernawati	322010182	08555110xxxx
Fitriani	322010090	08969638xxxx
Isti Hastuti	322010121	08953737xxxx
Zarliantine Giswa Defitri	322010078	08538626xxxx
Dea Putri Aulia	322010139	08125641xxxx
Natasya Devi Maharani	322010080	08219601xxxx
Olyvia Juniati	322010068	08225055xxxx
Oktavia Heni Punai	322010071	08584916xxxx

APPENDIX 4

Interview

Transcript

1. **Name: M**

   Time: 03/02/2021 13:10

   (1) **Me: Jekaskan bagaimana anda mendapatkan kosakata baru?**

   M: Untuk mendapatkan kosakata baru, karena saya suka nonton film jadi dari film saya mendapatkan kosakata. Kalau misalnya ada beberapa kata yang eee… tidak dimengerti biasanya saya catat terus saya cari artinya. Selain itu dalam mendapatkan kosakata saya juga membaca buku.

   (2) **Me: Jelaskan apakah dengan memahami menggunakan teks Bahasa Inggris atau dengan teman/kelompok belajar dapat membantu anda untuk mendapatkan kosakata baru?**

   M: Iya, lebih sering misalnya seperti berbagi dengan teman. Saya mendapatkankan dengan seperti itu.

   (3) **Me: Jelaskan bagaimana anda meningkatkan/ mengembangkan kosakata anda?**

   M: Aaaa… saya catat biasanya di HP atau di buku terus misalnya saya buat rangkaian kata gitu agar saya tidak lupa.

   (4) **Me: Jelaskan apakah dengan menghafal kosakata membantu anda meningkatkan kosakata anda?**

   M: Iya, mengingat kosakata membantu saya dalam mengembangkan kosakata.

   (5) **Me: Jelaskan apakah anda mengalami kesulitan dalam mengucapkan pelafalan kata yang sama dengan penulisan yang berbeda?** *(contohnya: Than/Then dan Weather/Wether).*

   M: Emm…. Kesulitan, aaaa… lebih ke bingung emm… kalau misalnya lagi berbicara dengan orang lain terus apa yang kita dengar seperti susah untuk mengartikannya oh maksutnya apa ya? Seperti tidak nyambung gitu kalau lagi berbicara.

   (6) **Me: Jelaskan apakah anda mengalami kesulitan mengeja setiap kata Bahasa Inggris dengan tambahan awalan, imbuhan, dan akhiran!**

M: Kadang sulit kadang ada yang bisa seperti ada kata-kata yang bisa ada juga yang tidak bisa.

(7) Me: Jelaskan apakah panjang setiap kosakata Bahasa Inggris bisa sulit bagi anda?

M: Iya, sulit seperti cara membacanya dan cara mengejanya. Kalau untuk speaking udah bisa dalal mengucapkannya.

(8) Me: Jelaskan apakah anda mengalami kesulitan dalam membedakan kata benda, kata sifat, dan kata kerja!

M: Kalau untuk membedakan kata benda, kata sifat dan eee… kata kerja sudah mulai bisa.

(9) Me: Jelaskan apakah kosakata yang sama dengan arti yang berbeda dapat menjadi kesulitan anda dalam memahami arti kosakata tersebut?

M: Kadang sulit sih tapi eee… kalao misalnya ada kosakata yang sama dengan arti yang berbeda itu lebih ke melihat kalimatnya bagaiman agar bisa menentukan artinya. Selain itu saya juga menulis kalimat sendiri di rumah.

(10) Me: Jelaskan apakah range dalam kosakata Bahasa Inggris dapat menjadi kesulitan anda dalam belajar kosakata?

M: Iya, soalnya kurang mengetahui range dalam Bahasa Inggris.

(11) Me: Jelaskan apakah konotasi dan idiom menyulitkan anda untuk belajar kosakata?

M: Kalau ke idiom itu lebih sulit tapi kalau ke konotasi sudah mulai bisa.

2. **Name : P**

   Time: 03/02/2021 11:57

   (1) **Me: Jelaskan bagaimana anda mendapatkan kosakata baru?**

   P: Biasanya dari menonton film yang menggunakan Bahasa Inggris seperti film Eropa dan Amerika. Selain itu saya biasanya mendapatkan kosakata baru juga dari kamus dan video-video yang saya tonton di YouTube dari situlah saya mendapatkan kosakata baru.

   (2) **Me: Jelaskan apakah dengan memahami menggunakan teks Bahasa Inggris atau dengan teman/kelompok belajar dapat membantu anda untuk mendapatkan kosakata baru?**

   P: Kalau belajar dengan kelompok belum pernah saya mendapatkan kosakata baru karena belum pernah dalam kelompok membahas tentang gitu. Jadi, tidak menurut saya dan sangat jarang.

   (3) **Me: Jelasakan bagaimana anda meningkatkan/ mengembangkan kosakata anda?**

   P: Googeling lewat di Google Translate atau Urban Dictionary atau Oxford Dictionary untuk mengembangkan kosakata yang saya dapat.

   (4) **Me: Jelaskan apakah dengan menghafal kosakata membantu anda meningkatkan kosakata anda?**

   P: Untuk saya sendiri menghafal tidak membantu saya karena malah menghafal membuat otak saya tidak menghafal itu jadi lebih baik saya resapi saja saya yang baca secara berulang-ulang agar otak saya mengingatnya dari pada menghafal.

   (5) **Me: Jelaskan apakah anda mengalami kesulitan dalam mengucapkan pelafalan kata yang sama dengan penulisan yang berbeda?** *(contohnya: Than/Then dan Weather/Wether).*

   P: Susah sih karena Bahasa Inggris sendiri kalau beda sebut beda artikan jadi menurut saya susah untuk membedakannya.

   (6) **Me: Jelasakan apakah anda mengalami kesultan mengeja setiap kata Bahasa Inggris dengan tambahan awalan, imbuhan, dan akhiran!**

P: Untuk saya mudah sih kah tidak ada hambatan.

(7) Me: Jelaskan apakah panjang setiap kosakata Bahasa Inggris bisa sulit bagi anda?

