

**STUDENTS' STRATEGIES TO OVERCOME
THE LACK OF VOCABULARY IN WRITING**

A Paper

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DECLARATION

I hereby declare that this paper entitled “Students’ Strategies to Overcome the Lack of Vocabulary in Writing” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources, and all quotations are properly acknowledged in the text. Should there be any claim on originality of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2023

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PREFACE

Alhamdulillahirobbil'alamiin, first of all, the writer would like to give the greatest gratitude to Allah SWT who has given her strength, mercies, and endless blessing, finally the writer accomplished this paper entitled “Students’ Strategies to Overcome the Lack of Vocabulary in Writing”. This paper is submitted to fulfil one of the requirements to take *Sarjana Pendidikan* Examination at the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is far from being perfect. However, she has done her best to write this paper. Therefore, she welcomes constructive criticisms and suggestions for better work in the future. Hopefully, this paper will be useful for other researchers or the readers to expand their knowledge.

Bogor, June 2023

The Writer

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All praises are to Allah the Almighty, who has given her strength, mercies, and endless blessing, so the writer is finally able to complete her paper entitled “Students’ Strategies to Overcome the Lack of Vocabulary in Writing”. She realizes that she could not conduct the paper properly without the involvement of those who have supported her in conducting the research.

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ABSTRACT

The paper entitled “Students’ Strategies to Overcome the Lack of Vocabulary in Writing” was guided by using one research question: “What are strategies applied by the students to overcome their problems at the lack of vocabulary in writing?.” This research aimed to find out students’ strategies to overcome the lack of vocabulary in writing. The writer used descriptive qualitative research and it was conducted at MTSs. Tarbiyatul Azhar. The participants of this research are class IX-1, with the total number of students in IX-1 are 28 students. The finding of the research showed that the most frequent strategy used by the students is cognitive strategy. The students used it by taking notes, using resources, imagination, memorization, dealing with unfamiliar words, and reinforced the knowledge that they know. Then followed by metacognitive strategies. They used it by planning, paying attention, and evaluating, and the least strategy used is socio-affective strategy. They used it by interaction, sharing and discussion, and clarification. However, the result showed that the students generally have their own strategy that can make them comfortable to overcome their lack of vocabulary especially in writing.

Keywords: The lack of vocabulary, writing, learning strategies.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is one of the essential language elements in English foreign language acquisition. It is considered as a crucial tool for learning English foreign language. This statement is supported by Alqahtani (2015), who believe that the acquisition of vocabulary is an integral part of language learning. In other words, vocabulary mastery must be acquired by students in order to master the four skills of English, which are listening, speaking, reading, and writing. The statement is also proven by Huyen in Rouhani & Purgharib (2013) who define vocabulary as a language element that links the four language skills.

Without vocabulary, students could not listen, speak, read, and write well. Thornbury in Wardani (2015) states that “Without grammar, little meaning can be conveyed, without vocabulary nothing can be conveyed”. It means that, when people have acquired a lot of vocabulary, they can express their idea precisely.

Based on the writer observation in the second-grade junior high school, she found almost all students faced difficulty in learning vocabulary, some students also hard to arrange sentence due to they do not have enough vocabulary in their minds. It happens from the technique that used in learning process. The technique used in teaching vocabulary is monotonous, the students just memorize the words. In here the writer found that most of

students had problems in learning vocabulary and this situation make them feel uninterested and become passive in learning English. According to Argawati (2017), learning English vocabulary seems difficult for some Indonesian students, such as difficult to memorize new words and to expand their vocabulary knowledge because there are many different factors from their mother language, such as grammar, pronunciation, vocabulary, and cultural background. Those problems of vocabulary must be solved because it can be difficult for the students to continue to the next level or grade.

Since vocabulary is one of the tools in communication, students need to find way to improve their vocabulary. Therefore, there should be a new way that will make them become has a spirit and motivation to learn it. Learning vocabulary through learning strategies can be an alternative to solve the problems. One of the ways to learning strategies to learn vocabulary by using puzzle, playing games, and singing.

Based on the explanation above, the writer believes that strategies in learning help the students to achieve and accomplish the learning goals. In so doing, a study on students' strategies to overcome the lack of vocabulary is important to be investigated since the writer needs to know students' strategies or preferences they used and their ways to overcome the lack of vocabulary.

B. Reason for Choosing the Topic

The curiosity thing to investigate this topic came up because the writer is interested in vocabulary learning. It is also supports when she decided to do pre-observation in the third-grade of junior high school students. From the writer observation, she found the fact that students seem confuse when they faced difficulties in learning vocabulary.

Another reason, vocabulary is one of the essential language components in studying English. Vocabulary needed in four language skills such as listening, speaking, reading, and writing. When they do not acquired vocabulary, nothing can be conveyed. Limited vocabulary knowledge can be a crucial problem which leads the students to encounter difficulties in language learning. Strategies is important in learning English especially vocabulary. That is why the writer wants to know what the strategy used by the students to solve the problem of the lack of vocabulary.

By considering some reasons above, the writer intends to find strategy to overcome the lack of vocabulary by students. Those reasons are expected will be able to make the writer being serious in conducting the research. Then, the result will be useful for others.

C. Aim of the Research

The aim of conducting this research is to find out students' strategies to overcome the lack of vocabulary in writing.

D. Research Question

Based on the reason above, the statement is: What are strategies applied by the students to overcome their problems at the lack of vocabulary in writing?

E. Research Focus

As the title of this paper indicates, the writer focuses only on strategies used by the students to overcome their problems at the lack of vocabulary in narrative text.

F. Operational Definition

The writer uses two variables there are students' learning strategy and the lack of vocabulary. To avoid misunderstanding of the term, the writer recites the following terms:

1. Students' learning strategy

Learning strategy refer to students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals. As mentioned by Hasanbegovic (2006), students' strategy is needed to regulate their achievement. Therefore, students need to find out their own strategy in learning.

2. The lack of vocabulary

The lack of vocabulary means a lack of knowledge and mastery of words that caused by certain factors, for example the limitations of sources of information about words. Difference in language used. Al-Zamzam (2013), states that lack of vocabulary often results in lack of meaningful communication.

According to Schmitt (2010), ‘the lack of an overall theory of vocabulary acquisition as one of the prominent gaps in the field, and one reason for this lacuna is the difficulty in capturing all of the multifarious aspects of lexical knowledge under one theory’.

G. Research Significance

The result of this research is expected to be useful for several parties, including:

1. Theoretical aspects

The research finding can give information about strategy to overcome the lack of vocabulary.

2. Practical aspects

The research finding can be valuable for the students who want to improve their ability especially vocabulary. it also can give students information how to overcome the lack of vocabulary.

3. Institutional aspects

The research finding can be used as a source or reference for another study in the same area.

CHAPTER II

THEORETICAL FOUNDATION

A. The Teaching of Writing

1. Definition of Writing

Basically, people share their ideas and communicate with other people with spoken and written forms. One of the tools for communication that is used in written form is by writing. Writing is a process or an activity to express, convey, and develop ideas to share or give information. As White (1986:10) as cited in Khasanah (2015) stated that writing is the process of expressing ideas, information, knowledge, or experience and understand the writing to acquire knowledge or some information to share and learn.

Tarigan (2011:3) mentions, "Writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability." It can be concluded that as a productive skill, writing is different from speaking, even though both of those skills have some purpose that is as ability that students should be master to communicate with other. According to Yulianti (2015), writing is a way of thinking and learning which gives a unique opportunity to explore

ideas and acquire information. Sharples in Siburian (2013: 31) stated that, “actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas”. It means that writing is a process of conveying the ideas into a writing product.

From those definitions, it can be concluded that writing is a skill in gathering and developing ideas through process that aims to share information, knowledge, and experiences through organizing words into paragraphs. Besides, to improve the writing ability, people should learn about writing continuously.

2. Kinds of Writing

Many kinds of text are learned by students in school. The following are kinds of writing as mentioned by Gerot and Wignel (1995) as cited in Kardila (2018):

a. Analytical Exposition Text

A kind of text that is used to persuade the reader or listener that something is the case.

b. Anecdote Text

A text that is used to share with other an account of an unusual or amusing incident.

c. Descriptive Text

A text which describes a particular person, place or thing, it is comprehensive and detailed sense of what is being described.

d. Explanation Text

It is used to explain the processes involved in the information or working of natural or socio culture phenomena.

e. Narrative Text

It is used to amuse, entertain and to deal with actual or vicarious experience in different ways, narrative deal with problematic events which lead to a crisis of turning point of some kind, which in turn finds a resolution (e.g., legends, fables, myth, etc).

f. News Item Text

It is used to inform the reader, listener or viewers about event of the day which are considered news worthy or important.

g. Procedure Text

It is used to describe how something is accomplished through a sequence of action or steps.

h. Recount Text

It is used to retell event or past experience, which is aimed at informing or entertaining

i. Report Text

It is used to describe the way things are with reference to arrange of natural man-made and social phenomena in our environment.

From the explanations above, it can be concluded that there are a lot of kinds of text. In this research, the writer only focuses on narrative text.

3. Narrative Text

a. Definition of Narrative

According to Goatly (2000:30) mentioned that narrative is an event which happened in the world. It entertains the readers and informs about something to the readers. It means that narrative text is sequence of events which has function to entertain and to inform the reader. Boardman (2008) states “Narrative paragraph tells a story about something that happens in the past”. It means narrative paragraph is a text that uses past event when telling its story. The writer uses past tense when composing every sentence in narrative paragraph.

In addition, Djatmika (2019:122) says that narrative text tells a story. It can entertain and inform something. It means that narrative text is a story that can give entertainment and information to the readers. Besides, Kurniawan (2017:159) mentions that narrative text is to amuse, to teach and to give moral value to the readers. It means that narrative text is a story that can give entertainment and lesson for the readers.

Based on the definitions above, it can be concluded that narrative text is a kind of text that tells a story or sequence of events

which happens in the past and it has function to amuse and to teach the readers through the moral value.

b. Generic Structure of Narrative Text

Narrative text has generic structure. It can help the reader to read the text systematically. According to Andreani (2016:103) mentions that generic structure of narrative text are:

1) Orientation

The orientation is about opening paragraph. It gives information about introduction of character, place, and time.

2) Complication

In this section, a crisis arises or the problems are appeared by the characters in the story.

3) Resolution

Resolution section describes how the characters solve the problems.

