

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Methodology**

##### **1. Research Design**

This research used a descriptive mixed data, because to find out the students strategies in learning English vocabulary. The goal of descriptive research is to describe a phenomenon and its characteristics. Researchers used a mixed data. The researcher used quantitative and qualitative data. Qualitative focus on social phenomena while quantitative focus on collecting data and analyzing data so that get the results of the analysis and the researchers can draw conclusions. This research is more concerned with what Rather than how or why something has happened. Qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories (Nassaji, 2015:130).

##### **2. Population and Sample**

###### **a. Population**

The population is all the subjects of this study (Tanjung,A. P. 2020). Population is the whole object to be studied. The population in this research includes all the students in the second semester of IKIP PGRI Pontianak in academy year 2021/2022. The second semester students at IKIP PGRI Pontianak consist of 4 classes. It contained 125 students.

**Table 3.1**  
**The Population of the Research**

| No    | Classes     | Number of Students |
|-------|-------------|--------------------|
| 1     | A Morning   | 33                 |
| 2     | B Morning   | 29                 |
| 3     | A Afternoon | 32                 |
| 4     | B Afternoon | 31                 |
| Total |             | 125                |

**b. Sample**

The sample is part of the total population (Tanjung,A. P. 2020). The researcher used 31 students as samples in the questionnaire and due to limited space, the researcher used 10 students as samples from the interview class B afternoon of English Education IKIP PGRI Pontianak.

**c. Sampling**

In this research, the researcher used purposeful sampling technique in choosing the sample since that the purpose of this research was to find deep information about the students' strategies in learning English vocabulary. Purposeful sampling is widely used in qualitative research for the identification and selection of information rich cases related to the phenomenon of interest (Palinkas et al., 2015). The criteria in this research are the second semester students of English Education IKIP PGRI Pontianak and students can work together to achieve the research purposes.

### 3. Technique and Tool of Data Collection

In this research, the data was the students' strategies in learning English vocabulary. To collect the data, the researcher used a direct and indirect communication technique. Direct communication techniques carried out through interviews as a way to find out students' strategies in learning English vocabulary, while indirect communication techniques carried out using questionnaire that was given or distributed several questions to students as research subjects. Data collection collected by questionnaire and interview. The researcher chose a mixed method by using closed-ended questionnaire for the quantitative method and interviewing students for the qualitative method to obtain the data. This research used qualitative data in the form of words and quantitative data that is expressed in numerical terms. The researcher applied the Questionnaire and Interview to collecting data in this research.

#### a. Questionnaire

The researcher was used close-ended questionnaire. Questionnaire gave to the students, which determine the students' strategies in learning English vocabulary. Questionnaire is a method of data collection which is done by giving a set of questions or written statements to respondents to be answered. According to Dewi (2016: 94) the advantages of open-ended questions are they permit us to obtain unanticipated answers and they are closely the real views of the respondents, while the advantages of close-ended questions are the answers can be more reliable and more analytically useful. The type of open-ended questions is that participants are free to give any answer, while in closed-ended questions the answers are provided for participants to choose. The questionnaire of this study consisted of 20 items close-ended items.

This questionnaire uses positive statements. They are used to obtain information about vocabulary learning strategies of students at IKIP PGRI Pontianak. Each answer is associated with a numerical value. This questionnaire used 5 Likert-scale. Each participant responded to the questionnaire using the items "1-never", "2-rarely", "3-sometimes", "4-

often”, “and”5-always”. The questionnaire was written in Indonesian in order to confirm that the items were well understood by the participants. In this study the researchers piloted the questionnaire to 31 participants. Students B afternoon class of the second semester were chosen to fill out this questionnaire, as representatives of students at IKIP PGRI Pontianak. The questionnaire was made adapted from (Nugroho, A. A. 2017). In the original questionnaire from (Nugroho, A. A. 2017) it has 34 questions or items. However, in this study, the researcher only used 20 questions or items because the 20 questions matched the characteristics or strategies of the students that I wanted to know. Meanwhile I take it out 14 questions because they are not relevant to the context of this research. Questionnaire Students’ can be seen in Appendix II.

There are several of steps in collecting data through questionnaire, as follow:

- 1) The researcher made the list set of questions based on indicators.
- 2) The researcher distribute questionnaire using google form.
- 3) The students complete to answer questionnaire.
- 4) The researcher collected questionnaire.
- 5) The researcher analyzed the data from questionnaire.