P: Iya, sulit untuk menyebutkan kata yang terlalu panjang.

(8) Me: Jelaskan apakah anda mengalami kesulitan dalam membedakan kata benda, kata sifat, dan kata kerja?

P: Sedikit susah karena aaa… saya kurang begitu terlalu bisa menggunakan kata dengan kata yang menggunakan kata benda, kata sifat, dan kata kerja.

(9) Me: Jelaskan apakah kosakata yang sama dengan arti yang berbeda dapat menjadi kesulitan anda dalam memahami arti kosakata tersebut?

P: Kalau menurut saya tidak karena setiap kata pasti memiliki intonasi yang berbeda jadi menurut saya tidak sulit.

(10) Me: Jelasakan apakah range dalam kosakata Bahasa Inggris dapat menjadi kesulitan anda dalam belajar kosakata?

P: Iya, range susah untuk dipelajari.

(11) Me: Jelasakan apakah konotasi dan idiom menyulitkan anda untuk belajar kosakata?

P: Tidak menyusahkan sih malah lebih menambahkan kosakata baru dari idiom tersebut.

3. **Name: R**

   Time: 04/02/2021 11:26

   (1) Me: Jelaskan bagaimana anda mendapatkan kosakata baru?

   R: Eee… simpelnya sih saya suka membaca artikel yang menggunakan Bahasa Inggris jadi kegiatan itu menambah kosakata saya. Selain itu saya juga menonton film dengan subtitle gitu eee…. Jelas bisa menambah kosakata saya.

   (2) Me: Jelaskan apakah dengan memahami menggunakan teks Bahasa Inggris atau dengan teman/ kelompok belajar dapat membantu anda untuk mendapatkan kosakata baru?

   R: Emm…. Sangat membantu sih karena dengan kita berdiskusi dengan teman dengan kita membaca teks Bahasa Inggris itu akan terekam di memori kita emmm…. kosakata baru gitu.

   (3) Me: Jelaskan bagaiman anda meningkatkan/ mengembangkan kosakata anda?

   R: Emm…. Dengan seperti misalnya kalau kita bingung dengan kosakata itu eeee…. Kita lihat terus eee… maksutnya kita baca secara berulang agar melekat di kepala gitu.

   (4) Me: Jelasakan apakah dengan menghafal kosakata membantu anda meningkatkan kosakata anda?

   R: Sangat membantu karena aaa… dengan menghafal itulah yang membuat kita dengan kata tersebut terekam di memori kita. Aaa… lebih baik diulang-ulang terus di setiap melakukkan kegiatan misalnya aaa… lagi masak atau apa gitu lagi membuat makanan gitu sambil di ulang-ulang dalam kepala gitu.

   (5) **Me: Jelaskan apakah anda mengalami kesulitan dalam mengucapkan pelafalan kata yang sama dengan penulisan yang berbeda?** *(contohnya: Than/Then dan Weather/Wether).*

   R: Lumayan sih karena kan eee… bunyinya sama gitukan tapi artinya berbeda itu cukup sulit untuk dibedakan biasanya seperti itu.

(6) Me: Jelaskan apakah anda mengalami kesulitan mengeja setiap kata Bahasa Inggris dengan tambahan awalan, imbuhan, dan akhiran!

R: Iya, sangat sulit karenakan belum terbiasa karena bukan Bahasa pertama kita iya pastinya kesulitan gitu.

(7) Me: Jelaskan apakah panjang setiap kosakata Bahasa Inggris bisa sulit bagi anda?

R: Emm… tidak terlalu sih karena seperti kata Delicious, Wonderful gitu aaa… karna dari awal sudah dilatih gitu. Tapi, kareankan harus pembiasaan gitu.

(8) Me: Jelaskan apakah anda mengalami kesulitan dalam membedakan kata benda, kata sifat, dan kata kerja?

R: Emmm…. Kalau dibilang bingung juga ndak terlalu bingung kalau paham juga tidak terlalu paham gitu karena dengan kata-kata yang jelas seperti sedang melakukan sesuatu gitukan maksutnya kata-kata yang sering diucapkan bis akita dalam membedaknnya tapi misalnya kata yang tidak umum aaa… itu biasanya sulit untuk dipahami karenakan kita tidak tahu.

(9) Me: Jelaskan apakah kosakata yang sama dengan arti yang berbeda dapat menjadi kesulitan anda dalam memahami arti kosakata tersebut?

R: Iya, sangat sulit dan eee… itu juga merupakan tantangan gitu supaya kita giat lagi biar bisa membedakannya gampanglah istilahnya dalam membedakan kata.

(10) Me: Jelaskan apaka range dalam kosakata Bahasa Inggris dapat menjadi kesulitan anda dalam belajar kosakata?

R: Iya, karena aaa… dan karnakan kita eee… sebagai pelajarkan cakupan kata-kata kita msih tidak luak gitu jadi kalu bertemu dengan range gitu biasanya kit aitu bingung gitu sama tidak dengan range atau bukan gitu.

(11) Me: Jelaskan apakah konotasi dan idiom menyulitkan anda untuk belajar kosakata?

R: Susah sih karena kitab harus tau maknanyakan jadi kita bisa mengerti. Karna menurut saya sih kita mengartikan makna itu lebih susah dari mengartikan arti dari kata itu.

4. **Name: Sa**

   Time: 04/02/2021 10:55

   (1) **Me: Jelaskan bagaimana anda mendapatkan kosakata baru?**

   Sa: Amm… biasanya saya bisa mendapatkan kosakata baru dengan amm…. Mendengarkan atau menonton film. Emm… dengan mencari makna dan arti dari emm…. Apa teks teks Bahasa Inggris yang ada di film gitu. Selain itu, saya juga membaca buku Berbahasa Inggris misalnya ada kosakata yang belum diketahui saya mencari menggunakan kamus atau Google Translate.

   (2) **Me: Jelaskan apakah dengan memahami menggunakan teks Bahasa Inggris atau dengan teman/ kelompok belajar dapat membantu anda untuk mendapatkan kosakata?**

   Sa: Emm…. Biasanya saat kumpul-kumpul buat tugas emm…. Apa beberapa kadang secara berkelompok kadang secara beduaan dengan kawan. Oh, iya ada juga misalnya emm… ada berbicara dengan kawan terus kawan mengucapkan kosakata yang belum saya kestahui.