4) Coda

Coda contains the moral value of the story or the lesson from the story.

c. Types of Narrative Text

There are two types of narrative text. According to Buscemi (2002:341), "Narrative writing is divided into two types, fiction and nonfiction. Fiction is a story that comes from imagination of the

writer and it is not happen in real life. Besides, nonfiction means a story happens in real life, it is probably the writer's experience."

Based on the statement above, it can be concluded that there are two types of narrative text, it can be fictional or nonfictional story. Fictional story is based on the imagination of the writer. Then, nonfictional is based on the true story or an experience in real life.

d. Language Feature of Narrative Text

Language features of narrative text consist of several parts, Kurniawan (2017:159) mentions that there are language features of narrative text:

1) Focus on specific participants

Example: Kancil, Ant, Sangkuriang, so on.

2) Use of material process

Example: the bomb exploded.

3) Use of verbal processes

Example: Said, told, and promised.

4) Use temporal conjunction

Example: A few years ago, once upon a time, so on.

5) Use of past tense

Example: Went, lived, so on.

B. Students' Strategies in Learning Language

1. Definition of Language Learning Strategies

Brown (2007, p.260) defines, "strategy is the specific method of approaching a problem or task, mode operation for achieving a particular end, or planned design for controlling and manipulating certain information". It means that strategy is used to help people easier in doing their activity to solve their problem. Moreover, the students need the particular strategy in learning language to help them to gain the knowledge and improve their skills. Students use learning strategies in order to make their learning successfully.

Students' language learning strategies are specific techniques where the students have their own ways and behaviours in learning to facilitate information processing so the language learning can be improved. Rubin (1987, p.23) as cited in Bai (2016) states, "learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly." It means that students can create some ideas with their own way in the process of learning.

Based on Weinstein, Husman, and Dierking (2000, p.727) as cites in Bai (2016) added that learning strategies include any thoughts,

behaviours, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills. Moreover, Rigney and Rubin as cited in Lee (2010), define language learning strategies as behaviors, steps, or techniques that language learners apply to facilitate language learning. it means that the students can decide certain strategies or think ways while they are learning English to enhance their own learning.

Stern as cited in Yulianti (2018) states that the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques. Generally, language learning strategies are used by all of the language learners. They use it either consciously or unconsciously in getting new information and carrying out tasks in their classroom.

Oxford as cited in Alfian (2016) states that language learning strategy in general plays a very essential role in the language learning process. It represents one of the most critical components in language learning. language learning strategy is especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. Consequently, students will be independent students so that they can handle their problems well. Learning strategies are important to determine the students' success in their learning, learning strategies can

facilitate the students' in obtaining, storing, retrieving and using of information (Rigney & Rubin as cited in Lee, 2010).

In conclusion, strategy in learning language is needed by students, because strategy can help them in the learning process, and to overcome their problem in learning language. by using strategies, they learned how to understand the material, how to develop information that they have, and how to do their assignment using their creativity to create a good product. Students can decide certain strategies or think ways while they are learning English to enhance their own learning.

2. Kinds of Language Learning Strategies

As mentioned earlier, each student has different strategy in learning. even the students apply the same strategy, the progress and the result obtained different. As shown by Ghani as cited in Hardan (2013, p.1717), "learners use different kinds of strategy, or specific actions and behaviors to help them learn".

There are various types of learning strategies in learning language which is used to get specific goal in language learning activities. According to Nunan (2001) as cited in Mukti (2019), there are six major types of language learning strategies. Here is the discussion of the six types of language learning strategies:

a. Cognitive Strategy

Cognitive is a strategy that helps the students reinforce the information or knowledge that they know and also helps the students get new information and knowledge. This strategy allows the students to learn the target language through reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, recognizing information, memorizing, and practicing.

b. Affective Strategy

Affective strategy is a strategy that allows students to take control their emotions, attitudes, motivations, and values. It helps the students encourage themselves, manage their emotional, and lower their anxiety in learning target language. Through affective strategy, students can learn through listening to the music or even hobbies. They can learn through listening to the music or even watching movie with using target language. This strategy makes the learning process enjoyable, because when the students get stressed, they are allowed to solve it with their own way.

c. Metacognitive Strategy

Similar to affective strategy, metacognitive strategy is also strategy that helps the students manage over all learning process. This strategy gives freedom to the students to express their own learning style. It will give meaningful learning to the students because they learned based on their interest and their need. The students also can organize and evaluate their learning process. It is in line with

Richards (2008:64) states that Metacognitive strategy, which allows learners to control their own learning through organizing, planning, and evaluating.

d. Mnemonic Strategy

Mnemonic strategy helps the students to connect the knowledge in target language with information that they have already known. The purpose of this strategy is to make the students easier to remember information by using sounds or body movement. These activities will help students to get new vocabularies and know the grammar rules.

e. Compensation Strategy

Compensation strategy for writing and speaking facilitate students remembering the missing knowledge of written or oral communication through some ways, such as guessing, inferring, and using synonym. This activity unintentionally can enrich students' vocabulary.

f. Social Strategy

Social strategy is a kind of strategy that needs and improves communication ability. It helps the students understand the language they are learning. it allows students to be able to interact with others so they will be common with communication. Cook (2008:115) says social strategies mean learning by interacting with other, such as asking the teacher to get verification, asking for

clarification of a confusing point, asking for help, talking with native-speaker or fellows, and exploring cultural and social norms.

All in all, generally, learning strategies are used to help the students master the subject they are learning, especially learning the target language. those strategies are commonly used by the students to enhance their skill through planning, organizing, and evaluating the activities.

3. Strategies in Learning to Write

A good writing is not obtained about just a moment, it needs a process. Students need to practice well to gain a writing ability. Writing develops students' critical thinking to express what they think and convey their idea in arrangement of sentence. Therefore, the students require a lot of attempts to produce complete meaning. Most of the students think that writing is the difficult skill for them. The difficulties are caused some factors such as lack of vocabulary, lack of grammar understanding, lack of motivation, or even lack of confidence. Hence, to have a good ability in writing and to conquer those problem, strategy is needed in the writing process.

Dornyei as cited in Asria (2018) states the learners who are good at language learning tend to have a bigger repertoire of strategies than less proficient learner, and they employ the strategy more effectively. It indicates, a good learner needs to practice more effectively and efficiently to develop their knowledge. A good language learner uses a

wide variety of strategies and approach to do their learning task effectively in each situation. The students also have motivation to learn or develop themselves through independent learning based on students learning strategy.

According to Asria (2018), “Students with high writing ability reported using significantly more metacognitive and cognitive strategy than those with lower writing proficiency”. It means that students with good writing are used metacognitive and cognitive strategies. Yulianti (2018) states that generally, metacognitive strategy are the most learning strategies used by the students in learning writing. The second strategies used by the students in learning writing is compensation strategy, then the next strategy is cognitive strategy. While, the most rarely learning strategies used by the students in writing is affective strategy. Based on the research, the students applied metacognitive strategy when they try to find out English language learning, organize aspects of English. They can find out practice opportunities, evaluating their learning by self-evaluating and self-monitoring.

The second strategy used by the students in writing is compensation strategy. It is used by the students in writing to solve language limitation by using coining words, using a circumlocution or synonym. They can also select the topic and adjust or approximate the message. Cognitive strategies are the third strategies used by the students in their writing. Here, the students use the strategies when they practice to write

naturalistically. They also try to use formulas and patterns well. Making summary and taking note are the application of cognitive strategies. From the explanation above, it can be concluded that there are various learning strategies used by the students in learning writing. The students apply different learning strategies in their learning.

C. Vocabulary

1. Definition of Vocabulary

Vocabulary is an essential and basic component in learning a language, especially English. Linse (2005:121) states that vocabulary is the collection of words that an individual knows. In the other words, vocabulary is the words that people known and they should be mastered the function and meaning of words. Richard and Schmitt (2010: 629) mentioned that, vocabulary is a set of lexemes, including single words, compound words and idioms.

According to Neuman and Drawyer (2011) vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). It means that vocabulary is one of the crucial basic elements in language that must be acquired by people in order to communicate well, whether use in speech or writing.

Brown (2010:305) says, “Words are the basic building blocks of a language, we use them to create sentences, large paragraphs, and whole

text.” It means that by knowing a lot of vocabulary, the students will be able to understand the meaning of word and they also can construct sentences, paragraph, and text. Based on Qian & Schedl which cited by Ahmadi & Ismail (2012), “Several theorists and investigators in learning stated that vocabulary learning and foreign language learning have a strong relationship to each other.” It is clear that vocabulary is the main aspect that has to be mastered when people want to learn language. It can be concluded that vocabulary consist of the whole aspect of words, words appear in every sentence, it could be written, spoken, reading, and even listening activity. It is showed that vocabulary is extremely important for the whole aspect of skill.

Furthermore, according to Sheehan as stated by Hansen (2009: 6), said that “Vocabulary is the ability to understand and use words to acquire and convey meaning”. It can be seen that in order to communicate and get the meaning of the words, vocabulary is really needed, because without vocabulary nothing can be gained.

From those definitions, it can be concluded that vocabulary is a list of words is individual collection of basic knowledge of language that has a crucial role that should be mastered in learning language in order to be able to construct sentence, paragraph, and text. In addition, by mastering vocabulary, the students can communicate effectively and develop their skills such as listening, speaking, reading, and writing skills easily.

2. Kinds of Vocabulary

According to Miller (2000:178) there are several different types of vocabulary, such as listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

a. Listening vocabulary

Listening vocabulary is all the words that can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

b. Speaking vocabulary

Speaking vocabulary is all the words which can use in speech. Due to spontaneous nature of the speaking vocabulary, words are often misused. This misused though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

c. Reading vocabulary

Reading vocabulary is all the words that can recognize when reading.

d. Writing vocabulary

Writing vocabulary is all the words an individual that can employ in writing.

Another expert, Alqahtani (2015: 25) divides vocabulary into two kinds, those are:

a. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce and use in writing or speaking. The students practice using the words when they write (writing) and when they talk to other (speaking). Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

b. Receptive Vocabulary

Receptive vocabulary is the set of words that the learners recognize and understand when they are used in context, but which cannot produce. It is vocabulary that learners recognize when the others speak with them (listening) and when they read the text (reading).

However, Hedge (2003:116) distinguishes two types of vocabulary, namely active and passive vocabulary.