#### b. Interview

The researcher was used interview. The interview did after the students answering questionnaire. Interview is a series of questions presented orally by an interviewer and usually responded to orally by the participant. According to Creswell (2013:239), an interview means that the data are collected through face-to-face or telephone interaction between the interviewer and the respondent. Interviews are needed by researchers to clarify information.

An interviews is a structured conversation between one person who asks a questions and another person gives an answer or commonly referred to as a questions and answers that are carried out orally. Semi-structured

interviews are essentially needed when the interviewer is allowed to ask questions that do not have to be in the order of the interview set, but must remain within the scope of the interview as a whole. So in the process of this semi-structured interview utilizing interview guidelines which are groupings of research topics and informal questions that can be asked by interviewers in different ways.

This interview was conducted using a direct interview technique, that is where the interview takes place, the interviewer continues to control the course of the interview, using a pre-designed interview list. In addition to preparing interview guidelines, the researchers also prepared sensory devices such as: recording devices, blank sheets, pens, and cameras used in interviews. Student interviews can be seen in Appendix III.

In the interview, there are several steps below:

- 1) The researcher made a list of interview questions.
- 2) The researcher made an agreement with the students to meet to conduct interviews.
- 3) Researchers interviewed students.
- 4) Researchers analyzed data from interviews using triangulation.

#### 4. Technique of Data Analysis

##### a. Quantitative

In quantitative, researcher analyzed the data from the questionnaire, the questionnaire was used to find out the students' strategies in learning English vocabulary. Researcher used Ms. Excel to assist researchers in calculating data from 20 questionnaire items (Seen Appendix II).

Here is the formula, as follows:

Formula:

$$\text{Score} = \frac{\Sigma [(F.1)+(F.2)+(F.3)+(F.4)+(F.5)]}{\Sigma N}$$

Note:

F = Frequency

$\Sigma N$  = The number of total participants

The Formula adopted by Nugroho, A. A. (2017).

**Table 3.2: The Converted Score of the Frequency**

| <b>Frequency</b> | <b>The converted score</b> |
|------------------|----------------------------|
| <b>Never</b>     | <b>1</b>                   |
| <b>Rarely</b>    | <b>2</b>                   |
| <b>Sometimes</b> | <b>3</b>                   |
| <b>Often</b>     | <b>4</b>                   |
| <b>Always</b>    | <b>5</b>                   |

b. Qualitative

To analyze the data from interview, the researcher used Miles and Huberman Models as cited in Sugiyono (2013) there are three types or process in analyzing qualitative data:

1. Data Reduction

Data reduction refers to the process selecting, simplifying or abstracting. in other words, the researcher reduce data that have be get from interview. This steps, the researcher focusing to summarizing, choosing the important things or main things during the interview process. Throw away the point that are not important. Thus, the reduced data provide a better data and makes it easier for the researcher the next collect data.

2. Data Displays

After the reduces data, the researcher was display the data, organize the data. in quantitative presentation of data in forms such as graphs, charts, or diagrams. While in qualitative, the researcher presentation of data n form such as narratives, short texts, or shorts chart. This step, makes it easy to understand what happened.

### 3. Conclusion Drawing/Verifications

The last step is conclusion drawing/verification. The researcher draws conclusions based on the data obtained and the data that has been analyzed using the two steps previous and assesses it is relation to the question. Verification reviewing or re-examining existing conclusions to ensure accurate results.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The profile of participants in this research in the following table.

**Table 4.1 Participants of the research**

| No    | Gender | Total Number |
|-------|--------|--------------|
| 1     | Male   | 7            |
| 2     | Female | 24           |
| Total |        | 31           |

As shown in table 4.1, the participants of this research were 7 of males and 24 of females. There were 31 participants from B Afternoon class English education study program at IKIP PGRI Pontianak.

The results of the student's questionnaire were presented in descriptive quantitative.

#### 1. Data from Questionnaire

In the following section, the researcher is going to describe the average score of each strategy from the highest to the lowest frequently used.

##### a. Metacognitive Strategies

The results of the questionnaire show that metacognitive strategies are the most widely used strategies by students in learning vocabulary. This is indicated by the highest score with 4,02. Considering those aspects, there were several strategies was chosen in the closed-ended questionnaire, namely use English language media, continue to study words over time, and skip or pass new words then use spaced word practice.