   (3) **Me: Jelaskan bagaimana anda meningkatkan/ mengembangkan kosakata anda?**

   Sa: Aaaa… biasanya dengan cara emm… meniru apa meniru adengan dari suatu film gitukan berulang-ulang emmm… biar lebih lekat lagi diingatan gitu. Habis itu emmm… denga napa yae mmm… mencoba berbicara mengenai apa berbicara keseharian dengan menggunakan Bahasa Inggris misalnya berbicara seperti berbicara dengan diri sendiri.

   (4) **Me: Jelaskan apakah dengan menghafal kosakata membantu anda meningkatkan kosakata?**

   Sa: Sangat membantu karena emmm…… kalau kita kekurangan emmm… tidak tau kosakata yang bis akita ucapkan yaa juga bakalan susah untuk meningkatkan kosakanya gitu. Emm…. Beberapa caranya yang paling yang sekarang lagi digunakan sih biasanya YouTube ada

video-video tentang kosakata gitukan jadi diputar diulang-ulang sambil mengerjakan pekerjaan lain gitu.

(5) **Me: Jelaskan apakah anda mengalami kesulitan dalam mengucapkan pelafalan kata yang sama dengan penulisan yang berbeda?** *(contohnya: Than/Then dan Weather/Wether).*

Sa: Emmm… lumayan sulit, lumayan merasakan kesulitannya karenakan apay aa…. Pelafalannya agak mirip gitukan nah jadi emm…. Kadang itu dibedakan dengan intonasinnya nah kadang itu kita lupa intonasi yang misalnya emm…. Apa yaa… kayak Know dan Now itu intonasinya juga beda kadang lupa dimana letak intonasi yang Know sama Now.

(6) Me: Jelaskan apakah anda mengalami kesulitan mengeja setiap kata Bahasa Inggris dengan tambahan awalan, imbuhan dan akhiran!

Sa: Kalau kayak imbuhan yang Ness gitu kayak Fully ataupun apa gitu kana aa…. Tau Worked gitukan aaa… itu agak lumayan emm… apa yaa… lumayan apa yaa… aaa… kayak kalau untuk pelafalan pendengarannya sih lebih membedakan yang mana gitu susah.

(7) Me: Jelaskan apakah panjang setiap kosakata Bahasa Inggris bisa sulit bagi anda?

Sa: Emmm…. Lumayan susah biasakan lebih ke emm… kepanjangannya lebih ke sulit cara pengucapan sih misalnya dia panjang ada yang panjang tapi lebih mudah gitukan emm… kata-katanya mudah tapi ada juga panjang cuman aaa…. Suku katanya banyak apa yaa… kayak susah gitu dan kalau kayak penulisannya ndak terlalu susah sih cuman kayak eee… ngingat penulisannya.

(8) Me: Jelaskan apakah anda mengalami kesulitan dalam membedakan kata benda, kata sifat, dan kata kerja?

Sa: Untuk beberapa hal kayaknya sih emmm… bisa contohnya apa yaa… yang ngak bisa kata benda contohnya sih bingung yang mana beberapa sih.

(9) Me: Jelaskan apakah kosakata yang sama dengan arti yang berbeda dapat menjadi kesulitan anda dalam memahami arti kosakata tersebut?

Sa: Lumayan kesulitan iya karena apa yaa… emm… dari perbedaan itu dari perbedaan satu kata kita harus emm… meneliti misalnya satu kalimat inikan emm… ataupun dialog gitu jadi kita kebingungan mereka ini membahas apa gitu, jadi selain dari pada kata-kata yang apa yang artinya bisa berbeda mungkin kita bisa memahami lewat emm…. Kata-kata yang dialog yang lain gitu ternyata ohh mareka ini sedang membahas yang ini gitu dan dapat juga terligat dari mimik wajah mereka.

(10) Me: Jelaskan apakah range dalam kosakata Bahasa Inggris dapat menjadi kesulitan anda dalam belajar kosakata?

Sa: Emm…. Lumayan susah sih karena kalau range itu lebih ke masih kekurangan kosakata sih dan tidak terlalu tau.

(11) Me: Jelaskan apakah konotasi dan idiom menyulitkan anda untuk belajar kosakata?

Sa: Kalau untuk konotasi dan idiom merasa kesulitan juga dikarenakan hal itu kayak pengetahuan kita tentang satu kata ini ternyata artinya luas gitukan nah jadi tergantung kitanya juga udah pernah belum mendengar kata idiom yang ini gitu. Selain itu, kalau untuk mencari tau biasanya nebak topikkan kadang kitakan masih ragukan jadi memastikan lagi dengan cara mencari arti kata tersebut.

5. **Name: Si**

Time: 03/02/2021 13:40

(1) **Me: Jelaskan bagaimana anda mendapatkan kosakata baru?**

Si: Kalau dari saya pribadi sih biasanya dengan membaca buku atau membaca novel yang di HP terus terkadang baca artikel yang dibagikan dosen juga.

(2) **Me: Jelaskan apakah dengan memahami menggunakan teks Berbahasa Inggris atau dengan teman/ kelompok belajar dapat membantu anda untuk mendapatkan kosakata baru?**

Si: Iya, soalnya ada dari kawan-kawan ngucapin beberapa kosakata yang agak msih asing saya dengar. Jadi, dari kawan-kawan itu bisa dapat juga.

(3) **Me: Jelaskan bagaimana anda meningkatkan/ mengembangkan kosakata anda?**

Si: Saya mengembangkan kosakata dengan cara saya catat di binder atupun di note HP.

(4) **Me: Jelaskan apakah dengan menghafal kosakata membantu anda meningkatkan kosakata anda?**

Si: Menghafal sangat membantu saya dalam mengembangkan kosakata eee… seperti sering membaca berulang-ulang sambil mendengarkan lagu.