- a. Active vocabulary refers to vocabulary which students have been taught or learnt and which they use in speaking and writing.
- b. Passive vocabulary is a set of words which students should be able to recognize and understand when they are listening to someone or when they are reading.

3. The Importance of Vocabulary

Vocabulary is the foundation of a language. the students could not improve their English skill without having vocabulary knowledge. Students with limited vocabulary will get difficulties to learn or communicate in the foreign language. Therefore, there are some importance of vocabulary explained by the experts.

As Thornbury said in Wardani (2015), “Without grammar, little meaning can be conveyed, without vocabulary nothing can be conveyed”. Based on the statement above, in other words, vocabulary is a necessary and it would be difficult to learn a language without vocabulary.

Mastering vocabulary is important in learning a language, because the potential knowledge that can be known about a word is rich and complex Schmitt (2000:5). Without vocabulary mastery to express a wider range of meanings, communication cannot happen in any meaningful way Vossough and Zargar (2009:80).

Chacon Beltran et al (2010) stated that vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. The hypothesis of explicit vocabulary learning would instead support the use of planned strategies to actively pay attention to learning new words.

All in all, learning vocabulary is important since by having the grammar, the students will not face difficulties in learning language. By having a lot of vocabulary, the students can try to communicate well, either in spoken or written. It happens because the meaning of the sentence can be constructed from the vocabulary.

4. Vocabulary Learning

Vocabulary learning refers to learning those words that are beyond the most common words needed for basic oral communication. Wilkins (1997: 130) in Ayuningtyas (2011:21) states that vocabulary learning is learning to differentiate progressing the meaning of words in the target language from their nearest equivalent in the mother tongue. Bai (2018) states that vocabulary learning strategies can be defined as behaviours or actions which learners use to make vocabulary learning more effective. It means that vocabulary learning is learning the words that aim to get the close meaning in the mother language.

However, Nation (2007:396) states that in learning vocabulary, the material design is encouraged through meaning focused use of the four skills of listening, speaking, and reading and through activities like retelling, role play or problem solving where input (often in a written form) is the basis of the production of the output. In conclusion, vocabulary should be learned through four skills of language in order students can produce and apply it based on context.

5. Types and strategies of vocabulary learning

There are two major types of vocabulary learning, they are deliberate and incidental. Vocabulary learning types and low-frequency are important. It is important to treat these types as complementary rather than mutually exclusive by using different vocabulary learning strategies. Thornbury (2002:32) describes these types by stating that “some of the words will be learned actively”, while other “will be picked up incidentally”. Then Dedigovic (2013:203-2015) emphasize the same distinction only using a different term for the one side of deliberate vocabulary learning. Alemi and Tayebi (2011:81-98) talk of “incidental and intentional” vocabulary learning. Whatever terminology is used in the literature by different experts, the two major types of vocabulary learning are discussed: explicit and incidental. These two concepts should not be perceived as competitors but rather as mutually reinforcing. In both types of vocabulary learning, the efficiency of learning is achieved by following one or more of the vocabularies learning strategies:

a. Deliberate Vocabulary Learning

One of the major types of vocabulary learning in language acquisition is deliberate vocabulary learning. Before moving on to presenting the literature, it is important to mention that when talking

about deliberate vocabulary learning, various terminologies are used by different linguists and writers. According to Nation (2005:47-54), deliberate vocabulary learning is “one of the least efficient ways” to improve students’ vocabulary knowledge. Yet, he claims that it is a vital component in vocabulary. However, Schmitt (2000:121) stated that deliberate vocabulary learning gives the learners the “greatest chance” for acquiring vocabulary, as it focuses their attention directly on the target vocabulary. Ma and Kelly (2006:15-45) mention the necessity of establishing a link between the meaning and form of a word by various strategies, e.g., “direct memorization,” which is a strategy of deliberate vocabulary.

b. Incidental Vocabulary Learning

Another type of vocabulary learning is called incidental vocabulary learning. By its nature, incidental vocabulary learning is one of the key aspects of language acquisition. This concept, which is also referred to as passive learning. according to Alemi and Tayebi (2011:81) implicit learning is the process of acquiring vocabulary without placing the focus on specific words to be learned. Then, there is several factors which affect the occurrence of incidental vocabulary learning. According to Jian-ping (2013:6) most of the scholars agree that the best way is through extensive reading. In additionally, Restrepo Ramos (2015:164) indicates that “There is strong evidence that supports the occurrence of incidental

vocabulary learning through reading for meaning comprehension”.

However, extensive reading for meaning does not automatically lead to the acquisition of vocabulary. It depends on the context surrounding each word, and the nature of the learner’s attention.

D. Related Research

To support this research, there are many research that have been conducted which are relevant with this study. The previous studies conducted to observe the strategy in learning vocabulary. Thus, the writer can get the information about the comparison between the teaching vocabulary used and the result of each method for the students.

The previous research written by Yulianti (2018), entitled “Learning Strategies Applied by the Students in Writing English Text”. The study explores students learning strategies that used by both low and high performance in developing students writing skill. the research study was conducted at Communication Science Department of the Muhammadiyah University of Ponorogo. The data was collected through observations, documentations, and questionnaire. The result of the research indicates that the learning strategies used by the students in writing English text are metacognitive strategy, compensation strategy, cognitive strategy, affective strategy, memory strategy, and social strategy. The students used learning strategies in moderate level which means they sometimes use these learning strategies. Moreover, learning strategies influence the students; writing

score; the students who get good score use metacognitive strategy and the students who get fair score use affective strategies.

The second previous research is conducted by Asgari (2010), entitled “The Type of Vocabulary Learning Strategy used by ESL Student in University Putra Malaysia.” It shows that the best method for this investigation to better understand the use of VLS by these particular students is adopt the qualitative research design. Hence, the method of conducting research is an open-ended individually interview with ten students in the Faculty of Education Studies in UPM. The concluded strategy such as learning a word through reading, the use of monolingual dictionary, the use of various English language in media, and applying new English word in the daily conversation which are related to memory, determination, metacognitive, strategies and the learners active to use them. The differences between the previous research and this research are that he discusses about learning strategy of university students while this research is discusses on learning strategy of junior high school students to overcome their lack of vocabulary.

It inspires the writer because the writer thinks that strategy to overcome the lack of vocabulary is really important to engage their vocabularies much. If students have a lot of vocabularies, they will be easy to make communication with other, therefore, this study definitely contributes to this research.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

According to Creswell and John (2009:470) research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting. In this research, the writer uses descriptive qualitative research that focuses on the students' strategies to overcome the lack of vocabulary in writing. Pratt and Woods (2006) state that using descriptive method aims to discover and explore the real meanings of respondents' opinion and their thinking about the current situation through the interpretation of their perspective in particular issues. According to Frankel & Wallen (1996) as cited in Yulianawati (2018), descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interview, questionnaires, observation, and text.

Qualitative approach is used in this research because this research aims to investigate the students' strategies to overcome the lack of vocabulary in writing. Qualitative research is a study conducted with an approach to understanding the meaning of an individual or group and exploring social or humanitarian problems (Creswell, 2012, p.16).

Moreover, there are three types to collect the data accurately. Those are recording data, analyzing information, and mentioning approaches, it directs the writer to find out the students' strategy to overcome the lack of vocabulary in writing. On the other hand, the researcher applies descriptive analysis design is to describe students' strategy to overcome the lack of vocabulary in writing. To interpret the proses of the research, the research design is structures as follows:

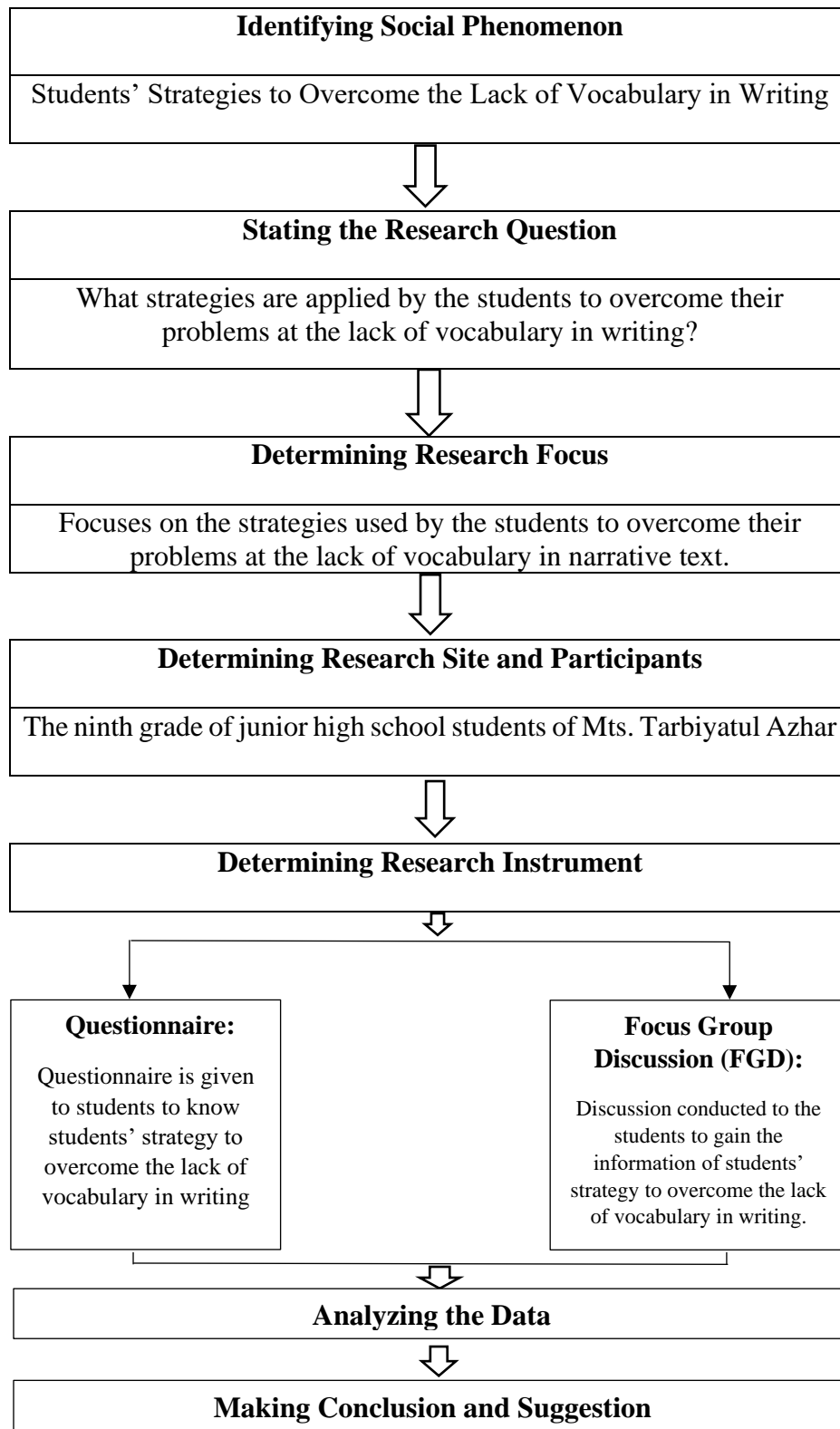


Figure 3.1 Research Design

B. Research Site and Participants

The research is conducted at MTs. Tarbiyatul Azhar. The population of this study is all students of the ninth grade of MTs. Tarbiyatul Azhar, they are 99 students which are divided into three classes, IX-1, IX-2, and IX-3. To support this research, the writer chooses participants by using purposive sampling.