As shown in Table 4.2, the use of metacognitive strategies by students of class B Afternoon IKIP PGRI Pontianak.



**Table 4.2: Metacognitive Strategies**

| No  | Statements  | F |   |    |    |    | SUM     | SCORE |
|-----|---|---|---|----|----|----|---------|-------|
|     |   | 1 | 2 | 3  | 4  | 5  |         |       |
| Q17 | Saya belajar kosakata baru dari film berbahasa Inggris  | 0 | 0 | 10 | 10 | 11 |         |       |
|     |   | 0 | 0 | 30 | 40 | 55 | 125     | 4,03  |
| Q18 | Saya membuat rencana untuk belajar kosakata baru.   | 0 | 2 | 9  | 10 | 10 |         |       |
|     |   | 0 | 4 | 27 | 40 | 50 | 121     | 3,90  |
| Q19 | Jika mengerjakan latihan kosakata dari sebuah bacaan, saya mencari kosakata penting/kosakata kunci terlebih dahulu. | 0 | 3 | 5  | 15 | 8  |         |       |
|     |   | 0 | 6 | 15 | 60 | 40 | 121     | 3,90  |
| Q20 | Saya mencari arti kosakata baru dengan menggunakan Google Translate atau alat penerjemah lain di Internet.          | 0 | 1 | 5  | 11 | 14 |         |       |
|     |   | 0 | 2 | 15 | 44 | 70 | 131     | 4,23  |
|     |   |   |   |    |    |    | Average | 4,02  |

The first strategy is Use English-language media. As shown in Table 4.2, this strategy has a score of 4,23 for question number 20 and a score of 4,03 for question number 17. English language media consists of English songs, movies, TV programs, electronic dictionaries, Google translate and video games. The fact that the use of Google Translate is very used by students than English films and can be found in the results. Next strategy is Continue to study word over time. Making a plan to learn new vocabulary has a score of 3,90, which is the same score as Skip or pass new word or use spaced word practice. The results of the metacognitive strategies showed the highest average score of 4,02.

**b. Cognitive Strategies**

**Table 4.3: Cognitive Strategies**

| No  | Statements  | F |    |    |    |    | SUM     | SCORE |
|-----|---|---|----|----|----|----|---------|-------|
|     |   | 1 | 2  | 3  | 4  | 5  |         |       |
| Q13 | Saya membuat daftar kosakata baru dan menulis terjemahannya dalam bahasa Indonesia. | 0 | 4  | 11 | 12 | 4  |         |       |
|     |   | 0 | 8  | 33 | 48 | 20 | 109     | 3,52  |
| Q14 | Saya menghafal kosakata dengan cara mengucapkan kata tersebut berulang-ulang.       | 0 | 0  | 9  | 13 | 9  |         |       |
|     |   | 0 | 0  | 27 | 52 | 45 | 124     | 4,00  |
| Q15 | Saya mencatat kosakata baru dari apa yang saya dengar atau baca.                    | 0 | 5  | 6  | 11 | 9  |         |       |
|     |   | 0 | 10 | 18 | 44 | 45 | 117     | 3,77  |
| Q16 | Saya membuat kamus kecil Inggris-Indonesia yang berisi kosakata baru.               | 4 | 7  | 9  | 6  | 5  |         |       |
|     |   | 4 | 14 | 27 | 24 | 25 | 94      | 3,03  |
|     |   |   |    |    |    |    | Average | 3,58  |

The following results found the highest score was statement 14 (4,00), about memorizing vocabulary by saying the word repeatedly. Cognitive strategies were also found in statement 15 with a score of (3,77) and statement 13 with a score of (3,52). Finally, the lowest score is owned by statement 16 with a score of (3,03). The result of cognitive strategies showed an average high score of 3,58.

**c. Determination Strategies**

The strategy of determination is placed in the third position from the results of the questionnaire. In determination strategies, there were four strategies found in the closed-ended questionnaire, namely guessing from textual context, using a bilingual dictionary, using a monolingual dictionary and word lists.