(5) **Me: Jelaskan apakah anda mengalami kesulitan dalam mengucapkan pelafalan kata yang sama dengan penulisan yang berbeda?** *(contohnya: Than/Then dan Weather/Wether).*

Si: Iya, kadang saya bingung dengan pengucapnnya.

(6) **Me: Jelaskan apakah anda mengalami kesulitan mengeja setiap kata Bahasa Inggris dengan tambahan awalan, imbuhan, dan akhiran?**

Si: Iya, dibagian yang ada akhiran EDnya di penyebutannya.

(7) **Me: Jelaskan apakah panjang setiap kosakata Bahasa Inggris bisa sulit bagi anda?**

Si: Iya, sulit karenakan susah ya dalam cara pengucapannya dan juga dalam penulisan dan itu kadang membuat saya eee… jadi kesulitan gitu kalau saya lagi belajar kosakata.

(8) Me: Jelaskan apakah anda mengalami kesulitan dalam membedakan kata benda, kata sifat, dan kata kerja?

Si: Kalau menurut saya ndak sulit soalnya sering berlatih di rumah jadi saya sudah terbiasa dengan kata benda, kata sifat, dan kata kerja.

(9) Me: Jelaskan apakah kosakata yang sama dengan arti yang berbeda dapat menjadi kesulitan anda dalam memahami arti kosakata tersebut?

Si: Iya, saya kesulitan, namun ketika saya kesulitan dengan suatu kata biasanya saya catat di binder per kata.

(10) Me: Jelaskan apakah range dalam kosakata Bahasa Inggris dapat menjadi kesulitan anda dalam belajar kosakata?

Si: Iya, kesulitan seperti kemarin di kelas ada mata kuliah writing nah kalau tidak salahkan banyak nyari range katakana disitu kadang bingung ini ni lebih prepare ke mana gitu biar lebih pas gitu.

(11) Me: Jelaskan apakah konotasi dan idiom menyulitkan anda untuk belajar kosakata?

Si: Lumayan sulit, kadang masih lebih ke binggung sih kalo miasalnya nulis atau baca gitu atau tidak paham gitu artinya.

APPENDIX 5

Questionnaire

Result

55 jawaban

Tidak menerima jawaban

Pesan untuk responden

Formulir ini tidak menerima jawaban lagi

| Ringkasan | Pertanyaan | Individual |

Nama

55 jawaban

Siti Anisya

FRANSISKA MARANATHA UTAMI

Alda Gusnalesia

Riki Satrio

Ellyta Florensia Aprila

Sondang Gloria Nainggolan

Novia Udur Selvionita

Anggi Dwi Lestari

Sulung Iqbal Kharisma

Email

55 jawaban

sitianisya481@gmail.com

fransiskamutami@gmail.com

aldagusnalesia@gmail.com

ikisatrio28@gmail.com

ellytaaprila@gmail.com

sondangs074@gmail.com

noviasimatupang32@gmail.com

anggiukhtifillah3@gmail.com

isulung.ii@gmail.com

NIM

55 jawaban

322010009

322010092

322010087

322010070

322010130

322010095

322010164

322010066

322010048

Kelas
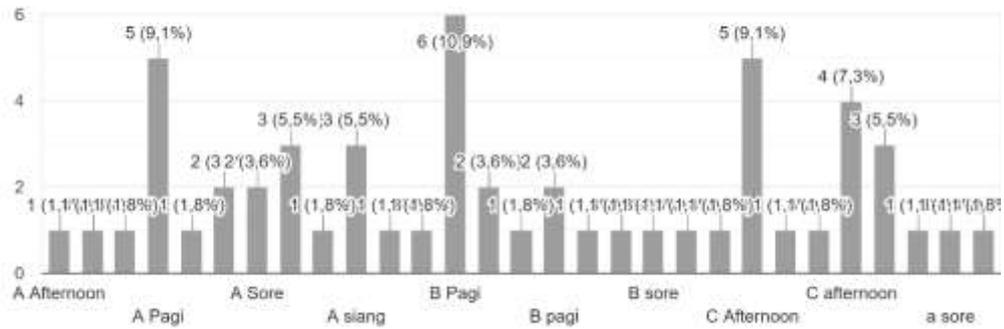
55 jawaban

Saya mendapatkan kosakata baru dan makna kosakata dengan cara menebak dari teks atau konteks bebahasa inggris.

55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

34,5%

58,2%
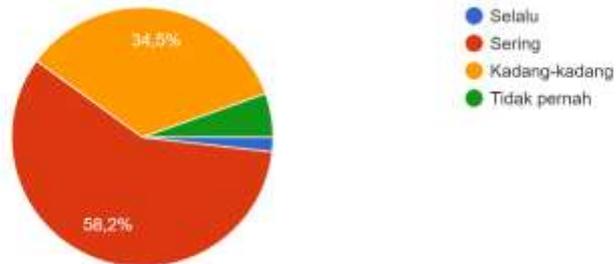
Saya mendapatkan kosakata baru dan makna kosakata dengan menggunakan kamus dua bahasa seperti kamus English-Indonesia / Indonesia English.

55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

32,7%

40%

27,3%
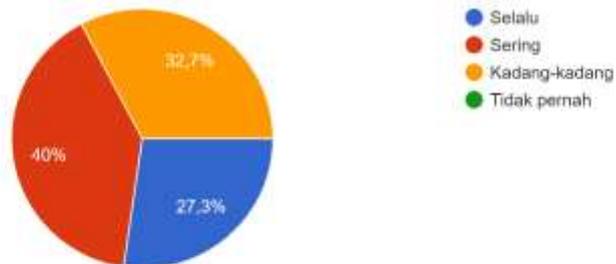
Saya mendapatkan kosakata baru dan makna kosakata dengan belajar secara berpasangan / berkelompok.

55 jawaban
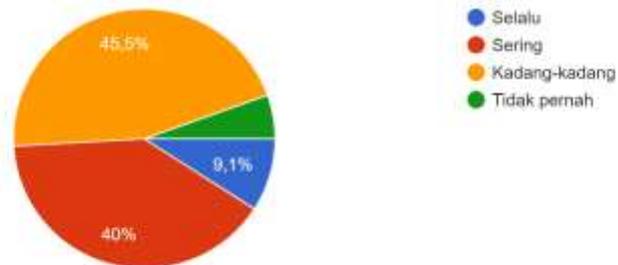
- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

45,5%
40%
9,1%

Saya berdiskusi dengan teman / kelompok belajar mengenai cara dalam mengucapkan kosakata.