Purposive sampling means taking the respondents based on certain purpose that have been made by the writer. The participants of this research are class IX-1, with the total number of students in IX-1 are 28 students. It is chosen because the class is suitable with the criteria, also at MTs Tarbiyatul Azhar is available for writer to do this research and the writer has already done pre-observation for making sure to do the research.

C. Research Instrument

This research used questionnaire, and Focus Group Discussion (FGD) to collect the data.

1. Questionnaire

Questionnaire is the first instrument. Questionnaire is given to students to find out students' strategies to overcome the lack of vocabulary after they did their activity in learning process. According to Kothari (2004:44-46), questionnaire is given to respondents who are expected to read and answer question based on their background knowledge. The type of the question is closed ended question to give

respondents easier and quicker to answer. The number of questionnaires is ten questions. Students need to answer the question based on their knowledge. So, the writer can get the actual data of students.

2. Focus Group Discussion

Focus group discussion is the second instruments to collect the data. According to Christina (2018) a focus group discussion (FGD) is qualitative research method in a form of group interviewing in which a small group – usually 10 to 12 people – is led by a moderator (interviewer). It is a good way to gather people from similar backgrounds or experiences to discuss a specific topic of interest. The course of discussion is usually planned. The participants influence each other through their answers to the ideas and contributions during the discussion. The moderator stimulates discussion with comments or subjects. Data can be collected by using qualitative audio and visual materials. The writer uses an audio recorder and note to gather the data. The audio recorder is used to record the FGD session because it is help the writer to collect and keep the data safely. A note is used to note students' behaviour in FGD session.

D. Data Collection Technique

1. Questionnaire

Students are given questionnaire that they need to answer based on their background knowledge or skill. The type of the question is closed ended questions to give respondents easier and quicker to answer. This questionnaire is used to identify students' strategy to overcome the lack of vocabulary.

2. Focus Group Discussion

Focus group discussion is the last step in collecting the data. Some of the students of the ninth-grade students of junior high school interviewed to affirm and add supporting data from the result of the questionnaire. The type of discussion is semi structured discussion with 12 questions. The writer used audio recorder and note to gain the data. Then, the data of the interview will be transcribed.

E. Data Analysis

To conduct the research, the data are collected through questionnaire, and Focus Group Discussion.

1. Data from Questionnaire

The data from questionnaire are coded. Then, the data are classified. After classifying the data, the data presented in the form of description and compare it with theory. In the end, the data from the questionnaire

are led the researcher to find out students' strategies to overcome the lack of vocabulary in writing. Then, the writer takes the conclusion to get the data interpretation.

2. Data from Focus Group Discussion

The data from FGD are transcribed. After that, the data are classified according to students' answers based on the interview's questions. The data from FGD is used to gain the information. After classifying the data, the data presented in the form of description. In the end, the writer drawing a conclusion that led the researcher to get the final information. The data from this section definite the researcher to find out students' strategies to overcome the lack of vocabulary in writing.

This research uses triangulation as a technique to check the credibility of the data because triangulation gives more detail and balance picture of the situation. The triangulation is applied in this research, they are questionnaire and focus group discussion (FGD). All data collected from both are compared with each other. Then, the results can support one another. When this data supports one another, that means the data is reasonable.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The data were taken from questionnaire and focus group discussion (FGD). This research is conducted at MTs Tarbiyatul Azhar. The participants were nine grade students in IX-1 class. The type of the research was descriptive qualitative. Based on the data obtained, the following is a description of the data presented by the writer:

1. Data from Questionnaire

Closed-ended question from questionnaire was used to gain data from all the respondent. It consisted of 10 statements which had five alternative answers: always, often, seldom, sometime, never with three indicators provided in the questionnaire. It was given to obtain information about students' strategies to overcome the lack of vocabulary in writing. There were three indicators in the questionnaire which are metacognitive strategy, cognitive strategy, and socio-affective strategy.

a. Metacognitive Strategy

The first indicator was metacognitive strategy. The purpose of this category was to get information about students' strategy that related to

their metacognitive strategy. In this category the writer divided it into three statements. The results are shown in table 4.1.

Table 4.1
Data of Students' Metacognitive Strategy

No	Indicator	Statement	X	Answer	Percentage
Metacognitive Strategy					
1.	Planning	I take notes as a concept before writing a text	28	Always: 4 Often: 1 Rarely: 8 Sometime: 14 Never: 1	14.3% 3.6% 28.6% 50% 3.6%
2.	Pay attention	I pay attention and write the information told by the teacher	28	Always: 21 Often: 6 Rarely: 1 Sometime: 0 Never: 0	75% 21.4% 3.6% 0% 0%
3.	Evaluate learning and performance	I evaluating my learning performance by checking the task that have created	28	Always: 4 Often: 14 Rarely: 5 Sometime: 7 Never: 0	14.3% 50% 17.9% 25% 0%

Based on the table above, there were three statements of metacognitive strategy that are subdivided into three, there are planning, paying attention, and evaluating. The subcategories usually applied by the respondents are paying attention. It can be seen from the percentage of students who choose 'always' in the statement dealt with paying attention and writing the information told by the teacher. It means they can consciously adapt themselves and regulated their learning process.

Beside the paying attention to the material in the learning process, the subcategories used by respondents is evaluating. It can be seen in the statement dealt with evaluating learning performance by checking the task that have created. The subcategories that have low frequently used by the respondent is planning. As shown in the table, respondent sometimes plan before writing a text.

Based on the analysis from the questionnaire, it showed that respondents generally develop self-management in their learning process of writing. They used metacognitive strategy to improve their comprehension that consist of planning, paying attention, and evaluating.

b. Cognitive Strategy

The second indicator was cognitive strategy. The purpose of this category was to get information about students' strategy related to their cognitive strategy. In this category the writer divided it into four statements. The results are shown in the table 4.2.

4.2 Data of Students' Cognitive Strategy

No	Indicator	Statement	X	Answer	Percentage
Cognitive Strategy					
1.	Taking notes	I write the information told by the teacher	28	Always:16 Often: 5 Rarely: 3 Sometime:5 Never: 0	57.1% 17.9% 10.7% 17.9% 0%
2.	Using resources	I use some resources like book, news, blog, website, or internet, to get the information and to increase my vocabulary	28	Always: 7 Often: 14 Rarely: 4 Sometime:3 Never: 0	25% 50% 14.3% 10.7% 0%
3.	Imagination	I usually look for some pictures or surrounding as one of the resources	28	Always: 6 Often: 9 Rarely: 8 Sometime:5 Never: 0	21.4% 32% 28.6% 17.9% 0%
4.	Memorization	I write then memorize the new words and use them to communicate or discuss with friend	28	Always: 5 Often: 8 Rarely: 7 Sometime:5 Never: 3	17.9% 28.6% 25% 17.9% 10.7%

In the table above, there were four statements of cognitive strategy that have four subcategories; there are taking notes, using resources, imagination, and memorization. The subcategories usually applied by the respondent is taking notes. It can be seen from the percentage of

students who choose 'always' in the statement write the information told by the teacher. It means they are creating structure for input and output in the form of taking notes and highlighting.

The second subcategories usually applied by the respondent is using resources. It can be seen in the statement use some resources like book, news, blog, website, or internet, to get the information and to increase vocabulary. It means they often use resources to get information and to overcome the lack of vocabulary and to increase their knowledge of vocabulary especially in learning writing. Beside the subcategories using resources, the subcategories that often used by respondent is imagination. It can be seen in the statement dealt with usually look for some pictures or surrounding as one of the resources. The frequency of cognitive subcategories memorization is the lowest. It means the respondent rarely used memorization.

From the table, it can be concluded that from four subcategories in cognitive strategies, there are taking notes, using resources, imagination, and memorization. All these subcategories are applied by respondent with different degrees of frequency. Based on the research, there are various variation of answers chosen by the respondents. However, the result showed that they were generally made use of their background knowledge to get information.

c. Socio-affective Strategy

The last indicator was social/affective strategy. The purpose of this category was to get information about students' strategy that was related to their social and affective strategy. In this category the writer divided it into three statements. The results are shown in table 4.3.

Table 4.3
Data of Students' Social-affective Strategy

No	Indicator	Statement	X	Answer	Percentage
Socio-Affective Strategy					
1.	Interaction with another person	I ask and do the discussion with my friend about the topic	28	Always: 9 Often: 9 Rarely: 4 Sometime:5 Never: 1	32.1% 32.1% 14.3% 17.9% 3.6%
2.	Sharing and discussion	I always share and do the discussion about related material and deliver the ideas each other in the learning process	28	Always: 5 Often: 12 Rarely: 5 Sometime:7 Never: 0	17.9% 42.9% 17.9% 25% 0%
3.	Clarify the understanding about the material	I usually ask the questions to clarify my understanding to the teacher even to my friend	28	Always: 9 Often: 10 Rarely: 4 Sometime:6 Never: 2	32.1% 35.7% 14.3% 21.4% 7.1%

Based on the table above, there were three statements each of which represents subcategories of socio-affective strategies. There are interaction, sharing and discussion, and clarification. The table reveals that respondent applied this strategy in learning process of writing. It can be seen based on different degrees of frequency.

From the tables of data questionnaire above, it can be concluded that from the three indicators, which are metacognitive strategy, cognitive strategy, and socio-affective strategy, all the strategies are used by the students with different degrees of frequency. Based on the research there are various variation of responds chosen by respondents. However, the result showed that they generally applied strategies in the learning process.