**Table 4.4: Determination Strategies**

| No | Statements  | F |    |    |    |    | SUM     | SCORE |
|----|---|---|----|----|----|----|---------|-------|
|    |   | 1 | 2  | 3  | 4  | 5  |         |       |
| Q1 | Saya memahami arti dari kosakata baru dengan cara                                 | 0 | 6  | 10 | 13 | 2  |         |       |
|    |   | 0 | 12 | 30 | 52 | 10 | 104     | 3,35  |
| Q2 | Saya memahami arti dari kosakata baru dengan menggunakan kamus Inggris-Indonesia. | 0 | 2  | 6  | 15 | 8  |         |       |
|    |   | 0 | 4  | 18 | 60 | 40 | 122     | 3,94  |
| Q3 | Saya memahami arti dari kosakata baru dengan menggunakan kamus Inggris-Inggris.   | 5 | 3  | 8  | 11 | 4  |         |       |
|    |   | 5 | 6  | 24 | 44 | 20 | 99      | 3,19  |
| Q4 | Saya membuat daftar kosakata baru.  | 2 | 3  | 13 | 9  | 4  |         |       |
|    |   | 2 | 6  | 39 | 36 | 20 | 103     | 3,32  |
|    |   |   |    |    |    |    | Average | 3,45  |

The finding showed that using a bilingual dictionary was more valued (3,94) than using a monolingual dictionary (3,19). This shows that direct translation of new words from English to Indonesian is more useful for students. The use of guessing words from textual context was in the second position in determination strategies. The result shows that guessing words from textual context was more valued (3,35) than making new word lists (3,32). The result of determination strategies showed an average score of 3,45.

#### **d. Memory Strategies**

Memory strategies used to remember and recall new words. As shown in Table 4.5, it showed that connect the word with personal experiences is very often used by students with a score of 3,84. The second strategy, learn words with images. The findings show that the score of using images to learn new words is

the same as grouping words to study them, which is 3,32. lastly, the least used strategy about say new word aloud when studying with a score of 2,90.

**Table 4.5: Memory Strategies**

| No  | Statements   | F |    |    |    |    | SUM     | SCORE |
|-----|--|---|----|----|----|----|---------|-------|
|     |  | 1 | 2  | 3  | 4  | 5  |         |       |
| Q9  | Saya lebih mudah menguasai kosakata baru yang berhubungan dengan pengalaman pribadi saya.                            | 0 | 1  | 8  | 17 | 5  |         |       |
|     |  | 0 | 2  | 24 | 68 | 25 | 119     | 3,84  |
| Q10 | Untuk menghafal kosakata baru, saya membacanya/mengucapkannya keras-keras.   | 4 | 8  | 10 | 5  | 4  |         |       |
|     |  | 4 | 16 | 30 | 20 | 20 | 90      | 2,90  |
| Q11 | Saya lebih mudah menguasai kosakata baru apabila disertai gambar.  | 1 | 4  | 14 | 8  | 4  |         |       |
|     |  | 1 | 8  | 42 | 32 | 20 | 103     | 3,32  |
| Q12 | Saya mengelompokkan katakata sejenis agar saya mudah mengingatnya, misalnya kata benda, kata kerja, kata sifat, dll. | 1 | 6  | 9  | 12 | 3  |         |       |
|     |  | 1 | 12 | 27 | 48 | 15 | 103     | 3,32  |
|     |  |   |    |    |    |    | Average | 3,35  |

The result of cognitive strategies showed an average score of 3,35.

#### e. Social Strategies

Social strategies are used to learn new words with others. In this study, this strategy was placed in the last position of the questionnaire results. The results showed that the implementation of social strategies was low.