55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

56,4%
36,4%
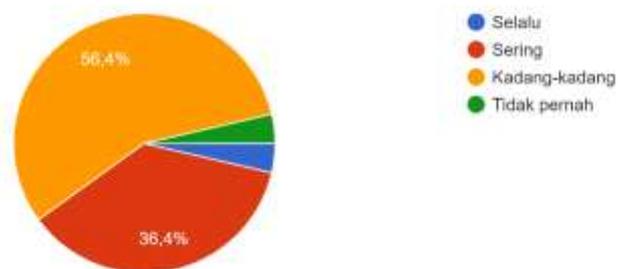
Saya bediskusi dengan teman / kelompok belajar mengenai cara ejaan kata dan penulisan kosakata baru dalam bentuk kalimat.

55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

61,8%
29,1%
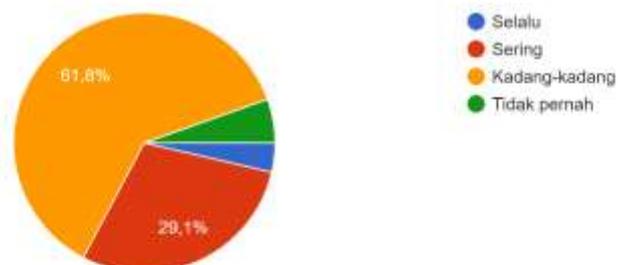
Saya berdiskusi dengan teman / kelompok belajar dalam menterjemahkan sebuah kosakata.

55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

56,4%

12,7%

27,3%
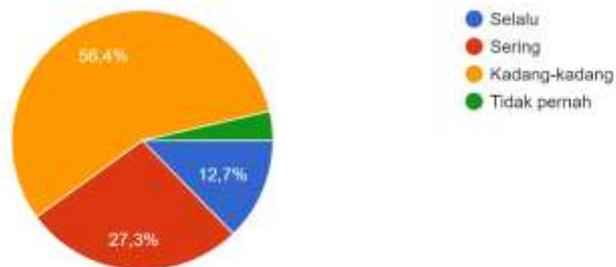
Dalam mengingat kosakata saya menghubungkan arti kata dengan pengalam pribadi.

55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

45,5%

49,1%
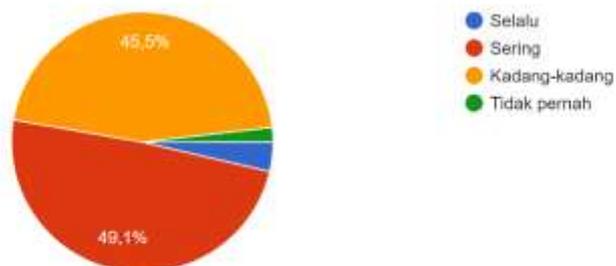
Dalam mengingat kosakata saya mempelajari kosakata dengan membentuk gambar.

55 jawaban
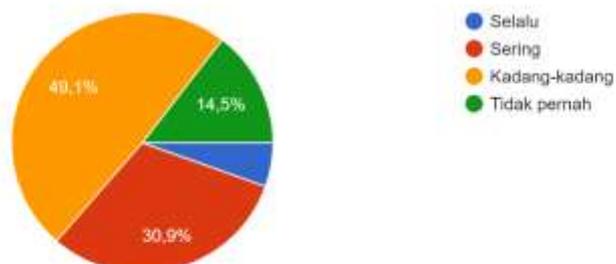
- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

49,1%

14,5%

30,9%

Dalam mengingat kosakata saya mengerjakan latihan soal pada buku berbahasa Inggris.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

Untuk meningkatkan kosakata saya menonton siaran yang menggunakan bahasa Inggris.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

Untuk meningkatkan kosakata saya membaca teks yang berbahasa inggris.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah
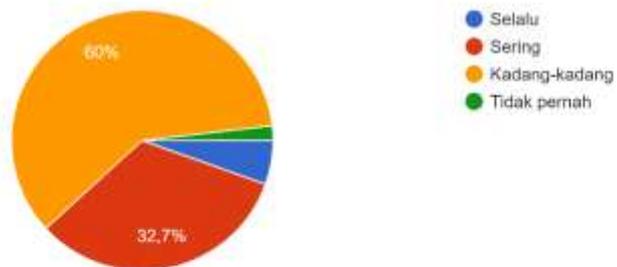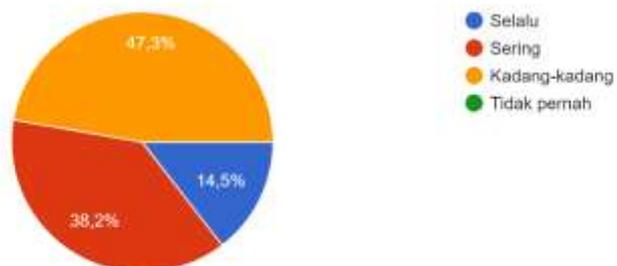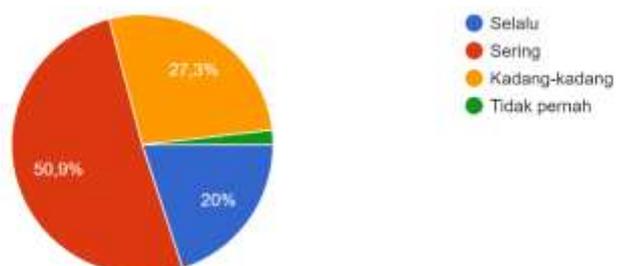
Untuk menigkatkan / mengembangkan kosakata dalam bahasa Inggris saya menulis kosakata baru di buku catatan pribadi saya.