Based on the questionnaire deals with three different learning strategies, the correlation can be seen in the following table:

Table 4.4

Overall Average of Learning Strategies

No.	Indicator	X	Average
1.	Metacognitive strategies	28	75.43%
2.	Cognitive strategies	28	77.94%
3.	Socio-affective strategies	28	73.33%

The table 4.4 showed that the average of all the three indicator of learning strategies, Cognitive strategies (mean = 77.94%) were applied as the primary choice for students. It means that the students mostly used this strategy to get information and improve their vocabulary also their writing skill. On the second position, students often used metacognitive strategies (mean = 75.43%). Then, socio-affective strategies (mean = 73.33%) were the least frequency used by the students.

In the other words, most students adopted Cognitive strategies by reinforcing the information. Then the students used Metacognitive strategies such as managing learning process, and using knowledge to help them understand. The students used socio-affective strategies by cooperating with friends and clarifying the understanding.

2. Data from Focus Group Discussion (FGD)

Focus group discussion was the last step conducted to collect the data. The FGD was used to gain supporting data from the chosen respondents. The writer selected ten respondents based on the higher achievers. The focus group discussion was conducted directly on February 9th 2023. It was done in one day to get the information based on their real experience. The open-ended discussion with twelve questions according to three indicators was used to find more about students' strategies to overcome the lack of vocabulary in writing.

a. Metacognitive strategy

There were two questions that consist of metacognitive strategy. The first question was to find out the respondent' plan before writing. Almost all the respondents had similar answer that they are planning by taking notes. It can be seen based on the focused group discussion result to respondents in excerpt #1 below

Excerpt #1

Iya, saya punya rencana sebelum menulis teks. Biasanya saya menentukan dulu apa yang akan saya tulis, lalu mempelajari struktur teksnya.

[Yes, I have a plan before writing text. Usually, I decide what to write first. Then learn the structure of the text.]

Excerpt #2

Iya, ada. Kalau saya biasanya melihat dan mempelajari lagi materinya dari buku catatan atau dari internet sambil mencoba menulis.

[Yes, I have. I used to look back and study material from notebook or the internet while trying to write.]

The second question was to investigate whether have a plan writing can help writing better. Almost all respondents claimed it can. It can be seen in excerpt #3

Excerpt #3

Ya, sangat membantu, karena kalau kita menentukan dulu bisa memudahkan pas menulis teksnya nanti.

[Yes, very helpful. Because if we determine first, it will make it easier to write the text then.]

It was also supported by the statement of #R2 in excerpt#4

Excerpt #4

Bagi saya iya membantu, karena membantu untuk mengerti apa yang mau ditulis.

[For me yes, it helps. Because it helps to understand what to write.]

According to the result of FGD, metacognitive strategy is used by the respondents. They use the strategy by planning before writing a text.

b. Cognitive strategy

There were eight questions that consist of cognitive strategy.

The third question was to investigate what did the respondent when they do not understand the narrative text that they read. Some respondent responds this question and rest of them agreed with

them. It can be seen based on the result on respondent #R4 in excerpt #5

Excerpt #5

Kalau saya biasanya translate dulu dan cari artinya di kamus, kalau tete pada yang kurang dipahami bertanya ke teman sih, dan memastikan lagi ke guru.

[I usually translate and look up the meaning in the dictionary, if still misunderstood, asking my friend and verify to the teacher.]

The fourth question was to find out how the respondent deal with unfamiliar words. Almost all the respondent had similar answer. It can be seen in excerpt #6.

Excerpt #6

Kalau saya biasanya mencari artinya di kamus, bertanya ke teman atau langsung ke guru.

[I usually search for meaning in the dictionary, ask to friends or teacher.]

It was also supported by the statement of #R1 in excerpt #7

Excerpt #7

Saya juga biasanya cari artinya di kamus atau aplikasi kamus online sih.

[I also usually looking for the meaning in the dictionary or online dictionary application.]

The fifth question was to find out respondent's opinion about how important of vocabulary in learning English. All the respondent claimed vocabulary is important in learning English, but they have different explanation. It can be seen in excerpt #8 and #9.

Excerpt #8

Menurut saya penting sekali. Eeu pertama kali hal yang harus dipelajari atau diketahui saat belajar Bahasa Inggris itu vocabulary, emm karena kalau kita tidak mengetahui kosa kata apapun saat belajar akan jadi kesulitan dan tidak mengerti apa yang dipelajari atau tidak tahu apa yang mau dikatakan.

[I think it is very important. The first thing to learn or know when learning English is vocabulary, because if we do not know any vocabulary, learning become difficult and will not understand what is learned or do not know what to say.]

Excerpt #9

Iya penting. Karena kalau tidak tahu kosakata kita bakal misunderstanding.

[Yes, it is important. Because if do not know vocabulary we will misunderstanding.]

The sixth question was about whether they have read narrative text or English text that they like to increase their English vocabulary. The entire respondent had different answer to respond this. It can be seen in excerpt #10 and #11.

Excerpt #10

Iya pernah. Seperti membaca cerita tentang hewan.

[Yes, I have. Like read a story about animal.]

Excerpt #11

Emm pernah. Misalnya membaca teks naratif atau cerpen yang berbahasa Inggris.

[I have. For instance, reading narrative text or English short story.]

The seventh question was about whether the respondent have own or specific strategy to overcome the lack of vocabulary in English. All the respondent had different way to deal with this. It can be seen in the excerpt #12.

Excerpt #12

Iya saya punya. Biasanya sih membaca teks apapun yang berbahasa Inggris, terus main game di hp.

[Yes, I have. Usually reading any English text, then playing game in handphone.]

It was also supported by the statement of #R4 in excerpt #13.

Excerpt #13

Kalau saya biasanya menonton film, mendengarkan musik, atau baca novel.

[I usually watching movie, listening to music, or reading a novel.]

The eighth question was to find out did strategies help to increase their vocabulary. All the respondent had different answer. It can be seen in excerpt #14 below.

Excerpt #14

Sangat membantu, karena kalau sering melakukannya itu bisa membantu meningkatkan jadi lebih mudah juga untuk memahami pembelajaran.

[Very helpful, because if often do it, it can help to improve so it is easier to understand the learning material.]

Excerpt #15

Iya saya setuju, euu dengan banyak latihan selain belajar di kelas ee itu akan membantu meningkatkan skill kita sih.

[Yes, I agree. With a lot of practice outside of class, it will help to improve our skill.]

The ninth question was to investigate what kind of sources that they use to deal with vocabulary deficiency and to gather information they were less know or understand in writing or studying narrative text. All respondent had different answer. It can be seen based on result in excerpt #16.

Excerpt #16

Kalu saya karena lebih suka kalau ada suara dan gambar atau eee animasi gitu jadi biasanya melihat di YouTube atau suka ke Google juga sih... dan kamus.

[Because I like it better when there is sound and pictures or animation, so I usually look at it on YouTube or like to look at Google too, and dictionary.]

It was also supported by the statement of the #R2 in excerpt #17

Excerpt #17

Euu kalau saya suka lihat di buku paket atau internet, dan kamus.

[I like to look at the text book or internet.]

The tenth question was to investigate what kind of practice that they did to increase their vocabulary especially in writing. All respondent had different answer. It can be seen in excerpt #18.

Excerpt #18

Dengan latihan di aplikasi Duolingo dan main game di hp biasanya.

[Usually by practicing on Duolingo apps and playing games on the phone.]

It was also supported by the statement of #R2 and #7.

Excerpt #19

Kalau saya suka nonton film atau nonton video yang berbahasa Inggris di YouTube. Euu terus kalau menemukan kosakata baru dihafalkan.

[I like watching English movies or videos on YouTube. Then if finding new vocabulary, I memorized it.]

Excerpt #20

Saya mengikuti bimbingan belajar dan paling euu bermain game.

[I took a tutoring and playing game.]

Based on the result of FGD above, there are various answers chosen by the respondents. However, the result showed that they generally used cognitive strategy by reinforcing the information that they know, using resources, dealing with unfamiliar words, and connecting between old and new knowledge.

c. Socio-affective strategy

There were two questions that consist of socio-affective strategy. The eleventh question was about students' discussion about the material and while writing a text. some respondent had similar answer and the rest of them agreed with them. It can be seen in excerpt #21.

Excerpt #21

Emm diskusi... paling kalau temen saya nanya, saya jawab sesuai yang saya mengerti aja. Begitupun sebaliknya.

[Emm discussion... when my friend asked me question, I just respond as I understand. Vice versa.]

The last question was about students' way to clarify their understanding about the material and the task that they got. Some respondent responds this question and the rest of them agreed with them. It can be seen in excerpt #22.

Excerpt #22

Kalau soal pemahaman materii euu biasanya kalau saya suka mastiin lagi ke temen yang lebih pintar di Bahasa Inggris atau kalau ada teman yang nanya saya jawab kalau saya faham. Gitu sih caranya tau kalau saya udah faham atau belum. Kalau masalah tugas biasanya saya langsung tanya ke guru sih.

[About the material understanding, I usually try to check with my friends that better in English or if my friend asks me question in will answer if I understand. That is my way to finding out if understood. I usually ask to my teacher when it comes to task.]

According to the result of FGD, some of the respondents used socio-affective strategy. They use the strategy by cooperating with peer, and clarifying the understanding.

B. Data Analysis

In this research, the writer would like to analyse students' strategies to overcome the lack of vocabulary in writing. After gathering and describing the data from questionnaire and focus group discussion, the writer analyse the data to find out what are learning strategies used by students in writing. It was proven by the data from student's questionnaire and discussion result done by the writer.

After conducting the research, the writer found the result based on student's point of view toward writing strategies. there are three learning strategies that they used to overcome the lack of vocabulary in writing. They are metacognitive strategy, cognitive strategies, and socio-affective strategies. The most strategies used by students that the writer concludes from this research are showed that almost those strategies have slightly different average results. The percentage will be described below:

1. Metacognitive strategy

This strategy helps the learner to manage overall learning process. This strategy allows the students to learn target language through planning, monitoring, and evaluating. Based on the analysis, all data of this research showed that students got benefits in planning, arranging, and evaluating their writing activity. They plan by taking notes or review the material that they got to help them construct a text easily.