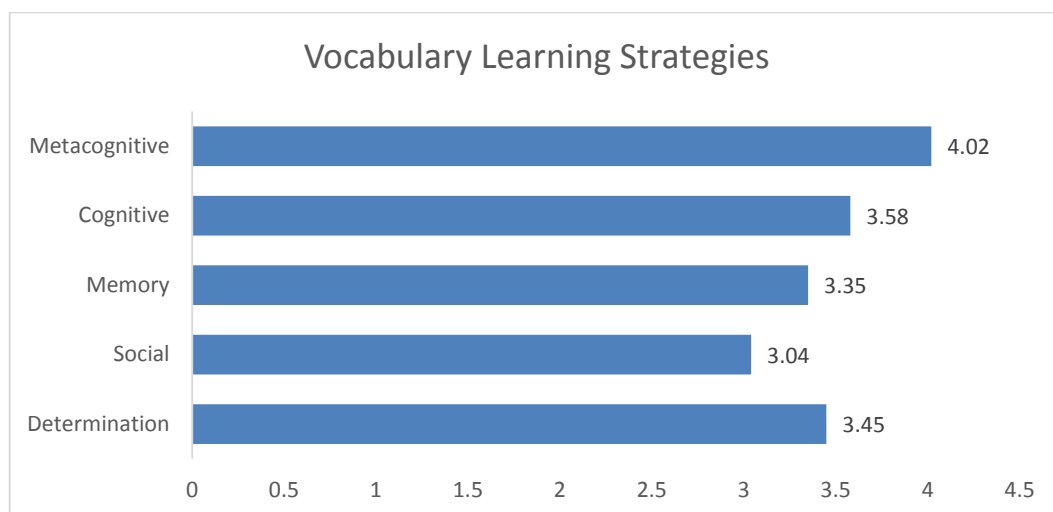
**Table 4.6: Social Strategies**

| No | Statements  | F |    |    |    |    | SUM     | SCORE |
|----|---|---|----|----|----|----|---------|-------|
|    |   | 1 | 2  | 3  | 4  | 5  |         |       |
| Q5 | Saya bertanya kepada teman tentang makna kosakata yang tidak saya mengerti.   | 1 | 5  | 10 | 9  | 6  |         |       |
|    |   | 1 | 10 | 30 | 36 | 30 | 107     | 3,34  |
| Q6 | Saya meminta terjemahan kosakata yang tidak saya mengerti kepada teman.       | 3 | 6  | 9  | 8  | 5  |         |       |
|    |   | 3 | 12 | 27 | 32 | 25 | 99      | 3,09  |
| Q7 | Saya bekerja kelompok dengan teman-teman ketika mengerjakan latihan kosakata. | 4 | 9  | 11 | 4  | 3  |         |       |
|    |   | 4 | 18 | 33 | 16 | 15 | 86      | 2,77  |
| Q8 | Saya menemukan sinonim atau kosakata baru dari teman.                         | 1 | 8  | 14 | 7  | 1  |         |       |
|    |   | 1 | 16 | 42 | 28 | 5  | 92      | 2,97  |
|    |   |   |    |    |    |    | Average | 3,04  |

As shown in Table 4.6, the use of social strategies by the learners, asking classmates for the new words meaning was the most frequently used by learners. The result showed a very high score of 3,34. The findings show that the second position is about Ask friend for translation with a score of 3,09 and for the third position is about Find synonym of new word from friend with a score of 2,97. Finally, the findings show that the lowest position or the least used by students is about Discover new meaning through group work activity with a score of 2,77. The result of cognitive strategies showed an average score of 3,04.

## Overall Results

**Figure 4.1 Overall Results of Students Strategies in Learning English Vocabulary**



As shown in Figure 4.1, the overall results of the five Strategies in Learning English Vocabulary used by Class B Afternoon IKIP PGRI Pontianak. The data in Figure 1 presents the scores for each category. In terms of these types of strategies, the most frequently used strategy is the metacognitive strategy (4,02). The second strategy most often used by students is a cognitive strategy (3,58). The third and fourth positions are strategy determination (3,45) and memory strategy (3,35).

Finally, the least used strategy is a social strategy (3,04). This finding is the same as the finding of Nugroho, A. A. (2017) who found the strategy of determination as the most frequently used by students at SMK N 2 Salatiga. However, this finding is not similar with Hasnali et.al (2016) who found that memory strategies were most frequently used by Iranian students.

## 2. Data from Interview

Researchers tell the findings based on the results of data collection tools. That is, the results of interview ten students at class B afternoon in IKIP PGRI Pontianak. The total items of the interview are ten questions and the total number of students who participated in the interview are 10 resource persons or students. The results of the student's interview were presented in descriptive.