55 jawaban
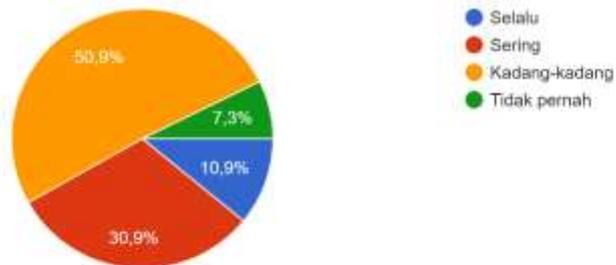
- 🔵 Selalu
- 🔴 Sering
- 🟠 Kadang-kadang
- 🟢 Tidak pernah

50,9%
7,3%
10,9%
30,9%

Untuk meningkatkan / mengembangkan kosakata saya mengulang kembali pengucapan kosakata.

55 jawaban

- 🔵 Selalu
- 🔴 Sering
- 🟠 Kadang-kadang
- 🟢 Tidak pernah

27,3%
56,4%
16,4%
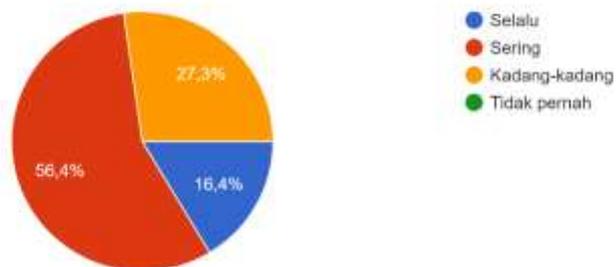
Untuk menigkatkan / megembangkan kosakata saya menempelkan kosakata berbahasa inggris pada berbagai objek (pintu, dinding, dan lain-lain).

55 jawaban

- 🔵 Selalu
- 🔴 Sering
- 🟠 Kadang-kadang
- 🟢 Tidak pernah

56,4%
14,5%
7,3%
21,8%
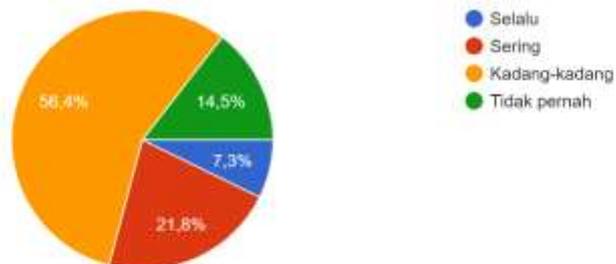
Untuk meningkatkan / mengembangkan kosakata bahasa Inggris saya menulis sesering mungkin.
55 jawaban
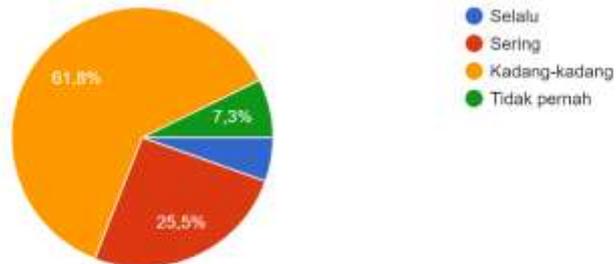
- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

Saya kesulitan pada kosakata yang memiliki penulisan yang berbeda namun, memiliki pelafalan yang sama. contohnya: Than, Then / Weather, Whether.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah
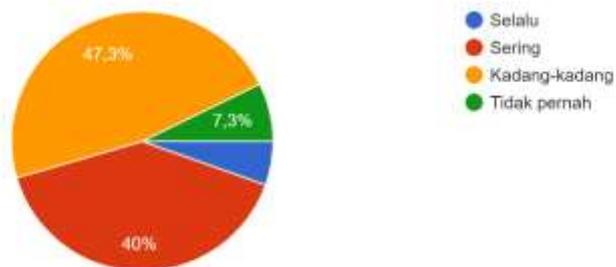
Saya kesulitan pada kombinasi huruf misalnya, CH, EI, IE yang terdapat pada contoh kata "Receive".
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah
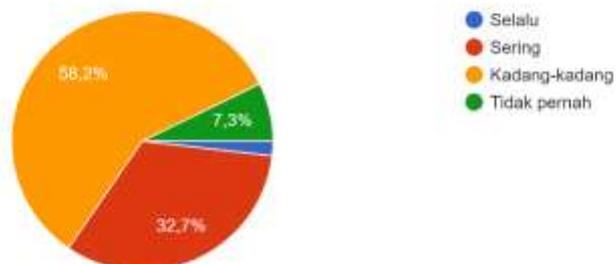
Saya kesulitan pada huruf vocal yang panjang. misalnya Queue dan Beautiful.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

52,7%

40%
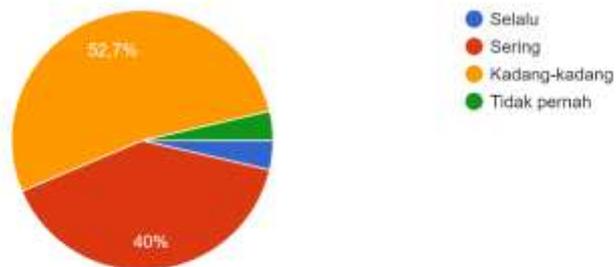
Saya kesulitan pada konsonan ganda misalnya pada kata Address.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

49,1%

14,5%

34,5%
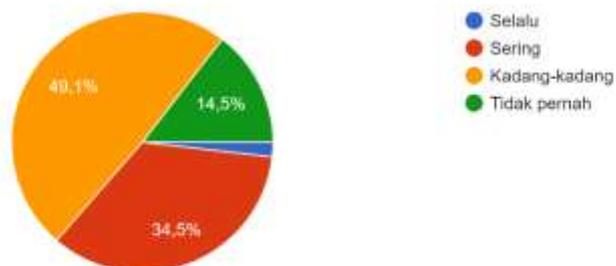
Saya kesulitan memahami perubahan bentuk pada kata tunggal dan jamak.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