From the data questionnaire not all the students plan before writing. This statement based on the data from questionnaire; there were 50%

respondents who sometime plan before writing. There were 75% respondents that always paid attention when the teacher told the material and wrote the information that they got. There were 50% who chose often in the third statement. It means that almost all the respondents are evaluating and checking their work before it is submitted. It was supported by the data taken from Focus Group Discussion that #R2 need to open the material then she tried to write. Therefore, it can be concluded by the data taken from FGD that metacognitive strategy is used by the students to plan before writing a text.

2. Cognitive Strategy

In cognitive strategy, the learner reinforced the information that they know. The students usually take notes about the information, use resources, use their imagination and memorize the new information that they got. Meanwhile, it can be supported more. Based on the data of questionnaire there were 57.1% students who claimed that they take notes the information. It means a half of the students paid attention. There were 50% students who often using resources for learning. it means that almost all the students used resources like book, dictionary, or internet. There were 32% who often imagined to help them to write. 28.6% students who often memorize the new words or information.

Based on the data from Focus Group Discussion, in the writing process all the students used some resources like book and internet to

get the information and it was said by R#2 from the data of FGD that she was often use a text book and internet. There was also student who needed to imagine the object to decide a topic. It was supported by the data of discussion with R#8 that he needed to imagine object before writing. In conclusion, by the data taken from FGD, generally cognitive strategy used by the students to reinforced the information that they know, and to deal with the lack of vocabulary.

3. Socio-affective strategy

Socio-affective strategy are where the learner maintaining self-encouragement, cooperating with friends, clarifying the understanding, learning how to solve the problem, and how learner handles their motivation in learning. based on the data questionnaire, some students were good enough in interacting and some students discussed. It can be seen from the data of questionnaire that some students always did the interaction with their friends (32.1%). It means that they did the interaction with others. There were 42.9% students who often shared and discussed in the learning process. It means that almost all the respondent did the discussion. The last almost a half of the students (35.7%) claimed that they often clarify their understanding by asking the question to their teacher and friends.

It was also supported from the data of FGD, that #R4 did the discussion with her friends in the learning process. There were also

students who clarified their understanding by checking to friends and answering friend' question such as #R1. Therefore, it can be concluded by the data taken from FGD, some of the students used socio-affective strategy to cooperate with peer, and clarified the understanding.

After the writer analyse the data from questionnaire and focus group discussion, the writer discovers that among the three indicators, all types of learning strategy were used by the students to overcome the lack of vocabulary in writing. Generally, cognitive strategy is more often learning strategies used by the students in writing. The second strategies used by the students is metacognitive strategy. The last is social/affective strategy. This research has a similar finding to which has found by Bao (2017) who has the frequency of the application of strategies from high to low; cognitive strategy, metacognitive strategy, and socio-affective strategy. In the other hand, this finding is different from Lewier & Nendissa (2020) that the most preferred strategies applied were socio-affective strategies.

However, all types of learning strategies are related to their activity to help them overcome the lack of vocabulary and while construct a text. Learning strategies can facilitate the students in obtaining, storing, retrieving and using of information.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is done to find out students' strategies to overcome the lack of vocabulary in writing. In this research the writer draws up the question "what are strategies applied by the students to overcome their problems at the lack of vocabulary in writing?" to answer the question the writer used two different instruments: questionnaire and focus group discussion. The questionnaire was administered to 28 students in Mts Tarbiyatul Azhar. The focus group discussion was conducted with ten students.

Based on the result of all instruments, the writer concluded that all of language learning strategies are used by the students. Based on the data percentages, cognitive strategy is the mostly used strategy that is used by the students. The students used it by planning, paying attention, and evaluating. The second mostly used strategy is metacognitive strategy. They use it by taking notes, using resources, imagination, memorization, dealing with unfamiliar words, and reinforced the knowledge that they know. The last used strategy is socio-affective strategy. They use it by interaction, sharing and discussion, and clarification. However, they have their own strategy that can make them comfortable to overcome their lack of vocabulary especially in writing.

B. Suggestion

Based on the conclusion, the writer has some suggestions. For the students, the writer suggests students to use strategies that suit them the most and try new strategies that can help them enhance their vocabulary and writing skill. They also should understand about effective learning strategy, because learning strategy helps and make them easier in learning process.

The next suggestion is given to the teachers. Hopefully, this research can be guidance for teachers to direct or guide the students to use strategies that can support the students' learning to make it easier for them in the learning process. In addition, the teacher should also teach learning strategies that can be used by students to deal with lack of vocabulary and can also help students when they face difficulties while writing a text.

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APPENDICES

Appendix 1

Instrument penelitian

1. Questionnaire

A. Pengantar

Mempelajari dan menguasai bahasa asing bukan hal yang mudah. Begitupun dengan mempelajari kosa katanya. Pengetahuan dan penguasaan mengenai kosa kata dalam bahasa asing, khususnya Bahasa Inggris sebagai Bahasa internasional sangat dibutuhkan oleh siswa. Oleh karena itu, siswa memerlukan beberapa strategi dalam mengatasi kurangnya kosa kata dalam Bahasa Inggris yang dapat digunakan untuk membantu dan memudahkan dalam mempelajari Bahasa Inggris.

Saya, Septya Syifa Hilwannisa, mahasiswi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan, sedang melaksanakan penelitian yang berjudul “Students’ Strategies to Overcome the Lack of Vocabulary in Writing” Untuk itu, saya mohon kesediaan Anda untuk mengisi angket ini. Informasi yang anda berikan akan sangat membantu dan bermanfaat untuk penelitian saya maupun para guru dan siswa lainnya. Atas waktu dan kesediaannya, saya ucapkan Terima kasih.

B. Petunjuk Pengisian

Angket ini terdiri dari sepuluh pertanyaan. Bacalah setiap pernyataan dengan teliti. Isilah pertanyaan di bawah ini sesuai dengan pengalaman anda. Berikan tanda ceklis pada kolom sesuai dengan pengalaman anda.

C. Identitas Responden

Nama :
Kelas :

No	Indikator	Pernyataan	Selalu	Sering	Jarang	Kadang-kadang	Tidak pernah
Metacognitive Strategy							
1.	Planning	Saya membuat catatan kecil berupa konsep sebelum menulis teks					
2.	Pay attention	Saya memperhatikan apa yang guru saya sampaikan tentang materi pembelajaran					
3.	Evaluate learning and performance	Saya mengevaluasi hasil pembelajaran dan apa yang telah saya kerjakan					
Cognitive Strategy							
4.	Taking notes	Saya mencatat informasi mengenai materi yang dijelaskan oleh guru saya					
5.	Using resources	Saya menggunakan beberapa sumber untuk mendapatkan informasi dan mempermudah saya dalam menulis teks naratif					

6.	Imagination	Saya perlu melihat sekeliling dan melihat beberapa gambar untuk mendapatkan ide dalam menulis teks naratif					
7.	Memorization	Saya menulis lalu menghafal kata kata baru lalu menggunakannya untuk berkomunikasi dan berdiskusi dengan teman					
Social and Affective Strategy							
8.	Interaction with peer	Saya bertanya kepada guru atau teman saya terkait materi yang belum saya pahami					
9.	Discussion and sharing	Saya berdiskusi dan bertukar pikiran dengan teman untuk mendapatkan ide dan mengembangkan informasi yang didapat					
10.	Clarify the understanding about the material	Saya selalu mengevaluasi pemahaman saya dengan bertanya lagi apa yang belum saya pahami kepada guru atau teman-teman yang lebih paham.					

2. Focus Group Discussion (FGD)

Lembar pertanyaan dibawah ini digunakan dalam sesi *Focus Group Discussion*. Pertanyaan ini berdasarkan pendapat dan pengalaman siswa dalam menggunakan *learning strategies* pada pembelajaran *writing*.

Indicator	Subcategories	No.	Questions
Metacognitive Strategies	Planning	1.	Sebelum memulai menulis teks, apakah kalian memiliki rencana? Apa saja?
		2.	Menurut kalian, apakah memiliki rencana sebelum menulis dapat membantu kalian untuk memahami saat menulis teks? Mengapa?
Cognitive Strategies	Using Resources	3.	Ketika menemukan teks naratif dalam Bahasa Inggris, apa yang kalian lakukan saat tidak memahami apa yang kalian baca?
		4.	Ketika sedang mempelajari teks naratif, bagaimana cara kalian mengatasi <i>unfamiliar words</i> yang kalian temukan?
		5.	Menurut kalian, apakah vocabulary penting dalam belajar Bahasa Inggris?
		6.	Apakah kalian pernah membaca teks yang kalian sukai untuk meningkatkan pengetahuan kosakata Bahasa Inggris kalian?
		7.	Apakah kalian memiliki strategi tersendiri atau khusus untuk mengatasi kekurangan kosakata dalam Bahasa Inggris? Apa saja? Jelaskan!

		8.	Menurut kalian, apakah strategi tersebut membantu kalian untuk meningkatkan kosakata kalian?
		9.	Jenis sumber seperti apa yang kalian gunakan untuk mendapatkan informasi yang kurang kalian ketahui dalam menulis atau mempelajari teks naratif?
		10.	Latihan seperti apa yang kalian lakukan untuk meningkatkan pengetahuan kalian dalam menulis teks Bahasa Inggris?
Socio-affective Strategies	Sharing and Discussion	11.	Apakah kalian berdiskusi dan berbagi ketika terdapat materi yang kalian kurang pahami atau ketika sedang menulis teks?
	Clarify the understanding about the material	12.	Bagaimana cara kalian mengklarifikasi pemahaman kalian mengenai materi dan tugas yang telah dikerjakan?