### a. Metacognitive Strategies

Based on the results of interview research, there are 5 students who use metacognitive strategies. According to Bakti, K. N. N. (2018), engaging with English-language media can be utilized as an alternative method for learning vocabulary. Supported by respondents' answers in interviews to the question "Apakah kamu belajar kosakata baru dari film inggris?", below:

B: *Iya, saya biasanya belajar melalui film berbahasa inggris*

I: *Iya, bahkan saya lebih banyak mengetahui dan memahami kosa kata baru melalui menonton film berbahasa inggris*

G: *Iya*

N: *Iya*

W: *Iya*

B: *Yes, I usually study through English films*

I: *Yes, even I know more and understand new vocabulary through watching English films*

G: *Yes*

N: *Yes*

W: *Yes*

Then, the respondent's answer in the interview on the next question "Mengapa kamu lebih memilih cara atau media tersebut?", below:

B: *Karna cara ini lebih mudah, selain kita menonton filmnya, kita juga bisa belajar sambil mendengarkan cara pengucapan katanya. Apalagi dalam menonton film banyak sekali kosakata baru yang belum pernah kita dengan dan ketahui sehingga alternatif mempelajari kosakata baru melalui menonton film adalah alternatif yang sangat menyenangkan.*

I: *Karena lebih mudah dan menyenangkan.*

W: *Karena banyak kosakata baru yang belum dipahami.*

N: *Lebih menyenangkan tidak membuat bosan dan lebih mudah dalam belajar kosakata baru dari kegiatan menonton tersebut.*

G: *Karena di dalam filem banyak sekali kosakata baru yang saya temui dan bisa saya ingat kembali.*

B: *Because this method is easier, apart from watching the movie, we can also learn while listening to the pronunciation of the words. Especially in watching movies, there are a lot of new vocabulary that we have never heard of and know about, so the alternative of learning new vocabulary through watching movies is a very fun alternative.*

I: *Because it's easier and more fun. Winne: Because a lot of new vocabulary is not understood.*

N: *It is more fun not to be bored and easier to learn new vocabulary from the watching activity.*

G: *Because in the film there are a lot of new vocabulary that I came across and I can recall.*

## **b. Cognitive Strategies**

Based on the results of interview research, there are 3 students who use cognitive strategies. According to Bakti, K. N. N. (2018), the participants prefer simple and instant methods of remembering new vocabulary. Supported by respondents' answers in interviews to the question "Bagaimana cara kamu memahami arti kosakata baru?", below:

C: *Membacanya dan memahaminya secara berulang*

W: *Dengan menghafal dan mencari tahu makna kosakata tersebut*

A: *Dibaca ulang kembali kosa kata tersebut*

C: *Read it and understand it over and over*

W: *By memorizing and finding out the meaning of the vocabulary*

A: *Reread the vocabulary again*



Then, the respondent's answer in the interview on the next question “Mengapa kamu memilih cara tersebut?”. below:

*C: Karna cara itu yang membuat saya lebih cepat dalam proses pemahaman*

*W: Karena mudah untuk dilakukan*

*A: Agar mudah diingat*

*C: Because that's the way that makes me faster in the process of understanding*

*W: Because it's easy to do*

*A: To make it easy to remember*

### **c. Determination Strategies**

Based on the results of interview research, there are 3 students who use determination strategies. According to Wahyuni, R. S. (2020), students guessed new words to improve their vocabulary, because they thought it helped them in learning vocabulary and it was suitable strategy. Supported by respondents' answers in interviews to the question “Mengapa kamu perlu memahami arti dari kosakata baru dengan cara menebak arti kata sesuai dengan konteks yang ada??”, below:

*B: Karna kurangnya pengetahuan terhadap kosakata baru, sehingga menebak arti kata sesuai dengan konteks yang ada menjadi cara alternatif yang mudah dilakukan. Biasanya ada beberapa kosakata yang bisa dengan mudah kita tebak dengan cara melihat konteks kalimatnya.*

*W: Karena dengan memahami kosakata baru kita akan menambah wawasan tentang kosakata.*

*N: Karna lebih mudah untuk memahami maknanya dengan cara seperti itu.*

*B: Due to lack of knowledge of new vocabulary, guessing the meaning of words according to the existing context is an easy alternative way to do it.*

*Usually there are several vocabulary words that we can easily guess by looking at the context of the sentence.*

*W: Because by understanding new vocabulary, we will add insight into vocabulary.*

*N: Because it's easier to understand the meaning that way.*

Then, the respondent's answer in the interview on the next question “Bagaimana kamu mengartikan kosakata baru yang kamu temui?”, below:

