

ABSTRACT

Ambarwati, Arum. 2020. *A Study on Students' Vocabulary Learning Strategies at the Tenth grade Students of MA Muhammadiyah 1 Watukebo*. Thesis, English Language Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisors: 1) Fitrotul Mufaridah, M.Pd. 2) Taufik Hidayah, M.TESOL

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Language learning is kind of dynamic process. There is no limitation in learning language. Moreover, vocabulary learning becomes the basis of language learning. People will have much to say if they have rich vocabulary. There should be such kind of proper strategies that can support the learning process. Those strategies will help students, especially, enhancing their vocabulary knowledge well. Therefore, it is important to have a research entitled "A Study on Students' Vocabulary Learning Strategies."

The problems of this research were "what strategies are used the most by students?" and "what strategies are used the least by students?". Those research problems were formulated to find out the most and the least strategies used by students in vocabulary learning. This research used a descriptive qualitative method with the respondents were 22 students of the tenth grade students of MA Muhammadiyah 1 Watukebo. It was conducted in Watukebo, Ambulu, Jember on June 18th to 28th, 2020. The data was collected by using questionnaire items about vocabulary learning strategies and an interview. The data was analyzed by using Miles and Huberman's model analysis, those were data reduction, data display, and conclusion/verification.

There were 23 statements under 8 categories of questionnaire items (Gu and Johnson, 1996) that responded by students via google form due to the pandemic. Moreover, the interview had been done by using whatsapp private chat to all students. There were 18 students/82 % students responded "agree" on activation strategies item, while the interview showed 16 students prefer to use activation strategies. Meanwhile, there were only 45 % students responded "agree" on note-taking strategies item, while the interview showed 12 students use note-taking strategy infrequently. Thus, it can be concluded that the most strategy used by students is activation strategy while the least strategy used by students is note-taking strategy.