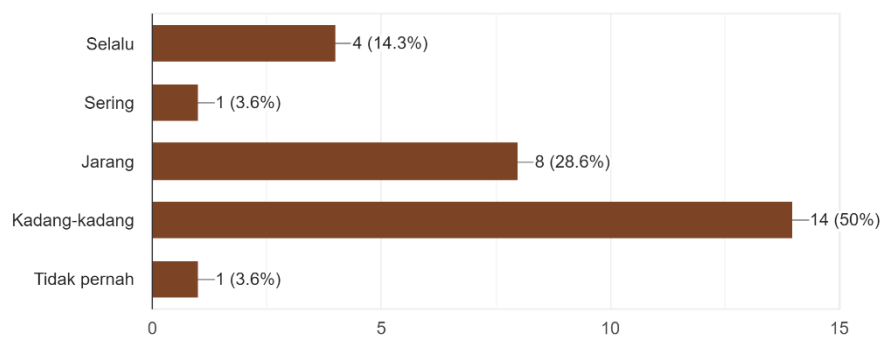
Appendix 2

Data hasil kuesioner

Metacognitive strategies questionnaire result

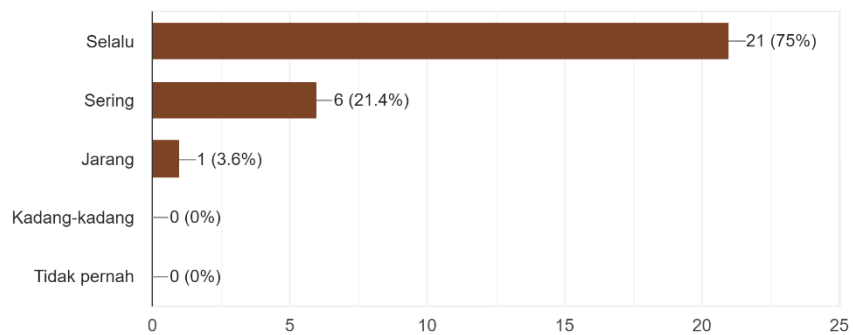
Saya membuat catatan kecil berupa konsep sebelum menulis teks

28 responses



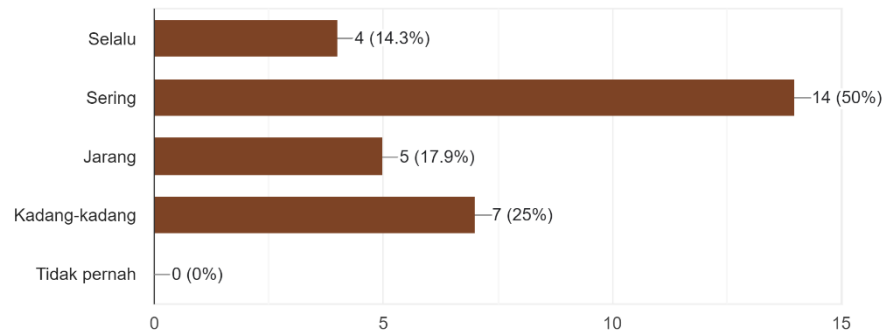
Saya memperhatikan apa yang guru saya sampaikan tentang materi pembelajaran

28 responses



Saya mengevaluasi hasil pembelajaran dan apa yang telah saya kerjakan

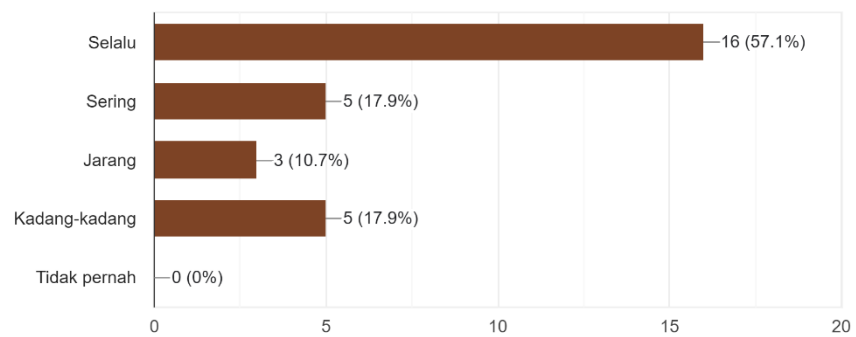
28 responses



Cognitive strategies questionnaire result

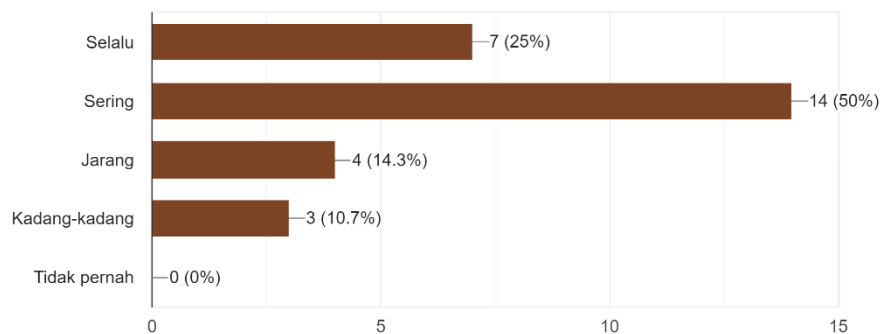
Saya mencatat informasi mengenai materi yang dijelaskan oleh guru saya

28 responses



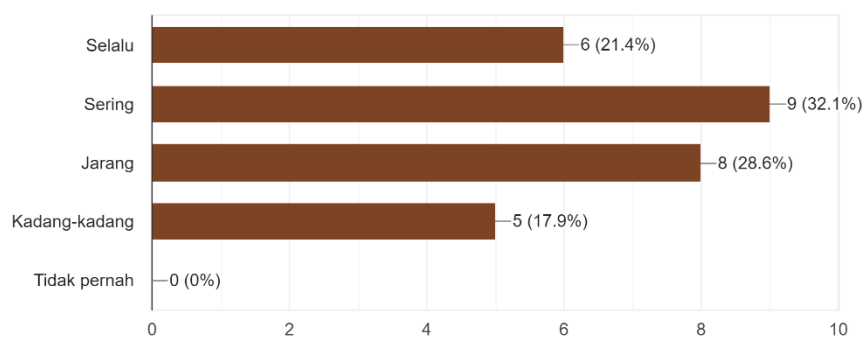
Saya menggunakan beberapa sumber untuk mendapatkan informasi dan mempermudah saya dalam menulis teks naratif

28 responses



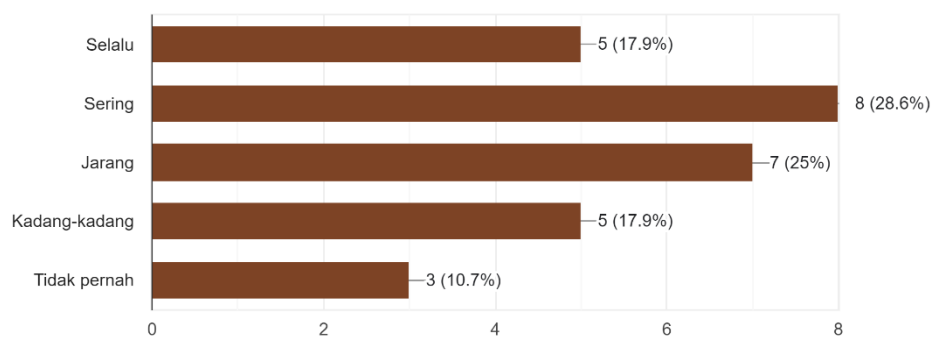
Saya perlu melihat sekeliling dan melihat beberapa gambar untuk mendapatkan ide dalam menulis teks naratif

28 responses



Saya menulis lalu menghafal kata kata baru lalu menggunakannya untuk berkomunikasi dan berdiskusi dengan teman

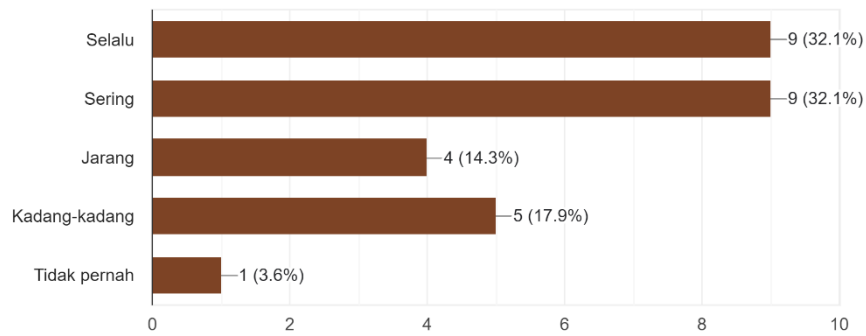
28 responses



Socio-affective strategies questionnaire result

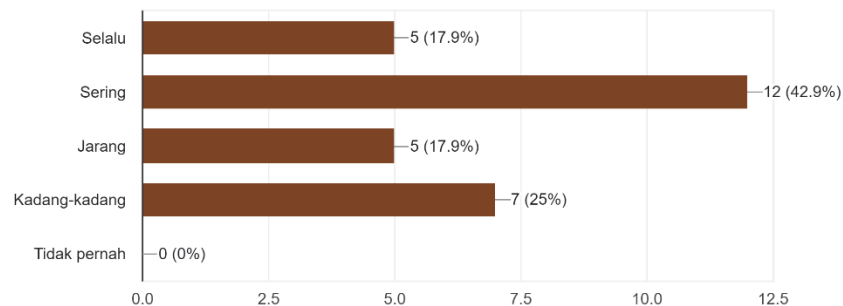
Saya bertanya kepada guru atau teman saya terkait materi yang belum saya pahami

28 responses



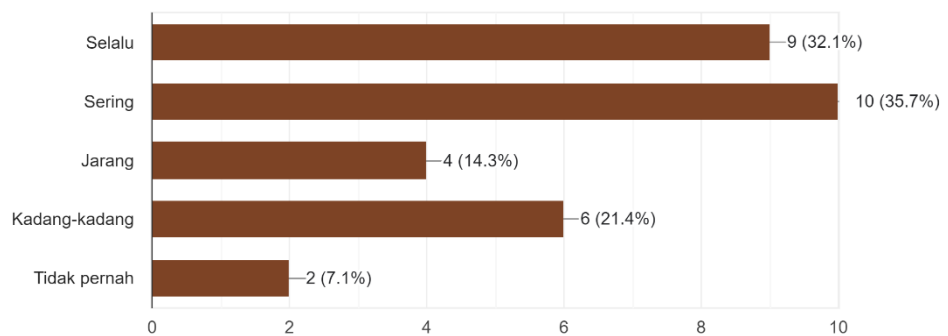
Saya berdiskusi dan bertukar pikiran dengan teman untuk mendapatkan ide dan mengembangkan informasi yang didapat

28 responses



Saya selalu mengevaluasi pemahaman saya dengan bertanya lagi apa yang belum saya pahami kepada guru atau teman-teman yang lebih paham.