*B: Dengan cara menggunakan kamus, tapi cara yang lebih mudah menggunakan google translate dan kamus yang ada di handpone. Karna ketika berada di luar, tidak setiap saat kamus dalam bentuk buku akan sering dibawa.*

*W: Dengan mencarinya di kamus bahasa Inggris-Indonesia atau Google translate.*

*N: Kalau kata baru tersebut ada di dalam suatu teks kadang saya menebaknya terlebih dahulu apa bila masih tidak dimengerti baru saya mencarinya lewat kamus*

*B: By using a dictionary, but the easier way is to use google translate and the dictionary on your cellphone. Because when you are outside, you don't always carry a dictionary in the form of a book with you.*

*W: By looking it up in the English-Indonesian dictionary or Google translate.*

*N: If the new word is in a text, sometimes I guess first what if I still don't understand it then I look it up in the dictionary*

#### **d. Memory Strategies**

Based on the results of interview research, there are 3 students who use memory strategies. However, the result of this study showed that the students sometimes applied this strategy in learning vocabulary, memory strategy was still suitable for them (Sihotang, R, Afriazi, R, & I. 2017). Supported by respondents' answers in interviews to the question “Mengapa kamu lebih mudah menguasai kosakata baru apabila disertai gambar?”, below:

*W: Karena mudah menebak apa yg di maknai gambar tersebut*

C: *Dengan gambar membantu untuk lebih mengingat bahwa benda ini kosakatanya ini (gambar mempertajam ingatan).*

B: *Karna gambar menjadi sarana pembelajaran yang menarik dibandingkan kita harus belajar tanpa ada kreativitas dari pembelajaran tersebut.*

W: *Because it's easy to guess what the picture means*

C: *With pictures helps to better remember that this thing is this vocabulary (pictures sharpen memory).*

B: *Because pictures are an interesting learning tool compared to us having to learn without any creativity from that learning.*

Then, the respondent's answer in the interview on the next question “Mengapa kamu mengelompokkan kata-kata sejenis agar mudah mengingatnya, misalnya kata benda, kata kerja, kata sifat?”, below:

W: *Karena mudah untuk dihafal dan dipahami*

C: *Segala sesuatu akan menjadi mudah jika kita lakukan dengan teratur, maka dari itu pengelompokan membantu kita untuk lebih mengingat kosakata.*

B: *Karna kata-kata sejenis juga mempunyai makna yang berbeda, itu juga dilakukan agar dalam implementasi ke dalam penulisan maka akan lebih ingat dan mudah dibandingkan tidak mengelompokkan kata-kata sejenis dan langsung menghafalnya.*

W: *Because it's easy to memorize and understand*

C: *Everything will be easy if we do it regularly, therefore grouping helps us to remember vocabulary better.*

B: *Because similar words also have different meanings, this is also done so that in their implementation into writing it will be easier to remember and easier than not grouping similar words and memorizing them right away.*

#### **e. Social Strategies**

Based on the results of interview research, there are 2 students who use memory strategies. According to Bakti, K. N. N. (2018), by discussing new words with friends, the participants could develop their knowledge and understanding of the words. Supported by respondents' answers in interviews to the question

“Mengapa kamu memilih untuk bertanya kepada orang lain tentang makna kosakata yang tidak dimengerti?”, below:

*C: Kalau saya sendiri pasti bakal bertanya kepada teman yang saya anggap sudah banyak memahami kosakata, kalau dia sudah memahami maka dia akan menjelaskan secara detail dan jujur saya lebih cepat mengerti jika teman saya yang menjelaskan*

*I: Karena biasanya orang lain ataupun teman yang sering saya tanya mengetahui lebih banyak kosa-kata dibanding saya, karena itu saya sering bertanya kepada orang lain agar lebih mengerti dan tau lebih banyak arti dari kosa kata yang baru saya temui*

*C: If I myself would definitely ask a friend who I think already understands a lot of vocabulary, if he understands then he will explain in detail and honestly I understand faster if my friend explains*

*I: Because usually other people or friends I ask often know more vocabulary than I do, that's why I often ask other people to understand better and know more meanings from the vocabulary I just met.*

Then, the respondent's answer in the interview on the next question “Apa saja yang kamu lakukan ketika mengerjakan tes kosakata?”, below:

*C: Mengingat apa yang ada di dalam otak saya, semisal saya tidak tahu saya akan mencoba untuk menggunakan kata yang memiliki makna hampir sama*

*I: Mencari tau arti kosa-kata yang tidak saya ketahui dengan cara bertanya kepada teman ataupun google translate*

*C: Given what's in my brain, for example I don't know I will try to use words that have almost the same meaning*

*I: Find out the meaning of words that I don't know by asking friends or google translate*

The results of the interview support a more in-depth answer than the results of the questionnaire answers and students answers according to each strategy they use. The most widely used strategy is metacognitive strategies because students know and understand new English vocabulary more and they become accustomed to learning English vocabulary through English films.