58,2%

9,1%

29,1%
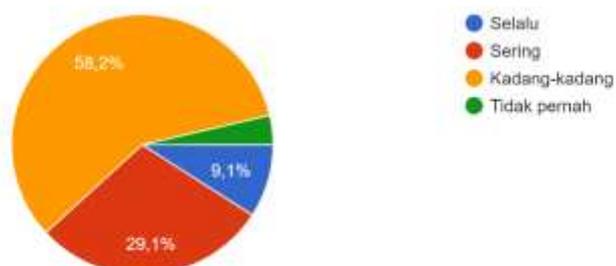
Saya kesulitan memahami penggunaan kata kerja beraturan dan tidak beraturan.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah
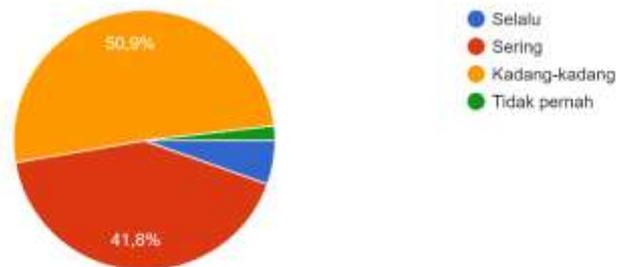
Saya kesulitan dalam penggunaan kata kerja bantu (Am, Is, Are).
55 jawaban
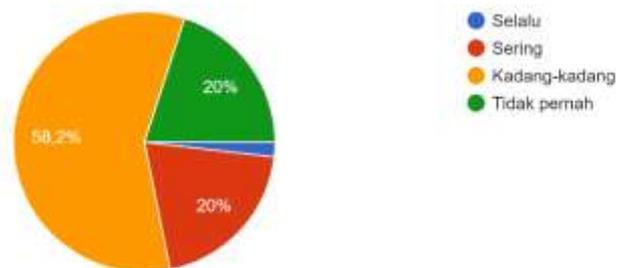
- Selalu
- Sering
- Kadang-kadang
- Tidak pernah

Saya kesulitan dalam menyusun kalimat dalam bahasa Inggris.
55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah
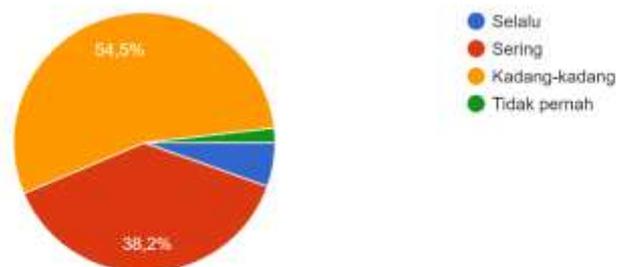
Saya kesulitan dalam belajar kosakata dengan kata yang memiliki kata yang sama namun berbeda makna.

55 jawaban

- Selalu
- Sering
- Kadang-kadang
- Tidak pernah
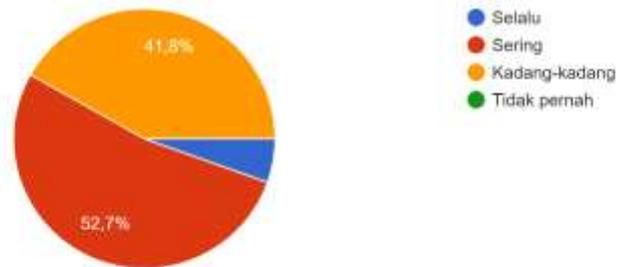
APPENDIX 6

Photographs

EFL Students Third-Semester IKIP-PGRI Pontianak

**INSTITUT KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
(IKIP PGRI) PONTIANAK**

Jl. Ampera Kota Baru Pontianak Telp./Fax: (0561) 748219/6589655
email : rektorat@ikippgriptk.ac.id Web: www.ikippgriptk.ac.id

KEPUTUSAN REKTOR IKIP PGRI PONTIANAK
Nomor : L.202 / 1694 / PP / 2023
Tentang
PANITIA PENGUJI UJIAN SKRIPSI PROGRAM SARJANA (S.1)
INSTITUT KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA (IKIP PGRI) PONTIANAK

REKTOR IKIP PGRI PONTIANAK

Menimbang
: 1. Bahwa untuk menilai kemampuan mahasiswa yang akan mengakhiri studi jenjang Sarjana/Strata Satu (S.1) di lingkungan Institut Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia (IKIP PGRI) Pontianak dipandang perlu pembentukan Panitia Penguji.
2. Bahwa untuk kepentingan seperti tersebut pada butir 1 di atas, perlu ditetapkan dengan Keputusan Rektor IKIP PGRI Pontianak.

Mengingat
: 1. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi
2. Peraturan Pemerintah Nomor 04 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelola Pendidikan Tinggi.
3. Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia No. 6 Tahun 2022 Tentang Ijazah, Sertifikat Kompetensi, Sertifikat Profesi, Gelar, dan Kesetaraan Ijazah Perguruan Tinggi Negara Lain.
4. Surat Keputusan Mendikbud RI No. 055/P/2014, tanggal 27 Februari 2014 tentang perubahan bentuk STKIP-PGRI Pontianak menjadi IKIP PGRI Pontianak.
5. Surat Keputusan YPLP SPT PGRI Kalimantan Barat No.040/A1/Kep/YPLP-SPT-PGRI/KALBAR/V/2022 tentang Pemberhentian Rektor IKIP PGRI Pontianak Masa Jabatan 2018-2022 dan Pengangkatan Rektor IKIP PGRI Pontianak Masa Jabatan 2022-2026.
6. Keputusan Mendikbud Nomor 0217U/1995 tentang Kurikulum Program Studi Sarjana Pendidikan
7. Surat Keputusan YPLP SPT PGRI Kalimantan Barat Nomor : 012.F5/YPLP SPT-PGRI/KAL-BAR/II/2022 tanggal 18 Februari 2022 tentang Statuta IKIP PGRI Pontianak.
8. Pedoman Akademik IKIP PGRI Pontianak.

Memperhatikan
: Penunjukan Panitia Penguji pada Ujian Skripsi Mahasiswa di lingkungan IKIP PGRI Pontianak.