28 responses



Appendix 3

Data dari transkrip Focus Group Discussion

Focus Group Discussion Transcription

Date : 9th February 2023

Respondents : #R1 #R2 #R3 #R4 #R5 #R6 #R7 #R8 #R9 #R10

Problem Question 1

1. Sebelum memulai menulis teks, apakah kalian memiliki rencana? Apa saja?

Respondent #1

Answer:

Iya, saya punya rencana sebelum menulis teks. Biasanya saya menentukan dulu apa yang akan saya tulis, lalu mempelajari struktur teksnya.

Respondent #6

Answer:

Saya juga sama seperti #R1. Menentukan dulu ceritanya.

Respondent #R2

Answer:

Iya, ada. Kalau saya biasanya melihat dan mempelajari lagi materinya dari buku catatan atau dari internet sambil mencoba menulis.

Problem Question 2

2. Menurut kalian, apakah memiliki rencana sebelum menulis dapat membantu kalian untuk memahami saat menulis teks? Mengapa?

Respondent #1

Answer:

Ya, sangat membantu, karena kalau kita menentukan dulu bisa memudahkan pas menulis teksnya nanti.

Respondent #9

Answer:

Bagi saya iya membantu, karena membantu untuk mengerti apa yang mau ditulis.

Respondent #8

Answer:

Iya membantu, karena bisa sambal berimajinasi ceritanya mau tentang apa.

Problem Question 3

3. Ketika menemukan teks naratif dalam Bahasa Inggris, apa yang kalian lakukan saat tidak memahami apa yang kalian baca?

Respondent #2

Answer:

Kalau saya biasanya translate dulu dan cari artinya di kamus, kalau tetep ada yang kurang dipahami bertanya ke teman sih, dan memastikan lagi ke guru.

Respondent #5

Answer:

Biasanya cari artinya di kamus atau bertanya.

Respondent #6

Answer:

Kalau saya biasanya lihat ke kamus atau kamus online.

Problem Question 4

4. Ketika sedang mempelajari teks naratif, bagaimana cara kalian mengatasi *unfamiliar words* yang kalian temukan?

Respondent #3

Answer:

Kalau saya biasanya mencari artinya di kamus, bertanya ke teman atau langsung ke guru.

Respondent #7

Answer:

Saya juga biasanya cari artinya di kamus atau aplikasi kamus online sih.

Respondent #10

Answer:

Iya saya juga sama seperti teman saya.

Problem Question 5

5. Menurut kalian, apakah vocabulary penting dalam belajar Bahasa Inggris?

Respondent #1

Answer:

Menurut saya penting sekali. Eeu pertama kali hal yang harus dipelajari atau diketahui saat belajar Bahasa Inggris itu vocabulary, emm karena kalau kita tidak mengetahui kosa kata apapun saat belajar akan jadi kesulitan dan tidak mengerti apa yang dipelajari atau tidak tahu apa yang mau dikatakan.

Respondent #2

Answer:

Iya penting. Karena kalau tidak tahu kosakata kita bakal misunderstanding.

Respondent #8

Answer:

Penting, karena kalau kita paham artinya walaupun sedikit sedikit jadi bisa lebih paham pas belajar.

Problem Question 6

6. Apakah kalian pernah membaca teks yang kalian sukai untuk meningkatkan pengetahuan kosakata Bahasa Inggris kalian?

Respondent #1

Answer:

Pernah. Cerita tentang hewan, setelah membaca teks cerita lumayan meningkatkan pengetahuan saya.

Respondent #3

Answer:

Iya pernah. Cerita tentang fairytale gitu.

Respondent #4

Answer:

Iya saya juga pernah.

Problem Question 7

7. Apakah kalian memiliki strategi tersendiri atau khusus untuk mengatasi kekurangan kosakata dalam Bahasa Inggris? Apa saja? Jelaskan!

Respondent #2

Answer:

Iya saya punya. Biasanya sih membaca teks apapun yang berbahasa Inggris, terus main game di hp.

Respondent #4

Answer:

Kalau saya biasanya menonton film, mendengarkan lagu, atau baca novel.

Respondent #1

Answer:

Kalau saya biasanya mendengarkan lagu Bahasa Inggris, karena bisa sekalian menghibur. Terus menonton video.

Problem Question 8

8. Menurut kalian, apakah strategi tersebut membantu kalian untuk meningkatkan kosakata kalian?

Respondent #3

Answer:

Sangat membantu, karena kalau sering melakukannya itu bisa membantu meningkatkan jadi lebih mudah juga untuk memahami pembelajaran.

Respondent #8

Answer:

Iya saya setuju, euu dengan banyak latihan selain belajar di kelas ee itu akan membantu meningkatkan skill kita sih.

Respondent #1

Answer:

Hampir sama dengan #R8. Sangat membantu, karena sedikitnya jadi terbantu saat belajar.

Problem Question 9

9. Jenis sumber seperti apa yang kalian gunakan untuk mengatasi kekurangan kosakata dan untuk mendapatkan informasi yang kurang kalian ketahui dalam menulis teks atau mempelajari teks naratif?

Respondent #1

Answer:

Kalu saya karena lebih suka kalau ada suara dan gambar atau eee animasi gitu jadi biasanya melihat di YouTube atau suka ke Google juga sih... dan kamus

Respondent #10

Answer:

Euu kalau saya suka lihat di buku paket atau internet, dan kamus.

Respondent #3

Answer:

Kalau saya internet, YouTube, dan aplikasi belajar Bahasa Inggris online.

Problem Question 10

10. Latihan seperti apa yang kalian lakukan untuk meningkatkan pengetahuan kosakata kalian khususnya untuk menulis teks Bahasa Inggris?

Respondent #3

Answer:

Dengan latihan di aplikasi Duolingo dan main game di hp biasanya.

Respondent #2

Answer:

Kalau saya suka nonton film atau nonton video yang berbahasa Inggris di YouTube. Euu terus kalau menemukan kosakata baru dihafalkan.

Respondent #7

Answer:

Saya mengikuti bimbingan belajar dan paling euu bermain game.

Problem Question 11

11. Apakah kalian berdiskusi dan berbagi ketika terdapat materi yang kalian kurang pahami atau ketika sedang menulis teks?

Respondent #4

Answer:

Emm diskusi... paling kalau temen saya nanya, saya jawab sesuai yang saya mengerti aja. Begitupun sebaliknya.

Respondent #5

Answer:

Iya saya juga sama seperti #R4

Respondent #9

Answer:

Saya juga sama seperti teman-teman saya.

Problem Question 12

12. Bagaimana cara kalian mengklarifikasi pemahaman kalian mengenai materi dan tugas yang telah dikerjakan?

Respondent #1

Answer:

Kalau soal pemahaman materii euu biasanya kalau saya suka mastiin lagi ke temen yang lebih pintar di Bahasa Inggris atau kalau ada teman yang nanya saya jawab kalau saya faham. Gitu sih caranya tau kalau saya udah faham atau belum. Kalau masalah tugas biasanya saya langsung tanya ke guru sih.

Respondent #9

Answer:

Iya saya setuju dengan #R1

Respondent #6

Answer:

Iya saya juga sama seperti #R1

Appendix 4

Surat Izin Penelitian



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Nomor : 166/WADEK I/FKIP/I/2023
Lampiran : -
Perihal : Izin Penelitian

10 Januari 2023

Yth. Kepala MTs Tarbiyatul Azhar
di
Kabupaten Bogor

Dengan hormat,

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Septya Syifa H.
NPM : 031118023
Program Studi : Pendidikan Bahasa Inggris
Semester : Akhir

untuk mengadakan penelitian di sekolah yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 26 s.d. 28 Januari 2023 mengenai: STUDENTS' STRATEGIES TO OVERCOME THE LACK OF VOCABULARY IN WRITING.

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami sampaikan terima kasih.










Wakil Dekan
Bidang Akademik dan Kemahasiswaan,




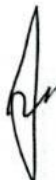







Sandi Budiana, M.Pd.
NIK 1.1006 025 469


Appendix 5:

Berita Acara Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
13-07-22	1	Diskusi perubahan judul & metodologi	
01-08-22	1	- cari/tambahkan 2 bh jurnal yg vnt - perhatikan grammar - background ditulis lagi - alasan pilih kalimat yg mau bung	
02-08-22 (Pak Gusnadi)	1	- Perbaiki grammar - revisi beberapa kalimat yang rancu	
01-09-22	1	- Diskusi terkait metode dan instrumen penelitian	
06-09-22 (Pak Gusnadi)	1	- Find another statement (opening statement) of the paragraph - revisi grammar	
10-10-22	1	Konsultasi terkait judul	
16-10-22	1		
25-10-22	1	revisi research focus research question	
25-10-22	1	lengkap Bab 1	

Tanggal	Bab	Catatan Bimbingan	Paraf
04-11-2022 (Pak Gusnadi)	2	- Tambahkan teori yang berkaitan dengan judul - Mulai persiapkan Bab 3	
08-11-2022 (Bu Isti)	2	- Tambahkan lagi sumber kutipan tentang definition of vocabulary learning - Beri judul di referensi / sumber related research & tambahkan related research yg berkaitan dg writing - Tambahkan definition / teori mengenai the teaching of writing beserta turunannya	
21-11-2022 (Bu Isti)	2	Lanjut ke Bab 3	
21-11-2022 (Pak Gusnadi)	2	Lanjut ke Bab 3	
28-11-2022 (Bu Isti)	3	- Tambahkan population and sample - Selanjutnya kawa instrument penelitian	
29-11-2022 (Pak Gusnadi)	3	Acc Bab 3	
01-12-2022 (Bu Isti)	3	Perbaiki Research Instruments	
19/05 2023 (Pak Gusnadi)	4	Perbaiki grammar & spelling	

Tanggal	Bab	Catatan Bimbingan	Paraf
19/05 2023 (Bu Isti)	4	- Perbaiki penyusunan tulisan - Tambahkan kesimpulan	
23/05 2023 (Bu Isti)	4 & 5	- Lanjut ke Bab 5 - Tambahkan kesimpulan pada setiap subcategory di data analysis - Tambahkan teory expert yang menyatakan jenis strateginya	 
06/06 2023 (Pur Gurnadi)	4 & 5	Approval bab 4	
07/06 2023 (Bu Isti)	4 & 5	Perbaiki grammar dan pemilihan kata	
09/06 2023 (Bu Isti)	4 & 5	Approval of chapter 4 & 5 Write the completions of the paper	

Tanggal	Bab	Catatan Bimbingan	Paraf
15/06 2023 (Bu Isti)		Approval of Completion	
15/06 2023 (Pak Gusnadi)	5	Approval Bab 5	