## **B. Discussion**

Strategies help students in the learning process. It is important for every student to have a strategy because without a strategy they do not know where to start learning English vocabulary and strategies to make learning more effective.

Based on the findings of the questionnaire, the researchers found that the strategies most widely used by students were metacognitive strategies (4.02), followed by cognitive strategies (3.58), determination strategies (3.45), memory strategies (3.35) and lastly. the least used by students is social strategy (3.04).

In general, the results show that most students mostly use metacognitive strategies and students like metacognitive strategies in learning new English vocabulary. In the metacognitive strategy, students learn new words through the use of English media. The findings show that the highest score regarding strategies for learning English vocabulary is finding the meaning of new vocabulary using Google Translate or other translation tools on the internet. The finding of the second highest score is learning new vocabulary from English films, students use English films as an easy and fun alternative. The third and fourth findings have the same score, namely making plans to learn vocabulary and doing vocabulary exercises from a reading, looking for the meaning of important or key vocabulary first. Regarding the Pass and skip strategy the new words can be considered as an efficient learning implementation. This finding is different from Damari (2019), which found that in metacognitive strategies showed that item 42/META-1 with statement "Saya akan menggunakan lagu bahasa Inggris untuk mempelajari kosakata baru" (M=3.50) as the most frequently used strategy by students. While the findings in this research are often used by students with the statement " belajar kosakata baru dari film berbahasa inggris".

In addition, showed that in the category of cognitive strategies, cognitive strategies are strategies that are widely used by students in addition to metacognitive strategies. The finding of the highest score in this strategy is with statements memorizing vocabulary by saying the word repeatedly. The finding of the second highest score is with statements recording new vocabulary from what I

hear or read. Many students make a note of the useful expression or phrases related to a word. When the students go to college schools, they still have such a good habit. It could help students to have a deeper impression of the new words and remember them (Bai, Z. 2018). The third score finding is with statements making a list of new vocabulary and writing its translation in Indonesian. The finding of the lowest score was with the statements making a small English-Indonesian dictionary containing new vocabulary.

Furthermore, showed that the category of determination strategy has the third highest score. The determination strategy has the highest score on the statements of understanding the meaning of new vocabulary by using an English-Indonesian dictionary. The finding of the second highest score was with statements understanding the meaning of the new vocabulary by guessing the meaning of the word according to the existing context. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material (Ikhsan, 2017). The third score finding is that the statements create a new vocabulary list and the lowest score is with the statements understanding the meaning of the new vocabulary using an English-English dictionary. So the findings in this study are that more students use English-Indonesian dictionaries to find the meaning of new vocabulary than English-English dictionaries.

The next findings, showed that the memory strategy category has an average score of fourth. Memory strategy has the highest score on statements easier to master new vocabulary related to personal experiences. The second and third highest scores that have the same score are statements that it is easier to master new vocabulary when accompanied by pictures and grouping similar words so that they are easy to remember, for example nouns, verbs, adjectives, etc. The lowest score on the statements for memorizing new vocabulary, reading it or saying it aloud. It means that students prefer to save new word in their mind than speak loud (Damari, 2019).

Finally, the findings of the lowest score in this research indicate that in the category of social strategy, therefore, the least social strategy used by students to learn English vocabulary. Then the finding of the highest score on this strategy on statements asked a friend about the meaning of vocabulary that I did not understand. Finding the second highest score on statements Asking friends to translate vocabulary they don't understand. The third score finding is by finding new synonyms or vocabulary statements from friends. The finding of the last score or the lowest score is on the statements of working in groups with friends when doing vocabulary exercises. According to Bai, Z. (2018), most learners prefer to learn independently rather than cooperate with their classmates. So this social strategy is the least used strategy by second semester students of IKIP PGRI Pontianak.