MEMUTUSKAN

Menetapkan :

Pertama
: Mengangkat Dosen sebagaimana tersebut di bawah ini :
Nama : EVRIANA SISCA
Nim : 321710121
Prodi : PENDIDIKAN BAHASA INGGRIS

Kedua
: Mengangkat atau menunjuk Saudara yang nama dan jabatan tercantum dibawah ini:

NO	NAMA PEMBIMBING	JABATAN	KETERANGAN
1	TRI KURNIAWATI,M.Pd	Ketua	Pembimbing Utama / Penguji III
2	DIAN SHINTA SARI,M.Pd	Sekretaris	Pembimbing Pendamping / Penguji IV
3	FINNY ANITA,M.Pd	Anggota	Penguji I
4	MUHAMMAD IQBAL RIPO PUTRA,M.Pd	Anggota	Penguji II

Ketiga
: a. Panitia Penguji dalam melaksanakan ujian skripsi dapat dilaksanakan apabila dihadiri sekurang-kurangnya oleh tiga penguji.
b. Setiap ujian skripsi dilaksanakan harus ditetapkan hasilnya, yang dicantumkan dalam berita acara ujian Skripsi kemudian ditandatangani oleh Panitia Penguji.

Keempat
: Bahwa apabila dalam jangka waktu tiga bulan setelah ujian skripsi dilaksanakan, ternyata mahasiswa yang bersangkutan belum menyerahkan skripsi yang seharusnya diperbaiki dan telah dipanggil dan diperingatkan, maka skripsi mahasiswa tersebut akan diuji kembali.

Kelima
: Biaya yang diakibatkan oleh Keputusan ini dibebankan kepada Anggaran IKIP PGRI Pontianak yang tersedia untuk itu.

Keenam
: Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan dan disampaikan kepada yang bersangkutan untuk diindahkan dan dilaksanakan dengan ketentuan bahwa apabila dikemudian hari ternyata terdapat kekeliruan, maka segala sesuatunya akan ditinjau serta diperbaiki sebagaimana mestinya.

Ditetapkan di Pontianak
Pada Tanggal : 03 Februari 2023
Dekan,

Muhammad Lahir, M.Pd
NIDN. 1105057304

TEMBUSAN:
Disampaikan Kepada :
1. Yth. LLDIKTI Wilayah XI Kalimantan di Banjarmasin
2. Yth. Ketua PGRI Provinsi Kalimantan Barat di Pontianak
3. Yth. Ketua YPLP-SPT-PGRI Kalimantan Barat di Pontianak

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BERITA ACARA

YUDISIUM SARJANA PADA INSTITUT KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
SEMESTER GANJIL TAHUN AKADEMIK 2022/2023

Pada hari ini JUM'AT tanggal 03 Februari 2023 telah menghadap saudara / i EVRIANA SISCA NIM :
321710121 Fakultas **PENDIDIKAN BAHASA DAN SENI**
Program Studi : **PENDIDIKAN BAHASA INGGRIS**

Yang bersangkutan telah menyusun dan mempertahankan SKRIPSI yang diwajibkan padanya dengan judul

AN ANALYSIS OF EFL STUDENTS STRATEGIES IN LEARNING ENGLISH VOCABULARY (A
DESCRIPTIVE RESEARCH TO THE THIRD SEMESTER EFL STUDENTS OF ENGLISH STUDY PROGRAM
OF IKIP PGRI PONTIANAK IN THE ACADEMIC YEAR OF 2021/2022)

Dihadapan Tim Penguji yang terdiri dari :

1.	Tri Kurniawati,M.Pd	Sebagai Pembimbing Utama Merangkap Ketua
2.	Dian Shinta Sari,M.Pd	Sebagai Pembimbing Pembantu Merangkap Sekretaris
3.	Finny Anita,M.Pd	Sebagai Penguji I
4.	Muhammad Iqbal Ripo Putra,M.Pd	Sebagai Penguji II

Dengan Nilai Ujian Skripsi   : **76**

Keputusan   : Lulus / ~~Tidak Lulus~~ dengan kategori : **B**

Keterangan Lain-lain   :

IP Komulatif setelah yang bersangkutan dinyatakan lulus sebagai berikut :

a.   Jumlah SKS yang telah ditempuh X NILAI : **473**

b.   IP Komulatif = **491** : 144 = **3.41**

c.   Dengan Yudisium : **Predikat Sangat Memuaskan**

d.   Yang Bersangkutan Berhak untuk Menyandang Gelar Sarjana Pendidikan Disingkat : **S.Pd**

Pontianak, 03 Februari 2023

PANITIA UJIAN

Penguji I

Finny Anita, M.Pd

Penguji III

Tri Kurniawati, M.Pd

Penguji II

Muhammad Iqbal Ripo Putra, M.Pd

Penguji IV

Dian Shinta Sari, M.Pd

MENGETAHUI

Dekan

Muhammad Lahir, M.Pd
NIDN. 1105057304

Wakil Dekan I

Al Ashadi Alimin, M.Pd
NIDN. 1104048702

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email : rektorat@ikippgriptk.ac.id Web: www.ikippgriptk.ac.id

Nama : EVRIANA SISCA
NIM : 321710121
Program Studi : PENDIDIKAN BAHASA INGGRIS
Tanggal Ujian : 03 Februari 2023

No.	Nilai Ujian Skripsi	IPK	Yudisium
1.	A	497 : 144 = 3.45	Predikat Sangat Memuaskan
2.	B	491 : 144 = 3.41	Predikat Sangat Memuaskan
3.	C	485 : 144 = 3.37	Predikat Sangat Memuaskan

Keterangan Penilaian Skripsi :

IPK : 2,00 - 2,75 (Lulus Tanpa Predikat)

IPK : 2,76 - 3,00 (Predikat Memuaskan)

IPK : 3,01 - 3,60 (Predikat Sangat Memuaskan)

IPK : 3,61 - 4,00 (Predikat Cum Laude)

Catatan :

1. Penilaian Predikat Cum Laude harus memperhatikan Nilai Skripsi, masa studi dan jumlah nilai C dan D yang diperoleh mahasiswa yang bersangkutan.

2. Masa Studi Mahasiswa = 5 Tahun 4 Bulan 30 Hari

3. Mahasiswa yang bersangkutan memiliki Nilai C sebanyak = 3   dan Nilai D = 0